

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

January 15, 2013
6:30 PM

A G E N D A

I. CALL TO ORDER

A. Introductions

II. AGENDA

A. 2012 Audit Report

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

B. Second Budget Revision 2012-13

1. Introduction
2. Presentation
3. Discussion
4. Action (Approval of Revisions)

C. Common Core Implementation 3

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

D. Standing Item: Referendum Implementation Update 23

E. Standing Item: Policy Update 37

1. Policy 533.00 Wellness 38

F. Work Session

1. Outside Committee Assignments & District Council Representation 48
2. Reschedule of April 16 Board Meeting 52

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

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

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 SPPS Writer's Workshop Units									
August 14, 2012									
N--narrative, O--opinion, I--informational text types; † Digital project, π Presentation									
		K	1	2	3	4	5	6	
Sept	1		N: Launching with Small Moments (4 wks)	I: Launching with Expert Books (4 wks)	N: Launching Notebooks Through Personal Narrative (4 wks)	N: Launch, Personal Narrative (4 wks)	N: Launch, Personal Narrative (4 wks)	N: Launch, Personal Narrative, Edging Toward Memoir (4 wks)	1
	2	Launching the Writing Workshop π Storytelling (3 wks)							2
	3								3
	4								4
Oct	1	N: Telling/ Drawing Our Stories π Storytelling (4 wks)	N: Writing-for-Readers † Voice recording (4 wks)	N: Small Moment Stories π Story sharing (4 wks)	N: Memoir † Voice recording (4 wks)	N: Realistic Fiction † Digital publication (5 wks)	O: Interpretive Essay, Character study (4 wks)	O: Personal Essay π Presentation (5 wks)	1
	2								2
	3								3
	4								4
Nov	1	I: Looking Closely: Observe, Label, List Like Scientists (4 wks)	O: Persuasive Letters & Speeches π Presentation (3 wks)	O: Product and Place Reviews (4 wks)	I: Shared Studies/Science Research (4 wks)	O: Personal Essay π Presentation (4 wks)	I: Shared Social Studies/Science Research (3 wks)	I: Shared Social Studies/Science Research (4 wks)	1
	2		I: How-To Books (3 wks)	I: Shared Social Studies/Science Research (3 wks)			I: Research-based Argument π Presentation (4 wks)		2
	3								3
	4								4
Dec	1	I, O: Pattern Books to Read, Write, and Teach (3 wks)	Flex		Flex				1
	2				O: Book Review (4 wks)	Flex			2
	3								3
Jan	1	N: Personal Narrative (4 wks)	I: Q&A books (4 wks)	Flex		I: Shared Social Studies/Science Research (4 wks)	Flex	O: Literary Essay (4 wks)	1
	2			N: Realistic Fiction † Voice recording (5 wks)					2
	3				I: Individual Research Projects † Digital publication (5 wks)		I: Biography † Digital publication (5 wks)		3
	4								4
Feb	1	I: Expert Books † Group digital publication (4 wks)	O: Book Recommendation (4 wks)			Poetry (3 wks)		Poetry (3 wks)	1
	2								2
	3			O: Book Recommendation † Digital publication (5 wks)					3
	4				N: Realistic Fiction (4 wks)	Flex	O: Literary Essay (4 wks)	I, O: Feature Article & Letter to the Editor (6 wks)	4
Mar	1	O: Eric Carle Author Study (3 wks)	N: Realistic Fiction † Digital publication (4 wks)			O: Literary Essay (4 wks)			1
	2								2
	3								3
Apr	1	Poetry (4 wks)		I: All About Books (4 wks)	Poetry (3 wks)		Poetry (3 wks)		1
	2		I: Expert Book (4 wks)						2
	3								3
	4				O: Product and Place Reviews π Speech (4 wks)				4
May	1	I: How-To Books (3 wks)		Poetry (3 wks)		I: Individual Research Projects (5 wks)	N: Memoir (4 wks)	I: Realistic Fiction † Multimedia project (5 wks)	1
	2								2
	3		Poetry (3 wks)						3
	4	Flex		Flex	Flex	Flex	Flex	Flex	4
Jun	1		Flex						1

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!

