

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
COMMITTEE MEETING OF THE BOARD OF EDUCATION
Administration Building
360 Colborne Street
Saint Paul, Minnesota 55102

February 6, 2024
4:30 PM

A G E N D A

1. **CALL TO ORDER**
2. **AGENDA**
 - A. American Rescue Plan (FY24) Status Update
 1. Introduction
 2. Presentation 3
 3. Discussion
 4. Action (TBD)
 - B. FY24 and FY25 Budget Update
 1. Introduction
 2. Presentation 38
 3. Discussion
 4. Action (TBD)
 - C. Policy Update | Policy 516.00 Students: Medications/Medical Procedures and Policy 533.00 Wellness
 1. Introduction
 2. Presentation 42
 3. Discussion
 4. Action (TBD)
 - D. 2023 Latino Consent Decree Parent Advisory Council Annual Report (6:00 p.m. time certain)
 1. Introduction
 2. Presentation 80
 3. Discussion
 4. Action (TBD)
3. **ADJOURNMENT**
4. **WORK SESSION**
 - A. Discussion of Board-Proposed FY25 Budget Parameters

#BoldSubject#



American Rescue Plan (FY24) Status Update

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Leah Corey, LICSW, Director of Innovation
February 6, 2024

ARP Background

The American Rescue Plan (ARP) provides funding to PreK-12 schools and institutions of higher education to reopen safely for in-person learning and address students' needs.

1. Safely reopen schools for all students
2. Address pre- and post-pandemic unfinished learning
3. Build lasting, equitable systems of teaching and learning
4. Support student and staff social emotional needs on returning to full on-site learning



**\$206.9
Million**

SPPS Achieves Initiatives and ARP Strategies by Focus Area

Long-Term Student Outcomes:

1. Decrease disparities in achievement based on race, ethnicity, culture and identity
2. Increase achievement of English Learners
3. Increase achievement of students receiving special education services

4. Improve kindergarten readiness
5. Increase academic growth in reading and math for all students
6. Prepare all graduates for college, career and life

Systemic Equity

Objective 1:

Intercept the normalized patterns of unearned privilege/advantage and/or access through policy, procedures, practices and programming

Strategic Initiatives:

- 1.1) CMP cycle
- 1.2) Intersections/Overlaps
- 1.3) Approach/Response

ARP Strategies

#9: Retaining Teachers of Color
#28: Recruiting Teacher of Color
#37: Equity Training
#78: Equity Plan
#92: Recruitment of Diverse Special Education Paraprofessionals

Positive School and District Culture

Objective 2:

Create inclusive school and district cultures

Strategic Initiatives:

- 2.1) Culturally Responsive Social Emotional Learning Aligned to Positive Behavior Intervention and Supports

ARP Strategies

#3: Early Childhood Mental Health
#5: Mental Health & Wellness
#12: Social Emotional Learning
#14: Attendance & Engagement
#22: Social Workers
#15: Counselors
#66B: Am. Indian Supports
#84: Security & Emergency Management Coordinators

Effective and Culturally Responsive Instruction

Objective 3:

Increase our capacity to meet the instructional needs of each learner

Strategic Initiatives:

- 3.1) Culturally Responsive Instruction
- 3.2) Well Rounded Education
- 3.3) Middle School Model

ARP Strategies

#7: CRI
#8: What I Need Now (WINN)
#44: Job Embedded Professional Development
#66: Am. Indian Curriculum
#17: High School Systems
#27: Well Rounded Education
#21: Credit Recovery
#20: SPED Recovery
#54: MLL Coaching
#2: Autism Support
#33: Bilingual Seals
#76: MLL Support
#53: Bilingual EA training
#73: ESCE Assessments
#83: Digital Infrastructure
#88: PreK Hubs

College and Career Readiness

Objective 4:

Increase opportunities for students to envision their future, explore careers and prepare for postsecondary education

Strategic Initiatives:

- 4.1) College & Career Paths

ARP Strategies

#4: Check & Connect
#6: Internships & Certifications
#24: Career Path Materials
#34: Career Integration
#13: Extended Day for Learning +
#31: Flipside
#75: Middle School Career Experiences
#89: Athletics
#90: Freedom School

Program Evaluation/Resource Allocation

Objective 5:

Allocate resources based on program effectiveness and organizational priorities

Strategic Initiatives:

- 5.1) Program Effectiveness
- 5.2) Priority-Based Budgeting
- 5.3) Envision SPPS

ARP Strategies

#80: Innovation Office
#85: Research analysts
#70: School Allocations
#87: Board Training

Family and Community Engagement

Objective 6:

Improve stakeholder engagement in district decisions

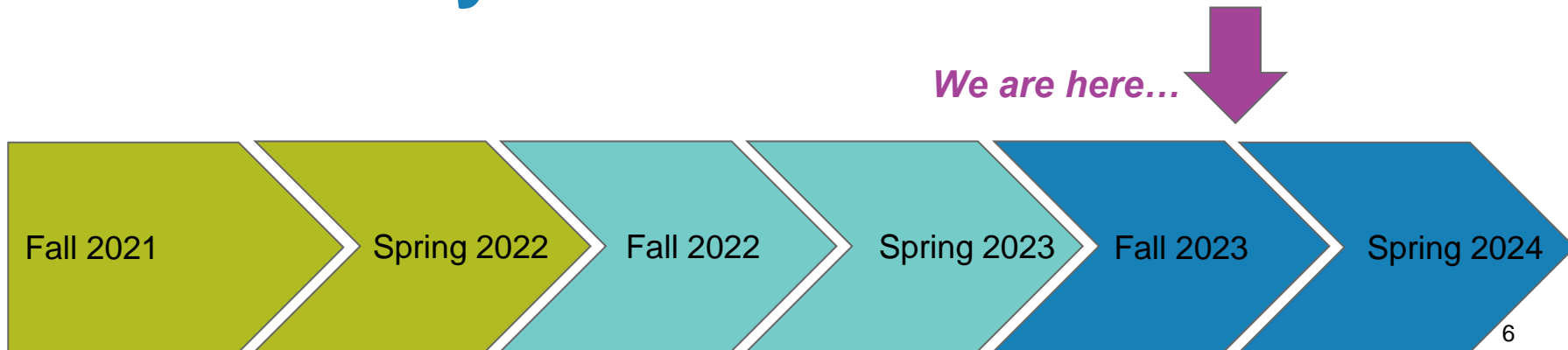
Strategic Initiatives⁵

- 6.1) Community Engagement

ARP Strategies

#61: Community Schools
#62: Contact center
#79: Language support
#69: Community partners

ARP Life Cycle



FY2022 - Year 1

- Design
- Planning
- Launch
- Infrastructure

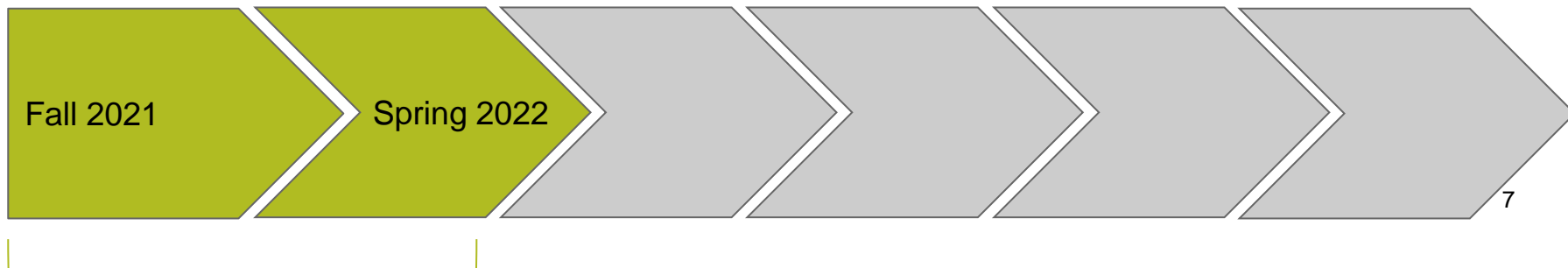
FY2023 - Year 2

- Professional Learning
- Community Monitoring
- Adjusting
- Community Engagement

FY2024 - Year 3

- Sustainability
- Closing
- Evaluating

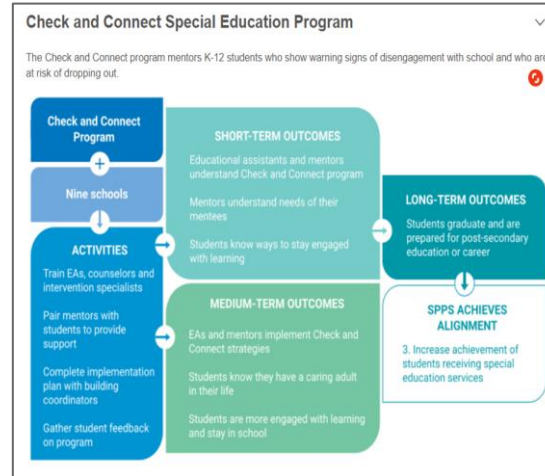
Year 1 (FY22)



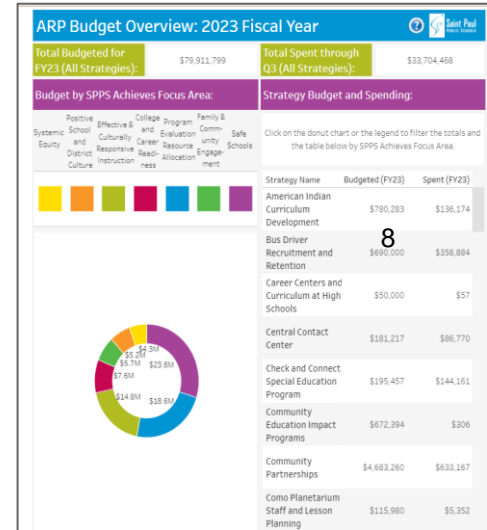
- Design
- Planning
- Launch
- Infrastructure

Year 1 (FY22) Highlights

- Established strategy plans including logic models
- Designed internal and external dashboards
- Launched 56 discrete strategies
- Spent \$25M

