

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

**June 14, 2016**  
**4:45 PM**

**A G E N D A**

**I. CALL TO ORDER**

A. Introductions

**II. AGENDA**

A. FY 16 Quarterly Report

1. Introduction
2. Presentation 3
3. Discussion
4. Action (Acceptance of Report)

B. 2017 Budget Update

1. Introduction
2. Presentation 15
3. Discussion 44
4. Action (Acceptance of Report)

C. Latino Consent Decree Parent Committee Report

Time: 6:00 p.m. Time Certain

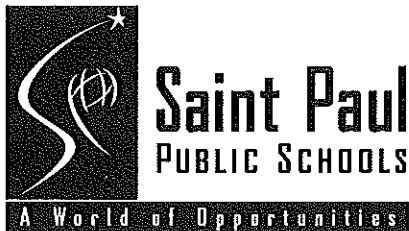
1. Introduction 56
2. Presentation 76
3. Discussion
4. Action (Acceptance of Report)

D. Hmong Parent Advisory Council Presentation


Time: 7:00 p.m. (20 Minutes)

1. Presentation 88
2. Discussion
3. Action (Thanks for presentation)

E. Standing Item: Policy Update	94
F. Standing Item: SEAB Report	
G. Standing Item: PLTT Update	
H. Standing Item: SSSC 2.0 Update	
I. Work Session	104
<b>III. ADJOURNMENT</b>	



June 10, 2016

To: Board of Directors, Saint Paul Public Schools  
From: Marie Schrul, Chief Financial Officer   
Subject: Quarterly Financial Report for the quarter ending March 31, 2016

Attached are the following items for discussion at the Committee of the Board meeting on Tuesday, June 14, 2016:

- Highlights of the quarterly financial report
- Quarterly financial report for the period ending March 31, 2016
- 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, 2016

## March 31, 2016 Quarterly Financial Report

The March 31, 2016 Quarterly Financial Report is an update to the Board of Education on the current fiscal year 2015-16 budget and it includes a projection of Revenue, Expenditures and Fund Balance as of June 30, 2016.

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

Reminder: The fund balance accounts within the General Fund are prescribed by the Governmental Accounting Standards Board, known as GASB 54. The unassigned fund balance in the General Fund is the balance of 5% 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 decrease by \$2.7 million as related to a projected decline in enrollment

General Fund expenditures are projected to be under spent by \$5.9 million in the areas of: Intrасchool (student activity funds), staffing vacancies, and operational savings at sites and in various programs.

These changes result in a projected unassigned fund balance of 5.6% 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 \$4.3 million, due to federal grants, specifically in the Title programs and Special Education. No change in fund balance is anticipated at this time.

#### Page 3

Food Service Fund: Revenue is projected to increase by \$1.1 million due to increases in breakfast and lunch participation along with planned menu changes. Expenditures are projected to increase by \$0.4 million due to food costs related to the increased participation. Fund balance is projected to increase by \$0.7 million.

#### Page 4

Community Service Fund: Revenue is projected to increase by \$0.6 million in the areas of Aquatics, Drivers Education and Adult Basic Education (ABE). Expenditures are projected to decrease by \$0.4 million due to decreases in purchased services and supplies. Fund balance is projected to increase by \$0.7 million.

#### Page 5

Community Service, Fully Financed: Revenue and Expenditures are projected to decrease by \$0.9 million in the areas of Day Care, Early Childhood Screening, and 21<sup>st</sup> Century. No change in fund balance is anticipated at this time.

#### Page 6

Building Construction Fund: Revenue is projected to decrease by \$15 million due to issuing the 2016 GO capital bonds at a later date. Expenditures are projected to decrease by \$6.6 million due to issuing bonds at a later date and the transition to the new Long Term Facility Maintenance (LTFM) funding. Fund balance is projected to decrease by \$8.8 million.

#### Page 7

Debt Service: Fund balance is projected to decrease by \$34.6 million due to the net effect of the escrow activity for bond refunding and the net change of revenue and expenditures.

**SAINT PAUL PUBLIC SCHOOLS  
QUARTERLY FINANCIAL REPORT**

**FOR THE PERIOD ENDING  
March 31, 2016**

**Saint Paul Public Schools  
General Fund  
Results of Operations  
Budget vs. Projected as of March 31, 2016**

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance 7/1/2015	\$85,958,105	\$85,958,105		
Revenue	\$522,765,875	520,058,718	(2,707,157)	(0.52%)
Expenditures	537,160,541	531,229,627	5,930,914	1.10%
Fund Balance 6/30/2016	<u>\$71,563,439</u>	<u>\$74,787,196</u>	<u>\$3,223,757</u>	<u>4.50%</u>

**Revenue**

Revenue is projected to decrease by \$2.7m or .5% as related to a projected decline in enrollment.

**Expenditures**

Expenditures are projected to decrease by \$5.9m or 1.1% in the areas of Intrасchool (student activity funds), staffing vacancies and operational savings at sites and in various programs.

**Fund Balance Details**

	7/1/2015	6/30/2016	Increase (Decrease)
<b>Nonspendable</b>			
Inventory and Prepaid Expense	1,254,944	1,000,000	(254,944)
	<u>1,254,944</u>	<u>1,000,000</u>	<u>(254,944)</u>
<b>Restricted</b>			
Operating Capital	3,888,384	1,000,000	(2,888,384)
Health and Safety	(3,238,942)	(3,238,942)	0
Teacher Development	851,744	0	(851,744)
OPEB Revocable Trust	8,582,778	30,960,508	22,377,730
	<u>10,083,964</u>	<u>28,721,566</u>	<u>18,637,602</u>
<b>Committed</b>			
Severance Pay	2,538,018	2,538,018	0
Retiree Health Insurance	22,377,730	0	(22,377,730)
	<u>24,915,748</u>	<u>2,538,018</u>	<u>(22,377,730)</u>
<b>Assigned</b>			
Contractual Obligations	3,911,415	4,000,000	88,585
Next Year's Operations	2,500,000	0	(2,500,000)
Strong Schools Initiative	3,200,000	0	(3,200,000)
Site Based Operations	4,245,808	3,000,000	(1,245,808)
Personalized Learning	587,042	0	(587,042)
Intrасchool Activities	2,607,054	3,000,000	392,946
	<u>17,051,319</u>	<u>10,000,000</u>	<u>(7,051,319)</u>
<b>Unassigned</b>			
Unassigned	32,652,130	32,527,612	(124,518)
	<u>32,652,130</u>	<u>32,527,612</u>	<u>(124,518)</u>
<b>Total Fund Balance</b>	<u>\$85,958,105</u>	<u>\$74,787,196</u>	<u>(\$11,170,909)</u>

- Unassigned fund balance is estimated to be \$32.5 million in the General Fund.
- Projected UFARS General Fund expenditures for the year are \$578.8 million.
- Unassigned fund balance on 06/30/16 of \$32.5 million represents 5.6% 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, 2016**

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance 7/1/2015	\$185,736	\$185,736		
Revenue	51,793,631	47,530,000	(4,263,631)	(8.23%)
Expenditures	51,793,631	47,530,000	4,263,631	8.23%
Fund Balance 6/30/2016	<u>\$185,736</u>	<u>\$185,736</u>		

**Revenue**

Revenue is projected to be under budget by \$4.3m or 8.2% due to lower expenditures in federal grants \$3.3m and private grants \$1.0m. Explanations on which grants will be under spent in larger amounts are reflected in the expenditure paragraph below.

**Expenditures**

Expenditures are projected to decrease by \$4.3m or 8.2% due to lower expenditures in Title programs \$1.0m, other federal grants \$2.3 and private grants \$1.0m. Within all grants specific categories projected to be underspent: Salary and fringe benefits \$2.3m, contracted services \$.5m and all other categories \$1.5m.

**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, 2016

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance 7/1/2015	\$1,839,554	\$1,839,554		
Revenue	25,706,000	26,818,832	1,112,832	4.33%
Expenditures	25,706,000	26,137,754	(431,754)	(1.68%)
Fund Balance 6/30/2016	<u>\$1,839,554</u>	<u>\$2,520,632</u>		

**Revenue**

Revenue is projected to increase by \$1.1m or 4.3% due to a increase in breakfast and lunch participation. Reimbursement rates have increased by slightly over 2% contributing to the revenue increase. Menu changes and other plans are currently in progress to further increase participation.

**Expenditures**

Expenditures are projected to increase by \$0.4m or 1.7%. Much of this increase is in food expense due to the increase in participation.

**Fund Balance**

Fund Balance is projected to increase by \$0.7m or 37.0%.



Saint Paul Public Schools  
Community Service Fund  
Results of Operations  
Budget vs. Projected as of March 31, 2016

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance 7/1/2015	\$2,275,067	\$2,275,067		
Revenue	22,186,188	22,755,992	569,804	2.57%
Expenditures	<u>22,513,802</u>	<u>22,102,070</u>	<u>411,732</u>	<u>1.83%</u>
Fund Balance 6/30/2016	<u>\$1,947,453</u>	<u>\$2,928,989</u>		

**Revenue**

Revenue is projected to increase by \$.6m or 2.6% in the areas of Aquatics, Drivers Education and Adult Basic Education (ABE).

**Expenditures**

Expenditures are projected to decrease by \$.4m or 1.8% due to decreases in purchased services and supplies.

**Fund Balance**

Fund Balance is projected to increase by \$.7m or 29.1%.

**Saint Paul Public Schools**  
**Fully Financed Community Service Fund**  
**Results of Operations**  
**Budget vs. Projected as of March 31, 2016**

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance 7/1/2015	\$681,918	\$681,918		
Revenue	7,267,055	6,333,409	(933,646)	(12.85%)
Expenditures	<u>7,267,055</u>	<u>6,333,409</u>	<u>933,646</u>	<u>12.85%</u>
Fund Balance 6/30/2016	<u>\$681,918</u>	<u>\$681,918</u>		

**Revenue**

Revenue is projected to decrease by \$0.9m or 12.9% , in the areas of Day Care, Early Childhood Screening and 21st Century.

**Expenditures**

Expenditures are projected to decrease by \$0.9m or 12.9% in the areas of Day Care, Early Childhood Screening and 21st Century.

**Fund Balance**

Fund Balance is projected to remain unchanged at \$0.7m.

**Saint Paul Public Schools  
Building Construction Fund  
Results of Operations  
Budget vs. Projected as of March 31, 2016**

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance 7/1/2015	\$22,921,038	\$22,921,038		
Revenue	27,062,000	12,024,600	(15,037,400)	(55.57%)
Expenditures	27,400,000	20,816,000	6,584,000	24.03%
Fund Balance 6/30/2016	<u>\$22,583,038</u>	<u>\$14,129,638</u>		

**Revenue**

Revenue is projected to decrease by \$15.0m or 55.6% due to issuing the 2016 General Obligation Capital Bonds at a later date than originally planned during the Fiscal 2016 budget process.

**Expenditures**

Expenditures are projected to decrease by \$6.6m or 24.0% due to issuing the 2016 General Obligation Capital Bonds at a later date and the transition of Pay As You Go (formerly Alternative Bond funding) to the new Long Term Facility Maintenance (LTFM) funding process in future fiscal years.

**Fund Balance**

Fund balance is projected to decrease by \$8.8m or 38.4% which is the result of issuing the 2016 General Obligation Capital Bonds at a later date and the projected decrease in expenditures.

Saint Paul Public Schools  
Debt Service Fund  
Results of Operations  
Budget vs. Projected as of March 31, 2016

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance 7/1/2015	\$66,106,126	\$66,106,126		
Revenue	41,172,000	41,788,000	616,000	1.50%
Escrow Activity	16,600,650	36,850,000	20,249,350	121.98%
Expenditures	39,150,000	39,587,000	437,000	1.12%
Fund Balance 6/30/2016	<u>\$51,527,476</u>	<u>\$31,457,126</u>		

**Revenue**

Revenue is projected to increase by \$.6m or 1.5% due to the \$.5m increase in interest income and \$.1m rental income increase from Baker/Cherokee Heights space and cellular towers. Proceeds from rental income must first be applied against the District's outstanding debt.

