

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

October 1, 2013
4:30 PM

A G E N D A

I. CALL TO ORDER

A. Introductions

II. AGENDA

A. 2013 Legislative Update and 2014 Agenda

- | | |
|-------------------------------------|---|
| 1. Introduction | |
| 2. Presentation | 3 |
| 3. Discussion | |
| 4. Action (Approval of 2014 Agenda) | |

B. SSSC Plan 2.0

- | | |
|--|---|
| 1. Introduction | |
| 2. Presentation | 7 |
| 3. Discussion | |
| 4. Action (Guidance to Superintendent) | |

C. Standing Item: Policy Update	20
---------------------------------	----

D. Administrative Response to the Latino Consent Decree
(Time Certain: 6:30 p.m.)

- | | |
|------------------------------------|----|
| 1. Introduction | |
| 2. Presentation | 35 |
| 3. Discussion | |
| 4. Action (Acceptance of Response) | |

E. Work Session

- | | |
|-------------------|--|
| 1. Board Check-In | |
|-------------------|--|

III. ADJOURNMENT

DATE: September 27, 2013

TO: Board of Education Directors
Valeria Silva, Superintendent of Schools

FROM: Mary Gilbert, Legislative Liaison

RE: Legislative Recommendations for the 2014 Session

Session Preview

The 2014 legislative session will convene in February. The biennial budget was adopted this past session; however, a change in the November and/or February forecast may trigger the provision that will require that any forecast surplus is used to pay back the schools. If there is a deficit, the Governor must present a supplemental budget to ensure the budget is balanced at the close of the FY15 year. The other major work will involve passing a bonding bill, as well as other policy issues that were left on the table this past session.

In addition, there are several task forces, work groups and studies that will be making recommendations to the legislature, including: pension consolidation, teacher licensing, school facilities, special education case loads, and adult diploma.

The Governor, state-wide offices and all House members are all up for election this coming year. The Senate does not run until 2016. Senator Franken and all eight House seats are also up for grabs.

The Governor has indicated that this will be the “un-session”; therefore, the agenda is more focused and we will likely have more traction on issues that do not have an appropriation.

Ends: High Achievement: Learners will meet the highest district and state standards through a learning journey that is academically rich and rigorous.

The State should continue to phase in portions of the new redesigned funding formula that were adopted this year, to provide districts with stable funding, including state and federal mandates, recognition of the diverse needs of students and provision of adequate resources to ensure college and career readiness for all students.

Recommit the State to its constitutional obligation to funding education. In addition:

- Increase reimbursement for ELL students from five to seven years, which would be a restoration of prior funding terms. Additionally, research

supports that seven years of support is needed for most students to acquire the required English language proficiency.

- Provide additional revenue to implement the new special education formula to eliminate the special education cross subsidy.
- Reduce special education paper work and better align state and federal mandates to allow staff more time with students.
- Maximize Medical Assistant (MA) reimbursement for all eligible health-related costs that are currently being reimbursed in other states.
- Care and Treatment-- care and treatment language should be clarified so the district that is providing the services for both regular education and special education students is eligible to bill under tuition billing for both regular education, ALC revenue and special education revenue.
- Allow flexibility within the extended time program so districts have the option to provide differentiated instruction using a number of strategies.

Allow local boards to “opt out” of any new state mandate that is not adequately funded or not tied to student achievement or student safety.

The legislature often proposes new or expanded mandates without providing the necessary funding. The legislature should reexamine the existing state mandates and provide adequate revenue prior to imposing any new mandates for districts or students.

Recruit, Train and Enhance Effective Teachers and Leaders

- Support a teacher licensing system that provides better information to districts regarding teacher training and competency, provides options other than a single high stakes test as a condition of licensure or creates barriers for districts to recruit, especially teachers of color, from other states.

Meaningful Connections: Learners will understand the relationship between their lives and the lives of others and the relevance of their educational experiences to their roles in society.

- Reinstate the Adult Basic Education (ABE) growth factor to 3%.

Respectful Environment: The learning environment will be safe, nurturing, and equitable for our diverse learners.

