

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
December 4, 2018**

PRESENT: Board of Education: S. Marchese, J. Schumacher, J. Brodrick, M. Vanderwert, M. Xiong, Z. Ellis

J. Foster was absent due to an out-of-town event.

SEAB: C. Vang

Staff: S. Gray Akyea, C. Long, C. Baker, J. Turner, L. Sayles-Adams, J. Wollenzien, M. Yackley, A. Collins, J. Engen, B. Richter, S. Carlstrom, J. Willians, L. Erickson, K. Cordes-Sween, T. Parent, M. Throop, M. Hoerth, T. Battle, H. Kilgore, Superintendent Gothard, J. Jonassen, M. Schrul, J. Kelly, I. Primer, M. Sáenz

Other: K. McCauley, E. Scott, T. Lonetree, J. Verges, Z. Ellis, J. Kopp, E. Jacobson, P. Perez, C. Perez, B. Shelby, M. Steigauf, S. Huge, A. Rcos

I. CALL TO ORDER

The meeting was called to order at 4:32 p.m.

II. AGENDA

A. Superintendent's Announcements

Superintendent Gothard began the meeting with thanking the members of the Board for their time at the MSBA delegate assembly and the approval process for moving resolutions forward. In following on social media, there was good collaboration around matters that are meaningful and moving forward to working with new legislative administrators in the beginning of the year. He thanked them for their time on Saturday and making sure our voice was in the work.

B. SEAB Report

SEAB Member Cheng then provided a recap on the work of SEAB. There are three main projects this year, with Ethnic Studies being one of them. The definition of ethnic studies is the learning of one's culture or another. Not only is it culture, history, and language, but the essence and origin of itself and oneself. SEAB believes ethnic studies play a huge role in identity, but also to become awoken to who they are and the world around them. The model group has done research on other ethnic studies outside of Minnesota. In LA there is a school that has an ethnic studies, but they use language classes as a getaway for ethnic studies. Oregon Governor Kate Brown in June 2017 signed the ethnic studies legislation, House Bill 2845, which is where all Oregon k-12 schools must incorporate ethnic studies into the main curriculum. It must be implemented in 2021. Indiana Governor Eric Holcomb signed legislation that requires all Indiana high schools to offer an ethnic studies course every year starting 2017. Other states are starting to incorporate ethnic studies as collected by the model group. The publicity group has been figuring ways to bring awareness to ethnic studies in SPPS, but to also interact with students. SEAB students have done interviews with district staff and curriculum staff. Today SEAB is also doing more interview with staff. SEAB plans to present in February at the COB or BOE.

C. Enrollment Report

Superintendent Gothard then introduced Dr. Stacey Gray Akyea, Director of Research, Evaluation, and Assessment, to provide the School Year 2018-2019 Enrollment Overview, with District data such as grades, race/ethnic, English Language Learners, students receiving Specialized Services, and Pre-K; focus areas of continuation and alternative enrollment; and a summary of uptrends and horizontal/downtrends.

How Many Students Are Enrolled?

- SPPS total enrollment for school year 2018-2019 is 38,872 PK-12 students.
- SPPS state-funded enrollment for school year 2018-19 is 36,871 PK-12 students; a decrease of 314 students from state-funded enrollment for SY2017-18.
- SPPS state-funded enrollment (excluding PK), 36,439, is 340 students below the projected enrollment of 36,779.

Trend: State-Funded Enrollment Over Time

- A bar graph of enrollment figures throughout the years was shown.
- Four years of incremental declines, with 37,605 in 2015-16, 37,040 in 2016-17, 37,186 in 2017-18, and 36,872 in 2018-19 (SY2018-19 enrollment data is preliminary until finalized by Minnesota Department of Education.)

Grades: School Year 2018-2019

- ECSE 885
- VPK 433
- K 3,122
- 1 2,910
- 2 2,854
- 3 2,739
- 4 2,796
- 5 2,844
- 6 2,479
- 7 2,450
- 8 2,396
- 9 2,713
- 10 2,709
- 11 2,564
- 12 2,978

Student Groups: Unchanged Percentages from SY17-18

- Students of Color
 - 79%
 - Steady and incremental increases since SY2002-03
- Students Receiving Special Education Services
 - 16%
 - Small changes in percentages since 2011-12 peak of 18%
 - Large ranges across schools
- English Language Learners
 - 31%
 - Small changes since 2011-12 peak of 36%
 - Large ranges across schools

Continuation

- Continuation is the percentage of students who return to the district or school from the previous school year. Overall, it is 86%, and slightly lower for students returning to same school at 69%.

