

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
COMMITTEE OF THE BOARD MEETING
Administration Building
360 Colborne Street

May 6, 2014
4:00 PM

A G E N D A

I. CALL TO ORDER

A. Introductions

II. AGENDA

A. FY 2015 Budget

1. Introduction

2. Presentation

3

3. Discussion

4. Action (Acceptance of Report)

B. Legislative Update

1. Introduction

2. Presentation

20

3. Discussion

4. Action (Acceptance of Report)

C. School Start Times

1. Introduction

2. Presentation

31

3. Discussion

4. Action (None Required)

D. Technology Services Update

1. Introduction

2. Presentation

53

3. Discussion

4. Action (None Required)

E. Positive School Bus Behavior Program

1. Introduction	
2. Presentation	65
3. Discussion	
4. Action (None Required)	
F. Standing Item: Policy Update	79
G. Standing Item: SSSC 2.0 Update	87
H. Work Session	
1. Board Check-In	
2. Reschedule of October 28 COB Meeting	
3. COB Meetings - Structure/Timing	
III. ADJOURNMENT	



FY15 General Fund Budget for Schools

“Funding Strong Schools Strong Communities 2.0”

Marie Schrul
Controller
May 6, 2014



Purpose

To provide update on the FY15 General Fund budget to the Committee of the Board



Agenda



- Framing the discussion: *Strong Schools, Strong Communities 2.0*
- General Budget Information
- Staffing the Schools
- General Fund FY15 Big Picture
- Other Influencing Factors
- FY15 Budget Adoption Proposed Schedule
- Engagement Information
- Questions

SSSC Goals Continue Under SSSC 2.0

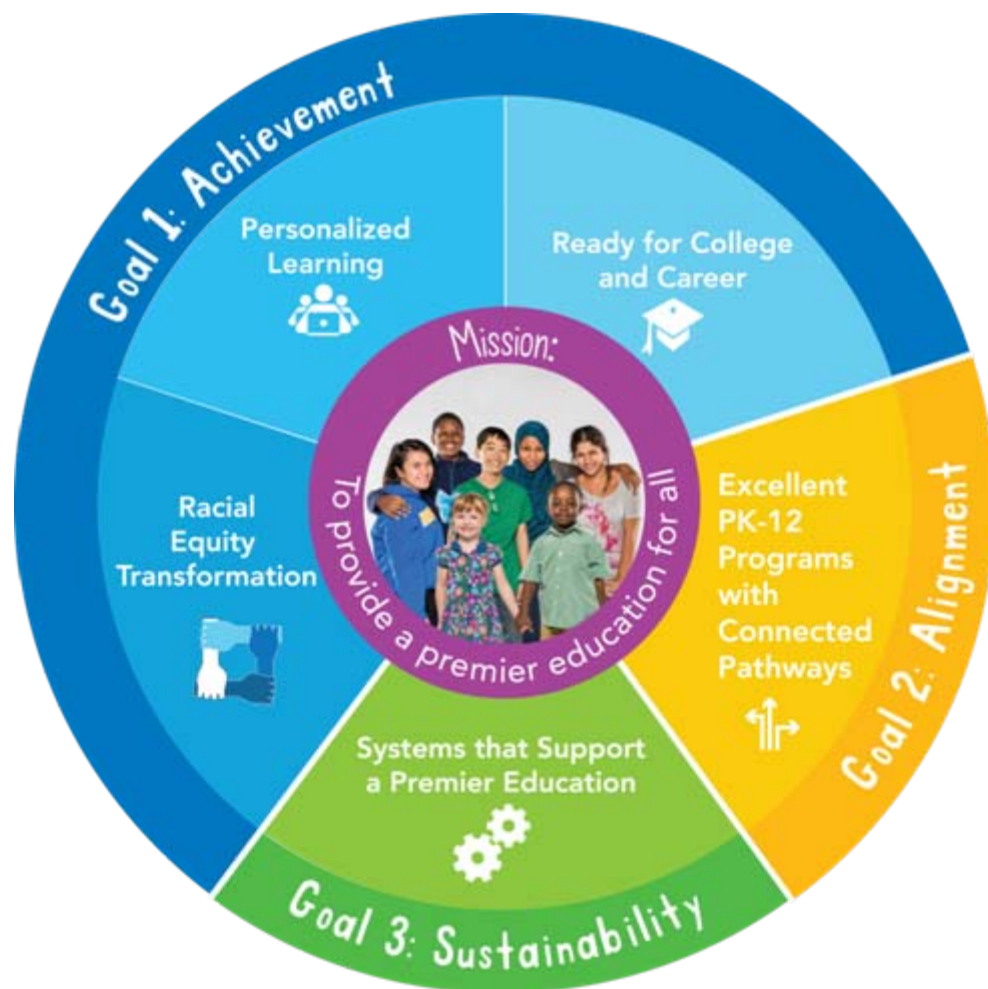
Goal 1: Achievement for all students

Goal 2: Alignment of school programs

Goal 3: Sustainability to optimize classroom resources and academics



SSSC 2.0 Focus Areas



Focus Areas

- Racial Equity Transformation
- Personalized Learning
- Ready for College and Career
- Excellent PK-12 Programs with Connected Pathways
- Systems that Support a Premier Education



General Budget Information



- FY15 general fund is relatively flat compared to last year.
 - very few changes in our educational programs and services,
 - continued support for activities related to *SSSC 2.0*.
- This continued progress is possible because of a \$21.2 million (4.2% increase) in state funding.
 - Much of increase is the result of state-approved construction projects that will now be paid out of our General Fund, rather than bond funding.
- The budget meets all required contractual obligations



