

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

June 9, 2015
4:30 PM

A G E N D A

I. CALL TO ORDER

A. Introductions

II. AGENDA

A. FY 16 Budget Update

1. Introduction

2. Presentation

3

3. Discussion

4. Action (None)

B. Latino Consent Decree Parent Committee Report

1. Introduction

2. Presentation

19

3. Discussion

39

4. Action (Acceptance of Report)

C. Standing Item: Policy Update

1. Update on Rights & Responsibilities Handbook

59

D. Standing Item: PLTT Update

E. Standing Item: SSSC 2.0 Update

F. Work Session

1. Board Check In

2. Review of Board Budget For FY 16

3. Policy Update - Section 200 Board of Education

4. Update on Student Involvement with Board

61

5. Prep for 7/20 Superintendent Mid-Year Evaluation

III. ADJOURNMENT



FY16 General Fund Budget Update

Committee of the Board
June 9, 2015

Marie Schrul
Chief Financial Officer

Purpose

To provide an update on the FY 2015-2016
General Fund budget to the Committee of the
Board

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Strong Schools, Strong Communities 2.0

Goal 1: Achievement for all students



Goal 2: Alignment of school programs



Goal 3: Sustainability to optimize classroom resources and academics



FY 2015-16 Budget Guidelines

- SSSC 2.0 Plan is first consideration in funding.
- Class size ranges will determine teacher FTEs.
- Budget built on current laws.
- Blended Site-Based and Centralized funding method will be used for schools.
- A table detailing the average salary and benefits will be provided for budget preparations.
- **The budget should maintain an unassigned fund balance of at least five percent (5%) of the general fund expenditures in accordance with the BOE policy.**
- Non-School programs will be reported into three (3) categories: Central Administration, District-wide Support, and School Service Support.
- Fully Financed budgets with anticipated revenues and expenditures over \$500,000 for the 2015-2016 school year will be included in the Adopted budget.
- The FY 2015-16 budget must be approved by the Board of Education by June 30, 2015.

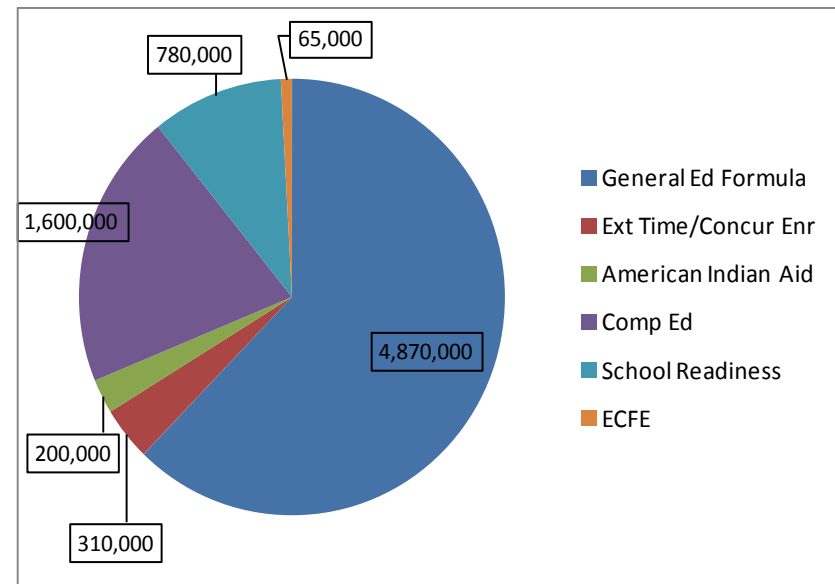
The Adopted budget will be published on the Business Office website (<http://businessoffice.spps.org/2015-16>).



Additional FY 2015-16 Revenue From Legislature

- \$7,825,000 in additional revenue from legislature
 - \$6,780,000 in General Fund
 - \$1,045,000 in Non-General Fund
- Has been applied to FY16 in this budget proposal

Description	Fund	Amount
General Ed Formula 2%	General	\$4,870,000
Compensatory Education 2%	General	1,600,000
Extended Time & Concurrent Enrollment	General	310,000
American Indian Aid	Non-Gen	200,000
School Readiness	Non-Gen	780,000
ECFE	Non-Gen	65,000
Total All Funds		\$7,825,000



FY 2015-16 General Fund

Preliminary Big Picture

	FY15 Adopted (in millions)	FY16 Preliminary (in millions)	Difference
Revenue	\$ 529.1	\$534.8	\$ 5.7
° Use of Fund Balance	8.1	2.5*	(5.6)
Expenditures	537.2	537.3	0.1
Balance	\$0	\$0	

*The ending FY 2014-15 (June 30, 2015) Unassigned Fund Balance is projected to be 5.2% (as of the March 2015 quarterly report). The \$2.5m use of fund balance for FY2015-16 has been accounted for in the projection.



FY 2015-2016 General Fund Projected Shortfall

Updated to Reflect Additional General Fund Legislative Revenue

Description	Amt (\$M)
Inflationary increases to all expenditures (i.e. salary & benefit increases, utilities, contracts, supplies, and equipment)	\$14.7
SSSC 2.0 Support for Program Articulation at Sites	1.8
Additional projected FY16 contractual commitments for Kdgn class size at high poverty sites, Board resolution staffing, content areas class size	<u>2.8</u>
Total	\$19.3
Offset by original FY16 projected revenue increase (included a 1% legislative assumption)	-1.3
Offset by estimated additional General Fund legislative revenue increase	-4.4
Unassigned Fund balance available to offset costs	<u>-2.5</u>
Total Revised Shortfall	\$11.1

FY 2015-2016 General Fund

Proposal to Address Projected Shortfall of **\$11.1million**

Description	Amount (\$M)
Total Revised Shortfall	\$11.1
Most District departmental/program budgets will receive 0% inflationary increases along with a 5% reduction	-7.0
Reducing program budgets that have decreasing revenues	-4.7
10 Reducing program budgets that have had operational efficiencies	<u>-3.8</u>
Balance Available	\$4.4
Repurpose FY16 budgeted OPEB amount (1 year only)	1.0
Delay additional FY16 Board Resolution staffing to fund direct classroom staff at sites (1 year only)	<u>1.0</u>
Total Balance Available	\$6.4



