

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

June 13, 2017
4:45 PM

A G E N D A

I. CALL TO ORDER

A. Introductions

II. AGENDA

A. Legislative Wrap Up

1. Introduction

2. Presentation

3

3. Discussion

4. Action (TBD)

B. FY 17 Quarterly Update

1. Introduction

2. Presentation

17

3. Discussion

4. Action (Acceptance of Report)

C. FY 18 Budget Update

1. Introduction

2. Presentation

29

3. Discussion

4. Action (None Required)

D. Latino Consent Decree Parent Advisory Council Annual Report

Time: 6:30 p.m.

1. Introduction

45

2. Presentation

65

3. Discussion

4. Action (Acceptance of Report)

E. 2017-2018 Rights & Responsibilities Handbook Updates

1. Introduction

2. Presentation

79

3. Discussion

4. Action (Approval of Updates)

F. Standing Item: SEAB Report

G. Standing Item: FMP Update

H. Standing Item: Policy Update

I. Standing Item: SSSC 2.0 Update

J. Work Session

1. Resolution Regarding Use of Menthol Tobacco

86

III. ADJOURNMENT

Legislative Wrap Up

It's Almost Over
Next Special Session in Courts Hands

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Mary Dougherty Gilbert
Legislative Liaison



Session Politics

- Republican majority in both bodies
- Speaker potential gubernatorial candidate
- Governor and Lt. Governor not running
- Federal budget chaos –especially health care
- \$1.6 Billion Surplus
- Tax cuts and spending reductions GOP priorities
- Dayton—added investments, modest tax relief, retain structural balance

4



Big Picture—Over Base

	FY 18-19		FY20-21	
• Gov	\$714 M	3.9%	\$956 M	5%
• House	\$273 M	1.5%	\$287 M	1.5%
• Senate	\$300 M	1.7%	\$435 M	2.3%
• Conf	\$303 M	1.7%	\$424 M	2.2%
• SS	\$483 M	2.8%	\$596 M	3.2%



E-12 EDUCATION BILLS – MAJOR SPENDING CATEGORIES

FY 18 – 19 Biennium State Appropriations - \$ in Thousands

	GOV	HOUSE	SENATE	CONF	FINAL
General & Spec Ed Funding	415,288	256,589	286,444	290,244	384,564
TRA Pension Aid	68,554	-	10,000	-	-
Early Learning	177,857	23,187	3,100	14,049	71,750
Other Education Funding	31,291	11,057	10,582	16,168	21,498
Crosswinds Conveyance		(10,000)	(10,000)	(10,000)	(10,000)
State Agencies	20,513	(10,382)	1,323	(5,299)	16,841
Revenues		2,358	(1,189)	(1,680)	(1,401)
Grand Total	713,503	272,809	300,260	303,482	483,252



Major Money Provisions

- 2% (\$121) and 2% (\$124) on the formula (Governor) \$371.5 million
- Compensatory linked to formula—additional 1.7% tied to extended time in FY18 and 3.5% in FY19
- \$50 million over 2 yrs- VPK/School Readiness Plus
- \$20.75 million Scholarship—added criteria
- \$1 million home visiting
- ECFE linked to formula
- Transportation-- awaiting foster care and pilot
- MA—All assessments covered



Money Provisions Continued

- Teachers of Color and Grow Your Own, Shortage
 - Para Professional \$1 million
 - CUE--\$440,000
 - Concurrent Enrollment teacher training \$750,00
 - Teacher shortage loan forgiveness \$500,000
 - Tax Credit for Attaining Masters—tax bill
- Reading and Math Corp-\$3.15 million
- Sannah Foundation--\$1 million—limited to new sites
- Recovery Programs--\$500,000
- St. Paul Promise Neighborhood--\$200,000
- High School League Sales Tax Exemption



Policy Provisions

- Operating Referendum Notice—can be delivered bulk mail (current law –1st Class mailing)
- Must negotiate lay-offs ---effective July 1, 2019
- Lead testing requirement—SPPS already complies
- Directs Commission of Adm to offer Crosswinds for sale
- Districts must develop, update, and post performance reports that comply with WBWF



Testing and Proficiency

- ACT/SAT—Limits reimbursement to low income
- Requires identification of 3rd grade students not at grade level, requires report to parents
- Requires personal learning plans for students in grade 9 to inform parents of student achievement level on high school MCAs
 - Requires schools to tell students who do not meet or exceed MCA standards that public school is free until age 21.
- Adds ramifications of opting out of MCA's on State opt out form parents must sign

10



Data Disaggregation

Rollout Sites—One year delay to allow testing 6 sites and allow for stakeholder engagement and a working group to make recommendations for state-wide implementation.

- Sites represent urban, suburban, rural and charter schools. St. Paul is one of the sites.
- The stakeholders will be able to discuss adding or removing ethnicities, and determine how frequently edits should happen into the future.
- Statewide Implementation: two year delay
- Data disaggregation limited to 23 ethnicities.

11



Professional Educator Licensing and Standards Board

- Establishes an 11 Member Professional Educator Licensing and Standards Board—adopt rules by 7/1/18
- Creates Tier 1-4 System for Teacher Licensure
- An ESL teacher that provided content instruction as a highly qualified teacher under NCLB to
- Requires Tier 3 and 4 Prep: cultural competency, behavior interventions, reading prep, MH
- Converts current licenses to new system



Teacher Prep Programs

Prep Program Reporting

Alternative Teacher Preparation Programs

- District, charter, or nonprofit may seek approval to run a program
- Grants for alternative teacher prep programs to fill teacher shortage areas
 - Grants must be used to get program approval, expand programming, recruit teachers reflecting diversity, or establish professional development programs.



Teacher Prep Programs continued

- Statewide Concurrent Enrollment Teacher Training Program
 - Expands Northwest Regional Partnership Program statewide
 - Partnership may contract with a postsecondary institution to establish a continuing education credit program to allow concurrent enrollment teachers to earn graduate credits.



Provisions Not Enacted


- Opportunity Scholarships or expanded deductions for private/religious school exemptions
- Metro Transit funding for Como and Central
- Deep transit cuts in Legislative transportation bills
- Complicated ballot language for future referenda
- Cuts to compensatory, integration and adult basic education and VPK and pathway II scholarships
- St. Paul Teacher Pension Provisions included in both pension bills



Questions



June 11, 2017

To: Board of Directors, Saint Paul Public Schools
From: Marie Schrul, Chief Financial Officer 
Subject: Quarterly Financial Report for the quarter ending March 31, 2017

Attached are the following items for discussion at the Committee of the Board meeting on Tuesday, June 13, 2017:

- Highlights of the quarterly financial report
- Quarterly financial report for the period ending March 31, 2017
- Glossary of financial terms

I am looking forward to our discussion on this topic at Tuesday's meeting.

COB Action Item

Recommendation: Acceptance of the quarterly financial report for the period ending March 31, 2017

March 31, 2017 Quarterly Financial Report

The March 31, 2017 Quarterly Financial Report is an update to the Board of Education on the current fiscal year 2016-17 budget and it includes a projection of Revenue, Expenditures and Fund Balance as of June 30, 2017.

