

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

February 5, 2013
4:30 PM

A G E N D A

I. CALL TO ORDER

A. Introductions

II. AGENDA

A. OPEB Trust (Wells Fargo) Report

Time: 4:30 p.m.

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

B. SSSC Monitoring: Leadership VisionCard

Time: 5:00 p.m.

1. Introduction
2. Presentation 3
3. Discussion 48
4. Action (Acceptance of Report)

C. Legislative Update

Time: 5:45p.m.

1. Introduction 49
2. Presentation
3. Discussion
4. Action (To Be Determined)

D. Quarterly Financial Report

Time: 6:05 p.m.

1. Introduction

2. Presentation	
3. Discussion	
4. Action (Acceptance of Report)	
E. Administrative Response to the American Indian Resolution of Concurrence	
Time: 6:30 p.m. Time Certain	
1. Introduction	
2. Presentation	51
3. Discussion	60
4. Action (Acceptance of Report)	
F. Promise Neighborhood Update	
Time: 7:15 p.m.	
1. Introduction	
2. Presentation	
3. Discussion	
4. Action (No Action Required)	
G. Standing Item: Referendum Implementation Update	
Time: 7:20 p.m.	
H. Standing Item: Policy Update	69
Time: 7:35 p.m.	
I. Work Session	
Time: 7:40 p.m.	
1. Board Listening Sessions	73
2. Board Check-In	
III. ADJOURNMENT	
Time: 8:00 p.m.	



2012-13 LEADERSHIP VISIONCARD

Michael Baumann
Deputy of Schools & Business Operations

Committee of the Board Presentation



OBJECTIVES

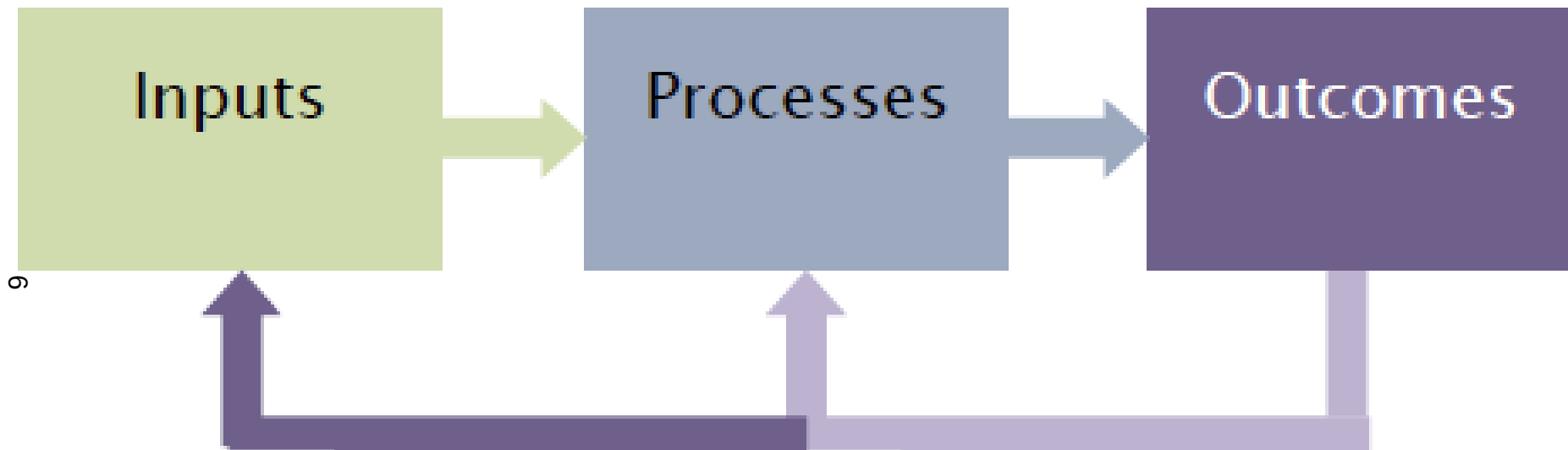


- VisionCard Background Review
- 2012 Leadership VisionCard
- School Staff Feedback Indicators
- Spotlight: Improving Instructional Leadership
- Spotlight: Mentor/Mentee Partnerships
- Next Steps



VISIONCARD BACKGROUND REVIEW

CONTINUOUS IMPROVEMENT (TEAMWORKS MODEL)



- To improve, we need to focus on:
 - Outcomes (Achievement and Equity)
 - Processes (Rest of VisionCards)

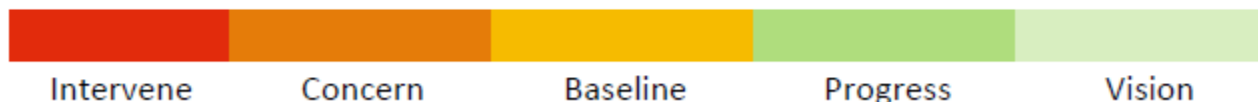
WHAT'S A VISIONCARD?

Summary of districtwide indicators of progress on SSSC strategic plan, grouped by theme

- Clear, concise – visual if possible
- Results scaled on 5 Levels:
 - Intervene
 - Concern
 - Baseline
 - Progress
 - Vision

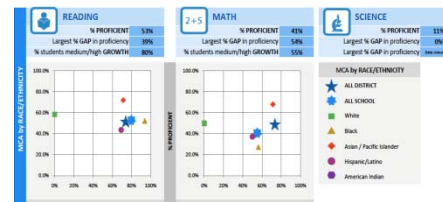


VisionCard Levels



PLANNING, MONITORING, REPORTING TOOLS

DRAFT Revised: August 20, 2012

Level	Planning	Monitoring	Reporting
STRATEGIC ∞	<i>Strong Schools, Strong Communities</i> 	<u>District VisionCards (8)</u> GOAL 1 achievement Achievement Equity Student Data + Work GOAL 2 alignment Leadership Partnership Professional Development GOAL 3 sustainability Resources Operational Excellence	<u>VisionCard updates and presentations</u> August: Achievement & Equity, part 1 November: Student Data + Work December: Achievement & Equity, part 2 February: Leadership March: Partnership April: Resources May: Operational Excellence June: Professional Development
OPERATIONAL	Department Plans School/Program Plans (SCIP)	Key Performance Indicators (KPIs) Data Walls Data Digs 	Quarterly Business Reviews School Business Reviews School Profiles 
TACTICAL	Job description and/or performance plan as appropriate	Formative Reviews	Summative Annual Performance Evaluation



6

2012 LEADERSHIP VISIONCARD

THE EFFECT OF LEADERSHIP



10

Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school.

— Leithwood, Seashore Louis, Anderson, and Wahlstrom (2004)



STRONG SCHOOLS, STRONG COMMUNITIES



2010	By 2014 Expect
Well-rounded curriculum	Guaranteed delivery of curriculum
Pockets of excellence	Better achievement across the school system
Principal as building administrator	Principal as instructional leader
Site decisions made in isolation	Shared leadership and accountability
Data used at the end of the year to tell us how we did	Data used throughout the year to inform and improve instruction



LEADERSHIP STRUCTURE AND REVIEW TIMEFRAME



POSITION	REVIEW TIMEFRAME	NUMBER		
Superintendent's Direct Reports	Rolling review timeframe based on calendar year or hire date.	6		
Other District Leaders		27		
Other Central Administrators		73		
POSITION	REVIEW TIMEFRAME	TENURED	NON TENURED	TOTAL
Principals	Review timeframe based on school year. SY 2011-2012	43	12	55
Assistant Principals		30	9	39

EVALUATION PROCESS BACKGROUND

- Created evaluation tools and processes to support and monitor progress
 - Central administration
 - School leadership: Principals, Assistant Principals, and Administrative Interns
- Five Essentials Survey administered annually as a tool for school improvement



LEADERSHIP

(Board Approved 4/19/11)

Measure	Level 5 Vision
% of Administrators with current evaluation complete	> 95%
% of Administrators satisfactory or better on each of six core competencies	> 90%
% of departmental plans updated in last quarter based on data review	> 90%
% of schools who revisited their school plan in last quarter based on data review	> 90%



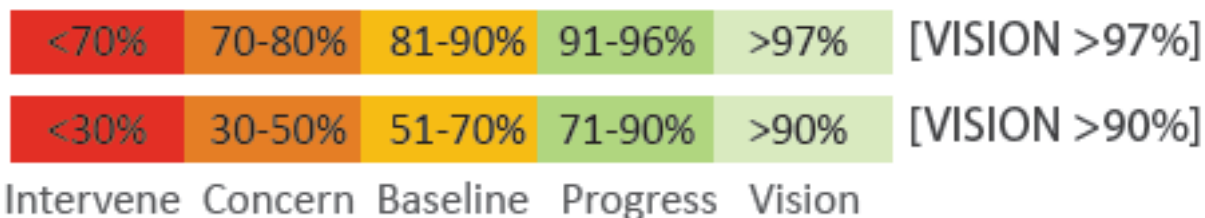
LEADERSHIP: CENTRAL ADMINISTRATORS



(Proposed Revision 2/5/13)

