

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

June 10, 2014
4:20 PM

A G E N D A

I. CALL TO ORDER

A. Introductions

II. AGENDA

A. Legislative Update

- | | |
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| 3. Discussion | |
| 4. Action (Acceptance of Report) | |

B. Quarterly Financial Report

- | | |
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C. FY 2015 Budget Update

- | | |
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D. Report from the Latino Consent Decree Parent Advisory Committee
Time Certain 6:00 p.m.

- | | |
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E. Standing Item: Referendum Implementation Update	
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6. Board Check-In	

III. ADJOURNMENT

DATE: May 30, 2014

TO: Board of Education Directors
Valeria Silva, Superintendent of Schools
District Staff
Saint Paul Delegation Members

FROM: Mary Gilbert

RE: Legislative Report

The legislature adjourned two days early of its statutory requirement after passing a supplemental budget bill, two tax bills, a bonding bill and a scaled-down medical marijuana bill.

The E-12 budget included \$54 million of new spending in FY15 and \$104 million in the next biennium. The compromise provides an estimated increase in revenue for SPPS of \$3.5 million that includes general education revenue, one-time teacher evaluation revenue for non-QComp districts like ours, and increases in ELL, ECFE, school readiness, and school lunch. While the target was lower, the final E-12 agreement generally split the difference between the bills. Our effort to restore the ELL revenue cuts in Senate finance was well worth it, as we had nearly identical provisions in both sides after the funding was restored.

Chapter 312 – Supplemental Budget Bill:

<https://www.revisor.mn.gov/laws/?id=312&doctype=Chapter&year=2014&type=0>

General Education Increase—Increases the formula allowance by \$25 –to \$5,831 (\$58.8 million in tails) Estimate \$1.37 million for SPPS.

ELL--\$4.9 million 5-6 years and also an additional year for those who pass the test prior to six years, but in the teacher's opinion need an additional year of service. (\$10.9 million in tails) Also allows ELL student to remain eligible for revenue through 6 years, if the teacher thinks the pupil is unable to successfully and fully participate in general education, regardless of the assessment. Estimated revenue: \$628,390 for SPPS.

School Readiness--\$1.8 million, \$4 million in tails. Estimate: \$154,000 for SPPS

ECFE- \$4.650 million and linked to formula (10.334 million in tails) 0.023 times the formula allowance for FY15 and beyond. Estimate: \$341,718 for SPPS. Also modifies program requirements.

Teacher Evaluation - \$9 million in FY15 and \$1 million in FY16; \$302 per licensed teacher. Estimate: \$915,000 for SPPS.

Scholarships— \$4.650 in FY15 and cap lifted in FY16 (\$.9.78 million in tails). Cap removed in FY16. Adds language that allows a district to use its established registration process to enroll recipients and verify a scholarship recipient's family income in the same manner as other program recipients. Allows a district to apply to the Commissioner for direct aid payments. Allows Commissioner to pay districts directly. Allows MELF pilot sites to accept scholarships. Changes date of evaluation to January 15, 2016.

Saint Paul Promise Neighborhood--\$350,000 in FY15 and \$200,000 in FY 16 and 17

Early Childhood Literacy/Reading Corp--\$1 million in FY15 and \$250,000 in FY 16 and 17; requires up to \$1 million in FY15 be used to support priority on focus schools and to expand kindergarten programming.

ABE Growth Factor—3%-\$213,000 for FY15 (statewide) and \$1.19 million in tails. An ABE supplemental services grant may not exceed 40% (up from 20%) of the total aid.

School Nutrition

- Districts may not charge for reduced lunch. Increases payment by 40 cents for each reduced price student beginning FY15.
- Reminders for outstanding payments may not demean or stigmatize any child in the program.
- Provides \$1.30 for each fully paid breakfast served to kindergarten students; requires free breakfast for all students.

Approved Recovery Programs—Provides \$500,000 for grants for approved recovery programs to fund specific student supports costs.

Other Appropriations:

- PEIP appropriation for Insurance bill
- Better Aligning Alternative Teacher Evaluation Pay System and Teacher Development and Evaluation System
- Rule making for special education based on task force
- Works Museum Grant
- PE Inventory Grant
- Inventory of Career and Tech Programs
- IT Academy
- Free breakfast for K students

Other Technical or Non-Appropriation Changes

- Clarifies ALC revenue reserve at 90% but no more than 100%. Adds local option revenue to exclusion and fixes amount to adjust for pupil weight changes. Conforms to new pupil weights.
- Conforms early recognition language now that shift is repaid. Also clarifies integration levy recognition to new law.

- Allows a student in full time dual credit middle or early college program to take remedial classes under PSE and receive developmental college credit. Effective July1, 2014.
- Adjusts formula to reflect the pupil weight changes adopted last year.
- Extended time revenue—conforms to new pupil weights.
- Continues innovation pilots for up to five years or June 20, 2018, whichever is less.
- Teacher discharges for child maltreatment--Requires district to include determination of child maltreatment in the employee record and notify licensing board and other school districts, unless prohibited by federal or state law, or bargaining agreement.
- Clarifies that integration revenue equals the lesser of 100.3% of district's expenditures or its revenue amount. Also clarifies that the incentive revenue is lesser of maximum authorized or approved qualifying expenditures.

Special Education

- Clarifies that special education transportation aid costs are excluded when calculating initial special education aid.
- Clarifies the reduction to the old formula special education expenditures when calculating excess cost aid and treatment of location revenue in the general education base revenue.
- Clarifies the payment of out-of-state tuition to resident districts.
- Includes changes to 2013 appropriation of \$1.763 million for paper reduction and transmission of special education paper work. Requires MDE to use OSEP model forms to customize for state only case management system. Allows district to use the online system without charge beginning in FY15-16. Beginning in 20118-2019, must use online system.
- Commissioner must use expedited rule making based on the Case Load and Rule Alignment Task Force Recommendations.

Facilities

- Changes debt service equalization to keep levies flat.
- Includes Natural Disaster Debt Equalization Program.
- Allows districts to include compliance of school generators within federal EPA guidelines—but must offset this increase by reducing other expenditures.
- Changes revenue and comment from \$1.4 million to \$2million and removes the need for review and comment for most maintenance projects.
- Simplifies and clarifies the types of information that must be submitted by the district.
- Authorizes Perpich to operate Crossroads. Establishes funding and allows them to continue to operate year-round school. Specifies that pupils enrolled in FY15-17 don't generate declining enrollment revenue for the district or charter in which the pupil was last counted. Requires districts to transport pupils in FY15 in the same manner as FY2-14.
- Harambee Transition also included.

- Adjust leave levy amount to account for pupil weight change.

Other Provisions in Supplemental Budget Bill of Note

Energy Efficiency Loans (page 41, Section 11 and 12)

Establishes a loan program for renewable energy improvements using aggregate bonding authority, not to exceed \$100 million at any one time. \$20 million must be reserved for small businesses and public buildings.

Workforce Program Outcomes (page 36, Section 7)

Measures for adult workforce-related outcome measurements and reporting system to include diplomas, certificates, licenses, or degrees awarded for an individual's attainment of technical or occupational skills awarded by workforce investment boards or work readiness certificates.

College Possible--\$750,000 (1)for increasing the number of low-income high school students served by College Possible by adding at least 150 students and partnering with at least three additional high schools in 2015; (2) expenses related to direct support for low-income high school students in after-school programming led by College Possible; and (3) coaching and support of low-income college students through the completion of their college degree. College Possible must, by February 1, 2015, report to the chairs and ranking minority members of the legislative committees and divisions with jurisdiction over higher education and E-12 education on activities funded by this appropriation.

MNSCU—Must develop plan to implement multi-campus agreements that lead to a degree, so students can graduate in four years with all credits from a community college transferring for a fine arts, science degree and associate of arts.

Broad Band--\$20 million, Ramsey, Dakota and Washington County share \$325,000.

Housing Finance--\$22 million for housing grants. Various programs for housing support including grants for families to obtain home ownership if they've been evicted and have been evicted due to a disabled child in the home.

Other Chapter Laws

Chapter: [294](#) **Bill:** *[HF2490/SF2605](#) [Summary](#)

Description: Omnibus capital investment bill.

- Metro State Science Education Building - \$35.9 million
- St. Paul College - \$1.5 million, culinary, computer numerical control/machine tool programs
- Century--\$2.02 million—high demand technical programs including digital fabrication labor and solar panels
- Red Lake School - \$5.5 million
- Library grants--\$2 million
- State Academies --\$11.354 million

- Perpich--\$2 million
- Dorothy Day Center - \$6 million
- Como Park - \$5.4 million
- St. Paul Children's Museum - \$6.5 million
- St. Paul Historic Palace Theater - \$5 million
- St. Paul Ordway - \$4 million
- St. Paul Minnesota Public Media Commons - \$9 million
- Minnesota Housing Finance Agency - \$20 million—rehab and maintain low-income public housing. \$80 million authority to HFA.
- Harambee and Crossroads Conveyance to Roseville and Perpich

Chapter: [295](#) **Bill:** [*HF1068/SF882](#) [Summary](#)

Description: **General fund capital investment bill**

- Safe routes to school grants - \$1 million
- St. Paul Children's Museum - \$7.5 million

Chapter: [296](#) **Bill:** [*HF1951/SF1803](#) [Summary](#)

Description: **Omnibus pensions and retirement bill**

- PERA Minimum threshold for school employees is \$3,800.
- Increases **PERA Contribution rate** by 0,25% of pay on January 1, 2015
- Consolidates Duluth TRA with TRA; provides \$14.4 million in additional state aid.
- Makes \$7 million state aid in FY14 and FY15 and open and standing appropriation and begins making aid payments and begins paying state aid under new appropriation on October 1, 2015.
- Resets the state aid termination upon the plan's full funding target date if earlier than predicted.
- Replaces the SPTRA rolling 25-year amortization target date with a 2042 amortization target date.

Chapter: [279](#) **Bill:** [*HF2180/SF1835](#) [Summary](#)

Description: **School district employee health coverage** provisions amended.

Specifies the process for school districts to contract for group health insurance coverage. Requires school districts to request proposals 150 days before expiration of the existing contract, but not more frequently than once every 24 months. Requires districts to seek bids from PEIP. Prohibits contracts longer than two years, unless the exclusive representative of the largest employee group and the school district agree otherwise. Establishes process and timeline for negotiating final proposals. This section is effective for RFPs issued on or after the date of final enactment.

Defines the term "local official" for purposes of gift ban laws. Includes a school board member, school superintendent, school principal, and a district school official of any independent school district.

Requires school district to negotiate with the exclusive representative regarding the refund amount attributable to the proportionate number of insured lives covered by the exclusive representative.

Chapter: [272](#) **Bill:** [*HF2397/SF1889 Summary](#)

Description: Omnibus education policy bill.

- Incorporates ELL requirements to all sections of education law from early childhood through ABE.
- Creates a seal of biliteracy.
- Allows a foster home student to return to the last school attended without district approval under open enrollment.
- Modifies the remedial education requirements.
- Modifies the graduation incentive statute to require consultation with the ALC director, student, parent, and only if in the school administrator's judgment it is in the best interest of the pupil.
- Allows Commissioner permissive authority regarding review of academic standards.
- Amends multiple areas to include technical, career, and experiential learning.
- Requires districts to provide MCA results to parents in a timely manner, either electronically or in other format.
- Allows consecutive teacher experience for a teacher whose experience is interrupted by maternity, paternity, or medical leave, if they return to work within 12 months of the leave.
- Allows a retired teacher to provide behind the wheel education.
- Allows a pupil from an ALCE to receive a diploma from an ALC or intermediate district.
- Modifies the open enrollment process and lotteries for seats.
- Establishes timelines for integration transfer.
- Requires counseling services to pupils and parents to the extent possible prior to a student enrolling in PSEO. Requires information on the district website.
- Career tech revenue can be used for equipment purchases.
- Directs Commissioner to establish an adult diploma program.
- Clarifies that integration statute and rules should be consistent.
- High School League to develop rules regarding students with IEP's and 504's who seek transfers.
- Establishes a pilot program for intense yearlong student teaching program.
- Includes several programs from the special education caseload task force recommendations and strikes outdated language.
- Requires multi-tiered system report related to improving performance of underachieving students.
- Establishes an interstate compact for students of children in the military.

Board of Teaching:

- Initial candidates must meet minimum standards in writing, reading and math, or attain either a composite score of the average of reading, writing and math on the ACT Plus Writing recommended by the Board. Can't be more than 10 years old.
- Exempts non-native speakers who meet pedagogy and content requirements.
- Requires teaching institutions to provide remedial instruction to candidates who don't pass skills exam or meet ACT/SAT requirements.
- Directs the Board's redesign rules to create flexible, specialized teaching licenses, credentials, and other endorsement forms to increase students' participation in language immersion programs, world language instruction, career development opportunities, work-based learning, early college courses and careers, career and technical programs, Montessori schools, and project and place-based learning, among other career and college ready offerings.
- Allows the Board to issue up to two, one-year temporary licenses to a candidate who has not passed the skills test or met ACT/SAT composite requirement.
- Requires a report to the legislature regarding candidates who fail.
- Provides flexibility to the Board to issue licenses.

Chapter: [160](#) **Bill:** [*HF826/SF783](#)

Description: **Safe and supportive schools** provided by prohibiting bullying. This bill defines bullying and a district's responsibility in developing and implementing a policy.

Chapter: [163](#) **Bill:** [*SF2060/HF2178](#) [Summary](#)

Description: Farmers' market definition provided, food product sampling and demonstration permitted, and licensing **exemption provided for a chili or soup cook-off event.**

Chapter: [166](#) **Bill:** [*HF2091/SF1775](#) [Summary](#)

Description: Private and public employee labor standards provided, **minimum wage** regulated, and state employee use of donated vacation leave regulated. Increases minimum wage for large employers to \$8.00 August 1, 2014, \$9 August 1, 2015 and \$9.50 beginning August 1, 2016. Small employers start at \$6.50 - \$7.75 during the same period. Allows an employer to pay a person under 20 years of age for the first 90 days of work and persons under the age of 18, \$6.50 to \$7.75.

Chapter: [182](#) **Bill:** [*HF2658/SF2220](#) [Summary](#)

Description: **Workers' Compensation Advisory Council recommendations** adopted. Specifies that for the purposes of workers' compensation reinsurance association losses and retention limits, one or more compensable mental impairment claims arising out of a single event or occurrence constitutes a single loss occurrence. This is effective for employees with dates of injuries on or after October 1, 2013.

Chapter: [185](#) **Bill:** [*HF2096/SF2288](#) [Summary](#)

Description: **Campaign finance** definition modified, and voter registration and absentee

ballot application online submission provided.

Changes some reporting/filing rules. Allows for electronic voter registration. Allows for a ballot through a secure web site.

Chapter: [211](#) **Bill:** [*HF3014/SF2506 Summary](#)

Description: Public Employment Relations Board created, rulemaking authorized, and money appropriated. Creates a Public Employment Relations Board (PERB) to hear unfair labor practice charges under the Public Employment Labor Relations Act (PELRA) and unfair labor practice charges involving charitable hospitals. Many of these charges currently are heard in district court.

Chapter: [219](#) **Bill:** [*HF2313/SF2319 Summary](#)

Description: Confidential employee definition changed.

This bill changes the **definition of “confidential employee”** under the Public Employment Labor Relations Act (PELRA). Under current law, public employees defined as “confidential” are excluded from state bargaining units, and for other public employers cannot be included in bargaining units with most other public employees. Under current law, an employee is “confidential” if the employee “has access to” labor relation’s information. This bill changes the definition so that “confidential employee” includes an employee who “is required to access and actually use” labor relations information.

Chapter: [239](#) **Bill:** [*HF2536/SF2050 Summary](#)

Description: Women's Economic Security Act (WESA) various provisions established and modified, and money appropriated.

- Adds sexual assault and stalking to the list of reasons that provide an exception to the denial of unemployment benefits to applicants that quit employment.
- Adds that conduct that was a consequence of sexual assault and stalking are not employment misconduct.
- Directs the Commissioner of Management and Budget to report to the legislature by January 15, 2015, on the potential for a state administered retirement savings plan for those without access to automatic enrollment payroll deduction IRAs or other similar retirement savings plans.
- Modifies the definition of employee to align with definitions under the federal family and medical leave act.
- Provides for 12 weeks of leave for pregnancy and parenting.
- Expands the use of personal sick leave to cover the care of a mother-in-law, father-in-law, or grandchildren; and for use in circumstances of domestic abuse, sexual assault, and stalking.
- Requires employers to provide reasonable accommodations for employees for health conditions related to pregnancy or childbirth if the employee requests accommodation with the advice of her licensed health care provider or certified doula, unless the accommodation would impose an undue hardship on the operation of the employer’s business. Specifies that a pregnant employee is not required to obtain the advice of her health care provider or doula, and that an

employer cannot claim undue hardship for the following accommodations: more frequent restroom, food, and water breaks; seating; and limits on lifting over 20 pounds. A reasonable accommodation includes temporary transfer to a less strenuous or hazardous position. Prohibits retribution.

- Specifies that parental or pregnancy leave may be reduced by any period of paid parental, disability, personal, medical or sick leave, accrued vacation, or leave taken for the same purpose under federal law.
- Prohibits employers from requiring nondisclosure of a person's wages as a condition of employment, requiring them to sign a waiver of rights for disclosure of wage information, or from taking an adverse employment action for disclosing wages. Provides for safeguards for proprietary information, trade secret information, and other information. Provides for civil action by an employee against an employer for violations.
- Modifies language related to nursing mothers to add that the space an employer must make a reasonable effort to provide must be other than a bathroom, be shielded from view and free from intrusion from coworkers and the public and must include access to an electrical outlet. Prohibits and employer from retaliating against an employee for asserting rights under this section.
- Adds the provisions related to wage disclosure protections and nursing mothers to the items DOLI may investigate and requires the Commissioner to contact an employer within two business days of receiving a complaint regarding a violation of the nursing mothers provision.
- Adds wage disclosure protections and the nursing mothers sections to the list of sections under which a plaintiff may bring civil action.
- Prohibits labor organizations from discrimination on the basis of familial status.
- Prohibits requests for information about a person's familial status.
- Provides grants to promote and support women to high paying jobs.

Chapter: [247](#) **Bill:** [*SF1722/HF2324](#) [Summary](#)

Description: **Therapists included within the teacher bargaining unit.** Art and music therapists and audiologist are added to teacher bargaining unit.

Chapter: [253](#) **Bill:** [*HF1984/SF1919](#) [Summary](#)

Description: **Public construction accountability and transparency** enhanced, and responsible contractor definition and requirement established. Establishes criteria for construction contracts over \$50,000 to ensure compliance with worker's comp, minimum wage, prevailing wage, timely payment, compliance with municipal compliance, codes, verification of subcontractors and other requirements. Effective January 1, 2015.

Chapter: [261](#) **Bill:** [*HF2684/SF2867](#) [Summary](#)

Description: **Graduated driver licensing governing requirements** amended. This bill modifies provisions on graduated driver licensing to: establish voluntary supplemental curriculum for educating parents of novice drivers; raise—from 30 to 50 hours—the minimum amount of supervised driving time for an instruction permit holder (before being able to obtain a provisional license); require submission of a log-on supervised driving time; and makes technical changes.

Chapter: [265](#) Bill: [*SF2782/HF3033 Summary](#)

Description: Campaign finance contribution limits modified, and reports required to be made available online. Requires reports from candidates to be posted on the local government's web site within 30 days after receipt of report. Increases contribution limits for candidates who seek nomination or election to a county, municipal, school district, or other political subdivision office. The limit is \$600 in an election year, up from \$300, and \$250 in other years, up from \$100. For candidates for an office whose territory has a population of over 100,000, the limits are \$1,000 in an election year, up from \$500, and \$250 in other years, up from \$100. Effective upon final enactment and applies to elections held after that date.

Chapter: [274](#) Bill: [*HF2236/SF2472 Summary](#)

Description: Open meeting law changed. Allows state agencies, boards and commissioners to post on their web site. Also adds the "use of social media by members of a public body does not violate this chapter, so long as the social media use is limited to exchanges with all members of the general public. For purposes of this section, e-mail is not considered a type of social media."

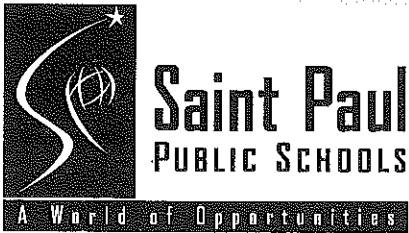
Chapter: [308](#) Bill: [*HF3167/SF2726 Summary](#)

Description: Omnibus supplemental tax bill.

- \$45 million in property tax relief for fiscal year 2015 through increases in the homestead credit refund based on taxes payable in 2014 by 3 percent; the renter property tax refund base on rent paid in 2013 by 6 percent; and an increase in the agricultural homestead market value credit beginning in 2015. The property tax provisions are expected to cost the General Fund \$24.6 million over the current biennium.
- \$2.8 million for a new reading tax credit for parents or guardians of students with certain disabilities, such as dyslexia.
- Raising the annual limit of non-taxable fund-raiser sales for youth and senior citizen groups from \$10,000 to \$20,000 annually.

Chapter: [311](#) Bill: [*SF2470/HF2846 Summary](#)

Description: Medical Cannabis Therapeutic Research Act; medical cannabis registry program provided; rulemaking authorized; patient, health care practitioner, and medical cannabis manufacturer duties established; patient protections and fees established; penalties imposed; medical cannabis therapeutic research impact assessment and audits required; and money appropriated.



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June 9, 2014

To: Board of Directors, Saint Paul Public Schools
From: Marie Schrul, Controller *MS*
Subject: Quarterly Financial Report for the Quarter ending March 31, 2014

Attached are the following items for discussion at the Committee of the Board meeting on Tuesday, June 10, 2014:

Quarterly Financial Report for the Quarter ending March 31, 2014

Glossary of financial terms

Highlights of the financial report

We look forward to our discussion of this topic at the Tuesday meeting.

Thank you.

RECOMMENDATION: Acceptance of the Quarterly Financial Report for the Quarter ending March 31, 2014.

**SAINT PAUL PUBLIC SCHOOLS
QUARTERLY FINANCIAL REPORT**

**FOR THE PERIOD ENDING
March 31, 2014**

**Saint Paul Public Schools
General Fund
Results of Operation
Budget vs. Projected as of March 31, 2014**

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance 7/1/2013	\$114,465,728	\$114,465,728		
Revenue	505,636,982	501,122,744	(4,514,238)	-0.89%
Expenditure	534,549,096	517,495,983	17,053,113	3.19%
Fund Balance 6/30/2014	<u>\$85,553,614</u>	<u>\$98,092,489</u>	<u>\$12,538,875</u>	<u>14.66%</u>

Fund Balance Details

	7/1/2013	6/30/2014	Increase (Decrease)
Nonspendable			
Inventory and Prepaid Expense	1,812,949	1,860,947	47,998
	<u>1,812,949</u>	<u>1,860,947</u>	<u>47,998</u>
Restricted			
Operating Capital	8,280,347	8,000,000	(280,347)
Area Learning Center	607,649	500,000	(107,649)
Retiree Health Insurance Premiums	1,906,838	0	(1,906,838)
OPEB Revocable Trust	3,137,546	4,000,000	862,454
	<u>13,932,380</u>	<u>12,500,000</u>	<u>(1,432,380)</u>
Committed			
Severance Pay	2,538,018	2,538,018	0
Retiree Health Insurance	25,377,730	25,377,730	0
	<u>27,915,748</u>	<u>27,915,748</u>	<u>0</u>
Assigned			
Contractual Obligations	4,201,473	4,200,000	(1,473)
Next Year's Operations	12,654,313	8,100,000	(4,554,313)
Strong Schools Initiative	11,340,000	2,600,000	(8,740,000)
OPEB Revocable Trust	8,545,687	3,000,000	(5,545,687)
Site Base Operations	716,328	1,458,000	741,672
Intraschool Activities	2,301,660	2,168,985	(132,675)
	<u>39,759,461</u>	<u>21,526,985</u>	<u>(18,232,476)</u>
Unassigned			
Health and Safety	(853,158)	(300,000)	553,158
Unassigned	31,898,348	34,588,809	2,690,461
	<u>31,045,190</u>	<u>34,288,809</u>	<u>3,243,619</u>
Total Fund Balance	<u><u>\$114,465,728</u></u>	<u><u>\$98,092,489</u></u>	<u><u>(\$16,373,239)</u></u>

- Unassigned fund balance is estimated to be \$34.3 million in the General Fund.
- Projected UFARS General Fund expenditures for the year are \$562.1 million.
- Unassigned fund balance on 06/30/14 of \$34.3 million represents 6.1% of current year expenditures which is within the limit of current Board policy .

**Saint Paul Public Schools
Fully Financed General Fund
Results of Operation
Budget vs. Projected as of March 31, 2014**

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance 7/1/2013	\$465,358	\$465,358		
Revenue	52,970,000	44,450,000	(8,520,000)	(16.08%)
Expenditure	52,970,000	44,580,000	8,390,000	15.84%
Fund Balance 6/30/2014	<u>\$465,358</u>	<u>\$335,358</u>	<u>(\$130,000)</u>	<u>0.00%</u>

Revenue

Revenue is projected to decrease by \$ 8.5; \$.05 million for State funded programs Indian Education and Junior Reserve Officers' Training Corps, \$ 7.0 million for Federal funded Title One, and \$ 1.4 million for private/local funding from 3M and Saint Paul Foundation.

Expenditures

Expenditures are projected to decrease by \$ 8.4 million commensurate with the decrease in revenue for State funded programs, Federal funded programs, and private /local funding. Salary/fringe will decrease by \$ 1.7 million, contractual services by \$ 1.7 million, and non salary by \$ 5.0 million.

Fund Balance

Fund balance is projected to decrease by \$.13 million to \$.34 million.

Saint Paul Public Schools
Food Service Fund
Results of Operation
Budget vs. Projected as of March 31, 2014

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance 7/1/2013	\$3,959,121	\$3,959,121		
Revenue	25,532,500	26,014,433	481,933	1.89%
Expenditure	<u>25,532,500</u>	<u>26,031,653</u>	<u>(499,153)</u>	<u>-1.95%</u>
Fund Balance 6/30/2014	<u>\$3,959,121</u>	<u>\$3,941,901</u>	<u>(\$17,220)</u>	<u>-0.43%</u>

Revenue

Revenue is projected to increase based on additional breakfast participation of 10.5%, additional lunch participation of 6.5%, and the Child and Adult Care Food Program through which supper meals are being served.

Expenditures-

Expenditures are projected to increase for salary/fringe and food based on additional breakfast participation, additional lunch participation, and the Child and Adult Care Food Program . Cycle menus for food and an emphasis on staffing is in place to address expenditures.

Fund Balance

Fund Balance is projected be nearly unchanged from last year.

**Saint Paul Public Schools
Community Service Fund
Results of Operation
Budget vs. Projected as of March 31, 2014**

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance 7/1/2013	\$3,289,320	\$3,289,320		
Revenue	20,068,945	20,412,792	343,847	1.71%
Expenditure	21,131,545	21,476,347	(344,802)	(1.63%)
Fund Balance 6/30/2014	<u>\$2,226,720</u>	<u>\$2,225,765</u>	<u>(\$955)</u>	<u>-0.04%</u>

Revenue

Revenue is projected to increase by \$.08 million due to increased participation in Community Programs and \$.26 million due to Adult Basic Education Federal Learner rate increase for FY2014.

Expenditures

Staffing expenditures are projected to decrease by \$.25 million due to reduction in Discovery Club sites and reduction in Adult Basic Ed classroom hours. Non salary expenditures are projected to increase \$.59 million due to increased Community Ed programming needs . The decrease in staffing expenditures and increase in non salary expenditures results in a net expenditure increase of \$.34 million.

Fund Balance

Fund Balance is projected to decrease by \$ 1.06 million.

**Saint Paul Public Schools
Fully Financed Community Service Fund
Results of Operation
Budget vs. Projected as of March 31, 2014**

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance 7/1/2013	\$441,214	\$441,214		
Revenue	6,517,131	6,567,810	50,679	0.78%
Expenditure	<u>6,517,131</u>	<u>5,914,192</u>	<u>602,939</u>	<u>9.25%</u>
Fund Balance 6/30/2014	<u>\$441,214</u>	<u>\$1,094,832</u>	<u>\$653,618</u>	<u>0.00%</u>

Revenue

Revenue is projected to increase \$.17 million for McKnight Pre-Kindergarten due to additional grant revenue, decrease \$.26 million for Day Care due to decrease in enrollment from projection and increase \$.14 million for Non Public Textbook Aid due to increased Student participation, for a net revenue increase of \$.05 million.

Expenditures

Expenditures are projected to increase by \$.01 million for salary/fringes, decrease \$.43 million for unutilized service contracts, \$.04 million for unutilized transportation contracts, and \$.14 million for non-instructional supplies, for a net expenditure decrease of \$.60 million.

Fund Balance

Fund Balance is projected to increase by \$.65 million based on revenue increases and expenditure decreases.

**Saint Paul Public Schools
Building Construction Fund
Results of Operation
Budget vs. Projected as of March 31, 2014**

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance 7/1/2013	\$46,881,627	\$46,881,627		
Revenue	26,200,000	15,097,944	(11,102,056)	(42.37%)
Expenditure	<u>32,000,000</u>	<u>29,456,665</u>	<u>2,543,335</u>	<u>7.95%</u>
Fund Balance 6/30/2014	<u>\$41,081,627</u>	<u>\$32,522,906</u>	<u>(\$8,558,721)</u>	<u>-20.83%</u>

Revenue

Revenue is projected to decrease when Alternative Bonds are not issued in the Spring of 2014.
Levy was certified December, 2013 including Pay As You Go.

Expenditures

Expenditures are projected to decrease due to project schedules.

Fund Balance

Fund Balance is projected to decrease based on Alternative Bonds not being issued in the Spring of 2014.

**Saint Paul Public Schools
Debt Service Fund
Results of Operation
Budget vs. Projected as of March 31, 2014**

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance 7/1/2013	\$68,722,918	\$68,722,918		
Revenue	48,715,000	48,686,950	(28,050)	(0.06%)
Expenditure	43,560,000	59,544,935	(15,984,935)	(36.70%)
Fund Balance 6/30/2014	<u>\$73,877,918</u>	<u>\$57,864,933</u>	<u>(\$16,012,985)</u>	<u>(21.67%)</u>

Revenue

Revenue is projected to decrease for investment earnings.

Expenditures

Expenditures in the Debt Service Fund are the result of scheduled debt redemptions which have structured debt payments to retire principal and interest. Payments from escrow accounts are projected to increase.

Fund Balance

Fund Balance is projected to decrease when refunding Bond issue 2012B is accessed for debt payment of 2003B & 2003C.

6/10/14 COB**Notes for FY14 Quarterly Report for period ending March 31, 2014**

The March 31, 2014 Quarterly Financial Report is an update to the Board of Education on the current fiscal year 2013-14 budget and it includes a projection of Revenue, Expenditures and Fund Balance as of June 30, 2014.

A budget is a living, viable document. Once the budget is adopted in June, the Board is asked 3 times during the following year to look at and approve the changes that occur in the District's revenue and expenditures in each of the 7 funds. The final determination, by fund, occurs each fall, following the acceptance of the audit report.

Reminder: The fund balance accounts within the General Fund are prescribed by the Governmental Accounting Standards Board, known as GASB 54. The unassigned fund balance in the General Fund is the balance of 5% referred to in Board policy. The fund balance in the Food Service fund is controlled by federal USDA regulations.

Highlights in the report include the following:

Page 1 - General Fund, which includes the five fund balance categories. Please refer to the vocabulary sheet for descriptions of the fund balances.

General Fund revenue is projected to have a small decrease of \$4.5 million in areas of Special Education (\$2.4m), Integration (\$0.8m), and Intrасchool (\$1.3m).

General Fund expenditures are projected to be underspent by \$17.1 million in areas of Special Education, PLTT, Intrасchool, ALC, Operating Capital and Transportation. In addition, sites are allowed to carry over limited balances to the next fiscal year which are included in this projection.

These changes result in a projected unassigned fund balance of 6.1%, well within the 5% BOE policy for unassigned fund balance.

Page 2 - General Fund, Fully Financed - the fully financed fund must have expenditures equal to revenues. Fund balance is projected to decrease by \$0.13 million as grants are spent down.

Page 3 - Food Service Fund - Revenue is increasing due to greater participation and expenditures are being tightly controlled resulting in only a slight change to fund balance.

Page 4 - Community Service Fund - Revenues are increasing at a lower rate than expenditures, resulting in a projected fund balance decrease of \$1.06 million.

