

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

November 10, 2015
5:00 PM

A G E N D A

I. CALL TO ORDER

A. Introductions

II. AGENDA

A. Legislative Recommendations for the 2016 Session

- | | |
|---|---|
| 1. Introduction | |
| 2. Presentation | 3 |
| 3. Discussion | |
| 4. Action (Approval of Recommendations) | |

B. Administrative Response to American Indian Resolution of Concurrence 14

- | | |
|----------------------------------|----|
| 1. Introduction | 24 |
| 2. Presentation | 25 |
| 3. Discussion | |
| 4. Action (Acceptance of Report) | |

C. School Start Times

- | | |
|-----------------|----|
| 1. Introduction | |
| 2. Presentation | 35 |
| 3. Discussion | 57 |
| 4. Action (TBD) | |

D. Standing Item: Policy Update

E. Standing Item: PLTT Update

F. Standing Item: SSSC 2.0 Update

G. Work Session

- | | |
|--|--|
| 1. Establish a Date for Closed Board Meeting Regarding Albion Site & Check-In on Other Dates | |
|--|--|

2. Board Check-In	60
3. Discussion on Accountability Relative to the Racial Equity and Bullying Policies	61
4. Future Board Sessions	

III. ADJOURNMENT

Proposed SPPS 2016 Legislative Agenda

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COB Meeting

November 10, 2015

Mary Gilbert Dougherty, Legislative Liaison



2016 MN Legislative Session Overview

- 2016 is a non-budget year. Focus on bonding
- Tax and transportation bills are still on table
- Governor will have supplemental budget recommendations based on November and February forecasts
- Session must adjourn by May 23
- All Members up for re-election in 2016

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Focus Is Key

- Voluntary PreK
- Special education
- Teacher Development and Evaluation



PreK Funding

- Fund voluntary school-based half-day and full-day four year programs on a per pupil basis
- Ensure ability to scale programs as needed based on community
- Provide incentives for shared curriculum, training, and PLCs with private center and in home child care
- Continue learning readiness for at-risk three year olds



Early Learning Enrollment



- 1,708 students in Pre-K Classrooms
 - Special Education 7%
 - 16% to 17% (when all students are identified)
 - Free/reduced lunch 71%
 - ELL 51%
- 289 students in Montessori Pre-K
 - Special Education 8%
 - Free/reduced lunch 68%
 - ELL 47%
- 593 children on waiting list,
- 342 have priority consideration for:
 - Special Education
 - Free/reduced lunch
 - ELL
- 184 waiting for full day programming



Reduce Special Education Cross Subsidy

- The SPPS cross subsidy for special education is over \$900 per pupil.
- The state wide cross subsidy is estimated at \$584 million for FY15 and will rise to \$656 million by FY19
- ∞ • The regular and excess cost formula must better recognize the cost and concentration of special education students and the tuition billing for intermediate and charter schools serving concentration of special education students.



Special Education (Continued)

- Any new mandates must be funded in the year of service requirement
- State should maximize Medical Assistance (MA) reimbursement for health related services in IEP's



Supporting Teachers and Teacher Development

- Provide ongoing teacher development revenue for non-QComp districts (funding was only one year)
- Revenue to support EAs and TAs to obtain teacher license, especially high need areas, using tuition assistance and/or stipends
- Support policies and programs to maintain and expand College in School (CIS) teachers
- Amend Board of Teaching Rule to allow world language teachers with secondary license to teach middle school without annual waiver

10



Testing

Require state to:

- Pay directly for annual administration of ACT test
- Repeal requirement for new high school writing test
- Provide flexibility for districts to administer assessments in the way that is most efficient for them (e.g. paper and pencil, online)
- Continue use of multiple measures (e.g. attendance, graduation) including growth models.
- Provide resources to support district use of formative assessments.



Metro Transit Sales Tax

- Support Metro Transit dedicated ½ cent sales tax
- Revenue will be used to:
 - Add equipment and expand routes
 - Increase ridership and provide more access for school and work
 - Meet demand for millennials who drive less and chose more transit options
- Important Investment for the regional economy



Questions?



Saint Paul Public School Indian Education Title VII Parent Committee
Resolution to the Saint Paul Public Schools Board of Education
For the 2014-15 School Year
Prepared by Title VII American Indian Education Parent Committee, Nicole Martin Rogers,
author
April 8, 2015
Parent Committee Response to the Administrative Response

With this Resolution of Concurrence, the Saint Paul Public Schools Indian Education/Title VII Parent Committee acknowledges the ongoing collaborative efforts of the Parent Committee, the Indian Education Department, and the Saint Paul Public School District in working toward better outcomes for all American Indian students in Saint Paul. This Resolution recognizes ongoing efforts on the part of the District and Indian Education, and we enter into this year's Resolution with a spirit of working in partnership with the District and Indian Education to continue to advance our mutual goals. The Parent Committee also wishes to assert our community's priorities for the upcoming school year (and beyond) and to make several specific requests of the District as described below.

The district appreciates the Parent Committee's sentiments of working in partnership for the advancement of mutual goals, the district likewise truly values the spirit of partnership in working with the Indian Education Parent Committee for the betterment of American Indian students. The district respects the resolution put forth by the Parent Committee, and although we are pleased to be able to fulfill some requests, we regret we are not able to fulfill every portion of this resolution at this time. It is our hope the Parent Committee does not view this in a negative manner, but rather as an identification of continuing goals to work towards as we move forward together. The district appreciates the continuing process of the Parent Committee Resolution and the Administrative Response as it serves as a vehicle for clear and positive communication that benefits our American Indian students and their families.

This Resolution is part of the process that is required as a part of the Minnesota American Indian Education Act of 1988 (Minnesota Statute 124D.78, subd. 2). This Resolution will be reported in draft form for the discussion with the Committee of the Board of Education for Saint Paul Public Schools on May 5, 2015. We will incorporate changes based on the results of that discussion and will submit the final written Resolution to the District. Then, the final Resolution will be submitted with the District's administrative (when it is provided to us) response to the Minnesota Department of Education.

This Resolution requests that Saint Paul Public Schools work with the Parent Committee and the Office of Indian Education on the following:

The Parent Committee is extremely concerned about the **attendance** and **graduation rates** of American Indian students in SPPS.

Based upon the following data regarding the Native American High School students currently enrolled in St. Paul Public Schools, our outlook is grim and we are looking for cooperation and collaboration to turn these dismal rates around. It should be noted, that some Indian Education (IE), students represented in this data have shown up on two school lists, their names have been left in the count. Also, for Humboldt, this school gives students INCOMPLETES and N's mostly incompletes. They had a low N count,

incompletes have been included in their numbers because this will come back and affect the students when they are seniors.

School (grade level)	# of IE students enrolled throughout the 2014-15 school year	# of IE students who have failed or received an incomplete, one or more classes this school year	Percentage of Indian Education High School Students who have failed one or more classes
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Highland Senior High (9- 12)	17	9	53%
Humboldt Secondary (6- 12)	24	16	67%
Johnson Senior High (9-12)	19	14	74%
Washington Technology (6- 12)	21	15	71%

1. We request that the Research, Evaluation, and Assessment Department work with the Parent Committee and Indian Education to **develop a reporting structure to ensure that we receive timely and consistent information on all Native students.** The Parent Committee would like summary data about attendance and progress toward graduation on a semi-annual basis by grade level. We believe Indian Education should receive individual student data on all Native students at the beginning of the school year and every other month thereafter to ensure their supplemental services are targeted to the students who need them most. (We realize that Native students' data is often suppressed and invisible because of the small numbers in most schools. However, there is a HUGE need for ALL OF US to proactively look at Native student data so we can intervene earlier and prevent truancy and failure and support student engagement in school and academic success.)

Response A: REA will provide, on a quarterly basis, summary data on attendance in alignment with our current reporting calendar. In addition, John Bobolink, will be added to the enrollment monitoring communication list for the beginning of the year enrollment monitoring. Early enrollment monitoring does not include racial designations, however it would be useful to provide these daily reports as schools

with larger populations of American Indian students can be monitored and/or contacted by Indian Education program staff.

The Parent Committee is pleased that the Indian Education program will be receiving basic summary data on attendance, and will be added to the enrollment monitoring communication list.

Response B: REA will provide to Indian Education program staff, individual student level data via existing data reporting structures for requested students which will include:

- Students that have self identified as American Indian via Campus
- Students that are identified via Indian Education with a Indian Education “flag”

The Parent Committee is pleased that the Office of Research, Evaluation, and Assessment is able to provide data to the Indian Education program. The main intent of this request is for the Indian Education program to receive data early in the grading period that will identify American Indian students in need, in order for the Indian Education program to provide program services during the same grading period and prevent credit loss. The Parent Committee also requests a summary of the specific data that will be provided to the Indian Education Program.

Response C: The SPPS Office of College and Career Readiness (OCCR) will support in providing quarterly data, by high school, and by grade level, for all American Indian students in an aggregate and non-identifiable format, in the following areas:

The Parent Committee appreciates the efforts of the Office of Career and College Readiness to provide this report on a quarterly basis, and appreciates the measurable goals provided.

