I. CALL TO ORDER
   A. Introductions

II. AGENDA
   A. 2012 Audit Report
      1. Introduction
      2. Presentation
      3. Discussion
   B. Second Budget Revision 2012-13
      1. Introduction
      2. Presentation
      3. Discussion
      4. Action (Approval of Revisions)
   C. Common Core Implementation
      1. Introduction
      2. Presentation
      3. Discussion
   D. Standing Item: Referendum Implementation Update
   E. Standing Item: Policy Update
      1. Policy 533.00 Wellness
   F. Work Session
      1. Outside Committee Assignments & District Council Representation
      2. Reschedule of April 16 Board Meeting
3. Board Check-In

III. ADJOURNMENT
Common Core Standards: Implementation, Instruction, & Assessment

Christine Osorio, Executive Director CIPD
Teajai Anderson Schmidt, PreK-12 Literacy Program Manager
January 15, 2012
Purpose

To highlight efforts to support implementation, instruction, and assessment of MN Common Core ELA standards.
Agenda

• Gap Analysis, Curriculum Development, Field Testing
• Current Curriculum, Instruction, and Common Assessments
• Professional Development
• MCA-III Preparation
• Community Outreach
# School Year 2011-2012

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Instruction</th>
<th>Professional Development</th>
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<tbody>
<tr>
<td>K-12 gap analysis completed by teachers</td>
<td>Common Systems: PreK-12 Literacy working toward a common goal. Common Message: Standards and student data drive instruction.</td>
<td>Over 200 teachers analyzed, revised, created, and field-tested district curriculum &amp; assessments</td>
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<td>K-6 analysis found strong alignment in reading and a need to focus on Writer’s Workshop Units</td>
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<td>Over 60% of ELA teachers had a hand in creating and/or piloting the new curricular framework</td>
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<td>7-12 move from genre-based to standards-based framework</td>
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School Year 2012-2013

K-6
- 56 revised and new Writing Units of Study
- On-demand pre- and post-assessments, rubrics, and self-assessment checklists for every unit of study
- Digital Media Presentations, Projects, & Speeches for each grade level
- Elementary Literacy Wiki

7-12
- Curricular Framework
- ELA Common Text Studies and Summative Assessments 7-12
- Reading Aligned to ELA or Content Areas 7-12
- Secondary Literacy Wiki
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<td><strong>2012-2013 SPPS Writer’s Workshop Units</strong></td>
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<td>N—narrative, O—opinion, I—informational text types; † Digital project, π Presentation</td>
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<td><strong>Goal 1</strong> achievement</td>
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<td>Dec</td>
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<td>I: Pattern Books to Read, Write, and Teach (3 wks)</td>
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<td>N: Personal Narrative (4 wks)</td>
<td>I: Q&amp;A books (4 wks)</td>
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<td>May</td>
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<td>Poetry (3 wks)</td>
<td>Poetry (3 wks)</td>
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## Writer's Workshop Multimedia Projects--Resources

The 2010 Minnesota English Language Arts Academic Standards specify media literacy benchmarks for all grade levels, including creating multimedia projects. St. Paul Public Schools has embedded one multimedia project per year in the calendar of Writer's Workshop Genre Study units. The units feature particular technology tools as a base line, but teachers are welcome to use others. Resources will be added to this table as they are developed. Please share your suggestions and unit examples!

