

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

October 22, 2013
4:30 PM

A G E N D A

I. CALL TO ORDER

A. Introductions

II. AGENDA

A. Personalized Learning Update

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

B. Bus Discipline and Alternatives to Suspension

- | | |
|----------------------------------|----|
| 1. Introduction | |
| 2. Presentation | 26 |
| 3. Discussion | 37 |
| 4. Action (Acceptance of Report) | |

C. Review and Approval of the 2014-15 SPPS School Calendar

- | | |
|--|----|
| 1. Introduction | 47 |
| 2. Presentation | 56 |
| 3. Discussion | |
| 4. Action (Confirm Approval of Calendar/Determine Approval Process for Future Calendars) | |

D. Standing Item: Policy Update 57

E. Work Session

- | | |
|-------------------------------------|----|
| 1. Review of Public Comment Process | 62 |
| 2. Review of Work List Items | 65 |
| 3. Officers | |

4. Recognition Protocol/Policy

69

5. Board Retreat

III. ADJOURNMENT

Personalized Learning Through Technology Update

Committee of the Board

October 22, 2013



**Student
Voice & Choice**

**Tailoring instruction
& learning supports**

**Engagement
in a technology
rich environment**

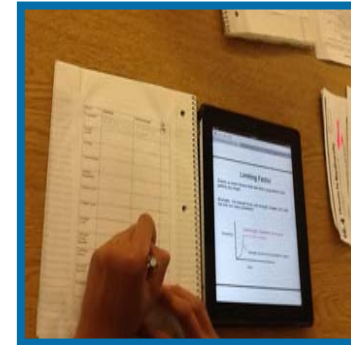


Personalized Learning is Universal Design for Learning

Multiple means of expression
and action



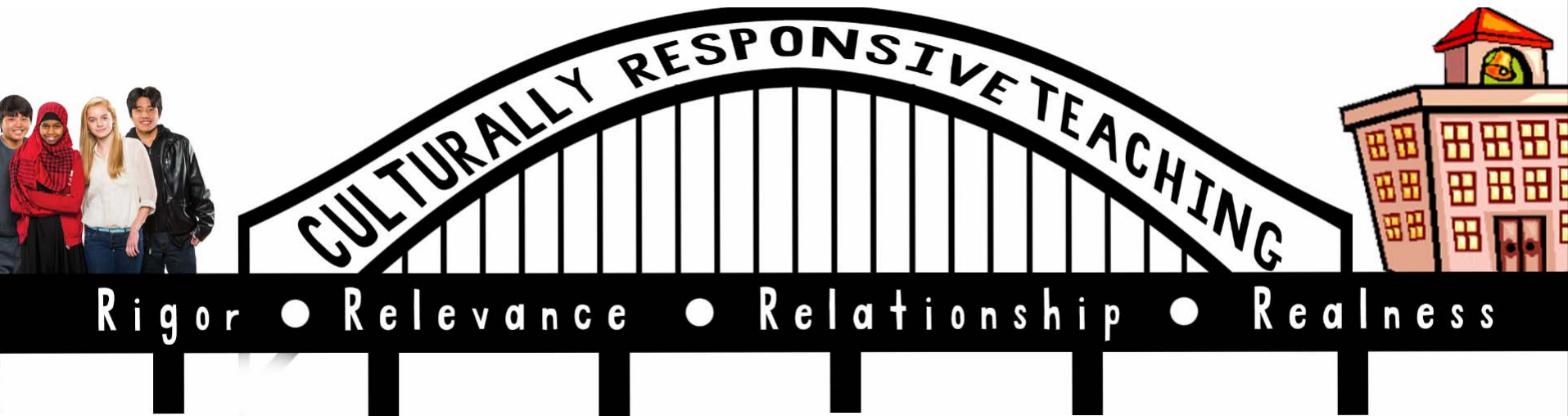
Multiple means of
representation



Multiple means of
engagement



Personalized Learning is:



Personalized Learning in Action

Central High School Book Trailer Project



Goal 1: Establish Personalized Learning as a District-wide Framework

Accomplishments

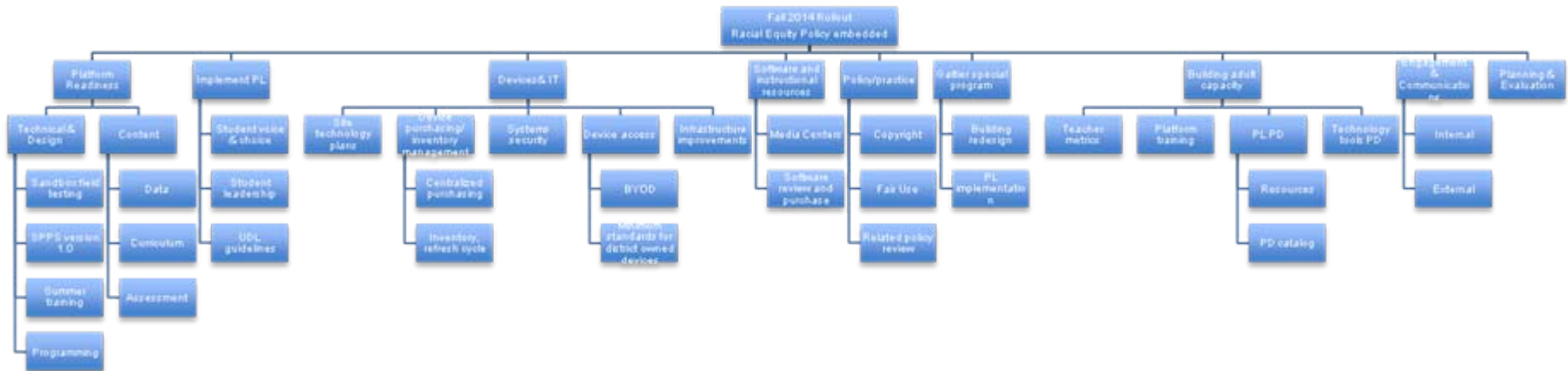
Project design complete

District-wide engagement underway

**Change management through project planning
underway**



Change management through project planning underway



Goal 1: Establish Personalized Learning as a District-wide Framework

Next Steps

1. Strong Schools, Strong Communities 2.0
School continuous improvement plans
Finish policy review and propose revisions
Parent and community engagement opportunities



Goal 2: Deliver Personalized Learning through an Integrated Learning Platform

Digital device upgrades underway

- Device inventory underway
- Resources for online assessment provided
- New school sites technology needs met
- Purchase/refresh cycle plan underway

Infrastructure assessment complete

- Dell Information Technology Readiness Assessment complete
- SPPS IT implementing targeted Dell recommendations
- Additional IT Department assessment underway

Improved data & internet security management underway

- Security and privacy program roadmap complete
- Proposal to update policies, procedures, handbook complete
- Foundation for future work established



