

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
COMMITTEE MEETING OF THE BOARD OF EDUCATION
Administration Building
360 Colborne Street
Saint Paul, Minnesota 55102

June 11, 2024
4:30 PM

A G E N D A

1. **CALL TO ORDER**
2. **AGENDA**
 - A. Superintendent's Announcements
 - B. Policy 816 - Environmental Health and Safety
 1. Introduction
 2. Presentation 3
 3. Discussion
 4. Action (TBD)
 - C. 2024 Legislative Session: Update 24
 1. Introduction
 2. Presentation
 3. Discussion
 4. Action (TBD)
 - D. SPPS Administrative Response to the 2023-2024 Latino Consent Decree (LCD)
Parent Advisory Council (PAC) Annual Report to the Superintendent and Board of
Education (6:00 p.m. time certain)
 1. Introduction
 2. Presentation 45
 3. Discussion
 4. Action (TBD)
 - E. Fiscal Year 2025 Budget Update
 1. Introduction
 2. Presentation 81
 3. Discussion
 4. Action (TBD)
3. **ADJOURNMENT**
4. **WORK SESSION**
 - A. B.I.G.G.: Board Initiated Goals Governance

#BoldSubject#



Saint Paul
PUBLIC SCHOOLS

Policy 816 - Environmental Health and Safety

Committee of the Board - June 11, 2024

John Elling, Environmental Services Manager
Angela Vreeland, Indoor Air Quality Coordinator
Brian Bergstrom, Environmental Specialist

Objective

To provide the Board with an update on the administration of Policy 816 - *Environmental Health and Safety* and share emerging factors that inform the work.

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Policy 816 - Environmental Health and Safety

COMPREHENSIVE PROGRAM

1. The District will maintain a comprehensive environmental health and safety program, including maintaining all required documentation and records, to comply with federal, state and local:
 - a. Regulatory agencies, including but not limited to Environmental Protection Agency, Occupational Safety and Health Administration, Minnesota Department of Health, Minnesota Department of Labor and Industry, and Minnesota Pollution Control Agency
 - b. Regulations including but not limited to Asbestos Hazard Emergency Response Act management plans; blood-borne pathogens; chemical hygiene; confined space; forklift safety; Hazard Communication Standard; hazardous waste; indoor air quality; infectious waste; lead in water; radon; lockout/tagout; respiratory protection; and underground storage tanks.
2. Routine workplace safety inspections and surveillance will be conducted to identify, monitor and evaluate potential hazards.

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Environmental Services Group Overview

Inspections/ Repairs

Asbestos
Fire Marshal Inspections
Testing Adjusting, and
Balancing
Bleachers
Confined Space
Machine Guarding
Playground Safety
Chemical Hygiene

Surveys/ Testing

Indoor Air Quality

Radon

Lead in Water Testing

Hearing Conservation

Respiratory Protection

Training

ERTK

OSHA

Utility Lock out / Tag out

Hoist and Lift Safety

First Aid / CPR / BBP

Services/ Supplies

PPE

AEDs

Fall Protection 6

e-Waste

Hazardous and
Infectious Waste

Environmental Services Group Overview

ESG is comprised of 8 full-time staff that support and collaborate with groups within and outside of Facilities

Governmental Agencies

MDH
EPA
MNOSHA
MPCA
MNDLI
MDE
Ramsey County
City of St. Paul

Outside Organizations

Xcel Energy
Great River Greening
Tree Trust
Saint Paul Regional
Water Services
Watershed Districts

Other Departments

Nutrition Services
Health and Wellness
Human Resources
Security and Emergency
Management
Program/School Staff
and Administrators

Facilities

Maintenance
Custodial
Distribution
Planning
Capital Project Delivery
Controls

Environmental Services Group Overview

Long-Standing Programs

- Asbestos Management - 1988
- Radon - 2007
- Lead in Water - 2009
- Indoor Air Quality (IAQ) - 2011

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Emerging Issues within Programs

- Statute/Rule Changes
- Covid Pandemic
- New Technologies/Guidelines
- Climate Change and Environmental Impacts

Indoor Air Quality (IAQ)

What is good IAQ?

- The qualities of good indoor air include comfortable temperature and humidity, adequate supply of fresh outdoor air, and control of pollutants within a building.

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IAQ Management Plan

- Maintained by the IAQ Coordinator
- Reviewed and updated annually and posted on the SPPS website
- Based on the MDH model plan and the EPA's *IAQ Tools for Schools* program

Indoor Air Quality (IAQ)

Annual IAQ Assessments

- Conducted every winter to capture “worst case” conditions.
- All occupied rooms are inspected, which totals 5,820 rooms!
 - This effort takes 3-4 months to complete.
- An environmental consultant checks for IAQ- related issues:
 - Cleanliness
 - Pests
 - Moisture
 - Odors
 - Mold
 - Ventilation

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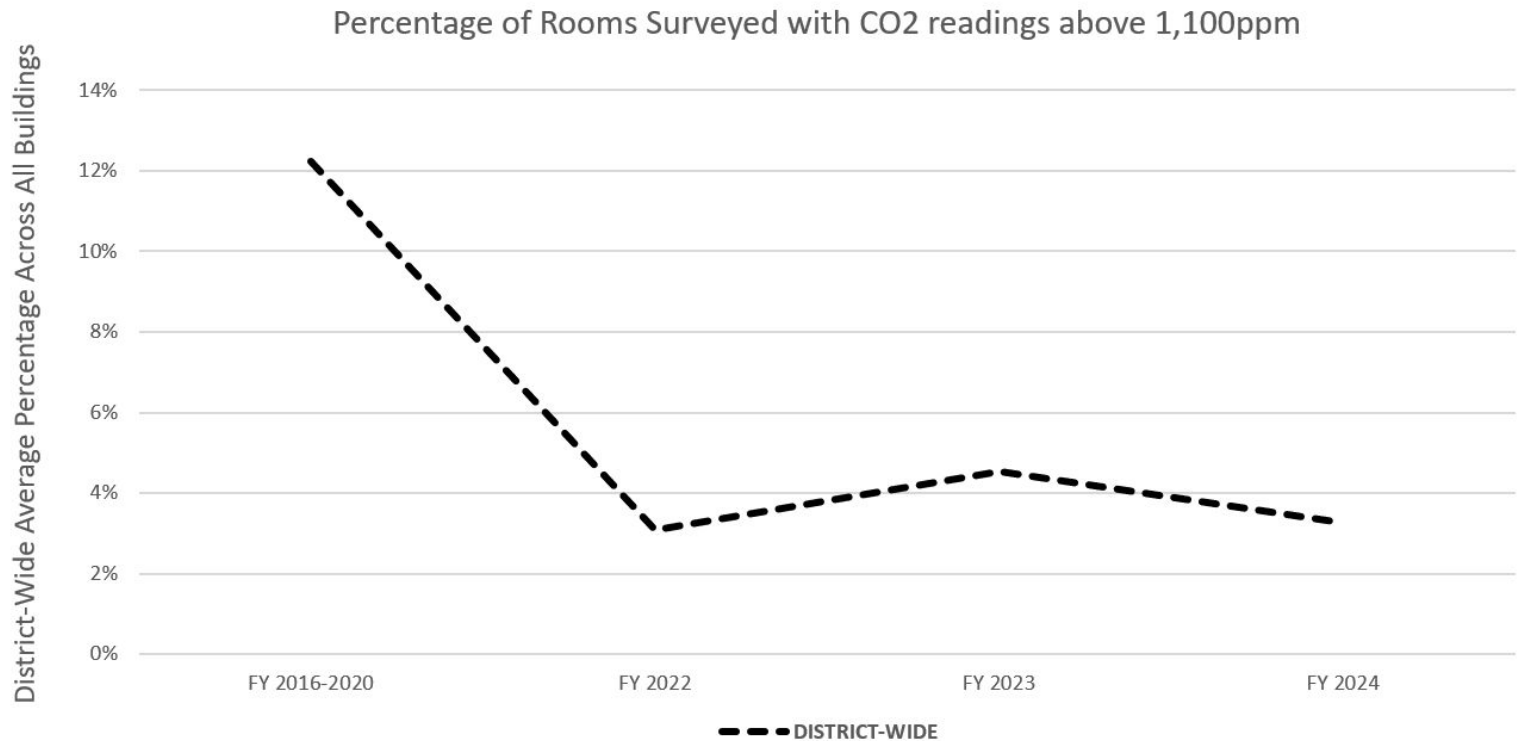
Indoor Air Quality (IAQ)

Annual IAQ Assessments, continued

- The following parameters are measured in every space:
 - Carbon dioxide
 - Carbon monoxide
 - Temperature
 - Humidity
- Carbon dioxide (CO₂) is not a health concern, but is an indicator of the effectiveness of the ventilation.
- The ventilation serving rooms with CO₂ levels of 1,100 ppm or higher are assessed and any necessary repairs or adjustments are made.
- All testing results are available on the SPPS website



Indoor Air Quality (IAQ)



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Indoor Air Quality (IAQ)

Testing, Adjusting, and Balancing (TAB) Program

- TAB is a process that involves taking measurements of the airflows within HVAC systems and making adjustments to optimize performance.
- The primary goal is to ensure all spaces within SPPS buildings are receiving acceptable levels of filtered ventilation Air.
- The TAB crew at SPPS started in 2016



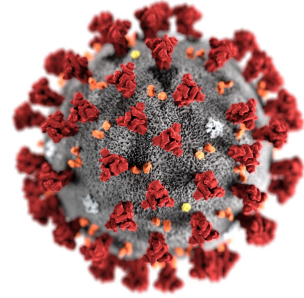
ELIZABETH FLORES, STAR TRIBUNE

Matt Fischer, right, a testing, adjusting and balancing technician, measured air quality along with Eric Frison in the air vents at AGAPE High School in St. Paul.

