

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

June 11, 2013
4:30 PM

A G E N D A

I. CALL TO ORDER

A. Introductions

II. AGENDA

A. FY 2014 Budget

Time: 4:30 p.m.

1. Introduction

2. Presentation

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3. Discussion

B. Standing Item: Policy Update

Time: 5:15 p.m.

1. Policy 101.00 Racial Equity in Education

14

C. Report from the Latino Consent Decree Parent Committee

Time: 6:30 p.m. Time Certain

1. Introduction

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2. Presentation

48

3. Discussion

D. 7:30 Break?

E. Legislative Update

Time: 7:40 p.m.

1. Introduction

2. Presentation

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3. Discussion

F. Standing Item: Policy Update (Continued)

Time: 8:15 p.m.

1. Policy 101.00 Racial Equity in Education

G. Work Session

Time: 9:00 p.m.

1. Board Check-In
2. Public Comment
3. Legislative Liaison Contract
4. Discussion on Reschedule of 10/29 COB to 10/22/13
5. Action to Schedule Future Board Meetings

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III. ADJOURNMENT



Saint Paul Public Schools FY14 Budget Update

Jaber Alsiddiqui
Chief Budget Analyst
June 11, 2013



Purpose

To present final proposed FY14 Budget to the Committee of the Board in preparation for the adoption of the budget on June 18, 2013.

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Agenda

- Proposed revised revenue budget
 - Revenue changes
- Proposed revised expenditure budget
- Summary of revised FY14 Revenue and Expenditure budgets
- Use of Fund Balance
- Community Input
- Fall Adjustment
- Questions

Proposed FY14 Revenue Budget

(revised based on legislative changes)

Fund	Original Proposal	Revised Proposal	Difference
General Fund	\$494,776,149	\$505,636,982	\$10,860,833
General Fully Financed Fund	43,354,801	42,775,213	-579,588
Food Service Fund	25,532,500	25,532,500	0
Community Service Fund	20,068,945	20,068,945	0
Community Service Fully Financed Fund	2,340,923	4,772,353	2,431,430
Building Construction Fund	26,200,000	26,200,000	0
Debt Service Fund	48,715,000	48,715,000	0
Total	\$660,988,318	\$673,700,993	\$12,712,6755

General Fund Revenue Changes

General Fund Change:	Amount (in millions)
Basic Revenue	\$3.4
Compensatory Education Revenue	1.1
Change in Integration Revenue (Integration Revenue for FY 14 is still less than FY13 by \$1.8 million)	5.8
Special Education Revenue	.8
Career and Technical Revenue	.2
Adjustment in 3 rd Party Billing revenue	.5
TOTAL	\$10.8

Proposed FY14 Expenditure Budget

(revised based on legislative changes)

Fund	Original Proposal	Revised Proposal	Difference
General Fund	\$512,936,833	\$518,291,295	\$5,354,622
General Fully Finances Fund	43,354,801	42,775,213	-579,588
Food Service Fund	25,532,500	25,532,500	0
Community Service Fund	21,131,545	21,131,545	0
Community Service Fully Financed Fund	2,340,923	4,772,353	2,431,430
Building Construction Fund	32,000,000	32,000,000	0
Debt Service Fund	43,560,000	43,560,000	0
Total	\$680,856,602	\$688,062,906	\$7,206,304

Revenue and Expenditure Budget Summary

Fiscal Year 2013-14, revised

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	Estimated Beginning Fund Balance	Revenues	Expenditures	Revenues Over/(under) Expenditures	Estimated Ending Fund Balance
General Fund	\$100,928,410	\$505,636,982	\$518,291,295	-\$12,654,313	\$88,274,097
General Fully Financed Fund	242,040	42,775,213	42,775,213	0	242,040
Food Service	4,613,896	25,532,500	25,532,500	0	4,613,896
Community Service	2,767,239	20,068,945	21,131,545	-1,062,600	1,704,639
Community Service Fully Financed	341,519	4,772,353	4,772,353	0	341,519
Building Construction	49,184,779	26,200,000	32,000,000	-5,800,000	43,384,779
Debt Service	(1,467,240)	48,715,000	43,560,000	5,155,000	3,687,760
Total All Funds	\$156,610,643	\$673,700,993	\$688,062,906	-\$14,361,913	\$142,248,730

Use of Fund Balance (in millions)

Description	Amount (in millions)
Support for SSSC	\$5.5
Cost of opening new buildings (\$1.3) Loss of prep period (\$.2) Implementation of 7 period day (\$4.0)	
Other roll over adjustments	\$1.7
Additional support to schools	\$2.0
Additional support to general fund programs	\$3.4
Total	\$12.6

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Community Input

- Met with principals
- Met with District leadership
- PIC presentation
- Solicited comments on www.spps.org
- Met with DPAC
- Met with American Indian Advisory Committee
- Meeting with Capitol Hill community tonight

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Fall Adjustment

- 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

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Questions

Summary of Themes from Feedback
Proposed SPPS Policy 101.00 RACIAL EQUITY
DRAFT Updated: June 6, 2013

Over the past few weeks, SPPS staff members have collected input on proposed *SPPS Policy 101.00 RACIAL EQUITY* from other staff, families, students, and community members. Former members of *Strong Schools, Strong Communities* Districtwide Action Teams were specifically contacted to offer input. Below are several main categories of feedback with examples of specific comments that fit into each of them.

Make it clearer and simplify language

- Use everyday, easy-to-understand words
- More on home language – mentioned in Purpose, nowhere else
- Reword or explain undefined terms, such as “racial equity lens,” “racially predictable,” or “adaptive solutions”

Be specific about monitoring and accountability

- Give specifics on how this will be put into place and how it will be enforced – accountability for taking action
- How do we hold ourselves accountable if it isn’t written in the policy?

Important to have this policy

- Important statement about who we are, not just what we do
- This should be “people-proof” so it will be effective no matter who is involved or in charge
- We have various levels of investment in racial equity work in the district; this may be a way to open the door for those that may not be involved

Policy won’t be enough

- This sounds like a lot of other commitments that have not been realized, for example, Latino Consent Decree (LCD).
- Policies don’t ensure we end racial inequities – maybe we should focus on the actions we’ll take to eliminate the achievement gap
- This needs to be living, breathing – demonstrating what we’re putting into this policy

Engagement needs to reach all stakeholders in a variety of ways and include many perspectives.

- Can’t just be a technical solution, need to engage
- Let parents know that staff know there is a problem
- Gain input on the effectiveness and implementation of the policy through a variety of outreach – going to people’s homes, input surveys, footwork.

Think through legal/contractual implications

- How do staff provisions fit with equal opportunity policy and law?
- How will this impact other policies?

101.00 RACIAL EQUITY**I. PURPOSE**

Saint Paul Public Schools (SPPS) will create respectful learning environments in which the diverse races, cultures and languages of our students are indicators of success, rather than academic disparity.

The purpose of this policy is to confront institutional racism by eliminating racial predictability and disproportionality of student outcomes. This will increase achievement for all students while narrowing the gaps between the highest- and lowest-performing students.

II. ELIMINATE SYSTEMIC DISPARITY

To interrupt systems that perpetuate inequities, SPPS will:

1. Transform practices that result in racially predictable and disproportionate outcomes.
2. Develop the personal, professional, and organizational skills and knowledge to lead from a racial equity lens.
3. Engage, deepen, and sustain conversations with multiple racial perspectives in order to create adaptive solutions to equity issues.
4. Monitor the implementation and effectiveness of the system-wide racial equity transformation plan and report on progress.

III. ENSURE SYSTEMIC EQUITY

SPPS will create, implement and lead from a system-wide racial equity plan. This plan addresses three pillars that support racial equity: Engagement; Leadership; and Teaching and Learning.

1. Engagement

SPPS staff will deepen, transform and develop equitable practices for and with our students, their families and other community members by:

- a. Seeking out and lifting up students' perspectives in the development, feedback, and implementation of culturally responsive teaching and learning practices, curriculum, and family engagement.
- b. Engaging family and community members with staff and students, district-wide and at school and program sites.

2. Leadership

Leaders will ensure that racial equity transformation drives actions and leads to improved results by:

- a. Recruiting, employing, supporting, retaining and continuously developing a workforce of racially conscious and culturally competent administrative, instructional and support personnel.
- b. Creating and monitoring conditions for equitable business systems and operational practices.

3. **Teaching and Learning**

To increase the capacity of district staff to effectively teach a racially and culturally diverse and changing student population, teachers and other staff will work collaboratively to implement culturally responsive instructional practices and curriculum.

LATINO CONSENT DECREE (LCD)
Parent Advisory Council (PAC)
Annual Report and Recommendations
2012-2013

June 11, 2013

The 2012-2013 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 bylaws 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.

Latino Consent Decree (LCD) Parent Advisory Council 2012-2013

- **PATRICIA DE LA TORRE**, Chair, Highland Park Junior, Adams Spanish Immersion
- **ESTHER ALARCON**, Vice-chair, Wellstone Elementary, Harding Senior
- **ANA CASTRELLÓN**, Secretary, Community Member
- **HELIO DE LA TORRE**, Treasurer, Highland Park Junior, Adams Spanish Immersion
- **MARTHA RODRIGUEZ**, Co Treasurer, Wellstone Elementary, French Immersion Elementary
- **VERONICA PARDO**, Member, Adams Spanish Immersion, Cross Roads Montessori
- **LUISA DIAZ**, Member, Wellstone Elementary
- **PRISCILA OLVERA**, Member, French Immersion Elementary, Humboldt, Riverview
- **PATRICIA PEREZ-JENKINS** Community Member
- **SARA I. SILVA**, Member, Harding senior
- **MARIA ELENA ZAMUDIO**, Member, Wellstone Elementary & Washington Technology
- **NORA AVILA MARTINEZ**, Member, Adams Spanish Immersion, Battle Creek Middle School
- **ANDRÉS MARTINEZ**, Member, Adams Spanish Immersion, Battle Creek Middle School
- **CARMEN SISSON**, Member, Adams Spanish Immersion
- **MÓNICA VEGA**, Member, Riverview West Side School of Excellence
- **JOSÉ CASTRO**, Member, Wellstone Elementary

Saint Paul Public Schools Administration

Administration

- Jackie Turner Chief Engagement Officer

Office of Family Engagement & Community Partnerships

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

English Language Learners Department

- Myrna Abrego ELL/LCD Educational Assistant

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SECTION I: RECOMMENDATIONS

LATINO CONSENT DECREE/ENGLISH LANGUAGE LEARNER NOTIFICATION OF SERVICE LETTER

1. The Latino Consent Decree Advisory Council acknowledges the English Language Learner Department in providing LCD/ELL notification of service letters to LCD qualifying families. With that in mind, and to continue the effort in informing parents, the Advisory Council recommends that the ELL department and its staff have the opportunity to present at one of our LCD district-wide meetings on the services that are described on page 3 of the Notification of ELL/LCD Services. The Advisory Council asks the Office of Family Engagement and Community Partnerships to coordinate this meeting. The meeting should be held no later than November 30, 2013.

EXIT RATE, CRITERIA, PROCEDURES FOR LATINO CONSENT DECREE STUDENTS

2. The Advisory Council asks that the LCD Program, Saint Paul Public Schools and ELL conduct a preliminary assessment on the criteria, procedures and percentage of LCD students that annually exit the ELL program. Along the lines of this assessment by LCD, SPPS and ELL, the Council also requests that an evaluation be conducted of other language-specific groups (i.e. Hmong, Somali and Karen) and the comparison of exit-rate with LCD students. The results from the evaluation will enrich the understanding and knowledge of parents about LCD and the services it provides. The Advisory Council will use the results as a tool to support the district academic goals and make sure the LCD students perform successfully to the extent of their ability in classes in which instruction is given only in English. The Advisory Council asks the Office of Family Engagement and Community Partnerships and LCD to plan, implement and invite the ELL department and its staff to present at one of the LCD district-wide meetings. The meeting should be held no later than January 31, 2014.

