

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION
October 14, 2014

I. CALL TO ORDER

The meeting was called to order at 5:31 p.m.

II. ROLL CALL

PRESENT: Ms. Doran, Mr. Hardy, Ms. O'Connell, Mr. Brodrick, Mr. Vue,
Ms. Carroll, Superintendent Silva, Ms. Cameron, General
Counsel, Ms. Polsfuss, Assistant Clerk

Ms. Seeba arrived at 5:39 p.m.

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Mr. Hardy moved the Board of Education approve the order of the main agenda as published. Ms. O'Connell seconded the motion.

The motion passed with the following roll call vote:

Ms. Doran	Yes
Ms. Seeba	Absent
Mr. Hardy	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Carroll	Yes

IV. PUBLIC COMMENT

- Melanie Hazelip – Concerns about school start time initiative for elementary students

V. RECOGNITIONS

BF 29861 Acknowledgement of Good Work Provided by Outstanding District Employees

The Office of College and Career Readiness for their contribution of creating a focus on college and career throughout SPPS schools. The office now has a renewed focus that connects credit recovery and alternative education with college and career options. Team members include: Jon Peterson, Director, Office of College and Career Readiness; Dan Mesick, POSA for the Department of Postsecondary Partnerships; Dr. Fatima Lawson, POSA for the Department of Alternative Education and Sue Arvidson, Elementary Lead Counselor/ COSA.

BF 29862 Acknowledgement of Accomplishments of SPPS Students

Moises Roman-Mendoza, a senior at Harding High School and **Daisy Hoang**, a senior at Central High School, were chosen to attend a prestigious scholars program at Princeton University this past summer.

Each year the Leadership Enterprise for a Diverse America (LEDA) finds and recruits approximately 60 LEDA Scholars to attend the Aspects of Leadership Summer Institute. Scholars are high-achieving, low-income students from communities that are under-represented at our nation's top colleges and universities and in the nation's leadership sectors. LEDA engages in a national recruitment effort to identify talented, low-income students who demonstrate leadership potential who do not have access to support that would enable them to attend our nation's top colleges and universities.

The Aspects of Leadership Summer Institute, held annually on the Princeton University campus, is an intensive, seven-week program including leadership training, writing instruction, standardized test preparation and college guidance.

MOTION: Mr. Hardy moved the Board of Education congratulate and acknowledge the accomplishments of the Office of College and Career Readiness staff and Moises Roman-Mendoza and Daisy Hoang for their participation in the Princeton Aspects of Leadership Summer Institute. The motion was seconded by Ms. Carroll.

The motion passed with the following roll call vote:

Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Carroll	Yes

VI. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Ms. Carroll moved the Board of Education approve the order of the consent agenda with the exception of Items E-8 - 2014 Facilities Radon Testing Results and F-7 - Red Gold Foods Commodity Request for Commodity Purchase which were pulled for separate consideration. Ms. Seeba seconded the motion.

The motion passed with the following roll call vote:

Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Carroll	Yes

VII. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of September 23, 2014

MOTION: Ms. O'Connell moved the Board of Education approve the Minutes of the Regular Meeting of the Board of Education of September 23, 2014 as published. Ms. Carroll seconded the motion.

The motion passed with the following roll call vote:

Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Carroll	Yes

VIII. COMMITTEE REPORTS

A. Committee of the Board Meetings of October 7, 2014

The Controller provided the Final 2013-2014 Budget Revisions. As of June 30, 2014 the SPPS budget is fully balanced.

RECOMMENDED MOTION: That the Board of Education approve the final revision for the FY 14 budget (2013-2014) as presented.

The motion passed with the following roll call vote:

Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Carroll	Yes

The SPPS Legislative Liaison presented the 2014-15 Legislative Update and Agenda.

RECOMMENDED MOTION: That the Board accept the direction of the 2014-15 legislative agenda.

The motion passed with the following roll call vote:

Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Carroll	Yes

The Director of Facilities gave an update on Project Labor Agreements (PLAs) reviewing the history and past practices along with details on current practices.

Staff provided an in-depth report on the Rethinking School Start Times for 2015-16 process along with the Steering Committee recommendations to the Superintendent. These were:

- 1) Maintain the current start times for school year 2015-16,
- 2) Continue working with Metro Transit to determine if any partnership would alter proposed alternative start time scenarios and
- 3) They support shifting start times, but want to ensure SPPS has time to analyze new information to avoid the possibility of schools shifting start times in successive years.

This resulted in in-depth discussion and the following motion:

RECOMMENDED MOTION: That the Board move further discussion on this item to the Board of Education meeting along with a public comment period. No formal action was taken on this motion.

There were no reports on Standing Items. The meeting finished with a Board Work Session which covered several operational items for upcoming meetings along with a report on the General Council Search process.

MOTION: Ms. O'Connell moved the Board accept the report on the October 7, 2014 Committee of the Board meeting and approve the minutes as published. Ms. Seeba seconded the motion.

