INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
COMMITTEE OF THE BOARD MEETING
Administration Building - 5A
360 Colborne Street

March 5, 2013
4:30 PM

A G E N D A

I. **CALL TO ORDER**

A. Introductions

II. **AGENDA**

A. Legislative Proposals

1. Introduction 3
2. Presentation
3. Discussion
4. Action (None Required)

B. SSSC Monitoring: Partnership VisionCard

1. Introduction 6
2. Presentation 7
3. Discussion
4. Action (Acceptance of Report)

C. Special Education Update

1. Introduction 27
2. Presentation 29
3. Discussion
4. Action (Acceptance of Report)

D. FY 14 Budget Overview

1. Introduction
2. Presentation 72
3. Discussion
4. Action (Guidance to Superintendent)

E. Standing Item: Referendum Implementation Update

F. Standing Item: Policy Update

1. Policy 533.00 Wellness - Review of Recommended Revisions 79

G. Work Session

1. Board Check-In
2. Board Agenda Flow 89
3. Communications Tools & Protocols

III. **ADJOURNMENT**

DATE: **February 28, 2013**

TO: **Board of Education Directors**
Valeria Silva, Superintendent
District Staff
Saint Paul Delegation Members

FROM: **Mary Gilbert**

RE: **Legislative Update**

February Budget Forecast Brings Good News
The budget shortfall of $1.09 billion for the FY14-15 biennium projected in the November forecast has shrunk to $627 million, not counting inflation. Revenues are up $323 million and spending has been reduced by $117 million. The forecasters have little change in the U.S. economic outlook and, while growth is still slow, they are not predicting another recession. The federal "sequester" is expected to reduce job growth by no more than 5,000 jobs by the end of the year.

February's forecast balance of $295 million for FY 12-13 automatically provides an additional $290 million to repay the school aid payment shift. This changes the aid percentage from 82.5% in the current year and a 17.5% settle-up to an 86.5% and 13.5% payment basis. The revised shift payment schedule will be paid to schools beginning with the March 15th school aid payment. The cost of completely repaying the schools would be $801 million ($250 million for 90/10 aid payment and $551 property tax recognition shift).

Governor's Education Policy Bill
The Governor's bill was reviewed today in the Senate Education Policy Committee. It contains some minor policy and technical clean-up, including:

- Requires a district to maintain a school calendar of 165 days. Saint Paul Public Schools (SPPS) currently has 169 days for Kindergarten, 173 for Elementary, and 175 for Secondary.
- Includes a modified version of Post-Secondary Enrollment Options (PSEO) transportation language in the Cities of the First Class bill that permits schools to provide it.
- Clarifies that charter schools are subject to truancy laws.
- Reorganizes high school requirements; strikes obsolete sections.
- Creates definitions of benchmark, credit, elective standard, required standard and local site.
- Makes several clarification changes to charter school law.
- Requires Commissioner to annually hold a hearing on Indian Education, consult with Tribal Nation Education and employ full-time Indian Education Director.
- Makes technical changes to Individuals with Disabilities Education Act (IDEA), Part C, to conform with new federal requirements.
- Updates Part C remediation and makes agreement resulting from a mediation

legally binding.

- Clarifies that state Early Childhood Education Scholarships do not count toward a family's earned income for purposes of qualifying for MinnesotaCare, Minnesota Family Investment Program (MFIP), Health Start or Child Care Assistance Program.

All-Day K—Bills Heard in House Education Finance
The House Education Finance Committee heard testimony on the House companion bills that provide funding for all-day every-day voluntary Kindergarten that were heard in the Senate. The Minnesota Family Council testified that they had concerns about the bills. The bills were laid over for possible inclusion in the K-12 omnibus finance bill.

Equalization and General Education Levy Bills—heard in Senate Taxes
Three bills that would address differences in property taxes across all districts were heard in the Senate Taxes Committee, including SF 576, which re-instates a general education levy. Tom Melcher provided information on the differences in referendum levies and the average tax impact per $100,000 of property. The bills are supported by the Minnesota Rural Education Association and Schools for Education Equity. They would also provide tax relief for Saint Paul.

Bullying Bill HF 826
The House Policy Committee began a hearing on Rep. Jim Davnie's bullying bill, which includes recommendations of the bullying task force regarding school district policies and procedures that must be in effect by July 1, 2014.

The author's amendment added language that would clarify the standard of bullying as an action "materially" interfering with the ability of an individual, including a student who observes the conduct, to participate in a safe and supportive learning environment. This standard was also amended into the definition of harassment, defined as action that creates a hostile environment by "materially" interfering with or denying a student or other individual the ability to participate in or receive a benefit, service or opportunity in a district or school program.

The bill also spells out district duties, reporting requirements, employee training, referrals, requires a district to designate a primary contact person for receiving reports in each building and requires that a district responds within three school days of a report. The Commissioner is required to develop a state model policy that districts may adopt or will default to in the event the district doesn't develop its own policy.

Once the committee works through the amendments, it will refer this to the Education Finance Committee, where more work can be done to address concerns prior to possible inclusion in the K-12 omnibus bill.

ABE High School Diploma Bill HF 477/SF 410
This bill creates a standardized diploma across the state for adults. A diploma is often preferable to a General Educational Development (GED) certificate for federal Pell

grants and employment. It was heard in both the House and Senate and laid over for possible consideration.

Mental Health Curriculum Required SF 261
This bill requires districts and charter schools to provide mental health instruction for students in grades 6 through 12, aligned with local health and physical education standards and integrated into existing programs, curriculum, or the general school environment of a district or charter school. The Commissioner, in consultation with the Commissioner of Human Services and mental health organizations, shall provide districts and charter schools with:
*(*1) age-appropriate model learning activities for grades 6 through 12 that encompass the mental health components of the National Health Education Standards and the benchmarks developed by the department's quality teaching network in health and physical education, and best practices in mental health education; and
(2) a directory of resources for planning and implementing age-appropriate mental health curriculum and instruction in grades 6 through 12.

Staff have confirmed that we already have and teach this curriculum at both the junior high and high school levels as part of our health curriculum.

SPPS – MPS First Class City Bill Introduced HF 924 / SF 720
This bill contains SPPS and Minneapolis Public Schools (MPS) bonding authority renewals; a provision to address ELL students "aging-out" of high school; increased funding for early childhood screening; clarifications to homeless and highly mobile student transportation provisions; and PSEO transportation.

3rd Party MA reimbursement for Social Work and Psychological Services HF 982
This bill expands the definition of Medical Assistance (MA) reimbursable services to include social work and psychological services.

GOAL 2: Partnership

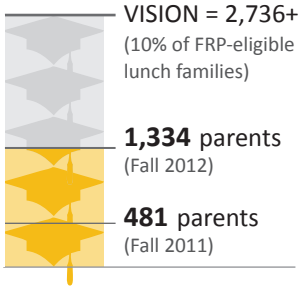
Vision Card Levels

Intervene Concern Baseline Progress Vision

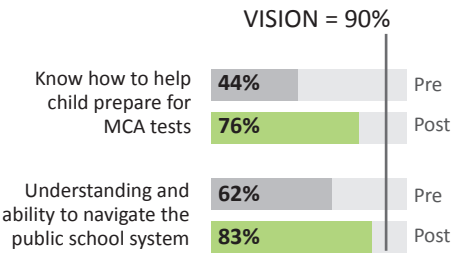
All data from March 2012 through February 2013, unless otherwise noted.

BUILDING CAPACITY

Parent Academy - *Graduates*

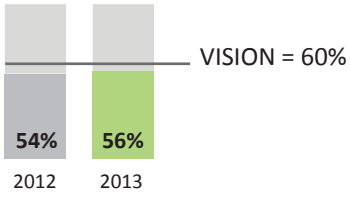


Parent Academy - *Impact*



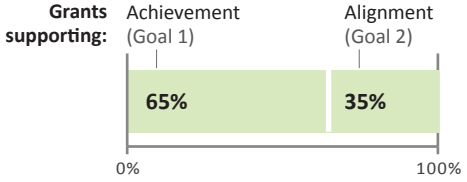
On-time Kindergarten applications

as % of total projected seats (not including Pre-K students continuing to K)



Competitive Grants

Strong Schools, Strong Communities (SSSC) alignment as % of all grant $ received

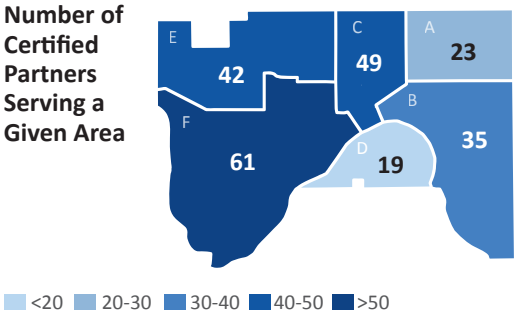


100% of all grant $ received were aligned to SSSC

[VISION = 95%]

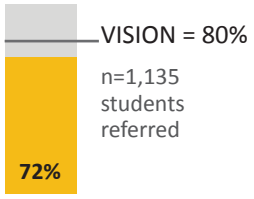
REMOVING BARRIERS

Number of Certified Partners Serving a Given Area

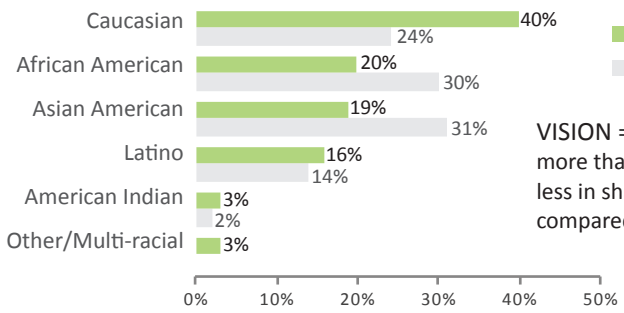


Truancy & Neglect

% of students referred for attendance issues who improved attendance before court petition



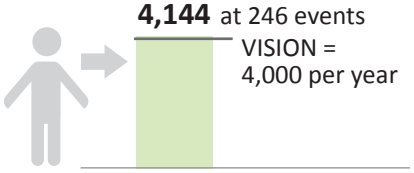
Early Childhood & Family Education (ECFE) *SY 2012-13 Enrollment*



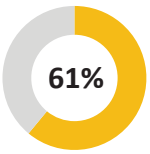
VISION = No race/ethnic group more than 10 percentage points less in share of ECFE population compared to K-12

REACHING OUT

Direct Contacts



School Marketing



Schools implemented marketing and/or community outreach activities geared at increasing enrollment in 2012-13

VISION = 100%

Multimedia Connections

Facebook
facebook.com/SaintPaulPublicSchools

Twitter
@SPPS_SuptSilva

E-mail
45% of SPPS families
VISION = 85%

E-Newsletter
35 staff editions
VISION = 35
7 partner editions
VISION = 12

School Videos
34 created
VISION = 64 created for promoting/ marketing individual schools

School Website Updates
7 new
30 under construction
VISION = 64 updated

District Pageviews
2,514,485

School Pageviews
7,600,000 (approx.)

Saint Paul Public Schools

PARTNERSHIP VISION CARD



AGENDA



- PURPOSE
- BACKGROUND & DEFINITIONS
- PARTNERSHIP VISION CARD
- QUESTIONS

PURPOSE



- Evaluate the effectiveness of District partnerships to ensure efficient and effective resource utilization
- Identify barriers that need to be addressed and prevented
- Align all partnerships to accomplish *Strong Schools, Strong Communities* goals

DEFINITIONS & BACKGROUND



A ***mutually beneficial relationship*** between Saint Paul Public Schools and an external entity with the primary ***goal of improving learner success***.

Partnerships should:

- Align with SPPS goals;
- Clearly articulate respective roles, responsibilities, and resources of the school and external entity; and
- Ensure realistic timelines and expected outcomes

DEFINITIONS & BACKGROUND



Four large categories of partnerships:

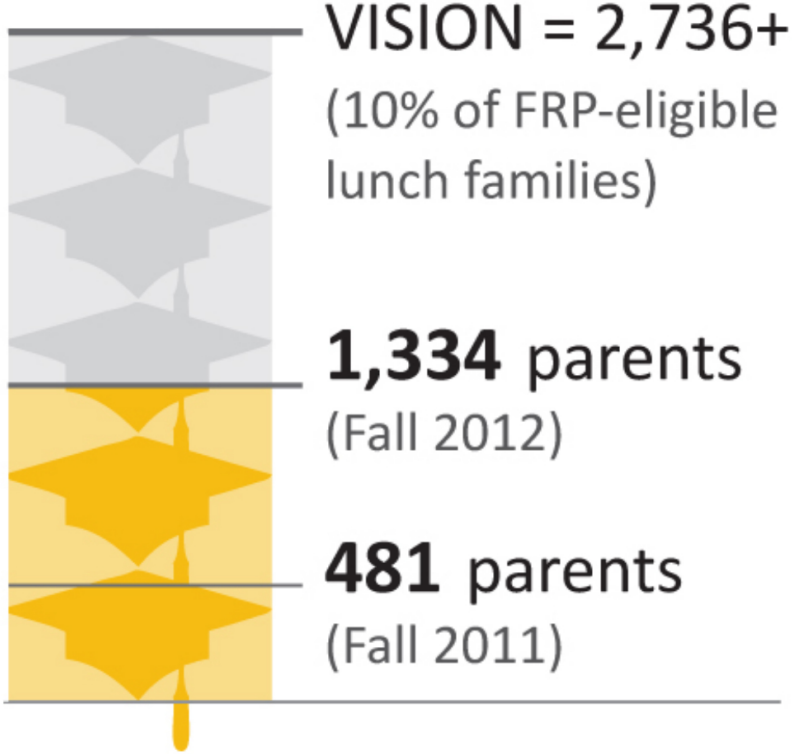
1. Partnerships with students and families
2. Partnerships with the Community (including community based agencies)
3. Partnerships with philanthropic/ business partners
4. Partnerships with the City, County and State government