Goal 2: Deliver Personalized Learning through an Integrated Learning Platform

Media Center organization and support

- Training for paraprofessionals and licensed media center personnel
- Coordinated set-up of media centers at five new sites

Specialized program supported at Galtier



District Media Staff



Sarah Bober

District Digital Media Specialist

Michael Cowan

District Digital Media Specialist

Andrea Ferguson

District Media EA

Collaborate and Support

- Provide assistance for 57 media centers and their staff district wide

Digital Technology Resources

- Research and recommend online resources for students and staff

Collection Development

- Creating and maintaining a strong library collection and accurate catalog

Professional Development

- Ongoing training for all media staff
- Conduct training sessions for SPPS staff on resources including online databases and research tools

Goal 2: Deliver Personalized Learning through an Integrated Learning Platform

Platform Customization:

Data Stream Task Force

Curriculum Framework Design Task Force

Software Customization

Instructional Grade Book Investigation

Learning Platform Sandbox Trials



October, 2013

Integrated Learning Platform Sandbox Testing, Round One



November, 2013

Integrated Learning Platform Sandbox Testing, Round Two



January-March, 2014

SPPS-Specific Integrated Learning Platform Trial



Summer, 2014

Integrated Learning Platform Training for Fall 2014 Rollout Sites



Fall, 2014

Integrated Learning Platform Rollout, Targeted Secondary Sites and Grades



Goal 2: Deliver Personalized Learning through an Integrated Learning Platform

Next Steps

Complete platform 1.0 design

Continue IT infrastructure improvements

Finalize guidelines for software review and device purchases



Goal 3: Increase Adult Capacity to Personalize Learning

Accomplishments

Building capacity of leadership and content leads

- Meetings with building principals
- Professional learning for content specialists, including online course with national experts in personalized learning

Personalizing the learning for all SPPS educators underway

- Creating model of professional development that provides multiple means of access to information and engagement



Goal 3: Increase Adult Capacity to Personalize Learning

Responding to teacher professional development needs in technology

- Extensive catalog of after-school sessions in software tools and how to effectively use technology in the classroom
- Building-level coaching through the Multi-tiered Systems of Support vertical teams
- Professional development for site technology integration specialists



Personalized Learning Specialists



David Freeburg



Team Osorio
iPads

Adams
American Indian
Capitol Hill
Crossroads
Farnsworth
Hazel Park
J.J. Hill
Linwood-Monroe
Nokomis
Wellstone

Jessica McMahon



Team Collins
Social Media

Battle Creek El.
Chelsea Heights
Cherokee
Como Park El.
Dayton's Bluff
Eastern Heights
Frost Lake
Hamline El.
Highwood Hills
John A. Johnson
Phalen Lake
Riverview El.
St. Paul Music Acad.
St. Anthony Park

Jeff Rahman



Team Battle
SPPS Apps

AGAPE
Central HS*
Como Park Sr.
Gordon Parks
Harding
Highland Park Sr.
Johnson Sr.
LEAP

Chris Turnbull



Team Unowsky
Moodle & IWB

Battle Creek MS
Creative Arts
Highland Park Jr.
Humboldt Sec.
L'Etoile du Nord
Murray
Open World
Parkway Middle
Ramsey
Washington

Lee Vang



Team Freeman
Nooks & Achieve

Obama
Ben E. Mays
Vento*
Expo
Four Seasons
Galtier
Groveland
Highland Park El.
Horace Mann
Jackson
Maxfield
Mississippi
Randolph
The Heights

■ Highlighted Schools = St. Paul Learning Platform Demo Sites

* Special Project Schools



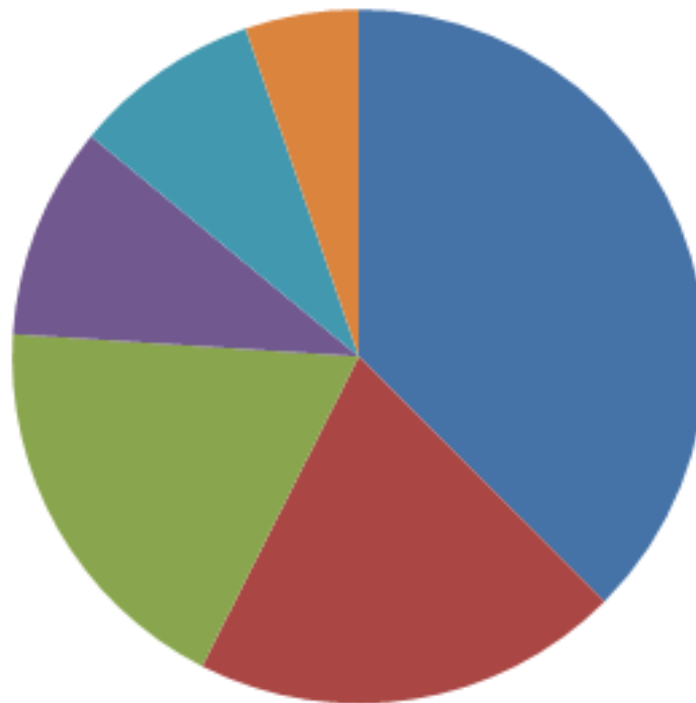
Goal 3: Increase Adult Capacity to Personalize Learning

Next Steps

1. Continued teacher engagement through site visits
Define teaching and learning expectations in collaboration with teachers
Develop new resources to personalize professional learning for SPPS educators
Provide professional development for curriculum and instructional leaders



FY14 Budget: \$9 million (Expenditures)



- Technology: \$3,340,000
- Curriculum development: \$1,782,500
- Instructional support: \$1,655,000
- Teacher training & support: \$884,000
- Technology systems: \$780,000
- Administration and leadership: \$472,500

Resources

Contact: Kate Wilcox-Harris

Asst. Superintendent of Personalized Learning
612-730-3539

Kate.Wilcox-Harris@spps.org

Personalized Learning Web Site:

http://thecenter.spps.org/personalized_learning.html

- Final 2-year Project Milestones
- Survey Results Summary
- PDF Version UDL Guidelines
- Community Action Teams Report



Discussion



Personalized Learning Update

In support of Personalized Learning, our Office of Information Technology is engaged in improving our network performance and capacity. This work is imperative as it allows for reliable access to digital resources from all SPPS locations. The table below summarizes our progress to date.