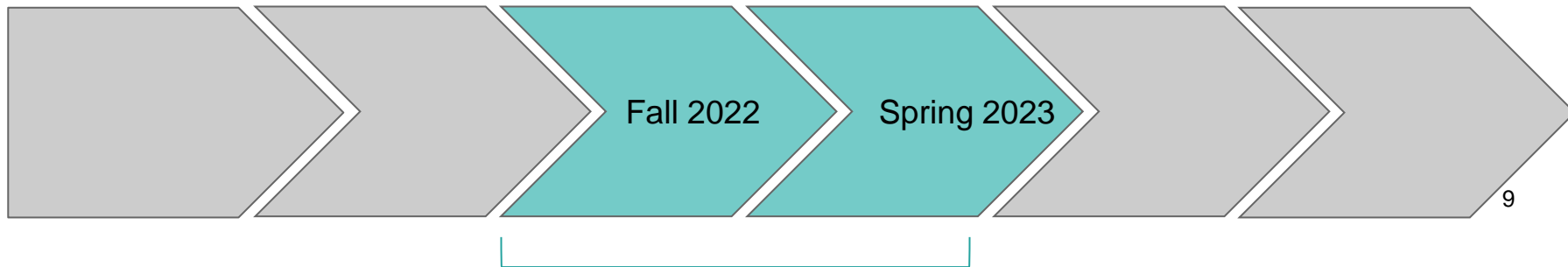


Sample Logic Model



Sample public dashboard

Year 2 (FY23)



- Professional Learning Community Monitoring
- Adjusting
- Community Engagement

Year 2 (FY23) Highlights

- Established monitoring process to evaluate implementation, spend and outcomes
- Implemented community engagement in partnership with Marnita's Table that brought in 257 participants, 84% of whom identified as BIPOC and 28% of whom identified as youth under 24
- Implemented 68 discrete strategies that provided 2,713 staff with professional development and 13,935 students with direct service
- Spent \$54M



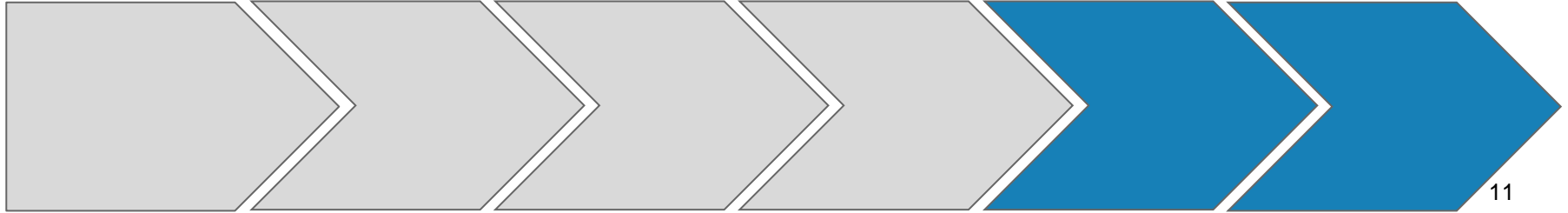
Conversation among district staff to explore scaling effective strategies



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Flyer from our Spring 2023 community engagement events

Year 3 (FY24)



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- Closing
- Sustainability
- Active spend down
- Evaluating and determining which (if any) strategies we prioritize for long term investment

FY24 Preliminary Spending

FY22 Final Spend	\$24,629,589
FY23 Final Spend	\$53,788,208
FY24 Estimated Spend	\$118,755,071
FY24 Current Spend (1.31.24)	\$49,483,495



Process for Unspent Funds

- Collaboration between Innovation Office & Finance to monitor spend down
- Real time reallocation aligned to MDE approved plan
- Aim to close most spending by June 30 with exception of summer programming
- Final date to spend September 30, 2024

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Web Updates in January 2024

- 2022-23 Year in Review
- Updated ARP Spending and Impact Summary

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American Rescue Plan (ARP) Community Partners Status Update

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Jackie Turner Executive Chief of Administration & Operations
February 6, 2024

Background

Community Partnerships

To help provide services to students and families most impacted by distance learning, and who are experiencing gaps in opportunities and outcomes by

- Working with community partners to provide academic, social emotional and family support
- Addressing pre- and post-pandemic unfinished learning
- Providing students and families with community resources

\$7
Million¹⁶

RFP Process and Results

- RFP opened February 2022
- Total amount available = \$7,000,000
- 88 Community Partners applied for the ARP Grant
 - Total amount requested = \$55,000,000
- 37 Community Partners approved by the BOE on August 26, 2022
 - Total amount approved = \$6,650,000

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Year 1 Highlights

SY22-23 and Summer 2023

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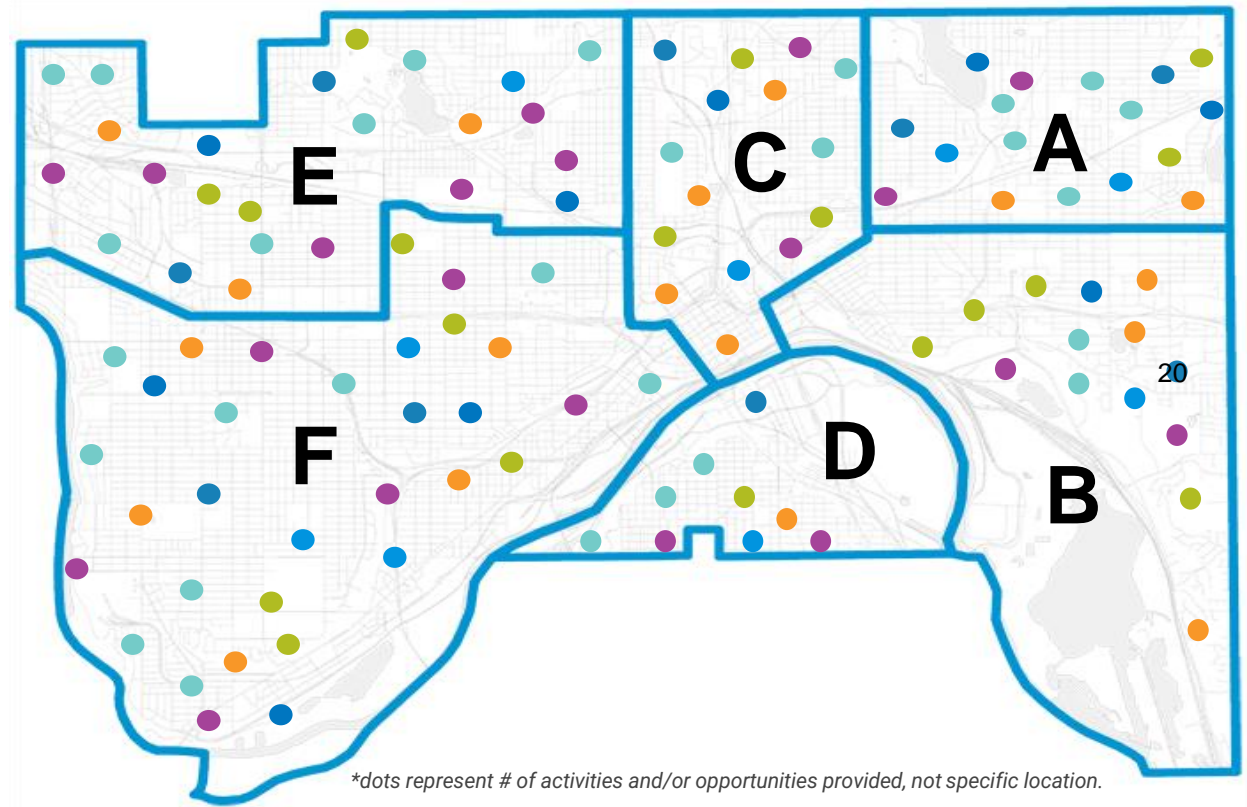
ARP Priority Areas

1. Mental health, Social Emotional Learning (SEL) and support for student support in schools (in-school)
1. Flipside for middle school students (out of school time)
1. Family Support (in-school and school aligned)
1. Academic Support (in-school)
1. Community-based youth programs not aligned with priority areas but serve SPPS students (out of school time)

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ARP Community Partners

113 Community Partners activities and opportunities for students and families across Saint Paul



Data by Community Partners

(SY22-23 and Summer 2023)

Community Partners			
School Year (only)	School Year and Summer 2023	Summer 2023 (only)	Total ²¹
16	22	1	39

Data by Priority Area

(SY22-23 and Summer 2023)

Priority Area	Number of Partners	Students Served	Program Events	Family Participants
● Mental Health and SEL support	9	331	3	180
● Flipside after school (6-8)	9	549	4	0 ²²
● Family support	6	421	16	514
● Academic support	6	699	4	445
● Community-based support	9	163	13	470
Total	39	2163	40	1609

Data by Student Participants

(SY22-23 and Summer 2023)

Student Participants			
School Year (only)	School Year and Summer 2023	Summer 2023 (only)	Total ²³
646	1496	21	2163

Data by Grade Level

(SY22-23 and Summer 2023)

Grade Level			
Elementary PreK-5	Middle School (6-8)	High School (9-12)	Total
788	699	664	2163

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Year 2 Highlights

SY23-24 and Summer 2024

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Data by Community Partners

(SY23-24 and Summer 2024)

Community Partners			
School Year (only)	School Year and Summer 2024	Summer 2024 (only)	Total ²⁶
14	23	1	38

School Year Program Dates
09/05/2023 - 06/10/2024

Summer Program Dates
06/17/2024 - 08/30/2024

ARP Community Partners

(SY23-24 and Summer 2024)

- Athletics Committed to Educating Students (ACES)
- Athletes For Life (AFL): IAM Gifted Camp
- Breakthrough Twin Cities
- East Side Learning Center (ESLC)
- Educated Stars of Tomorrow: Excel U Learning
- ComMUSICation (CMC)
- Family Values for Life (FVFL)
- Ramsey County Sheriff's Office (RSCO)
- City of St. Paul Parks & Recreation
- St. Paul Black Interdenominational Ministerial Alliance (SPBIMA): Chosen-2-Achieve
- The JK Movement - Focus on Success, Through Education (FOSTE)
- Youth and Family Circle

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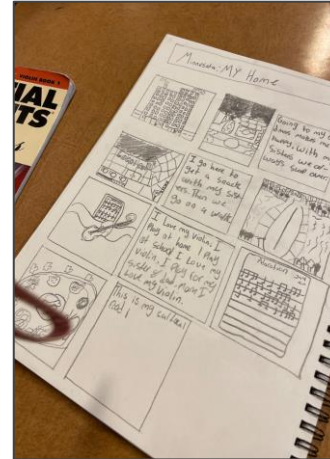
Community Partners Site Visit Highlights

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Priority Area 1: Mental Health and SEL Support

The logo for COMPAS MAKING CREATORS is a circular emblem. It features a stylized white icon of a compass needle pointing towards the top-right, set against a dark blue background. Below the icon, the word "COMPAS" is written in a bold, white, sans-serif font, and "MAKING CREATORS" is written in a smaller, white, sans-serif font underneath it.

