

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

October 3, 2017
4:30 PM

A G E N D A

I. CALL TO ORDER

A. Introductions

II. AGENDA

A. Superintendent's Update

B. Standing Item: SEAB Update

C. Standing Item: Policy Update

1. Introduction

2. Presentation 3

a. Policy 508.00 Students with Individualized Education Plans (IEP) 10

b. Policy 533.00 Wellness 15

c. Policy 510.00 Graduation 21

3. Discussion

D. Investment Report

1. Introduction

2. Presentation 22

3. Discussion

4. Action (Acceptance of Report)

E. Administrative Response to the Latino Consent Decree Report

1. Introduction

2. Presentation 23

3. Discussion

4. Action (Acceptance of Report)

F. School Start Times Update

1. Presentation 34

2. Discussion

III. **ADJOURNMENT**

Policy Update

Jackie Statum Allen

Assistant Director, Strategic Planning and Policy

Committee of the Board Meeting

October 3, 2017



Students with IEPs – Policy 508.00

- Complete rescind and revision of the policy
- Developed in collaboration with Special Education Advisory Council (SEAC) and Office of Specialized Services (OSS)
- Reformatted for improved understanding
 - Added Purpose statement
 - Added Definitions section
 - Organized into District, School, and Parent/Guardian sections
 - Used plain language throughout
- Work Group recommendation: Advance to three reading process

Wellness – Policy 533.00

- Amendments required in order to meet new requirements of the USDA – Healthy and Hunger Free Kids Act
- In 2013, the policy was overhauled in an extensive and collaborative process. This revision adds statements for new areas that must be covered.
- Developed with SPPS nursing and wellness staff
- Summary of Amendments
 - Additional guidance on food and beverages in our schools
 - Updates to the PE and Health education sections
 - Smaller revisions throughout
- Work Group recommendation: Advance to three reading process

Graduation – Policy 510.00

- Allowing identity adornments at graduation ceremonies was a SEAB recommendation in their inclusivity presentation at December 2016 BOE meeting
- The Board directed that a pilot program be established to trial the process
- Guidelines were developed with specific details for what is allowed and a process for pre-approval
- Humboldt and Creative Arts were selected as pilot sites with great results!



Graduation – Policy 510.00

- Work Group recommendation:
 - Amend the policy to allow for wearing identity adornments at graduation ceremonies
 - Advance to three reading process

Questions?

6

Full policy and procedure manual can be found here:

<https://www.spps.org/Domain/13187>



Adopted: 11/10/1992
Revised: 9/17/1996; 6/17/2008

DRAFT 9/27/17 Saint Paul Public Schools Policy 508.00

508.00 STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS (IEP)

I. PURPOSE

The purpose of this policy is to state the position of Saint Paul Public Schools (SPPS) regarding the need to provide special educational services to eligible students with disabilities in the school district with the goal of equity for all.

As part of its commitment to provide the best possible education to all district students, SPPS will ensure students have the opportunity to reach their full potential and are held to high expectations. By successfully meeting the needs of students with special education needs, SPPS will improve the learning environments for all students.

II. DEFINITIONS

- A. *IEP* is the acronym for Individual Education Program. It is a legal document that is collaboratively developed for each student who needs special education services.
- B. *IFSP* is an acronym for Individual Family Service Plan. It is a legal document that is collaboratively developed for a child who needs special education services prior to entering Kindergarten.
- C. *LRE* is the acronym for Least Restrictive Environment. It means that a student with a disability should have the opportunity to be educated with non-disabled peers to the greatest extent possible.
- D. *Natural settings* are places where a child or young adult would normally live and learn. Examples of natural settings for birth through preschool aged children are in the home and in preschool classrooms. Examples of natural settings for young adults age 18 through 21 are work programs and post-secondary classrooms.
- E. *Standards based curriculum* refers to systems of instruction and assessment that are based on the student showing understanding of specific skills.

III. GENERAL STATEMENT OF POLICY

SPPS recognizes that some students require and benefit from special education and related services. Consistent with federal and state law, SPPS will provide a free and appropriate public education for every student with a disability who is the responsibility of SPPS.

