

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

December 3, 2013
4:30 PM

A G E N D A

I. CALL TO ORDER

A. Introductions

II. AGENDA

A. Negotiations Update

B. Standing Item: SSSC 2.0 Update 2

C. Standing Item: Policy Update 21

D. Work Session

1. Preference for Outside Assignments 31

2. Board Check-In

E. BREAK FOR LEVY HEARING

F. Special Education Inclusion Update

1. Introduction

2. Presentation 35

3. Discussion

4. Action (No action required)

III. ADJOURNMENT



Strong Schools, Strong Communities for All SPPS Students

Embarking on the second phase: SSSC 2.0

Committee of the Board

12/3/13



Strong Schools, Strong Communities 2.0

- SSSC 1.0 ends SY2013-2014
- Infrastructure now in place to accelerate student achievement
- SSSC 2.0 continues the work through 2019
- The State of the District January 30
 - Information Sessions in February
 - Board vote on new strategic plan March 18

Strong Schools, Strong Communities 2.0

- **Achievement** for all students
- **Alignment** of school programs
- **Sustainability** to optimize classroom resources and academics



Accomplishments: Student Performance

- Graduation rates up across the board
- Post secondary enrollment up
- Suspensions down



Accomplishments: Racial Equity

- Adoption of a Racial Equity Policy
- Racial equity workshops for 1,200+ employees
- Working with City of Saint Paul and Ramsey County leaders

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Accomplishments: Operations

- ½ mile bus pick up
- Free breakfast for all students
- Parent Academy graduates better able to help their children learn

7



Accomplishments: School Choice

- Kindergarten enrollment is up
- Added more Pre-K classes
- Guaranteed K-12 articulation programs



Accomplishments: Stable Finances

- \$39 million referendum to support learning
- Of that, \$16.9 million to schools and personalized learning



SSSC 2.0: Focus Areas

- Racial Equity
- Personalized Learning
- Program Articulations and Alignment
- Post-Secondary Preparation
- Infrastructure and Systems

SSSC 2.0: Racial Equity

- Twin Cities widest achievement gap in the nation
- Racial inequality needs to be addressed head on
- Examining impact of personal racial beliefs on student learning
- Changing practices and systems that prevent students of color from learning at same rate as white peers

SSSC 2.0: Personalized Learning

- Tailors teaching and learning to diverse needs and abilities of students
- Students' voices and choices integral to classroom engagement
- Provides multiple ways to access information, express themselves, and demonstrate learning



SSSC 2.0: Personalized Learning

- Establish personalized learning as district framework
- Expand technology resources to more schools and students
- Integrate technology into student learning
- Increase adult capacity to support personalized learning

SSSC 2.0: Program Articulation and Alignment

- Expand cultural, language, and specialized programs
- Talent Development and Accelerated Services (TDAS) at all schools
- Provide pre-kindergarten to more children

SSSC 2.0: Post-Secondary Preparation

- Align programs and resources to 6-8 middle schools model
- Align high school programs and resources with post-secondary standards
- Develop Career and Technical Education programs that prepare students for competitive careers
- Align grading practices across schools



SSSC 2.0: Infrastructure and Systems

- Develop a SSSC 2.0 accountability system
- Align facilities with program needs
- Create stable financial system that supports student learning
- Reinvest in human capital through improved human resource management
- Improve customer service
- Attract and retain students and families through strategic marketing

Community Information Sessions

Sunday, February 8th – Webinar

Thursday, February 13th – Presentation; Q&A; Live Stream

Saturday, February 22nd – Booth at College Readiness Fair

Thursday, February 27th – Presentation; Q&A; Live Stream

Saturday, March 8th – Presentation; Q&A; Live Stream

Staff Information Sessions

Thursday, February 6th – American Indian Magnet

Friday, February 7th – 345 Plato

Tuesday, February 11th – Groveland Park

Thursday, February 20th – Benjamin E. Mays

Tuesday, February 25th – Central High

Questions?

What are your thoughts?

- What ideas do you have for making improvements in the district or at your school?
- How do you think we can better serve families, students and the community?