The motion passed with the following roll call vote:

Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Carroll	Yes

IX. SUPERINTENDENT'S REPORT

A. Overview of the Office of College and Career Readiness (OCCR)

The OCCR is divided into three areas under the Director, OCCR.

- 1) Alternative Education
 - Reading & Math Program (RAMP)
 - Hubs/collaborative
 - S-term
 - Extended day learning
 - *Freedom Schools*
 - Multi-district programs.
 - LEAP and Gordon Parks High Schools, Programs and Budgets, Grades 9-12
 - Evening High School (EHS) and Eastside Learning Hub at Harding, grades 9-12
 - Credit Recovery Using online resources, grades 9-12
 - Charter school partnerships (provide extended day partnerships)
 - Guadalupe Alternative Program (GAP) contract alternative
- 2) Post-secondary Partnerships
 - Career/Technical Education Programs (CTE)
 - *Youth Career Connect Grant (Academy of Finance & Academy of IT)*
 - Early College/concurrent enrollment
 - PSEO (Post-secondary Enrollment Options)
 - College access and community partnership programs
 - Outreach to families
 - OCCR branding
 - Building/principal partnerships
- 3) Graduation progress and Acceleration
 - Secondary counseling
 - Elementary counseling
 - Non-public counseling
 - *It's Never Too Late to Graduate Program*
 - *Gateway to College*
 - Crisis Response Team (support to sites as needed)
 - Summer Graduation
 - 8th Grade College and Career Assessment & Planning
 - Naviance.

QUESTIONS/DISCUSSION:

- Provide more information on the EDL efforts with charter schools. Response: This is a collaboration with the Placement Office and public charters within St. Paul. In an action last year, MDE took ALC revenue away from charters and assigned it to public schools. Public schools have an obligation to provide services to charter schools if they desire them. Participating charter students enroll as SPPS students, their extended time services are recorded and funds provided by SPPS to cover cost of the services..
- In terms of ensuring OCCR schools and counselors are presenting opportunities for college and career focus partnerships to students, what is being done in terms of reaching regular and alternative high school students with various programs and initiatives? Response: It would be difficult to say. When the system is taken as a whole there are about 7,000 students in extend day, 12,000 in S Term. Additionally, there are approximately 60 outreach events coordinated or participated in and 15+ college access partnerships. It would be at a minimum 50% or possibly more. There is still capacity to do better and OCCR is looking for ways to reach the academic middle students to galvanize them toward college and career readiness. If this is accomplished it is hoped this will draw more of the lower achieving students to participate as well.
- Is OCCR guiding students and families to one source for information through counselors or a website? What is that one-stop place? Response: The OCCR website is coming

together to coordinate efforts and provide information. The department is in the process of developing a "Road Map for Post Secondary Success" handout for families. There are post secondary options at the Parent Fair, the Parent Academy, at PAC meetings and high schools are making a concerted effort to provide information. One issue is that students need to believe they can be successful in college. Another is that the cost can be prohibitive to some families so many students are moving to a two year program.

- A Board member stated she appreciated the attention to rigor and high expectations. As OCCR pursues the strategic planning process, she indicated she wanted to hear how the department is working with non-traditional students and kids on the margins. She wants to hear more about how student and family stakeholders are engaged in decisions to be sure the content of the work meets SPPS expectation and expectations of students and families and how access and methods will meet their needs over time.

B. SY 15-16 Calendar Update

The Calendar Committee presented recommendations for revision to the FY 2016 Calendar: They worked to make days off focus on Fridays so families can make plans. This also allows staff to have the weekend to get records done. Changes to the calendar were:

- P/K/E Conference Prep moved from Monday, November 2 to Friday, October 30
- P/K/E PD and Secondary Grading moved from Monday, January 25 to Friday, January 29
- P/K/E Conference Prep and Secondary Grading moved from Monday, February 29 to Friday, February 26

The reason for the changes was to maintain the consistency of Fridays off throughout the year while supporting meaningful assessment and grading windows.

Additionally, First Quarter runs September 8 through November 13 (47 days). Second Quarter runs from November 16 through January 28 (42 days). These changes support meaningful assessments and grading windows and by extending the first quarter it supports a strong start to school year rituals and routines.

QUESTIONS/DISCUSSION:

- A Board member noted there was one other change Pre-K and Kindergarten starting on Thursday, September 10. Response: That proposal was not brought forward and the calendar will be corrected before posting.
- A Board member asked that as the committee looks at calendars going forward should specific days be designated as weather challenge days? Response: There are five additional days built into the elementary schedule and six additional days for secondary. These can be used to address weather or other challenges should they occur. The specific situations will be addressed as the year evolves.
- When will the Board formally approve the calendar? Response: Tonight.
- Who is on the Calendar Committee? Response: It consists of representatives from the District, the schools, parents. Communications, a Crossroads representative. It is a cross section of people. The Board member noted SPPS needs to be more attentive to student voices and the Superintendent indicated she would recommend adding a middle and high school student to the committee. She further indicated it would be beneficial to have representation from the community agencies working with students before or after school as well.
- The Board thanked the committee for working the calendars out for the three year period.