- Provide a significant increase in the school safety levy.
- Modify alternative facilities program to expand the “like for like” provision to ‘like-for-like based on current construction standards or optimization of energy efficiency savings,” rather than requiring replacement of outmoded technology or equipment.
- Provide state bonding authority for a grant program for districts to install air conditioning in buildings used for summer school programs.

FEDERAL LEGISLATIVE PRIORITIES: ESEA/NCLB REAUTHORIZATION

If Congress moves ahead with a reauthorization of the Elementary and Secondary Education Act (ESEA), SPSS will advocate for a new law embodying the following core principles:

Establish authorization and appropriations levels for key formula programs (IDEA, Title I, Part A, Title II, and Title III) to sufficiently meet the goals of the law and to serve all eligible students.

- Embrace college and career readiness as the core purpose of Title I is an important shift, but the program's emphasis on academic support services for children of color and economically disadvantaged students must remain paramount.
- Ensure funding is not diverted for new competitive grant opportunities at the expense of formula programs.
- Revisit the impact of sequestration on federal education programs and the implications for services to our students.
- Maintain a commitment to differentiated resource allocation based upon need and concentration

Reduce, eliminate and avoid new set-aside requirements to give more flexibility to meet the needs of diverse learners in the context of state and local requirements and expectations.

- Eliminate requirements to divert significant federal resources from students to ineffective and unproven mandates such as the supplemental educational services and transportation for school choice as allowed under the Secretary's waivers should continue.
- Allow flexibility in use of parental involvement funds to engage parents and develop their capacity through district-wide efforts rather than spreading resources thinly across schools.

Reconfigure ESEA accountability mechanisms to focus on student growth; focus improvement efforts on the most underperforming schools in a state or district; and recognize improvement.

- Minimize federal mandates regarding state assessment systems. Mandated annual testing in Grades 3-8 and once in high school for reading and mathematics, along with the English Language proficiency tests, science assessments, and alternative assessments have taken significant instructional time away from schools. The law must strike a better balance between assessment primarily for accountability and other assessments used to influence instruction and programming.

- Allow states sufficient flexibility to develop new state accountability systems for schools making substantial progress in closing the racial achievement gap such as those approved under the Secretary's waiver authority. Require states to revisit the systems every three years to ensure the systems are meeting the goals intended.
- Ensure sufficient flexibility in state assessment requirements to allow the most appropriate inclusion of all special education students. Include continued authorization for modified assessments (capped at 2%) that is currently allowed under federal regulation.
- The commitment to equitable distribution of the effective teachers is laudable, but must be flexible enough to recognize multiple approaches to defining effectiveness. In addition, districts must have options for addressing staffing requirements as part of the accountability provisions of the statute.

Retain current provisions regarding homeless children and youth with minor adjustments to better serve children and families

- Make provisions for districts to work with families and advocates to meet the best educational needs of the individual children and preventing families from having to send children to schools in multiple districts
- Recognize district of origin for instances where families have an enrollment history with a district and an intention to remain in the district but became homeless during a period of transition across schools in the district.
- Allow for placement of students in a school other than school of origin if the family and homeless liaison agree placement in another school is better for a child
- Reject proposals to use Title I, Part A funds for transportation. This will divert much needed resources from schools and harm the support services currently provided through the homeless set-aside.



Continuing the Momentum: *Update on Strategic Plan Development*

DRAFT

Committee of the Board Meeting
October 1, 2013



Purpose

- The purpose of this presentation is to update the board on high-level timing, focus areas, and internal and external outreach plan for developing the continuing strategic plan.
- Additionally, feedback from the board is being sought.

High-level Timing

Timing	Tasks
Phase 1: Design	
May 2013	Design Team meetings
June – August 2013	Soliciting Cabinet feedback
Phase 2: Development	
Sept – Dec 2013	Strategy Development Team meetings
Sept – Dec 2013	Ongoing feedback from Board and Cabinet
Oct – Dec 2013	Engaging community in SSSC accomplishments
Phase 3: Outreach and Adjustment	
Jan – Feb 2014	Community outreach, internal communications
March 2014	Board approval of plan