PARTNERSHIP VISION CARD

Our Measures

BUILDING CAPACITY

Parent Academy - *Graduates*



VISION = 2,736+
(10% of FRP-eligible lunch families)

1,334 parents
(Fall 2012)

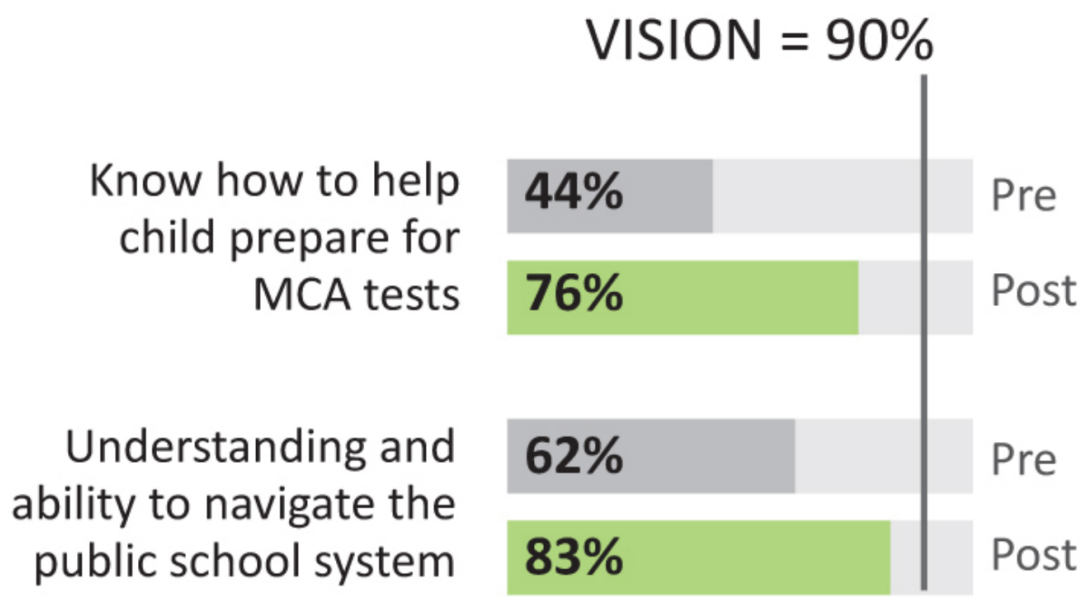
481 parents
(Fall 2011)



BUILDING CAPACITY



Parent Academy - *Impact*

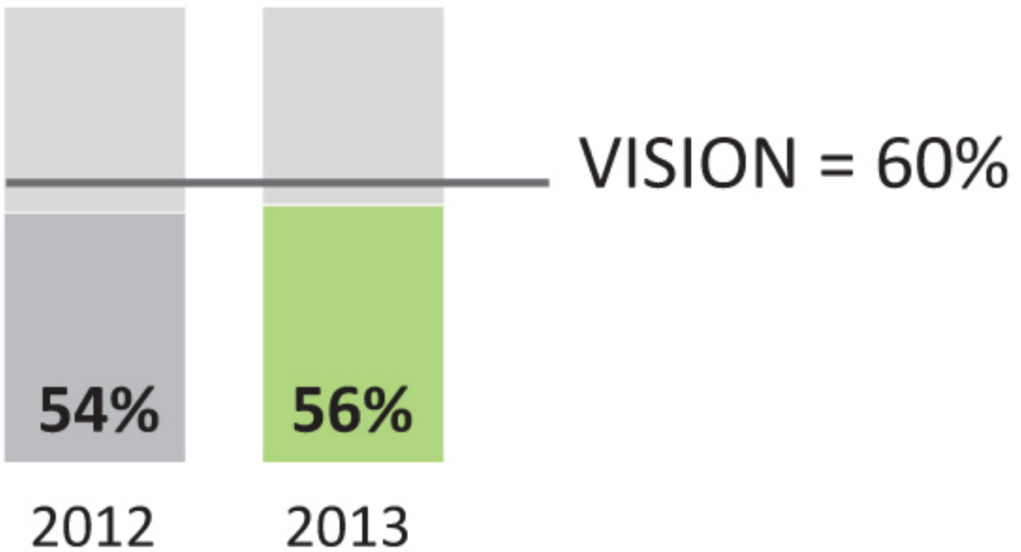


BUILDING CAPACITY



On-time Kindergarten applications

as % of total projected seats (not including Pre-K students continuing to K)





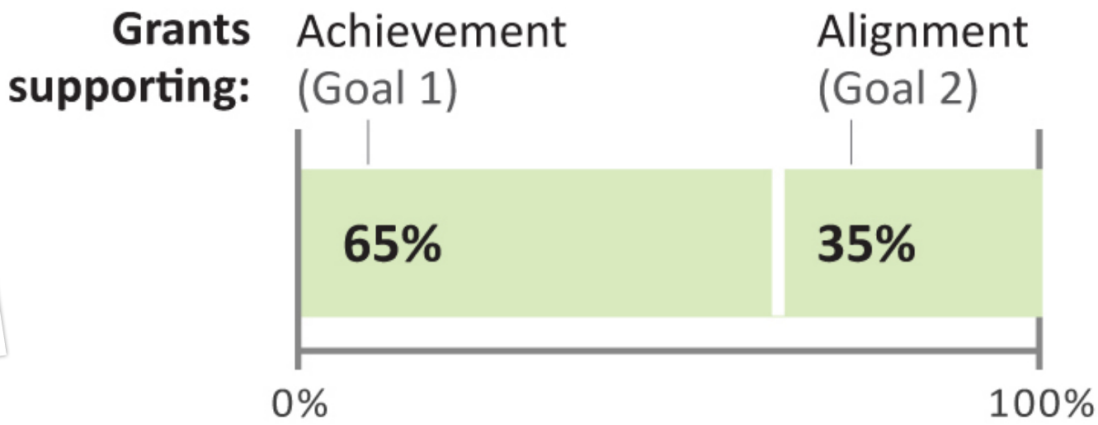
BUILDING CAPACITY





Competitive Grants

Strong Schools, Strong Communities (SSSC) alignment as % of all grant $ received

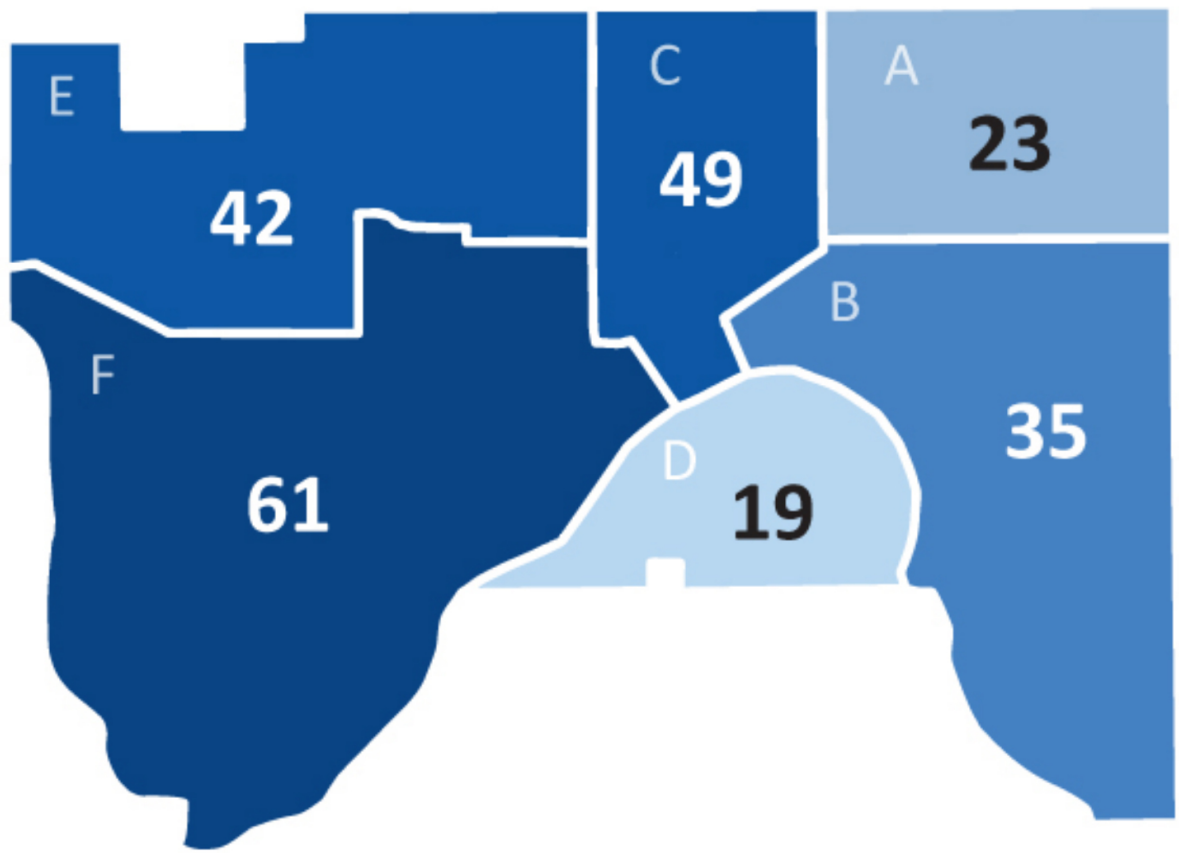


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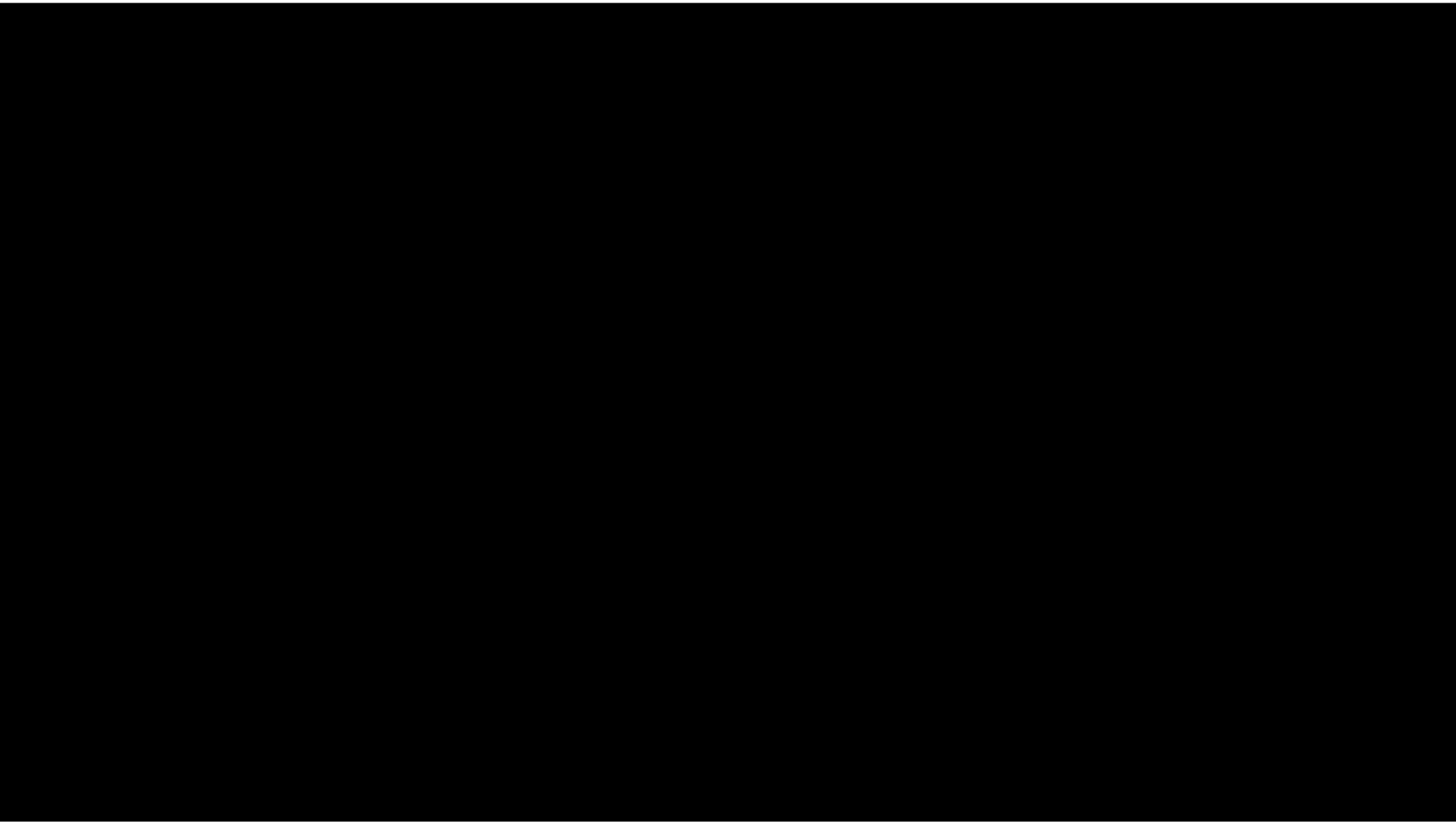
[VISION = 95%]

