

**MEETING MINUTES  
COMMITTEE OF THE BOARD MEETING  
November 29, 2011**

**PRESENT:**

Board: Directors O'Connell, Street-Stewart, Carroll, Kong-Thao, Hardy, Risberg

Absent: Mr. Brodrick

Staff: Superintendent Silva, Iver Nelson, Kate Wilcox-Harris, Julie Schultz-Brown, Christine Osorio, Kathy Brown, Steve Hoffman, Michael Baumann, Michelle Walker, Mike Kremer, Willie Jett, Denise Quinlan, Sharon Freeman, Andrew Collins, Tim Caskey, Liz Keenan, Matt Mohs

Other: Mary Doran, Mila Koumpilova, Daarel Burnette, Angie Thornhill, Alicia Whitey, Kathy Denman-Wilke.

**I. CALL TO ORDER**

The meeting was called to order at 4:39 p.m.

**II. AGENDA**

**A. Information Technology Update**

The Director of the Department of Informational Technology and the Assistant Director, Academic Excellence made the presentation jointly. They indicated the purpose of the presentation was to present the *Student Learning and Engagement Through Technology Integration Plan* in order to advance the logistics work toward implementation. They indicated the plan is tied to the SSSC Strategic Plan to provide better achievement through individualized instruction, aligned learning as the curriculum organizational tool, to build equitable access for all and to provide sustainability with flexibility.

The vision for this plan is to engage every learner in the district, to provide individualized learning plans and practices and to provide learning landscapes without restrictions. It aims at providing active support for students through their teachers, parents and the community and to provide learning that extends beyond the classroom.

The plan is aligned to Minnesota standards, common core standards for English/Language Arts and the International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS). NETS standards focus on:

- Technology operations and concepts
- Digital citizenship
- Critical thinking, problem solving and decision-making
- Research and information fluency
- Communication and collaboration
- Creativity and innovation

The plan will address curriculum and development through high standards, aligned instruction and common assessments. It will provide a continuous cycle for curriculum adoption. It will collect, convert and store various curricular assets that can be shared throughout the district and it will unlock access and information for greater utilization across a broad spectrum.

SPPS already has many aspects of the plan in place; such functions as interaction with the Minnesota Department of Education, Build Your Own Curriculum, Response to Intervention (RTI), the Universal Design for Learning, ORACLE Business Intelligence systems, School Performance Analytics (SPA), Moodle, various SPPS specific applications, Infinite Campus, Parent and Student Portals and Naviance. These disparate systems need to be brought together under an integrated technology platform providing an interactive curriculum repository, user group neighborhoods, parent and partner portals and continuous information feeds. It should provide an engaging interactive environment fostering collaboration, engagement and a global focus that can be both highly standardized and highly individualized.

This platform exists and is under development now to provide a coordinated system for teachers, students and parents that will allow access to technology and that will employ systems open to any device while providing broadband services in an equitable fashion. It will require an updated Acceptable Use Policy for students, staff and community. It will also require a “continuity” plan and network infrastructure improvements.

Necessary improvements include increased bandwidth at all sites, caching appliances at large sites to pre-fetch content; TelePresence and pervasive video, an Identify Management solution and support for students, staff and families in a 24/7 environment. This will all required cooperation and coordination between SPPS and its partners.

Factors that will be critical to the success of the plan include:

- Fully involved support by leadership.
- A highly integrated application that supports the educational standards and practices and individualizes student learning
- A technology infrastructure able to deliver optimal and innovative learning
- Delivery of rich, varied and creative curriculum (from standards to instruction to assessment)
- Professional involvement from all teachers and administrators to focus on constructing blended learning environments and
- A plan driven by aligned learning (the SSSC Strategic Plan).

