

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

January 7, 2025
4:30 PM

A G E N D A

1. **CALL TO ORDER**
2. **AGENDA**
 - A. Superintendent's Announcements
 - B. Policy Update
 1. FIRST READING DISCUSSION: Board Policy 550: Cell Phones and Personal Electronic Devices
 - a. Introduction
 - b. Presentation 2
 - c. Discussion
 - d. Action (TBD)
 - C. American Rescue Plan (ARP)
 1. Introduction
 2. Presentation 29
 3. Discussion
 4. Action (TBD)
3. **ADJOURNMENT**
4. **WORK SESSION**
 - A. 2025 Graduation Ceremony Schedule - Board Member Attendance
 - B. Compensation Study
 - C. B.I.G.G.: Board Initiated Goals Governance

#BoldSubject#



Saint Paul
PUBLIC SCHOOLS

First Reading Discussion: Board Policy 550: Cell Phones and Personal Electronic Devices

Jodi Danielson, Director, Schools & Learning
Committee of the Board
January 7, 2025

Objectives

- Process the community feedback
- Focused discussion and guidance from the board regarding the policy
- Share timeline and next steps

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Cell Phone Policy Work Group

- School Board Director Carlo Franco
- Assistant Superintendents Nancy Páez and Adam Kunz
- Principals Jamil Payton (HS), Shandyn Benson (ALC), Jocelyn Sims (MS) and Lauren Bolopue (Elementary)
- Teachers Dan Perelstein (HS), Libby Arnosti (HS), Molly Brown (MS)
- Health and Wellness Director Becky Schmidt
- School Support Director Kathy Kimani and College and Career Readiness Assistant Director Beth Coleman
- Communications Director Erica Wacker
- Cora and Samia (Students)
- Schools and Learning Director Jodi Danielson
- Project Manager Maria Vincent

Community Feedback

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Summary of Survey Data

- High response rate
- Students prefer less restrictive practices, staff and parents prefer more restrictive practices
- Staff report higher rates of distraction than students
- Staff report higher rates of addressing cell phone use in less restrictive settings
- Policy preferences lean towards more restrictive at earlier grades and less restrictive at higher grades

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Reference: [12/19/24 Board Book](#), beginning on page 129-138

Parent Advisory Councils' Recommendations

- Should be clear and consistent
- Should be equitably enforced
- Do not want to result in increased suspensions or exclusion
- Would like it tiered and accounting for unique programs
- Should be explicit about all devices
- Want to balance the needs of learning and instruction with parent concerns about safety and communication

"I agree to not have cellphones in the classroom, but I think about emergency situations when they don't have access to the phone and something is happening in the school, how am I going to hear from my kids?" - Parent

Student Roundtable: How Cell Phones Impact Students

Adds:

- Useful for academic tasks
- Mental breaks
- Quick tasks
- Listening to music

Takes Away:

- Creates distractions
- Missing important information
- Creates disengagement

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Reflection

What does the data suggest?

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What are the implications for a cell phone policy?

Policy Recommendations

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Policy 550 Overview: Introduction

Community Feedback		Where it Shows Up in the Policy
Rationale is included in the policy	⇒	Includes purpose: <ul style="list-style-type: none">● Research (<i>I.A.</i>)● Values (<i>I.B.</i>) 11
Policy expands definitions beyond cell phones to include a range of personal electronic devices	⇒	Definitions section includes all personal electronic devices as well as a definition of “use” (<i>II.</i>)

Policy 550 Overview: Additional Elements

Community Feedback		How it Shows Up in the Policy
Consequences should be tiered, non-exclusionary, and consistently applied	⇒	Consequences for violations of this policy: <ol style="list-style-type: none"> 1. Cannot be exclusionary. 2. Should be tiered. 3. Should be consistently applied. (III.D.)
Families have a responsibility as well	⇒	Asked to limit calling/texting students to minimize disruptions (III.F.)
School staff should follow the spirit of the policy	⇒	School staff should follow the intent of the policy (III.G.)