REMOVING BARRIERS

Number of Certified Partners Serving a Given Area



REMOVING BARRIERS



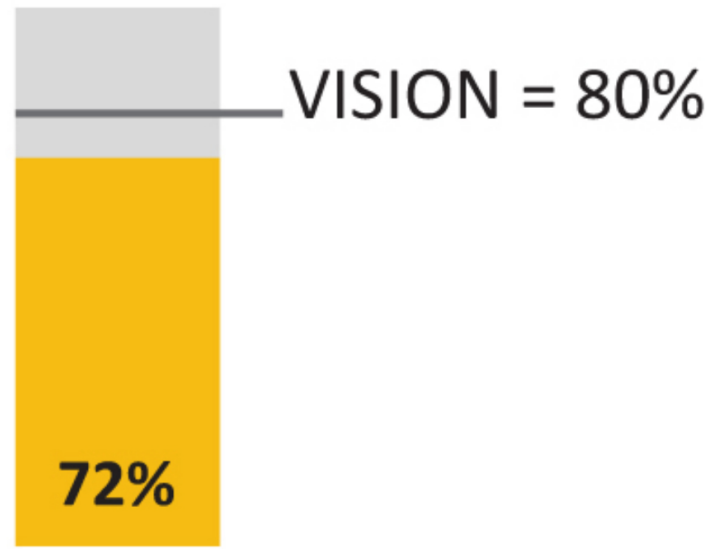
REMOVING BARRIERS





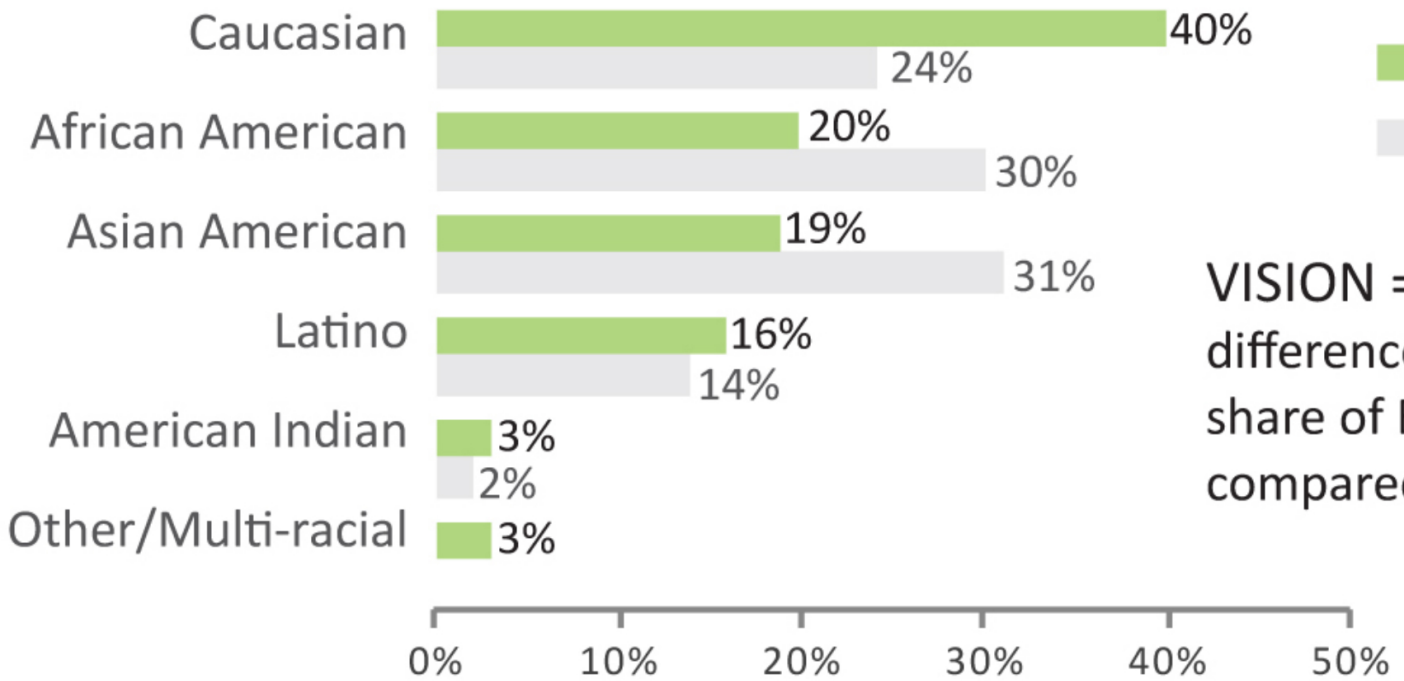
Truancy & Neglect

% of students referred for attendance issues who improved attendance before court petition



REMOVING BARRIERS

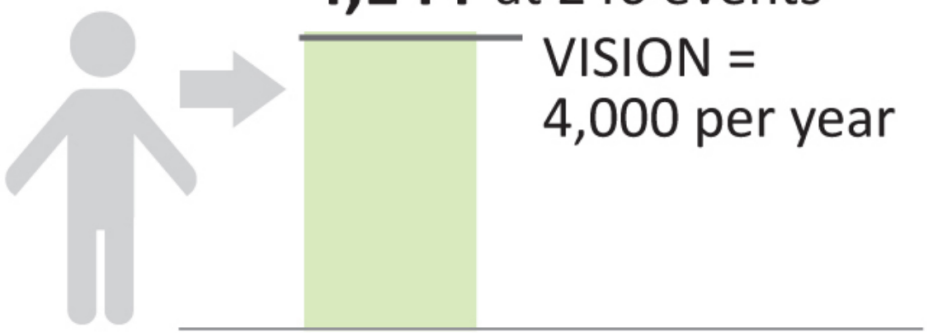
Early Childhood & Family Education (ECFE) *SY 2012-13 Enrollment*



VISION = <10 percentage points difference between race/ethnic share of ECFE population compared to K-12

REACHING OUT

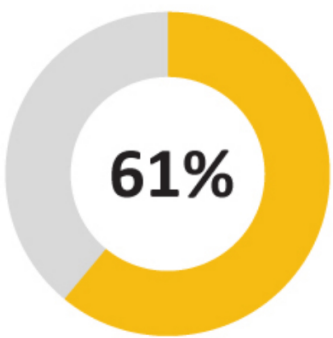
Direct Contacts



4,144 at 246 events

VISION = 4,000 per year

School Marketing



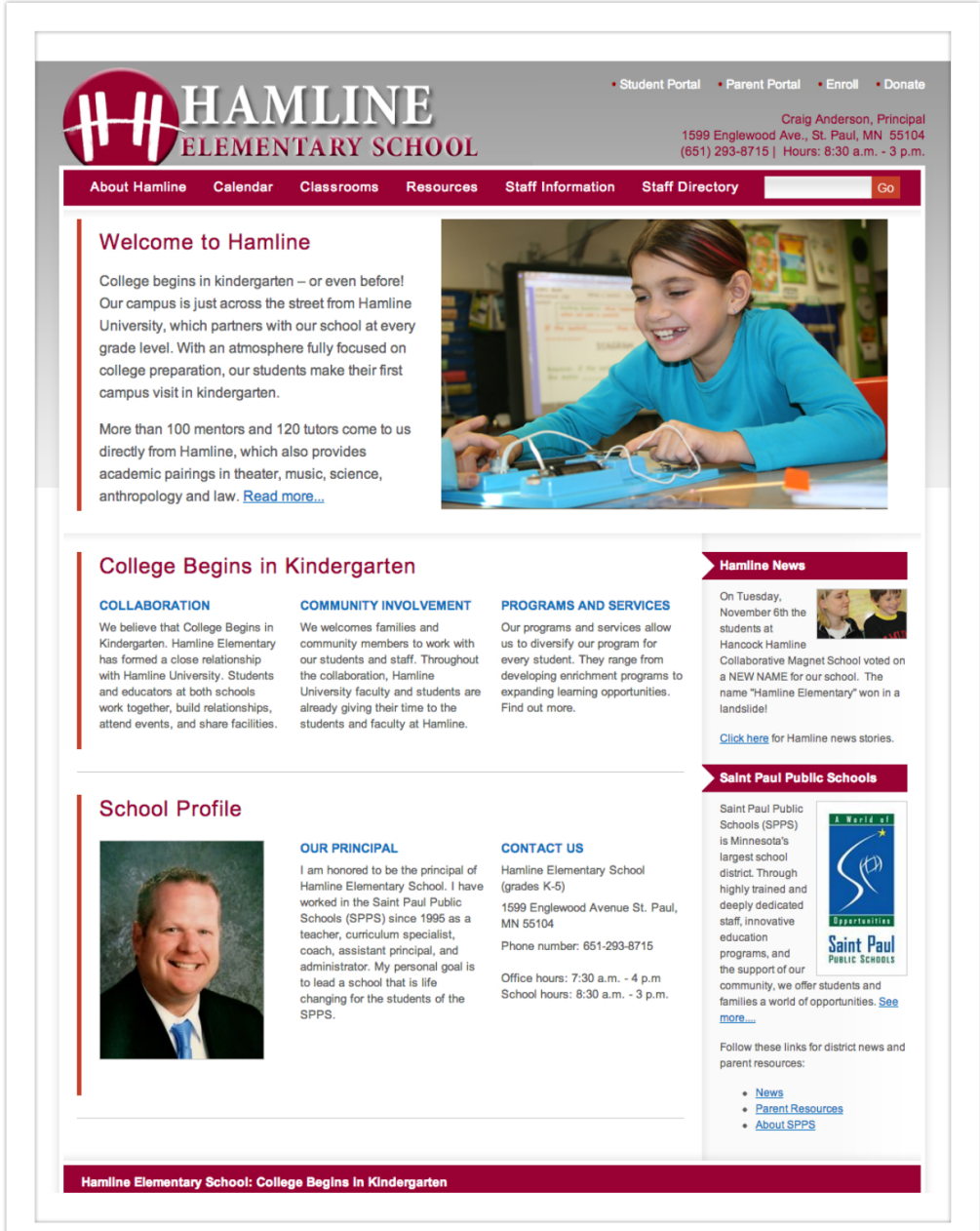
Schools implemented marketing and/or community outreach activities geared at increasing enrollment in 2012-13

VISION = 100%



REACHING OUT

School website redesign



REACHING OUT

School website redesign



REACHING OUT

School website redesign



REACHING OUT

Multimedia Connections



Facebook
facebook.com/
SaintPaulPublicSchools



Twitter
@SPPS_SuptSilva



E-mail
45% of SPPS families
VISION = 85%



E-Newsletter
35 staff editions
VISION = 35
7 partner editions
VISION = 12



School Videos
34 created
VISION = 64 created for promoting/ marketing individual schools



School Website Updates
7 new
30 under construction
VISION = 64 updated



District Pageviews
2,514,485



School Pageviews
7,600,000 (approx.)

QUESTIONS?

FREQUENTLY ASKED QUESTIONS (FAQ)

My student is in a specialized program. Do I have to register my student in their Area specialized program?
No, the Special Education department will place your child in the Area specialized program and provide transportation to that school if it is over a half-mile (for K-5 students), over one mile (for Grades 6-12 students), or if your child requires Special Education transportation.

How can I determine if my child is in a resource or specialized program?
Visit specialed.spps.org for more information about resource and specialized programs.

What do I do if I don't know which specialized program my child is in?
Visit specialed.spps.org for more information.

My student currently is in Special Education, but not for more than 60% of the day. Does he have to go to the designated Area Special Education specialized program?
No, if your student is in Special Education for only part of the day, but not more than 60% of the day, then you may apply to any school in your Area and receive transportation.

What if my student is in a specialized program and I want my student to go to another specialized program outside of the Area I live in?
If you want to have your student attend a specialized program outside of your Area, the following process will apply:

- You will have to go into the online and apply to another school.
- You will have to go through the same criteria as the other students in SPPS.
  - Student Placement will determine if space is available in the General Education classroom
  - Student Placement and the Special Education office will determine if space is available in the specialized program
- Your child will not be eligible for Special Education transportation. If you apply to a specialized program outside of your Area and you cannot provide your own transportation, the district will reassign your student to your Area specialized program.
- If you apply and are accepted and you do not require Special Education transportation, then you will be notified that you have been accepted in the specialized program.

What if my student is in a specialized program and I want my student to attend a school without a specialized program in the Area I live in?
If your student's IEP requires a specialized program and you apply to a school without the program, you will not be accepted at that school. The Special Education department is obligated to follow the IEP. You must attend a school that has a specialized program.

What if my student is in a specialized program and I want them to attend a district-wide magnet school outside my Area?
If your student is in a specialized program and you want them to attend a district-wide magnet school, you will only be accepted if your student's specialized program is available at the district-wide magnet school. Since you are going outside of your Area, Special Education transportation will not be available to your student. Special Education transportation is only available to students within their Areas.

When will transportation be provided to my student in Special Education?
Transportation will be provided to students who qualify for Special Education or are over the half- mile limit (for K-5 students) or are over the one mile limit (Grades 6-12 students). Special Education transportation will not be provided if a parent chooses to go outside of their Area.

FOR MORE INFORMATION VISIT specialed.spps.org

IMPORTANT NUMBERS

Special Education Department
651-767-8321

Early Childhood Intervention Services
651-744-8094

Special Education Advisory Council
651-767-3437

Special Education Liaison
651-767-3437

Ombudsperson
651-767-8394

Student Placement
651-632-3773

Student Health and Wellness
651-767-8385

Transportation
651-696-9600

RESOURCES

Pacer Center
952-838-9000
www.pacer.org

ARC Greater Twin Cities
952-920-0855
www.arcgreatertwincities.org

MN Department of Education
651-582-8200
www.education.state.mn.us

MN Disability Law Center
612-332-4668
www.midmnlegal.org

EXECUTIVE DIRECTOR OF SPECIAL EDUCATION

Elizabeth Keenan

Saint Paul Public Schools
A World of Opportunities

SPECIAL EDUCATION SERVICES & PARENT GUIDE

Learn how Saint Paul Public Schools *Strong Schools, Strong Communities* strategic plan impacts Special Education services



SAINT PAUL PUBLIC SCHOOLS SPECIAL EDUCATION PROGRAM PROUDLY SERVES 6,850 STUDENTS

IN THIS GUIDE, YOU'LL FIND:

» How to choose the right school | Page 1
» Specialized program locations | Page 2
» Map of programs | Page 3
» Frequently asked questions | Page 4
» Important numbers/resources | Page 4

Saint Paul Public Schools
A World of Opportunities

Saint Paul Public Schools looks forward to meeting your child's Special Education needs. As we move into the third year of the implementation of *Strong Schools, Strong Communities*, our families will experience some changes in programming. After reviewing this document, please feel free to contact the Special Education department with your questions. Phone numbers can be found on the back of this pamphlet.