SPPS will carry out the requirements of the child's Individual Education Program (IEP)/Individual Family Service Plan (IFSP). Necessary services to meet the needs of the student will be included in the student's IEP/IFSP. The IEP/ISFP

should be structured to encourage the student to make progress in light of the student's circumstances.

IV. DISTRICT RESPONSIBILITIES

- A. SPPS has the responsibility to identify, evaluate, and provide special education and related services for students with disabilities who are the responsibility of SPPS and who are eligible for services as established by state and federal law; this includes eligible individuals from birth through age 21.
- B. When eligible for special education, SPPS shall ensure that these students are provided special education and related services that meet their educational needs. Some services require or result from interagency cooperation. When the provision of such services requires or results from interagency cooperation, SPPS shall participate in these interagency activities in compliance with federal and state law.
- C. Special education services shall be provided in the Least Restrictive Environment, including natural settings.
- D. SPPS shall provide professional development for all staff, who work with students who have IEPs/IFSPs, including special education teachers, support personnel, and general education staff.
- E. SPPS shall ensure special education services are provided in tandem with other education services to which the student is entitled, such as English Learner services and gifted and talented services, when appropriate.
- F. SPPS will follow due process procedures that guarantee the rights of all students with disabilities, as well as parental or guardian rights of participation in the due process decision-making procedures, including identification, evaluation, program planning, and determination of appropriate level of service.
- G. When restrictive procedures are used, SPPS will follow federal and state regulations. SPPS guidelines and Minnesota law ensure that such procedures are used only in times of emergency for the student's safety or for the safety of others. Restrictive procedures shall be implemented in a manner that is most respectful to the student's dignity and are the least restrictive procedures possible.

V. SCHOOL RESPONSIBILITIES

- A. Schools will ensure students have access to Minnesota standards based curriculum and continual progress monitoring so that they learn and reach their full potential.
- B. Schools will ensure timely communication between the school and the student's parents or guardians regarding issues concerning their student. Schools will also ensure that parents receive special education progress reports whenever general education students receive grade reports as required by law.

- C. Schools will ensure that all required IEP team members are invited to participate in IEP meetings and follow state procedures for when a required member is not able to attend.
- D. Schools will work to develop positive relationships with all students to foster a positive and inclusive school environment.
- E. Schools will encourage parents and guardians of students with disabilities to participate in school and District committees, and make those committees accessible, to ensure a diverse parent perspective is included in school and District decisions.

VI. PARENT/GUARDIAN RIGHTS AND EXPECTATIONS

- A. As valued and respected partners, parents, guardians, and students have the right, and are encouraged and supported, to fully participate in planning to meet the needs of students.
- B. SPPS is committed to being responsive to parents and guardians. If parents or guardians object to a proposed action, such as identification, evaluation, placement or program planning of their student with a disability, SPPS will follow federal and state guidelines for conciliation, facilitated IEP, mediation, or due process hearing to resolve concerns.
- C. SPPS is committed to ongoing communications with parents and guardians. Parents and guardians of students with disabilities will be informed at least annually of the Special Education Advisory Council (SEAC) that advocates for students with disabilities. Additionally, the district shall employ a variety of methods to communicate opportunities for family involvement and support.

LEGAL REFERENCES

20 USC 1440, *et seq.* (Individual with Disabilities Education Improvement Act of 2004)

CFR, Title 34, Sub. B, Ch. III, Part 300, *et seq.* (Code of Federal Regulations, Office of Special Education and Rehabilitative Services, Department of Education)

Minn. Stat. Ch. 125A (Special Education and Special Programs)

Minn. Rules Ch. 3525 (Department of Education: Children with a Disability)

CROSS REFERENCES:

Policy 101.00 - Racial Equity

Policy 102.00 – Equal Employment/Non-discrimination

Policy 602.01 – Multicultural, Intercultural, Non-racist, Non-sex-biased, Gender and Disability Fair Education

Policy 707.00 – Transportation Eligibility

Current Policy (to be rescinded)