General Budget Information



- All schools do not receive the same amount of money per pupil, because:
 - Some school funding is categorical – it has specific criteria on its spending
 - Funding for Comp Ed and Title I follow the student on a one year delay
 - Higher poverty schools have greater access to categorical dollars than lower poverty sites
- School enrollment affects the dollars allocated

Class Size Ranges

	2014-15 Class Size Range – per 2014-16 teacher contract settlement					2013-14 Class Size Range (FY14 Budget Book)	
	Higher Poverty Sites*			Lower Poverty Sites			
Grade	FY15 Target Ranges	FY15 Projected Average Class Size		FY15 Target Ranges	FY15 Projected Average Class Size	Target Ranges	FY14 Projected Average Class Size
Pre-K	20	20		20	20	20	20
KG	20 - 25	23.3		22 - 26	24.8	24-27	23.9 - 26.5
1-3	22 - 25	23.7		22 - 27	25.1	24-28	24.0 -25.5
4-5	25 - 28	24.6		25 -29	26.6	26-30	25.5 - 28.1
6-8	29 - 33	30.7		29 -35	31.2	30-34	29.5 - 32.2
9-12	30 - 35	33.2		30 -37	33.8	32-35	31.9 - 35.0



Restrictive Allocations

- To meet class size contractual obligations:
 - Meetings with REA, Student Placement, Assistant Superintendents, Finance and Budget staff
 - School allocations based on those meetings
 - A new budget number is being implemented in FY15 to track staff allocations
 - Principals and Assistant Superintendents held accountable to staffing numbers



FY15 General Fund Big Picture



	FY14 Adopted (in millions)	FY15 Preliminary (in millions)	Difference	% Change
Revenue	\$ 505.6	\$ 526.8	\$ 21.2	4.2%
Fund Balance	12.7	8.1*	(4.6)	(36.2%)
Expenditure	518.3	534.9	13.6	2.6%
Balance	0	0		

*Assumes use of Unassigned Fund Balance above the Board required 5% minimum
(preliminary March 2014 year end projections)



FY15 General Fund Big Picture – Revenue



General Fund	FY 14 Adopted	FY 15 Preliminary	\$ Difference	% Change
Revenue Comparison	\$ 505.6	\$ 526.8	\$ 21.2	4.2%
General Fund	FY 14 Adopted	FY 15 Preliminary	\$ Difference	% Change
General Education	\$ 403.7	\$ 407.9	\$ 4.2	1.0%
Alt Facilities Levy (Pay as you Go)	\$ 0.0	\$ 9.7	\$ 9.7	100%
OPEB Levy	\$ 9.9	\$ 16.1	\$ 6.2	62.6%
Integration Revenue	\$ 17.7	\$ 16.3	(\$ 1.4)	(7.9%)
Operating Capital/Health & Safety	\$ 14.9	\$ 14.6	(\$ 0.3)	(2.0%)
Categorical Special Education	\$ 59.4	\$ 61.4	\$ 2.0	3.4%
Early Learning Scholarship Program	\$ 0.0	\$ 0.8	\$ 0.8	100%
Totals	\$ 505.6	\$ 526.8	\$ 21.2	4.2%