1. On Track to Graduate
2. Transition
3. Tests
4. Credit Recovery
5. Credit Recovery and Tests
6. Cannot Graduate by June of the Senior Year

Attached is a sample of quarterly data that the OCCR will supply to the Indian Education Department team and the teams located within the Academics Division and REA.

(Please see attached file: Senior Progress Data - 5.9.14.xlsx) or [click here](#)

OCCR is proposing to use the quarterly data to aggressively market opportunities like Evening High School (EHS), Summer Term (S-Term) and S-Term at Saint Paul College (SPC) as opportunities for American Indian students to successfully recover credits not earned during the core academic day and/or year. We would also propose to work collaboratively with the School Counselor in the Indian Education Program to provide technical assistance and training on how to create the 9-12 Graduation Progress Data Tables for quarters 3 and 4 for the purpose of building organizational capacity in both collecting, analyzing, and using data to improve how we serve our American Indian scholars and increase the percentage and number of American Indian High School graduates.

Additionally, the OCCR Department of Post-Secondary Partnerships will commit to working more closely with the Indian Education Department to analyze, plan for, and implement more opportunities for American Indian students to enroll in and complete advanced/accelerated course-work in high school, including, but not limited to the following:

- *International Baccalaureate (IB)*
- *College in the Schools (CIS) through the University of Minnesota*
- *Concurrent Enrollment with Fond du Lac Tribal and Community College for Ojibwe 3 at Harding High School*
- *Advanced Placement*
- *Career and Technical Education (CTE) courses and Advanced CTE courses*
- *Power of You (PoY)*
- *Career Pathways Academy (CPA)*
- *Gateway to College (GtC) Area Learning Center at SPC*
- *CLEP Exams*

As such, it will be imperative that the OCCR team and, more specifically, the Department of Graduation Progress and Acceleration, meet with the team members of the American Indian Education Program on a regular basis to mindfully inquire about the post-secondary aspirations of American Indian students in SPPS and progress monitor our attainment of the goals we set based on the standards and commitments that we collaboratively make with one another. It is important to the OCCR that the cultural values, Native/Indigenous perspectives, and multiple identities, clan, tribal affiliations of the American Indian community be valued, listened to, and honored so that we might work in tandem to increase graduation and college and/or career readiness for each American Indian student in SPPS.

The current graduation rates for our American Indian students are unacceptable and the OCCR's ongoing commitment to improving both graduation rates and college and/or career readiness for all American Indian students enrolled in SPPS will be a top priority moving forward. Jon Peterson, Director of the OCCR will be the primary point of contact, along with Darren Ginther, Supervisor in the OCCR, with the American Indian Department and team, moving forward, and will ensure that appropriate supports and, internal to the OCCR, accountability measures are implemented to increase graduation and college and/or career readiness for our American Indian students.

Initial College and Career Supports Plan for American Indian Students:

1) 3.5 FTE College and Career counselors: proactive counseling with an identified group of American Indian students at the schools that have College and Career counselors.

Measurable Goal: *College and Career counselors on a weekly basis with a case-load of American Indian students at each school that has a College and Career counselor.*

2) Professional Development for school counselors: Darren Ginther, OCCR Supervisor, will reach out to John Bobolink, Director of Indian Education and Kerrie Troseth, Counselor for Indian Education, to

identify the best ways to provide ongoing American Indian specific professional development for school counselors.

Measurable Goal: *American Indian staff will collaborate with OCCR staff to provide professional development at three PLC counselor meetings during the 2015-16 School Year.*

3) Gateway to College ALC at Saint Paul College: Darren Ginther will connect with Kerrie Troseth on identifying American Indian/Native students for enrollment into the Gateway to College program. This intentionality will be for identifying American Indian students (American Indian/Native) for earning college credits through dual enrollment at Gateway to College at Saint Paul College.

Measurable Goal: *enroll three American Indian students into the Gateway to College ALC at Saint Paul College in the second term of School Year 2015-16.*

4) Initiate concurrent enrollment course for Ojibwe 3 at Harding High School through the partnership with Fon du Lac Tribal and Community College.

Measurable Goal: *begin the concurrent enrollment course in Ojibwe 3 at Harding by the 2nd Semester of School Year 2015-16.*

5) Quarterly Progress Reports for American Indian students by school, by grade level, and by student in aggregate and non-identifiable format.

Measurable Goal: *three progress reports created and disseminated for School Year 2015-16.*

2. We believe that there may be **Native students who are eligible for but not receiving the interventions that are available to address truancy, behavior issues, and academic failure**, for example through the SAT process. Better training and education may be needed to help District and school staff understand that Indian Education services are supplemental and Native students should therefore be served by all of the standard programs and interventions that are used for students of any other race, i.e., **role clarification is needed** for the SAT and other school teams and staff specialists on the purpose and role of Indian Ed staff and programs. In person communication/training plus written documentation of these roles is important. We also request **additional resources to support home visiting, Check and Connect, and/or other advocacy staff to serve Native students**. Finally, we request that the District work with the Parent Committee, Indian Education, and the community to **better understand and address the basic needs of these students and their families** and to develop better wraparound systems to serve and engage these students who are struggling with truancy and not on track to graduate.

The district agrees with the Parent Committee that further attention needs to be given to ensure that American Indian students are receiving the academic, truancy and attendance intervention services that they are eligible for. We also acknowledge that the role of Indian Education Program services as supplemental. Indian Education staff should be informed and included in all interventions provided to

American Indian students, but it should be the work of building staff to provide these services and interventions, as is the case for students of other ethnic backgrounds.

SPPS is in the process of developing a district wide SAT referral process that includes a referral form on CAMPUS. This will allow us to gather data which will inform us as to how may SAT referrals are being made and for which students. The district will continue to educate and reach out to building level staff around the unique supplemental nature of Indian Education services.

The district is aware that the Indian Education Program has implemented their own Check & Connect program, and will reach out to all Check & Connect coordinators in the district to collaborate and support the efforts of the Indian Education program. We have developed a partnership with the American Indian Family Center to provide culturally relevant mental health services at Harding and to expand on the partnership that already exists at AIMS for Tier 3 Intervention. Also, the Office of Family Engagement created a staff position dedicated to working with American Indian families experiencing attendance issues. This school year work will focus on 6th grade American Indian students attending schools other than the American Indian Magnet School.

The District welcomes the opportunity to work with the Parent Committee, Indian Education, and the community to better understand and address the basic needs of American Indian students and their families and to develop better wraparound systems to serve and engage students who are struggling with truancy and not on track to graduate. The district acknowledges the historical impact educational systems have had on American Indian people throughout history, and even though the district feels that great strides have been made to improve education for American Indian students, the district realizes there is much more work ahead for all of us as we explore ways to improve the current systems affecting our American Indian students.

The Parent Committee appreciates the district's plan to address our concerns for this request, and would further appreciate additional updates through out the school year.

With regard to the District's **racial equity code**, we request:

3. The District update its policy to ban the wearing of **racist mascots** in all SPPS sites and programs by students and staff. Specifically, we are in support of the Harding student resolution to ban the R-word and other racist paraphernalia at Harding and we want to ensure it is implemented District-wide as official policy with staff and student education as needed to ensure it is enforced and that the reasons behind the ban are communicated effectively and empathetically to ultimately build the District community's inclusiveness.

The district has a dress code policy - 501.03 - Student Code Dress. The policy includes a tenet that states the following: There shall be no other restrictions, except as previously stated, on any student's hair style or manner of dress unless the hair style or manner of dress presents a clear and present danger to the student's health and safety, causes an interference with work or creates classroom or school disorder.

As the Harding students eloquently stated in their February 2015 resolution to the Board of Education regarding an incident that occurred at their school when a fellow student wore a Washington R-word jersey at school, such apparel can create classroom and school disorder. The current district policy, addresses this point; however, this policy can be supported with a procedure to provide more consistent enforcement of the dress code policy. Jackie Statum Allen, assistant director for strategic planning and policy, will collaborate with students, schools, and administrative departments to develop a procedure for student dress code that will be in alignment with the District's Rights and Responsibilities Handbook. This procedure will be reviewed at the next quarterly meeting.

The Parent Committee admires the work of the American Indian Student Advisory Council at Harding High School in bringing to light the historical significance of the "R-word", its usage and symbolism on popular sporting apparel, and the school disorder that it can create. The Parent Committee would like the district to understand how important it is for this committee to stand behind and support the efforts of our American Indian students. It would be a shame if no further efforts were given to this issue. We strongly urge the district to continue conversations to include a banning of the "R-word" within district policies.

4. We want to learn more about the **racial equity teams** and ask some critical question like: what are these teams actually doing? How will it impact Native students? We would like to invite Rev Hillstrom and/or other appropriate District representatives to meet with our Parent Committee to discuss these topics.