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

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

Highlights in the report include the following:

Page 1

The General Fund includes the five fund balance categories. Please refer to the financial definitions sheet for descriptions of fund balances.

General Fund revenue is projected to increase by \$2.1 million due to the net effect of a projected decrease in State aid of \$3.9 million due to enrollment decline offset by increases in Special Education revenue of \$2.7 million, Misc. revenue of \$1.7 million, Levy adjustments of \$1.0 million and Voluntary Pre-K funding of \$.6 million.

General Fund expenditures are projected to be underspent by \$2.0 million in the areas of Intraschool \$2.0m, various programs & sites due to a fall adjustment for enrollment decline \$1.0m and operational savings of \$.8 m offset by an over expenditure of \$1.8m for transportation.

These changes result in a projected unassigned fund balance of 5.8% which is within the 5% Board of Education policy.

Page 2

General Fund, Fully Financed: The Fully Financed fund must have revenue that equals expenditures. Revenue and Expenditures are under budget by \$8.0 million due to lower expenditures in Title III \$.5m, Title II \$1.0m, Title I \$1.9m, Special Education \$1.1m, and other grants of \$3.5m. No change in fund balance is anticipated at this time.

Page 3

Food Service Fund: Revenue is projected to decrease by \$.2 million due to a decrease in meals served (.4% for breakfast and .6% for lunch). Reimbursement rates have increased by slightly over 2% to assist in offsetting the decrease. Expenditures are projected to decrease by \$1.1 million in labor, food and supply costs associated with the decrease in meals served. Fund balance is projected to increase by \$.8 million.

Page 4

Community Service Fund: Revenue is projected to increase by \$.1 million due to increases in levy, federal sources, tuition and fees which exceed a decrease in before and after school care fees. Expenditures are projected to decrease by \$.5 million due to reductions in labor and benefits from programming changes. Fund balance is projected to increase by \$.2 million.

Page 5

Community Service, Fully Financed: Revenue is projected to decrease by \$.8 million due to reductions in local aid \$.6 million and State aid \$.2 million. Expenditures are projected to decrease by \$1.2 million. Fund balance is projected to increase by \$.4 million.

Page 6

Building Construction Fund: Revenue is projected to increase by \$25.5 million related to proceeds and premium received on the 2017B Lease Purchase Certificates of Participation. Expenditures are projected to increase by \$3.4 million related to the 2017B Lease Purchase Certificates of Participation for Rivereast. Fund balance is projected to increase by \$23.6 million due to the 2017B issue.

Page 7

Debt Service: Fund balance is projected to increase by \$31.6 million due to escrow activity for bond refunding proceeds from the 2016B refunding issue and the net change of revenue and expenditures.

**SAINT PAUL PUBLIC SCHOOLS
QUARTERLY FINANCIAL REPORT**

FOR THE PERIOD ENDING

March 31, 2017

Saint Paul Public Schools
General Fund
Results of Operations
Budget vs. Projected as of March 31, 2017

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance				
7/1/2016	\$91,510,306	\$91,510,306		
Revenue	\$518,784,440	520,902,439	2,117,999	0.41%
Expenditures	521,967,082	519,956,756	2,010,326	0.39%
Fund Balance				
6/30/2017	<u>\$88,327,664</u>	<u>\$92,455,989</u>	<u>\$4,128,325</u>	<u>4.67%</u>

Revenue

Revenue is projected to increase by \$2.1 million due to the net effect of increases in Special Education revenue of \$2.7 m, \$1.7m in misc revenue, \$1.0 m in levy adjustments, \$0.6 m for Voluntary Pre-K offset by an overall projected decrease in State aid of \$3.9 m due to enrollment decline.

Expenditures

Expenditures are projected to be under spent by \$2.0 m in the areas of Intraschool (\$2.0m), (\$1.0m) in various programs due to a fall adjustment for enrollment decline, and (\$0.8m) in operational savings offset by a projected over expenditure of \$1.8 for transportation services.

Fund Balance Details

	7/1/2016	6/30/2017	Increase (Decrease)
Nonspendable			
Inventory and Prepaid Expense	1,277,416	1,300,000	22,584
	<u>1,277,416</u>	<u>1,300,000</u>	<u>22,584</u>
Restricted			
Operating Capital	5,511,843	4,511,843	(1,000,000)
Health and Safety	(5,722,006)	(5,189,375)	532,631
Area Learning Center	367,837	0	
Teacher Development	451,629	0	
Long Term Facilities Maintenance	0	6,000,000	6,000,000
OPEB Revocable Trust	31,390,345	31,390,345	0
	<u>31,999,648</u>	<u>36,712,813</u>	<u>5,532,631</u>
Committed			
Severance Pay	2,538,018	2,538,018	0
Retiree Health Insurance	0	0	0
	<u>2,538,018</u>	<u>2,538,018</u>	<u>0</u>
Assigned			
Contractual Obligations	3,440,596	4,000,000	559,404
Strong Schools Initiative	7,200,000	6,000,000	(1,200,000)
Site Based Operations	6,340,760	6,000,000	(340,760)
Intraschool Activities	2,897,273	3,000,000	102,727
	<u>19,878,629</u>	<u>19,000,000</u>	<u>(878,629)</u>
Unassigned			
Unassigned	35,816,596	32,905,158	(2,911,438)
	<u>35,816,596</u>	<u>32,905,158</u>	<u>(2,911,438)</u>
Total Fund Balance	<u>\$91,510,307</u>	<u>\$92,455,989</u>	<u>\$1,765,148</u>

- Unassigned fund balance is estimated to be \$32.9 million in the General Fund.
- Projected UFARS General Fund expenditures for the year are \$569.3 million.
- Unassigned fund balance on 06/30/17 of \$32.9 million represents 5.8% of current year expenditures which is within the limit of current Board policy.

**Saint Paul Public Schools
Fully Financed General Fund
Results of Operations
Budget vs. Projected as of March 31, 2017**

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance 7/1/2016	\$182,459	\$182,459		
Revenue	57,385,925	49,362,255	(8,023,670)	(13.98%)
Expenditures	57,385,925	49,362,255	8,023,670	13.98%
Fund Balance 6/30/2017	\$182,459	\$182,459		

Revenue

Revenue is projected to be under budget by \$8.0m or 14% due to lower expenditures in federal grants in the areas of Title I (\$1.9m), Title II (\$1.0m), Title III (\$0.5m) and Special Education (\$1.1m) and other grants in the amount of (\$3.5m).

Expenditures

Expenditures are projected to be under budget by \$8.0m or 14.0% due to lower expenditures in federal programs and other grants as stated above. This is mainly due to vacancies, operational savings and timing of when grants are received.

Fund Balance

Fund balance is projected to remain unchanged at \$0.2m.