Adopted: 11/10/1992
Revised: 9/17/1996; 6/17/2008

Saint Paul Public Schools Policy

508.00

508.00 PUPILS WITH INDIVIDUALIZED EDUCATION PROGRAMS (IEP)

1. *The Superintendent shall develop guidelines that are designed to address conditional procedures with pupils who have Individualized Education Programs (IEP).*
2. *Prior to the use of any conditional procedures, a range of positive interventions will be implemented to encourage and enhance the development of appropriate desired behaviors and to promote skill acquisition. In addition, the Total Special Education System (TSES) and the Saint Paul students' "Rights and Responsibilities" handbook outline faculty responsibilities and conditional procedures that are common practices for all District pupils. When the use of a conditional procedure for behavior reduction is implemented on a planned basis for a pupil receiving special education services, it must be a part of a comprehensive educational program and TSES, which includes goals and objectives on the pupil's IEP; the goals and objectives shall specifically address the corresponding behaviors that the pupil needs to acquire or demonstrate.*
3. *When conditional procedures are employed, the Saint Paul Public Schools shall adhere to Minnesota Rules addressing conditional procedures. The District will develop guidelines that are designed to assure that the practices used are in the best interest of the pupil; that the conditional procedures are implemented in a considerate, effective, humane manner; and that they are the least restrictive procedures possible. These guidelines apply to all pupils with disabilities who have an IEP and are enrolled in the Saint Paul Public Schools.*
4. *In accordance with Minnesota Rules addressing conditional procedures, the Saint Paul School District shall:*
 - *Plan, develop, and make available professional development activities for all staff, contracted personnel, and volunteers who work with pupils with disabilities and that have (IEPs). These activities shall be determined by the IEP Team, the site and/or the school district and shall specifically emphasize the promotion of positive behavioral intervention and instruction in how to avoid the abuse of conditional procedures.*
 - *Make available an array of skilled professionals (teachers licensed in the field of Special Education, School Social Workers, School Psychologists) knowledgeable in the field of disabilities and competent in the use of behavioral intervention and management strategies, as resources for training and advising in the design and administration of conditional procedures.*
5. *The Superintendent shall review this policy annually.*

LEGAL REFERENCES:

Minnesota Rule § 3525.0210
Minnesota Rule § 3525.1100 (Requiring Policy Addressing Conditional Procedures)
Minnesota Rule § 3525.2900

CROSS REFERENCES:

533.00 WELLNESS

PURPOSE

The purpose of this policy is to promote the health and wellness of students, families, and staff of Saint Paul Public Schools (the District) with a focus on healthy eating habits and increased physical activity. Health and academic success are closely linked. Healthy students and staff can better achieve our primary mission of education. The District embraces the principles of the ~~Coordinated School Health Model~~ Whole Child, Whole Community, Whole School from the Centers for Disease Control and Prevention (CDC), which form the structure of this policy.

I. COORDINATED APPROACH

Principle: Use a coordinated approach to develop, implement and evaluate policies and practices regarding healthy eating and physical activity.

A. Implementation

The Superintendent will ensure implementation of the wellness policy districtwide. Each Building Administrator is responsible for implementation of the policy at that site.

B. Site Wellness Team

Each Building Administrator/Principal will establish a Site Wellness Team, consisting of staff, parents/guardians, students, and members of the community that meet and are recognized as a standing committee. Each Site Wellness Team will:

1. Develop an annual action plan that supports the implementation of this policy,
2. Evaluate the implementation of the plan, and
3. Incorporate Wellness Policy implementation within site or department plans.

C. District Wellness Team

The District Wellness Team will support monitoring and evaluation of the policy, with representation from staff working in the areas of: nutrition services, student health and wellness, human resources, health education, ~~and~~ physical education, and other areas as appropriate; students and parents/guardians; and community members. Representation from Site Wellness Teams is encouraged. The District Wellness Team will provide data/information regarding implementation of policy annually to the Superintendent (or designee) and/or the, ~~Board of Education, and district personnel annually.~~

II. HEALTHY SCHOOL ENVIRONMENTS

Principle: Establish school environments that support healthy eating and physical activity.

- A. Staff will not use exercise or physical activity, or any restrictions on them, as a consequence for negative student behaviors or academic status.
- B. Staff will use non-food items as rewards for academic performance or good behavior for individuals or classrooms.