- A chart of Pre-K, Grade 5, and Grade 8 of students continuing in SPPS and Out of District Students was shown.
- Continuation at transitional grades above 70%
- Continuation from grades 8 to 9 remain the highest of transitional grades
- Historical PreK to K continuation rates are very high at the district level; particularly for EC students in PreK classrooms and full day PreK; above 80%. Trend suggest approximately 80% of last year's PreK is currently in K.

Enrollment Alternatives to SPPS: During School Year 17-18

- 62% school-aged resident children attended SPPS
- 19% school-aged resident children attended a charter schools
- 13% school-aged resident children attended a non-public school
- 6% school-aged resident children attended a neighboring district school via open enrollment, and
- 1% school-aged resident children attended other schools
- 1300 students open enrolled into SPPS from neighboring school districts

Summary: Uptrends

- Lower grade enrollments larger than projected
 - K is the largest grade; over 3,000 students
- Continuation from grade 8 to 9
 - Continuation from grades 8 to 9 remain the highest of the transition grades
- PreK expansion
 - Historical PreK to K continuation rates are very high at the district level; particularly for EC students in PK classrooms and full day PreK; above 80%.

Summary: Horizontal/Downtrends

- Declining overall enrollment
 - Seven of the last ten years saw declines
- Alternative enrollment
 - Charter, non-public and other district enrollment of school-aged resident students comprises a sizeable percentage of school-aged resident children.
 - Alternative enrollment outside of SPPS is not mitigated by the number of students enrolling in SPPS from out of district.

QUESTIONS/DISCUSSION:

- For the alternative school enrollment, it would be interesting to see a similar graph of how that has grown, as well as how it's trending and where, and breakdown by race and ethnicity to see which communities are choosing alternatives, and how that is impacting our enrollment. Response: We've been looking at who is enrolling in alternatives, and preliminarily it is our Asian families, East African families, Black families, Hispanic families, and we have found that students who received FRL and happening in elementary schools and less likely in secondary schools. They may transition out of the district and then come back in 9th grade. That may change with charters now extending to secondary grade levels.
- For the data who are coming back post-10/31 and what does that look like? Are families re-enrolling post-10/31? It will be interesting to look at that in comparison to our current numbers.
- Are there any patterns we see among our schools in terms of year over year in certain buildings that seem to have decreased, or buildings that have declining enrollment, trends by area or building type? It would be helpful to get a sense of the district overall, but also 70 different schools where it plays out. Some might be full, and some might not be as full. Response: There has not been an exhaustive analysis at the site level yet. There are three things that are involved though, which are the impact of district decisions and policies that impact schools tremendously. To the extent that they can fill is somewhat of a distinct situation and the limitations on schools on class size or staffing; the extent to which they are language academies or specialized service program; all those things put parameters on a school's enrollment could be impacted. The second thing is that families that are enrolling back in

the district for Grade 9 are interested in and attracted to on the West Side are Central and Como, and on the East Side is Harding.