Indoor Air Quality (IAQ)

COVID Response

- Followed recommendations by the the American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE), OSHA, WHO, and the EPA:
 - Increased filtration in air handlers to MERV 11 and MERV 13 where possible
 - Addition of portable HEPA air purifiers where needed
 - Increased ventilation before, during, and after school hours
- IAQ Assessments increased frequency to annually instead of every 3 years



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Indoor Air Quality (IAQ)

ARP and ESSER Funding

- ESSER funding was used to purchase HEPA air purifiers and higher MERV air handler filters.
- ARP funding allowed Facilities to replace ventilation systems at the following facilities:
 - Creative Arts Secondary
 - EOS Central Kitchen
 - Highland Park Middle
 - Johnson Senior
 - Maxfield Elementary
 - Mississippi Elementary
 - Rondo Education Center (Benjamin E Mays and Capitol Hill)



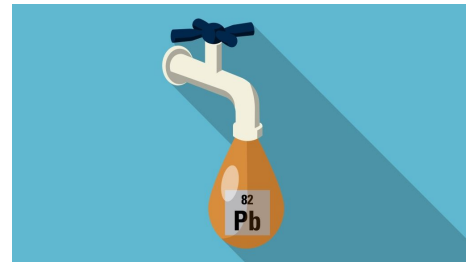
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Radon Program

- Radon is a naturally-occurring gas that can enter into buildings from the underlying soil and build-up to levels that increase occupants' risk of developing lung cancer.
- Radon testing in schools is not required, but SPPS has elected to test.
- All testing results are available on the SPPS website



Lead In Water (LIW)



All fixtures in all SPPS buildings have been sampled for the presence of lead since 2009.

- Follow MDH and EPA guidelines for testing
- Goal is to ensure any fixture that may be used for drinking water is safe for consumption
- Results are available on the SPPS website

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Lead in Water (LIW) - Sampling

- Every building is required to be tested every five years
 - Over 6,500 taps district-wide
- MDH requires each fixture used for drinking or food preparation to be tested
 - ESG samples **ALL** fixtures in every building to make sure students and staff are as safe as possible
- Testing follows the EPA's 3Ts for ...

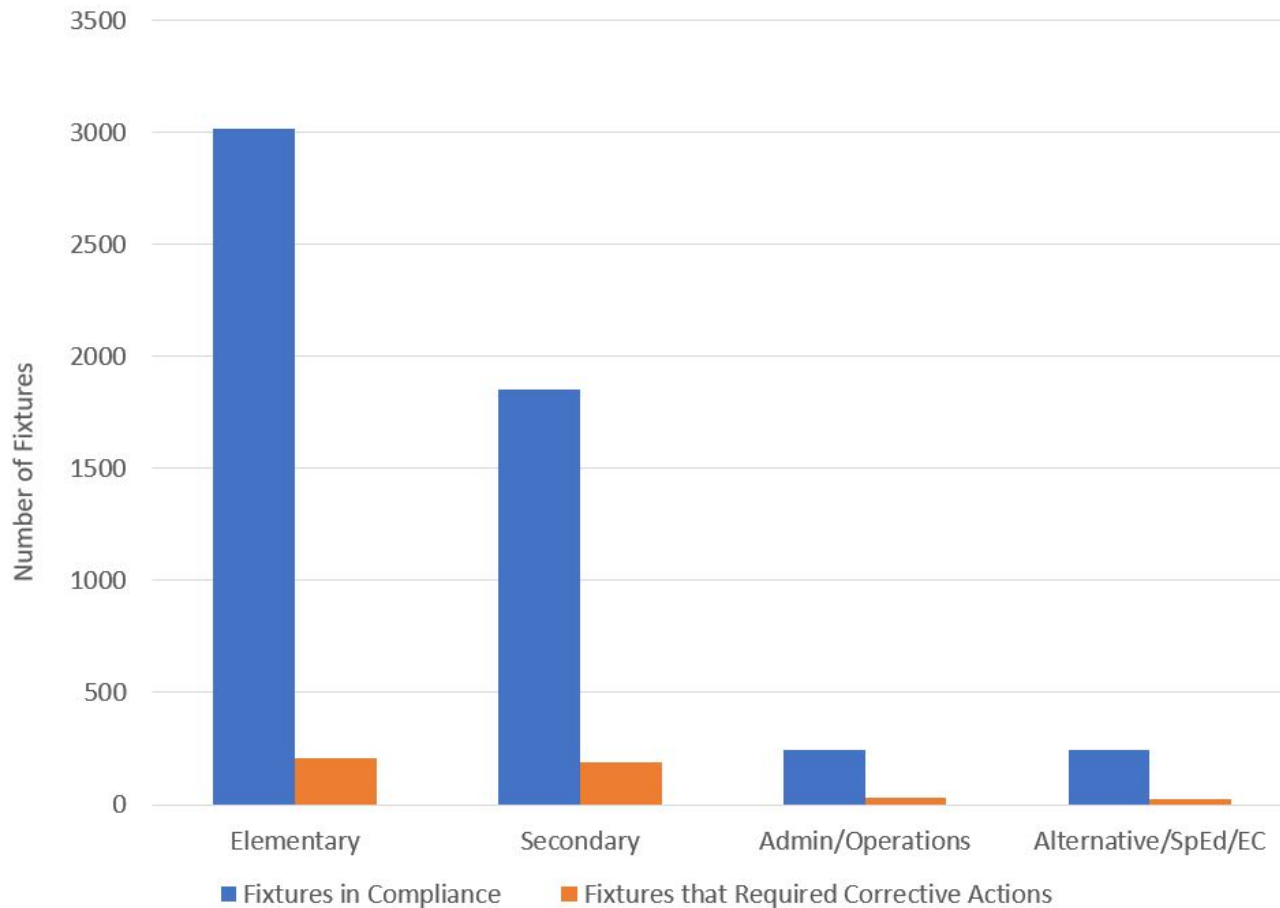


Lead in Water (LIW) - Corrective Actions

- Corrective actions start as soon as results are received from the accredited lab.
 - Fixtures with elevated results are ordered to be shut off immediately
 - Follow-up testing occurs before fixtures are deemed safe to drink from
- Corrective actions for sinks include:
 - Replacing old fixtures (some old brass fixtures contained lead)
 - Replacing interior pipe runs
 - Setting up automatic flushing systems
- All new water coolers and bottle fillers have filters that capture lead and other contaminants, such as PFAS
 - PFAS is an emerging issue that we are tracking as information is shared by the MPCA and EPA



SPPS 2018-2022 Lead in Water Initial Testing Results



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Lead in Water (LIW) - Statute Change

- An update to Minnesota state statute 121A.335 regarding permissible levels of lead in drinking water was passed in 2023 and goes into effect July 1, 2024
 - The threshold was lowered from **15 ppb to 5 ppb**
 - Schools across the state will have until July 1st, 2029 to test all fixtures used for drinking or food preparation
 - ESG started a new district-wide round of sampling this January
- Testing will continue as usual, but additional response actions may be required to meet the new threshold

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Emerging Factors ESG is Tracking

Ambient Air Quality Issues

- Schools located near interstate corridors
- Heavy Industry (Northern Iron)
- Wildfires (particulates) and ozone
 - New guidance from MDH being followed

Heat Island Effect - Tree Plantings

- ESG working with Tree Trust and Great River Greening

Sustainability

- ESG works to reduce energy, water, and food waste



Questions?

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Saint Paul
PUBLIC SCHOOLS

2024 Legislative Session: Update

Jim Grathwol, District Lobbyist

Committee of the Board

June 11, 2024

Legislative Session Objectives

- Bonding Bill
- Supplemental Budget Bill
- Policy Initiatives

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SPPS 2024 Legislative Agenda Overview

A

VPK “fix” = A
Separate VPK seat
allocation region
for SPPS and MPS
relieves
administrative
burden

B

Compensatory
“Hold Harmless”
Extension

C

School Resource
Officers Revisions

D

Clarify READ Act
Definitions;
Timelines and use
of Appropriations

E

Medicaid
Reimbursement for
School Related ²⁶
Health Services

A. VPK “fix” = A Separate VPK seat allocation region for SPPS and MPS relieves administrative burden

- Enacted in the Omnibus Education Policy Bill- SF3567/Chapter 109
- Further, the Governor’s Budget Recommendation to shift the expansion of FY26 VPK seat allocations into FY25 was adopted. ²⁷
- This funds additional VPK seats in SPPS for the 2024-25 School Year
- MDE will notify district of their new Seat allocations by 7/1/2024

B. Compensatory “Hold Harmless” Extension

- The passage of the universal free meals program made the collection of “Free and Reduced Lunch” eligibility data irrelevant
- Site-based F/RL lunch data is a foundational metric that drives the Compensatory Revenue Formula
- The Compensatory Revenue formula allocates additional revenue per pupil to school²⁸ sites based on site-based concentration of F/RL eligible students
- The 2023 Legislature enacted a “Compensatory Revenue Hold Harmless” through FY26
- The 2024 Legislature extended this hold-harmless through FY28
- This “hold-harmless” period allows for adequate time to model a new Compensatory Revenue Formula.
- Compensatory Revenue Pilot Programs are funded at \$7.325M/year

C. School Resource Officers Revisions

- The 2024 Legislature modified the The School Resource Officer Law and amended new definitions of 'reasonable force' into the education code.
- This resulted in Law Enforcement withdrawing from SRO contracts with school districts due to concerns about conflicting definitions in statute
- The 2024 Legislature corrected the conflicting statutory definitions of "use of reasonable force" and clarified that SRO's should not be used for School Discipline
- The bill requires that school boards adopt a discipline policy to conform to the new law.

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D. Clarify READ Act Definitions; Timelines and use of Appropriations

- The 2023 Legislature enacted the READ act, a comprehensive reading instruction reform, based on “Science of Reading research.
- The 2023 Legislature appropriated \$35 million to jump start school district efforts to implement the new reading training.³⁰
 - The 2024 Legislature enacted a "READ Act 2.0" revision to last year's law (see next slide for details)
- The statute is very prescriptive about timelines about who is trained by when

READ Act 2.0

- Converts the 2023 appropriation of \$35 million distributed on a per pupil basis to "Literacy Aid" that is 100% payable in FY2025 for uses that may include stipends.
- Appropriates an additional \$31.375M in FY25 for LEAs to enter into MOUs to pay for teacher stipends/hourly rates for READ Act training,
- The stipends are 100% payable in FY2025, after entering into an MOU with local³¹ bargaining units.
- Eligible teachers are:
 - Employed by the LEA
 - Employed in a position requiring a PELSB license
- Required to receive training

READ Act 2.0

There are additional appropriations for:

Professional development (in addition to \$35M in 2023)	\$4M	
Culturally Responsive Materials	\$1M	
Regional Literacy para/volunteer training	\$0.375M	32
CAREI para/volunteer training	\$0.375	
DEAF/Blind/Hard of Hearing Work Group	\$0.100	

E. Medicaid Reimbursement for School Related Health Services

- In 2023 we enacted a law directing DHS and MDE to amend the state's Medicaid plan to expand Medicaid reimbursement for allowable school related health services.
- After three drafts, a revised state plan amendment, was submitted by DHS and MDE to the Center for Medicare Services (CMS) for review, comment, or approval.