**Escrow Activity for Refunding**

Escrow activity increased by \$20.2m or 122.0% based upon opportunities to retire debt. Escrow accounts are bond refunding proceeds held with a Fiscal Agent. These restricted funds are retained until the refunded debt is to be retired. During Fiscal Year 2016, escrow accounts totaling \$36.9m were accessed to retire the 2005A, 2005B and 2006C bond issues.

**Expenditures**

Expenditures are project to increase by \$.4m or 1.0% based upon opportunities to retire debt. These expenditures are the result of scheduled debt redemptions which have structured debt payments to retire principal and interest.

**Fund Balance**

Fund Balance is projected to decrease by \$34.6m or 52.4% and is comprised of \$24.2m in Escrow accounts held with a Fiscal Agent and \$7.3m 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

### **Committed Fund Balance**

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

### **Assigned Fund Balance**

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

### **Unassigned Fund Balance**

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



# FY17 General Fund Budget Update

Committee of the Board  
June 14, 2016

Marie Schrul, Chief Financial Officer

# Purpose

- Provide update on the FY 2016-2017 General Fund budget



# ***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



# SSSC 2.0 Focus Areas

## Focus Areas

- Racial Equity Transformation
- Personalized Learning
- Ready for College and Career
- Excellent PK-12 Programs with Connected Pathways
- Systems that Support a Premier Education



# FY 2016-17 Budget Guidelines

- SSSC 2.0 Plan is first consideration in funding.
- Class size ranges will determine teacher FTEs.
- Budget built on current laws.
- Blended Site-Based and Centralized funding method will be used for schools.
- A table detailing the average salary and benefits will be provided for budget preparations.
- **The budget should maintain an unassigned fund balance of at least five percent (5%) of the general fund expenditures in accordance with the BOE policy.**
- Non-School programs will be reported into three (3) categories: Central Administration, District-wide Support, and School Service Support.
- Fully Financed budgets with anticipated revenues and expenditures over \$500,000 for the 2016-2017 school year will be included in the Adopted budget.
- The FY 2016-17 budget must be approved by the Board of Education by June 30, 2016.

The Adopted budget will be published on the Business Office website ([businessoffice.spps.org/2016-17](http://businessoffice.spps.org/2016-17)).



# General Budget Information

- FY 2016-17 General Fund revenue is projected to decrease by 4.6m (Comp Ed, Enrollment & Other)
- The 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

# FY 2016-17 General Fund Preliminary Big Picture

21

	FY16 Adopted (in millions)	FY17 Preliminary (in millions)	Difference	% Change
Revenue	\$522.8	\$518.2	\$ (4.6)	(0.88%)
Use of Fund Balance	2.5	0	(2.5)	(100.0%)
Expenditures	525.3	533.3	(8.0)	(1.50%)
Balance	\$0	(\$15.1)		

# FY 2016-17 General Fund Factors Impacting Shortfall

Item	Amount \$M
Projected Shortfall (as of 1/19/16)	(\$9.3)
Contractual commitments	(3.5)
Compensatory Revenue decrease	(1.1)
Gen Ed Revenue decrease (2/29 Projected enrollment)	(1.2)
<b>Total Shortfall</b>	<b>(\$15.1)</b>

22

# FY17 Proposed General Fund Big Picture – Expenditures

Area	FY16 Adopted	FY17 Proposed	Change	Percent Change
Schools	\$253,330,183	\$249,112,890	(\$4,217,293)	(1.7%)
2 School Service Support	175,987,186	177,194,030	1,206,844	0.7%
District-wide Support	91,793,916	88,237,474	(3,556,442)	(3.9%)
Central Administration	4,154,590	3,636,045	(518,545)	(12.5%)
<b>Total</b>	<b>\$525,265,875</b>	<b>\$518,180,439</b>		



# FY17 Proposed General Fund Budget Reductions of Central Administration Programs

Program Category	FY16 Adopted	FY17 Proposed	Reduction Amount	Reduction %	Inflation Amt Not Allocated	% Total Reduction
Central Administration	\$4,154,590	\$3,636,045	(\$518,545)	(12.5%)	(\$73,742)	(14.3%)

- Board of Education
- Superintendent's Office
- Chief Executive Officer

- Chief Academics Officer
- Chief of Operations
- General Counsel

- Office of Elementary and Secondary Education
- Chief of Engagement

## Departments with a 20% or more reduction:

- Chief Executive Officer (26%)
- Chief of Operations (100%)
- Office of Elementary and Secondary Education (22%)

## Departments with an increase:

- Board of Education 17%





# FY17 Proposed General Fund Budget

## Reductions of District-wide Support Programs

Program Category	FY16 Adopted	FY17 Proposed	Difference Amount	% Change	Inflation Amt Not Allocated	% Total Change
District-wide Support	\$91,793,916	\$88,237,474	(\$3,556,442)	(3.9%)	(\$1,324,079)	(5.3%)

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

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

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

### Departments with a 9% or more reduction:

- Family & Community Engagement
- Communications
- Research & Evaluation
- Office of Equity

No departments received an increase

# FY17 Proposed General Fund Budget

## Reductions of School Service Support Programs

Program Category	FY16 Adopted	FY17 Proposed	Amount of Increase	Increase %	Inflation Amt Not Allocated	% Total Reduction
School Svc Support	\$175,987,186	\$177,194,030	\$1,206,844	0.7%	(\$2,678,066)	(0.9%)

- Student Placement
- Indian Education
- Valley Branch
- Am Indian Studies
- TDAS
- MLL
- Substitutes

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

- Counseling/Guidance
- OCCR
- Student Wellness
- Alt to Suspension
- Transportation\***
- Referendum – PLTT
- Peer Assistance/Review

- Career in Education
- Pre-K Support
- Achievement Plus
- Athletics

### Departments with an increase:

- Transportation 8%
- Indian Education/American Indian Studies 9%

All other departments were **reduced between 1.3%-18.6%**

# FY17 General Fund Recommendations to Address Projected Shortfall of **\$15.1 million**

Description	Amount (\$M)	% of \$15.1 m
Eliminating the proposed 2017 contribution to the Other Post Employment Benefits (OPEB) trust	1.0	7%
No annual inflationary increases for central administration & departments	4.1	27%
Targeted reductions for central administration & departments & programs	5.8	38%
Eliminating job-embedded PD at <b>non-Priority elementary, K-8 and 6-8 sites</b> (restored \$3.1 m to sites on 4/25/16 to address funding challenges with specialized programs and class size, restored additional \$2.0 m at the direction of the Committee of the Board at 5/31/16 meeting)	2.4	16%
Use of Fall Adjustment funding	1.8	12%
Offering an early retirement incentive (not offering as of 4/25/16)	0	
<b>Total</b>	<b>\$15.1</b>	

27





# Funding the Schools

Funding for SSSC 2.0

# Restoring Funding to Schools

## Original Recommendation for Reduction:

- Eliminating job-embedded PD at **non-Priority** elementary, K-8 and 6-8 sites = \$7.5 m

## On 4/25/16:

- **Restored** funding to sites to address challenges with specialized programs and class size = \$3.1 m

## Direction of COB at 5/31/16 meeting:

- **Restored** funding to sites based on a per pupil amount = \$2.0 m

**Final Reduction to Sites on job embedded PD = (\$2.4 million)**

# FY17 Proposed General Fund School Allocations

Area	FY16 Adopted	FY17 Proposed	Change	Percent Change
Schools	\$253,330,183	\$249,112,890	(\$4,217,293)	(1.7%)

- An additional \$2.3 million in Title I funds are being allocated among 53 of 56 Title I schools (not included in the totals above since Title I is in a separate fund)
- Since fiscal year 2011-2012, an additional \$33.5 million of funding has been added to schools

# SSSC 2.0 Class Size Ranges

## Higher Poverty Sites

Grade	FY17 Target Ranges
Pre-K	20
KG	20 – 24
1 – 3	22 – 25
4 – 5	25 – 28
6 – 8	29 – 33
9 - 12	30 - 35

Higher Poverty threshold is the top 30 schools per the teacher's contract

# SSSC 2.0 Class Size Ranges

## Lower Poverty Sites

Grade	FY17 Target Ranges
Pre-K	20
KG	22 - 26
1 – 3	22 – 27
4 – 5	25 – 29
6 – 8	29 – 35
9 - 12	30 - 37



# FY2016-17 Site Staffing Criteria

33

Site Configurations	Staffing Categories	
PreK-5	Principal	Nurses
K-8	Assistant Principal	Social Workers
Dual Campus	Administrative Intern	Psychologists
6-8	Teachers	MLL Teachers
6-12	Clerks	Library Support (EA or TA)
9-12	Counselors	SSSC 2.0 Site Staff for Program Articulation
	Library Media Specialists	

# School Funding Priorities: Elementary



**Elementary  
(PreK-5)**

- **Every elementary school has:**
  - Contractual class sizes
  - At least .5 Music and/or Art specialist
  - Counselor, Social Worker and other social emotional learning supports
  - Part- or Full-Time Nurses
  - Access to physical education by license staff

# School Funding Priorities: Grades 6-8



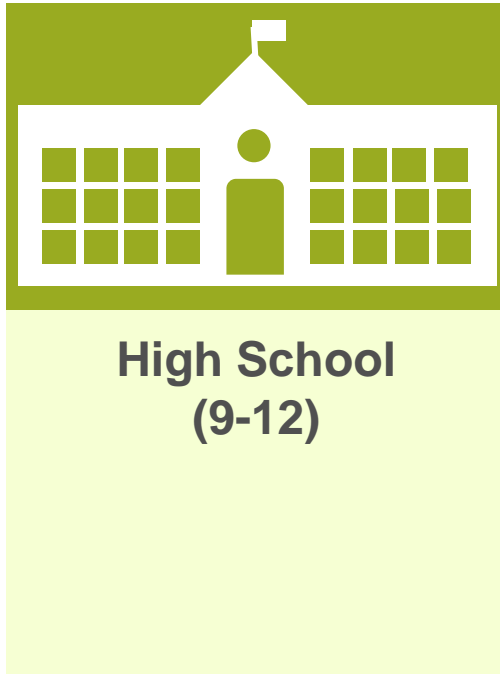
35

## Middle School (6-8)

- **All middle grade students have:**
  - Contractual class sizes
  - MDE required courses:
    - Language Arts, Math, Science, Social Studies
  - Elective Options:
    - Physical Education, Health, Fine Arts, World Languages
  - Counselor, Social Worker and other social emotional learning supports
  - Full-Time Nurses

# School Funding Priorities: High Schools

36



- **All high school grade students have:**
  - Contractual class sizes
  - MDE required courses:
    - Language Arts, Math, Science, Social Studies
  - Elective Options:
    - Physical Education, Health, Fine Arts, World Languages, etc.
  - Counselor, Social Worker and other social emotional learning supports
  - Full-Time Nurses



# Department Budget Impacts

# Central Administration

<b>Projected FTE Reductions</b>	3.00
<b>Impact Summary</b>	
<ul style="list-style-type: none"><li>• Significant reduction in capacity to support school principals</li><li>• Increased supervisory responsibilities</li><li>• Decreased visibility and marketing opportunities with regional and national organizations and foundations</li><li>• Fewer professional development opportunities for senior leadership</li></ul>	

# District Wide Support

<b>Projected FTE Reductions</b>	33.50
<b>Impact Summary</b>	
<ul style="list-style-type: none"><li>• Longer response times to HR, REA, Communications, Student Placement, Technology Services and Facilities related requests from staff and families</li><li>• Significant reduction in the number of families participating in Parent Academy and Seminars (64% reduction compared to FY 16)</li><li>• Decreased family engagement logistical support for schools i.e. childcare, interpreters, transportation</li></ul>	

# District Wide Support

<b>Projected FTE Reductions</b>	33.50
<b>Impact Summary (continued)</b>	
<ul style="list-style-type: none"><li>• Reduction in community based partnerships and elimination of community support behavior teams</li><li>• Less direct support for culturally responsive teaching and programming (Innocent Classroom, MRC)</li><li>• Over-reliance on digital communications to families</li></ul>	



# School Service Support

## Projected FTE Reductions

35.55

## Impact Summary

- Significant reduction in professional development opportunities and support for school staff
- Special education supervisor caseloads will increase resulting in less support time at each school
- Decreased oversight may risk state and federal compliance (SPED, MLL, Health and Wellness)

# School Service Support

<b>Projected FTE Reductions</b>	35.55
---------------------------------	-------

## Impact Summary (continued)

- Limited direct central office support for implementation of LEAPs Act for ML students
- Significant decrease in central office support for co-teaching (SPED and ML)
- Significant decrease in central office support for Early College, College in Schools, PSEO and Concurrent Enrollment
- Reduction in the number of athletic coaches and officials

# Questions?



## Budget Reduction Summary

The following is a summary of FTE reductions, non-salary reductions and the impacts of the budget reductions on services provided to schools. It is organized according to the budget categories of Central Administration, District Wide Support, and School Service Support.