- Are there any schools with waiting lists? Response: There are a host of programs at the PreK level that have wait lists at every site, and Capital Hill Middle and Highland Middle have students on the wait list; there are programmatic waiting lists at different grades in the high schools.
- This report has good news and bad news. Wondering if there is a correlation between enrollment and budget cuts? Are families leaving because they hear about cuts? Response: We have begun to do analysis in choice and families, and from the analysis so far, that doesn't seem to be a reason that families are leaving, particularly with families that received FRL and families of color. It seems to be something else. Although there are cuts, families that come back, the extent to which we have so many choice and offerings still, even though we have cut, still tends to outweigh their other alternatives. That appears to be a factor in 9th grade. There are several complexities embed in that and depends on who is doing the examination. The bubble of kindergartners is encouraging.
- It would be helpful to hear about ways the District is going to address the market share competitiveness and the current thinking of Administration from this information and to address the decline. This isn't a situation that we want to continuously see in the long-term, and how are we going to address that? Response: With our kindergarten numbers, that shows our demonstrated commitment to early childhood is a great thing for our community. It allows our families to experience our schools and develop relationships and see the affinities in our staff and leaders. Our middle schools deserve to have a model to promote and support the great work that needs to be done in those developmental years and the strategic plan will address the middle school model and ways to build capacity. Also, the Crosswinds factor will open new capacity on the East Side for a comprehensive, E-STEM magnet and open other opportunities for students, as well in the comprehensive neighborhood schools, and fill in middle schools to continue in 9th-12th grades. In college and career pathways, we will work with communities in new ways and build excitement to show our families that SPPS is worth staying and to not take a detour or leave; they will be able to find everything they need in SPPS. It's not only about enrollment, but also to do great work for our students and ensure they are doing great work, and we are providing the support and structure for enrollment to build and grow in those ways.
- Director Vanderwert noted that in 5th grade, kids are developmentally starting to act different, and parent support or education could help families. If parents see SPPS as the support system and source for information for changes, it could be helpful in keeping families in SPPS. That support is so critically important, and some schools have been able to build continuity and consistency. We may want to consider Middle School Family Education in addition to Early Childhood Family Education.
- With the 300-some student decrease, are those largely middle school or spread throughout? Are our high schools at capacity? Is there capacity that we have at the high school level if we start to fill up, and what does that trend look like? Response: For those students, we will check by grade. For the high school capacity, the schedule is driven by graduation requirements and electives, and areas of passion. It is finding that balance to offer grade levels, and able to afford the sustainability, and keep classes at a rate to sustain and support those offerings.
- Director Marchese requested to see capacity in grades compared to where we are in each grade, including at, near and below capacity based on the current staffing. Also, by building and what is our capacity and where are we at in each of our buildings.
- How do we account for PSEO students? Response: They are counted as SPPS students. We are still receiving that funding in our headcount.
- It was also noted that in thinking about the future and that charter schools will be bringing secondary programs on line, and to the extent to which they become alternatives to our high schools. We don't want to see students in our middle schools and then transfer to those charter schools for high school. What is the capacity we have at the high school level, and if those programs are successful, people will stay in SPPS. With other reports on enrollment, there are recommendations that we can look at in a holistic way to address where we are in the marketplace of schools in a more comprehensive way. The middle school numbers and programming will influence that gap. If there is an unevenness in our system, there are opportunities there as well. Response: That will be a topic of additional, ongoing information. Our Select SPPS effort with SPFE is not a one-and-done type event; it did create some attention throughout the community, and it is those types of efforts that needs to continue. We also

need to be strategic to get enrollment up in those schools. The baseline underway allows us to use data to be strategic with the enrollment plan.

- It's also important to think about how do we find information from families that are leaving the district and a systematic way of gathering that data and surveying those families, and integrating that data back into our planning process. We should want to have that information to use it. Response: A number of districts do that in different ways, and it will be worth investigating what is right for SPPS.
- For that 11th grade drop, are those students leaving? Are they dropping out? Are families making other choices? Response: Currently the principals are trying to get students who have left and with programs to prevent dropouts, including Gateway to College. It is a one-year anomaly. Part of the attraction in the other grades is that they leave and then come back. We are working with REA to determine if they have returned because we have so much to offer and different specialty programs and academies. We also offer other specialties, such as JROTC. The key is to see if they come back.
- For the Gateway programs, those number are included? Response: Yes.
- One way to look at the 11th grade is that it is closer to the 10th grade. The 12th grade also represents the students that are continuing, and we do have 5-year, 6-year, and 7-year graduates, and as long as they stay in the district, they are counted in these enrollment numbers.

D. Policy Update

Superintendent Gothard then introduced Cedrick Baker, Chief of Staff, to provide the Policy Update. Chief Baker noted the dedicated efforts of the Policy Work Group and their willingness to meet before the Thanksgiving holiday. He also recognized Jada Wollenzien and Jamie Jonassen for their work in policy.

Bullying Prohibition – Policy 505.00

- Revision of the policy
- Policy changes reflect requirements of state statute:
 - Updated definitions
 - Updates to Prohibition section
 - Added three new sections
 - Investigations
 - Responses
 - Publication, information, and training
- Work group recommendation: advance to three-reading process

Drug and Alcohol Testing – Policy 416.00

- New policy that will provide authority so that SPPS may require all employees and/or job applicants to submit to drug and alcohol testing
- Reason for new policy:
 - Liability and safety issue
 - Concerns being identified that employees were under the influence of drugs or alcohol at work but there is no current mechanism (for any employees other than drivers) to rule out or confirm
- Policy covers:
 - Definitions related to drug and alcohol testing
 - Drug and alcohol testing for employees that are already federally mandated to do so (i.e. school bus drivers)
 - Drug and alcohol testing for other employees
- Work group recommendation: advance to three-reading process

QUESTIONS/DISCUSSION:

- With the proposed drug policy, there was a part about non-prescribed and prescribed medical cannabis. In 2c, it talks about not being on non-prescribed drugs, but even medically prescribed cannabis cannot be used as an employee. It seems that there are some cases that are medically prescribed and legal, how does that have an impact to employees and why is that different from other drugs? Response:

This is balancing act. Cannabis isn't permitted under federal law, and the testing of bus drivers come from federal law. It's a balancing act of protecting students and employees.