FY 2015-2016 General Fund

Proposal to Allocate Additional Funding to Sites & Programs

Description	Amount (\$M)
Total Balance Available	\$6.4
Allocations to Schools: either a targeted allocation or a per pupil amount of \$65/student	-5.2
Allocations to School Service Support Programs directly allocated to schools (Substitutes, MLL, Special Education, Athletics)	-0.9
Allocations to Districtwide Support Programs (Community Engagement & Finance)	<u>-0.3</u>
Balance Available	\$0



FY 2015-2016 General Fund

Big Picture - Expenditures

12	Area	FY15 Adopted	FY16 Preliminary	Change	Percent Change
	Schools	\$246.1	\$253.3	7.2	2.9%
	School Service Support	185.0	176.0	(9.0)	(4.9%)
	District-wide Support	102.0	104.1	2.1*	2.0%
	Central Administration	4.1	3.9	(0.2)	(5.0%)
	Total	\$537.2	\$ 537.3		

* District-wide support: there is a funding increase due to restricted funding for alternative facilities and health & safety, plus inflationary increases for employee benefits, insurance, and utilities



FY 2015-2016 General Fund Budget Reductions

School Service Support Programs

Program Category	FY15 Adopted	FY16 Proposed	Reduction Amount	Reduction %	Inflation Amt Not Allocated	% Total Change
School Svc Support	\$184,977,526	\$175,987,186	(\$8,990,340)	(4.9%)	(\$3,102,819)	(6.5%)

- Student Placement
- Indian Education
- Valley Branch
- Am Indian Studies
- TDAS
- MLL
- Substitutes
- Athletics
- Pre-K Support

- Referendum Family Ed
- School to Work
- Special Education
- Third Party Reimb.
- Instructional Services
- Staff Development
- Leadership Development
- Achievement Plus
- Career in Education

- Counseling/Guidance
- OCCR
- Student Wellness
- Attendance Action Ctr
- Alt to Suspension
- Transportation
- Referendum – PLTT
- Peer Assistance/Review



FY 2015-2016 General Fund Budget Reductions

District-wide Support Programs

Program Category	FY15 Adopted	FY16 Proposed	Difference Amount	% Change	Inflation Amt Not Allocated	% Total Change
District-wide Support	\$102,018,439	\$104,081,036	\$2,062,597	2.0%*	(\$661,591)	1.4%*

- Office of Engagement
- Finance
- Enterprise Resource Planning
- Office of Equity
- Out for Equity
- Multicultural Resource Center
- Family & Community Engagement

- Communications
- MIS
- Human Resources
- Research & Evaluation
- Referendum Technology
- Technology Infrastructure
- Operations & Maintenance

- Grounds
- Custodial
- Safety & Security
- Facility Planning/Leases/Health & Safety
- Employee Benefits
- Insurance

***There is a 2.5% funding increase due to restricted funding for alternative facilities and health & safety, plus inflationary increases for employee benefits, insurance, and utilities**



FY 2015-2016 General Fund Budget Reductions

Central Administration Programs

Program Category	FY15 Adopted	FY16 Proposed	Reduction Amount	Reducti on %	Inflation Amt Not Allocated	% Total Change
Central Administration	\$4,071,021	\$3,867,470	(\$203,551)	(5.0%)	(\$81,120)	(7.0%)

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- Board of Education
- Superintendent's Office
- Chief Executive Officer
- Chief Academics Officer
- Chief of Operations
- General Counsel
- Office of Elementary and Secondary Education



Other Influencing Factors

- Fiscal Year end projections vs. actual revenue & expenditures impact fund balance
- Enrollment fluctuations impact revenue, class size and building capacity
- Contractual settlements impact expenditure levels
- Legislative adjustments impact revenue
- Previous year's October 1 Free & Reduced lunch count impacts revenue
- Bond ratings
- Inflation



FY 2015-16 Proposed Budget Adoption Schedule

Date	Description
09FEB-09MAR	Administration to consult with schools on FY 2015-16 planning (enrollment, class size, space) prior to budget distribution
02MAR	Presentation to District leadership at Cabinet meeting
03MAR	Presentation of the FY 2015-16 Preliminary General Fund budget to the Committee of the Board
27MAR	Distribute school allocations Distribute General Fund program allocations
30MAR–22JUN	Presentations to various groups
24APR	School budgets returned General Fund program budgets returned
Mid-APR	HR Staffing worksheets due
23JUN	Budget adopted by Board of Education

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Questions?

2014-2015
Latino Consent Decree (LCD)
Annual Report and Recommendations

LATINO CONSENT DECREE (LCD)
PARENT ADVISORY COUNCIL (PAC)
June 9, 2015

The 2014-2015 LCD Annual Report is prepared by the Latino Consent Decree (LCD) Parent Advisory Council (PAC) of the Saint Paul Public Schools in accordance with the by-laws of the LCD Advisory Council.

The members of the Latino Consent Decree (LCD) Parent Advisory Council (PAC), community members, and district representatives submit the report to the Committee of the Board (COB) and the Superintendent of the Saint Paul Public Schools.