Phase 1: SSSC 2.0 Design Team

- The Design Team met several times in May to establish the high-level tasks and timing for the strategy development process including:
 - Identification of Strategy Development team members
 - Engagement plan for stakeholders
 - Analysis plan
 - Areas of focus
 - Timing milestones
 - Communications plan

Phase 2: Strategy Development Team

- The Strategy Development team consists of both full-time members and individuals that will be consulted on specific topics.
- Tasks of the team include determining specifics of the plan, such as:
 - Conducting and reviewing analysis of current state of district
 - Recommending focus areas to address through the plan
 - Developing strategy and identifying tactics to address key areas and meet goals
 - Setting goals for measuring success
 - Determining internal and external community outreach plans
 - Determining the final product to communicate to Board and other stakeholders



Phases 2 & 3: Community Outreach

- Community outreach and internal communications will be built into the development plan.
- Outreach will be ongoing
- Details are currently being developed



SSSC 2.0 Focus Areas

- Priority Focus Areas
 - Racial Equity
 - Personalized Learning
 - Infrastructure and Systems
- Supporting Focus Areas
 - Post-secondary Preparation
 - Program Articulations and Alignment



Priority Focus Area: Racial Equity

- Impacts all three of the SSSC goals.
- Tactics that will be explored include:
 - Training plans
 - Plans for culturally responsive teaching
 - Monitoring effectiveness
 - Developing procedures to support the policy



Priority Focus Area: Personalized Learning

- Impacts Achievement and Alignment SSSC goals.
- Tactics that will be explored include:
 - Ensuring equitable deployment
 - Ensuring tools and teaching are culturally responsive
 - Ensure all resources being used according to centralized process
 - Providing sound PD to implement and sustain



Priority Focus Area: Infrastructure and Systems

- Impacts Alignment and Sustainability SSSC goals
- Sub-areas that will be explored include:
 - Facilities management
 - Financial planning
 - Human resource management (HRM)
 - Performance management
 - Enrollment/Demographics
 - Customer service
 - Data security



Supporting Focus Area: Post-secondary Preparation

- Impacts Achievement and Alignment SSSC goals
- Tactics that will be explored include:
 - Continued monitoring of middle grades updates
 - Ensuring students are ready for next steps after graduation
 - Universal access and alignment of college prep courses
 - Alignment of grading practices



Supporting Focus Area: Program Articulations and Alignment

- Impacts Achievement and Alignment SSSC goals
- Sub-areas that will be explored include:
 - Development of programs to respond to gaps in community demand and student needs
 - Movement or restructure of programs
 - Identifying secondary articulations for current elementary programs
 - Redesign of ALC



Questions?



Policy and Procedure Overview

Ryan Vernosh

Policy and Planning Administrator

Committee of the Board

October 1, 2013



Purpose

- Engage in a high-level overview of the procedure revision process
- Provide context for the finalized procedure revisions to be given at October 22nd Committee of the Board meeting



100s District

- 101.00 Racial Equity
 - Operationalize racial equity by developing a departmental decision making framework
 - Challenges
 - Procedures have been technical in nature
 - Solutions
 - Focus on moving from technical to adaptive processes
 - Systems tools



200s Board

- Revisit Public Comment Procedure based upon Board feedback
- Board would determine if any self governing policies would need revision
- Racial Equity



300s Superintendent

- Streamline Procedures
 - Elementary Supervision
- Data management
 - Student records
- Racial Equity



400s Staff

- HR in process of reviewing Personnel Record Procedures and Hiring Procedures
 - Ensuring all procedures meet statute
 - Alignment of operating procedures i.e. handbooks, manuals, guidelines, etc
- Racial Equity