The Office of Equity is available to share the work of racial equity teams within the district and the impact this work has made for American Indian students. Director Michelle Bierman would welcome the opportunity to meet with the Indian Education Parent Committee to discuss equity, as we have in the past.

The Parent Committee appreciates the Office of Equity's willingness to meet and discuss to work of the racial equity teams.

Listed below are several projects that our office is currently providing:

- Bdote Field Trip (began 5 years ago, this year serving 24 schools; 1800 students)
- Developing new learning trunks with OIE (topics chosen by OIE staff; we are collaborating on putting them together)
- Indigenous Peoples Day (celebrations and lessons)
- AIM Middle School AVID students developed presentations on Native culture for over 500 4th/5th graders from seven schools during Big Map event
- Co-sponsored Why Treaties Matter exhibit and accompanying workshops
- Workshop: Health Disparities in American Indian Communities - Facilitated by AIM students, staff and community members from AICF
- Film nights: Dakota 38: Reel Injun: Our Spirits Don't Speak English: Indian Boarding Schools (brought in speakers from OIE)
- Book Club: The Absolutely True Diary of a Part Time Indian

- *Workshops: Teaching Ojibwe Culture using the Plant Trunk; Teaching Dakota Culture using the Buffalo Trunk; Facilitated by Priscilla Buffalohead and Robin Nelson*

5. With regard to culture and language, we request that the District consider **funding 1.0 FTE for a Lakota language teacher** to allow for one full-time teacher at each site – AIMS and Harding – and for more advanced language instruction. (Currently there is 1.0 FTE split between the two schools and only one level of Lakota is offered.)

The district respects the request of the Indian Education Parent Committee and will explore possible funding sources within the district for a fulltime L/Dakota language teacher in order to allow for a full time teacher at both AIMS and Harding. We understand the Parent Committee's intention for the Resolution to affect change for the immediate school year. However, budgets for the next school year are provided to building Principals in March, this is the time when school personnel and course offerings are finalized for the next school year. The addition of a L/Dakota language teacher would at earliest be considered for the 2016-2017 school year. In order to make our Parent Committee and Administrative Response process more immediately effective in the future, it would be optimal for us to align this process with the district's budgetary timeline.

Teachers are traditionally funded and hired through the individual schools they work at based on the needs of the school. At this time the one L/Dakota language course offering at Harding High School does not warrant the hiring of a full time teacher. Likewise the four sections of L/Dakota language at AIMS does not warrant a full time teacher. It is the combination of course offerings between the two schools that does warrant one full time L/Dakota language teacher between the two schools. If additional sections of L/Dakota language, or other classes with a L/Dakota based content were to be added to the course offering, then the need for a teacher with knowledge of L/Dakota language & culture could be considered. Additionally, the district will explore options to add L/Dakota language and culture based courses.

Saint Paul Public Schools supports the work of Indigenous and World Language teachers throughout the district through a lead teacher on special assignment in the Office of Teaching and Learning. This work is grounded in the proficiency guidelines and the World-Readiness Standards for Learning Languages from the American Council on the Teaching of Foreign Languages. Over the 2015-2016 school year the Indigenous and World Language curriculum will be going through the curriculum review process, reviewing and enhancing each program's support for student success, with attention to the particular needs that indigenous language education presents. Intentional collaboration between the Office of Teaching and Learning, the Indian Education Program and the work with the Indian Education Parent Committee will be a part of this review process.

The Parent Committee would like the district to seriously exploring funding possibilities to provide a L/Dakota Language Teacher at both American Indian Magnet School and Harding High School. As the only school district in the state, and possibly the nation, to provide a prek thru 12th grade opportunity to study both Ojibwe and L/Dakota Language, these course offerings should be viewed as a source of pride, and fully supported by the district to implement for the 2016-2017 school year.

6. With regard to the **demonstration grant** that Indian Education received, we are excited about this opportunity and want to encourage the District and Indian Education to use these resources to design, implement, and study a rigorous model for American Indian AVID as well as the early childhood language immersion program. There are parents on our committee who have expertise that could assist with this process. In addition, we request that Indian Education move swiftly to put a **strong program design, logic model, and evaluation plan** in place and to communicate this to the Parent Committee so we understand and can be strong advocates for this program. We also do not want this opportunity to pass by without a strong showing from SPPS Indian Education in terms of what is able to be accomplished during the grant period. We are requesting the **District's matching funding to support these efforts plus providing technical assistance, support, and oversight** as needed from staff across various departments with relevant expertise to ensure the best experience possible for our students and families as well as successful outcomes. We would like to acknowledge that the Office of Early Learning (OEL) has already been very supportive and helpful in hiring and training staff as well as providing space for the program.

Beginning in the Spring of 2015, OEL staff worked alongside the AIMS cultural specialists to integrate the Lakota and Ojibwe language into existing Areas of Study, vocabulary cards and center based materials. OEL and AIMS cultural staff co-created lesson plans specific for morning meetings, small group instruction and skill based transitions. In addition, the OEL and AIMS staff partnered to plan and implement a family welcome event in August.

The district respects the request of the Indian Education Parent Committee for the district to support the Indian Education programming provided through the Federal Demonstration grant. The Office of Early Learning and Office of Teaching & Learning have assisted the Indian Education Program in the program development and implementation of the Caa/Mitig Federal Demonstration grant PreK and AVID programming. Beginning in the Spring of 2015, Office of Early Learning staff worked alongside the AIMS cultural specialists to integrate Lakota and Ojibwe language into existing Areas of Study, vocabulary cards and center based materials. Office of Early Learning and AIMS cultural staff co-created lesson plans specific for morning meetings, small group instruction and skill based transitions. In addition, the OEL and AIMS staff partnered to plan and implement a family welcome event in August 2015.

The Indian Education Program has also included a Check & Connect component in alignment with the district's effort to bring this model program to the district. The Indian Education program has secured the Evaluation services of The Systems Improvement Group under the University of Minnesota's Institute on Community Integration. The Systems Improvement Group will work with the Indian Education Program to create a logic model and evaluation plan. Results of this evaluation will be shared with the Indian Education Parent Committee, and all interested parties on a yearly basis. We regret to report that the district does not have the ability to provide match funding at this time. However, Saint Paul Public Schools will continue to support Advancement Via Individual Determination (AVID) offerings at American Indian Magnet and Harding High School by continuing to provide the funding for the American Indian Studies program at these schools. To further support the success of American Indian students SPPS district AVID staff work directly support Angie Harper at Harding High School, who is AVID trained, to embed adaptive AVID components into the work she is involved in. Research shows that students who maintain ongoing

work through AVID and AVID trained staff over the course of their secondary programming have an increased likelihood of success beyond high school graduation.

The Parent Committee appreciates the support already provided by the district for the implementation of the Demonstration grant, and understands the inability to provide match funding at this time, but strongly encourage the district to provided match funding for the 2016-2017 school year.

7. We request that the District reinstate the **quarterly wraparound meeting** with various District departments and/or implement other strategies to **ensure the District's administrative response to our Resolution is attended to**. We request that Christine Osorio or John Bobolink report the results of that meeting and the District's process on the administrative response to the Parent Committee on a quarterly basis.

The Indian Education Program Supervisor will work collaboratively with the Office of Family Engagement to re-establish the quarterly wrap-around meetings. The Indian Education Program Supervisor is available for results and updates from these meeting at anytime, but will be reported at the Indian Education Parent Committee meetings. The Indian Education Program Supervisor has also been invited to attend the monthly Leadership meetings, comprised of the different district departments overseen by the Chief Academic Officer. Quarterly Wraparound meetings are currently schedule for October 20, 2015, January 19, 2015, April 19, 2015, and July 19, 2015. This schedule will continue in the follow school year, and meetings will be co-facilitated by CEO Jackie Turner and CAO Kate Wilcox-Harris.

The Parent Committee would like to thank the district for reinstating the quarterly wrap-around meetings, it is our sincere hope that these meetings will continue to foster an atmosphere for clear and productive communication between the district, the Indian Education Program and Indian Education Parent Committee.

Respectfully Approved on _____ Votes in Favor _____ Votes against _____ Not present _____

Signed _____ Date _____



Independent School District 625
360 Colborne Street
Saint Paul, MN 55102-3299

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Superintendent of Schools

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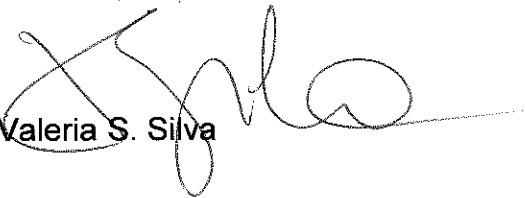
www.spps.org

October 2, 2015

Dear Members of the Saint Paul Public Schools Indian Education Title VII Parent Committee:

Enclosed please find the administrative response to the American Indian Parent Committee Title VII Resolution. I am looking forward to sharing the administrative response with each of you at the November 10 Committee of the Board meeting at 360 Colborne in room 5A.