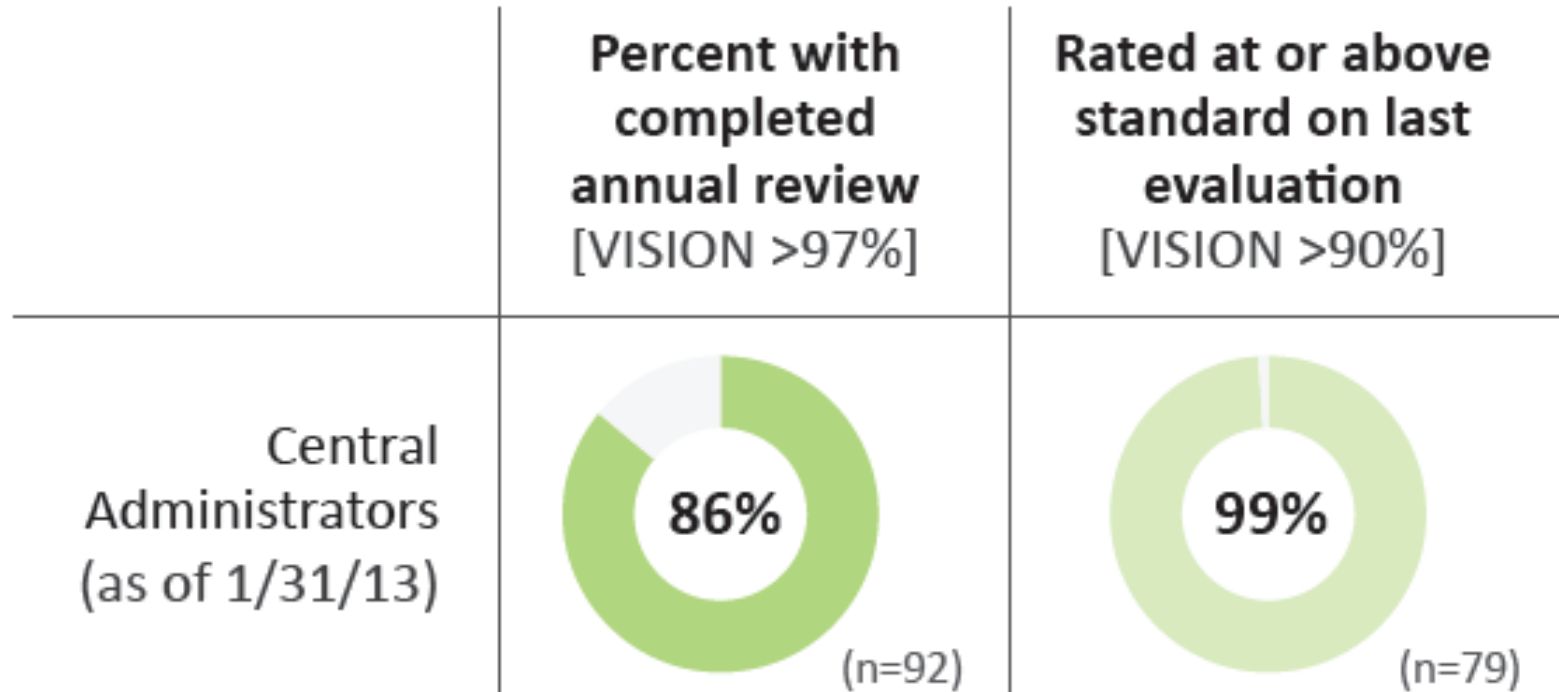
15

Measure	Level 5 Vision
% of Central Administrators with a current completed annual evaluation	> 97%
% of Central Administrators rated at or above standard on last evaluation	> 90%
% of Central Administrators who have implemented racial equity department-wide	> 90%



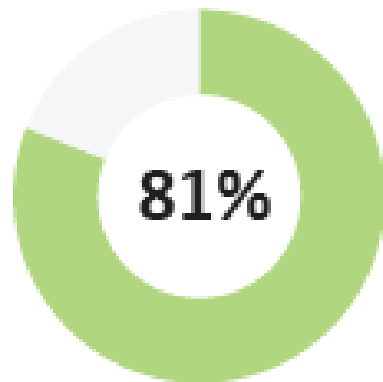
PROFICIENT CENTRAL ADMINISTRATORS

16



- 8 in 10 administrators have completed annual evaluations on the new evaluation cycle.
- Nearly all Central Administrators evaluated met or exceeded the standard in their overall performance rating.

RACIAL EQUITY IMPLEMENTATION



District Leaders who have implemented racial equity development department-wide (as of 1/31/13) (n=27) [VISION >90%]

District Leaders implementation of racial equity development department-wide is at the Progress Level.



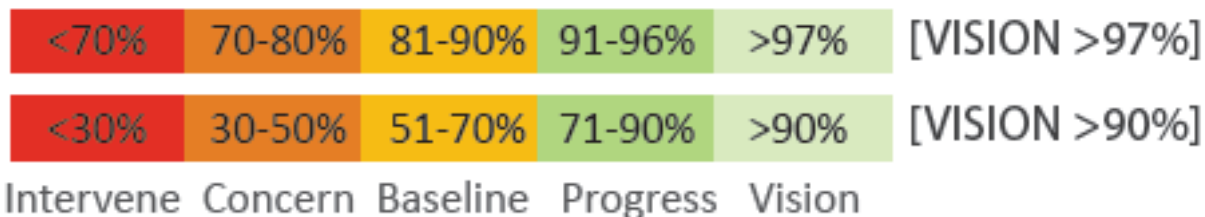
LEADERSHIP: PRINCIPALS

(Proposed Revision 2/5/13)

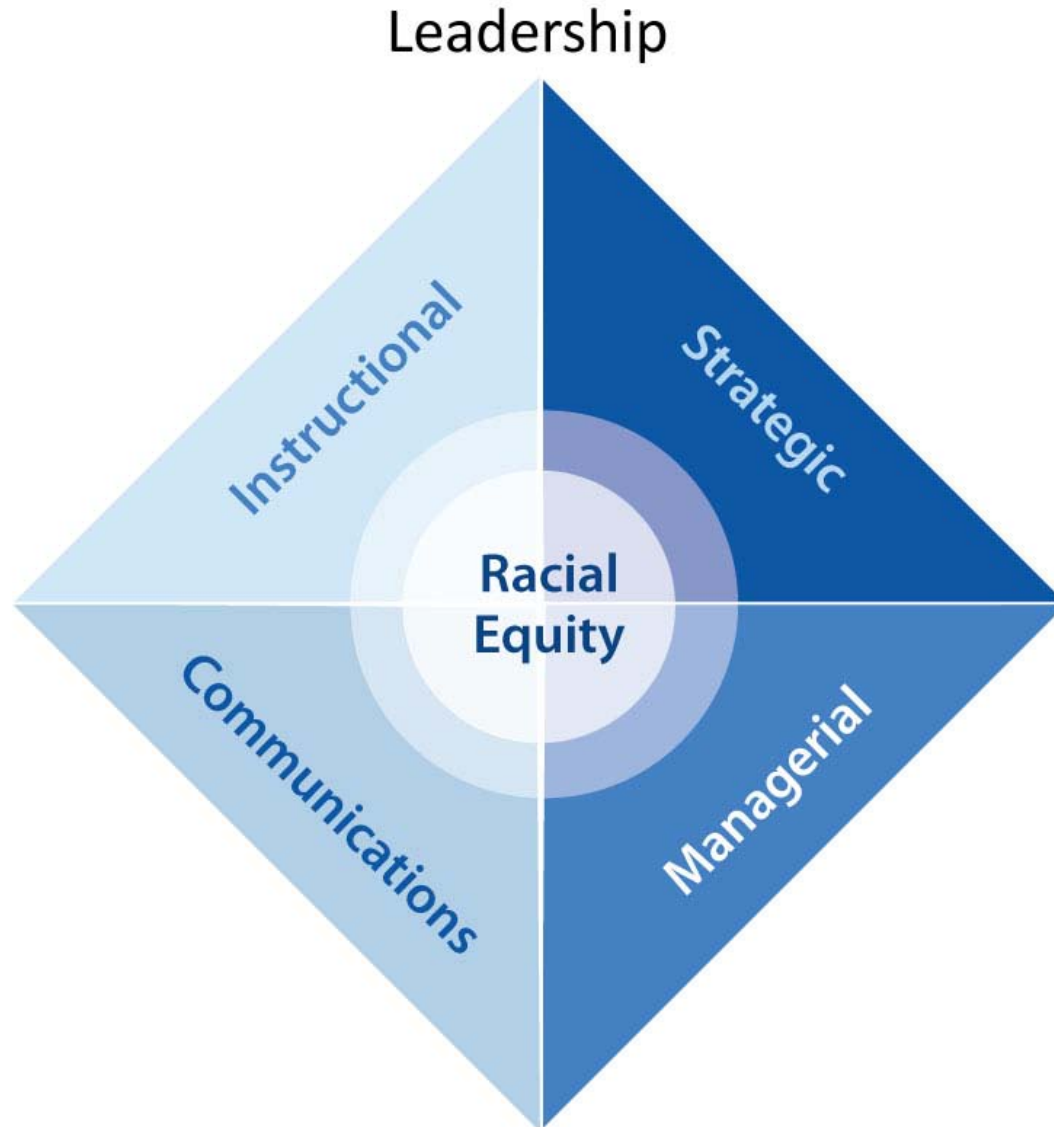


18

Measure	Level 5 Vision
% of Principals with a current completed annual evaluation	> 97%
% of Principals rated at or above standard on last evaluation	> 90%
% of tenured Principals with a completed evaluation proficient or better in each of the four performance expectations	> 90%



PERFORMANCE EXPECTATIONS



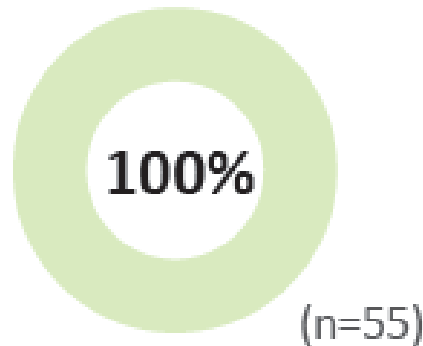


PRINCIPALS (SY11-12)

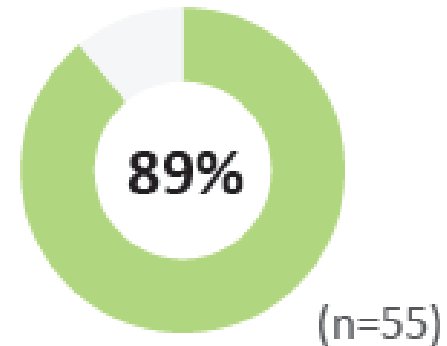


Principals
(SY 2011-12)

Percent with
completed annual
review
[VISION >97%]



Rated at or above
standard on last
evaluation
[VISION >90%]



- All Principals had a completed annual evaluation for SY 2011-12.
- Principals rated at or above standard was at Progress Level.