QUESTIONS/DISCUSSION:

- In the distribution of adult capacity and hardware district-wide, where are things in the district currently and how will it move to where it needs to be? Response: There is a wide diversity of readiness within the district; implementation plans for moving forward are being worked on. With a unified platform and curriculum depository, the District will move forward quickly. Common Core and secondary science are both positioned to take advantage of a centralized curriculum now. The District is looking at the spectrum of ability, buy-in and technology. The question is not if but when. This will be done in a series of rollouts that fit within the dynamics currently existing in the district.
- The Board will need to make decisions not only on what it is expecting for actual performance but also about opportunities for students to move beyond grade levels, building to working across buildings and programs. If SPPS moves in that direction will expectations and standards from the Dept of Education and policies keep up with that and allow movement in that direction? Response: There are three levels of components that will be dealt with as SPPS moves through this; the District will take an incremental approach, What you asked is the strategic end of condition setting that needs to happen. SPPS may find it is in front of the rest of the state. If that is the case SPPS will need to go to MDE and help to shape the conversation. It is better to lead rather than follow and that is the position administration is working toward. The second is the implementation plan that is currently in process. Then, all of this needs to be synthesized with the SSSC Plan to be sure everything aligns with that plan.
- Will the Board see details on the “needs” bullet points with costs, people needed, etc.? Response: Yes, they will.

- This focuses on student learning; there are adult learning needs as well. What is the training piece for employees? How will buy-in be achieved? Response: SPPS is focused on an incremental process so teachers are fully trained, capable of fulfilling their roll in this process and excited about its possibilities. It will take teacher leadership to make this happen. There is a training component that will reach a tipping point where everyone can move forward quickly. SPPS wants ensure it is building capability, capacity, and excitement about being involved in the process.
- Sustainability, what is the plan, how will SPPS keep momentum, where will funding come from? What about SPPS partners how can they be involved? Response: The Superintendent stated she had met with several partners and foundation on the I3 Grant. During the conversation, it was realized that to maximize the use of monies being invested by the various entities there needs to be cooperation and coordination among the partners. The approach being taken is to take existing capacity and capability and organizing and reorienting it toward instruction and student learning. The District already sustains the various pieces already in place, other components that are needed will be found through assessment of needs and ways will be found to make it sustainable financially. It is a transformation of curriculum and infrastructure. It was noted sustainability needs to be a part of all conversations on this as it moves forward.
- The training piece, as it develops what is the timeline for the implementation part? Training for teachers and students is obviously part of the plan. It would be interesting to get parents on board and to build community support for this effort. Response: The Schoolbook is directed toward the student, their teachers and parents to help students attain learning. It is putting tools in place so resources are there to provide a means for families and students to help themselves.

A request was made that additional questions be submitted and addressed through e-mail. This was agreed to.

Thanks were extended for the presentation.

#### B. Administrative Response to American Indian Resolution of Concurrence

The Executive Director of PreK-12 CIPD stated the presentation would look first at the data on American Indian student demographics, achievement and other performance indicators. The records indicated American Indian students have maintained a consistent proportion of the SPPS student population over the past decade. With a few exceptions, American Indian students have a larger achievement gap than other student groups, have higher mobility, lower stability, higher absences and suspensions, lower graduation rates, are more likely to be given services through special education and are less likely to enroll in post secondary education than other racial/ethnic groups.

- American Indian students remain constant at about 2% of the overall SPPS population
- American Indian students who are eligible for free and reduced lunch are the lowest among the racial/ethnic groups with the exception of Caucasian students.
- American Indian students are identified for special education services at a higher frequency than any other student group
- The American Indian student group has the second largest Math proficiency gap (37.1% between American Indian and Caucasian students)
- The American Indian student group has the second smallest Reading proficiency gap (34.6% between American Indian and Caucasian students)
- The American Indian student group has the second largest Science proficiency gap (44.6% between American Indian and Caucasian students)
- The American Indian student group has the second highest pass rate on first attempt in Writing but falls behind two other groups in Math and three other groups in Reading.
- American Indian students take fewer advanced courses than any other student group
- American Indian students have the second highest mobility (the rate of students leaving and enrolling in the school during the school year)

- The Stability Index shows the stability of classrooms as a function of students' continuous enrollment through the school year. American Indian students show the second lowest stability.
- American Indian students consistently have higher absence rates than other student groups.
- American Indian students are the second highest student group for percent of students who have been suspended.
- The graduation rate among American Indian students is the lowest of the student groups.
- American Indian students have the highest four-year dropout rate across all student groups
- American Indian students are among the lowest in pursuing post-secondary education.

Administration stated it was very important to pay attention to this data on an ongoing basis.