500s Students

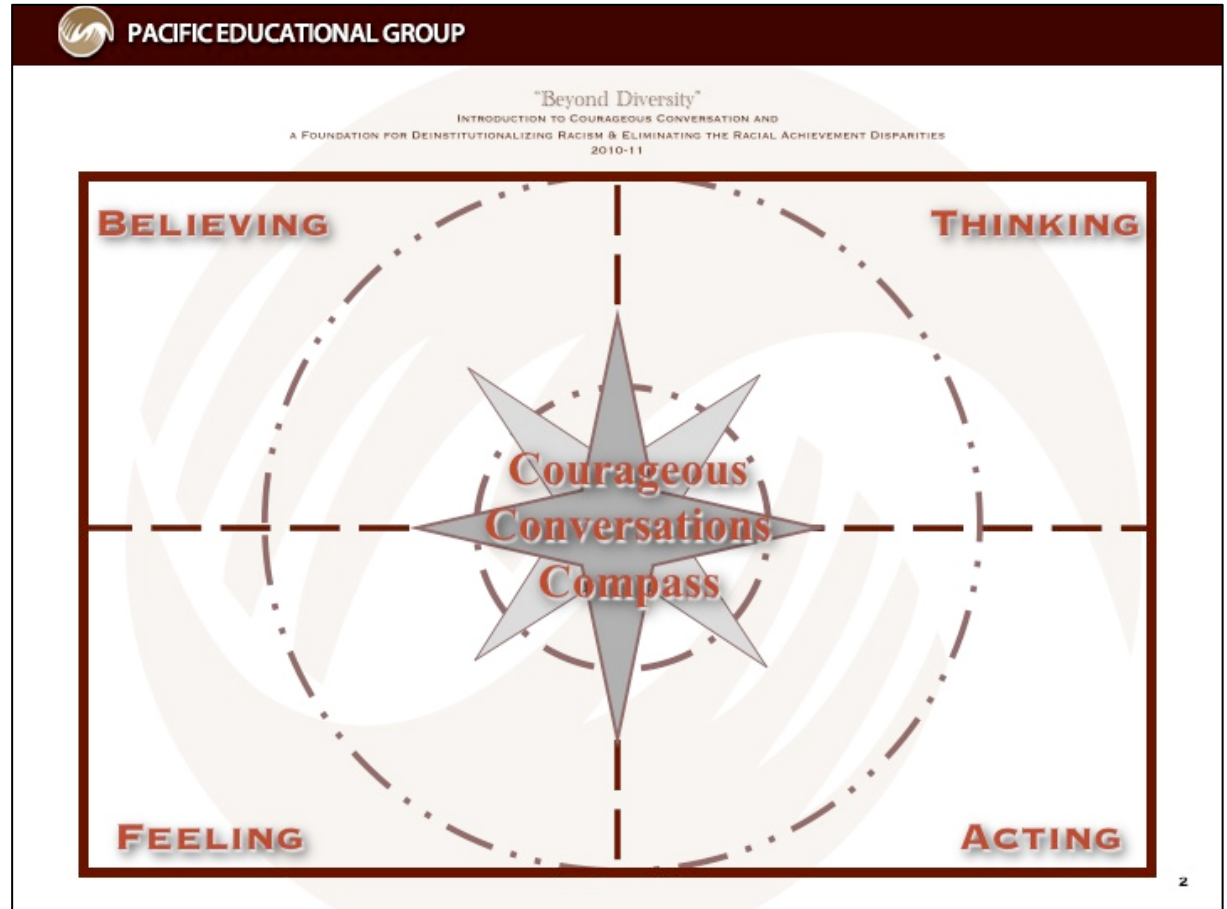
- Review the language of how we describe students
- Common language in discipline procedures
 - Imposed upon
 - Served
 - Statement of fact
 - Testimony
 - Hearings
 - Investigation
 - Immediate and substantial danger
 - Interrogation
 - Offender
 - Action taken against the offender



Courageous Conversation Compass

Language
represents our
beliefs

Our beliefs are
manifested in
our actions



500s Students

- An opportunity to change the language we use to describe our children and interrupt the “school to prison pipeline”
- Rights and Responsibility Handbook a good start
- Alternatives to Suspensions



500s Students

- Information Technology Usage and Safety
 - Reduce the opportunity gap for access to technology tools
 - Children's Internet Protection Act (CIPA)
 - Children's Online Privacy Protection Act (COPPA)
- Wellness Policy Procedures
 - Working with Nurse's PLC in development of a Chronic Health Condition Management Procedure
 - Linked to Medications



600s Education Programs

- Reviewing procedures to ensure the inclusion of Personalized Learning
- Addressing unintended consequences on classroom practices
 - High school credits
- Fostering Racially Equitable Programs



700s Non-Instructional Operations

- Grants and Gifts
 - Revisit threshold for grants that come before the Board
 - What limits can be requested by donors i.e. Who can use gifts of technology tools
- Racial Equity



800s Buildings and Sites

- No revisions needed



900s Community Relations

- Review with a Strong Schools, Strong Communities lens
- Clarifying procedures for community use of school facilities
 - Permits



Questions?