<table>
<thead>
<tr>
<th>Product</th>
<th>Tool</th>
<th>Suggested Grades/Units</th>
<th>Print How-to</th>
<th>Video Demonstration</th>
<th>Sample Project</th>
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<tbody>
<tr>
<td>Digital Drawing (with text option)</td>
<td>Tux Paint</td>
<td>K Expert Books</td>
<td>Tux Paint overview pdf</td>
<td>Tux Paint drawing video demonstration</td>
<td>Sample Expert Book (by an adult)</td>
</tr>
<tr>
<td>Digital Recording</td>
<td>Recordrip3.org</td>
<td>1 Writing-for-Readers</td>
<td>Recordrip3.org written directions pdf</td>
<td>Recordrip3.org video tutorial (Be sure your sound is on--the link opens in your browser and looks like a Google window at first)</td>
<td>The Deer (grade 7 story)</td>
</tr>
<tr>
<td>On-Line Story Book</td>
<td>Littlebirdtales.com</td>
<td>1 Realistic Fiction</td>
<td>Littlebirdtales.com Overview for teacher pdf by Arlington, VA teacher</td>
<td>Littlebirdtales.com narrated overview Teacher features: How to set up class account and enter students (links to video demonstration) [Both are from other districts] Excel class roster template (for uploading student list)</td>
<td>Man's Bike (by an adult)</td>
</tr>
<tr>
<td>On-Line Reviews</td>
<td></td>
<td>2 Book Recommendation (also Opinion units from other grades)</td>
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<tr>
<td>Podcast</td>
<td>GarageBand</td>
<td>4 Realistic Fiction</td>
<td>GarageBand Podcast pdf Adding podcasts to a teacher's Urban Planet Website video</td>
<td>Creating podcast video</td>
<td>The Project (student story)</td>
</tr>
</tbody>
</table>
Welcome Students

Our students are special: they come to our schools from all over the world and bring new perspectives and ideas to classrooms. To support students as they learn and grow, we provide an array of activities and resources.

We have many programs and services dedicated to helping student reach their potential.

Academic Support

- **Area Learning Centers** (ALC) The Saint Paul Area Learning Center (ALC) is a nationally recognized model for providing educational services leading to high school diploma.
- **AVID-Advancement Via Individual Determination** is a fourth-through twelfth-grade system available at some schools in the District to help prepare students in the academic middle for four-year college eligibility.
- **American Indian Education Program** assists American Indian students in graduating from high school with equality education and positive cultural and personal identity.
- **Homework Help** is provided through the Saint Paul Public Library through reading tutors and learning resources.
- **Service-Learning Resource Program** focuses on deepening students learning experience through community and civic involvement.
- **The Six Year Plan** helps students begin planning for life after high school.
- **iGrad** is a resource to help students prepare for the Graduation-Required Assessments for Diploma (GRAD) Test needed for graduation.
- Other **Enrichment Programs** are also provided to help students succeed in high school, college and career.

Media Literacy Tools

- **K-6 Research Internet links**
- **Multimedia tools**

http://www.spps.org/Students
SPPS Fourth Grade Realistic Fiction Podcasts

Saint Paul fourth graders are budding realistic fiction writers—and podcasters! As part of their Writing Workshop lessons, students across the city have been crafting stories about video games, sleepovers, all sorts of family disasters, and other themes of their choice, and then illustrating and recording them as podcasts. Click on the links below to see samples of student work from several schools.

This project addresses new Writing and Media Literacy state academic standards, part of Minnesota’s adoption of the Common Core Standards. Saint Paul teachers have been working for the past year to revise curriculum to align with the new standards. This includes integrating technology into writing units for all elementary students, leading to fun projects like these fiction podcasts.

Thank you to teachers and students at American Indian Magnet and Four Seasons A+ for sharing their work!
Elementary Literacy Wiki

Class RAN chart: What makes a bear a bear?

http://sppselementaryliteracy.pbworks.com
School Year 2012-2013

K-6
• 56 revised and new Writing Units of Study
• On-demand pre- and post-assessments, rubrics, and self-assessment checklists for every unit of study
• Digital Media Presentations, Projects, & Speeches for each grade level
• Elementary Literacy Wiki

7-12
• Curricular Framework
• ELA Common Text Studies and Summative Assessments 7-12
• Reading Aligned to ELA or Content Areas 7-12
• Secondary Literacy Wiki
### 2012-2013 ELA Instructional Sequence

<table>
<thead>
<tr>
<th>Month</th>
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<tr>
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<tr>
<td>1: Foundations 7.11.x&lt;br&gt;2: Text Study: Informational Text 8.5.x&lt;br&gt;3: SA: Narrative Writing 9.7.1.1&lt;br&gt;4: SA: Informative Writing 9.7.2.2&lt;br&gt;5: Text Study: Informational Text 11.7.3.3&lt;br&gt;6: Text Study: Informational Text 11.7.2.2</td>
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### 2012-2013 SPPS Reading Instructional Sequence - DRAFT