Page 5 - Community Service, Fully Financed - Revenues are increasing along with a decrease in expenditures, resulting in a projected fund balance increase of \$.65 million.

Page 6 - Building Construction Fund - the major change in this fund is due to the adoption of "Pay As You Go" for the Pay14 levy, resulting in no sale of \$11 m in Alternative Bonds in the spring of 2014. Fund balance is projected to decrease by \$14.4 million.

Page 7 - Debt Service – Fund balance is projected to decrease by \$10.8 million due to a decrease in investment earnings and an increase in scheduled debt redemptions.

Reporting Funds

General Fund

- Consists of all activities that are not accounted for in a special purpose fund. The activities include all regular and special education classroom activities, student and district support services, as well as building and grounds operations and maintenance

General Fund Fully Financed

- Contains budgets with an outside funding sources and specific use. An outside funding source is either a private, state or federal grant or contract for services
- Most grants and contracts require specific financial reporting to ensure that funds are expended within the agreement's terms and conditions

Food Service Fund

- Must be established in a district that maintains a food service program for students
- Food Services are those activities which have as their purpose the preparation and serving of regular and incidental meals, lunches and snacks in connection with school activities

Community Service Fund

- Must be established in a district that provides services to residents in the areas of: Adult Basic Education, Early Childhood Family Education, School Readiness, School Age Care, Adults with Disabilities, general enrichment, youth and senior programs, recreation and other similar services

Community Service Fully Funded

- Contains budgets with an outside funding source and specific use. An outside funding source is either a private, state or federal grant, or contract for services
- Most grants and contracts require specific financial reporting to ensure that funds are expended within the agreement's terms and conditions

Construction Fund

- Records financial activity relating to a building construction program resulting from the sale of general obligation bonds or certificates of participation by a School District
- Building Construction funds are held in trust and expended only for authorized projects
- Resources may be used for general construction, building additions, architectural and engineering costs, equipment

Debt Service Fund

- Must be established in a district that has outstanding bonded indebtedness, for building construction or operating capital
- Must record activity for initial or refunded bonds. The School Board may authorize the investment of debt funds in certain types of securities specified by law. The earnings accrued from such investments become a part of the Debt Service Fund

GASB (Governmental Accounting Standards Board) 54 Fund Balance designations and definitions

Non-Spendable Fund Balance

- includes amounts not in spendable form (inventory, prepaids)
- or
- amounts that are legally or contractually required to be maintained intact

Restricted Fund Balance

- includes amounts that are subject to externally enforceable legal restrictions outside the control of the local government (Pre-GASB 54 – Reserved)

Committed Fund Balance

- includes amounts constrained for a specific purpose by a government using its highest decision-making authority (School Board). Action by the same group would be required to change the constraints placed on these resources. The action to commit fund balances must occur prior to fiscal year end (Severance, Retirees Health Ins – Gen Fund)

Assigned Fund Balance

- includes amounts constrained with the intent to be used for a specific purpose. Intent is expressed by the School Board or by a body (committee) or individual authorized by the governing body

Unassigned Fund Balance

- includes amounts not classified as nonspendable, restricted, committed or assigned
- Board Policy sets the minimum for this fund at 5% of the General Fund Budget for that fiscal year



Proposed 2014-15 Budget

**SAINT PAUL PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT 625
BOARD OF EDUCATION**



Mary Doran
Chair



Keith Hardy
Vice Chair



John Brodrick
Clerk



Anne Carroll
Treasurer



Jean O'Connell
Director



Louise Seeba
Director



Chue Vue
Director



Valeria S. Silva
Superintendent

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Executive Summary

Transforming Saint Paul Public Schools to ensure excellence in every classroom of every school for every student, without exception or excuse.

STRONG SCHOOLS, STRONG COMMUNITIES

Dear Friends of Saint Paul Public Schools,

In 2011, Saint Paul Public Schools began an ambitious journey to increase student achievement through the *Strong Schools, Strong Communities* (SSSC) strategic plan. We have accomplished much since then, transforming the way we operate our district and schools to ensure that students continue to be at the center of our decision making. But there is still much work to be done.

The end of the 2013-2014 school year marks the completion of the first phase of SSSC. With the foundation now in place, we are poised to build on the momentum of the past three years to accelerate student achievement. As we embark on the second phase of the strategic plan, which we are calling *Strong Schools, Strong Communities 2.0* (SSSC 2.0), we will refine our focus and dig deeper to fully realize our strategic goals: Achievement, Alignment, and Sustainability.

Our means toward reaching those goals will be focused on:

- **Racial equity** and our strategies to narrow the opportunity gap
- **Personalizing learning** through technology
- **Maintaining excellent school programs** and pathways from pre-K through high school
- **Ensuring that every child graduates** ready for college and a career
- **Creating systems and business practices** that put student needs first

We're already making progress. Graduation rates in nearly all SPPS high schools exceed the state's average, and the district has significantly reduced the racial disparity in graduation rates between white students and students of color. MCA reading scores are up 5% since 2011-12 and math is up 3% since 2012-13. Suspensions decreased 38% from 2011-12 to 2012-13, resulting in more time for students to learn in the classroom.

Like many school districts across the nation, SPPS has had to respond to a challenging financial environment. Nevertheless, with careful planning and structural adjustments at the administrative level, budget cuts were not required for the 2013-14 school year. In fact, \$26.8 million more was directed to school budgets from 2011-12 to 2013-14. With enrollment essentially flat for the upcoming school year and some new contractual obligations, next year's budget will be leaner, but still healthy. We remain grateful for the support of St. Paul voters for their approval of our \$39 million levy in 2012, and we will continue to use those tax dollars wisely. Thank you.



Valeria S. Silva
Superintendent

SAINT PAUL PUBLIC SCHOOLS - STRONG SCHOOLS, STRONG COMMUNITIES

Saint Paul Public Schools (SPPS) long range goals are:



SPPS provides an outstanding education for some students. We can provide an outstanding education for all students.

Goal 1 creates the conditions for every school to transform learning by giving teachers not only a well-rounded curriculum, but the training, direction and support they need to deliver quality instruction to every student.



The Strong Schools, Strong Communities Plan assures that all students have quality choices in their own community.

Goal 2 recognizes that our current choice system does not do enough to address the achievement gap. In fact, ***data shows that students of color and low-income students perform as well or better in their community schools.***



Our traditional methods of balancing the budget that cut people and programs undermine our ability to implement our academic plan. The budget is our financial plan that must sustain our academic plan.

Goal 3 looks at the long-term success of our core functions – teaching and learning – and guides decisions based upon what we know will deliver results for students.

SAINT PAUL PUBLIC SCHOOLS AT A GLANCE

Saint Paul Public Schools, Minnesota's second-largest school district, offers a world of opportunities for a multi-cultural student population of more than 39,000 pre-kindergarten through grade 12 students. The District promotes lifelong learning, serving "students" from birth to age five and adults learning English, earning their diploma or their GED.

	ACTUAL 2013-2014	PROJECTED 2014-2015	STAFF BY FTE (2013-2014)	
STUDENT ENROLLMENT			K-12 Teachers	3,295
Early Education	799	799	Paraprofessionals	1,018
Kindergarten (Regular & Handicapped)	3,494	3,465	Support Staff	1,150
Grades 1-6	17,471	17,732	Principals and other district leaders	299
Grades 7-12 and Area Learning Centers	16,101	15,901	Total number of Staff	5,762
Total reported to State	37,865	37,897		
Early Kindergarten (Pre-Kindergarten)	1,401	1,800		
Total Enrollment	39,266	39,697		

STUDENT DEMOGRAPHICS

African American	11,429 or 30.2%
Asian American	11,818 or 31.2%
Caucasian American	8,688 or 23%
Latino American	5,252 or 13.8%
American Indian	678 or 1.8%
Special Education Students	6,344 or 16.8%
Eligible for Free or Reduced-Priced Meals	27,722 or 73.2%
English Language Learner (ELL) Students Served	12,419 or 32.8%

NUMBER OF SCHOOLS AND PROGRAMS (2014-2015)*

PreK-5 Sites	33
Dual Campus Sites	6
6-8 Sites	6
6-12 Sites	4
9-12 Sites	5
K-8 Sites	5
Special Education Sites & Other Program Sites	34
Grand Total	93

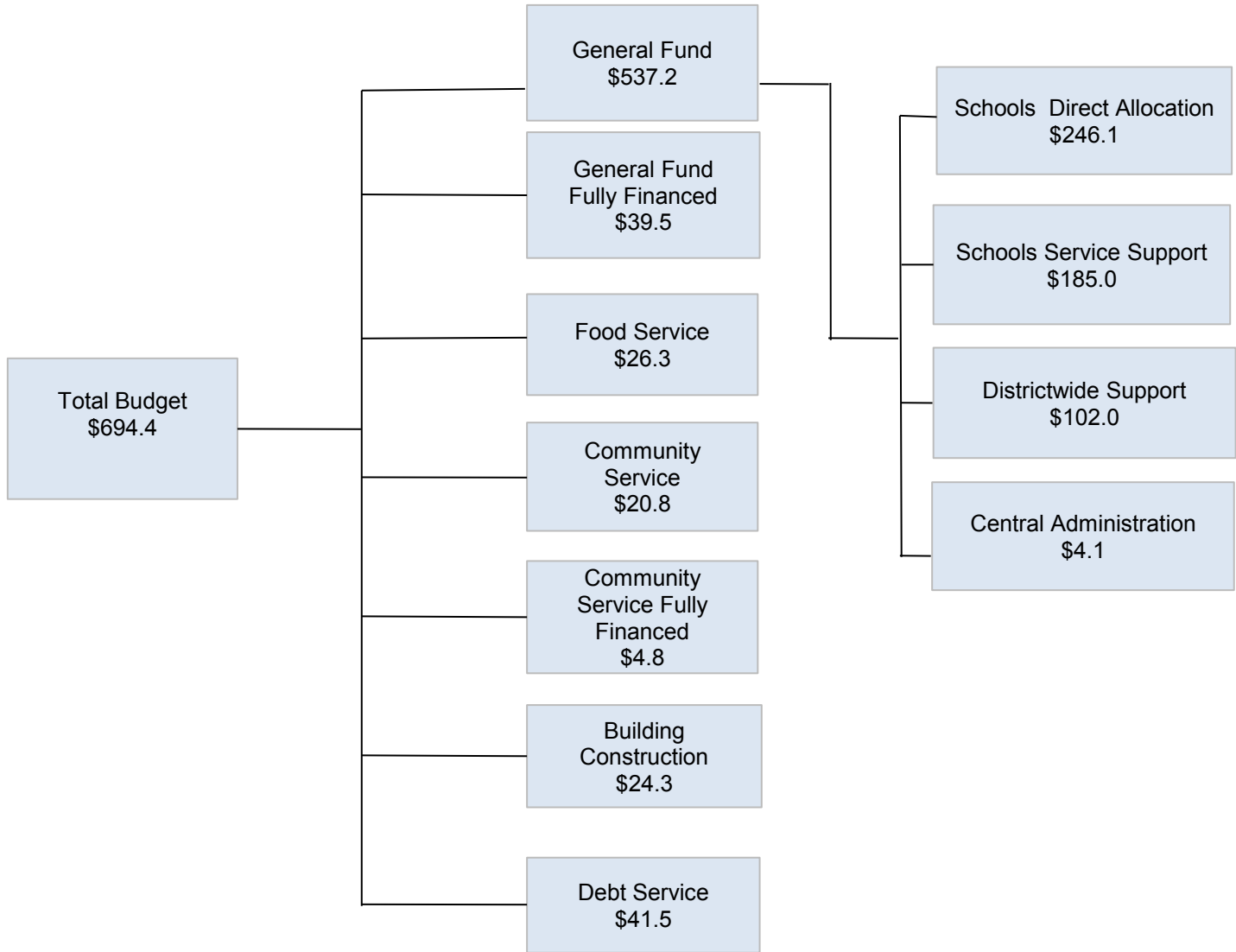
* Grades vary by site; This list does not include charter schools

REPORT ON REFERENDUM

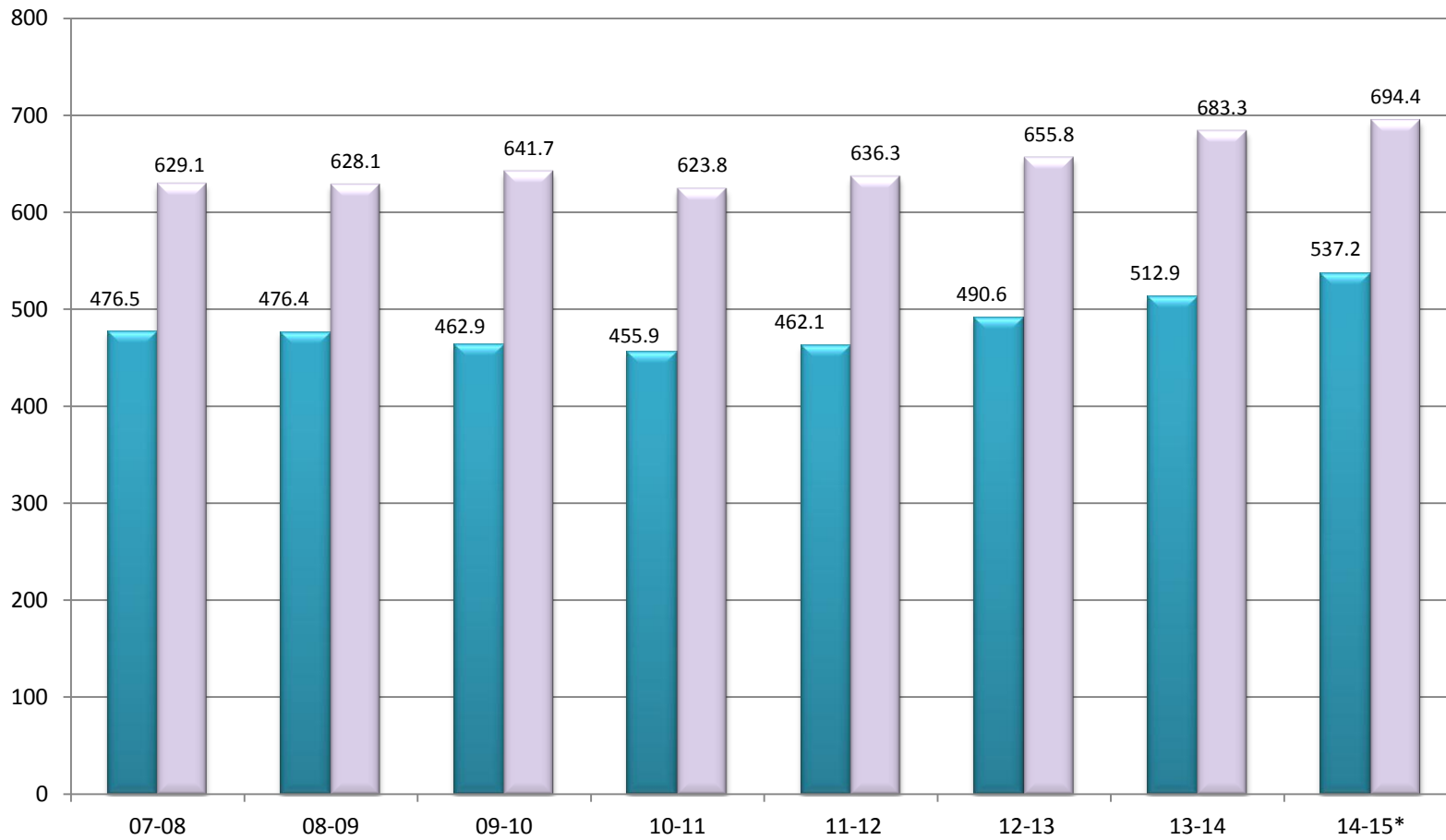
In fiscal year 2007-08, \$29.7 million was available through the Referendum for Continued Excellence. This referendum expired at the end of fiscal year 2012-13. It was renewed by the voters of Saint Paul in November 2012, with an additional \$9 million for Personalized Learning and will continue through FY21.

Areas of Promise	2012-2013 Actual (in millions)	2013-2014 Plan (in millions)
All Day Kindergarten	\$2.1	\$1.9
Early Childhood Family Education	\$2.1	\$2.9
Pre-Kindergarten	\$4.2	\$4.6
Secondary		
- Secondary Math & Science	\$7.0	\$7.7
- Other Secondary Programs	\$1.0	\$1.4
Technology	\$1.6	\$9.8
ELL	\$1.1	\$1.1
Special Education	\$4.9	\$4.9
Elementary Support	\$6.8	\$7.4
Allocation to Charter Schools	\$0.3	\$0.6
Total	\$31.1	\$42.3

**Saint Paul Public Schools
Total Budget Overview
Fiscal Year 2014-15 (In Millions)**



**Saint Paul Public Schools
History of Adopted Budget (in Millions)**



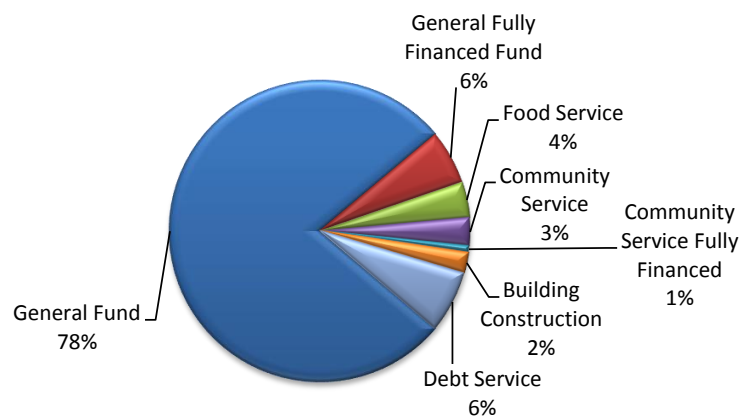
* Proposed

■ General Fund ■ Total Budget

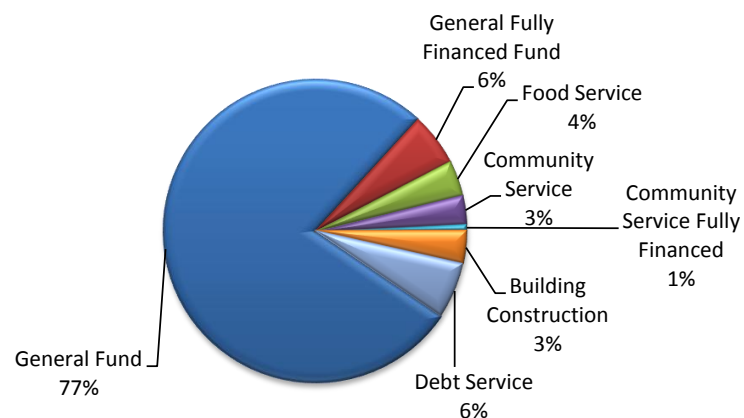
**Saint Paul Public Schools
Revenues and Expenditures Budget Summary
Fiscal Year 2014-15**

	Estimated Beginning Fund Balance	Revenues	Expenditures	Revenues Over/(under) Expenditures	Estimated Ending Fund Balance
General Fund	\$98,092,489	\$529,117,689	\$537,217,689	(\$8,100,000)	\$89,992,489
General Fully Financed Fund	465,358	39,518,088	39,518,088	0	465,358
Food Service	3,941,901	26,306,100	26,306,100	0	3,941,901
Community Service	2,225,765	20,090,888	20,804,172	(713,284)	1,512,481
Community Service Fully Financed	244,591	4,826,592	4,826,592	0	244,591
Building Construction	32,522,906	15,100,000	24,272,906	(9,172,906)	23,350,000
Debt Service	1,822,376	45,091,000	41,517,000	3,574,000	5,396,376
	\$139,315,386	\$680,050,357	\$694,462,547	(\$14,412,190)	\$124,903,196

Percent of Total Revenues



Percent of Total Expenditures



**Saint Paul Public Schools
Analysis of General Fund
Fiscal Year 2015 as Compared to Fiscal Year 2014**

- General Fund revenues for FY15 are projected to increase by \$23.5 million, or 4.6%. The main contributors are the increase in Local revenue by \$3.7 million and increase in State aid revenue by \$19.8 million. Refer to page **23** for a more detailed description regarding revenue changes.
- General Fund expenditures are projected to increase by \$18.9 million, or 3.7%. The main contributors are: the increase related to the shift from issuing Alternative Bonds to the Pay As You Go Levy, inflationary increases, and the implementation of the first year of the Strong Schools Strong Communities 2.0 strategic plan.
- The expenditures exceed revenues by \$8.1 million. This difference will be covered by the use of unassigned fund balance. Some use of unassigned fund balance will focus on additional support for implementation of the first year of the Strong Schools Strong Communities 2.0 strategic plan in areas such as school transition and setup costs, montessori training, Camp 6 & 9, Advanced Placement and International Baccalaureate fees, Racial Equity, and Athletics equipment.
- The unassigned fund balance for June 30, 2015 is projected to be \$31.2 million which represents 5.5% of projected general fund expenditures.

**Saint Paul Public Schools
Proposed General Fund Budget
Fiscal Year 2014-15**

The General Fund consists of all activities that are not accounted for in a special purpose fund. The activities include all regular and special education classroom activities, student and district support services, as well as building and grounds operations and maintenance and transportation.

	Adopted 2013-14	Projected 2013-14	Proposed 2014-15
Fund Balance - Beginning	<u>\$100,928,410</u>	<u>\$114,931,086</u>	<u>\$98,557,847</u>
Revenues			
Local	\$91,071,614	\$91,959,617	\$94,788,910
State	410,065,368	404,663,127	429,828,789
Federal	4,500,000	4,500,000	4,500,000
Total Revenues	<u>\$505,636,982</u>	<u>\$501,122,744</u>	<u>\$529,117,699</u>
Expenditures			
Salaries and Wages	\$302,754,975.00	\$312,209,999.00	\$313,695,792
Employee Benefits	122,780,465	113,075,969.00	121,523,344
Purchased Services	32,291,511	31,213,583.00	34,622,367
Transportation Contracts	21,235,980	20,959,779.00	20,107,896
Supplies and Materials	20,673,325	27,527,011.00	32,263,787
Capital Expenditures	8,389,055	8,639,884.00	10,695,955
Debt Service	360,143	141,244.00	-
Other Expenditures	9,805,841	3,728,514.00	4,308,548
Total Expenditures	<u>\$518,291,295</u>	<u>\$517,495,983</u>	<u>\$537,217,689</u>
Fund Balance - Ending	<u><u>\$88,274,097</u></u>	<u><u>\$98,557,847</u></u>	<u><u>\$90,457,857</u></u>

**Saint Paul Public Schools
Analysis of General Fully Financed Fund
Fiscal Year 2015 as Compared to Fiscal Year 2014**

- The adopted budget for FY15 will be \$3.3 million lower than the adopted FY14 budget. Title programs (federal) are lower by about \$1.9 million. Local revenues will be lower by about \$1.4 million because of the elimination of the Leadership Academy - Traverlers Grant, the possible funding of less than \$500,000 for 3M Grants, and the reduction of funding for AVID Expansion - Travelers Grant.
- Due to the nature of Fully Financed budgets, revenues should always equal expenditures. This will usually result in no change to fund balance, however some smaller programs (less than \$500,000 each) may use carried forward funds from fund balance. They are not part of this projection so we recognize no change in fund balance for the purposes of this projection.

Saint Paul Public Schools
Proposed General Fund Fully Financed Budget
Fiscal Year 2014-15

The Fund contains budgets with an outside funding source and specific use. An outside funding source is either a private, state or federal grant or contract for services. Most grants and contracts require specific financial reporting to ensure that funds are expended within the agreement's terms and conditions. Fully financed funds are in a separate budget to facilitate this reporting requirement.

	Adopted 2013-14	Projected 2013-14	Proposed 2014-15
Fund Balance - Beginning	242,040	465,358	465,358
Revenues			
Local	\$2,015,000	\$1,701,177	\$625,000
State	498,053	475,021	540,000
Federal	40,262,160	35,429,383	38,353,088
Total Revenues	<u>\$42,775,213</u>	<u>\$37,605,581</u>	<u>\$39,518,088</u>
Expenditures			
Title I - Basic	22,749,696	\$19,753,705	20,546,686
Title I - Professional Development	2,500,000	2,227,794	2,500,000
Title I - School Improvement	0	1,161,906	560,000
Title II - Part A	2,520,000	2,080,974	2,500,000
Title III - Bilingual Education	1,530,000	1,605,148	1,400,000
IDEA Part B - Special Education	9,523,759	7,193,517	8,989,620
JROTC	874,058	882,876	995,000
Carl D. Perkins Basic Grant	562,700	452,838	548,782
Turnaround St. Paul	500,000	545,646	853,000
3M Grants - District Wide Programs	515,000	836,750	0
Leadership Academy - Travelers Grant	500,000	118,362	0
AVID Expansion- Travelers Grant	1,000,000	746,065	625,000
Total Expenditures	<u>\$42,775,213</u>	<u>\$37,605,581</u>	<u>\$39,518,088</u>
Fund Balance - Ending	<u>242,040</u>	<u>465,358</u>	<u>465,358</u>

**Saint Paul Public Schools
Analysis of Food Service Fund
Fiscal Year 2015 Compare to Fiscal Year 2014**

Nutrition Services Mission Statement: We create and serve foods that students get excited about! Our "Healthy Hits" are served with respect by a caring staff effectively managing resources.

- Nutrition Services' goal is to offer healthy choices and introduce new foods and recipes to students every year.
- 4 new items have been introduced this year: Beef Stew and Whole Grain Cornbread, both made by Nutrition services, and Beef & Bean Burritos and Lasagna Roll-ups, both purchased.
- As of September 2013, Nutrition Services operated by a strict 4-week cycle menu to better control costs and inventory.
- Revenues are projected to increase \$.8 million, or 3%, for FY15.
- Expenditures are projected to increase \$.8 million, or 3%, for FY15.
- Breakfast to Go continues to be available district-wide at no charge.
- The USDA Fresh Fruit and Vegetable Grant will continue in FY15. In FY14 over 2,000,000 fresh fruit and vegetable snacks were served at 28 schools.
- USDA allows for net cash resources of up to three month of average operating expenses (this is approximately \$6M). The projected fund balance is \$3.9 million which includes approximately \$1.3 million for inventory and retiree health insurance reserves.

**Saint Paul Public Schools
Proposed Food Service Fund Budget
Fiscal Year 2014-15**

A Food Services Fund must be established in a district that maintains a food service program for students. Food Services are those activities which have as their purpose the preparation and serving of regular and incidental meals, lunches and snacks in connection with school activities.

	Adopted 2013-14	Projected 2013-14	Proposed 2014-15
Fund Balance - Beginning	\$ 4,613,896	\$ 3,959,121	\$ 3,941,901
Revenue			
Local	\$ 2,339,500	\$ 2,734,900	\$ 2,484,600
State	1,253,000	1,301,000	1,331,900
Federal	21,940,000	21,978,533	22,489,600
	\$ 25,532,500	\$ 26,014,433	\$ 26,306,100
Expenditures			
Salaries and Wages	\$ 8,256,000	\$ 8,690,003	\$ 8,772,600
Employee Benefits	2,766,500	3,174,764	3,234,000
Purchased Services	2,379,000	2,440,683	2,344,000
Supplies and Materials	1,335,000	1,062,957	1,073,000
Food	7,680,000	7,492,229	7,700,000
Commodities	1,300,000	1,334,705	1,413,000
Milk	1,230,000	1,253,325	1,269,700
Capital Expenditures	586,000	582,987	499,800
Other Expenditures			
	\$ 25,532,500	\$ 26,031,653	\$ 26,306,100
Fund Balance - Ending	\$ 4,613,896	\$ 3,941,901	\$ 3,941,901

**Saint Paul Public Schools
Analysis of Community Service Fund
Fiscal Year 2015 as Compared to Fiscal Year 2014**

- Based upon current law, FY15 revenues are projected to increase by \$.02 million from the FY14 adopted budget. This estimated increase is due to a combination of increased Community Programs fees, Discovery Club fees, federal ABE funding and decreased state ABE funding.
- Total expenditures are projected to decrease by \$.33 million or 1.6%, due to decreased site staffing in Discovery Club and decreased hourly staffing in ABE. There will be no staffing reductions, other than through attrition and there is an overall reduction in purchased services and supplies/materials due to budgetary constraints.
- Fund Balance is expected to decrease by \$.7 million, or 32%. The Fund Balance is reserved in the Community Service Fund, by program.

**Saint Paul Public Schools
Proposed Community Service Fund Budget
Fiscal Year 2014-15**

The Community Service Fund must be established in a district that provides services to residents in the areas of: Adult Basic Education, Early Childhood Family Education, School Readiness, School Age Care, Adults with Disabilities, general enrichment, youth and senior programs, recreation and other similar services.

	Adopted 2013-14	Projected 2013-14	Proposed 2014-15
Fund Balance - Beginning	\$ 2,767,239	\$ 3,289,320	\$ 2,225,765
Revenue			
Fees, Tuitions, and Other	\$ 5,268,202	\$ 5,473,948	\$ 5,210,314
State	10,927,089	10,807,520	10,690,591
Federal	519,149	776,819	753,049
Property Tax	3,354,505	3,354,505	3,436,934
	<u>\$ 20,068,945</u>	<u>\$ 20,412,792</u>	<u>\$ 20,090,888</u>
Expenditures			
Salaries and Wages	\$ 11,816,023	\$ 11,560,878	\$ 11,175,920
Employee Benefits	3,719,222	3,597,665	3,497,106
Purchased Services	5,182,060	5,768,239	5,761,164
Supplies and Materials	408,149	501,365	321,932
Capital Expenditures		1,100	-
Other Expenditures	6,091	47,100	48,050
	<u>\$ 21,131,545</u>	<u>\$ 21,476,347</u>	<u>\$ 20,804,172</u>
Fund Balance - Ending	<u>\$ 1,704,639</u>	<u>\$ 2,225,765</u>	<u>\$ 1,512,481</u>

**Saint Paul Public Schools
Analysis of Community Service Fully Financed Fund
Fiscal Year 2015 as Compared to Fiscal Year 2014**

- The budget for the Community Service Fully Financed Fund represents grants that exceed \$500,000 in total expenditures. As of July 1, 2014, the 21st Century Cohort IV grant will end and the Early Learning Scholarship grants will begin.
- FY15 revenues are projected to increase by \$.05 million from the FY14 adopted budget. This increase reflects the changes noted above.
- Projected expenditures in Fully Financed funds usually follow the revenues. The projected increase will be \$.05 million due to the changes noted above.
- Due to the nature of Fully Financed budgets, revenues equal expenditures in this fund. This will usually result in no change to fund balance, however, some smaller programs (less than \$500,000 each) may use carried forward funds from fund balance. These smaller programs are not a part of this projection, so we recognize no change in fund balance for the purpose of this projection.

Saint Paul Public Schools
Proposed Community Service Fund Fully Financed Budget
Fiscal Year 2014-15

The Community Service Fully Financed Fund contains budgets with an outside funding source and specific use. An outside funding source is either a private, state or federal grant, or contract for services. Most grants and contracts require specific financial reporting to ensure that funds are expended within the agreement's terms and conditions. Fully financed funds are put in a separate budget, apart from regular district funds, to facilitate their reporting requirement.

	Adopted 2013-14	Projected 2013-14	Proposed 2014-15
Fund Balance - Beginning			
Reserved	<u>341,519</u>	<u>341,519</u>	<u>244,591</u>
Revenues			
Local	\$2,020,023	\$1,980,160	2,079,688
State	1,320,900	1,298,400	1,867,904
Federal	1,431,430	1,636,155	879,000
Total Revenues	<u>\$4,772,353</u>	<u>\$4,914,715</u>	<u>\$4,826,592</u>
Expenditures			
Non-Public Services - Textbooks	\$508,500	\$419,222	\$508,000
Non-Public Services - Guidance	812,400	609,990	570,793
Child Care	1,020,023	870,678	1,031,688
21st Century CLC Grant (Cohort IV)	585,000	583,188	-
21st Century CLC Grant (Cohort V)	846,430	855,652	879,000
PEK McKnight	1,000,000	886,168	1,048,000
Early Learning Scholarships	-	786,745	789,111
Total Expenditures	<u>\$4,772,353</u>	<u>\$5,011,643</u>	<u>\$4,826,592</u>
Fund Balance - Ending	<u>341,519</u>	<u>244,591</u>	<u>244,591</u>

**Saint Paul Public Schools
Analysis of Building Construction Fund
Fiscal Year 2015 as Compared to Fiscal Year 2014**

- During FY13 the District issued \$15 million in Capital bonds and \$11 million in Alternative bonds to support implementation of Strong Schools Strong Communities 2.0 initiatives. On June 25, 2013, \$26 million in General Obligation Bonds (GOB) 2013A were issued.
- In FY14 \$15 million in General Obligation Bonds (GOB) will be issued for calendar year 2014 by June 30, 2014. Alternative Bonds of \$11 million were not issued in FY14 and were replaced by the Pay As You Go Levy. The District will receive \$9.6 million from the Pay As You Go Levy in FY15 and \$11 million in future fiscal years for deferred maintenance projects.
- The District will continue to issue \$15 million to fund capital improvement projects. Calendar year 2015 issuance of Capital bonds is projected to take place prior to June 30, 2015, as continued support of the Strong Schools Strong Communities 2.0 initiatives.
- Revenues in the Building Construction Fund are projected to decrease by \$11.1 million, or 4.2%.
- Expenditures in the Building Construction Fund are projected to decrease by \$7.7 million, or 2.4%, as the Alternative Bond proceeds are spent down.
- The Building Construction Fund balance will decrease resulting from spending the remainder of Alternative Bond proceeds.