- C. All students will have access to breakfast and lunch at school every day. During mealtimes, the District will discourage other activities, unless students may eat during such activities.
- D. Celebrations: Classroom teachers will allow no more than one celebration per month that involves food or beverages.
- E. Sites are encouraged to develop physical activity opportunities before, during, and after school.
- F. Students at the elementary level will participate in frequent, active recess.
- G. Schools will offer safe and developmentally appropriate fitness equipment and activity areas for students.
- H. Fundraising, marketing, or advertising activities will not conflict with messages supporting healthy eating and physical activity. As such, sites will limit food and beverage marketing to the promotion of foods and beverages that meet U.S. Department of Agriculture (USDA) nutrition standards.
- I. For the safety and health of students with disabilities and health conditions, including food allergies, the District will make reasonable accommodations in the school environment, according to a student's individual plan.

III. QUALITY OF FOOD AND BEVERAGES SERVED AND SOLD

Principle: Provide a quality school meal program and ensure that students have only appealing healthy food and beverages choices offered outside of school meal program.

A. For the purposes of this section, the school day is defined as the period from ½ hour before school starts until after the school bell rings at the end of the school day.

~~A.B.~~ ~~The district will inform families of the free/reduced price lunch program, and provide all families with applications for the program.~~

~~B.~~ ~~Foods and beverages sold at school during the school day will meet the standards defined by the District Wellness Team, which will meet or exceed the USDA standards.~~

~~C.~~ ~~The District will make reasonable accommodations for the special dietary needs of students in the school meal programs.~~

C. Drinking water will be available at no charge and accessible in all cafeterias during lunch service, as required by USDA.

D. Meals Provided During the School Day

a. ~~To protect the privacy of all students, including those who are eligible for free or reduced priced meals, all cafeteria registers will be cashless. Instead, students will use a personal identification number (PIN) when purchasing food.~~

b. ~~Foods and beverages sold at school during the school day will meet the standards defined by the District Wellness Team, which will meet or exceed the USDA standards. The district will share the nutritional contents of meals with students and families. [e1]~~

c. ~~The District will make reasonable accommodations for the special dietary needs of students in the school meal programs.~~

d. ~~Students are required to stay on school grounds [e2] during lunch periods.~~

e. ~~Schools schedules should allow for adequate seat time for lunch periods. Schools are also encouraged to schedule recess prior to lunch.~~

f. ~~Students will be provided a clean and supervised environment to eat during meal periods.~~

~~D.—~~

E. Other Food Offered During the School Day

1. Schools will assess if and when to allow snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations.
 2. Non-USDA snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health.
 3. All foods or beverages sold to students during the school day, including in vending machines, must meet USDA Smart Snacks in School regulations[e3]
- F. Food Sold Outside the School Day
1. All food and beverages sold through student-accessible vending machines and school stores will meet the District Wellness Team guidelines.
 2. The District will pursue healthy food and beverage options for concessions sold at extracurricular events, with implementation determined by the Superintendent.

IV. PHYSICAL ACTIVITY AND EDUCATION

Principle: Implement a comprehensive physical activity program with quality physical education as a cornerstone.

- A. A.——Students will have access to physical education class and/or fitness-oriented activities regardless of behavioral or academic status.
- B. B.——The District will provide physical education classes that meet the National Standards of the National Association for Sports and Physical Education (NASPE) national standards of the Society of Health and Physical Educators (SHAPE) and District priority benchmarks.
- C. C.——The District will hire physical education teachers only if they are certified and licensed instructors.
- D. Waivers, exemptions, or substitutions for physical education classes are not allowed at the high school level, and strongly discouraged at the middle school level.
- E. Schools' wellness plans must include a physical activity component.
- F. The District will include in its portfolio of professional development opportunities, courses focused on integrating physical activity in the classroom.
- G. D.——Schools will engage students in a variety of physical activities throughout all disciplines. Schools are encouraged to provide physical activity breaks for students throughout the school day. School staff are encouraged to participate in physical activity and well-being opportunities as well.
- H. Schools are encouraged to promote and support active transport to schools including participating in Safe Routes to Schools programs and activities, providing bicycle and walking safety programs, and using crossing guards.
- I. The indoor and outdoor physical activity facilities and spaces will be open to the community outside of school hours. District permitting requirements must be followed.