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Policy 550 Overview: Additional Elements

Community Feedback		How it Shows Up in the Policy
Needs to allow exceptions based on individual needs	⇒	Medical, IEP, students who are parents , volunteer firefighter, and emergency medical services exceptions (III.H.)
Needs to account for emergency situations	⇒	During emergency situations, use of personal electronic devices must follow the School Emergency Operations Plan. (III.H.4.)
Need alternative ways for parents to reach students	⇒	Students and families will have an alternative method of leaving messages, defined by the school. (IV.B.)
Communication to stakeholders about the policy is needed	⇒	Notification of policy built into Rights and Responsibilities and schools communicate annually (IV.)

Policy 550 Overview: Additional Elements

- Not responsible for theft or loss (*III.C.*)
- Cannot engage in prohibited conduct; devices may be searched if relevant (*III.E.*)
- Implementation begins September 2, 2025 (*V.*)

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Policy 550 Overview: Core Element

Community Feedback		How it Shows Up in the Policy
Accounts for unique programs	⇒	Special education transition programs allows cell phone use to support independent travel and employer communication (III.B.)

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Policy 550 Overview: Core Element

Community Feedback		How it Shows Up in the Policy
Allows for staff and student voice	⇒	<p>Not allowed during school hours</p> <ul style="list-style-type: none"> Schools with grades 9+ (e.g. 6-12, 9-12, 12+) can develop a documented plan with a team of school stakeholders to allow use before and after school, at passing time, and/or during lunch <ul style="list-style-type: none"> E.g. principal, staff, students, and/or parents (III.A.)
Empowers students		
Includes supporting students in learning responsible management of devices		

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Discussion

Based upon the community feedback shared, do you support the language as written in section 3.A.1.?

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If not, what changes would you suggest?

- See entire proposed policy [here](#).

Next Steps

- 2 student and 3 staff focus groups this week and next to understand how the policy looks like in practice (Jan 9-15)
- Second reading at January 21 Board of Education meeting
- Third reading at February 18 Board of Education meeting
- Create an implementation plan (February-March)
 - Support for schools to plan and adapt practices as needed (Spring)
 - Modify Rights and Responsibilities Handbook (Spring)

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Discussion and Questions

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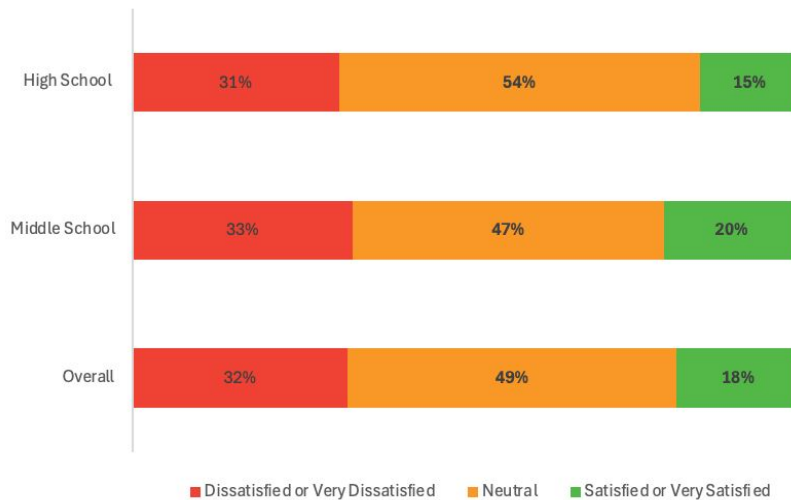
Cell Phone Policy Community Feedback

Survey Response Frequency

	Response Rate	Number of Responses	Number of Invitations
Students	21%	3,974	16,752
Families*	20%	5,870	28,999
Staff	22%	662	3,047
Total	22%	10,514	48,798

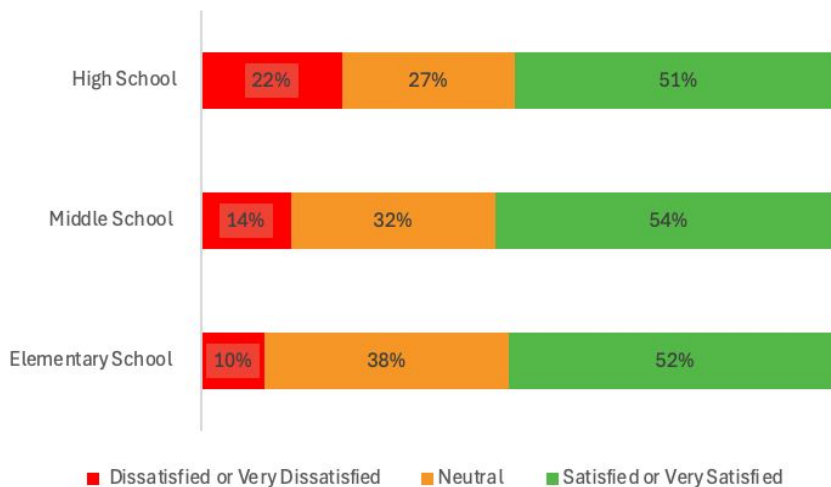
*higher response rate in languages other than English compared to most most SPPS surveys