Category	Item	Description	Location	Amount	Funding Source	Date of Completion
Network	1,257 Network Switches 1,749 Wireless Access Points and internal wiring - Associated copper / fiber patch cables - Internal wiring for Access Points	Items will allow us to completely replace / augment the network equipment at the schools that qualified for E-Rate	4 High Schools 24 Middle Schools 12 Elementary Schools	- High Schools \$ 982,007.88 - Middle Schools \$2,581,987.04 - Elementary \$ 701,673.59 Vendor: DataLink	90% E-Rate, 10% Capital Bonds Pricing and contracts were procured via RFP	12/31/13
Network	Cisco Wireless LAN Controllers	Ability to program, manage and troubleshoot wireless access points to provide traffic prioritization leading to higher quality of service	3 units strategically placed in SPPS WAN	\$359,585.53 Vendor: DataLink	Capital Bonds	12/31/13
Network	Dell SonicWall internet gateway stack	Greater throughput as well as Internet Content Filter/ Gateway Anti-Virus/Application Profiling/Device Management	1930 Como	\$284,296.06 All per State of Minnesota Contract #441939 Vendor: Dell	Referendum	10/1/13 (phase 1)
Internet Bandwidth	Increase in Internet circuit from 400Mbps	A bandwidth increase of 2 ½ times	SPPS WAN	This increase will be funded with	Referendum	11/1/13 (expected)

	to 1Gbps.			referendum funds (approx \$131,000 more annually) until the time our E-Rate filing catches up (FY15). Vendor: CenturyLink		
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Bus Suspension Improvement Strategies Recommendation



Purpose

To provide an overview of the bus suspension improvement strategies recommendation



Office of Engagement, Transportation, Ombudsperson, Assistant
Principals, Personalized Learning,
Curriculum & Instruction



Overall Recommendation

Monitor Data until there is a 50% reduction in referrals and suspensions in target schools. Provide ongoing support and training to build capacity to make sure it's sustainable.



Strategies

- Bus Monitors/Bus Behavior Specialists
- Student Incentives (Books, Nooks, pencils, etc.)
- Create, Implement & Align Data Procedures
- Reinstate Bus Safety Classes
- Install Cameras on Buses



Personnel and Resources

- School- based TA's as bus monitors.
 - Hire existing staff at the school sites.
- Bus Behavior Specialists
 - District Level Staff
 - Bus behavior specialists will track discipline data.
 - Provide training & on-call monitoring



Communicate Positive Behavior Expectations

- Focus on Prevention
- Define, TEACH & MODEL & PRACTICE positive behavior expectations
- Consistent consequences for problem behavior
- Use of DATA for decision-making



Building Community by Acknowledging Positive Behaviors

- Targeted schools required to set up incentive program.
 - Monthly recognition of students
 - Recognition of students and bus drivers
 - Positive bus notes or phone calls home
- Schools can request incentives from the transportation department.
 - Books, Give-a-ways, Popcorn Parties, etc.



Saturday School Bus Safety Class

- Positive, encouraging environment with clear expectations.
- Student with any suspension required to attend the class before being able to ride the bus again.
- Both students and families will be required to attend. Parents and students will have separate classes.
- Students may be suspended one day, then ride the bus until the class is offered.
- Classes offered two times a month, one Saturday and one evening. Families may choose which class they attend.
- Daycare, refreshments, and transportation provided.
- History- only 7% re-offended



What's Done

- Curriculum updated and redesigned
- Safety School agenda & presentation prepared
- Bus Driver Training Plan Completed
 - District Expectations
 - PBIS
 - Special Ed Trans.



Next Steps

- Pilot Sites
 - Students and staff trained on-site.
 - Evaluate Possibility of Nooks
 - Finalize print materials & powerpoints



Questions?



Suspension/Intervention

Michelle Bierman
Director
Office of Racial Equity

Objectives

Understand suspension rates
SY 2012/2013-handout

Suspension/Intervention

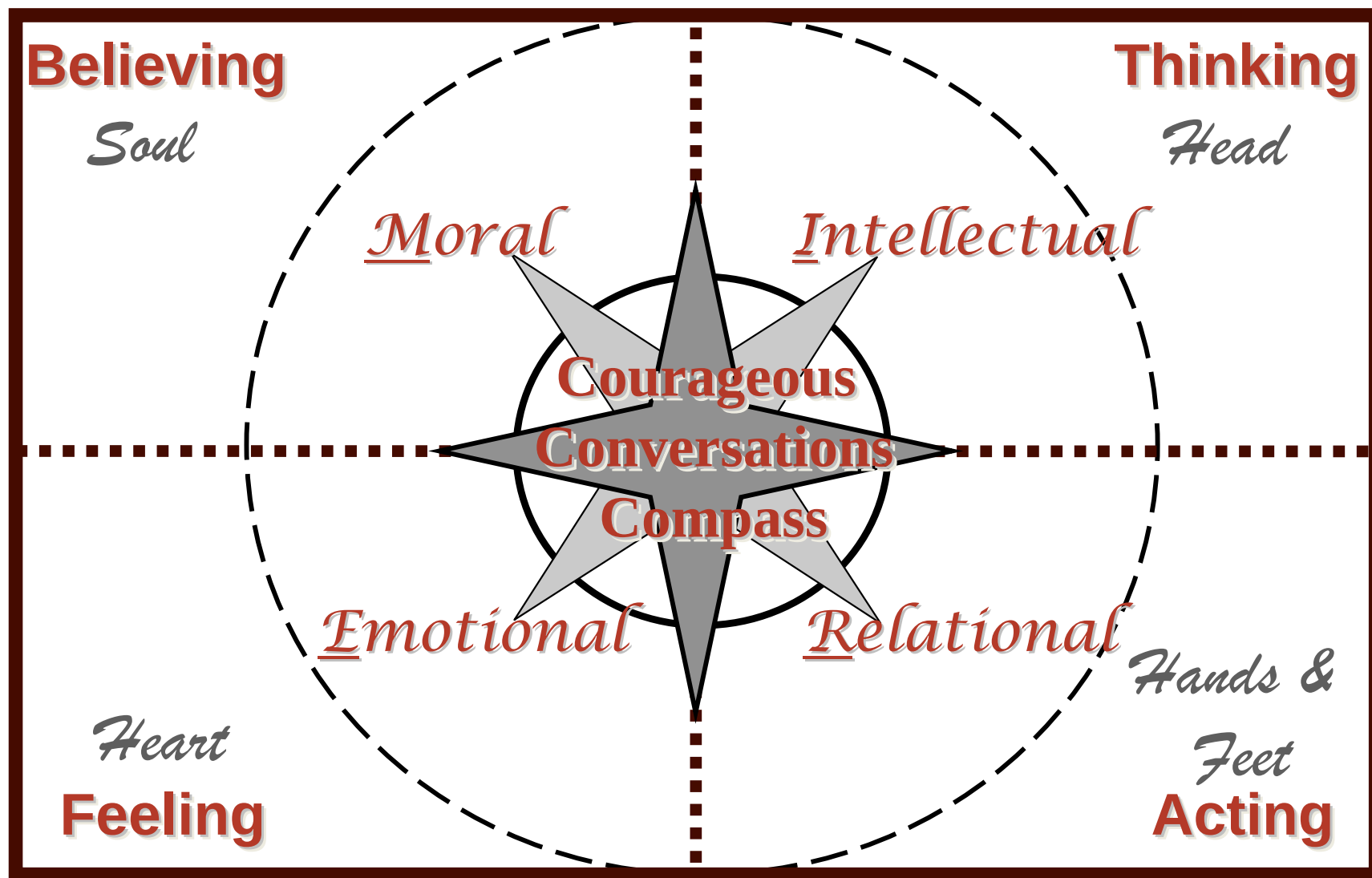
- Summer work
- Promising practices

Next Steps

- Suspension/Intervention
task force internal &
external



Courageous Conversation Compass



State of Suspensions

- Suspensions reduced 28% SY 2012/2013
- Majority of suspensions (96%) are for offenses not recommended for suspension
- Suspensions continue to be racially disproportionate (90% students of color, 10% white students)
- Students with special needs account for 40% of suspensions