### Central Administration

Projected Total FTE Reduction: 3.00

	Projected FTE Reduction or Addition	Primary Non-Salary Reduction	Impact
Chief Executive Officer	Transfer of Policy Administrator Position to BOE 1.00 Reduction of Management Assistant FTE 0.20	<ul style="list-style-type: none"> <li>• Fees for Service, Travel</li> <li>• Supplies and materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Less front office support</li> <li>• Limited capacity for ad hoc requests and projects</li> </ul>
Chief Academic Officer		<ul style="list-style-type: none"> <li>• Fees for Service</li> <li>• Supplies and materials</li> </ul>	<ul style="list-style-type: none"> <li>• Less support for Academic departments</li> <li>• Decreased support for special projects</li> <li>• Reduced workshop participation</li> </ul>
Board of Education	(1.00 FTE increase)	<ul style="list-style-type: none"> <li>• Travel</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced travel may result in limited professional development opportunities for Board Directors</li> </ul>
Superintendent's Office		<ul style="list-style-type: none"> <li>• Travel</li> <li>• Contingency fund</li> <li>• Supplies and materials</li> </ul>	<ul style="list-style-type: none"> <li>• Decreased capacity to support special projects</li> <li>• Less visibility and fewer marketing opportunities to promote SPPS with national organizations and foundations</li> </ul>
Chief Operations Officer	Chief Operations Officer: 1.00 Management Assistant: 0.8		<ul style="list-style-type: none"> <li>• All responsibilities distributed to remaining Chiefs</li> <li>• Less support for directors</li> </ul>
Office of Elementary and Secondary Education	Assistant Superintendent: 1.00		<ul style="list-style-type: none"> <li>• Total of three assistant superintendents to oversee all schools</li> <li>• Less support for building principals</li> </ul>
Chief Engagement Officer		<ul style="list-style-type: none"> <li>• Fees for Service</li> <li>• Supplies and material</li> </ul>	<ul style="list-style-type: none"> <li>• Less front office support</li> <li>• Limited capacity for ad hoc requests and projects</li> </ul>
General Counsel		<ul style="list-style-type: none"> <li>• Fees for Service</li> </ul>	<ul style="list-style-type: none"> <li>• Specialized legal services will be reduced, resulting in slower response times for complex, specialized legal</li> </ul>

				<ul style="list-style-type: none"> <li>issues that will be handled in house</li> <li>Costs for hearing officers for student expulsions, and mediators and arbitrators for employee disciplinary matters, may need to be shifted to the department requesting the service</li> </ul>
<b>TOTAL:</b>			<b>3.00</b>	

## District-Wide Support Programs

Projected Total FTE Reduction: 33.30

	Projected FTE Reduction(s)	Primary Non-Salary Reduction	Impact
Human Resources	Filing Clerk: 1.00 Benefits Clerk: 1.00 Employee Manager: 0.20 Workforce specialist: 0.50 Workforce Planning Coordinator : 0.50	<ul style="list-style-type: none"> <li>Postage</li> <li>Advertising and recruitment</li> <li>Technology equipment</li> <li>Misc office expenditures</li> </ul>	<ul style="list-style-type: none"> <li>Increased filing backlog that may contribute to records inaccuracy</li> <li>Increased response time to benefits questions</li> <li>Longer waits on investigations to be completed</li> <li>Decrease in overall customer service</li> </ul>
Office of Equity (incl. MRC, Out for Equity)	Special Projects Coordinator: 1.00 (Equity)	<ul style="list-style-type: none"> <li>Supplies and other non-instructional materials to support the GSAs at schools, overall equity PD cohort reduction</li> <li>National Urban Alliance</li> <li>Eliminate District support for Amaze (site based only)</li> <li>Innocent Classroom training for teachers at school sites (no expansion, fewer cohorts)</li> <li>Reduce MRC Collections Coordinator (0.20 casual employee)</li> </ul>	<ul style="list-style-type: none"> <li>Reduced direct services for black male programming and overall professional development</li> <li>Limits ability to timely respond to LGBTQ staff and student concerns as well as offer PD in the new Gender Inclusion policy</li> <li>Reduction in MRC collection coordination time will result in less direct student and staff support for using the materials in their classroom</li> <li>Reduce ability to offer an additional cohort for Innocent Classroom</li> <li>Schools with AMAZE curriculum will receive no additional district support for implementation</li> <li>Capacity to evaluate overall effectiveness will be reduced</li> </ul>

Research, Evaluation and Assessment (REA)	Partial Reductions: 1.00 • Program Evaluator • Program Coordinator • Research Analysts • Systems analysts	1.00	• Supplies and other non-instructional materials	• Unable to fulfill school related data requests that will require a large amount of customized preparation including MCA analysis via excel spreadsheets • Decrease resources for program evaluation and analysis such as transcribing interviews, license of software application fees • Longer wait times for BOE data requests • Schools will have decreased access to data and tools to support professional learning communities • Decreased capacity to enter data agreements with partners
Security and Emergency Management (SEM)	SEM Supervisor 1.00 SEM Project Coordinator: 0.25	1.25	• Reduction in supplies and equipment orders	• ECC Supervisory duties have been shifted to SEM Manager. This will reduce the manager's ability to be out in schools providing direct security support • Increased turnaround time on radio repair, camera footage archival, and security permits. • Reduction in supply and equipment will limit SEMs ability to purchase radios, batteries, and other security equipment for the schools. Once current supply runs out, the cost will be shifted to the school sites.
Facilities (810, 810-302, 811, 812)	Facilities clerical Assistant: 1.00 SEM Project Coordinator: 0.75 HR Consultant: 0.50 Furniture and Move Coordinator: 1.00 Furniture Processor: 1.00 Lead Distribution Clerk: 1.00 Custodial Engineer 1: 1.00 Glazier: 1.00 Carpenter: 3.00 (moved to deferred maintenance) Electrician: 3.00 (moved to deferred maintenance)	14.85	• Defers purchases of major custodial equipment • creating balloon payments in equipment purchases in future years • Elimination of the leased furniture warehouse space. • Reduced funding for temporary custodial staffing resulting in open custodial positions remaining open for longer, creating conditions in which buildings will be short-staffed and the level of cleanliness and service will suffer significantly.	• Reduced capacity to improve indoor air quality monitoring, physical plant preventative maintenance and general daily cleaning regimens • Cleanliness and quality of physical environment will suffer, creating potential issues with student and staff perception of pride in environment. • Significant delayed work order closures, impacting the quality of learning environments across the district and frustrating site staff with untimely responses <ul style="list-style-type: none"> <li>o Currently, the carpentry shop has 859 open work orders</li> <li>o Currently, the electrical shop has 300 open work orders</li> <li>o Security camera maintenance reduced, leaving an anticipated amount of 5% of</li> </ul>

	Pipefitter: 0.60 (moved to deferred maintenance) Plasterer: 1.00 (moved to deferred maintenance)		<ul style="list-style-type: none"> <li>Student furniture is now funded at a replacement cycle of greater than 90 years.</li> </ul>	<ul style="list-style-type: none"> <li>cameras non-functional at any point in time</li> <li>Facilities alarm monitoring not staffed to provide coverage for illness, vacations, and unforeseen incidents, creating liability (if not monitored) and exorbitant expense (if covered via overtime)</li> </ul>
Family Engagement	Program Assistant: 1.00 Clerical: 1.00 Social Worker: 1.00 Partnerships: 1.00	4.00	<ul style="list-style-type: none"> <li>Reduction in parent/family support (i.e. Parent Academy, PACs, childcare, transportation)</li> <li>Reduction of cultural senior recognitions (food, venues, gifts, speaker stipends, etc.)</li> <li>Reduction in support to community partner organizations (table fees, sponsorships, Marvelous Mitten Makers, Breakthrough Twin Cities, MYA, Every Body's In, Family Values for Life, etc.)</li> <li>Reduction in community outreach efforts (Parades and festival entrance fees)</li> <li>Elimination of family scholarships for Parent Academy graduates attending HBCU tour</li> <li>Reductions and/or elimination of support for impromptu projects and/or initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>Reduction in contracts with community-based agencies</li> <li>Elimination of community support behavior teams (school-based)</li> <li>Reduction in family attendance at events due to lack of transportation and childcare</li> <li>Fewer marketing and recruitment opportunities as SPPS will have a smaller presence at community events</li> <li>Fewer families participating in Parent Academy and/or parent learning. A maximum of 20 sites for parent learning (64% reduction from current year).</li> <li>Less Office of Family Engagement support for schools (meeting coordination, technical assistance, etc.)</li> </ul>
Communications	Communication Specialist: 1.00 Digital Editor: 1.00	2.00	<ul style="list-style-type: none"> <li>Fees for service</li> <li>Postage for direct mailings</li> <li>Print, radio, TV advertisements</li> </ul>	<ul style="list-style-type: none"> <li>Longer response times to school based communications requests</li> <li>Less capacity to pay for interpreters and translators for district events</li> <li>Significantly reduced marketing capacity to support schools</li> </ul>

				<ul style="list-style-type: none"> <li>• Longer response time for school website support</li> <li>• Reduced capacity when schools request special project support</li> <li>• Reduction of direct mailings to families and an overreliance on web-based communications</li> <li>• Reduced frequency of community wide communications i.e. Happening Now</li> <li>• Possible elimination of SPPS in the News (our daily staff newsletter);</li> <li>• Severe reduction and possible elimination to departmental communications support               <ul style="list-style-type: none"> <li>o Increased risk of departments sending out information that is too complex or not translatable</li> <li>o Reduced capacity to lead or pay for consultants to support special projects like FMP and personalized learning</li> </ul> </li> </ul>
<b>Technology Services</b>	Systems Analyst: 1.00 Systems Support Specialist: 2.00 Tech TOSA: 1.00	4.00	<ul style="list-style-type: none"> <li>• All reductions were salary related</li> </ul>	<ul style="list-style-type: none"> <li>• Delayed technology service delivery to schools including longer resolution times for classrooms, teachers and administrators</li> <li>• Reduced ability to be pro-active and will move Technology Services back into a reactive fire fighting model</li> <li>• Time to complete major projects will be extended by months as well as response times will be greatly hampered</li> <li>• Moves the district to more of a pay-as-you-go model which is costly in terms of monetary value as well as the potential for significant impacts to the District in regards to downtime and loss of work productivity</li> </ul>
<b>Office of Business and Financial Affairs</b>	Accountant: 1.00 Accountant Clerk/Tech: 1.00	2.00	<ul style="list-style-type: none"> <li>• Reduction is consultant support for financial management system</li> </ul>	<ul style="list-style-type: none"> <li>• Limited capacity for financial management systems support</li> <li>• Reduce compliance management and mitigation of financial risks</li> <li>• Service to departments and schools will be delayed</li> </ul>
<b>TOTAL:</b>		<b>33.50</b>		