TENURED PRINCIPALS: STRATEGIC (SY11-12)



Shared Leadership

95%

Facilitates shared leadership and strategic empowerment among stakeholders

Shared Vision

81%

Generates commitment to a shared vision for the school and facilitates strategic planning

Leadership Ability

88%

Displays leadership ability and business acumen

- Shared Leadership was at Vision Level for tenured Principals in SY 2011-12
- Shared Vision and Leadership Ability were at Progress Level.



TENURED PRINCIPALS: MANAGERIAL (SY11-12)



Performance Management

88%

Establishes processes and systems in order to ensure a high-quality, high-performing staff

Time Management

88%

Manages time effectively to support all instructional and staff development priorities

Resource Allocation

93%

Allocates resources effectively to support learning goals

- Performance Management and Time Management were at Progress Level for SY 2011-12.
- Resource Allocation was at Vision Level.



TENURED PRINCIPALS: COMMUNICATIONS (SY11-12)



Effective Communication

84%

Communicates effectively and implements various forms of communication so the focus of the school can be on improved student achievement

Conflict Management

93%

Effectively and efficiently manages conflict and solves problems

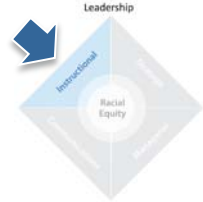
Family and Community Engagement

84%

Proactively engages families and communities in supporting their child's learning and the school's learning goals

- Effective Communication and Family and Community Engagement were at Progress Level for SY 2011-12.
- Conflict Management was at Vision Level.

TENURED PRINCIPALS: INSTRUCTIONAL (SY11-12)



Adult Learning Support

79%

Creates conditions that support adult learning in the school community

Student Achievement Goals

70%

Builds and maintains a focus on ambitious student achievement goals for all students

Student Data Use

70%

Effectively uses student data to align school structures and interventions

Culturally Competent Environment

14%

Creates a culturally competent environment where all students achieve at high levels

- Adult Learning Support was at Progress Level for SY 2011-12.
- Student Achievement Goals and Student Data Use were at Baseline.
- Culturally Competent Environment represents a positive shift in year one of racial equity implementation.
- Research shows that it takes at least 3-5 years for full implementation.



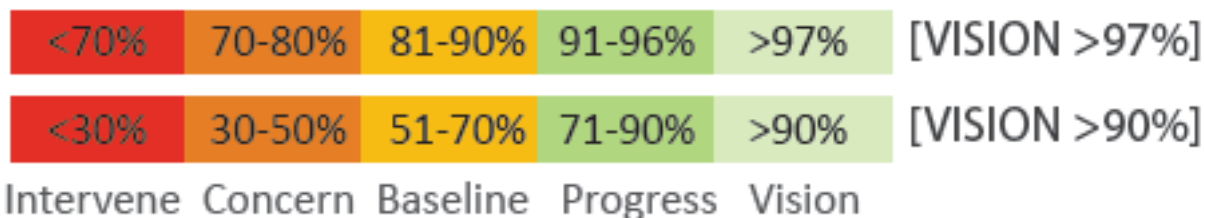
LEADERSHIP: ASSISTANT PRINCIPALS



(Proposed Revision 2/5/13)

25

Measure	Level 5 Vision
% of Assistant Principals with a current completed annual evaluation	> 97%
% of Assistant Principals rated at or above standard on last evaluation	> 90%





ASSISTANT PRINCIPALS (SY11-12)

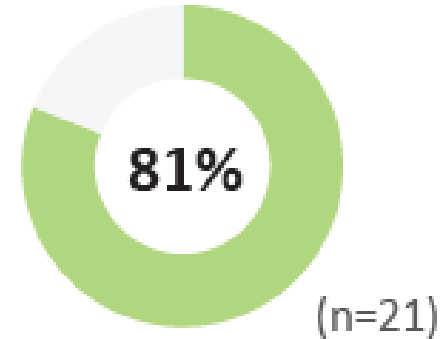
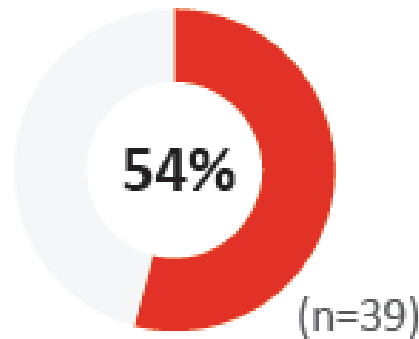


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Assistant Principals
(APs)
(SY 2011-12)

Percent with
completed annual
review
[VISION >97%]

Rated at or above
standard on last
evaluation
[VISION >90%]



- 5 in 10 Assistant Principals had a completed annual evaluation for SY 2011-12.
- Assistant Principals rated at or above standard was at Progress Level.



SCHOOL STAFF FEEDBACK INDICATORS



5 ESSENTIALS SURVEY

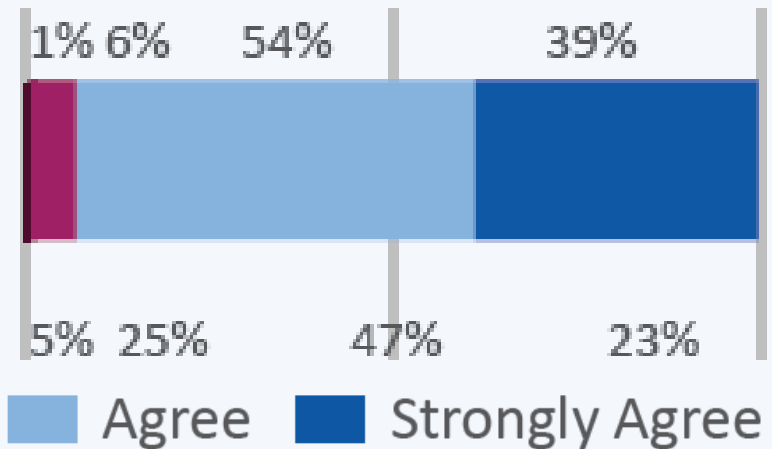


- Evidence-based system designed at the University of Chicago to drive school improvement
- Funded by McKnight Foundation (5 year grant)
- Survey sent to all classroom teachers and paraprofessionals
- Results show readiness for school improvement in the following components:
 - Effective leaders
 - Collaborative teachers
 - Involved families
 - Supportive environment
 - Ambitious instruction

SCHOOL STAFF FEEDBACK: INSTRUCTIONAL LEADERSHIP



**The principal makes clear to the staff
his or her expectations for meeting
instructional goals. (n=4,153)**

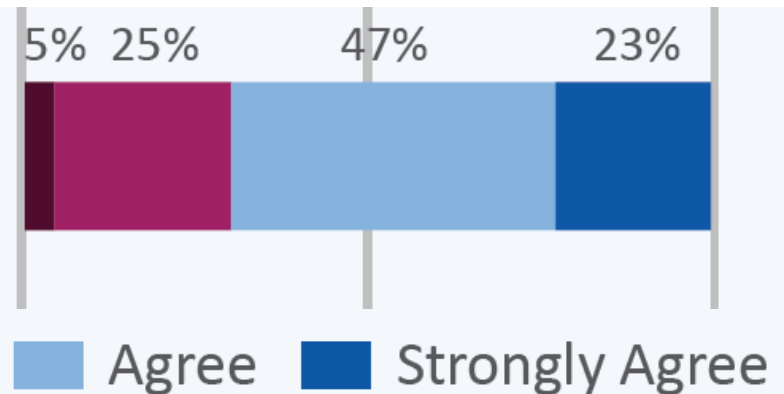


93% of school staff agree or strongly agree that the Principal has clear instructional expectations

SCHOOL STAFF FEEDBACK: INSTRUCTIONAL LEADERSHIP



The principal participates in instructional planning with teams of teachers. (n=4,051)

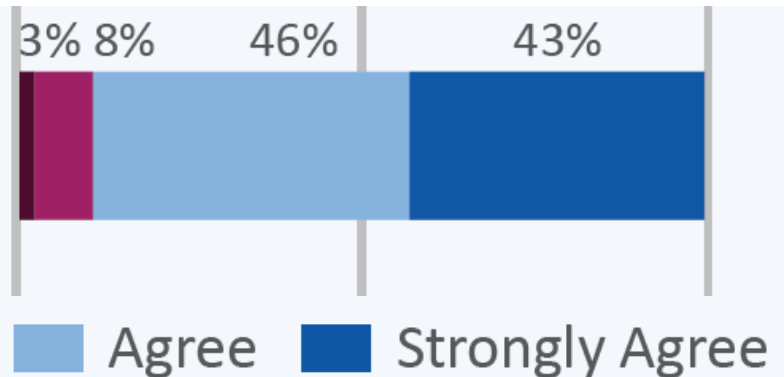


70% of school staff agree or strongly agree that the Principal participates in planning teams

SCHOOL STAFF FEEDBACK: MANAGERIAL LEADERSHIP



The principal takes a personal interest in the professional development of teachers. (n=4,201)

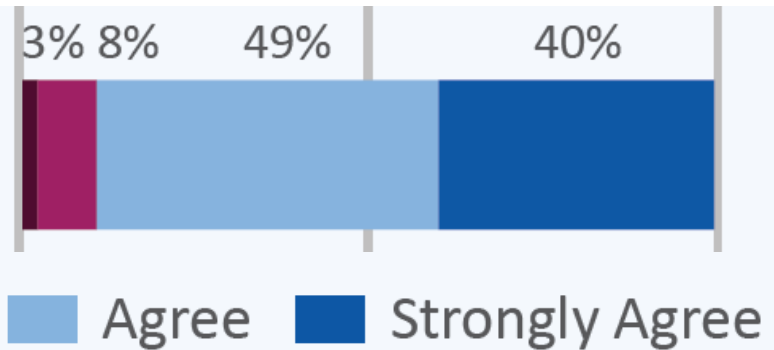


89% of school staff agree or strongly agree that the Principal is interested in the PD of teachers

SCHOOL STAFF FEEDBACK: STRATEGIC LEADERSHIP



The principal communicates a clear vision for our school (n=4,169)



89% of school staff agree or strongly agree that the Principal communicates a clear vision



SPOTLIGHT

Improving Instructional Leadership

Marsha Baisch, Ed.D.