Sincerely yours,


Valeria S. Silva

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Resolution to the Saint Paul Public Schools Board of Education
For the 2014-15 School Year
Prepared by Title VII American Indian Education Parent Committee, Nicole Martin Rogers,
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April 8, 2015**

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This Resolution is part of the process that is required as a part of the Minnesota American Indian Education Act of 1988 (Minnesota Statute 124D.78, subd. 2). This Resolution will be reported in draft form for the discussion with the Committee of the Board of Education for Saint Paul Public Schools on May 5, 2015. We will incorporate changes based on the results of that discussion and will submit the final written Resolution to the District. Then, the final Resolution will be submitted with the District's administrative (when it is provided to us) response to the Minnesota Department of Education.

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Humboldt Secondary (6- 12)	24	16	67%
Johnson Senior High (9-12)	19	14	74%
Washington Technology (6- 12)	21	15	71%

1. We request that the Research, Evaluation, and Assessment Department work with the Parent Committee and Indian Education to **develop a reporting structure to ensure that we receive timely and consistent information on all Native students.** The Parent Committee would like summary data about attendance and progress toward graduation on a semi-annual basis by grade level. We believe Indian Education should receive individual student data on all Native students at the beginning of the school year and every other month thereafter to ensure their supplemental services are targeted to the students who need them most. (We realize that Native students' data is often suppressed and invisible because of the small numbers in most schools. However, there is a HUGE need for ALL OF US to proactively look at Native student data so we can intervene earlier and prevent truancy and failure and support student engagement in school and academic success.)

Response A: REA will provide, on a quarterly basis, summary data on attendance in alignment with our current reporting calendar. In addition, John Bobolink, will be added to the enrollment monitoring communication list for the beginning of the year enrollment monitoring. Early enrollment monitoring does not include racial designations, however it would be useful to provide these daily reports as schools

with larger populations of American Indian students can be monitored and/or contacted by Indian Education program staff.

Response B: REA will provide to Indian Education program staff, individual student level data via existing data reporting structures for requested students which will include:

- Students that have self identified as American Indian via Campus
- Students that are identified via Indian Education with a Indian Education “flag”

Response C: The SPPS Office of College and Career Readiness (OCCR) will support in providing quarterly data, by high school, and by grade level, for all American Indian students in an aggregate and non-identifiable format, in the following areas:

1. On Track to Graduate
2. Transition
3. Tests
4. Credit Recovery
5. Credit Recovery and Tests
6. Cannot Graduate by June of the Senior Year

Attached is a sample of quarterly data that the OCCR will supply to the Indian Education Department team and the teams located within the Academics Division and REA.

(Please see attached file: Senior Progress Data - 5.9.14.xlsx) or [click here](#)

OCCR is proposing to use the quarterly data to aggressively market opportunities like Evening High School (EHS), Summer Term (S-Term) and S-Term at Saint Paul College (SPC) as opportunities for American Indian students to successfully recover credits not earned during the core academic day and/or year. We would also propose to work collaboratively with the School Counselor in the Indian Education Program to provide technical assistance and training on how to create the 9-12 Graduation Progress Data Tables for quarters 3 and 4 for the purpose of building organizational capacity in both collecting, analyzing, and using data to improve how we serve our American Indian scholars and increase the percentage and number of American Indian High School graduates.

Additionally, the OCCR Department of Post-Secondary Partnerships will commit to working more closely with the Indian Education Department to analyze, plan for, and implement more opportunities for American Indian students to enroll in and complete advanced/accelerated course-work in high school, including, but not limited to the following:

- International Baccalaureate (IB)
- College in the Schools (CIS) through the University of Minnesota
- Concurrent Enrollment with Fond du Lac Tribal and Community College for Ojibwe 3 at Harding High School
- Advanced Placement
- Career and Technical Education (CTE) courses and Advanced CTE courses

- *Power of You (PoY)*
- *Career Pathways Academy (CPA)*
- *Gateway to College (GtC) Area Learning Center at SPC*
- *CLEP Exams*

As such, it will be imperative that the OCCR team and, more specifically, the Department of Graduation Progress and Acceleration, meet with the team members of the American Indian Education Program on a regular basis to mindfully inquire about the post-secondary aspirations of American Indian students in SPPS and progress monitor our attainment of the goals we set based on the standards and commitments that we collaboratively make with one another. It is important to the OCCR that the cultural values, Native/Indigenous perspectives, and multiple identities, clan, tribal affiliations of the American Indian community be valued, listened to, and honored so that we might work in tandem to increase graduation and college and/or career readiness for each American Indian student in SPPS.

The current graduation rates for our American Indian students are unacceptable and the OCCR's ongoing commitment to improving both graduation rates and college and/or career readiness for all American Indian students enrolled in SPPS will be a top priority moving forward. Jon Peterson, Director of the OCCR will be the primary point of contact, along with Darren Ginther, Supervisor in the OCCR, with the American Indian Department and team, moving forward, and will ensure that appropriate supports and, internal to the OCCR, accountability measures are implemented to increase graduation and college and/or career readiness for our American Indian students.

Initial College and Career Supports Plan for American Indian Students:

1) 3.5 FTE College and Career counselors: proactive counseling with an identified group of American Indian students at the schools that have College and Career counselors.

Measurable Goal: *College and Career counselors on a weekly basis with a case-load of American Indian students at each school that has a College and Career counselor.*

2) Professional Development for school counselors: Darren Ginther, OCCR Supervisor, will reach out to John Bobolink, Director of Indian Education and Kerrie Troseth, Counselor for Indian Education, to identify the best ways to provide ongoing American Indian specific professional development for school counselors.

Measurable Goal: *American Indian staff will collaborate with OCCR staff to provide professional development at three PLC counselor meetings during the 2015-16 School Year.*

3) Gateway to College ALC at Saint Paul College: Darren Ginther will connect with Kerrie Troseth on identifying American Indian/Native students for enrollment into the Gateway to College program. This intentionality will be for identifying American Indian students (American Indian/Native) for earning college credits through dual enrollment at Gateway to College at Saint Paul College.

Measurable Goal: enroll three American Indian students into the Gateway to College ALC at Saint Paul College in the second term of School Year 2015-16.

4) Initiate concurrent enrollment course for Ojibwe 3 at Harding High School through the partnership with Fon du Lac Tribal and Community College.

Measurable Goal: begin the concurrent enrollment course in Ojibwe 3 at Harding by the 2nd Semester of School Year 2015-16.

5) Quarterly Progress Reports for American Indian students by school, by grade level, and by student in aggregate and non-identifiable format.

Measurable Goal: three progress reports created and disseminated for School Year 2015-16.

2. We believe that there may be **Native students who are eligible for but not receiving the interventions that are available to address truancy, behavior issues, and academic failure**, for example through the SAT process. Better training and education may be needed to help District and school staff understand that Indian Education services are supplemental and Native students should therefore be served by all of the standard programs and interventions that are used for students of any other race, i.e., **role clarification is needed** for the SAT and other school teams and staff specialists on the purpose and role of Indian Ed staff and programs. In person communication/training plus written documentation of these roles is important. We also request **additional resources to support home visiting, Check and Connect, and/or other advocacy staff to serve Native students**. Finally, we request that the District work with the Parent Committee, Indian Education, and the community to **better understand and address the basic needs of these students and their families** and to develop better wraparound systems to serve and engage these students who are struggling with truancy and not on track to graduate.

The district agrees with the Parent Committee that further attention needs to be given to ensure that American Indian students are receiving the academic, truancy and attendance intervention services that they are eligible for. We also acknowledge that the role of Indian Education Program services as supplemental. Indian Education staff should be informed and included in all interventions provided to American Indian students, but it should be the work of building staff to provide these services and interventions, as is the case for students of other ethnic backgrounds.

SPPS is in the process of developing a district wide SAT referral process that includes a referral form on CAMPUS. This will allow us to gather data which will inform us as to how many SAT referrals are being made and for which students. The district will continue to educate and reach out to building level staff around the unique supplemental nature of Indian Education services.

The district is aware that the Indian Education Program has implemented their own Check & Connect program, and will reach out to all Check & Connect coordinators in the district to collaborate and support the efforts of the Indian Education program. We have developed a partnership with the American Indian Family Center to provide culturally relevant mental health services at Harding and to expand on

the partnership that already exists at AIMS for Tier 3 Intervention. Also, the Office of Family Engagement created a staff position dedicated to working with American Indian families experiencing attendance issues. This school year work will focus on 6th grade American Indian students attending schools other than the American Indian Magnet School.

The District welcomes the opportunity to work with the Parent Committee, Indian Education, and the community to better understand and address the basic needs of American Indian students and their families and to develop better wraparound systems to serve and engage students who are struggling with truancy and not on track to graduate. The district acknowledges the historical impact educational systems have had on American Indian people throughout history, and even though the district feels that great strides have been made to improve education for American Indian students, the district realizes there is much more work ahead for all of us as we explore ways to improve the current systems affecting our American Indian students.