Suspension/Intervention

- Summer 2013 Task Force/Committee
 - Teachers
 - Administrators
 - PBIS
 - District Leaders
- Examined suspension interventions in place
- Promising practices
 - Restitution
 - Mock referral (wrap-around)

Suspension Intervention

- Recommendations
 - Shift school culture from punishment to engagement and restitution
 - Examine suspension data and referral data for patterns
 - Operationalize the CC protocol as a referral tool
 - Address technical issues
 - Collaborate with PBIS and co-create a resource repository for intervention tool
 - Create a Community/Staff/Family/Student committee in partnership with MMEP



Next Steps

- Recommendations
 - Shift school culture from punishment to engagement and restitution
 - Create a Community/Staff/Family/Student committee in partnership with MMEP
 - SPFT will be planning with SPPS and MMEP
 - Community leaders will plan as well
 - Create an internal task force to support the MMEP partnership
 - Support school with practices that are adaptive not technical

SPPS Mission, Ends and Racial Equity Pillars

Mission and Ends:
A Premier Education
for ALL

- High Achievement
- Respectful
Environment
- Meaningful
Connections

Pillars of
Racial Equity
Transformation:

- Teaching and
Learning
- Leadership
- Engagement

III. Ensure Systemic Equity

SPPS will create, implement and lead from a system-wide racial equity plan. This plan addresses three pillars that support racial equity: Engagement; Leadership; and Teaching and Learning.

1. Engagement

SPPS staff will deepen, transform and develop equitable practices for and with our students, families and other community members by:

- a. Seeking out and lifting up students' perspectives in the development, feedback, and implementation of culturally responsive teaching and learning practices, curriculum, and family engagement.
- b. Engaging family and community members with staff and students, district-wide and at school and program sites.



II. Eliminate Systemic Disparity

interrupt systems that perpetuate inequities, SPPS will:

Transform practices that result in racially predictable and disproportionate outcomes.

Develop the personal, professional, and organizational skills and knowledge to lead from a racial equity lens.

Engage, deepen, and sustain conversations with multiple racial perspectives in order to create adaptive solutions to equity issues.

Monitor the implementation and effectiveness of the system-wide racial equity transformation plan and report on progress.



2014-15 CALENDAR PROPOSAL

Marsha Baisch and Sue Synder
Calendar Committee Co-Chairs

October 22, 2013

OBJECTIVES

- ▶ Explain Current Calendar Proposal
- ▶ Special Considerations
 - Dates
- ▶ Review the process for creating future calendars

CURRENT CALENDAR COMMITTEE MEMBERS

- ▶ Sue Snyder
- ▶ Celeste Carty
- ▶ Jessica Lance
- ▶ Tyrize Cox
- ▶ George Simon
- ▶ Kate Ryan
- ▶ Marsha Baisch
- ▶ Darlene Fry
- ▶ Beth LeRoux
- ▶ Laurie Brazman
- ▶ Julie Coffey

INFORMATION GATHERED

- ▶ Contract Obligations
- ▶ Religious Holidays
- ▶ Calendar Examples from all 50 states
- ▶ Calendars from school districts that are closing the achievement gap
- ▶ Comparison of Instructional Days with other Districts
- ▶ State and National Testing Calendars
- ▶ Family Survey
- ▶ Staff Survey
- ▶ Input from Stakeholder Groups: SPFT, OCCCR, SPI, REA, Office of Early Learning, Division of Schools, Office of Family Engagement, ALC, HR, Payroll, Special Ed, ELL, Middle School Transition Team

CALENDAR CONSIDERATIONS

- ▶ State Fair/ Start after Labor Day
- ▶ Testing Schedules including AP/IB
- ▶ Printing window for Elementary Progress Reports
- ▶ Contractual Language
- ▶ Summer School Start Time
- ▶ Holiday Breaks

CALENDAR DETAILS

2014-15 Recommendations

	Pre K	Kindergarten	Elementary	Secondary
No School for Students	Sept 2/3/4/5 Nov 3 Nov 20/21 Jan 23 Feb 13 Mar 2 Mar 19/20 Apr 17	Sept 2/3/4/5 Nov 3 Nov 21 Jan 23 Mar 2 Mar 20 Apr 17	Nov 3 Nov 21 Jan 23 Mar 2 Mar 20 Apr 17	Nov 21 Jan 23 Mar 2 Apr 17
Parent/Teacher Conferences	Sept 2/3 Nov 20/21 Mar 19/20	Sept 2/3 Nov 21 Mar 20	Nov 21 Mar 20	
Conference Prep/Grading Day	Nov 3 Mar 2 Jun 10	Nov 3 Mar 2 Jun 10	Nov 3 Mar 2 Jun 10	Jan 23 Jun 10
Professional Development	Sept 4/5 Jan 23 Feb 13 Apr 17	Sept 4/5 Jan 23 Apr 17	Jan 23 Apr 17	Nov 21 Mar 2 Apr 17
Total Instructional Days	168	171	173	175
Work Days for Teachers	187	187	187	187

SAINT PAUL PUBLIC SCHOOLS

Calendar Recommendation for 2014-2015 School Year

AUGUST 2014						
SU	M	T	W	TH	F	SA
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SEPTEMBER 2014						
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OCTOBER 2014						
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NOVEMBER 2014						
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DECEMBER 2014						
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JANUARY 2015						
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AUGUST
20 New Teacher Orientation

21-22 PD for Selected Staff

25-29 Opening workshops

SEPTEMBER
1 Labor Day
2 E/S Classes begin

2,3 P & K No School conf.

4,5 P & K No School: Prof. Dev.

8 P & K Classes begin

OCTOBER
16,17 NO SCHOOL All Sites
State teacher meetings

NOVEMBER
3 End of Q1 (43 days)

3 P/K/E – No School
Conf. Prep. S-in session

20 P-No School: Conferences

21 NO SCHOOL All Sites
P/K/E-Conferences (plus two
evenings to be scheduled by
school) S-Prof. Dev.

27-28 NO SCHOOL All Sites
Thanksgiving

DECEMBER
12/22- NO SCHOOL All Sites
1/2 Winter break

JANUARY
5 Classes resume

19 NO SCHOOL All Sites
Martin Luther King Day

22 End of Sem 1 (87 days)

23 NO SCHOOL All Sites
P/K/E-Prof. Dev.
S-Grading

FEBRUARY
13 P-No School: Prof. Dev.