The following response is outlined for the record. However, the Parent Committee requested it address specific questions/concerns it had relative to the report rather than go through the report line by line.

#### 1. **American Indian Studies**

- Name: For 2011-12, the American Indian Magnet School and World Cultures Magnet remain two separate programs co-located in the Mounds Park site. In 2012-13, the World Cultures Magnet will be discontinued as a school program. The American Indian Magnet will grow to a K-8 program and will be the sole occupant of the Mounds Park site. The American Indian Magnet School will retain its school name and articulate to Harding High School, which will house a 9-12 American Indian Studies programs.
- Staffing: SPPS Human Resource (HR) representatives have met with representatives of the parent committee to review the licensure and alternative licensure qualifications for teaching positions at the American Indian Magnet. The issue of protecting these positions is part of the negotiation process with the Saint Paul Federation of Teachers and cannot be arbitrarily implemented without Federation agreement.
- Principal: SPPS HR representatives have met with the parent committee to understand what the community sees as the essential criteria for the vacant principal position. The District has incorporated those essentials into its recruiting process for the position along with using other resources. Additional advertisement has been done in *The Circle*, *Indian Country* and the *White Earth Paper* and on American Indian list servers. Three candidates have applied. Once a candidate(s) has been identified, the District will include parent committee representatives in an informative review.
- Budget Implications for American Indian Studies: The SSSC Strategic Plan was adopted by the Board in March 2011. Under this plan the District is committed to implementing and financially supporting the plan to the fullest extent possible with each budget cycle. Both the American Indian Magnet School and the American Indian Studies program at Harding are identified in the SSSC plan as citywide magnet programs, eligible for citywide busing.

#### 2. **Follow-up on Previous Items**

- Attendance
  - *Continuation and monitoring of the Attendance/GPA Letter*: Administration will continue to send out the Attendance/GPA letter and template to identified schools during the next school year.
  - *Update on the District's work surrounding attendance and TIP/FTIP goals*: The Office of Family Engagement and Community Partnerships (OFCEP) will regularly attend the American Indian Parent meeting to provide updates as to work specific to American Indian families. They will also support AIM in the areas of attendance/truancy.

- *How the SSSC and state budget affects this issue:* This was addressed in Item 1.
- Academic Achievement
  - *Status update on implementation of Response to Intervention:* RTI is a framework for providing high quality curriculum and instruction to all students and intervention support for those students who need it. Comprehensive RTI implementation will improve instructional quality, provide ALL students the best opportunities to succeed in school and be the means by which SPPS can address its most pressing concern, closing of the achievement gap. RTI integrates assessment, enrichment and intervention within a multi-level instructional system to maximize student achievement and to reduce instructional time lost due to behavior. With RTI, the schools use databased decision making to focus quality instruction, identify student instructional needs, continually monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness.

All elementary schools currently have a 30-minute block of time in the schedule to provide intervention for students who need extra academic support. A variety of instructional techniques for Reading, Math, and Writing are used during this time. Teachers use student assessment data and knowledge of student readiness, learning preferences, language and culture to offer students in the same class different teaching and learning strategies to address their needs. Differentiation can involve mixed instructional groupings, team teaching, peer tutoring, learning centers and accommodations to ensure that all students have access to the instructional program. Teachers differentiate products, processes, content and the environment to meet the needs of all learners.

Saint Paul Principals are accountable to the Assistant Superintendents to use student data to inform systems of support and intervention. Principals are required to document this practice and meet twice yearly with Assistant Superintendents to review disaggregated student data and tiered systems of interventions.
  - *Details of the District's efforts on professional learning around cultural proficiency, as it relates to instruction:* SPPS is committed to racial equity development through the establishment of site-based equity teams. These site-based teams are participating in racial equity training in partnership with Pacific Educational Group (PEG). PEG, through Courageous Conversations, addresses racial achievement disparities.