MEETINGS WITH LATINO CONSENT DECREE (LCD) EDUCATIONAL ASSISTANTS

3. The Latino Consent Decree Advisory Council reviewed the benefits of the meetings with the LCD Educational Assistants during the 2012-13 school year. The Council also thanks Executive Director, Dr. Efe Agbamu and the English Language Learner Department for providing the funding for these three meetings. The Council stated that this initiative should serve as a model to improve the effectiveness in communication of Latino parents with schools and LCD personnel (LCD EAs). The Council recommends the ELL Department continue funding and supporting these meetings during the fall, winter and spring of the 2013-14 school year. In order to ensure full participation and attendance from the LCD staff, the Council also recommends holding one of the meetings during school hours. Preferably during the last hour and/or period of the day. This is to minimize the impact of LCD staff not being present in the classroom with our Latino students. The Office of Family Engagement & Community Partnerships, LCD and the ELL department should plan and coordinate the meeting. To ensure an effective and meaningful conversation we are suggesting the meetings to be 120 minutes long.

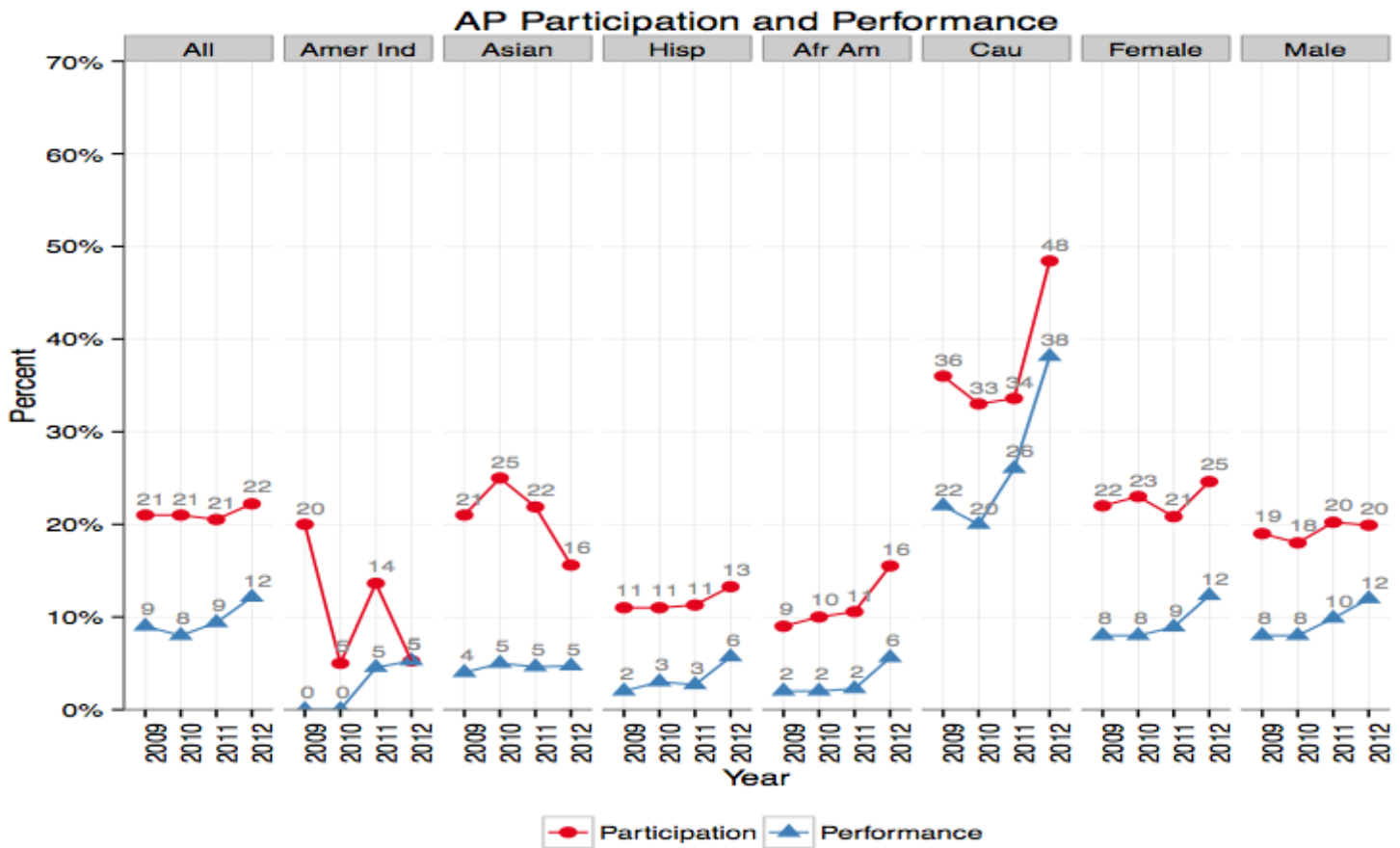
MIDDLE AND HIGH SCHOOL COMMUNICATION ON STUDENT PROGRAMS

4. The Advisory Council recommends the Office of College and Career Readiness (OCCR) continues to work in collaboration with the Latino Consent Decree district staff to ensure that the communication system, methods, strategies and outreach efforts to inform Latino parents on student programs such as the Mentoring Excellence Program (MEP), Advancement Via Individual Determination (AVID), International Baccalaureate (IB), Graduation Tests, Gifted Services, Advanced Courses and Graduation Requirements, 9th grade registration classes for the following academic year, are effective and language and cultural appropriate.

Along the lines with this recommendation, the Advisory Council asks the Office of Family Engagement and Community Partnerships to invite the Office of College and Career Readiness and its staff to present at one of the LCD district-wide meetings. The meeting should be held no later than November 31, 2013.

INCREASE LATINO CONSENT DECREE STUDENTS ENROLLMENT IN PROGRAMS AND ADVANCED COURSES

5. The Advisory Council asks that the Office of College and Career Readiness (OCCR) conduct an independent assessment on the percentage of LCD students that are enrolled in programs such as the Mentoring Excellence Program (MEP), Advancement Via Individual Determination (AVID), International Baccalaureate (IB) and that are enrolled in Advanced Courses. The results from the evaluation will directly contribute to the understanding, not only of the importance and benefits of taking advance courses in our high schools, but also will support the goal of the Parent Academy Program in making postsecondary options a decision for our Latino students. In reference to an Advanced Placement Participation and Performance Graph (See page 8) from the Office of Accountability, Planning and Policy, Department of Research, Evaluation and Assessment November 16, 2012, Latino students reflect a 2% increase in participation and a 4% increase in Performance in Advanced Placement Courses from 2009 to 2012 academic years. The Advisory Council will also use the results to support the OCCR goals and find new strategies for Latino parents to help increase the enrollment of Latino students in these programs and courses.



Office of Accountability, Planning and Policy,
 Department of Research, Evaluation and Assessment
 November 16, 2012

EXPANDING HUMBOLDT PILOT PROJECT: “Latino College Bound Group”

6. The Office of College and Career Readiness (OCCR), under the leadership of Dr. Darlene Fry, and in collaboration with the School Counseling Department at Humboldt High School created a pilot program to raise college and career awareness of Latino students. The *Latino College Group* began in January 2013 with 11 Latino Consent Decree (LCD) 7th grade students (9 students remained and continued the program). They met twice a month for 40-minute sessions during homeroom period. The first two goals of this project were to raise college and career awareness of the participants as well as pilot the course planning function of students’ Naviance Family Connection accounts. Achieving both goals helped students increase their knowledge and understanding of college/career readiness by exploring personal aspirations/goals, interests, learning styles, personal planning and self-assessment. The second goal of the project was to provide a safety place where participants get to know each other while sharing common cultural values and language. The Advisory Council thanks Dr. Darlene Fry, Director of the Office of College and Career Readiness, Rosa Miyashiro and Kitty Johnson, licensed school counselors for their efforts in reaching out to Latino families, specifically families with students in middle school. The Advisory Council strongly recommends the District of Saint Paul and the Division of Schools, especially Middle and High School Assistant Superintendents, consider the benefits of maintaining this pilot project at Humboldt Secondary and expanding to Washington Technology Magnet and to other middle/high school sites. In addition, have a Latino Senior Students Recognition at the end of the school year. The Latino students’ graduation rate is among the lowest in the state of Minnesota.

SPECIAL EDUCATION PROGRAM: Latino Students

7. The LCD Advisory Council recognizes the effort from the Special Education Department of providing help to our families with special education bilingual staff. Nevertheless, families with Latino students in special education feel a disconnection in understanding the special education system and its procedures to evaluate Latino students as well as parents rights. With that in mind, and to continue the effort in informing parents, the Council recommends that the Special Education Department and its staff have the opportunity to present at one of our LCD district-wide parent meetings on the procedures and special education services in the Saint Paul Public Schools. The meeting should be held no later than January 30, 2014. In addition, the Council requests a member representative of the LCD council in the Special Education Advisory Council (SEAC).

LATINO CULTURE

8. The Advisory Council endorses the work that the Multicultural Resource Center (MRC) under the leaderships of Michelle Bierman, Assistant Director, Equity, Office of Superintendent/Accountability has done in complying with the LCD stipulation in regards to the specific program requirements. That is, the development, acquisition and use of culturally and linguistically relevant materials that depict the multi-cultural characteristics of the community (Latino Culture embedded in the Social Studies Curriculum). The Council recommends that the Multicultural Resource Center (MRC) in collaboration with the Office of Family Engagement & Community Partnerships host two Social Studies Lesson Meetings (Fall & Winter) for Latino parents and their children in K-6. The purpose of these meetings is for children and parents to learn and experience the lesson together, and encourage administrators and teachers at the schools to begin implementing the K-1 West Side Social Studies and 4th grade West Side Social Studies trunks in the schools.

Along the lines of this recommendation, the LCD Council requests the Multicultural Resource Center (MRC) conduct similar initiative and/or a pilot program for students in middle and high schools. In Addition, and in order to bridge the interaction between students, staff and families, the Council recommends that the Equity Department, in collaboration with LCD staff at the Office of Family Engagement & Community Partnerships provide a more in depth Latino cultural training to district personnel that focuses on research based educational strategies.

LATINO FAMILIES – EARLY CHILDHOOD FAMILY EDUCATION

9. The LCD Advisory Council recognizes the importance of the Early Education Programs and its impact on students' achievement. With the purpose of raising the level of awareness in our Latino community, the Advisory Council appeals to the SPPS board of Education's professional wisdom to support collaboration between the Early Childhood Education Department and the Office of Family Engagement & Community Partnerships in creating strategies to eliminate the barriers that impede families in participating (i.e. language specific staff, resources sites, etc). The Council recommends the creation of new venues of communication such as: brochures, meetings and resources provided to all Spanish-speaking parents in their native language.

SUPPORT PROGRAMS FOR LATINO FAMILIES

Amherst H. Wilder Foundation: Latino Leadership program (LLP).

10. The work of the Latino Consent Decree and the Office of Family Engagement & Community Partnerships has proved a critical partnership in the ongoing success of the Latino Leadership program (LLP). Although LLP began 8 years ago as a program of the Wilder Foundation's Wilder Center for Communities, LCD provided a critical conduit through which LLP has been able to connect to this cultural community and engage with them around a central aspect to community life: the success of our children. And key to that success is support of our children's educational community. As we to work together to provide this opportunity to the Latino community, we continue to find ways to leverage one another as a resource. Key aspects of programming that LCD provides include: coordination assistance, recruitment, staff for childcare, logistical support (rooms, transportation assistance, food, etc.) and opportunities to step into leadership roles on behalf of their children. In addition we proudly report that over 50% of the present Advisory members have graduated from this program. With that in mind, the Council extends the recommendation to continue supporting Wilder Foundation and its Latino Leadership Program.

Parent Academy

11. The Advisory Council reiterates its support to the Office of Family Engagement & Community Partnerships to continue offering Parent Academy classes at the school sites. The Parent Academy Program provides a framework for creating a community in which parents and schools collaborate with one another at home and at school, so Latino students can achieve and be prepared to attend a post-secondary option.