- While visiting COMPAS, students were working on creating personalized comic books about how they feel living in Minnesota. The Teaching Artist would introduce new concepts of art to the students to get them to expand on their work. In the summer at Freedom school, students created a dance that they then performed at the final event showcase.



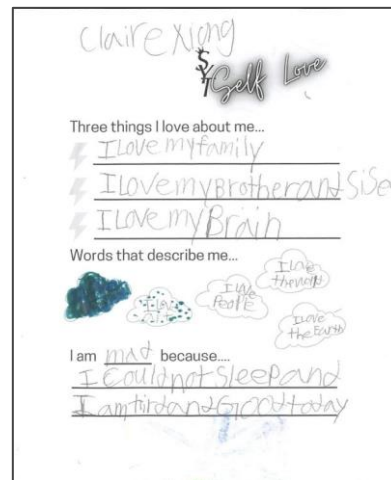
Speak Your Truth

Priority Area 1: Mental Health and SEL Support

Program Services: Social-emotional and mental health approach to helping students express their true selves and explore their identity.

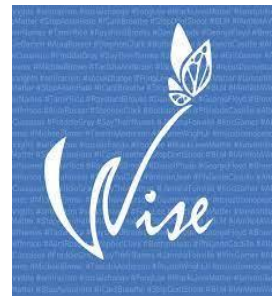
Site Visit Highlights:

- Students would do daily affirmations, learn about their culture and express what they love about themselves.. Students worked on self-identity projects throughout the program which they then showcased at the end of the year.



Women's Initiative for Self-Empowerment

Priority Area 2: Flipside



Program Services: Provide homework help, skill building workshops, career exploration, college prep, financial literacy and gender-based violence prevention activities for ESL female-identified students from immigrant/refugee families.

Site Visit Highlights:

- WISE staff taught female students social skills, leadership management, organizing, and financial literacy. Students were planning out their daily routine for the new school year.



Coalition of Asian American Leaders

Priority Area 3: Family Support

Program Services: Southeast Asian core parents who engage with additional parents on issues that impact Asian students, including anti-Asian hate, language programs, and early childhood education.



Site Visit Highlights:

- During the end of parent cohort at Txuj Ci Lower, parents shared what they worked on during the school year and summer. The first group presented how they went on walks with other parents and had casual conversations with them to collect data on how they feel about their child in school's.



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Youth & Family Circle

Priority Area 3: Family Support

Program Services: Youth and Family Circle provides guidance, support, and inter-cultural integration services to youth, families, and the community.



Site Visit Highlights:

- After school lessons that were related to the Somali culture. They taught the students about culture through storytelling. They provided homework help and college resources.



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Athletes Committed to Educating Students

Priority Area 4: Academic Support



Program Services: ACES provides before/after-school academic programming for youth on the West Side.

Site Visit Highlights:

- At Cherokee Heights they provided two after-school classrooms that focused on SEL, math support and reading support.
- At Riverview they provided three before-school classrooms that were split up by grade level with the same focus on SEL, math, and reading. It was very apparent that the students and ACE's staff developed close relationships.



Proceed Inc.

Priority Area 5: Community-based Support

Program Services: Proceed Inc. provides informational sessions, workshops, host college fairs and college tours of HBCU for St. Paul BIPOC students.

Site Visit Highlights:

- Proceed staff interviewed student's to give them experience on interviewing. A highlight from these interviews were when staff told SPPS students that they get to attend the tour at no cost because of ARP. Students and parents expressed so much gratitude. Workshops and meetings were held at Progressive giving students opportunities to learn and go over college tour expectations.



2023 HBCU College Tour PROCEED, INC.



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The JK Movement

Priority Area 5: Community-based Support



Program Services: To empower and inspire effective change in the minds, bodies, and spirits of young people. The JK Movement promotes strong interpersonal skills, educational and career pathways, and reassert a sense of hope for their future.

Site Visit Highlights:

- Students were learning how to create resumes, apply to colleges, give elevator pitches, and write cover letters. In the summer they had an Intro to Photography class and a Sports, Ability, and Quickness class with a focus in Football and Basketball.





Thank You



Saint Paul
PUBLIC SCHOOLS

FY24 and FY25 Budget Update

Tom Sager, Executive Chief of Finance
February 6, 2024

SY23-24 PreK-12 Enrollment Update

School Year	Oct. 1 Enrollment (PreK-12)	Enrollment Decline
2018-19	38,065	--
2019-20	37,010	-1,055
2020-21	35,715	-1,295 ³⁹
2021-22	34,185	-1,530
2022-23	33,110	-1,075
2023-24	33,062	-48

FY25 Budget Update

- For FY24, SPPS is serving roughly 450 more students than the projected enrollment used for the SY23-24 budget. This equates to roughly \$4.2 million more in revenue than budgeted. 40
- In addition to this, along with other updated information since last fall, the updated reduction target, or shortfall, for FY25 continues to fluctuate.

FY25 Deficit (\$) = -107.7M

(revised 2/1/24)

The district's budget shortfall for FY25 as estimated in October 2023 (\$)

-150,000,000

	Net Gain (\$)	FY25 Shortfall (\$)
FY24 new revenue	4,220,000	-145,780,000
FY24 unemployment insurance savings	5,000,000	-140,780,000 ⁴¹
ARP one-time expenses	25,000,000	-115,780,000
FY25 state aid	2,000,000	-113,780,000
FY25 compensatory	6,100,000	-107,680,000

Please note. Data presented are estimates used for planning and are likely to change.

Committee of the Board Meeting



Updates to:

- **Policy 516.00 Students: Medications/Medical Procedures**
- **Policy 533.00 Wellness**

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February 6, 2024

Becky Schmidt, Interim Director, Office of Health and Wellness

Policy 516.00 Students: Medications/Medical Procedures

Why are we proposing to amend this policy?

- Policy was last updated five years ago (2019)
- We are always striving to remove health barriers to learning, remove barriers for families, and have safe and efficient processes in place when it comes to administering medications and medical procedures.
- When updating our processes there was a need to review and update the policy.

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Contributors

Thank you to the Licensed School Nurses that assisted:

- Lori Benolken
- Kelly Kantack
- Feven Kiflai
- Kay Lee

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Policy 516.00 Students: Medications/Medical Procedures

- See all proposed changes to Policy 516.00 [HERE](#)

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Policy 516.00 Students: Medications/Medical Procedures

What language are we proposing to **remove** in the policy?

- Language that is struck through is either being updated with more explicit language or moved to a different location within the document.
- The overall concept of such struck out language is not changing; we are just proposing to reword it and tighten up some of the language and processes.

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Policy 516.00 Students: Medications/Medical Procedures

What **new** language are we proposing to **add** in the policy?

Item	Rationale
2.a. Training and designation will be completed by the school nurse to Saint Paul Public School staff only.	Want to be explicit that only SPPS staff can be trained/designated. No parents/volunteers on field trips or after-school activities will have the responsibility of administering medication.
4.a. All medications and supplies will be secured in the school health office unless the school nurse determines alternate appropriate arrangements.	Previous language never explicitly state where medication should be kept and secured
6. The nurse or designee will administer medication or medical procedures according to the prescribed orders, or according to the dosing label if no health care provider orders are required. a. Authorizations from a prescribing health care provider and parent or guardian are valid for one year from signature date. New authorizations are required when changes to a medication or a medical procedure occurs.	“Valid from one year from signature date” was not a detail in previous language. Previous language just said “annually.” New language indicates to follow dosing instructions and to obtain new orders when medication changes occur.

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Policy 516.00 Students: Medications/Medical Procedures

New language cont.

Item	Rationale
6.b. To ensure safe and appropriate delivery of a medication or medical procedure, the nurse may request to receive further information from the parent, guardian, or health care provider, if needed, prior to administration.	This ensures safe delivery of medications.
6.c. Medications or medical procedures used at school in connection with services for which a minor may give effective consent are not governed by this policy.	Minors have the right to consent to various procedures without parental/guardian involvement. 48
7.b.No health care provider signature is required. This does not apply to controlled substances.	This only pertains to a prescription intended for a total period of less than two weeks. A written authorization signed by the parent/guardian is required.
7.c. A request from a parent or guardian for medication or medical procedure administration must be reduced to writing within two (2) days, provided the district may rely on an unsigned request until a written request is received. This does not apply to controlled substances.	Defines a deadline by which we must have a parent/guardian signature.

Policy 516.00 Students: Medications/Medical Procedures

New language cont.

Item	Rationale
7.d. “Controlled substances,” as applied to the chemical abuse assessment of students, means a drug, substance, or immediate precursor in Schedules I through V of Minnesota Statutes section 152.02 and “marijuana” as defined in Minnesota Statutes section 152.01, subdivision 9 but not distilled spirits, wine, malt beverages, intoxicating liquors or tobacco. As otherwise defined in this policy, “controlled substances” include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 United States Code section 812, including analogues and look-alike drugs.	Inclusion of this definition is needed since the policy addresses “controlled substances” 49
7.d.ii. Medical cannabis may not be administered or used in the school setting.	Covered under Statute as well, but this is a very common question
7.e.ii Students may not self-carry or self-administer controlled substances. iii. Students may not self-carry or self-administer any drug or product containing ephedrine or pseudoephedrine as its sole active ingredient or as one of its active ingredients.	Strict counts are kept with controlled substances and they must be locked up. Serious safety risks are associated with controlled substances and medication with ephedrine/pseudoephedrine

Policy 516.00 Students: Medications/Medical Procedures

New language cont.

