

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

November 6, 2024
4:30 PM

A G E N D A

1. CALL TO ORDER

2. AGENDA

A. Superintendent's Announcements

B. Cell Phone Policy Plan

1. Introduction

2. Presentation

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3. Discussion

4. Action (TBD)

C. SPPS Draft 2025 Legislative Agenda

1. Introduction

2. Presentation

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3. Discussion

4. Action (TBD)

D. Facilities Master Plan 2.0

1. Introduction

2. Presentation

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3. Discussion

4. Action (TBD)

3. ADJOURNMENT

4. WORK SESSION

A. Compensation Overview

#BoldSubject#



Cell Phone Policy Plan

Jodi Danielson, Director, Schools & Learning
Committee of the Board
November 6, 2024

Objectives

- To solicit clear, agreed-upon guidance from the Board related to the district cell phone policy
 - Discussion and clarity at each decision point
- To ensure common understanding of the plan to develop the cell phone policy

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Overview

- Current State
- Policy Examples & Assumptions
- Engagement Plan

Current State

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Current SPPS Policy

- There is no Board-adopted school district policy specific to cell phones
 - Cell phone procedures are handled at the building level
- Misuse of cell phones would be included in SPPS Rights⁶ and Responsibilities under "Technology Misuse/Violation"

Current SPPS Procedures

Expectations are currently documented and in place at all but 9 schools in SPPS

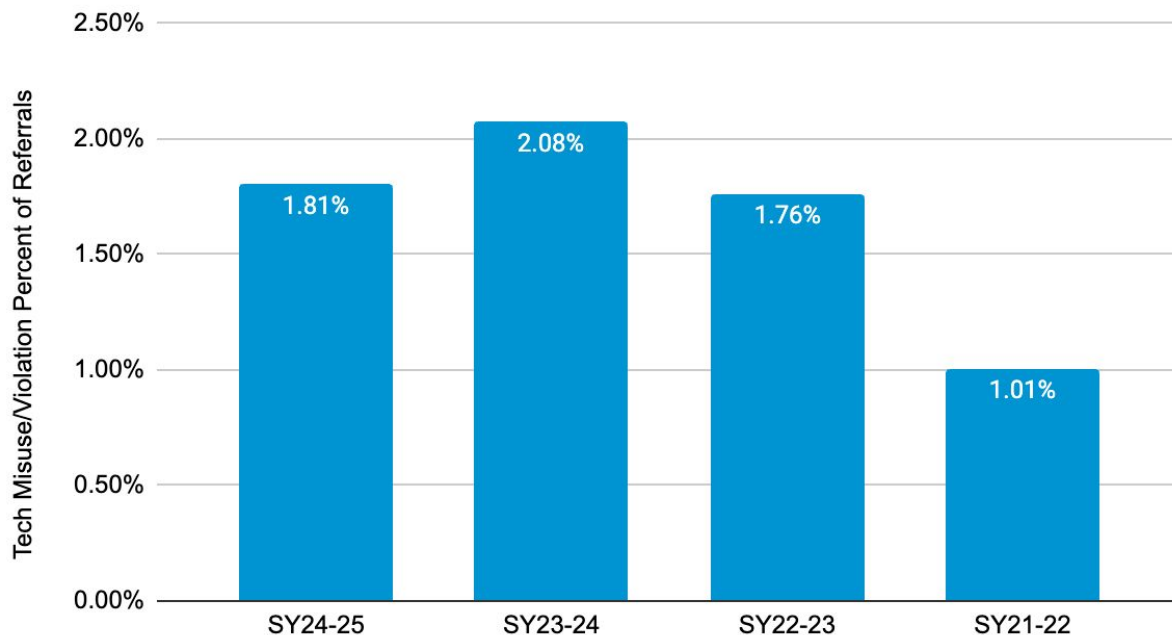
	No Restrictions	Some Restrictions	Full Restrictions
Elementary Schools	5*		35
Middle Schools	1 (SPPS Online)	2	13
High Schools	1 (SPPS Online)	10	3
Specialized Sites	2*		2

SPPS - [All schools' guidelines](#)

**These schools don't have written guidelines, but generally expressed that cell phones are not allowed, and they have a 1-1 conversation with families when needed.)*