SECTION II: STATUS REPORT ON THE 2011-2012 ADMINISTRATIVE RESPONSE

Area/Recommendation	Status
I. LCD Area: Identification/Assessment/Placement 1.0 Placement Develop and implement a comprehensive communication plan that informs LCD families about their child's placement in the LCD program. Parents may refuse permission for their child to be in the program (in writing). Administrative Response: 2012-13 The English Language Learners (ELL) Department will send a Latino Consent Decree (LCD) notification of services letter to families.	The English Language Learner Department sends LCD/ELL notification of service letters to current and new LCD qualifying families in early fall. New LCD qualifying families receive notification letter within two weeks of enrollment.
1.1 Provide LCD elementary and secondary Educational Assistants with data (LCD eligible students) so they can inform and follow up with parents at their school sites. Administrative Response: During the LCD trainings in August 2012, all LCD teachers and educational assistants (EAs) received a list of LCD students so they can answer questions as they arise.	LCD Bilingual Educational Assistants and LCD school contact staff were provided with the lists of LCD eligible students on August 29, 2012. An electronic copy was sent in September of 2012. An updated electronic copy was sent in December of 2012. An electronic copy is sent to newly hired LCD staff.
1.2 Schools with no bilingual EAs must contact the ELL department and the Office of Family Engagement for assistance and support. Administrative Response: Schools have been provided the LCD staff contact list. The list was also given to the Office of Family Engagement and Community Partnerships for distribution to families.	In the 2012-2013 school-year fourteen schools contacted the ELL Department and the Office of Family Engagement for assistance and support in areas ranging from academic support to referrals to community agencies (Nutrition services, health and wellness, truancy, legal services within Ramsey County, etc.). This is an increase of assistance requests from last year. Schools that requested assistance were: Agape, American Indian Magnet, Capitol Hill Gifted and Talented Magnet, Expo for Excellence Magnet, Farnsworth Upper, Galtier Magnet, Hazel Park Preparatory Academy, Highland Park Senior, Maxfield Magnet, Mississippi Creative Arts Magnet, Murray Junior High, Nokomis Montessori Magnet, Ramsey Junior High , The Heights.

Area/Recommendation	Status
II. LCD Area: Instructional Program 2. Academic support: collaboration between home-school and bilingual liaisons 2.1 Meet three times a year, once during opening week and two specific meetings before parent-teacher conferences Administrative Response: It is the SPPS recommendation that there be ongoing meetings between school administration/district administration and parents rather than the Educational Assistants because school/district administrators make decisions that affect all students. However, the ELL Department has worked collaboratively with the Office of Family Engagement and Community Partnership (OFCEP) to establish three dates for such meetings to take place. The first meeting took place on August 29, 2012. HR participated in the meeting and will continue to be available as necessary.	Introduction The Latino Consent Decree Parent Advisory Council agreed to meet with the Latino Consent Decree Bilingual Educational Assistants three times during the 2012-2013 school year Purposes: - To continue building relationships and collaboration. - Listen to the LCD EA's on the needs of LCD students in SPPS, and - Receive ideas for Bilingual Latino Parent Workshops. Process: A meeting was planned at the district office and was based on issues such as, Rights, Responsibilities, Absence and Truancy. Evaluation: 30 parents attended the session. Their feedback was 100% positive. Prevention came as the focus and intention of the session.

Area/Recommendation	Status
3. Bilingual Content Support 3.1 Offer language specific sessions (Spanish) for LCD families in the areas of Mathematics, Social Studies, Science, Reading and Writing. Administrative Response: According to the 2011-12 LCD district-wide survey results, 75% of schools either provided interpreters at core curriculum events or held Spanish specific sessions. 25% of schools report offering no Spanish specific sessions for curriculum events. Schools, when possible, will continue to offer Spanish Language specific sessions and ELL will continue to work with schools on this.	The ELL Department created and provided the elementary and secondary Administrators with Reflection Cards. Reflection cards included reminders about: - Offering language specific sessions for curriculum nights, - Use of LCD eligibility lists to inform families of student academics, conferences, available Spanish materials and family events Elementary Reflections Questions included: - Is your school planning to celebrate Cinco de Mayo? - Where are the Spanish Everyday Math materials and Mexican Text Book collections? - How are they available to parents? - How are families informed of their children's class schedules? Secondary Reflections Questions included: - How is information about advanced courses distributed to Spanish speaking families? - What multicultural events took place or will take place at your school this year? - Are there specific courses or units offered at your school that teach Latino culture?

Area/Recommendation	Status
4. Middle 6-8 and Secondary 9-12 4.1 At middle and high school levels, implement an effective communication system among parents, school counselors and LCD secondary educational assistants to inform parents on the appropriate placement of their students. Administrative Response: The high school and middle school assistant superintendents will have discussions with principals around providing interpreters for academic registration nights and events in accordance with the LCD stipulation.	Executive Director of ELL, Dr. Efe Agbamu held discussions with principals regarding providing interpreters for academic registration nights and events. Discussions took place on November 15th, 2012 with elementary principals and on March 7th, 2013 with secondary principals at the District Offices.
4.2 Middle and High Schools should implement planning meetings in early fall to make Latino parents aware of the requirements and descriptions of high school courses, Advanced Courses and programs, such as MEP, AVID, IB, AP (Fifteen minutes with counselors is not enough to fully understand the complex process that leads to graduation). Administrative Response: OCCR is developing new materials in Spanish to be shared with families about AVID, IB, & AP courses. ELL will partner with the high school and middle school assistant superintendents and the OFECP to disseminate this information to families through district Latino parent events.	The Office of College and Career Readiness (OCCR) hosted family and community outreach events serving over one thousand families sharing brochures and informational post cards on the AVID, IB, MEP programs and accelerated courses. COMMUNITY OUTREACH EVENTS Libraries (5): Rondo, Highland, Merriam Park, Sun Ray, Dayton's Bluff Schools (7): Como Park, Harding, Humboldt, Ramsey, Farnsworth, Central, Murray Community Centers/Recreational Centers (3): Neighborhood House, Hancock Rec., Linwood Rec. Parents groups (3): LCD, Hmong, Karen Events (4): Thinking College Early Fair, School Choice Fair, Native American Pow Wow, Bilingual Senior Celebration Outreach will continue in the coming 2 years. Families continue to show interest in learning more about financial aid. The Office of College and Career Readiness is having conversations on how to align these efforts and in creating an AVID University for parents for the high school transition phase. The Office of College and Career Readiness (OCCR) is monitoring AVID applications coming back. The English Language Learner Department has also promoted these resources for families with students in the ELL program and after students exit the program on October 5th at the Hispanic Heritage Celebration at Washington Technology, on December 5th at the District Wide Latino Parent Meeting, on May 17th at the Bilingual Senior student Recognition Event at Washington Technology.

Area/Recommendation	Status
4.3 Train all school counselors on LCD program. School counselors need to coordinate with LCD staff the schedule of Latino students eligible for LCD. This is part of the LCD stipulation. Administrative Response: In 2011-12, ELL trained over 200 staff including K-12 principals, K-12 counselors, teachers, bilingual educational assistants and other staff. In September of 2012, ELL and OFECP trained LCD teachers and all bilingual educational assistants, with the intent to train all K-12 counselors in October. The list of LCD staff and students will also be shared at this training.	On December 12, 2012, LCD district staff, Pablo Matamoros, Pierre Cejudo and Myrna Abrego trained over 75 counselors from all schools in the district at Harding High School. The training covered LCD Chapter IX, Counseling: • Responsibilities under the Latino Consent Decree (8 responsibilities as directed under the LCD Stipulation) • The history of the Latino Consent Decree • Initiatives 4.1 - 4.5 were presented from the 2011-12 LCD Annual Report.
4.4 Develop and implement a strategy for LCD secondary students to be guided motivated and supported to take advantage of advanced courses. Administrative Response: Talent Development and Accelerated Services staff is working on ways to guide and support students in advanced courses. There will also be guidance through use of printed translated documents, innovated support programs such as the Technology Scholars currently in place at Harding High School. The goal is also to review LCD students' MAP scores to recommend advanced courses accordingly.	The Office of College and Career Readiness and Dr. Fry continue to monitor MCA scores of students to identify students who qualify for advanced placement classes. Technology scholars will expand to 2 more high schools next year – this is an academic mentoring program using technology focused on males of color. The Office of College and Career Readiness is in the process of implementing video presentations of students succeeding in advanced courses during workshops in order to facilitate discussions. Future goals include analyzing LCD student's map scores to recommend advanced course placement.

Area/Recommendation	Status
4.5 Work in collaboration with the SPPS lead counselor and the Office of Family Engagement and Community Partnerships to strongly add a Spanish component (language specific) to the 2012 SPPS Thinking College Early Fair. We encourage colleges and universities to provide bilingual staff during the event and also have interpreters available throughout the event. Administrative Response: The Thinking College Early Fair was an initiative of the Progressive Baptist Church who later partnered with SPPS with the intent to expose African American students and their families to historically black colleges and universities. SPPS can ask, but cannot guarantee that the historically black colleges and universities will send Spanish-speaking representatives. In 2011-2012, SPPS provided Spanish interpreters at this event via OFECP and 29 Latino families attended.	The SPPS 2013 College Fair was held on March 9, 2013 at Johnson Senior High School. 30 Latino families attended the 2013 College Fair. Despite not having bilingual representatives from colleges and universities, families attended and benefited from interpreters provided by the Office of Family Engagement. Educational Assistants, LCD Council members and staff were available to greet, guide and serve the families at this event. Families participated in: • Group sessions for parents and students • Meeting representatives from the universities, community and private colleges • Learning about the requirements for success • Obtaining information about financial aid, scholarships and careers.

Area/Recommendation	Status
5. Latino Culture 5.1 Promote and implement multicultural school nights in every school. Administrative Response: According to the LCD district-wide survey results, 61% of schools reported holding at least one Latino specific cultural event and/or multicultural event that included the Latino culture. ELL will continue to bring this recommendation to the attention of school principals.	In the 2012-2013 school year, the following schools reported to have specific Latino/multicultural school nights: • AGAPE • American Indian Magnet • Battle Creek Middle • Bruce Vento • Hazel Park Preparatory Academy • John A. Johnson • L'Etoile Du Nord – French Immersion • Wellstone Elementary

Area/Recommendation	Status
5.2 Invite guest speakers to classroom and school events, such as Latino community leaders, Latino professionals (e.g., engineers, lawyers, medical doctors, architects, etc.), Latino parents and SPPS Latino staff that can bring the values of the Hispanic/Latino culture and their contributions to our community, school, district and state. Administrative Response: The ELL Department collaborated with OFECP to plan, announce, invite guest speakers and schedule Latino Leaders in the Community assemblies in six schools for students in grades 4 through 12. In total, 9 sessions were held and over 350 students benefited from hearing the guest speakers. In the upcoming school year, ELL will again partner with OFECP to organize such events.	In the Spring of 2013 middle schools were invited to participate in this initiative. We strongly believe that adolescents in Middle school are in a crucial transition time in their lives. It is for this reason that we would like to contribute to building the student's positive self esteem by having them hear stories of success they may find inspiring in connection to their hopes and dreams. Students listen to Latino professionals in the community and SPPS employees who offer testimonials of academic success and meaningful and motivational life experiences. Our goal is to help our Latino students understand that they have the power to close the achievement gap in the Latino student community through hard work and commitment. The numbers of students served during these sessions reached a total of 215. Battle Creek Middle Attendance: 120 students Latino Professionals: Pamela Barragán, Graciela Méndez, Silvia Galván-Kupke, Patricia Pérez-Jenkins Hazel Park Preparatory Academy (Middle) Attendance: 30 students Latino Professionals: Jose David Gallardo, Patricia Perez Jenkins, Claudia PerezInzunza, Myrna Abrego Humboldt Secondary Attendance: 40 students Latino Professionals: Julieta Fajardo, Pamela Barragán, Héctor García, David Martínez, Elda Macias Linwood/Monroe 4th-8th Attendance: 25 students Latino Professionals: Carolina Reyes, Maria Steigauf, Claudia PerezInzunza

