

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

March 3, 2015
4:30 PM

A G E N D A

I. CALL TO ORDER

A. Introductions

II. AGENDA

A. Preliminary 2016 Budget Overview (General Fund)

- | | |
|----------------------------------|---|
| 1. Introduction | |
| 2. Presentation | 3 |
| 3. Discussion | |
| 4. Action (Acceptance of Report) | |

B. Wellness Policy Implementation Update

- | | |
|-----------------|----|
| 1. Introduction | 17 |
| 2. Presentation | 21 |
| 3. Discussion | |
| 4. Action (TBD) | |

C. Out for Equity Presentation

- | | |
|-------------------------------------|----|
| 1. Introduction | |
| 2. Presentation | 38 |
| 3. Discussion | |
| 4. Action (Thanks for Presentation) | |

D. Standing Item: Policy Update

- | | |
|---|----|
| 1. Policy Level 500 Gender Inclusion Policy - Draft 2 | 58 |
|---|----|

E. Standing Item: PLTT Update - No Presentation

F. Standing Item: SSSC 2.0 Update - No Presentation

G. Work Session

- | | |
|-------------------|--|
| 1. Board Check-In | |
|-------------------|--|

2. Public Comment Follow-Up Discussion

60

3. Board Retreat

4. Student Representation on the Board (Initial Discussion)/Student
Leadership Opportunities

III. ADJOURNMENT



FY 2015-16 Preliminary General Fund Budget

Marie Schrul
Chief Financial Officer
March 3, 2015



Purpose

- To provide an overview of the preliminary FY 2015-16 General Fund budget and timeline to the Committee of the Board

Agenda

- Review of budget guidelines adopted by the BOE on February 17, 2015
- Presentation of macro FY 2015-16 General Fund budget numbers
- Staffing the Schools
- Development schedule
- Questions

Key Planning Assumptions

- SSSC 2.0 Plan is first consideration in funding.
- Class size ranges will determine teacher FTEs.
- Budget built on current laws.
- Blended Site-Based and Centralized funding method will be used for schools.
- A table detailing the average salary and benefits will be provided for budget preparations.
- **The budget should maintain an unassigned fund balance of at least five percent (5%) of the general fund expenditures in accordance with the BOE policy.**
- Non-School programs will be reported into three (3) categories: Central Administration, District-wide Support, and School Service Support.
- Fully Financed budgets with anticipated revenues and expenditures over \$500,000 for the 2015-2016 school year will be included in the Adopted budget.
- The FY 2015-16 budget must be approved by the Board of Education by June 30, 2015.

The Adopted budget will be published on the Business Office website (<http://businessoffice.spps.org/2015-16>).



Influencing Factors

- 3rd quarter projections impact fiscal year end fund balance
- Enrollment fluctuations impact revenue, class size and building capacity
- Contractual settlements impact expenditure levels
- Legislative adjustments impact revenue
- Previous year's October 1 Free & Reduced lunch count impacts revenue
- Bond ratings
- Funding has not kept up with inflation



FY 2015-16 General Fund Preliminary Big Picture



	FY15 Adopted (in millions)	FY16 Preliminary (in millions)	Difference	% Change
Revenue	\$ 529.1	\$528.2	\$ (0.9)	(0.2 %)
Use of Fund Balance	8.1	2.5*	(5.6)	(69.1%)
Expenditures	537.2	530.7	(6.5)	(1.2%)
Balance	\$0	\$0		

*The ending FY 2014-15 (June 30, 2015) Unassigned Fund Balance is projected to be 5.2% (as of the December 2014 quarterly report). The \$2.5m use of fund balance for FY2015-16 has been accounted for in the projection.



Considerations for Balancing the FY2015-16 Budget



- Maintaining SSSC 2.0 Commitments
- Maintaining current class size commitments and funding the change in the high poverty Kdgn range to 20-24 in 2015-16
- Maintaining the Board resolution on the additional 32 FTEs for staffing supports plus an additional 10 FTEs in 2015-16
- Eliminating 1x only allocations
- Reviewing areas where there has been cost savings due to efficiencies
- Addressing program expenditures where revenue has decreased
- Reviewing Program reductions in Central Administration, District-wide Support Services and School Service Support areas
- Keeping the reductions as far away from the classroom as possible



Staffing the Schools

Funding for SSSC 2.0

SSSC 2.0 Class Size Ranges Higher Poverty Sites

Grade	FY16 Target Ranges
Pre-K	20
KG	20 – 24
1 – 3	22 – 25
4 – 5	25 – 28
6 – 8	29 – 33
9 - 12	30 - 35

Higher Poverty threshold is the top 30 schools per the teacher's contract
Effective FY2015-16, the Target Range for KG changed to 20-24

SSSC 2.0 Class Size Ranges

Lower Poverty Sites

Grade	FY16 Target Ranges
Pre-K	20
KG	22 - 26
1 – 3	22 – 27
4 – 5	25 – 29
6 – 8	29 – 35
9 - 12	30 - 37



FY2015-16

Site Staffing Criteria



Site Configurations

- Pre-K – 5
- K – 8
- Dual Campus
- 6 – 8
- 6 – 12
- 9 - 12

Staffing Categories

- Principal
- Assistant Principal
- Administrative Intern
- Clerk
 - Minimum
 - Additional 10 month
 - Mobility
 - Attendance
- Learning Support (Counselors)
- Library Support
- SSSC 2.0 Site Staff for Program Articulation