Schools at the heart of the community



SPPS Policy and Procedure Update

Committee of the Board
December 3rd, 2013



Purpose

- Provide a brief update of policies that may require a Board policy work group
- Provide an update on procedure revisions

Policies

- Tobacco Free Environment
- Transportation: Student Conduct
- Gender Equity

Tobacco Free Environment Policy 404.00

- Current policy does not explicitly prohibit “nicotine delivery products” for staff
- Need to revise language to be consistent throughout the entire policy

Transportation: Student Conduct Policy 707.02

- In consultation with the Transportation Department, current policy meets 2013 State Statutes
- No revision necessary

Gender Equity in Student Athletics

- Request a Board Policy work group to discuss the need and implications of such a policy
- MSHSL developing a policy regarding transgender student athletes
- MSHSL governs sophomore level and above athletics
- Clarify district practices

Procedures

- Transportation: Student Conduct
- State Approved Alternative Programs
- Bully Prevention



Transportation: Student Conduct Procedures 709.01, 714.00

- Multiple revisions in 2013 State statutes
- Reviewing to ensure our procedures remain in compliance
- Revise student conduct procedures to decriminalize language
- Ensure alignment between procedure and practice regarding school bus safety expectations and training

State Approved Alternative Programs Procedure 601.40

- Details criteria and guidelines for alternative programming and instruction
- Post Secondary Enrollment Options (PSEO) and Concurrent Enrollments

BULLYING PROHIBITION

- Implementation of bullying prevention programs
 - Steps to Respect
 - Second Step
- Restorative Justice Practices
- Developing bullying specific reporting forms
- Developing a procedure for the inquiry into reports of bullying

**Board of Education
External Committee Appointments
2013**

Association of Metropolitan School Districts (AMSD)
1667 Snelling Ave. N., Ste. B301, St. Paul 55108 Phone: 651-999-7325

Board Representative:

**Anne Carroll
Jackie Statum-Allen, Superintendent Designee)**

Children's Collaborative
% Advance Consulting (Christa Anders)
5330 Oliver Avenue South, Minneapolis, MN 55419
Phone: 612-920-9574 or 3474

**Board Representatives:
Superintendent's Designee:**

**Elona Street-Stewart
Jackie Turner**

Council of Great City Schools
1301 Pennsylvania Ave. NW, Ste. 702, Washington D.C. 02004

Board Representative:

**Jean O'Connell
Superintendent**

Council of Urban Boards of Education (CUBE)
1680 Duke St., Alexandria, VA 22314

**Representative:
Alternate:**

**Keith Hardy
Jean O'Connell**

Inter-District Joint Powers Board (EMID)
Crosswinds Middle School
600 Weir Dr., Woodbury, MN 55125

**Representative:
Alternate:**

**John Brodrick
Anne Carroll**

Joint Property Tax Advisory Committee (JPTAC)
15 W. Kellogg Blvd., Ste. 390, City Hall, St. Paul 55102

**Representatives:
Alternate:**

**Anne Carroll, Mary Doran, Louise Seeba
Jean O'Connell**

Joint Property Tax Advisory Committee (3 County Project)
Jeff Van Wyken
140 Melborne Ave. S.E., Mpls. 55414

Representative:

Jean O'Connell

Metro Educational Cooperative Service Unit (Metro ECSU)
3055 Old Highway 8 Suite 302, St. Anthony, MN 55418

Representative:

Louise Seeba

Metropolitan Learning Alliance
Mall of America
337 E. Broadway, Bloomington, MN 55425 Phone: 952-858-9170

**Representative:
Alternate:**

**Keith Hardy
Mary Doran**

Minnesota Minority Education Partnership (MMEP)
1821 W. University Ave., St. Paul 55104

Representative:

Keith Hardy

Board of Education External Committee Appointments 2013
Page 2

Minnesota School Boards Association (MSBA)
Box 119, S. Peter, MN 56082

Representative:

Elona Street-Stewart

Minnesota State High School League
2100 Freeway Blvd., Brooklyn Ctr., MN 55430 Phone: 763-560-2262

Representative:

John Brodrick

Alternate:

Mary Doran

Ramsey County League of Local Governments
480 Cedar St., St. Paul 55101

Representative:

Keith Hardy

St. Paul Teachers Retirement Assn. Board of Trustees
1619 Dayton Ave., Rm 309, St. Paul 55104-6206

Representative:

John Brodrick

Revised 8/20/2013

2012 BOARD REPRESENTATION ON ST. PAUL DISTRICT COUNCILS		
District Council Coordinator: Diane Wanner 310 City Hall, 15 Kellogg Blvd. West, St. Paul 55102 Phone: 651-266-8572 diane.wanner@ci.stpaul.mn.us District Council Website: http://www.stpaul.gov/index.aspx?NID=1859 List of District Councils: http://www.stpaul.gov/index.aspx?nid=1180 Map of District Councils: http://www.stpaul.gov/DocumentView.aspx?DID=18476		
DIST.	NAME	BOARD REP
D1	<u>Battle Creek-Highwood District Council</u> Betsy Leach SunRay Shopping Center 2105 1/2 Old Hudson Rd. district1council@aol.com St. Paul, Minnesota 55119	Keith Hardy
D2	<u>Greater East Side District Council</u> Chuck Repke, Ex. Director 1961 Sherwood Ave. 651-774-2220 St. Paul, MN 55119 info@district2council.org	Anne Carroll
D3	<u>WSCO - West Side Citizens Organization</u> Elena Garder Executive Director 127 West Winifred Street 651-293-1708 St. Paul, MN 55107 elena@wSCO.org	Keith Hardy
D4	<u>Dayton's Bluff District Council</u> Karin DuPaul 798 East 7th Street 651-772-2075 Saint Paul, MN 55106 karin@daytonsbluff.org	Mary Doran
D5	<u>Payne-Phalen District Council</u> Leslie McMurray, Ex. Director 506 Kenny Road Ste 130 651-774-5234 St. Paul MN 55130 d5-director@paynephalen.org	Keith Hardy
D6	<u>North End-South Como District Council</u> Kerry Antrim, Ex. Director 171 Front Avenue 651-488-4485 St. Paul MN 55117	Jean O'Connell
D7	<u>Thomas Dale District Council</u> Tate Danielson-Castillo 685 W. Minnehaha Avenue 651-789-7480 St. Paul MN 55104	John Brodrick
D8	<u>Summit-University Planning Council</u> Irna Landrum, Exec. Director 651-228-1855 627 Selby Avenue irna@summit-u.com St. Paul MN 55104	Elona Street-Stewart

D9	<u>West 7th - Fort Rd Federation</u> Betty Moran, Community Organizer 651-298-5599 974 7th /Fort Road betty@fortroadfederation.org St. Paul MN 55102	Anne Carroll
D10	<u>Como District Council</u> John Knox, Executive Committee Chair 1224 Lexington Parkway N 651-644-3889 St. Paul MN 55103	Jean O'Connell
D11	<u>Hamline-Midway Coalition</u> Michael Jon Olson, Executive Director 1564 Lafond Avenue 651-646-1986 St. Paul MN 55104 michaeljon@hamlinemidway.org	Louise Seeba
D12	<u>St. Anthony Park</u> Ann Sparks, Exec. Director 890 Cromwell Avenue 651-649-5992 St. Paul MN 55114	Louise Seeba
D13	<u>Union Park District Council</u> (Merriam Park/Snelling – Hamline/Lexington-Hamline) Sarah Kidwell, Executive Director 1570 Concordia Avenue Ste LL100 St. Paul MN 55104 651-645-6887	Mary Doran
D14	<u>Macalester Groveland Community Council</u> Bethany Gladhill, Business Mgr. 320 Griggs Street South 651-695-4000 St. Paul MN 55105 mgcc@macgrove.org	Jean O'Connell
D15	<u>Highland District Council</u> Kathy Carruth, Community Org. 1978 Ford Parkway 651-695-4005 St. Paul MN 55116 hdc@visi.com	Anne Carroll
D16	<u>Summit Hill District Council</u> Jeff Roy, Executive Director 860 St. Clair Avenue 651-222-1222 St. Paul MN 55105	Elona Street-Stewart
D17	<u>Capitol River-Downtown District Council</u> Katie Sabaka, Ex. Director U.S. Bank Center 651-221-0581 101 East 5th Street Ste 240 katie@capitolrivercouncil.org St. Paul MN 55101	Louise Seeba



- DRAFT - Special Education Transformation

Committee of the Board
December 3, 2013



Background: Definitions

Autism Spectrum Disorder (ASD)

The ASD program is designed for students who need support social interaction, communication and the presence of restricted, repetitive, and stereotyped patterns of behaviors, interests and activities.

Developmental Cognitive Disability (DCD)

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The DCD program is designed for students who have significant delays intellectually and who have deficits in adaptive behavior or functional skills.