Area/Recommendation	Status
5.3. Increase awareness of the Hispanic heritage month and other Latino origin celebrations Administrative Response: At the invitation of the ELL Department, Michelle Bierman from CIPD met with the LCD Parent Advisory Committee and that resulted in the establishment of the Latino Culture and History Curriculum Committee in the Spring of 2012 to bring parents, staff, and students, and community together to plan and create curriculum and events that deepen the inclusion of SPPS Latino Culture and History. The Committee suggested hosting an Open House at the Multicultural Resource Center (MRC) for Hispanic Heritage month. This district-wide event co-sponsored by the ELL, OFECP departments and the MRC will be held at Washington Technology on October 5th, 2012.	On October 5, 2012 The Office Of Family Engagement & Community Partnerships in collaboration with various departments hosted the National Hispanic Heritage Month Celebration at Washington Technology School celebrating the contributions and accomplishments of Hispanic and Latino culture in our district. Over 300 people attended the celebration (parents, students, staff, and community members). The Multicultural Resource Center and The Ordway Theater raffled 60 tickets to “Mascaras y Milagros” and presentations by Poncho Sanchez & His Latin Band. Families enjoyed food samplings from various Latin American Restaurants. Children enjoyed making and coloring Latin American Flags, making maracas, paper flowers, and the intricate "Huichol" yarn painting. Saint Paul Public Schools Superintendent Valeria S. Silva , Dr. Efe Agbamu, ELL Director, Mexican Consulate Representative Alan Torres Tovar and Ecuadorian Consulate Dr. Silvia Ontaneda welcomed and greeted families. In the 2012-2013 academic year the following schools held events celebrating the National Hispanic Heritage Month: Battle Creek Middle, Hazle Park Preparatory Academy, and Wellstone Elementary

Area/Recommendation	Status
5.4. Reestablish Latino Culture Studies courses at the middle and secondary level. We understand that these classes or courses may vary in nature and time but they are necessary to meet the educational needs of a global society and student. These classes should not be designed for LCD eligible students only, but for any student who wants to increase their knowledge in other cultures as well. Administrative Response: The district currently supports Spanish immersion courses that embed Latino culture and history. There are currently three elementary schools with Spanish immersion programs; Adams which is a one-way program, Wellstone which is a two-way program, and Riverview which beginning this year will be shifting to a school-wide two-way immersion model. At the secondary level, Spanish immersion is offered at Highland Park Middle and Highland Park Senior High. Both schools provide International Baccalaureate programs, with the Senior High	On January 24, 2013 The Multicultural Resources Center (MRC) hosted a Social Studies Lesson for the LCD Parent Advisory Council and their children. The objective was for children and parents to learn and experience the lesson together, learn about the MRC, and encourage teachers at the schools to come and use the kits. 27 parents and children participated in the K-1 and 4th grade West Side Social Studies trunk. Parents and children grouped into small groups and were asked to “Think -Pair –Share”. What is the past? How do we learn about the past? Tell each other something about your past. Modeling and 3 follow-up questions and were asked to expand their ideas. Families were shown learning materials that are included in the learning kits and were asked to share what they can learn from the objects (maps, photographs, books, and artifacts).

offering History of the Americans course which provides an in depth analysis of the Latino contribution to the Americas. Also, students can take World History and Geography in Spanish through the immersion program. In addition, this committee has reviewed learning trunks including the newly created West side and Mexican Art learning trunks, current Latino Curriculum, and MRC resources. The next step is to create additional social studies lessons that embed Latino Culture and History for the revised social studies standards. The committee will track the use of the current curriculum including the Mesoamerica project taught in 9th grade World History.	Families moved to different tables exploring materials and sharing the things they noticed. The teacher explained how the communities are connected. Families were given a poster sheet to write down ideas. Students can connect to the lessons because they have been living in Saint Paul, students in Saint Paul can learn about their past and their city. Instead of giving the students textbooks they are given photographs and asked questions to go deeper into the history. The partnership between the LCD Program and the SPPS Social Studies Department will use the 2013-14 school year to design a Latino culture course for secondary. LCD and the social studies department will be designed using MN state social studies standards and common core state standards for reading and writing to design this course from a Latino perspective. LCD will provide knowledge on the content and the Latino point of view. The social studies department will provide the experience in developing the curriculum for use in the classroom. The focus of the course will be the Latino experience shared in history, culture and global perspective. The LCD program and the Social Studies Department have identified benchmarks within the world history curriculum to guide the Latino content in this course. Benchmark 9.4.3.9.6: Analyze the factors that led to the emergence and expansion of the Aztec and Inca empires in the Americas multiethnic Benchmark 9.4.3.10.4: Describe the interactions and negotiations between the Americans (Maya, Aztec, Inca) and European explorers and their consequences. Benchmark 9.4.3.11.3: Describe the independence movements and rebellions in the Caribbean and Central and South America, to analyze the political and economic causes and social consequences of these events.
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Area/Recommendation	Status
6. Materials 6.1 Use school academic nights, school open houses and parent-teacher conferences to inform LCD families of these materials (Everyday Math Curriculum, and the Mexican text book giveaway campaign). Administrative Response: The ELL Department and the OFECP works in collaboration to create flyers containing the above information. Staff at each school site at the directive of their principals will be expected to distribute the flyers during conferences and other school events.	The Family Engagement office in collaboration with the ELL Department created flyers of Everyday Math and Mexican Text Books for Elementary and Mexican Text Books for Secondary and sent to schools in electronic format before Spring Conferences. In addition, school visits were made by the LCD team to inquire about the use and access of these resources to families. The Latino Consent Decree (LCD) program will review the use and alignment of these resources. In addition, parents were reminded at the end of each LCD District Wide Latino Parent Meeting to ask for these materials at their schools.
6.3 Monitor, catalog, and communicate with schools on the use of these resources for parents. Administrative Response: OFECP will monitor and catalogue the above resources. The ELL Department will assist in communicating with schools.	In April 2012, all schools received Mexican textbook collections from the Ministry of Public Education through the Mexican Consulate in Saint Paul. School personnel were informed of the contents and use of these materials. This was made possible by the collaboration between the ELL department, and the Office of Family Engagement. Emphasis was placed on ensuring that the Mexican textbooks be accessible to both students and their families. LCD and ELL Personnel visited schools to inquire about availability of these resources to families. Conversations were held with school principals to suggest strategies on how these resources can be best put to use and made available to families. The Latino Consent Decree (LCD) program will review the use and alignment of these resources.
6.4 At the beginning of each school year and upon additions of new learning resources communicate to LCD staff, LCD Parent Advisory Committee on the availability of such resources. Administrative Response: The ELL Department and the Office of Family Engagement and Community Partnerships will work in collaboration. The ELL Department will assist in communicating with schools and the office of OFECP will communicate this information at LPAC meetings.	The Mexican Consulate in Saint Paul donated to the Saint Paul Public Schools New Mexican Textbook collections in the Spring of 2013. A Giveaway ceremony will be planned for the beginning for the 2013-14 school year. The Latino Consent Decree (LCD) program will review the use and alignment of these resources.

Area/Recommendation	Status
III. LCD Area: Parental Involvement 7. Recruitment of LCD staff – Community Participation 7.1 Connect members of the LCD Advisory Committee with the Human Resources Department. 7.2 Recruit parents of Latino students to serve on hiring committees. 7.3 Assist and educate schools administrators and PTOs in the hiring process of LCD bilingual staff. Administrative Response 7.1-7.3: Per the invitation of the ELL Department, the HR Executive Director, Tim Caskey met with the LPAC. The following was agreed upon: A Human Resources consultant will serve as a liaison between the SPPS HR Department and the LCD Parent Advisory Committee.	The SPPS Human Resources Department has worked diligently to recruit high potential employees that understand the Latino culture and are also proficient in Spanish. Alex Rodriguez, HR Consultant is making sure that the requests from the Latino Consent Decree Parent Advisory Council are being met and has collaborated with the Staffing Department to help facilitate phone interviews to screen applicants for language proficiency and to ensure they meet the qualification necessary under the Law. The following LCD EA employees have been recently hired and are currently working in our schools to assist our Latino students in achieving their educational goals, as well as helping our parents. • Maria Arabbo, Saint Paul Music Academy • Yomarie Arroyo Rivera, Wellstone Elementary • Sheila Lugo Rodriguez, Adams Spanish Immersion

Area/Recommendation	Status
8. Collaboration with Organizations and Community Programs A key component of our LCD Parent Advisory Council structure is the support that we have given to Latino families through our program for parents and the new Office of Family Engagement and Community Partnerships. In order to continue offering quality programs and engaging parents in the education of their children, it is imperative that Saint Paul Public Schools support the work of the LCD Parent Advisory Council and the Office of Family Engagement 8.1 Continue collaborating with Latino based organizations and programs, such as: Wilder Foundation (<i>Latino Leadership Program</i>) Mexican Consulate (<i>Book Program and Plaza Comunitaria</i>) Parent Academy (PIQE/SPPS parent program)	
Amherst H. Wilder Foundation Effective fall 2012, the <i>Latina Leadership Program</i> will be offered in 6-weeks sessions. Wilder Foundation will offer a total of 2 - 6 week sessions per academic year as follows: ONE 6 week session in the fall of 2012 ONE 6 week session in the spring of 2013 Classes are free of charged for SPPS Latino parents.	Amherst H. Wilder Foundation Effective in the fall of 2012, the <i>Latino Leadership Program</i> will be offered in 2 – 6 week sessions per academic year as follows: ONE 6 week session in the fall 2012 ONE 6 week session in the spring 2013

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Transportation, childcare and a light meal will also be provided for each session.	Fall session concluded on November 14, 2012. 22 Participants graduated from the Latino Leadership Program. Participating Schools: Adams Spanish Immersion, Battle Creek Elementary, Battle Creek Middle, Benjamin Mays, Central Senior, E.C.F.E. Humboldt, E.C.F.E. Homecroft, L'Etoile du Nord – French Immersion, Galtier Magnet, Harding Senior, Hazel Park, Highland Park Senior, Highwood Hills, Nokomis Montessori, Riverview Elementary, Washington Technology, Wellstone Elementary Spring session concluded on May 21, 2013. 28 participants graduated from the Latino Leadership Program on Tuesday May 28, 2013 Participating Schools: Achieve Language Academy, Battle Creek Middle, Chelsea Heights, E.C.F.E Homecroft, E.C.F.E. Dayton's Bluff, Farnsworth Aerospace, L'Etoile du Nord – French Immersion, Harding Senior, Hazel Park, Highland Park Junior, Highwood Hills, Humboldt Secondary, Linwood/Monroe, E.C.F.E. Phalen Lake, Riverview Elementary, Washington Technology, Wellstone Elementary, Shakopee Public Schools. The Office of Family Engagement & Community Partnerships supported the Latino Leadership Program with meals for 3 days and one full time childcare staff for each session.
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Area/Recommendation	Status
Mexican Consulate and SPPS - 2013 Spanish Textbook Giveaway Program To strengthen the identity of children and young adults of Mexican and/or Hispanic origin that attend Saint Paul Public Schools the Office of Family Engagement & Community Partnerships will continue to collaborate and support the Spanish Textbook Program sponsored by the Mexican Consulate in Saint Paul. The textbook program provides Mexican textbooks (52 collections) to all school sites in our district. These books are accessible to parents and students.	The Mexican Consulate in Saint Paul donated to the Saint Paul Public Schools New Mexican Textbook collections in the Spring of 2013. A Giveaway ceremony will be planned for the beginning for the 2013-14 school year.
Mexican Consulate and SPPS Plaza Comunitaria Adult Learning Program The Office of Family Engagement and Community Partnerships is exploring with LCD district staff, community members and the Mexican Consulate in Saint Paul, the potential implementation of the first Plaza Comunitaria Adult Learning Program in Saint Paul. This includes possible sites and training for our LCD/district staff.	A proposed implementation plan was presented to the Family Engagement Director. Plans to meet with the Community Education Director are on the table to explore sites and resources. Two LCD staff have been trained in the formation of Plaza Comunitaria. Pierre Cejudo, April 14, 2013, Training by: INEA-IME in Boise, Idaho Claudia Perez Inzunza, May 2012,. Training by: INEA, México in Puerto Vallarta, Jalisco, Mexico

Area/Recommendation	Status
SPPS Parent Academy In order to connect schools parents, and community together as equal partners in the education, the OFE will continue to support, offer and implement a total of three 6–week sessions per academic year. The sessions are as follows: - Fall 2012: 6-week sessions (Middle & High School) - Winter 2013: 6 week-sessions (Elementary) - Spring 2013: 6 week-sessions (Elementary) Latino parents with children in SPPS Title 1 Schools will have the opportunity to enroll in these curriculum-oriented classes. Classes are free of charged. Transportation, childcare and a light meal will also be provided for each session.	The Office of Family Engagement & Community Partnerships offered 25 sessions in Spanish language. This program continues to be a significant development in the engagement, not only of Latino parents, but also for other language groups regarding their children’s education. A total of 192 Latino parents graduated from fall 2012 to spring 2013 Parent Academy Sites – Spanish Sessions Fall 2012: 50 Latino parents graduated Schools: Highland Park Senior, Highland Park Middle, Battle Creek Middle, Humboldt Secondary, Murray Middle, Washington Technology, Creative Arts/Open World, Harding Senior. Winter 2013: 92 Latino parents graduated Schools: Dayton's Bluff Achievement Plus Elementary, John A. Johnson Achievement Plus Elementary, St. Paul Music Academy, The Heights Community, Saint Paul City-Charter School, Battle Creek Elementary, Bruce F. Vento