Director of the Office of Leadership
Development and Academic Support

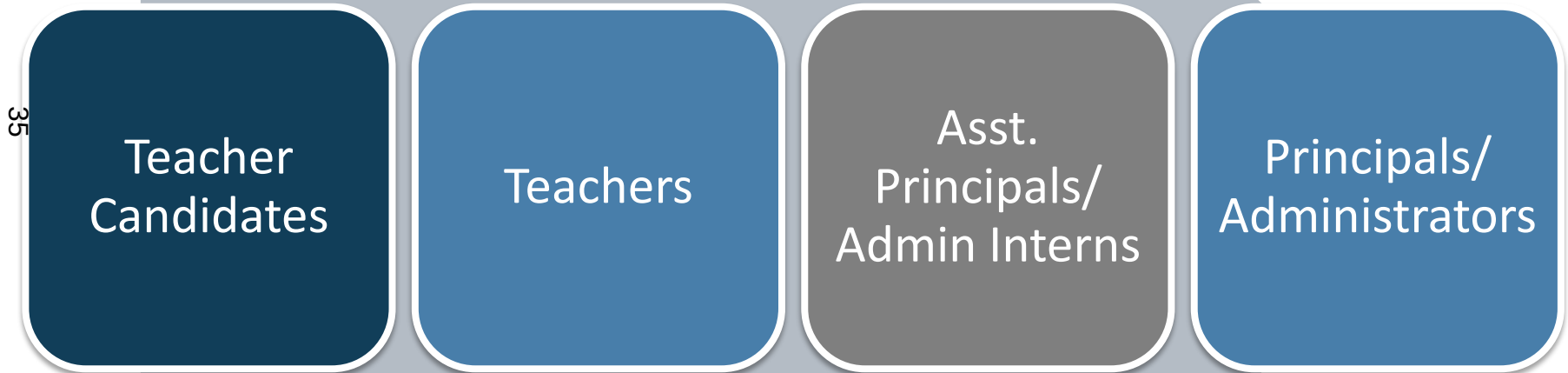
VISION/MISSION: OFFICE OF LEADERSHIP DEVELOPMENT



The main purpose of the office of leadership development and academic support is to develop the instructional leadership skills of Principals and future Saint Paul Public Schools leaders.

**Improving instructional leadership in
Saint Paul Public Schools**

INSTRUCTIONAL LEADERSHIP PIPELINE



LEADERSHIP

Project Goals:

1. Increase effectiveness of school leaders
2. Build the pool of future school leaders
3. Increase access to high-quality professional development and innovation
4. Increase academic success



LEADERSHIP

What we are doing

- Induction mentoring
- Leadership development and support
- Professional development focused on use of data and equity
- District Leadership and Communication training
- National Institute for School Leadership and Institute for Engaged Principal Leadership cohorts

What we are learning

- Demands on new and inspiring leaders command a higher level of support
- Support is appreciated and critical to development as instructional leaders
- Networking opportunities with colleagues and veteran Principals allow for sharing of expertise and development of strong relationships

TURNAROUND SAINT PAUL

Three Project Goals:

1. Increase leadership capacity
2. Create structural conditions to produce dramatic, transformative school change
3. Produce measureable improvement in student achievement and graduation rates





TURNAROUND SAINT PAUL



What we are doing

- Principal Learning Team (PLT)
- Leadership Retreat - *Advancing Equity and Strengthening Instruction*
- Individual coaching and facilitation support
- Executive mentoring for Principals and SPPS Junior Executives
- Identifying and addressing the barriers that “get in the way”

What we are learning

- Prioritize time to best support student needs and school improvement work
- Prioritize strategic planning, instructional leadership and community building
- Tighter linkages between improvement efforts
- High functioning leadership teams



MENTOR/MENTEE PARTNERSHIPS



INDUCTION MENTORING



- Mentoring support to 1st and 2nd year Principals, new Assistant Principals and all Administrative Interns.
- Layers of induction support provided by
 - Experienced former Principal, and
 - Current practicing Principal or Assistant Principal

VALUE

- Gain multiple perspectives
- Support colleagues
- Expand network



IMPACT

- Increased competence
- New experiences for professional growth
- Focus on student learning and racial equity

DEBORAH SHIPP/BE VANG

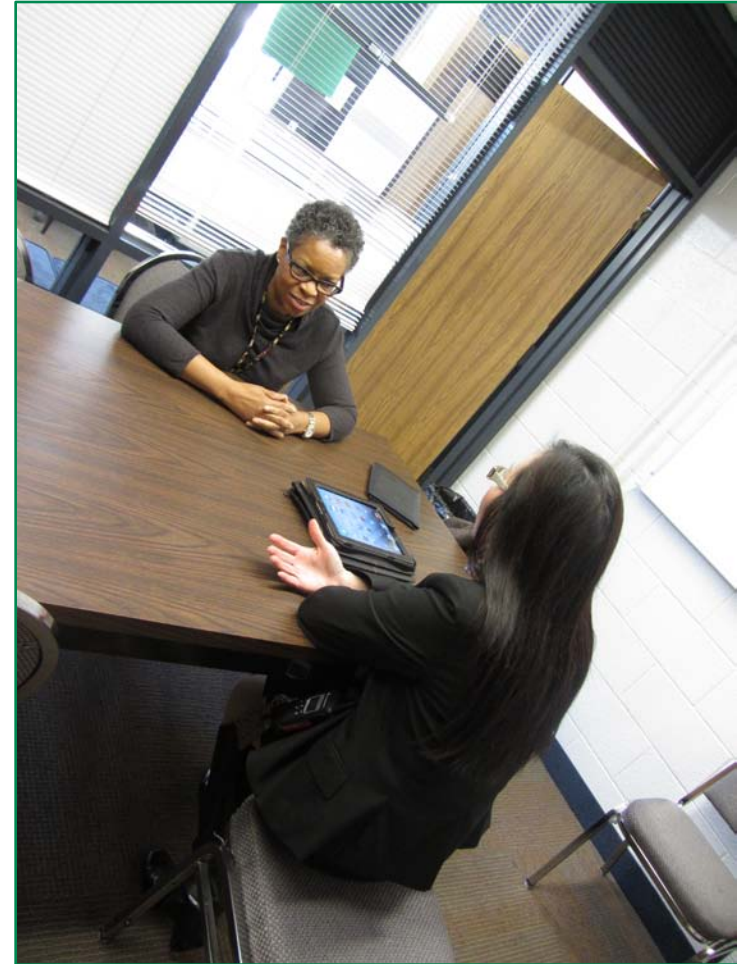
VALUE

- Address complex day-to-day issues and challenges
- Build system of support
- Practice self-reflection

43

IMPACT

- Shared expertise
- Reduced isolation
- Trusting, collegial relationships





NEXT STEPS

NEXT STEPS

Continuing Work

Continue equity work with schools/Principals

Complete full evaluation cycle

Increase capacity for implementing district initiatives

Ongoing review of leadership development activities and continual refining of work

Identify and measure VisionCard levels for Central Administrators



Additional Priorities

Focusing on equity work with Principals/APs/AIs

Increasing leadership capacity in pipeline

Expanding professional development opportunities for Principals/APs/AIs

Developing teacher evaluation training for Principals

Recruiting teacher candidates to diversify teaching force



Progressing on plan no issues



Progressing with minor plan deviation



Not progressing, significant issue



QUESTIONS?



2012-13 LEADERSHIP VISIONCARD

Michael Baumann
Deputy of Schools & Business Operations

Committee of the Board Presentation

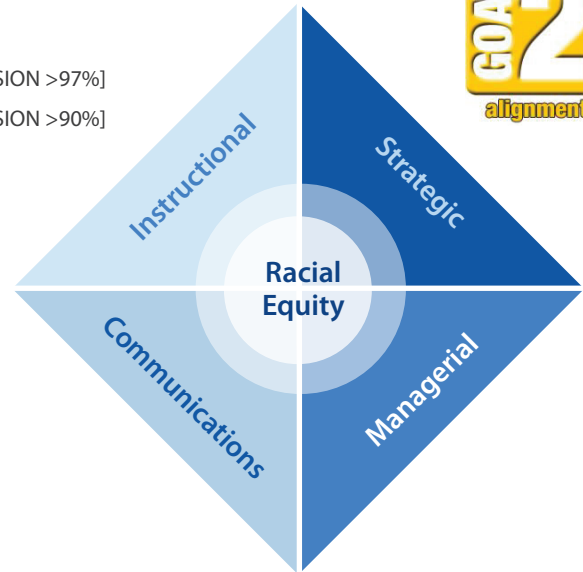
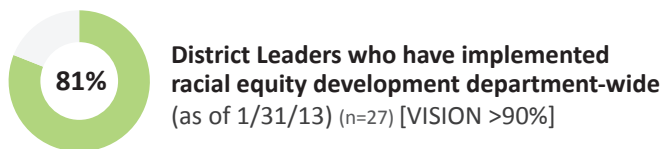
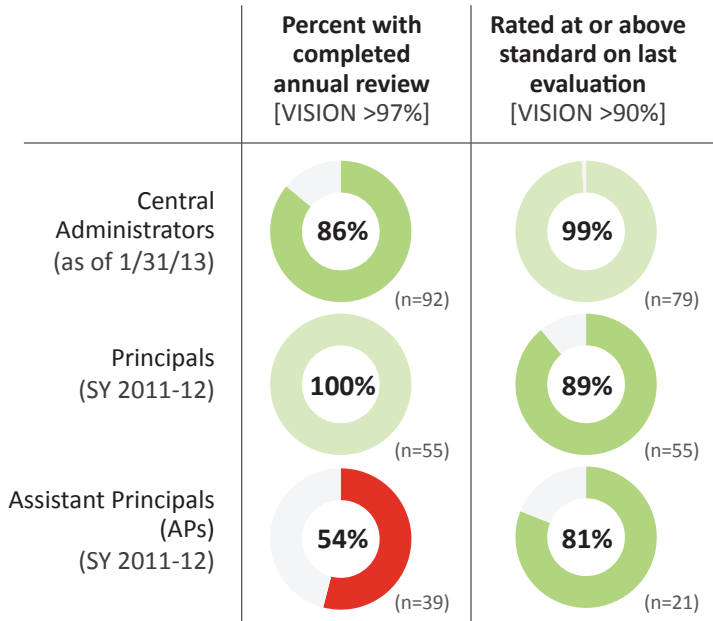
Leadership