FY2015-16 Additional Site Staffing Supports per Board Resolution

Position	FY 15 FTEs	FY16 Add'l FTEs	Total Add'l FTES
Licensed Media Specialists	10	5	15
Elementary School Counselors	10	5	15
Licensed School Nurses	7	-	7
School Social Workers	5	-	5
Total	32 FTEs	10 FTEs	42 FTEs

14



FY 2015-16 Proposed Budget Adoption Schedule



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Date	Description
09FEB- 09MAR	Administration to consult with schools on FY 2015-16 planning (enrollment, class size, space) prior to budget distribution
02MAR	Presentation to District leadership at Cabinet meeting
03MAR	Presentation of the FY 2015-16 Preliminary General Fund budget to the Committee of the Board
27MAR	Distribute school allocations Distribute General Fund program allocations
30MAR– 22JUN	Presentations to various groups
24APR	School budgets returned General Fund program budgets returned
Mid-APR	HR Staffing worksheets due
23JUN	Budget adopted by Board of Education



Questions?

Saint Paul Public Schools

2014 District Wellness Team Report

Background

Saint Paul Public Schools (SPPS) has a long history of supporting health initiatives, in partnership with Saint Paul-Ramsey County Public Health. Beginning in 2006, the STEPS program laid a foundation of wellness that has grown into the current efforts of the Statewide Health Improvement Program (SHIP). The wellness achievements from the past are now fully supported with the 2013 Board of Education updated district wellness policy which better aligns with the Healthy Hunger-Free Kids Act of 2010. SPPS has sought to re-envision wellness, by engaging more participation through the District Wellness Team, the formation of Wellness Champions at school sites and by launching a new district Wellness website. Continued participation is crucial in this work. School sites are encouraged to evaluate wellness policy progress annually.

Statewide Health Improvement Program (SHIP) is an investment to help Minnesotans live longer, healthier lives by increasing healthy eating, physical activity, and reducing tobacco use. SHIP encourages positive behavior through policy, system and environmental changes.

Wellness Team

The District Wellness Team is a 9-12 member group, comprised of SPPS employees, parents, and community partners. They are charged with supporting and evaluating the SPPS Wellness Policy, helping to ensure that staff and students are provided the opportunity for a healthy lifestyle during the school day. Wellness Champions are identified at each school to promote wellness; 46 schools have identified a champion.

Physical Activity

Children aged 6-17 years should have at least 60 minutes of physical activity per day. (CDC.gov 2014)

Positive Progress

- 300+ staff attended one of five YogaCalm training sessions. YogaCalm brings structured activity and relaxation techniques into the classroom and the response has been resoundingly positive. An elementary school music teacher stated that the training gave her tools to take back to her classes and that by using YogaCalm exercises she was able to increase the time of focus in her students, especially those with autism and cognitive delay.
- All SPPS Physical Education (PE) teachers were given the opportunity to attend professional development training with continuation through Professional Learning Communities (PLC).
- Three high schools (Johnson, Como Park, and Washington) held large spring events that emphasized physical activity and roughly 1,500 students attended.
- 74% of the 2013-14 Wellness Policy Evaluation Survey respondents report having classroom physical activity breaks.

More Work Needed

- Nearly 56% of reporting schools withhold recess or physical activity as academic or behavioral punishment based on the Policy Evaluation Survey. We should reemphasize the message that this is not an acceptable way to punish.
- 30% of reporting schools still conduct recess after lunch for all students. However, research supports that students eat more lunch and have improved behavior during transition back to the classroom if they have recess prior to lunch.

Barriers/Challenges

- Despite emerging science that demonstrates physical activity enhances learning, it remains a low priority for many of our schools, especially those that are under pressure to improve students' academic standing and/or test scores. If physical activity is not a priority embraced by a building's administrator, staff tend to be apathetic towards its inclusion.
- Schools vary greatly in their implementation of PE classes. Rotating specialists' schedules may fail to provide the recommended daily physical activity standard, despite fulfilling district requirements when lengths are averaged over time. In addition, secondary school students are given little to no time for physical activity and PE is only required for one year of high school, although it remains available as an elective to most students.

Student Survey Data

Physical Activity (MN Student Survey)	2010		2013	
	Males	Females	Males	Females
Percent of 5th graders who get > 30 minutes of physical activity 7 days per week*	NA	NA	23%	17%
Percent of 6th graders who get > 30 minutes of physical activity 7 days per week**	28%	16%	NA	NA
Percent of 9th graders who get > 30 minutes of physical activity 7 days per week	20%	16%	24%	13%
Percent of 11th graders who get > 30 minutes of physical activity 7 days per week*	NA	NA	20%	9%
Percent of 12th graders who get > 30 minutes of physical activity 7 days per week**	26%	11%	NA	NA

Figures based on SPPS student self-report responses on Minnesota Student Survey

*5th and 11th graders not surveyed in 2010

**6th and 12th graders not surveyed in 2013

Healthy Eating & Nutrition

Schools are in a unique position to promote healthy eating and help ensure appropriate food and nutrient intake among students. Schools provide students with opportunities to consume an array of foods and beverages throughout the school day and enable students to learn about and practice healthy eating behaviors. (CDC.gov, 2014)

Positive Progress

- When health is taught at school, nutrition and healthy eating are typical topics
- Elementary teachers tend to integrate nutrition across core curriculum or initiate special projects or lessons, such as yumPower, a program to introduce healthy food to children
- 10 elementary schools participated in the yumPower program, with most participants opting to enroll on an annual basis
- 31 schools now participate in the USDA Fresh Fruit & Vegetable Grant, available to elementary schools that have 50% or more students receiving free or reduced price meals
- Some schools display extraordinary innovation in their approach to nutrition
 - An elementary PE teacher incorporates a Fruit of the Month into her PE curriculum and sends home flyers explaining the fruit, along with recipes
 - Schools are organizing Family Cooking Night presentations