Item	Rationale
<p>8. For nonprescription medication needed at school:</p> <p>a. A written authorization signed by the parent or guardian is required. No health care provider order is required.</p> <p>b. A request from a parent or guardian for medication or medical procedure administration must be reduced to writing within 2 days, provided the district may rely on an unsigned request until a written request is received.</p> <p>c. Medication must be administered according to the dosing on the manufacturer's label. If different dosing is needed, a prescription from a health care provider will be required.</p> <p>d. Schools and school staff may not distribute stock over-the-counter medications to students.</p>	<p>Removing the requirement for a healthcare provider order for over-the-counter (OTC) medications removes barriers for families</p> <p>Defines that we must follow OTC labeling</p> <p>Provides rules around schools not carrying or administering stock OTC medications</p> <p>50</p>

Policy 516.00 Students: Medications/Medical Procedures

New language cont.

Item	Rationale
8.e.ii Only students in grades 6-12 may possess and use nonprescription pain.....	Previously said “secondary students.” MDE defines secondary as grades 7-12 but we want to expand this privilege to grade 6 to be inclusive of our middle school model
11. Medications are not governed by this policy if they: a. Are used off school grounds unless the student is attending a school-sponsored field trip, b. Are used in connection with athletics or extracurricular activities, or c. Are used in connection with activities before or after the school day.	Defines scope of this policy

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Policy 516.00 Students: Medications/Medical Procedures

New language cont.

Item	Rationale
15. A student may possess and apply a topical sunscreen product during the school day while on school property or at a school-sponsored event. Written authorization is not required. School personnel may, but are not required to, assist in applying sunscreen only to the student that provided it. Staff must assist in applying sunscreen if ordered by a prescribing medical provider.	Addresses common questions around sunscreen application, previously missing from policy 52
16. Procedures are in place for the collection and transport of any unclaimed or abandoned prescription drugs or medications remaining in the possession of school personnel.	Previously missing from policy

Policy 516.00 Students: Medications/Medical Procedures

- Questions?
- Move to March BOE meeting to start the three-reading process?

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Policy 533.00 Wellness

Background from [MDE](#):

The Child Nutrition and Women, Infants and Children (WIC) Reauthorization Act of 2004 requires all educational entities participating in the National School Lunch Program to establish local school wellness policies. In 2010, the Healthy, Hunger-Free Kids Act (the Act) regulations added Section 9A to expand upon the previous local wellness policy requirement from the Reauthorization.

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The Act strengthens wellness policies by emphasizing ongoing implementation and assessment. This provision also supports a robust process at the community level, including the expansion of the team of collaborators participating in the wellness policy development. This approach is intended to foster broad-based support for effective wellness policies.

Policy 533.00 Wellness

Why are we proposing to amend this policy?

- Policy was last updated seven years ago (2017)
- Proposed changes to the policy are mostly driven by the changes made to the USDA National School Lunch Nutrition Programs
- Remove language around unsupported positions, procedural guidelines, recommended vs. required components, or content covered in MN Statute

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Contributors

Thank you to the following people for their assistance:

- Regina Carlson, Benefits Manager, Human Resources
- Jacy Dillahunty, Health Teacher
- Carol Grady, LSN, Health and Wellness
- Kathy Kimani, Director, Office of School Support
- Stacy Koppen, Director, Nutrition Services
- Mary Langworthy, Former Director, Health and Wellness
- Chelsea Moody, Environmental Specialist, ESG
- Heather Peterson, Director, Allina Health
- Terri Steen, PE/Health Coordinator, OTL (previous role)
- Sarah Stewart, Safe Routes to School Coordinator
- Jennifer Vigil, Mgmt Asst, Office of School Support
- Amy Wardell, PE/Health Coordinator, OTL
- Cole Welhaven, SPPS Nutrition Services Coordinator
- Jill Westlund, SPPS Nutrition Coordinator

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Policy 533.00 Wellness

- See all proposed changes to Policy 533.00 [HERE](#)

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Policy 533.00 Wellness

What language are we proposing to **remove** in the policy?

Language to be removed:	Rationale
I. B. Language referencing ‘Site Wellness Teams’	Schools no longer have these teams due to staffing and capacity issues. We do have a wellness team at the district level, per MDE guidance
II. A. Staff will use non-food items as rewards for academic performance or good behavior for individuals or classrooms.	This will be replaced with “ Staff will not use food as a reward or punishment for academic performance or good behavior for individuals or classrooms ” 58
II. C. Celebrations: Classroom teachers will allow no more than one celebration per month that involves food or beverages.	Reduces food as main focus of celebrations
II. G. Schools will offer safe and developmentally appropriate fitness equipment and activity areas for students.	Doesn’t need to be in policy as it is covered under Special Education or Physical Education practices

Policy 533.00 Wellness

Cont. - language are we proposing to **remove** in the policy

Language to be removed:	Rationale
II. F. For the safety and health of students with disabilities and health conditions, including food allergies, the District will make reasonable accommodations in the school environment, according to a student's individual plan.	Individual student needs will be addressed through Individual Health Plans, Emergency Care Plans, IEPs, and/or Section 504 Plans
III. A. For the purposes of this section, the school day is defined as the period from a half hour before school starts until after the school bell rings at the end of the school day.	Not needed in policy
III. B. The district will inform families of the free/reduced price lunch program, and provide all families with applications for the program.	MN has a new Free School Meals for Kids Program, however, families do still need to fill out applications because other funding is tied to it
III. B.1. To protect the privacy of all students, including those who are eligible for free or reduced priced meals, all cafeteria registers will be cashless. Instead, students will use a personal identification number (PIN) when purchasing food.	This is procedural, not policy

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Policy 533.00 Wellness

Cont. - language are we proposing to **remove** in the policy

Language to be removed:	Rationale
III. B. 5. School schedules should allow for adequate seat time for lunch periods. Schools are also encouraged to schedule recess prior to lunch. 6. Students will be provided a clean and supervised environment to eat during meal periods.	This is procedural, not policy
IV. A. Students will have access to physical education class and/or fitness-oriented activities regardless of behavioral or academic status. C. The District will hire physical education teachers only if they are certified and licensed instructors. D. Waivers, exemptions, or substitutions for physical education classes are not allowed at the high school level, and strongly discouraged at the middle school level. E. Schools' wellness plans must include a physical activity component. F. The District will include in its portfolio of professional development opportunities, courses focused on integrating physical activity in the classroom.	Language referencing physical education does not need to be in this policy, because that subject is dictated by MN academic standards, legal statutes and HR hiring requirements Waivers are discouraged but covered under a student's IEP or Section 504 Plan, if necessary
IV. I. The indoor and outdoor physical activity facilities and spaces will be open to the community outside of school hours. District permitting requirements must be followed.	Not a requirement. This is procedural, not policy

Policy 533.00 Wellness

Cont. - language are we proposing to **remove** in the policy

Language to be removed:	Rationale
<p>VII. 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.</p> <p>B. The District encourages parents/guardians who pack lunches and snacks to refrain from including foods and beverages without nutritional value.</p> <p>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.</p> <p>E. 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.</p>	<p>Procedural, not policy</p> <p>Individual student needs will be addressed through Individual Health Plans, Emergency Care Plans, IEPs, and/or Section 504 Plans</p>

Policy 533.00 Wellness

Cont. - language are we proposing to **remove** in the policy

Language to be removed:	Rationale
<p>VIII. EMPLOYEE WELLNESS</p> <p><i>Principle: Provide an employee wellness program that supports healthy eating and physical activity of all employees.</i></p> <p>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.</p>	<p>SPPS no longer has this as a staffed position. Not a requirement for a District Wellness Policy</p> <p>62</p>

Policy 533.00 Wellness

What **new** language are we proposing to **add** in the policy?

Item	Rationale
I.B. The District Wellness Team will provide data/information regarding implementation of the policy annually to the Superintendent (or designee) and/or the Board of Education. This information, and any updates to the policy will be made available to the public.	Public access is a requirement
II. A. Staff will use non-food items as rewards for academic performance or good behavior for individuals or classrooms. Staff will not use food as a reward or punishment for academic performance or good behavior for individuals or classrooms.	Slight revision to language
II. D. Students at the elementary level will participate in frequent, active recess. Recess is also encouraged at the middle school level.	Goals for physical activity are encouraged in MDE Wellness Policy guidelines

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Policy 533.00 Wellness

Cont. - **new** language are we proposing to **add**

Item	Rationale
<p>III. B. Meals Provided During the School Day</p> <p>1. The Minnesota Free School Meals bill introduced reimbursement for a free breakfast and lunch to students who receive meals through their school's participation in the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). Schools that participate in NSLP must now participate in the state funded Free School Meals Program.</p> <p>2. All students must be correctly listed on meal eligibility rosters according to their actual federal school meal eligibility status: free, reduced price, or paid. In addition, meals served to students must be claimed in the student's correct federal eligibility category to receive correct federal and state reimbursements.</p> <p>3. Foods and beverages sold at school during the school day will meet the standards defined by the District Wellness Team, which will meet or exceed the USDA standards. The district will share the nutritional contents of meals with students and families. All school meals served will meet or exceed current nutrition requirements established under the Healthy Hunger-free Kids Act of 2010.</p> <p>4. Information about students certified eligible for free and reduced-price school meals is covered by confidentiality restrictions administered by the U.S. Department of Agriculture. The District will make reasonable accommodations for the special dietary needs of students in the school meal programs.</p>	<p>Added language from National School Lunch Program (NSLP) and MN Free School Meals bill.</p> <p>64</p> <p>Healthy Hunger-free Kids Act of 2010 is guiding standard</p>