Saint Paul Public Schools
Food Service Fund
Results of Operations
Budget vs. Projected as of March 31, 2017

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance 7/1/2016	\$3,887,079	\$3,887,079		
Revenue	28,862,000	28,614,765	(247,235)	(0.9%)
Expenditures	28,862,000	27,803,164	1,058,836	3.7%
Fund Balance 6/30/2017	<u>\$3,887,079</u>	<u>\$4,698,680</u>		

Revenue

Revenue is projected to decrease by \$.2m or 0.9% due to a decrease in meals served (0.4% for breakfast and 0.6% for lunch). Reimbursement rates have increased by slightly over 2% to assist in offsetting the decrease. Menu changes and other plans are in progress to increase participation.

Expenditures

Expenditures are projected to decrease by \$1.1m or 3.7% for labor, food and supply costs associated with the decrease in meals served .

Fund Balance

Fund Balance is projected to increase by \$0.8m.

**Saint Paul Public Schools
Community Service Fund
Results of Operations
Budget vs. Projected as of March 31, 2017**

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance 7/1/2016	\$2,660,559	\$2,660,559		
Revenue	23,387,295	23,513,414	126,119	0.5%
Expenditures	23,783,689	23,296,255	487,434	2.0%
Fund Balance 6/30/2017	<u>\$2,264,165</u>	<u>\$2,877,718</u>		

Revenue

Revenue is projected to increase overall by \$0.1m or 0.5%. This is due to increases in levy, federal sources, tuition and fees which exceed a decrease in before and after school care fees.

Expenditures

Expenditures are projected to decrease by \$.5m or 2.0%. Projected reductions in labor and benefit costs are related to programming changes.

Fund Balance

Fund Balance is projected to increase by \$0.2m.

Saint Paul Public Schools
Fully Financed Community Service Fund
Results of Operations
Budget vs. Projected as of March 31, 2017

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance 7/1/2016	\$62,210	\$62,210		
Revenue	7,585,010	6,829,776	(755,234)	(10.0%)
Expenditures	7,585,010	6,388,000	1,197,010	15.8%
Fund Balance 6/30/2017	<u>\$62,210</u>	<u>\$503,986</u>		

Revenue

Revenue is projected to decrease by \$.8m or 10.0% due to reductions in miscellaneous local aid (\$0.6m) and state aid (\$0.2m).

Expenditures

Expenditures are projected to decrease by \$1.2m or 15.8% due to reductions in staffing and purchased services.

Fund Balance

Fund Balance is projected to increase by \$0.4m.

**Saint Paul Public Schools
Building Construction Fund
Results of Operations
Budget vs. Projected as of March 31, 2017**

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Capital Bond Issues	\$9,729,069	\$9,729,069		
LTFM	4,435,289	4,435,289		
Certificates of Participation	0	0		
Fund Balance 7/1/16	14,164,358	14,164,358		
Capital Bond Issues	30,000,000	29,589,080	(410,920)	(1.4%)
LTFM	15,862,122	15,902,824	40,702	0.3%
Certificates of Participation	0	25,900,000	25,900,000	100.0%
Revenue	45,862,122	71,391,904	25,529,782	55.7%
Capital Bond Issues	32,000,000	23,467,937	8,532,063	26.7%
LTFM	12,448,000	16,971,896	(4,523,896)	(36.3%)
Certificates of Participation	0	7,362,994	(7,362,994)	100.0%
Expenditures	44,448,000	47,802,827	(3,354,827)	(7.5%)
Capital Bond Issues	7,729,069	15,850,212		
LTFM	7,849,411	3,366,216		
Certificates of Participation	0	18,537,006		
Fund Balance 6/30/17	\$15,578,480	\$37,753,435		

Revenue

Revenue is projected to increase by \$25.5m or 55.7% related to the proceeds and premium received for the issuance of the 2017B Lease Purchase Agreement Certificates of Participation Bonds.

Expenditures

Expenditures are projected to increase by \$3.4m or 7.5% related to the land purchase and construction of Rivereast from the 2017B Lease Purchase Agreement Certificates of Participation proceeds and an increase in LTFM which exceed a decrease in Capital Bonds.

Fund Balance

Fund balance is projected to increase by \$23.6m. Use of funds from the 2017B Lease Purchase Agreement Certificates of Participation are restricted to the land purchase and construction of Rivereast. Capital Bond and Long Term Facilities Maintenance (LTFM) year end balances are restricted by statute to each respective category of projects.

**Saint Paul Public Schools
Debt Service Fund
Results of Operations
Budget vs. Projected as of March 31, 2017**

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance	\$6,582,063	\$6,582,063		
Escrow Balance	24,663,530	24,663,530		
7/1/2016	31,245,593	31,245,593		
Revenue	38,940,000	43,151,272	4,211,272	10.8%
Refunding - Escrow	40,598,592	40,598,592	40,598,592	100.0%
	38,940,000	83,749,863		
Expenditures	36,459,000	36,980,000	(521,000)	(1.4%)
Escrow Payments	15,210,000	15,210,000	0	0.0%
	51,669,000	52,190,000		
Fund Balance	9,063,063	12,753,334		
Escrow Balance	9,453,530	50,052,122		
6/30/2017	\$18,516,593	\$62,805,456		

Revenue

Revenue is projected to increase by \$4.2m or 10.8% due to fiscal disparities.

Refunding - Escrow Activity

The 2016B General Obligation School Building Refunding Bonds were issued with proceeds placed in Escrow as required by bond covenants. Escrow payments related to the 2016B Refunding issue will begin in a Fiscal 2018. Escrow balance will increase by \$25.4m

Expenditures

Expenditures are projected to increase by \$0.5m or 1.4% due to debt issuance costs for the 2016B General Obligation School Building Refunding Bonds.

Fund Balance

Fund Balance is projected to increase by \$31.6m due to the 2016B Refunding issue. Escrow amounts of \$39.4m for refunding and \$10.6 for Qualified School Construction Bonds will be held by our Fiscal Agent as required by bond covenants and \$12.8m held by the District.

Saint Paul Public Schools

Quarterly Report Financial Definitions

Reporting Funds

General Fund

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

General Fund Fully Financed

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

Food Service Fund

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

Community Service Fund

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

Community Service Fully Funded

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

Construction Fund

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

Debt Service Fund

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

Governmental Accounting Standards Board (GASB) 54 Fund Balance Designations and Definitions

Non-Spendable Fund Balance

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

Restricted Fund Balance

- includes amounts that are subject to externally enforceable legal restrictions outside the control of the local government (ex: OPEB trust, ALC)

Committed Fund Balance

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

Assigned Fund Balance

- Includes amounts constrained with the intent to be used for a specific purpose. Intent is expressed by the School Board or by a body (committee) or individual authorized by the governing body (ex: School carryover, SSSC 2.0 initiatives, Encumbrances:Purchase Orders pending, but not paid by 6/30)

Unassigned Fund Balance

- Includes amounts not classified as non-spendable, restricted, committed or assigned
- Board Policy sets the minimum at 5% of the annual General Fund expenditures for that fiscal year



FY 2017-2018 General Fund Budget Update Committee of the Board Meeting

June 13, 2017

Marie Schrul, Chief Financial Officer

Purpose

- To provide an update on the FY 2017-18 General Fund budget to the Committee of the Board