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<td>1: Read 180&lt;br&gt;2: ELA 1 or 4&lt;br&gt;3: Strategy 3 or 2 &amp; 4&lt;br&gt;4: Content 9 or 3&lt;br&gt;5: EDGE (Odd) 1 or 5&lt;br&gt;6: AMP 3 or 6 or 2</td>
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Floating SA: Multi-Media x 9.8.8<br>MA: Multi-Media x 9.8.8<br>Reading: Research x 7.7.7
Curricular Supports

Empowered to Make a Difference

-- Our Mission --
To equip students with the skills necessary to access 'A World of Opportunity'

--Our k-12 Purpose--
to ensure that all students develop the skills necessary to access, interpret, evaluate, and synthesize information from a variety of contexts and to articulate their understandings in forms appropriate for intended audiences and purposes.

Welcome!
This curriculum wiki serves as a one-stop-shop for all things English Language Arts in the Saint Paul Public Schools.

How to Use this Wiki
- This front page will contain general information, updates, and quick resources for teachers.
- Along the right side of the page is the Sidebar. In the Sidebar you'll find links to grade level home pages and quick links to all sorts of resources.
- To make the most of your Wiki experience, please LOG IN. This allows you to upload documents, edit pages and make comments. Look to the upper right corner of your screen to see 'log in'. Click there and follow the directions. If you have trouble logging in, please email Kristen Lynch and I will send you an invitation.

MCA-III Information
We've created a page to serve as a one stop shop for all things MCA-III.
MCA-III: One Stop Shop
Professional Dev. PreK-12

59 PD Sessions

10 Online Courses

233 Hours

5,056 Participants

94% of PD Sessions outside of class time
Secondary PD Day: Moodle Course

Each module included:

• Facilitator's guides to support participation in PLCs or grade-level groups
• Explicit literacy content with interactive and discussion-based activities
• Group responses, individual responses, and evaluations for feedback
• Seven ways to contact us for guidance

MCA-III Preparation and Practice

As many have heard, the MCA-III reading test will be different from past MCA tests in three significant ways:

Text-Dependent Questioning

Anchor Standard 1 expects students to:

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Meeting The Common Core Writing Standards In Science
MCA-III Preparation and Practice

Test Preparation

• Following Curricular Frameworks and Instructional Sequence
• Common language/expectation across content areas- MCA-III
  Applicable for All

Test Practice

• MCA-III One-Stop-Shop & MCA-III Resources gr. 3-10
• World Tour
• MCA-III Moodle Module
• All principals, APs/interns, literacy coaches, and teachers have taken online sampler.
Outreach

Families, Tutors & Community Partners:
• Families, Tutors & Community Partners’ website
• Parent Guides K-6

Presentations:
• Sprockets- PD for over 20 community partners
• Presentation to West Metro Curriculum Directors
• Council of Great City Schools task review for CCSS assessments
• Hamline University- *Literacy Symposia, Literacy & the Common Core*
• University of MN- MN Reading Academy Research Consortia
• Common Core: Building Capacity through Professional Development
• Literacy Leadership Symposia: *Meeting the Challenges of the Common Core Instructional Shifts*
Highlights

- **Curriculum K-12:** 56 Writer's Workshop Units of Study K-6 & Instructional Sequences 7-12 completed
- **Professional Development K-12:** 59 sessions, 233 hours, 5,056 participants, 94% outside of contact time
- **Assessment K-12:** 78 Common Summative Assessments created
- **MCA-III:**
  - 100% of principals, asst. principals, literacy coaches and teachers completed on-line test samplers
  - Technology-enhanced item banks, test preparation and test practice resources completed for every grade level 3-10
SPPS Personalized Learning Through Technology

Dr. Kate Wilcox-Harris

Tuesday, January 15, 2013

Agenda

1. Along the Continuum
   a) Looking back
   b) Request of the Board
   c) Looking forward
Board of Education Requests Technology Plan-December 2010

Strong Schools, Strong Communities Strategic Plan Approved-March 2011
Systems Teachers Need to Access

Student Learning & Engagement through Technology Integration Plan presented to COB-November 2011
Visioning Day-January 25, 2012

• Beginning of conversation about personalized learning

• 75 participants including students (middle school and high school), teachers, building principals, district level personnel
District Academic Innovation and Technology Integration Specialists
Created in January 2012