Saint Paul Public Schools
Independent School District 625

DATE: October 1, 2013
TO: Latino Consent Decree Advisory Council (LCD PAC)
FROM: Valeria S. Silva, Superintendent
SUBJECT: Administrative Response to the 2012-2013 Latino Consent Decree
Parent Advisory Committee Annual Report to the Superintendent
and Board of Education

In response to the recommendations made at the June 2012 COB meeting, the Saint Paul Public Schools took on the responsibility of preparing the administrative response on the 2012-2013 Latino Consent Decree Parent Advisory Committee Annual Report.

The administrative response indicates decisions made and actions taken, by departments and programs (The Office of Multilingual Learning, the Office of College and Career Readiness, the Special Education Program, the Multicultural Resource Center, the Early Childhood Education, and the Office of Family Engagement & Community Partnerships), in response to the implementation of such recommendations.

This report will be shared with the Division of Schools and used to help determine goals and timelines for the 2013-2014 school year.

I want to thank the Latino Consent Decree Parent Advisory Council for its work and commitment to the ongoing support of our Latino students in Saint Paul Public Schools.

The Office of Multilingual Learning Response to Latino Consent Decree (LCD) Annual Report Recommendations

1. Latino Consent Decree/English Language Learner Notification Letter

English Language Learner (ELL) Department provides LCD/ELL notification of service letters to LCD families

Recommendation:

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

Response: The Office of Multilingual Learning (previously ELL) will present on October 23rd, 2013, at the Bilingual Parent District Meeting. There will be an explanation of the services offered for ELL students under the Office of Multilingual Learning.

2. Exit Rate, Criteria, and 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
-

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

3. Meeting with LCD Educational Assistants

LCD Advisory Council benefited from meeting with LCD Educational Assistants during 2012-13 school year

Recommendation:

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

Response: The Office of Multilingual Learning in collaboration with the Office of Family Engagement & Community Partnerships has scheduled three meetings set for October 16th, 1:00 – 3:00 p.m., 2013, January 15th, 6:00 -8:00 p.m., and March 12th, 6:00 -8:00 p.m., 2014. The Office of Multilingual Learning will continue to pay the Latino Consent Decree Educational Assistants at the evening meetings for up to two hours.

The Office of College and Career Readiness (OCCR) Response to Latino Consent Decree (LCD) Annual Report Recommendations

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
-

Response: All materials from the Office of College and Career Readiness (OCCR) have been translated into Spanish by the Translations department. All materials have been shared with Latino Consent Decree staff at sites. We have recommended phone calls be made by Spanish speakers as much as possible, with the help of Latino Consent Decree (LCD), site staff, Translation Services and Placement Center Staff. A meeting date is being looked at currently for College and Career Readiness (OCCR) staff to meet with the Latino Consent Decree.

5. Increase Latino Consent Decree Student Enrollment in Programs and Advanced Courses

Recommendation:

- OCCR assess the percentage of LCD students that enrolled in their programs
 - *Latino student participation in Advanced Placement classes up 2%, and performance up 4% from 2009 to 2013 (The Office of Accountability, Planning and Policy, Department of Research, Evaluation and Assessment November 16, 2012)*
-

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.

6. Expanding the Humboldt Pilot Project: “Latino College Bound Group”

OCCR and Humboldt created pilot program to raise college and career awareness of Latino students

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
-

Response: The Middle School pilot was meant to meet the Latino Consent Decree families’ request to have a more long-term plan about courses their students should take. This program was developed with two sessions for families as well as those for the students. The family sessions had very low attendance. 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.

The College and Career Readiness (OCCR) staff has continued to work with other offices to make sure we are meeting the needs for communication and information sharing with Latino Consent Decree staff, groups, and others.

In addition, the Office of Family Engagement & Community Partnerships will host the first Latino Senior Recognition in the district. The event is scheduled for May 9, 2014 at Hazel Park Preparatory Academy.