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	Elementary, L'Etoile du Nord – French Immersion, Mississippi Creative Arts Magnet, Eastern Heights Elementary, Farnsworth Aerospace magnet – Upper, Riverview West Side School of Excellence. Spring 2013: 50 Latino parents graduated Adams Spanish Immersion, Cherokee Heights West Side School of Excellence, Jackson Preparatory, Linwood Monroe Arts Plus - Lower, Linwood Monroe Arts Plus – Upper
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Area/Recommendation	Status
LCD Parent Advisory Council (PAC) In order to facilitate the work for the LCD Council and to meet the requirements of the Consent Decree (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), the Office of Family Engagement & Community Partnerships has scheduled 8 regular monthly meetings for the upcoming academic year. The OFE will provide transportation, childcare and a light meal for their members and children.	The Parent Advisory Council held 8 monthly regular meetings during the 2012-2013 academic year. The Office of Family Engagement and Community Partnerships (OFECP) provided transportation, childcare and a light meal for members and children.
SPPS LCD Bilingual Parent Meetings SPPS Latino bilingual parents gather four times a year for a parent night aimed at building partnerships and sharing academic information. Parents have a chance to learn about different educational topics that will help in their children education. They also have a chance to ask questions and have a dialogue with our professionals, guests and community leaders and organizations The OFE will provide transportation, childcare and a light meal for all parents and their children that attend these meetings.	The Parent Advisory Council held 4 bimonthly district-wide meetings and 6 events during the 2012-2013 academic year. The Office of Family Engagement and Community Partnerships (OFECP) provided transportation, childcare and a light meal for members and children. Meeting #1, December 5, 2012 Topic: Graduation, Is Your Student Prepared Total Attendance: 160 Meeting #2, February 6, 2013 Topic: Positively Impacting Latino Students' Academic Achievement Total Attendance: 123 Meeting #3, March 6, 2013 Topic: Course Credits Transfer for Mexican Students Total Attendance: 140 Meeting #4, May 15, 2013 Topic: Immigration – How will it Affect my family and my student? Total Attendance: 154 <u>EVENTS</u> September 21, 2012

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	Multicultural Kick off Total Attendance (Latino): 125 October 5th, 2012 National Hispanic Heritage Month Celebration Total Attendance: 300 December 14, 2012 Latino Family Celebration Total Attendance: 348 April 6, 2013 Bilingual Parent Conference Total Attendance: 120 May 8, 2013 Latino Families Nutrition Services Visit Total Attendance: 153 May 17th, 2013 Bilingual Senior Student Recognition Total Attendance (Latino): 146
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Area/Recommendation	Status
8.2 Develop and expand partnerships with Dr. Carolyn Garcia, a researcher at the University of Minnesota, related to Latino/a Mental Health research-based programs and/or projects. In 2009-10 Dr. Carolyn Garcia collaborated with SPPS partners to develop and implement a home visiting outreach program at Harding High School for the parents of Latino adolescents. The process of developing the program was published in a scientific journal, Health Promotion Practice, and includes co-authors from SPPS. Dr. Garcia is a researcher committed to collaborative research that yields sustainable effective programming to benefit our students and families. It is important that the District supports and explores new collaboration initiatives that advance this work with Dr. Garcia. Administrative Response: At this time, SPPS is interested in continuing the work with Dr. Garcia, however her current project has ended and she secures her own funding.	Dr. Garacia’s Findings, Texting Project with Latina students, two SPPS high schools: 24 Latina adolescent girls from two high schools in Saint Paul participated in a project using texting to report their moods, behaviors, and activities over four weeks in 2011-2012. Daily, for four weeks, the girls responded to texts in the morning, after school, and in the evening (also on the weekends). Example questions include: “Do you feel you got enough sleep last night?” “Do your parents know where you are right now?” “Did you go to school today?” “How happy are you right now?”. The girls demonstrated similar patterns of moods, and showed a range of moods expected during adolescence (i.e., mad, happy, excited, sad). Most girls reported going to school; a few reported skipping school. Most girls reported that their parents knew where they were; not as many reported that their parents knew how they spent their money. There were a few girls who never reported spending any time with their dads (they were never with their dads when they received that text question). The project shows that adolescent girls will respond to texted survey questions, and provide valuable information about their daily moods, behaviors, and activities. School staff, and families, can benefit from information obtained in projects like this; for example, school social workers might identify risk behavior patterns that lead them to tailor an intervention or program to at-risk girls. Parents might benefit from recognizing normative mood swings as well as behaviors that might be signs of problems that should be addressed before they worsen.

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.

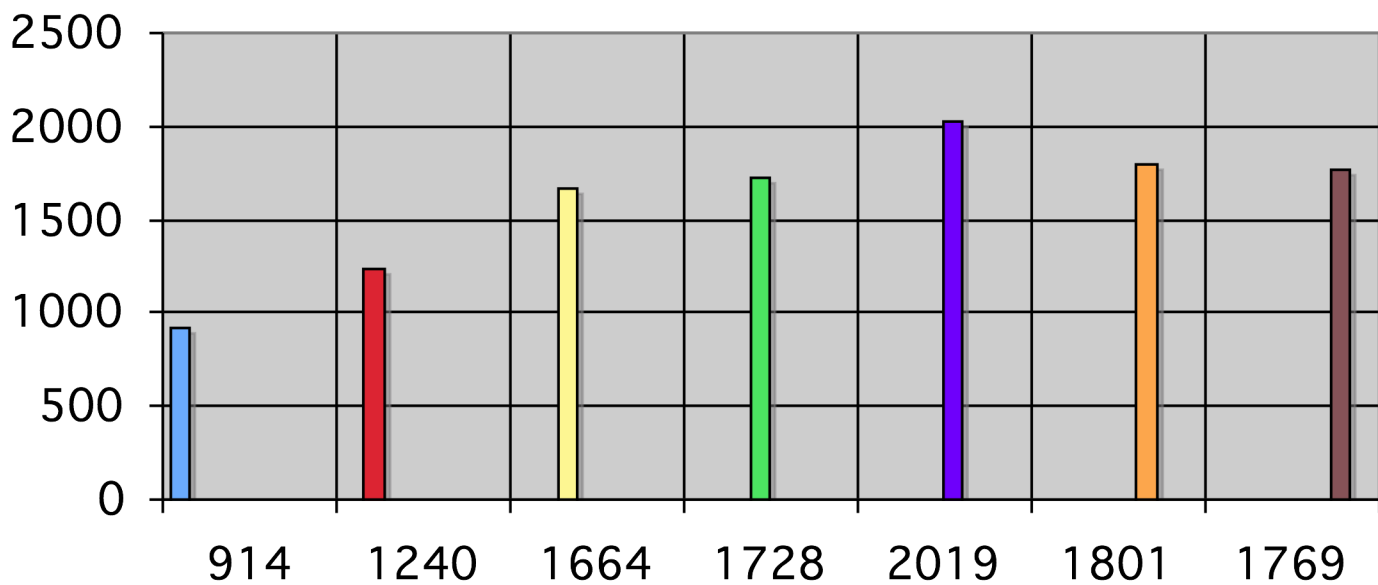
APPENDIX C: DISTRICT-WIDE PARENT MEETINGS - ATTENDANCE SUMMARY REPORT 2006-2013

The 2011-2013 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 (2006-13)

2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	*2011-20012	*2012-2013
914	1,240	1,664	1,728	2,029	1,801	1,769

*Monthly district-wide meetings changed to every other month in 2011



Acknowledgements

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

Organizations	College/University	SPPS Departments and Programs
Amherst H. Wilder Foundation <i>Latino Leadership Program</i>	University of Minnesota	Office of Family Engagement & Community Partnerships
Casa de Esperanza		English Language Learner Programs (ELL)
Consulado de Mexico en San Pablo		Multicultural Resource Center (MRC)
CLUES <i>Comunidades Latinas Unidas En Servicio</i>		Human Resources (HR)
La Clinica <i>West Side Community Health Center</i>		Student Placement Center (SPC)
NeDA <i>Neighborhood Economic Development Alliance</i>		Office of College and Career Readiness (OCCR)
PACER Center		Special Education Program
Minnesota Office of Higher Education Minnesota Reading Corps Miembros		Student Health and Wellness
National Alliance on Mental Health (NAMI)		
Ramsey County Services (IDD) Intellectual and Developmental Disabilities		
Su Familia Multicultural Counseling Services		
Chicano Latino Affairs Council (CLAC)		
Office of The Ramsey County Attorney		

Latino Consent Decree Parent Advisory Council



Annual Report and Recommendations

JUNE 11, 2013

Agenda

- Advisory Council recommendations (11)
- 2011-12 Administrative response highlights
- Attendance summary (2006-2013)



Recommendations

1. Latino Consent Decree/English Language Learner Notification Letter (p. 5)



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 (*see page 3 of LCD/ELL notification letter*)

2. Exit Rate, Criteria, and Procedures for Latino Consent Decree Students (p.5)

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

3. Meeting with LCD Educational Assistants (p.6)



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

4. Middle and High School Communication on Student Programs (p.6)

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

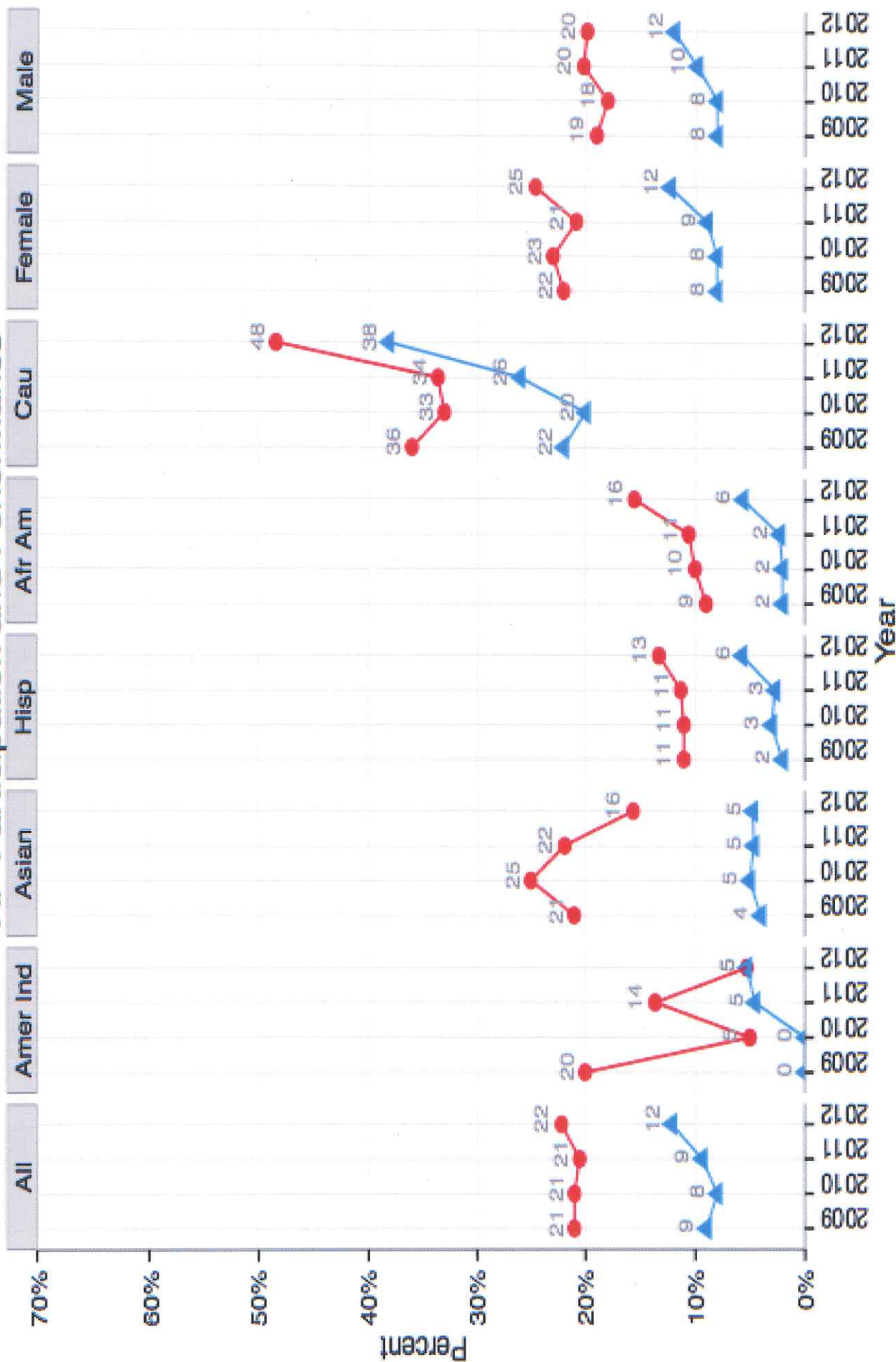
5. Increase Latino Consent Decree Student Enrollment in Programs and Advanced Courses (p.7)