V. HEALTH EDUCATION AND PROMOTION

Principle: Implement health education that provides students with the knowledge, attitudes, skills and experiences needed for healthy eating and physical activity.

- A. Students will have access to health education class, that includes grade appropriate nutrition education and health literacy, such as behavioral health, sleep, and accessing health services, regardless of behavioral or academic status.
- B. The District will provide health education classes that strive to meet the National Standards of the American Association for Health Education (AAHE) national

standards of the Society of Health and Physical Educators (SHAPE) and District priority benchmarks.

- C. Schools will engage students in variety of health promotion activities that include skill building, such as menu planning, food preparation, and label reading, across disciplines.

VI. CONNECTIONS AND REFERRALS

Principle: Connect students to health, mental health and social services to address healthy eating, physical activity and chronic disease prevention.

The District will partner with community agencies to assist students and their families to access available health, oral health, mental health, and social services to address healthy eating, physical activity, and related chronic disease prevention.

VII. FAMILY AND COMMUNITY HEALTH

Principle: Partner with family and community members in the development of healthy eating and physical activity policies, practices and programs.

- A. The District will partner with parents/guardians and community members to support parents/guardians' efforts to provide a healthy diet and daily physical activity for their children.
- B. The District encourages parents/guardians who pack lunches and snacks to refrain from including foods and beverages without nutritional value.
- C. School staff will communicate with parents/guardians to convey to students the potential health risks of sharing food or beverages, including to individuals with life-threatening allergies.
- D. Schools are encouraged to plan family wellness activities.
- E. The District recognizes that some students have chronic health conditions that are impacted by food and physical activity, particularly life threatening food allergies, asthma and diabetes. The district works with students, their families and health care providers to put plans in place to safely manage their condition.
- EF. The District will continue to invite input from families and community members in development of menus, activities, and physical education programs, considering cultural restrictions and preferences.

VIII. EMPLOYEE WELLNESS

Principle: Provide an employee wellness program that supports healthy eating and physical activity of all employees.

The District will offer or partner to offer staff wellness programs, which may include workshops and presentations on health promotion, education and resources that will enhance morale, encourage healthy lifestyles, prevent injury, reduce chronic diseases, and foster exceptional role modeling. In particular, the District will partner to provide incentives for sites that implement healthier practices, including adopting standards for foods and beverages sold to employees.

IX. PROFESSIONAL DEVELOPMENT AND CAPACITY BUILDING

Principle: Employ qualified persons, and provide professional development opportunities for physical education, health education, nutrition services, and health, mental health, and social services staff members as well as adults who supervise recess, cafeteria time and out of school time programs.

The District will provide school district personnel with access to professional development to promote good health and steps to change or improve health.

X. EXEMPTIONS

Exemptions from this policy may be granted by the Board of Education upon recommendation of the Superintendent based upon the best interests of the District.

LEGAL REFERENCES

29 U.S.C. § 794 (Section 504 of Rehabilitation Act of 1973, as Amended)
42 U.S.C. § 1751 et seq. (Richard B. Russell National School Lunch Act)
42 U.S.C. § 1771 et seq. (Child Nutrition Act of 1966)
42 U.S.C. § 12101 et seq. (Americans with Disabilities Act of 1990, as Amended)
P.L. 108-265 (2004) § 204 (Local Wellness Policy)
7 U.S.C. § 5341 (Establishment of Dietary Guidelines)
7 C.F.R. § 210.10 (School Lunch Program Regulations)
7 C.F.R. § 220.8 (School Breakfast Program Regulations)

CROSS REFERENCES

Policy 414.00 – Tobacco Free Environment
Policy 504.00 – Drug Free Schools
Policy 505.00 – Bullying Prohibition
Policy 716.00 – Advertising in the Schools

GUIDELINES/STANDARDS

American Association for Health Education (AAHE)
Coordinated School Health Programs: Improving the Health of Our Nation's Youth—At A Glance 2011, Atlanta: CDC; 2011
National Association for Sports and Physical Education (NASPE)
United States Department of Agriculture (USDA)