Strong Schools, Strong Communities 2.0



Goal 1: Achievement for all students



Goal 2: Alignment of school programs



Goal 3: Sustainability to optimize classroom resources and academics



General Budget Information

- This budget meets required contractual obligations
- All schools do not receive the same amount of money per pupil because:
 - Some school funding is categorical (it has specific criteria on its spending)
 - Funding for Comp Ed and Title I follow the students on a one year delay (previous year's Oct 1 count)
 - Higher poverty schools have greater access to categorical dollars than lower poverty sites
- School enrollment affects the dollars allocated



Influencing Factors

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

33

FY 2017-18 General Fund Preliminary Big Picture

	FY17 Adopted (in millions)	FY18 Preliminary (in millions)	Difference
Revenue (current law)	\$518.2	\$514.2	(\$4.0)
Use of Fund Balance	0	0	0
Expenditures	518.2	541.5	(23.3)
Balance	\$0	(\$27.3)	

34

Additional FY18 Revenue From Legislature

- The FY18 Proposed Budget includes a 2% increase in the General Education Basic formula

Description	Fund	Amount
General Ed Formula 2%	General	\$7,200,000
Compensatory Education	General	TBD
Voluntary Pre-K (application-based)	General	TBD
Total		\$7,200,000

35

FY 2017-18 General Fund

Factors Impacting Projected Shortfall

Item	Amt \$
Inflationary impact of “rolling over” FY 2016-17 budget “as is” without any changes	(\$23.3)
Net revenue decrease due to enrollment & Compensatory Education	(4.0)
Total Projected Shortfall*	(\$27.3)
4/25/17: Restored \$4.0 million of funding to Schools: \$3.2 m (80%), Programs \$0.8 m (20%)	\$4.0
6/13/17: Recommendation to restore an add’l \$3.2m of funding to Schools: \$2.6m (81%), Programs \$0.6m (19%)	\$3.2
Revised Projected Shortfall as of 6/13/17	(\$20.1)



General Fund Budget Categories

37

Category	Description
Schools	Refers to all budgets for school sites in SPPS
School Service Support	Refers to program budgets that provide direct support services to schools (ex: Transportation, MLL, Special Education, Student Placement Center)
Districtwide Support	Refers to program budgets that provide support to all areas of the District (ex: Operations, Human Resources, Employee Benefits, Technology Services)
Administration	Refers to program budgets necessary to support governance, policy, and staff support to the Superintendent (ex: Board of Education, Superintendent, Legal Counsel)

FY18 Proposed General Fund

Big Picture – Expenditures

Area	FY17 Adopted	FY18 Proposed	Change	Percent Change
Schools	\$249,112,891	\$247,714,870	(\$1,398,021)	(0.6%)
School Service Support	177,194,030	179,764,141	2,570,111	1.4%
Districtwide Support	88,237,474	90,433,697	2,196,223	2.4%
Administration	3,636,045	3,533,366	(102,679)	(2.9%)
Total	\$518,180,440	521,446,074		

*FY18 proposed amounts as of 6/13/17

FY 2017-18 Recommendations to Address Projected Shortfall

Programs	Sites
Reduced Inflationary allocations \$5.1 million	Eliminate 1x only FY17 allocations of \$85/per pupil & SSSC 2.0 program additions \$2.0 million
Enrollment related service/staffing reductions estimated \$3-4 million	Enrollment related service/staffing reductions TBD – legislative allocations will decrease impact
Vacant positions, staff attrition/retirements, negotiated contracts TBD	Vacant positions, staff attrition/retirements, negotiated contracts TBD
Targeted & 2% reductions \$0.7 million	

39

FY 2017-18 School & Program Human Resources Staffing Impacts

FY18 Staffing Impact Update 20 FTEs

- Non-licensed = 14 FTEs
- Other = 6 FTEs



FY 2017-18

Budget Adoption Calendar

Date	Description
January 18, 2017	St Paul Public Schools Budget & Finance Advisory Committee Meeting (budget presentation and discussion and listening)
January 24, 2017	Presentation of FY18 Budget Guidelines & Preliminary FY18 General Fund budget at the Committee of the Board meeting
February 1, 2017	St Paul Public Schools Budget & Finance Advisory Committee Meeting (SPTF presentation and discussion and listening)
February 7, 2017	Presentation of Preliminary FY18 General Fund budget at the Committee of the Board meeting
February 21, 2017	Presentation of Preliminary FY18 General Fund Budget at the Board of Education meeting
March 1, 2017	St Paul Public Schools Budget & Finance Advisory Committee Meeting (budget presentation and discussion and listening)
March 1, 2017	REA Office provides final FY18 enrollment projections



FY 2017-18

Budget Adoption Calendar

Date	Description
March 7, 2017	Presentation of Preliminary FY18 General Fund budget at the Committee of the Board meeting
March 8, 2017	Presentation of Preliminary FY18 Budget to Principals
March 21, 2017	Presentation of Preliminary FY18 General Fund budget at the Board of the Board meeting
March 31, 2017	Distribute school allocations
March 27- April 21, 2017	Joint budget & staffing meetings (Principals, Human Resources & Finance)
March – June 2017	Community review and input
April 11, 2017	Update Committee of the Board on FY18 General Fund Budget and State demographer's report on future population trends
April 14, 2017	Distribute General Fund program allocations

42



FY 2017-18

Budget Adoption Calendar

Date	Description
April 24, 2017	School budgets returned Program budgets returned (no later than Apr 28) HR Staffing worksheets due
April 25, 2017	Presentation to the Board of Education on the FY18 General Fund budget and school & program budget updates
May 2, 2017	Update to the Committee of the Board of Education on FY18 General Fund budget
May 4, 2017	Bond rating calls that will determine District's bond rating
May 10, 2017	SPPS Budget & Finance Advisory Committee Meeting
May 16, 2017	Presentation to the Board of Education on the FY18 General Fund budget
June 13, 2017	FY 2017-18 Budget presentation to the Committee of the Board
June 20, 2017	FY 2017-18 Budget adopted by Board of Education

43



Questions?

LATINO CONSENT DECREE (LCD) PARENT ADVISORY COUNCIL ANNUAL REPORT

Annual Recommendations for School Year 2017-18

June 13, 2017

The Annual Report with Recommendations for School Year 2017-18 is prepared by the Latino Consent Decree (LCD) Parent Advisory Council (PAC) of the Saint Paul Public Schools in accordance with the by-laws of the LCD Advisory Council.