- Minnesota has legally said that people can treat with certain types of medically prescribed cannabis. Will we run into problems of discrimination on legally prescribed drugs? Response: there are provisions to if an employee has a prescription for a certain drug and certification from the provider stating that it will not affect their ability to perform a certain task, and that will be permitted.
- In talking about employees in the drug testing policy. For subcontractors, vendors, and drivers, do they fall under the federal testing requirements as well? Response: Yes, they do – anything dealing with commercial driver's licenses.
- A board member also noted that there are specific question from an employee's point of view as well. Will we be looking at testing all applicants or just some? How will that determination be made? What are the cost associated? Will it be random testing for all or just some? If just some, how will that determination be made? What job titles are considered safety sensitive? If we are moving forward with this, we need to ensure we are doing outreach and advertising of what we are doing. We need to think about the bargaining units and negotiations as well. We need to proceed with a real sense of respect toward the people that it will affect. We do not want employees on the job under the influence of any type of mind-altering substance, both for the safety of our kids and our staff. This should a policy protecting the integrity of SPPS and the safety of students, and a protection and respect to help employees. He noted that he was not ready to move on this one at this time because we have not had this policy in the past, and that it should spend more time in the Policy Work Group.
- The procedure for this policy will also be important. Employees work in procedure. What's the procedure and how does it affect a person if they are accused, or are we looking at a policy of testing everyone that is hired? Will there be random drug testing? What does that entail? Response: It was noted that this policy deals with the safety of students and employees, and that is how it came before us. There will be stakeholder group engagement with unions to provide insight to the procedure and feedback that will be helpful in the process. Also, we currently do not have a mechanism to deal with the issue of an employee under the influence and how to deal with that issue. For random testing, and the process and how we go forward. This would not be a judgement sample. If there is employee assumption and agreement within the procedure and working with others outside the district and staff on those procedures. Our goal is to work with stakeholders. In other instances, the supervisor may need to make the call to move forward for the safety of students and staff.
 - For the job applicants, that will be part of the procedure, and will be worked out through the three reading process.
- It was also noted that the Policy Work Group spent a lot of time discussing scenarios where it seems an employee may be on the job and something is wrong, and what do we do? It will be important in the procedure for those to be handling the situation, it will be important for that supervisor to talk to the person involved. This is where the procedure is so important, and this policy precedes the policy. We will need to be careful that we are not accusing, but are concerned about that person's safety and this will need to be set within the procedure. We need to be set Response: Yes – reasonable suspicion and the process of testing is included, and the protocol in training staff members, what that looking like, professional training, and currently we do not have a mechanism to deal with those situations in the best way.
- It was noted that it seems like there are pieces that are missing, in talking HR, Legal, building staff, unions. Not sure how they all align and ready to go to the reading process yet. There is federal language here. It's understood that we currently do not have a mechanism, but we cannot create a policy if we are not for sure in this is what we are going to do to follow this policy. Before we institute this policy, these are the things that we need to know are already done. Response: The Legal team has added input within the realm of submitting this for policy. We have said we will definitely work with stakeholders that will be affected and do this concurrently in this process to move forward in that direction. We can provide suggestions and specifics around procedures on specifically those types of things and reactions. Right now this policy is not in place. If something happens where an employee is thought to be under the influence and is, the only action we have is to send them home. We feel this policy allows us to support that person, and we also talked about supporting that person and help they need. Knowing there's a problem, there may be resources to connect that employee to in order to get them the help we need. We can provide more insight to the procedure to clear up those questions.