Vision Card Levels

<70% 70-80% 81-90% 91-96% >97% [VISION >97%]

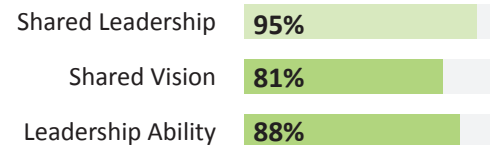
<30% 30-50% 51-70% 71-90% >90% [VISION >90%]

Intervene Concern Baseline Progress Vision

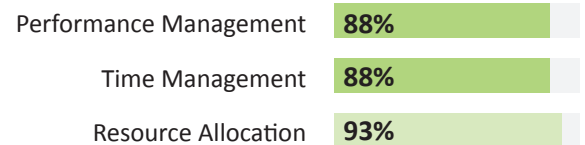


Tenured principals evaluated proficient or better in each of the leadership performance expectations SY 2011-12 (n=42) [VISION >90%]

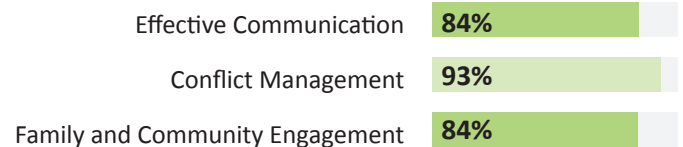
Strategic



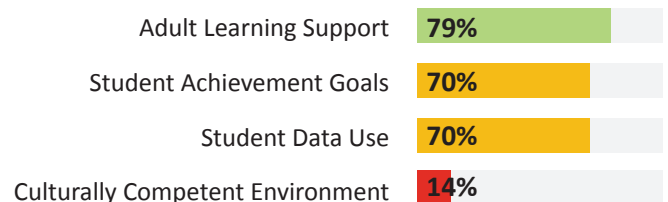
Managerial



Communications

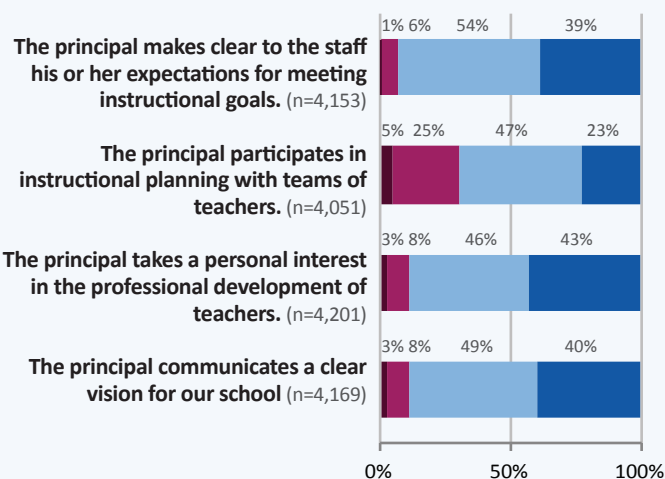


Instructional



School Staff Feedback Indicators

Strongly Disagree Disagree Agree Strongly Agree



Source: University of Chicago, Urban Education Institute,
Five Essentials SPPS staff survey, Spring 2012

DATE: January 31, 2013

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

FROM: Mary Gilbert

RE: Legislative Update

All-Day Kindergarten Bills Heard in Senate

Freshman Senators Greg Claussen and Susan Kent presented bills addressing a major priority of the Senate this session: funding voluntary all-day, every-day kindergarten. S.F. 2 and S.F. 162 had several witnesses that presented the need and the data to support funding the proposal beginning in FY 15. These bills give each all-day kindergarten student a weighting of 1.115—the same as first grade. The cost of funding all-day K is \$139.7 million in FY15 and \$166 million in FY16. The Governor’s budget provides a portion of funding all-day K (\$40.2 million) or about \$910 per student. The bills were laid over for possible consideration in the omnibus K-12 bill.

Committee Recommends Confirmation of Brenda Cassellius

The Senate Education Policy Committee voted to recommend to the full Senate that Brenda Cassellius be confirmed as Education Commissioner. The committee was nearly unanimous in their support with one dissenting vote. The recommendation will go to the full Senate and the confirmation could be final as early as next week.

In other action, education groups, including Saint Paul and other stakeholders, provided brief testimony regarding their policy priorities.

House Ed Finance Hears From Schools, including Harding, and Other Providers

The House Education Finance Committee continued to hear from schools and other providers regarding effective programs that close the achievement gap. Doug Revsbeck, Principal, and Louis Francisco, a reading teacher and instructional coach, presented an overview of Harding Senior High and how they use data to inform instruction and track student progress. They detailed strategies that make a difference in closing the achievement gap, as well and increasing the graduation rate. Other instructional supports at the school were also discussed. A copy of the presentation is attached that also shows district-wide improvement.

The House also held a hearing on the School Finance Task Force Recommendations. The House Education Policy Committee reviewed the policy recommendations in the Governor’s budget. The policy bill is still in the works.

Pension Commission Elects Members

Speaker Paul Thissen will chair the Pension Commission and Senator Sandy Pappas will be the Vice-Chair. Representative Lesch was also appointed. The Pension Commission reviews

individual pension bills and then makes a determination as to which ones to incorporate into one or two major pensions provisions that are then considered by the appropriate policy and tax committees.

Bill Introductions of Interest

[H. F. 165](#), A bill for an act relating to education finance; creating additional funding sources for students in approved **recovery programs**.

[H. F. 166](#), A bill for an act relating to education; allowing resident pupils **temporarily placed in a care and treatment center to continue to participate in district extracurricular activities**.

[H. F. 171](#), A bill for an act relating to education; **repealing the requirement that licensed K-12 teachers pass a basic skills examination** in reading, writing, and mathematics as a condition for receiving a teaching license.

[H. F. 181](#), A bill for an act relating to insurance; providing **coverage for autism spectrum disorders** and proposing coding for new law in Minnesota Statutes, chapter 62A.

[H. F. 192](#), A bill for an act relating to education; establishing a state policy to protect students from **bullying**.

[H. F. 198](#), A bill for an act relating to education; increasing the **compulsory attendance age**.

[H. F. 209](#), A bill for an act relating to education finance; modifying certain petition requirements for proposals for **detachment and annexation**.

[H. F. 223](#), A bill for an act relating to education; **creating choice scholarships**; authorizing rulemaking; appropriating money; proposing coding for new law in Minnesota Statutes, chapter 124D.

[H. F. 229](#), A bill for an act relating to education; providing for **computer-based adaptive assessments**.

[H. F. 234](#), A bill for an act relating to education finance; authorizing a school district to **renew an expiring referendum by action of the school board**.

[H. F. 247](#), A bill for an act relating to education; **implementing integration revenue replacement advisory task force recommendations**; repurposing integration revenue by establishing the "Achievement and Integration for Minnesota" program to increase student performance and equitable educational opportunities and prepare all students to be effective citizens.

Saint Paul Public Schools Administrative Response
Indian Education Act Resolution of 2011-2012
As submitted by the Parent Committee of the SPPS Indian Education Program 12/12
February 5, 2013

The Indian Education Parent Committee acknowledges the collaborative efforts of the District Administration and the Board of Education in working with us to address disparities and provide the best education possible for American Indian Students. The Indian Education resolution document is required under the Minnesota American Indian Education Act of 1988 (statute 126.51 subdivision 1a), and this document is presented with the expectation of a continued dialogue.

The Parent Committee will meet with the Committee of Board of Education to present the resolution before an administrative response is completed, which allows for more time to discuss the points of the resolution. In addition, this dialogue seems to assist the District in their preparation of the administrative response. Once the administrative response is completed, another discussion can take place, and the completed document, along with the District's administrative response, will be forwarded to the Minnesota Department of Education.

The SPPS Indian Education Parent Committee monitors all District programs affecting American Indian students in Saint Paul Public Schools, especially the Indian Education Program as required by Title VII, Johnson O'Malley, and the Minnesota Department of Education Success for the Future grant. As a Parent Committee, we fully support the goals and mission of the Indian Education Program, and continue to support the American Indian Studies Program and American Indian Magnet School, which exist to create a greater understanding and knowledge of the history of the indigenous peoples within America.

This Resolution presents issues along with supporting evidence, action steps and goals, and the issues are organized within eight subject areas as follows:

1. Communication
2. Student Racial Identification
3. Indian Education Programming
4. Attendance
5. Academics
6. Behavior
7. Out-of-School Time Activities
8. Graduation

1. Communication

The Parent Committee feels that SPPS and Indian Education did not effectively communicate with us about several issues including the principal hiring process at AIMS and possible relocation of the Indian Education program.

Supporting Evidence

This includes lack of follow-up communication as promised to us in our meetings, and ineffective communication in terms of accuracy of information provided and approaching the Parent Committee at the wrong times, such as when the SPPS representative has no information or options to share or when the thing is already a "done deal" instead of letting us have real input in the decision.

Action Steps

SPPS Professional Development (the department that supervises Indian Education) should work with the Parent Committee to develop and implement a clear chain of communication so that important information is passed appropriately among district staff and to Parent Committee representatives and/or the community.

SPPS should revisit (and communicate) the Parent Committee's purpose and authority.