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

TABLE OF CONTENTS	PAGE
Latino Consent Decree Parent Advisory Council Members & Saint Paul Public Schools Administration Office	4
Latino Consent Decree Program Overview	5
Latino Consent Decree Parent Advisory Council: Purpose, Function and Responsibility	6
Section I: Latino Consent Decree (LCD) Parent Advisory Council Recommendations for School Year 2017-2018	7
• <i>Recommendation 1: Update The Latino Consent Decree Teachers Responsibilities</i>	8
• <i>Recommendation 2: Qualified Bilingual Teachers</i>	9
• <i>Recommendation 3: Number of LCD Bilingual Educational Assistants EA2</i>	10
• <i>Recommendation 4: "LCD" Initials in Job Postings</i>	11
• <i>Recommendation 5: "LCD Flag" in the SPPS Student Information System</i>	12
• <i>Recommendation 6: Continue strengthening the collaboration with community based organizations and SPPS district programs.</i>	12
Section II: Status of Report on the 2015-16 Recommendations	16
Section III: LCD Events Attendance Summary Report 2016-2017	18
Acknowledgements	19

LCD PARENT ADVISORY COUNCIL MEMBERS

PARENT ADVISORY COUNCIL	
Monica Vega	Chair
Sandra Hugu	Vice-chair
Rosario Fuentes	Parent Member
Elvis Galeana	Parent Member
Imelda Garcia	Parent Member
Sarahi Mateo	Parent Member
Juan M. Saldivar	Parent Member
Josue Sanchez	Parent Member
Lily Sandoval	Parent Member
America Swart	Parent Member
Patricia Perez-Jenkins	Community Member
Myrna Abrego	Staff
Maetzin Saenz	Staff
Maria Steigau	Staff

FAMILY ENGAGEMENT & LCD PROGRAM

OFFICE OF FAMILY ENGAGEMENT	
Jackie Turner	Chief of Operations Officer
Heather Kilgore	Interim Director
LATINO CONSENT DECREE (LCD) PROGRAM	
Pablo Matamoros	LCD Coordinator
Sara Reyes	LCD PAC District Liaison

LATINO CONSENT DECREE (LCD) PROGRAM OVERVIEW

- 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.

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.

FUNCTION

PARENT ADVISORY COUNCIL



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 the 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.

SECTION I: LATINO CONSENT DECREE (LCD) PARENT ADVISORY COUNCIL RECOMMENDATIONS FOR SCHOOL YEAR 2017-2018

The following recommendations and updates present findings on the ongoing revision of the Latino Consent Decree Stipulation Guide. During the 2016-2017 school year, the LCD Parent Advisory Council focused on the Latino Consent Decree Teachers Responsibilities and the district's obligations under Section III of the mandated consent. It also includes findings regarding the number of home school liaisons (LCD Bilingual Educational Assistants-EA2) that support the academic services in the classroom as well as the communication with Latino families at school sites. Finally, the LCD Parent Advisory Council makes the recommendations to continue strengthening, supporting, funding and expanding its LCD family engagement program throughout the collaboration with community-based organizations and district programs.

Recommendation 1: Update The Latino Consent Decree Teachers Responsibilities

The following describes the responsibilities for Latino Consent Decree (LCD) teachers in regards to academic services and support in the schools. According to the LCD Stipulation Guide, the responsibilities of an LCD Teacher shall include the following:

LCD TEACHERS RESPONSIBILITIES

1. Working with the schools to monitor the implementation of the Latino Consent Decree (LCD) program and services.
 2. Completing an online questionnaire, especially designed for LCD staff.
 3. Attending all training workshops for Latino Consent Decree (LCD) teachers provided by the school district.
 4. Becoming familiar with the Latino Consent Decree (LCD) Stipulation and procedures.
 5. Assisting school staff with the identification of incoming Latino students who are eligible for Latino Consent Decree (LCD) services.
 6. Providing Spanish language instruction in subject areas such as reading, math, language arts, science, etc.
 7. Monitoring and collaborating with other service providers, such as Special Education, when a LCD student, in grades K-5, reaches Categories III (EL only) or IV (English Language Development).
 8. Reviewing the student language proficiency when a Latino Consent Decree (LCD) student is referred to special education for child study.
 9. Assisting the school in administering the WIDA (W-APT/ACCESS) exam and/or other Language proficiency tests when necessary.
 10. Attending training sessions in administering the WIDA (W-APT/ACCESS) exam and/or other Language proficiency tests necessary for the implementation of the Latino Consent Decree (LCD).
 11. Encouraging Latino Consent Decree (LCD) students to become involved in extracurricular activities, such as sports, music, student council, etc.
-

In order to move forward with these responsibilities, we are also recommending the school district to consult with Saint Paul Federation of Teachers before they get implemented.

Recommendation 2: Qualified Bilingual Teachers

The second recommendation focuses on the district's obligations under Section III of the mandated consent, which is essential in carrying out the responsibilities established in recommendation 1.

Legal basis

Section III. Student Placement District Educational Programs; B. District Educational Programs for EL Students, No. 2. "To meet the District's obligations under this Section the District agrees to hire the number of qualified bilingual teachers and home liaisons necessary to meet the educational needs of Latino students resulting from the assessments and determined by the team pursuant to the provisions of Section II. All state money for Latino EL teachers applied and received for each school year shall be used to hire additional staff to meet the requirements of this stipulation."

The LCD Parent Advisory Council have discussed the concerns that the existing information regarding the number of LCD qualified bilingual teachers and the academic services, under the mandated decree, does not fully support the success of LCD eligible students in our school district.

Findings - LCD Teachers

1. Serious lack to non-existence of Latino Consent Decree qualified bilingual teachers across the SPPS school district.
2. As of October 2016 there were *5,066 (14%) Hispanic students enrolled in grades Prek-12 in Saint Paul Public Schools. Of these students, 2,506 qualify for LCD academic services.
3. As of April 2017 the school district initially identified 8 full time teachers under the job code of Latino Consent Decree (LCD). Of these teachers, none of them work directly with LCD students in the classroom.

*Source: Saint Paul Public Schools: Official Enrollment/October 3, 2016/Hispanic/REA Department

The LCD Parent Advisory Council is aware that this list is preliminary and that there must be other teachers in the schools today that, for one reason or another, have not being included on this list. With that in mind, we are asking the school district to conduct a school by school re-identification and/or search of teachers that meet the LCD criteria of EL-LCD qualified bilingual teacher.

We also suggest the school district and schools to start meeting the obligations under the consent decree by putting forward at least the following two interventions:

- A. Prioritize recruiting and hiring EL-LCD qualified bilingual teachers, and
- B. Strategically retaining and identifying these teachers by allocating them effectively across schools and classrooms with LCD eligible students.

Finally, the LCD Parent Advisory Council emphasizes that having a sufficient number of qualified bilingual teachers will improve the LCD educational services for all of our eligible students.

Recommendation 3: Number of LCD Bilingual Educational Assistants EA2

The LCD Parent Advisory Council have also discussed the concerns that the existing number of LCD Educational Assistants EA2 in the district of Saint Paul, is insufficient when it comes to support the LCD academic services in the classroom as well as the communication and engagement with Latino families at school sites.