MOTION: Ms. Carroll moved the Board approved the 2015-16 Calendar revision with the correction noted regarding start day for PreK/K. Mr. Hardy seconded the motion.

The motion passed with the following roll call vote:

Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes

Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Carroll	Yes

C. SSSC Monitoring: Growth & Proficiency VisionCard

The SSSC 2.0 VisionCards are organized into five focus areas: racial equity, personalized learning, college and career, programs and pathways and systems plus the sixth of growth and proficiency;. Vision Levels are 1-Critical, 2-Concern, 3-Stable (formerly Baseline), 4-Progress and 5-Vision.

The Growth and Proficiency Metrics (measures) are:

- MCA Growth % of students making medium or high growth > 75%
- ACCESS % of students making progress >55%
- Mondo % meeting spring grade-level benchmark for oral language (K-2) >75%
- Mondo % meeting spring grade-level benchmark for text level (K-2) >75%
- Mondo % meeting spring grade-level benchmark for letter-sound correspondence (K-1) >75%
- MCA+MTAS+MOD % of 3rd graders proficient in Math & Reading >75%
- MCA+MTAS+MOD % of 5th graders proficient in Math, Reading & Science >75%
- MCA+MTAS+MOD % of 8th graders proficient in Math, Reading & Science >75%
- MCA+MTAS+MOD Math (grades 3-8 & 11) Largest gap between racial/ethnic groups < 10 pct pts
- MCA+MTAS+MOD Reading (grades 3-8 & 11) Largest gap between racial/ethnic groups < 10 pct pts
- MCA+MTAS+MOD Science (grades 5, 8 & HS) Largest gap between racial/ethnic groups < 10 pct pts

Early Readers Report (Mondo) results come from formative assessments, used by teachers to measure literacy development in order to guide instruction. The percentage of students at or above the benchmark target give an indication of how students are developing and applying their early literacy skills.

- Early Readers Report – Oral Language – Mondo Bookshop Assessment Spring 2014. Kindergartners reached Vision Level in oral languages. 1st graders were at the Stable level and 2nd at Progress.
- Early Readers Report – Text Level. 2nd graders were at Progress level in text level/comprehension. Kindergartners and 1st graders were at Stable level.
- Early Readers Report – Letter/Sound Correspondence. Kindergartners and 1st graders were at Vision level in letter/sound correspondence.

Proficiency – did a student reach the target score (MN Comprehensive Assessment [MCA] targets linked to grade-level standards). Percent proficient is the percentage of students reaching that target. Results include the alternative MN Test of Academic Skills (MTAS) and the modified MCA (MOD) along with MCA. The following are the “milestone” grades and subjects, originally developed as part of the original SSSC plan.

- MCA Grade 3 Reading – Proficiency was higher in 2014 (41%) than in 2013 (37%), still at Concern level.
- MCA Grade 5 Science – Proficiency was higher in 2014 (37%) than in 2013 (34%) but is still at Concern level.
- MCA Grade 8 Math – Proficiency was lower in 2014 (35%) than in 2013 (39%), remains at Concern level.

Percentage Point Gaps – Proficiency rates. What are the racial disparities in proficiency rates (% proficient) and the largest proficiency gap = the difference between highest percent proficient and the lowest, among race/ethnic groups.

- MCA Overall Proficiency and Percentage Point Gap. Racial disparities in MCA proficiency are large and persistent; math and reading gaps are at Critical level. The gap in MCA reading results increased; the math gap decreased slightly but only because the proficiency of white students decreased.

Growth – individual student growth = how much did a given student improve from the most recent measurement and Percent making growth = what percentage of students made growth that was about the same or higher than other students with the same score on the last test.

- MCA Reading Growth – A higher percentage of Hispanic students made medium or high growth in reading in 2014 compared to 2013. Asian students' percentage remained steady. All other groups had lower percentage making medium or high growth in 2014. Black and American Indian students were at Stable level. All other groups were at Progress level.
- MCA Math Growth – all racial groups had lower percentages of students making medium or high growth in math in 2014. Black, Hispanic and American Indian students were at Stable level. White and Asian students were at Progress level.

ACCESS (2013 data only) – making progress (vision is >55%) and is the percent of emergent bilingual students making progress. ACCESS is an assessment given to Emergent Bilingual (EL) students in grades 1-12 to gauge academic English. The percentage of students making progress, which is different from MCA growth, was at Stable level in 2013. SPPS will update the measure when MDE releases this metric for 2014 results.