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Latino Consent Decree Parent Advisory Council (LCD PAC) 2014-2015

LCD PAC MEMBERS

- **Mónica Vega**, Chair
Mississippi/ Farnsworth/ Frost Lake
- **Ana Luque**, Secretary
Linwood/Monroe Arts Plus Upper & Lower
- **Noricela Dominguez**, Member
Hazel Park Preparatory Academy
- **Iliana Saldivar**, Member
Humboldt Secondary/ ECFE
- **Patricia Perez-Jenkins**
Community Member
- **Betina Marquez**, Member
Highland Park Middle,
Riverview West Side School of Excellence
- **Maria Concepción Marquez**, Member
Highland Park Middle, Highland Park Senior,
Riverview West Side School of Excellence
- **Patricia Nin**, Member
Hazel Park Preparatory Academy
- **Priscila Olvera**, Member
French Immersion Elementary, Humboldt
Secondary, Riverview West Side School of
Excellence
- **Sandra Huge**, Member
Frost Lake

LCD STEERING COMMITTEE

- **Celina Martina**
Girl Scouts of Minnesota and River Valleys
- **Maria Steigauf**
ELL Teacher
- **Myrna Abrego**
EL Program Assistant
- **Maria Alicia Arabbo**
Assistant Director
Office of Multilingual Learning
- **Eva Saenz**
ELL Teacher
- **Claudia Perez-Inzunza**
Bilingual HA

Saint Paul Public Schools Administration

Administration

- Jackie Turner Chief Engagement Officer

Office of Family Engagement & Community Partnerships

- Tyrize Cox Director Office of Family Engagement and Community Partnerships

- Pablo Matamoros Latino Consent Decree Program Coordinator
 Office of Family Engagement & Community Partnerships

- Sara Reyes Latino Consent Decree District Support and Cultural Specialist
 Office of Family Engagement & Community Partnerships

SECTION I: 2014-2015 Annual Report and Recommendations

LANGUAGE ASSESSMENT (Identification of Home Language Background)

Recommendation #1: Student Information Form

The Latino Consent Decree Steering Committee recommends that the Saint Paul Schools District translate into Spanish the **Student Information Form**, which includes the **Declaration of Ethnic and Racial Background** and the **Declaration of Student Language** (see appendix B).

Legal basis:

The Advisory Council makes this request pursuant to the LCD Stipulation Section II, Language Assessment Section A, Part 3 The identification instrument, instructions, explanatory materials, and letters shall be translated into Spanish and provided to parents of all students who are Spanish surnamed and to other parents whose primary language is Spanish"

Reason for the Request

As part of the ongoing revision of the LCD Stipulation Guide, the Steering Committee found that the **Student Information Form** (Home Language Questionnaire) is not available in Spanish. We want to ensure that families receive accurate information in their native language when they arrive to the Student Placement Center and to the Saint Paul Public Schools. Having this document translated, not only will meet the LCD requirement, but also will enhance the outstanding services that Student Placement already provides to families, especially in having three staff members that speak Spanish on site.

Timeline

We are asking the Saint Paul Public Schools and the Student Placement Center to translate and implement this new form by July 1, 2015.

Recommendation #2: Declaration of Formal Instruction for Latino Students New to the Country

Along with the translated Student Information Form the LCD Steering Committee strongly recommends to add specifically a section to the **Student Intake Form** (see appendix C) regarding the amount of formal schooling that Latino students who are new to the U.S. have received in their first language and/or country of origin. The parents or guardians of the student should answer this the following question:

DECLARATION OF FORMAL INSTRUCTION FOR STUDENTS NEW TO THE COUNTRY														
1. What was the last grade completed by your child?														
No Schooling	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12
		ELEMENTARY						MIDDLE			SECONDARY			

Legal Basis

While not stated in the Stipulation, the existence of a formal schooling survey will support the LCD best implementation.

Reason for the Request

Research found that the most significant variable in how long it takes to learn English is the amount of formal schooling students have received in their first language (Thomas & Collier, 1997). It is important not only to recognize, but also to acknowledge the schooling and/or number of years a student brings to the classroom. It will help improve the transition to the English language, especially in content areas such as math, science and social studies. This information will be sent to schools so grade level teams can use it to guide the instruction and/or seek resources to support the student's learning.

Timeline

If approved, this new section should be in placed by July 1st, 2015, so Student Placement can start gathering this information as soon as possible.

LANGUAGE ASSESMENT (Assessment of Educational Needs and Language Proficiency)

Recommendation #3: Spanish Language Assessment for Latino Students New to the Country

We know that every year in Saint Paul Public Schools the WIDA English test is administered to all students with a home language other than English to determine the level of proficiency and the services they will receive in the schools. As part of the ongoing revision of the LCD Stipulation Guide, the Steering Committee found that this test is only available in English. Although the school district is out of compliance on this specific requirement, we are fully aware of the factors and variables involved, not only to stop the testing, but also what would take for the district to administer an additional test at a district-wide level. Therefore, we recommend the district to explore, develop and implement a pilot program where a Spanish test is administered to only Latino students who are new to the country.

Legal Basis

The Advisory Council makes this request pursuant to the LCD Stipulation Section II, Language Assessment Section B, Part 1, 2.b, 2.c and 3.a.

- 1. The District shall utilize an accurate, comprehensive and systematic method of assess and interpret the cognitive needs of basic skills (including reading and math) and language proficiency of all Latino students in Saint Paul Public Schools.*
- 2. Assessment results shall include:*
 - b. An individual native language proficiency assessment; and*
 - c. A diagnostic assessment, through testing in both English and Spanish (as provided in paragraph 3 below) of students' basic cognitive skills.*
- 3. The following assessment procedures and timetables shall be followed:*
 - a. All Latino students required to be assessed under Section II (B) (I) above shall be assessed for English and Spanish Oral Proficiency within four weeks of enrollment of each school year and the results of these tests shall be distributed District-wide within six weeks of enrollment of each school-year;*

Reason for the Request

- a. Know the level of language proficiency in Spanish of our Latino students new to the country.
- b. Guide the instruction in the classroom (in order to access the content and align the instruction with the language the student knows best), especially in content areas such as math, science and social studies.
- c. Be in compliance.

Timeline

We will continue conversations with the Department of Research, Evaluation and Assessment (REA) to identify which test can be used.