The Special Education Program Response to Latino Consent Decree (LCD) Annual Report Recommendations

7. Special Education Program: Latino Students

Special Education system, procedures and evaluations unclear to families

Recommendation:

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

Special Education Program: Latino Students

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.

Special Education Program: Latino Students

Ms. Carmen Sisson has accepted to be the Latino Consent Decree Parent Advisory Council representative on the Special Education Advisory Council (SEAC). We will open another position if another LCD parent of a special education student comes forward.

When a Latino student is eligible for special education services: Special Education services are directed by state and federal guidelines to be given and qualify in English instruction. The students, if qualify for ELL services will be provided ELL services according to the ELL needs.

Special Education and bilingual staff at the District-wide and coordinated assessment: There is a district-wide assessment team who evaluates all ELL students. ELL/LCD teachers and staff are invited to attend Evaluation Summary Report.

The Multicultural Resource Center Response to Latino Consent Decree (LCD) Annual Report Recommendations

8. Latino Culture: Multicultural Resource Center

Multicultural Resource Center (MRC) complies with LCD stipulation and initiatives

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
-

Response: The Multicultural Resource Center will be continuing with the family Social Studies nights this year. We have scheduled two meetings set for November 20th, 6:00 – 8:00 pm., 2013, and March 19th, 2014 6:00 -8:00 p.m. We will also partner on District cultural events such as the National Hispanic Heritage Month. This event will take place at Washington Technology Magnet School on October 11, 2013. We also are planning to offer a social studies training session, modeled after the day long training last year, for our teachers to spend a full day learning from district Latino educators and local scholars about embedding Latino history and culture in social studies courses.

In addition, this summer the MRC partnered with the Minnesota Humanities Center to create eight new "digital suitcases" filled with curriculum and resources that directly address one social studies standard. The eighth grade suitcase is focused on Latin American cities. It aligns with a required standard in Global Studies. These digital suitcases will be presented to all eighth grade teachers at one of the district wide professional development days this year. They will be available on the MRC website starting in early October.

The Early Childhood Family Education Program (ECFE) Response to Latino Consent Decree (LCD) Annual Report Recommendations

9. Early Childhood Education (ECFE)

Support collaboration between Early Childhood Education and the Office of Family Engagement and Community Partnerships in eliminating barriers that impede family participation

Recommendation:

- Create new communication vehicles for all Spanish-speaking parents
-

Response:

- a. Early Childhood Education (ECFE) prioritizes direct services to families, with 96% of the budget going to staff salaries and benefits, which directly corresponds to the number of classes that can be offered. The second highest budget item is transportation, to provide families access.
- b. ECFE currently offers 8 classes in Spanish. These classes have been relocated and expanded to better reflect the changing distribution of Spanish speaking families geographically in Saint Paul. Currently there is one ECFE Spanish class in each District Area, with 2 in both areas B and D.
- c. ECFE offers 9 Family Literacy programs at 6 locations throughout Saint Paul. These programs meet three times weekly, with ELL instruction twice per week and parent education on the third day. Many Spanish speaking families attend these classes.
- d. ECFE offers 5 *Parenting Across Cultures* classes citywide for families who might not be comfortable an English-only class, but would like to discuss best parenting practices across cultures.

- e. Spanish speaking families who are comfortable with English are encouraged to attend any of our ECFE classes across the city at 11 program locations.
- f. 19% of all families served by ECFE last year were Latino (compared to 10% in all Saint Paul Public Schools and 6% in the city of Saint Paul). We will continue to increase this percentage.
- g. ECFE has operated for the past decade with no increase in the state budget funding formula or increases through referendum funding. After experiencing a major cut in 2005, we came back to the existing rate in 2008. Thus we have not been able to increase programming.
- h. Due to retirements, 2013 is the first year in many that we were able to hire new staff. Three teachers of color were hired, one of whom speaks Spanish. Two part-time Spanish-speaking Assistants have also been hired.
- i. Bi-lingual staff with appropriate licenses and qualifications have been challenging to find. ECFE teachers must be licensed in either Parent Education or Early Childhood Education. ECFE Administration actively recruits prospective candidates through higher education institutions, professional associations and individual community members.
- j. ECFE has increased support for families with newborns (birth-6 months old), offering a new open drop-in *Baby FUNdamentals* class at 6 locations this year. Two of these new classes are facilitated by Spanish speaking staff.