## School Service Support Programs

Projected Total FTE Reduction: 34.55

	Projected FTE Reduction	Primary Non-Salary Reduction	Impact
Teaching and Learning	Specialist: 2.60 Special Projects Coordinator: 3.00 Clerical: 0.30 TOSA: 3.00	<ul style="list-style-type: none"> <li>• Stipends to support professional development</li> <li>• Substitutes for teachers to attend professional development.</li> <li>• District textbook and other resource adoption</li> <li>• Sheet music</li> <li>• Textbook allocations to schools</li> <li>• New instruments</li> <li>• Instrument repairs</li> </ul>	<ul style="list-style-type: none"> <li>• Significant reduction of professional development offerings to staff               <ul style="list-style-type: none"> <li>◦ Decrease of 12,500 hours of professional development stipends and substitute time</li> </ul> </li> <li>• Textbook fund reductions               <ul style="list-style-type: none"> <li>◦ \$10 per each student (38,000 students)</li> </ul> </li> <li>• Decrease of \$8 per band/orchestra student for sheet music</li> <li>• Decrease of \$5 per band/orchestra student for instrument repair</li> <li>• Decrease in ability to provide central office coordination for AVID programs, GT, culturally relevant and personalized instruction</li> <li>• Decrease in coaching, professional development and curriculum support for teachers, students and principals</li> <li>• Less support will be available in AVID to build community partners, support the tutors, support elective teachers and grow the program</li> <li>• The reductions in professional development stipends and subs will reduce the support given to teachers to improve student proficiency</li> <li>• New purchases of textbooks will be delayed or canceled due to the textbook and sheet music reductions. The threshold for instrument repair and replacement will be changed to reflect the decrease in the budget</li> <li>• There is a reduction of coaching support and stipend professional development that is directly aligned to</li> </ul>

Area Learning Center (ALC)	POSA: 1.20 Coordinator: 0.50 Supervisor: 0.25	1.95	<ul style="list-style-type: none"> <li>Discontinue external professional development contract</li> <li>EDL and Summer Term curriculum purchases</li> <li>Two EDL Hubs from four days a week to two days a week</li> <li>Fees for service</li> </ul>	<p>lead for equity in the classrooms, personalized learning for each student, college and career readiness and the success of our school pathways</p> <ul style="list-style-type: none"> <li>Significant reduction in support for               <ul style="list-style-type: none"> <li>Early College work, the re-design in our ALC schools, LEAP, Gordon Parks and Gateway to College</li> </ul> </li> <li>Reduced offerings for concurrent enrollment in an S-Term or EDL setting</li> <li>No additional management or oversight of staff responsible for: the Department of Alternative Education (DAE) team, EDL, S-Term, CDF Freedom Schools, ALC On track Middle Level Program, EDL Graduation Prep, Mobile Jazz Project, Multi-district programs, Credit Recovery through Online learning, East Side Learning Hub @ Harding, Lego Leagues, Renewable Energy Teams, Robotics, Belwin Camps (Science and American Indian), representation on PLTT, Charter School Partnerships, ALC Flipside, and ALC Independent Study</li> <li>Attendance in S-Term and EDL may be negatively impacted by decreased centralized coordination</li> <li>Graduation rate could also be negatively effected without an ALC lead to liaison and collaborate with LEAP, GtC, and Gordon Parks</li> </ul>
Special Education	EAs: 2.00 Teachers: 2.00 TOSA: 5.50 Supervisor: 1.00	10.50	<ul style="list-style-type: none"> <li>Professional development and materials</li> </ul>	<p><b>Decrease in Coaches:</b></p> <ul style="list-style-type: none"> <li>No full time coach in the high schools and middle schools</li> <li>Coaches will have 4-5 schools per assignment so they will be in a school no more than 1 day a week</li> <li>Teachers who are new to SPPS and to Special Education will receive less coaching support for due process, IEP writing, instructional planning and support with parent issues</li> <li>Principals will have to work with conciliation conferences and mediation</li> <li>Supervisor caseloads will increase resulting in less support time at each school</li> </ul>

				<ul style="list-style-type: none"> <li>Reduced due process oversight by the district will impact due process hearings</li> <li>Decreased oversight may risk state and federal compliance</li> </ul>
Multilingual Learning	Assistant Director: 1.00 TOSA: 3.00	4.00	<ul style="list-style-type: none"> <li>Reduction of English Now! Curriculum and materials</li> </ul>	<ul style="list-style-type: none"> <li>Limited centralized support for implementation of LEAPS Act requirements will increase burden at schools. The law requires:                             <ul style="list-style-type: none"> <li>Aligned instruction and assessments to support EL students</li> <li>Appropriate tools, resources and professional development to enable EL students to become career and college-ready</li> <li>Development of plans that enable teachers to provide instruction that maximize the oral language and linguistic strengths of English learners in their native language and build academic literacy</li> <li>Parental involvement policies that support oral and written communications in a family's native language</li> </ul> </li> </ul> <p><b>School Level</b></p> <ul style="list-style-type: none"> <li>Less direct TOSA support to schools;                             <ul style="list-style-type: none"> <li>1 TOSA: 35 EL teachers ratio</li> </ul> </li> <li>Limited coaching and mentorship for ELL teachers, bilingual educational assistants and co-teaching partnerships</li> <li>Limited ability to provide site-specific professional development                             <ul style="list-style-type: none"> <li>EL building PD will fall on EL teachers within their own school</li> </ul> </li> <li>Greatly delayed response time to teachers and administrators on ELL student procedures and information for: grade retention, retention in a level, special education referral, ACCESS data transfer, Home Language Questionnaire, and SLIFE identification</li> </ul> <p><b>District Level</b></p> <ul style="list-style-type: none"> <li>Less collaboration with content area specialists</li> </ul>

				<ul style="list-style-type: none"> <li>• Less capacity district-wide to support or provide professional development</li> <li>• Less representation on district-wide committees such as: Achievement of Tenure, SPPS Early College, School Improvement Teams</li> </ul> <p><b>ACCESS for ELLs</b></p> <ul style="list-style-type: none"> <li>• Limited direct support to schools during the ACCESS For ELLs assessment window</li> <li>• Less capacity to organize W-APT, ACCESS testing, training, and overall implementation of the test</li> <li>• Limited capacity to support schools in ACCESS data analysis</li> </ul> <p><b>Parent Engagement</b></p> <ul style="list-style-type: none"> <li>• Less capacity to engage parents at annual informational parent evenings</li> <li>• Fewer resources to provide</li> </ul> <p><b>Curriculum / Resources</b></p> <ul style="list-style-type: none"> <li>• Fewer resources for our newcomer students, specifically English Now! and other curriculum materials for middle school and high school level 1, 1.5, and 2 courses</li> <li>• Less coverage for guest teachers for curriculum development and co-teaching</li> </ul>
<b>Early Learning</b>	Coaches: 2.20 Specialist (Resource Librarian): 1.00	3.20	<ul style="list-style-type: none"> <li>• Material and hourly rate for teachers and TA professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced support for PreK Resource Library</li> <li>• Reduced PreK-3 coaching support for instructional staff</li> </ul>
<b>Student Placement Center</b>	Project Coordinator: 1.00	1.00	<ul style="list-style-type: none"> <li>• Sending student records off-site service for archiving</li> </ul>	<ul style="list-style-type: none"> <li>• Limited development, implementation and follow up of parent/family exit survey</li> <li>• Limited support during the peak enrollment season</li> <li>• Response to return calls, emails and family in-person service time</li> <li>• Reduction in summer temporary staff and electronically scanning and archiving records</li> <li>• Reduction in school choice outreach</li> </ul>
<b>Transportation</b>	Route Coordinator: 1.00 School Bus Drivers: 2.50	3.50	<ul style="list-style-type: none"> <li>• Increased contractor route efficiencies - two routes</li> </ul>	<ul style="list-style-type: none"> <li>• Schools, programs and parents will have longer wait times for service as support reduced from 8 staff to 7</li> </ul>

Indian Education	(1.00 FTE Increase for L/Dakota language)	0.00	<ul style="list-style-type: none"> <li>Program specific supplies, services, activities and staff development</li> </ul>	<ul style="list-style-type: none"> <li>Fewer materials to support programming</li> <li>Fewer professional development for staff</li> </ul>
Office of College and Career Readiness	Coordinator: 0.30 CTE Teacher: 0.20	0.50	<ul style="list-style-type: none"> <li>Materials and services supporting college and career readiness programs</li> </ul>	<ul style="list-style-type: none"> <li>Elimination of a CTE offering at the Gordon Parks Middle Level Program this coming fall as a part of our college and career readiness and on Track to Graduation programming for our 7/8 students</li> <li>Significantly reduced capacity to coordinate the work of CIS, PSEO, Concurrent Enrollment, Accreditation, and Early college due to a partial FTE reduction in OCCR and a further FTE reduction in ALC</li> </ul>
Athletics	1 TA for adaptive sports 2.5 seasonal assistant coach positions* 14 coach/official positions*	1.00*		<ul style="list-style-type: none"> <li>Reduced athletic coaching supports at secondary level</li> </ul>
Early Intervention Program (EIP)	TOSA: 1.00	1.00		<ul style="list-style-type: none"> <li>Elimination of districtwide support for alternative to suspension program will shift responsibilities to schools. For SY 2015-16 EIP served approx. 1,200 students</li> </ul>
<b>TOTAL:</b>		<b>35.55</b>		

\* Coach/official positions are not calculated as FTEs; staff receive additional salary for serving in these capacities

Saint Paul Public Schools  
Proposed FY 2016-2017 General Fund Program Budgets  
DRAFT