Policy 533.00 Wellness

Cont. - **new** language are we proposing to **add**

Item	Rationale
<p>III. C. Other Food Offered During the School Day</p> <p>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. Non-USDAsnacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health. The district encourages foods offered on the school campus meet or exceed the USDA Smart Snacks in School standards including those provided at celebrations and parties and classroom snacks brought by staff or family members. Non-food celebrations will be promoted and a list of ideas is available.</p>	<p>Defines what foods can be offered outside of meals (breakfast and lunch)</p> <p>MDE recommends Wellness Policy contains nutrition guidelines for all foods and beverages for sale on the school campus during the school day that are consistent with Federal regulations for Smart Snacks in School nutrition standards. 65</p> <p>MDE recommends Wellness Policy contains guidelines for other foods and beverages available on the school campus during the school day, not sold (e.g. in classroom parties, classroom snacks brought by parents, or other foods given as incentives)</p>
<p>III. C.2. All foods or beverages sold to students during the school day, including in vending machines and fundraisers, must meet USDA Smart Snacks in School regulations.</p>	
<p>IV. A. The District will provide physical education classes that strive to meet the national standards of the Society of Health and Physical Educators (SHAPE) and District priority benchmarks, and ensure students are physically active for at least 50% of every physical education class period.</p>	<p>Defines Physical Education practices</p>

Policy 533.00 Wellness

Cont. - new language are we proposing to add

Item	Rationale
IV. H. Schools are encouraged to promote and support active transport to schools including participating in Safe Routes to Schools programming and activities. Schools are to provide active transportation safety education as required by state law.	SRTS is legislatively required
V. A. Students will have access to health education that should include grade level appropriate nutrition education, and health literacy, and the skills necessary to promote and protect their health.	Slight revision to promote student self-advocacy
V. C. Schools should engage students in a variety of health promotion activities (that include skill building, which may include menu planning, food preparation, and label reading that are enjoyable, culturally relevant, and includes participatory activities, such as contests, promotions, taste testing, and field trips. Teachers shall integrate nutrition education into other classroom subjects, such as math, science, language arts, social studies, and elective subjects.	More comprehensive, inclusive language
IX. B. Nutrition Services staff will be offered annual training in accordance with USDA Professional Standards.	Self explanatory

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Policy 533.00 Wellness

Cont. - **new** language are we proposing to **add**

Item	Rationale
<p>X. POLICY MONITORING AND RECORDKEEPING</p> <p>A. Triennial Assessment</p> <ol style="list-style-type: none">1. The District Wellness Team will evaluate compliance with the wellness policy, no less than once every three years. It will assess implementation of the policy and progress made in attainment of its goals, in comparison to a model policy. This process is also open to interested stakeholders.2. The most recent triennial assessment will be kept on file. <p>B. Recordkeeping</p> <p>The district will retain records to document compliance with the requirements of the wellness policy. Records to be retained include, but are not limited to the district's written wellness policy, and documentation of the triennial assessment process.</p>	<p>Defines assessment and recordkeeping requirements, per MDE guidelines</p> <p>67</p>

Policy 533.00 Wellness

- Questions?
- Move to March BOE meeting to start the three-reading process?

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Thank you!

Please note, when reviewing this document:

- **BLUE** means added/new language
- **GREEN** means language that already existed in the current policy but is now in a different location within the document. If language is green and striked out, it means it is showing up somewhere else in the document.
- **Black striked out language** means we are proposing to remove it completely from the policy.

Adopted: 8/10/1976

Saint Paul Public Schools

Policy 516.00

Revised: 2/1/1994; 6/17/2008, 4/23/2019, **X/XX/2024**

516.00 STUDENTS: MEDICATIONS/ MEDICAL PROCEDURES

I. ~~_____~~ PURPOSE

In order to remove health related barriers to learning, students may require medication and medical procedures that allow students access to education. Individual plans, including individual health plans, emergency care plans, Section 504 plans, and individualized education plans (IEPs) guide the care of students with health conditions and disabilities.

The following provisions shall be followed when administering medications or medical procedures to students at school.

1. The parent or guardian will notify the school nurse or designee when medication or a medical procedure are required during the school day.
2. Medications and medical procedures that must be administered during the school day shall be administered by the school nurse or by a designee of the school administrator whom the school nurse has trained and delegated the function of medication administration or provision of medical procedures.
 - a. Training and designation will be completed by the school nurse to Saint Paul Public School staff only.
3. Medications and medical procedures that can be administered to the student appropriately before or after school will be the responsibility of the parent(s) or guardian.
4. The parent or guardian will supply the medications to school in the original, labeled container and any necessary supplies for medical procedures. ~~The nurse or designee will administer the medication according to the label.~~
 - a. All medications and supplies will be secured in the school health office unless the school nurse determines alternate appropriate arrangements.
- ~~5. The parent or guardian will notify the school nurse or designee~~

- ~~when medication must be administered during the school day.~~
- ~~a. For medication needed at school for a period of two weeks or longer, a written order signed by a prescribing health professional and the custodial parent or guardian is required. Such orders shall be renewed annually and whenever medication, dosage, or administration changes.~~
 - ~~b. For medication needed at school for a period of less than two weeks, a written request for administration signed by the custodial parent or guardian is required.~~
6. The nurse or designee will administer medication or medical procedures according to the prescribed orders, or according to the dosing label if no health care provider orders are required.
- a. Authorizations from a prescribing health care provider and parent or guardian are valid for one year from signature date. New authorizations are required when changes to a medication or a medical procedure occurs.
 - b. To ensure safe and appropriate delivery of a medication or medical procedure, the nurse may request to receive further information from the parent, guardian, or health care provider, if needed, prior to administration.
 - c. Medications or medical procedures used at school in connection with services for which a minor may give effective consent are not governed by this policy.
7. For prescription medication or medical procedures needed at school:
- a. If the prescription is intended for a total period of two weeks or longer, a written order signed by a prescribing health care provider and written authorization signed by the parent or guardian is required.
 - b. If the prescription is intended for a total period of less than two weeks, a written authorization signed by the parent or guardian is required. No health care provider signature is required. This does not apply to controlled substances.
 - c. A request from a parent or guardian for medication or medical procedure administration must be reduced to writing within two (2) days, provided the district may rely on an unsigned request until a written request is received. This does not apply to controlled substances.
 - d. "Controlled substances," as applied to the chemical abuse assessment of students, means a drug, substance, or immediate precursor in Schedules I through V of Minnesota Statutes section 152.02 and "marijuana" as defined in Minnesota Statutes section 152.01, subdivision 9 but not distilled spirits, wine, malt beverages, intoxicating liquors or tobacco. As otherwise defined in this policy, "controlled substances" include narcotic drugs, hallucinogenic drugs,

amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 United States Code section 812, including analogues and look-alike drugs.

- i. Controlled substances must be stored in a locked and secure location or be in the possession of a trained designee.
 - ii. Medical cannabis may not be administered or used in the school setting.
- e. A student may be allowed to self-administer and/or self-carry prescription medication or self-administer treatments needed at school with approval by the school nurse.
- i. A student's privilege to self-carry and self-administer medication may be revoked if it is determined the student is abusing the privilege.
 - ii. Students may not self-carry or self-administer controlled substances.
 - iii. Students may not self-carry or self-administer any drug or product containing ephedrine or pseudoephedrine as its sole active ingredient or as one of its active ingredients.

8. For nonprescription medication needed at school:

- a. A written authorization signed by the parent or guardian is required. No health care provider order is required.
- b. A request from a parent or guardian for medication or medical procedure administration must be reduced to writing within 2 days, provided the district may rely on an unsigned request until a written request is received.
- c. Medication must be administered according to the dosing on the manufacturer's label. If different dosing is needed, a prescription from a health care provider will be required.
- d. Schools and school staff may not distribute stock over-the-counter medications to students.
- e. A student may be allowed to self-administer and/or self-carry nonprescription medication or self-administer treatments needed at school with approval by ~~upon written recommendation of the prescribing health professional and custodial parent or guardian and consultation of the school nurse.~~
- i. A student's privilege to self-carry and self-administer medication may be revoked if it is determined the student is abusing the privilege.
- ii. Only students in grades 6-12 may possess and use

nonprescription pain relief medication in a manner consistent with the labeling if the school nurse has received a written authorization signed by the parent or guardian permitting the student to self-administer and self-carry the medication.

9. Medications ~~and medical procedures that are required that must be administered~~ during an overnight field trip ~~or outside of the school day~~ must be in the original, labeled container with a written request from a custodial parent or guardian. ~~A written order signed by a prescribing health care provider is not required.~~
10. ~~A student may be allowed to self-administer and/or self-carry medication upon written recommendation of the prescribing health professional and custodial parent or guardian and consultation of the school nurse.~~
11. Medications are not governed by this policy if they:
 - a. Are used off school grounds unless the student is attending a school-sponsored field trip,
 - b. Are used in connection with athletics or extracurricular activities, or
 - c. Are used in connection with activities before or after the school day.
12. ~~A secondary student may possess and use nonprescription pain relief medication in a manner consistent with the labeling if the school nurse has received a written authorization from the custodial parent or guardian permitting the student to self-administer and self-carry the medication. Such authorizations must be renewed annually. A student's privilege to possess and use nonprescription pain relievers may be revoked if it is determined the student is abusing the privilege.~~
13. ~~Medications and medical procedures that can be administered to the student appropriately before or after school will be the responsibility of the parent(s) or guardian.~~
14. ~~Controlled substances prescribed to students must always be kept in a locked cabinet and shall never be carried by a student or self administered.~~
15. A student may possess and apply a topical sunscreen product during the school day while on school property or at a school-sponsored event. Written authorization is not required. School personnel may, but are not required to, assist in applying sunscreen only to the student that provided it. Staff must assist in applying sunscreen if ordered by a prescribing medical provider.
16. Procedures are in place for the collection and transport of any unclaimed or abandoned prescription drugs or medications remaining in the possession of school personnel.

17. ~~Stock~~ emergency medication ~~for life-threatening conditions (i.e., epinephrine, naloxone)~~ may be made available to students or other individuals for specific conditions following a protocol developed with a medical director or advanced practice registered nurse ~~will be provided to students when provided by the family and ordered by the student's health care provider, as part of the student's Emergency Care Plan. Emergency medication may also be made available to students for specific conditions following a protocol developed with a medical director or advanced practice registered nurse.~~

LEGAL REFERENCES:

Minn. Stats. §§ 121A.22 to 121A.222

CROSS REFERENCES:

Minnesota Guidelines for Medication Administration in Schools Revised June 2015, Division of Community and Family Health, Minnesota Department of Health.