Meeting SPPS Integrated Platform Requirements*

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<td>Collaboration tools</td>
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<td>✓</td>
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<td>Curriculum repository &amp; mapping systems</td>
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<td>X</td>
<td>✓</td>
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<td>Assessment management systems</td>
<td>X</td>
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<td>✓</td>
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<tr>
<td>Formative/summative assessment data dashboards</td>
<td>X</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Integrate content at the course-level from various sources</td>
<td>X</td>
<td>X</td>
<td>✓</td>
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<tr>
<td>Integration with existing &amp; future SPPS enterprise systems</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Parent and Partner portals</td>
<td>X</td>
<td>X</td>
<td>✓</td>
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As detailed in SPPS TEACHING & LEARNING PORTAL/PLATFORM RFP #A152353-K

1. Open Source Solution
2. Off the Shelf Commercial Solution
3. Customized Solution
• SPPS Teaching and Learning Portal/Platform RFP published—February 20, 2012

• RFP Committee convenes—March 26, 2012

• RFP Committee convenes, in open review, of top three vendors (2 hour review)—April 9, 2012

• RFP Committee confirms final two vendors for deeper review—April 10, 2012

• Full day participatory, hands-on, live demonstrations—May 18 & May 31, 2012

  Students, teachers, building administrators, district personnel participating in each of the two sessions.
Teaching & Learning Platform
RFP Committee

• Daniel Mesick, Principal, Como Senior High
• Karen Duke, Principal, Randolph Heights Elementary School
• Peter Beck, Teacher, Harding High School
• Zena Stenvick, Supervisor EL
• Gail Ghere, Supervisor, Special Ed
• Ivar Nelson, Director Information Technology
• Evelyn Belton-Kocher, Director REA
• Stephen Hoffman, Assistant Director of Academic Innovation and Technology Integration – Chair
• Jon Klinkenberg, SPPS Purchasing Department - Advisor

BOE Approval of Referendum Request--July 2012

General election--November 6, 2012
Community Advisory Committee and Action Teams applications posted—December 2012

Assistant Superintendent for Academic Innovation and Technology Integration brought to the School Board—December 19, 2012

District Digital Media Specialist & District Academic Innovation and Technology Integration Specialists posted—December 2012
Update to the Committee of the Board

Personalized Learning through Technology Integration Update--January 15, 2013

RFP Committee Recommendation

It is the recommendation of this committee that the Superintendent proceed with a Motion to the BOE to enter into a contract with Dell to provide a Teaching and Learning Portal/Platform as per SPPS RFP #A152353-K.
What We Are Getting?

The Teaching & Learning Platform is a web site. Behind the web site are computer resources, both hardware and software, that are dedicated to and directly support the mission of the District.

- Application Licensing and Support for the 45,000 SPPS user community
- Integration with SSPS Systems
- System training and professional learning
- Integration of Digital Content
- Optimized for computers, tablets, smartphones

Year 1: $670,912  
Year 2: $1,017,705  
Year 3: $978,185  
Year 4: $814,093  
Year 5: $814,093

What We Are Getting?

The Platform is a collaborative and secure environment that supports students with anytime, anywhere access to learning opportunities.

It provides teachers with effective ways to develop, share and use innovative and personalized course material and track student progress.

It provides greater engagement with families and community to support student success.
For Teachers:

- Access high quality curriculum content that matches their students' needs and styles
- Connect with individual students
- Quickly review student progress
- Monitor student collaborative groups
- Connect with peers and Personal Learning Communities
**For Students:**
- Facilitate opportunities for new and blended learning environments
- Access class materials and supplemental resources
- Connect with peers and collaborative groups
- Quickly review their individual progress
- Participate in extra-curricular student groups
- Organizes their academic life

**For Families:**
- Continuous progress monitoring
- Access class materials and supplemental resources to support their child
- Connect with teachers, administrators and school resources
- Find information about community resources
- Actively participate in their child’s success
Immediate Next Steps

- Approve contract to develop digital learning platform – BOE Meeting January 22
- Complete hiring for digital media specialists
- Plan and implement Visioning Day 2013

Immediate Next Steps

- Advisory Committee Membership Announced – January 25,
- Action Team Membership Application Deadline – February 1 (http://academics.spps.org/personalized_learning_action_team.html)
- Advisory Committee Membership Meetings start -- February 8
- Action Team Membership Announced – February 15
It’s About Students, It’s About Achievement.