- For bus drivers and CDL, this is already happening as required by federal law. That is about pages 2-15; that language after will be new.
- Is there a sense of urgency? Response: Yes, we have heard from supervisors and other employees to move on this as soon as possible. We could perhaps move forward and it would be February before the final reading. We could monitor the progress and answer those questions, and could pull it before the third reading or hold off. Is there an appetite to concurrently work with the stakeholders and get insight into the process, while at the same time, provide insight to build out the procedure and react to it and thinking how it would go forward.
- Within this policy, is there a statement that commits we will be working with stakeholders to bring them to the table to discuss? Response: In this statement right now there is not. There are meetings currently scheduled to work with stakeholders and unions.
 - What if we proposed to add a statement to commit that our discussion and to create procedures will continually include stakeholders from unions to district staff to Legal? Response: We will be working with unions and staff throughout the next three months to gain their input into this proposed policy. We have meetings currently scheduled regarding this proposed policy, and to have discussions with those unions, and the timeframe will be determined by the next steps. Information will be sent out to our unions to have discussions with them and gain their insights and answer questions for those bargaining units as we move forward with the policy and procedure.
- Another board member noted that he is not sold on this policy yet in that the Board determines policy. He is not certain that we have the basis yet. He encouraged Administration to look into how a policy such as this happened in other governmental entities that are dealing with these same issues, and the standards held to drug testing, circumstances, and discretion. He would like to be clear to ensure we comply with existing state and federal law, and supported by the best practices for school districts and the ways to approach this. This proposed policy does not seem solid enough and we should wait for implementation, and will be smart to have conversations with bargaining units and invite them as early as possible into the process, and to understand the implications of grievances and contractual rights, representation of employees, and understand the purpose and process. Since this has not been a policy in place for the life of the district, it doesn't seem to create emergency for tomorrow. We need to be clear in this policy and to provide notice and clarity at all levels and for the community to understand the expectations, and the reading process does that. He would rather see us come forward with a more developed policy and procedure. He is not in favor of moving forward with a reading and doing more work to bring it back, and raised concerns about the policy and if we should move forward with it right now, and more deliberation at the policy level. Response: We can go back and provide the documentation that supports ideas from the board to give more clarity on the structure of the policy, and also ensure we are reaching out to stakeholders as early as possible, and also to ensure that everyone is on the same page to move forward and start a communication plan to ensure employees are reached about the new policy and mechanisms to move forward.
- For the bullying prohibition policy, it was noted that board members wanted to make sure it was clear to folks are having the responsibility to report bullying, a clear route to who they should report to. There is legal ease around what a "reasonable person" would define to be bullying. The other piece is the reporting obligations, where it talks about the person at each site who is the responsible party, which is the designated person, especially helpful for new staff.
 - One of the things this policy requires is that in all new employee materials, the designee, the principal, is identified as the person to who staff should report bullying incidents.
- Director Vanderwert noted that while it legally needs to be called "bullying prohibition", she suggested focusing on what we want instead, to create an environment that is accepting, nurturing, and respectful. She noted that we should focus on saying we are a caring community, which portrays a different, positive message, and hopes that we communicate that to our buildings that we are focusing on building community.
 - Also, the rationale is the searchability for "bullying" by staff in policy.
- Does it align with federal and statewide guidelines and legal terminology? Response: Yes, that is the reason for the revision is that the policy did not comply with statutes and that we need to have an anti-bullying policy. It was adopted in 2012. With our work, we are working on more positive behaviors, and an emphasis on the work moving forward. It's also anti-bullying bystander behavior too, which is also important.

- For investigations and responses, who is doing each of those? What is publication and information and training? Response: Investigations are leaning more so on buildings, and would be the principal or designee. This aligns with the Students Rights and Responsibilities handbook in regard to student behavior, and would be the building administration, principals, assistant principals or the designee. Investigation is not new, and has been a part of the prior procedure and needs to be in order to comply with state statute. It won't be a lot of changes, but more formalized process. For responses, statues says we need to consider remedial responses, and our handbook lists out the different interventions to consider with behavior, that administrators consider. Training is about being in staff materials, in the handbook, and posted throughout the district. Investigations can sometimes seem minimal, but then starting to ask questions and realize it is a bigger issue, and administration will get a call to determine the proper investigations.
- The Board noted that they are comfortable with moving Policy 505.00 – Bullying Prohibition to the three-reading process.
- A board member also noted that we need to do a thorough job of getting this information to buildings to talk to those that will be implementing this policy, and certainly hear from principals and staff in buildings as much as possible, and to have a robust effort to tell everyone what we are doing.

E. Break for Administration Presentation on the Pay 19 Levy and Public Hearing (6:00 p.m. Time Certain)

It was motioned to recess the Committee of the Board Meeting for the Administration Presentation on the Pay19 Levy and Public Hearing. It passed by acclaim. The meeting was recessed at 5:50pm.

The Committee of the Board meeting reconvened at 6:33pm.

F. SPPS Administrative Response to the Latino Consent Decree Parent Advisory Council

Superintendent Gothard ten introduced the Latino Consent Decree administrative staff, Pablo Matamoros and Sara Reyes, to provide an update on the response to the LCD Parent Advisory Council as we work together to serve students and families. This is part of the cycle that started in June when the advisory council presented to the Board and administration will now respond to those recommendations in three parts – recommendations that will be addressed by the Office of College and Career Readiness, recommendations by Office of Family Engagement and Community Partnerships, and a status report of the previous recommendations the PAC has presented to the Board.