More Work Needed

- Nearly 70% of survey respondents report teachers in their buildings continue to use candy or sweet-type items as rewards or incentives
- In a vending machine audit of 11 secondary education sites, only 7 schools were found to be in compliance with the district's wellness policy

Barriers/Challenges

- Health and nutrition education in elementary schools are left to the individual classroom teacher to integrate into their classroom, resulting in tremendous variation and implementation. The District Wellness team is concerned about the inconsistent implementations, recognizing that health education helps lay the foundation for long term health
- 37% of schools report that health education is not taught in their schools.
- Lack of enforcement of the Wellness Policy, coupled with reluctance of any department or administrative entity to play the 'food police'

Student Survey Data

Obesity Data	2010		2013	
	Males	Females	Males	Females
Percent of 9th graders who are overweight or obese	29%	20%	33%	24%
Percent of 11th graders who are overweight or obese *	NA	NA	30%	27%
Percent of 12th graders who are overweight or obese**	26%	18%	NA	NA

Overweight/obesity designation based on Body Mass Index (BMI) calculated from SPPS students self report on height/weight questions on Minnesota Student Survey

*11th graders not surveyed in 2010

**12th graders not surveyed in 2013



Staff Initiatives

For nearly 10 years, Saint Paul Public Schools has offered staff wellness initiatives, including a variety of resources and activities to support employees' wellness goals. In coordination with the District's strategic plan, staff wellness aims to be sustainable with its programs and resources to better support and value our workforce. Healthy employees can also be a role model for student achievement and wellness.

Positive Progress

- Healthcare savings are possible for employees that choose to participate in wellness initiatives. In 2014, 69% of the SPPS employees completed the online health assessment, and 65% qualified for the healthcare savings
- The Employee Wellness Committee designed clear goals and objectives for the program, focusing on encouraging employees to reflect on their individual motivators of health
- The Wellness Champions program expanded to non-student sites

Encouraging Stress Management

- Nearly 100 employees took advantage of Yoga-based stress reduction courses that were offered to all district employees, 90% of the attending employees stating they have continued to use stress reduction techniques they learned in the course.

Physical Activity

- Over 100 staff participated in walking clubs were implemented in 2014
- 6 administration sites installed treadmill work stations
- Over 40 staff participated on a SPPS Twin Cities Marathon team in collaboration with Minneapolis Public Schools.
- Over 200 staff participated in physical activity related challenge offered district wide.

Healthy Eating

- Healthy cooking demonstrations were offered to all staff in 2013 and 2014
- A healthy recipe contest was offered to staff and students voted on the winner
- Over 500 staff participated in nutrition related challenges



Family Involvement

It is important to include all stakeholders at the table when it comes to overall wellness, including students, staff, and families.

Positive Progress

- The District Wellness Team started the 2013-14 school year with two new parent members, and is pursuing student representation
- Events to reach families included family fitness nights, healthy eating presentations and health information fairs for families

More Work Needed

- Ensure that families know they have a forum to make their voices heard. We can do this by beginning outreach efforts, through various district parent advisory councils (DPACs).
- Only 1/3 of students and families are aware of the district wellness policy. It is important to increase families' awareness and support of the changes.

Additional Recommendations

- Recruit a cabinet level administrative or a Saint Paul Board of Education member to serve on the District Wellness Team
- Include "Full Wellness Policy implementation" in the School Continuous Improvement Plan (SCIP) assurances, assess and indicate schools' current level
- Create a simple assessment tool that Wellness Champions can complete in the fall and then use to help draft their Wellness Action Plan



Wellness Policy Implementation Update

Mary Yackley, RN, LSN, MA
Supervisor, Student Health and Wellness
March 3, 2015



Objectives

- Review history and impact of Wellness Policy
 - Define Wellness Policy terms and implementation
 - Discuss opportunities to strengthen
 - Address questions from
- 2014 District Wellness
Team report



History of the Wellness Policy

- 2004 Child Nutrition and WIC Reauthorization Act
 - Required all districts establish local school wellness policies by School Year 2006-2007
 - May 2006 original Wellness Policy approved by BOE
 - June 2008 revised by BOE
- 2010 Healthy, Hunger-Free Kids Act
 - Expands the scope of wellness policies
 - March 2013 Policy revised by BOE



2013 Policy Update

- Policy reflects changes of Healthy, Hunger-Free Kids Act of 2010
- 7-month process engaging stakeholders for input
- Wellness Policy aligns with Racial Equity policy with link between race and health disparities
- Outline reflects CDC

Coordinated School Health Model

- Statewide Health Improvement Program (SHIP) funding used to facilitate revision



Definitions

- SHIP Statewide Health Improvement Program
- Site Wellness Team
- Wellness Champion
- District Wellness Team
- Annual Wellness Action Plan



Policy Concerns expressed by stakeholders in 2012-13:

- Need for stronger language to “raise the bar” related to health education, physical education and physical activity
- Accountability and enforcement
- Difficult to implement
- Mental health needs not addressed
- Communication of wellness message
- Weak Employee wellness section



Close Link Between Health and Academic Success

THE MORE THEY BURN THE BETTER THEY LEARN



YOUR
CHILD

AMOUNT OF
ACTIVITY

VARIOUS
ACTIVITIES

ACADEMIC
ACHIEVEMENT

Did you know that kids who are physically active get better grades?

Research shows that students who earn mostly **A**s are almost twice as likely to get regular physical activity than students who receive mostly **D**s and **F**s.