16 NO SCHOOL All Sites
Presidents Day

MARCH
2 NO SCHOOL All Sites
P/K/E-Conf. Prep
S-Prof. Dev.

19 P - No School: Conferences

20 P/K/E-No School:
Conferences (plus two evenings
to be scheduled by school)
S-in Session

27 End of Q3 (43 days)

3/30- NO SCHOOL All Sites
4/3 Spring Break

APRIL
17 NO SCHOOL All Sites
P/K/E/S Prof. Dev.

MAY
25 NO SCHOOL All Sites
Memorial Day

JUNE
9 Last day for students
End of Sem2 (88 days),
Q4 (45 days)

10 Last day for teachers/
Grading Day

P - Pre K
K - Kindergarten
E - Elementary
S - Secondary

E - 173 Days, S - 175 Days

FEBRUARY 2015						
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MARCH 2015						
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MAY 2015						
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JUNE 2015						
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JULY 2015						
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RECOMMENDATIONS GOING FOWARD

SPECIAL DAYS 2013-14

- ▶ Commitment to avoid evening meetings on significant religious/cultural holidays
- ▶ Consider a permanent window for Spring Break to eliminate big shifts from one year to the next (ex. After 3rd Quarter)

Date	Group	Holiday
7/8/2013	Muslim	Ramadan (begins at sundown)*
8/7/2013	Muslim	Eid-al-Fitr
8/28/2013	Hindu	Janmashtami
9/4/13 - 9/6/13	Jewish	Rosh Hashana (begins at sundown)
9/13/13 - 9/14/13	Jewish	Yom Kippur (begins at sundown)
9/18/13 - 9/20/13	Jewish	Sukkot (begins at sundown on 9/18)
9/26/2013	Jewish	Shmini Atzeret
9/27/2013	Jewish	Simchat Torah
10/5/2013	Hindu	Navaratri/Dassehra
10/15/2013	Muslim	Eid-all-Adha
10/20/2013	Baha'i	Anniversary of the Bith of Bab
11/3/2013	Hindu	Diwali / Deepavali
11/4/2013	Muslim	Muharram
11/5/2013		Election Day
11/12/2013	Baha'i	Anniversary of Birth of Baha'u'llah
11/28/2013	Jewish	Hanukkah
12/8/2013	Buddhist	Bodhi Day
12/12/2013	Mexican	Feast of Our Lady of Guadalupe
12/25/2013	Christian	Christmas Day
1/7/2014	Christian	Orthodox Christmas
2/4/2014		Party Caucuses
2/28/2014	Hindu	Maha Shivaratri
3/3/2014	Christian	Beginning of Orthodox Christian lent
3/5/2014	Christian	Ash Wednesday
3/15/14 - 3/16/14	Jewish	Purim (begins at sundown on 3/15)
3/17/2014	Hindu	Holi
4/8/2014	Hindu	Ramanavami
4/15/2014	Jewish	Passover**
4/18/2014	Christian	Good Friday
4/20/2014	Christian	Easter
6/3/14 - 6/5/13	Jewish	Shavouth (begins at sundown on 6/3)
6/28/2014	Muslim	Ramadan*

*Students and staff typically do not miss school during Ramadan, but some may need time before, during, or after evening/afternoon activities to break their fast.

**During Passover, the first two days (4/15 and 4/16) and the last two days (4/21 and 4/22) have work restrictions.

COMMENTS/QUESTIONS?

SAINT PAUL PUBLIC SCHOOLS

Calendar Recommendation for 2014-2015 School Year

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AUGUST

- 20 New Teacher Orientation
- 21-22 PD for Selected Staff
- 25-29 Opening workshops

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- 1 Labor Day
- 2 E/S Classes begin
- 2,3 P & K No School conf.
- 4,5 P & K No School: Prof. Dev.
- 8 P & K Classes begin

OCTOBER

- 16,17 NO SCHOOL All Sites
State teacher meetings

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- 3 End of Q1 (43 days)
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DECEMBER

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S-Grading

FEBRUARY

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Presidents Day

MARCH

- 2 NO SCHOOL All Sites
P/K/E-Conf. Prep
S-Prof. Dev.
- 19 P - No School: Conferences
- 20 P/K/E-No School:
Conferences (plus two evenings
to be scheduled by school)
S-in Session
- 27 End of Q3 (43 days)

- 3/30- NO SCHOOL All Sites
4/3 Spring Break

APRIL

- 17 NO SCHOOL All Sites
P/K/E/S Prof. Dev.

MAY

- 25 NO SCHOOL All Sites
Memorial Day

JUNE

- 9 Last day for students
End of Sem2 (88 days),
Q4 (45 days)
- 10 Last day for teachers/
Grading Day

P - Pre K
K - Kindergarten
E - Elementary
S - Secondary

E - 173 Days, S - 175 Days

FEBRUARY 2015

SU	M	T	W	TH	F	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

MARCH 2015

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APRIL 2015

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MAY 2015

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31						

JUNE 2015

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JULY 2015

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19	20	21	22	23	24	25
26	27	28	29	30	31	



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Ryan Vernosh, Policy and Planning Administrator*

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MEMORANDUM

TO: Saint Paul Public School Board of Directors

FROM: Ryan Vernosh

DATE: 10/17/13

RE: Procedure Revision Update

Members of the Board,

The following charts summarize the progress made in the revision of the SPPS procedure manual. Each chart contains the procedure number, title, along with any key revisions. In addition there is a brief rationale provided to give the context for why the changes occurred.

I look forward to engaging in a dialogue with you and answering any questions you may have about the work thus far.

Thank you,

Ryan Vernosh
Policy and Planning Administrator

*Summary of SPPS Procedure
Revisions as of October 17, 2013*

Revised Procedure	Key Changes	Rationale
209.00.1 New Policy Development	Changes the Procedure Number	Align with policy number
209.00.2 Board Monitoring of Existing Policy and Procedures	Changes the Procedure Number	Align with policy number
209.00.2 F1 Form: Assessment of Existing Policy	Changes the Procedure Number	Align with policy number
405.00.1 Worker's Compensation	- Details coverage related to the injury - Describes process for reporting to supervisor	Old procedure was outdated and required to be updated in accordance to MN Statutes Chapter 176 and MN Rules Chapters 5220, 5221, 5223
408.00.5 Pre-Service Training	- Pre-Service Training Programs run through Office of Teaching, Learning and Leading - Co-teaching model is used	- Update language to reflect current SPPS practices - Codify requirement for cooperating teachers and teacher candidates to complete two courses about co-teaching prior to placement
409.00.1 Travel Expenses	- Outlines what is covered under transportation, lodging, and meals - Provides process for obtaining travel advances	- Updates language to bring into alignment with Business Office - Reflects current SPPS departments and offices