Written in collaboration with:

Minnesota Board of Nursing

Minnesota Department of Education

Minnesota Department of Human Services

Student Health and Wellness documents

Components of Asthma Management in the School

Components of Diabetes Management in the School

Components of Anaphylaxis Management in the School

Components of ADHD Management in the School (Tara and Jennifer are updating)

Authorization for the Administration of Medication/Treatment H-25

Authorization for the Administration of Medication/Treatment Asthma,

Anaphylaxis, Diabetes, Seizure H-25 AADS

Self Carry/Self Administer Medication Agreement H-76

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 Whole Child, Whole Community, Whole School from the Centers for Disease Control and Prevention (CDC), which form the structure of this policy.

I. 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.)~~

B. 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, physical education, and other areas as appropriate; students and parents/guardians; and community members. ~~Representation from Site Wellness Teams is encouraged.~~ The District Wellness Team will provide data/information regarding implementation of the policy annually to the Superintendent (or designee) and/or the Board of Education. [This information, and any updates to the policy will be made available to the public.](#)

II. 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.
- A. ~~Staff will use non-food items as rewards for academic performance or good behavior for individuals or classrooms.~~ [Staff will not use food as a reward or punishment for academic performance or good behavior for individuals or classrooms.](#)

- B. 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.
- C. ~~Celebrations: Classroom teachers will allow no more than one celebration per month that involves food or beverages.~~
- C. Sites are encouraged to develop physical activity opportunities before, during, and after school.
- D. Students at the elementary level will participate in frequent, active recess. *Recess is also encouraged at the middle school level.*
- G. ~~Schools will offer safe and developmentally appropriate fitness equipment and activity areas for students.~~
- E. 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.
- F. ~~For the safety and health of students with disabilities and health conditions, including food allergies, the District will make reasonable accommodations in the school environment, according to a student's individual plan.~~

III. QUALITY OF FOOD AND BEVERAGES SERVED AND SOLD

Principle: Encourage and support healthy eating and 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 a half hour before school starts until after the school bell rings at the end of the school day.~~
- B. ~~The district will inform families of the free/reduced price lunch program, and provide all families with applications for the program.~~
- A. Drinking water will be available at no charge and accessible in all cafeterias during lunch service, as required by USDA.
- B. Meals Provided During the School Day
 - ~~1. To protect the privacy of all students, including those who are eligible for free or reduced priced meals, all cafeteria registers will be cashless. Instead, students will use a personal identification number (PIN) when purchasing food~~
 - 1. The Minnesota Free School Meals bill introduced reimbursement for a free breakfast and lunch to students who receive meals through their school's participation in the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). Schools that participate in NSLP must now participate in the state funded Free School Meals Program.
 - 2. All students must be correctly listed on meal eligibility rosters according to their actual federal school meal eligibility status: free, reduced price, or paid. In addition, meals served to students must be claimed in the student's correct federal eligibility category to receive correct federal and state reimbursements.
 - 3. ~~Foods and beverages sold at school during the school day will meet the standards defined by the District Wellness Team, which will meet or exceed the USDA standards. The district will share the nutritional contents of meals with students and families.~~ All school meals served will meet or exceed current nutrition requirements established under the Healthy Hunger-free Kids Act of 2010.
 - 4. Information about students certified eligible for free and reduced-price school

meals is covered by confidentiality restrictions administered by the U.S. Department of Agriculture. ~~The District will make reasonable accommodations for the special dietary needs of students in the school meal programs.~~

5. Students are required to stay on school grounds during lunch periods.
- ~~5. School schedules should allow for adequate seat time for lunch periods. Schools are also encouraged to schedule recess prior to lunch.~~
- ~~6. Students will be provided a clean and supervised environment to eat during meal periods.~~

C. 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.~~
1. ~~Non-USA 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.~~ The district encourages foods offered on the school campus meet or exceed the USDA Smart Snacks in School standards including those provided at celebrations and parties and classroom snacks brought by staff or family members. Non-food celebrations will be promoted and a list of ideas is available.
2. All foods or beverages sold to students during the school day, including in vending machines and fundraisers, must meet USDA Smart Snacks in School regulations.

~~F. Food Sold Outside the School Day~~

- ~~1. All food and beverages sold through student-accessible vending machines and school stores will meet the District Wellness Team guidelines.~~
- ~~2. The District will pursue healthy food and beverage options for concessions sold at extracurricular events, with implementation determined by the Superintendent.~~

IV. 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.~~
- A. The District will provide physical education classes that strive to meet the national standards of the Society of Health and Physical Educators (SHAPE) and District priority benchmarks, and ensure students are physically active for at least 50% of every physical education class period.
- ~~C. The District will hire physical education teachers only if they are certified and licensed instructors.~~
- ~~D. Waivers, exemptions, or substitutions for physical education classes are not allowed at the high school level, and strongly discouraged at the middle school level.~~
- ~~E. Schools' wellness plans must include a physical activity component.~~
- ~~F. The District will include in its portfolio of professional development opportunities, courses focused on integrating physical activity in the classroom.~~
- G. Schools are encouraged to provide physical activity breaks for students throughout the school day. School staff are encouraged to participate in physical activity and well-being opportunities as well.
- H. Schools are encouraged to promote and support active transport to schools

including participating in Safe Routes to Schools [programming](#) and activities. [Schools are to provide active transportation safety education as required by state law, providing bicycle and walking safety programs, and using crossing guards.](#)

- ~~I. The indoor and outdoor physical activity facilities and spaces will be open to the community outside of school hours. District permitting requirements must be followed.~~

V. HEALTH EDUCATION AND PROMOTION

Principle: Implement health education that provides students with the knowledge, attitudes, skills and experiences needed for healthy eating, [mental well-being](#), and physical activity.

- A. Students will have access to health education that should include grade level appropriate nutrition education, ~~and~~ health literacy, [and the skills necessary to promote and protect their health, which may include behavioral health, sleep, and accessing health services, regardless of behavioral or academic status.](#)
- B. ~~The District will provide health education classes that strive to meet the national standards of the Society of Health and Physical Educators (SHAPE) and District priority benchmarks.~~
- C. Schools should engage students in a variety of health promotion activities (that include skill building, which may include menu planning, food preparation, and label reading [that are enjoyable, culturally relevant, and includes participatory activities, such as contests, promotions, taste testing, and field trips.](#) Teachers shall [integrate nutrition education into other classroom subjects, such as math, science, language arts, social studies, and elective subjects.](#)

VI. 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, oral health, mental health, and social services to address healthy eating, physical activity, and related chronic disease prevention.

VII. 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.~~
- A. Schools are encouraged to plan family wellness activities.
- ~~E. 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.~~
- B. 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.

~~VIII. 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.~~

IX. 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.

- A. The District will provide school district personnel with access to professional development to promote good health and steps to change or improve health.
- B. Nutrition Services staff will be offered annual training in accordance with USDA Professional Standards.

X. POLICY MONITORING AND RECORDKEEPING

- A. Triennial Assessment
 - 1. The District Wellness Team will evaluate compliance with the wellness policy, no less than once every three years. It will assess implementation of the policy and progress made in attainment of its goals, in comparison to a model policy. This process is also open to interested stakeholders.
 - 2. The most recent triennial assessment will be kept on file.
- B. Recordkeeping

The district will retain records to document compliance with the requirements of the wellness policy. Records to be retained include, but are not limited to the district's written wellness policy, and documentation of the triennial assessment process.

XI. 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

Minn. Stat. § 121A.215 (Local School District Wellness Policy; Website)

Minn. Stat. § _____ (Chapter 68–H.F.No. 2887)

Minn. Stat. § _____ (H.F.No.271)

29 U.S.C. § 794 (Section 504 of Rehabilitation Act of 1973, as Amended)

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

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

42 U.S.C §1758b (Local Wellness Policy)

~~42 U.S.C. § 12101 et seq. (Americans with Disabilities Act of 1990, as Amended) 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 504.00 – Drug Free Schools
Policy 505.00 – Bullying Prohibition
Policy 602.00 – Curriculum, Development, and Accountability
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
Society of Health and Physical Educators (SHAPE)
United States Department of Agriculture (USDA)
USDA Smart Snacks in School regulations



Saint Paul
PUBLIC SCHOOLS

2023 LATINO CONSENT DECREE PARENT ADVISORY COUNCIL ANNUAL REPORT

February 6, 2024

Prepared by the LCD PAC & LCD Program

80

Office of Family Engagement & Community Partnerships (OFECF)

Agenda

1. Latino Consent Decree (LCD) Program
 - Court Order
2. LCD Parent Advisory Council
3. LCD PAC Annual Report
4. 2021-2022 Recommendations Update

81

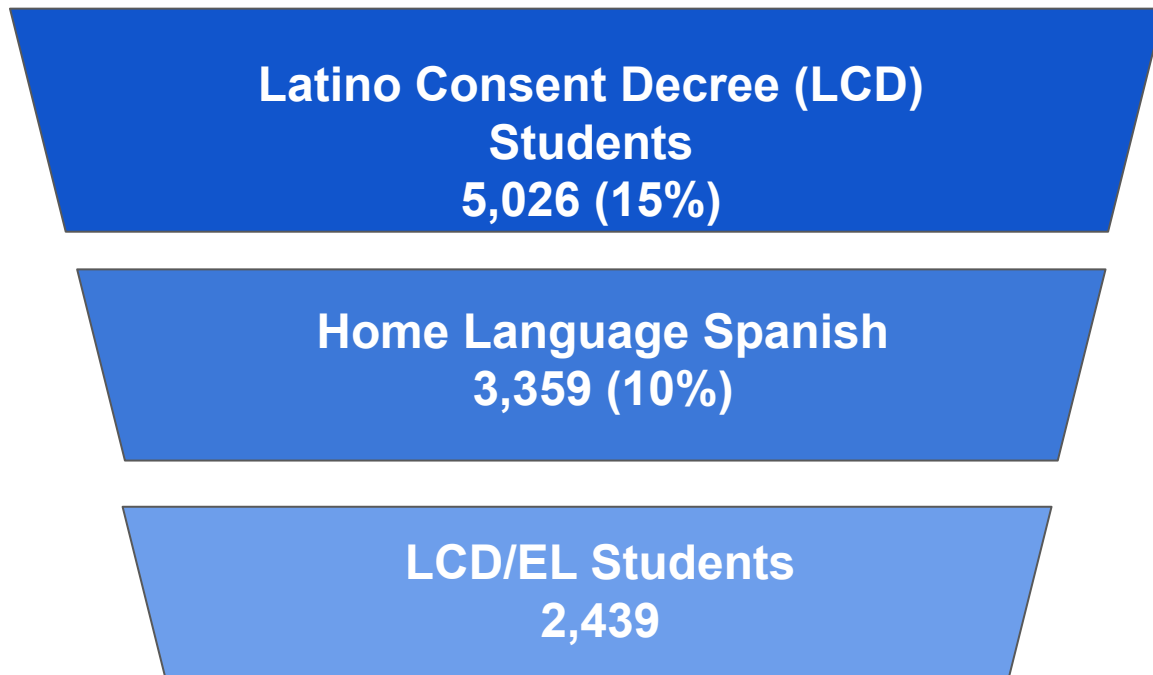
Latino Consent Decree (LCD) Program

What is the Latino Consent Decree?