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E. Medicaid Reimbursement for School Related Health Services

- CMS review and comment led to additional; proposed legislative amendments that established that:
 - An IEP/IFSP establishes the “Medical Necessity” that makes a service eligible for Medicaid Reimbursement³⁴
 - Absent an IEP/IFSP, if a service has an identifiable “ICD10 CODE”, that service can also be considered eligible for Medicaid reimbursement
 - “Skills Training” is a Medicaid Reimbursement eligible service in schools AND in the community (community provision carried in DHS policy bill)
 - “Crisis Psychotherapy” services to stabilize a student in “crisis or trauma” are also Medicaid reimbursable.

E. Medicaid Reimbursement for School Related Health Services

- These proposed amendments were adopted in House and Senate omnibus supplemental education finance appropriations bill and adopted in conference committee.
- The 4th revised state plan amendment that aligns with the law as amended,³⁵ was submitted by DHS/MDE to CMS on 5/24/24.
- DHS and MDE are working on an implementation plan to train relevant LEA staff to implement the new expanded billing procedures.

SPPS Finance Related 2024 Legislative Agenda Provisions Not Adopted Due to K-12 Target

- Joint Governor/House/Senate Target for K-12 Supplemental Omnibus bill:
 - FY 24-25 \$43M
 - FY 26-27 \$18M
- Both House and Senate spent most of their target (\$31.375M) on READ Act 2.0”
- SPPS 2024 Legislative Agenda Provisions “Left Behind”:
- Enrich the English Learner formula to address “SLIFE” (Students with Limited or Interrupted Formal Education)
- Fully fund the 2023 enacted UI benefit for non-licensed contract personnel
- Payment schedule was amended to a routine 90/10 split
- Increase Local Option Revenue Pupil Limits
- Increase the Safe Schools Levy
- Increase state equalization revenue of school board operating referenda

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The Forecast “Article”

Chapter 81 - HF4518

- The Forecast article is normally included in omnibus supplemental budget bills to routinely address forecast revenue and expenditure changes.
- Remember the “\$400 million increase in projected expenditures forecasted for Universal Free Meals?”³⁷
- Passage of the article early in the session (3/21/24) ensured no interruption of food service and secured the most significant amount of revenue spent in this session (about \$118M) as a ‘forecast’ adjustment.

Other Highlights

Task Forces

- EL task force to analyze appropriate use of EL revenue; micro-credentialing; best-practices (MNEEP recommendations)
- Permanent School Fund Taskforce: to review use of Permanent School and revenue. MDE to convene by 10/1/24 with recommendations by 1/15/26³⁸
- Student Truancy Legislative Study group

Other Highlights

Policies

- Districts that receive MDE review and comment on non-voter approved building projects under 126C.40, Subd. 6 (Lease Purchase) must hold a public hearing w/in 45 days
- School Food Service Funds may be used for lunchroom furniture
- Student Attendance Pilot Project (\$4.7M)
- Cell Phone Policy must be adopted by 3/15/25. MESPA and MASPP will collaborate on best practices.

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Other Highlights

Policies

- Local Health Standards will remain in effect until replaced by Statewide Health Standards
 - Must include: CPR, Vape awareness, Substance Abuse, STI;
 - May include: Child abuse prevention, violence prevention; character development; safe supportive schools
- Districts must develop a Board approved “Language Access Plan”, to be reviewed every 2 years as appropriate
- Requires Cardiac Emergency Response plans to include optional crisis management policy

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Other Highlights

Policies

- Indigenous Education for All -MDE required to consult with Tribal Nations and TNEC on resources, funding and report of needs by 2/15/2025
- Religious instruction exemption permitted for tribal students
 - Districts with prohibited Indian Mascots that have not received an exemption from Tribal Nations have their deadline to switch mascots extended to 9/1/26
 - District must report progress or lack thereof to the Mn Leg at times certain (2/25; 2/26)
 - Supervised Smudging Permitted in School Property
 - Access to Library Materials and Rights Protected
- Public Libraries in MN must not ban, remove or otherwise restrict access to books
- Libraries must develop policy that establish procedure for selection of, challenge to and reconsideration of library materials

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Reports to the Legislature

- PSEO Participation and course completion report

Mandates

- Districts required (in 24-25) to provide up to 6 hours of paid training for paraprofessionals. Districts required to pay any test materials for competency assessments.
- Districts are required to pay full wages for employees for full or partial day closures
- SPED Tier 1, 2 licensees must receive high quality PD with intensives supervision
- SPED Tier 1 licenses limited to 3 years.
- Teacher Prep programs are encouraged to deliver Ableism and Disability training
- A state librarian is established at MDE

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Questions & Comments

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SPPS Administrative Response to the 2023-2024 Latino consent Decree (LCD) Parent Advisory Council (PAC) Annual Report to the Superintendent and Board of Education

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Saint Paul Public Schools ISD #625
Office of Family Engagement and Community Partnerships

What is the Latino Consent Decree

The Latino Consent Decree (often referred to as LCD) is a legally binding court order (Garcia et al vs. Independent School District 625, May 5, 1976) that requires the Saint Paul Public Schools district to provide specific services for Latino/EL students.

Who is responsible?

The actions required by the Latino Consent Decree Stipulation are the joint responsibility of the Superintendent of the Schools, the members of the Board of Education of Saint Paul Public Schools, their successors, and its employees. ⁴⁷

Demographics

SPPS Students	33,062	
Latino/Hispanic (2023-2024 Research and Evaluations Department)	5,026(15%)	48
Home Language Spanish (2023-2024 Research and Evaluations Department)	3,359 (10%)	
LCD/EL Eligible (2023-2024 MLL Data)	2,599 (7%)	

SPPS Action Plan

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How did we get here?

LCD Stipulation: Latino/Hispanic Culture

The LCD Parent Advisory Council requests this under the LCD Stipulation Section I (C) (2) and (3), stated as follows:

- “Latino children are to receive (2)planned instruction given with sensitivity to and appreciation for the culture and heritage of Latino children and 50 receive designed instruction given in the history, culture, and legacy of Latino children; and (3)planned instruction given in the history, culture and heritage of Latino children and the history, and culture of the United States.”

Recommendations

LATINO/HISPANIC CULTURE

1. Revise the 2006 curriculum for Embedding Latino Culture in K-3 Social Studies

2. Create a K-12 Latino/Hispanic Culture curriculum map that shows parents what, when, and how this content is taught in their children's classrooms

3. Create a report detailing how much Latino/Hispanic culture is taught in the academic Social Studies content area from grades K to 12

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How we are going to work together?

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Initial Collaboration with LCD

Office of Teaching and Learning (OTL) engaged with the Latino Consent Decree Parent Advisory Council (LCD PAC) to make connections to Culturally Responsive Instruction (CRI) and the new social studies standards.

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- Objective #1: To create an awareness of culturally responsive instruction (CRI)

Culturally Responsive Instruction (CRI)

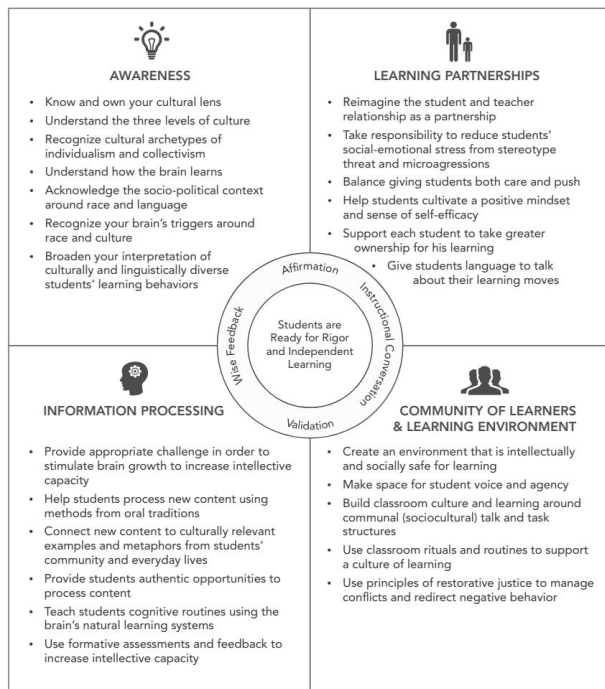
“A student-centered approach to teaching in which the students’ unique cultural strengths are identified and nurtured to promote student achievement and a sense of well-being⁵⁴ about the student’s cultural place in the world.”

[University of San Diego Source](#)

Culturally Responsive Instruction (CRI)

READY for RIGOR

A Framework for Culturally Responsive Teaching



© Zaretta Hammond, 2013

[Online version in English](https://www.ready4rigor.com)
[Online version in Spanish](https://www.ready4rigor.com)

The framework guides educators to:

- Prioritize student learning and cognitive development, helping students become independent and capable of rigorous learning.
- Establish relationships, structures, and routines that foster a thriving classroom community and prepare students for challenging instruction.

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Initial Collaboration with LCD

As per Minnesota Department of Education (MDE), New K-12 Social Studies standards are to be implemented by School Year 2026-2027.

- Objective #2: Engage LCD parents in reflecting on the new first grade social studies standards (strand 1-Civics).56
 - They shared their connections to the CRI Ready for Rigor Framework and benchmarks connected to their cultural identity.
- Our collaborative approach will continue during the LCD PAC monthly meetings next school year.