520.00.1 Information Technology Usage	• Provides guidelines for acceptable use of technology by students • Provides Technology Opt-out for form • Students cannot be barred from using technology resources for lack of parent/guardian signature on acceptable use form • Includes process for suspending or disabling student accounts	• Needed to be current for CIPA and COPPA • Did not want to hold student's accountable for parent/guardian inaction
618.00.1 Research	• Describes the type of research that requires District approval • Lists the required principles with which the research project must show compliance • Links to the application to conduct research in SPPS	• Ensure privacy and meeting of ethical standards • Ensure that the study is feasible and will help advance the education profession and/or SPPS • Assurances that students' education will not be adversely affected
802.00.1 Building and Grounds/Disposal	• Designates duties to the Facilities Director	• Clarifies related roles and responsibilities of the Facilities Director • Updates language to align with current SPPS department models

New Procedures	Key Provisions	Rationale
304.00.2 Request to Amend Student Records	• Parent or guardian must have a formal request to amend student records • Codifies a right to a hearing, conduct of the hearing, and right to appeal	• While challenge to records are rare, general council recommended having a procedure in place to guide that practice.
510.00.2 Summer Graduation	• Lists eligibility and notification process for participating in the summer graduation ceremony	• To provide more students the opportunity to be publicly recognized for their accomplishments
601.00.1 Secondary Credit for Junior and Middle School Students	• Students taking a high school course in middle school will receive high school credit • High school courses presented in middle school must have the same syllabus and outcomes as if it were presented in a SPPS high school	• Encourage more middle school students to take advanced courses • Ensure that courses presented in middle school have same level of rigor as in high school
903.00.1 Junior Reserve Officer Training Corp (ROTC) Drills	• Guides the safe implementation of inert replica drill rifles for the purpose of conducting traditional ceremonies and drill competitions	• To elaborate the exception provision of Policy 903.00 Dangerous Weapons, Firearms

Repealed Procedures	Rationale
427.00 Staff Assignment	The language of Staff Assignments are covered in the negotiated Labor Contracts making a procedure unnecessary
441.00 Retirement	The language of Retirements are covered in the negotiated Labor Contracts making a procedure unnecessary
417.00 Chemical Use and Abuse – Staff Training	- SPPS no longer has Chemical Health Counselors - Support professionals participate in trainings - Such trainings do not rise to the level of needing a specific procedure
525.00 Conduct at Football Games	This procedure is covered by the Student Behavior Handbook: Rights and Responsibilities along with more extensive guidelines for all athletics at sports.spps.org
813.00 Telephone Service	Procedure is obsolete as telephones, including VoIP and cell phones are covered in the Technology Usage and Safety Policy (520.00)

ITEM	PURPOSE	RECOMMENDATIONS
STAKEHOLDER ENGAGEMENT		
1) LISTENING SESSIONS	To increase public awareness of SPPS efforts and to encourage greater participation from the community particularly students and under-represented community members. To allow Board members to hear community issues, concerns, desires	• 3 Sessions/school year • Attended by minimum of two board members; no staff • Spaced over year (Fall, Winter & Spring) • Community-based & co-hosted with community organizations or SPPS partners • Located in easily accessed locations (e.g., Hubbs Center, Neighborhood House, District Council spaces, popular libraries, etc.) • Minimum staff responsibilities • Provide food & beverage (bottled water, cookies); establish small budget to accommodate this • Session notes to be taken by board members in attendance and provided to other Board members and staff as appropriate
2) E-Mails to Board members	To allow another way for the community to contact Board members (sb.members@spps.org)	• In Place
3) Website Public Comment Form	To provide another way for the community to contact Board members and provide public comment, either general or specific to board agenda/action items	• To be developed and placed (sample attached)
PUBLIC COMMENT		
1) "OPEN" PUBLIC COMMENT PERIOD	To provide the possibility for stakeholders to address "Open" (non-agenda related) topics. This would be viewed as an additional opportunity for the public to provide comment.	• Schedule for 5:30 p.m. prior to formal start of Board Meeting at 6:00 p.m. • 9, 3-minute speaking slots with 3 of those always reserved for student comment (these will not be allotted to additional speakers if no students come) • Quorum of Board members is guaranteed • Board secretary will attend, take summary notes, and provide those to Board members not in attendance; session will be audio recorded for reference purposes • Session will not be televised

2) "AGENDA-RELATED" PUBLIC COMMENT	To allow stakeholders the opportunity to provide input/insights to Board on agenda <i>action</i> items.	- Public comment invited on <i>action</i> items only - Invited following staff presentation and prior to Board discussion on <i>action</i> items – Consent Agenda items, resolutions, and other board <i>decisions</i> - Unlimited number of people, with time adjusted according to numbers (3 or 2 minutes)
OTHER CHANGES REQUIRED	Changes to current practice to implement above recommendations:	
TO COB		- Eliminate actions related to acceptance of reports - If items require a formal Board Action, COB will structure a resolution to be forwarded to the official Board meeting agenda
TO BOE		- Delete Report on COB meeting from agenda - Schedule PC times prior to Board <i>action</i> items (Consent Agenda, resolutions, other decisions*) - Restructure Agenda moving actionable items to earlier time and reports & other items later
		* Previously referred to as New and Old Business

PUBLIC COMMENT RECORD – PAST THREE YEARS

	2013	2012 *	2011
AUGUST	2	11	2
SEPTEMBER	5	16	4
OCTOBER	13 ***	12	8 **

* Referendum issues probably affected numbers

** Area Boundaries was topic for discussion

*** OWL move (6 of 13)

WORK LIST OF ITEMS FROM COB AND BOE MEETINGS

COB 7/30/13	What will be the Board's involvement considering that the annual meeting starts the cycle of where policy review goes? It was suggested a permanent policy work team be identified to carry on future work. Response: Administration indicated it would come forward with a recommendation identifying a group and a cycle as well as a review time line for policies impacted by the new equity policy.	Done with assignment of R. Vernosh
COB 7/30/13	Administration was asked to report on implementation of the Bullying Policy to the Board. The Executive Team will review and establish timing for this report.	December as part of Achievement & Equity VC
COB 7/30/13	Send Admin Academy agenda to Board members	Done in Supt. memo
BOE 8/20/13	The Board requested further information on Camp 67 be provided to them.	Done at BOE 8/20/13
BOE 8/20/13	The Johnson renovation, is something special being planned for that articulation of the aerospace program? Response: Administration will provide information at a later date.	When Flight Simulators Arrive (No date yet)
BOE 8/20/13	School websites - Staff will add entrances and names which include "formerly called".	Pending
BOE 8/20/13	It was noted that Google has incorrect site names on their web maps. A Board members suggested administration submit a formal request for correction be made.	Pending
BOE 8/20/13	The request was made to keep the Board informed on how SPPS is reducing the waiting list for kids who meeting its criteria.	COB 9/6 BOE 9/13
BOE 8/20/13	Administration was asked to report back to the Board on the work being done under these two grants..MDHS & ArtWorks	
BOE 8/20/13 & 10/15/13	Mr. Hardy asked for an update on discipline issues on buses; what are the processes and procedures involved in bus discipline incidents?	10/22 COB
BOE 8/20/13	Ms. Seeba asked for information on food allergies procedures and policies and whether she had all the information necessary.	Done BOE 8/20/13
BOE 8/20/13	Ms. Seeba asked for a conversation about advance placement in each zone, IB in each zone and the choice of high schools. How does administration plan to follow up to make sure SSSC works and be sure seats are there for students who are doing the programs? Is SPPS ensuring consistency in classes across the board so kids can articulate appropriately? Are they monitoring so the system is not "played."	Future SSSC 2.0 Update