**Saint Paul Public Schools
Proposed Building Construction Fund Budget
Fiscal Year 2014-15**

The Building Construction Fund records financial activity relating to a building construction program resulting from the sale of general obligation bonds or certificates of participation by a School District. Minnesota statutes and federal arbitrage regulations govern use of the funds. Building Construction funds are held in trust and expended only for authorized projects. Resources may be used for general construction, building additions, architectural and engineering costs, equipment, and costs of floating a bond issue.

	Adopted 2013-14	Projected 2013-14	Proposed 2014-15
Fund Balance - Beginning	<u>\$49,184,779</u>	<u>\$46,881,627</u>	<u>\$32,522,906</u>
Revenue			
Sale of Bonds	\$26,000,000	\$15,000,000	\$15,000,000
Federal	0	0	0
Miscellaneous	0	0	0
Investment Earnings	<u>200,000</u>	<u>97,944</u>	<u>100,000</u>
	<u>\$26,200,000</u>	<u>\$15,097,944</u>	<u>\$15,100,000</u>
Expenditures			
Salary and Wages	\$2,450,000	\$1,964,234	\$771,000
Employee Benefits	1,100,000	989,732	247,000
Capital Expenditures	<u>28,450,000</u>	<u>26,502,699</u>	<u>23,254,906</u>
	<u>\$32,000,000</u>	<u>\$29,456,665</u>	<u>\$24,272,906</u>
Fund Balance - Ending			
Designated/Reserved	<u><u>\$43,384,779</u></u>	<u><u>\$32,522,906</u></u>	<u><u>\$23,350,000</u></u>

**Saint Paul Public Schools
Analysis of Debt Service Fund
Fiscal Year 2015 as Compared to Fiscal Year 2014**

- The District will issue only capital bonds for FY15 in the amount of \$15,000,000. The District will retire approximately \$42 million of existing debt, including \$15,185,000 paid from the 2012B refunding issue escrow account in February 2015. The net result will be a decrease in the overall outstanding debt of the District by approximately \$27 million.
- During preparation for issuing new debt, the District will analyze existing debt to determine if any new bond refundings should be considered. Debt service refunding issues for FY15 have not yet been determined and, consequently, no refunding proceeds have been projected for FY15.
- Debt Service Fund revenue is projected to decrease by approximately \$3.6 million, or 7.4%. This decrease is driven by scheduled payments of debt as provided to and approved by the Minnesota Department of Education.
- Debt Service Fund expenditures are projected to decrease by approximately \$2.0 million, or 4.7%. This decrease is driven by scheduled debt redemptions and refundings which have restructured debt payments to retire principal earlier and reduce long term interest expense.

**Saint Paul Public Schools
Proposed Debt Service Fund Budget
Fiscal Year 2014-15**

The Debt Service Fund must be established in a district that has outstanding bonded indebtedness, for building construction or operating capital. It must record activity for initial or refunded bonds. The School Board may authorize the investment of debt funds in certain types of securities specified investments by law. The earnings accrued from such become a part of the Debt Service Fund.

	Adopted 2013-14	Projected 2013-14	Proposed 2014-15
Fund Balance - Beginning Unassigned	<u>\$ (1,467,240)</u>	<u>\$ (2,784,639)</u>	<u>\$ 1,822,376</u>
Revenue			
Local	\$43,852,000	\$43,854,127	\$40,327,000
State	3,733,000	3,732,577	3,733,000
Federal	930,000	936,489	931,000
Investment Earnings & Other	200,000	163,757	100,000
	<u>\$48,715,000</u>	<u>\$48,686,950</u>	<u>\$45,091,000</u>
Expenditures			
Debt Service	<u>\$43,560,000</u>	<u>\$44,079,935</u>	<u>\$41,517,000</u>
Fund Balance - Ending Unassigned	<u><u>\$3,687,760</u></u>	<u><u>\$ 1,822,376</u></u>	<u><u>\$5,396,376</u></u>



General Fund Supplemental Information

**Saint Paul Public Schools
Analysis of General Fund Revenue
Fiscal Year 2015 as Compared to Fiscal Year 2014**

- General Fund revenue for FY15 is projected to be higher than projected FY14 by \$23.5 million, or 4.6%.
- The following factors impacted changes in revenue:
 - The Local revenue increase of \$3.7 million is comprised of: an increase related to the shift from issuing Alternative Bonds to the Pay As You Go Levy of \$9.7M, an increase in the OPEB Levy of \$6.2M, a decrease of \$8.8M related to legislative changes concerning Location Equity and Referendum revenue which resulted in a shift from Levy to Aid, a decrease of \$2.9M in levy adjustments and other legislative changes to formula calculations, and a decrease of \$.5M from tuition and other sources.
 - The State aid revenue increase of \$19.8 million includes the following:
 - 1) An increase in the basic per pupil formula, changes in pupil weights, and 2014 legislative actions generated an additional \$9.3 million.
 - 2) Location Equity and Referendum revenue shift from Levy to Aid increased revenue of \$8.8 million.
 - 3) Annual changes to equalization calculations generated an additional \$1.8 million.
 - 4) Increase in Multilingual Learners and Compensatory Education of \$1.3 million.
 - 5) Increase in Special Education revenue of \$2.6 million.
 - 6) Decrease in miscellaneous state aid of \$3.5 million.
 - 7) Decrease in Integration state aid of \$.5 million.
 - Federal revenue is projected to remain the same.

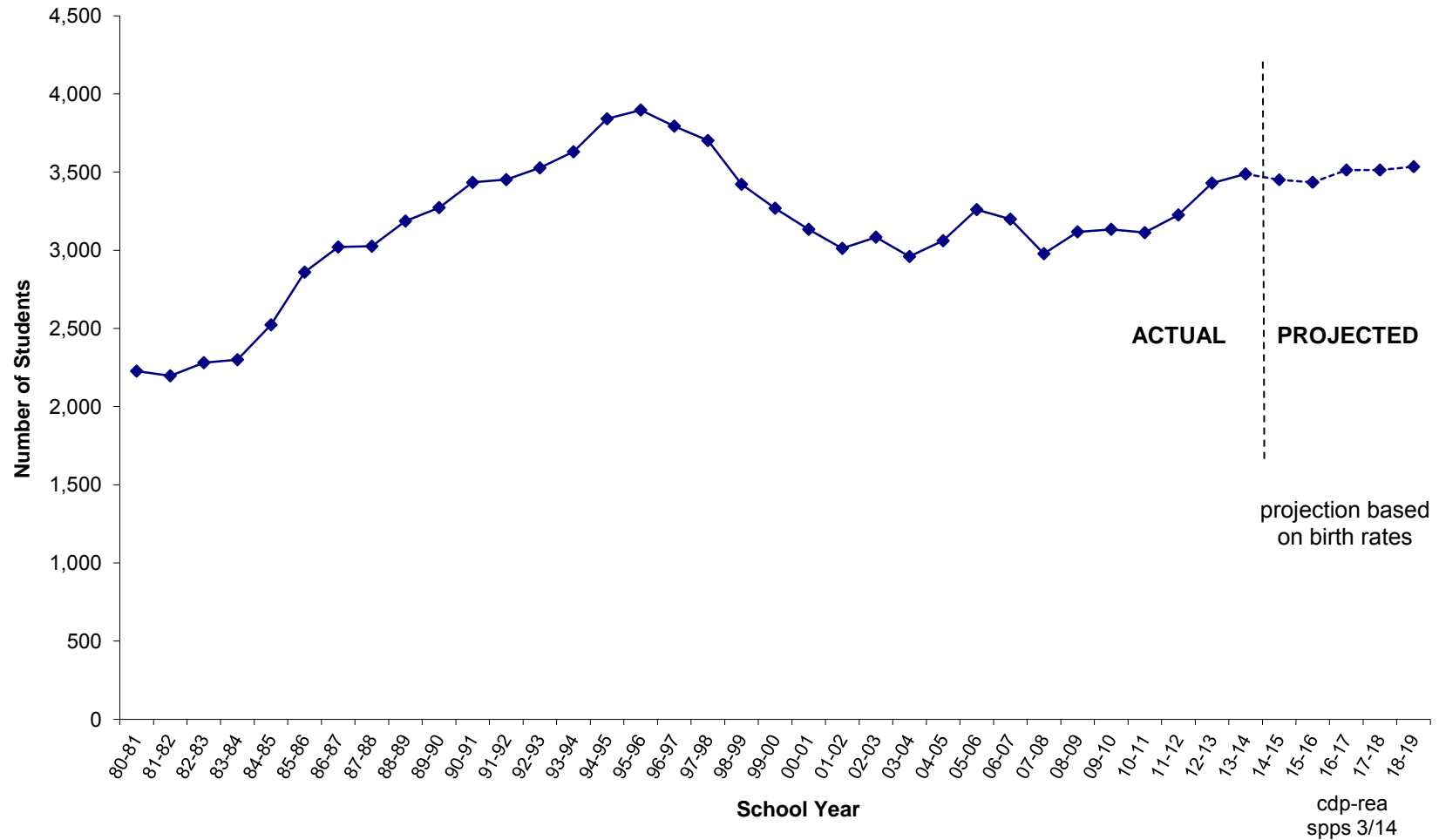
**Saint Paul Public Schools
General Fund Revenue Budget
Fiscal Year 2015 as Compared to Fiscal Year 2014**

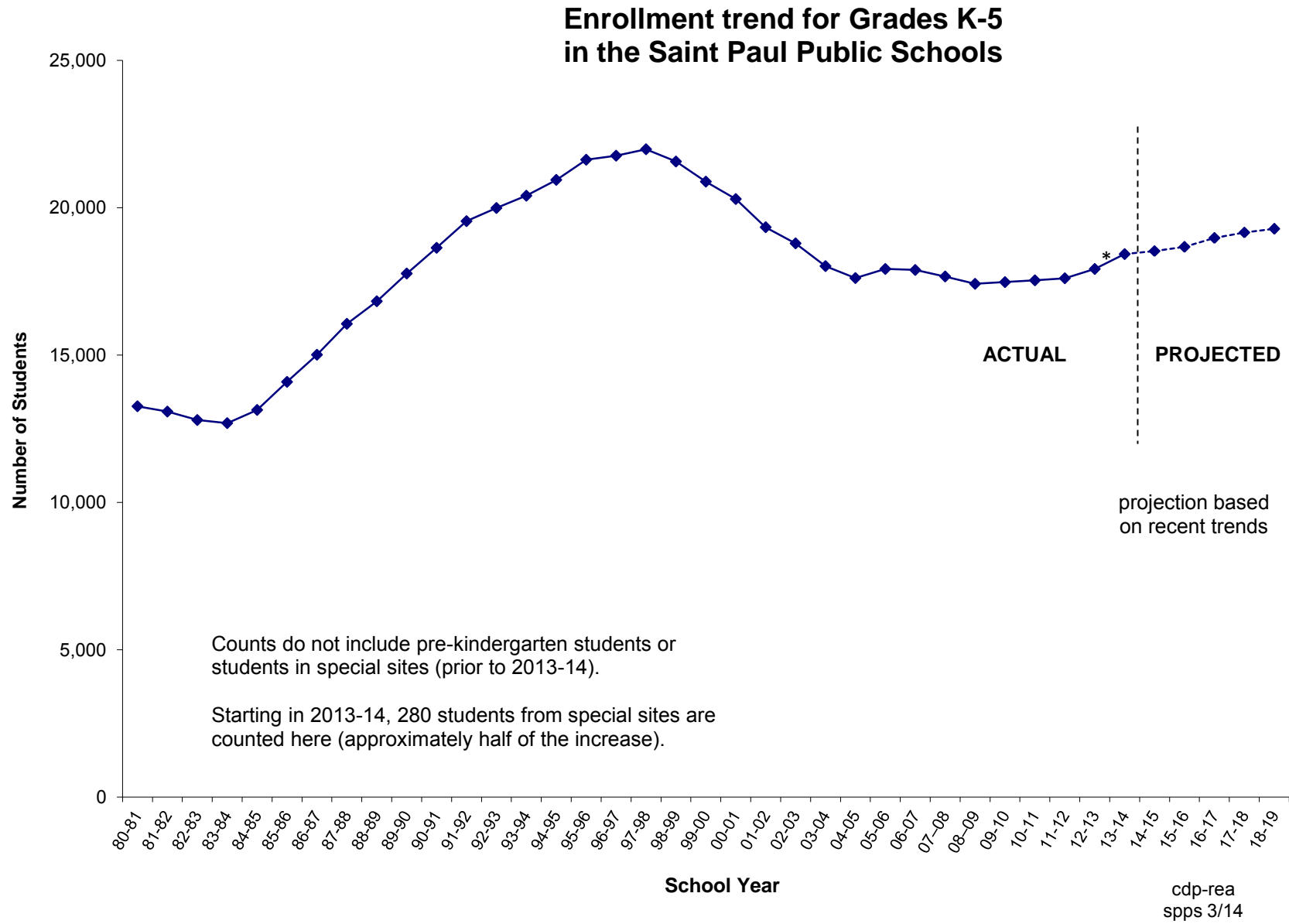
	Adopted 2013-14	Projected 2013-14	Proposed 2014-15
Local Revenues			
Local Certified Levy	\$85,897,782	\$85,897,782	\$90,092,110
Tuition	500,000	238,010	150,000
Other Local	4,673,832	5,823,825	4,546,800
Total Local Revenues	<u>\$91,071,614</u>	<u>\$91,959,617</u>	<u>\$94,788,910</u>
State Aid Revenues			
General Education Revenues			
Compensatory Education	\$69,203,488	\$69,203,488	\$69,945,493
Limited English Proficiency	7,600,000	7,600,000	8,175,484
Other General Education	257,869,275	255,813,819	275,965,110
Other State Aid Revenues			
Special Education Revenues	58,669,630	56,442,352	61,285,840
Integration	11,678,232	10,842,320	11,217,787
Literacy Aid	1,947,586	1,900,417	1,900,417
Other State Aid	3,097,157	2,860,731	1,338,658
Total State Aid Revenues	<u>\$410,065,368</u>	<u>\$404,663,127</u>	<u>\$429,828,789</u>
Federal Aid Revenues			
Third Party Billing	\$3,500,000	\$3,500,000	\$3,500,000
E-Rate Reimbursement	1,000,000	1,000,000	1,000,000
Total Federal Revenues	<u>\$4,500,000</u>	<u>\$4,500,000</u>	<u>\$4,500,000</u>
Total Revenues	<u><u>\$505,636,982</u></u>	<u><u>\$501,122,744</u></u>	<u><u>\$529,117,699</u></u>

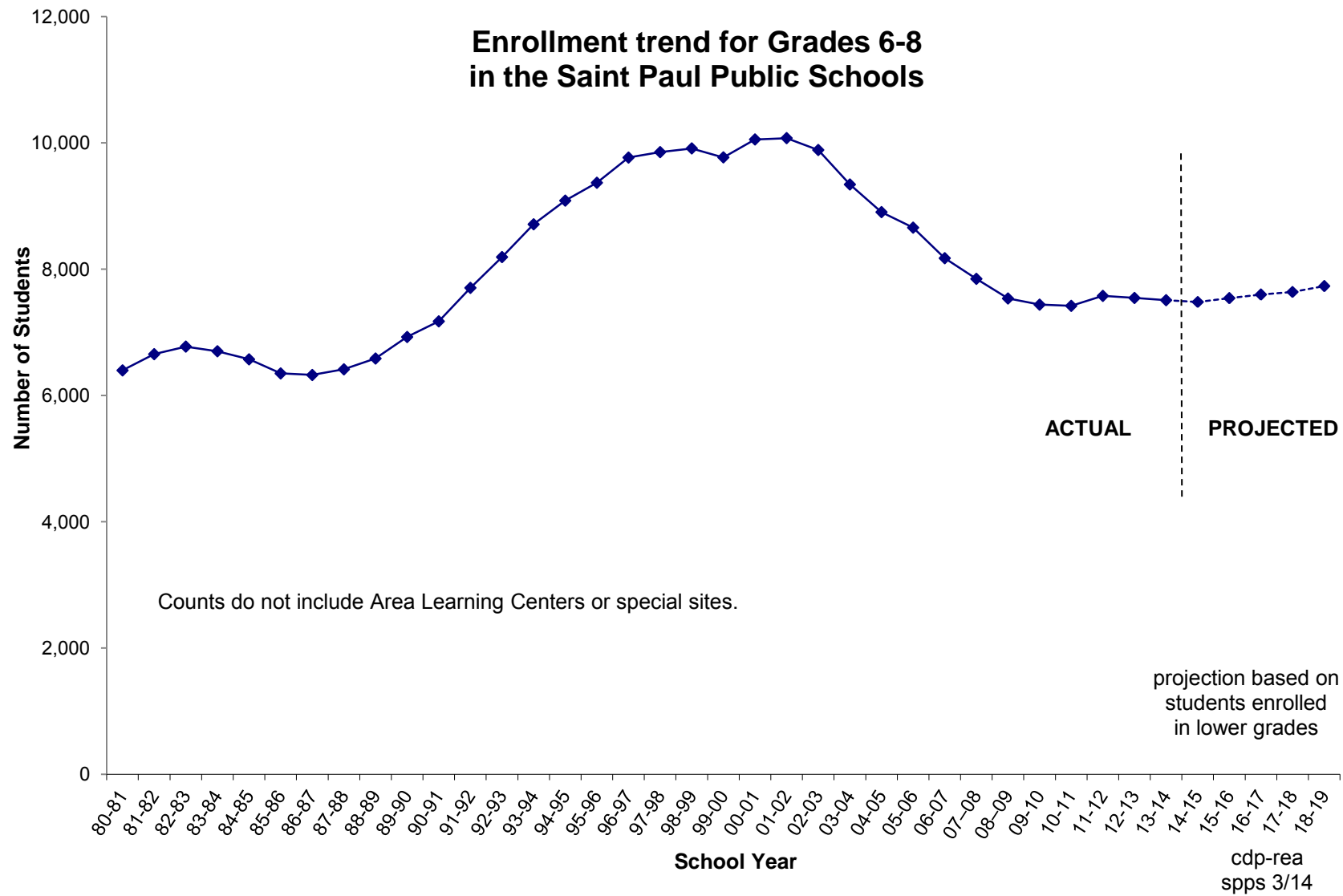
Saint Paul Public Schools Summary of Enrollment Trends

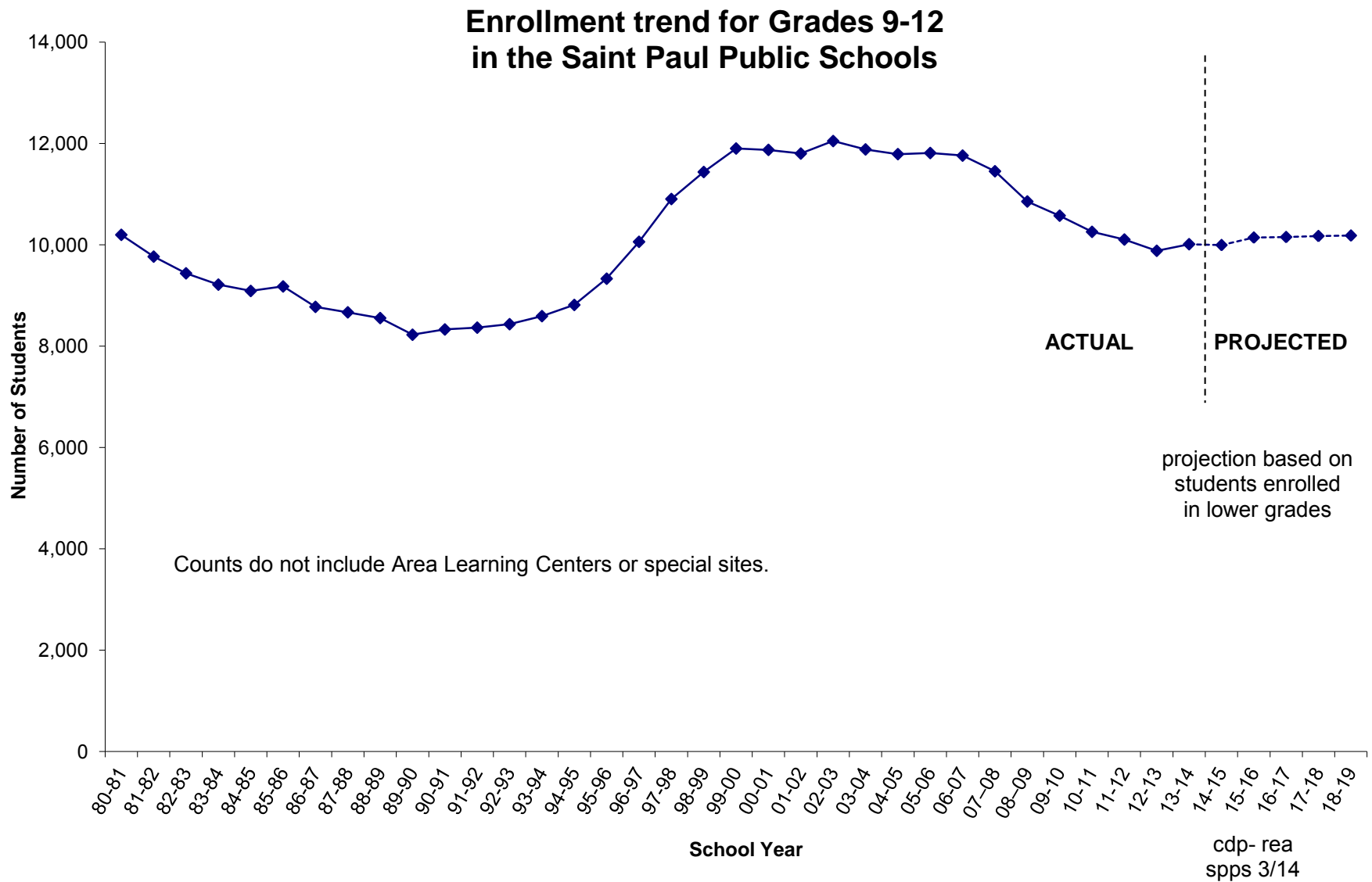
- In spite of several years of enrollment increase, Kindergarten enrollment is expected to level off for a few years before resuming a slow increase.
- Enrollment in grades 1-5 has been fairly constant for the last few years, however began to increase two years ago. This trend is expected to continue, with increases of 100 to 200 students per year in the foreseeable future.
- Middle school grades are expected to remain fairly stable, with one more year of slight enrollment decline, followed by very slight increases of about 50 to 60 students per year.
- The significant enrollment loss of FY07 to FY13 has passed through the high school grades. High school enrollment is expected to remain stable for the foreseeable future.
- The trends shown on the following pages do not include students in Area Learning Centers or Special Education sites. Enrollment in those sites tends to be very stable. However, this year that was not the case:
 - 12th grade enrollment in Area Learning Centers decreased by 165 students, presumably as a result of changes to high school graduation requirements. It is expected that it will be a one-time drop.
 - Most elementary special education sites closed and their students were enrolled in traditional schools this year. This created an artificial one-time increase of 280 students in enrollment trend data. That was noted in the affected graphics.
- Enrollment shifts are not distributed uniformly among the schools in the District. Some schools will always have as many students as we can allow, while others have experienced significant enrollment decline.

Enrollment trend for Kindergarten in the Saint Paul Public Schools









**Saint Paul Public Schools
Analysis of the School Staffing Allocations
Fiscal Year 2015 as Compared to Fiscal Year 2014**

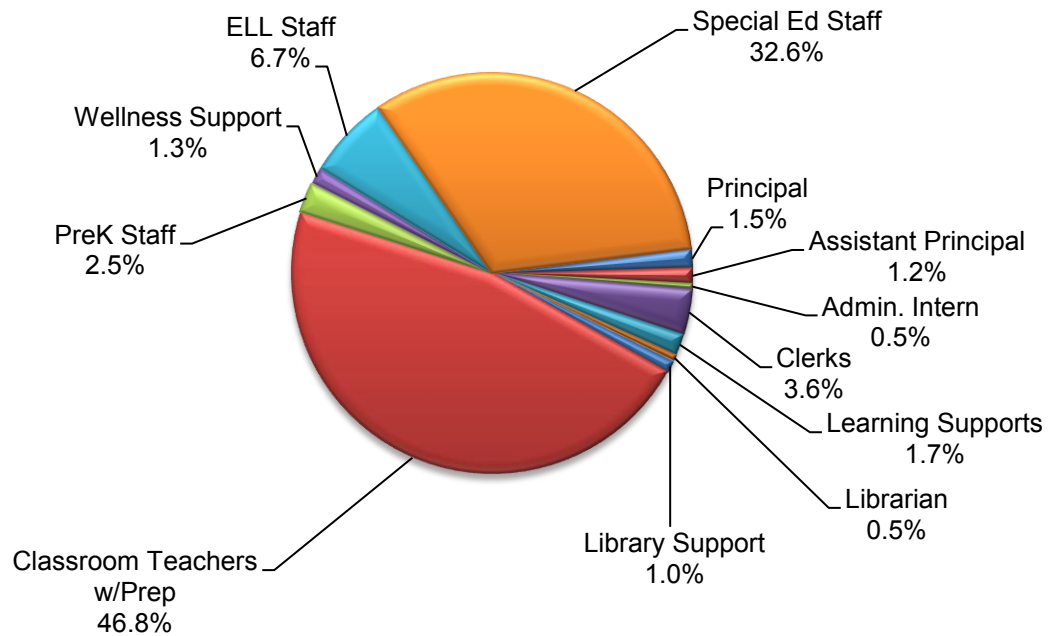
- For FY15, a central allocation method was utilized in support of the Strong Schools Strong Communities (SSSC) 2.0 Plan following the funding requirements from the federal and state monies. Differentiation criteria was used to allocate resources in an equitable way that targeted the needs in each school.
- In addition, staffing allocations were also based on class size ranges that met the terms of the contract signed by leaders of both Saint Paul Public Schools and Saint Paul Federation of Teachers. The target class size ranges are as follows:

<u>Grade Level</u>	<u>High Poverty</u>	<u>Low Poverty</u>
Pre-K	20	20
Kindergarten	20 - 25	22 - 26
Grades 1 - 3	22 - 25	22 - 27
Grades 4 - 5	25 - 28	25 - 29
Grades 6 - 8	29 - 33	29 - 35
Grades 9 - 12	30 - 35	30 - 37

- High Poverty was determined by taking 30 traditional schools with the highest levels of poverty concentration per the Minnesota Department of Revenue (MDE) FY15 Compensatory Revenue report. There are two sites that tied for 30th place. In FY15, there are actually 31 sites considered High Poverty. This meets the terms of a Memorandum of Agreement (MOA) signed by leaders of both Saint Paul Public Schools and Saint Paul Federation of Teachers.
- To reach the appropriate number of students per teacher, the funding allocation to schools for Intervention Specialists was reclassified to meet contractual requirements.
- The next four pages provide detail of the FTE allocations for FY15 by site.

**Saint Paul Public Schools
School Staffing Allocation Summary
Fiscal Year 2014-15**

School	Principal	Assistant Principal	Admin. Intern	Clerks	Learning Supports	Librarian	Library Support	Classroom Teachers w/Prep	PreK Staff	Wellness Support	ELL Staff	Special Ed Staff	Total FTEs
PreK-5 Sites	32.00	8.00	9.00	61.00	5.00	0.00	16.13	770.00	65.80	17.51	134.30	383.00	1,501.74
Dual Campus Sites	3.00	3.00	0.00	9.00	1.00	0.00	2.25	94.50	15.16	3.05	9.80	26.85	167.61
6-8 Sites	6.00	7.00	4.00	14.00	9.94	0.00	3.75	181.50	0.00	4.45	21.50	129.72	381.86
6-12 Sites	4.00	8.00	0.00	13.00	11.88	4.00	0.00	164.00	0.00	2.60	32.00	90.61	330.09
9-12 Sites	5.00	13.00	2.00	23.00	19.47	5.00	0.00	320.78	0.00	5.20	26.00	150.93	570.38
K-8 Sites	4.00	5.00	3.00	11.00	5.00	0.00	3.75	158.00	8.24	3.45	18.00	75.04	294.48
Other Sites	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5.44	1.40	316.78	323.62
Contractual Staffing	0.00	0.00	0.00	0.00	10.00	10.00	10.30	0.00	0.00	7.00	0.00	5.00	42.30
Grand Total	54.00	44.00	18.00	131.00	62.29	19.00	36.18	1,688.78	89.20	48.70	243.00	1,177.93	3,612.08



Fiscal Year 2014-2015 FTE Allocation Summary

**Saint Paul Public Schools
Staffing Allocation Summary
Fiscal Year 2014-2015**

		Assistant Admin.				Learning		Library	Classroom	PreK Staff	Wellness		Special Ed Staff	Total FTEs
School Name		Principal	Principal	Intern	Clerks	Supports	Librarian	Support	Teachers w/Prep		Support	ELL Staff		
PreK-5 Sites														
410	Adams	1.00	1.00	0.00	1.50	1.00	0.00	0.75	35.00	0.00	0.70	2.50	3.80	47.25
422	Battle Creek	1.00	0.00	0.00	2.00	0.00	0.00	0.38	22.50	0.00	0.50	4.00	15.50	45.88
424	Benjamin E Mays	1.00	0.00	1.00	2.00	0.00	0.00	0.38	25.50	1.80	0.60	3.00	24.24	59.52
449	Bruce Vento	1.00	1.00	0.00	2.00	1.00	0.00	0.75	27.00	3.74	0.60	7.00	14.82	58.91
425	Chelsea Heights	1.00	0.00	0.00	2.00	0.00	0.00	0.38	21.50	0.00	0.40	1.70	5.85	32.83
428	Cherokee Heights	1.00	0.00	0.00	2.00	0.00	0.00	0.38	17.50	1.80	0.40	1.50	8.25	32.83
431	Como Elementary	1.00	1.00	0.00	2.00	0.00	0.00	0.38	25.50	2.84	0.60	7.00	27.89	68.21
433	Dayton's Bluff	1.00	0.00	1.00	2.00	0.00	0.00	0.38	21.50	2.70	0.45	2.00	11.49	42.52
452	Eastern Heights	1.00	0.00	0.00	2.00	0.00	0.00	0.38	20.00	1.80	0.45	4.00	12.60	42.23
435	Expo	1.00	1.00	0.00	1.50	1.00	0.00	0.75	33.00	1.80	0.60	1.50	12.80	54.95
458	Farnsworth Lower	1.00	0.00	0.00	2.00	0.00	0.00	0.75	25.50	1.80	0.55	5.50	4.00	41.10
460	Four Seasons	1.00	0.00	0.00	2.00	0.00	0.00	0.38	24.50	1.80	0.50	5.00	19.57	54.75
464	Frost Lake	1.00	0.00	1.00	2.00	0.00	0.00	0.38	28.00	0.00	0.60	11.00	20.90	64.88
467	Galtier	1.00	0.00	0.00	2.00	0.00	0.00	0.38	10.50	0.90	0.58	1.00	5.24	21.60
476	Groveland Park	1.00	0.00	0.00	2.00	0.00	0.00	0.75	24.50	1.80	0.76	1.50	4.40	36.71
482	Hamline	1.00	0.00	0.00	2.00	0.00	0.00	0.38	15.50	1.80	0.45	2.60	12.48	36.21
491	Highland Park	1.00	0.00	0.00	1.50	0.00	0.00	0.38	19.00	0.00	0.67	2.00	2.35	26.90
496	Highwood Hills	1.00	0.00	0.00	2.00	0.00	0.00	0.38	15.50	1.80	0.35	3.50	15.82	40.35
518	Horace Mann	1.00	0.00	0.00	1.50	0.00	0.00	0.38	19.00	0.00	0.30	1.00	3.90	27.08
493	J J Hill	1.00	0.00	0.00	1.50	0.00	0.00	0.38	20.50	6.30	0.35	1.00	4.10	35.13
500	Jackson	1.00	0.00	1.00	1.50	0.00	0.00	0.38	24.50	3.74	0.45	7.00	3.75	43.32
483	Jie Ming	0.00	0.00	1.00	1.50	0.00	0.00	0.38	7.50	0.00	0.00	0.00	0.00	10.38
415	John A Johnson	1.00	0.00	1.00	2.00	0.00	0.00	0.38	20.00	1.94	0.77	2.00	20.28	49.37
524	Maxfield	1.00	0.00	1.00	2.00	1.00	0.00	0.38	19.00	1.80	0.40	1.50	17.13	45.21
527	Mississippi	1.00	0.00	1.00	2.00	0.00	0.00	0.38	25.50	2.70	0.65	11.00	18.99	63.22
578	Obama	1.00	0.00	1.00	2.00	0.00	0.00	0.38	25.50	5.40	0.40	1.50	21.07	58.25
541	Phalen Lake	1.00	1.00	0.00	1.50	1.00	0.00	0.75	35.50	2.84	0.75	12.00	10.54	66.88
545	Randolph Heights	1.00	0.00	0.00	1.50	0.00	0.00	0.38	23.00	0.00	0.67	1.00	2.75	30.30
551	Riverview	1.00	0.00	0.00	2.00	0.00	0.00	0.38	20.50	1.80	0.30	4.00	7.55	37.53
557	St. Anthony Park	1.00	0.00	0.00	1.50	0.00	0.00	0.75	26.50	0.00	0.45	1.50	2.85	34.55
558	St. Paul Music Academy	1.00	1.00	0.00	2.00	0.00	0.00	0.75	30.50	4.00	0.60	10.00	16.95	66.80
488	The Heights	1.00	1.00	0.00	2.00	0.00	0.00	0.75	29.00	2.70	0.91	5.00	19.79	62.15
552	Wellstone	1.00	1.00	0.00	2.00	0.00	0.00	0.75	31.50	6.20	0.75	9.50	11.35	64.05
Total PreK-5 Sites		32.00	8.00	9.00	61.00	5.00	0.00	16.13	770.00	65.80	17.51	134.30	383.00	1,501.74
Dual Campus Sites														
465	Crossroads Montessori	0.50	0.50	0.00	1.50	0.00	0.00	0.38	17.50	5.40	1.05	2.30	5.15	34.28