Physical activity can help students focus, improve behavior and boost positive attitudes. Do what you can to help your child be physically active, be it running, biking or swimming. Any type of physical activity is good, and 60 minutes a day is best. Their grades will thank you!



FOR MORE INFORMATION, VISIT
MakingHealthEasier.org/BurnToLearn

SOURCES

CDC. Physical Inactivity and Unhealthy Dietary Behaviors and Academic Achievement.

CDC. The association between school based physical activity, including physical education, and academic performance. Atlanta, GA: U.S. DHHS; 2010.

Impact Since 2013 Revision of Policy

- District Wellness Team very engaged membership
 - Parent
 - Student
 - Community Partners: St. Kate's Public Health Students, Health Partners, AllinaHealth, Children's Hospitals and Clinics

Strong leadership with Carol Grady as SHIP lead .6 FTE

- Wellness Champions program

Steady growth, with varying levels of participation



Wellness Policy Key Areas

- Physical Activity
 - Find opportunities for increasing physical activity for students before, during, and after school
 - Offer professional development opportunities for physical education teachers
- Healthy Eating and Nutrition
 - Help teachers find ways to integrate nutrition education and healthier eating into classroom
- Staff Wellness and Family Involvement
 - Reinforce the importance of adult modeling of healthy behaviors



2013-14 Wellness Success Stories

- Ninja Training – St. Paul Music Academy
- GoVie Spring Event – Johnson High School
- Running Club – St. Anthony Park
- yogaCalm training – 300 + staff participants
- Archery Club – Chelsea Heights
- Fruit-of-the-Month – Eastern Heights
- Community Ed facilitated water safety classes for underserved populations



2014-15 Successes to date

- 55 Wellness Champions, up from 46 2013-14
- 40 Action Plans
- Awarded Safe Route to Schools grant
- Expanded interest in biking partnerships as city and county draft comprehensive bike plans
- Continued partnership with Community Ed
- Launch of Wellness Website
- School yoga calm residencies at select sites
- Increased interest in running clubs & events



Next Steps

- Work with Employee Wellness to inspire staff to model more healthy behavior

Healthier work force = Healthier student body

- Provide teachers with resources make physical activity a classroom routine, including at secondary level

- Seek opportunities for further collaboration with school communities and Community Partners

Bike library made available to Hubbs Center thru Cycles for Change



Opportunities

- Education
- Support
- Resources



Questions

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Healthy
Foods
Demo
Eastern
Heights