Students' Satisfaction with Current Rules



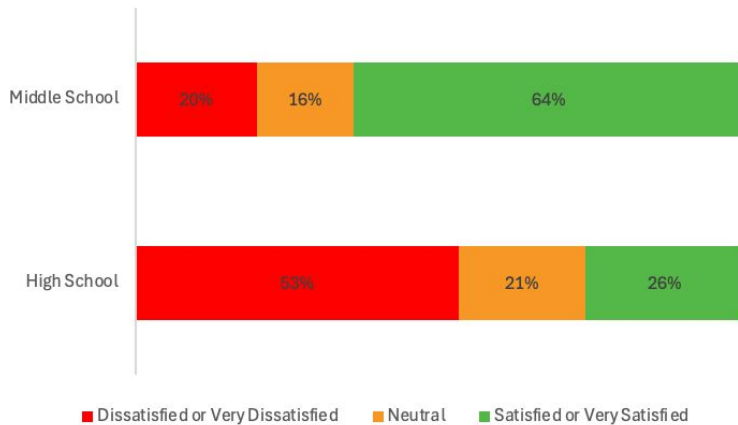
Students generally preferred less restrictive policies

Families' Satisfaction with Current Rules



Families that were less satisfied generally desired more restrictive policies

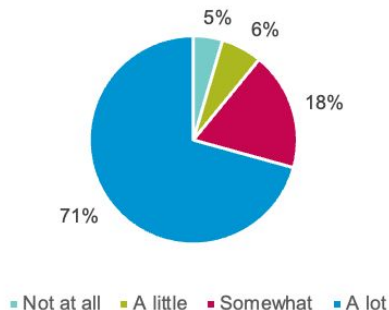
Staff Satisfaction with Current Rules



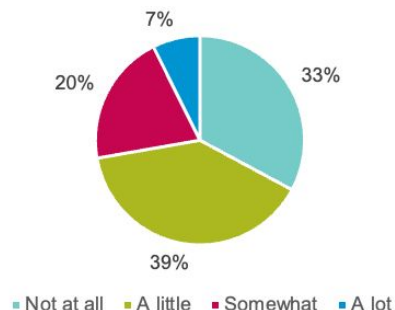
Staff at buildings with more restrictive rules reported higher levels of satisfaction

Impact on Student Learning Perceptions

Staff Reported
Distraction/Disruption



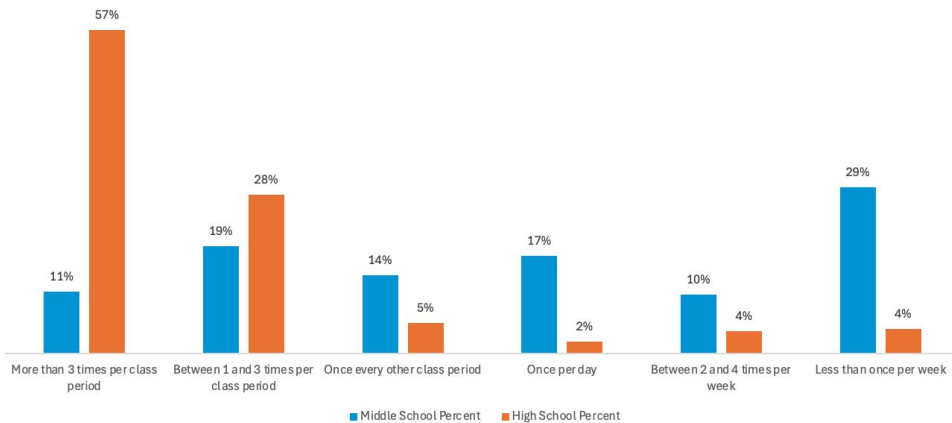
Student Reported
Distraction/Disruption



52% of Middle School students and 87% of high school students report using their phone during the school day