**Saint Paul Public Schools
Staffing Allocation Summary
Fiscal Year 2014-2015**

		Assistant Admin.			Learning		Library	Classroom	PreK Staff	Wellness Support	ELL Staff	Special Ed Staff	Total FTEs
School Name	Principal	Principal	Intern	Clerks	Supports	Librarian	Support	Teachers w/Prep					
466 Crossroads Science	0.50	0.50	0.00	1.50	1.00	0.00	0.38	17.50	1.80	0.10	1.50	6.50	31.28
462 L'Etoile Du Nord Upper	0.50	0.50	0.00	1.50	0.00	0.00	0.38	18.50	0.00	0.85	2.00	1.75	25.98
463 L'Etoile Du Nord Lower	0.50	0.50	0.00	1.50	0.00	0.00	0.38	12.50	0.00	0.29	0.00	0.50	16.17
533 Nokomis North	0.50	0.50	0.00	1.50	0.00	0.00	0.38	17.50	4.88	0.66	4.00	8.10	38.02
534 Nokomis South	0.50	0.50	0.00	1.50	0.00	0.00	0.38	11.00	3.08	0.10	0.00	4.85	21.91
Total Dual Campus Site	3.00	3.00	0.00	9.00	1.00	0.00	2.25	94.50	15.16	3.05	9.80	26.85	167.61
6-8 Sites													
310 Battle Creek Middle	1.00	1.00	1.00	3.00	2.00	0.00	0.75	36.50	0.00	0.90	8.00	30.32	84.47
315 Farnsworth Upper	1.00	1.00	1.00	2.00	1.00	0.00	0.75	30.50	0.00	0.75	4.00	20.40	62.40
330 Highland Park Middle	1.00	2.00	0.00	3.00	2.00	0.00	0.75	33.50	0.00	0.70	3.50	18.59	65.04
342 Murray	1.00	1.00	1.00	2.00	2.94	0.00	0.75	30.50	0.00	0.85	3.00	20.97	64.01
344 Parkway	1.00	0.00	1.00	2.00	1.00	0.00	0.00	22.00	0.00	0.50	1.50	18.09	47.09
345 Ramsey	1.00	2.00	0.00	2.00	1.00	0.00	0.75	28.50	0.00	0.75	1.50	21.35	58.85
Total 6-8 Sites	6.00	7.00	4.00	14.00	9.94	0.00	3.75	181.50	0.00	4.45	21.50	129.72	381.86
6-12 Sites													
211 Creative Arts	1.00	1.00	0.00	2.00	3.88	1.00	0.00	17.00	0.00	0.20	1.00	3.65	30.73
225 Humboldt Secondary	1.00	2.00	0.00	3.00	2.00	1.00	0.00	47.00	0.00	1.00	14.50	40.65	112.15
250 Open	1.00	1.00	0.00	2.00	2.00	1.00	0.00	15.00	0.00	0.40	0.50	6.25	29.15
252 Washington Secondary	1.00	4.00	0.00	6.00	4.00	1.00	0.00	85.00	0.00	1.00	16.00	40.06	158.06
Total 6-12 Sites	4.00	8.00	0.00	13.00	11.88	4.00	0.00	164.00	0.00	2.60	32.00	90.61	330.09
9-12 Sites													
210 Central	1.00	3.00	0.00	5.00	5.00	1.00	0.00	75.00	0.00	1.20	2.50	29.20	122.90
212 Como Park Senior	1.00	2.00	1.00	4.00	4.00	1.00	0.00	51.00	0.00	1.00	9.50	29.89	104.39
215 Harding	1.00	4.00	0.00	6.00	4.00	1.00	0.00	83.50	0.00	1.00	8.00	33.57	142.07
220 Highland Park Senior	1.00	2.00	1.00	4.00	4.47	1.00	0.00	50.78	0.00	1.00	2.50	19.75	87.50
230 Johnson	1.00	2.00	0.00	4.00	2.00	1.00	0.00	60.50	0.00	1.00	3.50	38.52	113.52
Total 9-12 Sites	5.00	13.00	2.00	23.00	19.47	5.00	0.00	320.78	0.00	5.20	26.00	150.93	570.38
K-8 Sites													
579 American Indian	1.00	1.00	1.00	2.00	1.00	0.00	0.75	30.50	3.60	0.75	4.50	19.40	65.50
494 Capitol Hill	1.00	2.00	0.00	3.00	2.00	0.00	1.50	55.00	0.00	1.00	4.50	5.75	75.75
489 Hazel Park	1.00	1.00	1.00	2.00	1.00	0.00	0.75	34.50	1.80	0.75	3.50	11.40	58.70
510 Linwood - Monroe Lower	0.50	0.00	1.00	2.00	1.00	0.00	0.00	15.00	0.00	0.30	3.00	11.00	33.80
528 Linwood - Monroe Upper	0.50	1.00	0.00	2.00	0.00	0.00	0.75	23.00	2.84	0.65	2.50	27.49	60.73
Total K-8 Sites	4.00	5.00	3.00	11.00	5.00	0.00	3.75	158.00	8.24	3.45	18.00	75.04	294.48

Saint Paul Public Schools
Staffing Allocation Summary
Fiscal Year 2014-2015

School Name		Principal	Assistant Principal	Admin. Intern	Clerks	Learning Supports	Librarian	Library Support	Classroom Teachers w/Prep	PreK Staff	Wellness Support	ELL Staff	Special Ed Staff	Total FTEs
Total Regular Sites		54.00	44.00	18.00	131.00	52.29	9.00	25.88	1,688.78	89.20	36.26	241.60	856.15	3,246.16
Other Sites														
006	Agape	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.20	0.50	1.00	1.70
999	Total Special Ed Sites	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5.24	0.90	311.88	318.02
7xx	Total Area Learning Ctrs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.90	2.90
677	EMID	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
841	GAP	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00
Total Other Sites		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5.44	1.40	316.78	323.62
Contractual Staffing						10.00	10.00	10.30			7.00		5.00	42.30
Grand Total		54.00	44.00	18.00	131.00	62.29	19.00	36.18	1,688.78	89.20	48.70	243.00	1,177.93	3,612.08

**Saint Paul Public Schools
Analysis of School Allocations by Major Funding Sources
Fiscal Year 2015 as Compared to Fiscal Year 2014**

- The schools will receive \$259,652,401 in total allocation for FY15. The percent received from each source is as follows:

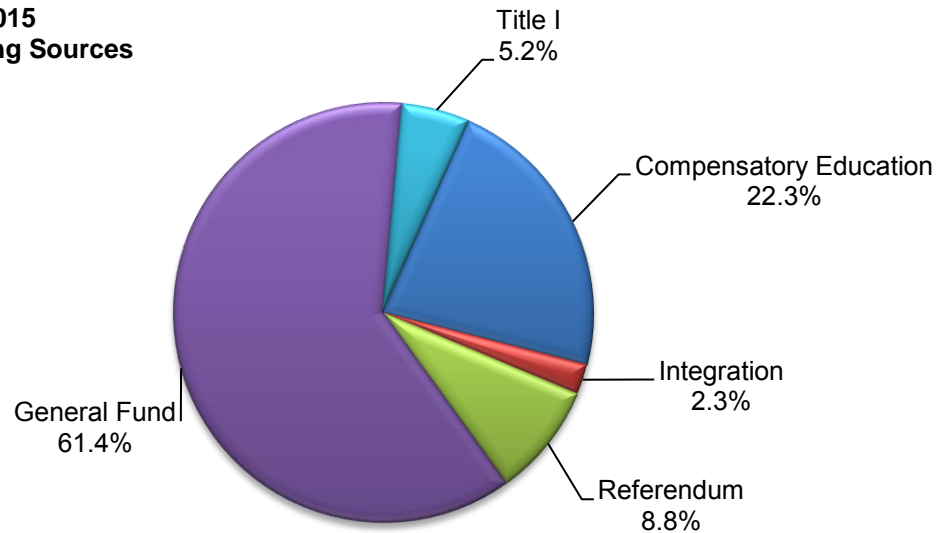
General Revenue	61.4%
Compensatory Education Revenue	22.3%
Referendum Revenue	8.8%
Integration Revenue	2.3%
Title I Revenue	5.2%

- School allocations have increased overall by approximately \$1.8 million. All schools do not receive the same amount of money per pupil because some school funding is categorical and has specific criteria on its spending.
- Some schools will experience a fluctuation in Compensatory dollars due to 6th graders are either no longer in their schools, or have been added to their schools. While next year will technically be the second year of 6th grade transition, Compensatory Education revenue is based on the previous year's free and reduced enrollment count.
- In FY15, all secondary sites will continue to receive Title I funds.
- The next four pages provide detail of the school allocations by site, by major funding source.

Saint Paul Public Schools
Summary of School Allocations by Major Funding Sources
Fiscal Year 2014-15

School	Enrollment	General Fund	Comp Ed	Referendum	Integration	Title I	Total Allocation	Per Pupil Allocation
PreK-5 Sites	16,058	59,593,987	21,694,061	10,337,128	2,375,172	5,221,125	99,221,473	5,854
Dual Campus Sites	2,078	8,022,943	1,543,813	1,907,946	326,004	383,775	12,184,481	5,679
6-8 Sites	4,221	14,196,969	6,415,250	2,282,426	552,547	1,624,350	25,071,542	5,555
6-12 Sites	3,937	10,024,275	8,779,155	1,962,297	782,774	1,778,700	23,327,200	5,473
9-12 Sites	7,753	23,507,666	12,179,146	4,257,367	1,795,776	2,915,325	44,655,279	5,384
K-8 Sites	3,631	12,568,853	5,525,766	1,975,471	232,860	1,256,325	21,559,275	5,592
Other Sites	2,019	21,691,544	2,047,088	0	0	322,098	24,060,730	11,758
IntraSchool	0	4,000,000	0	0	0	0	4,000,000	0
Contingency	0	2,650,583	33,304	0	0	0	2,683,887	0
Contractual Staffing	0	2,888,533	0	0	0	0	2,888,533	0
Grand Total	39,697	159,145,353	58,217,584	22,722,635	6,065,132	13,501,698	259,652,401	6,541

Fiscal Year 2014-2015
Allocation by Major Funding Sources



Saint Paul Public Schools
Summary of School Allocations by Major Funding Sources
Fiscal Year 2014-2015

School Name	Enrollment	General Fund	Comp Ed	Referendum	Integration	Title I	Total Allocation	Per Pupil Allocation w/o Title I
PreK-5 Sites								
410 Adams	705	2,286,709	927,715	521,462	139,716	201,075	4,076,677	5,497
422 Battle Creek	462	1,944,986	550,688	132,264	0	182,700	2,810,638	5,688
424 Benjamin E Mays	529	2,080,801	990,701	260,772	93,144	237,300	3,662,718	6,475
449 Bruce Vento	604	1,924,939	904,766	424,234	232,860	260,925	3,747,724	5,773
425 Chelsea Heights	459	1,617,346	432,888	291,469	0	119,700	2,461,403	5,102
428 Cherokee Heights	359	1,464,599	755,988	212,337	0	167,475	2,600,399	6,777
431 Como Elementary	532	1,988,465	836,476	348,804	0	210,525	3,384,270	5,966
433 Dayton's Bluff	480	1,639,171	858,713	301,741	0	204,225	3,003,850	5,833
452 Eastern Heights	429	1,523,275	605,030	232,829	0	170,625	2,531,759	5,504
435 Expo	723	2,921,321	550,225	316,659	0	0	3,788,205	5,240
458 Farnsworth Lower	546	1,991,166	702,939	266,361	93,144	236,250	3,289,860	5,593
460 Four Seasons	495	2,043,678	768,921	251,458	93,144	176,400	3,333,601	6,378
464 Frost Lake	536	2,246,034	752,423	153,688	0	235,725	3,387,870	5,881
467 Galtier	222	864,249	351,669	118,278	0	80,850	1,415,046	6,010
476 Groveland Park	546	1,760,221	490,717	495,126	0	0	2,746,064	5,029
482 Hamline	291	1,121,987	457,541	192,777	139,716	126,525	2,038,546	6,571
491 Highland Park	391	1,791,954	203,887	271,909	0	105,525	2,373,275	5,800
496 Highwood Hills	332	1,348,191	582,448	204,886	0	149,100	2,284,625	6,432
518 Horace Mann	378	1,793,951	11,561	268,183	0	0	2,073,695	5,486
493 J J Hill	445	1,560,795	290,993	740,949	0	0	2,592,737	5,826
500 Jackson	513	1,784,765	655,767	399,086	186,288	206,325	3,232,231	5,898
483 Jie Ming	133	921,841	48,253	38,189	0	0	1,008,283	7,581
415 John A Johnson	434	1,523,008	854,689	265,921	0	203,700	2,847,318	6,091
524 Maxfield	391	1,504,776	763,646	221,652	186,288	171,150	2,847,512	6,845
527 Mississippi	529	1,891,853	786,340	315,712	186,288	234,675	3,414,868	6,012
578 Obama	554	1,882,406	1,098,917	487,983	279,432	237,825	3,986,563	6,767
541 Phalen Lake	778	2,341,707	1,153,281	419,593	279,432	339,675	4,533,688	5,391
545 Randolph Heights	456	1,921,686	244,421	290,538	0	0	2,456,645	5,387
551 Riverview	400	1,396,070	591,197	224,446	186,288	146,475	2,544,476	5,995
557 St. Anthony Park	528	2,258,832	162,534	379,658	0	0	2,801,024	5,305
558 St. Paul Music Academy	593	2,359,430	964,554	401,450	0	271,425	3,996,859	6,282
488 The Heights	624	1,800,648	1,229,035	343,655	0	251,475	3,624,813	5,406
552 Wellstone	661	2,093,127	1,115,139	543,059	279,432	293,475	4,324,232	6,098
Total PreK-5 Sites	16,058	59,593,987	21,694,061	10,337,128	2,375,172	5,221,125	99,221,473	

Saint Paul Public Schools
Summary of School Allocations by Major Funding Sources
Fiscal Year 2014-2015

School Name	Enrollment	General Fund	Comp Ed	Referendum	Integration	Title I	Total Allocation	Per Pupil Allocation w/o Title I
Dual Campus Sites								
465 Crossroads Montessori	407	1,345,195	224,832	606,204	93,144	109,725	2,379,100	5,576
466 Crossroads Science	400	1,492,314	509,240	224,446	93,144	141,750	2,460,894	5,798
462 L'Etoile Du Nord Upper	378	1,506,961	317,976	108,047	93,144	0	2,026,128	5,360
463 L'Etoile Du Nord Lower	265	786,433	271,404	349,965	46,572	0	1,454,374	5,488
533 Nokomis North	381	1,735,940	85,116	383,676	0	77,700	2,282,432	5,787
534 Nokomis South	247	1,156,100	135,245	235,608	0	54,600	1,581,553	6,182
Total Dual Campus Sites	2,078	8,022,943	1,543,813	1,907,946	326,004	383,775	12,184,481	
6-8 Sites								
310 Battle Creek Middle	842	2,947,110	1,767,442	461,376	0	411,075	5,587,003	6,147
315 Farnsworth Upper	664	2,374,169	1,330,945	331,018	138,137	313,950	4,488,219	6,287
330 Highland Park Middle	822	2,377,941	1,044,156	451,246	184,182	242,550	4,300,075	4,936
342 Murray	742	2,553,778	772,348	407,042	0	258,300	3,991,468	5,031
344 Parkway	494	1,684,613	560,054	270,747	92,091	148,050	2,755,555	5,278
345 Ramsey	657	2,259,358	940,306	360,997	138,137	250,425	3,949,223	5,630
Total 6-8 Sites	4,221	14,196,969	6,415,250	2,282,426	552,547	1,624,350	25,071,542	
6-12 Sites								
211 Creative Arts	375	1,438,686	904,546	6,284	0	84,000	2,433,516	6,265
225 Humboldt Secondary	1,132	2,536,638	2,694,036	621,614	276,273	571,725	6,700,286	5,414
250 Open	350	1,581,179	462,509	192,470	0	96,075	2,332,233	6,389
252 Washington Secondary	2,080	4,467,772	4,718,064	1,141,929	506,501	1,026,900	11,861,166	5,209
Total 6-12 Sites	3,937	10,024,275	8,779,155	1,962,297	782,774	1,778,700	23,327,200	
9-12 Sites								
210 Central	1,870	5,875,015	1,693,004	1,026,815	414,410	571,200	9,580,444	4,818
212 Como Park Senior	1,297	3,807,488	1,829,450	711,864	322,319	500,850	7,171,971	5,144
215 Harding	2,034	5,615,153	4,376,200	1,117,064	460,455	928,725	12,497,597	5,688
220 Highland Park Senior	1,209	3,991,774	1,413,041	663,976	276,273	291,900	6,636,964	5,248
230 Johnson	1,343	4,218,236	2,867,451	737,648	322,319	622,650	8,768,303	6,065
Total 9-12 Sites	7,753	23,507,666	12,179,146	4,257,367	1,795,776	2,915,325	44,655,279	

Saint Paul Public Schools
Summary of School Allocations by Major Funding Sources
Fiscal Year 2014-2015

School Name	Enrollment	General Fund	Comp Ed	Referendum	Integration	Title I	Total Allocation	Per Pupil Allocation w/o Title I
K-8 Sites								
579 American Indian	712	2,594,873	1,372,772	475,594	93,144	329,175	4,865,558	6,371
494 Capitol Hill	1,300	3,926,811	1,542,998	545,411	139,716	304,500	6,459,436	4,735
489 Hazel Park	713	2,884,177	1,277,944	396,647	0	308,700	4,867,468	6,394
510 Linwood - Monroe Lower	299	1,188,849	555,014	85,692	0	100,800	1,930,355	6,119
528 Linwood - Monroe Upper	607	1,974,143	777,038	472,127	0	213,150	3,436,458	5,310
Total K-8 Sites	3,631	12,568,853	5,525,766	1,975,471	232,860	1,256,325	21,559,275	
Total Regular Sites	37,678	127,914,693	56,137,192	22,722,635	6,065,132	13,179,600	226,019,251	
Other Sites								
006 AGAPE	97	756,543	180,291	0	0	40,950	977,784	
677 EMID	0	1,540,000	0	0	0	0	1,540,000	
841 GAP	0	869,069	167,637	0	0	35,973	1,072,679	
Total Special Ed Sites	1,345	1,308,104	472,063	0	0	0	1,780,167	
7xx Total Area Learning Centers	577	17,217,828	1,227,097			245,175	18,690,100	
Total Other Sites	2,019	21,691,544	2,047,088	0	0	322,098	24,060,730	
IntraSchool		4,000,000					4,000,000	
Contingency		2,650,583	33,304				2,683,887	
Contractual Staffing		2,888,533					2,888,533	
Grand Total	39,697	159,145,353	58,217,584	22,722,635	6,065,132	13,501,698	259,652,401	

**Saint Paul Public Schools
Analysis of General Fund Program Budgets
Fiscal Year 2015 as Compared to Fiscal Year 2014**

- The following three pages provide an analysis of the changes made to the General Fund programs from the Adopted FY14 budget to the Proposed FY15 budget.
- The allocation summary sheet provides information by major categories, with budget detail sheets including programs for each major category. Three categories have been established to more accurately represent the distribution of resources in the General Fund. They are as follows:

Central Administration - refers to programs necessary to support governance, policy & procedures, and staff support to the Superintendent.

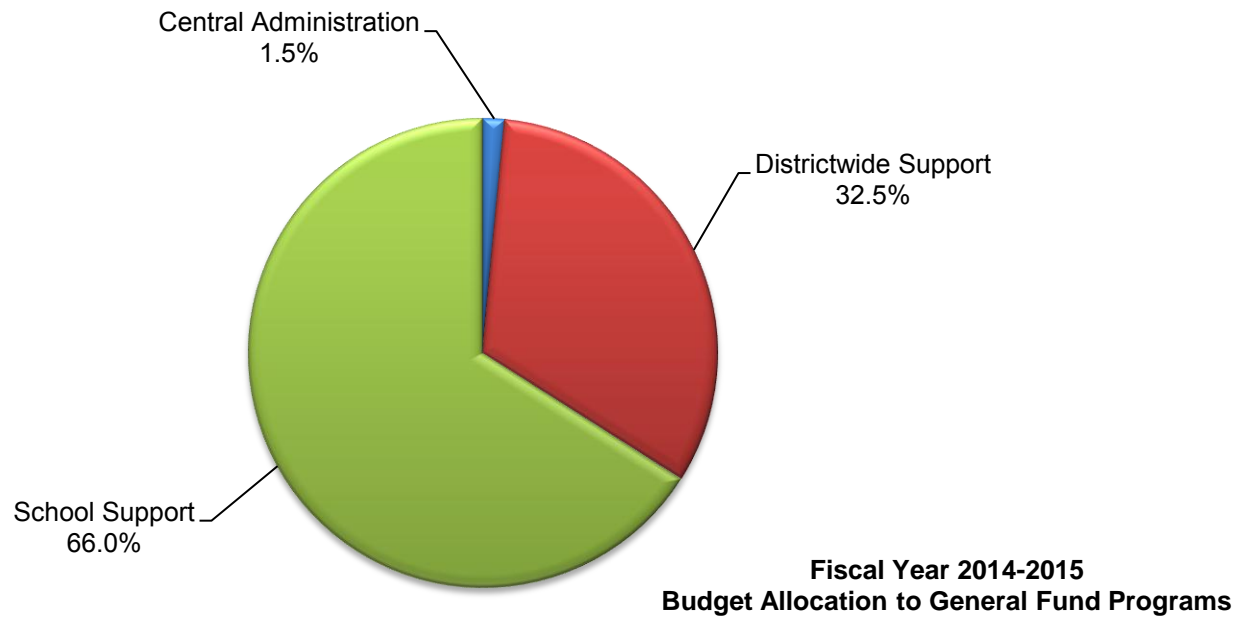
Districtwide Support - refers to programs that provide support to all areas of the district.

School Support - refers to programs that provide support services exclusively to schools.

- The FY14 Adopted Budget column represents the original allocation for the program. The FY14 Rollover column represents the changes to the Adopted budget due to projected salary increases, changes in legal and contractual obligations, and other inflationary increases. The Adjustments column represents additional relevant budgetary changes determined necessary during the budgeting process. The Reallocations column documents movement between Programs to internally realign funding.
- Major additions to programs are a \$9.7 million increase related to the transition from issuing Alternative Bonds to the Pay As You Go Levy and \$2.6 million in additional support for Strong Schools Strong Communities 2.0.
- The total increase in the General Fund Programs budget is \$17.5 million. Districtwide Support programs received 72% of the increase, School Service Support received a 30% increase, and Central Administration had a 2% reduction.

**Saint Paul Public Schools
Allocation Summary of General Fund Programs
Fiscal Year 2014-2015**

Category	FY14 Adopted Budget	FY14 Rollover	Adjustments	Reallocations	FY15 Proposed Budget
Central Administration	4,436,817	4,270,678	(199,657)	0	4,071,021
Districtwide Support	89,318,197	90,627,481	11,087,540	303,418	102,018,439
School Support	179,770,029	183,002,990	2,277,954	(303,418)	184,977,526
Grand Total	273,525,043	277,901,149	13,165,837	0	291,066,986



Saint Paul Public Schools
Proposed General Fund Programs Budget Detail
Fiscal Year 2014-2015

No.	Programs by Category	FY14 Adopted Budget	FY14 Rollover	Adjustments	Reallocations	FY15 Proposed Budget	Difference
<u>Central Administration</u>							
010	Board of Education	726,367	745,184			745,184	18,817
020	Superintendent's Office	513,112	526,000	(5,000)		521,000	7,888
022	Chief Executive Officer	663,765	683,249	(5,000)		678,249	14,484
031	Office of Academics	296,862	306,131			306,131	9,269
033	Office of Operations	364,272	281,600			281,600	(82,672)
034	Office of Elementary and Secondary Education	1,103,625	1,142,783	(189,657)		953,126	(150,499)
150	General Counsel's Office	568,814	585,731			585,731	16,917
920	Short Term Borrowing	200,000	0			0	(200,000)
	Subtotal Central Administration	4,436,817	4,270,678	(199,657)	0	4,071,021	(365,796)
<u>Districtwide Support</u>							
043	Office of Engagement	303,811	312,232	20,000		332,232	28,421
110	Office of Business & Financial Affairs	3,115,989	3,209,125	767,000		3,976,125	860,136
112	Enterprise Resource Planning	1,400,000	669,861		939,000	1,608,861	208,861
131	Office of Racial Equity	0	0	236,384	343,418	579,802	579,802
134	Office of Family & Community Engagement	1,461,071	1,482,575	118,168	(40,000)	1,560,743	99,672
135	Office of Communications	1,550,941	1,590,990	(46,528)	123,221	1,667,683	116,742
141	Management Information System	1,491,237	1,516,974			1,516,974	25,737
160	Human Resources	3,414,893	3,494,734	211,200	(123,221)	3,582,713	167,820
190	Research Evaluation & Assessment	1,568,368	1,479,939	141,900		1,621,839	53,471
31-681	Technology Infrastructure	814,375	839,913			839,913	25,538
681	Technology Infrastructure	6,022,652	6,156,175		(939,000)	5,217,175	(805,477)
810	Operations & Maintenance	17,864,705	18,074,749			18,074,749	210,044
811	Facilities - Grounds	1,010,650	822,775			822,775	(187,875)
812	Custodial Services	16,031,871	16,705,076	25,800		16,730,876	699,005
815	Safety & Security	2,705,533	2,732,769			2,732,769	27,236
850	Facility Planning, Leases & Health and Safety	6,331,647	6,366,849	9,663,616		16,030,465	9,698,818
930	Employee Benefits	22,930,454	23,772,745			23,772,745	842,291
940	Insurance	1,300,000	1,400,000	(50,000)		1,350,000	50,000
	Subtotal Districtwide Support	89,318,197	90,627,481	11,087,540	303,418	102,018,439	12,700,242
<u>School Service Support</u>							
106	Student Placement Center	1,706,425	1,749,502	(51,193)		1,698,309	(8,116)
170	Print Copy Mail Center	0	0			0	0
196	Indian Education	201,563	207,348			207,348	5,785
203-9211	Valley Branch Environmental Learning Center	321,624	330,225	(9,649)		320,576	(1,048)
211-0000	Other Schools Support	422,781	422,781	922,500		1,345,281	922,500

Saint Paul Public Schools
Proposed General Fund Programs Budget Detail
Fiscal Year 2014-2015

No.	Programs by Category	FY14 Adopted Budget	FY14 Rollover	Adjustments	Reallocations	FY15 Proposed Budget	Difference
211-4195	American Indian Studies	436,141	449,294			449,294	13,153
218	Gifted & Talented	600,929	612,253	180,000		792,253	191,324
219	MLL (Multilingual Learners)	21,330,499	22,080,499			22,080,499	750,000
219-9421	Dual Language/Immersion Program	540,270	559,965			559,965	19,695
271	Substitute Teachers	4,220,327	4,242,174			4,242,174	21,847
292	Boys/Girls Athletics	3,635,394	3,806,126	35,300		3,841,426	206,032
31-202	PreK Support	1,190,759	1,190,759		253,655	1,444,414	253,655
31-790	Referendum Family Education	2,153,352	2,232,633		(253,655)	1,978,978	(174,374)
399	School to Work	293,980	300,815			300,815	6,835
420	Special Education	91,804,384	92,044,384	450,000		92,494,384	690,000
420-4300	Third Party Reimbursement	797,811	808,106	100,000		908,106	110,295
420-9480	Peer Assistance & Review (Special Education)	0	300,000			300,000	300,000
610	Instructional Services	2,459,833	2,504,147	150,000	(177,000)	2,477,147	17,314
620	Educational Technology	154,771	160,041			160,041	5,270
640	Staff Development	762,863	827,267	77,114		904,381	141,518
640-5906	Achievement Plus Initiative	305,000	337,000			337,000	32,000
640-9030	Career in Education	196,035	198,359			198,359	2,324
640-9480	Peer Assistance & Review	1,261,037	1,305,840	250,000		1,555,840	294,803
710	Counseling & Guidance Services	945,620	976,652		(126,418)	850,234	(95,386)
710-9710	Office of College & Career Readiness (OCCR)	873,831	888,021	173,882		1,061,903	188,072
720	Student Wellness	4,617,424	4,617,424			4,617,424	0
720-0015	Student Wellness (2015 Additional Staffing)	0	693,308			693,308	693,308
720-0015	Student Wellness (2015 Additional Staffing)	0	515,115			515,115	515,115
740-1001	Attendance Action Center	531,736	550,406			550,406	18,670
740-9401	Alternative to Suspension	90,424	92,546			92,546	2,122
760	Transportation	28,915,216	29,000,000			29,000,000	84,784
31-682	Personalized Learning Through Technology	9,000,000	9,000,000			9,000,000	0
Subtotal School Service Support		179,770,029	183,002,990	2,277,954	(303,418)	184,977,526	5,207,497
Grand Total		273,525,043	277,901,149	13,165,837	0	291,066,986	17,541,943



Adjustments and Reallocations

**Saint Paul Public Schools
General Fund Budget Adjustments and Reallocations
Fiscal Year 2014-2015**

Adjustments

Program No.	Program Name	Expansions and Reductions Made	Amount
020	Superintendent's Office	Administrative reduction	(5,000)
022	Chief Executive Officer	Administrative reduction	(5,000)
034	Office of Elementary and Secondary Education	Administrative reduction and reduction of 1.0 Assistant Superintendent Position	(189,657)
043	Office of Engagement	Administrative reduction	(10,000)
043	Office of Engagement	Strong School Strong Communities 2.0 outreach	30,000
106	Student Placement Center	Administrative reduction	(51,193)
110	Office of Business & Financial Affairs	Additional staffing	300,000
110	Office of Business & Financial Affairs	Strong School Strong Communities 2.0 initiatives	467,000
131	Office of Racial Equity	Additional staffing	236,384
134	Office of Family & Community Engagement	Funding for McNeely and Saint Paul Foundation Vista contract	162,000
134	Office of Family & Community Engagement	Administrative reduction	(43,832)
135	Office of Communications	Administrative reduction	(46,528)
160	Human Resources	Additional staffing	211,200
190	Research Evaluation & Assessment	Additional staffing	141,900
203-9211	Valley Branch Environmental Learning Ctr	Administrative reduction	(9,649)
211-0000	Other Schools Support	Camp 6, Camp 9, OWL and Parkway transition, Parkway Montessori training	922,500
218	Gifted & Talented	International Baccalaureate and Advanced Placement fees	180,000
292	Boys/Girls Athletics	Additional staffing and golf fees	35,300
420	Special Education	Additional staffing	450,000
420-4300	Third Party Reimbursement	Audiology equipment	100,000
610	Instructional Services	Graduation events	150,000
640	Staff Development	Administrative reduction	(22,886)
640	Staff Development	Leadership	100,000
640-9480	Peer Assistance & Review	Staffing and mentoring program	250,000
710-9710	Office of College & Career Readiness	Additional staffing	173,882
812	Custodial Services	Additional staffing for EDL program	25,800
850	Facility Planning, Leases & Health and Safety	Alternative Facilities deferred maintenance Pay As You Go Levy	9,663,616
940	Insurance	Administrative reduction	(50,000)
Total Adjustments			13,165,837

**Saint Paul Public Schools
General Fund Budget Adjustments and Reallocations
Fiscal Year 2014-2015**

Reallocations

Program No.	Program Name	Reallocations Made	Amount
112	Enterprise Resource Planning	Transfer PeopleSoft staff & Licensing Fees from Technology Infrastructure	939,000
131	Office of Racial Equity	Transfer from Office of Family & Community Engagement for Classroom Partnerships	40,000
131	Office of Racial Equity	Reallocate from Instructional Services for Multicultural Resource Center	177,000
131	Office of Racial Equity	Transfer from Counseling & Guidance Services for Out for Equity	126,418
134	Office of Family & Community Engagement	Transfer to Racial Equity for Classroom Partnerships	(40,000)
135	Office of Communications	Reallocate 1.0 FTE from Human Resources	123,221
160	Human Resources	Reallocate 1.0 FTE to Office of Communications	(123,221)
681	Technology Infrastructure	Transfer PeopleSoft staff & Licensing Fees to Enterprise Resource Planning	(939,000)
31-202	PreK Support	Transfer from Referendum Family Education for School Readiness	253,655
31-790	Referendum Family Education	Transfer to PreK Support for School Readiness	(253,655)
610	Instructional Services	Reallocate to Office of Racial Equity for Multicultural Resource Center	(177,000)
710	Counseling & Guidance Services	Transfer to Office of Racial Equity for Out for Equity	(126,418)
Total Reallocations			0



Appendices






STRONG SCHOOLS, STRONG COMMUNITIES 2.0 2014-2019

A Premier Education for All

The end of the 2013-2014 school year marks the completion of the first phase of the *Strong Schools, Strong Communities* strategic plan for improving the education of all students—without exception or excuse. We thank our families, students, staff, partners and the entire community for your support during this transition.