Initial Collaboration with LCD - Standards/Benchmark Artifact 1

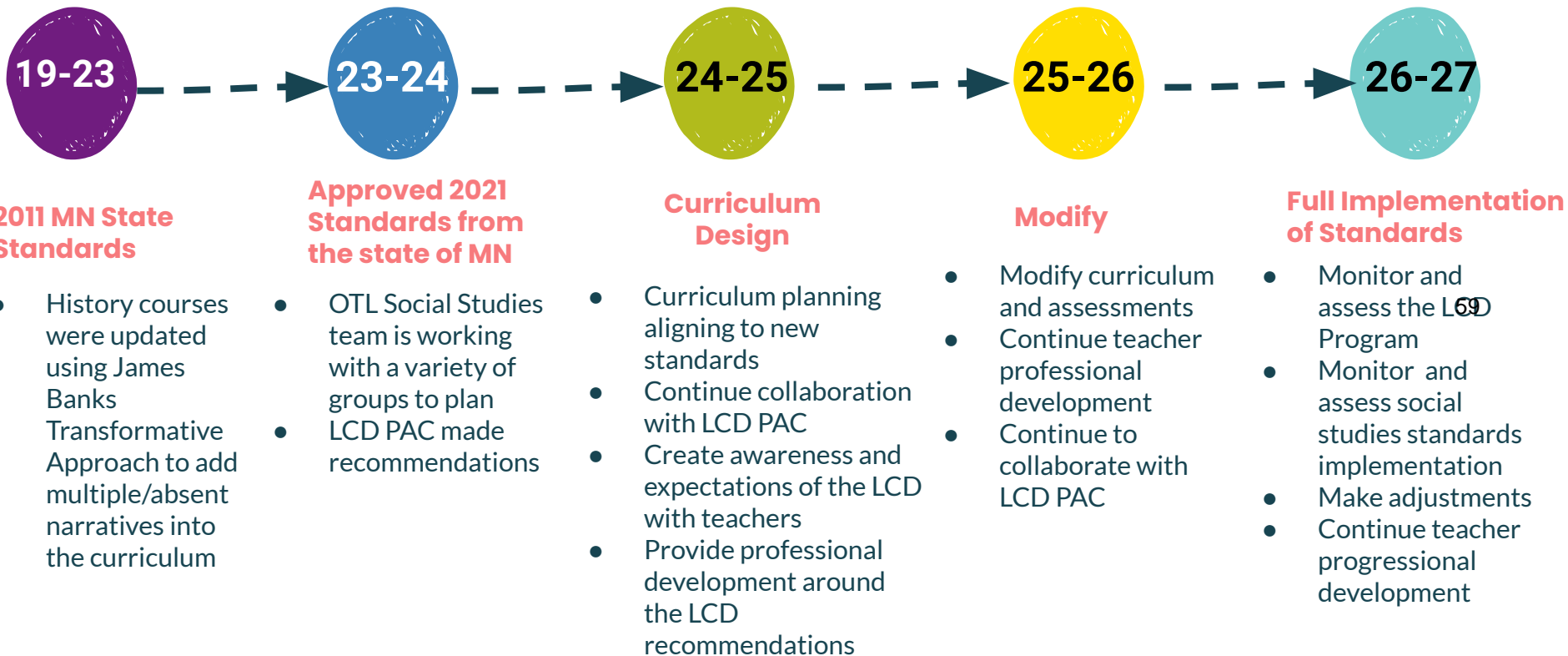
First Grade: Foundations of Social Studies – Communities and Culture				
Grade	Strand	Standard	Code	Benchmark
1	1. Citizenship and Government	2. Democratic Values and Principles: Explain democratic values and principles that guide governments, societies, and communities. Analyze the tensions within the United States constitutional government.	1.1.2.1	Identify a symbol, song, pledge or tradition that is important to the student and explain why. Describe ways people show patriotism.
1	1. Ciudadanía y Gobierno	2. Valores y principios democráticos: Explicar los valores y principios democráticos que guían a los gobiernos, las sociedades y las comunidades. Analizar las tensiones dentro del gobierno constitucional de los Estados Unidos.	1.1.2.1	Identificar un símbolo, canción, juramento o tradición que sea importante para el estudiante y <u>explicar</u> por qué. Describir las formas en que las personas demuestran patriotismo. 57
Write : Words that stand out to you. Connection points to the Ready for Rigor Framework. Connections to your lived experience and culture that we can embed Record your ideas on the document. Pass the benchmark to another group and repeat the process.				
Group 1	Esto se conecta con "comunidad de aprendizaje y entorno de aprendizaje" porque van a aprender sobre diferentes culturas.			
Group 2	Símbolo = Conoce y asume tu perspectiva cultural Reconoce el contexto sociopolítico en torno a la raza y el idioma Pledge, tradición bailes, fecha patriótica, día independencia, día de niños			

Initial Collaboration with LCD - Standards/Benchmark Artifact 2

First Grade: Foundations of Social Studies – Communities and Culture

Grade	Strand	Standard	Code	Benchmark
1	1. Citizenship and Government	1. Civic Skills: Apply civic reasoning and demonstrate civic skills for the purpose of informed and engaged lifelong civic participation.	1.1.1.1	Participate in the civic life of the community by demonstrating civic skills that reflect an understanding of civic values in order to work together to reach a community goal or need.
1	1. Ciudadanía y Gobierno	1. Habilidades cívicas: aplicar el razonamiento cívico y demostrar habilidades cívicas con el propósito de una participación en vida cívica que sea informada y comprometida durante toda la vida.	1.1.1.1	Participar en la vida cívica de la comunidad demostrando habilidades cívicas que reflejen una comprensión de los valores cívicos para trabajar juntos para alcanzar una meta o necesidad comunitaria. 58
<p>Write : Words that stand out to you. Connection points to the Ready for Rigor Framework. Connections to your lived experience and culture that we can embed</p> <p>Record your ideas on the document. Pass the benchmark to another group and repeat the process.</p>				
Group 1		Encaja en el área de "alianzas de aprendizaje". Es importante para las estudiantes saber cosas sobre la historia de Estados Unidos. Venos que muchos niños en Estados Unidos no saben el himno nacional y saber la historia de diversas culturas.		
Group 2		Construir comunidad basada en respeto por la diversidad y fortalecimiento de relaciones y habilidades sociales.		

District-Wide Timeline (by Years)



1. Revise the 2006 “Embedding Latino Culture in K-3 Social Studies Curriculum”

- There will be regular meetings with the OTL and the LCD PAC to seek input from parents
 - Standard/Benchmark reflection and connection
 - Revising the existing K-3 curriculum.
 - Lessons will be pulled from the existing curriculum “Embedding Latino Culture in the K-3 Social Studies Curriculum” that aligns with the new social studies standards.
 - Existing curriculum will be enhanced and updated and supplementary materials will be promoted during professional development with teachers.

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2. Create a Latino/Hispanic Culture curriculum map

- Create a K-12 Latino/Hispanic Culture curriculum map that shows parents what, when, and how this content is taught in their children's classrooms
 - Once multiple perspectives have been shared regarding the new⁶¹ K-12 Social Studies Standards, a K-12 Latino/Hispanic Culture curriculum map will be presented to the LCD PAC for feedback on the process, format, and language.

3. Create a report detailing how much Latino/Hispanic culture is taught in the academic Social Studies content area from grades K to 12

- An audit was conducted by the Social Studies Coordinator regarding LCD connections to Social Studies standards and benchmarks.
- With new standards, a new curriculum map will be created and presented to LCD PAC for feedback.
- Guidance and professional learning will be provided to teachers on expectations and how to make LCD connections.

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Elementary - Snapshot of the Audit

2021 MN Academic Standards relating to LCD

Grade	Strand	Standard	Code	Benchmark	SPPS Unit	Lessons
1	3. Geography	15. Human Systems: Analyze patterns of movement and interconnectedness within and between cultural, economic and political systems from a local to global scale.	1.3.15.1	Describe patterns of movement of particular people, goods or ideas within	Unit 4 - How Does Our World Compare to Other Places?	Geo Activity 9: Location & Place Geo Activity 11: My Neighborhood is a Place
1	4. History	19. Historical Perspectives: Identify diverse points of view and describe how one's frame of reference influences historical perspective.	1.4.19.1	Examine multiple accounts of an event, identifying different perspectives.	Unit 2 - How Does My Community Compare Now and Then?	Exploring Past Events
1	4. History	20. Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources, b) identifying perspectives and narratives that are absent from the available sources and c) interpreting the historical context, intended audience, purpose and author's point of view of these sources.	1.4.20.1	Investigate historical sources to describe how people lived at a particular time in the past. Identify who created the source.	Unit 2 - How Does My Community Compare Now and Then?	Exploring and Comparing Communities — Past, Present, and Future 63
1	4. History	21. Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.	1.4.21.1	Create a timeline to identify a sequence of events in their life or community.	Unit 2 - How Does My Community Compare Now and Then?	Hist Activity 3: What is a timeline?
1	4. History	22. Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue. Design a plan to address it.	1.4.22.1	Describe how a person or group in the past worked to make things fairer for people at that time, and identify the legacy (lasting impact) of their work today.	Unit 2 - How Does My Community Compare Now and Then?	New Benchmark, no lessons yet
1	5. Ethnic Studies	23. Identity: Analyze the ways power and language construct the social identities of race, religion, geography, ethnicity and gender. Apply these understandings to one's own social identities and other groups living in Minnesota, centering those whose stories and histories have been marginalized, erased or ignored.	1.5.23.1	Identify examples of ethnicity, equality, liberation and systems of power. Use those examples to construct meanings for those terms.	NEW DRAFT 3 STRAND, LESSON WILL BE CREATED SY24-25	NEW DRAFT 3 STRAND, LESSON WILL BE CREATED SY24-25