- k. ECFE has and continues to conduct outreach at local medical clinics, especially those in the Latino community, La Clinica and Eastside Clinic.
- l. ECFE also connects with pre-natal groups that meet in larger hospital systems, Health Partners, HealthEast and Allina, to get the word out about classes.
- m. ECFE is part of the Community Education Department, under the Office of Engagement. We align with district marketing initiatives and collaborate on marketing strategy. Our primary ECFE brochure has a two translated pages in the 4 major District languages - one describing the program and another that describes each of our language-specific classes and Family Literacy programs. In addition, a trifold brochure is published in each of the 4 languages as a supplementary tool. These trifolds have been direct-mailed to all Spanish speaking families in our system and are circulated at every event attended by ECFE, Community Ed or Engagement staff - both culturally-specific and large-scale regional events. Fliers are also created for specific ECFE Spanish classes and events that are both citywide and location-specific.
- n. ECFE is eager to welcome a Latino Consent Decree (LCD) representative to their ECFE All City Advisory Council. The group is meeting this year at the Rondo Education Center, 560 Concordia Avenue. The first meeting is Monday, October 7th at 9:30 a.m. Translator or transportation is provided as needed.

The Office of Family Engagement and Community Partnerships Response to Latino Consent Decree (LCD) Annual Report Recommendations

10. Amherst H. Wilder Foundation: Latino Leadership Program

Over 50% of Latino Consent Decree Advisory members graduated from Amherst Wilder Foundation's Latino Leadership Program (LLP)

Recommendation:

- Continue supporting Wilder Foundation and its LLP
-

Response: Wilder's Neighborhood Leadership Program (NLP) in partnership with the Saint Paul Public School's Latino Consent Decree (LCD) provides a unique training experience that prepares community members to become more involved in their communities, more active in their child's school and often leads them to seek out further leadership opportunities. Over the past two years alone, 110 Latino parents have graduated from the Latino Leadership Program.

The purpose of our Latino Leadership Program is to help participants:

- Build leadership skills to be more actively engaged in community life.
- Develop a greater awareness of their potential as leaders in their community, and
- Make connections with other Latinos, institutions and organizations.

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

In addition, the Office of Family Engagement and Community Partnerships will continue to make the Latino Leadership training available annually to the Latino Consent Decree. The Office of Family Engagement and Community Partnerships will provide coordinated assistance which includes: recruitment of Latino parents, arrangement for bilingual childcare staff, room reservations at SPPS district,

transportation assistance, translation services, and/or other appropriate services to make this program effective for our parents.

As always, Amherst H. Wilder Foundation is excited to be able to offer this program again and appreciative of our partners at the Latino Consent Decree who help make it possible!

11. Parent Academy Program

Parent Academy provides a framework for creating a community (at home and at school) and prepares students for post-secondary education

Recommendation:

- Support continuation of Parent Academy
-

Response: The Office of Family Engagement & Community Partnerships offered 26 sessions in Spanish language last year. Our program continues to be a significant development in the engagement of Latino parents regarding their children's education.

50 Latino parents graduated in Fall 2012, 92 Latino parents graduated in Winter 2013 and 50 Latino parents graduated in Spring 2013 with a total of 192 Latino parents graduated.

In order to continue our support and commitment to our parents and community the Office of Family Engagement & Community Partnerships will offer a total of three 6-week sessions during the 2013-2014 academic year.

The sessions are as follows:

Fall Session 2013: October 21 – December 12, 2013 (Middle & High School)

Winter Session 2014: January 14 – March 6, 2014 (PreK and Elementary)

Spring Session 2014: April 14 – May 23, 2014 (PreK and Elementary)

In addition, the Parent Academy Program will extend its program to serve parents with children in Pre-Kindergarten. The sessions will include seven sites in winter and eleven sites in spring 2014. The sessions are free for parents and include six lessons, college tour and graduation.