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

AP Participation and Performance



6. Expanding the Humboldt Pilot Project: “Latino College Bound Group” (p.9)

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

7. Special Education Program: Latino Students (p.10)



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)

8. Latino Culture: Multicultural Resource Center (p.10)



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

9. Early Childhood Education (p.11)



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

10. Amherst H. Wilder Foundation: Latino Leadership Program (p. 12)

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

Recommendation:

- Continue supporting Wilder Foundation and its LLP

11. Parent Academy Program (p. 12)



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



2011-12 Administrative Response Highlights

I. LCD Area: Identification/Assessment/Placement

1.0 Placement (p. 13)

1.2 Schools with no bilingual EA must contact the ELL department and the Office of Family Engagement for assistance and support.

- Assistance requests increased 100%

- 14 schools requested assistance:

- Agape
- American Indian Magnet
- Capitol Hill Gifted and Talented Magnet
- Expo for Excellence Magnet
- Farnsworth Upper
- Galtier Magnet
- Hazel Park Preparatory Academy
- Highland Park Senior
- Maxfield Magnet
- Mississippi Creative Arts Magnet
- Murray Junior High
- Nokomis Montessori Magnet
- Ramsey Junior High
- The Heights

II. LCD Area: Instructional Program

4. *Middle 6-8 and Secondary 9-12 (p. 15)*

4.2 Middle and High Schools should implement planning meetings in early fall to make Latino parents aware of the requirements and descriptions of high school courses, Advanced Courses and programs, such as MEP, AVID, IB

- OCCR hosted family and community outreach events
- 5 Libraries: Rondo, Highland, Merriam Park, Sun Ray, Dayton's Bluff
- 7 Schools: Como Park, Harding, Humboldt, Ramsey, Farnsworth, Central, Murray
- 3 Community Centers/Recreational Centers: Neighborhood House, Hancock Rec., Linwood Rec.
- 3 Parents groups: LCD, Hmong, Karen
- 4 Events: Thinking College Early Fair, School Choice Fair, Native American PowWow, Bilingual Senior Celebration

5. Latino Culture (p. 17)



5.1 Promote and implement multicultural school nights in every school.

- Increased from previous year
- Schools hosted specific Latino/multicultural events:
 - AGAPE
 - American Indian Magnet
 - Battle Creek Middle
 - Bruce Vento
 - Hazel Park Preparatory Academy
 - John A. Johnson
 - L'Etoile Du Nord – French Immersion
 - Wellstone Elementary

5. Latino Culture (p. 18)



5.3. Increase awareness of the Hispanic heritage month and other Latino origin celebrations

- National Hispanic Heritage Month celebration at Washington Technology – 300+ people attended

III. LCD Area: Parental Involvement (p. 21)



Amherst H. Wilder Foundation Latino Leadership Program

(Two – 6 week sessions)

- 50 participants from 35 schools
- Classes are FREE for SPPS Latino parents
- Transportation, childcare and a light meal provided

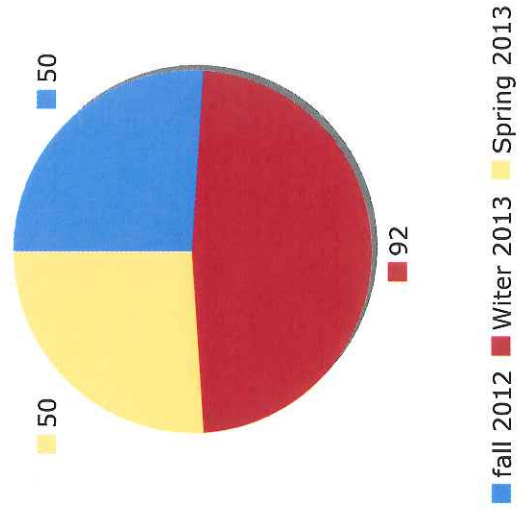
III. LCD Area: Parental Involvement (p. 23)

Saint Paul Public Schools Parent Academy Program

- **192** parents graduated from fall 2012 to spring 2013
- 25 sessions offered in Spanish

Fall 2012: **50** graduates
Winter 2013: **92** graduates
Spring 2013: **50** graduates

Parent Academy Latino Parent Participation



III. LCD Area: Parental Involvement (p.24)



DISTRICT WIDE LATINO PARENT MEETINGS

December 5, 2012
Topic: Graduation, Is Your Student Prepared
Total Attendance: 160

February 6, 2013
Topic: Positively Impacting Latino Students' Academic Achievement
Total Attendance: 123

March 6, 2013
Topic: Course Credits Transfer for Mexican Students
Total Attendance: 140

May 15, 2013
Topic: Immigration – How will it Affect my family and my student?
Total Attendance: 154

EVENTS

September 21, 2012
Multicultural Kick off
Total Attendance (Latino): 125

October 5, 2012
National Hispanic Heritage Month Celebration
Total Attendance: 300

December 14, 2012
Latino Family Celebration
Total Attendance: 348

April 6, 2013
Bilingual Parent Conference
Total Attendance: 120

May 8, 2013
Nutrition Services Visit
Total Attendance: 153

May 17, 2013
Bilingual Senior Student Recognition
Total Attendance (Latino): 146

Grand total: 1769 people

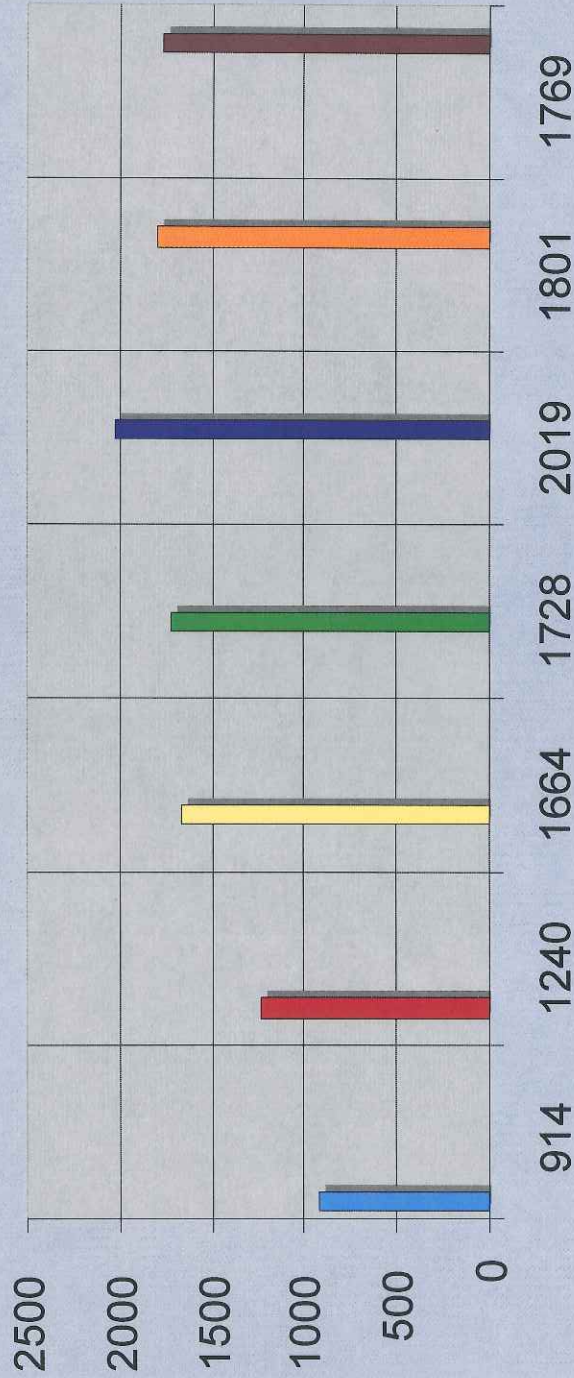
Transportation, childcare and a light meal provided by the Office of Family Engagement and Community Partnerships

Districtwide Attendance Report (p. 30)



Attendance Change Over Time (2006-13)

2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	*2011-20012	*2012-2013
914	1,240	1,664	1,728	2,029	1,801	1,769



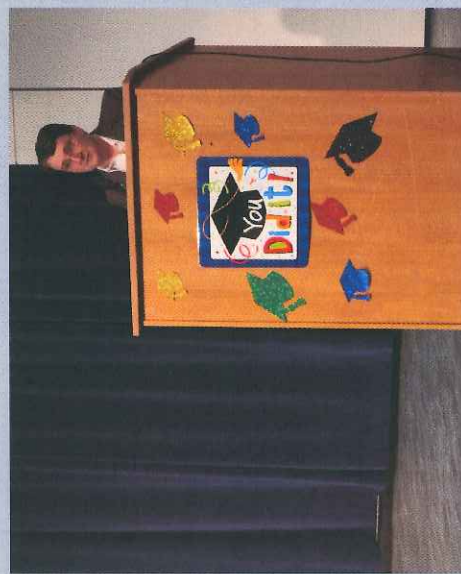
Humboldt: “Latino College Bound Group”



LCD Parent Advisory Council



Bilingual Senior Students Recognition



Wilder Foundation: Latino Leadership Program Graduation



2013 Legislative Agenda and Results

SPPS Legislative Agenda Items	Minnesota Legislative Results	Effective in:	
		FY 14*	FY 15*
Strengthen and Stabilize Education Funding System			
Fund All-day Kindergarten for at-risk students	All-day, every-day K fully funded beginning in FY15 (SY 14-15)	N/A	\$
Expand Pre-Kindergarten for at-risk students	\$20 million per year for PreK scholarships (about 5,000 statewide capped at \$4,000 per student)	\$	\$
Update and tie general education formula to inflation	1.5% and 1.5% annual increases	\$	\$
Fix special education cross-subsidy (\$600 million statewide from general funds to cover underfunded mandates)	\$42 million increase, formula changes, cross subsidy reduced, tuition billing improved.	\$	\$
Simplify the education funding formula, recognizing that costs and property values differ between communities	Formula simplified, along with board approved referendum authority and location equity index	\$	\$
Include integration aid and levy in redesign of funding formula	Integration levy restored and aid formula reformed; purposes clarified and include supports for school choice system	\$	\$
Increase Graduation Rates and College and Career Readiness			
Increase the upper age of compulsory attendance to 18 years.	Increased to 17 years	✓	✓
Eliminate high stakes tests and replace with multiple measures for keeping students on track to career or college readiness	High stakes tests replaced with suite of assessment designed for early supports and intervention.	✓	✓
Promote college and career readiness	- High standards for “world’s best workforce” - Grants for high school to college transition - Dream Act for in-state status of Minnesota high school graduates brought to U.S. as children - Transportation for Post-Secondary Enrollment Options (PSEO)	✓	✓
Allow new immigrants until age 23 to complete their diploma	Did not get funded – SPPS is working on options for these students.	N/A	N/A
Restore cut to adult basic education (ABE) for workforce or post-secondary education preparation	ABE growth factor increased in FY15	N/A	\$
Stabilize Schools for Homeless Students			
Provide stability for families and children experiencing homelessness by allowing a district to transport Kindergartners to the same school as their older siblings	Transportation provision passed for homeless students to be assigned to sibling’s school. Intensive mental health services for foster care funded.	✓	✓
Promote Diverse and High-Quality Teaching			
Promote diverse and high-quality teaching	Temporary license passed for up to two years. Task force to recommend new requirements for teaching license	N/A	N/A
Ensure School Safety			
Increase funding for school safety	Safe schools levy increased by \$4 per pupil	\$	\$
Maximize federal reimbursement for mental health services	No legislation passed; Commissioners of Education and Health & Human Services will work together to maximize reimbursement	N/A	N/A

* Fiscal Year (FY) 2014 begins 7/1/13, affecting school year (SY) 2013-14. FY 2015 begins 7/1/14, affecting SY 2014-15.