The Latino Consent Decree (LCD) is a legally binding court order (consent decree) that the Saint Paul Public Schools entered into as part of the settlement of the federal court case of Garcia et al. vs. Independent School District 625. The final stipulation for this case (1984) details the full range of responsibilities that the Saint Paul Public Schools have agreed to regarding the education of Latino students with limited English proficiency.

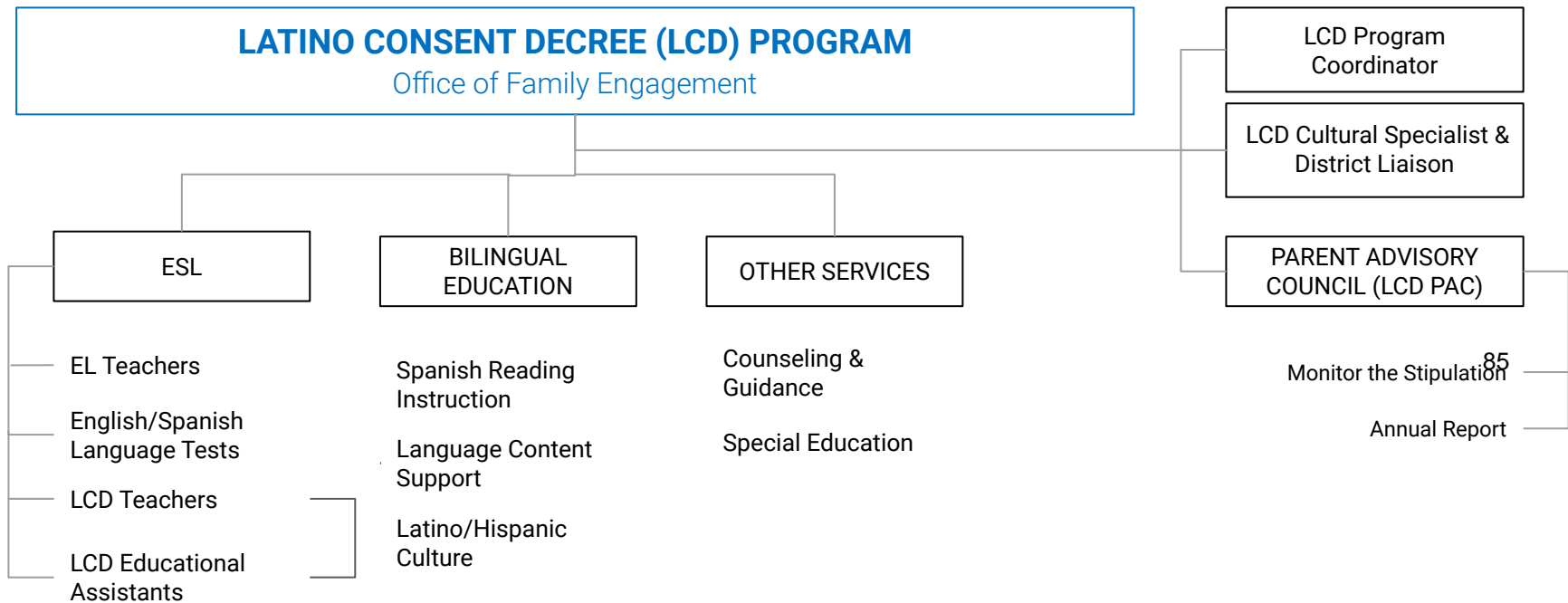
83

LCD Students in SPPS



84

Sourced from SPPS Data Center 2023-2024



LCD PROGRAM COORDINATION

LCD Leadership Team

Goal: Coordinate expectations and support across multiple departments and divisions

Latino Consent Decree (LCD) Parent Advisory Council

What is the purpose of the LCD Parent Advisory Council?

The general purpose of the Latino Consent Decree (LCD), Parent Advisory Council (PAC), is to serve as a forum for the expression of concerns and recommendations of Latino parents, representatives of community-based organizations, and public school personnel about the education of Spanish-speaking students in SPPS.

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Annual Report

Presenters



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SPPS Parent &
LCD PAC
Member



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Member

LCD PAC Annual Report

- The Annual Report is an annual document of the Latino Consent Decree Parent Advisory Council (LCD PAC) and the Latino Consent Decree (LCD) Program. In this year's report, the members of the LCD PAC focused on the following:
 - Latino/Hispanic Culture
 - Update on the 2021-2022 LCD PAC Recommendations

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1. Latino/Hispanic Culture

The LCD Parent Advisory Council requests this under the LCD Stipulation Section I (C) (2) and (3), stated as follows:

- “Latino children are to receive (2)planned instruction given with sensitivity to and appreciation for the culture and heritage of Latino children and 91 receive designed instruction given in the history, culture, and legacy of Latino children; and (3)planned instruction given in the history, culture and heritage of Latino children and the history, and culture of the United States.”

What exactly does this mean?

- Basically, it means to teach our Latino/Hispanic children in Saint Paul Public Schools about their own culture and to require the district to integrate Latino history and culture into its regular curriculum.

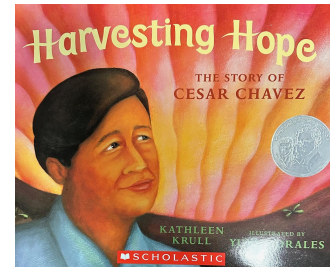
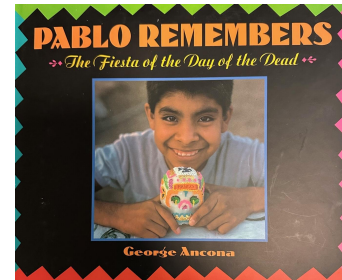
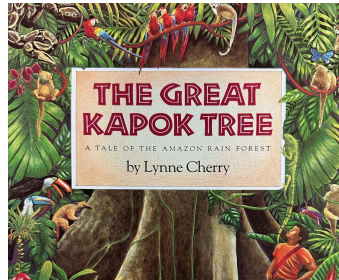
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Why teach Latino culture?

- It is stated in Section I (C) (2) and (3) - LCD Stipulation
- Research shows that students learn best when instruction incorporates prior knowledge and celebrates children's ethnic and cultural heritage.
- Students in the mainstream classroom expand their cultural knowledge and experiences. 93
- Students gain greater respect for the various cultural groups and begin to value a culturally diverse environment.

Accomplishments

- To address the educational needs of Latino students in this area, the English Language Learner Program (ELL) created the first Embedding Latino Culture in the K-3 Social Studies Curriculum in 2006.
- This curriculum included:
 - Lesson Plans
 - Learning Activities
 - Supplemental Materials
 - Bilingual Books



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2006 Embedding Latino Culture in the K-3 Social Studies Curriculum

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3
<ul style="list-style-type: none"> • Latin America - Part I • Saludos - Part I • Weaving • Piñatas 	<ul style="list-style-type: none"> • Latin America - Part II • Saludos - Part II • Families of Latin America • Mexican Flag • Day of the Dead • Nature/Environment: Rainforest of Costa Rica 	<ul style="list-style-type: none"> • Latin America - Part III • Saludos - Parte III • Latin American Food - Rice and Beans • Cinco de Mayo • "Lungs of the Earth" - The Amazon 	<ul style="list-style-type: none"> • Latin America - Part IV • Saludos - Parte IV • Latin American Food - Tortillas • Our Journey to the United States • César Chávez - Fight in the Fields

Challenges

LCD STIPULATION

- LCD guidelines on this content area are broad.

LATINO/HISPANIC K-3 CURRICULUM

- In 2015 the district agreed to revise the Hispanic/Latino Culture Curriculum in the K-3 but it has yet to be revised.

CURRICULUM MAP

- In 2015 there was an attempt to ⁹⁶ develop a curriculum map. This map was intended to show Latino/Hispanic parents a clear vision of what, when, and how this content was taught in our children's classrooms by using the American Indian Curriculum MN Standards alignment as a model.

What do we want to happen?: Collaboration & Opportunities

February 2024 - January 2025

Long-term

Review the K-3 Hispanic/Latino Culture curriculum, in collaboration with the LCD Parent Advisory Council.

Develop a Latino/Hispanic Culture curriculum map for grades K-12.

Create a report that details how much Latino/Hispanic Culture instruction is provided at each grade level.

That Latino children receive a well-rounded education that includes lessons about their own history, culture, and heritage, as well as the history and culture of the United States.

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Update on the 2021-2022 LCD PAC Recommendations

RECOMMENDATION	STATUS	EVIDENCE
Spanish Language Assessment	In compliance	<ul style="list-style-type: none"> STAMP (STandards-based Measurement of Proficiency) 515 students are taking the test (3 - 12 graders)
LCD Campus Tab	In compliance	<ul style="list-style-type: none"> The tab was created in Campus and data is being added to it.
LCD Bilingual Personnel	In compliance	<ul style="list-style-type: none"> All 5 LCD Teachers positions were filled 13 LCD Teachers have been added for SY23-24 28 LCD Educational Assistants covering 40 school sites⁹⁹
Family Engagement	Completed	<ul style="list-style-type: none"> Parent Academy LCD Program Summer 2023 12 completed the course Latino Senior Recognitions Hired LCD Cultural Specialist
Coordination	In progress	<ul style="list-style-type: none"> Innovation Office, Office of Family Engagement, Multilingual Learning, Teaching and Learning, Student Data Systems, PLTT Referendum and Campus Team Schools & Learning, Human Resources



Harding High School



LEAP



Washington

LCD SENIOR RECOGNITION



LCD PARENT ENGAGEMENT

Thank You!