FY15 General Fund

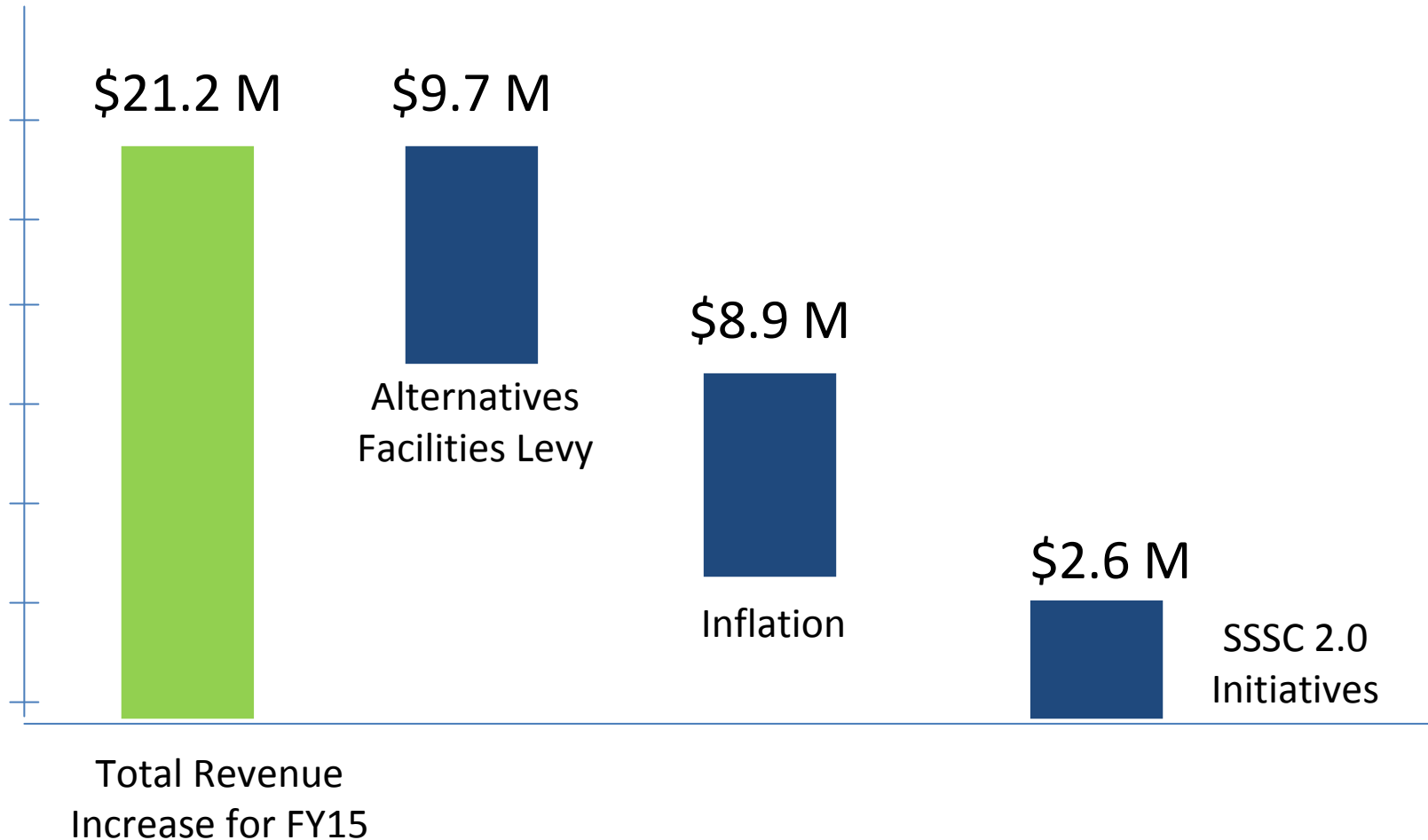
Big Picture – Expenditures

Area	FY14 Adopted	FY15 Preliminary	Change	Percent Change
Schools	\$ 244.8	\$ 246.4	\$ 1.6	0.7%
School Service Support	179.8	182.7	2.9	1.6 %
Total School Support	424.6	429.1	4.5	0.2%
District-Wide Support	89.3	101.7	12.4*	13.9%
Central Administration	4.4	4.1	(.3)	(6.8%)
Total	\$ 518.3	\$ 534.9	\$ 16.6	3.2%

*Includes \$9.7m of Alternative Facilities Levy (Pay as you Go) – new for FY15

FY15 General Fund Revenue Increase & Required Expenditures

Where the \$21.2M increase in funding is expended





Other Influencing Factors



- 3rd quarter projections
- Contract settlements
- Legislative adjustments
- Bond ratings – rating calls scheduled for Wednesday, May 7



FY15 Budget Community Engagement & Adoption Schedule



Date	Description
06MAY	Update on budget progress to COB
07MAY	Presentation to 7 Family Engagement groups
08MAY	Presentation to African American Parent Council
09MAY	School budgets returned
13MAY	Presentation to Districtwide Parent Advisory Council
16MAY	General Fund budgets returned
17MAY	Update on budget process to BOE
10JUN	FY15 Budget presentation to COB
24JUN	Budget adopted by Board of Education



Engagement Information



- Principal toolkit includes:
 - Allocation worksheet with directions and supporting documentation
 - Talking Points
 - PowerPoint draft that can be tailored to their site to use with staff and community
- Presentations from April Committee of the Board and Board of Education meetings on website at boe.spps.org
- Business office website (businessoffice.spps.org/budget)
 - FAQ
 - Submit questions
 - Link to Board presentation
- Community meetings scheduled through Family Engagement – dates on next slide



Questions?

Legislative Update

Mary Gilbert, Legislative Liaison

Committee of the Board

May 6, 2014



Key Messages

2014 Minnesota legislative session

- Must adjourn by May 19th
- Must settle the following differences.
- Targets for spending \$293 million in FY14-15 and \$883 million in tails for FY16-17
 - Still no agency targets
 - Tax relief \$103 million (first tax bill provided \$447 million)
 - Budget reserve—Added \$150 million



Supplemental Budget Conference Committee – House \$75 million

- Supplemental Budget Conference Committee appointed and meeting—No progress over weekend
- House: \$4.3 million new revenue for SPPS
 - 1% increase in formula
 - ELL funding 5 to 6 years and per pupil increase (\$792K)
 - School readiness increase \$5 million statewide (\$154K in FY15 in House)
 - ABE 3% growth factor



Supplemental Budget Conference Committee – Senate \$41 million

- Senate: \$2.8 million in new revenue for SPPS
 - ELL: 5 to 6 years, no formula increase (\$601K)
 - Teacher Evaluation: \$302 per licensed teacher (\$993K)
 - ECFE: \$764K
 - School Readiness: \$288K
 - Scholarships: cap removed and statewide increase \$8.8 million –removing cap means no more students served
 - ABE Growth factor 3%



Bonding Bill

- \$850 million in GO and \$200 million in cash
- Need Republicans; 2/3 majority required to pass
- St. Paul projects include:
 - Como Zoo
 - St. Paul Children's Museum—both bills
 - Metro State—Science Building—both bills
 - St. Paul College Culinary program upgrade—both bills
 - Century College solar and digital fabrication upgrade—both bills
 - Early Childhood/Child Protection facilities —both bills
 - Hmong-Lao Veterans Memorial—both bills
 - Housing grants – \$20 million in House, Dorothy Day in Senate plus \$10 million
 - Ordway, TPT, Palace Theater – in both, but different amounts



Education Policy Bill

- Conference Committee report signed
- ELL—Focus on teaching English and preserving native language
 - Adds goals to World's Best Workforce
 - Adds cultural competency throughout, i.e. PD, Curriculum/Inst.
 - Assessments in both English and native language (where practical)
 - Requires schools to provide information annually on strategies for reading in both English and native language
 - Requires MNSCU to collaborate in aligning instruction for ELL learning
 - Requires additional training for teacher and principal education programs ELL
 - Adds definition for ELL students with interrupted formal education.