STUDENT PLACEMENT – DISTRICT EDUCATIONAL PROGRAMS (Cultural Heritage)

Recommendation #4: Latino/Hispanic Curriculum and MN Standards Alignment – Social Studies K-5

For a long time, we have known that the Latino Culture has to be embedded in the Social Studies curriculum but not exactly when or how this content had been taught to our children in the classroom. After reviewing the Implementation Guide and the LCD Stipulation, the Steering Committee found that neither document states clearly how to implement the Latino/Hispanic Culture curriculum to meet this requirement. With that in mind, we are asking the Social Studies Department to develop a detailed map that demonstrates alignment with the Social Studies Academic Standards of the Latino/Hispanic Culture curriculum for grades K-5. The Map will give the LCD Advisory Council and the Latino/Hispanic parents a clear vision of what, when and how this content is taught in the classroom (see appendix D).

Legal Basis:

The Advisory Council makes this request pursuant to the LCD Stipulation Section III, Student Placement- District Educational Programs Section A, Part 2.f.

III. Student Placement – District Educational Programs.

A. General District Obligations and Program Purpose.

f. Instruction given with sensitivity to and appreciation for the cultural heritage of such students including instruction in the history, culture and heritage of such students and in the history and culture of the United States.

Reason for the Request:

- a. Support the teaching of the academic standards in the social studies content area.
- b. Promote heritage, language and culture of our community.
- c. Support the information provided in the Progress Report Parent Guides, so parents can ask questions regarding this area during parent-teacher conferences.
- c. Be in compliance with District policy, in particular SPPS Board Policy 101.00 RACIAL EQUITY: *“SPPS employees will work together to increase their individual and collective capacity to effectively teach a racially and ethnically diverse and changing student population.”*

Timeline

We are asking the Saint Paul Public Schools and the Social Studies Department to have this map (K-5) available by January 2016.

IV: PARENTAL CONTACT (Home Liaisons and Notices)

Recommendation #5: Home Liaisons and Notices

We are asking the district, through collaboration between the Human Resources Department, the Office of Multilingual Learning, and the LCD Program to review the requirements pertaining to Chapter V. Parental Contact, B. Home Liaisons and Notices (see text below). Following these new guidelines will ensure that our parents can benefit from a helpful, balanced, and authentic process.

Legal Basis:

V. Parental Contact

B. Home Liaisons and Notices.

The District shall maintain a sufficient number of liaison positions necessary to work with Latino students who receive programs, instructions and services under this Stipulation and their parents. Their responsibilities shall include translation of materials in Spanish; participation in parent-teacher conferences; home visits for assessment, language identification or other purpose under this Stipulation; encouraging parents to participate in school activities; availability to assist in communications with parents; participation in assessments; and to the extent feasible, participation in educational programs under this Stipulation. The home liaisons shall be trained in the tasks for which they will be responsible by November 30th of each school year.

Reason for the Request:

- a. Minimize the impact when major conflicts arise between schools and parents.
- b. Promote learning so district-wide Latino parents can benefit from a variety of topics that our program and district have to offer to them.
- c. Give Area School Latino parents the information they are entitled to receive.
- d. Give our parents the opportunity to attend district and community programs, such as Parent Academy and Latino Leadership Program presented by Wilder Foundation.

Timeline:

We would like to see this revision completed by January 2016.

Recommendation #5a: Meetings with LCD staff

The LCD Parent Advisory Council would like the district, schools and departments to provide the opportunity for LCD staff to attend engagement meetings (3) at the district office during the upcoming school year 2015-16. This initiative was first implemented in 2013 with positive results.

Legal basis

Not stated in the stipulation.

Reason for the Request

Best practice. The meetings will provide an opportunity for the LCD staff and parents to engage in open conversation that draws upon each person's knowledge, skills, and perspectives to help Latino families and students in the schools and to support the collective goals of the LCD program and LCD Parent Council.

Timeline:

If approved, the meetings should be scheduled in the fall, winter and spring.

Finally, the LCD Parent Advisory Council, in collaboration with the Office of Family Engagement & Community Partnerships and the LCD Program, will continue with the task of evaluating and updating the LCD Stipulation Guide to ensure compliance with all of the sections, so that the implementation of the Latino Consent Decree is up to date and actually carried forward.

We expect the steering committee for the 2015-2016 school year to continue to include, but not be limited to, the following: LCD Parent Advisory Council (LCD PAC), LCD staff, general SPPS district staff (preferably with knowledge of the Latino Consent Decree), and Latino community members (preferably with knowledge of our school district and student population). Members of the Community and SPPS District Staff should apply to be part of the Steering Committee at the beginning of the 2015-16 school year.

SECTION II: Status Report on the Administrative Response to the 2013-14 Latino Consent Decree Parent Advisory Council Annual Report.

1. Update, review and evaluate the Latino Consent Decree (LCD) Program Implementation Guide.
 - a. Assessing Current Situation/Creating Awareness: The LCD Program, in collaboration with the Office of Family Engagement and Community, planned, developed and implemented six training sessions for Latino parents in Areas A-F. The training sessions (see Appendix A) were held from October 2014 to May 2015.
 - b. Creation of a Steering Committee. Its task, for the 2014-15 school year, was to guide the project to the desired results, outcomes and recommendations. This year the Steering Committee met seven times and focused its work in the areas of Language Assessment and Culture. The LCD Council also added to the report the area of Parental Contact to the recommendations.

As part of the reviewing process, gathering information, etc., members of the LCD Council and LCD Program had the opportunity to meet with the following departments and/or programs:

- Student Placement Center
- Research, Evaluation, and Assessment (REA)
- Multicultural Resource Center (MRC)
- Social Studies Department

APPENDIX A: LCD ATTENDANCE SUMMARY REPORT 2014-2015

The 2014-2015 family attendance report uses an overall view of the total number of people, including parents, community members, organizations, SPPS staff and children that regularly attend the meetings.