HOW TO CHOOSE THE RIGHT SCHOOL FOR YOUR STUDENT

For all families in Special Education, transportation will be provided to programs in your Area. If the parent chooses to go outside of their Area, transportation will be the responsibility of the parents.

If your child is in a **specialized program**, you will have a designated program location within your Area. Parents who want to choose a specialized program outside of their Area, can do so through the application process:

- The parent will need to contact the Special Education department requesting their choice for an out-of-area specialized program.
- The Special Education department will work with the Student Placement Center to determine if both the Special Education and General Education programs requested have spaces available.
- The parent also has to agree to transport their student to the new program if accepted.

If your child is in a Special Education program and is in a **resource program:**

- You can apply and receive transportation if accepted to any school in your Area. Use the "School Finder" tool on our website to find a school in your Area.
- You can apply to a school outside of your Area, however, you will have to provide your own transportation.
- You can apply to a district magnet and are eligible to receive transportation. However, if your child requires Special Education transportation, you will need to provide your own transportation.

To find special education programs in your Area, look at the chart on page 2.

FOR MORE INFORMATION VISIT specialed.spps.org

SPECIAL EDUCATION SERVICES/PROGRAM LOCATIONS

LD= Learning Disability, EBD= Emotional Behavioral Disorder, DCD M/M= Developmental Cognitive Disability Mild/Moderate, DCD S/P= Developmental Cognitive Disability Severe/Profound

AREA A		Resource Programs		Specialized Programs			
ELEMENTARY SCHOOLS	**Grade**	**LD**	**EBD Resource**	**DCD M/M**	**DCD S/P**	**Autism (ASD)**	**EBD III**
Farnsworth Aerospace - Lower	PreK-4	•					
Frost Lake	K-5	•	•				•
Hazel Park Preparatory	PreK-8	•	•	•	•		
The Heights Community School	PreK-5	•		•	•		
L'Etoile du Nord French Immersion	K-5	•					
Nokomis Montessori North	PreK-5	•				•	
Phalen Lake Hmong Studies	PreK-5	•					
MIDDLE SCHOOLS							
Hazel Park Preparatory	PreK-8	•	•	•	•		•
Parkway Montessori	6-7	•	•			•	•
HIGH SCHOOLS							
Johnson	9-12	•	•	•	•	•	•

AREA B		Resource Programs		Specialized Programs			
ELEMENTARY SCHOOLS	**Grade**	**LD**	**EBD Resource**	**DCD M/M**	**DCD S/P**	**Autism (ASD)**	**EBD III**
American Indian Magnet	PreK-8	•	•			•	
Battle Creek Elementary	K-5	•	•			•	
Dayton's Bluff Achievement Plus	PreK-5	•	•				
Eastern Heights	PreK-5	•	•	•	•		
Highwood Hills	PreK-5	•	•				•
Nokomis Montessori South	PreK-5	•				•	
MIDDLE SCHOOLS							
American Indian Magnet	PreK-5	•	•			•	
Battle Creek Middle	6-8	•	•	•	•		•
HIGH SCHOOLS							
Harding	9-12	•	•	•	•	•	•

AREA C		Resource Programs		Specialized Programs			
ELEMENTARY SCHOOLS	**Grade**	**LD**	**EBD Resource**	**DCD M/M**	**DCD S/P**	**Autism (ASD)**	**EBD III**
Bruce F. Vento	K-5	•	•				•
Farnsworth Aerospace Lower	K-5	•	•				
John A. Johnson Achievement Plus	PreK-5	•	•				•
Saint Paul Music Academy	PreK-5	•				•	
Mississippi Creative Arts	K-5	•		•	•		
MIDDLE SCHOOLS							
Farnsworth Aerospace Upper	6-8	•	•	•	•		•
Open World Learning Community	7-12	•					
Washington Technology	6-8	•	•			•	
HIGH SCHOOLS							
Washington Technology	9-12	•	•	»	»	•	•

AREA D		Resource Programs		Specialized Programs			
ELEMENTARY SCHOOLS	**Grade**	**LD**	**EBD Resource**	**DCD M/M**	**DCD S/P**	**Autism (ASD)**	**EBD III**
Cherokee Heights	PreK-5	•	•			•	
Riverview West Side School of Excellence	K-5	•	•				
MIDDLE SCHOOLS							
Humboldt Secondary	6-8	•	•	•	•	•	•
HIGH SCHOOLS							
Humboldt Secondary	9-12	•	•	•	•	•	•

AREA E		Resource Programs		Specialized Programs			
ELEMENTARY SCHOOLS	**Grade**	**LD**	**EBD Resource**	**DCD M/M**	**DCD S/P**	**Autism (ASD)**	**EBD III**
Chelsea Heights	K-5	•		•			
Como Park Elementary	PreK-5	•	•	•	•	•	
Crossroads Montessori	PreK-5	•	•				
Crossroads Science	PreK-5	•	•				
Galtier	PreK-5	•	•				
Hamline	K-5	•	•				•
St. Anthony Park	K-5	•					
Wellstone	PreK-5	•	•				•
MIDDLE SCHOOLS							
Murray	6-8	•	•	•	•	•	•
HIGH SCHOOLS							
Como Park	9-12	•	•	•	•	•	•

AREA F1		Resource Programs		Specialized Programs			
ELEMENTARY SCHOOLS	**Grade**	**LD**	**EBD Resource**	**DCD M/M**	**DCD S/P**	**Autism (ASD)**	**EBD III**
Barack and Michelle Obama	PreK-5	•	•				•
Benjamin E. Mays	K-6	•	•			•	
Capitol Hill Gifted & Talented	1-8	•	•				
Four Seasons Arts+	PreK-5	•					
Groveland Park	K-5	•					
JJ Hill Montessori	PreK-5	•					
Jackson Preparatory	PreK-5	•					
Linwood Monroe Arts Plus Lower	K-3	•		•	•		
Linwood Monroe Arts Plus Upper	PreK; 4-8	•	•	•	•		
Maxfield	PreK-5	•	•				•
Randolph Heights	PreK-5	•					
MIDDLE SCHOOLS							
Capitol Hill Gifted & Talented	1-8	•	•				
Linwood Monroe Arts Plus Upper	4-8	•	•	•	•		
Ramsey	6-8	•	•				•
HIGH SCHOOLS							
Central	9-12	•	•	•	•	»»»	•
Creative Arts	7-12	•					

AREA F2		Resource Programs		Specialized Programs			
ELEMENTARY SCHOOLS	**Grade**	**LD**	**EBD Resource**	**DCD M/M**	**DCD S/P**	**Autism (ASD)**	**EBD III**
Adams Spanish Immersion	K-5	•					
EXPO for Excellence	PreK-5	•				•	
Highland Park	K-5	•					
Horace Mann School	K-5	•					
MIDDLE SCHOOLS							
Highland Park Middle	6-8	•	•			•	
HIGH SCHOOLS							
Highland Park	9-12	•	•	»»	»»	•	•

Districtwide programs: Bridgeview (DCD), Rivereast (EBD/Mental Health), Como Elementary (lift bus only) Journeys 9-12 (EBD), FourSeasons (DHH), Humboldt (DHH)

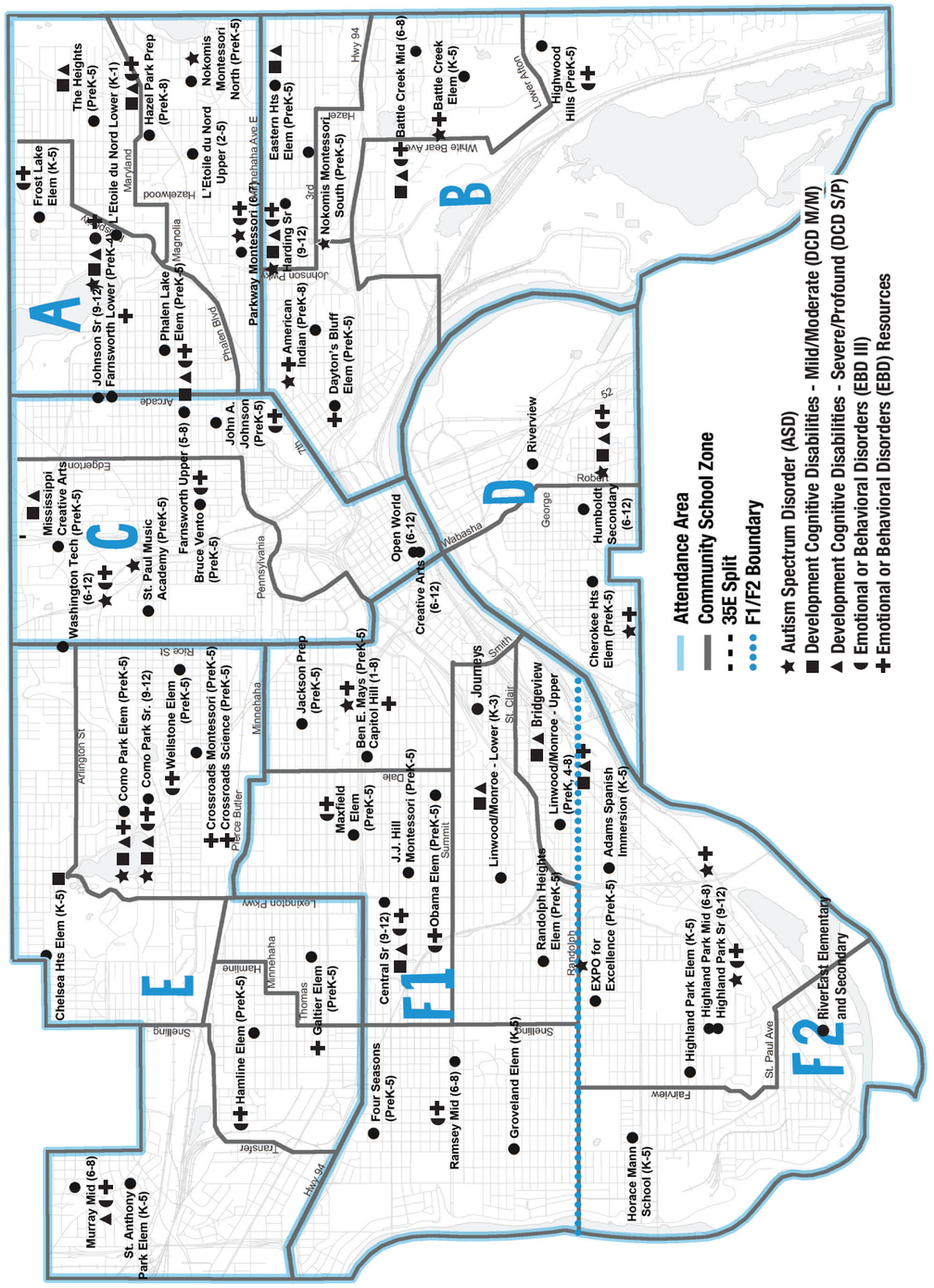
Please note: Programs are not necessarily available at all grade levels the building serves.

» Students in this Area will receive transportation to Como Park High School for DCD specialized programming.

»» Students in this Area will receive transportation to Central High School for DCD specialized programming.

»»» Students in this Area will receive transportation to Highland Park Senior High for ASD specialized programming.

SAINT PAUL PUBLIC SCHOOLS DISTRICT MAP



SCHOOLS at the HEART of our COMMUNITY:

Transitioning to learning closer to home in the 2013-2014 school year.



Purpose

- Update the Board of Education on how the full implementation of *Strong Schools, Strong Communities (*SSSC) impacts Special Education students

- Inform the Board of the ongoing communication regarding the changes related to Federal Setting 3 programming

Upfront Acknowledgments

- Timing has been less than ideal in finalizing some program locations
  - Space utilization
  - Student projections
  - Competing needs for limited resources
- Communication has ramped up significantly as will be discussed later
- As with a number of general education students, some special education students will move under full SSSC implementation

Interrupting Deep Rooted Patterns

- Special Education at the forefront of our racial equity work as a district
- A significant mind shift is necessary to ensure equity and excellence for all students
- Transforming special education
  - From a virtually parallel system sometimes seen as a visitor in our schools
  - To a fully integrated support system for students where students with disabilities are included and welcomed

Improving Services

- Strengthening co-teaching and providing the most appropriate supports for special education students, based upon their individual needs
- Replicating quality programming across the district and increasing expectations for all in special education
- Providing pathways for students with greater needs in order to build stronger relationships with families and assist in transitions

SSSC and Special Education

- Putting schools back at the heart of the community by encouraging students to attend their neighborhood schools

- Special education has aligned to SSSC by ensuring:
  - Community schools have special education teachers and staff to provide resources for our special education students
  - Pathways are established for the specialized programs by area

Our Goal

To make sure every community school is a **strong school** and that **every** special education program is a strong program within each area