Product	Tool	Suggested Grades/Units	Print How-to	Video Demonstration	Sample Project
Digital Drawing (with text option)	Tux Paint	K Expert Books	Tux Paint overview pdf	Tux Paint drawing video demonstration	Sample Expert Book (by an adult)
Digital Recording	Recordmp3.org	1 Writing-for-Readers 2 Realistic Fiction 3 Memoir	Recordmp3.org written directions pdf	Recordmp3.org video tutorial (Be sure your sound is on--the link opens in your browser and looks like a Google window at first)	The Deer (grade 1 story)
On-Line Story Book	Littlebirdtales.com	1 Realistic Fiction	Littlebirdtales.com Overview for teachers pdf by Arlington, VA teacher	Littlebirdtales.com narrated overview <u>Teacher features:</u> How to set up class account and enter students (links to vimeo demonstration) [Both are from other districts] Excel class roster template (for uploading student list)	Mari's Bike (by an adult)
On-Line Reviews		2 Book Recommendation (also Opinion units from other grades)			
Multimedia Report or InfoCard	Microsoft Word	3 Individual Research	Publishing in Word how-to pdf Word layout basics pdf	Word publishing video demonstration	Marvelous Moon (by an adult)
Podcast	GarageBand	4 Realistic Fiction	GarageBand Podcast pdf Adding podcasts to a teacher's Urban Planet web	Creating podcast video Uploading Podcast to Urban Planet Website video	The Project (student story)

[Welcome Students](#)[Breakfast/Lunch Menus](#)[College Readiness](#)[Graduation Requirements](#)[Guidance & Counseling](#)[Homework Help](#)[Multicultural Resource Center](#)[Rights and Responsibilities](#)[Six Year Plan](#)[Sports Calendar](#)[Student Portal](#)[Student Records](#)[Student Support &
Enrichment Programs](#)[Testing Help \(iGrad\)](#)[Tutoring \(Supplemental
Educational Services\)](#)[Home](#) > [Students](#)

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 a quality 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](#)


Saint Paul Public Schools
A World of Opportunities

[★ Directories](#)
[★ Calendars](#)
[★ Sitemap](#)

[ကဏ္ဍတို](#)
[Español](#)
[Hmoob](#)
[Soomaali](#)

[Home](#)
[About Us](#)
[Schools](#)
[Parents](#)
[Students](#)
[Staff](#)
[Community](#)
[School Board](#)
[News & Spotlight](#)

The Center for CIPD


[Home](#)
[About Us](#)
[Contact Us](#)
[Administrator Resources](#)
[Course Approval](#)
[Essentials](#)
[PDExpress](#)
[Professional Devt.](#)
[Progress Reports](#)

[Home](#) > [Curriculum Content Areas](#) > [Elementary Literacy](#) > [Realistic Fiction Podcasts](#)

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, sleep overs, 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!




[The Project](#)
[Sleepover Disaster](#)



Click image to hear students from Jannessa Green's class at American Indian Magnet talk about podcasting

Elementary Literacy Wiki

☆ 3 Shared Research Class Charts

last edited by karen.randall@spps.org 3 days, 4 hours ago

Monitoring steps in partner research

Students	RAN Chart	Research Notes	Pictures Label	Diagram Worksheet	Draft	Editing	Publishing
Jylia + Lena	✓	✓	✓	✓	✓		
Fwei + Adan	✓	✓	✓	✓	✓		
Diego + Kyle	✓	✓	✓	✓	✓		
Nick + Esaj	✓	✓	✓	✓	✓		
Ximena + Nivra	✓	✓	✓	✓	✓		
Mandy + Adrian	✓	✓	✓	✓	✓		
Michelle + Alexis	✓	✓	✓	✓	✓		
Jason + Bryan	✓	✓	✓	✓	✓		
Sergio + Kwanell	✓	✓	✓	✓	✓		
Evan + Deandre	✓	✓	✓	✓	✓		
Eve + Kadec	✓	✓	✓	✓	✓		
Sayla + Samaira	✓	✓	✓	✓	✓		

Class RAN chart: What makes a bear a bear?

RAN Chart-What makes a bear a bear?	What we think we know	Yes, we were right ✓	We don't think this anymore ✗	Non-Information ?	Wonderings ?
CATEGORIES: What are typical bear body parts?					
What is the life cycle of a bear?					
What kinds of food do bears eat?					
What is a bear habitat?					
How do most bears behave?					