Upcoming Vision Cards will be as follows:

- January 20 – Racial Equity
- March 17 – College and Career
- April 21 – Programs and Pathways
- June 23 – Personalized Learning
- August – Systems to Support

QUESTIONS/DISCUSSION:

- What are the “targets” noted for Mondo? Response: These are target levels aligned to a Fountas and Pinnell system of benchmark levels. It denotes text levels appropriate to grade levels and indicate where a student should be at the spring assessment..
- There are a lot of areas of “Concern” on the VisionCards. What are the bright points and how will this be changed? Response: There are not many bright spots on the VisionCard, it aligns with what has been reported with the MCA and multiple measures. One bright spot is with Mondo and the development of literacy and language in Kindergarten and 2nd grade. If strong literacy skills are established with these early learners it should reflect later on MCA results. There is also a lot of green in growth but SPPS needs to address students at the lower levels. This card allows the Board to ask the tough questions on how results will be changed.
- A Board member noted that in future reports it would be good to know how many students are represented in each ethnic group.
- With growth numbers, assuming high and medium growth numbers are split out, are there particular schools, grades, teachers where there is high growth? What is being done to capture this progress and “spread” it to other schools? Response: The MTSS vertical teams are working on these measures now to discover where performance is being accomplished and exploring practices that are bringing the progress about.
- Explain the correlation of progress and growth in that arena. Response: It focuses on medium and high growth and if students are proficient they need to make medium or high growth to get to the next level. With many students, even if they make growth, it is not at the rate to meet proficiency targets because the targets are accelerating. SPPS wants to see students grow from year to year and teachers are cognizant of moving a child forward but if a child is behind they need to make high growth to have any chance of reaching proficiency. Being EL complicates this further. In that case, students are not being measured “apples to apples” as students coming in as EL come in already behind.
- The Board extended its thanks to all teachers for their efforts in teaching the students day in and day out.
- What else can be done to help students who are in the lower percentiles while continuing to work within the confines of testing structures and college readiness. How to we help

them learn at the fastest rate they can. Response: That is difficult question. Over the last years conversations around data have changed greatly and SPPS is moving toward a culture where the use of information/data has improved markedly. There is more intentionality in reviewing data and finding where to take action. This needs to happen a lot faster and teams at the district and in the schools are focused on that. Another piece is community conversations in this area and in conversations with counselors. Parents are partnering with SPPS and asking what they can do to help with the work. The Board needs to continue to be present in conversations at the community level to provide reassurance and to bring concerns back to administration on areas of concern. Everyone needs to be at the table with the same conversations. Testing will not go away and SPPS is judged on those results. The data provides measures of where students are and what needs to be done to move them forward. SPPS needs to look at areas of success and utilize them to provide input to others on how to achieve that success.

- How does SPPS assess curriculum and how often to be sure it is the best piece for that teaching area? Response: Curriculum needs to align to State standards. When SPPS adopted Mondo there was a year long process involving a large group of people to reach that decision. SPPS has aligned Mondo with State standards and is now looking for further gaps that need to be addressed. This process is true for all curriculum and it comes down to how to deliver it to students and making it come alive for the students is what brings about success.

D. Rethinking School Start Times for 2015-16

The recommendation provided by the School Start Time Steering Committee and the Superintendent was to maintain current start times for SY 2015-16. To continue collaborative work with Metro Transit and to investigate other innovative and possibly more efficient transportation options and analyze the impact on the proposed alternative start time scenario.

Staff provided a brief overview of research in this area, noting:

- Sleep studies and brain research conclude that late sleep patterns unique to teens is largely biological.
- There are large health and cognitive impacts when teens are sleep deprived.
- Research is clear and consistent that secondary students benefit from an 8:30 or later start time.
- Little research has been conducted about the impact of early start times for elementary students but what is available shows benefits as long as sleep patterns are adjusted.

The goal in determining alternative start times was starting middle school and high school at 8:30 or later. The work covered a three month process period consulting with internal and external consultants such as the Center for Efficient School Operations, a review of feedback from the District Parent Advisory Council (DPAC) and an analysis of each scenario against the required transportation criteria.

The criteria used for transportation included student ride time, impacts to after school activities, customer service, DPAC feedback, cost and efficiency.

Several scenarios were investigated:

1. One Tier System – 8:30 start time for all schools. This requires an increase from about 300 to about 900 buses with an approximate cost increase of \$30 million
2. Two Tier System – 8:00 start time and 9:15 start time. The cost increase for this scenario was approximately \$8 million primarily an increase in buses needed. Research indicates an 8:00 a.m. high school start time will not yield the desired results. A 9:15 start time begins to limit after school participation, job opportunities and there would be difficulty finding more qualified drivers to work for fewer hours a day.
3. Three Tier System
 - 8:00 start time, 9:00 start time, 10:00 start time. 10:00 is too late for families.
 - 7:45 start time, 8:30 start time and 9:30 start time. Transportation needs a minimum of 60 minutes in between tiers to ensure on time service.