It is not about technology…

We are setting the conditions…

The 2012 Referendum investment made it possible…

Discussion
MEMORANDUM

TO: Board of Directors
FROM: Joe Munnich
Administrator, Policy, Planning and Intergovernmental Relations
DATE: January 10, 2013
RE: Revision of SPPS Policy 533.00 WELLNESS

Administration reviewed SPPS Policy 533.00 WELLNESS, first adopted in 2006 and revised in 2008, to reflect changes in the federal Healthy, Hunger-Free Kids Act of 2010. A staff task force recommended updates and other changes, through a process that engaged a range of stakeholders including students, their families, staff members and community partners. The resulting draft is attached for consideration at the January 15 Committee of the Board meeting.

Board members have already identified several issues to be considered in review of this draft revision of Policy 533.00 WELLNESS, including the following from the policy team review on January 9:

- Implementation and monitoring of the policy to determine compliance and outcomes.
- Directly addressing food allergies, which could happen through three possible avenues:
  1. Clarify and align procedures/practices with minimal changes to proposed policy language
  2. Add and/or strengthen language in Wellness policy.
  3. Develop a stand-alone Food Allergy policy.
- Positive statements instead of negative, especially double negatives.
- More explanation and justification for limitations on students, e.g., food sharing
- Stronger language around concessions sold in conjunction with extracurricular activities
- Concerns that have and could continue to arise from students and families around cultural and religious dietary restrictions or preferences, revenue from fundraisers and vending, and foods brought from home.

The attached draft reflects policy language incorporating the considerations above.
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 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. 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

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)
Wellness Policy Review: Proposed Revision

Mary Yackley, RN, LSN, MA
Supervisor, Student Health and Wellness
January 15, 2013

Objectives

• Review Background and Impact of Wellness Policy
• Summarize Stakeholder Input
• Present Recommendations for Revised Wellness Policy

Background: SPPS Wellness Policy
History of Wellness Policy

• 2004 Child Nutrition and WIC Reauthorization Act
  – Required all districts establish local school wellness policies by School Year 2006-2007
  – Guides work of the Wellness Champions and District Wellness team
  – May 2006 Original Wellness Policy approved by BOE
  – June 2008 Revised

• 2010 Healthy, Hunger-Free Kids Act
  – Expands the scope of wellness policies
  – Policy not yet updated to reflect these changes

Background:
Close Link Between Health and Academic Success

Eating well and being physically active results in...

- Attention span
- Concentration
- Attendance
- Energy levels
- Academic achievement
- Discipline problems
- Anxiety and stress
- Tardiness

Background:
Impact Since Adoption

- School meals meet federal standards
- Nutrition education expanded
- Nutrition guidelines for food and beverages served and sold during school day
- Physical activity incorporated into school day most elementary schools
- Employee wellness opportunities offered through Health Partners
- All buildings identify a Wellness Champion
Stakeholder Input: Who We Asked

<table>
<thead>
<tr>
<th>Who</th>
<th>How</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Wellness Champions</td>
<td>Day-long training</td>
<td>Sept. 20</td>
</tr>
<tr>
<td>SPPS Staff</td>
<td>Online survey</td>
<td>Nov. 12-19</td>
</tr>
<tr>
<td>Parents/Guardians</td>
<td>DPAC Meeting</td>
<td>Nov. 20</td>
</tr>
<tr>
<td>Community Partners</td>
<td>Breakfast Meeting</td>
<td>Nov. 20</td>
</tr>
<tr>
<td>Students (11th &amp; 12th Grade Health Classes)</td>
<td>Classroom discussion and paper</td>
<td>Nov. 26-30</td>
</tr>
<tr>
<td>Superintendent's Cabinet</td>
<td>survey Presentation of Changes</td>
<td>Dec. 17</td>
</tr>
</tbody>
</table>

Stakeholder Input

- Likes
  - Organization format
  - Defined site and district wellness teams
  - Supporting healthy environment that:
    - does not restrict physical activity as a consequence for negative behavior or academic status
    - uses non-food items as rewards
Stakeholder Input
(continued)

• Concerns
  – Want stronger language for “raise the bar” related to health education, physical education and physical activity
  – Accountability and enforcement
  – May be hard to implement
  – Mental health needs not addressed
  – Communicating wellness message to staff and parents
  – Employee Wellness section weak

Recommendation for Revised Wellness Policy

Why update the Wellness Policy now?