Findings: Number of LCD EA2

1. Reduced number of Latino Consent Decree Bilingual Educational Assistants EA2
2. As of April 2017 the Multilingual Learning(MLL) Office identified 17 full time LCD employees. Of these staff, 6 are split into two sites.
3. LCD EA2 are so stretched in their daily schedules that they can rarely provide more than a minimal level of service to LCD eligible students and also to communicate with families.
4. In some cases they are placed in classrooms where the majority are students of other languages rather than LCD eligible.
5. As of September 2016 we identified 60 school sites with LCD eligible students. Of these sites, only 21 receive direct support from a LCD EA2 (full time or part time)

The LCD Parent Advisory Council strongly suggest the school district, departments and schools implement the following:

- A. Increasing the number of Bilingual LCD Educational Assistants EA2, and
- B. Strategically allocating the LCD EA2 staff effectively across schools and classrooms with LCD eligible students.

Recommendation 4: "LCD" Initials in Job Postings

This recommendation focuses on the use of the LCD initials when it comes to job titles and descriptions. We found several examples of job postings, in and outside the district postings, where the LCD initials are being used incorrectly.

Findings: LCD Initials in Job Postings

1. LCD Initials in titles and job postings for LCD EA2 are being used incorrectly to hire staff from other languages.

2. For example: **"Position Information EA2- ELL/LCD Bi-lingual 10 Mo - Somali Part Time. Company: SPPS."* (*Source: www.minnesotadiversity.com)

We are recommending the school district to:

- A. Re-write job titles and description for all LCD EA2, and
- B. Avoid using LCD initials other than related to the consent decree

Recommendation 5: "LCD Flag" in the SPPS Student Information System

As part of the LCD teacher responsibilities (see page 8 #5), "Assisting school staff with the identification of incoming Latino students who are eligible for Latino Consent Decree (LCD) services", the LCD Parent Advisory Council is recommending the school district to add an LCD Flag in Campus. All Latino students who receive EL instruction, as part of their academic program, should be tracked using an "LCD Flag" in the SPPS Student Information System. This "flag" must be created entirely separate from and/or in combination with the process the Office of Multilingual Learners (MLL) has already in place (MLL) and/or when enrolling a student in the EL program. This tool will facilitate and help the staff with the prompt identification of all LCD eligible students.

Legal basis

Section VI. "1. d. Collection and distribution of information pertaining to students. B. Additional Administrative Requirements Training/Record Keeping/Guidelines Updating/Planning. 3. Insure that all appropriate and necessary records and information concerning the educational needs of Latino students as contemplated under this Stipulation are made available to the Student Plan LCD Teams."

Recommendation 6: Continue strengthening the collaboration with community based organizations and SPPS district programs.

Latino Parent Engagement & Community Partnerships

The involvement of Latino/Hispanic parents is necessary to ensure that their children's educational needs are being met. All Latino/Hispanic parents are encouraged to participate in the educational process and work with everyone, especially teachers and schools.

The Latino Consent Decree Parent Advisory Council strongly recommends to continue strengthening, supporting, funding and expanding the collaboration with community-based organizations and district programs, such as: Amherst H. Wilder Foundation (Latino Leadership Program); Office of Family Engagement (Parent Academy Program); CLUES (Sexual Health Education); Special Education (Family Night), Office of Multilingual Learning (MLL Family Night); and the University of Minnesota (SNAP Program). The impact and support that these organizations, departments and programs offer to Latino/Hispanic families and their children in Saint Paul Public Schools are very positive and greatly valued.

6a. Latino Leadership Program (LLP)

For the 2017-18 school year, the LCD Parent Advisory Council is recommending the Office of Family Engagement and Community Partnerships to continue supporting the partnership between the Amherst H. Wilder Latino Leadership Program and the Latino Consent Decree Parent Program. We are also asking to continue allocating funds to support three sessions that includes meals and childcare for families. The Wilder Foundation Latino Leadership Program (LLP) is open to all SPPS Latino/Hispanic parents who want to strengthen their skills and connections to get more involved in the community. It is part of the Amherst H. Wilder Foundation's Neighborhood Leadership Programs, which have been in existence for over 20 years in St. Paul. The Amherst H. Wilder Foundation offers its annual Latino Leadership Program during spring. The 2017 session was held at the Saint Paul Public Schools Administration Building and it had a cohort of 19 participants, lead by 1 lead facilitator, 3 co-facilitators and 9 community volunteers.

6b. Parent Academy Program

For the 2017-18 school year, the LCD Parent Advisory Council is recommending the Parent Academy Program and Office of Family Engagement and Community Partnerships to implement and expand this research-based curriculum to middle and high school families. The curriculum and framework was adopted from the Parent Institute of Quality Education (PIQE) Program. Since 1987, multiple research studies have been published to determine the effectiveness of this program and the impact on Latino families and their children. This program will be offered primarily to Latino/Hispanic parents whose children qualified directly for Latino Consent Decree (LCD) services. All sessions will be held at the Saint Paul Public Schools Administration Building. This year the Parent Academy Program, in collaboration with the Latino Consent Decree Program offered five sessions (October 2016-February 2017). This districtwide class had a cohort of 13 participants (30% of all 2017 Parent Academy graduates).

6c. Sexual Health Program - CLUES (*Comunidades Latinas Unidas en Servicios*)

For the 2017-18 school year, we are recommending the Office of Family Engagement and Community Partnerships to continue supporting the partnership between CLUES (Sexual Health Program) and the Latino Consent Decree (LCD) Parent Engagement Program. This program is fully operating under a grant, however, we still need the support in providing childcare. Under a Minnesota Department of Health (MDH) Eliminating Health Disparities grant, CLUES has begun working on an initiative to provide multi-generational and bilingual sexual health education to Latino parents and teens in the Twin Cities. This winter, the LCD program and CLUES implemented four educational sessions for parents. The 2017 winter session was held at the Saint Paul Public Schools Administration Building and it had a cohort of 16 participants.

6d. MLL Family Night (Office of Multilingual Learning)

The LCD Program thanks the Office of Multilingual Learning for collaborating with the LCD Program to provide opportunities to Latino parents to learn about what it means to be an English Learner in Saint Paul Public Schools, and how parents can help in supporting their learning at home. For the 2017-18 school year, we are recommending the Office of Multilingual Learning (MLL) to continue offering and fully fund this annual session for our Latino parents with children in EL programs and that are eligible for LCD services.

6e. Special Education Family Groups

The LCD program thanks Jackie Kelly, Special Education Family Liaison for providing Latino parents with children in special education to learn and understand about the ABCs of the IEP: Making the IEP Work for Your Child. For the 2017-18 school year, we are recommending to continue this partnership in offering an annual session for Latino parents with children in special education.

Finally, the Latino Consent Decree program would like to see these programs and sessions continue to be implemented at the district level and would also strongly encourage the schools and staff to promote these programs among the Latino families at their school sites. This is to ensure that all Latino/Hispanic families have equal access to these community and district programs and information.