<http://spps elementary literacy.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 SPPS Reading Instructional Sequence - DRAFT

	7	8	9	10	11	12
1	<u>Read 180</u>	<u>Read 180</u>	<u>Read 180</u>	<u>Read 180</u>	<u>EDGE GREEN</u>	<u>EDGE GREEN</u>
2	ELA	ELA	ELA	ELA		
3	1 or 4	1 or 4	2 or 9	5 or 7		
4			<u>Strategy</u>	<u>Strategy</u>	ELA	ELA
1			1 or 3	4 or 9	1 or 2	5
2	Content	<u>Strategy</u>				
3	1 Am Hist	1 or 3	<u>EDGE (odd)</u>	<u>EDGE (odd)</u>	<u>Strategy</u>	<u>Strategy</u>
4	7 Life Sci		ELA	ELA	2/6 or 5 or 6	7 or 5
1		<u>AMP</u>	1 or 5	6 or 2		
2			<u>Strategy</u>	<u>Strategy</u>	<u>Text Type</u>	<u>Text Type</u>
3	<u>Strategy</u>	Foundations 4	6 or 5 or 2	3 or 2/6 or 1	Odds	Evens
4	1 or 4	Info Text 1				
1	<u>AMP</u>					
2	Foundations 4		<u>Read 180</u>	<u>Read 180</u>	<u>EDGE GREEN</u>	<u>EDGE GREEN</u>
3	Info Text 1		ELA	ELA		
4			8	8		
1			<u>Strategy</u>	<u>Strategy</u>	ELA	ELA
2			1, 3, 5, or 9	1 or 9 or 3	5	7
3						
4						
1						
2	<u>Read 180</u>	<u>Read 180</u>	<u>EDGE (even)</u>	<u>EDGE (even)</u>	<u>Strategy</u>	<u>Strategy</u>
3	ELA	ELA	ELA	ELA	3 or 2 or 5	6
4	2 or 8	5 or 7	4 or 3	4 or 3		
1			<u>Strategy</u>	<u>Strategy</u>	<u>Text Type</u>	<u>Text Type</u>
2	<u>Strategy</u>	<u>Strategy</u>	3 or 2 or 4	3 or 2 or 4	Odds	Odds
3	3 or 6 or 9	4 or 5				
4						
1	<u>AMP</u>	<u>AMP</u>				
2			<u>Read 180</u>	<u>Read 180</u>	<u>EDGE GREEN</u>	<u>EDGE GREEN</u>
3			ELA	ELA		
4			1 or 4 or 3	1 or 4 or 3		
1			<u>Strategy</u>	<u>Strategy</u>	ELA	ELA
2	Lit 6	Info Text 2	4 or 9	8 or 3 or 4	5	5
3	Fig Lang 3	Non Print 7		Content		
4			<u>EDGE (even)</u>	Biology 7	<u>Strategy</u>	<u>Strategy</u>
1			ELA		3 or 2 or 5	3 or 2 or 5
2			7 or 3	<u>EDGE (even)</u>		
3			<u>Strategy</u>	ELA	<u>Text Type</u>	<u>Text Type</u>
4			2/6 or 1 or 7	7 or 3	Evens	ALL
1				<u>Strategy</u>		
2	<u>Read 180</u>	<u>Read 180</u>		5, 2, 6, or 7		
3	ELA	ELA				
4	5 or 7	2 or 8				
1						
2	Content	Content	<u>Read 180</u>	<u>Read 180</u>	<u>EDGE GREEN</u>	<u>EDGE GREEN</u>
3	1 Am Hist	2 Earth Sci	ELA	ELA		
4			5 or 7	2 or 9 (Lit 6)		
1			<u>Strategy</u>	Content	ELA	ELA
2	<u>Strategy</u>	<u>Strategy</u>	9 or 4	Biology 2	3 or 6	1 or 2
3	5	4 or 9				
4			<u>EDGE (odd)</u>	<u>EDGE (odd)</u>	<u>Strategy</u>	<u>Strategy</u>
1			ELA	ELA	2	1
2	<u>AMP</u>	<u>AMP</u>	6 or 2	1 or 5		
3			<u>Strategy</u>	<u>Strategy</u>	<u>Text Type</u>	<u>Text Type</u>
4	Info Text 2	Lit 6 and 3	3 or 2/6 or 1	6 or 5 or 2	ALL	ALL
1	Non Print 7	Sci 1 / SS 4				

All 9 Read 180 workshops over 2 years.
 Supplement to support areas of need / specific content areas!

ELA: Supports end of grading period Summative Assessments
 Strategy/Text Type: Supports Common Core anchors/ELA text types
 Content: Supports specific content areas.