Three years ago, we began an ambitious journey to increase student achievement and improve the effectiveness and efficiency of our schools. Building on this work, Saint Paul Public Schools is starting the second phase of its strategic plan called *Strong Schools, Strong Communities 2.0* (SSSC 2.0), a five-year plan from 2014 to 2019. With the foundation in place, we will refine our focus and dig deeper to accelerate learning for all students through our three strategic goals:

 <p>ACHIEVEMENT: Provide an outstanding and equitable education for all students through strong leadership, well-rounded curriculum and data-driven decisions.</p>	 <p>ALIGNMENT: Coordinate school programs and supports to reinforce student learning.</p>	 <p>SUSTAINABILITY: Continue to be efficient and effective with our budget decisions to maximize classroom resources and create an academic plan focused on results.</p>
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The following five focus areas have been identified as our top priorities for improvement through 2019:

Goal 1: Achievement

Racial Equity Transformation

The achievement gap, or rather the "opportunity gap," between students of color and white students in Saint Paul Public Schools is unacceptable. Racial inequity is a strong contributor to this educational disparity and must be directly addressed for all students to succeed academically. Under SSSC 2.0 we will continue to:

- **Change practices and systems** by identifying the barriers that make it harder for students of color to succeed and for their families to support their learning.
- **Value and invest in all students** by distributing school funds equitably to meet the needs of each school's student population.
- **Examine our personal racial beliefs** to better understand how they affect our students and families of color.

Personalized Learning

Personalized learning is a way of teaching that responds to the unique needs and abilities of each student. Personalized Learning provides students different ways to explore school subjects, express themselves, and show what they have learned. Students' voices and choices are supported in a technology-enriched environment. Under SSSC 2.0 we will continue to:

- **Establish personalized learning** as a key strategy to accelerate student achievement.
- **Provide technology tools** to more schools, teachers, and students.

- **Use more technology** to better meet students' digital learning styles.
- **Support and develop teacher capacity** around personalized learning.

Ready for College and Career

Creating a K-12 culture focused on college and career throughout all SPPS schools results in providing all students with the academics, resources and experiences to prepare them to be successful in college and their careers. Under SSSC 2.0 we will continue to:

- **Ensure middle school students start planning for high school and beyond** by providing effective programs and resources.
- **Increase the opportunities for students to earn post-secondary credit** by improving high school programs, ensuring students meet college entrance requirements and succeed in college.
- **Expand existing and develop new career and technical education (CTE) programs** that prepare students for competitive careers that are in high demand.
- **Make grading, scheduling and graduation requirements consistent** across all schools.

Goal 2: Alignment

Excellent PK-12 Programs with Connected Pathways

Providing students with the best community schools and magnet programs possible is a top priority for the district. Those programs will continue from elementary to high school and provide students with the consistent education families expect. Under SSSC 2.0 we will continue to:

- **Create and expand** cultural, language, and specialized programs.
- **Ensure programs have clear pathways** from elementary through high school.
- **Provide all students opportunities to enroll in challenging classes** that develop their talent no matter which school they attend.
- **Increase pre-kindergarten opportunities** for more children.

Goal 3: Sustainability

Systems that Support a Premier Education

In order to provide a premier education to our students, we must maintain a stable financial system and effective operational practices, so that our students and staff have the resources they need to succeed in and outside the classroom. Under SSSC 2.0 we will continue to:

- **Attract and retain students and families** by offering excellent programs and improved customer service.
- **Build and retain an exceptional workforce** by better supporting and valuing our employees.
- **Ensure our school buildings are equipped** to meet the learning needs of students.
- **Adopt financial and operational practices** that are more efficient and effective.
- **Use and refine a system to hold ourselves accountable** to our strategic goals and our community.

Philosophy:

The Proposed Budget will reflect the District's Strong Schools, Strong Communities (SSSC) strategic plan as adopted by the Board of Education (BOE). The budget is our financial plan that must sustain our academic plan. We must maintain a stable financial system and effective operational practices, so that our students and staff have the resources they need to succeed in and outside the classroom. School and Program budgets will use the five focus areas: Racial Equity, Personalized Learning, Program Articulations and Alignment, Post-Secondary Preparation, and Infrastructure and Systems, in their budget preparations.

Preparing Budget Calculations:

Budget Model: A modified roll-over budget method will be used.

Revenue Projection: Revenue will be calculated using current law.

Inflation: The Budget Office will project salary and fringe benefits using actual salary and benefit amounts if labor contracts have been negotiated and all non-personnel budget items will reflect no more than two percent (2%) inflation except for items related to contractual commitments.

Enrollment: The Office of Research, Evaluation, and Assessment (REA) and the Budget Office will prepare overall enrollment projections.

Average Salary and Benefits Calculation Data: A table detailing the average salary and benefits will be provided for budget preparations.

Fund Balance: The budget should maintain an unassigned fund balance of five percent (5%) of the general fund expenditures in accordance with the BOE policy.

Creating the Budget

Schools:

- Continuation of refined blended Site-Based and Centralized funding method will be used for schools in FY15.
- Class size range will determine teacher FTEs.
- Office staffing (Principal, AP, Clerk) and other staffing are determined by enrollment and type of school.
- Intervention staff are determined by enrollment and differentiation.

Non-School Programs:

- Non-School programs will be reported into three (3) categories: Central Administration, District-wide Support, and School Service Support.

Compiling and Presenting the FY15 Budget

Presentation Format: Summary information will be presented for schools and programs in the preliminary budget document. Each summary page will include an analysis of the changes to the current year budget that are impacting the schools and programs.

Fully Financed Budgets: Fully Financed budgets with anticipated revenues and expenditures over \$500,000 for the 2014-2015 school year will be included in the Adopted budget.

Other Resources Allocated to Schools: The Adopted budget document will include a school by school detail of resources allocated to schools such as grants, special education, operations, and student activities, to name a few.

The Adopted Budget: Administration will present a balanced budget to the BOE. The budget for 2014-2015 is expected to be approved by the Board of Education by June 30, 2014. The Adopted budget will be published on the Budget Office website (<http://businessoffice.spps.org>).

Adopted February 18, 2014

Fiscal Year 2014-15 Budget Planning Timeline

February, 2014

Presentation of schedule to District leadership

March, 2014

Presentation of macro budget picture to Committee of the Board

April, 2014

FY15 budget update to Committee of the Board

Distribute school budgets

Presentations to Principals, teachers' union, DPAC, and community

Distribute tools and worksheet to General Fund programs

Conduct budget review sessions for Principals with Human Resource Staff and Business Office staff

May, 2014

Submit budget documents to the Budget Office; Staffing documents to the Human Resources Department; Title I documents to the Department of Funded Programs

June, 2014

Present proposed 2014-15 budget and budget book at the COB meeting for Board discussion

Adopt 2014-15 Saint Paul Public Schools budget

Saint Paul Public Schools
Certified Levy Pay 2014 as Compared to Levy Pay 2013

Appendix D

	<u>Certified Pay 13</u>	<u>Certified Pay 14</u>	<u>Difference</u>
GENERAL FUND			
REFERENDUM 1ST TIER	28,278,183	5,480,171	-22,798,012
REFERENDUM 2ND TIER	6,490,350	7,660,290	1,169,940
EQUITY LEVY	1,533,386	1,575,997	42,611
LOCATION EQUITY	0	13,364,454	13,364,454
TRANSITION LEVY	7,504,181	6,969,022	-535,159
STUDENT ACHIEVEMENT	0	766,124	766,124
OPERATING CAPITAL	4,816,979	3,501,508	-1,315,471
INTEGRATION LEVY	5,762,533	5,163,198	-599,335
REEMPLOYMENT LEVY	1,300,000	654,762	-645,238
SAFE SCHOOLS	1,321,827	1,619,618	297,791
CAREER TECHNICAL	671,599	674,383	2,784
OTHER POST EMPLOYMENT BENEFITS (OPEB)	9,933,446	16,133,634	6,200,188
HEALTH & SAFETY	6,209,632	5,078,620	-1,131,012
ALTERNATIVE FACILITIES	0	9,663,616	9,663,616
BUILDING/LAND LEASE LEVY	274,100	281,400	7,300
HEALTH BENEFIT LEVY	600,000	600,000	0
TRA LEVY	11,205,920	11,810,748	604,828
SEVERANCE LEVY	830,926	788,013	-42,913
1ST TIER REFERENDUM ADJUSTMENT	130,670	106,020	-24,650
EQUITY ADJUSTMENT	-136,226	-46,626	89,600
TRANSITION ADJUSTMENT	-669,034	-227,836	441,198
OPERATING CAPITAL ADJUSTMENT FY12 & 14	36,045	31,591	-4,454
INTEGRATION ADJUSTMENT FY12	237,658	-43,691	-281,349
REEMPLOYMENT ADJUSTMENT FY12	128,704	-395,584	-524,288
SAFE SCHOOL ADJUSTMENT FY12	25,997	37,646	11,649
CAREER TECHNICAL LEVY ADJUSTMENT FY12	-12,762	-124,546	-111,784
HEALTH & SAFETY LEVY ADJUSTMENT FY08	-801,043	0	801,043
LEASE LEVY ADJUSTMENT FY12	9,753	-180,031	-189,784
OTHER GENERAL ADJUSTMENT	-538,591	0	538,591
ABATEMENT LEVY ADJUSTMENT	506,930	751,846	244,916
ADVANCE ABATEMENT ADJUSTMENT	766,572	-422,237	-1,188,809
TOTAL GENERAL FUND	86,417,736	91,272,110	4,854,374

Saint Paul Public Schools
Certified Levy Pay 2014 as Compared to Levy Pay 2013

Appendix D

COMMUNITY SERVICE FUND	Certified Pay 13	Certified Pay 14	Difference
BASIC COMMUNITY ED LEVY	1,966,916	1,966,916	0
EARLY CHILDHOOD FAMILY	927,512	890,372	-37,140
HOME VISITING LEVY	38,424	38,646	222
DISABLED ADULT LEVY	30,000	30,000	0
SCHOOL AGE CARE	500,000	500,000	0
HOME VISITING ADJUSTMENT	-443	222	665
SCHOOL AGE CARE ADJUSTMENT FY 05	-101,925	-5,564	96,361
ABATEMENT LEVY ADJUSTMENT	49,817	59,439	9,622
ADVANCE ABATEMENT ADJUSTMENT	38,943	-22,804	-61,747
TOTAL COMMUNITY SERVICE	3,449,244	3,457,227	7,982

DEBT SERVICE FUND	Certified Pay 13	Certified Pay 14	Difference
DEBT SERVICE LEVY	42,818,322	39,585,029	-3,233,293
ABATEMENT LEVY ADJUSTMENT	653,837	932,717	278,880
ADVANCE ABATEMENT ADJUSTMENT	380,200	-190,549	-570,749
TOTAL DEBT SERVICE	43,852,360	40,327,197	-3,525,163
TOTAL (ALL FUNDS)	133,719,340	135,056,534	1,337,194



Saint Paul Public Schools Proposed FY15 Budget

Marie Schrul
Controller
June 10, 2014



Purpose

To present final proposed FY15 Budget to the Committee of the Board in preparation for the adoption of the budget on June 24, 2014.



FY15 Proposed Budget (Expenditures)

Total FY15
Proposed Budget
\$694.4

General Fund
\$537.2

General Fund
Fully Financed
\$39.5

Food Service
\$26.3

Community
Service
\$20.8

Community
Service Fully
Financed
\$4.8

Building
Construction
\$24.3

Debt Service
\$41.5

FY15 Proposed Budget numbers depicted in millions



Revenue and Expenditure Budget Summary

Fiscal Year 2014-15

84

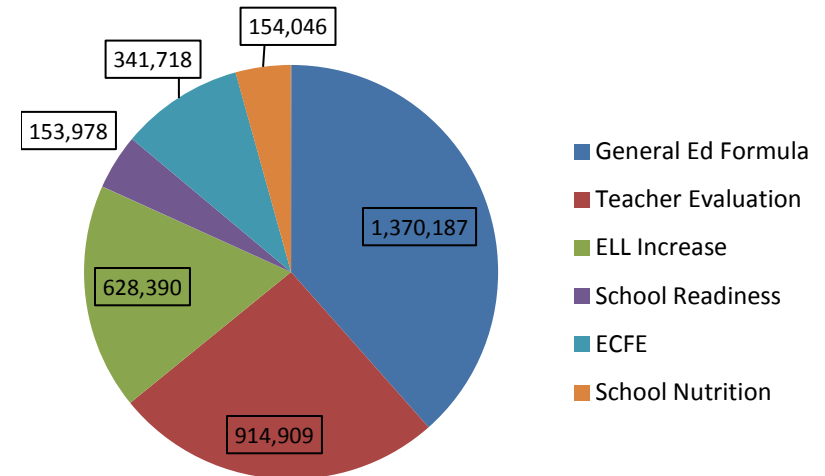
	Estimated Beginning Fund Balance	Revenues	Expenditures	Revenues Over/(under) Expenditures	Estimated Ending Fund Balance
General Fund	\$98,092,489	\$529,117,689	\$537,217,689	(\$8,100,000)	\$89,992,489
General Fully Financed Fund	465,358	39,518,088	39,518,088	0	465,358
Food Service	3,941,901	26,306,100	26,306,100	0	3,941,901
Community Service	2,225,765	20,090,888	20,804,172	(713,284)	1,512,481
Community Service Fully Financed	224,591	4,826,592	4,826,592	0	244,591
Building Construction	32,522,906	15,100,000	24,272,906	(9,172,906)	23,350,000
Debt Service	1,822,376	45,091,000	41,517,000	3,574,000	5,396,376
Total All Funds	\$139,315,386	\$680,050,357	\$694,462,547	(\$14,412,190)	\$124,903,196

Additional \$\$\$ from Legislature

- \$3.6 million additional dollars from legislature
- Very restricted categorical funding
- Has been applied to FY15 in this proposal

88

Description	Amount
General Ed Formula	\$1,370,187
Teacher Evaluation	914,909
ELL Increase	628,390
School Readiness	153,978
ECFE	341,718
School Nutrition	154,046
Total	\$3,563,228





FY15 General Fund

Big Picture – Expenditure



∞	Area	FY14	FY15	Change	Percent Change
	Schools	\$ 244,766,252	\$ 246,150,703	\$1,384,451	0.57 %
	School Service Support	179,770,029	184,977,526	5,207,497	2.90 %
	District-wide Support	89,318,197	102,018,439	12,698,242	14.22 %
	Central Administration	4,436,817	4,071,021	(365,796)	(8.24 %)
	Total	\$518,291,295	\$ 537,217,689	\$ 18,926,394	3.65 %

Community Input

- Met with principals
- Met with District leadership
- Information on www.spps.org
- Met with 9 parent advisory groups
- Principals (supported by finance and other staff) met with staff and community members

Fall Adjustment

88

- Based on October 1 count
- Determine total change in enrollment (+/-) and its impact on revenue
- Examine impact of enrollment change (+/-) at each location, in conjunction with Assistant Superintendents
- Adjustment(s) made, if necessary



Questions

2013-2014
Latino Consent Decree (LCD)
Annual Report and Recommendations

LATINO CONSENT DECREE (LCD)
PARENT ADVISORY COUNCIL (PAC)
June 10, 2014

The 2013-2014 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) 2013-2014

Mónica Vega, Chair
Early Childhood Family Education (ECFE)

Helio De La Torre, Vice-Chair
Highland Park Middle, Highland Park Senior
Adams Spanish Immersion

Nora Avila Martinez, Co-Vice Chair
Adams Spanish Immersion, Johnson Senior
ECFE

Ana Castrellón, Secretary
Community Member

Patricia De La Torre, Member
Highland Park Middle, Highland Park Senior
Adams Spanish Immersion

Esther Alarcon, Member
Paul & Sheila Wellstone Elementary
Harding Senior

Martha Rodriguez, Member
Paul & Sheila Wellstone Elementary
French Immersion Elementary

Luisa Diaz, Member
Paul & Sheila Wellstone Elementary

Ana Luque, Member
Linwood/Monroe Arts Plus Upper & Lower

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

Noricela Dominguez, Member
Hazel Park Preparatory Academy

Patricia Nin, Member
Hazel Park Preparatory Academy

America Swart, Member
Saint Paul Music Academy

Carmen Sisson, Member
Adams Spanish Immersion
LCD PAC Representative on The Special
Education Advisory Council

Priscila Olvera, Member
French Immersion Elementary
Humboldt Secondary
Riverview West Side School Of Excellence

Iliana Saldivar, Member
Humboldt Secondary

Saint Paul Public Schools Administration

Administration

- Jackie Turner Chief Engagement Officer

Office of Family Engagement & Community Partnerships

- Tyrize Cox Director
Office of Family Engagement & Community Partnerships
- Pablo Matamoros Latino Consent Decree Program Coordinator
Office of Family Engagement & Community Partnerships
- Pierre Cejudo Latino Consent Decree Parent Advisory Council
District Liaison
Office of Family Engagement & Community Partnerships

SECTION I: Latino Consent Decree (LCD) Parent Advisory Council 2013-2014 Annual Report and Recommendations

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

The Latino Consent Decree Parent Advisory Council recommends that the Saint Paul Public Schools District updates, reviews and evaluates the Latino Consent Decree (LCD) Program Implementation Guide to ensure that it is complying with all of the sections, and that the implementation of the Latino Consent Decree is up to date and is actually being carried forward. The last recorded Implementation Guide dates back to 1998 when Curman L. Gaines was the School Superintendent. The LCD Parent Advisory Council recommends that this evaluation be coordinated and led by the LCD Program Coordinator. We also recommend the LCD Program to form a committee with different members that represent our Latino/LCD school community (see Composition of the Committee).

Legal basis

The Latino Consent Decree Parent Advisory Council makes this recommendation pursuant to the LCD Stipulation page 48, Section VIII, Evaluation Section B, Program Evaluation and Monitoring stating “there 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.”

Reason for the Recommendation

In our discussions and meetings with Latino parents, LCD Educational Assistants, LCD staff, members of the Latino community and our own experiences, as parents of Latino children, we strongly believe and have concluded that there are gaps between what the LCD stipulation states and what is actually done across the district. The previous Implementation Guide is out dated and, as it is today, does not address all the advancements, improvements and best practices in education. Add to that, all the new initiatives that our current Superintendent and the Saint Paul District have implemented in the last few years (e.g. Strong Schools, Strong Communities Strategic Plan). This may have been the result of changes in the school district; however, the LCD was implemented to ensure the academic progress of the Latino student proceeds at a rate equally to English speaking students.

While there have been some advances in the achievement rates of Latino students, it is not enough. The LCD Parent Advisory Council makes this recommendation to 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.

Composition of Committee

We recommend that the committee will require a minimum of 11 members and a maximum of 25 members including the LCD Program Coordinator, the LCD Parent Advisory Council Liaison, the LCD Parent Advisory Council Chairperson, and:

- LCD Council Members
- Parents of LCD students, representing school areas (A – F)
- Latino Community Members
- LCD Educational Assistants
- EL/LCD teachers.
- Other District Staff

The LCD Parent Advisory Council recommends that by Opening Week 2014, we be informed of the members that will serve on the committee specifying their names, roles and responsibilities. That being said, we recommend that the LCD Program Coordinator, the LCD Parent Advisory Council Liaison, and the LCD Parent Advisory Council Chairperson meet during the summer months to identify the potential Committee members.

Timeline (subject to adjustments)

The LCD Parent Advisory Council recommends that new LCD Implementation Guide be completed in phases. *(subject to adjustments)

Phase 1

September 2014 to March 2015

- Update, review and evaluate

Phase 2

April - May 2015

- Presentation of the draft to the Saint Paul Public Schools District Leadership.

Phase 3

Fall 2015

- Opening Week 2015 Present the new LCD Implementation Guide to School Administrators and LCD staff followed by district trainings.
- Present the new LCD Implementation Guide to all Latino Parents in the District.

Monthly Progress Reports

We recommend the district to update the LCD Parent Advisory Council on the ongoing review being performed during this time (School year 2014-15). Periodic progress reports will help identify, not only issues early, but also assist in the overall progress of the LCD Implementation Guide.

SECTION II: Status on the Administrative Response to the 2012-13 Latino Consent Decree Parent Advisory Council Annual Report

Summary Report

Recommendation 1 LCD/ELL NOTIFICATION OF SERVICE LETTER The Office of Multilingual Learning (MLL) presented to Latino Families on October 23, 2013	COMPLETED
Recommendation 2 EXIT RATE, CRITERIA, PROCEDURES FOR LATINO CONSENT DECREE STUDENTS The Office of Multilingual Learning (MLL) presented to Latino Families on February 26, 2014	COMPLETED
Recommendation 3 MEETINGS WITH LATINO CONSENT DECREE (LCD) EDUCATIONAL ASSISTANTS The LCD Parent Advisory Council met 3 times with the LCD Educational Assistants on October 16, 2013, January 15, 2014, and March 12, 2014	COMPLETED
Recommendation 4 MIDDLE AND HIGH SCHOOL COMMUNICATION ON STUDENT PROGRAMS The Office of College and Career Readiness (OCCR) presented to Latino Families on December 4, 2013.	COMPLETED
Recommendation 5 INCREASE LATINO CONSENT DECREE STUDENTS ENROLLMENT IN PROGRAMS AND ADVANCED COURSES More Latino Students in grades 7 - 12 completed Advanced Courses in the 2012-2013 school year. <ul style="list-style-type: none"> • 32 more students completed 2 - 3 Advanced Placement Courses • 30 more students completed 4 Advanced Placement Courses. • The number of students that completed 1 Advanced Placement Course remained the same. Advances Courses: Honors, AP, IB, PSEO, CIS.	IN PROGRESS
Recommendation 6 EXPANDING HUMBOLDT PILOT PROJECT: "Grupo Latinos Rumbo a la Universidad" <ul style="list-style-type: none"> • The Grant for the Pilot Project ended. • A Latino Senior Recognition Event was held at Saint Paul College on Friday, May 9, 2014. 	COMPLETED

Summary Report (Continued)

<p>Recommendation 7</p> <p>SPECIAL EDUCATION PROGRAM: Latino Students The Office of Specialized Services presented to Latino Families on January 29, 2014.</p>	<p>COMPLETED</p>
<p>Recommendation 8</p> <p>LATINO CULTURE: Multicultural Resources Center (MRC) The Multicultural Resources Center hosted two Social Studies Lessons for Latino parents and their children in K-5</p> <p>The Multicultural Resource Center, the Latino Consent Decree Program and the LCD Parent Advisory Council will plan a pilot session for Latino parents and their students in Middle and High school using the 8th grade Latino Culture Digital Suitcases.</p>	<p>COMPLETED</p>
<p>Recommendation 9</p> <p>LATINO FAMILIES – EARLY CHILDHOOD FAMILY EDUCATION The Office of Family Engagement & Community Partnerships in collaboration with the Latino Consent Decree Program, the LCD Parent Advisory Council and the Consulate of Mexico in Saint Paul donated 200 1st grade vocabulary and cutaway activities Mexican books to students and families currently enrolled in Pre Kindergarten programs and in the Early Childhood Special Education Program.</p>	<p>COMPLETED</p>
<p>Recommendation 10</p> <p>PARENT PROGRAMS FOR LATINO FAMILIES</p> <ul style="list-style-type: none"> • Amherst H. Wilder Foundation: Latino Leadership Program The Latino Leadership Program held its Spring session at the Saint Paul Public Schools District offices on Wednesday evenings from April 16 to May 28, 2014. • Parent Advisory Council (PAC) The Parent Advisory Council held 8 monthly regular meetings during the 2013-2014 academic year. • SPPS Bilingual District Wide Latino Parent Meetings and Events Bilingual Latino parents had the opportunity to attend 5 District Wide Latino Parent Meetings and 7 Latino Family Events. <p>Total Attendance was 1,359 (Parents, Children, Staff, and Community Members)</p>	<p>COMPLETED/ ON GOING</p>
<p>Recommendation 11</p> <p>Parent Academy Program. The Office of Family Engagement & Community Partnerships offered thirty nine (39) sessions in Spanish language.</p> <p>159 Latino parents graduated from the Parent Academy Program during the 2013-2014 school year.</p>	<p>COMPLETED/ ON GOING</p>

Detailed Report

1. LCD/ELL NOTIFICATION OF SERVICE LETTER

Recommendation:

- ELL department presents at LCD District-Wide meeting on the services.

Administrative Response:

- The Office of Multilingual Learning (previously ELL) will present on October 23, 2013 at the Bilingual Parent District Wide Meeting.

Status Report

The LCD Advisory Council thanks the Office of Multilingual Learning (MLL) for providing the LCD/ELL notification of service letters to LCD qualifying families and for continuing the effort of informing parents. The Advisory Council also thanks the MLL Department for presenting at our LCD district-wide meetings on the services that are described on page 3 of the Notification of ELL/LCD Services. LCD district-wide meeting was held on October 23, 2013.

2. EXIT RATE, CRITERIA, PROCEDURES FOR LATINO CONSENT DECREE STUDENTS

Recommendation:

- LCD, SPPS and ELL Department review ELL exit criteria
- Conduct exit-rate evaluation of language specific students vs. LCD students
- ELL Department present findings at LCD District-Wide meeting

Administrative Response:

- The Office of Multilingual Learning will present on February 26, 2014.
- There will be an explanation of the Exit Criteria and how it pertains to the Latino students compared to other subgroups. Data will be determined by the No Child Left Behind Act and using the last 3 years of MCA (Minnesota Comprehensive Assessments) and Language Assessments.

Status Report

The LCD Parent Advisory Council thanks the Office of Multilingual Learning for presenting the exit rate criteria, procedures and percentage of LCD students that annually exit the ELL

program and also providing the results of the evaluation that compares LCD students to other language-specific groups (i.e. Hmong, Somali and Karen)

3. MEETINGS WITH LATINO CONSENT DECREE (LCD) EDUCATIONAL ASSISTANTS

Recommendation:

- ELL fund three meetings for 2013-14 school year
- Host one meeting during school hours

Administrative Response:

- The Office of Multilingual Learning in collaboration with the Office of Family Engagement & Community Partnerships has scheduled three meetings:
 - October 16th, 2013,
 - January 15th, 2014
 - March 12th, 2014

Status Report

The LCD Parent Advisory Council met with the LCD Educational Assistants during the 2013-14 school year. The Meetings provided an opportunity for the LCD Educational Assistants and the Council members to learn about the myths and facts of bilingualism. Educational Assistants also provided suggestions to the advisory council for a recommendation to the LCD Annual Report.

The Parent Advisory Council thanks Assistant Superintendent – Office of Multilingual Learning, Dr. Efe Agbamu and the Office of Multilingual Learning for providing the funding for these three meetings.

4. MIDDLE AND HIGH SCHOOL COMMUNICATION ON STUDENT PROGRAMS

Recommendation:

- Communicate with the Office of College and Career Readiness (OCCR) regularly to ensure OCCR activities have appropriate staff to work with Latino families
- OCCR present at LCD District-Wide meeting

Administrative Response:

- All materials have been translated into Spanish and shared with LCD staff at sites.
- OCCR have recommended phone calls be made by Spanish speakers as much as possible.
- A meeting was set for December 4, 2013 for College and Career Readiness

(OCCR) staff to meet with the Latino Consent Decree.

Status Report:

The Advisory Council thanks the Office of College and Career Readiness (OCCR) and its staff for presenting Advanced Programs and Courses for Latino students in Middle and High School at the LCD district-wide parent meetings on December 4, 2013. (Mentoring Excellence Program (MEP), Advancement Via Individual Determination (AVID), International Baccalaureate (IB), Graduation Tests, Gifted, Advanced Courses and Graduation Requirements). The Office of College and Career Readiness continues to ensure that the communication system methods and strategies used to inform Latino parents on student programs, target intentionally parents of Latino students. Additionally OCCR continues to partner with the LCD program to serve students as well as families.