COB 9/10/13	The Board noted it will need language explaining LEI for their own use and asked that at the September Board Meeting LEI be explained in detail as well. Response: Staff indicated they would do this. Staff also indicated that there are many moving parts this year so it is very complicated to explain the changes occurring.	Done Update 10/11/13
COB 9/10/13	The Board also stated it would be helpful for the Board Meeting to give indications on each of the Factors in the Levy (page 5 of presentation) as to whether each item makes the levy go up or down, this can be a broad brush (makes it go up a lot, makes it go down a little...).	Done 9/24/13 Special Mtg.
COB 9/10/13	The Board requested it be provided with the JPTAC combined proposal that is up for approval September 30.	Done 10/1/2013
COB 9/10/13	Board communication check in - areas of discussion included: • How share information with each other as board members • What are expectations of the board officers • Handling communications from constituents and communications within Board and admin • Repeated phone calls to Board members bordering on harassment • How to address impact of entitlement issues coming to Board members and how address these issues • Use of brief queries to keep board members aware of issues hearing about	On Going
BOE 9/17/13	A Board member suggested the discussion of exactly what the Board would like more information on be referred to a COB so specific areas could be determined before staff does the work on the data.	
BOE 9/17/13	It was suggested in future VisionCard presentations that background data slides be prepared to support the presentation.	Will do beginning with 11/12/13 Student Data & Work
BOE 9/17/13	Seeba -- requested an update on the success of including special education students in regular classrooms and what support has been provided for teachers. She also asked that co-teaching in high schools be included along with what is being done at middle and elementary schools in this regard. From staff, student (special ed and non-special ed) perspectives.	Scheduled for 12/3 COB Mtg.
BOE 9/17/13	Hardy - An update on the ways SPPS is working to combat diabetes within its population.	
BOE 9/24/13	LEVY - Staff was asked to Include a slide on rental properties for the December public hearing..	December Hearing 12/3/13
BOE 9/24/13	LEVY-What would it look like if this went to zero. Do you have those numbers now? Response: Staff will provide those to the Board.	
BOE 9/24/13	LEVY - Staff was asked to provide talking points for Board members particularly on the reason for the 1% increase.	Done 9/27/13 Update

BOE 9/24/13	LEVY - The City and County are bringing a zero levy increase proposal to JPTAC. Please provide talking points on why they can come in at zero and why SPPS is coming in at 1%. Response: The reason is the tax bill provided big increases in city and county aid.	Update 9/27/13
BOE 9/24/13	Request – For the December public hearing please present a slide showing how the levy benefits students (facilities and/or academics).	
BOE 9/24/13	One additional request was made that OPEB be put on a COB agenda for discussion on its financial position and how investment is planned.	On 12/3 COB Agenda
COB 10/1/13	People assume that the State repayment money would be added to the reserve. Board members asked that some sort of communication be prepared indicate that SPPS is happy to see the money, but that it has been reflected in the SPPS financial statements all along. The community needs to understand that the State money returned is not a windfall to the district but has been recognized as money due to the district in its financial statements over time. It could also note the Reserve is adequate for two payrolls. It was suggested perhaps a press release could be done to clarify this to the public.	Bridge Message 9/30
COB 10/1/13	Care and treatment – how much has the District paid in the past? Response: The Legislative Liaison indicated she would find out.	
COB 10/1/13	Has SPPS expressed concern it is missing potential candidates of color due to this? Response: The Board of Teaching is looking at racial bias and discrepancy in test results. There is not general agreement as to what the best approach is in evaluating teacher candidates. The Board requested staff provide a general overview of this. Response: Staff will check with the Board of Teaching to see what can be released at this time.	
COB 10/1/13	SSSC 2.0 - The Board had the opportunity to learn and understand a great deal of data in the first round. The Board would be interested to see how that played out. The Board appreciated its inclusion in the development of the original plan and would like more specifics and opportunities to continue this as the process moves forward. Perhaps a Board retreat around strategic planning, etc.	Pending

COB 10/1/13	When will high school start times be discussed? Response: Administration stated it will discuss this again. They noted DPAC did preliminary research in this area and recommended SPPS not move forward in the first step of the Strategic Plan. This is an area that may need broader community input. Also, there are implications related to sports. SPPS needs to take time to study all implications associated with the potential change. The Board indicated it would like a timeframe around this issue.	Part of SSSC 2.0 Transportation Dept. Study in 11/2013
COB 10/1/13	The Board asked staff about taking SPPS accomplishment out to the community noting staff needs to find a way to tie current reporting out (equity work, VisionCards) more explicitly to the strategic plan. Response: Administration acknowledged that many staff have not been able to understand the magnitude of the changes that have occurred and staff needs to be able to articulate that in order to make the community understand what changes have been made. The Board stated there is a need for a PR piece on what have been done in context of the change, the move all those accomplishments forward to describe the "in order to".	Current work with Haberman PR Firm
COB 10/1/13	The Board noted surprise at not seeing language around community engagement in SSSC 2.0.	See SSSC 2.0 Communication Plan
COB 10/1/13	SSSC 2.0 -- The Board noted in regard to Community Engagement it would like to see specific outreach to the segments of constituents who were concerned about the initial plan (NAACP, etc).	See SSSC 2.0 Communication Plan
BOE 10/15/13	Request for additional Parent Academy updates	
BOE 10/15/13	It was noted this is Dyslexia Awareness Month. A request was made for more information on early interventions for students, testing for learning disabilities and how students are identified for Special Education	December COB
BOE 10/15/13	A request was again made for an update on the Bullying Policy implementation	December COB
BOE 10/15/13	In Special Ed why does the District need to reassess students when they come in having already had an assessment elsewhere. What is the evaluation and assessment process?	December COB
BOE 10/15/13	Another request was made for additional information on the Seed Program move – background information on the short and long-range plans for this group.	Update 10/18/13

EXCERPT FROM 6/24/2008 COB MEETING MINUTES

2. Board of Education Academic Recognitions Criteria

The Chief Academic Officer indicated questions were raised this year by the Board and schools as to how students are selected to participate. A brief history of the award process was given and recommendations which might be adopted to broaden participation were offered.