Emotional Behavioral Disorder (EBD) Resource Model

The Emotional Behavioral Disorder program is for students who are withdrawn, have anxiety, have aggression or disordered thought patterns.

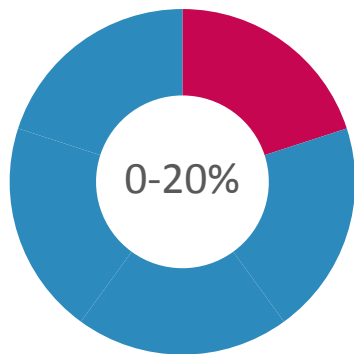


Background: Definitions

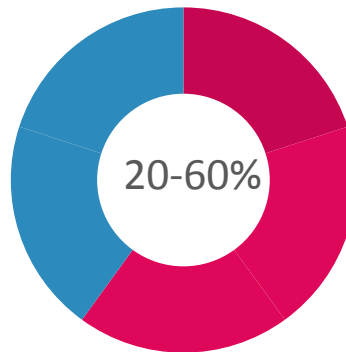
Federal Settings or "Levels"

A student's Federal Setting or "Level" refers to the percentage of time per day a student spends in **special education** verses **general education**.

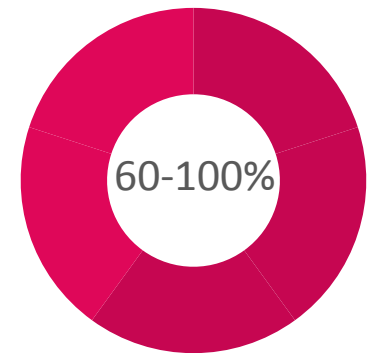
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Level I



Level II



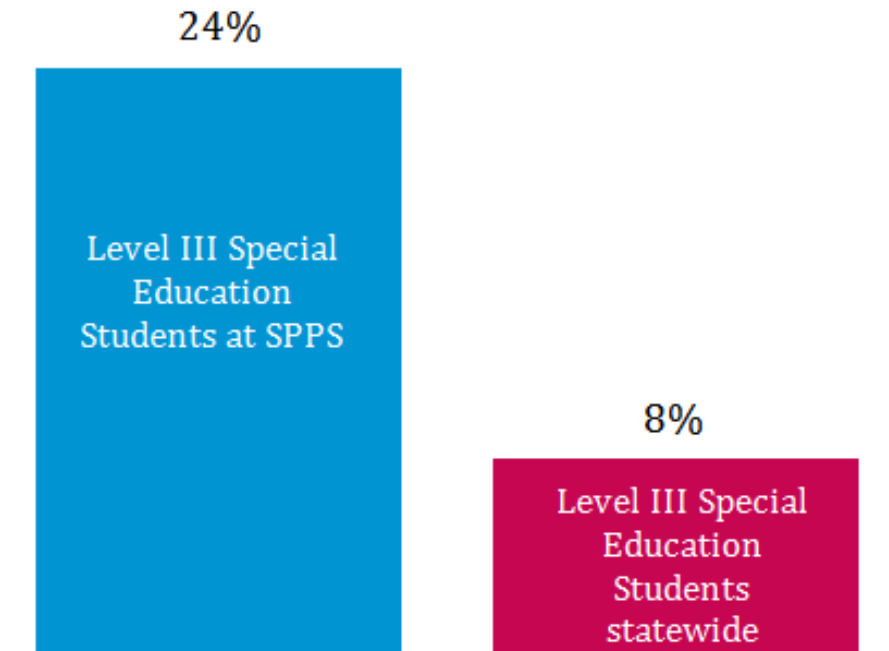
Level III



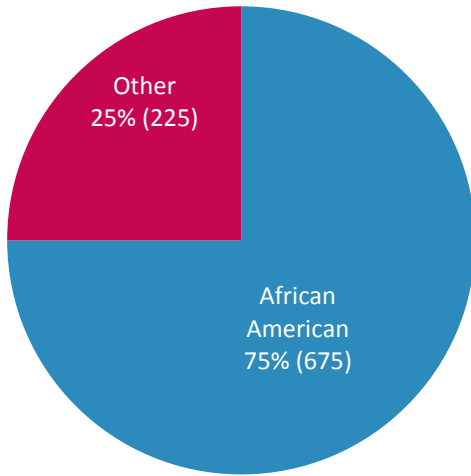
Background: Examining our practices

Historically, SPPS students have been identified as Level III at a higher rate than comparable school districts.