	2015-2016 Adopted	2016-17 Proposed	Difference	Targeted Reductions & 0% Inflation	% Reduction
<b>Central Administration</b>					
010 - Board of Education	707,925	845,128	137,203	123,359	17.43%
020 - Superintendent's Office	494,950	465,001	(29,950)	(38,255)	-7.73%
022 - Chief Executive Officer	589,567	447,971	(141,596)	(151,835)	-25.75%
024 - Office of Fund Development	0	0	0	-	-
031 - Academics Office	290,824	285,037	(5,787)	(10,862)	-3.73%
033 - Chief of Operations	267,520	0	(267,520)	(272,256)	-101.77%
034 - Elementary Ed Administration	960,240	766,132	(194,108)	(210,656)	-21.94%
043 - Chief of Engagement	287,120	281,407	(5,713)	(10,733)	-3.74%
150 - General Counsel's Office	556,444	545,371	(11,073)	(21,048)	-3.78%
<b>Central Administration</b>	<b>4,154,590</b>	<b>3,636,045</b>	<b>(518,545)</b>	<b>(592,287)</b>	<b>-14.26%</b>
<b>Districtwide Support</b>					
110 - Business and Financial Affairs	3,453,669	3,384,941	(68,728)	(128,951)	-3.73%
112 - Enterprise Resource Planning	1,528,418	1,513,134	(15,284)	(44,847)	-2.93%
131 - Office of Racial Equity	1,145,000	1,033,550	(111,450)	(132,195)	-11.55%
132 - Out for Equity	194,850	191,340	(3,510)	(6,843)	-3.51%
133 - Multicultural Resource Center	194,000	190,433	(3,567)	(6,932)	-3.57%
134 - Family and Community Engagement	1,713,106	1,543,761	(169,345)	(199,756)	-11.66%
135 - Communications	1,584,299	1,454,761	(129,538)	(157,600)	-9.95%
141 - Management Information Systems	1,477,874	1,448,464	(29,410)	(55,120)	-3.73%
160 - Human Resources	3,403,577	3,335,846	(67,731)	(126,549)	-3.72%
190 - Research Eval and Assessment	1,540,747	1,412,077	(128,670)	(156,425)	-10.15%
630 - Technology Infrastructure	5,154,575	4,918,029	(236,546)	(330,672)	-6.42%
631 - Referendum Technology	839,913	831,514	(8,399)	(25,197)	-3.00%
810 - Operations and Maintenance	10,200,210	9,997,226	(202,984)	(406,988)	-3.99%
811 - Grounds	781,636	766,082	(15,554)	(29,195)	-3.74%
812 - Custodial	15,448,876	14,889,467	(559,409)	(837,489)	-5.42%
813 - Utilities	8,053,410	7,841,410	(212,000)	(373,068)	-4.63%
815 - Safety and Security	2,700,000	2,640,000	(60,000)	(111,860)	-4.14%
850 - Facility Png, Leases, H and S	7,020,860	6,975,860	(45,000)	(169,024)	-2.41%
930 - Employee Benefits	23,958,896	22,469,579	(1,489,317)	(1,541,138)	-6.43%
940 - Insurance	1,400,000	1,400,000	0	(28,000)	-2.00%
<b>Districtwide Support</b>	<b>91,793,916</b>	<b>88,237,474</b>	<b>(3,556,442)</b>	<b>(4,867,847)</b>	<b>-5.30%</b>
<b>School Support Services</b>					
030 - Office of Leadership Development	245,000	242,550	(2,450)	(6,644)	-2.71%
102 - Pre-K Support Administration	897,193	781,329	(115,864)	(131,648)	-14.67%
106 - Student Placement Center	1,613,394	1,581,287	(32,107)	(61,137)	-3.79%
118 - Talent Development and Acceleration	313,265	260,632	(52,633)	(58,302)	-18.61%
119 - Multilingual Learners Administration	21,880,499	21,981,738	101,239	(279,333)	-1.28%
120 - Special Education Administration	90,194,384	89,995,307	(199,077)	(1,830,207)	-2.03%
192 - Athletics Administration	4,028,214	4,002,386	(25,829)	(88,715)	-2.20%
196/198 - Indian Education/AIS	656,642	730,349	73,707	62,314	9.49%
261 - Belwin	304,547	301,502	(3,045)	(8,409)	-2.76%
271 - Substitute Teachers	4,330,065	4,030,065	(300,000)	(383,295)	-8.85%
399 - School to Work	500,130	502,319	2,189	(6,548)	-1.31%
421 - Third Party Reimbursement	862,701	845,533	(17,168)	(33,442)	-3.88%
610 - Instructional Services	3,077,030	3,016,532	(60,498)	(120,802)	-3.93%
640 - Staff Development	902,253	793,230	(109,023)	(125,307)	-13.89%
642 - Achievement Plus	337,000	337,000	0	(6,740)	-2.00%
643 - Peer Assistance and Review	1,478,048	1,448,635	(29,413)	(54,758)	-3.70%
715 - Counseling and Guidance	1,733,936	1,700,019	(33,917)	(65,275)	-3.76%
721 - Student Wellness Administration	4,617,424	4,525,537	(91,887)	(174,136)	-3.77%
741 - Alternatives to Suspension	615,432	603,185	(12,247)	(23,059)	-3.75%
760 - Pupil Transportation	26,520,000	28,672,279	2,152,279	1,994,523	7.52%
790 - Other Pupil Support Services	1,880,029	1,842,617	(37,412)	(70,302)	-3.74%
182 - PLTT Administration	9,000,000	9,000,000	0	0	0.00%
<b>School Support Services</b>	<b>175,987,186</b>	<b>177,194,030</b>	<b>1,206,844</b>	<b>(1,471,222)</b>	<b>-0.84%</b>
<b>Total Programs</b>	<b>271,935,692</b>	<b>269,067,549</b>	<b>(2,868,143)</b>	<b>(6,931,356)</b>	



Saint Paul Public Schools  
Total FY17 to FY16 Allocations by School Comparison

Site	2016-17	2016-17	2015-16	2015-16	Enrollment Difference	Total Allocation Difference	% Change
	Total Allocations General Fund	Projected Enrollment w/o Pre-K	Total Allocations General Fund	Projected Enrollment w/o Pre-K			
D410 - Adams Elem	3,946,970	735	4,124,081	710	25	(177,111)	-4.3%
D422 - Battle Creek Elem	2,526,339	407	2,686,963	425	(18)	(160,624)	-6.0%
D424 - Benjamin E Mays Magnet	3,438,547	479	3,722,247	446	33	(283,700)	-7.6%
D449 - Vento, Bruce F Elem	3,428,834	487	3,714,316	562	(75)	(285,482)	-7.7%
D425 - Chelsea Hgts Elem	2,483,570	464	2,503,772	448	16	(20,202)	-0.8%
D428 - Cherokee Hgts Elem	2,062,887	254	2,336,896	279	(25)	(274,009)	-11.7%
D431 - Como Park Elem	3,694,490	544	3,769,959	525	19	(75,469)	-2.0%
D433 - Daytons Bluff Elem	2,578,195	337	2,885,890	370	(33)	(307,695)	-10.7%
D452 - Eastern Hgts Elem	2,196,400	349	2,518,178	370	(21)	(321,778)	-12.8%
D435 - Expo/Harriet Bishop	3,739,880	671	3,826,823	674	(3)	(86,943)	-2.3%
D460 - Four Seasons Elem	2,959,857	460	2,938,397	432	28	21,460	0.7%
D464 - Frost Lake Elem	3,253,825	535	3,451,198	559	(24)	(197,373)	-5.7%
D467 - Galtier Elem	1,174,897	144	1,495,262	174	(30)	(320,365)	-21.4%
D476 - Groveland Park Elem	2,696,817	468	2,615,859	425	43	80,958	3.1%
D482 - Hancock Elem	1,938,975	269	2,033,947	254	15	(94,972)	-4.7%
D491 - Highland Park Elem	2,427,700	418	2,448,588	406	12	(20,888)	-0.9%
D496 - Highwood Hills Elem	1,866,399	255	2,201,691	279	(24)	(335,292)	-15.2%
D518 - Mann Elem	2,416,079	440	2,416,673	406	34	(594)	0.0%
D493 - Hill Montessori	2,633,176	415	2,689,791	414	1	(56,615)	-2.1%
D500 - Jackson Elem	2,765,394	361	3,185,511	405	(44)	(420,117)	-13.2%
D415 - John A Johnson Elementary	2,801,850	381	3,012,262	374	7	(210,412)	-7.0%
D483 - Jie Ming	1,470,076	179	1,342,046	152	27	128,030	9.5%
D524 - Maxfield Elem	2,622,694	286	2,962,132	367	(81)	(339,438)	-11.5%
D527 - Mississippi Elem	3,310,199	487	3,434,332	472	15	(124,133)	-3.6%
D578 - Obama	3,595,754	438	3,701,636	435	3	(105,882)	-2.9%
D541 - Phalen Lake Elem	4,407,460	707	4,587,375	709	(2)	(179,915)	-3.9%
D545 - Randolph Hgts Elem	2,576,616	482	2,715,313	485	(3)	(138,697)	-5.1%
D551 - Riverview Elem	2,365,763	326	2,548,718	363	(37)	(182,955)	-7.2%
D557 - St. Anthony Park Elem	2,839,542	524	3,000,461	525	(1)	(160,919)	-5.4%
D558 - St Paul Music Academy	3,931,018	586	4,027,400	562	24	(96,382)	-2.4%
D488 - The Heights Community School	3,272,732	527	3,714,551	558	(31)	(441,819)	-11.9%
D552 - Wellstone, Paul & Sheila Elem	3,735,750	559	4,266,415	579	(20)	(530,665)	-12.4%
PreK-5 Sites	91,158,684	13,974	96,878,683	14,144	(170)	(5,719,999)	-5.9%
D465 - Crossroads Elementary	2,253,903	316	2,268,242	314	2	(14,339)	-0.6%
D466 - Crossroads Science	2,314,698	353	2,517,900	379	(26)	(203,202)	-8.1%
D462 - L'Etoile du Nord French Imm	2,209,295	388	2,300,030	403	(15)	(90,735)	-3.9%
D463 - L'Etoile du Nord Lower	1,221,154	178	1,462,157	207	(29)	(241,003)	-16.5%
D533 - Nokomis Elem	2,277,090	364	2,293,476	330	34	(16,386)	-0.7%
D534 - Nokomis South	1,710,438	225	1,594,672	210	15	115,766	7.3%
Dual Campus Sites	11,986,578	1,824	12,436,477	1,843	(19)	(449,899)	-3.6%
D310 - Battle Creek Middle	4,465,369	767	5,051,469	801	(34)	(586,100)	-11.6%
D330 - Highland Park Middle School	4,378,801	817	4,451,524	842	(25)	(72,723)	-1.6%
D342 - Murray Jr.	4,012,432	716	3,922,234	661	55	90,198	2.3%
D344 - Parkway Montessori & Community	2,686,100	454	2,629,314	475	(21)	56,786	2.2%
D345 - Ramsey Jr.	3,635,882	504	4,205,050	655	(151)	(569,168)	-13.5%
6-8 Sites	19,178,584	3,258	20,259,591	3,434	(176)	(1,081,007)	-5.3%
D211 - Creative Arts Secondary School	3,208,821	514	3,166,591	529	(15)	42,230	1.3%
D225 - Humboldt H.S.	7,576,996	1,170	7,230,010	1,189	(19)	346,986	4.8%
D250 - Open World Communtiy Scndry	2,532,541	459	2,412,998	420	39	119,543	5.0%
D252 - Washington Technology Magnet	12,812,480	2,100	12,406,601	2,067	33	405,879	3.3%
6-12 Sites	26,130,839	4,243	25,216,200	4,205	38	914,639	3.6%
D210 - Central H.S.	9,464,548	1,845	9,456,417	1,872	(27)	8,131	0.1%
D212 - Como Park H.S.	7,116,317	1,304	7,436,097	1,348	(44)	(319,780)	-4.3%
D215 - Harding H.S.	11,403,089	1,946	11,502,437	1,995	(49)	(99,348)	-0.9%
D220 - Highland Park H.S.	6,897,941	1,262	6,778,162	1,252	10	119,779	1.8%
D230 - Johnson H.S.	8,278,676	1,310	7,879,648	1,336	(26)	399,028	5.1%
9-12 Sites	43,160,571	7,667	43,052,761	7,803	(136)	107,810	0.3%
D579 - American Indian	4,467,401	630	4,617,105	590	40	(149,704)	-3.2%
D494 - Capitol Hill School	6,331,608	1,259	6,679,094	1,282	(23)	(347,486)	-5.2%
D489 - Hazel Park Preparatory Academy	4,447,015	683	4,864,702	689	(6)	(417,687)	-8.6%
D315 - Farnsworth Aerospace Upper	3,924,899	635	3,932,654	659	(24)	(7,755)	-0.2%
D458 - Farnsworth Aerospace Lower	3,109,579	493	3,153,242	498	(5)	(43,663)	-1.4%
D510 - Linwood Elem	2,016,139	291	2,024,395	312	(21)	(8,256)	-0.4%
D528 - Monroe Community School	2,869,086	538	3,192,151	578	(40)	(323,065)	-10.1%
K-8 Sites	27,165,727	4,529	28,463,343	4,608	(79)	(1,297,616)	-4.6%
	218,780,983	35,495	226,307,055	36,037	(542)	(7,526,072)	-3.3%
Other Sites (ALC, Special Education sites, AGAPE, GAP)	21,612,366		19,642,490			1,969,876	
Intraschool	4,000,000		4,000,000			0	
Contingency	276,976		878,298			(601,322)	
Restorative Practices (District support)	100,000		0			100,000	
APTT - Parent Engagement	306,000		0			306,000	
School Climate	60,000		0			60,000	
Board Resolution Staffing	3,136,600		1,219,594			1,917,006	
Dual Immersion	559,965		559,965			0	
College in Schools, Sanneh, Urban Debate League	280,000		722,781			(442,781)	
Other Sites/Direct School Allocations	30,331,907		27,023,128			3,308,779	12.2%
Total School Allocations	249,112,890	35,495	253,330,183	36,037	(542)	(4,217,293)	-1.7%

\*Pre-K enrollment is not included for budget allocation purposes.

2015-2016

LATINO CONSENT DECREE (LCD) PARENT ADVISORY COUNCIL  
ANNUAL REPORT AND RECOMMENDATIONS

June 14, 2016



The 2015-2016 LCD Annual Report is prepared by the Latino Consent Decree (LCD) Parent Advisory Council (PAC) of the Saint Paul Public Schools in accordance with the by-laws of the LCD Advisory Council.