Secondary - Snapshot of the Audit

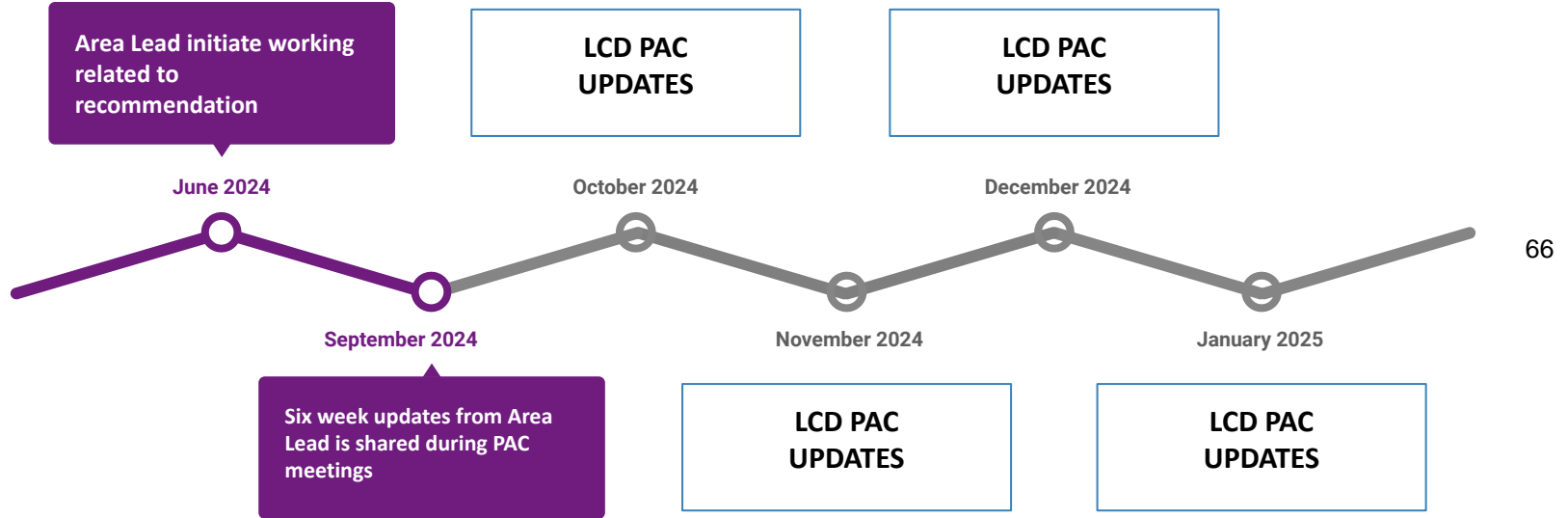
2021 MN Academic Standards Relating to LCD						
Grade	Strand	Standard	Code	Benchmark	SPPS Unit	Lessons
				Africa.		Inca Empire
10	9	4. History	18. Change, Continuity and Context: Ask historical questions about change, continuity and context in order to identify and analyze dominant and non-dominant narratives about the past.	9.4.18.12 U.S. History Era 5: Slavery, Civil War and Reconstruction. Examine how debates over slavery, freedom and rights during and after the Civil War influenced the status and rights of European immigrants, Mexicans and Mexican Americans , women, Asian Americans and/or Indigenous people in comparison to African Americans.	4. Civil War and Reconstruction	Hispanics and the Civil War 64
11	9	4. History	18. Change, Continuity and Context: Ask historical questions about change, continuity and context in order to identify and analyze dominant and non-dominant narratives about the past.	9.4.18.15 U.S. History Era 8: Civil Rights Struggles. Analyze complex and interacting factors within the Long Civil Rights Movement. Identify obstacles to the success of the various civil rights movements, such as Black, Indigenous, women, Latinx American , Asian American and/or Queer rights movements. Identify intersections between the movements. Explain strategies used to overcome the obstacles and the role of key leaders and groups .	8. Social Movements 1940s - 1970s	Latinx Rights in 1960s California
12	9	4. History	19. Historical Perspectives: Identify diverse points of view and describe how one's frame of reference influences historical perspective.	9.4.19.5 World History Era 5: Revolutions, Empires and Nations (1750–1900). Examine different perspectives about revolutions, imperialism and nation-building, including in Latin America/Caribbean , Asia and Africa.	Unit 4: Revolution and Modern Empires (1750-	Mexican Revolution, Haitian Revolution, Revolutions of New Spain American Uprisings: The Culture and Politics of Latin America and the Caribbean
			19. Historical Perspectives: Identify diverse points of view and describe how one's frame of reference influences historical perspective.	U.S. History Era 4: Imperial Expansion and Native Dispossession. Identify and analyze Mexican . Asian. African American and/or		

Phase 2 Coordination

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Coordination: Six week updates

PHASE 2



Coordination

Dana Abrams

Director

Office of Family Engagement and
Community Partnerships

Pablo Matamoros

Assistant Director

Office of Family Engagement and
Community Partnerships

Adriana Rios Dessalet

LCD PAC District Liaison

Office of Family Engagement and
Community Partnerships

Sara Reyes

Family Engagement Coordinator

Office of Family Engagement and
Community Partnerships

**SPPS ADM
RESPONSE**

COORDINATION

Craig Anderson

Director

Office of Teaching and Learning

Amanda Herrera-Gundale

Assistant Director

Office of Teaching and Learning

Tara Brash

Supervisor

Office of Teaching and Learning

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Chong Xiong

Social Studies Coordinator K-12

Office of Teaching and Learning

Questions

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Saint Paul
PUBLIC SCHOOLS

Independent School District 625
360 Colborne Street
Saint Paul, MN 55102-3299

Interim Superintendent
Dr. John Thein

Phone: (651) 767-8139 • www.spps.org

DATE: June 11, 2024

TO: Latino Consent Decree Parent Advisory Council

FROM: Dr. John Thein, Interim Superintendent

SUBJECT: Administrative Response to the 2023-2024 Latino Consent Decree Parent
Advisory Council Annual Report to the Superintendent and Board of Education

Enclosed is the Administrative Response to the 2023-2024 Latino Consent Decree Parent Advisory Council's Annual Report to the Superintendent and Board of Education. The school district has been working with the social studies department, programs, and offices to address the recommendations raised in the annual report. We look forward to working with the LCD PAC and the school community to ensure that all Latino/Hispanic students and their families' needs are met. The District will implement the following responses outlined in the 2023-2024 Latino Consent Decree Annual Report.

RECOMMENDATION: LATINO HISPANIC/LATINO CULTURE

The LCD Parent Advisory Council requests this under the LCD Stipulation Section I (C) (2) and (3), stated as follows:

1. *“Latino children are to receive (2)planned instruction given with sensitivity to and appreciation for the culture and heritage of Latino children and receive designed instruction given in the history, culture, and legacy of Latino children; and (3)planned instruction given in the history, culture, and heritage of Latino children and the history, and culture of the United States.”*

In addition to what is stated in Section I, research shows that students learn best when instruction incorporates prior knowledge and celebrates their ethnic and cultural heritage. It also allows all students in the mainstream classroom to expand their cultural knowledge and experiences. As students learn about other ethnic groups and lifestyles, they can gain greater respect for the various cultural groups and begin to value a culturally diverse environment. This is an opportunity for our Latino/Hispanic children to receive a well-rounded education that includes lessons about their history, culture, and heritage, as well as the history and culture of the United States. By January 2025, the LCD Parent Advisory Council (LCD PAC) requests that the SPPS Social Studies Department (1) revise the curriculum for Embedding Latino Culture in K-3 Social Studies; (2) create a K-12 Latino/Hispanic Culture curriculum map that shows parents what, when, and how this content is taught in their children's classrooms; (3) create a report detailing how much Latino/Hispanic culture is taught in the academic Social Studies content area from grades K to 12. We want to make sure that the report is available to parents.

SPPS RESPONSE TO (1): revise the curriculum for Embedding Latino Culture in K-3

Social Studies

The Office of Teaching and Learning (OTL), which includes the Social Studies team, and the Office of Family Engagement and Community Partnerships (OFECF) are committed to supporting and providing effective community participation.

- During SY2024-25, the OFECF will facilitate the collaboration between members of the Latino Consent Decree Parent Advisory Council (LCD PAC) and members of the OTL team. There will be four meetings. The meetings will take place during the 2024-2025 LCD PAC meetings.
 - October 29, 2024, November 26, 2024, December 10, 2024, and January 28, 2025
 - LCD PAC will invite the Office of Teaching and Learning (OTL) team members to attend LCD PAC monthly meetings and conduct focus groups related to:
 - Culturally Responsive Instruction (CRI)
 - Standard/Benchmark reflection and connections.
 - Revising the existing K-3 curriculum.
 - Lessons will be pulled from the existing curriculum “Embedding Latino Culture in the K-3 Social Studies Curriculum” that aligns with the new social studies standards.

- The existing curriculum “Embedding Latino Culture in the K-3 Social Studies Curriculum” will be enhanced and updated and supplementary materials will be promoted.
- The OFECP will facilitate all meetings and focus groups. Childcare and light dinner will be provided for all sessions.
- Every six weeks after June 17, 2024, updates from the OTL team will be shared during LCD PAC monthly meetings.

SPPS RESPONSE TO (2): create a K-12 Latino/Hispanic Culture curriculum map that shows parents what, when, and how this content is taught in their children's classrooms

Once multiple perspectives have been shared regarding the new K-12 Social Standards, a K-12 Latino/Hispanic Culture curriculum map will be presented to the LCD PAC for feedback on the process, format, and language within the scope of the MN Standards for Social Studies.

SPPS RESPONSE TO (3): create a report detailing how much Latino/Hispanic culture is taught in the academic Social Studies content area from grades K to 12

- An audit was conducted by the Social Studies Coordinator regarding LCD connections to Social Studies standards and benchmarks.
 - Minnesota state standards and benchmarks are written in a way to be inclusive. Specific Latino content benchmarks are only found at the high school level in the history strand. The ethnic studies strand will give us a greater opportunity to include multiple perspectives and cultures.
 - Listed are examples of a social studies standard and benchmark from each grade

band:

- Elementary School Social Studies Standard 2: Democratic Values and Principles: Explain democratic values and principles that guide governments, societies and communities. Analyze the tensions within the United States constitutional government.
 - Benchmark 1.1.2.1 Identify a symbol, song, pledge or tradition that is important to the student and explain why. Describe ways people show patriotism.
- Middle School Social Studies Standard 21: Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.
 - Benchmark 8.5.23.1 Examine the cultures and histories of one or more ethnic groups who have immigrated to Minnesota since the 1950s.
- High School Standard 19: Historical perspectives: Identify diverse points of view and describe how one's frame of reference influences historical perspective.
 - Benchmark 9.4.19.5 World History Era 5: Revolutions, Empires and Nations (1750–1900). Examine different perspectives about revolutions, imperialism and nation-building, including in Latin America/Caribbean, Asia and Africa.
- With new standards, a new curriculum map will be created and presented to LCD PAC for feedback.