With regard to the District's **racial equity code**, we request:

3. The District update its policy to ban the wearing of **racist mascots** in all SPPS sites and programs by students and staff. Specifically, we are in support of the Harding student resolution to ban the R-word and other racist paraphernalia at Harding and we want to ensure it is implemented District-wide as official policy with staff and student education as needed to ensure it is enforced and that the reasons behind the ban are communicated effectively and empathetically to ultimately build the District community's inclusiveness.

The district has a dress code policy - 501.03 - Student Code Dress. The policy includes a tenet that states the following: There shall be no other restrictions, except as previously stated, on any student's hair style or manner of dress unless the hair style or manner of dress presents a clear and present danger to the student's health and safety, causes an interference with work or creates classroom or school disorder.

As the Harding students eloquently stated in their February 2015 resolution to the Board of Education regarding an incident that occurred at their school when a fellow student wore a Washington R-word jersey at school, such apparel can create classroom and school disorder. The current district policy, addresses this point; however, this policy can be supported with a procedure to provide more consistent enforcement of the dress code policy. Jackie Statum Allen, assistant director for strategic planning and policy, will collaborate with students, schools, and administrative departments to develop a procedure for student dress code that will be in alignment with the District's Rights and Responsibilities Handbook. This procedure will be reviewed at the next quarterly meeting.

4. We want to learn more about the **racial equity teams** and ask some critical question like: what are these teams actually doing? How will it impact Native students? We would like to invite Rev Hillstrom and/or other appropriate District representatives to meet with our Parent Committee to discuss these topics.

The Office of Equity is available to share the work of racial equity teams within the district and the impact this work has made for American Indian students. Director Michelle Bierman would welcome the opportunity to meet with the Indian Education Parent Committee to discuss equity, as we have in the past.

Listed below are several projects that our office is currently providing:

- *Bdote Field Trip (began 5 years ago, this year serving 24 schools; 1800 students)*
- *Developing new learning trunks with OIE (topics chosen by OIE staff; we are collaborating on putting them together)*
- *Indigenous Peoples Day (celebrations and lessons)*
- *AIM Middle School AVID students developed presentations on Native culture for over 500 4th/5th graders from seven schools during Big Map event*
- *Co-sponsored Why Treaties Matter exhibit and accompanying workshops*
- *Workshop: Health Disparities in American Indian Communities - Facilitated by AIM students, staff and community members from AICF*
- *Film nights: Dakota 38: Reel Injun: Our Spirits Don't Speak English: Indian Boarding Schools (brought in speakers from OIE)*
- *Book Club: The Absolutely True Diary of a Part Time Indian*
- *Workshops: Teaching Ojibwe Culture using the Plant Trunk; Teaching Dakota Culture using the Buffalo Trunk; Facilitated by Priscilla Buffalohead and Robin Nelson*

5. With regard to culture and language, we request that the District consider **funding 1.0 FTE for a Lakota language teacher** to allow for one full-time teacher at each site – AIMS and Harding – and for more advanced language instruction. (Currently there is 1.0 FTE split between the two schools and only one level of Lakota is offered.)

The district respects the request of the Indian Education Parent Committee and will explore possible funding sources within the district for a fulltime L/Dakota language teacher in order to allow for a full time teacher at both AIMS and Harding. We understand the Parent Committee's intention for the Resolution to affect change for the immediate school year. However, budgets for the next school year are provided to building Principals in March, this is the time when school personnel and course offerings are finalized for the next school year. The addition of a L/Dakota language teacher would at earliest be considered for the 2016-2017 school year. In order to make our Parent Committee and Administrative Response process more immediately effective in the future, it would be optimal for us to align this process with the district's budgetary timeline.

Teachers are traditionally funded and hired through the individual schools they work at based on the needs of the school. At this time the one L/Dakota language course offering at Harding High School does not warrant the hiring of a full time teacher. Likewise the four sections of L/Dakota language at AIMS does not warrant a full time teacher. It is the combination of course offerings between the two schools that does warrant one full time L/Dakota language teacher between the two schools. If additional sections of L/Dakota language, or other classes with a L/Dakota based content were to be added to the course offering,

then the need for a teacher with knowledge of L/Dakota language & culture could be considered. Additionally, the district will explore options to add L/Dakota language and culture based courses.

Saint Paul Public Schools supports the work of Indigenous and World Language teachers throughout the district through a lead teacher on special assignment in the Office of Teaching and Learning. This work is grounded in the proficiency guidelines and the World-Readiness Standards for Learning Languages from the American Council on the Teaching of Foreign Languages. Over the 2015-2016 school year the Indigenous and World Language curriculum will be going through the curriculum review process, reviewing and enhancing each program's support for student success, with attention to the particular needs that indigenous language education presents. Intentional collaboration between the Office of Teaching and Learning, the Indian Education Program and the work with the Indian Education Parent Committee will be a part of this review process.

6. With regard to the **demonstration grant** that Indian Education received, we are excited about this opportunity and want to encourage the District and Indian Education to use these resources to design, implement, and study a rigorous model for American Indian AVID as well as the early childhood language immersion program. There are parents on our committee who have expertise that could assist with this process. In addition, we request that Indian Education move swiftly to put a **strong program design, logic model, and evaluation plan** in place and to communicate this to the Parent Committee so we understand and can be strong advocates for this program. We also do not want this opportunity to pass by without a strong showing from SPPS Indian Education in terms of what is able to be accomplished during the grant period. We are requesting the **District's matching funding to support these efforts plus providing technical assistance, support, and oversight** as needed from staff across various departments with relevant expertise to ensure the best experience possible for our students and families as well as successful outcomes. We would like to acknowledge that the Office of Early Learning (OEL) has already been very supportive and helpful in hiring and training staff as well as providing space for the program.

Beginning in the Spring of 2015, OEL staff worked alongside the AIMS cultural specialists to integrate the Lakota and Ojibwe language into existing Areas of Study, vocabulary cards and center based materials. OEL and AIMS cultural staff co-created lesson plans specific for morning meetings, small group instruction and skill based transitions. In addition, the OEL and AIMS staff partnered to plan and implement a family welcome event in August.

The district respects the request of the Indian Education Parent Committee for the district to support the Indian Education programming provided through the Federal Demonstration grant. The Office of Early Learning and Office of Teaching & Learning have assisted the Indian Education Program in the program development and implementation of the Caa/Mitig Federal Demonstration grant PreK and AVID programming. Beginning in the Spring of 2015, Office of Early staff worked alongside the AIMS cultural specialists to integrate Lakota and Ojibwe language into existing Areas of Study, vocabulary cards and center based materials. Office of Early Learning and AIMS cultural staff co-created lesson plans specific for morning meetings, small group instruction and skill based transitions. In addition, the OEL and AIMS staff partnered to plan and implement a family welcome event in August 2015.

The Indian Education Program has also included a Check & Connect component in alignment with the district's effort to bring this model program to the district. The Indian Education program has secured the Evaluation services of The Systems Improvement Group under the University of Minnesota's Institute on Community Integration. The Systems Improvement Group will work with the Indian Education Program to create a logic model and evaluation plan. Results of this evaluation will be shared with the Indian Education Parent Committee, and all interested parties on a yearly basis. We regret to report that the district does not have the ability to provide match funding at this time. However, Saint Paul Public Schools will continue to support Advancement Via Individual Determination (AVID) offerings at American Indian Magnet and Harding High School by continuing to provide the funding for the American Indian Studies program at these schools. To further support the success of American Indian students SPPS district AVID staff will directly support Angie Harper at Harding High School, who is AVID trained, to embed adaptive AVID components into the work she is involved in. Research shows that students who maintain ongoing work through AVID and AVID trained staff over the course of their secondary programming have an increased likelihood of success beyond high school graduation.

7. We request that the District reinstate the **quarterly wraparound meeting** with various District departments and/or implement other strategies to **ensure the District's administrative response to our Resolution is attended to**. We request that Christine Osorio or John Bobolink report the results of that meeting and the District's process on the administrative response to the Parent Committee on a quarterly basis.

The Indian Education Program Supervisor will work collaboratively with the Office of Family Engagement to re-establish the quarterly wrap-around meetings. The Indian Education Program Supervisor is available for results and updates from these meeting at anytime, but will be reported at the Indian Education Parent Committee meetings. The Indian Education Program Supervisor has also been invited to attend the monthly Leadership meetings, comprised of the different district departments overseen by the Chief Academic Officer. Quarterly Wraparound meetings are currently schedule for October 20, 2015, January 19, 2015, April 19, 2015, and July 19, 2015. This schedule will continue in the follow school year, and meetings will be co-facilitated by CEO Jackie Turner and CAO Kate Wilcox-Harris.