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

TABLE OF CONTENTS	PAGE
Latino Consent Decree Parent Advisory Council Members	4
Saint Paul Public Schools Administration Office	5
Latino Consent Decree Program Overview	6
Latino Consent Decree Parent Advisory Council: Purpose, Function and Responsibility	7
Section I: Latino Consent Decree (LCD) Parent Advisory Council 2015-16 Annual Report and Recommendations	8
Section II: Status of Report on the 2014-15 Administrative Response to the Latino Consent Decree Parent Advisory Council Annual Report	18
Section III: LCD Attendance Summary Report 2015-2016	19
Acknowledgements to Community Organizations, Colleges and SPPS Programs & Departments	20

## 2015-2016 Latino Consent Decree Parent Advisory Council (LCD PAC) & Latino Consent Decree Steering Committee

### LCD PAC MEMBERS

- **Mónica Vega**  
Chair
- **Sandra Hugu**  
Vice-Chair
- **Ana Luque**  
Secretary
- **Patricia Perez-Jenkins**  
Community Member
- **Betina Marquez**  
Member
- **Maria Concepción Marquez**  
Member
- **Juan Saldivar**  
Member
- **Patricia Hernández**  
Member
- **Elvis Galeana**  
Member

### LCD STEERING COMMITTEE

- **Celina Martina**  
Girl Scouts of Minnesota and River Valleys
- **Maria Steigauf**  
ELL Teacher
- **Myrna Abrego**  
EL/LCD Program Assistant
- **Maetzin Saenz**  
LCD Educational Assistant
- **Claudia Perez-Inzunza**  
Bilingual Health Assistant  
Linwood Monroe

## Saint Paul Public Schools Administration

### Administration

- **Jackie Turner**  
Chief Engagement Officer

### Office of Family Engagement & Community Partnerships

- **Tyrize Cox**  
Director, Office of Family Engagement & Community Partnerships
- **Pablo Matamoros**  
Latino Consent Decree Program Coordinator
- **Sara Reyes**  
Latino Consent Decree Parent Advisory Council District Liaison and Cultural Specialist

## 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.

## LATINO CONSENT DECREE PARENT ADVISORY COUNCIL:

### *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.

## SECTION I: Latino Consent Decree (LCD) Parent Advisory Council 2015-16 Annual Report and Recommendations

The following recommendations are based on the ongoing revision of the Latino Consent Decree Stipulation Guide. As part of this revision, the Latino Consent Decree Parent Advisory Council and the LCD Steering Committee recommend changes and updates to the following areas:

1. Latino Consent Decree (LCD) Annual Training for staff
2. Bilingual Support in the Content Areas and Alignment of Schedules
3. Latino Consent Decree Student Plan
4. Latino Parent Engagement & Community Partnerships

### **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.

*Legal Basis:* Training will be provided to the Latino Consent Decree staff and other district personnel directly responsible for providing or administering educational programs and services to LCD/EL eligible students as called for by the Latino Consent Decree Stipulation.

### ***Training Timeline***

- By November 30<sup>th</sup> of every school year, training will be provided for all LCD staff.
- By September 15<sup>th</sup> of each school year, school administrators will be briefed on program requirements and LCD staff responsibilities.
- Ongoing: as soon as reasonably possible after hiring, provide training to staff who are new to the Latino Consent Decree Program.

We recommend the Latino Consent Decree Program works in collaboration with the Office of Teaching and Learning and the Office of Leadership Development to offer the training in PD Express to find effective ways to deliver the training and to be available at all times for all SPPS Staff.

## **Recommendation 2**

### **Bilingual Support in the Content Areas and Alignment of Schedules**

Our second recommendation relates closely to the bilingual content support and the time that LCD Educational Assistants spend with Latino children in the classroom.

**Legal Basis:** The District shall maintain a sufficient number of liaison positions necessary to work with Latino students who receive programs, instruction, and services under this Stipulation and their parents.

That being said, we are asking all schools with qualified Latino Consent Decree Educational Assistants review and align their daily classroom schedules, not only to



reflect the time spend with LCD eligible students during instructional time, but also to meet the educational needs of our Latino children.

*(For the purpose of this Stipulation, the following definition shall govern: Educational Needs includes intellectual, academic, linguistic, physical, emotional, cultural, adaptive behavior, sensory, and social development of the student)*

This alignment will allow our LCD Educational Assistants to maximize their time in the classroom as well as meet requirements 1b, 3e, 4d, and 5d under section III. C. Specific Program Requirements. Those requirements are:

- Elementary: Development of concepts and knowledge of content (math, social studies and science) in Spanish.
- Secondary: Concept development in content areas in English/Spanish.

Latino Consent Decree Educational Assistants will keep individual records of the number of LCD eligible students served and the number of minutes spent in each class period or subject area. These records will be used in the end of year final report by the district and the Latino Parent District Advisory Council to the Saint Paul Public School Board and Superintendent.

### ***Procedure***

1. **Before the beginning of the school year (early fall)** the Latino Consent Decree Program will inform school administrators of upcoming changes, targeting those schools with LCD Bilingual EAs.

2. **During opening week of each school year** schools with Bilingual EAs will review the LCD eligible student list and create a schedule that reflects the population they need to serve under the consent decree.

The support in the content areas and alignment of schedules are essential for the academic success of our Latino children.

### **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.

The Advisory Council is well aware of the factors involved for the St. Paul Public School District to implement an individual development plan (SP-LCD) for about 18,000 LCD eligible students today. We are also equally interested in the response that Latino families might have if this plan is implemented at a district wide level. Therefore, we recommend the district and LCD Program implement the Student Plan-Latino Consent Decree (SP-LCD) form as a pilot project at two schools sites during the 2016-17 school year. The LCD Advisory Council would like to assess practicality, time, cost, opportunities, challenges, but most importantly, parent involvement and response to the proposed project, before the SPPS district implements this LCD requirement district-wide.

***Student Plan-Latino Consent Decree (SP-LCD) General Criteria Pilot Project***

- A. The LCD Program will choose two school sites (one elementary and one secondary).
- B. The number of LCD/EL eligible students should not be less than 5 and no greater than 10. *(This pilot project should be significant, measurable, achievable, realistic and easy to track)*
- C. The LCD Program District team will take the lead on carrying out this pilot project at the two selected schools sites.
- D. School sites must have an LCD Educational Assistant.
- E. Principals would be asked to identify a qualified Bilingual EL teacher (if possible).
- F. The LCD Program will seek input and feedback from the Office of Multilingual Learning and its staff.

## **Recommendation 4**

### **Latino Parent Engagement & Community Partnerships**

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

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).

There are a number of community-based organizations and SPPS programs that provide Latino families with necessary services and support in a variety of ways. During the 2015-16 school year, the Latino Consent Decree Program was able to collaborate and partner with several organizations and programs, including Amherst H. Wilder Foundation, Parent Academy and the Office of Multilingual Learning (MLL).

Since the initiative of Superintendent Silva in the creation of the Office of Family Engagement & Community Partnerships, there has been a substantial increase in participation of Latino parents. The impact and support that these organizations and programs offer to Latino families and their children is very positive and greatly valued.

## **Latino Leadership Program (LLP)**

*LCD Alignment Parent Support: Public Participation, Empowerment & Decision Making.  
Parent Advisory Council*

The *Wilder Foundation Latino Leadership Program* (LLP) is open to all Latino 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 15 years in St. Paul.

The sessions are conducted in Spanish and work to meet the skill-building and community engagement needs and interests of the Latino participants. Topics covered include leadership styles, teamwork, conflict resolution, public speaking, and taking action in the community. The training methods include experiential learning activities, small group discussions, personal and shared reflections, and the exchange of personal experiences.

The Amherst H. Wilder Latino Leadership Program offered its annual session during the 2015- 2016 school year. The spring session of 2016 held at the Saint Paul Public Schools Administration Building had a cohort of 23 participants.

The LCD Advisory Council and LCD Program thanks the Wilder foundation and the following staff for their partnerships and continued support: Kristine Martin, Vice President of the Wilder Center for Communities, Damon Shoholm, Director of the James P. Shannon Leadership Institute, Angie Brown, Program Associate for the Neighborhood Leadership Program, PattiJo Verdeja, Administrative Coordinator and Supervisor, Chalonne Wilson, Community Leadership Program Associate, and Victoria Campoverde,

Facilitator and Program Development for the Latino Leadership Program at Amherst H. Wilder Foundation.

### **Parent Academy Program**

*LCD Alignment Parent Support: Counseling. Encourage Latino students to fully participate and take advantage of all educational programs and benefits.*

Saint Paul Public Schools (SPPS) Parent Academy is a curriculum-based program designed to assist parents and guardians in understanding and navigating the school system to help provide a premier education for all students. The curriculum for *SPPS Parent Academy* was adopted from the Parent Institute of Quality Education (PIQE) Program with headquarters in San Diego, California. PIQE was created over 20 years ago and provided programming for a diverse population of families of students that attended public schools in California. Parent Academy provides a unique framework for parents so they can help their children achieve academic success and be prepared to attend college. This year we are recommending the Saint Paul Public Schools Parent Academy Program align its curriculum and services to our LCD Parent Program and District-wide meetings for all Latino parents. In 2016, between Parent Academy Seminars and the Parent Academy 6-week Program we had 83 Latino parents participate. The program components have been found widely beneficial for Latino families and their children in public school districts across the country, i.e San Diego Unified School District. The LCD Parent Advisory Council thanks the Parent Academy Program staff, Aquanetta Anderson, Parent Academy Project Coordinator and Shannon Myles, Program Assistant for continuing to provide this program to our Latino parents.

## Office of Multilingual Learning - MLL Parent Event

*LCD Alignment Parent Support: EL Services and Title III (parent communication on ESL programs)*

The LCD Program thanks Dr. Efe Agbamu, Assistant Superintendent, Office of Multilingual Learning and her staff for collaborating with the LCD Program to provide opportunities to 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.

The LCD Advisory Council would like to see these programs and sessions continue to be implemented at the district level and would also strongly encourage the schools to promote these programs among the Latino families at their school sites. In this way, we can ensure that all Latino families have equal access to these community and district programs and information.

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

We also expect the steering committee for the 2016-2017 school year to continue including, but not be limited to, the following: LCD Parent Advisory Council (LCD PAC), LCD staff, general SPPS district staff (preferably with knowledge of the Latino Consent Decree), and Latino community members (preferably with knowledge of our school district and student population).



## SECTION II: Status Report on the Administrative Response to the 2014-15 Latino Consent Decree Parent Advisory Council Annual Report.