Goals

The Parent Committee feels that its input is more effectively sought and responded to in future situations. Current SPPS staff, leadership, Parent Committee members, and community members understand the legal role and authority of the Parent Committee. The Parent Committee functions as a group of informed decision-makers.

1. SPPS Response: *Saint Paul Schools is committed to strengthening communication with our Indian Education Parent Committee. We believe that a strong family/school partnership is at the core of student success. New this year, we will be establishing a district team that will bring leaders from district departments together with the Supervisor of Indian Education on a quarterly basis. These meetings will allow Indian Education concerns to be shared with key leaders while also ensuring shared responsibility for program and American Indian student outcomes. Written communication will be shared reciprocally between the Parent Committee and the district team. The Office of Family Engagement is available to provide guidance to the role and responsibility of the Parent Committee as needed.*

2. Student Racial Identification

2a. There are many inaccuracies in the racial identification of American Indian students, which may result in the District not receiving some funding for which it is eligible (via per student American Indian funds) and inaccurate reporting of outcomes.

Supporting Evidence

As of the first part of this school year, SPPS reported 266 American Indian students for whom Indian Education did not have a 506 form, and conversely Indian Education had record of 222 students with a 506 form who are not listed as American Indian with SPPS.

Action Steps

SPPS should keep track of all of the races of multi-racial students.

Develop a transparent and consistently applied process to officially classify students when parents list more than one race for district reporting purposes.

SPPS should work more closely with Indian Education to ensure that all students who are eligible have a completed 506 form to ensure all appropriate funding is received.

Goals

The number of American Indian students in SPPS aligns between SPPS official records and Indian Education's records to ensure all other outcomes are also reported accurately. SPPS racial information more accurately reflects the student population.

2a SPPS Response: *The Federal Government made changes during the 2010 Census. These changes have allowed us to identify multi-racial students within our student information system. When new students enroll in Saint Paul Public Schools, they are asked to complete a Declaration of Ethnicity/Declaration of Home Language form. On this form they are asked to indicate Hispanic/Latino or Not Hispanic/Latino and to choose as many races as apply (American Indian or Alaskan Native, Asian, Black or African American, Native Hawaiian or other Pacific Islander, White). This information is then recorded in the Student's Campus record for reporting purposes.*

When a student indicates American Indian or Alaskan Native as a race during intake, Student Placement Center staff provides the 506 form for the family to complete. In addition, when a family indicates American Indian or Alaskan Native when completing an online application, an electronic 506 form is generated for the family to complete. Completed forms are submitted to Saint Paul Public Schools' American Indian Education Program.

2b. American Indian parents who have tried to get the district to correct their child's race in the system have struggled to accomplish this task.

Supporting Evidence

Anecdotal evidence from PAC members.

Action Step

SPPS should make it easier for parents to change their child's official race when it has initially been recorded incorrectly.

Goal

Parents of American Indian students feel that their child's race is correctly described by SPPS.

2b SPPS Response: *The procedure has changed since the time that many families initially registered with SPPS. Because we now allow multi-racial identification within our student information system, families are welcome to make changes to their child's identified race at any time. Families may contact the Student Placement Center directly to make corrections to a child's ethnicity and race. The district will work through the Office of Indian Education to communicate this procedure to families through school clerks, Principals, flyers to families, and pow-wows.*

3. Indian Education Programming

3a. Many parents and students are confused about the various programs and services available to them through Indian Education and American Indian Studies.

Supporting Evidence

Based on questions raised at Parent Committee meetings and at our Community Sharing Circle (public hearing).

Action Step

Indian Education is currently working with SPPS administration to develop more clear and effective communication materials for students and families.

Goal

American Indian parents and students have a clear understanding about which services and programs they are eligible for, and generally feel that there is transparency in IE and AIS programming options and eligibility requirements.

3a SPPS Response: The SPPS office of Indian Education collaborates regularly with community agencies as well as other departments within SPPS, which can be confusing for families. With the support of the SPPS Communications Office, the Indian Education Program has developed a new Indian Education Brochure, which outlines the distinct American Indian programs within the Saint Paul Schools (Indian Education, American Indian Magnet, American Indian Studies, and the American Indian Parent Group). These new brochures will be distributed at all Indian Education events as well as on the website.

3b. It is difficult for American Indian families and the Parent Committee to assess the effectiveness of Indian Education programs.

Supporting Evidence

Most evaluation data we currently receive is outputs (number served), not outcomes (student academic improvement, etc.)

Supporting Evidence

Most evaluation data we currently receive is outputs (number served), not outcomes (student academic improvement, etc.)

Action Steps

Indian Education staff and programs should develop clear and measurable outcomes, and complete and report on rigorous and appropriate evaluations of these programs.

Goal

American Indian families and Parent Committee members have a clear understanding of the impact of Indian Education programs and services (outcomes of students who are served by the program).

3b SPPS Response: Saint Paul Schools is committed to supporting Indian Education in the areas of strategic planning and evaluation of programs. As mentioned, in section 1, a cross-departmental district leadership team will be established to meet regularly with Indian Education staff. The function of this team will be to oversee strategic planning and program evaluation with the ultimate goal of impacting the student achievement and attendance of our American Indian students.

Program evaluation will begin with a facilitated discussion with both Indian Ed parents and staff to establish top priorities for evaluation.

3c. Indian Education professional staff are not always welcomed into all SPPS schools to work with American Indian students.

Supporting Evidence

Anecdotal evidence from Parent Committee members and Indian Education staff.

Action Steps

SPPS should consider approaches to create a welcoming environment for Indian Education staff at all SPPS schools.

This may include providing additional training for all school staff and administrators about the rights and responsibilities of Indian Education's supplemental services, possibly through Equity Teams.

This may also include helping Indian Education to demonstrate the positive impact of their services so that core instructional staff and school administrators will have reason to be more supportive of these supplementary services.

Goals

American Indian students are able to receive the supplemental services for which they are eligible from Indian Education.

Indian Education staff feel welcomed in all SPPS schools where they serve American Indian students.

3c SPPS Response: *As part of Saint Paul Public School's racial equity transformational work, each school site has established an equity team. One role of this equity team is to examine policies and practices that are racially predictable or disproportionate. A welcoming environment is important for all students, staff, parents, and community members. The racial equity department and the district-wide equity team will work with Indian Education to gain input on a systemic way to support school efforts to improve and create welcoming environments and also ensure that staff are well informed about the supplemental services American Indian students are eligible for as well as providing these services. This will be monitored through equity teams in building and the district racial equity department.*

In an effort to strengthen understanding and communication, surrounding Indian Education, staff at all buildings will receive communication about the supports and programming that Indian Education provides to our students.

4. Attendance

4a. American Indian students have the worst attendance rate of all racial/ethnic groups in SPPS.

Supporting Evidence

In 2011-2012, 42% of American Indian elementary students, 48% of American Indian middle school students, and 57% of American Indian high school students in SPPS missed 11 or more days of school during the 2011-12 school year, compared with 24-26% for white students, 33-42% for African American, 28-40% for Latino, and 14-21% for Asian students.

Action Steps

Early indication is that the new "late bus" at AIMS may be helping some students get to school who otherwise would be absent. We would like to see ongoing updates from SPPS on the impact of this late bus (and any other initiatives) on student attendance. Continue to work with the attendance specialist at Indian Education and with the schools where American Indian students attend.

Goal

Reduce the percent of American Indian students at every grade level who are absent 11 or more days by 1-2 percentage points every year for the next 10 years. (all students, not just at AIMS and Harding) to identify, implement, and evaluate practices to improve attendance.

4a SPPS Response: *Saint Paul Schools has tried a new approach with attendance work this year. We have developed a wrap-around model which brings school and community supports together to address attendance needs. As part of this plan, workers from several Ramsey county and American Indian community agencies are meeting with district staff monthly at the American Indian Magnet School. The goal of this work is to provide multi-dimensional support to our families to address attendance challenges. In addition, SPPS is now providing a late bus, which picks up students who did not make it to school on time.*

Initial results are showing success with the late bus, which has picked up numerous students during the second route who would have otherwise missed school.

Additionally, as part of our district-wide attendance effort, Indian Education has launched an "Educational Warriors" campaign, which gave families the opportunity to learn about the impact of historical trauma in the lives of Native Americans today while also encouraging students to engage in school for a better future. Through this program approximately 45 parents have made a pledge to support student learning and attendance. Plans are underway to expand this program school-wide at the American Indian Magnet School.

Unfortunately with the difficult flu season we have faced this year, we are still not yet seeing the full impact of this work.

...

4a SPPS Response continued:

Furthermore, the SPPS Office of Family Engagement is committed to the following:

#1 To increase home visits to American Indian students in St. Paul Public Schools

#2 Be available to answer questions and provide information on the importance of attendance at Pow Wows, American Indian Parent Committee, etc.

#3 Continue to utilize the support and services of the social worker provided by Ramsey County and the Indian Education Truancy Intervention Specialist.

#4 Provide on-going training to administrators throughout the St. Paul Public Schools district on attendance laws outlined by the state of Minnesota and Ramsey County district court.

4b. American Indian parents are confused about SPPS's attendance policies and how to ensure their child is being appropriately excused and not penalized for participation in cultural/traditional activities.

Supporting Evidence

Anecdotal evidence from Parent Committee members, especially related to participation in traditional (multi-day) funerals and powwows on reservations. (To be clear, we understand that funerals and other ceremonies may be excused but powwows are not considered excused absences.)

Action Steps

Work with the Parent Committee to ensure its attendance policy (policy 503) is implemented systematically.

Parents need to be informed of this policy and to understand that all absences (excused and unexcused) count toward the total of all their students' absences.

All school attendance liaisons and clerks need to be trained on this policy.

Goals

SPPS has a clear policy regarding attendance for American Indian students that is responsive to our participation in funerals and other ceremonies vs. powwows. Parents understand this policy and feel it is fairly and uniformly applied.

Continue to work with the attendance specialist at Indian Education and with the schools where American Indian students attend (all students, not just at AIMS and Harding) to identify, implement, and evaluate practices to improve attendance.