Respectfully Approved on _____ Votes in Favor ____ Votes against ____ Not present ____

Signed _____ Date _____

Senior Progress Toward Graduation										Senior Progress Toward Graduation						
2013-14 SY Q3: April, 2014										2013-14 SY Q2: Feb, 2014						
School:	Central	Como	Harding	Highland	Humboldt	Johnson	Washington	School:	Open	Cr. Arts	Agape	G. Parks	LEAP	BTT	Journeys	
On Track	382 77%	262 79%	352 82%	199 67%	86 63%	243 78%	129 88%	On Track	16 73%	9 53%	28 56%	67 37%	1 1%	0 0%	0 0%	
Transition	27 5%	7 2%	17 4%	41 14%	15 11%	11 4%	9 6%	Transition	0 0%	0 0%	0 0%	1 1%	0 0%	0 0%	3 75%	
Tests	5 1%	14 4%	0%	4 1%	0 0%	9 3%	4 3%	Tests	1 5%	1 6%	0 0%	11 6%	35 48%	0 0%	0 0%	
Credit Recovery	58 12%	28 8%	29 7%	42 14%	24 18%	22 7%	4 3%	Credit Recovery	0 0%	1 6%	3 6%	0 0%	0 0%	0 0%	0 0%	
Recovery+Tests	10 2%	4 1%	0%	0 0%	0 0%	8 3%	0 0%	Recovery+Tests	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	
Cannot by June	12 2%	15 5%	30 7%	12 4%	11 8%	17 5%	0 0%	Cannot by June	5 23%	6 35%	19 38%	102 56%	37 51%	3 100%	1 25%	
Total Seniors	494 100%	330 100%	428 100%	298 100%	136 100%	310 100%	146 100%	Total Seniors	22 100%	17 100%	50 100%	181 100%	73 100%	3 100%	4 100%	
On Track	Students have all remaining credits in their school day and GRAD or College tests have been completed										Students have all remaining credits in their school day and GRAD or College tests have been completed					
Transition	Special Education students who are moving on to further education through a transition program like Focus Beyond, but will walk at graduation.										Special Education students who are moving on to further education through a transition program like Focus Beyond, but will walk at graduation.					
Tests	Students have all remaining credits in their school day, but still need to complete one or more GRAD tests or college preparation test										Students have all remaining credits in their school day, but still need to complete one or more GRAD tests or a college preparation test					
Credit Recovery	Students who must complete make-up courses outside of their school day, but have completed required tests										Students who must complete make-up courses outside of their school day, but have completed required tests					
Recovery+Tests	Students who must complete both make-up courses outside of their school day, and still need to complete one or more GRAD or college preparation tests										Students who must complete both make-up courses outside of their school day, and still need to complete one or more GRAD or college preparation tests					
Cannot by June	Students who cannot graduate at this time because credit needs cannot be met by June.										Students who cannot graduate at this time because credit needs cannot be met by June.					

REVISITING SCHOOL START TIMES 2015 DISCUSSION



Committee of the Board Meeting
November 10, 2015

Purpose

- The purpose of this presentation is to support the Board in its discussion of the five options for school start times for SY16-17 leading to a Board motion for the Regular Board meeting on November 17th.



At-a-Glance Comparison of Options

Option Description	Later Start Time for more Secondary Schools?	Start time changes for Elementary Schools?	Cost Increase
Leading Recommendation - Op #1: Continue Working with Metro Transit for Expansion	No	No	--
Option #2: Change Start Times System wide	Yes – all middle and high schools	Yes – 25 schools earlier, 7 schools later	\$2M
Option #3: End Discussion with No Change	No	No	--
Option #4: Expand later start to 1 high school and early start for 5 elementary schools	Yes – 1 additional high school w/yellow buses	Yes – 5 or 6 elementary schools earlier	--
Option #5: Expand later start to 3 high schools and go to early start for 10 elementary schools	Yes – 3 additional high schools w/yellow buses	Yes – 10 elementary schools earlier	--



Appendix

The appendix includes previously presented slides covering:

- More detailed description of each option
- Implications for each option
- Background and research



Leading Recommendation

- **Option #1 - Continue Working with Metro Transit for Expansion**
 - Johnson HS starts at 8:30 and partners with Metro Transit
 - Keep current three tier set-up with most other secondary schools at 7:30 start
 - Keep all elementary schools at 8:30 and 9:30 starts
 - Continue working with Metro Transit and revisit when partnership expansion options are available.



Implications of Leading Recommendation

- ✓ No cost increase over current structure (besides for annual inflation)
- ✓ Allows time to continue studying pilot at Johnson High School
- ✓ Keeps open the possibility of change in the future
- ✓ Will not require multiple start time changes for elementary schools as Metro Transit becomes able to partner at more schools

- ↓ Teens still waking up before research based recommended time
- ↓ Much of community eager to see transition to later start for secondary students

Alternatives: Option #2 – Change Start Times

- **Option #2: Change Start Times (7:45, 8:35, 9:30)**
 - Secondary schools go to 8:35 start
 - Community elementary and some regional magnets go to 7:45 start, with no bus pick-up before 7:00
 - Districtwide magnets, some regional magnets stay at 9:30 start
 - Continue partnering with Metro Transit for Johnson HS



Implications: Option #2 – Change Start Times

- ✓ Later start for all secondary schools (8:35 a.m.)
 - Research-based health benefits for adolescents
 - Public engagement showed support for later start for teens
- ✓ Later start for first tier (7:45 a.m.)
 - 15 minutes later than change proposal presented last year

Implications cont'd: Option #2 – Change Times

- ↓ Start times may eventually change *again* after Metro Transit is able to expand partnership
- ↓ 78% of schools would have a new start time
 - 25 elementary schools will have to move to first tier
 - 7 elementary schools will move to the third tier
- ↓ \$2 million cost increase due to less efficient routes

Implications cont'd: Option #2 – Change Times

- ↓ Impacts to family time
- ↓ Shifts in childcare needs for many families
- ↓ Impacts on staff and stability of schools
- ↓ Requires reconfiguration of EDL bussing, which may require longer rides home
- ↓ Scheduling challenges for games at Parks & Rec sites



Alternatives: Op #3 – Discontinue Analysis

- **Option #3: Discontinue Analysis**
 - Keep the current structure for the foreseeable future.
 - Conclude the analysis of changing start times structure.

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- **Implications**
 - ✓ Ends the uncertainty of school start times
 - ↓ Not responsive to secondary students and parents
 - ↓ Is not in the best interests of adolescent students



Alternatives: Option #4 – Hybrid option

- **Option #4: Later Start for 1 More HS and Early Start for 5 Elementary Schools**
 - 1 Additional high school goes to 8:30 start with yellow bus transportation
 - 5 Community elementary schools go to 7:45 start, with no bus pick-up before 7:00
 - All other schools stay with current schedule
 - Continue partnering with Metro Transit for Johnson HS



Selecting Early Start Elementary Schools

- The following would be considered when selecting the 5 community elementary schools to move to 7:45 start:
 - One school from every Area except Area D
 - Mix of high and low poverty schools
 - Mix of PK-5 and K-5
 - Number of bus routes
 - Location of school and size of pick-up area



Implications: Option #4 – 1 Additional HS later and 5 elementary schools earlier

- ✓ Allows us to go to a Phase 2 of changing start times, even without Metro Transit.
- ✓ It allows us to learn from the earlier start time for elementary schools.
- ✓ Parents of secondary students parents may appreciate continued movement towards system-wide change.

Implications: Option #4 – 1 Additional HS later and 5 elementary schools earlier

- ↓ Only two secondary schools have a later start.
- ↓ The communities for the selected early start elementary schools will likely be displeased.
- ↓ Tight timing does not allow for adequate community engagement
- ↓ Some of the elementary families may try to transfer to a different school to avoid going to school earlier
- ↓ Potential increase in number of teacher transfer requests disrupting continuity of staff
- ↓ After school services will be impacted by only a few elementary schools moving to earlier start time.
- ↓ Increases the challenges in scheduling games at Parks and Rec sites. Currently SPPS must be off fields by 5:00 for adult leagues.



Alternatives: Option #5 – Hybrid option

- **Option #5: Later Start for 3 More HS and Early Start for 10 Elementary Schools**
 - 3 Additional high school goes to 8:30 start with yellow bus transportation
 - 10 Community elementary schools go to 7:45 start, with no bus pick-up before 7:00
 - All other schools stay with current schedule
 - Continue partnering with Metro Transit for Johnson HS

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Implications: Option #5 – 3 Additional HS later and 10 elementary schools earlier

- ✓ Allows us to go to a Phase 2 of changing start times, even without Metro Transit.
- ✓ Secondary parents may appreciate continued movement towards system-wide change.

- ↓ Middle schools and 3 schools with 9-12 would still have early start
- ↓ More elementary schools impacted
- ↓ Greatly increases the challenges in the scheduling of games at Parks & Recs sites.