### Latino Consent Decree (LCD) 2015-2016 Priorities/Status

PRIORITY	DESCRIPTION	STATUS
Recommendation 1: Student Information Form	The Latino Consent Decree Steering Committee recommends that the Saint Paul Schools District translate into Spanish the Student Information Form, which includes the Declaration of Ethnic and Racial Background and the Declaration of Student Language.	In place
Recommendation 2: Declaration of Formal Instruction for Latino Students New to the Country	Along with the translated Student Information Form the LCD Steering Committee strongly recommends to add specifically a section to the Student Intake Form (see appendix C) regarding the amount of formal schooling that Latino students who are new to the U.S. have received in their first language and/or country of origin. The parents or guardians of the student should answer this the following question: <i>What was the last grade completed by your child?</i>	In place
Recommendation 3: Spanish Language Assessment for Latino Students New to the Country	We know that every year in Saint Paul Public Schools the WIDA English test is administered to all students with a home language other than English to determine the level of proficiency and the services they will receive in the schools. As part of the ongoing revision of the LCD Stipulation Guide, the Steering Committee found that this test is only available in English. Although the school district is out of compliance on this specific requirement, we are fully aware of the factors and variables involved, not only to stop the testing, but also what would take for the district to administer an additional test at a district-wide level. Therefore, we recommend the district to explore, develop and implement a pilot program where a Spanish test is administered to only Latino students who are new to the country.	In progress
Recommendation 4: Latino/Hispanic Curriculum and MN Standards Alignment –Social Studies K-5.	For a long time, we have known that the Latino Culture has to be embedded in the Social Studies curriculum but not exactly when or how this content had been taught to our children in the classroom. After reviewing the Implementation Guide and the LCD Stipulation, the Steering Committee found that neither document states clearly how to implement the Latino/Hispanic Culture curriculum to meet this requirement. With that in mind, we are asking the Social Studies Department to develop a detailed map that demonstrates alignment with the Social Studies Academic Standards of the Latino/Hispanic Culture curriculum for grades K-5. The Map will give the LCD Advisory Council and the Latino/Hispanic parents a clear vision of what, when and how this content is taught in the classroom.	In progress
Recommendation 5: Home Liaisons and Notices	We are asking the district, through collaboration between the Human Resources Department, the Office of Multilingual Learning, and the LCD Program to review the requirements pertaining to Chapter V. Parental Contact, B. Home Liaisons and Notices. Following these new guidelines will ensure that our parents can benefit from a helpful, balanced, and authentic process.	On going
Recommendation 5a: Meetings with Latino Consent Decree (LCD) staff	The LCD Parent Advisory Council would like the district, schools and departments to provide the opportunity for LCD staff to attend engagement meetings (3) at the district office during the upcoming school year 2015-16. This initiative was first implemented in 2013 with positive results.	Completed

### SECTION III: LCD ATTENDANCE SUMMARY REPORT 2015-2016

The 2015-2016 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.

<b>LCD PARENT ADVISORY COUNCIL (LCD PAC) OFFICIAL MEETINGS</b>			
	<b>DATE</b>	<b>PARTICIPANTS</b>	<b>CHILDREN</b>
LCD PAC	09/11/2015	11	6
LCD PAC	10/06/2015	11	6
LCD PAC	11/10/2015	11	11
LCD PAC	12/08/2015	11	6
LCD PAC	12/16/2015	11	6
LCD PAC	01/05/2016	11	11
LCD PAC	01/23/2106	11	1
LCD PAC	01/30/2016	11	1
LCD PAC	03/08/2016	11	8
LCD PAC	04/13/2016	11	5
LCD PAC	05/03/2106	11	11
<b>LCD DISTRICT WIDE MEETINGS</b>			
LCD District-Wide Kick-off	09/25/2015	25	23
Entrega de Libros del Consulado de Mexico	10/01/2015	64	15
LCD District-Wide Meeting: Special Ed Night	11/18/2015	10	
LCD Parent training	01/21/2016	25	16
LCD Parent Training	02/18/2016	CANCELLED	
LCD: MLL Family Night	03/02/2016	17	
<b>LCD CULTURAL EVENTS</b>			
Morelia's Chpir Concert	10/01/2015	75	
"Day of The Dead" Presentation	10/29/2015	60	
Latino Family Night	12/18/2105	287	
<b>LCD OUTREACH EVENTS</b>			
West Side Community Meeting	12/10/2015	95	37
5 de Mayo Parade	05/07/16	100+	
<b>LCD COMMUNITY PARTNESHIPS EVENT</b>			
Wilder Foundation Latino Leadership Program	04/13/2016-05/25/2016	23	21
<b>PARENT ACADEMY (Spanish Language ONLY)</b>			
2014-2015 Graduates (Fall and Spring)		83	
<b>LCD/SPPS CEREMONY</b>			
2015 Latino Senior Recognition	06/04/2016	290	
	Sub Total	1275	194
	<b>TOTAL</b>		<b>1469</b>

## 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 and Programs

- Early Childhood Family Education ECFE
- Office of College and Career Readiness
- Office of Family Engagement & Community Partnerships
- Office of Multilingual Learning (MLL)
- Multicultural Resource Center (MRC)
- Parent Academy Program
- Research, Evaluation and Assessment
- Student Placement Center
- Social Studies Department

### Organizations

- Amherst H. Wilder Foundation  
*Latino Leadership Program*
- Consulate of Mexico in Saint Paul

# Saint Paul Public Schools Latino Consent Decree (LCD) Program

2015-16 Latino Consent Decree Parent Advisory  
Council Annual Report & Recommendations



# Background

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

# Legal basis

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

# Our District Goals

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



# 2015-16

## RECOMMENDATIONS



# Recommendation 1

## 1. LCD Annual Training for Staff

### Professional Development

- Provide professional development for all school staff directly responsible for providing services to LCD/EL eligible students.
  - By November 30<sup>th</sup>, training will be provided for all LCD staff.
  - By September 15<sup>th</sup>, school administrators will be briefed on program requirements.
  - Work in collaboration with the Office of Teaching and Learning and the Office of Leadership.

# Recommendation 2

## 2. Bilingual Content Support & Schedules

Schools with LCD Educational Assistants

- Meet LCD requirements regarding bilingual content support in the classroom.
- Review and align classroom schedules.
  - LCD EAs keep individual records of the number of LCD students served and time spent in each subject area
- Early fall/opening week
  - Schools review LCD eligible list and create schedules

8



# Recommendation 3

## Student Plan (SP-LCD)

### Pilot Project

- All LCD eligible students must have an individual development plan (SP-LCD)
  - Explore, develop, and implement a pilot project
  - Work in collaboration with two school sites
  - Evaluate the response from Latino parents to this pilot project prior to SPPS implementing this requirement district-wide

# Recommendation 4

## Parent Engagement

Community-based organizations and district programs

- Amherst H. Wilder Foundation
  - Latino Leadership Program
- Parent Academy Program
  - Align its curriculum and services to the LCD Parent Program
- MLL Parent Night
  - EL services
  - Title III requirements

# Next Steps

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

# Questions?



## **Hmong Parent Advisory Council (HPAC) End of the Year Report 2015-16**

Pakou Xiong, HPAC Co-Chair  
Harding High School  
Wheelock ECFE

Jim Vue, HPAC Co-Chair  
Nokomis Montessori Magnet School  
Dayton's Bluff ECFE

See Lee Vue, Secretary  
Jackson Preparatory Elementary School  
Roosevelt Homes ECFE

Sai Thao, Treasurer  
Nokomis Montessori Magnet School  
Dayton's Bluff ECFE

Cher Her, DPAC Representative  
Phalen Lake Hmong Studies Magnet

Juh Fang, Council Member  
Farnsworth Aerospace Pre K-8

Youa Thao, Council Member  
Frost Lake Elementary School  
Parkway Montessori & Community Middle School

May Yang, Council Member  
Nokomis Montessori Magnet School



## **What is HPAC?**

We are Hmong parents of Saint Paul Public Schools. According to enrollment data based on home language for 2015-16, our students comprise of 20% of the total student population. At every level of Saint Paul Public Schools, we are impacted by the decisions made by the Saint Paul Public Schools Board of Education.

### **Vision**

To develop and implement equitable practices for and with our students, their families, district leaders and community members (Policy 101.00 Racial Equity)

### **Mission**

To advance parent partnership with Saint Paul Public Schools in the design and evaluation of district curriculum, policy and research (Policy 615.00 Family Involvement)

## **What does HPAC accomplish?**

We cultivate sustaining partnerships between Hmong parents, Hmong students, educators and district leaders in Saint Paul Public Schools in order to maintain a progressive outlook that identifies the needs of Hmong people in Saint Paul Public Schools.

## **HPAC**

### **End of Year Summary Report 2015-16**

In alignment with our vision and mission, we highlighted the following accomplishments with our partners followed by their testimony for the past academic school year.

- We have built a deeper partnership with the Office of Family Engagement as we navigated challenges resulting from the turnover of the Hmong Cultural Specialist position
  - **“HPAC continues to disprove the myth of non-involvement in parent leadership with their child’s education.”** OFE member
  - In effect, HPAC has changed the dominant perspective that Hmong parents do not involve themselves in their children’s education for the better.

- We have established a profound partnership with the Office of Equity by designing and implementing a parent focused Beyond Diversity at Mississippi Creative Arts Elementary
  - **“Culture plays a huge role in the education of our children. But it does not align with the school system.”** Hmong parent at the HPAC district wide meeting at Jackson Elementary on racial equity
  - In other words, Hmong culture is the framework by which our students learn. However, Hmong culture is not seen as a critical form of pedagogy in mainstream instruction.
- We have reached an understanding with the Asian Affinity Group in Saint Paul Public Schools that more strategic research is essential to identify the needs of Hmong students and Hmong parents
  - **“We have data on the impact of race and invisibility with Asian students, but we haven’t gathered any data of this impact on Asian parents.”** AAG member
  - To put it another way, combined research with students and parents are essential in order to identify the comprehensive impact of race and invisibility in Saint Paul Public Schools.
- We have designed parent leadership training with Laura LeBlanc and Full Thought by shaping new recommendations that honor the work of HPAC and all its partners
  - **“HPAC parent leadership reflects a widely held perspective on Saint Paul Public Schools’ success and challenges. They feel the district holds up both racial equity and parent involvement, yet they are confused when neither of these values are lived.”** Laura LeBlanc of Full Thought
  - As a result, the recommendations embody the work that is to be done in order to achieve the promise of equity.
- We organized the annual Hmong District Wide New Year held at Battle Creek Middle School. Over 300 attendees not only celebrated Hmong culture, but witnessed the combined work of HPAC, Office of Family Engagement, Battle Creek Middle School teachers and students and performers from connected Hmong pathway schools.
  - **“Participation of this Hmong New Year helped me identify myself as a Hmong person by learning more about my culture and traditions and**

**I think it was important because many people have forgotten.”** Battle Creek Hmong student

- **“The presence of the Hmong Parent Advisory Council reinforced and strengthened the Hmong Language and Culture Program currently offered at Battle Creek Middle School.”** Principle Ty Thompson at Battle Creek Middle School
- The performers must either speak in Hmong or wear Hmong clothing. This event was a great example of pedagogy situated in Hmong culture where not only Hmong students, but all students learned valuable lessons.
- We organized the annual Hmong Senior Recognition event held at Harding High School for 100 students and their families. Not only did the event recognize their accomplishments, but reflected the combined work of Hmong student leaders from Harding Hmong Club, Koom Tes students at Washington High School, HPAC and Office of Family Engagement.
  - **“Student partnership in organizing this event was critical and proved to be the core of the event’s success.”** HPAC council member
  - **“HPAC has done a great job recognizing our students. This is what I would like to see more of.”** Hmong parent at the event
  - This event was a great example of using the collective voice of Hmong leaders in Saint Paul Public Schools to ensure that the success of Hmong students do not go unnoticed.

### **Recommendation Orientation**

As a result of HPAC’s work and in alignment with our vision and mission, we have identified the following recommendations for implementation.

#### **Recommendation #1**

- HPAC recommends that there be established an Ethnic Studies Department that develops, delivers and evaluates culturally responsive curriculum that meets the state standards. In this way, not only Hmong students, but *all* students will benefit from learning history, culture and contributions that reflect their community and schools.
  - A student from SEAB (Student Engagement and Advancement Board) who presented to the Board of Education in May in regards to the improvement of school climate said “The solution to our school climate problem isn’t police. It’s perspective.”

- In other words, HPAC sees a clear connection between curriculum that does not reflect Hmong culture and history which then produces an environment that does not welcome our students or make them feel safe, and that over time produces their very sense of invisibility.
- For example, in connection with this recommendation, HPAC would like to bring to light a recent event with a Hmong student at her graduation named Chandra Her. The student wanted to wear a stole that represented Hmong culture. However, she was asked to take it off for the reason that it was not academically earned. Needless to say, she felt devastated.
- This is a recent example of Hmong culture and history being predominantly absent in curriculum in Saint Paul Public Schools. For this reason, Hmong students struggle in the conditions of the current school climate.
- The establishment of an Ethnic Studies Department and the continual development and advancement of this particular core of curriculum has the potential to be this perspective.