Education Policy Bill

- Seals of biliteracy teacher licensing
- PSEO – Adopted both House and Senate PSEO provisions, which allow advertising and require counseling
- ALC—Compromise adopted
- Integration – rule and statute must align
- Adult diploma—developed by commissioner for eligible ABE consortia members
- College and career – Defines knowledge, skill, and competencies to pursue a career pathway including:
 - Post-secondary credit leading to a degree, diploma, certification
 - Industry recognized credential and employment
- Foster care – allows students to return to home district without district approval under open enrollment



Education Policy Bill

- Career pathways and technical education
- District required to provide parents with timely written summary of student's performance on state assessments
- Teacher Licensure
 - Directs board to set composite ACT/SAT new licenses or pass skills exam
 - Waives ACT/SAT or basic skills for non-native English speakers, who meet content and pedagogy, apply for direct instruction in their native or world language.
 - Allows up to 2 temporary 1 year licenses for those who have not passed exam
 - Directs board to create flexible, specialized licenses or credentials and other endorsement forms to increase students' participation in world languages, career development, work-based learning, early college and career, Montessori, project based learning.
 - Adds provisions for board to grant licenses to certain out-of-state candidates



Other Issues

- St. Paul Teacher Pension
 - House funds both years
 - Senate Funds FY17 and beyond
- EdMn Health Insurance Bill
- HHS—few provisions related to clean up and licensing issues
- Women’s Economic Security Act – issues include breast feeding, FMLA, and sick time



Key Contacts

- Contact Governor, leadership and your own legislator(s)
 - Governor Dayton: 651-201-3400
mark.dayton@state.mn.us
 - Senator Dick Cohen: 651-296-5931
josh.ney@senate.mn
 - Speaker Paul Thissen: 651-296-5375
rep.paul.thissen@house.mn
 - Rep. Erin Murphy 651-296-8799
rep.erin.murphy@house.mn



Questions?



RETHINKING SCHOOL START TIMES FOR 2015-16



Changing School Start Times

Agenda

- Purpose
- Research
- Start Time Scenarios
- Engagement Plan
- Questions



Purpose

- Over the years, SPPS has heard from many families about later start times for secondary students.
- SPPS will engage stakeholders in order to gauge the benefits and consequences of changing start times.
- A steering committee is being created to guide process.
- No decision will be made until feedback is gathered from representatives of groups.



RESEARCH

Research – Sleep*



- Later sleep patterns are largely biological, not necessarily behavioral.
 - 9 or more hours of sleep is best for teenagers
 - 69% of high school students do not receive the optimal 8 hours of sleep
- Delayed onset of melatonin for teens makes it difficult to go to bed earlier.
- Melatonin release and natural sleep cycle begins between 10:45 – 11 p.m.
- Later school start times show no impact on when teens fall asleep.

*Source: Examining the Impact of Later High School Start Times on the Health and Academic Performance of High School Students: A Multi-Site Study, Kyla L. Wahlstrom, Ph.D., University of Minnesota.

Research – Health*



- **Health impacts when students receive less than 8 hours of sleep**
 - Increased rates of depression, anxiety and fatigue
 - Increased risk of suicide
 - Increased rates of auto accidents
 - Decreased athletic and motor skills
 - Weight gain and/or elevated blood pressure
 - Increased likelihood of criminal or risk-taking (drugs, alcohol)
 - Interference with brain development (memory formation)

*Source: Examining the Impact of Later High School Start Times on the Health and Academic Performance of High School Students: A Multi-Site Study, Kyla L. Wahlstrom, Ph.D., University of Minnesota.



Research – School*



- **Results of an 8:30 or later secondary school start time**
 - Improved attendance and decreased tardiness
 - Improvement in continuous enrollment
 - Similar bed times as those with 7:30 a.m. start times
 - Improved health and fewer trips to the nurse
 - Improved alertness
 - Increase in GPA
 - Increase in percent of students scoring “proficient” on MCA math
 - Increase in secondary students eating breakfast

*Source: Examining the Impact of Later High School Start Times on the Health and Academic Performance of High School Students: A Multi-Site Study, Kyla L. Wahlstrom, Ph.D., University of Minnesota.

Research – School*



- **Results of an earlier start time for elementary schools**
 - Increase in student attentiveness
 - Increase in elementary students eating breakfast
 - Schools are able to structure core classes before lunch and during the best learning time
 - A decreased need for morning childcare allows fewer transitions for students
 - Research shows that after the first year, majority of families and school staff prefer the earlier start



START TIME SCENARIOS

Determining Alternative Start Times

- Three-month process
- Analyzed each scenario against the required transportation criteria
- Reviewed feedback from District Parent Advisory Council (DPAC)
- Only one alternative for current start times met the required criteria



Scenarios Investigated

- Tiers refers to the number of start times
- One Tier System – All schools running at 8:30 start times
- Two Tier System – 8:00 and 9:15 start times
- Three Tier Systems
 - Middle and High School on different tiers
 - Middle and High School on same tier
 - Various time ranges
 - 8:00; 9:00; 10:00
 - 7:45; 8:30; 9:30
 - 7:30; 8:30; 9:30



Transportation Criteria Used

- Student ride time
- Impacts to after school activities
- Customer service
- District Parent Advisory Council (DPAC) Feedback
- Cost
- Efficiency