Current Impact

Percent of Referrals



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Policy Examples & Assumptions

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Policy Options

- Policy examples include:
 - Board directs administration to establish rules and procedures by building/grade level (MSBA recommended language)
 - Some restrictions to devices*
 - Full restrictions to devices*

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*Exceptions for medical needs

Policy Examples: Board Directs Administration

- School board directs district administration to establish rules and procedures
- Should minimize impact of cell phones on behavior, mental health and achievement
- May be individually designed for specific buildings, grades, or other criteria

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[MSBA](#) (found in section XV)

[ISD 622](#) (found in section 14)

[Rochester](#) (found in section XV)

[White Bear Lake](#) (found in section XVI)

Policy Examples: Some Restrictions

- Policy: Board directs administration
- Guidelines built into policy:
 - By grade level:
 - High School: may use during lunch and passing time
 - Middle and Elementary School: no use during school hours

Example: [Richfield](#)

Policy Examples: Full Restrictions

- Bringing personal devices is at your own risk
- Should be kept out of sight
- Personal devices may be taken away for misuse

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Examples:

[ISD 196](#) (found in section 6)

[Edina](#) (found in section XVII)

[Jefferson County, KY](#)

Decision:

What level of detail in the district policy are you seeking?

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Assumptions

- Personal devices should be managed during instructional time at all grade levels
- Procedures will include expectations around wireless accessories (e.g., watches, glasses, earbuds, etc.)
- Cannot be cost prohibitive
- Cannot put undue burden on families (e.g. school dismissal/suspension)
- Cannot perpetuate inequitable practices across student racial and ethnic and other traditionally marginalized groups
- There will need to be an exception for medical needs
- Adoption in spring; implementation in September 2025

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Decision:

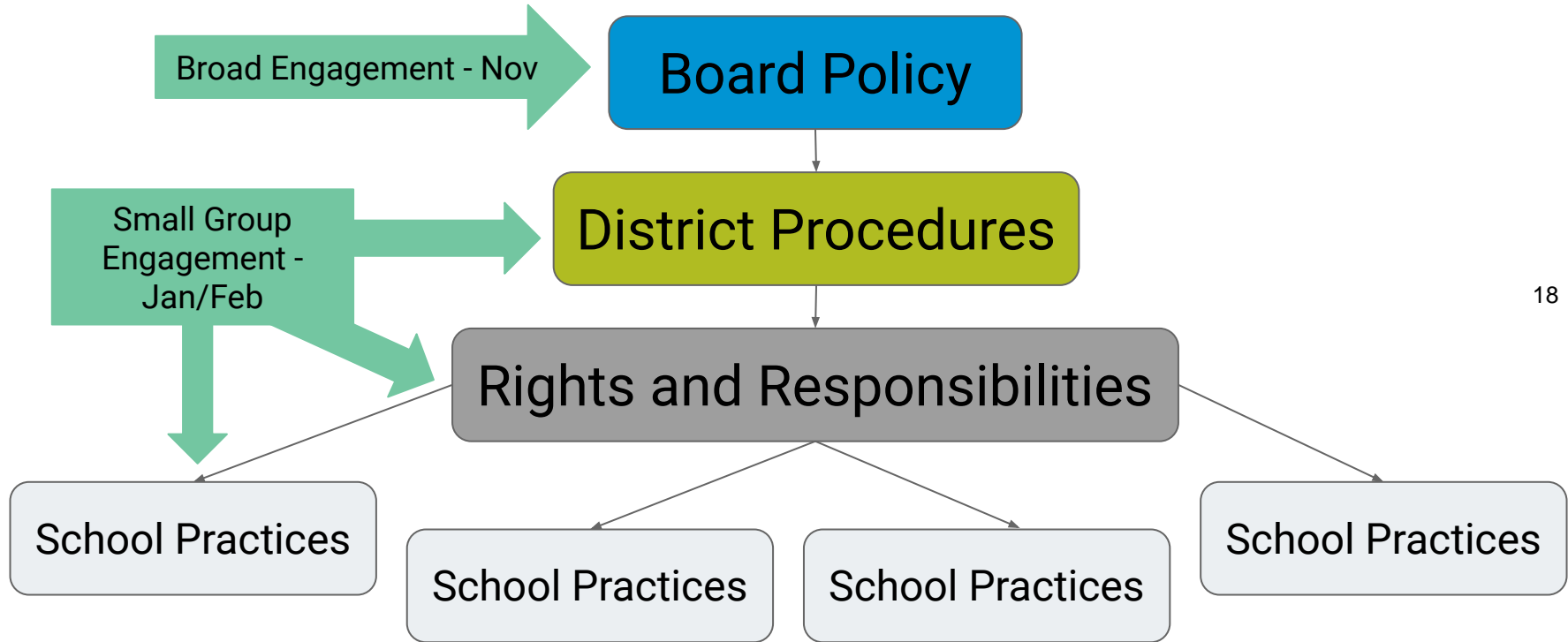
Do you support grounding the process and outputs in these assumptions?

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Engagement Plan

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Policy Creation & Engagement Framework



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Community Engagement - Before 1st Reading

Purpose: To inform the policy

- ✓ Reviewed previous engagement for any relevant information - *(completed in September)*
- ❑ Cell Phone Policy Work Group (3 teachers, 2 administrators, 2 parents, 2-4 students, Health and Wellness, School Support, 2 asst supts, 1 BOE member) - *(ongoing until adoption)*
- ❑ Student Roundtable - *(once in late November)*
- ❑ Translated survey for staff, students and parents - *(open Nov 18-27)*
- ❑ PACs discussions - *(once in November)*

Community Engagement - After 1st Reading

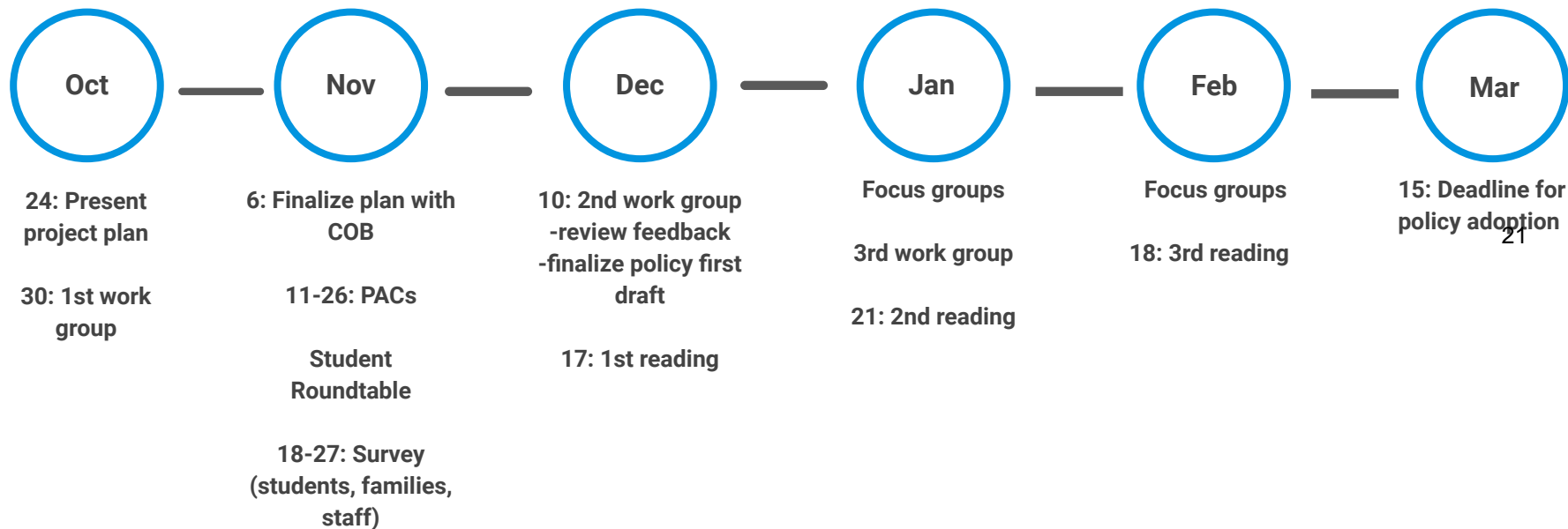
Purpose: To adjust the policy and to inform implementation

- ❑ Public Comment - (*monthly during 3 readings*)
- ❑ 2-5 student focus groups, 6-8 participants each
- ❑ 2-3 parent focus groups, 6-8 participants each

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★ *Feedback from the community may inform adjustments to the policy after the 1st reading.*

Timeline



Decisions:

- Do you support a first round of engagement before the 1st reading, and then further engagement after the 1st reading?
- Are you comfortable with the proposed policy being modified from 1st reading to 3rd reading if feedback lends itself to adjustments?
- With which of these engagement strategies would you like us to proceed?

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Thank you!

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SPPS Draft 2025 Legislative Agenda Discussion

Jim Grathwol, SPPS Lobbyist
Committee of the Board Meeting
November 6, 2024

2023-24 Session Fiscal Impacts in FY26-27

- Governor and Legislative leaders set JOINT BUDGET TARGETS for the K-12 conference committees that allocated 40% of the \$5.2 billion surplus to K-12 Education appropriations across two biennia (24-25/26-27).
- The K-12 target for the 2026-2027 biennium funded General Education formula inflationary increase (between 2-3%) for the following 2026-27 biennium.
- Increased fiscal commitments to Special Education cross subsidy aid and English Learner funding formulas to fund 50% of the SPED cross-subsidy statewide by FY27 and 25% of the EL cross-subsidy by 2027.

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Bottom line: The 2025 Legislature needs a November forecast projected surplus greater than \$1 billion to tolerate any new state spending in any spending category.

SPPS Draft 2025 Legislative Agenda

A changing political landscape

Minnesota faces a significant change of the political leadership landscape as the result of this election season.

Senate DFL and Republican caucuses currently number 33 members each.

There are potentially 4 special elections that will delay the determination of decisive control of the MN Senate.

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BOTTOM LINE:

- The MN Senate may have equally divided DFL and Republican Caucuses for months in the beginning the year which will delay the legislative process.
- Passage of a state budget and many policy initiatives may can occur only after after special elections are concluded, and the Senate has organized.
- Given a new administration, a mediocre November forecast, and prior 2026-27 spending commitments, the 2025 Legislature faces “lean” spending prospects.
- The 2025 Legislature will have less time and money to adopt a 2026-27 Biennial Budget.

SPPS DRAFT 2025 Legislative Agenda (cont.)

A legislative agenda should be: educational; aspirational and obtainable. The policy recommendations should:

- Educate our legislative delegation of our needs
- Indicate that we aspire to a relationship where state mandates are funded appropriately
- Include proposals that are obtainable

General Education Formula

- An additional 2 % increase in General Education formula ((\$450-\$500M in FY26-27)
- Current law provides an FY26-27 increase between 2-3%
- FY24-25 saw a 4% and 2% increase respectively

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Special Education Formula

- Fully fund the Special Education cross-subsidy by 2027
 - Current law provides state appropriations to fund 50% of the SPED cross subsidy by 2027
 - Further limit tuition bill-backs due open enrollment/charters and intermediate districts

SPPS DRAFT 2025 Legislative Agenda (cont.)

English Learner Formula

- Fully fund the EL cross-subsidy by 2027
 - Current law provides that the state fund 25% of the EL cross subsidy by 2027 (\$55M in FY27)
 - Amend the EL formula to add revenue for “SLIFE” (Student with Limited/Interrupted Formal Education) students

Compensatory Revenue Formula

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- Update the Compensatory Revenue formula to address the change in the collection of F/RL data in a post Universal Free Meals environment
- Consider formula enhancements:
 - Data sharing of Medicaid eligibility data
 - HHM data

Extended Time Revenue

- Increased the Extended Time allowance to better fund extended time learning opportunities

SPPS DRAFT 2025 Legislative Agenda (cont.)

Fund State Mandates

- Fully fund the Unemployment Insurance benefit for non-licensed, contract personnel
 - a. Fully fund with a state appropriation, or
 - b. Allow school districts to fund with an unemployment levy.
- READ ACT: increase appropriations and extend timelines to accomplish the objectives of the READ Act.

School District Levy Authority

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- Increase the Local Option Revenue (LOR) per pupil limits to \$957 to reflect the inflation since 2013
 - a. LOR allows a school board to convert voter approved levy to a more fully equalized Board approved levy
- Allow operating referendum renewal by BOE vote without restriction
- Increase the Safe Schools levy authority
- Increase the state equalization aid for all school district levies including:
 - a. operating;
 - b. local option; and
 - c. debt service levies



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Facilities Master Plan 2.0

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Jackie Turner, Executive Chief Administration
and Operations

Committee of the Board

November 6, 2024

Agenda

1. Purpose statement
2. Planning process phases and timeline
3. Decision-making structure
 - Roles and responsibilities
4. Core Planning Team and Workgroup membership
5. Next steps

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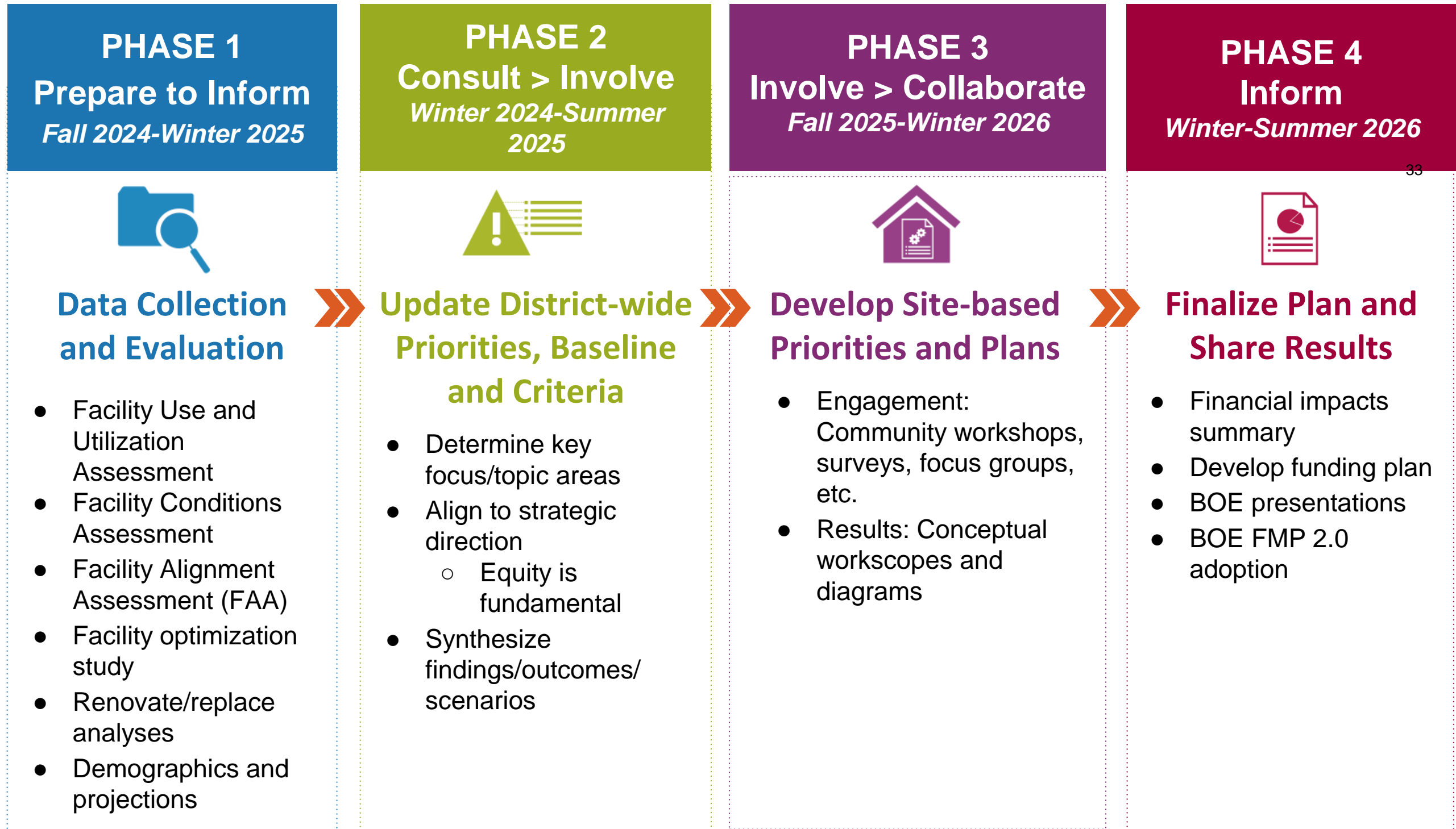
Purpose Statement

(To be further refined by Core Planning Team)

Update the original 10-year [Facilities Master Plan](#) and its foundational documents ([vision, principles, standards, criteria for prioritization](#)) to align future major capital improvement projects with current and future teaching and learning needs of students while being equitable, fiscally responsible, and good stewards of community resources.

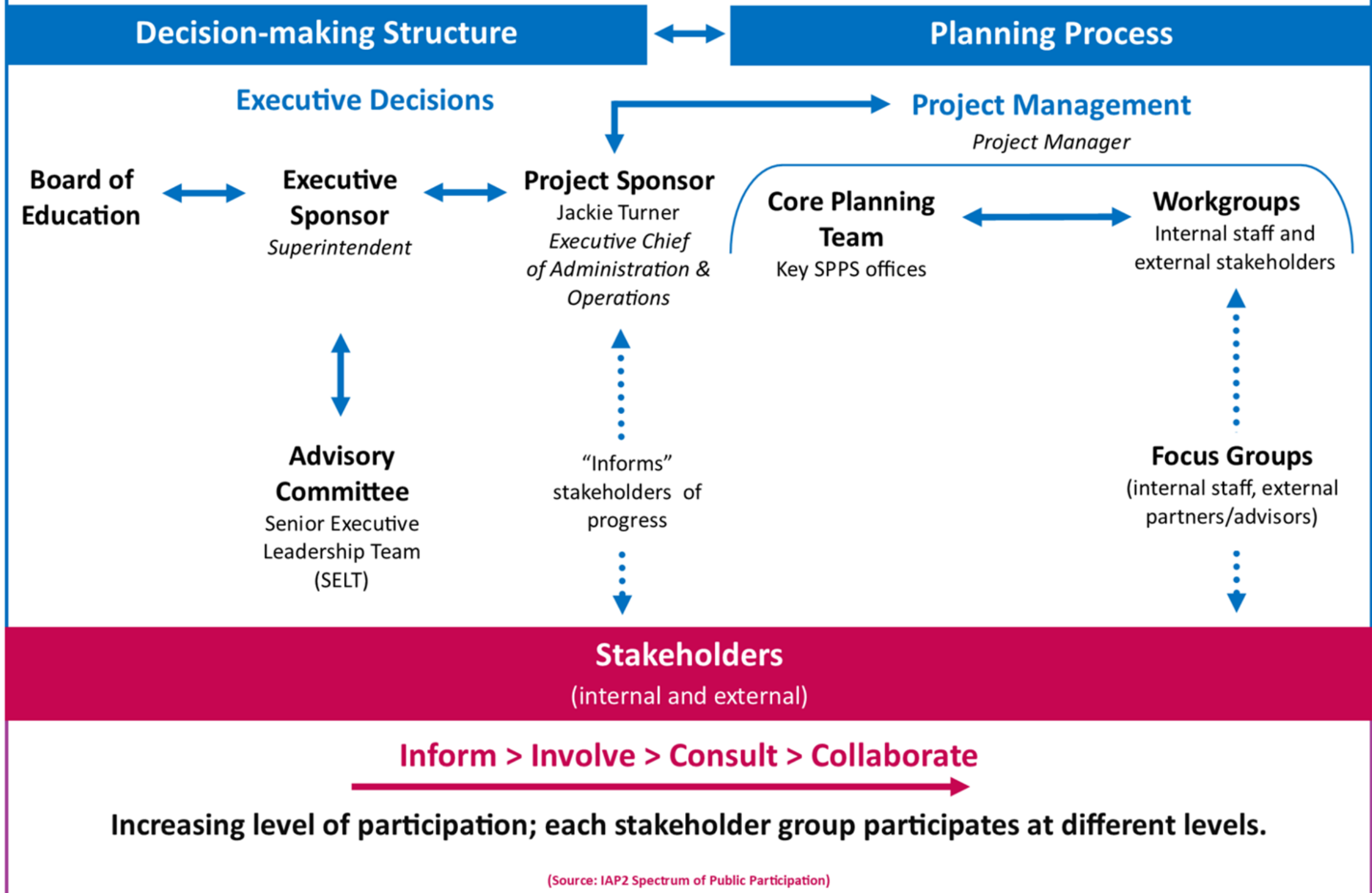
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FMP 2.0: Planning Process Timeline



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FMP 2.0: Decision-making Structure and Planning Process



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Roles and Responsibilities

1. **Core Planning Team:** Advises Project Sponsor on workgroup membership and topic-specific key questions, while also processing workgroups' key findings to inform updates to the FMP's 10-year vision, principles and standards.
2. **Workgroups:** Examines topic-specific key questions related to their direct or indirect interrelationship with facilities and produces a final report with key their findings.
3. **Focus Groups:** On an as-needed basis, provides workgroups with additional qualitative or quantitative data to help answer key questions.

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FMP 2.0 - Core Planning Team

College and Career Readiness

- Carita Green, Executive Director

Equity

- Stacey Gray Akyea, Executive Director

District Building Alignment

- *Representative*

Multilingual Learning

- Sarah Schmidt de Carranza, Executive Director

Operations

- Facilities *representative*
- Nutrition Services *representative*
- Safety and Emergency Management *representative*
- Technology Services *representative*
- Transportation *representative*

Research, Evaluation and Assessment

- Kara Arzamendia, Director

Schools & Learning

- Andrew Collins, Executive Chief of Schools & Learning
- Jodi Danielson, Director, Schools and Learning

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Specialized Services/Special Education

- Heidi Nistler, Assistant Superintendent

Sustainability

- Chelsea Moody, Environmental Specialist, Facilities Environmental Services
- Board Sustainability Advisory Committee *representative*

Well-rounded Education, Early Education, Arts

- Craig Anderson, Executive Director, Office of Teaching and Learning

FMP 2.0: Workgroups

(*Indicates areas affecting facilities but not driven by Facilities Dept.)

<div>1. *College & Career (help with what happens after graduation)</div> <ul style="list-style-type: none"> Carita Green <div>2. *Early Childhood</div> <ul style="list-style-type: none"> Lori Erickson/Craig Anderson <div>3. *Growing and Emerging Programs/Onward SPPS (Txuj Ci, East African, Karen, Afrocentric, Gateway to College, DWPCP @ SPC)</div> <ul style="list-style-type: none"> Assistant Superintendent <i>representative</i> <div>4. *Special Education (patterns and projections)</div> <ul style="list-style-type: none"> Heidi Nistler, Sarah Zelinski 	<div>6. Well-Rounded Education Rightsizing (Arts, specialists, partnerships, building, enrollment)</div> <div>a. Craig Anderson</div> <div>7. Renovate/Replace question (school sites?; develop/use rubric to prioritize which sites would qualify as a renovate v. replace)</div> <div>a. Facilities <i>representative</i></div> <div>8. *Fiscal Responsibility (new/different funding; bring Finance team in from the beginning, get help/understanding; bring in DW Financial advisory group)</div> <div>a. Tom Sager</div>	<div>10. District Building Alignment (non-school sites)</div> <ul style="list-style-type: none"> Facilities <i>representative</i> <div>11. Sustainability/Climate Change</div> <ul style="list-style-type: none"> Sustainability Committees <div>12. Inclusive Restrooms / Accessibility / Cultural support</div> <ul style="list-style-type: none"> Facilities <i>representative</i> Myla Pope/Equity
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Focus Groups

(augmented by other modes/avenues of engagement)

- Shape priorities from the major topic workgroups; follows synthesis of major topics

Note: Findings of other current pertinent SPPS groups conducting separate analysis will be integrated, as appropriate

Next Steps

- Outline Core Planning Team and Workgroup meeting cadence
- Launch Facilities Use & Utilization study in November
- Hire demographer

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Thank you!