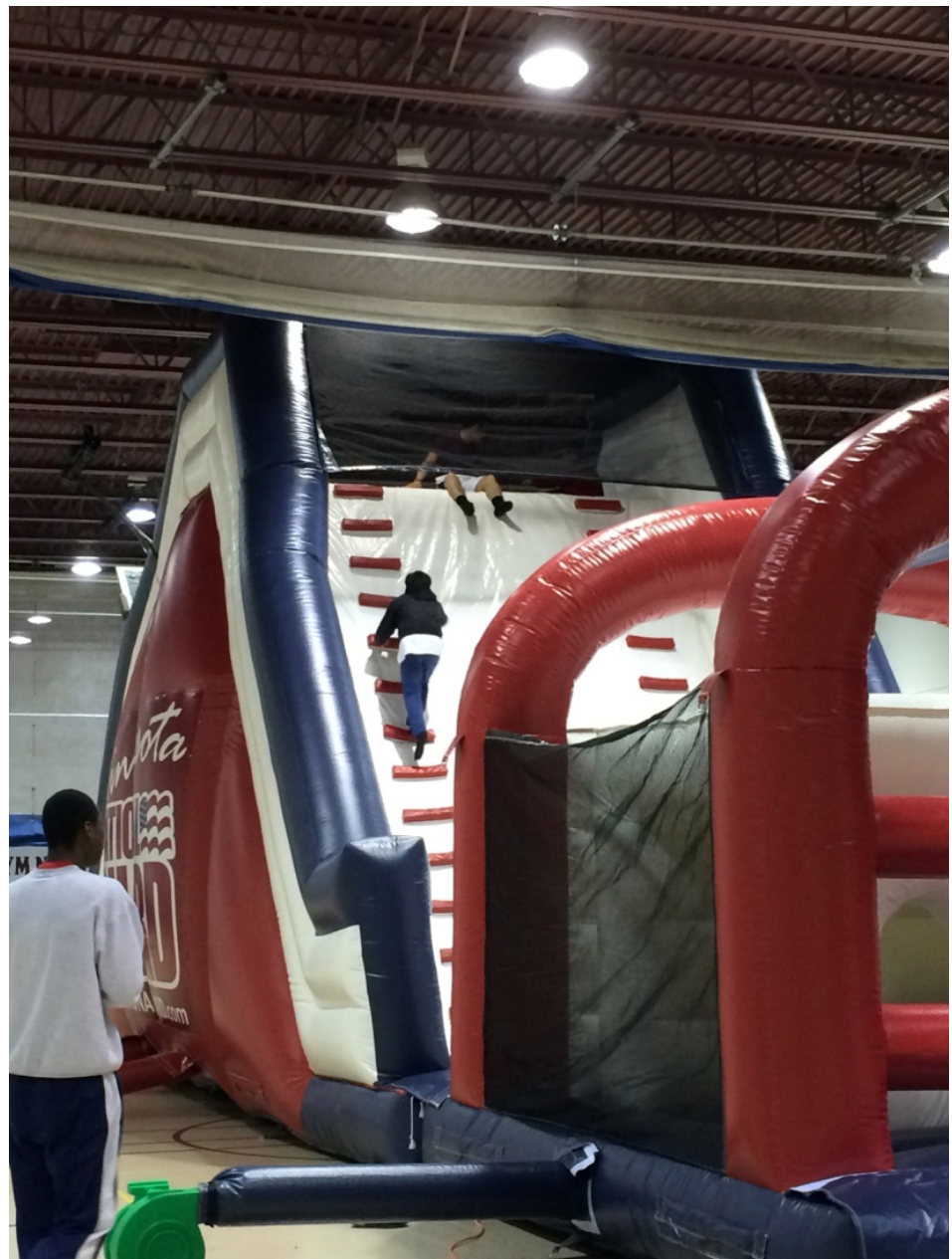
Wellness Policy Implementation Update



Cherokee Heights Student Triathlon



Johnson
GoVie
Event
May 2014



Out for Equity

Committee of the Board

March 3, 2015

Michelle Bierman

Mary Hoelscher, Ph.D.



Purpose

- Provide an overview of the services and supports Out for Equity provides to students, families, and staff in Saint Paul Public Schools.



Presentation Agenda

- During this presentation we will address:
 - Out for Equity's mission
 - Terminology
 - Student needs
 - Student, family, and staff supports
 - Systems perspectives about gender and sexual diversity in Saint Paul Public Schools



Mission

- Out for Equity is a school based program in Saint Paul Public Schools that strives to maintain a safe and welcoming school environment that fosters positive self esteem, respect for others and academic success for all lesbian, gay, bisexual, transgender, queer and questioning students, staff members and families.



Terminology

- GSD – gender and sexual diversity
- LGBTQ+ - lesbian, gay, bisexual, transgender, queer, and other gender and sexual identities
 - Intersex
 - Asexual
 - Gender non-conforming
 - Two-spirit



Determination of Student Needs



Identification of Student Need Areas

- School requests
 - Training and information
 - Events
- Feedback
 - Need for family involvement
 - Middle schools as an area of high need
 - Transgender student experiences
- Data
 - Local
 - National



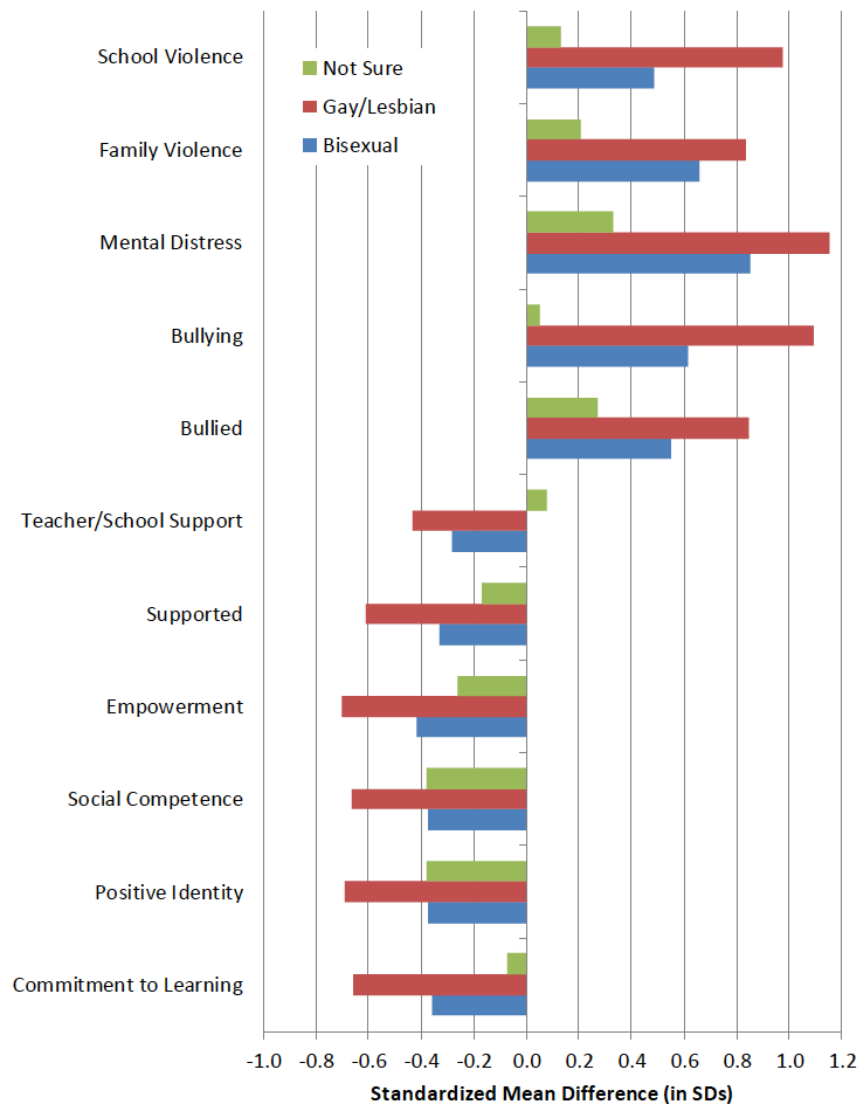
Minnesota Student Survey

LGBQ Students¹

- 378/3570 students identified as other than heterosexual
- Very low levels of assets
- Very high levels of challenges

45

2013 MSS SPPS Asset/Challenge Profile:
Differences between GLB & Heterosexual Students



¹Rodriguez, M. (2014). *Asset profiles*. Unpublished report. Minnesota Youth Development Research Group, Minneapolis, MN.