- 7:30 start time, 8:30 start time, 9:30 start time. This is the most efficient system based on cost and service. This was analyzed having middle and high schools on different tiers. It is most efficient to have middle and high schools on the same tiers because of several 6-12 buildings.
4. Current System – No change in start time (7:30 start middle and high schools, 8:30 start most community schools, some regional magnet schools, most district-wide elementary schools and some special sites. 9:30 start time most K-8 schools, some community elementary schools, dual campus elementary schools, some regional magnet elementary schools, most special sites.
 5. Alternate System – changed start times. 7:30 start for elementary community schools, regional magnet elementary schools and some special sites primarily because these are the shortest routes. 8:30 start time for middle and high schools. 9:30 start time for district-wide magnets, K-8 schools, dual campus schools and some special sites.

Metro Transit has been an active collaborative partner providing multiple capacity reports for analysis. SPPS would still need a three tier system even with a Metro Transit partnership because it would need to eliminate roughly 300 total routes to reduce to a two-tier system. Having all 9-12 grade high school students use public transit would allow SPPS to eliminate roughly 120 bus routes. Initial Metro Transit reports indicated that 77% of rides would be 45 minutes or less ; 23% would be 45-90 minutes. Further analysis needs to be done on how to overcome the challenges faced by underserved areas of the city.

SPPS conducted extensive outreach on start times. Staff met with roughly 2,000 stakeholders (families, students, SPFT, teachers, principals and community partners). Over 1,500 people responded to the survey. A concerted effort was made to obtain feedback from each area though it is difficult to accurately measure the number of people reached in each area. The best approximation of people consulted from each area is:

- Area A – 375
- Area B – 350
- Area C – 325
- Area D – 150
- Area E – 275
- Area F – 525

The survey was a tool to get additional feedback on changing start times.

Feedback trends were similar across areas. Feedback trends supporting the proposed shift in start times included:

- Research clearly favors later start times for teens
- The decision to shift times should have been made years ago
- Parents of elementary students will understand when their children become teens
- The majority of people support later times for teens but are against early start times for elementary schools.

Feedback opposed to the proposed shift in start times included:

- Loss of evening family time for some families
- Some students having a 7:30 a.m. to 6:00 p.m. day
- Shifting childcare needs
- Safety concerns about before 7:00 a.m. bus pick up times for young students.
- Shifting all middle school and after school activities back an hour will force students to stay up later negating any benefit of starting school later
- Challenges faced by community partners in staffing and moving activities to later in the evening.

The Steering Committee met regularly to synthesize feedback and guide the outreach process and at the end of the process provided the Superintendent a recommendation report

The recommendation was, again, to maintain current start times for SY 2015-16. To continue collaborative work with Metro Transit and to investigate other innovative and possibly more efficient transportation options and analyze the impact on the proposed alternative start time scenario.

The impact of an additional year of study will yield the following opportunities:

- Time to investigate innovative, more efficient busing options
- Allow SPPS to combine any transportation and start time changes into one year
- Allow SPPS and Metro Transit to continue collaboration exploring pilot opportunities
- Examine changes to alternative start time scenarios based upon incoming information.

MOTION: Director Vue moved the Board of Education accept the recommendations made by the Steering Committee on Rethinking School Start Times and brought forward by the Superintendent. The motion was seconded by Ms. Carroll.

QUESTIONS/DISCUSSION:

- Board expressed appreciation to everyone involved in the process.
- Mr. Hardy spoke in favor of the motion with 3 caveats. 1) The timing was too short for a proper decision. 2) He would be more comfortable with a decision being ready by Spring as this would allow more time for discussion on how to execute that decision. He asked, in giving administration more time to study options, is there a way to find out from as many families as possible how changes would impact older children (work, childcare, etc.). Can that be included in the research? Using a pilot programs might gain insight on the demographic impact on home life if time changes are implemented. Response: The Superintendent indicated SPPS is waiting on the next data analysis from Metro Transit. Once that is analyzed perhaps a pilot with one high school could be implemented to see how the process would work and allow refinement to the process before it is rolled out across the district..
- Director Brodrick stated he supported the recommendation as is.
- Director O'Connell spoke against the motion stating she is really frustrated with waiting and further study. She felt SPPS had missed opportunities in creating the scenarios now being proposed. She stated she would vote against the recommendation. She further stated SPPS needs to move faster on creative solutions and adjustments, these things need to be looked at more often and earlier.
- Ms Seeba stated moving start times is a no brainer with many positive results associated with the change. She stated she would vote against the recommendation to delay the change.
- Director Vue noted later start times are obviously beneficial to HS students however there are a lot of areas that still need to be explored so he felt it is wise to take a step back and see what options evolve. He further noted there are a lot of families who are just making ends meet in St. Paul and that SPPS is unique in having such a delicate population so there is a need to assess further how the proposed change will impact them. He stated he would vote for the recommendation. However he stated, given the fact there are so many poor kids in the district it is important for SPPS to understand how will this impact them. Additionally, there is the issue of giving elementary kids their requisite 10-12 hours of sleep at night with earlier start times.
- Director Carroll commended everyone on the highly collaborative effort and the quality of the process. She stated the results are not what she wanted to hear but she stated she trusted the work that has been done. She further stated there is no evidence that changing start times will improved student achievement or close the achievement gap and she is concerned about all the other impacts that have not been sorted out. She stated in this deeper look she will be looking for alternatives that do not currently exist, new choices and alternatives, how SPPS will deal with community partners and new areas of collaboration with Metro Transit. As administration looks at changes and continues the engagement work, it is important to find who bears the impacts and on whom do they fall the hardest as impacts are not borne equally by all community members. As the engagement work is deepened take it to the next level, look to hear