Curricular Supports

★ Empowered to Make a Difference

last edited by  Kristen 13 hours ago

 Page history

-- 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](mailto:Kristen.Lynch@stpsd.org) 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](#)

Invite more people

-  Share this page
-  Put this page in a folder
-  Add Tags
-  Control access to this page
-  Copy this page
-  Check for plagiarism

Navigator

SideBar

Grade Level Home Pages:

[Grade 7](#)

[Grade 8](#)

[Grade 9](#)

[Grade 10](#)

[Grade 11](#)

[Grade 12](#)

[MCA-III: One Stop Shop](#)

Quick Links to Support Pages:

[Addressing the Am. Indian Benchmarks](#)

[Reading and Writing Support](#)

[Research Support](#)

[Multi-Purpose Lesson Support](#)

[Media Lesson Support](#)

[Standards- a Variety of Formats](#)

[Edit the sidebar](#)

Professional Dev. PreK-12



Aligned Learning



*2010 Minnesota English
 Language Arts Standards*

**PreK-12
 Professional Development**

59 PD Sessions

10 Online Courses

233 Hours

5,056 Participants

THE CENTER FOR PROFESSIONAL DEVELOPMENT
 345 Plato Blvd E St Paul MN 55107 (651) 744-1355
thecenter.spps.org/common_core.html
 February, 2012

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

1/15/13





Board of Education Requests Technology Plan-December 2010



1/15/13
3





Strong Schools, Strong Communities Strategic Plan Approved-March 2011



1/15/13
4



Systems Teachers Need to Access





























1/15/13

*November 29, 2011 COB



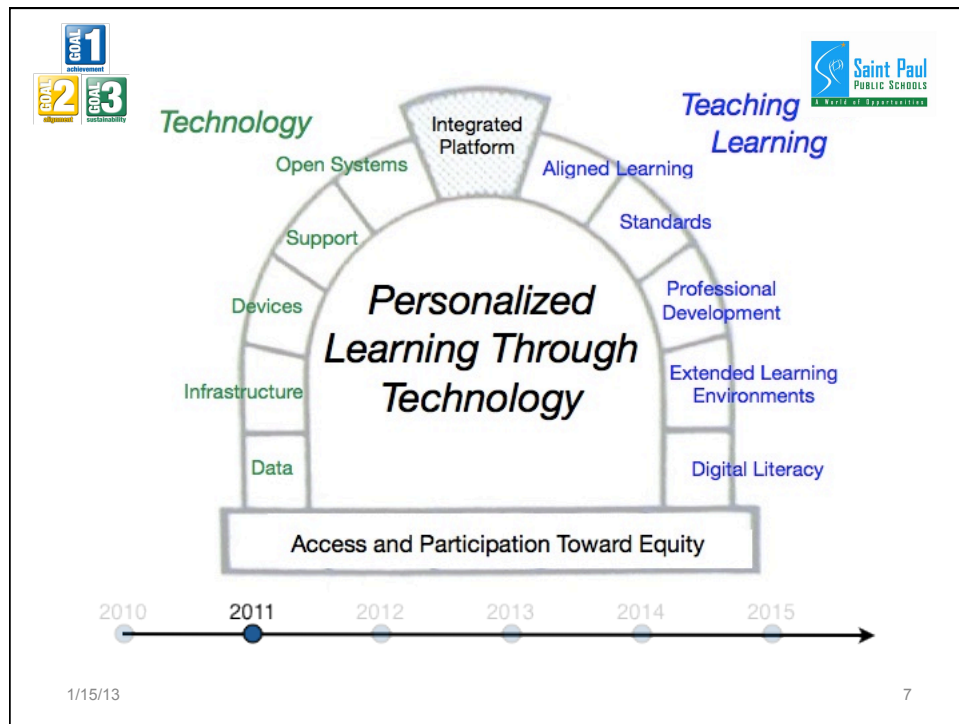


Student Learning & Engagement through Technology Integration Plan presented to COB-November 2011



1/15/13

6



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

2010 2011 2012 2013 2014 2015

1/15/13 8



District Academic Innovation and Technology Integration Specialists Created in January 2012



1/15/13

9



Meeting SPPS Integrated Platform Requirements*



	1	2	3
Learning Management System	✓	✓	✓
Collaboration tools	X	X	✓
Curriculum repository & mapping systems	X	X	✓
Assessment management systems	X	X	✓
Formative/summative assessment data dashboards	X	✓	✓
Integrate content at the course-level from various sources	X	X	✓
Integration with existing & future SPPS enterprise systems	X	X	✓
Parent and Partner portals	X	X	✓

*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



1/15/13

11



•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.