Student, Family, and Staff Supports



School Supports for LGBT Students

Comprehensive
Policies

Student Groups
(GSAs & SGs)

LGBT-Inclusive
Curriculum

Supportive
Educators

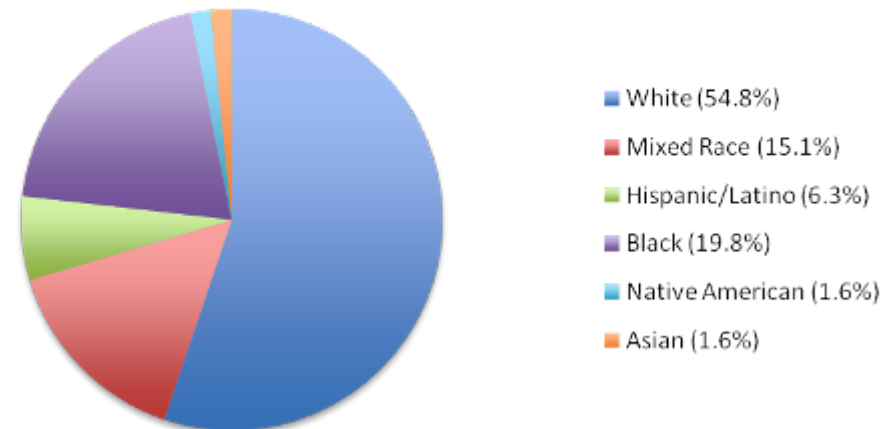
GLSEN (2014). *The 2013 National School Climate Survey: The Experiences of Lesbian, Gay, Bisexual, and Transgender Youth in Our Nation's Schools*. New York, NY: GLSEN.



Out for Equity Student Programs

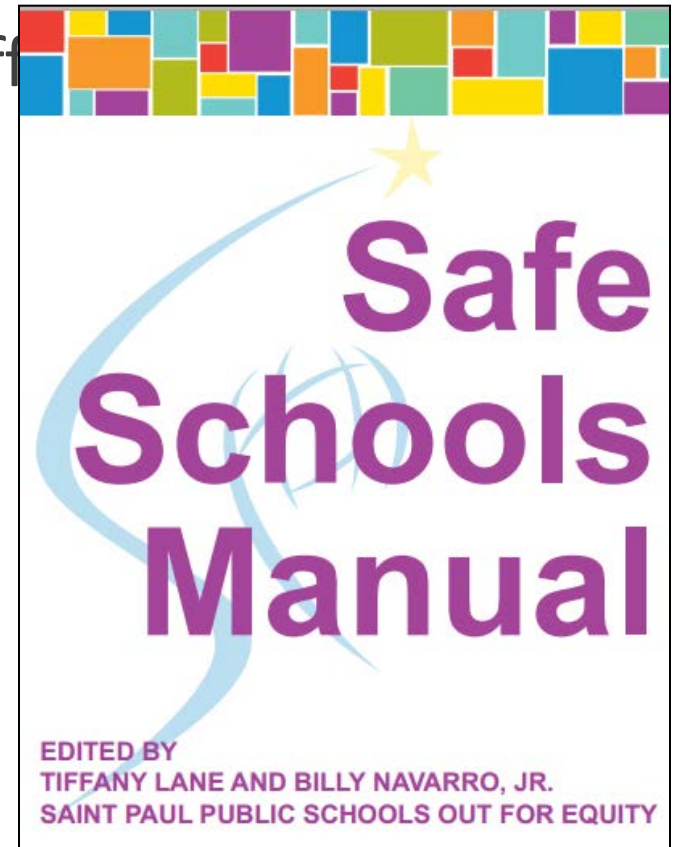
- An Evening Out (AEO)
- Under the Rainbow Drop-in
- Queer and Trans Youth Leadership Program
- Special Opportunities
 - Q-Quest
 - Youth Summit
 - Queer Youth Prom
 - Youth Pride
 - Twin Cities Pride

**Racial Identity of
AEO Participants (2013 - 2014)**



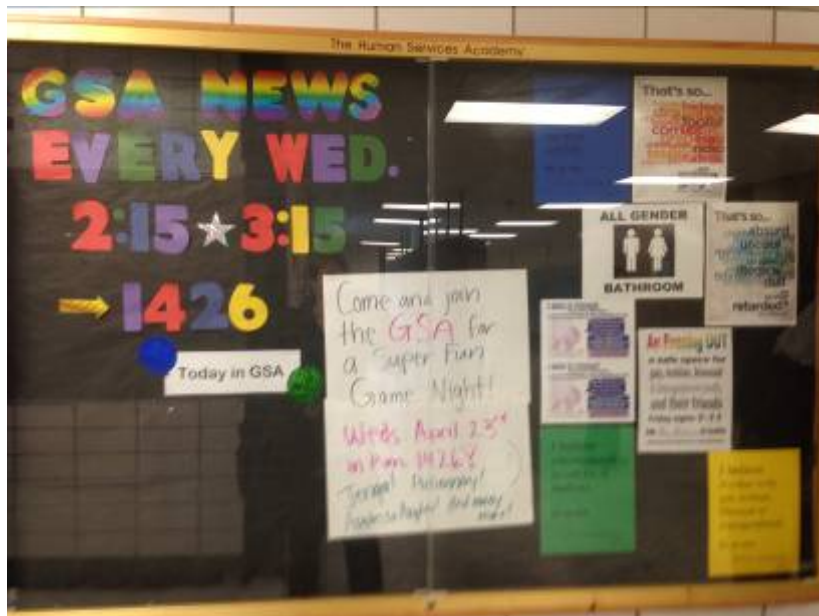
Out for Equity Indirect Student Supports