District leadership, school board members, principals, and assistant principals are participating in this training during both the 2010/2011 and the 2011/2012 school years.
  - *Culturally Responsive Teaching Cohort* - This yearlong cohort is designed for teachers and specialists who want to expand their understanding and use of culturally responsive teaching practices in their classrooms.
  - *Details of how SSSC and the state budget crisis impact this issue:* This was addressed in Item 1.
- Student Suspensions
  - *A status update on the Positive School-wide Behavior Model (PSBM)* -- SPPS is in the third year of the Positive School-wide Behavior (PSB) model. The first three years has focused on attainment of a minimum 80% implementation at school buildings. Educational research indicates that this level of implementation

is the minimum required to see reliably changes in student outcomes, including student suspensions, after at least one year at that implementation level. At the conclusion of the 2010-2011 school year, 16 school buildings had attained the 80% implementation level.

SPPS continues to provide PBIS Specialists to guide and support PBIS implementation at school sites across the district. In addition, PBIS Student Intervention Specialists will be staffed to 17 school sites to provide and model behavioral intervention and support services to students with behavioral challenges to school success. The PSB model continues to be incorporated into the Rights and Responsibilities handbook and provides opportunities for reference and utilization by staff, students and families.

Implementation of the PSB model and PBIS continues to be monitored at the district and school-building levels, using a checklist assessment entitled the "Team Implementation Checklist" or "TIC". The TIC can be completed by the PBIS team in a building on a quarterly or monthly basis. It lists benchmarks of PBIS implementation and prompts the team to determine which benchmarks have been achieved, which are in progress, and which ones are yet to be addressed.

In 2010-2011, SPPS completed work with the Minnesota Department of Education, the Metropolitan Educational Service Cooperative Unit (Metro ECSU), and the National Technical Assistance Center on PBIS, to: (1) Make an online version of the TIC available to all SPPS school sites, including ready access to compiled TIC data for building PBIS teams and SPPS central administration; (2) Implement PBIS training and the TIC as the core of the SPPS leadership development program for Assistant Principals, Administrative Interns and Behavior Specialists; and (3) Continue training of building PBIS teams to utilize the TIC as both a summary of achieved PBIS implementation and as a monthly plan for advanced PBIS Implementation.

Full implementation of PSB/PBIS requires 3 to 5 years. Positive changes in student outcomes are not expected until a school site is able to achieve a score of 80% or greater on the PBIS School-wide Evaluation Tool (SET). However, implementation data are available at this time.

- *Details of the District's efforts on professional learning around cultural proficiency, as it relates to the reduction of student suspensions* -- During the 2010-2011 school year, SPPS continued development and provision of professional learning on cultural proficiency focused especially on racial equity in education and schools. This focused professional development was designed, initiated and expanded in 2011 in collaboration with the facilitators of Pacific Educational Group. This work isolates the importance of race in educational equity. Participants in professional development training acquire an understanding of educational equity as raising the achievement of all students while narrowing the gaps between the highest and lowest performing students; as well as eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories. Participants in this training have included school district senior management, principals, and other school district administrative staff.

The professional development on racial equity provided to school administrators, including the critical race theory component of this professional development, is applied in school PSB/PBIS teams through the process of disaggregating and analyzing discipline data focusing on racial subgroups of students, including office disciplinary referral and suspension data. The professional development on

cultural proficiency enables administrators to prioritize and reinforce their prioritization of the analysis of school discipline data, as well as apply a framework for performing data analysis with data disaggregated by student demographic subgroup, especially race and ethnicity. The purpose of disaggregation and analysis of school-level disciplinary data by the school administrator and school PBIS team is to: identify demographic patterns of student suspension; analyze data which indicates involved factors in the suspension of students within demographic subgroups, including problem behaviors and administrative response; and develop focused positive behavioral interventions and supports for students in demographic subgroups that will have the effect of preventing further occurrence of problem behavior while providing students with the supports necessary for success in school. SPPS has established data systems that support the combined strategies of cultural proficiency and school discipline data analysis. These data systems are Campus (available to all schools) and SWIS (a supplementary data analysis program in use at 32 school sites). The analysis of data by school PBIS teams is monitored at the school and district level with the Team Implementation Checklist (TIC) described earlier.