\$ = Funding impact in a given year

✓ = Policy impact in a given year

N/A = No legislative effect in this year

DATE: June 4, 2013

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

FROM: Mary Gilbert

RE: Legislative Report

The following is the final report on action taken by the Legislature this year that may impact areas of the district operations. The links for all bills are provided.

Chapter 116—[HF 630](#) E-12 Education Policy and Finance Bill

The following are major E-12 provisions contained in Chapter 116:

Article 1, General Education

Kindergarten Provisions

- Requires a board-adopted policy for early admission to be based on comprehensive evaluation to determine the ability of the child to advance to first grade in the subsequent year
- Requires all-day K to be 850 hours
- Includes gifted and talented procedure for early admission

Length of School Year—requires 165 days of instruction—unless otherwise approved by the Commissioner

Transportation

- **PSEO Transportation**—Saint Paul’s provision to allow transportation of Post-Secondary Enrollment Options (PSEO) students in articulated program
- **Homeless Transportation**—Saint Paul’s provision to provide transportation to homeless siblings attending the same school
- **District reporting**—allows reporting based on contract rates

Career and Technical—increases total revenue to \$20.6 million for FY 2014; makes other changes in aid/levy formula

Formula Changes

- **Pupil Weight Changes**—PreK ratio of hours to 1.0, K-6 as 1.0, and 7-12 as 1.2; effective FY15.
- **Eliminates marginal (declining) pupil units** and creates a new Declining Enrollment revenue
- **Learning Year**—clarifies that kindergarten is at least 850 hours

- **Changes alternative teacher compensation (QComp)** from a component of general education to a categorical
- **Pension adjustment** revenue added to general education and sets the revenue equal to the difference in the FY14 adjustment and the state average for FY14
- **Basic Revenue** increased by \$78 (1.5%) from \$5,224 to \$5,302 in FY14. Increases another 1.5% in FY15. Calculates revenue based on adjusted pupil units and sets formula allowance at \$5,806 in FY15 and later.
- **Extended time revenue** conformed to new formula—\$5,017 per pupil times average daily membership (ADM) over 1.0 and less than 1.2.
- **Gifted and talented**—conformed to new pupil weights at \$13 per pupil. Must adopt early admission procedures for gifted and talented students that are sensitive to underrepresented students.
- **Creates small school revenue**
- **Compensatory**—conformed to new formula (subtraction is \$839); also increases set-aside to 10%. Adds uses, including: PreK, parent training, home visiting, and other outreach efforts
- **Operating Capital**—conforms to weight changes; increase equalization factor to \$14,500
- **Sparsity, equity, transportation sparsity**—all conformed to new weights
- **Learning and Development Revenue**—Beginning in FY15, converts class size reduction set-aside from an amount based on pupil weights to an equivalent amount of student in ADM
- **Expands uses of general and basic revenue**—to use for 3- and 4-year-olds
- **Establishes general education levy called Student Achievement Levy**—at \$20 million
- **Referendum**
 - Converts from a resident marginal cost pupil unit to a rate per adjusted pupil unit
 - Builds the alternative attendance adjustment into the rate per pupil—rather than calculating it separately. Will generate the same revenue for each district in FY15
 - Recalculates the cap (weight change) to \$1,845 per new pupil unit; adjusts for inflation
 - Sets upper limit for Tier 2 equalization at 25% of formula
 - Guarantees same aid for FY15 as in FY14
- **Repeals early graduation and military scholarships**
- **Building lease levy**—increase from \$150 to \$162 per pupil
- **Installment Purchase Contracts**—continued authority for Saint Paul if related to integration plan
- **Safe schools**—increase by \$4 per pupil in pay 14 and later. Statutory increase is \$6 per pupil due to weight changes. Adds uses related to violence prevention and security, as well as costs for improving school climate and co-locating and collaborating with mental health professionals who are not district employees
- **Alternative attendance**—strikes language related to alternative adjustments for referendum revenue, which are rolled into referendum allowances
- **Special education tuition**—requires serving district or charter school to cover 10% of cost

Article 2, Student Accountability

Testing and Standards—makes numerous changes to testing and cleans up standards and credit requirements in statute

- Students must meet credit requirements and academic standards on a nationally-normed college entrance exam
- Requires the Commissioner to review and revise standards and related benchmarks on a ten-year cycle
- Allows one-half credit of economics taught in an agriculture education or business department to fulfill a one-half credit in social studies. Effective for 9th grade students in 2013-14
- Adds contributions of Native American Indian Tribes
- Allows 9th graders before 2013-14 who have not passed GRAD to satisfy math, reading and writing by taking ACT, GRADE or WorkKeys job skills assessment.
- Moves to computer adaptive reading and math assessments in grades 3-8
- Strikes high stakes tests as requirement for high school diploma; instead, in order to graduate from high school, requires students to:
 - 1) demonstrate readiness on college entrance exam or armed services vocational aptitude test;
 - 2) take achievement and career and college tests in math, reading and writing; and
 - 3) engage in activities and assessments for developing career interests.
- Students are not required to achieve a specific score or level of proficiency on an assessment to graduate.
- Requires school or district to record a student's progress toward career and college readiness on the student's high school transcript.
- Assessments must be aligned with state academic standards. These assessments will begin in the 2015-16 school year.

World's Best Workforce—District Review of Curriculum, Instruction and Student Achievement

- Defines “world's best workforce” as striving to meet the school readiness goals, achieve literacy in third grade, close the academic achievement gap, attain college and career readiness and have all students graduate from high school
- Measures used to determine progress at district and sites will include: National Assessment of Educational Progress (NAEP), size of achievement gap by subgroups, student performance on MCAs, high school graduation rates, and college and career readiness
- Requires board to hold a public meeting and adopt a long-term strategic plan to support and improve teaching and learning, that includes:
 - District and site goals for instruction and student achievement
 - Process for assessing and evaluating students' progress toward meeting goals, including strengths and weaknesses of instruction in pursuing goals
 - Growth towards college and career readiness
 - Periodic review of all instruction and curriculum, taking into account strategies of best practices and principal and teacher evaluations

- Integration of high-quality instruction, rigorous curriculum, and collaborative cultures that develop and support teacher quality, performance and effectiveness
 - District advisory committees to recommend performance measures, in addition to world language certificates authorized in 2012, and student engagement information collected by the Minnesota Department of Education (MDE)
 - Permits site teams to set goals, review budgets and results
 - Requires board to publish a report, consistent with the school report card
 - Requires a public hearing to review and revise district goals, assessments, plan strategies and practices for improving curriculum. Must transfer an electronic copy of its summary report to the Commissioner
 - Must periodically survey affected constituencies about connection to and satisfaction with the school. Summary must be included in report
 - Requires the Commissioner to identify effective strategies and practices and assist districts and sites.
 - Requires the Commissioner to identify a district in any consecutive three-year period that isn't making sufficient progress in teaching and learning per creating world's best workforce. May require district to use up to 2% of general education revenue to implement Commissioner's specific strategies and practices. Commissioner must consider budget restraints and legal obligations. Effective 2013-14 school year.
- **Mental Health**—districts encouraged to provide mental health education in grades 6-12 aligned with health standards

Learning Year—Identify and report successful measures of learning year programs

Student Report Cards—Adds college and career benchmarks and longitudinal data on district and school progress in reducing disparities in students' academic achievement part of the school report card

High School Diploma—Directs the Commissioner to adopt rules for providing a standard adult high school diploma for those who do not have a diploma and successfully complete a Commissioner-approved Adult Basic Education (ABE) program. Establishes a task force to recommend programmatic requirements for ABE programs; due February 1, 2014

Career Pathways and Technical Advisory Task Force—Establishes a task force to recommend how to redesign secondary and postsecondary education to improve outcomes for students and adult learners, align secondary and postsecondary programs and Minnesota workforce needs, and measure and evaluate the combine efficacy of K-12 and postsecondary education; due February 15, 2014

Article 3, Education Excellence

Compulsory Attendance to 17—increases the age to 17.

Epi Pen—Requires a plan for students who need to use an auto-injector to have immediate access. Excludes epi injections from general requirements of administering drugs, i.e., so they can be available without a prescription for emergencies. Allows schools to obtain at no or reduced costs from manufacturer

School Counselors—Adds defined duties to assist in college preparation to counselor’s statute; does not include ratios

Teacher Licensure

- Allows Board of Teaching to issue up to two additional temporary one-year teaching licenses to an otherwise qualified candidate who has not passed the exam. Includes out-of-state candidates. Allows district to provide remediation
- Increases continuing education requirement for up to 30 hours on hearing loss topics as a condition of license renewal for deaf and hard-of-hearing licensure
- Establishes a task force to determine requirements for teacher licensure; report due February 1, 2014.

Coach Non-renewal—Prohibits a board from declining to renew a coach’s contract based solely on existence of parent complaints

Teacher Evaluation Requirements

- Amends requirements by basing 35% of teacher evaluation results on data from valid and reliable assessments aligned to state and local standards and on state and local measures of student growth, which may include value-added models or student learning goals
- Adds teacher evaluation as allowable use of staff development revenue

Teacher Compensation Aid—Establishes a new aid/levy formula (as a result of removing from formula), with aid equal to 65% of revenue. Total statewide appropriation is \$75.6 million in FY15 and later

School EL Revenue—Conforming changes for weight changes – now at \$704

Reading and Math Corp Funding—Funds early literacy and math programs \$500,000 above base

Native American Education

- Adds director position at MDE
- Requires annual field hearing on Indian education to get input
- Requires consultation with Tribal Nations Education Committee

Achievement and Integration for Minnesota (AIM) Program

- Establishes a program to promote diversity, integration, and increased student achievement and equitable education opportunities. Plan to be submitted by March 15th
- Establishes use for integrated learning environments, including magnet schools

- Requires long-term plan that includes research-based interventions, formative assessment to reduce racial disparities, progress toward growth on reading and math assessments, and that is aligned to section on world's best workforce
- Allows incorporation of school and district plans in the integration plan
- Requires at least one public hearing (can be both for this and world's best workforce) report on reaching identified goals, including providing public with longitudinal data on reducing the disparity on student performance and also achievement in increasing racial and economic integration. Must provide plan, its preliminary analysis, relevant student data, and other longitudinal data on its web site 30 days before hearing.
- Data must include: growth and progress in reading and math – or new adaptive reading and math in 2015-16 – and either school enrollment choices, number of world language certificates, or school safety and engagement – and may include other data.
- Requires the Commissioner to review plan at end of three years to determine if district met its goals. Districts that meet goals submit a new three-year plan; if not, the Commissioner must develop an improvement plan and timeline, using 20% of revenue to meet goals
- Includes new formula and levy recognition language
- 80% used on programs, up to 20% on professional development and placement services

Licensed Student Support Services—Requires the Commissioner to develop recommendations for student support services, including counselors, nurses, psychologists, social workers, and chemical dependency counselors, using a multi-disciplinary team approach. Must determine need, cost, caseloads and best practices

Article 4, Charter Schools

Article 5, Special Programs

Federal Conformity—Makes numerous technical changes to conform to new Individuals with Disabilities Education Act (IDEA), part C. Requires the Commissioner to collect information on homeless children being served under Part C

Prone Restraint—continues for two years. Saint Paul does not use prone restraint

Special Education

- Modifies program annual growth factor at 1.046 through FY15; 1.0 for FY16 and 1.046 for FY17 and the product of 1.046 and the program growth factor in the previous year for FY18 and thereafter
- Defines nonfederal special education expenditures
- Defines new aid formulas in FY 16
- Cross subsidy reduction aid in FY 14 and FY15
- Modifies total special education funding based on several factors
- Requires the Commissioner to calculate the statewide average special education expenditure per December 1 child count and then identify options for aligning the assignment of disability by categories and rates, using the most recent expenditure data

- Requires any aid adjustment to meet the maintenance of effort (MOE) to be done in excess cost formula
- Establishes an education caseload work force; report due February 15, 2014

Article 6, Facilities and Technology

Debt Service—Adjusts to pupil weights and makes standing and open and appropriation

Health and Safety—Adjusts to pupil weights

Saint Paul Bonding—Makes permanent

Article 7, Nutrition; Libraries; Accounting

Levy and Aid Payment Shift—Continues to carry forward levy shift in cities of the first class. Eliminates aid payment shifts

School Lunch Aid—Increases state aid for each lunch served from 12 cents to 12.5 cents beginning July 1, 2013

Special Ed Aid Payment Percentage—Adjusts special education payment shift

Payment Shift

Accelerates the payback, but dedicating the June 2013 surplus to paying back the shift, as well as any surplus in the November and February 2014 forecast (current law). The hope is that the economy would improve and the shift would be paid back without further legislative action

Article 8, Early Childhood Education and Lifelong Learning

Youth Council Established to advise Governor and legislature; must meet twice a year

Early Childhood Scholarships—establishes early learning scholarships, up to \$5,000 per child, to be administered by the Commissioner

Adult Basic Education—Increases growth factor from 1.02 to 1.035 for FY 2015 and beyond.