1/15/13

12



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



1/15/13
13





•BOE Approval of Referendum Request--July 2012

•General election--November 6, 2012



1/15/13
14







[News](#) - [Local](#) - [Sports](#) - [Business](#) - [Entertainment](#) - [Life](#) - [Travel](#) - [Multimedia](#) - [Blogs](#) - [Opinion](#)

[Join us!](#) | [Register](#) | [Sign in](#) | [Customer service](#) | [Mobile](#) | [E-dition](#) | [Contact](#) | [News tips](#) | [Correction requ](#)

St. Paul school levy increase approved

By Mita Koumplova
 mkoumplova@pioneerpress.com
 Posted: 11/07/2012 12:01:00 AM CST
 Updated: 11/07/2012 01:12:52 AM CST

St. Paul residents handily backed a request to pitch in extra for their public schools.

In early unofficial results of the Tuesday, Nov. 6, referendum, more than 61 percent of voters supported the district plea for \$821 per pupil over eight years -- the same comfortable margin St. Paul's previous levy request enjoyed in 2006.

Of the total per-pupil amount, \$646 is a renewal of the expiring 2006 levy that brings in \$30 million a year. The remainder will yield an additional \$9 million a year for a new technology plan.

St. Paul district leaders took a chance -- and drew criticism -- in combining the renewal and increase on the ballot rather than letting voters weigh in on each separately. Their decision has paid off.

"This is an honor for all of us in the school district but also a great challenge because we have to deliver," said Superintendent Valeria Silva.



[Read more local election results](#)



1/15/13
15





- **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**

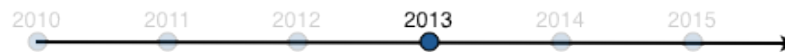


1/15/13
16



Update to the Committee of the Board

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



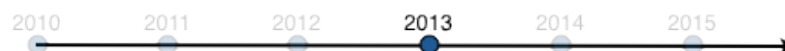
1/15/13

17



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.



1/15/13

18



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

1/15/13

by Ivar Nelson and Steve Hoffman



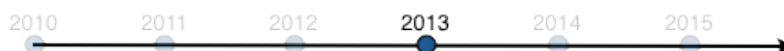
What We Are Getting?



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

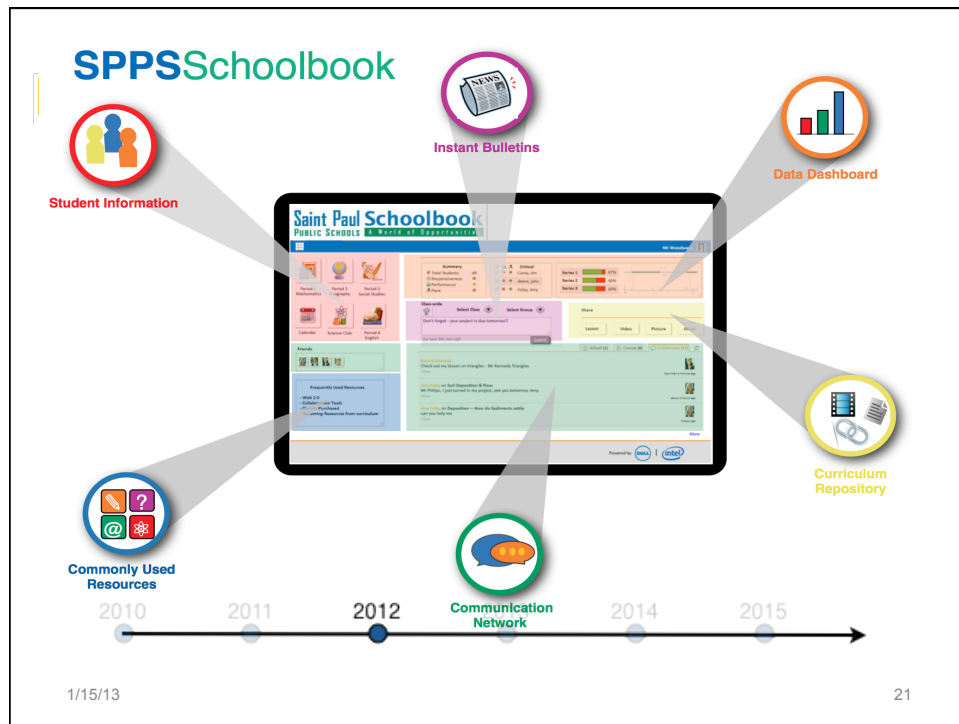
It provides teachers with effective ways to develop, share and use innovative and personalized course material and track student progress.