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2023 Latino Consent Decree Parent Advisory Council Annual Report

Latino Consent Decree (LCD) Program

Saint Paul Public Schools

Office of Family Engagement & Community Partnerships

February 6, 2023

Introduction

The Latino Consent Decree (LCD) Program continues to monitor the status of adopted and passed recommendations by the Saint Paul Public Schools Committee of the Board (COB) and Superintendents from 2013 to 2019. Between June 2013 and June 2019, the Latino Consent Decree Parent Advisory Council (LCD PAC) made 36 recommendations to the Saint Paul Public Schools, including Committee of the Board (COB) members, Superintendents, Directors, and Supervisors. However, some of these recommendations have yet to be completed.

2023 Latino Consent Decree Parent Advisory Council Annual Report

The Annual Report is an annual document of the Latino Consent Decree Parent Advisory Council (LCD PAC) and the Latino Consent Decree (LCD) Program. In this year's 2022-2023 report, the members of the LCD PAC focus on two areas: The Latino/Hispanic Culture and the overall update on the 2021-2022 LCD PAC recommendations.

Latino/Hispanic Culture

The LCD Parent Advisory Council requests this under the LCD Stipulation Section I (C) (2) and (3), stated as follows:

“Latino children are to receive (2)planned instruction given with sensitivity to and appreciation for the culture and heritage of Latino children and receive designed instruction given in the history, culture, and legacy of Latino children; and (3)planned instruction given in the history, culture and heritage of Latino children and the history, and culture of the United States.”

What exactly does this mean?

- It is to teach Latino/Hispanic students in Saint Paul Public Schools about their own culture and requires the district to integrate Latino history and culture into its regular curriculum. This must be done to the extent possible in the regular classroom and as part of the regular curriculum. Sec. III (C) (19).

Why teach about Latino culture?

In addition to what is stated in Section I, research shows that students learn best when instruction incorporates prior knowledge and celebrates their ethnic and cultural heritage. It also allows all students in the mainstream classroom to expand their cultural knowledge and

experiences. As students learn about other ethnic groups and lifestyles, they can gain greater respect for the various cultural groups and begin to value a culturally diverse environment.

What did Saint Paul Public Schools accomplish in this area?

To address the educational needs of Latino students in this area, the English Language Learner Program (ELL) created the first Embedding Latino Culture in the K-3 Social Studies Curriculum in 2006. This curriculum was designed to provide mainstream classroom teachers professional development and resources for integrating Latino culture into the social studies curriculum consistent with Saint Paul Public Schools' social studies standards. The main goals were:

- a. To provide a cultural learning experience for students and teachers, promoting flexibility and establishing a framework for lifelong learning.
- b. To provide teachers and students with opportunities to learn about the richness of Latino culture in relation to grade-appropriate social studies themes and standards.

What topics did the 2006 K-3 curriculum include?

2006 Embedding Latino Culture in the K-3 Social Studies Curriculum	
Kindergarten	Grade 1
<ul style="list-style-type: none"> 1. Introduction to Latin America - Part I 2. Saludos - Part I 3. Maracas 4. Weaving 5. Piñatas 6. Marbles 	<ul style="list-style-type: none"> 1. Introduction to Latin America - Part II 2. Saludos - Part II 3. Families of Latin America 4. Christmas in Latin America 5. Mexican Flag 6. Folktales 7. Day of the Dead 8. Nature/Environment: Rainforest of Costa Rica

Grade 2	Grade 3
<ol style="list-style-type: none"> 1. Introduction to Latin America - Part III 2. Saludos - Parte III 3. Latin American Food - Rice and Beans 4. Cinco de Mayo 5. "Lungs of the Earth" - The Amazon 6. Latin American Food - Tamales 7. Cinderella/Domitila 8. New to the United States 	<ol style="list-style-type: none"> 1. Introduction to Latin America - Part IV 2. Saludos - Parte IV 3. Latin American Food - Tortillas 4. Our Journey to the United States 5. Civilizaciones Antiguas 6. César Chávez - Fight in the Fields 7. Fútbol (Soccer):

What challenges has this recommendation faced over time?

First, we have known for a long time that Latino culture must be included in the social studies curriculum; however, the content isn't specified. In 2015, an LCD PAC subcommittee determined that this needed to be clarified in the Decree. Second, an agreement was reached to create a detailed curriculum map that demonstrates alignment with the Social Studies Academic Standards of the Latino/Hispanic Culture curriculum for grades K-5. The map would have helped the LCD Advisory Council and Latino/Hispanic parents understand what, when, and how this content was taught. This map would have been developed using the American Indian Curriculum MN Standards alignment as a template. Finally, there was an effort to revise the Embedding Latino Culture in the K-3 Social Studies Curriculum, but it has yet to be revised.

What do we want to change?

This is an opportunity for our Latino/Hispanic children to receive a well-rounded education that includes lessons about their own history, culture, and heritage, as well as the history and culture of the United States. By January 2025, the LCD Parent Advisory Council (LCD PAC) requests that the SPPS Social Studies Department (1) revise the curriculum for Embedding Latino Culture in K-3 Social Studies; (2) create a K-12 Latino/Hispanic Culture curriculum map that shows parents what, when, and how this content is taught in their children's

classrooms; (3) create a report detailing how much Latino/Hispanic culture is taught in the academic Social Studies content area from grades K to 12. We want to make sure that the report is available to parents.

2021-2022 Annual LCD Report Recommendation Updates

This is an update on implementing the recommendations in the 2021-2022 Latino Consent Decree (LCD) Parent Advisory Council Annual Report. As of December 5, 2023, the respective updates are as follows:

Recommendation	Status	Outcome	Evidence
Spanish Language Assessment	In compliance	The Office of Multilingual Learning (MLL), and the Office of Teaching and Learning (OTL) have identified and considered the following assessments for review: FAST, LAS Links En Espanol, STAMP	<ul style="list-style-type: none"> • STAMP (STandards-based Measurement of Proficiency) • 515 students are taking the test (3 - 12 graders) • Adams, American Indian (PK-8), Battle Creek Elem, Como Park Sr, Farnsworth Lo K-4, Farnsworth Up 5-8, Four Seasons, Frost Lake, Highland Middle, Highwood Hills, Nokomis South, SPPS Online School, Txuj Ci Lower Campus, , Riverview, Saint P Music Academy, Wellstone

Recommendation	Status	Outcome	Evidence
LCD Campus Tab	In compliance	The Campus Team will work with stakeholders to develop a custom “LCD tab.” This tab will hold assessment data and personalized information for educators and staff. Specified educators will be able to review and edit this tab.	<ul style="list-style-type: none"> The tab was created in Campus and data is being added to it.

Recommendation	Status	Outcome	Evidence
Number of Bilingual Teachers and Educational Assistants personnel	In compliance	To prioritize the recruitment and hiring process of qualified bilingual teachers and Bilingual Educational Assistants	<ul style="list-style-type: none"> All 5 LCD Teachers positions were filled 13 LCD Teachers have been added for SY23-24 28 LCD Educational Assistants covering 40 school sites

Recommendation	Status	Outcome	Evidence
Family Engagement	completed	Resume and continue strengthening collaboration with community organizations, SPPS district schools, and programs.	<ul style="list-style-type: none"> Parent Academy LCD Program Summer 2023 12 completed the course Latino Senior Recognitions Hired LCD Cultural Specialist

Recommendation	Status	Outcome	Evidence
Coordination	In progress	Resume the LCD Leadership Team. This team will coordinate the expectations and support across multiple departments and divisions. Additionally, to fully support the Administrative Response, the district will provide project management and accountability to support the collaborative work.	<ul style="list-style-type: none"> • Every 6 weeks after December 15, 2022: The Office of Innovation and LCD Program conducted check-ins for status updates and problem-solving • Every 6 weeks after December 15, 2022: Updates from each Area Lead were shared during LCD PAC monthly meetings.

Appendix A - LCD Parent Advisory Council Members and Saint Paul Public Schools Staff

LCD Parent Advisory Council Members 2022-2023

Silverio Rios	Chair
Karina Marin	Chair
Adrian Madariaga	Parent Member
Rosa Isela	Parent Member
Perla Hernandez	Parent Member
Rosy Jara	Parent Members
Anibar Sanchez	Parent Member
Juanita Galarza	Parent Member
Martha Higuera	Parent Member/Staff
Myrna Abrego	Staff
Claudia Perez Inzunza	Staff
Maria Steigauf	Staff
Luis Rutilo Barrita	Staff

Office of Engagement

Dana Abrams	Director OFECP
Pablo Matamoros	Assistant Director and LCD Coordinator
Sara Reyes	Family Engagement Coordinator
Adriana Rios Dessalet	LCD PAC District Liaison

Appendix B - About the Latino Consent Decree (LCD) Program

Court Order (Consent Decree)

The Latino Consent Decree (LCD) is a legally binding court order (consent decree) that the Saint Paul Public Schools entered into as part of the settlement of the federal court case of Garcia et al. vs. Independent School District 625. The final stipulation for this case (1984) details the full range of responsibilities that the Saint Paul Public Schools have agreed to regarding the education of Latino students with limited English proficiency.

Purpose of the Latino Consent Decree

The purpose of the Latino Consent Decree Program shall be to provide for the systematic development of basic cognitive, affective, and psychomotor skills and to bring such Latino students enrolled in the St. Paul Public Schools to the educational performance level that is expected by the District of non-limited English-speaking students whose primary language is English, and to enable them to perform successfully to the extent of their ability in classes in which instruction is given only in English.

Appendix C - About the Parent Advisory Council (LCD PAC)

Purpose

The general purpose of the Latino Consent Decree (LCD), Parent Advisory Council (PAC), is to serve as a forum for the expression of concerns and recommendations of Latino parents, representatives of community-based organizations, and public school personnel about the education of Spanish-speaking students in SPPS.

Function

To assist the Superintendent and Board by providing information and input on the needs of Hispanic students in the District.

Responsibility

Review and make recommendations to the Superintendent/Board of Education to assist them in making informed decisions regarding the education of Spanish-speaking students.