Background



- Over the years, SPPS has heard from many families about later start times for secondary students.
- Teens have later sleep patterns, which are largely biological, not behavioral
 - Delayed onset of melatonin for teens makes it difficult to go to bed earlier.
 - 9 or more hours of sleep is best for teenagers
- Research shows later school start times for teens have many benefits



Recap of 2014 Discussion

- In 2014, SPPS engaged in an extensive discussion with the SPPS Community – *“Rethinking School Start Times”*
- Received thousands of responses from students, families, and staff
- Feedback was mixed regarding the proposed changes to start times
- Two tier system was discussed, still not feasible
- The Board voted to approve recommendation not to change start times
- SPPS Administration committed to continue considering the topic

Continued Analysis – Johnson HS Pilot Program

- SY15-16, Johnson High School launched a pilot program evaluating:
 - Later start time – 8:30
 - Metro Transit Student Passes for transportation
- Early indicators are positive
 - 1,100 Metro Transit passes distributed
 - No reports of issues on the buses
 - 25% of opt-out students have switched to Metro Transit
 - Increased participation in after-school activities
- Students will be surveyed in fall and in spring to gauge impacts of later start time



Continued Analysis – Metro Transit Partnership

- SPPS has continued working with Metro Transit, with mutual interest of expanding partnership
- Multiple SPPS schools are served well by Metro Transit bus routes and LRT green line
- Unfortunately, final analysis revealed that Metro Transit does not have the capacity to add service to another SPPS comprehensive high school

Questions?

School Start Times Options for SY16-17
Comparison of Implications

	B	C	D	E	F	G
1	Impact	Sub Groups	Options 1 & 3 No change	Option 2 System-wide change	Option 4 1 Addtl HS later, 5 elem earlier	Option 5 3 Addtl HS later, 10 elem earlier
2	Descriptions		Current start/end times: --MS and HS at 7:30-2:00, --Elem at 8:30-3:00 and 9:30-4:00 --After school activities extend time at school	--MS and HS at 8:30-3:00 (except Washington 7:30-3:00 due extended day) --Elem at 7:45-2:15 and 9:30-4:00 --After school activities extend time at school	--1 Addtl HS at 8:30-3:00 (Central, Como, or Harding) --Washington stays at 7:30-3:00; Humboldt and Highland Park stay at 7:30-2:00 --Johnson stays at 8:30-3:00 with Metro Transit --Middle schools stay at 7:30-2:00 --5 elem at 7:45-2:15, all other elem stay at current 8:30-3:00 and 9:30-4:00 times --After school activities extend time at school	--3 Addtl HS at 8:30-3:00 (Central, Como, and Harding) --Washington stays at 7:30-3:00; Humboldt and Highland Park stay at 7:30-2:00 --Johnson stays at 8:30-3:00 with Metro Transit --Middle schools stay at 7:30-2:00 --10 elem at 7:45-2:15, all other elem stay at current 8:30-3:00 and 9:30-4:00 times --After school activities extend time at school
3	Time changes for ELEMENTARY schools		No change	10,000 students earlier, 4,000 students later	2,000 students earlier, 0 students later	4,500 students earlier, 0 students later
4	Time changes for MIDDLE schools		No change	700 students earlier, 5,000 students later	No change	No change
5	Time changes for HIGH schools		No change	0 students earlier, 7,500 students later	0 students earlier, 1,500 students later	0 students earlier, 5,000 students later
6						
7	Impact: afternoon/evening time for family, homework, work, and other activities	7:45 start ELEM SCHOOLS	--	These students may need to go to bed earlier and thus have less evening time with family or for activities	These students may need to go to bed earlier and thus have less evening time with family or for activities	These students may need to go to bed earlier and thus have less evening time with family or for activities
8		7:30 start HIGH SCHOOLS	No change in time for evening activities	No change in time for evening activities	No change in time for evening activities	No change in time for evening activities
9		8:30 start HIGH SCHOOLS	--	These students will finish school later and thus have less time with family, for homework, or for work or other activities. This is compounded by after-school activities.	These students will finish school later and thus have less time with family, for homework, or for work or other activities. This is compounded by after-school activities.	These students will finish school later and thus have less time with family, for homework, or for work or other activities. This is compounded by after-school activities.
10						
11	Impact: after school programming, scheduling for after-school activities involving more than one school (sports, club competitions such as chess, robotics, etc.)	7:45 start ELEM SCHOOLS	--	--Additional fee-based afterschool programming needed due to 2:15 dismissal --Some community partners rely on SPPS teens for staffing	--Additional fee-based afterschool programming needed due to 2:15 dismissal --Some community partners rely on SPPS teens for staffing	--Additional fee-based afterschool programming needed due to 2:15 dismissal --Some community partners rely on SPPS teens for staffing
12		Newly added 9:30 start ELEM SCHOOLS	--	--After-school programming runs later than current --Fee-based before-school programming needed.	--	--
13		7:30 start HIGH SCHOOLS	No changes from current	All secondary will be on same schedule	May require teams from these schools to wait an hour for events until schools with 8:30 start are available	May require teams from these schools to wait an hour for events until schools with 8:30 start are available
14		8:30 start HIGH SCHOOLS	No changes from current	Challenges in scheduling games at shared Parks and Rec sites	--May require early dismissal for students at these schools for events with schools with 7:30 start --Challenges in scheduling games at Parks and Rec sites; adult leagues begin at 5:00	--May require early dismissal for students at these schools for events with schools with 7:30 start --Challenges in scheduling games at Parks and Rec sites; adult leagues begin at 5:00
15						

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School Start Times Options for SY16-17
Comparison of Implications

	B	C	D	E	F	G
1	Impact	Sub Groups	Options 1 & 3 No change	Option 2 System-wide change	Option 4 1 Addtl HS later, 5 elem earlier	Option 5 3 Addtl HS later, 10 elem earlier
16	Impact: Childcare	7:45 start ELEM SCHOOLS	--	- Little to no childcare needed before school. - Early start elem schools dismissed at 2:15, so after school childcare needed	- Little to no childcare needed before school - Early start elem schools dismissed at 2:15, so after school childcare needed	- Little to no childcare needed before school - Early start elem schools dismissed at 2:15, so after school childcare needed
17		Newly added 9:30 start ELEM SCHOOLS	No change in childcare needs	Families will need to find before-school care for students moving to 9:30 start.	No change in childcare needs	No change in childcare needs
18		7:30 start HIGH SCHOOLS	Older children available to watch younger siblings after school	--	Older children available to watch younger siblings after school	Older children available to watch younger siblings after school
19		8:30 start HIGH SCHOOLS	--	MS and HS students not available to watch younger siblings after school	Some HS students not available to watch younger siblings after school	Some HS students not available to watch younger siblings after school
20						
21	Impact: Stability of school staff		No changes required for staff due to start time changes	Minimal impacts due to system wide change	Increased options in start times may be good for some, bad for others	Increased options in start times may be good for some, bad for others
22						
23	Impact: Research-based health benefits for adolescents		No progress towards research based start time guidance	Later start times for all secondary students	Some progress towards research based guidance	Some progress towards research based guidance
24						
25	Impact: Cost		Cost neutral	\$2M increase	Cost neutral	Cost neutral
26						
27	Impact: Metro Transit (MT) partnership and expansion	ELEM schools	--	More schools will change than necessary. May result in multiple start time changes as MT partnership is expanded.	--	--
28		7:30 start HIGH SCHOOLS	--	--	--	--
29		8:30 start HIGH SCHOOLS	Option 1: Continue working with MT to identify long term opportunities for expansion to additional schools --Johnson students continue to experience benefits of MT Student Passes	Some high school principals and ADs have expressed that negative after-school impacts of start time change are only offset by the added benefit of students receiving MT passes.	Some high school principals and ADs have expressed that negative after-school impacts of start time change are only offset by the added benefit of students receiving MT passes.	Some high school principals and ADs have expressed that negative after-school impacts of start time change are only offset by the added benefit of students receiving MT passes.
30		HIGH SCHOOLS (if Metro Transit can expand)	Option 1: Allows for changes to start times system wide to be aligned with Metro Transit expansion	Will result in some high schools shifting from yellow bus to MT student passes	--Will allow additional high schools to be moved to 8:30 start time. --Some high schools will shift from yellow bus to MT student passes	--Will allow additional high schools to be moved to 8:30 start time. --Some high schools will shift from yellow bus to MT student passes

School Start Times Options for SY16-17
Comparison of Implications

	B	C	D	E	F	G
1	Impact	Sub Groups	<u>Options 1 & 3</u> No change	<u>Option 2</u> System-wide change	<u>Option 4</u> 1 Addtl HS later, 5 elem earlier	<u>Option 5</u> 3 Addtl HS later, 10 elem earlier
31	Impact: Implications to school choice	7:45 start ELEM SCHOOLS	add end time to these -->	No more 8:30-3:00 elementary options, only 7:45-2:15 and 9:30-4:00. Some families may leave district	Some families will choose to enroll at different schools for 8:30 or 9:30 start time	Some families will choose to enroll at different schools for 8:30 or 9:30 start time
32		9:30 start ELEM SCHOOLS	No school choice changes due to start time changes	No more 8:30-3:00 elementary options, only 7:45-2:15 and 9:30-4:00. Some families may leave district	No change in current list of 9:30-4:00 schools	No change in current list of 9:30-4:00 schools
33		7:30 start HIGH SCHOOLS	No school choice changes due to start time changes	All MS and HS (except Washington) will be at 8:30-3:00	Some families may choose to change to school with 8:30 start time	Some families may choose to change to school with 8:30 start time
34		8:30 start HIGH SCHOOLS	--	All MS and HS (except Washington) will be at 8:30-3:00	Some families may choose to change to school with 7:30 start time	Some families may choose to change to school with 7:30 start time
35						
36						

De-briefing Committee of the Board.