Frequency of Addressing Cell Phone Violations

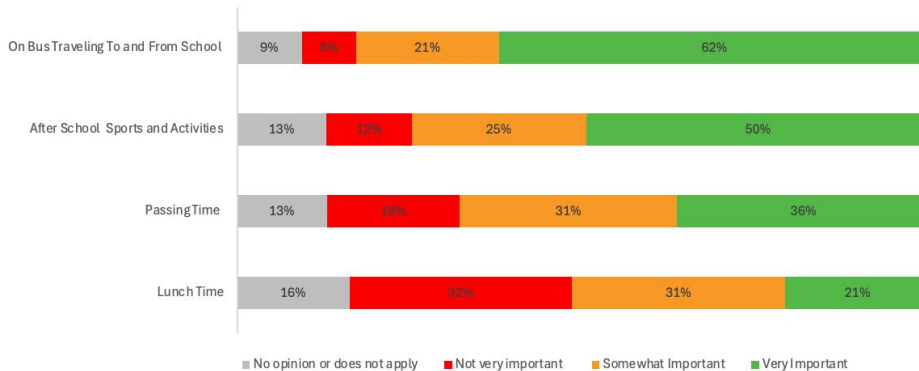
High School Versus Middle School Staff



Notably, teachers at a middle school with less restrictive rules reported over double the rates of having to address cell phone use during class.

When Middle School Students Want their Phones

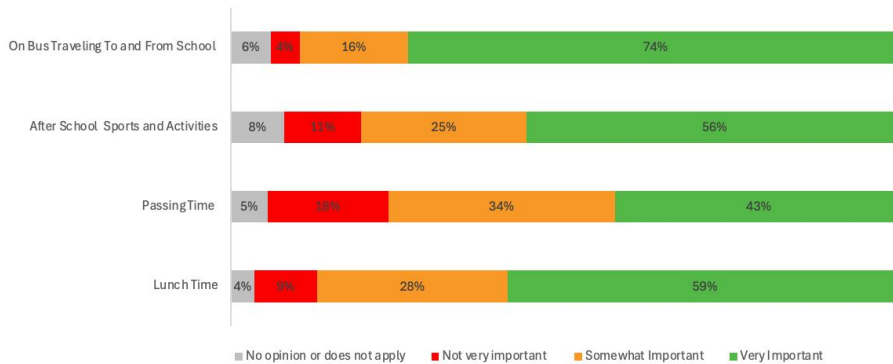
Students' Feelings on Importance of Cell Phone Access by Setting



"I just wish it wasn't so strict, like what could my phone possibly be distracting me from during lunch time? My Italian dunkers??" - Student

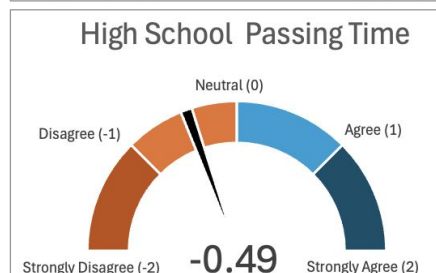
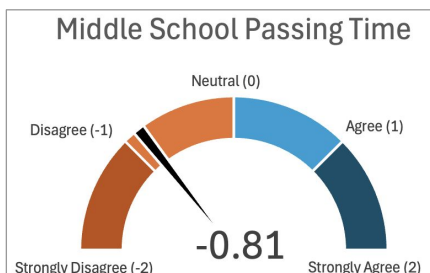
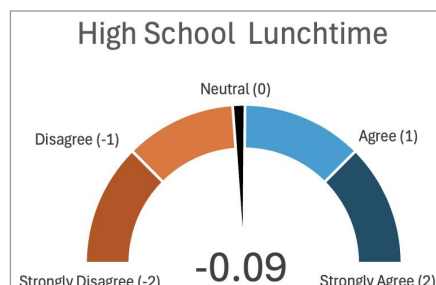
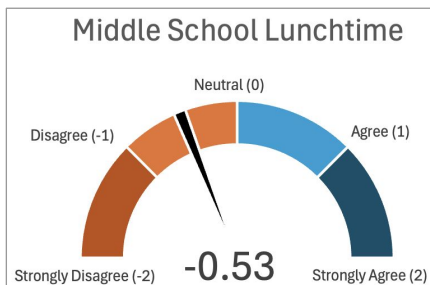
When High School Students Want their Phones