SECTION II: STATUS REPORT ON THE 2015-16 LCD PAC RECOMMENDATIONS

Priorities/Status

PRIORITY	DESCRIPTION	STATUS
Recommendation 1: Latino Consent Decree (LCD) Annual Training for Staff	Provide professional development for all Latino Consent Decree school staff, EL teachers in grades K-12 and school administrators, especially for those schools with qualified LCD Educational Assistants and LCD/EL teachers.	→ COMPLETED. LCD Educational Assistants Met with LCD EA2 three times during school year 2016-17 (October 7, 2016; December 1, 2016; April 25, 2017) → DELAYED UNTIL FALL 2017. EL teachers, administrators and EL/LCD Teachers
Recommendation 2: Bilingual Support in the Content Areas and Alignment of Schedules	This recommendation relates closely to the bilingual content support and the time that LCD Educational Assistants spend with Latino children in the classroom.	→ COMPLETED. LCD Secondary Educational Assistants only. In February 2017 at the start of second semester, the MLL department contacted five secondary schools (Como Senior, Harding Senior, Highland Senior, Johnson Senior and Washington Technology) regarding the LCD EA schedules. The Spanish speaking (LCD) EAs should be scheduled so that they are able to support Spanish speaking EL students at proficiency levels 1-3. This supplemental support should be provided in an academic subject area. → PARTIALLY DELAYED: Elementary EAs/Fall 2017, In September of SY 2017-18, MLL will repeat the procedure above for Spanish speaking (LCD) <u>elementary</u> EAs. MLL will also follow up with the five secondary sites listed above to verify they are following the guidelines as they create schedules for LCD EAs. Expected Challenges Spanish speaking students at level 3 are spread out across multiple grades and subjects making it difficult to serve multiple students in a classroom.

PRIORITY	DESCRIPTION	STATUS
Recommendation 3: Student Plan-Latino Consent Decree (SP-LCD)	The Latino Consent Decree Stipulation requires that an individual development plan (SP-LCD) is created for all LCD eligible students within the 30 days after the results of the home language census, and assessment of language.	→ DELAYED: under further review
Recommendation 4: Latino Parent Engagement & Community Partnerships	The Latino Consent Decree Parent Advisory Council recommends strengthening the collaboration with community-based organizations and district programs, such as: Amherst H. Wilder Foundation (Latino Leadership Program), Parent Academy Program and the Office of Multilingual Learning (MLL).	<p>Latino Leadership Program → COMPLETED. The 2017 session was held at the Saint Paul Public Schools Administration Building and it had a cohort of 19 participants</p> <p>Parent Academy → COMPLETED. This year the Parent Academy Program, in collaboration with the Latino Consent Decree Program offered five sessions (October 2016-February 2017). This districtwide class had a cohort of 13 participants and it was offered only for parents with children in elementary.</p> <p>MLL Family Night → COMPLETED. In March 2017 the Office of Multilingual Learning provided an opportunity to all Latino parents to learn about what it means to be an English Language Learner in Saint Paul Public Schools, and how parents can help in supporting their learning at home. This event/session was held at Washington Technology Magnet.</p>

SECTION III: LCD ATTENDANCE SUMMARY REPORT 2016-2017

The 2016-2017 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.

LCD ATTENDANCE SUMMARY REPORT 2016-2017			
LCD PARENT ADVISORY COUNCIL OFFICIAL MEETINGS	DATE	PARTICIPANTS	CHILDREN
Meeting 1	September 12 th , 2016	12	4
Meeting 2	October 11 th , 2016	14	2
Meeting 3	November 15 th 2016	13	7
Meeting 4	December 2016	7	2
Meeting 5	January 10 th , 2017	4	2
Meeting 6	February 7 th , 2017	10	9
Meeting 7	March 7 th , 2017	8	21
Meeting 8	April 11 th , 2017	14	11
Meeting 9	May 9 th 2017	15	9
LCD DISTRICTWIDE EDUCATIONAL MEETINGS			
District-Wide Kick-off	September 30 th , 2016	38	42
Parent Meeting at Linwood Monroe Lower Campus	September 27 th , 2016	12	5
LCD Parent Academy Program	October 17 th , 2016	10	4
District-Wide Meeting: Special Ed Night	November 16 th , 2016	12	12
LCD Parent Academy Program	November 28 th , 2016	17	9
LCD Parent Academy Program	December 19 th , 2016	17	8
LCD Parent Academy Program	January 30 th , 2017	13	9
LCD Parent Academy Program	February 27 th , 2017	12	36
MLL Family Night	March 20 th , 2017	12	4
PARENT ACADEMY SEMINARS			
2016 Fall Session High School (Spanish only)		48	
2017 Spring Session Elementary (Spanish only)		37	
PARENT ACADEMY 6 WEEK PROGRAM			
Spring Session 2017 (Spanish only)		10	
LCD CULTURAL EVENTS			
Latino Family Night	December 16 th , 2016		54 (snow storm)
LCD COMMUNITY OUTREACH EVENTS			
5 De Mayo Parade (Participating schools: Cherokee Heights, Riverview, ECFE, OWL, Humboldt)	May 7 th , 2017	100+	
LCD COMMUNITY PARTNERSHIPS PROGRAMS			
Wilder Foundation Latino Leadership Program	April-May 2017	29	24
CLUES: Sexual Education Program	February – March 2017	16	22
LCD LATINO SENIOR RECOGNITION			
2017 Latino Senior Recognition Ceremony	June 3 rd , 2017	235	
	Sub Total	674	242
	TOTAL	1011	

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.

SPPS DEPARTMENTS & PROGRAMS
Office of Family Engagement & Community Partnerships
Office of Multilingual Learning (MLL)
Parent Academy Program
Student Placement Center
Special Education
ORGANIZATIONS
Amherst H. Wilder Foundation
CLUES
PACER
University of Minnesota SNAP-ED

Saint Paul Public Schools Latino Consent Decree (LCD) Program

PARENT ADVISORY COUNCIL ANNUAL REPORT

Recommendations for School Year 2017 - 2018



Background

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

99

Legal basis

The Parent Advisory Council makes this recommendation pursuant to the LCD Stipulation, Section VIII

“Evaluation of Section B, Program Evaluation and Monitoring, stating that there shall be from time to time an evaluation made as to the home language background identification and assessment process and the other programs under this Stipulation to assure District compliance with all areas under the LCD.”

Rationale

The current Implementation Guide, as it is today, does not address all the advancements, improvements, and best practices in education.

Ensure that the LCD is implemented in the modern era in such a way as to meet its goal of advancing Latino students, closing the achievement gap, and aligning it to the District's Strategic Plan.

District & LCD Program Goals

Create a plan for full
implementation of
the Latino Consent
Decree

Go beyond
compliance

Ensure that the
Implementation
Guide is created in a
meaningful manner

Have positive
outcomes for our
students and families

2017-2018 RECOMMENDATIONS



Recommendation 1

LCD Teachers Responsibilities

- Update job responsibilities regularly to include essential functions for all LCD teachers directly responsible for providing services to LCD eligible students.

- ❑ Work in collaboration with the Office of Multilingual Learners (MLL) and Human Resources.
- ❑ Consult with the Saint Paul Federation of Teachers (SPFT).

Recommendation 2

Qualified Bilingual Teachers

- Prioritize recruiting and hiring EL-LCD qualified bilingual teachers.