- Professional development for staff
 - Safe Schools Manual
 - Training for GSA advisers
 - “Beyond Courage: Leading for Gender Inclusion”
 - “Safe Space Training”
 - Requested professional development
- Technical assistance
 - Gender Inclusion Policy
 - Safe and Supportive Schools
 - Mental Health



Student Groups (GSAs and SGs)

50



SY 2013 – 2014

- 8 high schools
- 3 middle schools

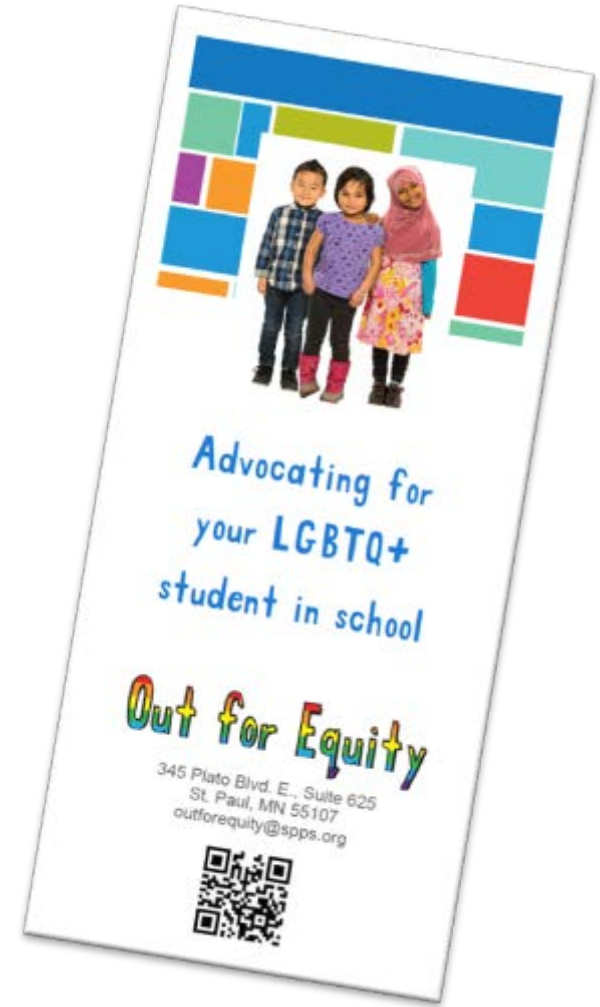
SY 2014 - 2015

- 8 high schools
- 7 middle schools



Out for Equity Family Engagement

- Gender and Sexual Diversity Parent Advisory Committee
 - With support from the Office of Family Engagement and Community Partnerships
- Events
 - Twin Cities Pride
 - Queer Youth Prom
 - family meetings
- Direct assistance
 - Resources
 - Connections to services



Out for Equity Departmental Support

- Working with HR and other departments
- Individual supports as requested
 - Resources
 - Perspectives about policies
 - Coaching



Alignment To SSSC 2.0



Specific Initiatives

- Racial equity
- Personalized learning
- Teacher Development & Evaluation (TDE)
- Safe & supportive schools

Environment for Learning	
SET Category	Proficient
54 Relationships Between Teacher and Students	•Teacher-student interactions are friendly and demonstrate general warmth, caring and respect •Interactions are appropriate to developmental and cultural norms and teacher seeks input/advice on what is appropriate cultural norms for students outside of the teacher's culture •Students exhibit respect for teacher

Culturally Responsive Teaching	
Relationships •How do we build relationships that are reciprocal? •Recognize student contributions to the classroom community and also create an environment where students build relationship with the teachers not just teachers building relationships with students.	Realness •Are students able to show up as their authentic selves? •Do students perceive teachers as authentic? •Students engage in the curriculum critically. They question and inquire about what and how they are taught.
Rigor •All students should receive the consistent message that they are expected to attain high standards in their schoolwork. •Communicate clear expectations •Create an environment in which there is genuine respect for students and a belief in their capacity. •Recognize when standards are met.	Relevance •How does the curriculum relate to students' experiences, interests and backgrounds? •Students identify issues that are important to them. •The classroom recognizes student advocacy for what students need to be successful.



55

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- AUDRE LORDE

Adapted from Kathryn Paul Mason, "Describing the Emperor's New Clothes: Three Models of Educational Inequality," *The Gender Question in Education Theory* (Pittsburgh, PA: Center for the Study of Women, 1995).



Summary

Out for Equity is empowering students, staff, and families to transform the educational experiences of LGBTQ+ students and families.

OFFICE OF EQUITY
 SAINT PAUL PUBLIC SCHOOLS
 Office of Equity, Saint Paul Public Schools
 345 Plato Blvd.
 Saint Paul, MN 55107

Out for Equity
 Home
 About
 Our Work
 For Teachers
 LEADS
 For Administrators
 For Families and Community
 Out for Equity
 Resources
 Equity Partners
 Multicultural Resource Center
 We Read Saint Paul Program
 Contact Us
 Videos

Home > Out for Equity
Out for Equity

DONATE NOW: Queer Youth Prom

Saint Paul Public School's Out for Equity program strives to maintain a safe and welcoming school environment that fosters positive self esteem, respect for others, and academic success for all lesbian, gay, bisexual, transgender, and queer students through direct programming, professional development for staff, and supports for families.