5. INCREASE LATINO CONSENT DECREE STUDENTS ENROLLMENT IN PROGRAMS AND ADVANCED COURSES

Recommendation:

- OCCR assess the percentage of LCD students that enrolled in their programs

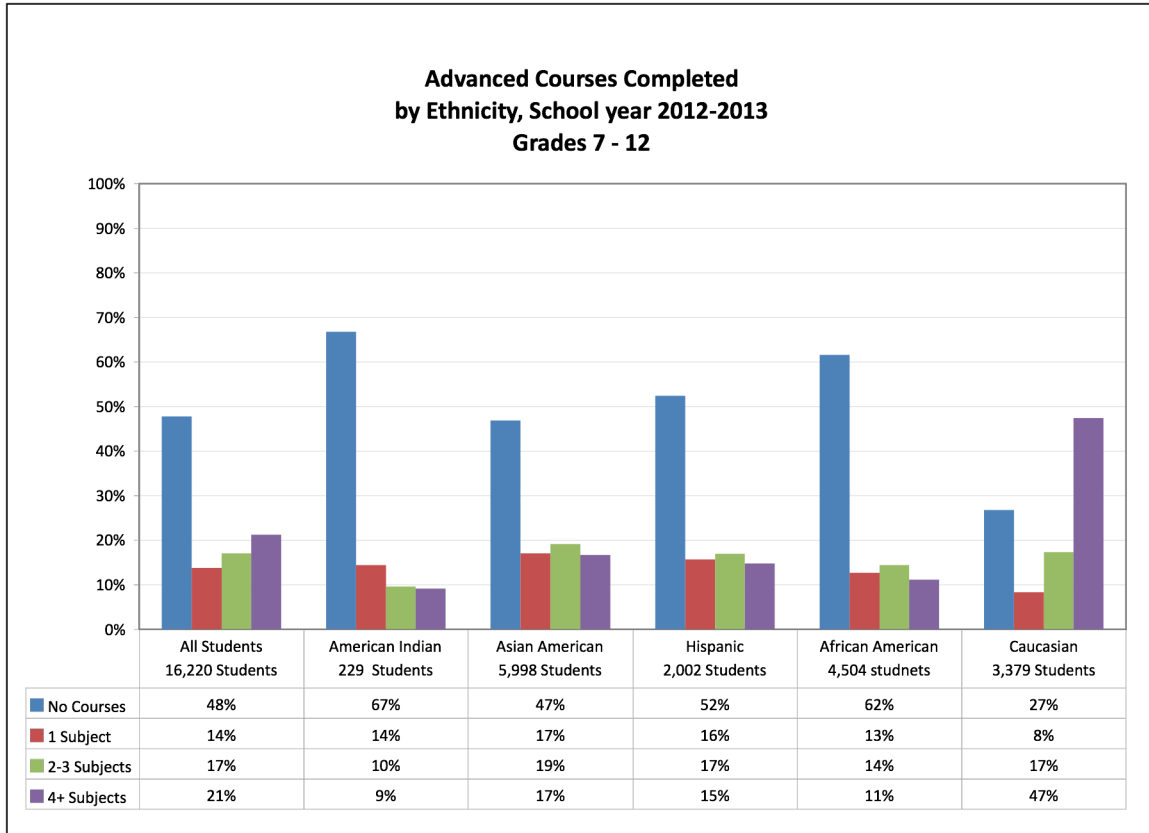
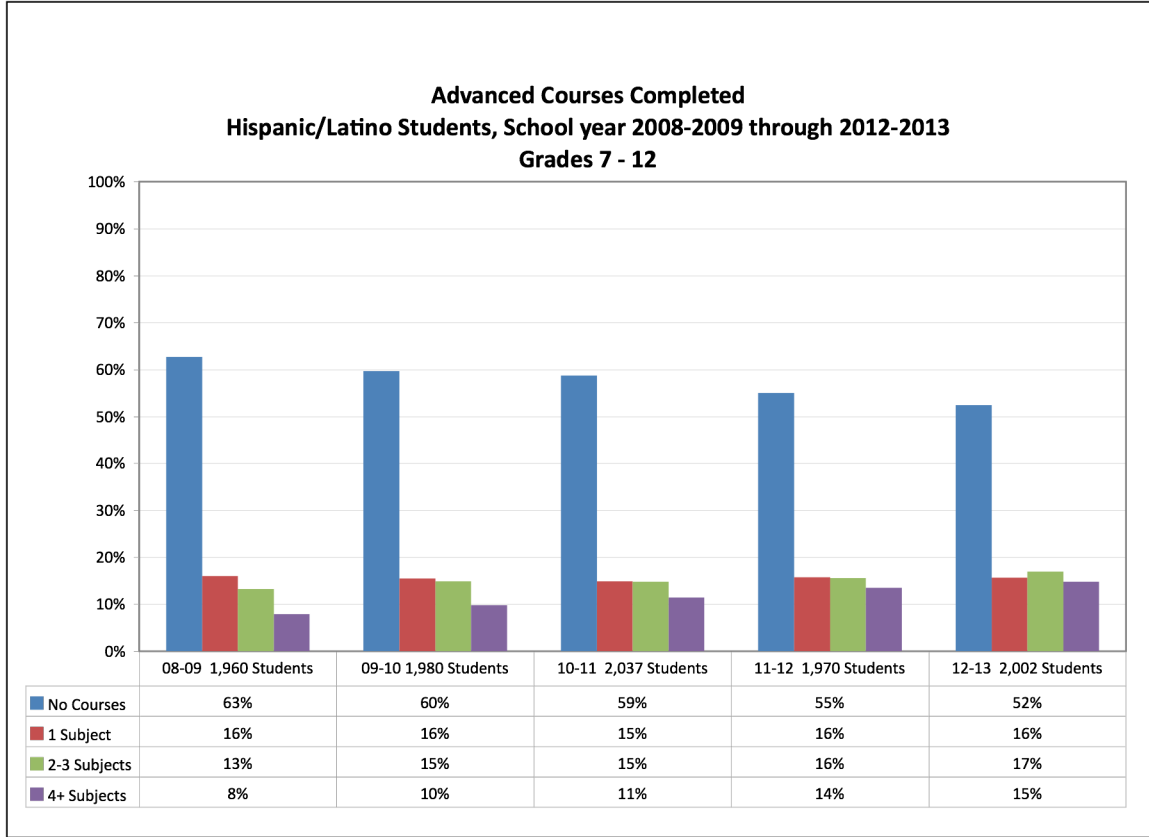
Administrative Response:

- The College and Career Readiness (OCCR) will ask the Department of Research, Evaluation, and Assessment (REA) to provide us with data related to advanced course taking and specialized program enrollment.
- This data will be used as our baseline to set targets for increasing Latino Consent Decree student participation in such activities.

Status Report

Data from the Department of Research, Evaluation and Assessment shows that Latino Students in 7 to 12 grades Advanced Courses completion for the 2012-2013 school year increased by 1% for students taking 2-3 and 4 Advanced Placement Courses, from 16% to 17% and from 14% to 15% respectively. The number of students that completed 2-3 Advanced Courses went up from 308 to 340 and the number of students that completed 4 Advanced Placement Courses went up from 267 to 297. There was no change in the number students that completed 1 Advanced Placement Course. Additionally a graph showing the comparison of Latino students to other groups is included.

Advances Courses: Honors , Advanced Placement, International Baccalaureate (IB), Post Secondary Enrollment Option (PSEO), and College in the School (CIS).



6. EXPANDING HUMBOLDT PILOT PROJECT: "Grupo Latinos Rumbo a la Universidad"

Recommendation:

- Maintain program at Humboldt Secondary and expand to Washington Technology Magnet and other middle/high schools
- Office of Family Engagement host Latino Senior Recognition event

Administrative Response:

- The Middle School pilot was funded through a state grant, which has ended. There currently are no funds to continue the pilot or to expand it.
- First Latino Senior Recognition in the district.

Status Report

The Office of Family Engagement & Community Partnerships in collaboration with the Latino Consent Decree Program and the Latino Consent Decree Parent Advisory Council recognized that Latino Students' aspirations, academic discipline and commitment to achievement in high school should be acknowledged. A Latino Senior Recognition event was held at Saint Paul College on Friday, May 9, 2014

Latino Seniors were recognized on the following criteria:

1. Graduating On Time - plus any of the following categories:

- a. Academic Excellence (3.5 GPA or higher)
- b. Advance Placement Classes
- c. Exceptional Attendance
- d. Volunteer/Community Service hours
- e. Outstanding performance in Athletics/The Arts
- f. Scholarships Received
- g. JROTC Participation

224 Latino students graduated on time in June of 2014. The Advisory Council would like to congratulate and thank the parents and teachers for supporting our Latino students' education.

7. SPECIAL EDUCATION PROGRAM: Latino Students

Recommendation:

- Special Education Department present at District-Wide meeting
- LCD representative on Special Education Advisory Council (SEAC)

Administrative Response

- The Assistant Superintendent of Specialized Services and the parent liaison from the Office of Family Engagement will present to the Latino Consent Decree Council on Wednesday, January 29, 2014.
- Ms. Carmen Sisson accepted to be the Latino Consent Decree Parent Advisory Council representative on the Special Education Advisory Council (SEAC).

Status Report

The LCD Advisory Council thanks the Office of Specialized Services (Special Education Department) for the presentation about the Special Education System, Procedures and Evaluations for Latino students in Saint Paul Public School on January 29, 2014. Special Education is a complex topic, nevertheless, parents are eager to learn and understand more about learning disabilities, educational accommodations, evaluations, and cultural awareness.

8. LATINO CULTURE: Multicultural Resources Center (MRC)

Recommendation:

- MRC host two Social Studies meetings (Fall and Winter) for students in grades K-6 and their families
- MRC conduct similar initiative and/or program for students in middle and high schools
- Partner with SPPS Equity Team and Office of Family and Community Engagement to provide in-depth Latino cultural training to district personnel

Administrative Response

- The Multicultural Resource Center scheduled two meetings set for November 20th, 2013, and March 19th, 2014
- Staff Development embedding Latino history and culture in social studies courses.
- Developed eight cultural "digital suitcases"

Status Report

The LCD Advisory Council thanks the Multicultural Resources Center for hosting two Social Studies Lesson Meetings for Latino parents and their children in K-5. Children and parents learned and experienced the K-1 and 4th grade West Side Social Studies trunks lessons together. Activities included a lesson on Latin Americans artifacts, a photo lesson using the Latino Minnesota book which uses a process called inquiry, and a lesson about the West Side Flats floods and maps to compare changes in that community.

Digital Suitcases

Eight Digital Suitcases were developed by educators during the summer of 2013 through a partnership with Saint Paul Public Schools' Multicultural Resource Center and the Minnesota Humanities Center. Each Digital Suitcase includes:

- Three lessons aligned with Minnesota social studies standards, benchmarks, and grade levels
- A multiple perspectives/absent narratives focus (see below), strengthened by including input from community members throughout the process
- A list of supplemental resources, both digital and print, many of which will be available at the Saint Paul Public Schools' Multicultural Resource Center (MRC) (www.mrc.spps.org)
- One of the eight Digital Suitcases covers Latino Cultures for 8th grade.

Overview of the 8th grade Latino Cultures Digital Suitcase: Students will see how three Latin American cities have grown and where they are headed in the future.

Priority benchmarks:

5.2 Describe the locations of human populations and the cultural characteristics of Latin America, including how the contemporary pattern of cities resulted from a combination of pre-European contact, colonial, and industrial urban societies

6.2 Describe how the physical and environmental features of Latin America affect human activity and settlement

Focus of Lesson 1: Where Am I From?: Reading and responding to Rodrigo Sanchez-Chavarria's spoken word piece

Focus of Lesson 2: Case studies of history and cultural characteristics of three Latin American cities: Mexico City, Quito, and San Salvador

Focus of Lesson 3: Planning for the futures of Mexico City, Quito, and San Salvador

The Multicultural Resource Center, the Latino Consent Decree Program and the LCD Parent Advisory Council will plan a pilot session for Latino parents and their students in Middle and High school using the 8th grade Latino Culture Digital Suitcases.

9. LATINO FAMILIES – EARLY CHILDHOOD FAMILY EDUCATION

Recommendation:

Create new communication vehicles for all Spanish-speaking parents

Administrative Response:

ECFE currently offers:

- 8 classes in Spanish
- 9 Family Literacy programs at 6 locations throughout Saint Paul
- 5 *Parenting Across Cultures* classes citywide

Other:

- 19% of all families served by ECFE last year were Latino
- Increased support for families with newborns
- Continues to conduct outreach at local medical clinics
- Connects with pre-natal groups
- Eager to welcome a Latino Consent Decree (LCD) representative

Status Report

The Office of Family Engagement & Community Partnerships in collaboration with the Latino Consent Decree Program, the LCD Parent Advisory Council and the Consulate of Mexico in Saint Paul will donate 1st grade Spanish vocabulary and activity Mexican books to the 181 Latino students and families currently enrolled in Pre Kindergarten programs across the district.

10. PARENT PROGRAMS FOR LATINO FAMILIES

Amherst H. Wilder Foundation: Latino Leadership Program

Recommendation:

- Continue supporting Wilder Foundation and its Latino Leadership Program (LLP)

Administrative Response:

- Wilder's Neighborhood Leadership Program (NLP) has scheduled the Latino Leadership Program to be held Wednesday evenings April 16th thru May 24th, 2014.

Status Report

Amherst H. Wilder Foundation Neighborhood Leadership Program (NLP) held its Spring session at the Saint Paul Public Schools District offices on Wednesday evenings from April 16 through May 28, 2014. New members of the LCD Parent Advisory Council took advantage of this program. Families continue to show interest in becoming more engaged in their children's school and community. The Office of Family Engagement in collaboration with the Latino Consent Decree Program continues to support the Latino Leadership Program. A total of 17 parents graduated from the Spring 2014 session.

Participating Schools:

Adams Spanish Immersion, Capitol Hill Gifted and Talented Magnet, Cherokee Heights Elementary, ECFE, L'Etoile du Nord French Immersion, Frost Lake Elementary, Hazel Park Preparatory Academy, Humboldt Secondary School, Johnson Senior High School, Mississippi Creative Arts School, Nokomis Montessori Magnet, Parkway Middle School, Ramsey Middle School, Riverview West Side School of Excellence, Saint Paul Music Academy, Paul & Sheila Wellstone Elementary, Academia Cesar Chavez

Parent Academy Program

Recommendation:

- Support the continuation of Parent Academy throughout Saint Paul Public Schools

Administrative Response:

- Fall Session 2013 (K-8, Middle & High Schools)
- Winter Session 2014 (Pre K & Elementary Schools)
- Spring Session 2014 (Pre K, Elementary Schools and Special Education Pilot Session)
- The Parent Academy Program will extend its program to serve parents with children in Pre-Kindergarten and Special Education

Status Report

The LCD Advisory Council thanks the Office of Family Engagement and Community Partnerships for continuing to offer Parent Academy in schools. Parent Academy provides a framework for creating a community where parents and schools work together at home and at school to help Latino students achieve and be prepared to attend a post-secondary institution. The Office of Family Engagement & Community Partnerships offered thirty nine (39) sessions in Spanish language at sites listed below. Latino families will continue to take

advantage of the Pre K, Elementary, Middle and High school curriculum. A total of 159 Latino parents participated and graduated from the Parent Academy Program during the 2013 - 2014 school year.

Parent Academy Sites – Spanish Sessions

Fall 2013: 77 Latino parent Graduates

16 Spanish Sessions: American Indian Magnet Middle, Battle Creek Middle School, Creative Arts Middle and High School, Farnsworth Aerospace, Harding Senior, Highland Park Middle, Highland Park Senior, Humboldt Secondary, Johnson Senior, Linwood/Monroe Arts Plus upper and lower, Open World Learning, Ramsey Middle, Washington Technology Magnet

Winter 2014: 39 Latino parent Graduates

9 Spanish Sessions: Adams Spanish Immersion, Battle Creek Elementary, Bruce F. Vento Elementary, Cherokee Heights Elementary School, Eastern Heights Elementary, Four Seasons A+ Elementary School, Frost Lake Elementary, L'Etoile du Nord French Immersion, Nokomis Montessori North Campus.

Spring 2014: 43 Latino parent Graduates

14 Spanish Sessions: Barack & Michelle Obama, Elementary Benjamin E. Mays International Magnet School, Como Park Elementary, Dayton's Bluff A+ Elementary, Expo for Excellence Elementary, Galtier Community School, Hamline Elementary School, Highland Park Elementary, Highwood Hills Elementary, Jackson Elementary, John A. Johnson A+ Elementary, Mississippi Creative Arts, Riverview West Side School of Excellence, The Heights Community School.

Parent Advisory Council (PAC)

In order to facilitate the work of the LCD Parent Council and to meet the requirements of the Latino Consent Decree (to serve as a forum for expression of concerns and recommendations of Latino parents, representatives of community-based organizations and school staff, concerning the education of Spanish-speaking students in SPPS), the Office of Family Engagement and Community Partnerships (OFECP) scheduled eight regular monthly meetings for the 2013-2014 academic year. The Parent Advisory Council held 8 monthly regular meetings during the 2013-2014 academic year.

SPPS Bilingual District Wide Latino Parent Meetings and Events

Bilingual Latino parents in Saint Paul Public Schools (SPPS) met five times a year for a parent night which led to the creation of partnerships and academic information exchange. Latino Parents also had the opportunity to attend 7 Latino Family Events and had the opportunity to learn about different educational topics that help children in their education, ask questions and have a dialogue with our employees, guests, community leaders and organizations. The Office of Family Engagement and Community Association (OFECAP) provides transportation, child care and a light meal for all parents and children who attend these meetings and events.

SPPS Bilingual District Wide Latino Parent Meetings and Events

Meetings	Events
Meeting #1 October 23, 2013 What is the LCD/ELL Notification of Services Letter? Total Attendance: 110	Multicultural Kick off September 20, 2013 Total Attendance (Latino): 181
Meeting #2 December 4, 2013 Advanced Programs & Courses Latino Students in Middle and High School Total Attendance: 55	National Hispanic Heritage Month Celebration October 11, 2013 Total Attendance: 362
Meeting #3 January 29, 2014 Special Education: System, Procedures and Evaluations, Saint Paul Public Schools Total Attendance: 81	LCD Social Studies Night @ MRC for K-5 students and Families November 20, 2013.....Total Attendance: 62 March 19, 2014.....Total Attendance: 74
Meeting #4 February 26, 2014 Exit Rate, Criteria & Procedures For Latino Consent Decree (LCD) Students Total Attendance: 86	Latino Family Celebration December 13, 2013 Total Attendance: 160
Meeting #5 April 23, 2014 Latino Consent Decree Parent Advisory Council (LCD PAC) <ul style="list-style-type: none"> • Latino Consent Decree Program & Advisory Council • Parent Focus Groups Total Attendance: 88	Bilingual Parent Conference 2014 March 15, 2014 Total Attendance (Latino): 111
	Latino Senior Student Recognition May 9, 2014 Total Attendance: 296
	Mexican Textbook Give Away Program May 20, 2014 Total Attendance: 65

APPENDIX A: 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 B: 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

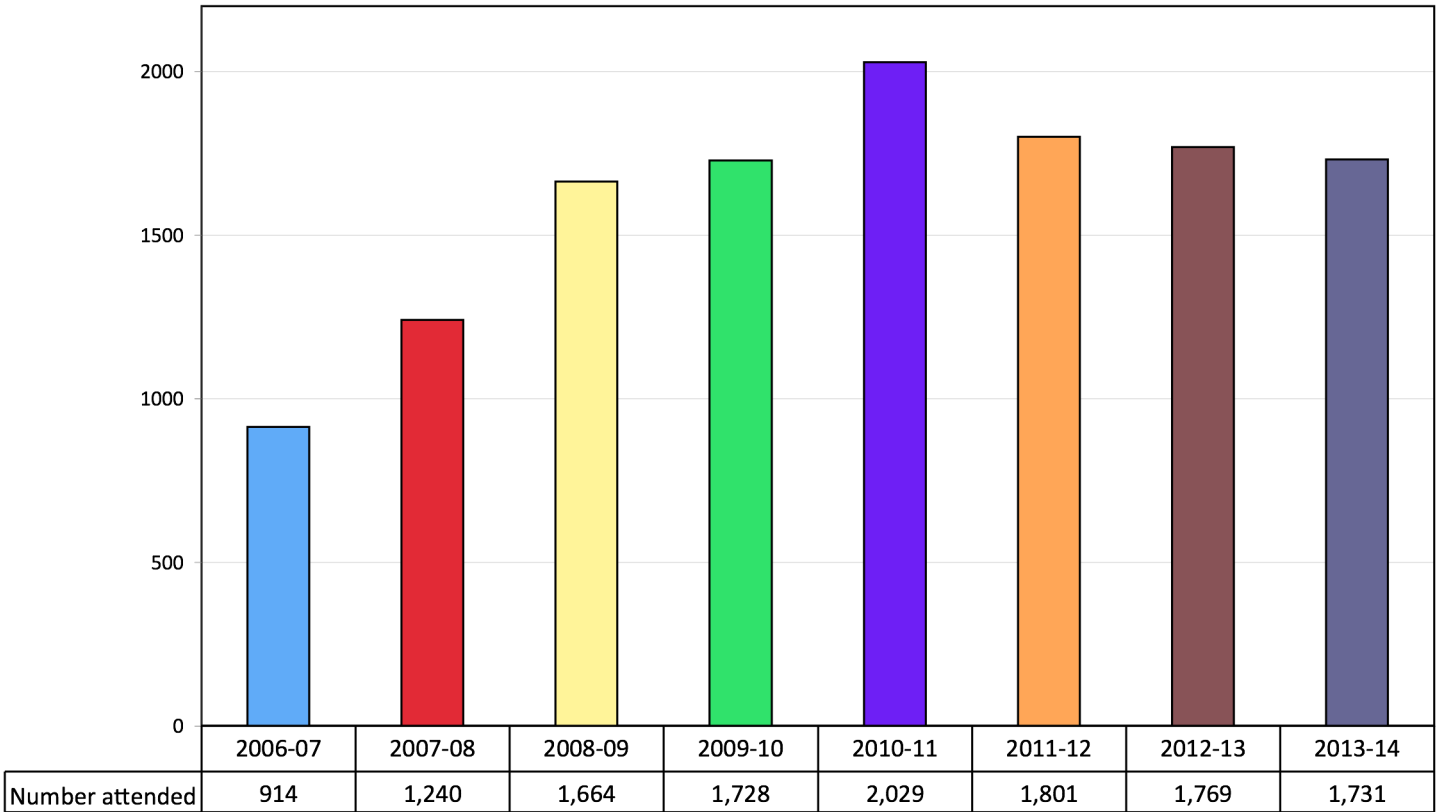
Review and make recommendations to the Superintendent/Board of Education to assist them in making informed decisions regarding the education of Spanish-speaking students.

APPENDIX C: DISTRICT-WIDE PARENT MEETINGS ATTENDANCE SUMMARY REPORT 2006-2014

The 2013-2014 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.

Attendance Change Over Time (2006-2014)

Attendance to District-Wide Latino Consent Decree District Wide Parent Meetings by school year.



Acknowledgements

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

Organizations	College/University	SPPS Departments and Programs
Amherst H. Wilder Foundation Latino Leadership Program	University of Minnesota	Office of Family Engagement & Community Partnerships
Casa de Esperanza	Century College	Office of Multilingual Learning (MLL)
Consulate of Mexico in Saint Paul	Saint Paul College	Multicultural Resource Center
CLUES Comunidades Latinas Unidas En Servicio		Student Placement Center
West Side Community Health Service La Clinica		Office of College and Career Readiness
Neighborhood Economic Development Alliance NeDA		Office of Specialized Services
Minnesota Office of Higher Education		Racial Equity Office of the Superintendent
Minnesota Reading Corps Members		Office of Early Learning
Volunteer Lawyers Network		HUBBS Center
NAVIGATE MN		Early Childhood Family Education ECFE
Immigrant Law Center of Minnesota		Blast Off To Kindergarten (BOTK)
Chicano Latino Affairs Council (CLAC)		
Minnesota Department of Education		

MEXICAN CONSULATE IN SAINT PAUL, MN.

2014 Mexican Text Book Giveaway Program

For the fourth consecutive year, the Mexican Consulate in Saint Paul has donated Mexican Text Books to the Saint Paul Public Schools. The Mexican Text Book Giveaway Ceremony was held on Tuesday, May 20, 2014 at the SPPS Administration Building

The Mexican textbook collection will be placed in school libraries for students and families. The books included textbooks and children's fiction books.

This year, as a special gift, the Mexican Consulate donated 1st grade cutaway activity books to be given as a gift to every Latino student in Pre kindergarten, Kindergarten and 1st grade as well as to the Early Childhood Special Education Program

The purpose of the books is to ensure that Spanish language books are used as supportive education material for Spanish-speaking students, to strengthen the identity of children and young adults of Mexican origin or citizenship living in the United States, and to contribute to the teaching of Spanish as a second language.

2013-2014
Programa del Decreto Latino (LCD)
Reporte Anual y Recomendaciones

LATINO CONSENT DECREE (LCD)
CONSEJO ASESOR DE PADRES (PAC)
Junio 10, 2014

El Reporte Anual de LCD 2012-2013 es preparado por el Consejo Asesor de Padres (PAC) de las Escuelas Públicas de Saint Paul de acuerdo a las leyes del Consejo Asesor de Padres de LCD.

Los miembros del Consejo Asesor de Padres (PAC) del Programa del Decreto Latino (LCD), miembros de la comunidad y representantes del distrito presentan el reporte al Comité de la Mesa Directiva del Distrito y al Superintendente de las Escuelas Públicas de Saint Paul.

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Consejo Asesor de Padres del Decreto Latino (LCD PAC) 2013-2014

Mónica Vega , Presidente Early Childhood Family Education (ECFE)	Patricia Perez-Jenkins Miembro De La Comunidad
Helio De La Torre , Vice Presidente Highland Park Middle, Highland Park Senior Adams Spanish Immersion	Betina Marquez , Miembro Highland Park Middle, Riverview West Side School Of Excellence
Nora Avila Martinez , Co-Vice Presidente Adams Spanish Immersion, Johnson Senior Ecfe	Maria Concepción Marquez , Miembro Highland Park Middle, Highland Park Senior Riverview West Side School Of Excellence
Ana Castrellón , Secretaria Miembro De La Comunidad	Noricela Dominguez , Miembro Hazel Park Preparatory Academy
Patricia De La Torre , Miembro Highland Park Middle, Highland Park Senior Adams Spanish Immersion	Patricia Nin , Miembro Hazel Park Preparatory Academy
Esther Alarcon , Miembro Paul & Sheila Wellstone Elementary Harding Senior	America Swart , Miembro Saint Paul Music Academy
Martha Rodriguez , Miembro Paul & Sheila Wellstone Elementary French Immersion Elementary	Carmen Sisson , Miembro Adams Spanish Immersion Lcd Pac Representative On The Special Education Advisory Council (Seac)
Luisa Diaz , Miembro Paul & Sheila Wellstone Elementary	Priscila Olvera , Miembro French Immersion Elementary Humboldt Secondary Riverview West Side School of Excellence
Ana Luque , Miembro Linwood/Monroe Arts Plus Upper & Lower	Iliana Saldivar , Miembro Humboldt Secondary

Administración de las Escuelas Públicas de Saint Paul

Administración

- Jackie Turner Chief Engagement Officer

Oficina de Participación Familiar y Asociaciones con la Comunidad

- Tyrize Cox Director
Office of Family Engagement & Community Partnerships
- Pablo Matamoros Latino Consent Decree Program Coordinator
Office of Family Engagement & Community Partnerships
- Pierre Cejudo Latino Consent Decree Parent Advisory Council
District Liaison
Office of Family Engagement & Community Partnerships

SECCIÓN I: Consejo Asesor de Padres del Programa del Decreto Latino (LCD) Reporte Anual y Recomendaciones 2013-2014

Recomendación: Actualizar, Revisar, y Evaluar la Guía de Implementación del Programa del Decreto Latino (LCD)

El Consejo Asesor de padres del Decreto Latino recomienda que el Distrito Escolar de Saint Paul actualice, revise y evalúe la Guía de Implementación del Programa del Decreto Latino (LCD) para asegurar que está cumpliendo con todas las secciones y que la implementación del Decreto Latino está al día y en realidad se está llevando adelante. La fecha de la última Guía de Implementación data de 1998, cuando Curman L. Gaines era el superintendente de las escuelas. El Consejo Asesor de Padres recomienda que esta evaluación sea planificada, coordinada y dirigido por el Coordinador del Programa de LCD. También recomendamos que el Programa de LCD forme un comité con diferentes miembros que representen nuestra comunidad escolar latina/LCD (ver Composición del Comité)

Fundamento Jurídico

El Consejo Asesor hace esta recomendación de acuerdo con la pagina 48 de la Estipulación de LCD, Sección VIII, Sección de Evaluación B, Evaluación del Programa y Monitoreo indicando que "habrá de vez en cuando una evaluación hecha en cuanto a la identificación del idioma del hogar y el proceso de evaluación y los demás programas de esta estipulación para asegurar el cumplimiento del Distrito con todas las áreas bajo el LCD ".

Motivo por la Recomendación

En nuestras conversaciones y reuniones con padres latinos, Asistentes Educacionales de LCD, miembros de la comunidad latina y nuestras propias experiencias, como padres de niños latinos, creemos firmemente y hemos concluido que hay brechas entre lo que la estipulación de LCD indica y lo que realmente se hace a través del distrito. La guía de implementación anterior está fuera de fecha y, como esta hoy, no se encarga de todos los avances y mejoras y mejores practicas en la educación. Añadir a esto, todas las nuevas iniciativas que nuestra superintendente y el distrito de Saint Paul ha implementado en los últimos años (ej: Plan Estratégico Sólidas Escuelas, Sólidas Comunidades). Esto puede haber sido el resultado de los cambios en el distrito escolar, sin embargo, el LCD se implementó para asegurar que el progreso académico de los estudiantes latinos proceda a una tasa equitativa a los estudiantes que hablan Inglés.

Aunque han habido algunos avances en los índices de logros entre los latinos, no es suficiente. El Consejo Asesor de Padres de LCD hace esta recomendación para asegurar que el LCD se implemente en la era moderna de tal manera que se cumpla su objetivo de avanzar a los estudiantes latinos, cerrar la brecha de los logros y alinearlo al Plan Estratégico del Distrito.

Composición del Comité

Recomendamos que el comité requerirá un mínimo de 11 miembros y un máximo de 25 miembros incluyendo el Coordinador del Programa de LCD, el Enlace del Consejo Asesor de Padres de LCD, el Presidente del Consejo Asesor de Padres de LCD y:

- Miembros del Consejo Asesor de Padres de LCD.
- Padres de estudiantes LCD, representando las áreas escolares (A-F).
- Miembros de la comunidad latina.
- Asistentes Educativos de LCD.
- Maestros de LCD/ELL.
- Otro Personal del Distrito.

El Consejo Asesor de Padres de LCD recomienda que para la semana de apertura de 2014, se nos informe de los miembros que servirán en el Comité especificando sus nombres, funciones y responsabilidades. Dicho esto, recomendamos que el Coordinador del Programa de LCD, el Enlace del Consejo Asesor de Padres de LCD, y el Presidente del Consejo Asesor de Padres de LCD se reúnan durante los meses de verano para identificar los potenciales miembros del comité.

Calendario (sujeto a ajustes)

El Consejo Asesor de Padres de LCD recomienda que la nueva Guía de Implementación de LCD se complete en fases.

Fase 1

Septiembre 2014 a marzo 2015

Actualización, Revisión y Evaluación.

Fase 2

Abril - mayo 2015

- Presentación del borrador al Liderazgo del Distrito de las Escuelas Públicas de Saint Paul.

Fase 3

Otoño de 2015

- Semana de Apertura 2015 – Presentar la nueva Guía de Implementación de LCD a los Administradores Escolares y personal de LCD seguido por entrenamientos en el distrito.
- Presentar la nueva Guía de Implementación de LCD a todos los padres latinos del Distrito.

Reportes de Progreso Mensuales

Recomendamos que el distrito actualice al Consejo Asesor de Padres de LCD sobre la revisión en curso que se está realizando durante este tiempo (año escolar 2014-15). Informes de progreso periódicos ayudarán a identificar, no sólo cuestiones temprano, sino también ayudar en el progreso general de la Guía de Implementación de LCD.

SECCIÓN II: Estado de la Respuesta Administrativa al Reporte Anual del Consejo Asesor de Padres del Decreto Latino 2012-2013

Resumen del Reporte

Recomendación 1 CARTA DE NOTIFICACIÓN DE SERVICIOS DE LCD/ELL La Oficina de Aprendizaje Multilingüe (MLL) presentó a las familias latinas el 23 de octubre, 2013.	COMPLETADO
Recomendación 2 TASA DE SALIDA, CRITERIO, PROCEDIMIENTOS PARA ESTUDIANTES DEL DECRETO LATINO La Oficina de Aprendizaje Multilingüe (MLL) presentó a las familias latinas el 26 de febrero, 2014.	COMPLETADO
Recomendación 3 REUNIONES CON ASISTENTES EDUCACIONALES DEL PROGRAMA DEL DECRETO LATINO (LCD) El Consejo Asesor de LCD se reunió 3 veces con los Asistentes Educacionales de LCD el 16 de octubre, 2013; 15 de enero, 2014; y 12 de marzo, 2014.	COMPLETADO
Recomendación 4 COMUNICACIÓN SOBRE PROGRAMAS PARA ESTUDIANTES EN LA ESCUELA INTERMEDIA Y SECUNDARIA. La Oficina de Preparación Universitaria y Profesional (OCCR) presentó a las familias latinas el 4 de diciembre, 2013 .	COMPLETADO
Recomendación 5 AUMENTAR LA INSCRIPCIÓN DE ESTUDIANTES DEL DECRETO LATINO EN PROGRAMAS Y CURSOS AVANZADOS Más estudiantes latinos completaron cursos avanzados en el año escolar 2012-2013. <ul style="list-style-type: none"> • 32 estudiantes más completaron 2 - 3 Cursos de Nivel Avanzado. • 30 estudiantes más completaron 4 Cursos de Nivel Avanzado • El número de estudiantes que completaron 1 Curso de Nivel Avanzado sigue siendo el mismo . 	EN PROGRESO
Recomendación 6 EXPANDIENDO EL PROYECTO PILOTO EN HUMBOLDT: "Grupo Latinos Rumbo a la Universidad" La subvención para el proyecto piloto terminó . Un Reconocimiento para estudiantes Latinos del grado 12 se llevo acabo en Saint Paul College el viernes 9 de mayo, 2014.	COMPLETADO

<p>Recomendación 7</p> <p>PROGRAMA DE EDUCACIÓN ESPECIAL: Estudiantes Latinos La Oficina de Servicios Especializados presentó a las familias latinas el 29 de enero, 2014.</p>	<p>COMPLETADO</p>
<p>Recomendación 8</p> <p>CULTURA LATINA: Centro de Recursos Multiculturales (MRC) El Centro de Recursos Multiculturales fue sede de dos lecciones de Estudios Sociales para padres latinos y sus hijos en grados K- 5.</p> <p>El Centro de Recursos Multiculturales , el Programa del Decreto Latino y el Consejo Asesor de Padres de LCD planificará una sesión piloto para los padres latinos y sus estudiantes en la escuela intermedia y secundaria usando las “Maletas Digitales de 8º grado “Culturas Latinas”.</p>	<p>COMPLETADO</p>
<p>Recomendación 9</p> <p>FAMILIAS LATINAS - EDUCACIÓN TEMPRANA FAMILIAR La Oficina de Participación Familiar y Asociaciones con la Comunidad en colaboración con el Programa del Decreto Latino, el Consejo Asesor de Padres LCD y el Consulado de México en Saint Paul donó 200 libros Mexicanos de actividades de vocabulario y recortadas de 1er grado a los estudiantes y familias que actualmente están inscritos en Programas de Pre Kinder al Igual que al programa de Educación Temprana de Educación Especial.</p>	<p>COMPLETADO</p>
<p>Recomendación 10</p> <p>PROGRAMAS DE APOYO PARA FAMILIAS LATINAS</p> <p>Amherst H. Wilder Foundation: Programa de Liderazgo Latino El Programa de Liderazgo Latino llevó acabo su sesión de primavera en las oficinas del distrito escolar de Saint Paul los miércoles por la noche del 16 de abril al 28 mayo, 2014.</p> <p>Consejo Asesor de Padres (PAC) El Consejo Asesor de Padres tuvo 8 reuniones regulares mensuales durante el año académico 2013-2014.</p> <p>Reuniones y Eventos para Padres Latinos de SPPS Los padres latinos bilingües tuvieron la oportunidad de asistir a 5 Reuniones para Padres Latinos y 7 Eventos Familiares latinos.</p> <p>La asistencia total fue de 1,731 (padres, niños , empleados y miembros de la comunidad)</p>	<p>COMPLETADO/ CONTINUANDO</p>
<p>Recomendación 11</p> <p>Programa la Academia para Padres La Oficina de la Participación Familiar y Asociaciones con la Comunidad ofreció treinta y nueve sesiones en español.</p> <p>159 Padres latinos se graduaron del Programa de la Academia para Padres durante el año escolar 2013-2014.</p>	<p>COMPLETADO/ CONTINUANDO</p>

Reporte Detallado

1. CARTA DE NOTIFICACIÓN DE SERVICIOS DE LCD/ELL

Recomendación:

- El Departamento de ELL presente sobre los servicios en una de las reuniones de LCD de todo el distrito.