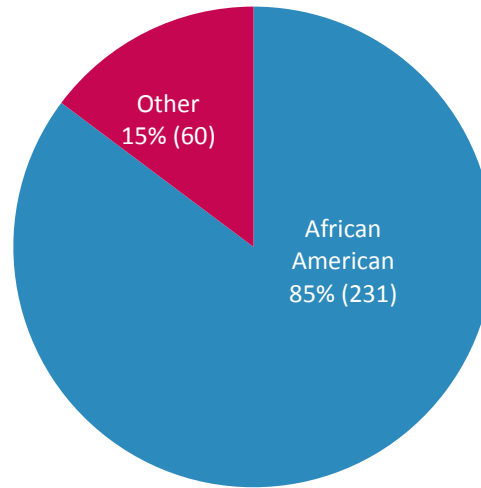
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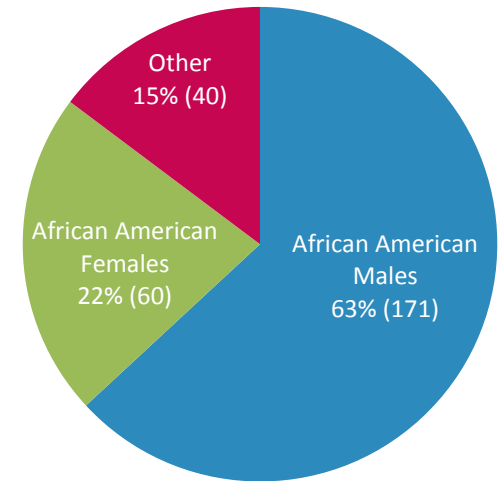
Background: EBD by sex and race



EBD students by race
(all levels)



Level III EBD students
by race

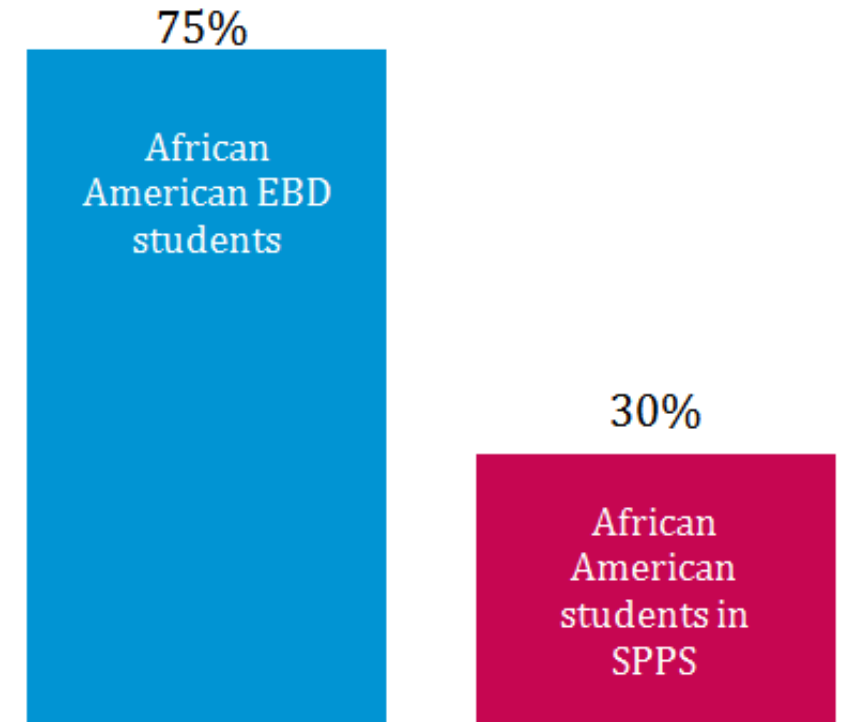


Level III EBD students
by sex and race



Background: Examining our practices

Because African American students are disproportionately identified as EBD, race has played a key role in determining which of our students had access to the general education classrooms.