from voices not heard from and include student voices. She stated she would support the recommendation.

- Director Doran stated, as a parent of two children on different start times, she is frustrated with the speed in which this has happened, with the number of stakeholders reached (she had hoped for greater numbers). She asked how SPPS will reach those families who were not reached to get their input? She stated timing on this was very bad as energy was in a different place (the Green Line).
- The Superintendent responded she is very open on suggestions to strengthen parent/community engagement efforts though few engage until it affects them directly. She noted parents who usually do engage are those who know how to navigate the system. Additionally, there are cultural beliefs that need to be addressed. She stated SPPS needs to do better to meet the needs of more kids with more time to look at options.

RESTATEMENT OF MOTION: Director Vue moved the Board of Education accept the recommendations made by the Steering Committee on Rethinking School Start Times and brought forward by the Superintendent. The motion was seconded by Ms. Carroll.

The motion passed with the following roll call vote:

Ms. Doran	No
Ms. Seeba	No
Mr. Hardy	Yes
Ms. O'Connell	No
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Carroll	Yes

E. Human Resource Transactions

MOTION: Director O'Connell moved the Board approve the Human Resource Transactions for the period September 1 through September 28, 2014 as published and that the Board adopt the Superintendent's recommendation and in connection therewith appoint Nancy L. Cameron to the General Counsel position effective October 15, 2014 at a salary of \$154,500 and that they recognize that other employee benefits will be aligned to those of the Terms and Conditions of Professional Employment for the Members of the Superintendency agreement. Ms. Carroll seconded the motion.

The motion passed with the following roll call vote:

Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Carroll	Yes

X. **CONSENT AGENDA**

MOTION: Ms. Carroll moved the Board of Education approve all items on the consent agenda with the exception of Items E-8 - 2014 Facilities Radon Testing Results and F-7 - Red Gold Foods Commodity Request for Commodity Purchase which were pulled for separate consideration. Ms. Seeba seconded the motion.

The motion passed with the following roll call vote:

Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes

Mr. Vue
Ms. Carroll

Yes
Yes

A. Gifts

BF 29863 Request for Permission to Accept a Gift from Ecolab to Support Bridge View School

That the Board of Education authorize the Superintendent (designee) to accept Ecolab Foundation's gift of \$5,000 for use in renovating Bridge View School's playground; and to implement the project as specified in the award documents.

B. Grants

BF 29864 Request for Approval to Apply for Funds from the Minnesota State High School League's Foundation

That the Board of Education authorize the Superintendent (designee) to submit an application to the Minnesota State High School League's Foundation for monies being awarded to high schools in the State of Minnesota; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29865 Request for Permission to Accept a Grant from Reebok for Saint Anthony Park Elementary

That the Board of Education authorize the Superintendent (designee) to accept the BOKS grant of \$1,000 for use in establishing a Build Our Kids' Success before-school fitness program at Saint Anthony Park Elementary School; and to implement the project as specified in the award documents.

BF 29866 Request for Permission to Submit Grant Application to The Saint Paul Foundation

That the Board of Education authorize the Superintendent (designee) to submit an application to the Saint Paul Foundation for funds to build capacity in the Department of Research, Evaluation and Assessment; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 29867 Request for Permission to Submit a Grant to Verizon from Eastern Heights Elementary

That the Board of Education authorize the Superintendent (designee) to submit a request for \$20,000 to the Verizon Innovate Learning program; to accept the grant if awarded; and to implement the project as specified in the award documents.

BF 29868 Grant Agreement between Saint Paul Public Schools (SPPS) and the Amherst H. Wilder Foundation, on behalf of the Saint Paul Promise Neighborhood (SPPN) for the Saint Paul Public Schools (SPPS) Freedom Schools Program.

That the Board of Education authorize the Superintendent (designee) to enter into a Grant Agreement with the Wilder Foundation, on behalf of the Saint Paul Promise Neighborhood and accept their offer of a \$200,000 grant to support the Freedom Schools Program at the Rondo Complex from Summer Term 2014.