OUT FOR EQUITY NEWS

From Bayard Rustin to #BlackLivesMatter, Film and Panel February 23rd
 Thursday, February 12, 2015 3:25 PM

Out for Equity's Queer & Trans Youth Leadership Program presents this fabulous event about queer &/or trans leaders within different black power movements. The event will begin with a screening of the documentary Brother Outsider: The Life of Bayard Rustin about the architect of the Civil Rights Movement. A panel discussion with young, black, queer &/or trans leaders will follow the film.

The event focuses beyond the movements themselves to what it's like to be black and have queer &/or trans identities in an arena that's not focused on those identities. Are leaders able to bring their full selves to their movement work? How has it or hasn't it changed from Bayard's time to present day?

Date: Monday, February 23, 2015
 Time: 6 pm - 9 pm
 Location: Washington Technology Magnet, 1495 Rice St., St. Paul, MN 55117

Queer Youth Prom, Theme and Location
 Wednesday, February 11, 2015 1:45 PM

The theme for this year's Queer Youth Prom is

Twitter | Out for Equity
 Tweets [Follow](#)
 Out For Equity @OutForEquity 54m
 New infographics from @GLSEN! Discrimination effects school outcomes. #lgbt [glsen.org/article/share-...](#)
 ...
 Tweet to @OutForEquity

Events Calendar
[View full schedule](#)
 Out for Equity
 Today [◀](#) [▶](#) Friday, Feb
Monday, March 2
 8:00am Youth Sumn
Tuesday, March 3
 2:15pm Under the R
 5:15pm Trans Time
Wednesday, March 4
 5:30pm Gender and
Friday, March 6
 Events shown in time zone: Central Time [Google Calendar](#)

GiveMN: Give to the Max
 Queer Youth Prom hosted by Out for Equity!
 donate
 ● \$10
 ● \$25
 ● \$50
 ● \$100
 ● Other

Saint Paul PUBLIC SCHOOLS
 A World of Opportunities

Questions?



**500.00
Level**

GENDER INCLUSION

PURPOSE

The students of Saint Paul Public Schools (SPPS) deserve respectful and inclusive learning environments that value students' gender identity and gender expression. SPPS ensures that all students have access to programming and facilities in which they feel comfortable and safe.

This policy addresses the inequities some students, including intersex, transgender, and gender nonconforming students, confront as they navigate a system designed using a gender binary model.

DEFINITIONS

1. Gender refers to the socially constructed roles, behaviors, activities, and attributes that a given society attaches to femininity or masculinity.
2. Gender Binary refers to the social construction of a gender dichotomy between masculinity and femininity. The gender binary often ignores or denigrates alternate gender constructions.
3. Gender Expression refers to the manner in which persons represent or express gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerisms.
4. Gender Identity refers to a person's deeply held sense or knowledge of their own gender.
5. Gender Nonconforming is a term for persons whose gender expression differs from stereotypical expectation. This includes persons who identify outside traditional gender categories or identify as both genders.
6. Sex refers to a person's biology and is generally categorized as male, female, or intersex.
7. Intersex refers to a combination of features that distinguish male and female anatomy.
8. Transgender is an adjective describing persons whose gender identity or expression is different from that traditionally associated with the sex at birth.

ENSURE GENDER INCLUSIVENESS

SPPS staff and systems ensure inclusive access to programming and facilities. In accordance with procedure, the District will:

1. Respect all students' gender identity and gender expression by honoring the right of students to be identified and addressed by their preferred name and pronoun.
2. Prohibit, within academic programming, the separation of students **and/or curricular materials**, based upon gender unless it serves as a compelling pedagogical tool.

3. Provide all students the opportunity to participate in co-curricular and extracurricular activities including, but not limited to, intramural and interscholastic athletics, in a manner consistent with their gender identity.
4. Provide all students access to facilities that best align with students' gender identity.

LEGAL REFERENCES:

Minn. Stat. ch. 363A (Minnesota Human Rights Act)
Minn. Stat. § 121A.031 (Safe and Supportive Minnesota Schools Act)
Minn. Stat. § 121A.03, subd. 2 (Sexual, Religious and Racial Harassment and Violence Policy)
Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
20 U.S.C. § 1681 et seq. (Title IX)
20 U.S.C. § 1701 et seq. (Equal Educational Opportunities)

CROSS REFERENCES TO DISTRICT POLICIES:

102.00	Equal Opportunity/Non-Discrimination
415.00	Harassment, Violence and Other Offensive Behavior
505.00	Bullying Prohibition

PROPOSED NEW PROCESS FOR PUBLIC COMMENT

- The Public Comment Session will start at 5:30 p.m. beginning with the July 2015 Board meeting with a maximum of 30 minutes of public comment time allocated.
- A minimum of four Board members will be present at all Public Comment Sessions.
- The Public Comment Session will be taped but not broadcast.
- Individuals must sign-in in advance by e-mailing or calling the Board Secretary. If they do not sign-in in advance, they will be allowed to do so at the meeting but the opportunity to sign-in will end 5 minutes after the comment period begins.
- Students will be given first priority to speak, then other participants would follow. Anyone who has spoken to the Board at Public Comment in the previous 3 month period would be last to be called, time permitting.
- Individuals will be allotted 3 minutes with the Board members reserving the right to modify the process due to numbers of participants.
- A "Public Comment Input Form" is available on the Board's website for those who do not wish to comment in person.
- Individuals are asked NOT to include names of Saint Paul Public School employees, titles or location names in their remarks for their own legal protection and the legal rights of staff. This includes identifiers such as school name, grade or job title that would identify the individual publicly. Issues related to school district employees should be made IN WRITING and may identify employees by name, title, location, etc.

The Board Meeting will officially convene at 6:00 p.m.