Reflection:

This can be done as a writing reflection and/or small groups de-brief and then share whole group.

1. How did you find yourself showing up in this presentation? Use language from CCAR protocol.
2. What is your role in supporting this effort?
3. What questions/and or concerns do you have regarding this effort (implementation, design, etc.)?
4. In what ways and to what extent is this effort aligned with our SSSC 2.0 focus area: Racial Equity, College and Career Readiness, Personalized Learning, etc.

101.00 RACIAL EQUITY

PURPOSE

Saint Paul Public Schools (SPPS) students deserve respectful learning environments in which their racial and ethnic diversity is valued and contributes to successful academic outcomes.

This policy confronts the institutional racism that results in predictably lower academic achievement for students of color than for their white peers. Eliminating our district's institutional racism will increase achievement, including on-time graduation, for *all* students, while narrowing the gaps between the highest- and lowest-performing students.

SPPS acknowledges that complex societal and historical factors contribute to the inequity within our school district. Nonetheless, rather than perpetuating the resulting disparities, SPPS must address and overcome this inequity and institutional racism, providing all students with the support and opportunity to succeed.

1. ELIMINATE SYSTEMIC DISPARITIES

To interrupt systems that perpetuate inequities, SPPS will:

- A. Invite and include people from all races and ethnicities to examine issues and find adaptive solutions, which address the root causes and systems, rather than technical solutions, which provide one-time, situational fixes;
- B. Develop the personal, professional, and organizational skills and knowledge of its employees to enable them to address the role and presence of racism; and
- C. Eliminate practices that result in predictably lower academic achievement for any student racial group compared to peers.

2. ENSURE SYSTEMIC EQUITY

SPPS will implement and lead from a system-wide racial equity plan that stands on three critical pillars: Family, Student and Community Engagement; Leadership; and Teaching and Learning.

A. Family, Student and Community Engagement

SPPS employees will develop and implement equitable practices for and with our students, their families and other community members including:

1. Intentionally seeking and including students' multiple racial perspectives in the development and implementation of culturally responsive teaching and learning practices and curriculum;

2. Engaging family and community members with staff and students, district-wide and at school and program sites, in the development and implementation of culturally appropriate and effective partnerships between home and school; and
3. Inviting and including community members to bring multiple cultural perspectives to examining and solving issues that arise.

B. Leadership

SPPS leaders will ensure that racial equity guides employee actions and leads to improved academic results by:

1. Recruiting, employing, supporting, retaining and continuously developing a workforce of racially conscious and culturally competent administrative, instructional and support personnel;
2. Modeling racial equity in business practices;
3. Replacing inequitable operational practices with systems that support implementation of this policy, and
4. Focusing accountability systems and metrics on racially equitable results.

C. Teaching and Learning

SPPS employees will work together to increase their individual and collective capacity to effectively teach a racially and ethnically diverse and changing student population by:

1. Ensuring a positive and academically rigorous school environment that engages all students;
2. Collaborating as teachers and administrators to create and implement culturally responsive instructional practices, curriculum and assessments; and
3. Eliminating practices that lead to the over- or under-representation of any student racial group compared to peers.

3. IMPLEMENTATION AND MONITORING

The Board directs the Superintendent to develop and implement a system-wide racial equity plan with clear accountability and metrics, which will result in measureable academic improvements for SPPS students. The Superintendent shall regularly report progress on the plan and outcomes.

LEGAL REFERENCES

U.S. Const. amend XIV, § 1 (Equal Protection)
 20 U.S.C. § 1703 (Equal Educational Opportunity)
 42 U.S.C. § 2000c et seq. (Desegregation)
 42 U.S.C. § 2000d et seq. (Title VI of the Civil Rights Act of 1964)
 42 U.S.C. § 2000e-2 (Title VII of the Civil Rights Act of 1964)
 25 U.S.C. § 452 et seq. (Johnson-O'Malley Act)
 Minn. Stat. § 124D.855 et seq. (School Desegregation and Integration)

Minn. Stat. § 124D.71 et seq. (American Indian Education Act of 1988)
Minn. Stat. § 123B.02, subd. 11 (Agreements with Indian Tribes)
Minn. Stat. § 123B.30 (Classification of Pupils by Race)
Minn. Stat. § 124D.74, subd. 2 (Assignment of Students by Race)
Minn. Stat. § 124D.123 (Race discrimination in Flexible Year Programs)
Minn. Stat. § 181.59 (Discrimination by Contractors)
Minn. Stat. Chapter 363A (Minnesota Human Rights Act)
Minn. Rules Part 3535 (Equal Opportunity in Schools)

Garcia et al. vs. The Board of Education of Independent School District No. 625: Order, Consent Decree and Final Judgment Dated July 9, 1984, United States District Court for the District of Minnesota (Latino Consent Decree)

CROSS REFERENCES

102.00 - Equal Opportunity/Non-Discrimination
415.00 - Harassment, Violence and Other Offensive Behavior
506.00 - Student Discipline / Rights and Responsibilities Handbook
601.00 - Educational Programming
601.01 - Achievement
602.00 - Curriculum Development, Instruction and Accountability
602.01 - Multicultural, Intercultural, Non-Racist, Non-Sex-Biased, Gender
and Disability Fair Education

505.00 BULLYING PROHIBITION

PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other intimidation, harassment, violence, and offensive behavior, has the purpose or effect of creating a hostile educational environment and may place a student in reasonable fear of harm to his or her person or property. Bullying interferes with students' ability to learn and teachers' ability to educate students and, as such, is strictly prohibited in Saint Paul Public Schools (the District). This policy addresses bullying of students; other policies apply to treatment of employees. Related policies addressing student behavior are listed for reference at the end of this policy.

The District cannot monitor the activities of students at all times or eliminate all bullying. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, it is the District's intent to:

- Prevent bullying by teaching and modeling positive behavior, and
- Investigate, respond to, remediate, and discipline bullying behavior that has not been successfully prevented.

DEFINITIONS

"Bullying" means any verbal or electronic expression, physical act or gesture, or pattern thereof, that has the purpose or effect of causing distress to one or more students and which materially and substantially interferes with educational benefits, opportunities, or performance of the student(s).

Bullying, intimidating, threatening, abusive or harming conduct includes, but is not limited to, conduct against a student that a reasonable person under the circumstances knows or should know has the effect of:

- harming a student,
- damaging a student's property,
- placing a student in reasonable fear of harm to his or her person or property,
- violating a student's reasonable expectation of privacy
- defaming a student
- intentionally inflicting emotional distress against a student
- creating a hostile educational environment for a student, or
- subjecting a student to intimidation, ridicule, embarrassment or social isolation.

"Reprisal" means retaliation, intimidation, or any form of intentionally disparate treatment against any person who makes a good faith report of

alleged bullying or against any person who testifies, assists, or participates in an investigation, proceeding or hearing relating to such bullying.

PROHIBITION

1. Bullying against a student, by either an individual or a group, is prohibited in Saint Paul Public Schools. This includes but is not limited to, prohibited conduct directed toward any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socio-economic status, physical appearance, sexual orientation, including gender identity and expression, academic status related to student performance, disability or status with regard to public assistance, age or any additional characteristics.
 - a. Employees, volunteers, and contractors of the District shall not allow bullying.
 - b. This policy applies to incidents and situations that occur on any property owned or controlled by the District or occurring in connection with any activity sponsored or associated with the District, including district technology resources.
 - c. This policy applies to individuals who directly engage in an act of bullying
 - d. This policy also applies to individuals who, by their indirect behavior, support another's act of bullying.
 - e. Apparent permission or consent by a student being bullied does not lessen the prohibitions contained in this policy.
2. Any individual who engages in an act of bullying, reprisal, or false reporting of bullying, or who supports bullying, shall be subject to discipline for that act in accordance with district policies. The District may take into account the following factors:
 - a. The developmental and maturity levels of the parties involved;
 - b. The levels of harm, surrounding circumstances, and nature of the behavior;
 - c. Past incidents or past or continuing patterns of behavior;
 - d. The relationship between the parties involved; and
 - e. The context in which the alleged incidents occurred.

LEGAL REFERENCES:

Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.03 (Sexual, Religious and Racial Harassment and Violence)
Minn. Stat. § 121A.0695 (School Board Policy; Prohibiting Intimidation and Bullying)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)

CROSS REFERENCES:

102.00 Equal Opportunity/Non-Discrimination
415.00 Harassment, Violence and Other Offensive Behavior
501.00 Hazing Prohibition
506.00 Student Discipline
Student Behavior Handbook: Rights and Responsibilities
520.00 Technology Usage and Safety