Demographics

- Latino Students – 5,065 (14%)
- Home Language Spanish – 9%
- LCD Eligible K-12 – 2,329 (6.3)
 - LCD Eligible K-6 – 1,487 (64%)
 - LCD Eligible 7-12 – 842 (36%)

Latino Consent Decree (LCD)

- 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. It details the full range of responsibilities which SPPS has agreed to, regarding the education of Latino students who have limited English proficiency.
- 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 SPPS to the educational performance level that is expected by the District of non-limited English-speaking students whose primary language is English.

LCD Parent Advisory Council

- Board Resolution

- The District shall provide effective parent and community participation. This shall include continuation of the parent advisory group established by the District pursuant to a Resolution of the Board of Education on July 26, 1983.
- Purpose
 - Serve as a forum for the expression of concerns and recommendations of Latino parents, representatives of community-based organizations and public school personnel, pertaining to the education of Spanish-speaking students in SPPS.
- Function
 - Assist the Superintendent and Board by providing information and input on needs of Hispanic students in the District.
- Responsibility
 - Review and make recommendation to the Superintendent/Board of Education regarding the education of Spanish-speaking students

Background

- Implementation Guide
 - The existing Latino Consent Decree Implementation Guide, as it is today, does not address all the advancements, improvements, and best practices in education. There are also considerable gaps between what the LCD Stipulation states and what is actually done across the SPPS district.
- LCD PAC Task
 - The LCD Parent Advisory Council continues to work in revising and updating specific areas of the LCD Implementation Guide.
- 2017-2018
 - Counseling guidelines under LCD

SPPS Administrative Response to the 2017-2018 Latino Consent Decree (LCS) Annual Report to the Superintendent and Board of Education

Darren Ginther then noted the support of balance and push and the collaboration is appreciated, with challenging conversations, and also thanks to the parents and their committed time and energy. He also recognized the building site counselors that sit in on the PAC and provide support, and it is a two-way street and a true partnership with families and the community.

Response

- Recommendation 1
 - Revise the district guidelines in regards to counseling and support in the schools to LCD eligible students.
 - Counseling: District guidelines under LCD
 - Access to elective courses
 - The School Counseling Leadership Team will work with the Office of Teaching and Learning and Middle School teams to find ways to promote elective course options to middle school students at open houses and showcase nights.
 - School Counselors will ensure graduation requirements are met while also promoting elective courses which will allow our Latino students to seek out their own unique interests.
 - Examples within high schools were provided to get students “to and through” and work of counselors to show opportunities and classes to students
 - Access to advanced courses
 - The School Counseling Leadership Team will: partner with the LCD staff, PAC and SPPS Communications to find new and additional ways to promote academic planning nights and partner with SPPS Communications to ensure documents, advertisements and other information are accessible and translated for students and families.

- School Counselors will promote advanced courses during classroom lessons and spring registration at all grade levels and partner with building staff to provide needed supports to increase success in advanced courses.
- Scheduling
 - School Counselors will continue to engage and partner with students' families during the scheduling process, collaborate with LCD Bilingual Educational Assistants during the scheduling process, and collaborate with the LCD Bilingual Educational Assistants in contacting parents regarding their student's schedule.
- Professional development
 - The School Counseling Leadership Team will partner with LCD District staff in planning a training for School Counselors that is culturally responsive to the educational needs of Latino students and their families, invite LCD District staff to SPPS Middle and High School Counselors' Professional Development annually, and partner with LCD District staff in planning additional professional development for School Counselors new to SPPS.
- Program coordination
 - The School Counseling Leadership Team will collaborate and meet regularly with LCD district staff to review and evaluate guidelines 1 and 2 and the professional development provided to new and existing school counselors in SPPS.
- Monitoring graduation requirements
 - The School Counseling Leadership Team will create and share a mailing calendar for graduation progress letters with LCD district staff and work in collaboration with the LCD Program in the development of a program for parents to learn about students achievement in alignment with SPPS Achieves.
 - School counselors will mail home a "graduation progress letter" translated in the student's home language and collaborate with the LCD Bilingual Educational Assistants in contacting parents/guardians regarding their student's academic progress towards graduation.
 - A Senior Progress Letter was shown detailing a student's graduations requirements and progress.

Mr. Matamoros thanked Darren and the team. Historically he couldn't be more happy for the professional respect received and has given us these six guidelines will help all Latino students, and this is only the surface. He is optimistic and happy to have the mutual respect received from everyone in this process.