Background: Examining our practices

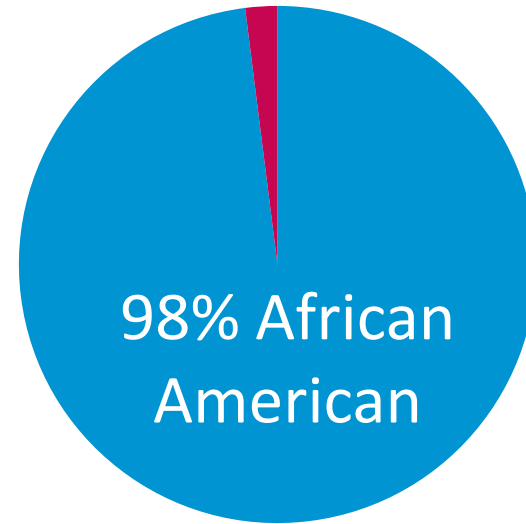
Level III EBD Students and staff were kept in Resource Rooms, completely segregated from the rest of the school.

- Separate schedule
- Different transportation
- Back doors
- No socialization
- No teacher collaboration



Background: Examining our practices

The Learning Center at Bruce Vento had the highest concentration of African American students out of any school state-wide, but it has the lowest proficiency rates on state tests.



Background: Racial Equity Policy

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 (...) 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.**



Strategy

- Excellence/equity over compliance
- Improve academic outcomes
- More staff and more personal attention
- No more one-size-fits-all



Strategy

- Combination of educational programming
- Some time in general education classrooms with extra staff, and some time in Resource Rooms
- Establishing benchmarks
- Teacher collaboration



Strategy

- Level III EBD students **continue to attend** EBD Specialized Schools
- Level I and II students who were Level III last year **continue to attend** EBD Specialized Program Schools.
- Reserve each child a spot in the classroom to within *Strong Schools, Strong Communities* **class size ranges**



Where are Level III EBD Students?

District-wide, there are 271 Level III EBD students in 19 schools

TBA – will list the number of students in elementary, middle and high school.



Where are Level III EBD Students?

There are 126 elementary Level III EBD students in 7 schools

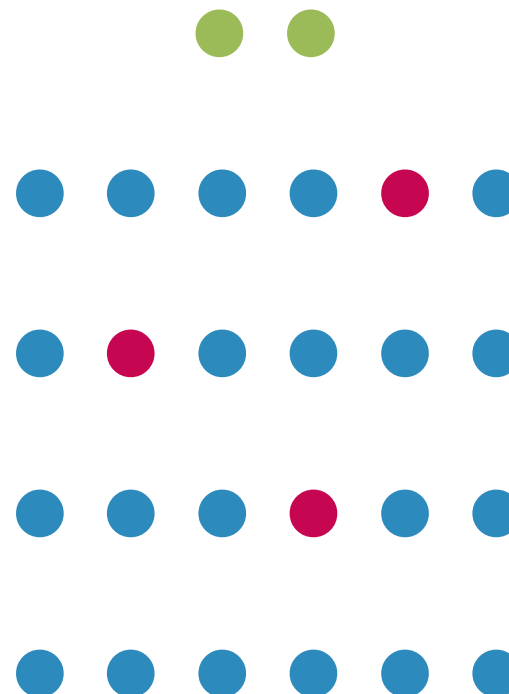
School	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
Hamline	2	1	7	4	11	25
Frost Lake	6	1	4	6	5	22
John A. Johnson	1	2	2	2	6	13
Highwood Hills	1	5	4	2	6	18
Obama	0	2	2	4	8	16
Maxfield	2	4	2	0	3	11
Bruce Vento	2	5	3	4	7	21



Strategy

In EBD Specialized Program Schools, the average **elementary** general education classroom has:

- 24 General Education students
- 3 EBD students
- 1 teacher
- 1 paraprofessional