Current System

No Change - Current Start Times

- **7:30 a.m.** – middle and high schools
- **8:30 a.m.** – most elementary community schools, some regional magnet elementary schools, most district-wide elementary schools, some special sites
- **9:30 a.m.** – most K-8 schools, some elementary community schools, dual campus elementary schools, some regional elementary schools, most special sites



Alternate System

Changed start times

- **7:30 a.m.** – elementary community schools, regional magnet elementary schools, special sites
- **8:30 a.m.** – middle and high schools
- **9:30 a.m.** – district-wide magnets, K-8 schools, dual campus schools, some special sites



Challenges - Elementary

- Family and Student Based
 - Some bus pick-ups as early as 6:30
 - Disruptions of family routines
 - Expanded need for after school care
- School Programming Based
 - Increased Discovery Club afterschool hours
 - EDL “shuttle model” for tier one elementary schools
 - Disruption to staff routines



Challenges - Secondary

- Family and Student Based
 - High school students not available to watch younger siblings
 - Students will get home later from after-school activities
 - Increased likelihood of student athletes missing last period for non-conference games
 - Less time for after school student employment
- School Programming Based
 - After school activities including athletic practices and competitions will run later
 - Schedule shifts may be needed for evening high school or credit recover programs
 - Disruption of staff routines



ENGAGEMENT PLAN

Steering Committee

- SPFT
- Principals
- Teachers
- Youth Commission
- Discovery Club
- Parents/Families
- Park and Rec
- SPPS Foundation
- PACs
- Transportation
- ALC/EDL
- Athletics



Engagement Plan

- **A wide variety of stakeholders will be involved**
 - Athletics, coaches
 - Teachers and school staff (at all grade levels)
 - Parents, DPAC, Multilingual PACs
 - Students, high school
 - St. Paul's Parks and Recreation staff
 - Extended Day for Learning (EDL) staff
 - Discovery Club
 - Youth Commission
 - Daycare providers
 - PreK
 - SPFT and more



SPPS.ORG/STARTTIMES

- Research
- News Articles
- Transportation Information
- Feedback Survey



Timeline Overview

Dates	Activity
Fall 2013	Conversations with DPAC began
April – Sept. 2014	Gather feedback and engage stakeholders
Sept. 2014	Steering committee reviews feedback
Sept. 2014	Steering committee makes recommendation to the Superintendent
Oct. 2014	Present recommendation to Board of Education
Oct. 2014 – Aug. 2015	Additional communication sessions with families if school start times are changed



Questions?





Technology Services Update

Presented by:

Jean Ronnei & Andrea Casselton

May 6, 2014



Introduction

Andrea Casselton



- Background
- October 2013-December 2013
 - Consultant
 - Assessment of current state of IT & implement some recommendations
- March 2014
 - Deputy Chief of Technology Services, Interim



Assessment-Need to:



- Better align technology investments with SPPS strategic direction
- Consistent investment in infrastructure
- Better support for end users
- Adopt more technology best practices
- Grow IT from break/fix dept to strategic partner



Overview



- SPPS has embraced technology as a way to:
 - Deliver core services
 - Streamline operations
 - Make data driven decisions
- Dictates the need for:
 - Comprehensive technology support
 - Requires better integration of systems
 - A stable and robust infrastructure
- It is natural to evaluate IT services and ensure the department can meet this increased reliance and demand



IT Capability Maturity Model

GOAL 1
achievement

GOAL 2
alignment

GOAL 3
sustainability



Technology Alignment



- Technology Governance Committee
- “ *The Committee will use collaboration to find the **balance and direction** that satisfies SPPS needs and obligations while ensuring innovation and effectiveness in schools, programs and departments.*”



Infrastructure Upgrades



- Network Upgrade
 - All schools by Fall 2014 will have new switches and wireless
- Upgrading and expanding number of devices (laptops, tablets, etc.)
- Challenges still remain
 - Bandwidth usage will continue to grow
 - Significant investments in servers
 - Sustainable financing to ensure infrastructure stays current



Support



- Three kinds of support
 - Does it work?
 - How do I use it?
 - How do I use it to teach?
- Need more “at the elbow” support
- Working with OPL to build seamless support model
- Expanding number of technology support staff



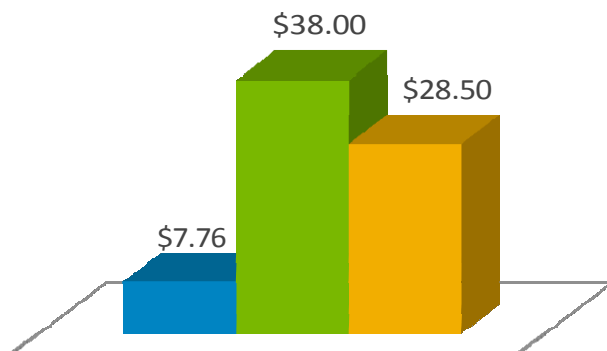
Executive Summary

Support Unit Cost Comparisons – End User Computing



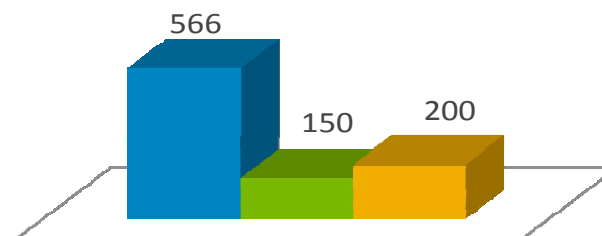
EUC Cost per Seat

■ SPPS ■ Industry Average ■ Best Practice



Desktop Seats per FTE

■ SPPS ■ Industry Average ■ Best Practice



- Comparison data for Saint Paul Public Schools indicates a significant gap in end-user computing/desktop support services.
- This gap can generally be defined as a limited scope of support for desktop and laptop device only.