4b SPPS Response: *The District policy 503.00 was Adopted 1974 and Revised 6/17/2008 Attendance; Absences and Excuses for religious holidays and observance*

Absence or tardiness of pupils because of religious holidays and observances shall be recorded as excused absences or tardiness, at the written request of the parent or guardian and pupils shall be allowed to make up the work.

The Office of Engagement will communicate expectations to all school sites to ensure policies are fairly enforced.

5. Academics

5a. *A high proportion of American Indian students are not meeting grade-level expectations at all grades.*

Supporting Evidence

With the exception of African Americans, the worst MCA scores in SPPS in 2011 belong to our American Indian students. Only 48% are proficient in reading, 31% in math, and 16% in science.

Action Steps

Provide updates regarding MTSS/RTI and other evidence-based approaches to early identification and intervention for American Indian students, and the effectiveness of these approaches in SPPS. These updates should include triangle data.

We would like to work with SPPS to further explore the role of cultural teaching and cultural identity in improving academic outcomes. We would like to note a successful partnership between Anishinabe Academy (in Minneapolis) and the University of Minnesota for this purpose that could be explored. Specifically, we should consider funding opportunities that would allow SPPS Indian Education to work on this.

Goal

Within 10 years, MCA scores of American Indian students should be comparable to White students, (which in 2011 were 83% reading, 68% math, 60% science). This will require a 2-3 percentage point per year gain for math and reading, and a 4-5 percentage point per year gain in science.

5a SPPS Response: *Saint Paul Schools is committed to raising the achievement of our native students. Multi-Tiered System of Supports (MTSS) is a framework used to describe an evidence-based model of schooling that uses data- based decision making to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in multiple tiers based on student need.*

MTSS is:

- *A process designed to maximize student achievement*
- *Focused on outcomes*
- *About student progress*
- *Good first teaching (Tier 1, Core Instruction)*

MTSS was identified as SPPS' model for providing supports to schools. SPPS rolled out MTSS to 31 schools this year, which includes the American Indian Magnet (AIM) School. Within the framework of MTSS, schools learn that achievement comes from adult actions to create effective instruction and learning environments.

Schools like AIM work diligently on applying a systematic problem solving process that includes:

- *Focusing on modifying the environment to support students*
- *Using interventions that have been determined to have a high probability of success given the problem identified*
- *Collecting relevant data and monitoring student progress frequently to assess response to the interventions.*

We have hired a nationally renowned RTI expert, Dr. Judy Elliott, to work directly with our schools. Dr. Elliot visited AIM on November 16, 2012 to discuss progress of MTSS. The visit included observations of various classrooms and meeting with the leadership team to discuss student interventions, data- based decision- making, and aligning school goals to Professional Learning Communities (PLCs). During the visit to the American Indian Magnet school, Dr. Elliott had high praise for the school's initial success with reading, math, behavior, and attendance goals. AIM has truly embraced the work of MTSS during the first year. Furthermore, as the foundation of Tier 1 is established, the district will continue supporting schools to resource map their buildings while using data to build tiers of support to meet the needs of all students.

5b. American Indian parents and students are often not aware of their poor academic status until it is too late to pass the class, pass the grade, or graduate.

Supporting Evidence

Anecdotal evidence from Parent Committee.

Action Step

Encourage teachers to be more proactive in telling parents their student's progress (or lack thereof) toward successful course completion, and to encourage academic counselors to be more proactive in contacting parents if their student is missing credits, failing courses, or otherwise getting off track.

Goal

Parents and students are informed about their current academic status and proficiency on standard measures.

5b SPPS Response: All students in grades 9-12 are tracked for graduation progress. Letters are sent to the student's address as listed in campus. Currently we are exploring the possibility of using the Connect Ed calling system to help with timely communication to families as well as ways to separate academic mailings from other school district news to highlight their importance. Several parent guides are currently being developed to support families in navigating secondary courses and credits as well as elementary standards. Once finalized these tools will be shared with the families through backpacks, community events and pow-wows, and via our websites.

6. Behavior

6a. Bullying is a significant concern for American Indian students, and in some cases bullying is racially/culturally motivated (for example, where American Indian boys have been bullied about their long hair).

Supporting Evidence

Many parents and students raised this issue at our Community Sharing Circle (public hearing) in February 2012. In fact, several families cited bullying as a reason for attendance problems among American Indian students.

According to the MN Student Survey, across Minnesota 10% of American Indian 6th grade boys and 13% of girls said they missed one or more days of school because they felt unsafe going. Also, 41% of these boys and 32% of girls said they had been threatened at school. Finally, about one-quarter of American Indian 6th graders said they are teased or excluded from activities with other students at school once a week or more often.

Action Steps

Work with the Parent Committee to ensure the American Indian community has a voice as SPPS conducts planning and implements strategies in response to the Governor's Task Force on Bullying's August 2012 report, and more generally we would like to open the conversation with SPPS about how bullying can be prevented.

Consider programs that would promote older peers (high school and college students) to mentor and talk with our younger American Indian students in elementary in middle school for a specific anti-bullying effort (that might also introduce other protective factors).

We feel the AIMS 7th and 8th grade retreat would be a good place to address bullying issues, as this was generally felt to be a positive and safe experience for most students.

Goals

Students and parents report that bullying has decreased and are less likely to claim bullying as the cause of poor attendance.

The American Indian community is effectively included in the development of anti-bullying initiatives within SPPS.

6a SPPS Response: Saint Paul Schools is very committed to integrating the work of Racial Equity into our community-building efforts to eliminate the predictability of student achievement based on race. We also recognize positive school climates are essential to ensure that students feel safe at school and help foster successful learning environments. Understanding culturally relevant teaching practices will create positive school climates that are essential to learning.

Saint Paul Schools takes bullying very seriously. Recently our school district revised the Student Rights and Responsibilities Handbook that defines bullying and clearly outlines administrative guidelines to use in response to bullying. Saint Paul schools is taking proactive measures to focus on three core values of respect, responsibility, and safety.

The vehicle SPPS uses to address the three core values is our Positive Behavior Interventions and Supports (PBIS) model. PBIS is an approach to assist schools in identifying, adapting, and sustaining effective school-wide disciplinary practices and classroom management. PBIS provides positive behavior and learning supports that are matched to individual needs. A well-developed PBIS model improves both classroom management and student achievement. American Indian Magnet School has applied to be a part of the Minnesota Department of Education's 2-Year PBIS Cohort training beginning the 2013-2014 school year. The district also supports the work of PBIS by supporting schools with district coaches and professional development.

As part of the district's middle school redesign, all middle school staff will be assigned to interdisciplinary teams. They will be trained in adolescent development and focus intently on building strong, safe communities. Saint Paul Schools has connected with Youth Frontiers to provide student retreats to build community within our middle school programs.

7. Out-of-School Time Activities

7a. American Indian students do not have adequate access to OST activities that support and enhance their academic success.

Supporting Evidence

Many parents at the Community Sharing Circle (public hearing) held in February 2012 commented on the lack of OST options for their students.

Action Steps

SPPS and Indian Education should consider offering programs district-wide that are currently only offered at AIMS and Harding (provide transportation).

SPPS should offer OST activities that include academic enrichment with fun activities that are relevant to the students' lives and to the curriculum they are learning in school (but NOT more classroom-style learning) to support academic success.

Goal

A higher proportion of American Indian students participate in high quality OST activities that support academic success, and parents of American Indian students are more satisfied with the OST programming options available for their students.

7a SPPS Response: SPPS District has collaborated with the East Metro Integration District (EMID) to create a summer camp called American Indian/ Belwin Camp at AIM and at Belwin Lab that is open to all SPPS District and EMID students. Additionally, district out-of-school-time programs, such as EDL, offer enrichment in math and reading. The enrichment is developed based on the school environment and school interest. The Office of Indian Education and the Office of Alternative Learning Programs is committed to communicating all OST opportunities with our Indian Ed families. Families can expect information about these opportunities to be posted on the Indian Education website as well as through flyers that will arrive home in student backpacks.

7b. American Indian students do not get enough physical activity and have generally poorer nutrition when compared to other groups of students, and are therefore at greater risk of obesity, diabetes, and other health problems.

Supporting Evidence

According to the MN Student survey 23% of 12th grade American Indian males in Minnesota and 43% of 12th grade American Indian females feel they are overweight. (And 31% of males and 33% of females are actually overweight or obese according to their BMI.)

A recent health care needs assessment of American Indians in the Twin Cities found that many American Indians desire more opportunities for physical activity and learning about nutrition, in particular with activities that incorporate traditional Native games and foods (Minnesota Department of Health, March 2012).

Action Steps

SPPS and Indian Education should consider ways of providing more programming for all American Indian students in the district that includes physical activity and/or other healthy lifestyle integrated with traditional Native practices.

Specifically, we would like SPPS to explore ways of using district-wide wellness funds to support and enhance the 0.5 FTE Indian Education currently supports through its diabetes education grant.

Goal

Students and parents report better nutrition and more physical activity, and that they are more satisfied with the opportunities available to them through SPPS to improve their own health.

7b SPPS Response: The Site Wellness Team under the guidance of the Site Wellness Champions draft an action plan each year. The Site Wellness Team will invite American Indian parents or community members to participate on this team to increase American Indian practices into the site action plan. From a District Perspective, we encourage increased activity throughout the school day for students to improve both health and learning outcomes. Some schools have added increased activity to their school Wellness Team Action Plan.

Student Health and Wellness does not have any specific initiatives currently related to diabetes prevention. Student Health and Wellness continues to see grant-funded opportunities to address chronic disease management for chronic conditions that impact learning, specifically asthma, diabetes, ADHD, hearing loss and anaphylaxis.

As a part of the efforts to improve physical activity, Summer Programming and EDL classes include physical activity as part of the enrichment.

8. Graduation

American Indian students have by far the lowest graduation rate of all racial/ethnic groups in SPPS.

Supporting Evidence

Our graduation rate is 62% (in 2010) compared with 82% for Latinos, 86% for African Americans, 93% for Asians, and 96% for Whites.