• Policy needs to reflect changes in Healthy, Hunger-Free Kids Act of 2010
• Health Promotion aligns with Racial Equity work due to direct link between race and health disparities
• Statewide Health Improvement Program (SHIP) funding in partnership with County Public Health supports this work now
Unchanged from Current Policy

- Non-food items used as rewards
- Exercise or physical activity not used as a negative consequence for behavior
- Healthy vending available to students
- Celebrations
- Fundraising

Changes and Implications

Key Points of Change

1. Outline using the CDC Coordinated School Health Model with 9 categories
2. Expand Site and District Wellness Teams to include more community partners and parents
3. Move towards healthier options sold at concessions at extracurricular events
4. Promote healthier practices for employees by partnering to provide incentives to sites
Key Points of Change
(continued)

5. Remove detailed items in current policy that are procedural

Example

Proposed draft: “School Meals served through the National School Lunch and Breakfast Programs will meet or exceed the USDA requirements.”

Present Policy: 1½ pages of USDA requirements

Recommendation

• COB move forward Wellness policy revision as presented in COB Book for first reading at regular Board of Education meeting on January 22.
Board of Education  
External Committee Appointments  
2012

Association of Metropolitan School Districts (AMSD)  
1667 Snelling Ave. N., Ste. B301, St. Paul 55108  Phone: 651-999-7325  
**Board Representative:** Anne Carroll  
Superintendent (Or Designee)  

Children’s Collaborative  
% Advance Consulting (Christa Anders)  
5330 Oliver Avenue South, Minneapolis, MN  55419  
Phone: 612-920-9574 or 3474  
**Board Representatives:** Elona Street-Stewart  
Superintendent’s Designee:  

Council of Great City Schools  
1301 Pennsylvania Ave. NW, Ste. 702, Washington D.C.  02004  
**Board Representative:** Jean O’Connell  
Superintendent  

Council of Urban Boards of Education (CUBE)  
1680 Duke St., Alexandria, VA  22314  
**Representative:** Keith Hardy  
Alternate: Jean O’Connell  

Inter-District Joint Powers Board (EMID)  
Crosswinds Middle School  
600 Weir Dr., Woodbury, MN  55125  
**Representative:** John Brodrick  
Alternate: Anne Carroll  

Joint Property Tax Advisory Committee (JPTAC)  
15 W. Kellogg Blvd., Ste. 390, City Hall, St. Paul 55102  
**Representatives:** Anne Carroll, Mary Doran, Louise Seeba  
Alternate: Jean O’Connell  

Joint Property Tax Advisory Committee (3 County Project)  
Jeff Van Wyken  
140 Melborne Ave. S.E., Mpls.  55414  
**Representative:** Jean O’Connell  

Metro Educational Cooperative Service Unit (Metro ECSU)  
3055 Old Highway 8 Suite 302, St. Anthony, MN  55418  
**Representative:** Jean O’Connell  
Alternate: Louise Seeba  

Metropolitan Learning Alliance  
Mall of America  
337 E. Broadway, Bloomington, MN  55425  Phone: 952-858-9170  
**Representative:** Keith Hardy  
Alternate: Mary Doran  

Minnesota Minority Education Partnership (MMEP)  
1821 W. University Ave., St. Paul 55104  
**Representative:** Keith Hardy
Minnesota School Boards Association (MSBA)
Box 119, S. Peter, MN  56082
Representative:  Elona Street-Stewart (2010-12)

Minnesota State High School League
2100 Freeway Blvd., Brooklyn Ctr., MN  55430  Phone:  763-560-2262
Representative:  John Brodrick
Alternate:  Mary Doran

Ramsey County League of Local Governments
480 Cedar St., St. Paul 55101
Representative:  Keith Hardy