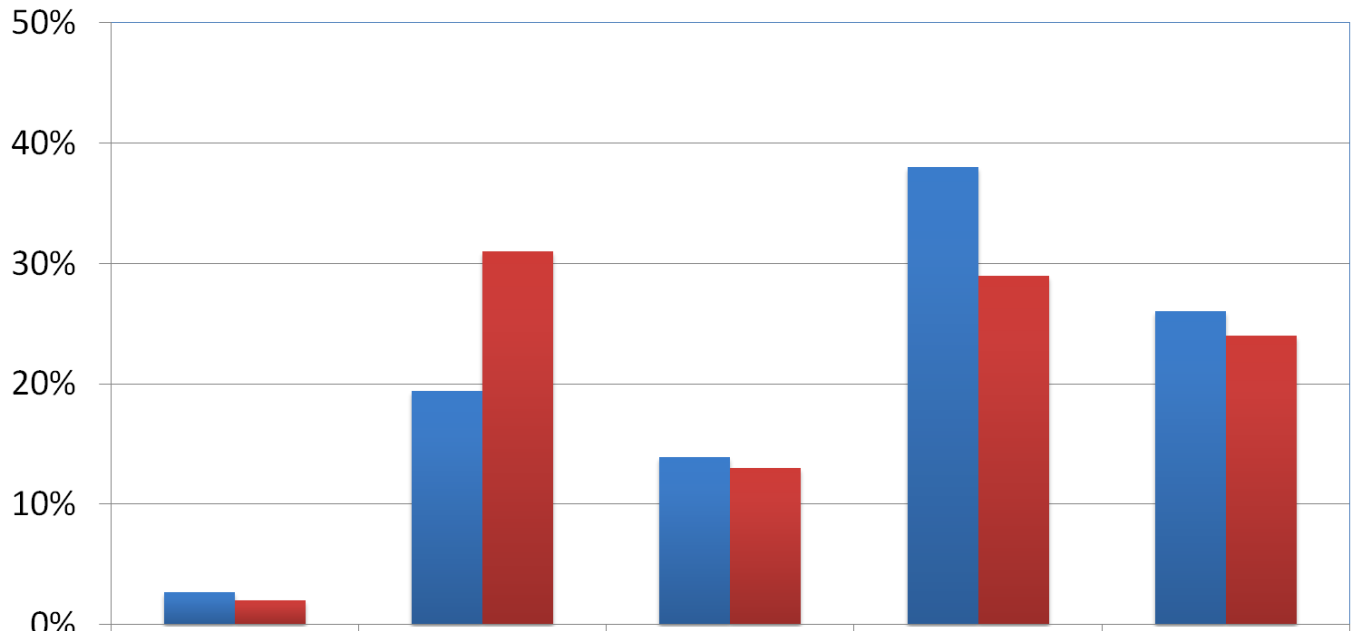
Our Mission

The special education department is committed to reversing the trend of isolation and segregation of students with disabilities by ensuring all students have access to high quality instruction responsive to their needs and delivered by effective and culturally responsive educators in the general education classroom environment as much as possible

Special Education Data Review

Data provided by Research, Evaluation and Assessment

Percent of Special Education by Racial Group Compared to Enrollment, 2011-12

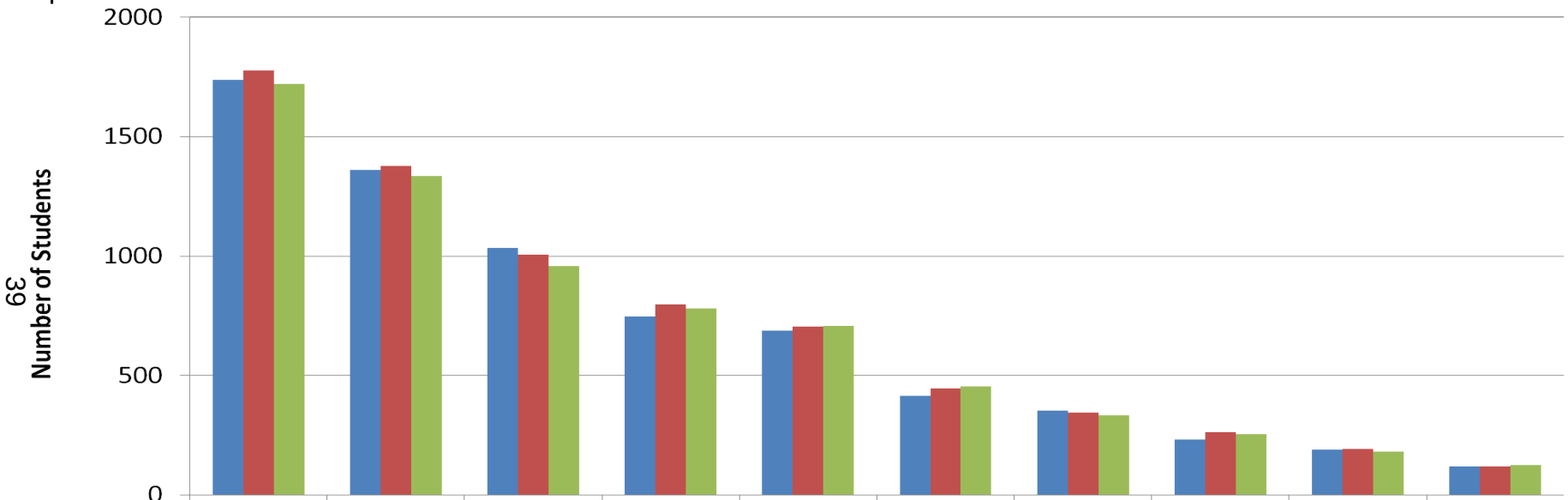


	American Indian	Asian American	Hispanic	African American	Caucasian
% of Special Education Students	3%	19%	14%	38%	26%
% of Overall Enrollment	2%	31%	13%	29%	24%

➢African American students are over represented among students with disabilities while Asian American students are under represented.

Special Education Student Count by Primary Disability 2010-2012

- Specific Learning Disabilities, Speech/ Language Impairment and Emotional/ Behavioral Disorders have the highest incidence in SPPS.
- Low incidence disability categories including Visually Impaired, Deaf-Blind, Traumatic Brain Injury and Severely Multiply Impaired are not shown.

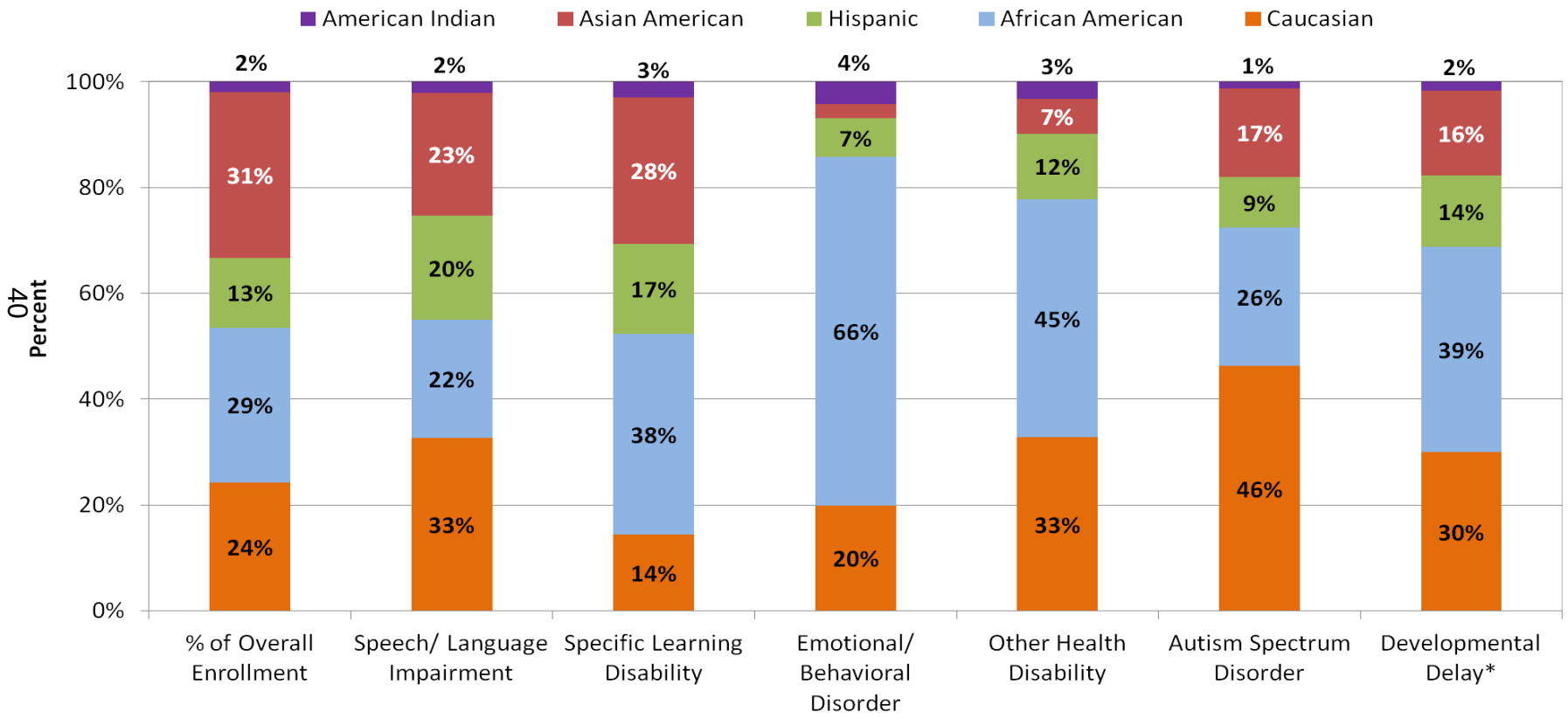


	Specific Learning Disabilities	Speech/ Language Impairment	Emotional/ Behavioral Disorder	Developmental Delay*	Other Health Disabilities	Autism	DCD-Mild/ Moderate	Deaf - Hard of Hearing	DCD-Severe/ Profound	Physically Impaired
2009-10 Count	1738	1361	1035	748	687	416	353	232	189	119
2010-11 Count	1776	1377	1005	798	706	447	345	264	192	120
2011-12 Count	1720	1334	958	780	708	454	332	255	180	126

*The Developmental Delay category is for students under age 7. When students turn 7, they must be re-evaluated and are either found eligible for another disability category or are found ineligible for special education services.

Primary Disability by Racial Group 2011-12

- African American students are overrepresented in 4 of 6 high incidence disability categories. African American students make up 66% of the Emotional/ Behavioral Disorder category, but only 29% of overall enrollment.
- Caucasian students make up 46% of the Autism Spectrum Disorder category, but only 24% of overall enrollment.



*The Developmental Delay category is for students under age 7. When students turn 7, they must be re-evaluated and are either found eligible for another disability category or are found ineligible for special education services.

Instructional Settings for Students with Disabilities

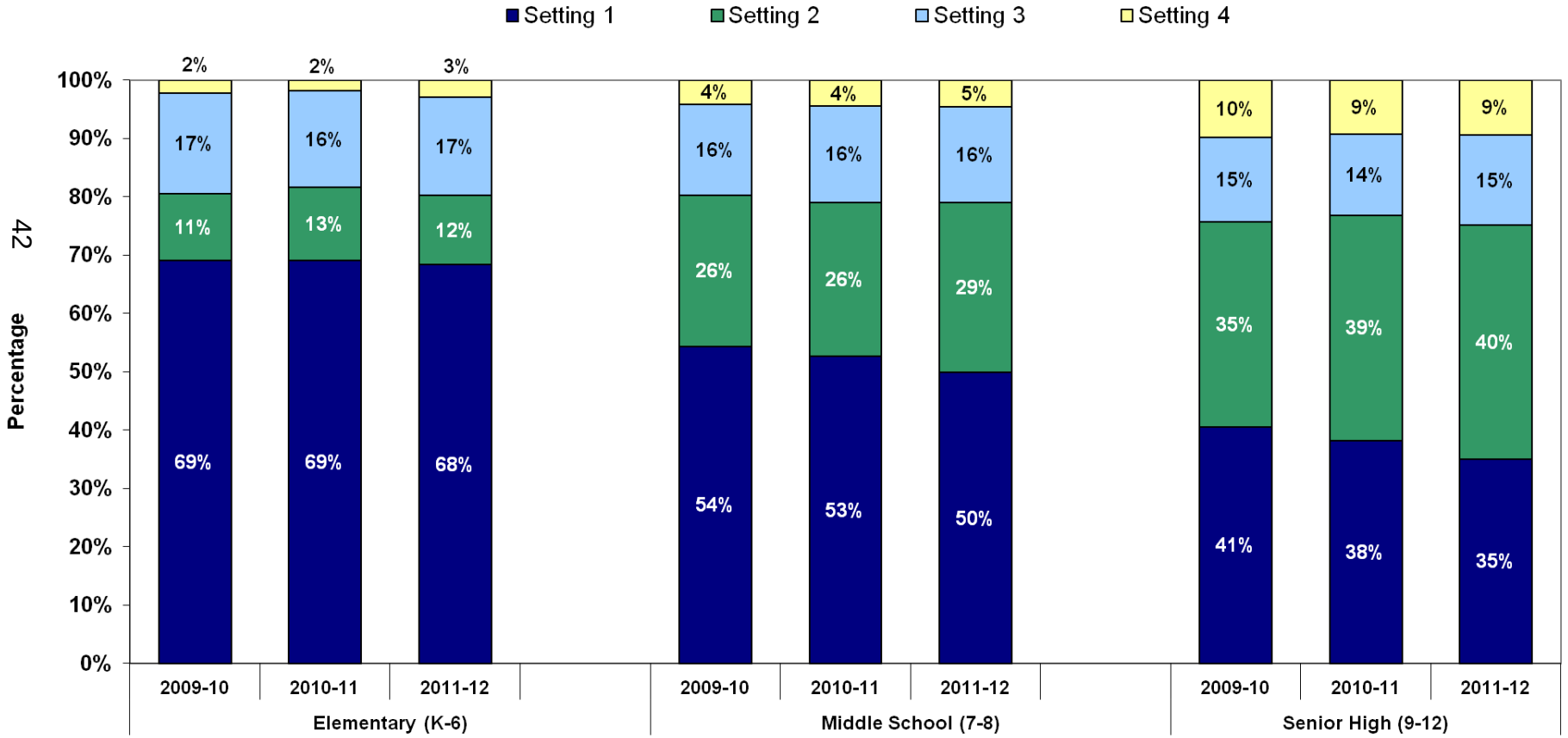
Instructional setting refers to the extent to which students with disabilities receive special education services in classes or in schools with peers who do not have disabilities.