Other Chapter Laws of Interest

Chapter 48 ABE Workforce Council *[SF380/HF758](#)

Description: Adult basic education program representative added to the Workforce Development Council

Chapter 61 Criminal History for Employment Purposes Bill *[SF523/HF690](#)

Description: Reliance on criminal history for employment purposes limited and remedies provided

Chapter 70 Worker's Compensation Changes *[SF1234/HF1359](#)

Description: Worker's compensation; various policy and housekeeping changes made, advisory council recommendations adopted, and report required. This bill includes adding a new eligible disability related to having post-traumatic stress disorder (PTSD) from an incident at work, a weekly benefit increase, changes to reemployment provisions and others

Chapter 82 Omnibus Data Practices Bill *[SF745/HF695](#)

Section 1: Makes private individual data collected, maintained, or received by a government entity for notification purposes, or as part of a subscription list for an electronic publication as requested by the individuals, including: telephone number, email address, Internet username, password, and related data any other similar data related to the individual's online account or access

Section 4: Disclosure of Settlement Agreements—Contains amendments to the disclosure laws regarding settlement agreements with the following employees: business managers; human resource directors; athletic directors whose duties include at least 50 percent of their time spent in administration, personnel, supervision and evaluation; chief financial officers; directors; individuals defined as superintendents, and principals under Minnesota Rules, part 3512.0100; and in a charter school, individuals employed in comparable positions

Section 5: Maltreatment data—Personnel data may be released for purposes of providing information to a parent, legal guardian or custodian of a child when submitting required information for a maltreatment report to MDE.

Section 38: Regardless of whether a report is made under this subdivision, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident has occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

Chapter 89 Civil Actions Involving Sexual Abuse *[HF681/SF534](#)

Limitation period changed for civil actions involving sexual abuse

Chapter 98 Licensed Health Care Professional Authorization *[HF215/SF330](#)

Allows a licensed health care professional acting within the professional's scope of practice to issue an order authoring an occupational therapist to use physical agent modalities, electrical stimulation, and ultrasound devices. Current law allows only physicians to issue an order

Chapter 99 Omnibus Higher Education Finance and Policy *[SF1236/HF1692](#)

Includes the **Dream Act** which, effective for school terms commencing after July 1, 2013, will allow a student, other than a nonimmigrant alien within the meaning of United States Code, title 8, section 1101, subsection (a), paragraph (15), to qualify for a resident tuition rate or its equivalent at state universities and colleges if the student meets all of the following

requirements:

- (1) high school attendance within the state for three or more years;
 - (2) graduation from a state high school or attainment within the state of the equivalent of high school graduation; and
 - (3) in the case of a student without lawful immigration status:
 - (i) documentation that the student has complied with selective service registration requirements; and
 - (ii) if a federal process exists for the student to obtain lawful immigration status, the student must present the higher education institution with documentation from federal immigration authorities that the student has filed an application to obtain lawful immigration status
- In addition, students who meet the above criteria also qualify for private scholarship aid.

Grant Programs for High School-to-College Developmental Transition Program

Establishes a grant program through the Office of Higher Education to award competitive grants to Minnesota public and private schools for developmental transition programs to prepare students for college-level academic work. Courses attended will not count towards the limit on postsecondary education used for state financial aid programs under sections 136A.121, subdivision 9, and 136A.125, subdivision 2, paragraph (a), clause (4). Grants must be awarded to programs that provide instruction and services including, but not limited to:

- (1) summer developmental courses in academic areas requiring remediation;
- (2) academic advising, mentoring, and tutoring during the summer program and throughout the student's first year of enrollment;
- (3) interaction with student support services, admissions and financial aid offices; and
- (4) orientation to college life, such as study skills or time management

Grants shall be awarded for one year and may be renewed for a second year with documentation to the Minnesota Office of Higher Education of successful program outcomes.

Eligible students

(a) Eligible students include students who earned a high school diploma or its equivalent during the academic year immediately preceding the summer program and who meet one or more of the following criteria:

- (1) are counted under section 1124(c) of the Elementary and Secondary Education Act of 1965 (Title I);
- (2) are eligible for free or reduced-price lunch under the National School Lunch Act;
- (3) receive assistance under the Temporary Assistance for Needy Families Law (Title I of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996); or
- (4) are a member of a group traditionally underrepresented in higher education.

(b) Eligible students include those who met the student eligibility criteria in the student's final year of high school and plan to enroll in college the academic year following high school graduation or its equivalency

Application process

(a) The director of the Minnesota Office of Higher Education shall develop a grant application process. The director shall attempt to support projects in a manner that ensures that eligible students throughout the state have access to program services.

(b) The grant application must include, at a minimum, the following information:

- (1) a description of the characteristics of the students to be served reflective of the need for services listed in subdivision 1;
- (2) a description of the services to be provided and a timeline for implementation of the activities;
- (3) a description of how the services provided will improve postsecondary readiness and support postsecondary retention;
- (4) a description of how the services will be evaluated to determine whether the program goals were met; and
- (5) other information as identified by the director.

Grant recipients must specify both program and student outcome goals, and performance measures for each goal.

Match required: Applicants are required to match the grant amount dollar-for-dollar. The match may be in cash or an in-kind contribution.

Review committee: The director must establish and convene a grant selection committee to review applications and award grants. The members of the committee may include representatives of postsecondary institutions, school districts, organizations providing college outreach services, and others deemed appropriate by the director.

Teach for America (TFA) Appropriation of \$1.5 million was line-item **vetoed** by Governor Dayton.

Chapter [102](#) School bus regulation *[HF1304/SF1133](#)

Description: School bus regulation amended for special events.

Chapter [108](#) Omnibus Health and Human Services Finance Bill *[HF1233/SF1034](#)

Children with documented medical conditions that cause more frequent absences may exceed the 25 absent days limit, or ten consecutive full-day absent days limit. Absences due to a documented medical condition of a parent or sibling who lives in the same residence as the child receiving child care assistance do not count against the absent days limit in a fiscal year. Documentation of medical conditions must be on the forms and submitted according to the timelines established by the Commissioner. A public health nurse or school nurse may verify the illness in lieu of a medical practitioner. If a provider sends a child home early due to a medical reason including, but not limited to, fever or contagious illness, the child care center director or lead teacher may verify the illness in lieu of a medical practitioner. For purposes of this subdivision, "absent days limit" means 25 full-day absent days per child, excluding holidays, in a fiscal year; and ten consecutive full-day absent days. This section is effective February 1, 2014.

Article 2, Provisions related to child care centers, training, diapering areas, safe sleep

Homeless Youth Act—Grants to providers committed to serving homeless youth, including community outreach and drop-in programs, transitional housing, integrative supporting housing and emergency shelters. Also adds sexually exploited youth to “child in need of protective services.” Requires Minnesota Interagency Council on Homelessness to develop a statewide plan to prevent and end homelessness and make recommendations on strategies to reduce the number

of youth experiencing homelessness and prevent youth from becoming homeless. Requires the Commissioner to make this a forecasted program

Children's Mental Health

- Increases funding for **school-linked mental health** services by \$7.4 million the first biennium and \$9.8 the second biennium.
- Requires **case management services** to be offered to young adults between 18-21 who have been receiving children's case management and requiring that a transition plan be developed before discontinuing children's case management services
- **Adding coverage** for additional services under Medical Assistance (MA) such as family **psycho-education, mental health treatment plan development and clinical care consultation.**
- **Adding family peer specialists** to the types of mental health practitioner than can be covered under a children's mental health provider. These are parents who have a child with a mental illness who undergo specialized training. Having them on staff creates a family-driven mental health system and provides great support to families
- Funding **mental health first aid training** for people who work with youth
- Funding **in-reach community-based service** coordination for a child or young adult up to age 21 with a serious emotional disturbance who has frequented the hospital emergency room two or more times in the previous three consecutive months, or been admitted to an inpatient psychiatric unit two or more times in the previous consecutive four months, or is being discharged to a shelter
- Providing **intensive treatment in foster care.** We have many children in foster care who have serious mental illnesses and need more than what can be typically provided through a family foster home.
- Increasing **funding for mental health crisis services** by \$1.5 million for the biennium for both children and adults.
- Requiring a review of the **state's only hospital for children** with mental illnesses to determine need, service model, etc.
- Funding **Text4Life, a text message based crisis** line
- Clarifying that Department of Human Services (DHS) efforts to reduce corporate foster care beds excludes children's foster care beds
- Requiring DHS to conduct a children's provider survey to identify and measure issues that arise in dealing with the management of medical assistance
- Adding a **new benefit under Medical Assistance for intensive autism therapy**
- Allowing **parenting skills** to be covered under Adult Rehabilitative Mental Health Services (ARMHS)

Autism Spectrum Disorder Benefit—Requires DHS to coordinate and refine benefits with health and education and coordination between agencies. The Commissioners of Human Services and Education must develop the capacity to coordinate services and information including diagnostic, functional, developmental, medical, and educational assessments; service delivery; and progress evaluations across health and education sectors

Chapter 111 Omnibus Pensions Bill *[SF489/HF629](#)

Provides benefit and contribution changes to the Saint Paul Teacher Retirement Association

(TRA) and provides \$7 million in state funding for two years. Requires study of merging the fund into statewide TRA.

Chapter [112](#) Underage possession or consumption of alcohol immunity *[HF946/SF744](#)

Underage possession or consumption of alcohol immunity provided for a person contacting 911 to seek assistance for another

Chapter [131](#) Elections Policy Omnibus Bill *[HF894/SF677](#)

Allows anyone who wants to vote absentee to do so. Makes necessary corresponding changes to absentee ballot. Increases the threshold for a recount, modifies provisions when a school board opts to change the year of election

Chapter [138](#) Campaign Finance and Public Disclosure *[SF661/HF863](#)

Campaign finance additional disclosure provided for, and various changes made to campaign finance and public disclosure law

Chapter [143](#) Omnibus Tax Bill *[HF677/SF552](#)

This bill includes referendum equalization, board-approved authority for referenda, establishes authority of board under new location equity index and continuation of integration levy. This is all still in some dispute. Also includes fourth tier tax rate of 9.85%, makes changes in credit programs, expands certain sales tax on warehouse and electronics repair and exempts cities and counties from sales tax. Schools are currently exempt.

Prominent Bills that Did Not Pass

Public Employee Insurance Plan (PEIP)

Safe and Supportive Minnesota Schools / Bullying Bill

2014 BOARD OF EDUCATION MEETINGS

1/7	ANNUAL MEETING (BOARD MEMEBERS TAKE OFFICE)
1/14	COB
1/21	BOE
2/4	COB
2/18	BOE
3/4	COB
3/18	BOE
4/8	COB
April TBD	BOE
5/6	COB
5/20	BOE
6/2-7	POSSIBLY GRADUATION WEEK
6/10	COB
6/24	BOE
7/15	COB & BOE
8/12	PRIMARY
8/19	BOE
9/9	COB
9/23	BOE
10/7	COB
10/14	BOE
10/28	COB
11/4	ELECTIONS
11/18	BOE
12/2	COB
12/16	BOE