- *Details of how SSSC and the state budget crisis impact this issue* – This was addressed in Item 1.
- Inclusion of American Indian History, Language, people, and culture into District Curriculum.
  - *A status update on the development of the social studies common end-of-course assessments.* SPPS does not currently have end of course assessments.
  - *A status update on the work of the Multicultural Center Outreach Coordinator (MRC)* -- The MRC outreach coordinator has led several American Indian field experiences for St. Paul students last spring and this fall. In addition, the MRC, Indian Education, SPPS, and Ramsey County Historical Society are co-sponsoring the "Why Treaties Matter" national exhibit fall 2012. This includes curriculum support, field trips to the exhibit and education on the self-government in the Dakota and Ojibwe Nations. The MRC and the outreach coordinator continue to host community events, lead professional development and model lessons both at the MRC and in classrooms.
  - *Access to one of the learning kits that goes out to the classrooms* -- American Indian Magnet has a plant and animal Native American Learning Trunk located on-site. In addition, Indian Land tenure trunks, American Indian artifacts, learning kits and resource materials are available for checkout at the MRC. Through a grant by the Minnesota Humanities Center, Dakota and Ojibwas Language Assessment tools were created for novice (beginner) language learners. These resources can be shared with the parent committee if they would like.
  - *Details of the District's efforts on professional learning around cultural proficiency, as it relates specifically to the inclusion of American Indian curriculum* -- SPPS's racial equity work with PEG is increasing its American Indian involvement through the development of racial equity curriculum and professional development. At their National Summit, Glenn Singleton, president of PEG, committed to a deeper and intentional focus on American Indian students. It is SPPS' goal to have the Director of Learning and Teaching at PEG meet with the American Indian Parent Group to discuss how to increase the visibility and involvement of American Indians.

The Center for Curriculum, Instruction, and Professional Development (CIPD) continues to provide professional development training and curriculum support for teachers. In addition, they have added a research-based instructional strategy database for teachers to access. These include culturally responsive strategies

to meet the needs of each learner. District coaches through a job embedded model work with teachers and their PLCs to model and implement instructional strategies.

Social studies anchor lessons include pacing guides as well as curriculum suggestions for teachers to effectively embed American Indian history and culture in social studies required courses throughout the tenure of these courses. The Common Core State Standards are the English Language Arts Standards for the State of Minnesota. In addition to the National benchmarks articulated in the Common Core, the State of Minnesota added benchmarks mandating the inclusion of works by and about Minnesota American Indians in grades 2, 4, 6 and 7-12 in English Language Arts and within the literacy strands that are to be addressed in content areas outside of English.

- *Details of how SSSC and the state budget crisis impact this issue* – This was address in Item 1.
- Special Education
  - *A status update on the efforts of the Department of Special Education to address parent committee concerns since last year's administrative response* -- SPPS has continued to inform Social Workers and Special Education team on the work of the Indian Education Social Worker cultural liaison positions. The Executive Director of Special Education has spoken and will meet with the Indian Education Supervisor and Indian Education Parent Committee to provide necessary information and data relating to the committees concerns around American Indian Special Education Students. In addition, the new directors of Special Education and Professional Development will work with the parent committee on possible trainings to address American Indian Special Education Students.
  - *Details of the District's efforts on professional learning around cultural proficiency, as it relates to the identification of American Indian students for special education* -- An RTI team has been established at the district level improve its tiered system of supports for all students. With the RTI plan, any referrals for Special Education undergo a much more rigorous screening process. Schools must demonstrate clear evidence of targeted interventions and support for a child before they can be screened for Special Education. With the expansion of racial equity training, each building will soon have its own equity team. A representative from the school equity team will be a part of the team screening students for Special Education referrals. This person will help the team look at each referral through a racial equity lens. They will help to review the pre-referral intervention process and review whether students were met with culturally equitable teaching practices.
  - *Details of how SSSC and the state budget crisis impact this issue* – This was addressed in Item 1.
- Building Deeper Relationships through Inclusion
  - *Continued inclusion of the American Indian community on the DPAC* -- The following statement is written into DPAC bylaws: "The African American, American Indian, Hmong, Karen, Latino and Somali, Parent Advisory Councils will recommend two members from their Executive Board and/or parent and/or community member designee to represent their perspective councils."
  - *Expansion of the Parent Academy to AIMS during the 2011-2012 school year* -- The OFECP will conduct a Parent Academy session during the spring of 2011-12. The session will begin the week of April 9, 2012.
  - *Consideration to move Indian Education from the Division of Academic Services to the Department of Family Engagement & Community Partnerships, given that the majority of the services provided by Indian Education are supplementary* -- The Executive Directors of Curriculum, Instruction and Professional Development



(CIPD) and the Office of Family Engagement and Community Partners (OFCEP) will work closely together to assure that all areas of the Indian Education Office are given equitable the time and attention. OFCEP will work more directly with the issues that involve: Attendance, Family & Community Engagement and CIPD will work directly with curriculum, instruction, and professional development and maintain the supervision of the Indian Education Supervisor.