There are four main types of instructional settings for students with disabilities in SPPS. As determined by the IEP team, students ages 6-21 with disabilities receive instruction along with peers without disabilities for:

- 80% or more of the day (Setting 1)
- 41-79% of the day (Setting 2)
- 0-40% of the day (Setting 3)
- Separate educational facilities (Setting 4)

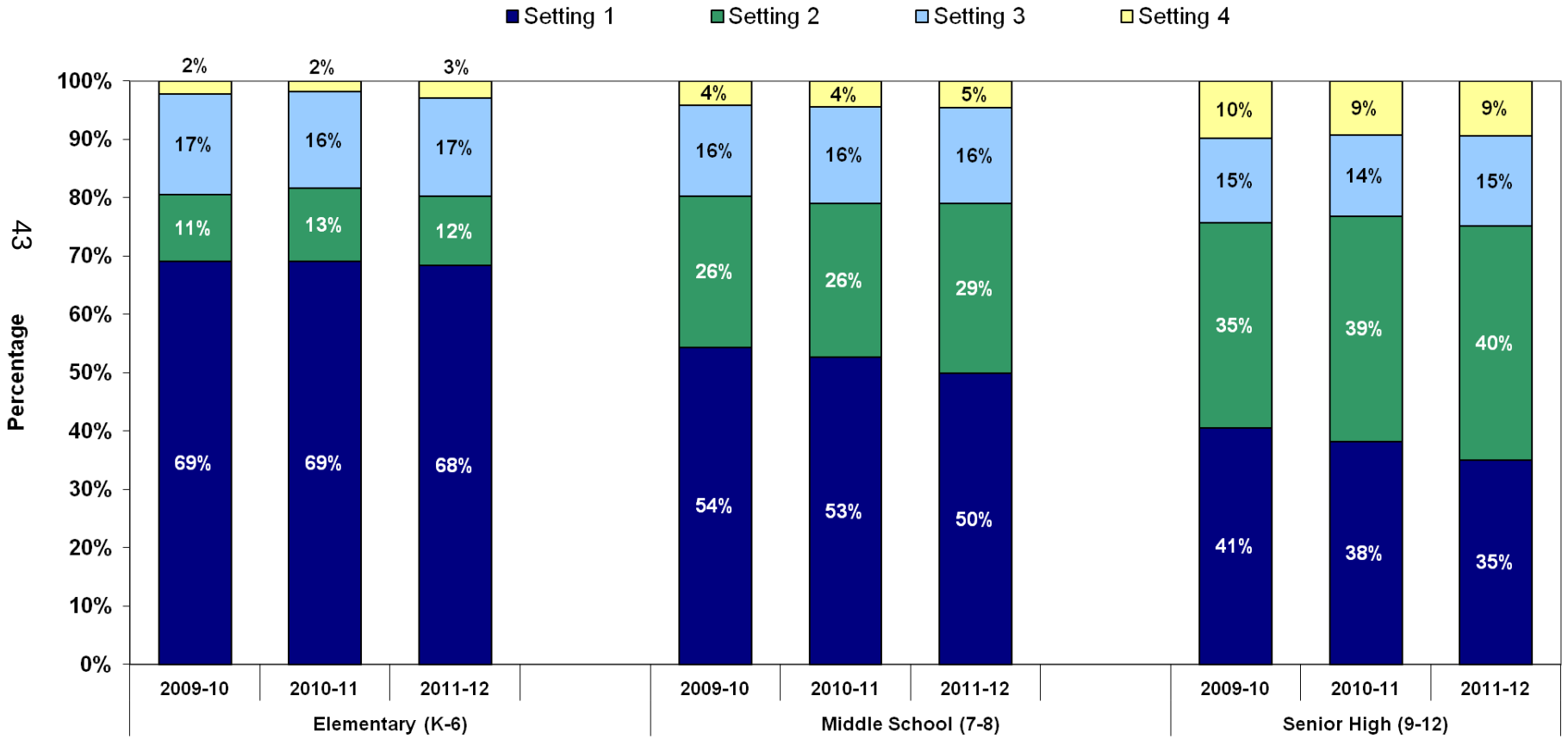
Instructional Settings by Grade Level 2010-2013

- Students in Middle School and Senior High have a higher rate of placement in more restrictive settings (i.e., less than 80% of the school day in general education settings) than Elementary students.
- The percent of students in Setting 1 (more than 80% of the day in general education settings) has decreased over the past three years for Middle School and Senior High students.



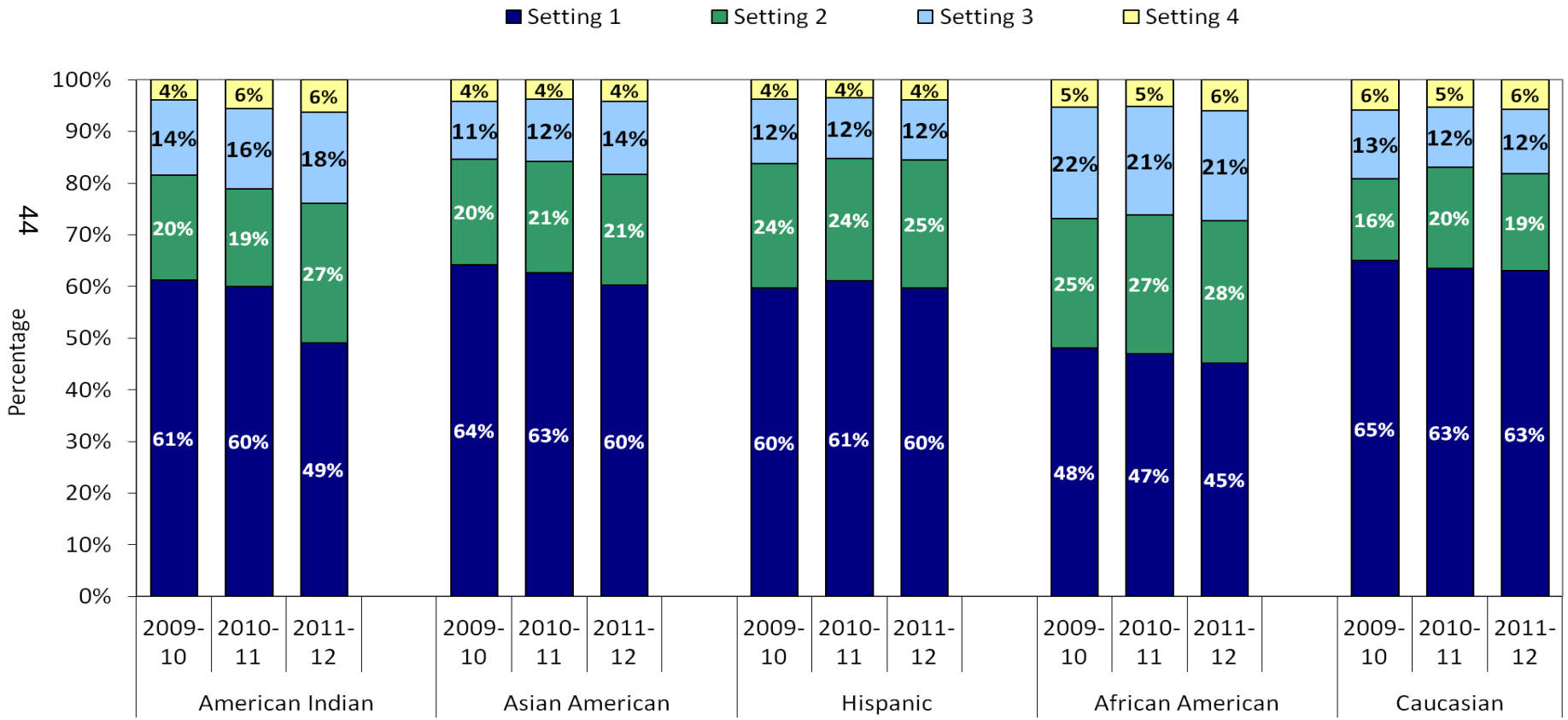
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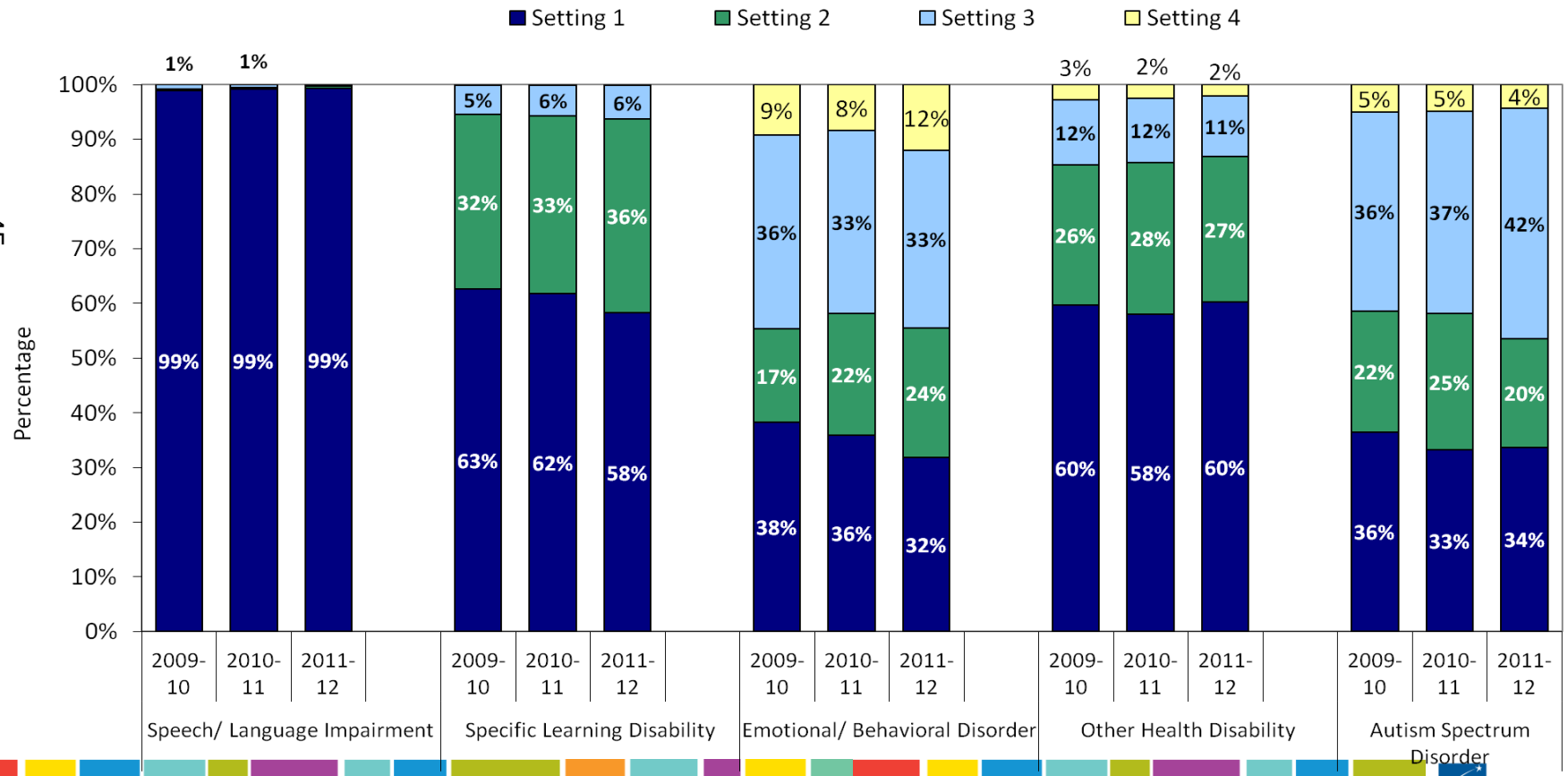
Instructional Settings by Race 2010-2013

- African-American students have a higher rate of placement in more restrictive settings (i.e., less than 80% of the school day in general education settings) than the other racial/ethnic groups.
- The percent of students in Setting 1 (more than 80% of the day in general education settings) has decreased slightly over the past three years for most student groups.