C. Contracts – None

D. Agreements

BF 29869 Approval to Enter into an Agreement Between Independent School District #625, Saint Paul Public Schools/Bruce Vento Elementary and Family Innovations, Inc., a Community Mental Health Service Provider.

That the Board of Education authorize the Superintendent to enter into an agreement with Family Innovations, Inc., a community mental health service provider, for school-based mental health services at Bruce Vento Elementary from November 1, 2014, through October

30, 2015, and renew annually with a letter of agreement or until either SPPS or Family Innovations, Inc. terminate this Agreement.

BF 29870 Professional Services Agreement between Saint Paul Public Schools and the Gateway To College National Network.

That the Board of Education authorize the Superintendent (designee) to enter into a Professional Services Agreement with the Gateway to College National Network and accept their offer of a \$100,000 grant to support the creation of the Gateway to College Program and SPPS ALC at Saint Paul College.

E. Administrative Items

BF 29871 Establishment of the Classified Position of Wage Garnishment Specialist for Independent School District No. 625 and Relevant Terms and Conditions of Employment

That the Board of Education of Independent School District No. 625 approve the establishment of the Wage Garnishment Specialist job classification effective October 14, 2014; that the Board of Education declare the position of Wage Garnishment Specialist as classified; and that the pay rate be Grade 33 of the 2012-2014 AFSCME labor agreement standard ranges.

BF 29872 Employee Life Insurance Renewal

That the Board of Education approves the contract for employee life insurance with Minnesota Life with no change in premium renewal rates.

BF 29873 Employee Long-Term Disability Insurance Annual Renewal

That the Board of Education continues the District's employee long-term disability contract with Hartford for calendar year 2015 at a monthly cost of \$.475/month per \$100 of annual salary

BF 29874 Post Age-65 Retiree Health Insurance Annual Renewal

That the Board of Education approves the contracts for retiree health insurance coverage with HealthPartners effective January 1, 2015, at the proposed premium rates.

BF 29875 Employee Short-Term Disability Insurance Annual Renewal

That the Board of Education approves the contract for employee short-term disability coverage with Assurant with no change in premium renewal rates.

BF 29876 Recommendations for Exclusion of Students in Non-Compliance with Minnesota Statute 123.70 Health Standards: Immunizations

That the Board of Education excludes the named students from school effective October 20, 2014, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

BF 29877 Monthly Operating Authority

That the Board of Education approve and ratify the following checks and wire transfers for the period August 1, 2014 – August 31, 2014.

(a) General Account	#624536-625626	\$33,640,361.25
	#0000876-0000933	
	#7000850-7000885	
	#0000287-0000302	
(b) Debt Service	-0-	\$20,723.50
(c) Construction	-0-	<u>\$8,238,680.73</u>
		\$41,899,765.48

Included in the above disbursements are 2 payrolls in the amount of \$18,089,839.96 and overtime of \$50,180.81 or 0.28% of payroll.

(d) Collateral Changes

Released:			
Custodian	Cusip	Security	Maturity
Western Bank		FHLB of Des Moines Letter of Credit No. 2236-46	2/5/2014

Additions:			
Custodian	Cusip	Security	Maturity
Western Bank		FHLB of Des Moines Letter of Credit No. 2236-50	2/27/15

That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending December 31, 2014.

BF 29878 Approval of Memorandum of Agreement with North Central States Regional Council of Carpenters to Establish Terms and Conditions of Employment for 2014-2015

That the Board of Education of Independent School District No. 625 approve and adopt the Memorandum of Agreement concerning the terms and conditions of employment of those employees in this school district for whom North Central States Regional Council of Carpenters is the exclusive representative; duration of said agreement is for the period of May 1, 2014 through April 30, 2015.

BF 29879 Resolution on College Park Outdoor Classroom

That the Board of Education approve the following resolution: Be it resolved that the Saint Paul Public Schools Board of Education designates the 3.86 acres located in College Park as a School Forest and outdoor classroom in the Minnesota Department of Natural Resources School Forest Program.

BF 29880 Resolution on Langford Park Outdoor Classroom

That the Board of Education approve the following resolution: Be it resolved that the Saint Paul Public Schools Board of Education designates the 6.13 acres located in Langford Park as a School Forest and outdoor classroom in the Minnesota Department of Natural Resources School Forest Program.

BF 29881 Resolution on Marydale Park Outdoor Classroom

That the Board of Education approve the following resolution: Be it resolved that the Saint Paul Public Schools Board of Education designates the 20.75 acres located in Marydale Park as a School Forest and outdoor classroom in the Minnesota Department of Natural Resources School Forest Program.

BF 29882 Temporary Right to Construct at Hamline Elementary

That the Board of Education authorizes the Superintendent or designee to approve a Temporary Right to Construct at Hamline Elementary with The Minnesota Department of Transportation.