Respuesta Administrativa:

- La Oficina de Aprendizaje multilingüe (antes ELL) presentará el 23 de octubre de 2013 en la Reunión de Padres Bilingües del Distrito

Informe de Estado

El Consejo Asesor de LCD le da las gracias a la Oficina de Aprendizaje Multilingüe (MLL) por proporcionar la carta de notificación de servicios LCD / ELL para las familias que califican para LCD y por continuar el esfuerzo de informar a los padres. El Consejo Asesor también agradece al Departamento de MLL por presentar en una de nuestras reuniones de LCD de todo el distrito sobre los servicios que se describen en la página 3 de la carta de notificación de Servicios ELL / LCD. La reunión de LCD de todo el distrito se llevó a cabo el 23 de octubre de 2013.

2. TASA DE SALIDA, CRITERIO, PROCEDIMIENTOS PARA ESTUDIANTES DEL DECRETO LATINO

Recomendación:

- Que LCD, SPPS y ELL revisen el criterio de salida de ELL
- Evaluación sobre estudiantes de lenguaje específico vs. estudiantes de LCD.
- Que el Departamento de ELL presente en una de las reuniones de LCD de todo el distrito.

Respuesta Administrativa:

- La Oficina de Aprendizaje Multilingüe presentará el 26 de febrero de 2014.
- Habrá una explicación de los criterios de salida y la forma en que se refiere a los estudiantes latinos en comparación con otros subgrupos. Los datos serán determinados por la ley No Child Left Behind Act y usando los últimos 3 años de MCA (Evaluaciones Integrales de Minnesota) y las Evaluaciones de lenguaje.

Informe de Estado

El Consejo Asesor de LCD agradece a la Oficina de Aprendizaje Multilingüe (MLL) por presentar sobre los criterios la tasa de salida, procedimientos y porcentaje de estudiantes que anualmente salen de LCD y del programa de ELL y también por proporcionar los resultados de la evaluación que compara a los estudiantes de LCD con otros grupos específicos del lenguaje (Hmong, Somalí y Karen)

3. REUNIONES CON ASISTENTES EDUCACIONALES DEL PROGRAMA DEL DECRETO LATINO (LCD)

Recomendación:

- Que el Departamento de ELL financie tres reuniones para el año escolar 2013-14
- Tener una reunión durante el horario escolar

Respuesta Administrativa:

- La Oficina de Aprendizaje Multilingüe en colaboración con la Oficina de Participación Familiar y Asociaciones con la Comunidad ha programado tres reuniones:
 - 16 de octubre de 2013
 - 15 de enero de 2014
 - 12 de marzo de 2014

Informe de Estado

El Consejo Asesor de LCD se reunió con los Asistentes Educativos de LCD durante el año escolar 2013-14. Las reuniones proporcionaron una oportunidad para los Asistentes Educativos de LCD y los miembros del Consejo Asesor de LCD para aprender sobre los mitos y realidades del bilingüismo. También proporcionaron sugerencias al consejo asesor sobre una recomendación para el reporte anual de LCD. El Consejo Asesor de Padres de LCD le da las gracias a la Asistente de Superintendente - Oficina de Aprendizaje Multilingüe, Dr. Efe Agbamu y a la Oficina de Aprendizaje Multilingüe por proporcionar los fondos para estas tres reuniones.

4. COMUNICACIÓN SOBRE PROGRAMAS PARA ESTUDIANTES EN LA ESCUELA INTERMEDIA Y SECUNDARIA.

Recomendación:

- Comunicación regular con la Oficina de Preparación Universitaria y Profesional (OCCR) para asegurar que las actividades de OCCR tengan personal apropiado para trabajar con familias latinas
- OCCR Presenta en una de las reuniones de LCD de todo el Distrito

Respuesta Administrativa:

- Todos los materiales han sido traducidos al español y compartidos con el personal de LCD en los sitios.
- OCCR ha recomendado que llamadas telefónicas se hagan por hispanohablantes tanto como sea posible.
- Una fecha para la reunión se estableció para el 4 de diciembre de 2013 donde el personal de la Oficina de Preparación Universitaria y Profesional (OCCR) se reunió con el Decreto de Consentimiento Latino.

Informe de Estado

El Consejo Asesor de Padres de LCD agradece a la Oficina de Preparación Universitaria y Profesional (OCCR) y a su personal por presentar sobre los Programas Avanzados y cursos para los estudiantes latinos en escuelas intermedias y secundarias en una de las reuniones de LCD para padres de todo el distrito en 2013-14. (Programa de Mentores Excelencia (MEP), Avance Vía Determinación Individual (AVID), Bachillerato Internacional (IB), Exámenes para Graduación, Estudiantes Dotados, Cursos Avanzados y Requisitos de Graduación). La Oficina de Preparación Universitaria y Profesional continua asegurándose que los métodos y las estrategias de sistemas de comunicación utilizados para informar a los padres latinos en programas para estudiantes, son intencionados a los padres de los estudiantes latinos. Además OCCR continúa asociándose con el programa LCD para servir a los estudiantes, así como las familias.

5. AUMENTAR LA INSCRIPCIÓN DE ESTUDIANTES DEL DECRETO LATINO EN PROGRAMAS Y CURSOS AVANZADOS

Recomendación

- Que OCCR evalúe el porcentaje de estudiantes de LCD que están inscritos en sus programas.

Respuesta Administrativa

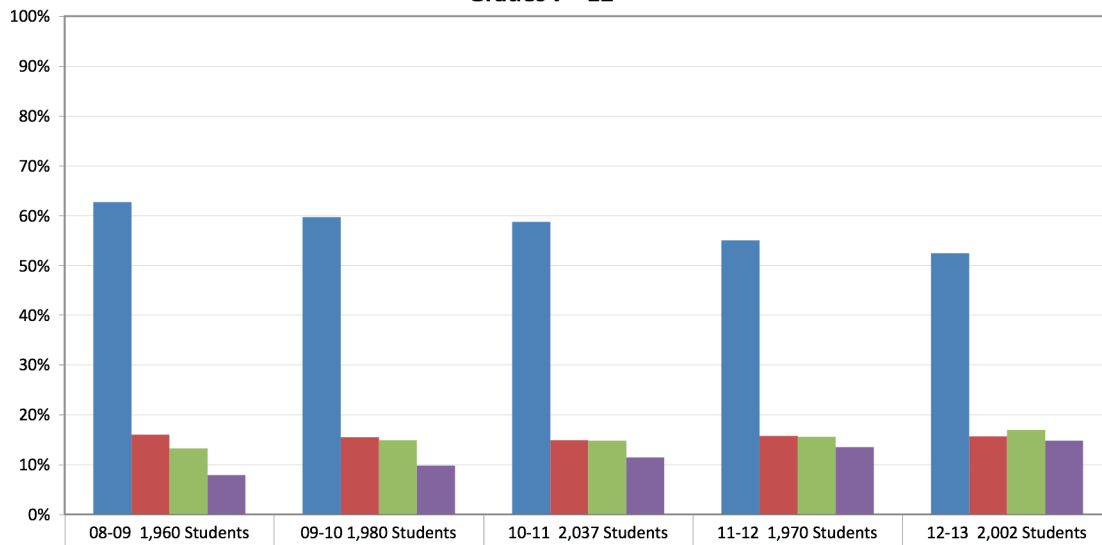
- La Oficina de Preparación Universitaria y Profesional (OCCR) pedirá al Departamento de Investigación, Evaluación y Examinación (REA) proporcionarnos los datos relacionados con la matricula en cursos avanzado y programas especializados.
- Estos datos serán utilizados como nuestra base para establecer objetivos y aumentar la participación de los estudiantes del Decreto Latino en tales actividades.

Informe de Estado

Los datos del Departamento de Investigación, Evaluación y Examinación muestra que la finalización de cursos de nivel avanzado por estudiantes latinos en el año escolar 2012-2013 incrementó por 1% en la categoría de completar 2-3 y 4 cursos de nivel avanzado, del un 16% al 17% y de 14% a 15%, respectivamente. El número de estudiantes que terminaron 2-3 Cursos de nivel Avanzado subió de 308 a 340 y el número de estudiantes que terminaron 4 Cursos de nivel avanzado subió de 267 a 297. No hubo cambios en los estudiantes que completan 1 cursos de nivel avanzado. Adicionalmente una grafica mostrando la comparación con estudiante s de otros grupos esta incluida.

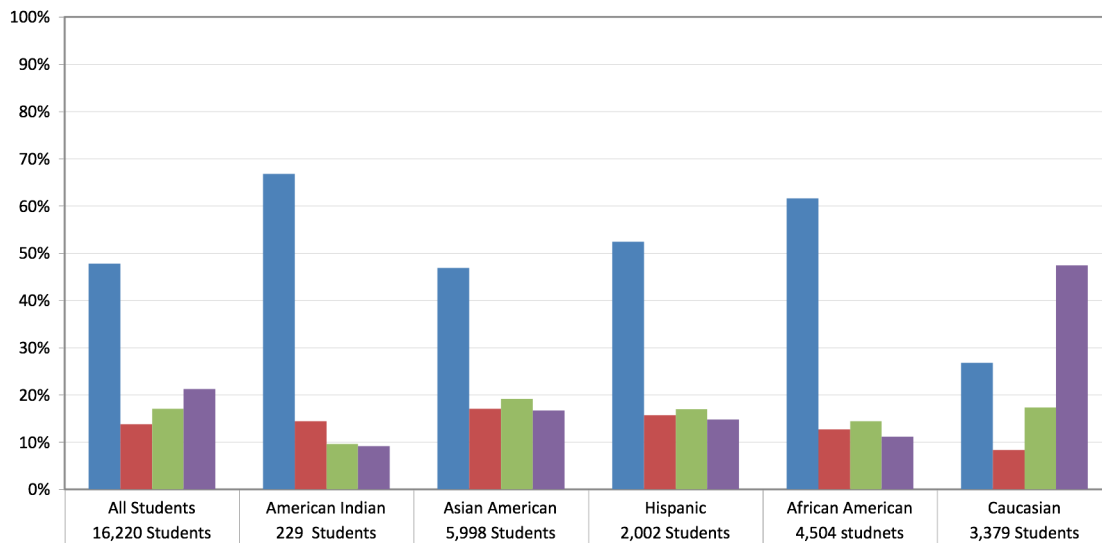
Cursos Avanzados: Honores, Colocación Avanzada, Bachillerato Internacional (IB), Opción de Inscripción en Post Secundaria (PSEO), y Colegio en las Escuelas (CIS).

Advanced Courses Completed
Hispanic/Latino Students, School year 2008-2009 through 2012-2013
Grades 7 - 12



No Courses	63%	60%	59%	55%	52%
1 Subject	16%	16%	15%	16%	16%
2-3 Subjects	13%	15%	15%	16%	17%
4+ Subjects	8%	10%	11%	14%	15%

Advanced Courses Completed
by Ethnicity, School year 2012-2013
Grades 7 - 12



No Courses	48%	67%	47%	52%	62%	27%
1 Subject	14%	14%	17%	16%	13%	8%
2-3 Subjects	17%	10%	19%	17%	14%	17%
4+ Subjects	21%	9%	17%	15%	11%	47%

6. EXPANDIENDO EL PROYECTO PILOTO EN HUMBOLDT: "Grupo Latinos Rumbo a la Universidad"

Recomendación:

- Mantener el programa en Humboldt y expandirlo a Washington Technology Magnet y a otras escuelas intermedias/secundarias.
- La Oficina de Participación Familiar realiza evento de reconocimiento para estudiantes latinos del grado 12.

Respuesta Administrativa:

- El programa piloto de la Escuela Intermedia fue financiado a través de una subvención del estado, la cual ha terminado. En este momento no hay fondos para continuar o expandir el programa.
- Primer reconocimiento a estudiantes latinos del grado 12 en el distrito.

Informe de Estado

La Oficina de Participación Familiar y Asociaciones con la Comunidad en colaboración con el Programa del Decreto Latino y el Consejo Asesor de Padres del Decreto Latino reconocen que las aspiraciones, la disciplina académica y el compromiso de los estudiantes latinos en la escuela secundaria deben ser reconocidos. Un Reconocimiento para estudiantes Latinos del grado 12 se llevo a cabo en Saint Paul College el viernes 9 de mayo de 2014.

Estudiantes latinos del grado 12 fueron reconocidos en base a los siguientes criterios:

1. Graduándose A Tiempo - más cualquier de las siguientes categorías:

- a. Excelencia Académica (3.5 GPA o superior)
- b. Clases de Colocación Avanzada
- c. Asistencia Excepcional
- d. Horas de Voluntario / Servicio Comunitario
- e. Excelente Rendimiento en Atletismo / Las Artes
- f. Becas Recibidas
- g. Participación en JROTC

224 estudiantes latinos se graduaron a tiempo en junio de 2014. El Consejo Asesor de Padres de LCD felicita y agradece a los padres y maestros para apoyar la educación de nuestros estudiantes latinos.

7. PROGRAMA DE EDUCACIÓN ESPECIAL: Estudiantes Latinos

Recomendación:

- Que el Departamento de Educación Especial presente en una de las reuniones de padres de LCD de todo el distrito
- Que Un representante de LCD tenga un lugar en el Consejo Asesor de Educación Especial (SEAC)

Respuesta Administrativa:

- El Asistente del Superintendente de Servicios Especializados y el enlace de los padres de la Oficina de Participación Familiar presentarán al Consejo Asesor del Decreto Latino el miércoles 29 de enero de 2014.
- La Sra. Carmen Sisson ha aceptado ser la representante del Consejo Asesor de Padres de LCD en el Consejo Asesor de Educación Especial (SEAC).

El Consejo Asesor de padres de LCD da las gracias al Departamento de Educación Especial por presentar sobre el sistema de Educación Especial, Procedimientos y evaluaciones para los estudiantes latinos el 29 de enero de 2014. El tema de Educación Especial es un tema muy complejo, sin embargo, los padres están ansiosos por aprender y entender más acerca de las discapacidades de aprendizaje, acomodaciones educacionales, evaluaciones y conciencia cultural.

8. CULTURA LATINA: Centro de Recursos Multiculturales (MRC)

Recomendación:

- Que MRC realice dos reuniones de lecciones de Estudios Sociales (otoño e invierno) para estudiantes en grados K-5 y sus familias
- Que MRC lleve a cabo iniciativas similares y/o un programa para los estudiantes de escuelas intermedias y secundarias.
- Asociarse con el equipo de equidad de SPPS y el personal de la Oficina de Participación Familiar para proporcionar una capacitación cultural latina mas profunda para el personal del distrito.

Respuesta Administrativa:

- El Centro de Recursos Multiculturales ha programado dos reuniones: 20 de noviembre de 2013 y 19 de marzo de 2014
- Capacitación para el personal sobre la incorporación de la historia y cultura latina en los cursos de estudios sociales.
- Se desarrollaron ocho “maletas digitales” culturales

Informe de Estado

El Consejo Asesor de Padres de LCD da las gracias al Centro de Recursos Multiculturales por colaborar en dos reuniones de lecciones de estudios sociales para padres latinos y sus hijos en grados K-5. Los niños y los padres aprendieron y experimentaron juntos las lecciones de Estudios Sociales de grados K-1 y de 4 ° grado del West Side. Las actividades incluyeron una lección sobre artefactos latinoamericanos, una lección de fotos usando el libro Latino Minnesota con un proceso llamado investigación, y una lección sobre las inundaciones de los llanos del West Side y mapas para comparar los cambios en esa comunidad.

Maletas Digitales- Digital Suitcases

Ocho Maletas digitales fueron desarrolladas por educadores durante el verano de 2013 a través de una asociación con el Centro de Recursos Multiculturales de las Escuelas Públicas de Saint Paul y el Centro de Humanidades de Minnesota. Cada maleta digital incluye :

- Tres lecciones alineadas con los estándares de estudios sociales de Minnesota, puntos de referencia y los niveles de grado
- Un enfoque en perspectivas múltiples / narrativas ausentes, fortalecido por las aportaciones de los miembros de la comunidad durante todo el proceso
- Una lista de recursos suplementarios, tanto digitales como impresos, muchos de los cuales estarán disponibles en el Centro de Recursos Multiculturales de las Escuelas Públicas de Saint Paul (MRC) (www.mrc.spps.org)
- De las ocho Maletas Digitales – una de ellas es Culturas Latinas para octavo grado.

Resumen de las maleta digital para octavo grado: Los estudiantes verán cómo tres ciudades de América Latina han crecido y hacia dónde se dirigen en el futuro.

Puntos de referencia de prioridad:

5.2 Describir la ubicación de las poblaciones humanas y las características culturales de América Latina, incluyendo cómo el modelo contemporáneo de las ciudades resultó de una combinación de contacto pre-europeo, colonial, y las sociedades urbanas industriales

6.2 Describir cómo las características físicas y ambientales de América Latina afectan a la actividad humana y los asentamientos

Enfoque de la Lección 1: ¿De dónde soy?: Leer y responder a la pieza hablada de Rodrigo Sanchez-Chavarria

Enfoque de la lección 2: Estudios de caso de la historia y las características culturales de las tres ciudades de América Latina: Ciudad de México, Quito y San Salvador

Enfoque de la Lección 3: Planificación para el futuro de la Ciudad de México, Quito y San Salvador

El Centro de Recursos Multiculturales en colaboración con la Oficina de Participación Familiar, el Programa del Decreto Latino y el Consejo Asesor de Padres de LCD planificará una lección piloto semejante a la Noche Estudios Sociales para familias y estudiantes y familias de escuela intermedia y secundaria.

9. FAMILIAS LATINAS - EDUCACIÓN TEMPRANA FAMILIAR

Recomendación:

- Crear nuevos medios de comunicación para todos los padres que hablan español

Respuesta Administrativa:

ECFE actualmente ofrece :

- 8 clases en español
- 9 programas de Alfabetización Familiar en 6 localidades de Saint Paul
- 5 clases de Paternidad a Través de Culturas en toda la ciudad

Otro

- 19% de las familias que ECFE sirvió el año pasado fueron Latinos
- Incrementó el apoyo a las familias con recién nacidos
- Se siguen realizando actividades de alcance en las clínicas médicas locales
- Conexiones con los grupos prenatales
- Dispuesto a recibir a un representante del Decreto Latino (LCD)

Informe de Estado

La Oficina de Participación Familiar y Asociaciones con la Comunidad en colaboración con el Programa del Decreto Latino, el Consejo Asesor de Padres LCD y el Consulado de México en Saint Paul donará Libros de Mexico de 1er grado con actividades de vocabulario en español y actividades para los 181 estudiantes latinos y sus familias que actualmente están inscritos en programas de Pre Kindergarten de todo el distrito.

10. PROGRAMAS DE APOYO PARA FAMILIAS LATINAS

Fundación Amherst H. Wilder: Programa de Liderazgo Latino

Recomendación:

- Continuar apoyando a la Fundación Wilder y su Programa de Liderazgo Latino.

Respuesta Administrativa:

- El Programa de Liderazgo en la Comunidad de Wilder (NLP) ha programado que se lleve a cabo sesiones los miércoles por la noche del 16 de abril al 24 mayo de 2014.

Informe de Estado

El Programa de Liderazgo en la Comunidad de Wilder (NLP) tuvo su sesión de primavera en las oficinas del Distrito Escolar de Saint Paul los miércoles por la noche del 16 de abril al 28 de mayo de 2014. Los nuevos miembros del Consejo Asesor de Padres de LCD aprovecharon de este programa. Las familias siguen mostrando interés en ser más comprometidos en la escuela y en la comunidad de sus hijos. La Oficina de Participación Familiar en colaboración con el programa del Decreto Latino continua apoyando el Programa de Liderazgo Latino. Un total de 17 padres se graduaron de la sesión de primavera de 2014.

Escuelas Participantes:

Adams Spanish Immersion, Capitol Hill Gifted and Talented Magnet, Cherokee Heights Elementary, ECFE, L'Etoile du Nord French Immersion, Frost Lake Elementary, Hazel Park Preparatory Academy, Humboldt Secondary School, Johnson Senior High School, Mississippi Creative Arts School, Nokomis Montessori Magnet, Parkway Middle School, Ramsey, Middle School, Riverview West Side School of Excellence, Saint Paul Music Academy, Paul & Sheila Wellstone Elementary, Academia Cesar Chavez,

Programa de La Academia Para Padres

Recomendación:

- Apoyar la continuación de la Academia para Padres en las Escuelas Públicas de Saint Paul.

Respuesta Administrativa:

- Sesión de otoño 2013 (K-8, Intermedias y Secundarias)
- Sesión de Invierno 2014 (Pre-K y Escuelas Primarias)
- Sesión de Primavera 2014 (Pre-K, Escuelas Primarias y Sesión Piloto de Educación Especial)
- El Programa de la Academia de Padres extenderá su programa para servir a los padres con niños en Pre-Kinder y Educación Especial

Informe de Estado

El Consejo Asesor de Padres de LCD agradece a la Oficina de Participación Familiar y Asociaciones con la Comunidad por seguir ofreciendo la Academia para Padres en las escuelas. La Academia Para Padres provee una estructura para la creación de una comunidad donde los padres y las escuelas colaboran entre sí en el hogar y en la escuela, para que los estudiantes latinos puedan lograr y estar preparados para asistir a una institución post-secundaria. La Oficina de Participación Familiar y Asociaciones con la Comunidad ofreció treinta y nueve (39) sesiones en español en los siguientes sitios. Las familias latinas continuarán tomando ventaja del currículo de Pre Kinder, Primaria, Intermedia y Secundaria. Un total de 159 Padres latinos participaron y se graduaron del programa de la Academia de Padres durante el año escolar 2013-2014.

Escuelas de Academia Para Padres – Sesiones en español

Otoño 2013: 77 Padres Graduados

16 Sesiones en español: American Indian Magnet Middle, Battle Creek Middle School, Creative Arts Middle and High School, Farnsworth Aerospace , Harding Senior, Highland Park Middle, Highland Park Senior, Humboldt Secondary , Johnson Senior , Linwood/Monroe Arts Plus upper and lower, Open World Learning, Ramsey Middle, Washington Technology Magnet

Invierno 2014: 39 Padres Graduados

9 Sesiones en español: Adams Spanish Immersion, Battle Creek Elementary, Bruce F. Vento Elementary, Cherokee Heights Elementary School, Eastern Heights Elementary, Four Seasons A+ Elementary School, Frost Lake Elementary, L'Etoile du Nord-French Immersion, Nokomis Montessori North Campus.

Primavera 2014: 43 Padres Graduados

14 Sesiones en español: Barack & Michelle Obama, Elementary Benjamin E. Mays International Magnet School, Como Park Elementary, Dayton's Bluff A+ elementary, Expo for Excellence Elementary, Galtier Community School Hamline Elementary School, Highland Park Elementary, Highwood Hills Elementary, Jackson Elementary, John A. Johnson A+ Elementary, Mississippi Creative Arts, Riverview West Side School of Excellence, The Heights Community School.

Consejo Asesor de Padres (PAC)

Con el fin de facilitar la labor del Consejo Asesor de Padres de LCD y para cumplir con los requisitos del Decreto Latino (servir como un foro de expresión de las preocupaciones y recomendaciones de los padres latinos , representantes de las organizaciones basadas en la comunidad y el personal escolar, en relación con la educación de los estudiantes que hablan español en SPPS), la Oficina de Participación Familiar y Asociaciones con la Comunidad (OFECP) programó ocho reuniones mensuales para el año académico 2013-2014. El Consejo Asesor de Padres se reunió 8 veces durante el año académico 2013-2014.

Reuniones y Eventos para Padres Latinos de SPPS

Los padres latinos bilingües en las Escuelas Públicas de Saint Paul (SPPS) se reunieron cinco veces para una noche para padres donde crearon asociaciones e intercambio de información académica. Los padres latinos también tuvieron la oportunidad de asistir a 7 Eventos Familiares latinos y tuvieron la oportunidad de aprender acerca de diferentes temas educativos que ayudan a los niños en su educación, hacer preguntas y tener un diálogo con nuestros empleados, invitados , líderes y organizaciones comunitarias. La Oficina de Participación Familiar y Asociación con la Comunidad (OFECP) proporciona el transporte , cuidado de niños y una comida ligera para todos los padres y niños que asisten a estas reuniones y eventos.

Reuniones y Eventos para Padres Latinos de SPPS

Reuniones	Eventos
Reunión #1 23 de Octubre, 2013 ¿Que es la Carta de Notificación de Servicios de LCD/ELL? Asistencia total: 110	Multicultural Pick Off 20 de septiembre, 2013 Asistencia total (Latino): 181
Reunión #2 4 de Diciembre 4, 2013 Programas y Cursos Avanzados para Estudiantes Latinos en la Escuela Intermedia y Secundaria. Asistencia total: 55	Celebración del Mes Nacional de la Herencia Hispana 11 de octubre, 2013 Asistencia total: 362
Reunión #3 29 de enero, 2014 Educación Especial: Sistema Procedimientos y Evaluaciones Asistencia total: 81	Noche de Estudios Sociales para Familias y Estudiantes Latinos en Grados K – 5 20 de noviembre, 2013.....Asistencia total: 62 19 de marzo, 2014.....Asistencia total: 74
Reunión #4 26 de febrero, 2014 Tasa de Salida, Criterio & Procedimientos para los Estudiantes del Decreto Latino (LCD) Asistencia total: 86	Noche Familiar Latina 13 de diciembre, 2013 Asistencia total: 160
Reunión #5 23 de abril, 2014 Consejo Asesor de Padres del Decreto Latino (LCD PAC) <ul style="list-style-type: none"> Programa del Decreto Latino y Consejo Asesor de Padres Grupos de Enfoque para Padres Asistencia total: 88	Conferencia para Padres Bilingües 2014 15 de Marzo, 2014 Asistencia total: 111
	Reconocimiento a Estudiantes Latinos de grado 12 9de mayo, 2014 Asistencia total: 296
	Programa de Entrega de Libros de Texto de México 20 de mayo, 2014 Asistencia total: 65

APÉNDICE A: INFORMACION GENERAL DEL PROGRAMA DEL DECRETO LATINO

Breve Reseña

El Decreto Latino (LCD) es un mandato legal de la corte en el cual las escuelas Públicas de Saint Paul tomaron parte del acuerdo en la corte federal del caso *García et al vs. el Distrito Escolar Independiente 625*. La estipulación final para este caso (1984) detalla de amplia manera las responsabilidades que las Escuelas Públicas de Saint Pablo han acordado en relación con la educación de estudiantes latinos con un inglés limitado.

Propósito del Programa

El propósito de estos programas será proveer por el desarrollo sistemático de las destrezas cognitivas, efectivas y psicomotores y llevar a tales estudiantes latinos matriculados en las Escuelas Públicas de Saint Paul al nivel de ejecución educacional que es esperado por el Distrito de los estudiantes sin limitación de habla inglesa quienes su idioma primario es el inglés y ayudar a los estudiantes a alcanzar un nivel de destreza del inglés que les permita desempeñarse dentro sus habilidades, en clases en las cuales la instrucción es dada solamente en inglés.

APÉNDICE B: CONSEJO ASESOR DE PADRES DEL DECRETO LATINO (LCD) PROPÓSITO, FUNCIÓN Y RESPONSABILIDAD

Propósito

El propósito general del Comité de Padres del Consentimiento del Decreto Latino es servir de foro de expresión de preocupaciones y recomendaciones de padres latinos, representantes de la comunidad, organizaciones y personal de las escuelas, pertenecientes a la educación de estudiantes de habla hispana en el distrito escolar de Saint Paul.

Función

Asistir al Superintendente y a la Mesa Directiva de Educación entregando información y sugerencias sobre las necesidades de los estudiantes hispanos en el distrito escolar.

Responsabilidad

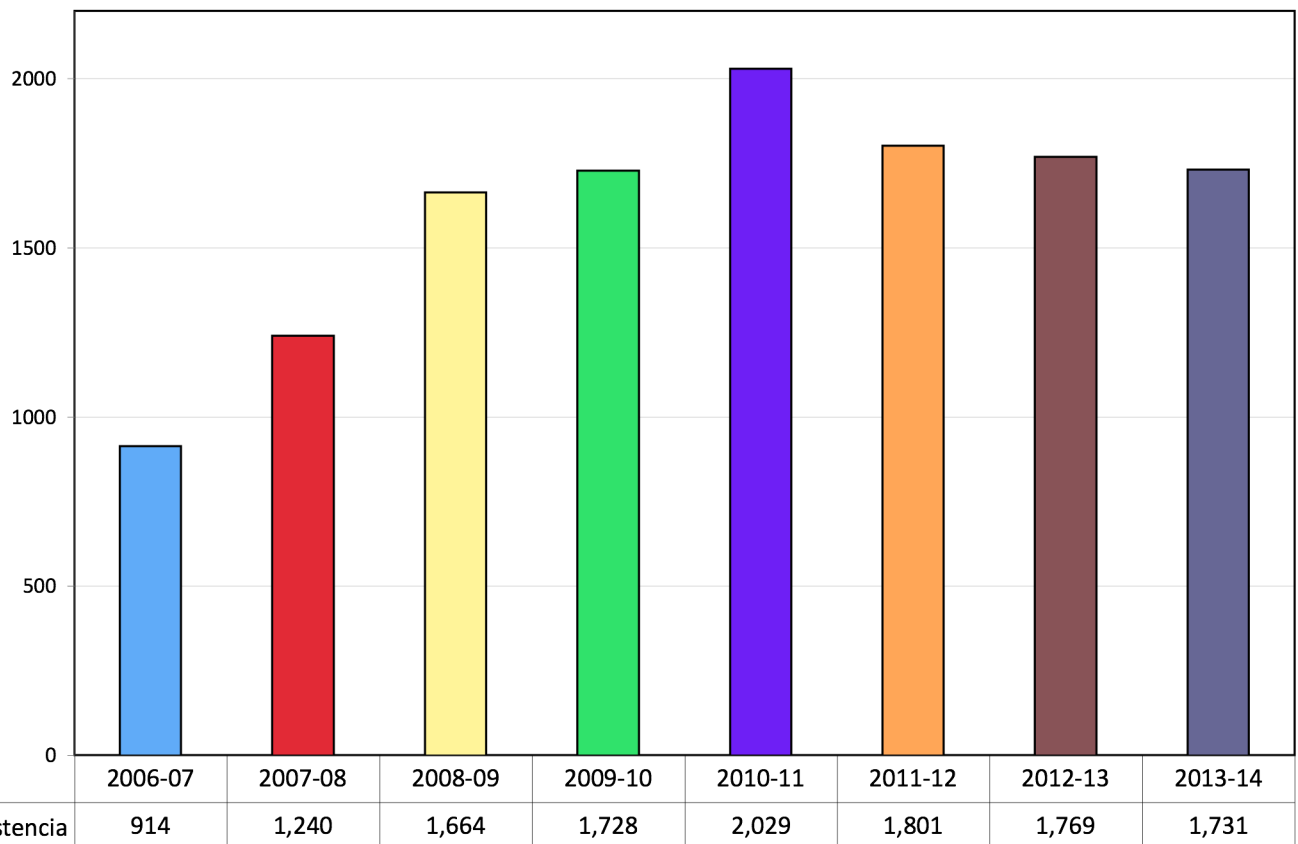
Revisar y hacer recomendaciones al Superintendente/Mesa Directiva de Educación asistiéndoles para que hagan decisiones informadas de acuerdo a la educación de estudiantes de habla hispana.