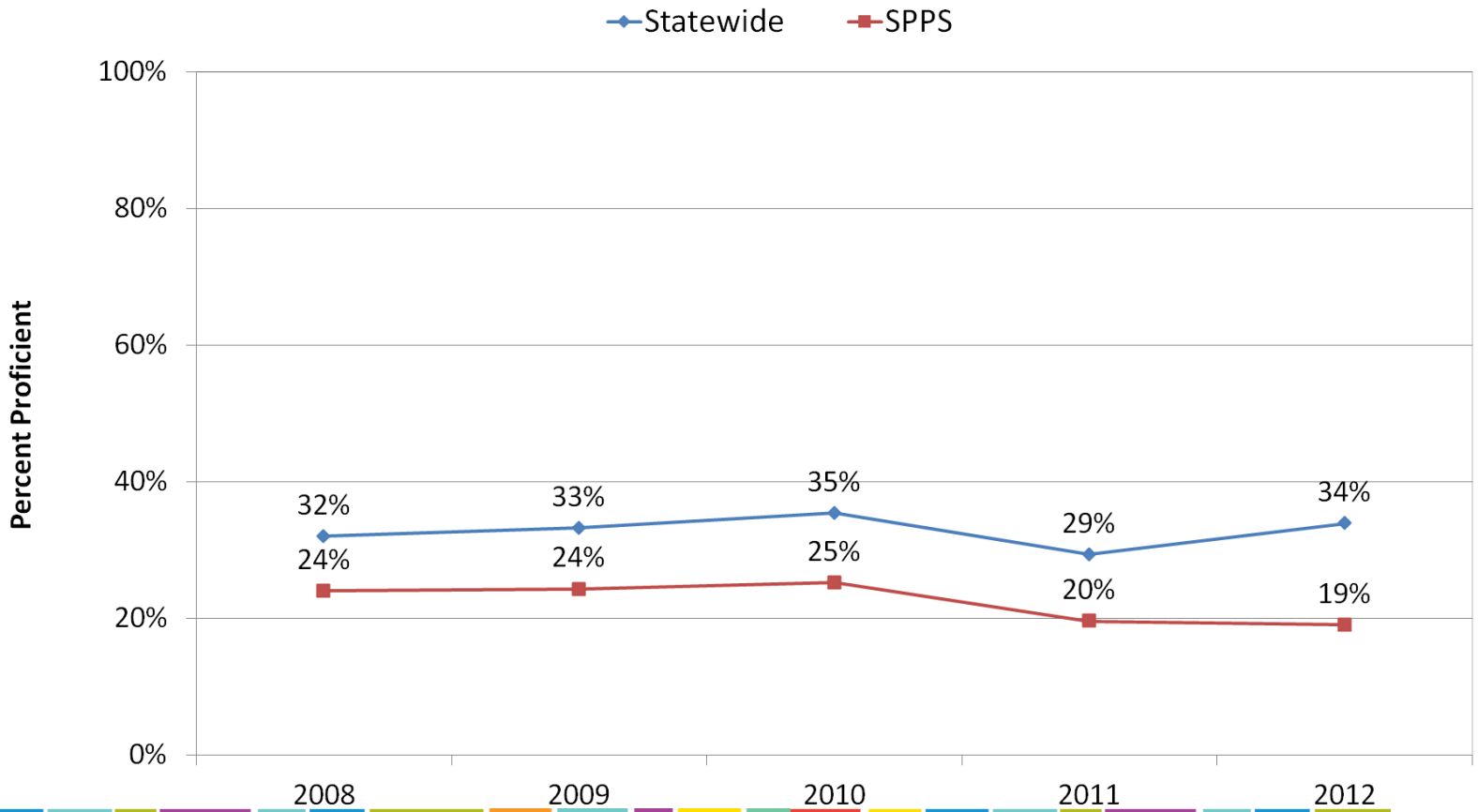
Instructional Settings by Primary Disability 2010-2013

- Students with Emotional/ Behavior Disorders and Autism Spectrum Disorders have a higher rate of placement in more restrictive settings (i.e., less than 80% of the school day in general education settings) than students in the other high incidence disability categories.
- Nearly all students with Speech/ Language Impairments are placed in Setting 1 (more than 80% of the day in general education settings).



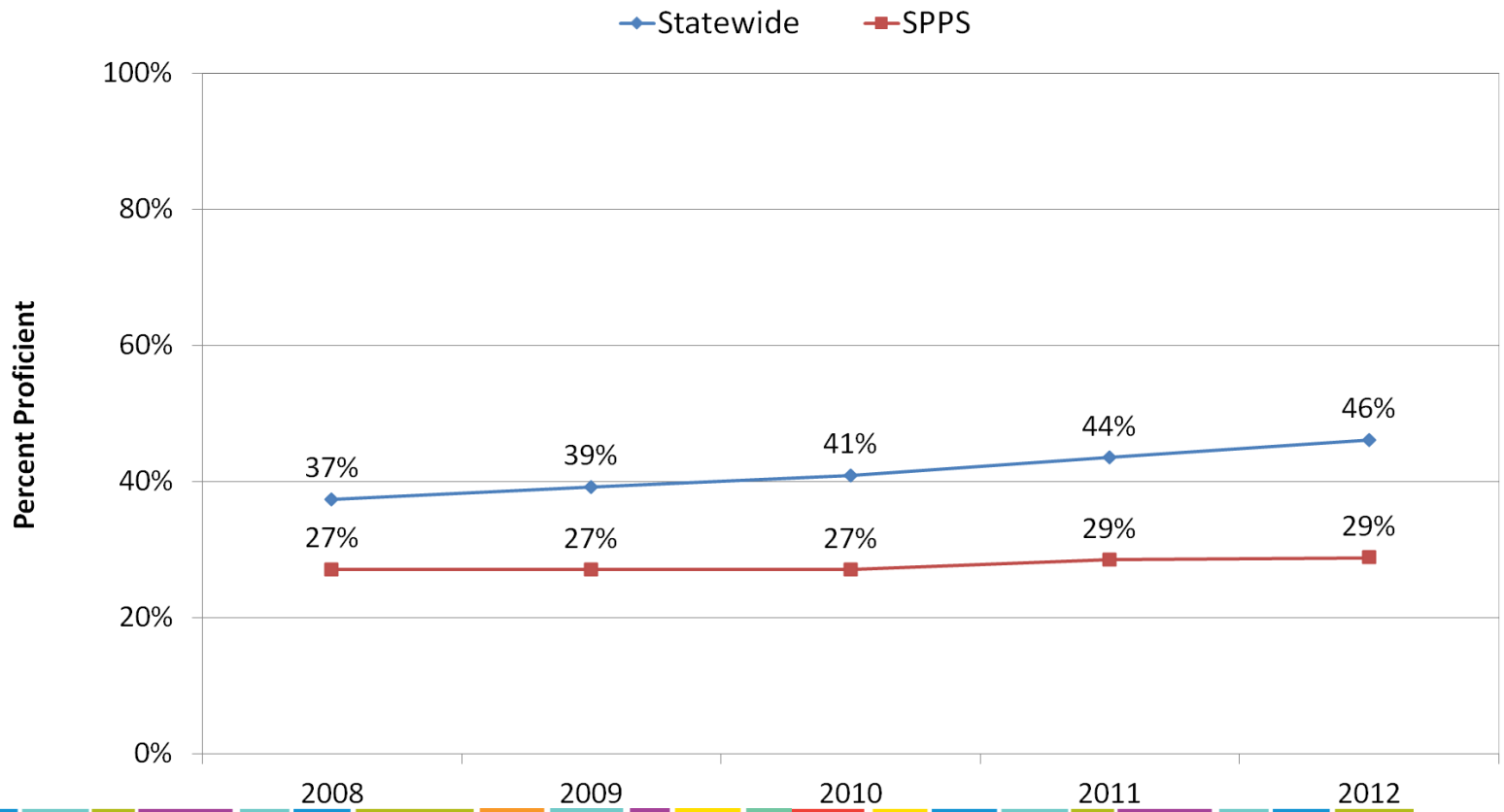
SPPS Special Education Math Assessment Results Compared to Statewide Includes MCA, MCA-Modified & MTAS 2008-2012

- The Math proficiency rate for SPPS special education students has remained10-15 percentage points below the statewide proficiency rate for the past five years.
- The gap between SPPS and statewide Math proficiency increased from 9 points in 2011 to 15 points in 2012.



SPPS Special Education Reading Assessment Results Compared to Statewide
Includes MCA, MCA-Modified & MTAS
2008-2012

- The Reading proficiency rate for SPPS special education students has changed little over the past 5 years. There was a two percentage point increase from 2010 to 2011 and little change from 2011 to 2012.
- The gap between SPPS and statewide Reading proficiency has gradually increased over the past five years.



What the Data told us in Special Education

- So how many students are in our level III or specialized programs:

48

- ASD 173
- EBD 271
- DCD 181
- Total 625

Saint Paul Public Schools
A World of Opportunities

What the Data told us in Special Education

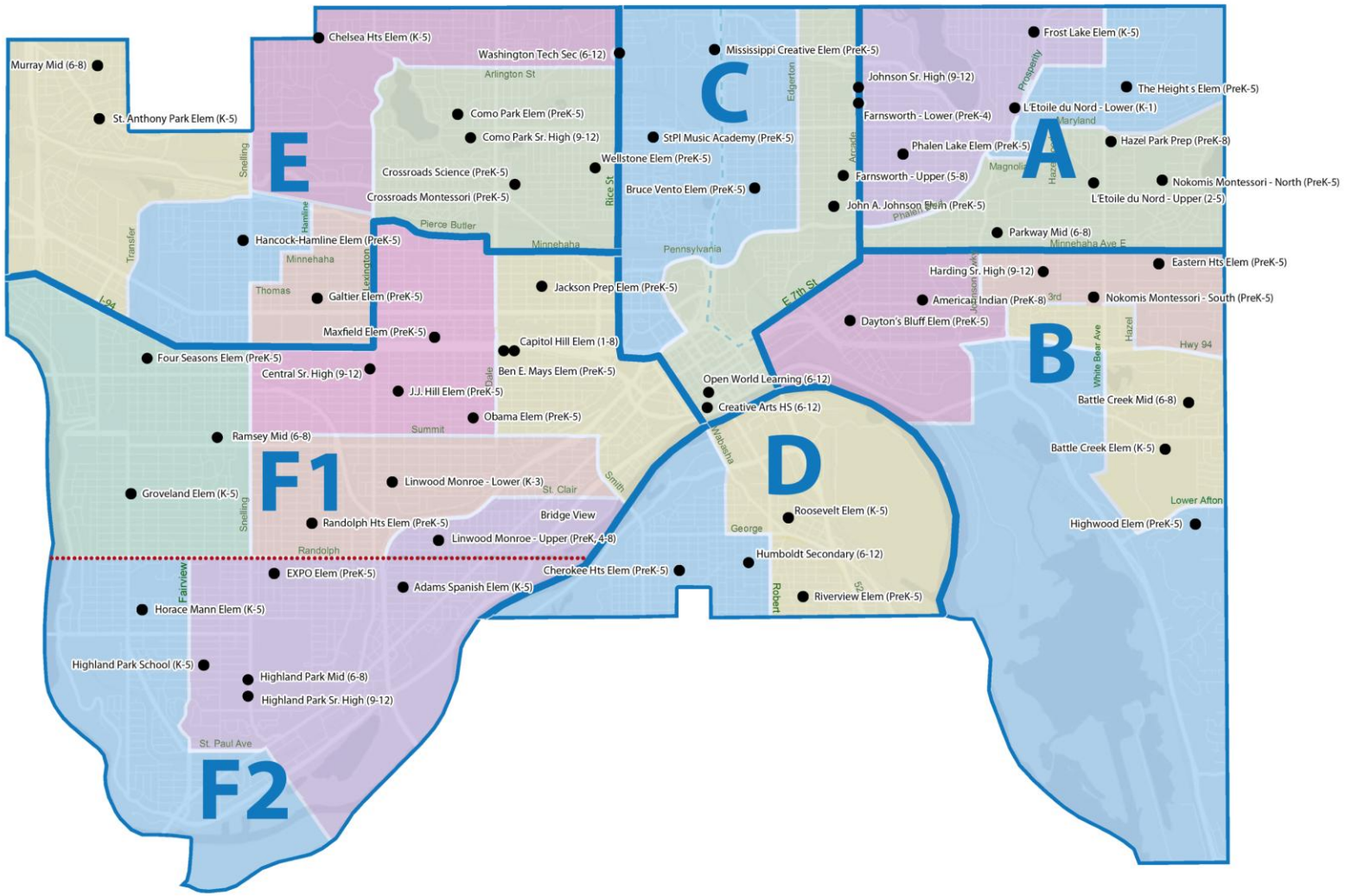
- Data analysis showed that 40%-50% of our special education students in specialized programs were being transported out of their area community zone to receive their specialized services

So, we developed a new system…
to bring learning closer to home.

Overview of Changes in Special Education

Aligned to Strong Schools, Strong Communities

Six Geographic Areas: A-F



What the *Strong Schools, Strong Communities* plan will do

Improve education for all students – without exception or excuse

- **Achievement**: Ensure each child achieves to his or her potential
  - Special education teachers will have the same expectations for standards and alignment to general education curriculum
  - Principals will have the same expectations for standardized instruction for special education teachers and programs
  - Special education students will have access to standardized curriculum and inclusion to better prepare for general education expectations

What the *Strong Schools, Strong Communities* plan will do

Improve education for all students – without exception or excuse

- **Alignment**: Ensure all students have quality school choices in their own communities
  - Special education students will have access to standardized curriculum to better prepare for general education
  - Special education students in specialized programs will have Area pathways to transition from elementary to middle school and middle school to high school
  - All Area pathways for specialized programs will have aligned curriculum

What the *Strong Schools, Strong Communities* plan will do

Improve education for all students – without exception or excuse

- **Sustainability**: Equitably distribute resources; invest in what works
  - Special education programs will be sustained in the each schools community and culture
  - Special education programs will have equitably expectations for staffing and support
  - Responsibility and understanding of the programs will be emphasized at the principal level

What's coming in fall 2013?

- All elementary schools become **K – 5 sites**
- **Sixth grade moves to middle school**, strengthening student/teacher relationships
- New **Community School Zones** ensure families have the best chance of getting into their community schools
- **Busing** provided to schools within areas, as well as to regional and district-wide magnets
- **Special Education** specialized programs are offered in each area with some district-wide programs

How Many Students Does this Impact?

Saint Paul Public Schools serves over 38,000 students

Special education serves 6850 students

Alignment to SSSC in special education will require some students to move locations:

- 150 elementary students (out of area)
- 50-60 middle and high school (out of area)

Special Education Alignment

Special Education Students will be aligning with the SSSC:

- Students in specialized programs will be aligned to their community area specialized program
- Students currently in 5th-6th grade will go to their area middle school
- Students in district-wide programs will continue to have that status
- Some special education students for next year will have exemptions, provided services are still available at the school:
  - Students entering Grade 12
  - Students entering Grade 8
  - Students entering Grade 5

What are the Choices?

- For students in **resource programs,** they have the choice of any community school in their area with busing, following district guidelines
  - i.e. Any special education identified student who has not been placed in a specific specialized program

- Students in **specialized programs** are placed by special education in their community area or in a district-wide program

- Special education students will have **area pathways** for specific programs (EBD, DCD and ASD specialized programs)

What are the Choices?