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



1/15/13

by Ivar Nelson and Steve Hoffman



GOAL 1
achievement

GOAL 2
alignment

GOAL 3
sustainability

Schoolbook
A World of Opportunities
ONE Teacher STOP Services

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

2010 2011 2012 2013 2014 2015

1/15/13



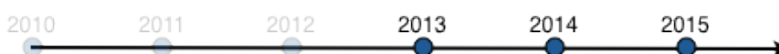
Schoolbook
A World of Opportunities



ONE Student
STOP Services

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



1/15/13



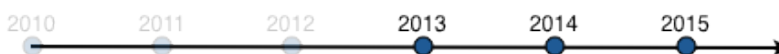
Schoolbook
A World of Opportunities



ONE Family
STOP Services

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

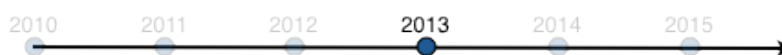


1/15/13



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



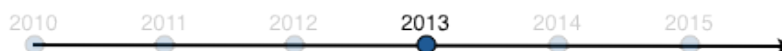
1/15/13

25



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



1/15/13

26

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...

1/15/13

27

Discussion

1/15/13

28



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

*Office of the Superintendent
Joe Munnich, Administrator
Policy, Planning, and Intergovernmental Relations*

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

MEMORANDUM

TO: Board of Directors
FROM: Joe Munnich
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 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)



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



15JAN2013

2

Background: SPPS Wellness Policy



15JAN2013

3

 **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

15JAN2013 4

 **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

15JAN2013 5

 **Background:
Impact Since Adoption**

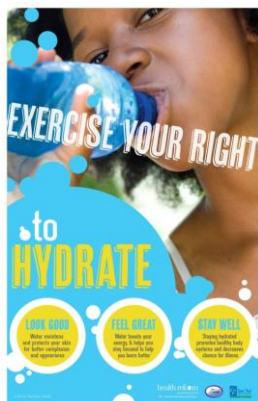
- School meals meet federal standards
- Nutrition education expanded
- Nutrition guidelines for food and beverages served and sold during school day
- Physical activity incorporated into school day most elementary schools
- Employee wellness opportunities offered through Health Partners
- All buildings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





15JAN2013 6

Stakeholder Input



15 JAN 2013

7



Stakeholder Input: Who We Asked

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

15 JAN 2013

8



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

15 JAN 2013

9



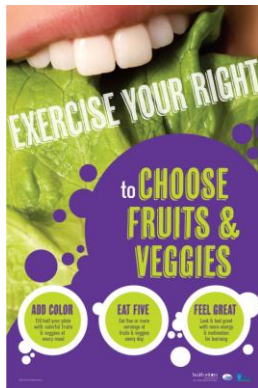
Stakeholder Input (continued)

- 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

15JAN2013

10

Recommendation for Revised Wellness Policy



15JAN2013

11



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



15JAN2013

12



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

15JAN2013

13

Changes and Implications



15JAN2013

14



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

15JAN2013

15



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

15JAN2013

16



Recommendation

- COB move forward Wellness policy revision as presented in COB Book for first reading at regular Board of Education meeting on January 22.

15JAN2013

17



Wellness Policy Review: Proposed Revision

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

**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:
Superintendent's Designee:**

Elona Street-Stewart

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

Board Representative:

**Jean O'Connell
Superintendent**

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

Representative:

Alternate:

**Keith Hardy
Jean O'Connell**

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

Representative:

Alternate:

**John Brodrick
Anne Carroll**

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

Representatives:

Alternate:

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

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

Representative:

Jean O'Connell

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

Representative:

**Jean O'Connell
Louise Seeba**

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

Representative:

Alternate:

**Keith Hardy
Mary Doran**

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

Representative:

Keith Hardy

Board of Education External Committee Appointments 2012
Page 2

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

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

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.