- Guidance and professional learning will be provided to teachers on expectations and how to make LCD connections.

Coordination of LCD Program

Because several district departments impact the delivery of LCD services at the school level, the LCD Leadership Team will continue coordinating the expectations and support across multiple departments and divisions. To fully support the Administrative Response, the district will follow the process established by the Office of Innovation in 2022. This process includes two phases: (1) meeting with area lead(s) and (2) monitoring.

Phase 1: Meeting with Area Leads & Monitoring SPPS Administration Response

AREA/RECOMMENDATION	AREA LEADS/SUPERVISORS
Hispanic/Latino Culture	<ul style="list-style-type: none"> • Craig Anderson, Director, Office of Teaching and Learning • Amanda Herrera-Gundale, Assistant Director, Office of Teaching and Learning • Tara Brash, Supervisor, Office of Teaching and Learning • Chong Xiong, Social Studies Coordinator K-12, Office of Teaching and Learning
	<ul style="list-style-type: none"> • Dana Abrams, Director, Office of Family Engagement and Community Partnerships • Pablo Matamoros, Assistant Director, Office of Family and Community Partnerships • Adriana Rios Dessalet, LCD PAC District Liaison Office of Family Engagement and Community Partnerships • Sara Reyes, Family Engagement Coordinator, Office of Family Engagement and Community Partnerships
Jackie Turner , Chief Operations Officer, Division of Operations	

Phase 2: Monitoring SPPS Administration Response

- a. Area Leads/Supervisors will initiate working groups related to this area (Hispanic/Latino Culture) beginning June 17, 2024.
- b. Every six weeks after June 17, 2024, the LCD Program conducts check-ins for status updates and problem-solving.
- c. Every six weeks after June 17, 2024, Updates from the OTL team will be shared during LCD PAC monthly meetings starting in the fall of 2024.
 - i. October 29, 2024, November 26, 2024, December 10, 2024, and January 28, 2025

Acknowledgments

Saint Paul Public Schools (SPPS) and the Latino Consent Decree (LCD) Program would like to acknowledge the following school district departments, offices, programs, and staff for their collaboration, expertise, and support.

Division of Operations

- Jackie Turner, Chief of Staff, Operations, and Administration

Office of Teaching and Learning

- Craig Anderson, Director
- Amanda Herrera-Gundale, Assistant Director
- Tara Brash, Supervisor
- Chong Xiong, Social Studies Coordinator K-12

Office of Family Engagement & Latino Consent Decree Program

- Dana Abrams, Director
- Pablo Matamoros, Assistant Director
- Sara Reyes, Family Engagement Coordinator
- Adriana Rios Dessalet, Latino Consent Decree Cultural Specialist

APPENDIX

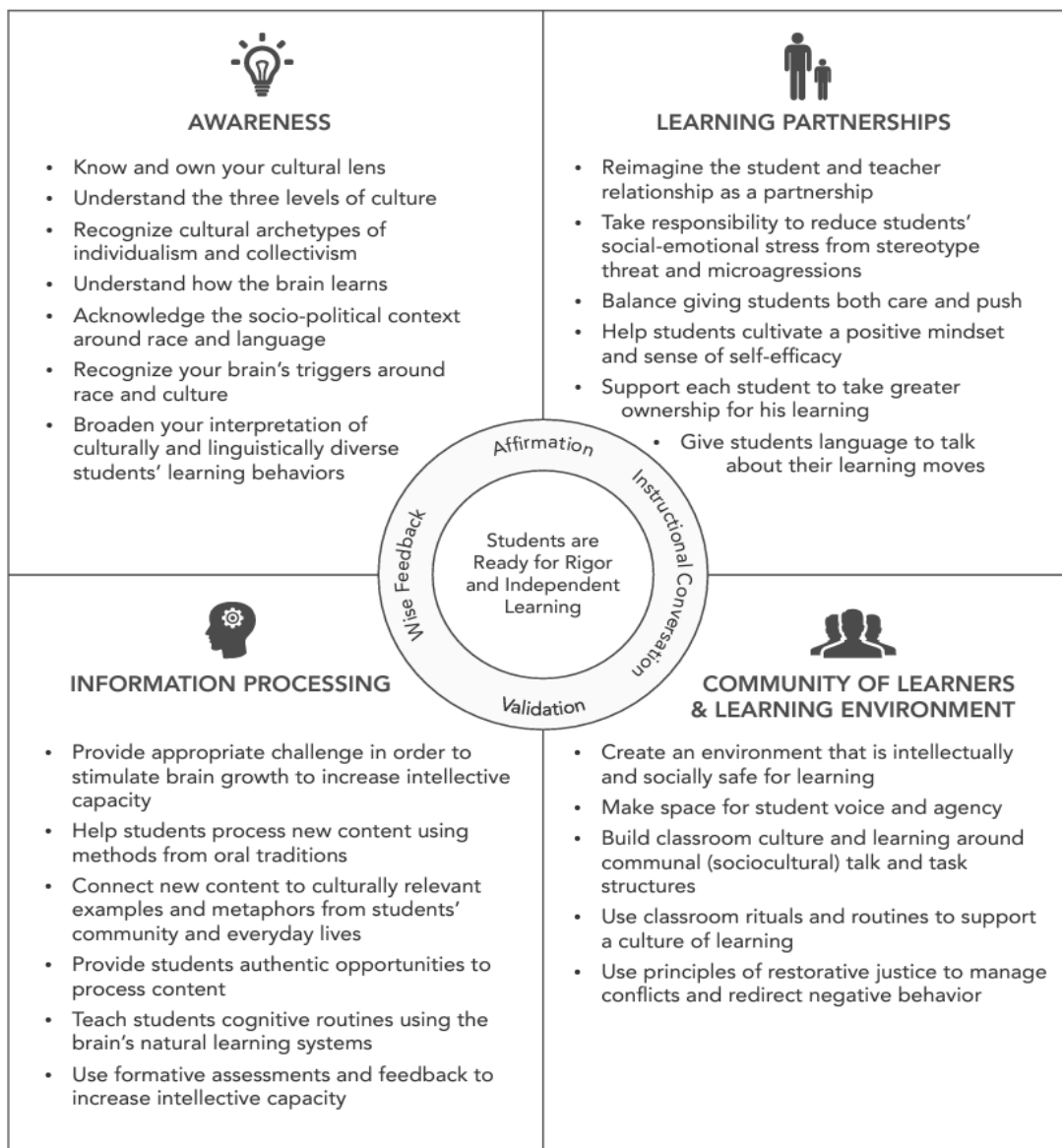
Appendix A: Enrollment

SPPS <i>Department of Research, Evaluation and Assessment 2023-2024</i>	33,062
Number of Hispanic/Latino Students in SPPS <i>Department of Research, Evaluation and Assessment 2023-2024</i>	5,025 (15%)
Number of Spanish Speaking Students enrolled in SPPS SY23-24 <i>Department of Research, Evaluation and Assessment 2023-2024</i>	3,359 (10%)
Number of LCD/EL eligible students 2023-2024 <i>2023-2024 MLL Data</i>	2,599 (7%)

Appendix B: Ready for Rigor Framework by Zaretta Hammond 2013

READY for RIGOR

A Framework for Culturally Responsive Teaching



Appendix C: Initial Collaboration with LCD - Standards/Benchmark Artifact 1

First Grade: Foundations of Social Studies – Communities and Culture				
Grade	Strand	Standard	Code	Benchmark
1	1. Citizenship and Government	2. Democratic Values and Principles: Explain democratic values and principles that guide governments, societies, and communities. Analyze the tensions within the United States constitutional government.	1.1.2.1	Identify a symbol, song, pledge or tradition that is important to the student and explain why. Describe ways people show patriotism.
1	1. Ciudadanía y Gobierno	2. Valores y principios democráticos: Explicar los valores y principios democráticos que guían a los gobiernos, las sociedades y las comunidades. Analizar las tensiones dentro del gobierno constitucional de los Estados Unidos.	1.1.2.1	Identificar un símbolo, canción, juramento o tradición que sea importante para el estudiante y explicar por qué. Describir las formas en que las personas demuestran patriotismo.
Write : Words that stand out to you. Connection points to the Ready for Rigor Framework. Connections to your lived experience and culture that we can embed Record your ideas on the document. Pass the benchmark to another group and repeat the process.				
Group 1		Esto se conecta con "comunidad de aprendizaje y entorno de aprendizaje" porque van a aprender sobre diferentes culturas.		
Group 2		Símbolo = Conoce y asume tu perspectiva cultural Reconoce el contexto sociopolítico en torno a la raza y el idioma Pledge, tradición bailes, fecha patriótica, día independencia, día de niños		

Appendix D: Initial Collaboration with LCD - Standards/Benchmark Artifact 2

First Grade: Foundations of Social Studies – Communities and Culture				
Grade	Strand	Standard	Code	Benchmark
1	1. Citizenship and Government	1. Civic Skills: Apply civic reasoning and demonstrate civic skills for the purpose of informed and engaged lifelong civic participation.	1.1.1.1	Participate in the civic life of the community by demonstrating civic skills that reflect an understanding of civic values in order to work together to reach a community goal or need.
1	1. Ciudadanía y Gobierno	1. Habilidades cívicas: aplicar el razonamiento cívico y demostrar habilidades cívicas con el propósito de una participación en vida cívica que sea informada y comprometida durante toda la vida.	1.1.1.1	Participar en la vida cívica de la comunidad demostrando habilidades cívicas que reflejen una comprensión de los valores cívicos para trabajar juntos para alcanzar una meta o necesidad comunitaria.
Write : Words that stand out to you. Connection points to the Ready for Rigor Framework. Connections to your lived experience and culture that we can embed Record your ideas on the document. Pass the benchmark to another group and repeat the process.				
Group 1		Encaja en el área de "alianzas de aprendizaje". Es importante para los estudiantes saber cosas sobre la historia de Estados Unidos. Venos que muchos niños en Estados Unidos no saben el himno nacional y saber la historia de diversas culturas.		
Group 2		Construir comunidad basada en respeto por la diversidad y fortalecimiento de relaciones y habilidades sociales.		