Parents of students in an ASD, DCD or EBD specialized program (Setting 3) can apply to out-of-area specialized program

1. The parents must apply directly to the special education department
2. Students who are out-of-area are considered by the following priorities:
    1. If there is room in the specialized program and
    2. If there is room in the general education classroom
3. Parents agree to provide their own transportation

***Some placements out-of-area may still occur based upon unique circumstances and program capacity**

Saint Paul Public Schools
A World of Opportunities

Pathways
Area A Specialized Programs (III)

ASD	EBD	DCD
Nokomis North American Indian	Frost Lake	The Heights
Parkway American Indian	Parkway	Hazel Park
Johnson	**Johnson**	Johnson

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Pathways
Area B Specialized Programs (III)

ASD	EBD	DCD
Nokomis South American Indian Battle Creek Elem	Highwood Hills	Eastern Heights
Parkway American Indian Battle Creek	Battle Creek	Battle Creek
Harding	Harding	Harding

Pathways
Area C Specialized Programs (III)

ASD	EBD	DCD
St. Paul Music	Bruce Vento **John A. Johnson**	Mississippi
Washington	Farnsworth Upper	Farnsworth Upper
Washington	Washington	Como HS

Pathways
Area D Specialized Programs (III)

ASD	EBD	DCD
Cherokee	Roosevelt	Linwood Lower
Humboldt	**Humboldt**	Humboldt Linwood Upper
Humboldt	**Humboldt**	Humboldt

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Pathways
Area E Specialized Programs (III)

ASD	EBD	DCD
Como Elementary	Hamline **Wellstone**	Como Elementary Chelsea
Murray	Murray	Murray
Como HS	Como HS	Como HS

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Pathways
Area F Specialized Programs (III)

ASD	EBD	DCD
Benjamin E. Mays **EXPO**	Obama	Linwood Lower
Highland MS	Ramsey	Linwood Upper
Highland HS F1 and F2	Central F1 Highland HS F2	Central F1 and F2

Communication Plan

JANUARY 2013

Parent Communication and Meetings:

- Letters sent to parents of SSSC changes January 4, 2013
- Parent meeting: January 17, 2013

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Communication Plan

FEBRUARY 2013

- Final decision on programs February 8

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Parent Meetings:

- Parent meeting: February 8, 2013
- Parent meeting: February 22, 2013

Communication Plan

School Communication:

February 11-15

- Principal notification of new special education programs

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February 18-22

- School staff notification regarding movement of special education programs to or from buildings

Communication Plan

Parent Website Communication:

February 25-28

- Website posting of pathways and program descriptions by site
- Frequently Asked Questions

*****Parent letters sent out to parents by Feb. 28 to receive by March 4

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Communication Plan

MARCH 2013

Parent Communication:

March 1

- Parent meeting

March 13

- Parent meeting (Highland)

March 14

- Parent meeting

March 22

- Parent meeting

Communication Plan

Go to the Website:

www.specialed.spps.org

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FY14 General Fund Budget Rollout Plan

Michael Baumann

March 5, 2013

Purpose

- To introduce the FY14 budget schedule to the Committee of the Board

73

Agenda

- Review of budget guidelines adopted by the BOE on NOVEMBER 13, 2012
- Presentation of macro FY14 General Fund budget numbers
- Development schedule
- Questions

74

Key Planning Assumptions

- SSSC Plan is first consideration in funding.
- **Budget built on current laws.**
- Referendum Fund shows additional $9.0 million for Personalized Learning Through Technology
- Blended Site-Based and Centralized funding method will be used again for schools in FY14.
- A table detailing the average salary and benefits will be provided for budget preparations.
- **The budget should maintain an unassigned fund balance of at least five percent (5%) of the general fund expenditures in accordance with the BOE policy.**
- Non-School programs will be reported into three (3) categories: Central Administration, District-wide Support, and School Service Support.
- Fully Financed budgets with anticipated revenues and expenditures over $500,000 for the 2013-2014 school year will be included in the Adopted budget.
- The budget for 2013-2014 must be approved by the Board of Education by June 30, 2013.

The Adopted budget will be published on the Budget Office website (http://businessoffice.spps.org/2013-14).

General Fund FY14 Big Picture

	FY13 Adopted	FY14 Preliminary	Difference	% Change
Revenue	$483.7	$497.4	$13.7	2.8%
Fund Balance	6.9	8.3*	1.4	20.2%
Expenditure	490.6	505.7	15.1	3.1%
Balance	0	0	0	

*Projected FY14 unassigned fund balance will be at 7.9%.

FY14 Budget Adoption Proposed Schedule

Date	Description
26FEB	Presentation of Schedule to District leadership
05MAR	Presentation of macro budget picture to Committee of the Board
02APR	Presentation of Budget to Committee of the Board
05APR	Distribute school budgets
08APR – 24APR	Presentations to principals, teachers' union, DPAC, community
12APR	Distribute tools and worksheet to General Fund programs
25APR	School budgets returned
29APR	General Fund budgets returned
18JUN	Budget adopted by Board of Education

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Questions?

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Independent School District 625
Saint Paul Public Schools
360 Colborne Street - 5th Floor
Saint Paul, MN 55102-3299

Office of Accountability, Planning and Policy
Joe Munnich, Administrator
Policy, Planning, and Intergovernmental Relations

Telephone: (651) 767-8109 Fax: (651) 290-8331 Email: joe.munnich@spps.org

MEMORANDUM

TO: Board of Directors

FROM: Joe Munnich, Policy, Planning, and Intergovernmental Relations Administrator

DATE: February 28, 2013

RE: Third Reading of *Policy 533.00 Wellness*

In preparation for the third and final reading of *Policy 533.00 Wellness* on March 19, the policy team and SPPS staff members reviewed suggestions and questions raised since the first reading. Since several changes have been recommended, I prepared the attached draft revision, which could be adopted in whole as a substitute policy. I have attached two versions of this revision, one with tracked changes from the version submitted for readings, and a "clean" version with the changes incorporated and not marked.

At the Committee of the Board meeting on March 5, Board members could discuss this draft and any changes needed to prepare it for final approval. Alternatively, some or all of the individual changes could be adopted as separate motions at the third reading.

Please note that all revisions below include references to the policy draft currently in readings, rather than the existing SPPS *Policy 533.00 Wellness.*

Added

2I. "For the safety and health of students with known disabilities, including food allergies, the District will make reasonable accommodations to the school environment as required by law, according to a student's individualized plan."

- This change is intended to meet the intent of language proposed by Director Seeba, while reflecting the legal requirements, in particular alignment with IEPs and Section 504 plans, as recommended by the policy team. As has been said before, reasonable accommodations need to be determined in the context of these individual student plans.

Revised

3C. "Foods and beverages sold at school during the school day will meet standards defined by the District Wellness Team, which will meet or exceed USDA standards."

- This change, originally proposed by the Nutrition Services department and supported by the policy team, addresses the challenge of aligning with federal standards that are not yet known.

The United States Department of Agriculture (USDA) standards referenced here are currently in development and will not be in place for another year or so. In the meantime, this language allows SPPS to move forward in preparation for these standards, and make changes as needed once federal rules are finalized, without the need for policy revision.

3G. "2. The District will pursue healthy food and beverage options for concessions sold at extracurricular events, with implementation determined by the Superintendent."

- Director Carroll requested more direct policy language defining the intended result rather than the process to reach it. On recommendation of staff, the policy team did not believe standards should be applied to concessions at this time, since it would put the District in a position of non-compliance at the adoption of the policy. However, the team supported Director Carroll's intent to make the language more direct (which was one of the original goals of the policy review, based on stakeholder feedback gathered by the Wellness Policy Review Team), while allowing the Superintendent the latitude to determine when and how to apply wellness improvements that impact the general public outside of the school day. The result is the revised language above.

Removed

3B. With removal of the word "other" from the beginning of 3C, 3B becomes unnecessary because the new wording of 3C (which would then become the new 3B after this deletion) will cover school meals as well.

3C. #1-3: Details included in original draft were perceived to be procedural in nature and unnecessary given the revision to this section as explained above. They have been deleted in this version.

References Added

Finally, legal references and cross references have been updated to include the federal Americans with Disabilities Act (ADA) and Rehabilitation Act (Section 504), as well as SPPS *Policy 504.00 Drug Free Schools* and *Policy 505.00 Bullying Prohibition*.

Adopted: 5/16/2006 Saint Paul Public Schools Policy 533.00
Revised: 6/17/2008
Proposed Substitute Policy for Third Reading: 2/28/13

533.00 WELLNESS

PURPOSE

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

1. COORDINATED APPROACH

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

A. Implementation

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

B. Site Wellness Team

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

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

C. District Wellness Team

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

2. HEALTHY SCHOOL ENVIRONMENTS

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

A. Staff will not use exercise or physical activity, or any restrictions on them, as a consequence for negative student behaviors or academic status.
B. Staff will use non-food items as rewards for academic performance or good behavior for individuals or classrooms.
C. All students will have access to breakfast and lunch at school every day. During mealtimes, the District will discourage other activities, *unless* students may eat during such activities.

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

Joe Munnich 2/27/13 9:56 AM
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3. QUALITY OF FOOD AND BEVERAGES SERVED AND SOLD

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

A. For the purposes of this section, the school day is defined as the period from ½ hour before school starts until after the school bell rings at the end of the school day.
B. Foods and beverages sold at school during the school day will meet the standards defined by the District Wellness Team, which will meet or exceed the USDA standards.
C. The District will make reasonable accommodations for the special dietary needs of students in the school meal programs.
D. Drinking water will be available at no charge and accessible in all cafeterias during lunch service, as required by USDA.
E. Other Food Offered During the School Day
   1. Schools will assess if and when to allow snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations.
   2. Non-USDA snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health.
F. Food Sold Outside the School Day
   1. All food and beverages sold through student-accessible vending machines and school stores will meet the District Wellness Team guidelines.
   2. The District will pursue healthy food and beverage options for concessions sold at extracurricular events, with implementation determined by the Superintendent.

Joe Munnich 2/28/13 11:20 AM
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4. PHYSICAL ACTIVITY AND EDUCATION

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

A. Students will have access to physical education class and/or fitness-oriented activities regardless of behavioral or academic status.
B. The District will provide physical education classes that meet the National Standards of the National Association for Sports and Physical Education (NASPE) and District priority benchmarks.
C. The District will hire physical education teachers only if they are certified and licensed instructors.
D. Schools will engage students in a variety of physical activities throughout all disciplines.

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5. HEALTH EDUCATION AND PROMOTION

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

A. Students will have access to health education class regardless of behavioral or academic status.
B. The District will provide health education classes that meet the National Standards of the American Association for Health Education (AAHE) and District priority benchmarks.
C. Schools will engage students in variety of health promotion activities across disciplines.

6. CONNECTIONS AND REFERRALS

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

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

7. FAMILY AND COMMUNITY HEALTH

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

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

8. EMPLOYEE WELLNESS

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

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

9. PROFESSIONAL DEVELOPMENT AND CAPACITY BUILDING

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

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

10. EXEMPTIONS

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

LEGAL REFERENCES

29 U.S.C. § 794 (Section 504 of Rehabilitation Act of 1973, as Amended)
42 U.S.C. § 1751 *et seq.* (Richard B. Russell National School Lunch Act)
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CROSS REFERENCES

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

GUIDELINES/STANDARDS

American Association for Health Education (AAHE)
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Adopted: 5/16/2006 Saint Paul Public Schools Policy 533.00
Revised: 6/17/2008
Proposed Substitute Policy for Third Reading: 2/28/13

533.00 WELLNESS

PURPOSE

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

1. COORDINATED APPROACH

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

A. Implementation

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

B. Site Wellness Team

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

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

C. District Wellness Team

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

2. HEALTHY SCHOOL ENVIRONMENTS

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

A. Staff will not use exercise or physical activity, or any restrictions on them, as a consequence for negative student behaviors or academic status.
B. Staff will use non-food items as rewards for academic performance or good behavior for individuals or classrooms.
C. All students will have access to breakfast and lunch at school every day. During mealtimes, the District will discourage other activities, *unless* students may eat during such activities.

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

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

January 1, 2014
5:45 PM

A G E N D A

I. **CALL TO ORDER**
II. **ROLL CALL**
III. **APPROVAL OF THE ORDER OF THE AGENDA**
  A. Order of the Consent Agenda
  B. Order of the Main Agenda
IV. **APPROVAL OF THE MINUTES**
  A. Minutes of the Regular Meeting of the Board of Education of ___, 2013
V. **COMMITTEE REPORTS**
  A. Committee of the Board Meeting of ___, 2013
VI. **RECOGNITIONS** (Time Certain 6:30 p.m.)
  A. Acknowledgement of Good Work Provided by Outstanding District Employees and Departments
  B. Acknowledgement of Good Work Provided by Outstanding District Schools
  C .Acknowledgement of Accomplishments of SPPS Students
VII. **PUBLIC COMMENT** (Time Certain 7:00 p.m.)
VIII. **SUPERINTENDENT'S REPORT**
  A. Human Resource Transactions
IX. **CONSENT AGENDA**
  The Consent Agenda Items below fall under one or more of the following Strategic Plan Goals: 1) Achievement, 2) Alignment and 3) Sustainability.
  A. Gifts
  B. Grants
  C. Contracts
  D. Agreements
  E. Administrative Items
    1. Recommendations for Exclusion of Students in Non-Compliance with Minnesota Statute 123.70 Health Standards: Immunizations
    2. Monthly Operating Authority
  F. Bids
X. **OLD BUSINESS**
XI. **NEW BUSINESS**
XII. **BOARD OF EDUCATION**
  A. Information Requests & Responses
  B Items for Future Agendas
  C. Board of Education Reports/Communications
XIII. **FUTURE MEETING SCHEDULE**
  A. Board of Education Meetings (5:45 unless otherwise noted)
  B. Committee of the Board Meetings (4:30 unless otherwise noted)
XIV. **ADJOURNMENT**