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

Revised 1/20/2012
### 2012 BOARD REPRESENTATION ON ST. PAUL DISTRICT COUNCILS

District Council Coordinator: Diane Wanner  
310 City Hall, 15 Kellogg Blvd. West, St. Paul 55102  
Phone: 651-266-8572  
diane.wanner@ci.stpaul.mn.us


<table>
<thead>
<tr>
<th>DIST.</th>
<th>NAME</th>
<th>BOARD REP</th>
</tr>
</thead>
</table>
| D1   | Battle Creek-Highwood District Council  
Betsy Leach  
SunRay Shopping Center  
2105 1/2 Old Hudson Rd.  
St. Paul, Minnesota 55119 | Keith Hardy |
| D2   | Greater East Side District Council  
Chuck Repke, Ex. Director  
1961 Sherwood Ave.  
St. Paul, MN 55119 | Anne Carroll |
| D3   | WSCO - West Side Citizens Organization  
Elena Garder Executive Director  
127 West Winifred Street  
St. Paul, MN 55107 | Keith Hardy |
| D4   | Dayton's Bluff District Council  
Karin DuPaul  
798 East 7th Street  
Saint Paul, MN 55106 | Mary Doran |
| D5   | Payne-Phalen District Council  
Leslie McMurray, Ex. Director  
506 Kenny Road Ste 130  
St. Paul MN 55130 | Keith Hardy |
| D6   | North End-South Como District Council  
Kerry Antrim, Ex. Director  
171 Front Avenue  
St. Paul MN 55117 | Jean O'Connell |
| D7   | Thomas Dale District Council  
Tate Danielson-Castillo  
685 W. Minnehaha Avenue  
St. Paul MN 55104 | John Brodrick |
| D8   | Summit-University Planning Council  
Irna Landrum, Exec. Director  
627 Selby Avenue  
St. Paul MN 55104 | Elona Street-Stewart |

Revised 1/20/2012
| D9 | West 7th - Fort Rd Federation  
Betty Moran, Community Organizer  
974 7th /Fort Road  
St. Paul MN 55102  
651-298-5599  
betty@fortroadfederation.org | Anne Carroll |
| D10 | Como District Council  
John Knox, Executive Committee Chair  
1224 Lexington Parkway N  
St. Paul MN 55103  
651-644-3889 | Jean O'Connell |
| D11 | Hamline-Midway Coalition  
Michael Jon Olson, Executive Director  
1564 Lafond Avenue  
St. Paul MN 55104  
651-646-1986  
michaeljon@hamlinemidway.org | Louise Seeba |
| D12 | St. Anthony Park  
Ann Sparks, Exec. Director  
890 Cromwell Avenue  
St. Paul MN 55114  
651-649-5992 | Louise Seeba |
| D13 | Union Park District Council  
(Merriam Park/Snelling – Hamline/Lexington-Hamline)  
Sarah Kidwell, Executive Director  
1570 Concordia Avenue Ste LL100  
St. Paul MN 55104  
651-645-6887 | Mary Doran |
| D14 | Macalester Groveland Community Council  
Bethany Gladhill, Business Mgr.  
320 Griggs Street South  
St. Paul MN 55105  
651-695-4000  
mgcc@macgrove.org | Jean O'Connell |
| D15 | Highland District Council  
Kathy Carruth, Community Org.  
1978 Ford Parkway  
St. Paul MN 55116  
651-695-4005  
hdc@visi.com | Anne Carroll |
| D16 | Summit Hill District Council  
Jeff Roy, Executive Director  
860 St. Clair Avenue  
St. Paul MN 55105  
651-222-1222 | Elona Street-Stewart |
| D17 | Capitol River-Downtown District Council  
Katie Sabaka, Ex. Director  
U.S. Bank Center  
101 East 5th Street Ste 240  
St. Paul MN 55101  
651-221-0581  
katie@capitolrivercouncil.org | Louise Seeba |

Revised 1/20/2012
ACTION TO RESCHEDULE APRIL BOE MEETING

MOTION

That the Committee of the Board recommend the Board of Education reschedule the April 16, 2013 Board meeting to Tuesday, April 23, 2013.