*SPPS Seats = 2805

Best Practices



- Information Technology Infrastructure Library (ITIL) Management Practices
- Project Management
- Security



Technology Services



Reorganization

- Add capacity to handle growth in technology use
- Add strategic capacities
- Elevate role of IT within SPPS
- Develop better support model





Questions?



Positive School Bus Behavior Program



Presented by Tom Burr
Director of Transportation
May 6, 2014



Examples of unsafe bus behavior



- Standing
- Fighting
- Excessive noise
- Bullying
- Weapons



Old model



If student is unsafe on bus:

- Driver completes Incident Report Form
- Principal determines consequence
- Student may miss school
- Student returns to bus
- Driver receives no information on outcome



Old model



Bus referrals and suspensions:

- Subjective
- Varies from driver to driver
- Varies from school to school
- Result in poor student attendance
- Racially predictable



Need for change



- Improve student attendance
- Create equitable practices
- Improve employee morale
- Align practices, reporting systems



Collaborative and inclusive



- Office of Family Engagement
- Office of Teaching, Learning and Leading
- Office of Racial Equity
- Technology Services Department
- Office of Strategic Planning and Policy



Action steps

- Simplify the program
 - Streamline incident reporting process
 - Remove subjectivity
- Teach bus community
 - Driver training
 - Bus intervention specialists
 - Safety class for students/parents
 - Fall outreach to schools



Action steps



- Align with district behavior expectations
 - Classroom lesson plans
 - Bus as an extension of the classroom



Action steps



- Collaborate with contractors and departments
- Raise expectations of drivers
- Effective communication



Action steps

Friendly, accessible
bus signs



HOW TO RIDE THE BUS

BE SAFE

Stay seated.

Keep head, arms and hands inside the bus.

Wait for the hand signal from the driver before crossing the street.

BE RESPONSIBLE

Be on time.

Help keep the bus clean.

Keep noise level down.

Don't eat on the bus.

BE RESPECTFUL

Follow the bus driver's instructions.

Use appropriate language.

Be polite to one another and the bus driver.