	DATE	Participants	Children
LCD PARENT ADVISORY COUNCIL (LCD PAC) OFFICIAL MEETINGS			
LCD PAC	10/07/2014	8	10
LCD PAC	11/25/2014	11	4
LCD PAC	01/06/2015	13	12
LCD PAC	02/17/2015	16	7
LCD PAC	03/18/2015	11	13
LCD PAC	04/07/2015	9	8
LCD PARENT-TRAINING SESSIONS BY SCHOOL AREA			
Area A	10/29/2014	24	26
Area B	12/03/2014	5	8
Area C	01/28/2015	11	18
Area D	02/25/2015	25	42
Area E	03/25/2015	9	22
Areas F1&F2	05/13/2015	11	18
LCD CULTURAL EVENTS			
LCD Family Night	12/18/2014	125	165
5 de Mayo Parade	5/2/2015	90+	
LCD OUTREACH EVENTS			
DAPA & DACA Forum	02/27/2015	10	3
LCD COMMUNITY PARTNESHIPS EVENT			
Wilder Foundation Latino Leadership Program	04/15/2015-05/27/2015 (7 sessions)	35	36
PARENT ACADEMY (Spanish Language ONLY)			
2014-2015 Graduates (Fall and Spring)		48	
LCD/SPPS CEREMONY			
2015 Latino Senior Recognition	05/30/2015	264	
Sub Total		725	392
TOTAL			1117

APPENDIX B



Student Information Form

Student's Name: _____

Student ID Number: _____

DECLARATION OF ETHNIC AND RACIAL BACKGROUND

Federal and state government mandates require the school district to identify the racial/ethnic background of each student. Racial/ethnic category is private data and will only be released under one of the following conditions:

- 1) To district employees who have a legitimate need to know;
- 2) To other educational agencies who have a legitimate need to know; and
- 3) To other agencies or individuals who provide a release form signed by you or by your child once he or she reaches legal age.

What is this student's ethnicity? (choose one)		
	<u>Ethnic Background</u>	<u>Description</u>
☐	Hispanic or Latino	Hispanic is defined as a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
☐	Not Hispanic or Latino	
What is this student's race? (choose one or more)		
	<u>Racial Background</u>	<u>Description</u>
☐	American Indian or Alaska Native	A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.
☐	Asian	A person having origins in any of the peoples of the Far East, Southeast Asia, or the Indian subcontinent.
☐	Black or African American	A person having origins in any of the Black racial groups of Africa.
☐	Native Hawaiian or other Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
☐	White	A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

DECLARATION OF STUDENT LANGUAGE

Dear Parents and Guardians:

In order to help your child learn, your child's teachers need to determine which language your child uses most. Please respond to the questions below by checking the appropriate boxes:

1. Which language did your child learn first?	☐ English	☐ Other: _____
2. Which language is most often spoken in your home?	☐ English	☐ Other: _____
3. Which language does your child usually speak?	☐ English	☐ Other: _____
4. Which language do you usually use when speaking to your child?	☐ English	☐ Other: _____
5. Which language do you usually use when speaking to your friends?	☐ English	☐ Other: _____

Do you work in the agriculture or fishing industry for your seasonal/temporary employment? ☐ Yes ☐ No

I UNDERSTAND THE ABOVE DESIGNATION CANNOT BE CHANGED FOR THE DURATION OF MY CHILD'S ENROLLMENT IN THE SAINT PAUL PUBLIC SCHOOLS.

Signature of Parent/Guardian (if student is under 18)

Date

APPENDIX C

Student Intake Form

Student Placement Center
 2102 University Avenue West
 Saint Paul, MN 55114-1806
 651-632-3701 main
 651-632-3704 fax



Date: _____ Student ID: _____

Student's Legal Name: _____					
Last		First		Middle	
Goes by Name (if different): _____			Birth Date: _____		
Birth Place: _____		Home Language: _____		Gender: _____ Grade: _____	
Ethnicity: Hispanic? Yes ☐ No ☐ Race (s): ☐ American Indian ☐ Asian ☐ African American ☐ Pacific Islander ☐ White					
Lives with: _____			Relationship: _____		
First and Last Name(s)					
Address: _____					
Street		Apartment #		City State Zip Code	
Home Phone: _____			Emergency Phone: _____		
Emergency Contact: _____					
Last		First		Relationship	
Student's Social Security Number: _____ (optional)					
Please complete if different from above:					
Parent 1: _____					
Last		First		Relationship	
Parent 2: _____					
Last		First		Relationship	
Legal Guardian: _____					
(if applicable) _____					
Last		First			
Address: _____					
Street		Apartment#		City State Zip	
Home Phone: _____					
Last School Attended: _____ Public School ☐ Private School ☐					
Last School Address: _____					
Street		City		State Zip Code	
Last School Phone: _____			Last School Fax: _____		
Last Grade: _____		Last Day of Attendance: _____		Special Ed.? Yes ☐ No ☐ 504 Plan? ☐	
Last School in Saint Paul: _____			Grade: _____		Month/Year: _____
Last School in Minnesota: _____			Grade: _____		Month/Year: _____
Siblings (school age and non-school age in the same household): (if more than 2 siblings, please use additional sibling form)					
_____ Last First Middle Gender Date of Birth Home Language Ethnicity: Hispanic? Yes ☐ No ☐ Race (s): ☐ American Indian ☐ Asian ☐ African American ☐ Pacific Islander ☐ White					
_____ Last First Middle Gender Date of Birth Home Language Ethnicity: Hispanic? Yes ☐ No ☐ Race (s): ☐ American Indian ☐ Asian ☐ African American ☐ Pacific Islander ☐ White					
Comments: _____					
School/Program Sending in Student Intake Form: _____					