- *Details of how SSSC and the state budget crisis impact this issue --* This was again answered as in Item 1.

Specific concerns presented by the parent committee were as follows:

- The principal vacancy was a concern. Response: Administration indicated Human Resources had met with the parent committee and was now recruiting through several avenues. It was indicated there are viable candidates who have applied and interviews would be scheduled soon. The parent committee would be involved.
- The parent group asked for clarification on citywide busing and a stronger commitment to it by the District. Response: The Superintendent stated the American Indian school is designated as a citywide magnet school in the SSSC Strategic Plan. As such, alignment and transportation will continue for students enrolled in the American Indian Program.
- It was noted there was an error in Slide 3 – The American Indian School is actually a Pre-K through 8 program. Response: Administration noted that if the upcoming referendum is not renewed the entire pre-K program will be in jeopardy.
- Clarification was requested on the research-based instructional strategy for teachers. Response: The Pacific Education Group (PEG) began its work with SPPS in 2010. This started with district leadership, principals, assistant principals and Board members. Currently site equity teams are being trained for the eight “Beacon” schools. PEG has committed to work on development within the area of American Indian integration within SPPS. SPPS will have influence on how this develops. PEG realized the absence of the reality of American Indian/indigenous students within education and the impact of this lack on their education within their diversity efforts.
- When does administration anticipate seeing this training in classrooms with people who are in direct contact with students? Response: There are currently eight beacon schools working on developing equity teams. This will roll out to other schools next year. The American Indian School was not included because of the leadership transition as it is important to work with the school principal in this process.
- Concern was expressed on the transition at the American Indian Magnet from a co-location with World Cultures. The status of “specialty” staff within the American Indian program and their protection was of specific concern. Response: The Superintendent stated the District is in negotiations with the teachers group and is raising this as an issue that needs to be addressed. SPPS is grouping bilingual immersion, American Indian and Montessori teachers within this group. This is a priority for SPPS, not only for the parent group. Again, negotiations are in process.
- Again, on the transition, what is in place as far as planning for next year is concerned? The Parent Fair is coming up quickly and the school needs to be able to tell parents what it will have to offer to their students at that time. There is no current plan the parent group is aware of. Additionally, the program is not addressing the gifted talented students. It is not meeting their needs for accelerated learning so the school may be losing them. This is specific to the 7<sup>th</sup> and 8<sup>th</sup> grades. Response: The District has been waiting for feedback from the District Action Teams specific to specialized programs and also reviewing the idea of creating a team within the building to create a plan for the school. The Superintendent committed to having a plan in place for the school prior to the parent fair which will have been brought to the parent committee prior to implementation. On the gifted and talented student issue, as the program grows there will be more opportunities for advanced programs for 6, 7 and 8. There would also be advanced curriculum opportunities at Harding for these

students. The Parent Committee noted work on the plan needs to begin immediately or sooner.

- The parent committee expressed delight in having the Parent Academy being offered to them.
- The Superintendent indicated the American Indian office will be located at the American Indian School and will be available for use in SY 2012-13.

**MOTION: Ms. Street-Stewart moved the Committee of the Board recommend the Board of Education approve the Administrative Response to the Indian Education Act Resolution of Concurrence for 2010-11 and the Resolution as submitted by the Parent Committee of the SPPS Indian Education Program. The motion was seconded by Ms. Carroll.**

**The motion passed.**

C. Work Session

1. Levy Discussion – This subject was moved to the December 6 COB meeting.

III. **ADJOURNMENT**

**MOTION: Ms. Carroll moved the meeting adjourn; seconded by Ms. Kong-Thao.**

**Motion passed.**

The meeting adjourned at 5:59 p.m.

Respectfully submitted by  
Marilyn Polsfuss  
Assistant Clerk