Action Steps

American Indian students and parents need more guidance earlier to ensure the students are on track for graduation, and we would like SPPS to be more proactive with parents and their students who are not on track to graduate.

We would like to discuss more options with SPPS to ensure that when possible in middle school our students are tracked into AP programs and other college prep tracks.

We have had preliminary conversations with SPPS about how the AVID program is working for American Indian students who are participating, and we would like to continue to pursue the possibility of creating an American Indian AVID program with SPPS (Darlene Fry).

Consider the possibility of having one counselor at each school who is assigned to all American Indian students (similar to the role Ann Sullivan is playing at Harding). Evaluate the effectiveness of using academic monitoring to support students in checking their own academic status regularly.

Goal

2-3 percentage point improvement in the American Indian graduation rate every year for at least the next 10 years.

8. SPPS Response: Saint Paul Schools is currently seeking funding to support the expansion of the AVID program, which has demonstrated strong success in supporting student graduation and post-secondary enrollment. School sites are being asked to make a concerted effort to invite AI students to apply for the AVID program. Initial planning is currently underway to develop an American Indian AVID course that could be offered where enrollment warrants viability.

Additionally, the Office of College and Career Readiness is supporting schools to review student MCA scores and schedules to identify students who are not currently in advanced courses, but have the ability to be. Communications will be designed to ensure that counselors, students, and families receive this information.

Several parent guides are currently being developed to support families in navigating secondary courses and credits as well as elementary standards. Once finalized these tools will be shared with the families through backpacks, community events and pow-wows, and via our websites.

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

Signed _____ Date _____



2011-2012 Indian Education Act Summary of Administrative Response

February 5, 2012

Committee of the Board Meeting

Christine Osorio, Executive Director of CIPD

Purpose



To inform the Committee of the Board of the Administrative response to the American Indian Parent Committee Resolution in order to improve the learning outcomes of our students and strengthen relationships with parents.

This document is required as part of the Minnesota American Indian Education Act of 1988 (statute 126.51 subdivision 1a).

Agenda

Eight areas of Recommendation



1. Communication
2. Student Racial Identification
3. Indian Education Programming
4. Attendance
5. Academics
6. Behavior
7. Out-of-School Time Activities
8. Graduation

1/30/13

2

Communication

Request	Task
1.	SPPS and Indian Education did not effectively communicate with the Parent Committee about several issues including the principal hiring process at AIMs and possible relocation of the Indian Education Program.
Response	A cross-departmental district team will meet quarterly with the Supervisor of Indian Education each quarter. We will ensure that communication and responsibility for program support is shared across different areas of expertise. Written communication will be shared reciprocally between the Parent Committee and the district team.

1/30/13

3



Student Racial Identification

Request	Task
2.a	Inaccuracies in the racial identification of American Indian (AI) students may result in the District not receiving some funding for which it is eligible (via per student AI funds) and inaccurate reporting of outcomes.
Response	New Federal Guidelines now allow us to identify students as multi-racial. Families who would like to change previous record can do so through the Placement Center. We will ensure this message is communicated through school leaders and community events.

1/30/13

4



Student Racial Identification and Indian Education Programming

Request	Task
2.b	Parents have struggled to get the district to correct their child's race in the system.
Response	At any time, a family may contact the Student Placement Center to make corrections to a child's ethnicity and race.
3.a	Many parents and students are confused about the various programs and services available to them through Indian Education and American Indian Studies.
Response	SPPS Indian Education collaborates with different departments and multiple community agencies. In an effort to communicate more clearly about all supports available to students, a new brochure has been created. Websites are also being updated to reflect these options.

1/30/13

5



Indian Education Programming	
Request	Task
3.b	It is difficult for AI families and Parent Committee to assess the effectiveness of Indian Education programs.
Response	The district is committed to working with the Indian Education Parent Committee to identify priority evaluation questions and follow through with program guidance based on evaluation results.

1/30/13

6



Indian Education Programming	
Request	Task
3.c	Indian Education professional staff are not always welcomed into all SPPS schools to work with American Indian students.
Response	A welcoming environment is important for all students, staff, parents, and community members. The racial equity department will work with Indian Education to gain input on a systemic way to support school efforts to improve and create welcoming environments and ensure staff are well informed about Indian Education programming at each site. This will be monitored through equity teams in buildings and the district racial equity department.

1/30/13

7



Attendance	
Request	Task
4.a	AI students have the worst attendance rate of all ethnic groups in SPPS.
Response	SPPS has developed a new wrap-around approach to attendance which includes district and community agencies. Includes a late-bus for AIM. Educational Warriors Campaign has embedded culturally relevant approach to school success, which includes attendance.

1/30/13

8



Attendance	
Request	Task
4.b	American Indian parents are confused about SPPS's attendance policies and how to ensure their child is being appropriately excused and not penalized for participation in cultural/traditional activities.
Response	SPPS Office of Family Engagement is committed to the following: Increase home visits to American Indian students Share attendance guidelines at Pow Wows and school events Continue with support and services of the social worker provided by Ramsey County and the Indian Education Truancy Intervention Specialist. Provide on-going training to administrators on attendance laws outlined by the state of Minnesota and Ramsey County district court.

1/30/13

9



Academics	
Request	Task
5.a	A high proportion of American Indian students are not meeting grade-level expectations at all grades.
Response	<i>We are currently in our 1st year of MTSS implementation</i> <i>We are focused on using data to Differentiate Core Instruction</i> <i>Leadership teams are learning to resource map schools to align to learning goals.</i> <i>Strong beginning at the American Indian Magnet School</i>



Academics	
Request	Task
5.b	American Indian parents and students are often not aware of their poor academic status until it is too late to pass the class, pass the grade, or graduate.
Response	<i>All students, 9 – 12 grade are tracked for graduation progress. Letters are sent to the student's address as listed in campus. We are exploring the ability to use Connect-Ed as an additional resource as well as new communication tools for families.</i>



Student Suspensions of American Indian Students

Request	Task
6	Bullying is a significant concern for American Indian students, and in some cases bullying is racially/culturally motivated (for example, where American Indian boys have been bullied about their long hair).
Response	SPPS is very committed to ensuring that all feel comfortable in a safe learning environment. Our newly revised Student Rights and Responsibilities Handbook clearly defines bullying and outlines administrative guidelines. Schools are focused on using data to build proactive supports for students through PBIS As part of the Middle School transition work, all middle school staff and students will have facilitated support in team building

1/30/13

12



Out- of –School Time Activities

Request	Task
7.a	American Indian students do not have adequate access to OST activities that support and enhance their academic success.
Response	SPPS District has summer East Metro Integration District (EMID) camp called American Indian/ Belwin Camp at AIM and at Belwin Lab that is open to all District and EMID students. Out of school time programs such as EDL offer enrichment in math and reading. The enrichment is developed based on the school environment and school interest.



Out-of-School Time Activities

Request	Task
7.b	American Indian students do not get enough physical activity and have generally poorer nutrition when compared to other groups of students, and are therefore at greater risk of obesity, diabetes, and other health problems.
Response	The Site Wellness Teams will invite American Indian (AI) parents or community members to participate to increase AI practices into the site action plan. Student Health and Wellness continues to seek grant funded opportunities to address chronic disease management for chronic conditions that impact learning, specifically asthma, diabetes, ADHD, hearing loss and anaphylaxis.



Graduation

Request	Task
8.	American Indian (AI) students have by far the lowest graduation rate of all racial/ethnic groups in SPPS.
Response	SPPS is working with schools to recruit American Indian students for AVID classes. We are also exploring funding possibilities to support culturally specific AVID classes at select schools where enrollment warrants viability.

1/30/13

15



Questions?

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.

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 beverage 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. School meals served through the National School Lunch and Breakfast Programs will meet or exceed the USDA requirements.
- C. Other foods and beverages sold at school will meet or exceed the nutrition recommendations of the U.S. Dietary Guidelines for Americans. The only beverages that can be sold to students during the school day are:
 - 1. Water: Non-flavored, non-carbonated, non-caffeinated, with no sweeteners.
 - 2. Fruit and vegetable juices: 100% full strength with no added sweeteners. Serving size is limited to six fluid ounces for grades PreK–8, and eight fluid ounces for grades 9–12.
 - 3. Milk: Low fat (1% or less) or fat-free milk and/or USDA-approved alternative dairy beverages. Serving size is limited to eight fluid ounces for all grades.
- D. The District will make reasonable accommodations for the special dietary needs of students in the school meal programs.
- E. Drinking water will be available at no charge and accessible in all cafeterias during lunch service, as required by USDA.
- F. 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.
- G. 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 work toward healthy food and beverage options for concessions sold at extracurricular events.

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.

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

42 U.S.C. § 1751 *et seq.* (Richard B. Russell National School Lunch Act)

42 U.S.C. § 1771 *et seq.* (Child Nutrition Act of 1966)

P.L. 108-265 (2004) § 204 (Local Wellness Policy)

7 U.S.C. § 5341 (Establishment of Dietary Guidelines)

7 C.F.R. § 210.10 (School Lunch Program Regulations)

7 C.F.R. § 220.8 (School Breakfast Program Regulations)

CROSS REFERENCES

Policy 414.00 - Tobacco Free Environment

Policy 716.00 – Advertising in the Schools

GUIDELINES/STANDARDS

American Association for Health Education (AAHE)

Coordinated School Health Programs: Improving the Health of Our Nation's Youth—At A Glance 2011, Atlanta: CDC; 2011

National Association for Sports and Physical Education (NASPE)

United States Department of Agriculture (USDA)

BOARD OF EDUCATION LISTENING SESSIONS 2013

February 21, 2013 - 7:00 p.m.

Dayton's Bluff Achievement Plus Elementary
Recreation Center Theater, 262 Bates Avenue

March 7, 2013 - 7:00 p.m.

Four Seasons A+ Elementary Cafeteria, 318 Moore Street

April 11, 2013 - 7:00 p.m.

Jackson Preparatory Magnet Library, 437 Edmund Avenue