She then presented a brief history of the Board of Education Awards. The program started in 1993 and was designed to acknowledge the superior academic or artistic accomplishments of a student. Recipients are required to place first or second in a school sanctioned or approved national, state or regional competition. The majority of recipients have been in grades 7-12.

The subject areas of various awards were noted and in the handout materials specific competitions were listed for each area.

- Performing Arts
- World Languages
- Social Studies
- Math
- Science and Technology
- Writing and Speaking
- Community Service
- Problem Solving.

She then described how the District was able to increase the percentage of award recipients from 2007 to 2008 through increased accountability from the Office of Academics including the direct support of the Executive Director for Professional Development and support from the District Gifted Services staff. There was a 20% increase in the awards awarded, a 15% increase of unduplicated students receiving awards and a 4% increase in schools participating.

Current BOE award criteria are:

- Students who have entered national, state and regional academic or arts competitions
- Who have placed first or second in those competitions. (In 2006 Gifted Services clarified this criterion through extensive research to provide schools with guidance on competitions that did not use traditional place rankings.)
- In competitions where no clear first or second place finishers were designated, all students performing at the highest tier were eligible for recognition.

Recommended changes to the criteria, based on feedback from administrators and programs, include:

- Limit regional winners to first or second place rankings or their equivalent
- Recognize first, second or third place rankings or their equivalent for state competitions
- Recognize top ten place rankings or their equivalent for national competitions
- Recognize top tier recipients as designated by competition sponsors absent place rankings
- Ensure that "superior" performance involves more than mere participation while recognizing that some activities are non-competitive by nature
- Recognize Community Service accomplishments published in the news media or deemed worthy of notice by community groups and service organizations
- Award kids who are part of a team and won – team recognition (meet same criteria as individuals but as a team)

Participation can be increased through:

- Schools (principals) soliciting participation in at least two academic competitions
- Schools (principals) including at least two competitions in their annual SCIP
- Revisiting criteria next year to ensure all students who have achieved academic, artistic or community service excellence are recognized
- Look for ways to increase the number of recipients through increased communication between building principals and Gifted Services.

Discussion included:

- Recognition of the spring sports participants (recognized by the receipt of a certificate mailed to their home).
- Rotating recognition ceremonies among some schools
- A booklet with all award recipients included as recognition was suggested.
- Keep academics separate from athletics for recognition purposes
- Provide clarification for schools on the relationship between competing and what they are held accountable for.
- Why the limited participation among schools (events outside of school day, so there may be restrictions to access or support)
- Due to heavy spring schedule, scheduling recognitions and being respectful of student and family time can be difficult
- The Board indicated it is ready for a broader discussion on how recognize students. A starting point would be looking at all events, how recognition is done and how it relates to achievement. It was requested that this be put on the agenda for a future COB meeting.
- There was concern about not getting the academic connection relative to athletics.
- Student recognitions – current, not yet existing and where and how to implement fuller recognition of student achievements
- Community engagement – recognizing kids, respecting community as a whole, engaging communities at the schools
- Add to recommendation, Board recognition of students (academic)
- How athletes are doing in classroom as part of presentation by coaches during athletic recognitions
- Explanation of why third place recipients were not included in awards – historically large numbers receive 3rd and it no longer seemed special
- Standards need to be set for the District to identify performance in receipt of awards
- Athletic directors tweak fall and winter events to emphasize value of athletics toward academic achievement (standard format for presentation)
- Student recognition subset around athletics and accountability in athletics

MOTION: Ms. Carroll moved that the Committee of the Board recommend that the Board of education approve the recommendations for 08-09 as presented, with the understanding that the item regarding team winners will be further refined. For 08-09 Administration will work on facility location and scheduling issues to equitably recognize and accommodate all students who merit recognition. For 09-10, Administration will actively explore the larger issues around student recognition, including legitimate criteria for excellence, fair access, clear expectations, accountability on all fronts and alignment with the Strategic Plan. Motion seconded by Mr. Conlon.

Motion passed.

12/2/08 NOTE TO EXECUTIVE ASSISTANT TO SUPERINTENDENT

RECOGNITIONS

There is a very loose protocol but nothing in writing.

Basically, the Superintendent or Chief of Staff determines specific recognitions based on input received from staff (or sometimes others).

The pages entitled "Acknowledgement of Good Work Provided by Outstanding District Employees and Departments", "Students" or "....Schools" were established to cover these recognitions.

Other recognitions are also brought forward by administration at the appropriate times, such things as the TQE groups, new principals, leadership cohorts, etc.

Historically athletic awards are recognized twice a year in the fall (in person) and late winter/early spring (via letter).

Academic accomplishments (scholarships, etc.) are recognized at the spring Academic Awards event and the Celebration of Excellence event.

We are trying to keep recognitions compartmentalized as it makes it easier and there is less likelihood of causing hard feelings because someone was missed.

EXCERPT FROM 2/16/2010 BOE MEETING MINUTES

2. Board Academic Awards Criteria

Administration reviewed the current criteria for the BOE Academic Award Criteria and provided a brief history of the awards. The awards recognize superior academic, artistic and performance in the areas of: visual and performing arts, world languages, social studies, mathematics, science & technology, writing & speaking, community service and problem solving.

The number of students recognized improved from 2008 to 2009 by 31.2% and the number of schools participating increased by 20%.

Current efforts to increase participation include such things as:

- Presentations which provided staff, teachers and families information regarding underachievement of persons of color and the identification and services for these students.
- Recommendations that schools participate in a minimum of two academic and/or visual or performing art competitions and include at least two competitions in their annual SCIP.
- Encouraging schools to enlist support from families to run competitions.
- Revisiting the criteria annually to ensure all SPPS students are being honored
- Increasing communication between building principals and Gifted Services.

Targets for 2009-10 are an increase of 10% in students nominated for awards (73 additional students) and 20% increase in number of schools with award winning recipients (8 additional schools.)

For secondary students administration recommended the award presentations be held at secondary sites during the school day.

RECOMMENDED MOTION: That the Board of Education continue with the Elementary Academic Award Ceremony as it has been done in the past for the 09-10 school year. That recognitions for secondary students be done at their school sites with Board participation wherever possible and that a new category of Recognition of Student Achievement be added to the Board Agenda for the remaining Board of Education meetings through June so that Academic Achievement recognition can be made for individual students during the meetings. (This would be limited to secondary students for this year.)

The motion passed with the following roll call vote:

Ms. O'Connell	Yes
Ms. Varro	Yes
Mr. Brodrick	Yes
Ms. Street-Stewart	Yes
Ms. Carroll	Yes
Mr. Hardy	Yes
Ms. Kong-Thao	Yes