## **Recommendation #2**

- HPAC recommends that the Superintendent develop procedures in which the Office of Research, Evaluations and Assessment partner with Hmong students, Hmong parents, and researchers in the community such as local universities to develop, deliver and evaluate research questions that address the connection between curriculum, invisibility and achievement.
  - In this way, *all* students and parents have a pathway of engagement to help frame research based on their needs.
  - That through research and data, the connection between Hmong students, Hmong parents, their absence in current curriculum, the invisibility they feel and the achievement gap that results can be adequately addressed.
  - HPAC sees the need to play an essential role in research based approaches that create a sustainable change that positively impacts Hmong students and Hmong parents.

### Recommendation #3

- HPAC recommends to deepen our work with the Office of Family Engagement and partner to form conditions and criteria that are within reason to impact the hiring of the most qualified Hmong Cultural Specialist.
  - In this way, not only HPAC, but *all* parent advisory councils in the Office of Family Engagement have a transparent pathway in influencing the selection of the most qualified candidate for their liaison or cultural specialist position in the event of a position transition.
  - HPAC sees a clear connection between our participation in this hiring, the overall impact the position has on our work, and the opportunity to build involvement capacity between parents, the Office of Family Engagement and Saint Paul Public Schools district in general.

## Hmong Parent Advisory Council Next Steps for 2016-2017 Recommendations

To truly have a strong partnership and collaboration with Saint Paul Public Schools and to continue to build strong relationships with Hmong families, HPAC asks the Board of Education for its commitment to proceed together. We suggest the following next step action.

- Partner with Board Administrator Koahly Her to schedule appropriate meet times with the Board of Education prior by the end of July 2016 to discuss the development, delivery and evaluation of the recommendations.
- [ *Pakou will synthesize report and recommendations and reiterate how critical this work is.* ]
- I (Jim Vue) would like to thank all the students and parents, district leaders and educators in Saint Paul Public Schools, the Board of Education and especially the Office of Family Engagement in giving HPAC the opportunity to do this important work.

# Policy Update

Committee of the Board Meeting  
June 14, 2016

# Student Surveys (PPRA)

---

- ▶ Will be presented for second reading with three minor edits at June Board meeting
- ▶ Rationale:
  - ▶ According to Pupil Protection Rights Act (PPRA) federal statute districts must have policies about how parents are given notice of student surveys about specific topics.
- ▶ Summary
  - ▶ Parents will be notified prior to a student being administered a survey with specific question topics
  - ▶ District will notify parents of these rights



# Use of Social Media

---

- ▶ Propose a new policy be developed
- ▶ Rationale
  - ▶ Provide SPPS staff with District expectations for appropriate use of social media
- ▶ Summary
  - ▶ Employees will be held responsible for things communicated by them on social media.
  - ▶ The district may take action when professional or personal use of social media impedes an employee's ability to do their job.
  - ▶ Only district-approved sites can claim to be representing schools or programs





# Use of Social Media Next Steps

---

## ▶ Outreach

- ▶ Discussed with SPFT leadership
- ▶ Reviewed at Teacher PIC meeting
- ▶ Will review with other leaders from bargaining units

## ▶ Propose first reading at June Board meeting

- ▶ Adoption in time for professional development by start of next school year

# Other Policies on the Agenda

---

## ▶ Student Discipline

- ▶ Propose update to current policy
- ▶ Next steps
  - ▶ The Policy Work Group has decided to postpone the update to the policy to allow for greater student engagement
  - ▶ Students, school administrators, school staff, and others will be engaged in process in Fall 2016
  - ▶ Tentative timing for first reading is early 2017

## ▶ Inclusion of SEAB in policy

- ▶ Propose amendment of existing or new section 200 policy
- ▶ Propose first reading at July Board meeting

---

# Questions?

69

SPPS Policy Manual

*<http://boe.spps.org/policymanual>*



Adopted:  
Revised:

## **4XX.XX USE OF SOCIAL MEDIA**

### **I. PURPOSE**

Saint Paul Public Schools (District) recognizes that social media can be a powerful tool for enhancing learning and communication. The purpose of this policy is to address professional and personal use of social media by District employees.

### **II. DEFINITIONS**

- A. Social media: Includes, but is not limited to, online media such as: websites, web logs (blogs) wikis, online forums, podcasts, and social networks.
- B. Employees: Any staff person of the District, as well as any agent, independent contractor, or other person engaging in work for the District
- C. Work time: Includes any time for which the employee is being compensated by the District.

### **III. GENERAL STATEMENT OF POLICY**

- A. When engaging with social media, whether for professional or personal use, District employees are advised to be respectful and maintain the highest standards of professionalism and ethical conduct.
- B. When referring to the District, its schools, students, employees, communities, programs, and activities on any social media networks, employees shall not use obscene, profane, or vulgar language or images in communications or conduct that is threatening, harassing, libelous, or defamatory, or that discusses or encourages any illegal activity or inappropriate use of illegal drugs, sexual behavior, harassment, or bullying. Employees must adhere to District *Guidelines for Social Media Use*.
- C. An employee is responsible for any content communicated by them on social media.
- D. When employees engage in social media sites that represent students, families, or groups within the District, they do so as employees of the district. Employees are advised to maintain appropriate boundaries at all times and must follow the requirements for mandated reporting.

### **IV. WORK-RELATED USE OF SOCIAL MEDIA**

- A. The Superintendent is authorized to establish public online social media accounts on behalf of the District, its departments, schools, official activities or programs for the purposes of informing the public generally and specifically regarding District messages.

- B. Only those public online social media accounts approved by the Superintendent or Superintendent's designee may use the District name, or name of any of its schools or departments, its mascots or team names, or otherwise present an image in words or visual images that purports to identify the social media account with Saint Paul Public Schools, its schools, departments, activities, or programs.
- C. The Superintendent, or Superintendent's designee, may authorize establishment and use of public online social media accounts by teachers for educational uses for their classes.

**V. PERSONAL USE OF SOCIAL MEDIA**

- A. Employees may not use social media for personal use during work time.
- B. The decision of whether or not to use social media for personal use, outside of work hours, is left to the discretion of the individual District employee.
- C. The District may take appropriate action when it becomes aware of, or reasonably suspects, conduct or communication on social media that adversely affects the workplace, impedes their ability to do their job, or violates professional codes of ethics or other laws.

**VI. ACCOUNTABILITY**

- A. While the District does not affirmatively monitor employee use of social media, it may view and monitor an employee's social media activity at any time and without prior consent.
- B. Employees who violate provisions of this policy are subject to consequences, including termination.

***Legal References:***

Minnesota Administrative Rule 8710.2100 Code of Ethics for Minnesota Teachers

***Cross References:***

415.00, Harassment, Violence and Other Offensive Behavior

501.00, Hazing Prohibition

505.00, Bullying Prohibition

520.00, Technology Usage and Safety

## 620.00 STUDENT SURVEYS

### I. PURPOSE

Occasionally the school district utilizes surveys to obtain student opinions and information about students. The purpose of this policy is to establish the parameters of information that may be sought in student surveys.

### II. DEFINITION

A survey is a method for collecting data, information, and opinions as reported by individuals students about specific topics. Surveys can include, but are not limited to, paper and digital questionnaires, interviews, evaluations, and focus groups.

### III. CONDUCTING STUDENT SURVEYS

- A. All instructional materials, including teacher's manuals, multimedia, or other supplementary material, which will be used in connection with any survey or evaluation, as well as any third party surveys will be available for inspection by a student's parent or guardian.
- B. ~~Upon request, third party surveys will be available for inspection by a student's parent or guardian before the survey is administered to the student.~~ Upon request, a student's parent or guardian may inspect a third party survey before the survey is administered to the student.
- C. The District may choose not to approve any survey that seeks probing personal and/or sensitive information that could result in identifying the survey participant, or is discriminatory in nature based on age, race, color, sex, socio economic status, sexual orientation, gender identity or expression, disability, religion, or national origin.
- C. No student will be required to participate in a survey that includes questions that reveal any information concerning the topics listed below, without prior written consent of the student's parent or guardian. The student may provide written consent if they are 18 years old or older or an emancipated minor.

Furthermore, optional surveys containing questions concerning the topics listed below will not be administered to any student unless the parent or guardian of the student is notified in writing that such survey is to be administered and the parent or guardian of the student is given the

opportunity to opt out of the survey.

The topics are limited to the following:


1. Political affiliations or beliefs of the student or the student's parent;
2. Mental and psychological problems of the student or the student's family;
3. Sex behavior or attitudes;
4. Illegal, antisocial, self-incriminating, or demeaning behavior;
5. Critical appraisals of individuals with whom the student has close family relationships;
6. Legally recognized privileged or similar relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or the student's parent; or
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

D. Even for surveys ~~Although the survey is~~ conducted anonymously, potential exists for personally identifiable information to be provided in response to a survey. To the extent that personally identifiable information of a student is contained in his or her responses to a survey, the District will take appropriate steps to ensure the data is protected in accordance with state and federal law.

E. The school district shall give parents and students notice of their rights under this policy.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
20 U.S.C. 1232g (Family Educational Rights and Privacy Act)  
20 U.S.C. 1232h (Protection of Pupil Rights)  
34 C.F.R. Part 99 (Family Educational Rights and Privacy Act Regulations)

**Cross References:** Policy 618.00 - Research

2016-2017 Budget Worksheet				
Enter Program 		010	Board of Education	
		Program Administrator	Jon Schumacher	
		Accounting Support	Marie Schrul - 767-8275	
PROGRAM MISSION:			PROGRAM DESCRIPTION:	
The Board's mission statement captures the focus of the District's efforts as follows: provide a premiere education for all, with long-range goals for: o High achievement o Meaningful connections o A respectful environment o High achievement			The seven-member Board of Education is the governing body of the Saint Paul Public Schools.  The Board of Education establishes the vision, mission and policies of the school district and supervises implementation of its policies by the Superintendent. The Board evaluates the performance of the Superintendent and complies with state and federal mandates related to educational policy. The Board is responsible for meeting statutory obligations and limitations in the areas of elections, purchasing, financial controls, meeting notices, restrictions on data privacy and freedom of information.	



A6331 - Solid waste svc		0		0
A6332 - Water and sewer svc		0		0
A6340 - Insurance		0		0
A6350 - Repair/maint svc		0		0
A6358 - Foreign Lang Interpreter <25K		0		0
A6360 - Transp contracts		0		0
A6365 - Transportation Cost Allocation		0		0
A6366 - Travel/conv/conf		3,546		13,683
A6369 - Entry Fees/Stdnt Travel Allow		0		0
A6370 - Op lease/rental		0		0
A6381 - Medicaid Reimbursed Equipment		0		0
A6390 - Tuition to MN dist		0		0
A6393 - Sp Ed and TRD Contracted Svcs		0		0
A6398 - Intdpt misc svc		0		0
A6401 - Non-inst matl		2,500		2,500
A6402 - Portable and Attractive-Noninst		0		0
A6406 - Furniture		0		0
A6430 - Non-ind inst matl		0		0
A6432 - Portable and Attractive-Instruct		0		0
A6433 - Ind inst matl		0		0
A6440 - Fuels		0		0
A6442 - Vehicle Fuel		0		0
A6460 - Textbook/workbook		0		0
A6461 - Standardized tests		0		0
A6490 - Food		0		0
A6510 - Site/Grounds Acq-Cap		0		0
A6520 - Building Acq/Const-Cap		0		0
A6530 - Equipment		0		0
A6535 - Capital Leases		0		0
A6545 - Indtdpt op cap		0		0
A6548 - Transp vehicles		0		0
A6550 - Other vehicles		0		0
A6555 - Technology equip		0		0
A6556 - Tchnlgy Equip-Direct Inst SPED		0		0
A6589 - Lease Transactns/Installmt Sls		0		0
A6820 - Dues and membership		79,000		79,000
A6825 - Non-Instr Computer Software/Li		0		0
A6895 - Fed/nnpub ind cost		0		0
A6896 - Taxes and Special Assessments		0		0
A6898 - Assessment		0		0
A6899 - Misc expenditures		0		0
A6999 - Contingency		0		0
	8.80	845,128	7.80	707,925

Prgram Notes to Finance Office: