



American Rescue Plan (ARP) Stakeholder Input - Phase 2¹

Feedback on Draft Allocations Plan

Between August 25 and September 10, 2021, SPPS gathered feedback on a draft plan for the district's American Rescue Plan (ARP) education funds. District staff facilitated small group discussions, invited stakeholders to complete an online survey, and held one-on-one conversations with a range of stakeholders.

In organizing the request for feedback, SPPS staff relied on standard district communications channels to distribute the initial message. The invitation to give feedback was distributed in staff and family/community emails, was highlighted on the district's website, and was posted to district social media accounts. The family emails were translated into Hmong, Karen, Somali and Spanish.

SPPS recognizes how important it is to gather ideas and feedback from parents on the use of the ARP funds, especially from those whose children and families have been disproportionately impacted by the COVID-19 global pandemic². Additional efforts were made to reach stakeholder groups that do not typically respond to district messages. These strategies include work with three types of partners:

- “Trusted Messengers” who share the SPPS online form link and encourage their constituents to submit their response or to call SPPS staff to share feedback;
- “Community Conveners” who co-host a conversation between SPPS and their constituents; and
- “Key Connectors” who encourage others in their network to contact the SPPS team directly to share feedback.

In all cases, stakeholders were given a high-level overview of the ARP and some background on a list of strategies that SPPS proposes. After participants were given this background information, they were asked four questions to discuss and answer. These questions were:

- What works well about the draft ARP plan?
- Is there anything you disagree with?
- What is important that is missing from the draft plan?
- Is there anything else you'd like to share?

¹ Phase 1 was a needs assessment - reports and results at spps.org/arp.

² The needs assessment showed that student groups negatively impacted were: American Indian students, Black students, Hispanic students, students receiving free/reduced price lunch, English learners, students receiving special education, Asian students, and students in grades 6-8.

Additionally, participants were asked to share specific feedback in each of six categories of funding.

- What specific ideas do you have for how the school district can best support students, staff, and families as we move forward with these strategies? Please share any feedback in each of the six sections. You do not have to share/write something in every section.

The planned 16 days of engagement were full of competing demands as COVID-19 cases were increasing in Saint Paul, the SPPS vaccine mandate for staff was considered and adopted, and schools were welcoming staff and families for opening week, open houses, and the first days of school. As a result, many SPPS partners were not able to co-host meetings to gather input, and staff and families were juggling multiple demands.

After a week with low response, the SPPS team took the opportunity to re-examine its outreach strategy and adjust accordingly to collect feedback from stakeholders that had not been engaged to a degree that staff deemed was necessary. Staff shifted to having individual conversations, especially with families. This means we have more detailed and personal feedback from families of student groups who were most adversely impacted by the pandemic. This report covers in-depth input from 92 staff (76 who work in schools) and 136 parents. Because the online form was open and available on the website, we also received feedback from other stakeholders such as Saint Paul residents, community partners and SPPS alumni.

Clear themes emerged from the feedback received during the engagement period. These were mentioned at least 20 times, and were mentioned across stakeholder groups:

- Overall, the draft plan and allocations are supported across stakeholder groups
 - Many stakeholders indicate they wonder about the accountability and adjustments to the plan as it is implemented
 - In particular, stakeholders approve of the focus on high-quality education
- Families and staff shared that there is not enough targeted support for student groups included in the draft plan
 - More support for English learners and their families
 - Targeted support for Black students
 - Specific ideas were shared for the kinds of support that are recommended by stakeholders
- Families and staff expressed concern that Mental Health and Social Emotional Learning (SEL) has a relatively small investment compared to the whole plan.
- Families and staff expressed concern that Systemic Equity has a relatively small investment compared to the whole plan.

Below is a compilation of all comments received during the engagement period. This includes both the online form and notes from one-on-one conversations and small group discussions in languages other than English. Those notes have been translated into English by SPPS staff who participated in the conversation. The comments have been edited only to remove school and individual names or other identifying information. There were no edits to correct spelling or syntax errors. All edits are in italics, along with translations when written comments were received in a language other than English.

Questions about the process may be directed to Heather Kilgore, Director, Family Engagement and Community Partnerships at heather.kilgore@spps.org or 651-744-4223.

The themes reported above are the strongest and were present across stakeholder groups (school staff and more than one parent group). The following pages include all the comments received.

[Compiled Comments about the Overall ARP Draft Plan](#)

[What works well about the draft ARP plan?](#)

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[Compiled Comments in the Funding Categories](#)

[High Quality Education](#)

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[Mental Health and Social Emotional Learning \(SEL\)](#)

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[Letter from KPAC \(Karen Parent Advisory Council\)](#)

Compiled Comments about the Overall ARP Draft Plan

What works well about the draft ARP plan?

- Addresses a wide range of needs with emphasis on the students who are most in need of additional services and support
- Addresses many areas.
- Addressing the major issues within the district
- After school programs and community partnerships and parent contact, schools have the potential to do more and reach more. It's exciting.
- All target areas are critical
- As I mentioned, more arts opportunities, particularly art and music in ALL elementaries with support for overwhelmed staff who are not used to teaching in urban schools, as well as adding theater and dance to ALL high schools IN ADDITION to existing visual art, vocal and instrumental music programs.
- Budgeting for more bus drivers
- Emphasis on COVID safety, mental health/ social emotional learning, and culturally relevant teaching/ retaining diverse staff.
- Equity and social/emotional needs
- Es difícil de que alguien que gana \$3,000 por mes pueda desarrollar una opinión adecuada acerca de 100 millones o más! Lo importante es que se haga y después que se diga! Siempre tendremos otra oportunidad de poder mejorarlo. (*Translation: It is difficult for someone who makes \$ 3,000 a month to develop an adequate opinion about 100 million or more! The more important thing is what is done than what is said! We will always have another chance to improve it.*)
- everything written
- Generally speaking, the overall proposed strategies are okay.
- Getting input from stake holders across the district.
- Giving funds directly to schools to meet their individual needs, providing funding for multilingual communication for families
- glad there's attention to a potential funding cliff

- High quality education is at the top, and that fits!
- High quality education seems good. Less in safe schools, more to development of distance learning.
- How about you fix the buses
- I am glad money is put into high quality education.
- I like bringing in more teachers to promote small class sizes - specifically more POC in staff and teaching positions.
- I think that a lot of components have been well thought out. We definitely have needs in all of the areas highlighted.
- I think the devil is in the details. I like many of the priorities, but it is hard to understand concretely what these numbers mean.
- I think the distribution is good!
- I think the priorities are in line and student and family focused, which is what many families seem to prioritize. It seems well thought out.
- I'm glad to see the high % of funds directly impacting student learning.
- I'm not sure what works well with the plan, and I don't think anyone will know what works until it is implemented and the "rubber hits the road".
- Individual school buildings getting the bulk of funds and having the flexibility to allocate them based on their unique needs.
- Is there really a "strategy?"
- It is a start
- It is good that equity and SEL are included.
- It is well rounded to address varied needs.
- It looks like it accounts for many aspects.
- Like the way the plan weaves into each other.
- many things
- Money allocated toward SEL, mental health, and addressing racism and inequity
- More mental health
- More teachers for targeted services, addressing safety, examining equity & community partnerships
- More teachers in elementary schools!
- Multi-faceted areas of support
- N/A
- Providing for the Sped program
- Range of services/staff provided.
- Safe Schools
- Safe Schools to remain in place.
- Safety in schools appears to take a precedence in funding. Absolutely agree with this strategy.
- smaller class will benefit students
- Target school services
- Targeted Services are good, however enrichment and applied academics enhances achievement and closes the opportunity gap. Non-licensed educators are key. Most of the curriculum used by Targeted Services are not representative of our students experiences, cultural heritages, and identities. Whereas programs through Community Ed are exciting and enriching. Also 1.5 hours 2 days/week doesn't provide enough academic dosage, nor homework help. Snack already takes up 20-30 minutes per session
- Targeted student services, mental health and SEL, systemic equity is safe schools. There is nothing in the plan regarding partnering with SPFE toward recruitment efforts. Or efforts to work with SPFE to promote teacher leadership in buildings, collaboration with school and community efforts.
- Thank you to people who spent time, thought and energy into the plan. It is comprehensive.

- That there is a plan in place that will help our schools and students overall
- That there is funding set aside for each strategy on the ARP
- That they are targeting catch up skills.
- The focus seems to be largely on student needs.
- The high-level categories make sense; I agree with the emphasis on facilities improvements (makes sense with one-time funds)
- The idea in general reads like a good plan.
- The majority of dollars is targeted at learning.
- The majority of the money is allocated to instruction
- The mental health focus looks okay. I support it.
- The plan to add more staff and address transportation needs. Our teachers and bus drivers are what hold up the whole thing.
- there is a little bit for everything
- There is flexibility and money is going to the right causes like improving buildings and instruction.
- There is long overdue money to make necessary investments.
- There is money for mental health and social emotional learning.
- There is recognition that different schools have different needs suggesting that "one size" does not "fit all".
- Touches on areas in addition to classroom instruction
- Using dollars to provide more custodial services and nutrition services
- We got a plan.
- We need systemic equity, mental health and social emotional learning, as well as family services and community partnerships.
- well thought out

Is there anything you disagree with?

- A LOT of it! How much is being spent on adding new teachers, there is nothing that supports any affinity group except the American Indian community.
- Adding additional custodial and maintenance staff for cleaning.
- Also, how do we help our kids with the funding from ARP? I don't see any specifics.
- As I stated in the previous page, I don't think enough of the available funds are being allocated to the "Safe Schools" section of the draft. I don't think that the majority of people will grasp what exactly is meant or planned by the bulk of the headings under most of the other sections.
- Concerned that its more aspirational goals and target spending. You need folks who are not currently doing (not doing) to implement. Its not always about a money solution but gatekeeper attitude issue or inability to consider different perspectives or routes for doing something even if it doesn't work out.
- Could be more equity focused.
- Dollar amounts? How did the District come up with the dollar amounts?
- How about you fix the buses
- How is SPPS recruiting and hiring diverse staff? How are schools creating family and community partnerships.
- I also disagree the proposal of the minority staff 23% by 2023. By that time 80% of the staff and school faults should be minority period.
- I am trying to comprehend how hitting the 23% staff of color is realistic by 2023.
- I believe that SEL needs to be a higher priority.
- I disagree that systemic equity comes in at the lowest dollar amount

- I disagree with the district falling short of calling itself a district based in operational racist ideology. It will be very difficult to tackle systemic oppression if the the district never addresses or comes clean with its own issues regarding racism.
- I don't see any cultural relevant program and PD training about culture for teachers so that they are equipped with the cultural know-how of dealing with our kids properly.
- I have 29 Third graders in my class this year, which makes these outcomes difficult. Why not focus on letting teachers have class sizes that can work in order to address the high deficiencies of the last year and a half.
- I have concerns about the mental health and equity categories being so low on the list. We are all dealing with the trauma of the pandemic, for some that is magnified because of a lack of equity.
- I just want to make sure that SPPS HR can make this happen in an expedient manner. Perhaps the 10 million overhead cost of operation for ARP will support this function.
- I think systemic Equity should be incorporated into all of the other line items AND be a separate line item with more funding.
- I think that a larger proportion should have gone to SEL and Mental Health needs.
- I would like to see MTSS and strong K-5 literacy instruction using evidence-based practices be a stronger part of the plan.
- Implementing standards based grading. Does anyone know what that means?
- Is there anything about retaining and growing student numbers in SPPS, what about increasing the trades?
- Lack of additional hepa air cleaners in lunchrooms to keep students safe.
- Mental Health and SEL falls incredibly short as it is the foundation upon which education is built. Listen to Nadine Harris Burke's ted talk on children's ACE scores and integrate the finding into the funding. When students' wellbeing is attended to the student's will be more balance and traumatic responses such as externalizing behaviors which can create a lack of safety will most likely decrease.
- Mental Health and social emotional learning as well as systemic equity should have more money allocation
- Mental health and social/ emotional learning should be prioritized more.
- Mental health should have more money. \$67.6 million for safe schools? How would that be spent?
- More money should be going to Mental Health and targeted student services. I would suggest taking from the education budget to pad family and building supports as they are critical and not well funded right now.
- More needs to be spent on mental health after coming back to school full-time!
- More should be delegated to mental health as part of high quality instruction.
- My only concern is that in the rush to make the changes, money may get spent just to spend it rather than thoughtfully following the priorities listed out and teachers may not be fully taking advantage additional staff to best help students and families with their specific needs.
- N/A (*x2 comments*)
- Need a greater focus on Targeted Student needs.
- No (*x14 comments*)
- Not enough budgeting for bus drivers and we have students not at school learning because their route went without a driver.
- Not enough emphasis placed on systemic equity through staff PD. Instruction is primarily given, but practice is rarely required. Doing/actions will increase progression in this area.
- Not enough services and money being provided to under privileged schools
- Not sure.
- Nothing notable

- Operational expenses too high; SEL/mental health, retaining diverse staff, and bus driver incentive too low.
- Right now, I disagree with standards-based learning. It seems like a lot of money and energy is going towards something to shorten or revise a summer school program. I don't understand it, and I've tried to find information on it.
- SPPS should increase funding for EL students.
- Standards Based Grading
- Systematic Equality seems to be getting slighted, we live in a world where these things should be talked about on both sides of the table.
- That Racial/Systemic Equity efforts are so low on the list of priorities
- The additional JEPD and WINN staff. JEPD is more time away from students. Could that funding be used to pay teachers for after school or before school PD.
- The allocated funding for EL students is only 2 million and we think this is very small.
- There are too few details
- these numbers need to be flexible. as we move through the years
- Todo luce bien en papeles, aún así es imposible memorizar todo lo prometido. Toca trabajar y seguir adelante en beneficio de nuestras minoridades en Minnesota. (*Translation:: Everything looks good on paper, yet it is impossible to memorize everything promised. It's time to work and move forward for the benefit of our minorities in Minnesota.*)
- Under culture, one major relevance for cultural PD for teachers involves the middle and high school students. They're culturally required to pray. A teacher needs training on this to be informed about this aspect of our kids so that prayer time is accommodated.
- We need more money put into infrastructure. We have many old, crumbling buildings that now have to close for heat. Climate change and pandemic demand that all buildings have better ventilation and air conditioning.
- We need to continue to be sure that we are not prioritizing specific types of learning over others. Students and families are stressed about standardized tests; low test scores make them feel that they are failing as learners. We should be spending money on many TYPES of educational experiences (not just STEM and test scores) in order to facilitate growth and hope for families.
- We need to reduce class sizes in the high schools with more physical space and more teachers.
- We talk about and focus on SEL, what about the internalized racial oppression and historical trauma that have been proven by research that impacts students and families
- Where is the accountability? How are we measuring? How will the District be reporting back to stakeholders?
- Yes
- Yes and no, but this is not detailed enough for allocations within the allocations.
- Yes, the expansion of the Online School for k-8. At a time when our teaching resources are already stretched thin, SPPS is attempting to spread them even thinner. Requiring principals to cut positions in order to supply staff for the Online School is wrong

What is important that is missing from the draft plan?

- Actual staffing needs. SPPS still has not even posted badly needed positions in *some areas*
- Adding CRT to instruction, allocating funds to mental health practitioners
- Additional transportation support outside of bus routes. In order to create a strong pipeline between school days activities and after school activities, SPPS must ensure that transportation is continually provided to shuttle students to after school programs.
- Allocation for Racial/Systemic Equity efforts

- Already answered
- are there investments in facilities? expedite the transition to gender neutral bathrooms for example
- Be sure to support staff, especially staff who are not white to be able to take care of themselves without feeling that students who depend on them are being left behind.
- Building upgrades. School wide filtration systems. A/C. It is inhuman to continue having students in buildings without A/C in temps over 90 with required masks.
- Children and teachers should be center in the proposal. It's a start but from the care needed to sustain a workforce committed to the health, social and academic well-being of children. Teachers and support staff advancement is non existent and an important missing piece.
- Clarity about guiding principals or criteria for how the money can be spent in each category. Like a litmus test-- does this project/spending support our district goals of X. And the goals should be measurable/more clear.
- Climate goals. While seemingly not directly related to education or COVID, educating students about climate change and helping them become environmental stewards is essential to their long-term health and wellbeing
- Commitment to recruit and retain BIPOC educators and staff.
- Community involvement
- Consideration of the pandemic—plans and communication for quarantine, illness and long haul syndrome—how to keep everyone safe. Support for staff, consideration of contract negotiations and needs. Staff have sacrificed a LOT to help our students and families during the ongoing pandemic. They deserve to be paid more and provided more time away from the virus dangers.
- Covid testing of students.
- De nuevo, luce completo pero al final del día lo importante es seguir intentándolo. Con el deseo, la decisión y las ganas se llega lejos en la vida! (Translation:: *Again, it looks complete but at the end of the day the important thing is to keep trying. With the desire, the decision and the courage you will go far in life!*)
- Detail - it's hard to have an informed opinion
- Details about equitable allocation of resources. Some students/schools have a greater need for support after the pandemic.
- Details in “strategy” of implementation.
- disappointing to not see targeted effort at supporting LGTBQ+ students - we have data that shows we need it.
- diverse staff doesn't include LGBTQ+ staff
- Emphasis and ACCOUNTABILITY on equity for ALL students
- equity for closed captioning for all visual/video instruction
- Every teacher should receive an apple pencil and training for how to do mark up grading via schoology. It is a huge time saver for teachers.
- focus was on virus safety, not on other things - is safe schools the right term?
- Greater need for increased family engagement opportunities (via events in school and community). Increase family participation in schools, this too will drive parental security and trust.
- Hands on career related experiences at the elementary level, PLC's for cultural and racial equity so all staff have to participate.
- Hmong parents and students are still struggling with not being able to access their I pads. Virtual learning online continues to be an issue for our Hmong students, much more for the parents with the language barrier. Most do not even know how to turn an Ipad on, much less follow instructions. The majority of the parents are NOT tech savy to even access google meet or zoom in order to attend conference calls or meetings with their student's teachers. If the student have issues with their ipads, parents are much less likely to help due to lacking the understanding of the “tech language” even if they

were talking to a Tech of the same nationality. Even if the parents call the Tech Line for assistance and leave messages for a return call, communication is still an issue when a parent does not know how to follow instructions. Can a portion of the funding be used to hire more techs that will be able to assist the older generation Hmong parents to resolve the issues with the I pads.

- How about you fix the buses
- How will you measure effectiveness of implementation for each of these items?
- I didn't see money to help test all of us in schools and families for Covid- we need more money for school nurses too (I may have missed that line item) they are on the front lines at schools
- I feel all bases have been covered, just a bit disproportioned
- I hope the college and career plans include conversations with colleges about what skills students need to be successful. There's a huge disconnect between k-12 and higher Ed and students suffer.
- I need to be with people who look like me - it's exhausting to not be able to have the same conversations with white people
- I think that whenever we can think of ways to support individual classrooms and the needs that may be present, then better learning outcomes can happen for all. There are times as a classroom teacher where I feel that there are students who have a lot of special needs (emotional, academic, behavioral needs) and I don't feel that there is enough support when a student is really struggling. In those cases, then the learning for all is impacted as I try to get the support/help I need for those particular students. I am thinking of students who may have unidentified special needs that have not been addressed in kindergarten. I am sometimes frustrated that there is not enough support for a child who is really struggling. It takes a long time before some students get the help that they need - due to all of the interventions that I have to go through.
- Including ALL staff in opening week trainings & prep as a best practice moving forward
- Installed Air conditioning in schools that do not have it. Bonuses and increased pay for paraprofessionals
- Is there any money going to increased administrative costs that could be used for student and classroom needs?
- knowing this is limited funding, what is the plan to maintain once the funding source is gone.
- Looks good
- Make sure that funding goes towards support staff---SLP, social work, EA, interpreters. Most resources tend to go to classroom teachers. Those staff often need materials and equipment that benefit students, but do not get as many resources.
- Masks for band players that actually work
- Mental Health support for families and children year round.
- mention LGBTQ students and their needs
- More creative ways to teach education and mental health is alternative ways.
- more inclusive curriculum, can't just be about standardized testing, but rather about education
- More services and money being put in under privileged schools
- N/A (x2 responses)
- No se asigno dinero para continuar con un programa de aprendizaje virtual en caso de necesitarlo. La escuela en linea no tiene capacidad para tantos estuدياتes. Dejan a la deriva a ninos con necesidades especiales. No hay dinero asignado para expandir este programa. (*Translation:: No money was allocated to continue with a virtual learning program if needed. The online school does not have capacity for so many students. Children with special needs are left adrift. There is no money allocated to expand this program.*)
- No veo dinero asignado por si se tienen que cerrar de nuevo las escuelas. (*Translation:: I don't see money allocated in case schools have to be closed again.*)
- Not enough Details

- Not sure that the plan could completely recover.
- Not sure, would need to see balance sheets
- Nothing (*x5 responses*)
- One Hmong parent expressed that her special ed children have also fallen behind academically, and she especially feels that there is lack of attention given to the children when they are in school. Her children are autistic and are in the special ed program. She feels that they especially need additional support, which they are currently lacking due to one teacher per x number of students. She shares that on one occasion, one of her children has fallen and hurt his head in class and no one was around to help him up physically or help maintain him emotionally. With all the funding, can the district hire more staff for the special ed students so that there is coverage for all.
- One of our Hmong mothers have shared that there have been fights on their children's' bus and there are no adults around to break up the fight. There is only the bus driver who may not even be aware of the fight or does not even care to see what is going on. Her children are afraid to be in such a hostile environment on the school bus. With the new funding, can the school hire an additional adult to chaperone the students in each school bus, especially in a bus with teenagers, to watch the students, so fights do not break out.
- Our kids were behind before COVID 19 - they fell through the cracks. Digital learning made it harder for parents and kids. Parents feel they don't see a big difference with this funding.
- pandemic created additional homelessness for LGBTQ+ kids; are there targeted supports for students experiencing homelessness?
- pay attention to a higher likelihood of a need for targeted support for LGBTQ kids - they've had disproportionate impact too
- Portable HEPA filters for every lunchroom
- Question: is there a plan that shows where we are partnering? Where is the library? What city and county resources are being tapped. There should be an intentional plan to use all programs and resources. It will take more than SPPS to recover what's been lost.
- Relative to the issue of mental health, HPAC parents/members would like to ask for funding to put together a mental health support group for our Hmong students, separating and tackling the issues from the female perspective as well as the male perspective. It is our belief that when the sexes are separated (male from female) and put with similar sexes, we can share our thoughts, emotions and struggles comfortably with each other, then in an open setting of both sexes, despite both sexes may have similar struggles. All the parents agree that this is a good plan that will be beneficial to our Hmong students.
- Remodeling/rebuilding schools (but perhaps that's not what these funds are for)
- REMOTE MICROPHONE AMPLIFICATION for all teacher and students to ensure better access to information.
- Resources for outdoor lunch (especially for the first 6 weeks). Education about the vaccine for staff. Resources to pass a vaccine mandate and hire new vaccinated staff, if necessary.
- SBD does not work well with ELA classes
- School essentials in 2021: AIR CONDITIONING, NEW FURNITURE, No rooms that don't have windows
- School Psychologists to aide in mental health.
- See above and within - a heavier focus on building healthy environments (especially ventilation), well being in students and being 100% trauma informed - as we are in the traumatic stress of a pandemic. There are studies of Grade schools that used "mind moves" daily with immense effect. Think outside of the box, talk to diverse experts (like at the Wilder Foundation) and seek and find far reaching creative visionary solutions. It is a chance.

- Smaller SPED classes with licensed experienced teachers! Not kids crammed in small rooms with 2 staff. Program Numbers are above the state recommended caseloads. No wonder kids don't make progress
- Specific information about Retroactive pay compensation for school year and summer school teachers who risked their lives in over crowded classrooms in the SPPS efforts to close the achievement gap.
- Staff mental health
- Teachers weren't given hazard pay? It has been given to other people. Could this be done? Why hasn't it been done?
- The actual impact on the day to day of a classroom teacher and class.
- The funding of the \$207 million has been allocated into 7 general categories. While all this funding goes directly to support the education of all our students, is the district willing to share how much of this funding goes directly to supporting our Hmong students? To the Samolian students? Hispanic students? Indian students? Etc. This funding should be separate from the Emergent programs as not all the students are not in the Emergent program.
- There are very important social issues missing in the draft such eradicating racism sexism and other issues dimming humanity and dignity of minority families, such name calling ie low income, poverty, unemployed people, food stamps, and so on.
- There is no mention of utilizing the money more efficiently by closing schools that are not anywhere near their minimum numbers for efficiency.
- There is nothing that address how teaching staff treat students of color. I don't see much that brings in community or community partners. How is SPPS going to ensure that African American students are being heard and seen? What will be done to increase the graduation rates of AA students?
- there's a lot of need for staff to feel safe and welcome - LGTBQ+ people don't feel safe to be out at work as SPPS staff members
- This is an opportunity to update our technology within classrooms to make them fully audiotorally accessible. Invest in quality microphone and soundfield systems as well as a screen to display captions (written representation of what is spoken in the classroom) and a live captioning program (live transcribe, etc.). Masks and distancing are making it difficult to hear teachers and fellow students in the classroom. The stated technology would make the spoken word accessible through amplification and visual captions. This would benefit all students and teachers in the classroom and can be used year after year.
- Tier 2 and Tier 3 academic interventionists for K - 12.
- Training and recruiting may minority staff
- Unsure
- Using Metro Transit services to build a more resilient transit system for our high school students.
- was LGBTQ+ student data considered?
- We need more money put into infrastructure. We have many old, crumbling buildings that now have to close for heat. Climate change and pandemic demand that all buildings have better ventilation and air conditioning.
- we've asked lots of times to have LGBTQ+ named when we talk about diversity - it feels like you're not listening
- What would be helpful would be an explanation of exactly what is meant by some of the headings and sections, and how, if the funds are allocated to these sections, the funds will be spent.
- where is the targeted support for LGBTQ+ kids

Is there anything else you'd like to share?

- A Hmong mother/parent says that the funding should be used to fix the schools that lack a central air system; her children suffers in the heat every year when they are in class during the late spring and summer time. She also agrees that our Hmong parents lack the technology and the knowledge associated with it. Funding should be used to help those in need or improve the current process in helping our older generation parents with language barrier. This parent also shares that the district should use the funding to invest in the selection and separation of students to distinguish those who are falling behind from those that are succeeding academically so that the students do not fall through the cracks. This program should be used to track students from a much younger age in order this to be effective. Also provide innovative alternative instruction available to those students that need it. She also agrees that teachers of the same ethnic background should be hired so they can relate to the students culturally. She believes that Hmong teachers are a positive factor to Hmong students as they will help the students have more respect for their parents at home.
- A Somali navigator in the district to help parents would be very helpful.
- ACT and SAT are expensive and prep sessions are costly. We need funding for academic/test support so that we give our kids a chance to reach their full potential.
- After school programs such as ELD are not designed for the East African community.
- Announcements should be more culturally relevant, not just emails.
- Change is inevitable, flexibility is necessary, but consistency is essential to progress.
- Consider our deaf and hard of hearing students and their needs! They just need a small piece of the fund to make a huge impact.
- COVID has impacted our students in many ways. Virtually learning is not for everyone and as a result, our Hmong students are struggling academically and emotionally. They lack exposure to kids their own age. Parents who fear COVID have not allowed their children to attend school, and as a result, there is no outlet for enjoyment. With the new funding in place, would it be possible to have some outside activities for our children; an outside group of some sort to provide activities for the students without the pressure of learning all the time? If transportation would be provided to pick up the students after school and put them in an environment that will allow them to play with kids their own age.
- Dollar amounts? How did the District come up with the dollar amounts?
- Due to COVID, less school buses are being used and are being replaced with city buses. One parent shares that she and many parents that she knows do not feel that the city buses are safe for their children. Some students also have to walk very far just to get to the bus stop. She would like that the school buses be brought back so that all the students can get to school safely.
- Eradicating racism and anything really need sms are important
- For background, our kids get good grades in school, but fail in the MCA tests.
- For example, last year all of the PD during opening week was captioned. This year, 1-2 PD videos are captioned. Same online format as last year, but the PD creators just chose not to make them accessible this year. That is unacceptable and we must do better for our students and our staff. "
- For the past two decades, children, teachers and all the adults that support have suffered during COVID-19 in ways that will affect the district for years to come. The leaders of the district, many times, insulted this harm by not providing preemptive proactive intervention to teachers and children when it was asked for. Lots of blaming. Not enough collaboration between the Superintendency and SPFE. SPFS must operate communally within a community, always supporting and honoring teachers and the experienced, highly trained and educated adults who are closest to them.
- High class sizes, teachers pulled out of class two days for PD, yikes!
- How about you fix the buses
- How are we addressing the systems of inequity in SPFS?

- how do we help our kids with the funding from ARP? I don't see any specifics
- I appreciate the transparency of what SPPS plans to do ARP funds.
- I believe that are District making great strides, don't be discourage in the face of daunting odds
- I hope that these ARP funds actually go to helping schools get and remain safe during, and after, the COVID-19 pandemic. I probably speak for a majority of staff that work in school buildings in stating that one of my greatest fears is that these ARP funds will get spent on continuing and expanding the administrative bloat and bureaucratic processes at SPPS rather than using the funding to hire and retain full-time SPPS employees (custodial, nutrition, trades, and teaching staff) that will maintain the buildings and teach the students, as well as using the funding to maintain or replace aging mechanical systems.
- I hope there is a plan to sustain aspects of this into the future. We need these things every year.
- I hope there will be an ongoing effort to educate students AND staff about the effectiveness of masking and community protocols to reduce infectious disease. The culture of protecting each other so we are stronger together needs a stronger message.
- I was "victim" an assault incident with a black youth from Mpls who was 14 years old. He apparently wasn't attending school and was externalizing. I asked myself, what happened to him and how did we as adults fail this youth? There must be a role for the educational system to play. We are losing the potential of our children. At the same time my son who is a top student is under served in his potential; hopefully partaking in the pseo program as a junior will serve him better.
- I wish vaccines were required
- I'd like to see more investments in SPPS primary languages not named English. Primarily searching for Hmong, Karen, Somali and Spanish speakers that know how to translate educational language into native languages that reflect the care and urgency needed to communicate to families the importance of their role and the choices they make.
- Increase paraprofessional pay and hire more paras district wide. I am a DCD teacher but needs all district wide.
- Influence I feel should be looked at to assist in mental health.
- Investigar cómo quedaron emocionalmente nuestras familias post pandemia. Salud mental será un gran desafío para nuestro futuro y desafortunadamente los que menos tienen son los que más lo padecen. (*Translation: Investigate how our families are left emotionally post-pandemic. Mental health will be a great challenge for our future and unfortunately those who have the least are those who suffer the most.*)
- it is exciting to get all this \$\$ and I understand the urgency in making a plan-- but I feel this survey is insufficient to really gather community input. There should be a presentation of the plan via video with graphics and examples of what the \$ might be spend on in each budget line item, and then focus groups of families (can be on zoom) to discuss and react-- with more specific questions posed to families. There is too much detail and also not enough detail in this survey to be able to properly give feedback or engage with the plan. Also, two weeks is a short time frame to have this survey up. There should be more opportunities for families to engage.
- Mental health in schools is really important and partnering with outside agencies can promote students feeling safer and more seen in school. I think it's really important for us to remember that mental health looks different in different people and that therapists' caseloads often fill quickly, leading to many kids not receiving services. We also need to continue promoting and insisting upon trauma and culture informed teaching practices, including requiring providers to understand their own biases and lenses.
- More funds should be directed toward EDL to support students who have struggled during the last 20 months
- More speakers with microphones in every classroom!
- No (x12 responses)

- One Hmong parent also expressed that one of her sons has fallen behind and does not know what to do to get ahead. She wishes that during this time of COVID, the district would hire more tutors for those who feel they are fallen behind. The tutors should be readily available during and after school for both virtual and in school learning. For both virtual and in school learning, transportation should be available to pick up and drop off the students as needed. Also, she feels that the teachers are not available and not attentive enough to the students. She states that by the time she is aware her son has fallen behind, it is already too late to do anything about it. With the language barrier, she isn't able to help her son.
- One Hmong parent has expressed that she feels her child has fallen behind academically but has still been passed on to the next grade. What can be done to monitor the student's level of knowledge so they can be ready for the next grade? Some HPAC parents have children in special education, but data segregation continues to help the Hmong students in order to pinpoint where their weaknesses really are.
- One Hmong parent wishes that the funding should be used to buy supplies for the students so they can learn more visually. More tutors and teacher aids should be hired to tend to the students. All staff and teachers should be fully compensated for the work they do in the district. As for the families, he asks that the school comes up with a program that assists those that are unable to pay for their internet connection (used for their children's I pads). Many times, the internet connections that they pay for are very slow and if the school would assist and also allow for faster internet connections, that would strongly help him.
- One of our Hmong parents wants to emphasize that the district should spend money only on what is absolutely necessary. For example, the school lunches are not favorable to most students who have expressed that the lunches are less than edible. While the district has provided what is considered nutritional to our students, can the district spend money on food that is culturally relevant to all the ethnic backgrounds. Students will learn better if on a full stomach of nutritional food. One suggestion would be to choose one day out of the week for each ethnic group or give the students a bigger and tastier selection of food to choose from for lunch.
- One parent shared that due to virtual learning and only the use of their iPad, her children are lacking penmanship skills and are unable to write properly. She wishes that staff be hired to show the students how to write again or incorporate writing skills in their learning.
- Our EAs spend so much time in the classroom and don't connect with us. We need someone in the schools who connects with us.
- Our kids were behind before COVID 19 - they fell through the cracks. Digital learning made it harder for parents and kids. Parents feel they don't see a big difference with this funding.
- Our physical school spaces are not set up for current needs of students. Many buildings are run down and not welcoming. Many classrooms have little room for group work or lack of collaborative spaces in buildings.
- Parents need an office with Somali caseworkers who can answer their questions to help them be informed and protect them from misinformation.
- Parents need connection with the schools. One step is to fund cultural events. We need to take a closer look at kid activities for our community.
- Parents whose kids go to SPPS schools are always looking for answers. Parents are not involved in meetings due to language challenges. Sometimes they hear heresy and misinformation about our SPPS schools.
- Part of this funding can go to fighting misinformation about SPPS to the community.
- Participation in sports is expensive and fee-based. The Somali kids are missing out on these opportunities that are tailored to their needs because it's expensive.

- Please make sure that schools consider the operational needs like clerks when they are planning for their individual site needs. These positions make it easier for others to do their jobs.
- Please consider the impacts of masks on hearing any person who is talking. We want masks for safety from COVID and we want to hear what students and colleagues are saying (without taking off the masks). Sound systems could help this access for all and help save teachers' voices.
- Please prioritize Systemic Equity-walk the walk, talk the talk
- Proper enrichment needed for kids to close the achievement gap.
- Question about how unhoused families will get the services and strategies? Is there specific strategies for the unhoused students and or families?
- Question about SpEd Recovery Services. Recommendation: Am. Indian students on IEPs and all families should be notified of SpEd Recovery services. It should be a meaningful conversation not just an email. Students and families should know!
- Question: How will they support students that have separation anxiety? How will they support the family? What will this look like for families?
- Question: What is culturally responsive teaching?
- Question: What's the 2,500 route incentive?
- Remember how teachers were striking right before this happened? Don't forget that.
- REMOTE MICROPHONE AMPLIFICATION for all teacher and students to ensure better access to information.
- Schools are working hard. Yet, our kids are behind and lack support in major areas such as emotional support and mental wellbeing as well as tutoring and extracurricular activities such as sports.
- Some of the money allocated for maintenance can go to special education because of the need of that program.
- Sports for kids like soccer is important. That is what our kids have known from back home. Yet, these sports are expensive to participate in because they're fee-based. Families with many kids can't afford to join sports activities. I don't see funding for these expensive activities.
- SPPS Teachers need better pay. We have over conceded in dealing with the school board and teacher pay has suffered significantly.
- Stop asking taxpayers to fund an agenda that does nothing to close the achievement gap or move students forward. Go back to the basics. Make the school day longer! 6 hours is not enough!!!
- Support BIPOC students and their families
- Teachers need to have a better understanding of how trauma effects the brain, learning, etc. and real strategies of how to work with students.
- Thank you for letting me provide the input that I have provided.
- Thank you for this opportunity and thank you so much for mandating vaccines and masks. It is so important that we try and keep schools open.
- Thank you for your work to equitably use these funds to best support our students.
- Thank you for your work with this huge sum of money. Please be judicious in spending it, and be very detailed. Make sure the things that are purchased will be used and appreciated by students and families.
- Thank you.
- The building maintenance and cleaning? For all schools? Are there schools that may qualify for more cleaning?
- The district did some really good things last year during virtual learning due to COVID regarding accessibility, but that all seems to have been forgotten as we return back to the classroom and in person learning. We need to continue the accessibility because masks continue to limit access to auditory instruction for all students.
- The needs of our kids should be met through this funding.

- The pandemic has only further highlighted the systemic inequities in our schools district and nation. How can more funding go towards this?
- There are no after school programs geared toward Somali kids.
- To repeat, proper teacher training is needed.
- Unless the district can show ELA teachers exactly how SBD will work with all classes, I believe it is irresponsible to implement SBG. School staff at individual sites know what their students need and these needs are not the same from school to school nor should they be. We have a diverse student population from school to school. To force all students across the district to do the same assessments regardless of what their needs are, does a great disservice to our students.
- Use time and money to set up a rock solid, fun summer session for next year that uses active, engaging, game based techniques. Shorten the length of summer school days to keep kids engaged, and have the plan in place no later than April 1st, 2022.
- WE KEEP DOING THE SAME THING AND GETTING THE SAME RESULTS. When will this madness stop?
- We need funding enrichment that caters to the needs of Somali kids - more outdoor activities like swimming for life saving. We hope that this funding will change the situation of our kids.
- We need to see a detailed summary and how it's meant for our kids.
- What's the purpose for the extra nursing staff?
- Where is the accountability? How are we measuring? How will the District be reporting back to stakeholders?
- Whose voices were at the table to discuss options for proposal submissions? Not all that should have been in my understanding.
- Why is systemic equity getting such a small amnt of \$ and seperate budget; why is it seperate from high quality education
- With the funding plan, more resources should be allocated to help our Hmong students specifically, especially in the area of mental health. This must include staff with similar cultural perspectives that understands culturally related issues and needs of the Hmong students. Most students are shy or private and do not want to share their inner struggles with their parents. While the parents are available, they do not have the same perspectives of their children.
- With this ARP funding, let's go back to the basics of helping our kids at SPPS succeed by revising how this money is allocated.

Compiled Comments in the Funding Categories

What specific ideas do you have for how the school district can best support students, staff, and families as we move forward with these strategies?

Please share any feedback in each of the six sections.

High Quality Education

- \$23 million is designated for k-8 Core Reading and Math, and given how crucial these two subjects are for individual student success, adding 2 staff, one for k-2 and one for 3-5 seems necessary, not optional, for every elementary school. Some of these positions have already been cut to move staff into SPPS Online School k-8 positions, which seems to be spreading our already thin pool of staff too far. I don't think that this serves the needs of our struggling students.

- 1. Talk with big companies like Target, Walmart, etc to see how they can team with SPPS to provide school supplies and materials low cost or free. I've heard that they may have items they throw away if slightly damaged - teaming with the schools can allow these companies to give the schools these items for SPPS to save in costs.
- 2. Staff Development -around trauma, race, mental health - Mental Health teams to give this training during the year to school staff. School social workers should have trained the MH teams last year, so this year the MH teams can train the staff.
- 3. Offer credit recovery in the form of community ed classes, trips, experiences (thinking outside the box) rather than traditional classes
- 4. Assign each high school with a college/career readiness staff who can talk with students/parents about colleges, tech schools, jobs, scholarships, etc
- 5. Assign more school social workers to work with gen ed students
- 6. Have a family go to place in each school where families in need can access free clothing, food, school supplies, etc
- A mi no me queda claro los maestros adicionales. Cada escuela es diferente y tienen diferentes capacidades. Deberías de ser más proporcionado el número de personas por escuela. Cada grado tiene diferentes necesidades. Hay alguna razón por la que no se incluye hasta el grado 12? No me queda claro bien como es esto. *(Translation: Additional teachers are not clear to me. Each school is different and they have different capacities. The number of people per school should be more proportionate. Each grade has different needs. Is there a reason why it is not included up to grade 12? It is not clear to me how this is.)*
- Access to interpreters. The interpreters are often super busy especially during peak times. There are times when due process and family support is delayed due to overwhelmed interpreters.
- After school programs i.e. Discovery club should be affordable or FREE for families
- After school programs such as ELD are not designed for the East African community.
- Agree with primary allotment to individual schools and bolstering core K-8 subjects especially math. The last year of minimal online instruction has hurt all SPPS students and we need to refocus and get them learning again. The lost year of instruction will be felt for years so prioritizing this is essential.
- All of these are great ideas. At the high school level, helping students prepare for college. The students in the elementary immersion programs that were Kindergarteners at the beginning of the pandemic need additional instruction to support their language structures. The summer program was not supportive to continual language. Having building subs has been helpful as well.
- All staff should get familiar with the signs of ASD and how to work with ASD individuals. One in 46 students has ASD
- Appreciation that each school has different needs. Funding sent directly to schools feels equitable.
- As listed in MDE's Funding State Education Priorities with ESSER III document, SPPS should consider strengthening its MTSS model at the individual school level, and with that provide a solid framework for literacy that incorporates evidence-based practices, such as those in LETRS (Language Essentials for Teachers of Reading and Spelling). Doing this would provide strong Tier 1 core support all students while also streamlining a process for offering targeted support to those students who may need it.
- Buy down the special edu cross subsidy billed by charters
- College and Career Readiness
- Como especialista en deporte, yo no veo educación física, materiales y especialistas. Quisiera ver más sobre salud y educación física para los estudiantes. La influencia que tienen estas áreas es muy importante para la salud emocional de los estudiantes. *(Translation: As a sports specialist, I don't see physical education, materials and specialists. I would like to see more about health and physical education for students. The influence these areas have is very important for the emotional health of students.)*

- Covid-19 really impacted our students' learning and some of them need one-on-one or small group support.
- Difficulty in deciding to put money in instruction rather than in one time projects like bonding.
- Direct funding to school & summer programs
- Direct funding to Schools (x2)
- Direct funding to schools for customizing is positive
- Direct in-school, in-class support for IB/AP math and science for low income or BIPOC students. In person after school tutoring WITH bus tokens for students to get home.
- Donde habra mas detalles sobre como se va a gastar el dinero? (*Translation: Where will there be more details on how the money will be spent?*)
- Ensure that African American Teachers, Tutors, Non-Licensed Instructors, College Students, particularly teacher prep. students are utilized too. Ensure that high quality culturally responsive books that highlight African Americans -Like CDF FS and Freedom Schools Express
- Ensuring students are achieving and making notable academic gains-all students. Black American students need to see and engage with Black American educators (e.g. recruitment). Dig into data; disaggregate Black American from African students (Black students have fallen farther behind).
- Entonces esto no va al contrario de lo que estamos viendo en la pantalla? Si cada escuela va usar el dinero como ellos consideran, porque nos dicen otra cosa en este papel? Estoy confundida en este punto. (*Translation: So this is not the opposite of what we are seeing on the screen? If each school is going to use the money as they see fit, why do they tell us otherwise on this paper? I am confused at this point.*)
- Estos recursos son en general a todos los estudiantes? No estamos hablando especificamente de cierto grupo, por ejemplo de estudiantes latinos. Como sabes en nuestro grupo hay muchas escuelas que carecen de estudiantes bilingues para trabajar con nuestros hijos. (*Translation: Are these resources generally for all students? We are not talking specifically about a certain group, for example Latino students. As you know in our group there are many schools that lack bilingual students to work with our children.*)
- Evidence-based reading and math curricula, including phonics-based instruction in reading.
- Funding should absolutely go to those with the largest learning loss from the first year of quarantine. We should also support mental health services for students and families too.
- Funding should go towards increase pay for the staff of summer and after school programs, this will solve persistent staffing shortages. Also, consider creating a program that would create a pathway for people of color to get jobs in Discovery Clubs- with support for continuing education while working- then on to being TAs, then teachers. Like a true pathway and well-supported and funded program to drastically diversify educators. At *one school* there are only 3! BIPOC teachers and way more BIPOC students.
- Greater emphasis placed in after-school and summer programming for students of color, to ensure measurable growth and learning occur through the year.
- "High quality education: with everyone wearing masks, it will be more challenging to hear educators and peers, anyone speaking. Investing in sound systems with microphones that can be passed around the learning space will directly support the high quality education that is happening in the classrooms. When students cannot hear what the educators or peers are saying they are missing out. Microphones will support learning while multimedia opportunities are happening too. If there is a movie or other visual and the teacher, who is wearing their mask, is commenting about a section or highlighting an important point, students miss the emphasis. Being able to hear peers, even those who are soft spoken, will support the classroom community. Students will feel welcomed and will be engaged when they can hear what the masked educators and peers are saying and when others can hear them. This will also remove the need to repeat answers, something that not all students are

willing to do. An effective sound system in all rooms will 'save' the students and educators voices, reduce the strain. No need to raise voices to be heard over movies or other ambient noise.

- *We need high quality programming. Summer school and after-school programming need to be something that staff and students want to participate in. When more is offered and we don't have the staff to support it (need to pay teachers their regular wage, not a fixed amount) that does not equate to quality.
- *We need training for all staff through out the year. Teachers have several days built into the school year and other staff who work directly with students are rarely, if at all, included with this training. Think what systemic change we could have if equity work is offered, required, and built upon through out the year. Time at the beginning of the school year is crucial to prepare for students and to have some training. If that training is never revisited or accessed, how will it become practice?"
- How about you fix the buses
- How are we integrating knowledge across curriculums?
- How was the money allocated to the groups? The College and Career readiness group needs more money. Is this allotment realistic, do we need more in technology vs. high school schedules.
- Huge emphasis on College but when looking at Am Indian students they do not have the GPA. They need to leave school with a skill.
- I agree that there should be more direct funding to each school to determine some of the needs that may be unique to that school. As we work in the classrooms, we see where the needs are. I think that students will benefit from more support from more adults - for example, more teaching assistants to help support students who may need extra support one-on-one with social emotional check ins or just assistance with doing things. This is particularly evident in the lower grades of kindergarten and prek. Students have missed out on a lot of fine motor skills and will need help with learning these skills. We also will need extra adult help to meet students where they are and help gain skills academically in order to meet academic outcomes.
- I agree with having direct funding to schools, however I thought we were supposed to use the funds for something that would be sustainable after the funds ended? How is adding more teachers for specialists sustainable? How will we pay for them after the funds end when most schools have to make cuts every year? Why are we adding more money for professional development? SPFE already offers a wide range of PD for their members on top of them getting money from the office of family engagement to support the home visit program (paying for visitor stipends and trainings). What is high quality instruction? Exactly what does that look like, and how will you ensure that it is happening in each school with each teacher?
- I agree with this (x2)
- I am an English teacher at a high school, and I am all for grading-alignment. However, I don't know how standards-based grading works at the high school level, for English. The skills we work on in English have been covered before, and will be covered again when a student goes on to college or just continues to lives in a country where English is the dominant language for writing and reading. My students leave my class and their language skills are inevitably in a broad range--that's great! I want my high flyers to continue to push themselves, and I want the student who may be on just their 3rd year or so of written English to also push themselves. I do not know how standards-based grading works, in practice, for the cyclical skills of English. In order for standards-based grading to work, I as the teacher need to know how the elastic skills of language (and the elastic state standards!) will translate into standards based grading that will also include a A-N transcript as well as a GPA. Please show me a gradebook of an English teacher from a large urban high school who has enjoyed standards-based grading for writing and reading analysis, and this gradebook has translated into A-N grades with a GPA on a 4.0 scale. Thank you for your work in this area.
- I am very pleased and encouraged that more teachers will be added for elementary core and art classes. I am disappointed, however, that high school electives such as art is not included.

- I feel strongly about adding teachers to each building. Small class sizes are critical in helping our students.
- "I have serious concerns about implementing standards based grading. I don't believe there's a shared understanding of what it is. At present, the district is ""kind of"" doing it in that we have shared standards that we teach to, but true standards based grading has no letter grade attached to it. When SPPS talks about ""implementing standards-based grading,"" I don't know what that means.
- I am extremely frustrated with the districts mandate that all schools have a mandated weighted grading system that actively discourages students from doing formative assignments, and encourages students to game the system. As a teacher, I frequently hear, ""what do I need to do to pass your class?"" which is code for which formative matter enough that they have to be completed. As a parent, I send emails of screenshots of my daughter's report card with over a dozen missing formatives with her receiving an A in the class. I can't instill in my children the importance of doing work, when the district's current weighted grading system demands that students repeatedly question the need to do formative assignments. You put parents in a position to argue against the math - argue against the numbers with this current system. I would concede it works better with math and sciences, but the notion that teachers need to make the assignments more relevant and that's why students don't do them, is false. Look at the writing process. Our current system discourages drafting and revision and stresses the final paper. If I subvert the system and grade the drafts as summative and the final as formative. It's upside down for us.
- Members of the community ask me to explain the 70/30 or 90/10 weighting system, and as an educator, I have no answer for them. I've asked principals to explain it to me so that I could explain it to members of the community - friends, neighbors, I get lots of jargon that obfuscates the reasons but no explanations I could share. Such an important and all pervasive system MUST be explained simply and clearly or it surely lacks efficacy.
- It really matters. It's all we ask of our students and the rigor of our approach and in it's present form the weighted grading - at least for the humanities is completely ineffective and is systemically teaching our students the wrong lessons.
- This forced shared weighted system is a born from standards based grading, but it is only a part, and by itself, is not helpful for either system as it isn't SBG and it's not traditional either.
- I'd love it if, as an educator, I could be allowed to weight my assignments in a way that worked best for the students in front of me. I know what to value and how to value it. I know the importance of doing assignments, and I know that we're teaching our students and children that there are many things asked of you that you don't need to bother with.
- It's not hard to do better."
- I really appreciate the direct funding to schools because I feel like each school has a better understanding of their student body and school needs. I also have 2 elementary students, both who have had difficulty with reading and math as a result of covid and feel as though this is a critical funding initiative.
- I really like the direct funding to schools. However, I think it would be important to have a requirement for some community engagement in the spending to make sure families are on Howard that this is a strong need for the school.
- I support the focus on high-quality learning and moving forward vs. a learning loss lens
- I think that the the next two summer sessions should be created starting right now and focus on creating experiential, social, active classes that address the core classes, not just elective-type classes. Also, the sessions should feel very different from the regular year schedule in not having a full day schedule; we want the kids to want to come to summer programs. School days should be shorter, and go back to four days a week so students can enjoy both summer school and still have the feel and freedom of a "summer break". The two should be able to co-exist. Maybe 7:30 to 12:00; Mon-Thurs.

Be creative, be active, be nontraditional. Make the whole program FUN and engaging. Pay teachers over the school year to create great summer courses.

- I understand the need for additional funding for schools, but I think many would agree that all staff need flexibility and the ability to focus
- I want the district to hire more teachers for K-12.
- I want the schools to hire more Karen staff to help parent to better communicate with the school and the teachers about our kid's learning.
- I would like to see money towards more practical learning classes put back in the schools. Like signing your name with cursive writing, and home economics classes.
- Identify high school schedule with credit recovery
- In terms of k-8 core reading and math instruction, I would like to see a breakdown of how the specific needs of each school is being met, the specific goal for each school and the plan on how each school will achieve their identified goal.
- In the area of College and Career Readiness what about starting to work so each elementary school has an outdoor learning space where students can learn hands on careers in the environment, carpentry, agriculture, etc.
- Increase funding for internships
- Increase paraprofessional pay and hire more paras
- Increase the budget for OCCR to increase vocational opportunities.
- Increased budget for new science equipment at the high school level.
- Innovation: How can students access vocational training from other programs outside Saint Paul.
- Innovations: align with direct funding to schools. How do we help schools become equipped to bring out creativity that can be integrated across curriculums. Such as a recording studio. How are we integrating the arts into reading and math? Giving students the opportunity to consider math in basket weaving.
- K-8 Core instruction will help to prepare the young minds for the world we live in, too many screens and not enough time put into advancing this skill set in the kids.
- Looks good. For High School, look at offering alternative to Algebra II so more students can graduate without special education.
- Many students started the pandemic very behind in their skills. THE different groups (Am Ind) should get more emphasis to recover skills.
- Missing: District not showing how they came to these strategies and priorities?
- Missing: Accountability for strategies
- Missing: in OCCR- PSEO enrollment options Going to college campuses for credit should be highlighted. Ways for kids to get dual credit as a way to save money and time.
- Money should be put to air conditioning since most schools are not air conditioned. That would last after the three years.
- Montessori education age 3 to grade 8, year round, community schools, focus in black and brown spaces. Credentialed educators from high quality accredited Montessori training centers. Advocate for Montessori teachers of color. Reduce the school year by extending the school day.
- More staff from a variety of different backgrounds
- More teacher, masks for band players
- Our district needs to have GOOD trauma training by professionals. We never deal with the issue of trauma which the majority of our students have had.
- Our students need helps to improve their self-confident to express and speak up their thoughts, ideas and needs.
- Overall, the vast majority of students across groups took at least one advanced course during high school. Almost all AVID students (99% of ideal dosage and 94% of low dosage AVID students) took

advanced course/s compared to 87% of non-AVID students. However, this finding is not surprising given advanced course-taking is part of AVID Programming.

- AVID strategies are meant to be “schoolwide” and therefore are best practices for all students
- The AVID department within OTL collaborates with ELA staff to present PD to support SCIP goals around discourse

- We heard from teachers that AVID students attended classes at a higher level during the pandemic as they had developed a community in their AVID classes. Providing more students the opportunity to be a part of the AVID community, especially after a pandemic year with little community, will ensure students are present, engaged, and challenging themselves.

- We can target those students most affected by the pandemic (while still meeting AVID’s academic middle)

- AVID ensures students are college and career ready

- AVID’s strategies are SEL, CRI, best practice

- Perfecto! Siempre y cuando sea para todos iguales! (Translation: Perfect ! As long as it is the same for everyone!)
- Please include Social-emotional supports coinciding with academic supports. When kids don’t feel good they’re not able to learn and retain information and are unable to recall and build on previous knowledge.
- Please prioritize outdoor programming
- Provide K-5 teachers with training and materials to implement a Structured Literacy curriculum. Plan ahead for how these funds are improving SPPS in a sustainable way, beyond a time when the money runs out. Advocate for state funding for smaller class sizes or a plan to shift more money to hiring more TAs/EAs.
- Que grupos seran mas beneficiados, habra grupos que sean mas que otros? (*Translation: Which groups will benefit the most, will there be groups that are more than others?*)
- Reading programs are necessary to reduce barriers for ESL students
- REMOTE MICROPHONE AMPLIFICATION for all teacher and students to ensure better access to information.
- Remote microphone soundfield speakers in every classroom with digital modulation technology.
- Se ha comentado que esto está mal que no sea por grupos. 1% es el que se asignará para personal bilingue solamente. Mucha gente estamos inconformes con esto. Los fondos serán entregados a cada escuela y podrán escoger en que se gasta el dinero dependiendo de las necesidades. (*Translation: It has been commented that this is wrong other than by groups. 1% is the one that will be allocated for bilingual staff only. Many people are dissatisfied with this. The funds will be given to each school and they will be able to choose where the money is spent depending on their needs.*)
- Sensory rooms, materials for ASD/DCD students, and funding programs for our TA’s
- Service Learning Projects, smaller class sizes, Universal Design for Learning, Differentiated Instruction. Special Education PD for General Education teachers on differentiated instruction and modifying assignments. More Full Service Community Schools. More direct messaging to students and families from OCCR. OCCR could use Blackboard Connect to share out info with families. As a Junior at Central my daughter felt she had zero information shared with her. As a parent I had the same experience. Information was shared as a link in the school newsletter only. As a Junior she did nothing with Naviance and didn’t know of or use Xello. Families could get monthly communication with a time line of actions.
- Maybe advisory could be used for OCCR time. My daughter also said literally nothing happens in advisory. Improve 504 information (website), evaluation and experience for families and students by doing so would be a great way to close achievement gap. Translate 504 materials for families explain what it is and how it can help."

- Smaller class size!!! My daughter's 3rd grade class has 29 kids. This is too many when we are supposed to be social distancing and when we're coming off over a year and a half of tumultuous learning due to the pandemic.
- Some of our students have their own learning difficulties that the teachers don't understand.
- Specialist materials and more specifically equipment that can grow our arts programs like 3d printers, ceramic wheels, kilns, slab rollers, printmaking press, etc... More lab equipment for science teachers.
- SPPS should hiring more teacher of color to help those students who came from different culture. Such as Hmong, Karen, Latino, Somalia, Chinese, Indian, Laos, Thai, Japanese, Vietnamese and etc. This will help our students feel welcome, more focus on school and confidence because Asia students are very shine and they may need someone who can understand their culture when they stress they can share their struggle with their teacher.
- Standards based grading for high school students is not the answer to our grading issues. In fact, it's a disaster and out of touch with the real world. It's also not a clear path for all subject areas. What research supports this move?
- Standards Based Grading will not improve the quality of education for all students especially in the ELA classroom. As a veteran English teacher of 20 years, I know that SBG will severely limit what we are able to teach and will take away student desire to achieve beyond solely meeting standards. What we teach in the ELA classroom is not based on one and done assessments and the skills that students learn are those that are continually developing and need to be worked on. It especially eliminates the importance of working on processes such as the writing process as students focus on getting the end product done, but spend little time on the steps to getting to the end product, which often results in end products of poor quality. My experience with SBG in the St. Paul Public Schools has been very negative for both students and teachers. It limits what teachers can do in the classroom and hurts student achievement and excellence.
- Students cannot learn if they cannot hear, EL and students with hearing loss especially benefit from some kind of sound field system in the classroom but really ALL students benefit. Now it is more important than ever since teachers are wearing masks that ALL students can hear the teacher and other staff. I recommend the district invests this money in technology that improves the hearing of all students. Please watch this video which shows the result of their research on "Which masks are best" completed by the Grainger College of Engineering <https://www.youtube.com/watch?v=4bUp2TosgzE>. The three Audiologists in the district are an excellent resource for recommendations about this also.
- Students who are deaf and hard of hearing need access to classroom auditory information through the use of remote microphone systems that also connect to their personal amplification devices (hearing aids). This also benefits all students to be able to hear the speaker or videos better, especially while mask wearing is still in place.
- Students with dyslexia need to be offered researched-based methods of learning to read and write that address their challenges. More tutoring using the same methods that don't work doesn't help. Also, I am surprised how many teachers have not been trained about dyslexia. As parents, we hear things like that we just need to read more at home. The private catholic schools in the area are adjusting how they teach reading and writing in the classroom to methods that help dyslexic students, as well as neuro typical students. When we got the diagnosis, the feedback from other parents was "good luck"- not a great reputation. We were encouraged to look at switching schools.
- Summer and Extended Day for Learning - increase teacher pay to attract high quality teachers who are in our District.
- Technology (x2)
- Technology and initiatives to support remote microphones in all classrooms.
- Captions in all classrooms. For the DHH students.

- Technology Supports and Improvements - consider equipment/technology/acoustics improvements to help all students hear and learn and access their education more equitably. Amplification systems in every classroom allow all students (and students with hearing loss) to have better, clearer access to what the teacher is saying. We should also make a commitment to captioning in all settings to help students with hearing loss, learning disabilities, autism, EL students, and students with processing needs have another way to access what is conveyed aloud. This supports literacy as well as allowing students to have another way to process and access auditory information. Beneficial for ALL students, not just those with special needs or EL needs.
- Tengo una pregunta es 1-2 maestras por cada escuela y programa? (*Translation: I have a question, are the 1-2 teachers per school and program?*)
- The funding should emphasize on how to provide more helps for the students who need helps.
- "There is not a plan to address elementary students in overcrowded SPED programs, especially Fed 3/4. Many SPED students don't have access to a sensory room. SPED teachers need ongoing training and education to work with ASD students.
- Principals don't understand the myriad of disabilities or the research-based strategies needed for each student. SPED staff aren't coached, but given canned programs with the directive that they 'are expected to use' the program for students and their 'use will be monitored'. This is not individualized education. SPED teachers who are in the classrooms every day know exactly what they need and would love to share what they need (vs. receiving a computer program and a directive)..
- Related service providers- reduce caseloads so students receive better quality services. There should time for school psychologists to collaborate with SPED staff and related service providers (above and beyond Evaluation and Child Study meetings).
- The district rarely allows staff to attend outside trainings. Staff need to be educated on the newest theories and teaching methods for SPED students. When new staff (grads) share new ideas and information or question practices that conflict with MN SPED laws and rules, they are met with this response: 'It's how St. Paul does it. It's the St. Paul way.'
- It is my thought that making up SPED services in the summer will not be as effective as in-school intervention with familiar staff who have assessed and identified a disability and have written the student's IEP.
- Unless money is earmarked for SPED, principals and clerks tell staff: "You need to get the money from SPED." Last year buildings of 10-15 sped staff got \$400 to share. SPED staff should not have to beg, borrow and 'make do' with leftover discarded general ed. materials and furniture. All professionals should have the basic supplies/materials to do their job. No one at the police station or the county clerk's office ever had to bring an office chair from home.
- LD/EBD teachers don't get copies of reading curriculum (Fountas and Pinnell), yet the SPED law says that students should have 'access to the general education curriculum'. Students who have challenges learning to read may be taught one skill in class and a different skill in SPED- it's confusing. Collaboration is important to close gaps in learning, yet the SPED caseloads don't allow time for that. "
- This is an opportunity to update our technology within classrooms to make them fully audiotorally accessible. Invest in quality microphone and soundfield systems as well as a screen to display captions (written representation of what is spoken in the classroom) and a live captioning program (live transcribe, etc.). Masks and distancing are making it difficult to hear teachers and fellow students in the classroom. The stated technology would make the spoken word accessible through amplification and visual captions. This would benefit all students and teachers in the classroom and can be used year after year.
- This looks good.
- Tier 2 and Tier 3 academic interventionists, not only K - 8, but 9 - 12 as well.

- Track how the schools spend this money. There are some principals that will spend it on a bunch of useless things. A huge portion should be spent on libraries. Some students don't have any books at home and the school library is very important to them.
- Stick to the basics! Reading, math, social studies, science. Too much time can be spent on art projects or additional recess (especially in the fall and spring).
- Tutors, individual and small group tutors for students at all levels. Diverse tutors/ age diversity etc. homework help hubs at each school including virtual.
- We hope that this funding will help improve our student's learning.
- We need experienced high quality teachers to stay- give them the resources they need to do their job. Listen to teachers so they can help our kids who have all genuinely fallen behind during the pandemic.
- We need more Karen EA in schools.
- We were very disappointed that Belwin was not a summer option for 2021, it would have been a great outdoors program and alternative choice. My kids, especially my special needs learner, enjoy the break from the structure and curriculum of the traditional school day that Belwin and typical day camps have offered. Please offer more programming alternatives for summer learning, a deep dive into STEM or arts, theater or nature or community service...so many possibilities. So many extracurriculars and enrichment activities are missing from many schools, so offer them as a summer option.
- We worry that our student wouldn't get to learn what they should be learning.
- Well-rounded opportunities for all students in Music and Art with instrumental music taught to all 5th graders during the school day. Equitable course offerings in music (Band, Choir, Orchestra, Modern Music) and instruments at all schools. Replacement of old instruments in poor condition.
- Yes
- Yes, good one
- Yes, more arts opportunities, particularly in elementary schools that do not currently have art AND music, as well as theater and dance (in addition to Visual Art, Instrumental & Vocal music) in all high schools.
- Yo quisiera saber si ya hay maestros nuevos en las escuelas listos para trabajar con los niños en las escuelas. (*Translation: I would like to know if teachers are already placed and working in the schools.*)

Safe Schools

- Algo que se platicó es quien estará monitoreando que esto se lleve a cabo. Debe haber alguien que se este asegurando que las cosas se están cumpliendo. Falta el personal bilingüe de nuevo en todas las áreas. (*Translation: Something that was discussed is who will be monitoring that this is carried out. There must be someone who is making sure that things are being accomplished. Bilingual staff is lacking again in all areas.*)
- Appreciate seeing the addition of health staff as this is much needed.
- Big concern about the younger kids not being able to be vaccinated.
- At some schools, families have purchased air purifiers for the school.
- Como se repartirán los 110 empleados? depende de las escuelas y las necesidades? Cuando tendremos más detalles? (*Translation: How will the 110 employees be divided? depends on schools and needs? When will we have more details?*)
- Distance Learning was very challenging for many students - parents feel the DL is not workable so the kids have to go in-person.
- Glad transportation is a strategy.
- Ideas: portable ventilation should be available in crowded classrooms. Especially for the younger kids that can't be vaccinated.
- Innovation: Bus drivers should get first choice to have their student in the Online School.

- Innovative: How many students have jobs? Could they get part time custodial work at their school? Can we think about jobs for students within the district? Part of lost learning has been to gain skills. Students could be developing work skills. Question: this idea was brought forward before and was dismissed because it was an HR issue. It should be reconsidered as Innovative.
- Innovative/question: If parents are going to transport their student can they get a gas card?
- La cuestion del servicio de comidas es posible continuar con el servicio gratis para todos los estudiantes? Debemos seguir apoyando a todas las familias (*Translation: The food service question is it possible to continue the free service for all students? We must continue to support all families*)
- Las personas que no alcancen a llenar la aplicacion para las comidas podrán recibir las comidas gratis? hay un limite para eso? (*Translation: Can people who do not fill out the application for meals get free meals? is there a limit to that?*)
- Like the idea of incentives for bus drivers.
- Quisiera saber cuantos de estos enfermeros seran bilingues? (*Translation: I would like to know how many of these nurses will be bilingual?*)
- Referente a las comidas me gustaria ver mas comidas saludables y no enlatadas. La nutricion es importante para la salud. (*Translation: Regarding food, I would like to see more healthy and non-canned foods. Nutrition is important for health.*)
- Registering for online school was difficult to register.
- To help alleviate the bus shortage idea; for students to get city bus passes like another school does
- Transportation: concern that some of the drivers have not got their route yet they may take a route with another district. Drivers that have an SPPS student may not get an SPPS route or the route to get their student to school. Which can cause an increase in driver shortage and stress on family to get their student to school.
- Ventilation system upgrades -- does this include Air Conditioning? There is a strong need for air conditioning in our schools.
- We see that the plan for safe school is good and we have no comment about it.
- What does the COVID contingency funding cover? For example, is this mostly technology needs?

Targeted Student Services

- Appreciate biliteracy testing for students to gain college credit
- Both MLL and Special education are under funded. They should get more funding.
- Credit recovery is a big concern for families of students in secondary
- Donde dice educacion especial, esos dos empleados adicionales son por escuela o son para el programa? (*Translation: Where it says special education, are those two additional employees per school or are they for the program?*)
- Early childhood education - it's underfunded. They need more funding.
- Esta parte no me queda claro, creo que esto es referente a servicios de apoyo a los estudiantes que estan aprendiendo ingles, mas que un apoyo de personal bilingue. (*Translation: This part is not clear to me, I think this refers to support services for students who are learning English, rather than support from bilingual staff.*)
- Habra todo ese apoyo en todas las escuelas de SPPS? esto se espera para todas las escuelas? (*Translation: Will all of that support be in all SPSS schools? is this expected for all schools?*)
- Innovation: for students that graduated last year? Could we reach out to them? and could they become bus drivers.
- Many of these items will take alot of systems and staff time to implement.
- More funding support ML programs.
- Multilingual support is important

- No estamos hablando solo de contratar maestros de español, multilingue significa varios idiomas. *(Translation: We are not just talking about hiring Spanish teachers, multilingual means multiple languages.)*
- Pudieran agregar educacion hispana? o para estudiantes latinos. Habra algun indice para los estudiantes latinos mas especifico? Algo que se alinie a lo que es el LCD? Por que solo dice multilingue pero no nos mencionan o se alinian a lo que hemos trabajado o necesitamos. *(Translation: Could they add Hispanic/Latino education? or for Latino students. Will there be a more specific index for Latino students? Something that aligns with what is the LCD? Because it only says multilingual but they do not mention us or align with what we have worked or need.)*
- Questions about how recovery services will be delivered - same as ESY or different?
- SPPS should consider to increase the salary for the staff in order to attract or maintain Karen staff.
- SPPS should establish the Call Center for Karen families and hire at least three Karen staff to work and communicate with Karen families.
- There are Karen EA in most schools, but they spend majority of their times helping Karen students in the classroom. Less time to contact families.
- We need Karen staff in every school to support the Karen students, to communicate with Karen parents.
- We need more Karen staff in SpEd programs. We need one Karen staff in SpEd program to work directly with families.
- We need more Karen staff to effectively support the Karen students and help Karen parents meet their needs.
- We need more support for SpEd students and MLL students.
- We need the Karen families liaison or cultural specialist in schools to help support parents directly.
- We think that the funding that allocated for MLL is not enough. We need more funding MLL.

Family Services and Community Partnerships

- After school programming & partnerships important.
- Entiendo que es un borrador, entiendo que es mucho dinero, pero espero que alguien se haga responsable de los numeros. Lo mas importante como comunidad es que si de todos los profesionales que participaron, hablaron con las familias, tocaron puertas? Nadie se ha ido de la fiesta sin ensuciarse. Todo este dinero, como hemos decidido en gastarlo de esta forma, basado en que????? *(Translation: I understand that it is a draft, I understand that it is a lot of money, but I hope someone takes responsibility for the numbers. The most important thing as a community is that of all the professionals who participated, did they speak with the families, did they knock on doors? No one has left the party without getting dirty. All this money, how have we decided to spend it in this way, based on what ?)*
- Establish district wide Call Center for Karen families and hire at least three Karen staff to effectively communicate with families.
- Este centro en donde estaria ubicado? Seria en todas las escuelas? *(Translation: Where would this center be located? Would it be in all schools?)*
- Este plan es algo muy ambiguo. No tenemos idea de como viene la gente a las escuelas. Asumimos muchas cosas, pero me pregunto cuantos en verdad hemos preguntado a las familias si estan bien, cuales son las necesidades? hemos visto un pco mas alla para saber la necesidad de cada comunidad? *(Translation: This plan is something very ambiguous. We have no idea how people come to schools. We assume many things, but I wonder how many have really asked families if they are well, what are the needs? Have we seen a little further to know the need of each community?)*
- Getting creative with the resources we have.
- Hire more Karen staff in every school to improve the communication between families and schools.

- How are we finding these partnerships?
- Is there a list of existing partnerships?
- Me parece muy bien que pongan apoyo para los padres que no hablamos muy bien ingles.
(*Translation: I think it is very good that they provide support for parents who do not speak English very well.*)
- Question about how unhoused families will get the services and strategies? Is there specific strategies for the unhoused students and or families?
- Question/Innovation: Will English be offered too? Will the time be staggered so families could go later in the day or evening.
- Sera este centro a nivel distrito? (*Translation: Will this center be at the district level?*)
- Should increase the funding for the communication programs for the families.
- SPPS should add 1 to 2 million to this program.
- The allocated funding for Family Services and Community Partnerships is very small.
- The contact center in the home language -- so important and excited to see it included.
- The more partnerships that offer wrap around services the better. Is there a list of agencies that are being tapped - existing partnerships?
- The pandemic brought creativity. Think broadly to tap into talent we have that helps to build community. Recent examples were the Litmobile in middle school and the Curbie bus for ECSE.
- We need engagement that informs us so that we can be informed about relevant cultural practices that cater to our kids.
- Yo no veo muchos de los comentarios que hicimos directamente sobre la comunidad latina, pero si los comentarios generales de la comunidad y de lo que se hablo. (*Translation: I don't see many of the comments we made directly about the Latino community, but I do see the general comments of the community and what was discussed.*)
- \$10 millones contra los \$12 millones que estan asignados para personal bilingue esta muy desproporcionado. Hemos dicho por mucho tiempo que necesitamos mas personal bilingue y no se ha dado. Esta cantidad no es lo que se esperaria, depsues de tanto dinero que estan recibiendo.
(*Translation: \$ 10 million against the \$ 12 million that is allocated for bilingual staff is very disproportionate. We have said for a long time that we need more bilingual staff and it has not been given. This amount is not what would be expected, after so much money they are receiving.*)

Mental Health and Social Emotional Learning (SEL)

- Concern/ Recommendation: families have had a significant amount of different experiences. Money should be tripled for SEL and adding counselors and social workers. All children should be provided SEL services. Invest in prevention to help students identify their emotions and share their feelings. Group felt strongly about this recommendation.
- Early childhood mental health - with families? This is a great idea.
- Es mucho dinero sin un plan, me gustaria preguntar mas sobre estos \$10 millones de dolares.
(*Translation: It's a lot of money without a plan, I'd like to ask more about this \$ 10 million.*)
- Esto fue parte de la huelga que se hizo, esto es todo lo que estaba peleando la union. Me pregunto porque solo \$8 millones, si esto era algo tan apasionado para irse en huelga. No veo la razon porque le pusieron tan poco enfasis a la salud mental. Yo quisiera ver mas recursos asignados a esta seccion.
(*Translation: Mental Health was part of the strike that took place, this is all the union was fighting for. I wonder why only \$ 8 million, if this was such a passionate thing to go on strike. I don't see the reason why they put so little emphasis on mental health. I would like to see more resources assigned to this section.*)
- Estos \$8 millones es solo por la moda. Este dinero asignado a esta nueva moda, no es solamente por la huelga. Es para las familias que han sido afectadas por la pandemia. A mi me gustaria saber donde

esta el dinero que se iba a invertir antes de la huelga, y que paso con estas areas que se pedian antes de la pandemia. *(Translation: This \$ 8 million is just for fashion. This money allocated to this new fashion is not only due to the strike. It is for families that have been affected by the pandemic. I would like to know where is the money that was going to be invested before the strike, and what happened to these areas that were requested before the pandemic.)*

- Hire Karen social worker who knows and understand the culture of the students.
- How do they decide which schools get the 20 SSWs? Does it become a process of teachers within the classroom identifying students who need SSW? How are students identified? Would parents have the opportunity to ask if their child could have SSW time?
- Is there a curriculum being used by SSWs and Counselors in schools that are getting the funds?
- Mi pregunta es en relacion al seguimiento, no se si en algun lugar esta mas detallado sobre quien le dara el seguimiento a cada uno de los puntos que se han mostrado anteriormente. *(Translation: My question is in relation to the follow-up, I don't know if somewhere it is more detailed about who will follow up on each of the points that have been shown previously.)*
- Para mi no esta muy claro la reparticion de los bienes *(Translation: For me the distribution of goods is not very clear)*
- Reafirmar que la asignacion del dinero no esta proporcionado como deberia de ser. *(Translation: Reaffirm that the allocation of money is not proportionate as it should be.)*
- Recommendation and Question: Emphasize the profound impact to our young people from the last couple of years. High quality education should include mental health and social emotional health and MORE staff that look like our students! WHY is this strategy so low on the list?
- School district should increase the collaboration with community organizations regarding students mental health.
- SPPS should hire more social workers to especially work with Karen and Karenni students.
- We need more school coueslors and social workers in every school.
- Would recommend training for families in some of these areas.

Systemic Equity

- Concern that we are starting something that you can't finish after 3 years. What would happen to students in the program when the money ends? What happens to the teachers hired after 3 years? Why can't we do more that will last past 3 years?
- *One school* is a quality school. People of color fail while whites graduate and go to college. I don't see how equitable the system is.
- I don't see any cultural relevant program and PD training about culture for teachers so that they are equipped with the cultural know-how of dealing with our kids properly
- Innovation:Holacracy!
- Like that Systemic Equity is a Strategy and specifics about recruiting staff
- Para mi se deberia usar otra palabra a parte de raza, se me hace que no es una palabra apropiada. *(Translation: For me, another word should be used apart from race, it seems to me that it is not an appropriate word.)*
- Question: What is culturally responsive teaching?
- Se me hace que es mucho tiempo de esperar para contratar a maestros de color. Porque no especifican a que maestros van a contratar, seran de habla hispana? *(Translation: It seems to me that it is a long time to wait to hire teachers of color. Why don't they specify which teachers they are going to hire, will they be Spanish-speaking?)*
- Strong support for spending on recruiting diverse teachers. Needs more funding. This is needed for our students to see themselves. Strong agreement from group on this

- SUTR program fits under this strategy. It is a graduate program. There is a need for recruiting high school students into a four year program so they graduate with a bachelor's and a teaching license.
- Systemic Equity is a very important. How are we addressing the systems of inequity in SPPS?
- Teachers sometimes want specific curriculum handed to them for culturally responsive teaching. How do we provide access to newer, often white teachers, to curriculum and lessons created by master teachers who know how to create lessons that meet the needs of their diverse students.
- The district should look at how it can change it's own system and how it responds> SPPS is a heirarchy! the system can be changed- take a look at other models.
- To repeat, proper teacher training is needed
- Under culture, one major relevance for cultural PD for teachers involves the middle and high school students. They're culturally required to pray. A teacher needs training on this to be informed about this aspect of our kids so that prayer time is accommodated
- We have no comment for this program. We think allocated funding for this program is appropriate.
- What will CRI training look like for teachers? How can a repository for CRI be created?

Direct Request

Letter from KPAC (Karen Parent Advisory Council)

Proposed Change in American Rescue Plan (ARP) Proposed Strategies

Date: Friday, September 3, 2021

Background Information

Karen Parents Advisory Council (KPAC) is one of the many entities Saint Paul Public Schools has been partnering with in the goal of improving K-12 educational services for the Karen students it serves. With limited capacity, KPAC has been doing its best in trying to bring system change within the school district in the hope that Karen students receive the high quality education that they deserve. KPAC has participated in numerous community engagement events throughout the school district to bridge the gap between SPPS and the Karen community. We also had the opportunity to provide input in priority spending regarding \$206.9 million that SPPS received to address missed opportunities for students due to COVID-19. Some of our KPAC members and community partners also participated in the advisory group. KPAC also had the opportunity to review the draft American Rescue Plan (ARP) Proposed Strategies as a group. We believe that funds allocated to address the educational gap created by the pandemic are surprisingly inadequate.

Thus, KPAC would like to suggest that funding for the following areas be increased to meet the needs of Karen students and parents.

- **Special Education Recovery Services;** KPAC is aware that a Karen staff has left the position and the position has been left vacant. We suggest that the vacant position should be filled as soon as possible. We also believe that two to three parent liaisons should be added to the team to mainly assist families with communication between parents, teachers, staff and administrators. The lack of dedicated parent liaisons is taking away valuable staff time to perform their essential duties on a regular basis. Parents have struggled to adequately communicate their needs to staff, teachers and administrators when needed.
- **Multilingual Learning (MLL) Support;** KPAC believes that Karen students were among the hardest hit group of students by COVID-19 pandemic. Distance learning has widened the achievement gap, delaying readiness for college placements among Karen students. We strongly believe that \$ 2 million dollars set aside to address educational gaps is far below the needs. We also believe that SPPS should not hire more administrative level staff in order to address the issue. This would take away the small funding being set aside for the MLL program. KPAC believes that more front-line staff is needed to support students, parents and teachers, not administrators. We would like to demand that SPPS increases funding for the MLL program and hire more support staff in the buildings. We also would like SPPS to hire culturally specific parent liaisons so that Education Assistants could dedicate their valuable time assisting students and teachers in the classrooms.
- **Centralized Communication System;** KPAC believes that many families have been left out in the process of being a contributing member of their children's educational journey due to language barriers and inability to communicate with teachers, staff and administrators. Parents are often unable to communicate their needs and the needs of their children. This has led to unintended consequences such as students missing school, parents unable to attend conferences and other issues. To ease the burden of existing Karen staff in the buildings, KPAC would like to request that SPPS set up a call-center like system where parents can call someone in the language that they speak to report issues, make inquiries and make meeting arrangements. We believe two to three staff will be needed for this centralized communication center.
- **Social Workers & Counselors;** There is a great need for Karen students to get adequate social and emotional support especially during the pandemic. Currently, their needs are not being met due to the lack of services.

KPAC encourages SPPS to hire culturally competent social workers to mainly work with Karen students. We believe that six social workers will be needed for elementary, middle and high school level students. SPPS could contract with community based organizations such as the Wilder Foundation to provide these much needed services. We also recommend hiring counselors to specifically work with ELL & SLIFE students to help guide them through their educational journey.

- **Job Classification & Competitive Wages;** It was discussed during our recent meeting that SPPS is unable to fill the position that was left vacant by the Karen staff who left the Special Education Department. There is very low interest among qualified applicants to apply for the position due to low wages. In order to retain and recruit high qualified applications, we encourage SPPS to review its job classification and offer competitive wages.

Please reach out to KPAC should you have any questions. We look forward to working with you.

Regards,

Karen Parents Advisory Council (KPAC)