Appendix E: Elementary - Snapshot of the Audit

2021 MN Academic Standards relating to LCD						
Grade	Strand	Standard	Code	Benchmark	SPPS Unit	Lessons
1	3. Geography	15. Human Systems: Analyze patterns of movement and interconnectedness within and between cultural, economic and political systems from a local to global scale.	1.3.15.1	Describe patterns of movement of particular people, goods or ideas within	Unit 4 - How Does Our World Compare to Other Places?	Geo Activity 9: Location & Place Geo Activity 11: My Neighborhood is a Place
1	4. History	19. Historical Perspectives: Identify diverse points of view and describe how one's frame of reference influences historical perspective.	1.4.19.1	Examine multiple accounts of an event, identifying different perspectives.	Unit 2 - How Does My Community Compare Now and Then?	Exploring Past Events
1	4. History	20. Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources, b) identifying perspectives and narratives that are absent from the available sources and c) interpreting the historical context, intended audience, purpose and author's point of view of these sources.	1.4.20.1	Investigate historical sources to describe how people lived at a particular time in the past. Identify who created the source.	Unit 2 - How Does My Community Compare Now and Then?	Exploring and Comparing Communities — Past, Present, and Future
1	4. History	21. Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.	1.4.21.1	Create a timeline to identify a sequence of events in their life or community.	Unit 2 - How Does My Community Compare Now and Then?	Hist Activity 3: What is a timeline?
1	4. History	22. Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue. Design a plan to address it.	1.4.22.1	Describe how a person or group in the past worked to make things fairer for people at that time, and identify the legacy (lasting impact) of their work today.	Unit 2 - How Does My Community Compare Now and Then?	New Benchmark, no lessons yet
1	5. Ethnic Studies	23. Identity: Analyze the ways power and language construct the social identities of race, religion, geography, ethnicity and gender. Apply these understandings to one's own social identities and other groups living in Minnesota, centering those whose stories and histories have been marginalized, erased or ignored.	1.5.23.1	Identify examples of ethnicity, equality, liberation and systems of power. Use those examples to construct meanings for those terms.	NEW DRAFT 3 STRAND, LESSON WILL BE CREATED SY24-25	NEW DRAFT 3 STRAND, LESSON WILL BE CREATED SY24-25

Appendix F: Secondary - Snapshot of the Audit

2021 MN Academic Standards Relating to LCD						
Grade	Strand	Standard	Code	Benchmark	SPPS Unit	Lessons
10	9	4. History	9.4.18.12	U.S. History Era 5: Slavery, Civil War and Reconstruction. Examine how debates over slavery, freedom and rights during and after the Civil War influenced the status and rights of European immigrants, Mexicans and Mexican Americans , women, Asian Americans and/or Indigenous people in comparison to African Americans.	4. Civil War and Reconstruction	Inca Empire Hispanics and the Civil War
11	9	4. History	9.4.18.15	U.S. History Era 8: Civil Rights Struggles. Analyze complex and interacting factors within the Long Civil Rights Movement. Identify obstacles to the success of the various civil rights movements, such as Black, Indigenous, women, Latinx American , Asian American and/or Queer rights movements. Identify intersections between the movements. Explain strategies used to overcome the obstacles and the role of key leaders and groups .	8. Social Movements 1940s - 1970s	Latinx Rights in 1960s California
12	9	4. History	9.4.19.5	World History Era 5: Revolutions, Empires and Nations (1750–1900). Examine different perspectives about revolutions, imperialism and nation-building, including in Latin America/Caribbean , Asia and Africa.	Unit 4: Revolution and Modern Empires (1750-	Mexican Revolution, Haitian Revolution, Revolutions of New Spain American Uprisings: The Culture and Politics of Latin America and the Caribbean
		19. Historical Perspectives: Identify diverse points of view and describe how one's frame of reference influences historical perspective.		U.S. History Era 4: Imperial Expansion and Native Dispossession. Identify and analyze Mexican , Asian, African American and/or		

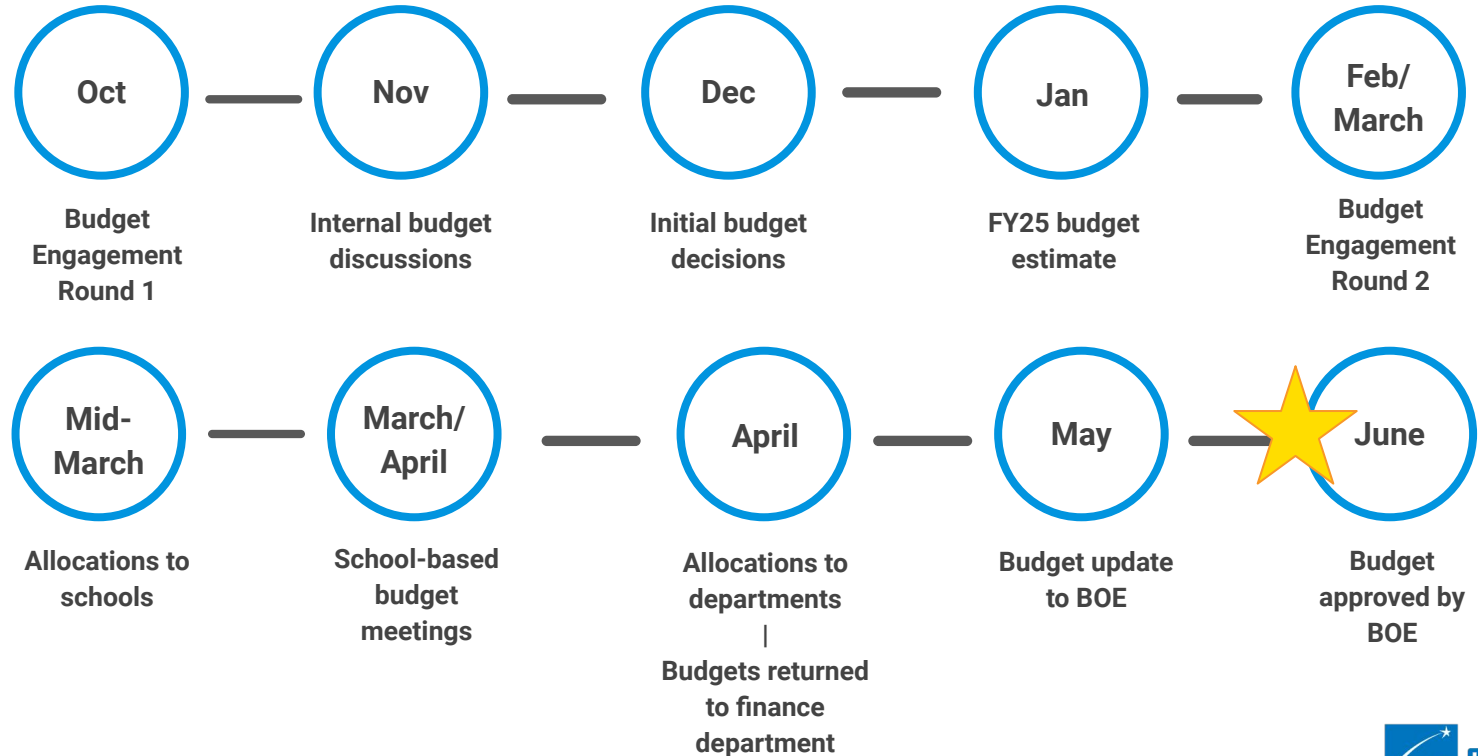


Saint Paul
PUBLIC SCHOOLS

FY25 Budget Update

Committee of the Board
June 11, 2024

FY25 Budget Timeline



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FY25 Budget Building Blocks



\$ 1. School Needs

\$ 2. Requirements (constraints, obligations)

3. Community Values & instructional Priority

\$ 4. Essential Services

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FY25 Budget Building Blocks



1. School Needs

Staff that every school needs e.g. principal, teachers, custodian, health staff, counselor, social worker, clerk, nutrition services, educational assistants, teaching assistants, etc.

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2. Requirements

Required services and staff e.g. Superintendent, Board of Education, special education and English learner services, other contractual and legal obligations

FY25 Budget Building Blocks

3. Community Values & Instructional Priority

Budget priorities identified through community engagement and program evaluation:

- **Respectful and reflective schools**
- **Safety and sense of belonging**
- **Literacy**

10,739
Participants



85

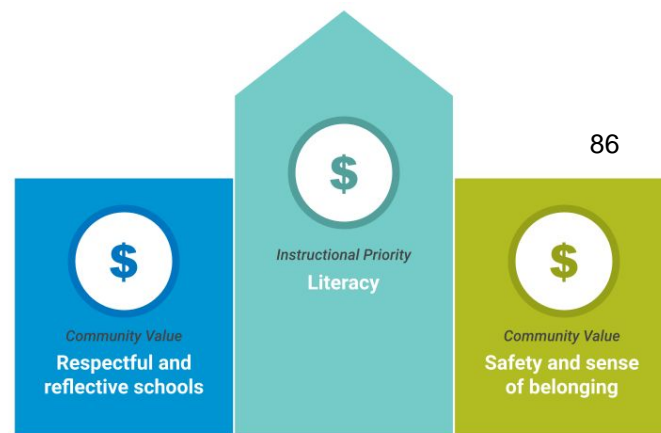
4. Essential Services

Necessary supports for school and district operations e.g. transportation, utilities, payroll, purchasing, insurance, technology, etc.