510.00 GRADUATION

1. It is the policy of the school district that all students must meet the graduation standards of the State of Minnesota (Minn. Stat. § 120B.024 – Graduation Requirements, Course Credits), including state-wide test and credit requirements in order to graduate.
2. Basic course credit requirements for Saint Paul Public School high school diploma also include:
 - Health & Wellness credit
 - Fitness & Physical Education credit
 - Family & Consumer Science, Industrial Technology or Business credit
 - Elective credits
 - Post High School Planning
3. Additional requirements may be established by each high school, as approved by Superintendent (designee) and shall be made known prior to the student enrollment process.
4. Students meeting or exceeding all school district graduation requirements may walk across the graduation ceremony stage to receive a diploma.
5. Participants in graduation exercises shall be required to wear caps and gowns for the exercises (unless the Superintendent waives the requirement). During commencement exercises, graduating students shall not carry items or otherwise alter the cap and gown, except in accordance with the district procedure allowing for identity adornments to be worn. Any ~~-(exemptions must be approved by the Superintendent).~~

LEGAL REFERENCES:

Minn. Stat. § 120B.02 – Educational Expectations for Minnesota’s Students
Minn. Stat. § 120B.023 – Benchmarks
Minn. Stat. § 120B.024 – Graduation Requirements, Course Credits
Minn. Stat. § 120B.07 – Early Graduation
Minn. Stat. § 120B.11 – School District Process
Minn. Rules Parts 3501.0010-3501.0180 – Rules Relating to Graduation Standards – Mathematics and Reading
Minn. Rules Parts 3501.0200-3501.0290 – Rules Relating to Graduation Standards – Written Composition
Minn. Rules Parts 3501.-0505-3501.0635 – K-12 Standards
20 U.S.C. § 6301, *et. Seq.* – *No Child Left Behind*

CROSS REFERENCES:

Policy 101.00 – Racial Equity

**INDEPENDENT SCHOOL DISTRICT NO. 625
SAINT PAUL PUBLIC SCHOOLS**

PLACE HOLDER

Investment Report

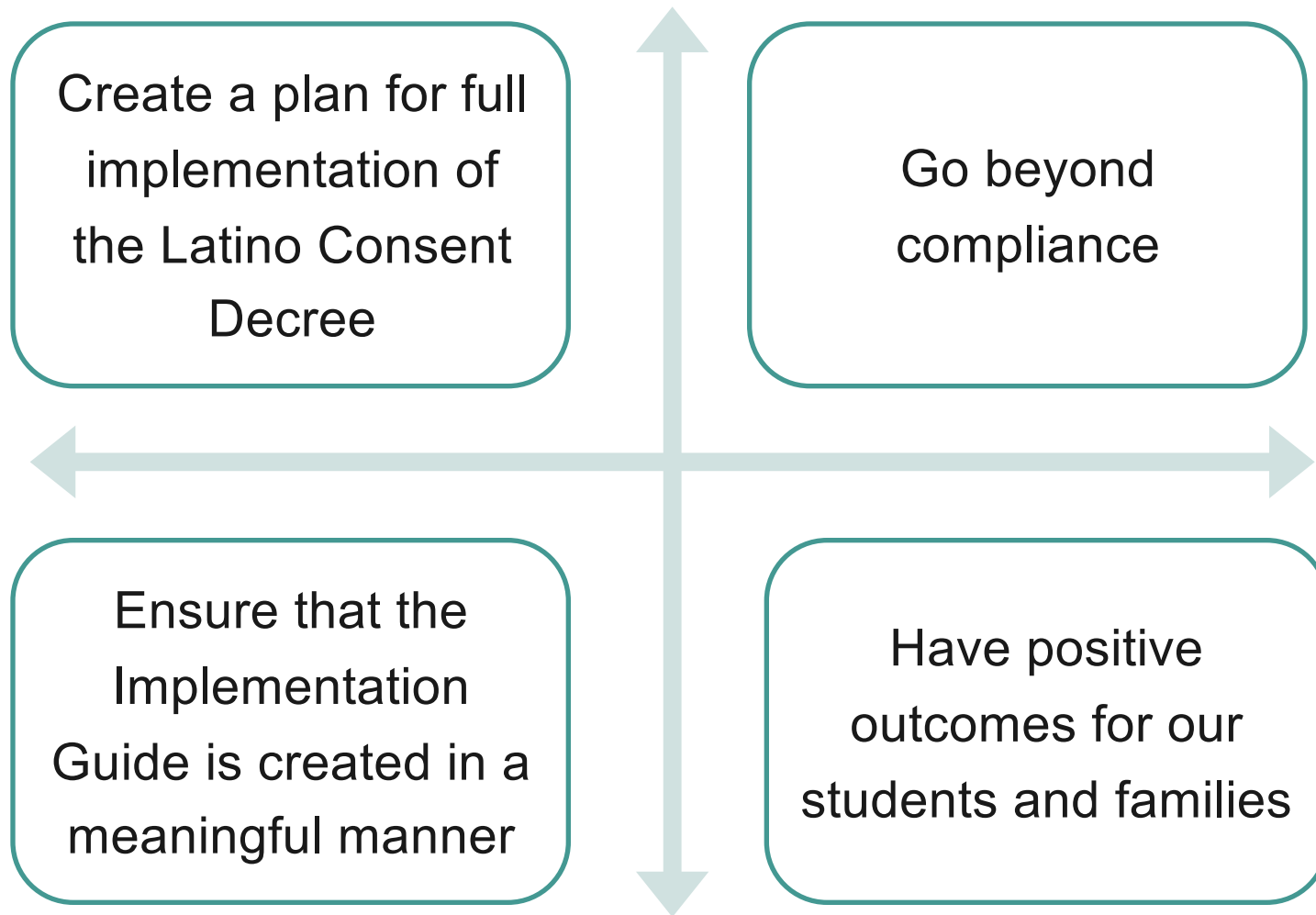
Saint Paul Public Schools

ADMINISTRATIVE RESPONSE TO THE LATINO CONSENT DECREE (LCD) PARENT ADVISORY COUNCIL (PAC) ANNUAL REPORT

October 3, 2017



SPPS District & LCD Program Goals



2016-17 LCD-PAC RECOMMENDATIONS

1

- Update the LCD Teachers Job Responsibilities

2

- Prioritize Recruiting Qualified Bilingual Teachers

3

- Increase the Number of LCD Bilingual EA2

4

- Re-write LCD Job Postings for all LCD EA2

5

- Create an LCD Flag in the Student Information System

6

- Continue to strengthening Latino Parent Engagement

Administrative Responses



Update the LCD Teachers Job Responsibilities

1

- UPDATE THE LCD TEACHERS JOB RESPONSIBILITIES

- Expanding beyond EL teachers.

- Items 1-10 could be assigned as the responsibility of any licensed bilingual building staff, and need not be limited to EL teacher staff.

- Responsibility # 6 is in place at our Spanish immersion sites: *Adams, Wellstone, Riverview, and Highland Middle and Senior.*

Prioritize Recruiting Qualified Bilingual Teachers

2

- PRIORITIZE RECRUITING QUALIFIED BILINGUAL TEACHERS

- Identify current SPPS teachers who qualify for the LCD title.

- Identify targeted recruitment.

- Monitor the demographics of teacher hires.

Increase the Number of LCD Bilingual EA2

3

- INCREASE THE NUMBER OF LCD BILINGUAL EA2

- Funding sources to hire more bilingual Spanish EAs.

- Place EAs at school sites that do not already have Spanish bilingual teachers.

- Review and re-align the secondary LCD EA schedules.

- Require all MLL TOSAs to regularly monitor the alignment of the LCD EA schedules.

- Hubbs Center: SPPS ParaPro Plus training class.

Re-write LCD Job Postings for all LCD EA2

4

- RE-WRITE LCD JOB POSTINGS FOR ALL LCD EA2

- Create an updated, generic LCD EA2 description.

- Detail the work of a LCD EA2 **already in place.*

Create an LCD Flag in the Student Information System

5

- CREATE AN LCD FLAG IN THE STUDENT INFORMATION SYSTEM

- Work with Research, Evaluation & Assessment (REA) and Office of Teaching and Learning (OTL) to add an LCD flag in Campus.

- Focus on the flag designation to ensure student flags are accurate and timely.