- Recommendation 2

Mr. Matamoros thanked Director Heather Kilgore and Sara Reyes, and thanks for continuing to support engagement for Latino families. He provided examples of helping our families, not only with reading and writing, there are other things to help our parents and students. LCD Training was provided to help them understand their rights. The Parent Academy was also a success to teach them the basic steps to college enrollment. In the winter, there will be sessions with CLUES and Wilder. There is a connection in all we do. Our PAC will continue to meet monthly as well.

- Continue strengthening the collaboration with community-based organizations and SPPS district programs and schools
 - Engagement opportunities for LCD families include LCD Parent Training, LCD Parent Academy, Sexual Health Education, Latino Leadership Program, LCD Parent Advisory Council, through both SPPS and partners.

Status: 2016-2017 Administrative Responses

- Update the Latino Consent Decree (LCD) Teacher Responsibilities – In place
- Prioritize recruiting and hiring EL-LCD qualified bilingual teachers – Under review
- Increase the number of LCD Bilingual Educational Assistants EA2 – In progress (13 EAs in 2016 to 15 EAs in 2018)
- Re-write job titles and descriptions for all LCD EA2 – In place
- Create an "LCD Flag" in the SPPS Student Information System – In place
- Continue to strengthen the collaboration with community-based organizations and SPPS district programs – In place

QUESTIONS/DISCUSSION:

- Are we doing things in high school to recruit Latino students to be teachers or EAs? Response: There are "Grow Your Own" programs, especially in education, and we are working on how we develop and diversify the pool of teachers eligible. Saint Paul is one of the most diverse communities, and this is work we can do ourselves, and working with students in career pathways to the education field.
- Is our SUTR program also recruiting? Response: Yes, we are also working with SUTR. The past vice chair of the LCD PAC is actually now a teacher in the SUTR program.
- For the first recommendation about the accelerated classes and AP classes. If kids aren't prepared for those in middle school, it affects if they take them in high school. Are there opportunities in middle school for kids to get on track and how are we thinking about it to ensure kids are pushed up and ready before high school? Response: We are most certainly preparing students in middle school for more advanced classes, and focusing on student/teacher relationships. All students should be able to access any class, and it's important to showcase that access and support students to be successful. We aim to maximize and accelerate, utilizing counselors, social workers, college access partners, and AVID to create a system that enhances that, and engage with students and families on their future. Staff do a great job of advocating for and encouraging students to take classes at a level at which they are comfortable, but also nudge them a little higher. Examples of high schools providing access were provided where the handbook was reviewed and the wording for prerequisites for classes, and what it means to be open to students. Could a prerequisite be a class or a teacher recommendation. There are words floating around in handbooks, and it might be worthwhile to get on the same page for prerequisites for either classes or teacher recommendations. We work with staff and teacher recommendations to ensure that students aren't blocked from those classes and have access to them.
- For the senior progress letter, when is that sent out to families? Response: By 1st quarter of senior year all 12th graders and their families receive the letter. By the end of 3rd quarter, all 9th-12th grade families receive it to plan for S-Term and other programs. This does need to be more than a one-and-done process because it is a summary of where a student is in a moment on time, and an invitation to conversations, especially for those students who may be off track, and bring great dialogue, and thanked parents and LCD staff who have worked together to create a tighter way of communicating. Counseling staff also noted that it takes a lot of time to compile data for the letters, and to ensure they are accurate – it is helpful to have the Infinite Campus system, but tracking those credit takes time and to ensure inaccurate information isn't sent to families. It would be great if there was a computerized system to automatically compile that information so that it wouldn't require devoting so much time, when there are other personal issues that students face and need help.
 - The Campus Team is working on that; it is a big and complex system and there are ways to get there and we will continue to keep working and pushing. We need counselors to be there for students for social-emotions support and academic support, meeting with families, and helping students instead of counting credits. OTL has mapped our current course catalog so that things do accurately fill-in to ensure what we are pushing our is accurate. We will check into how long that update will take and provide an update.
- In the recommendation that centered around building capacity with counselors, and realizing there are complicated ratios with the number of counselors per students, how do we look at building capacity through support positions as well? Counselors wear a lot of hats in schools, and how do we move toward best practices in how to handle that capacity? Response: One of the things we work on is scope, and meeting every month from different supports and talk about the role of social worker, etc., and how to constructively work together to provide the best service for students, and to ensure that our job complement each other. Training is also very important and that everyone is doing work in which

they are prepared, and automated systems for other things in their work, such as tallying credits. We have highly skilled staff to support social-emotional, academic, and career needs. Also in high schools are college access programs, which are grant-funded, to support and meet the needs of a population of students, and Pre-AVID to fill those gap areas and build the ladder forward.