Building Block 3: Community Values & Instructional Priority

One of the most important drivers of the FY25 budget was engagement about what our community values in education. Throughout 2023, SPPS leadership and program staff:

- **Engaged with 10,000+ stakeholders** (community meetings, surveys, phone bank)
 - Students, staff, families, community members
- **Reviewed 500+ commitments**
 - Programs, partnerships, initiatives that require staff time & resources
- **Established 3 budget priorities**
 - Two community values, one instructional priority



Saint Paul Public Schools FY25 Budget Priorities

Programs Aligned to Building Block 3: Community Values & Instructional Priority in FY25 Budget

Respectful and Reflective Schools		Literacy		Safety and Sense of Belonging	
<ul style="list-style-type: none"> • 3M Advanced Training Center • Advanced Placement (AP) • American Indian Summer Program • Bdote Field Trips • Belwin Outdoor Science • Bilingual Seals • Career Pathways • Concurrent Enrollment • Como Planetarium • Districtwide Virtual Courses • History Day • Hmong Curriculum Cross-District Collaboration 	<ul style="list-style-type: none"> • Honors Arts and Music Events • Indigenous World Language Program • International Baccalaureate (IB) • Project Lead the Way (PLTW) • Post Secondary Education Options (PSEO) by Contract • Select Field Trips • Select Partnerships 	<ul style="list-style-type: none"> • 1:1 iPad Digital Learning Environment • 9th Grade Support Class • Alternative Delivery of Specialized Instructional Services (ADSIS) • Advancement Via Individual Determination (AVID) • Digital Tools 	<ul style="list-style-type: none"> • Dual Language Immersion Programs • Equitable Grading Practices • Freedom Schools • Middle School Model (including Foundations) • SIPPS Literacy Intervention • What I Need Now (WINN) Literacy • Select Partnerships 	<ul style="list-style-type: none"> • 25-Year Employee Recognition Event • Academic Parent Teacher Teams (APTT/PTHV) • Additional Social Workers & Counselors • Check and Connect • Chemical Use Prevention Grant • Extended Day Learning (EDL) Instrumental Music • Fostering Connections • Gay Straight Alliance (GSA) Clubs • High School Advisory 	<ul style="list-style-type: none"> • Language Line Services • On Call Interpreters • Parent Advisory Councils (PACs) • Project REACH • Racial Equity Professional Development • School Attendance Matters • Staff Recruitment & Retention • School Support Liaisons • School Choice Fair • Student Equity Development & Leadership • Student Convenings • Select Partnerships

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Previously shared in February 2024; not an exhaustive list

FY25 Investments Aligned to Board Parameter 1

Board Parameter 1

Increase expenditures related to early education investments to retain and prepare students for success through their elementary education and to meet third grade literacy standards.

- Early Childhood Hub
- Hmong Individual Growth and Development Indicators (IGDI) Project
- Karen Kindergarten at Wellstone

- Full-Day Free Pre-K in Excess of State-Funded Seats
- Head Start Pre-K Partnership
- Nature-Based Pre-K Program

- Early Childhood Family Education (ECFE)
- Pre-K Mental Health Partnerships
- READ Act Teacher Training 88

FY25 Investments Aligned to Board Parameter 2

Board Parameter 2

Include funding for efforts to increase enrollment, and monitor the impacts over the fiscal year.

- Enrollment Project/Committee
- School Choice Fair
- Student Placement Center

- Culturally Relevant Programs
- Dual Language Immersion
- ECFE and Pre-K/Early Childhood Programs
- Magnet Schools and Pathways

- Communications and Marketing Support 89
- Districtwide Transportation
- Enrollment Projections, Analysis and Monthly Monitoring

FY25 Investments Aligned to Board Parameter 3

	Increasing Student Engagement	Decreasing Absenteeism	Increasing Academic Outcomes
Board Parameter 3 Expenditures related to increasing student engagement, decreasing absenteeism, and increasing academic outcomes for students showing areas of great concern as identified by the District, and will be monitored to identify the impacts of such investments.	<ul style="list-style-type: none"> • 3M Advanced Training Center and Career Pathways • Bilingual Seals • Districtwide Virtual Courses • Field Trips and Experiential Learning • Indigenous World Language Programs • Personal Learning Plans (via Xello) • Rigorous Coursework (e.g. AP, IB, PLTW, PSEO by Contract, etc.) 	<ul style="list-style-type: none"> • Additional Social Workers and Counselors • American Indian Attendance Liaison • Check and Connect • Chemical Use Prevention Grant • Fostering Connections and Project REACH • School Attendance Matters 	<ul style="list-style-type: none"> • Equitable Grading Practices • Extended Time Learning Programs (e.g. Freedom School, Credit Recovery, ESY, Summer Learning Programs) 90 • High School Advisory • Middle School Model (including Foundations) • Translation, Interpretation and Language Line • What I Need Now (WINN) and SIPPS Literacy

Key Drivers for School District Budgets

- State and federal funding formula:
 - Base allocation (\$ per pupil)
 - Special Education and English Learner cross subsidy
 - Compensatory aid, Achievement and Integration Aid, Title funds, etc.
- Student enrollment and demographics
- Employee contracts
- Local property taxes
- Other economic drivers: pandemic aid, recessions, housing market, inflation, etc.

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Key Factors in SPPS Budget Allocations

- Legislative requirements and allowances
- Student enrollment and demographics
- District and school allocation guidelines and procedures
- Public engagement with students, staff, families and community members about values 92
- Continued investments and alignment to the district's strategic plan
- Compliance with Board Policy 701.01 to maintain at least a 5 percent fund balance

FY25 Budget Drivers & Output

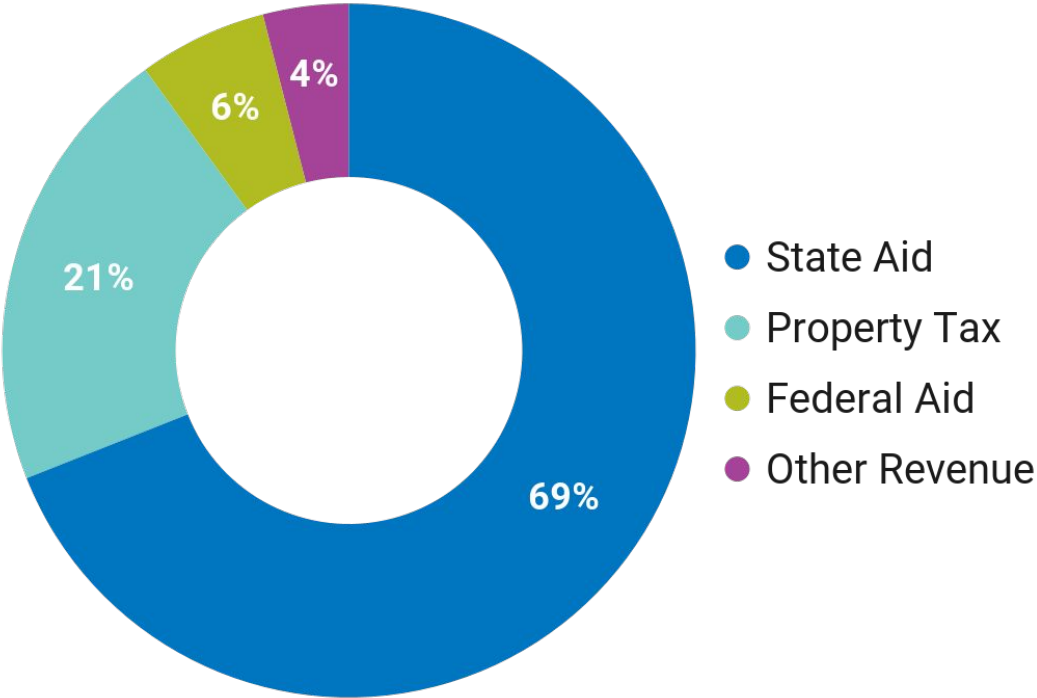
Strategic plan Property taxes
Student enrollment Federal funding/ARP
Economic drivers Employee contracts Board parameters
Community values State funding



Fiscal Year 25 Budget

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FY25 General Fund Revenue Sources



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FY24 to FY25 General Fund Expenditures Comparison

	FY24 Budget (in Millions)	FY24 Percent of Budget	FY25 Budget (in Millions)	FY25 Percent of Budget
Schools and Student Services	\$656.8	79.9%	\$589.5	83.3%
Administrative and Districtwide Support Services	\$66.0	8.0%	\$60.3	8.5%
Maintenance, Facilities and Equipment	\$99.3	12.1%	\$57.6	8.1%
Total	\$822.1	100%	\$707.4	100%

95

Schools and Student Services: Teachers, counselors, social workers, principals, clerks and other school staff

Administrative and Districtwide Support Services: School Board, district leadership and department staff, severance, employee benefits, property and liability insurance

Maintenance, Facilities and Equipment: Custodial, utilities, property maintenance, district-owned vehicles

Additional Budget Information Available

- School allocations for 2024-25 school year
- District department allocations for FY24 and FY25
- School Allocation Guidelines
- FTE report comparing FY24 to FY25
- FY25 Adopted Budget Book

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spps.org/FY25budget

Summary All Funds - Fund Balance Budget

	Beginning Fund Balance	FY25 Proposed Revenue Budget	FY25 Proposed Expenditure Budget	Projected Ending Fund Balance
General Fund	\$158,114,318	\$670,482,201	\$707,485,812	\$121,110,706
Food Service Fund	\$1,796,896	\$29,341,329	\$29,277,730	\$1,860,495
Community Service Fund	\$11,842,137	\$29,814,803	\$32,721,660	\$8,935,279
Capital Projects Fund	\$130,850,545	\$82,500,000	\$204,381,880	\$8,968,665
Debt Service Fund	\$24,204,387	\$67,368,948	\$63,168,483	\$28,404,852
Total – All Funds	\$326,808,283	\$879,507,280	\$1,037,035,565	\$169,279,998

General Fund Balance for FY25 Budget

Description	Amount
Estimated FY25 Deficit Spend	\$37.0M
Estimated FY25 Ending Fund Balance	\$36.4M
Percent of Operations	5.07% (18 days of operating expense)

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NOTE: Without additional revenue, additional budget reductions are likely for FY26, depending on the outcomes of the factors listed on the previous slide

Next Steps

June 18 Board of Education:

- Present the FY25 budget for Board approval