Success: Greater inclusion

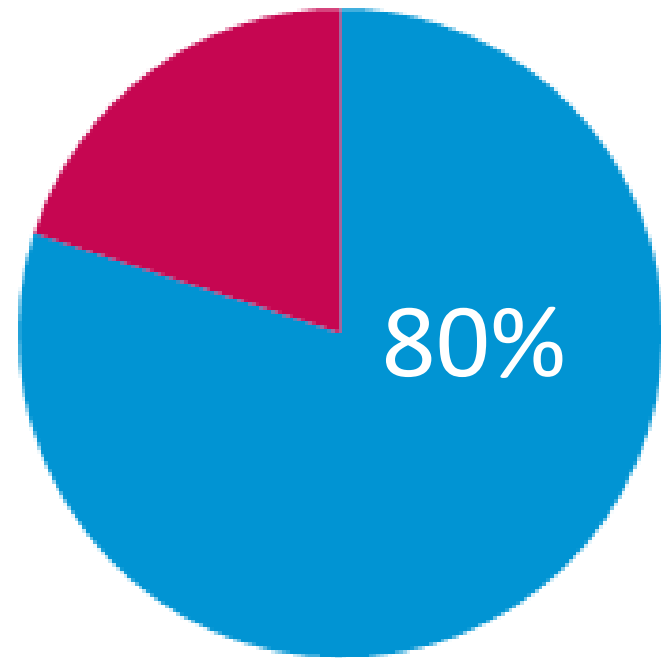
On average, district-wide:

- **20%** of EBD students are in general education classes **95%** of the day
- **60%** of EBD students are in the general education classrooms **60%** of the day
- **20%** of EBD students are in general education classes **5-10%** of the day

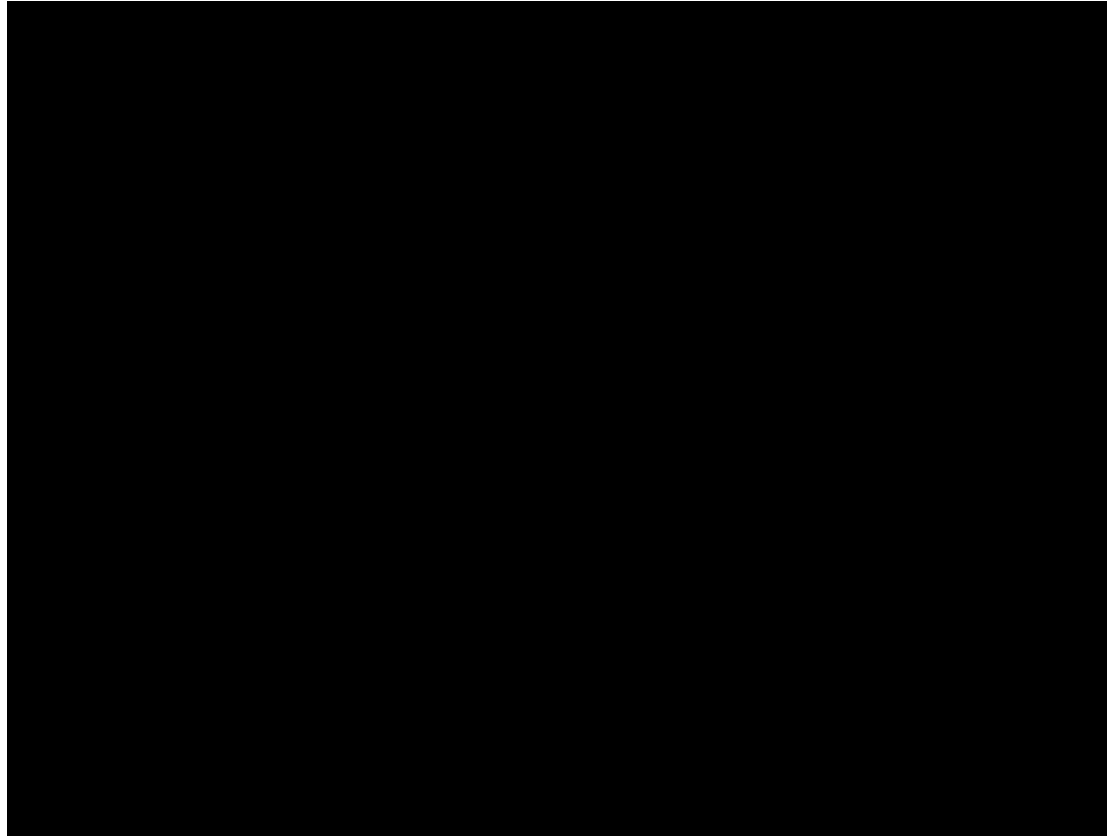


Success: Greater inclusion

About **80%** of EBD students now participating in our general education classrooms are engaged and able to self-regulate their behaviors in the classroom **over 75%** of the time.



Success: Co-teaching



http://www.spps.org/uploads/co_teaching_main_youtube_480p.mp4

Next steps

- Ongoing refinement
- Parent outreach
- Build sensory classrooms
- Adaptive leadership plan