Action steps

Updated,
translated
brochures



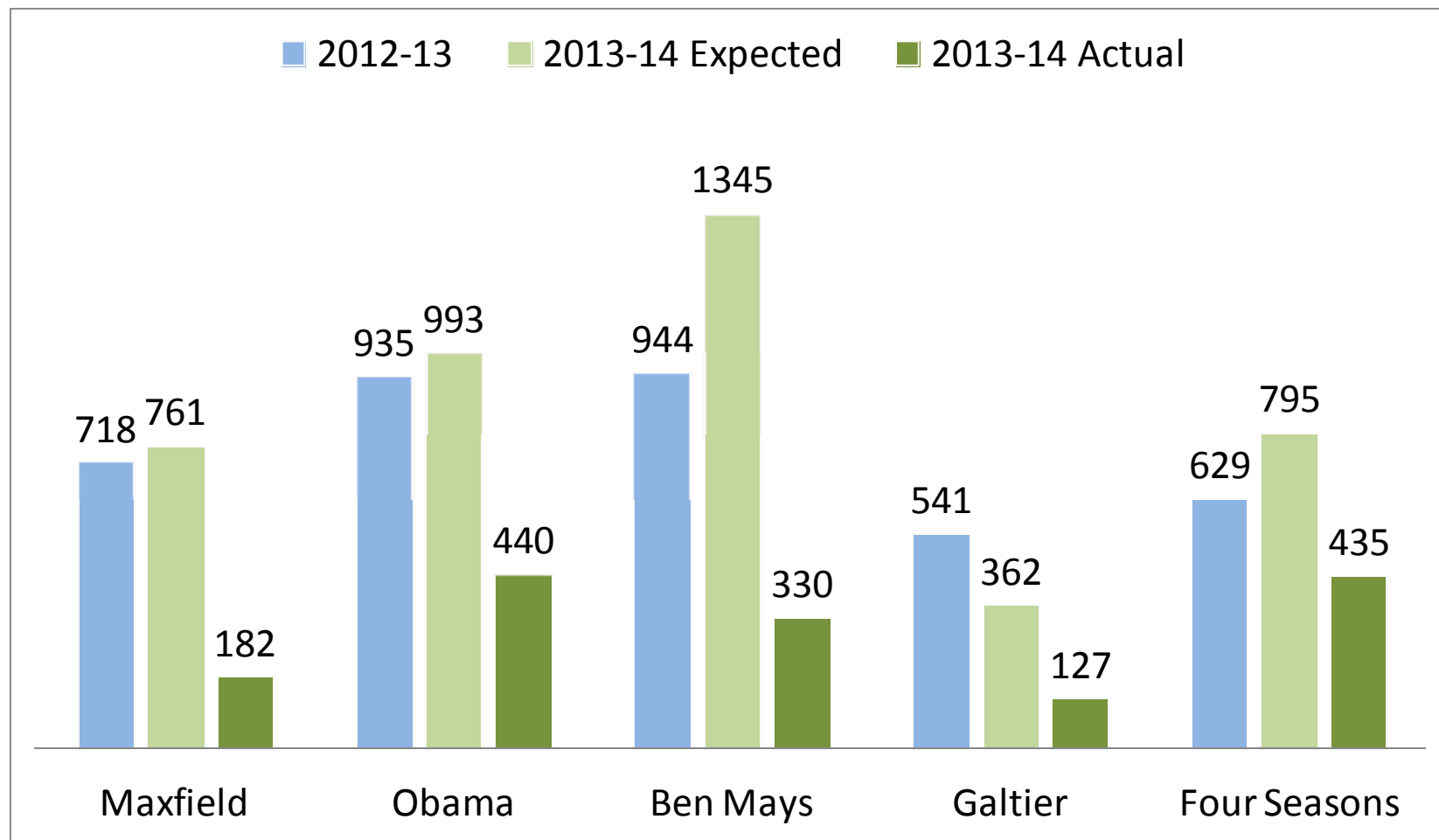
New model



- Proactively prevent unsafe student behavior
- Establish relationships with students
- If student is unsafe on bus:
 - Consistent discipline among schools, drivers
 - Student, parents may attend bus safety class
 - Fewer suspensions means better attendance, achievement
 - School and driver in regular communication
 - Student returns to bus



Results: Write ups by year



Questions?





Policy Update

Committee of the Board
May 6th, 2013



Purpose

- Updates on Safe and Supportive Schools and SPPS Bullying Prohibition Policy 505.00
- Updates on proposed Gender Inclusion Policy outreach



Safe and Supportive Schools Act and Bullying Prohibition 505.00

- SPPS task-force
 - Analyzed and marked-up previous engrossments of Safe and Supportive Schools bill
 - Ongoing discussions of best-practices across district
 - Began mapping out inquiry process after a report of bullying has been made
 - Emphasis on restorative practices as logical consequences
 - Future meetings will be on an as needed basis within small groups



Safe and Supportive Schools Act and Bullying Prohibition 505.00

- Key provisions of Safe and Supportive Schools Act
 - Professional development cycle
 - Inquiry process to be started, not necessarily completed, within 3 school days
 - Designate a school staff member as the primary contact person
 - Law goes into effect SY 2014-15



Safe and Supportive Schools Act and Bullying Prohibition 505.00

- Next Steps
 - 505.00 Revision
 - Submitted to Legal to determine if three-read process applies
 - Professional Development Planning
 - PBIS and Vertical Team Model
 - Embed within current PD systems and new staff orientation
 - Procedure Development
 - Inquiry Process
 - Updates to Rights and Responsibilities Handbook
 - Bullying Report Form
 - Embedded in current PBIS referral format



Gender Inclusion Policy

- Stakeholder outreach is ongoing
- Consensus that a policy recognizing and respecting student gender identity and expression is needed
- First reading anticipated for June
- Procedure writing will be done concurrently during the three readings



Gender Inclusion Policy

- Next Steps
 - Continue stakeholder outreach
 - Meet with policy work groups
 - Draft and revise policy language
 - Prepare for June first reading



Questions?





***Strong Schools, Strong Communities
for All SPPS Students***

SSSC 2.0 Strategic Plan

Committee of the Board

5/6/14



Purpose

The purpose of this presentation
is to provide an update on
*Strong Schools, Strong
Communities 2.0.*



06 MAY 14

Implementation Tasks & Timing

- Tracking implementation details with a tasks and timing spreadsheet.
- Spreadsheet collects info by focus area and tracks the following:
 - Detailed task
 - Timing
 - Lead persons
 - Status towards completion (reported quarterly)
- In-process of developing boiled-down summaries for sharing publicly.



SSSC 2.0 Implementation Committee

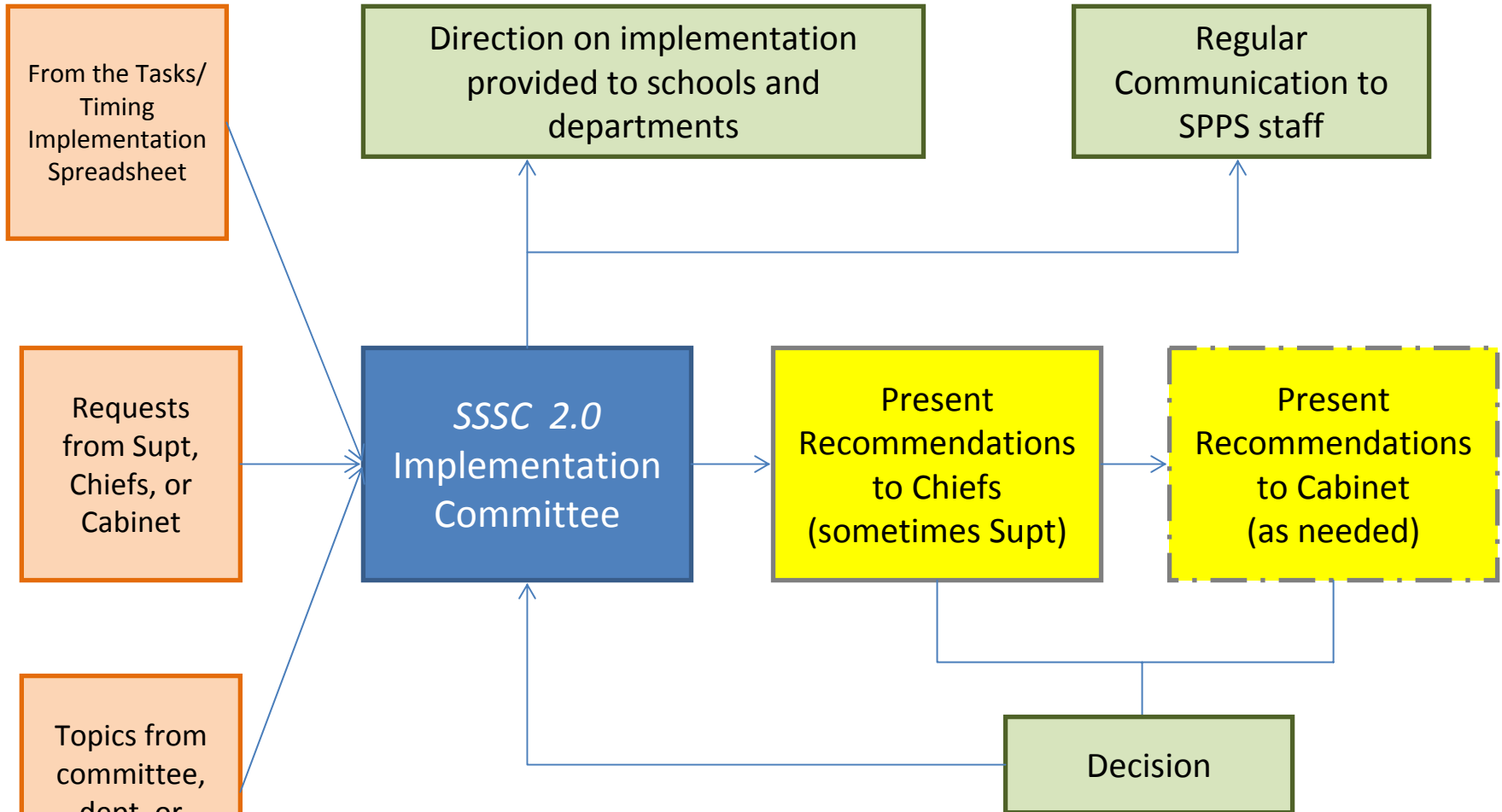
- Will ensure integrity of implementation of the plan
- Internal committee will be cross-functional; will reach across organizational silos
- Will communicate SSSC 2.0 implementation work to staff throughout the district