APÉNDICE C: REPORTE DE ASISTENCIA – REUNIONES DE PADRES DE TODO EL DISTRITO 2006-2013

El informe de asistencia del 2012-13 utiliza una visión global del número total de personas, incluyendo a los padres, miembros de la comunidad, las organizaciones, el personal de SPPS y los niños que asisten regularmente a las reuniones.

Cambio de Asistencia con el Tiempo (2006-2014)

Asistencia a Reuniones para Padres Latinos de Todo el Distrito Por año Escolar.



Reconocimientos

El Comité Asesor de Padres del Decreto Latino (LCD) y la Oficina de Participación Familiar y Asociaciones con la Comunidad quisiera reconocer las siguientes organizaciones y programas por su colaboración y apoyo.

Organizaciones		Colegio / Universidad		Departamentos / Programs de SPPS
Amherst H. Wilder Foundation <i>Latino Leadership Program</i>		University of Minnesota		Office of Family Engagement & Community Partnerships
Casa de Esperanza		Century College		Office of Multilingual Learning (MLL)
Consulate of Mexico in Saint Paul, MN		Saint Paul College		Multicultural Resource Center
CLUES <i>Comunidades Latinas Unidas En Servicio</i>				Student Placement Center
<i>West Side Community Health Service La Clinica</i>				Office of College and Career Readiness
<i>Neighborhood Economic Development Alliance NeDA</i>				Office Of Specialized Services
Minnesota Office of Higher Education				<i>Racial Equity Office of the Superintendent</i>
Minnesota Reading Corps Members				Office of Early Learning
Volunteer Lawyers Network				HUBBS Center
NAVIGATE MN				Early Childhood Family Education ECFE
Immigrant Law Center of Minnesota				Blast Off To Kindergarten, BOTK
Chicano Latino Affairs vCouncil (CLAC)				
Minnesota Department of Education				

CONSULADO DE MÉXICO EN SAINT PAUL, MN

Programa de Donación de Libros de Texto de México 2014

Por cuatro años consecutivos, el Consulado de México en Saint Paul ha donado Libros de Texto de México a las Escuelas Públicas de Saint Paul. La Ceremonia de Entrega de Libros de Texto de México se celebró el martes, 20 de mayo de 2014 en el Edificio de Administración de Las Escuelas Públicas de Saint Paul.

La colección de Libros de Texto de México se colocará en las bibliotecas escolares para los estudiantes y las familias. Los libros incluyen libros de texto y libros de ficción para niños.

Este año, como regalo especial, el Consulado de México ha donado libros de 1er grado con actividades recortables para cada estudiantes latino en Pre kinder, kinder y 1er grado al igual que al programa de educación temprana de Educación Especial.

El propósito de los libros es asegurar que los libros en español se usan como material educativo de apoyo para los estudiantes de habla hispana, para fortalecer la identidad de los niños y jóvenes de origen mexicano o ciudadanía que vive en los Estados Unidos, y para contribuir a la enseñanza del español como segunda lengua.

Latino Consent Decree (LCD)
2013-2014
Annual Report & Recommendations

Committee of the Board (COB)
Tuesday, June 10, 2014



Recommendation



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

- Ensure that it is complying with all of the sections, and that the implementation of the Latino Consent Decree is up to date and is actually being carried forward.
- The last recorded Implementation Guide dates back to 1998 when Curman L. Gaines was the School Superintendent.

Legal basis



- The Parent Advisory Council makes this recommendation pursuant to the LCD Stipulation page 48, 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.”

Reasons



- There are gaps between what the LCD stipulation states and what is actually done across the district
- 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.

Summary Report

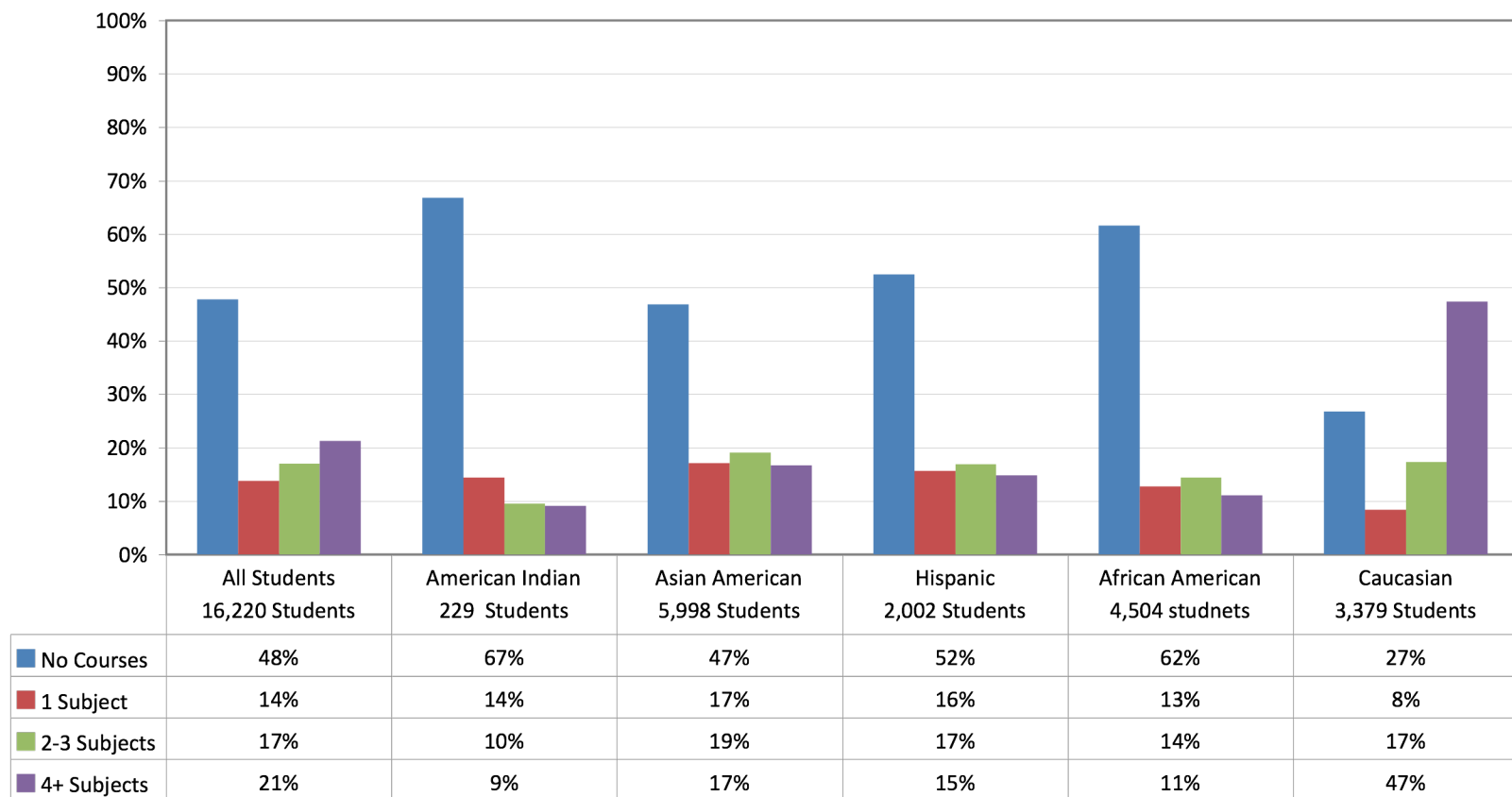
Status Report on the Administrative Response to
the 2012-13 Latino Consent Decree Parent
Advisory Council Annual Report.



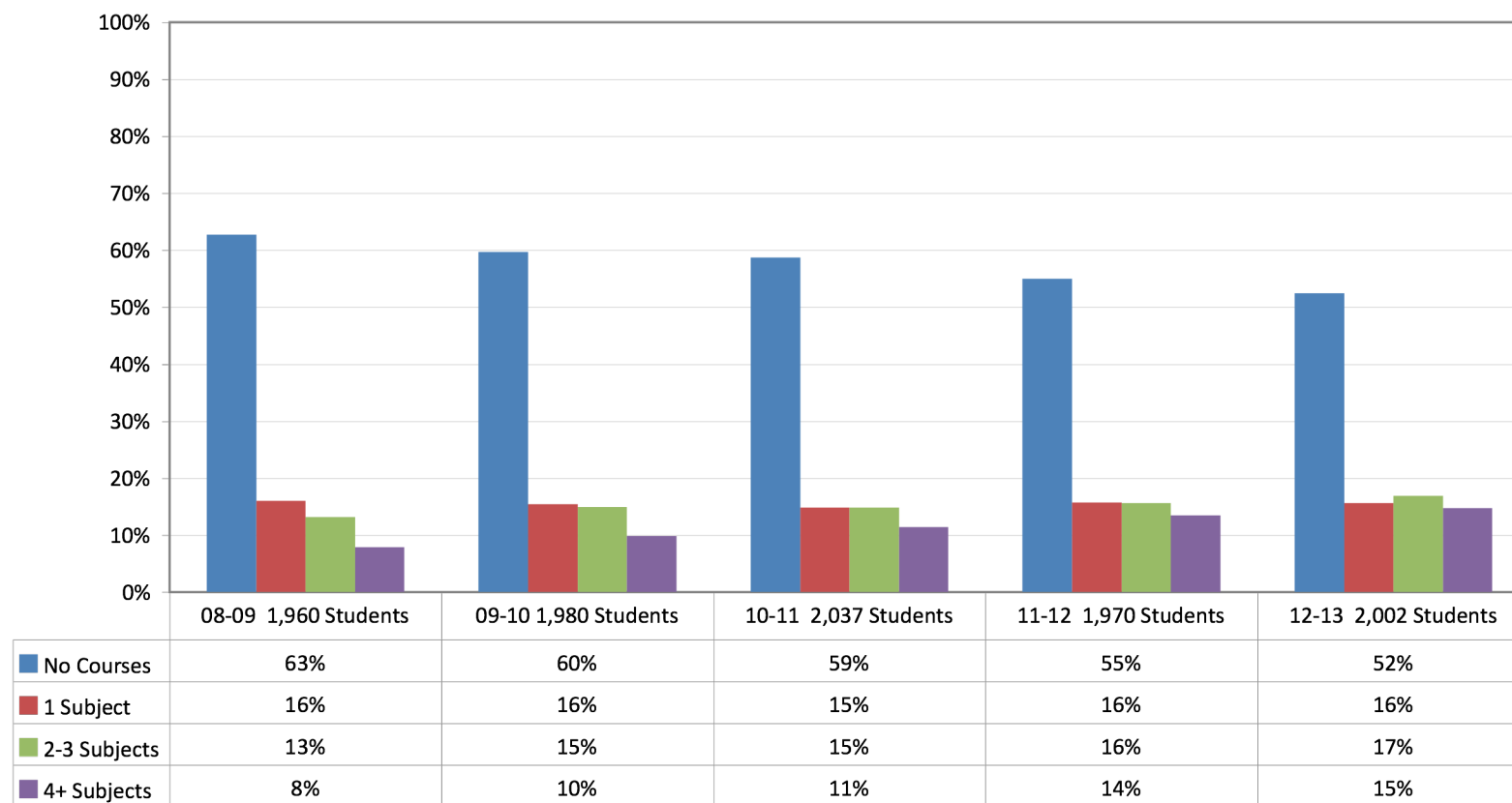
RECOMMENDATION	STATUS
1. LCD/ELL NOTIFICATION OF SERVICE LETTER	Completed
2. EXIT RATE, CRITERIA, PROCEDURES FOR LATINO CONSENT DECREE STUDENTS	Completed
3. MEETINGS WITH LATINO CONSENT DECREE (LCD) EDUCATIONAL ASSISTANTS	Completed
4. MIDDLE AND HIGH SCHOOL COMMUNICATION ON STUDENT PROGRAMS	Completed

RECOMMENDATION	STATUS
5. INCREASE LATINO CONSENT DECREE STUDENTS ENROLLMENT IN PROGRAMS AND ADVANCED COURSES	In progress
6. EXPANDING HUMBOLDT PILOT PROJECT a. "Grupo Latinos Rumbo a la Universidad"	N/A
b. Latino Senior Recognition	Completed
7. SPECIAL EDUCATION PROGRAM: Latino Students	Completed
8. LATINO CULTURE: Multicultural Resources Center (MRC)	Completed

**Advanced Courses Completed
by Ethnicity, School year 2012-2013
Grades 7 - 12**



Advanced Courses Completed
Hispanic/Latino Students, School year 2008-2009 through 2012-2013
Grades 7 - 12



RECOMMENDATION	STATUS
9. LATINO FAMILIES – EARLY CHILDHOOD FAMILY EDUCATION	Completed
10. PARENT PROGRAMS FOR LATINO FAMILIES	Completed/ On Going
11. PARENT ACADEMY PROGRAM	Completed/ On Going



Discussion Questions

Latino Consent Decree (LCD)
Reporte Anual y Recomendaciones
2013-2014

Comité de la Mesa Directiva (COB)
Martes 10 de junio de 2014



Recomendación

Actualizar, Revisar, y Evaluar la Guía de Implementación del Programa del Decreto Latino (LCD)

- Asegurar que está cumpliendo con todas las secciones, y que la implementación del Decreto de Consentimiento Latino esté al día y en realidad se está llevando adelante.
- La última Guía de Implementación data de 1998, cuando Curman L. Gaines era el superintendente de escuelas.

Fundamento Jurídico

- El Consejo Asesor hace esta recomendación de acuerdo con la Estipulación de LCD pagina 48, Sección VIII de la, Sección de Evaluación B, Evaluación del Programa y Monitoreo indicando que "habrá de vez en cuando una evaluación hecha en cuanto a la identificación del idioma del hogar y el proceso de evaluación y los demás programas de esta estipulación para asegurar el cumplimiento del Distrito con todas las áreas bajo el LCD ".

Razones

- Hay brechas entre lo que dice la Estipulación de LCD y lo que realmente se hace en todo el distrito
- La Guía de Implementación actual, como lo es hoy, no se encarga de todos los avances, mejoras y mejores prácticas en la educación.
- Asegurar de que el LCD está implementado en la era moderna de tal manera que cumpla su objetivo de avanzar a los estudiantes latinos, cerrando la brecha en el rendimiento y alinearlos con el Plan Estratégico del Distrito.

Resumen del Reporte

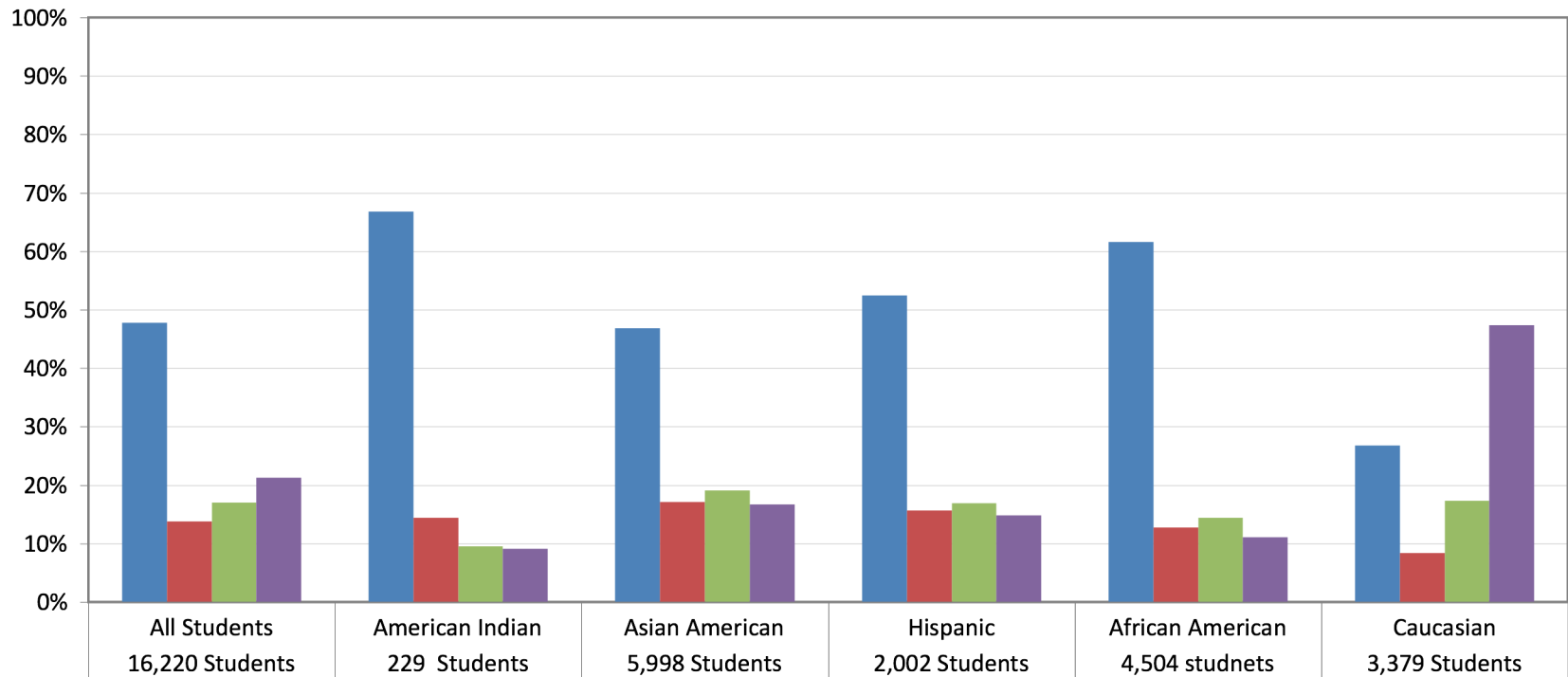
Reporte de Estado de la Respuesta Administrativa
al Reporte Anual del Consejo Asesor de Padres
del Decreto Latino 2012-2013



RECOMENDACIÓN	ESTADO
1. CARTA DE NOTIFICACIÓN DE SERVICIOS DE LCD/ELL	Completado
2. TASA DE SALIDA, CRITERIO, PROCEDIMIENTOS PARA ESTUDIANTES DEL DECRETO LATINO	Completado
3. REUNIONES CON ASISTENTES EDUCACIONALES DEL PROGRAMA DEL DECRETO LATINO (LCD)	Completado
4. COMUNICACIÓN SOBRE PROGRAMAS PARA ESTUDIANTES EN LA ESCUELA INTERMEDIA Y SECUNDARIA.	Completado

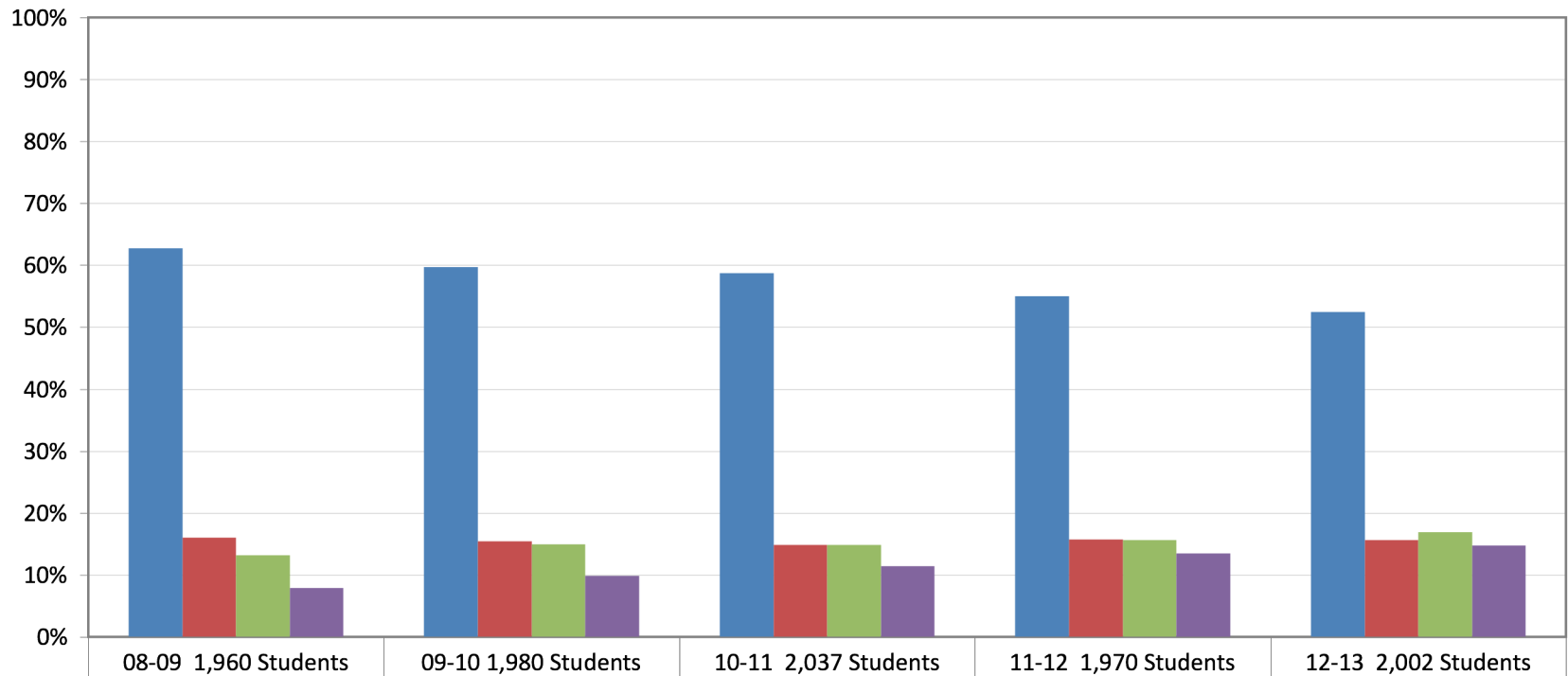
RECOMENDACIÓN	ESTADO
5. AUMENTAR LA INSCRIPCIÓN DE ESTUDIANTES DEL DECRETO LATINO EN PROGRAMAS Y CURSOS AVANZADOS	En progreso
6. EXPANDIENDO EL PROYECTO PILOTO EN HUMBOLDT: a. "Grupo Latinos Rumbo a la Universidad"	N/A
b. Reconocimiento a Estudiantes Latinos del Grado 12	Completado
7. PROGRAMA DE EDUCACIÓN ESPECIAL: Estudiantes Latinos	Completado
8. CULTURA LATINA: Centro de Recursos Multiculturales (MRC)	Completado

Advanced Courses Completed by Ethnicity, School year 2012-2013 Grades 7 - 12



No Courses	48%	67%	47%	52%	62%	27%
1 Subject	14%	14%	17%	16%	13%	8%
2-3 Subjects	17%	10%	19%	17%	14%	17%
4+ Subjects	21%	9%	17%	15%	11%	47%

Advanced Courses Completed **Hispanic/Latino Students, School year 2008-2009 through 2012-2013** **Grades 7 - 12**



No Courses	63%	60%	59%	55%	52%
1 Subject	16%	16%	15%	16%	16%
2-3 Subjects	13%	15%	15%	16%	17%
4+ Subjects	8%	10%	11%	14%	15%

RECOMENDACIÓN	ESTADO
9. FAMILIAS LATINAS - EDUCACIÓN TEMPRANA FAMILIAR	Completado
10. PROGRAMAS DE APOYO PARA FAMILIAS LATINAS	Completado/ Continuando
11. PROGRAMA LA ACADEMIA PARA PADRES	Completado/ Continuando



Discusión Preguntas



Policy Update

Committee of the Board

June 10, 2014



Purpose

- Discuss revisions to SPPS policy 505.00 based upon Safe and Supportive Schools Act
- Discuss revision to SPPS policy 102.00 Equal Opportunity/Non-Discrimination



Safe and Supportive Schools Act and Bullying Prohibition 505.00

- Revisions are based upon required language in the Safe and Supportive Schools Act bringing SPPS into compliance.
- Per policy 209.00, revisions may be made and approved through the consent agenda, as the suggested revisions are mandated by state statute. This will waive the three reading process.



Policy 102.00 Equal Opportunity/Non-Discrimination

- A review of policy 102.00 revealed that gender identity and expression are not explicitly protected.
- Other protected class language including that of physical appearance, socioeconomic status, and immigration status are not explicitly stated.
- Suggested revisions will provide clarity to our non-discrimination policy and will, though not a requirement, align with the Safe and Supportive Schools Act.
- Per policy 209.00, the suggested revisions may be made and approved through the consent agenda as the suggested language does not materially change the intent, substance or title of the policy. This will waive the three reading process.



Adopted: 2/ 19/ 1991
Revised: 6/ 17/ 2008

Saint Paul Public Schools Policy

102.00

102.00 EQUAL OPPORTUNITY/NON-DISCRIMINATION

1. Saint Paul Public Schools does not discriminate on the basis of race, creed, sex, marital status, national origin, immigration status, age, color, religion, ancestry, status with regard to public assistance, socio-economic status, sexual or affectional orientation, gender identity and expression, familial status, physical appearance, or disability. Saint Paul Public Schools also makes reasonable accommodation to the known disabilities of qualified disabled individuals. This policy applies to all areas of education, employment, ~~and~~ programs and services operated by the school district.
2. Every school district employee and school board member shall comply with this policy.
3. The Superintendent shall designate one or more employees to coordinate the school district's efforts to implement this policy and to comply with and carry out the district's responsibilities under the following laws and their implementing regulations: section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, Title IX of the Education Amendments of 1972, and the Civil Rights Act of 1964. The Superintendent or ~~his or her~~ designee shall publish contact information for the employees responsible for carrying out the requirements of this paragraph.
4. Individuals may direct questions about this policy or its implementation to the responsible school district employee, designated by the Superintendent, or to the Superintendent.

LEGAL REFERENCES:

Minn. Stat.. Chapter 363A (Minnesota Human Rights Act)
Minn. Stat. § 121A.04
20 U.S.C. § 1681 et seq. (Title IX)
20 U.S.C. § 1701 et seq. (Equal Educational Opportunities)
29 U.S.C. § 621 et seq. (Age Discrimination in Employment Act)
29 U.S.C. § 794 et seq. (Rehabilitation Act)
42 U.S.C. § 2000c et seq. (Civil Rights Act—Public Education)
42 U.S.C. § 2000d et seq. (Title VI, Civil Rights Act—Federally Assisted Programs)
42 U.S.C. § 2000e et seq. (Civil Rights Act—Equal Employment Opportunity)
42 U.S.C. Ch. 126 (Americans with Disabilities Act)
29 C.F.R. Part 32
29 C.F.R. § 1630.1 et seq.
34 C.F.R. Parts 104, 106

CROSS REFERENCES:

505.00 BULLYING PROHIBITION
(FINAL DRAFT TO BE PRESENTED TO BOARD)

PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other intimidation, harassment, violence, and offensive behavior, has the purpose or effect of creating a hostile educational environment and may place a student in reasonable fear of harm to his or her person or property. Bullying interferes with students' ability to learn and teachers' ability to educate students and, as such, is strictly prohibited in Saint Paul Public Schools (the District). This policy addresses bullying of students; other policies apply to treatment of employees. Related policies addressing student behavior are listed for reference at the end of this policy.

The District cannot monitor the activities of students at all times or eliminate all bullying. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, it is the District's intent to:

- Prevent bullying by teaching and modeling positive behavior, and
- Investigate, respond to, remediate, and discipline bullying behavior that has not been successfully prevented.

DEFINITIONS

"Bullying" means any verbal or electronic expression, physical act or gesture, or pattern thereof, that has the purpose or effect of causing distress to one or more students and which materially and substantially interferes with educational benefits, opportunities, or performance of the student(s).

Bullying, intimidating, threatening, abusive, or harming conduct includes, but is not limited to, conduct against a student that a reasonable person under the circumstances knows or should know has the effect of:

- harming a student,
- damaging a student's property,
- placing a student in reasonable fear of harm to his or her person or property,
- violating a student's reasonable expectation of privacy
- defaming a student
- intentionally inflicting emotional distress against a student
- creating a hostile educational environment for a student, or
- subjecting a student to intimidation, ridicule, embarrassment or social isolation.

“Reprisal” means retaliation, intimidation, or any form of intentionally disparate treatment against any person who makes a good faith report of alleged bullying or against any person who testifies, assists, or participates in an investigation, proceeding or hearing relating to such bullying.

PROHIBITION

1. Bullying against a student by either an individual or a group, is prohibited in Saint Paul Public Schools. This includes, but is not limited to, prohibited conduct directed toward any student or students, including those based on a person’s actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation, including gender identity and expression, academic status related to student performance, disability or status with regard to public assistance, age, or any additional characteristic.
 - a. Employees, volunteers, and contractors of the District shall not allow bullying.
 - b. This policy applies to incidents and situations that occur on any property owned or controlled by the District or occurring in connection with any activity sponsored or associated with the District, including district technology resources.
 - c. This policy applies to individuals who directly engage in an act of bullying
 - d. This policy also applies to individuals who, by their indirect behavior, support another’s act of bullying.
 - e. Apparent permission or consent by a student being bullied does not lessen the prohibitions contained in this policy.
2. Any individual who engages in an act of bullying, reprisal, or false reporting of bullying, or who supports bullying, shall be subject to discipline for that act in accordance with district policies. The District may take into account the following factors:
 - a. The developmental and maturity levels of the parties involved;
 - b. The levels of harm, surrounding circumstances, and nature of the behavior;
 - c. Past incidents or past or continuing patterns of behavior;
 - d. The relationship between the parties involved; and
 - e. The context in which the alleged incidents occurred.

LEGAL REFERENCES:

Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.03 (Sexual, Religious and Racial Harassment and Violence)
Minn. Stat. § 121A.0695 (School Board Policy; Prohibiting Intimidation and Bullying)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)

Minn. Stat. § 121A.69 (Hazing Policy)

Minn. Stat. § 121A.031 (Safe and Supportive Schools Act)

CROSS REFERENCES:

102.00 Equal Opportunity/Non-Discrimination

415.00 Harassment, Violence and Other Offensive Behavior

501.00 Hazing Prohibition

506.00 Student Discipline

Student Behavior Handbook: Rights and Responsibilities

520.00 Technology Usage and Safety

PROPOSALS OF LISTENING SESSION DATES FOR PACS

PAASAC

June 12 – 5:30 p.m. (Anne, John, Keith, Mary)

SOMALI PAC

August 29 or September 26 (Friday) 5:00 – 8:00 p.m. at 360

SPECIAL EDUCATION ADVISORY COUNCIL

September 26 (Friday) 6:00-7:30 p.m. 360 Colborne

HMONG PAC

October 15 or November 5 (Wednesday) 5:30 – 8:00 p.m.
360 or Jackson Prep (also suggested Phalen or HAP)

DATES FOR SUPERINTENDENT MID-YEAR EVALUATION

- July 16
- July 21
- July 29
- July 30.

She is can start at 4 pm or 5 pm whatever works for the board.

PROPOSED 2015 BOARD MEETING DATES

COB

1/13

2/10

3/3

4/7

5/5

6/9

7/21

9/8

10/6

11/10

12/1

BOE

1/6 (Annual)

1/20

2/17

3/17

4/21

5/19

6/23

7/21

8/18

9/22

10/20

11/17

12/15

PROPOSED DATES FOR PEG BOARD SESSIONS – 2014-15

- ~~SEPTEMBER 29, 2014~~ OCTOBER 13, 2014
- DECEMBER 1, 2014
- MARCH 2, 2015
- JUNE 22, 2015

PROPOSED DATES FOR EQUITY SESSIONS W/ M. BIERMAN – 2014-15

- NOVEMBER 3, 10 OR 17
- JANUARY 12 OR 19 OR FEBRUARY 9 OR 23
- APRIL 20 OR 27