F. Bids

BF 29883 Bid No. A206107-A Elevator Modernization at Adams Spanish Immersion School
That the Board of Education authorizes an award of Bid No. A206107-A Elevator Modernization at Adams Spanish Immersion School to Minnesota Elevator for the lump sum base bid of \$158,442.00.

BF 29884 Citrus System Commodity Request for Commodity Purchase

That the Board of Education authorize the request for purchase of commodities from Citrus System for an estimated value of \$350,000 for furnishing and delivery of orange juice product for the period of September 1, 2014, through July 1, 2015.

BF 29885 Jennie-O Foods Commodity Request for Commodity Purchase

That the Board of Education authorize the request for purchase of commodities from Jennie-O Foods for an estimated value of \$220,000 for furnishing and delivery of turkey products for the period of September 1, 2014, through July 1, 2015.

BF 29886 JTM Foods Commodity Request for Commodity Purchase

That the Board of Education authorize the request for purchase of commodities from JTM Foods for an estimated value of \$450,000 for furnishing and delivery of beef and turkey products for the period of September 1, 2014, through July 1, 2015.

BF 29887 Land O Lakes Foods Commodity Request for Commodity Purchase

That the Board of Education authorize the request for purchase of commodities from Land O Lakes Foods for an estimated value of \$480,000 for furnishing and delivery of cheese products for the period of September 1, 2014, through July 1, 2015.

BF 29888 Michaels Foods Commodity Request for Commodity Purchase

That the Board of Education authorize the request for purchase of commodities from Michaels Foods for an estimated value of \$140,000 for furnishing and delivery of egg products for the period of September 1, 2014, through July 1, 2015.

BF 29889 Sunny Fresh Foods Commodity Request for Commodity Purchase

That the Board of Education authorize the request for purchase of commodities from Sunny Fresh Foods for an estimated value of \$110,000 for furnishing and delivery of WG breakfast wrap tortilla product for the period of September 1, 2014, through July 1, 2015.

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION:

BF 29890 2014 Facilities Radon Testing Results

Director Hardy indicated he needed more information as he was confused as to what action was needed on this item. Response: This report is required by the Department of Health every five years. Testing is conducted at all buildings, if there is mitigation needed that is done and reported out as well. It is a legal requirement that the results be reported to the Board of Education for the district.

MOTION: Director Hardy move the Board accept the report on the 2014 Facilities Radon Testing Results. Ms. Doran seconded the motion.

The motion passed with the following roll call vote:

Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Carroll	Yes

BF 29891 Red Gold Foods Commodity Request for Commodity Purchase

Director Hardy indicated he had pulled this item as he wanted to know what "divert" meant in relation to the various items. Response: The word "divert" is commonly used in the nutrition services world. USDA periodically issues allocations of government commodities. School districts can accept direct shipment of the product from USDA as case goods or they can instead be "diverted" or shipped directly to a manufacturer to be turned into a more usable product for the district accepting the commodity.

MOTION: Ms. Carroll moved the Board of Education authorize the request for purchase of commodities from Red Gold Foods for an estimated value of \$150,000 for furnishing and delivery of tomato products for the period of September 1, 2014, through July 1, 2015. Ms. Seeba seconded the motion.

The motion passed with the following roll call vote:

Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Carroll	Yes

XI. OLD BUSINESS - None

XII. NEW BUSINESS - None

XIII. BOARD OF EDUCATION

A. Information Requests & Responses

- Ms. O'Connell asked for an update on how SPPS is prepared to handle infectious diseases in the district.
- Mr. Hardy noted his third caveat was the VisionCard, he suggested establishment of a committee to address test results. This was referred to an upcoming COB for further discussion.
- Director Hardy stated he would be more comfortable with a decision on school start times being ready by Spring as this would allow more time for discussion on how to execute that decision.

B. Items for Future Agendas - None

C. Board of Education Reports/Communications - None

XIV. FUTURE MEETING SCHEDULE

A. Board of Education Meetings (5:30 unless otherwise noted)

- November 18
- December 2 – Public Hearing on Pay 15 Levy
- December 9 – Closed (Superintendent Evaluation)
- December 16
- January 6, 2015 (Annual Meeting) – 5:00 p.m.
- January 20
- February 17
- March 17
- April 21
- May 19
- June 23
- July 21

B. Committee of the Board Meetings (4:00 unless otherwise noted)

- October 21
- October 28 - Cancelled
- December 2
- January 13, 2015
- February 10
- March 3
- April 7
- May 5
- June 9
- July 21

XV. ADJOURNMENT

MOTION: **Mr. Brodrick moved the meeting adjourn, seconded by Ms Doran.**

The motion passed with the following roll call vote:

Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes
Ms. O'Connell	Yes
Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Carroll	Yes

The meeting adjourned at 8:43 p.m.

For clarity and to facilitate research, these minutes reflect the order of the original Agenda and not necessarily the time during the meeting the items were discussed.

Prepared and submitted by
Marilyn Polsfuss
Assistant Clerk, St. Paul Public Schools Board of Education