SSSC 2.0 Implementation Committee

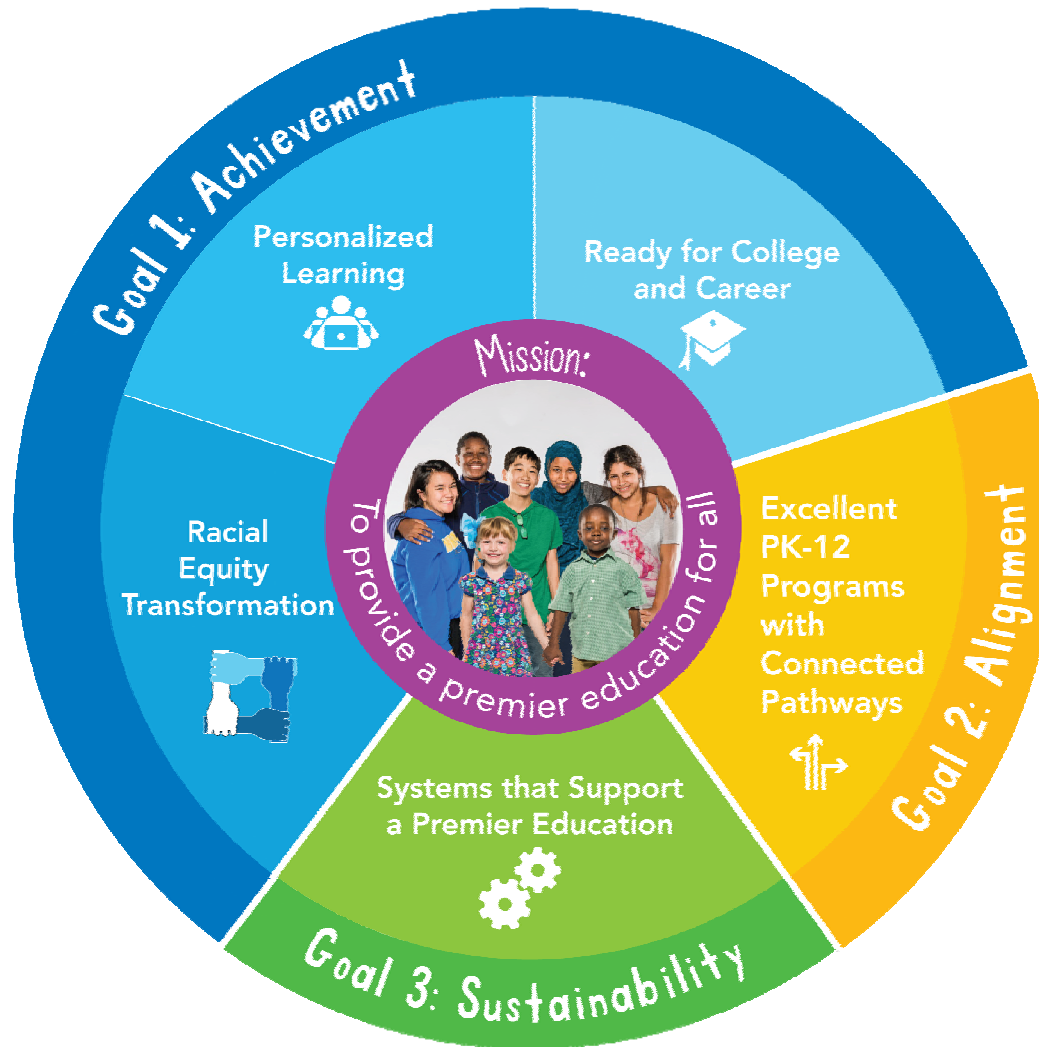
(Internal committee)

Topics for Discussion



06 MAY 14

Questions?



06 MAY 14