- MLL's role in ongoing upkeep of LCD flags.

Continue to strengthen Latino Parent Engagement

6

- CONTINUE TO STRENGTHEN LATINO PARENT ENGAGEMENT

- LCD Parent Advisory Council (LCD Program)

- Parent Academy Program (OFECF)

- Sexual Health Education (CLUES)

- Latino Leadership Program (Amherst H. Wilder Foundation)

- SNAP-Ed (University of Minnesota)

- MLL Family Night (Office of Multilingual Learning)

- Special Education Family Groups (OSS & OFECF)



UNIVERSITY OF MINNESOTA | EXTENSION



Questions?



RESTRUCTURING SCHOOL START TIMES **2017-18 DISCUSSION**



Jackie Statum Allen – Assistant Director, Strategic Planning and Policy

Committee of the Board
October 3, 2017

Purpose

- The purpose of this presentation is to:
 - Review the plan for restructuring start times for SPPS
 - Discuss challenges to implementation and ways they will be addressed
 - Finalize the Board motion for October Board meeting



SPPS Plan for Restructuring School Start Times

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Tier 1: 7:30 a.m. start	Tier 2: 8:30 a.m. start	Tier 3: 9:30 a.m. start
<ul style="list-style-type: none"> Elementary schools that currently start at 8:30 a.m. move to tier 1 End time 2:00 p.m. First bus pick-up at 6:30 a.m. 	<ul style="list-style-type: none"> All secondary schools <ul style="list-style-type: none"> grades 6 – 8 grades 6 – 12 grades 9 – 12 End time 3:00 p.m. First bus pick-up at 7:30 a.m. 	<ul style="list-style-type: none"> Elementary schools that currently start at 9:30 a.m. do not change End time is 4:00

- Cost Change:
 - Cost neutral, if Washington no longer has extra hour
 - Cost increase of approximately \$2 million if Washington keeps extra hour
- Timing: Implement 2019-20 to align changes with implementation of next strategic plan



Key Challenges and Working Solutions

Challenge	Response / Possible Solution
Childcare Supporting elementary families with options for after-school childcare for students moving to a 7:30 a.m. – 2 p.m. school day.	<ul style="list-style-type: none">• Increase Discovery Club spots, although there have been challenges in finding staff. Work with HR to better utilize existing employees.• Develop supervised after-school recreational programming that can allow for higher student to adult ratios.• Continue working with Parks and Rec (Rec Check) and Sprockets organizations so they are prepared for students.

Key Challenges and Working Solutions

Challenge	Response / Possible Solution
Early Morning Buses Supporting a safe transition for elementary families with a 7:30 a.m. start time and bus pick-ups as early as 6:30 a.m.	<ul style="list-style-type: none">• Re-evaluate bus stop locations for pre-7 a.m. pick-ups.• Communications to families with tips for safety.• Identify best practices from other districts to support families as they adapt to the change.



Key Challenges and Working Solutions

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Challenge	Response / Possible Solution
Athletics Secondary athletic programs will be affected by a 3 p.m. dismissal. Many schools rely heavily on facilities managed by St. Paul Parks and Recreation. Middle school athletics will have greater scheduling challenges.	<ul style="list-style-type: none">• Impacted schools will have to rely more on fields and gyms on their campus or other SPPS sites.<ul style="list-style-type: none">• Teams to share fields and gyms more• Secondary schools travel to elementary facilities• Continue working with Parks and Rec to identify best ways to utilize their sites. Establish regular coordination meetings.• Be deliberate in scheduling so that if student athletes have to be dismissed early, they aren't missing core subjects.

Proposed Motion for October Board Meeting

In December 2016, the SPPS Board of Education directed administration to prepare a plan to change school start times for the 2018-19 school year.

The SPPS Board adopts the administration's recommendation to change school start times, including moving secondary schools to a later start time. This is done with the understanding there may be exceptions needed to align with changes under the district's next strategic plan.

The Board also accepts that implementation of this plan will begin in the 2019-20 school year. This will allow ample time for SPPS to inform and support families and staff, as well as work with community partners, through the transition.

Administration will finalize the list of schools with their respective start times by October 2018 through the strategic planning process.



Questions?