- ❑ Serious lack to non-existence of LCD teachers
- ❑ 2,500 LCD eligible students
- ❑ 8 full time LCD teachers (by job code)
- ❑ Not necessarily working with LCD students
- ❑ Re-identification of LCD teachers
- ❑ Work in collaboration with Human Resources and the Office of Multilingual Learning (MLL)

Recommendation 3

LCD Bilingual Educational Assistants EA2

➤ Increase the number of Latino Consent Decree Bilingual Educational Assistants EA2

- ❑ 2,500 LCD eligible students
- ❑ 17 LCD EA2 (*6 of them are split into two schools*)
- ❑ 60 school sites with LCD eligible students
- ❑ Only 21 sites receive direct support from an LCD EA2.
- ❑ EA2--Stretch in their daily schedules
- ❑ Allocate LCD EA2 effectively in schools and classrooms with LCD eligible students.
- ❑ Work in collaboration with Human Resources and the Office of Multilingual Learning (MLL)

Recommendation 4

LCD Job Postings EA2

- Re-write job titles and description for all LCD EA2.

- ❑ LCD Initials are being used incorrectly.
- ❑ Avoid using LCD initials other than related to consent decree.
- ❑ Work in collaboration with Human Resources and the Office of Multilingual Learning (MLL).

Recommendation 5

“LCD Flag”

- Create an “LCD Flag”
in the Student
Information System

- ❑ All Latino students who receive EL instruction should be tracked using this record keeping tool.
- ❑ Work in collaboration with the Office of Multilingual Learning (MLL) and the Office of Teaching and Learning.

Recommendation 6

Parent Engagement

➤ Continue strengthening the collaboration with community-based organizations and SPPS district program

☐ Amherst H. Wilder Foundation (Latino Leadership Program)

☐ Parent Academy Program

☐ CLUES (Sexual Health Program)

☐ MLL Family Night

☐ Special Education Family Groups

Next Steps

- Continue the task of evaluating and updating the LCD Stipulation Guide.

Questions?



Rights & Responsibilities Handbook Update

Office of College and Career Readiness
Department of School Climate & Support

Jon Peterson, Executive Director
Kathy Lombardi, Assistant Director
June 13, 2017

Agenda

- Update on the process
- Highlight suggested changes
- What's next

80



**STUDENT BEHAVIOR HANDBOOK:
RIGHTS & RESPONSIBILITIES
SUMMARY**
For Students, Parents/Guardians and Staff

2016-17



TABLE OF CONTENTS

Shared Responsibilities
Page 2

Positive Behavioral Interventions
and Supports
Page 3

Behavior Expectations
Page 4

Student's Rights and Responsibilities
Page 5

Standards of Student Behavior
Page 9

Common Terms
Page 18

Resources and Assistance
Page 19

Board of Education

IMPORTANT NOTE: This document is only a summary of the Student Behavior Handbook: Rights and Responsibilities. Students are responsible for knowing and following the most current and complete Student Behavior Handbook. If there are any conflicts between this summary and the complete Student Behavior Handbook the handbook controls, please access the complete handbook online: www.spps.org/rights_and_responsibilities.

Persons with visual impairments may request a copy of this summary in an alternate format, such as large print, audio recording, etc. Contact the Office of Communications, Marketing & Development at 651-767-8110.

Process

- Committee formed
 - **Multiple perspectives** shared
 - **“Who”** is the intended audience
 - Efforts to make more **student/parent friendly**
- Presentation to principals
- Notes from SEAB event



Highlights

- **Increase alignment** and consistent language
- **Minor format changes**
- **Additions in Students Rights and Responsibilities**
 - Gender Inclusion Policy
 - Transportation
- **Restorative Practices and Transfer Committee** Information added



Behavior Violation Revisions

- **Level 1**
 - Added statement explaining documented interventions needed
- **Level 2**
 - Audio Alert Device downgraded
- **Level 5**
 - Definitions added to matrix



What's Next

- Approval for the annual review of the Student Behavior Handbook: Rights and Responsibilities for Students, Parents/Guardians and Staff
- Send to Communications for formatting and translation
- Finalize plan for dissemination of the handbook



Thank you & Questions



INDEPENDENT SCHOOL DISTRICT NO. 625

**BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS
RESOLUTION**



Board File No. _____

Date _____

WHEREAS, Tobacco use is the single most preventable cause of disease and death in St. Paul and across the US and kills more people than murders, suicide, illegal drugs, alcohol, AIDS and car crashes combined; and,

WHEREAS, A disproportionate number of these deaths occur in minority communities; and,

WHEREAS, Long-term tobacco use causes numerous illnesses, including lung, oral and pharyngeal cancer, heart disease, and lung diseases such as emphysema and bronchitis; and,

WHEREAS, Lifetime smoking and other tobacco use almost always begins before children graduate from high school; approximately 90% of adult smokers started by age 18 and almost no one begins smoking after age 21 and the United States Food and Drug Administration (FDA) has declared that smoking is “fundamentally a pediatric disease;” and,

WHEREAS, In 2009 the FDA removed flavored cigarettes from the market but exempted menthol, allowing menthol flavored products to continue being sold; and,

WHEREAS, With menthol flavoring, the harshness of the smoke is masked, which makes it easier for young people to start smoking; and,

WHEREAS, There is no health or social benefit to the user or the health of the community for the use of flavored tobacco; and

WHEREAS, There is sufficient research to confirm that tobacco companies target youth, women and African Americans with menthol marketing; and,

WHEREAS, Use of menthol cigarettes among Minnesota high school students has more than doubled since 2000, with 44 percent of Minnesota high school students

who smoke using menthol; and,

WHEREAS, Of African American adults who smoke, 88 percent use menthol, compared to 25 percent of adult smokers overall; and,

WHEREAS, Among LGBTQ youth smokers, 70 percent smoke menthol; and,

WHEREAS, Communities that are heavily targeted by tobacco companies suffer disproportionately from tobacco-related death and disease; and,

WHEREAS, The cities of Saint Paul and Shoreview limit the sale of flavored tobacco products, except menthol, to adult-only tobacco stores; and,

WHEREAS, the initiative led by community groups including African American Leadership Forum, Association for Nonsmokers - Minnesota, Aurora/St. Anthony Neighborhood Development Corporation, Blue Cross and Blue Shield of Minnesota, ClearWay Minnesota, The God Squad, MAD DADS, Minnesota Association of Community Health Centers, New Hope Baptist Church, Progressive Baptist Church, Rainbow Health Initiative, Tobacco-Free Alliance and Twin Cities Medical Society calls for menthol to be added to the list of flavored tobacco that can be sold through adult-only tobacco stores; and,

WHEREAS, the FDA has the ability to include menthol to their list of federally prohibited ingredients;

Now therefore be it resolved that the Board of Education for the Saint Paul Public Schools supports efforts by the City of Saint Paul and Shoreview and other cities in the county to improve the health of their citizens by restricting the sale of flavored tobacco products including menthol to adult only tobacco shops, and call on the FDA to regulate menthol as it does other flavored tobacco products.

Adopted _____

CHAIR Board of Education

CLERK Board of Education