APPENDIX D

- Example of a MN Standards Alignment Map

American Indian Curriculum MN Standards Alignment						
	K	1	2	3	4	5
S O C I A L S T U D I E S	0.4.2.4.1 - Compare and contrast traditions in a family with those of other families including those from diverse backgrounds. (Traditional PowWow book) 0.4.4.2.1 - Describe ways people learn about the past. Family traditions. Book-<i>Grandpa's House</i>	Historical inquiry (Questioning) <i>Swish-How and how can you answer?</i> 1.4.1.2.2 - Describe how people lived at a particular time in the past, based on information found in historical records and artifacts. (Ojibwe book and trunk items) 1.4.2.4.1 - Compare and contrast family life from earlier times and today.	2.2.3.5.1. Classify materials that come from nature as natural resources, tools, equipment and describe as capital resources, and describe as human resources. 2.3.1.1.1. Create sketch maps to illustrate detailed spatial information about settings from stories; describe the spatial information found on the maps. 2.3.1.1.2. Locate key features on a map or globe; use cardinal directions to describe the relationship between two or more features. 2.3.4.9.1. Identify causes and consequences of human impact on the environment and ways that the environment influences people. 2.4.1.1.1. Use and create calendars to identify days, weeks, months, years and seasons; use and create timelines to chronicle	3.4.1.2.2 Compare and contrast two different accounts of an event. (<i>Native Dakota Composites</i>) 3.4.1.2.3 Compare and contrast concepts of time and space. - Dakota and Ojibwe seasonal cycles.	4.1.4.7.1 Describe how government and ways of the services it provides.... How to make decisions. Distinctions between US and tribal forms of government. Ojibwe and Dakota traditional way of decision making 4.3.2.3.1 Geographic inquiry. Locate and identify physical and human characteristics.... <i>Township Stories - description and MN locations</i> 4.4.2.4.1 History inquiry. Identify and locate on a map the origins of people in the local community and state; create a timeline	5.4.1.1.1 Historical cross chronological (narrative) English. Learn. What events (positive) (Excluded learning) 5.4.4.1.3 Historical indigenous societies pre-European. European migration impacts on indigenous people

APPENDIX E: LATINO CONSENT DECREE PROGRAM OVERVIEW

Background Information

The Latino Consent Decree (LCD) is a legally binding court order (consent decree) which 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 which the Saint Paul Public Schools have agreed to, regarding the education of Latino students who have limited English proficiency.

Program Purpose

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 F: LCD PARENT ADVISORY COUNCIL (PAC)

PURPOSE, FUNCTION, AND RESPONSIBILITY

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, pertaining to the education of Spanish-speaking students in SPPS.

Function

Assist Superintendent and Board by providing information and input on 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.

Acknowledgements

The Latino Consent Decree (LCD) Parent Advisory Council and the Office of Family Engagement & Community Partnerships would like to acknowledge the following organizations and programs for their collaboration and support.

Organizations

- Amherst H. Wilder Foundation
Latino Leadership Program
- Consulate of Mexico in Saint Paul
- Girl Scouts of Minnesota and River Valleys
- CLUES Comunidades Latinas Unidas En Servicio
- West Side Community Health Service La Clinica
- Neighborhood Economic Development Alliance NeDA
- MESA LATINA
- Saint Paul College
- USA NORTHERN
- HUBBS Center

SPPS Departments and Programs

- Office of Family Engagement & Community Partnerships
- Parent Academy Program
- Multicultural Resource Center (MRC)
- Student Placement Center
- Office of College and Career Readiness
- Office of Multilingual Learning (MLL)
- Office of Specialized Services
- Early Childhood Family Education ECFE

Saint Paul Public Schools Latino Consent Decree (LCD) Program

2014-15 Latino Consent Decree Parent Advisory
Council Annual Report &
Recommendations



Background

- Update, review and evaluate the Latino Consent Decree (LCD) Program Implementation Guide.



Legal basis

- The Parent Advisory Council makes this recommendation pursuant to the LCD Stipulation, Section VIII
 - Evaluation Section B, Program Evaluation and Monitoring stating that “here shall be from time to time an evaluation made as to the home language background identification and assessment process and the other programs under this Stipulation to assure District compliance with all areas under the LCD.”



Rational

- There are gaps between what the LCD stipulation states and what is actually done across the district.
- The last recorded Implementation Guide dates back to 1998 when Curman L. Gaines was the School Superintendent.



Rational

- The current Implementation Guide, as it is today, does not address all the advancements, improvements and best practices in education.
- Ensure that the LCD is implemented in the modern era in such a way as to meet its goal of advancing Latino students, closing the achievement gap and to aligning it to the District's Strategic Plan.



Our District Goals

- Create a plan for full implementation of the Latino Consent Decree (LCD).
- Go beyond compliance.
- Ensure that the Implementation Guide is created in a meaningful manner.
- Have positive outcomes for our students and families.



2014-15

RECOMMENDATIONS



Language Assessment

1. Student Information Form

Translation of Forms

- Work in collaboration with Student Placement Center.
- Translate the Declaration of Ethnic & Racial Background & the Declaration of Student Language.



Language Assessment

2. Declaration of Formal Instruction

Student Intake Form

- Work in collaboration with Student Placement Center.
- Add a new form or insert a section in the Student Intake Form that relates to the Declaration of Formal Instruction for Latino Students New to the Country.



Language Assessment

3. Spanish Language Assessment

Spanish Test

- Work in collaboration with the Department of REA.
- Identify a test.
- Explore, develop and implement a pilot testing program.
- Administer the test to Latino students new to the country only.



Educational Programs

4. Cultural Heritage

Latino/Hispanic Curriculum

- Work in collaboration with the Social Studies Department.
- Create a Latino/Hispanic Curriculum Map (MN Standards).



Parental Contact

5. Home Liaisons and Notices

Requirements pertaining to parental contact

- Work in collaboration with HR, MLL and LCD Program.
- Review number of staff, guidelines, roles and responsibilities.



Parental Contact

5a. Meeting with LCD staff

Best practice.

- Create engagement opportunities for staff and parents.
- Hold three meetings during the school year.



Next Steps

- Continue the task of evaluating and updating the LCD Stipulation Guide.
- Steering Committee members will be selected by opening week (August 2015).



UPDATE



Creating Awareness

Parent-Training Sessions

AREA	DATE	LOCATION
A	October 29, 2014	Hazel Park
B	December 3, 2014	Dayton's Bluff
C	January 28, 2015	Washington Technology
D	February 25, 2015	Riverview
E	March 25, 2015	Wellstone
F	May 13, 2015	SPPS Administration Building



Creating Awareness



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decompressor
are needed to see this picture.

QuickTime™ and a
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are needed to see this picture.

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decompressor
are needed to see this picture.