- What percentage of Latino students are currently taking advanced courses? Response: In SY16-17, for 9-12 grade, there was a 57% participation rate, and the follow-up piece is that emerging bilingual EL students were at 38%. Our district average is 58% in one or more advanced classes.
- What do we know now and are we seeing progression in Latino students? Response: We can get that data from REA. We are also working with SEAB on one of the recommendations, and we are meeting with them monthly to break down barriers and prerequisites. An example is College in the Schools with the U of M, and it was as if SPPS was more strict on who could be in those classes than the U of M in past practices. Now, recommendations from a teacher or staff can provide access and support in those hurdle of advanced courses and advocate and support for students. We are hoping to get a better understanding to dig into the data and figure out how to hone in on key attributes or specifics to break it down. That work group also represents middle school and high schools, and to go back and look at what grade 6 looks like for the future.
 - A board member noted she is interested in looking at that report and the past three years of data and the breakdown between Latino female and Latino male students, as well as by high school to see how do we know what is going on in in the district overall and if our Latino students in one school are more likely than another to be a part of advanced classes.
- A member of the LCD PAC noted that it is important for the counselor to engage with parents and how they read those letters to be able to understand them. If they don't know what they are seeing, they won't be able to do something about it. Also on the website, to see how their child is doing is important. If the parent does not know how to use it, and maybe a training and explaining to a parent, and how is my student doing, and show how to go through website and actually use it.
- A staff EA noted that she has noticed with students that are new to the country, often times, some of the things that are naturally explained to high school students are lost in the mix because the emphasis is on language acquisitions, and for the grade level meetings, those students may not attend and not everything is translated directly or informed to the EA to inform the students, which ends up creating a barrier to advanced classes. If the student is new to the country, the level of academics isn't always engaged, and more level of English, and students may lose interest if they are taking lower level classes. Language should not be a barrier in advanced classes. Response: There is a small group meeting with language academy chairs on this topic. There are discussions on solutions to open doors and to get into the classroom if information is being lost or not presented, and MLL is critical in those conversations, and we have had counselors modeled things that work, including from LEAP, Harding, so that it is "language and" in academic development.
- She also noted that for the new students from other countries, that they may enroll without records, and the counselor automatically places that student in a foundations class, and assume the teacher will adequately assess the student, which is a challenge. A student may feel stuck in a foundations class and become bored, because it is elementary level. There should be a standard taken that all math teachers will assess and determine timelines, because it may take a teacher a while to realize a student's skills and at that point, the student has missed a portion of the other class. Response: We have been talking about this same topic. That is something that we have reached on for credit by assessment and what that looks like. They have the skills and knowledge that they need to complete a higher level.
 - She also noted that as an EA she has a lot of individual conversations, but does not have capacity to have an individual conversation with each student, and there needs to be more systems changes.
- Something interesting in Latino students that are coming into SPPS is that they have some type of previous schooling. There is a new position at Placement for records. Part of it is sitting with an EL student we are working off a set of scores, and may or may not have records and understanding those records. Particularly with our Latino students, those evaluations are needed in every subject area because they have probably had schooling. Counselors are also dealing with different transcripts. If you feel comfortably with transcripts from different countries, and with different country's set of transcripts, evaluation is necessary. At Como, they are set up with an initial schedule, and ask to let us know if they are above or below. Students are given an evaluation and asked to go as far as

possible, and then a math teacher can determine where they are in terms of appropriate classes. The focus is on academics, not language.

- One of the LCD teachers wondered if it was possible to identify individuals in the organization for teachers with a willingness to serve Latino students. We have the resources; it is a matter for HR to investigate who has the willingness to help LCD students.
- For the first recommendation and program coordinating, you mentioned regular meetings, what is the timeline and commitment? Response: We are thinking quarterly, and maybe monthly. “One and done” items don’t work, and trying to get away from compliance and go to best practices and creating those expectations of one another.

III. ADJOURNMENT

It was motioned to adjourn the meeting at 7:51 p.m by Mr. Marchese, and seconded by Ms. Ellis. The motion passed by acclaim.

For clarity and to facilitate research, these minutes reflect the order of the original Agenda and not necessarily the time during the meeting the items were discussed.

Respectfully submitted,
Sarah Dahlke
Assistant Clerk