Steering Committee

- LCD Parent Advisory Council (10 members)
- LCD/EL Teachers (2)
- Community Members (2)
- SPPS Departments and Programs (2)
- Other programs (1)



Departments and/or Programs

Meetings

- Student Placement Center
- Research, Evaluation and Assessment (REA)
- Multicultural Resources Center (MRC)
- Social Studies Department



Questions?



Student Behavior Handbook: Rights and Responsibilities for Students, Parents/Guardians and Staff

Proposed Changes for SY15-16

Committee of the Board Update • June 9, 2015

Process:

A work group of leaders from schools and district offices: Principals, Assistant Principals, Aligned Learning, Communications, Equity, Family Engagement, Leadership Development, Personalized Learning, Policy, REA, Safety and Security, Specialized Services, SPFT, Teaching and Learning, and Transportation, met throughout the spring to review current Handbook language and propose updates for the SY15-16 Rights and Responsibilities Handbook.

The focus of the revisions for SY15-16 is mostly clarification and compliance related updates. This is mainly due to the fact that two years ago there were significant content changes made to the SY13-14 Rights and Responsibilities Handbook in spring of 2013. This work group, as well as other stakeholders, has expressed interest in a deeper review of the Rights and Responsibilities Handbook for SY16-17.

The proposed changes for SY15-16 mostly include: updating language in the Handbook to reflect our 1:1 iPad environment; clarifying language around PBIS; updating definitions in Level of Violations and Glossary of Terms to reflect current reporting requirements. Below is a summary of the major proposed changes from the work group. Legal Affairs is currently reviewing the proposed changes.

Summary of Proposed Changes:

PBIS

- Revised description/definition (p.3)
- Eliminated existing **Site Specific Behavior Expectations** matrix and replaced it with an example of an elementary matrix and a secondary matrix (p.3)
- Added definitions for **Intervention** and **Disciplinary Responses** and a table **Factors to Consider Prior to Assigning Administrative Actions** (p.7)

Personalized Learning

- Incorporated language from the iPad Handbook into the Rights and Responsibilities Handbook – **Shared Responsibilities** (p.2)
- Updated **Cheating or Plagiarizing** to include material accessed digitally (p.2)
- Updated **Technology Misuse/Violation** to include iPad examples (p.8)
- Updated **Technology – Unauthorized or Inappropriate Use of District Technology Resources** to include iPad examples (p.10)
- Added **Intentional Damage of District Technology Resources** violation (Levels 2-4)
- Added **Repeated Misuse of District Technology Resources** violation (Levels 2-4)
- Added **Technology Hacking** violation (Level 4)

Other Changes to Levels 1-5 Violations

- Updated **Harassment Based on Protected Status** (Levels 2-5) to reflect OCR reporting requirements (p.9)
- Separated **Incapacitation or Audio Alert Device, Possession** (Levels 4-5) into two violation categories to reflect correct reporting for MDE (p.11)

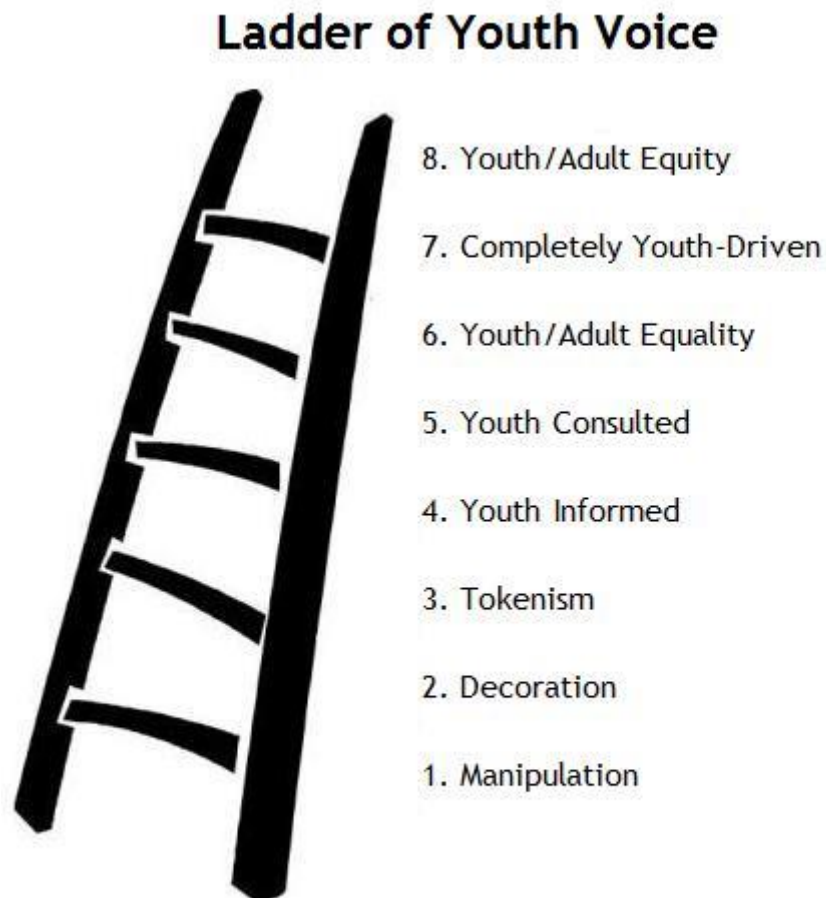
Other Changes

- Updated process for **Local Pupil Problems Committee and City-Wide Pupil Problems Committee** to reflect current practice (p.14)
- Removed the **Discipline Guidelines for Special Education Students under State Law and Federal Regulations** table and replaced it with the most current version as of August 2015 (p.15)
- Updated **Bullying** definition to reflect our current policy language which is in compliance with the Safe and Supportive Schools Act (p.16)
- Updated the **Glossary of Terms** to reflect other changes in the Handbook (p.16-20)

Ladder of Youth Voice

By Adam Fletcher

For a long time, the only formal position every young person held in society was that of young person. That [has changed](#). Today, young people increasingly have more important positions, including that of decision-makers, planners, researchers, and more. The following *Ladder of Youth Voice* was created to encourage youth and adults to examine *why* and *how* young people participate throughout communities. Think of specific activities youth are involved in, and measure them against this tool.



Adapted by Adam Fletcher (2011) from work by Roger Hart, et al. (1994)

It is important to recognize that the Ladder is not meant to represent the whole community at once. Instead, it represents each specific instance of youth voice. That means that rather than say a whole classroom is rung 4, several youth could be experiencing that they are at that rung while others are experiencing that they're at rung 6. For a long time, determining which rung a young person is at was left to perception and position: If an adult believed the youth on their committee were at rung 6, and the youth believed they were at rung 8, they simply agreed to disagree. The following rubric can help provide a clearer explanation of what youth voice looks like.

Youth Voice Rubric

By Adam Fletcher

Description	Challenge	Reward
1. Adults manipulate youth	Youth forced to attend without regard to interest.	Experience of involving youth and rational for continuing activities.
2. Adults use youth to decorate their activities	The presence of youth is treated as all that is necessary without reinforcing active involvement.	A tangible outcome demonstrating thinking about youth voice.
3. Adults tokenize youth	Young people are used inconsequentially by adults to reinforce the perception that youth are involved.	Validates youth attendance without requiring the work to go beyond that.
4. Youth inform adults	Adults do not <i>have</i> to let youth impact their decisions.	Youth can impact adult-driven decisions or activities.
5. Adults actively consult youth while they're involved	Youth only have the authority that adults grant them, and are subject to adult approval.	Youth can substantially transform adults' opinions, ideas, and actions.
6. Youth are fully equal with adults while they're involved. This is a 50/50 split of authority, obligation, and commitment.	There isn't recognition for the specific developmental needs or representation opportunities for youth. Without receiving that recognition youth lose interest and may become disengaged quickly.	Youth can experience full power and authority, as well as the experience of forming basic youth/adult partnerships.
7. young person-driven activities do not include adults in positions of authority; rather, they are they to support youth in passive roles.	Youth operate in a vacuous situation where the impact of their larger community isn't recognized by them. young person-driven activities may not be seen with the validity of co-led activities, either.	Developing complete ownership of their learning allows youth to drive the educational experience with a lot of effectiveness. Youth experience the potential of their direct actions upon themselves, their peers, and their larger community
8. Youth have full equity with adults. This may be a 40/60 split, or 20/80 split when it's appropriate. All are recognized for their impact and ownership of the outcomes.	Requires conscious commitment by all participants to overcoming all barriers.	Creating structures to support differences can establish safe, supportive learning environments, ultimately recreating the climate and culture in communities.

Roger Hart, a sociologist for UNICEF who originally developed the Ladder, intended the first three rungs to represent forms of *non*-participation. However, while the first rung generally represents the nature of all youth voice in communities with the threat of “attend or fail”, there are more roles for youth than ever before throughout the education system. Rungs 6, 7, and 8 generally represent “young person/adult partnerships”, or intentional arrangements designed to foster authentic youth engagement in communities.

Today, youth are increasingly engaged as researchers, planners, teachers, evaluators, decision-makers, and advocates. With this knowledge in mind, the rungs of the Ladder can help youth and adults identify how youth are currently involved in communities, and give them goals to aspire towards.

Exploring Youth Representation on SPPS Board of Education

Project Notes

Proposed objective: Develop system for achieving authentic student voice in the decision-making processes of the Board.

Gathering insights:

- Referencing the “Ladder of Youth Voice” framework, by Adam Fletcher, there is a spectrum of options of youth participation in organizations. In order to ensure student participation on the Board is effective and mutually beneficial, it is recommended that the role of student representatives includes at least *consulting*.
- *Youth Leadership Team* is a program run through Community Education. They are a group of citywide youth who work together for a year to research a social justice topic of interest to them, develop a solution, and implement that solution. Youth on that team, as well as the SPPS staff, led by Shaun Walsh, who work with them, provided the following insights regarding youth representation on the Board:
 - They want to be involved in decisions that affect them in SPPS. Specifically, they have said they want to be involved in curriculum and funding decisions.
 - They want to have authentic power in decision making. They do not want to be tokenized.
 - They want to see diverse voice vs. a system that makes one young person a spokesperson for the entire student body.
 - They want to see some sort of system where each young person is supported and mentored by a board member.

Student Advisory Board structure recommendations:

- Include representation from each SPPS high school.
- Create a new position in the school government at each school that is the “Student Advisor to the Board” position.
- Youth apply for positions on the Advisory Board. Engage school counselors to help recruit diverse group of young leaders including those with non-traditional leadership styles and backgrounds. Selection committee is comprised of Board Directors and/or designated SPPS staff.
- One Student Advisor would have a seat at the dais at Board meetings (or for a portion of the meeting). Would need to determine if it is the same “lead” Advisor each time or rotate through each of the Advisors.
- Set criteria that identify the types of decisions the Board makes for which the Student Advisory should be consulted, such as decisions related to curriculum or student conduct policy.
- Student Advisory Board develops and presents an annual report that identifies issues of concern to them, on which they must research and propose solutions.

- Leadership development opportunities should be provided to the Student Advisors, such as, annual on-boarding day, skills development, mentorships with Board Directors, and interactions with District and City leaders.

Other considerations that were discussed:

- Create a Student Advisory comprised of school presidents from each of the high schools. Challenge: The school president role is a school-centric leadership position, and does not necessarily require someone to be able to, or interested in, taking a full district approach to consulting.
- Student Advisory spots could be determined by student vote at each high school. Challenge: While that would be a democratic process, it would not ensure a council of diverse students with interests in issues of policy, governance, and systems.
- Utilize existing Youth Leadership Team as the Student Advisory Board. Challenge: Participants on the YLT are self-selected and do not include representatives from each school. Also, as a Community Education program, it also includes non-SPPS students. Finally, student participants tend to be students with interest in exploring social justice projects, rather than policy issues, although there could be some overlap participation.