Students' Feelings on Importance of Cell Phone Access by Setting



"Students should be able to use their cell phones to research stuff off of the internet because SPSS blocks certain websites, and we need all the information we can get." - Student

Parent Views on Cell Phone Access



Policy Preferences

- High School parents and staff preferred a policy that allows phones at lunch and passing time
- Middle school parents and staff preferred a policy that limits phones during school hours
- Elementary parents preferred a policy that limits phones during school hours as well as before and after school
- Staff should follow the spirit of the policy with reasonable exceptions

Parent Advisory Councils

- Met with all Parent Advisory Councils, including:
 - American Indian Parent Advisory Council
 - Gender and Sexual Diversity Parent Advisory Council
 - Hmong Parent Advisory Council
 - Karen Parent Advisory Council
 - Latino Consent Decree Parent Advisory Council
 - Parents of African American Students Advisory Council
 - Somali Parent Advisory Council
 - Special Education Advisory Council
- 102 attendees

Communication Needs

- Parents want reliable ways to reach their students
- Many said they would contact the school, but had concerns about reliability
- One parent suggested emailing their student
- Top concerns:
 - Safety and emergencies
 - Communication about daily family logistics

"Phones can be useful for communication between parents and students—texting for non-emergencies, like appointment reminders, is more efficient than calling the office." - Parent

Parent Perception of Current Practices

- Often weren't aware what current practices are
- Would like consistent implementation
- Expressed the importance of families helping students learn responsibility with their devices
- Exceptions for specialized needs must be noted

"Middle and high school students should be involved in creating and understanding the policy, teaching them responsibility." - Parent

Recommendations for District Policy

- Should be clear and consistent
- Should be equitably enforced
- Do not want to result in increased suspensions or exclusion
- Would like it tiered and accounting for unique programs
- Should be explicit about all devices
- Want to balance the needs of learning and instruction with parent concerns about safety and communication

"I agree to not have cellphones in the classroom, but I think about emergency situations when they don't have access to the phone and something is happening in the school, how am I going to hear from my kids?" - Parent

Student Senators Roundtable

- 42 Como Park Sr students
- During school day
- 1 hour 15 minute discussion
- Hosted by Senators Erin Murphy and Alice Mann



Senator Mann, Hayyat A., Senator Murphy

Student Cell Phone Use During School

- Communication with family and friends
- Listening to music
- Scrolling social media
- Watching videos
- School work
 - Replacing or supplementing school-issued iPad

How Cell Phones Impact Students

Adds:

- Useful for academic tasks
- Mental breaks
- Quick tasks
- Listening to music

Takes Away:

- Creates distractions
- Missing important information
- Creates disengagement



American Rescue Plan

Stacey Gray Akyea, Executive Chief of Equity, Strategy & Innovation

Committee of The Board

January 7, 2025

Agenda

- Background
- Planning & Implementation
- Budget & Spend Down
- Outcomes

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1 Background

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Covid-19 Federal Funding

Fund	Purpose	SPPS Allocation (in millions)	Spending Timeline
Coronavirus Aid, Relief, and Economic Security Act (CARES) March 27, 2020	Governor's Emergency Education Relief Fund (GEER)	Support technology needs and summer programming in response to the COVID-19 pandemic.	\$2.3 March 2020 - September 2022
	Coronavirus Relief Fund (CRF)	Address operating costs, supporting student, family and educator needs	\$12.3 July 2020 - December 2020
	Elementary and Secondary School Emergency Relief Fund (ESSER I)	Respond to the COVID-19 pandemic	\$19.9 March 2020 - September 2022
Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) December 27, 2020	Elementary and Secondary School Emergency Relief Fund II (ESSER II)	Respond to the COVID-19 pandemic	\$92.1 July 2020 - September 2023
American Rescue Plan Act (ARP) March 11, 2021	Elementary and Secondary School Emergency Relief Fund III (ESSER III)	Safely reopen PK-12 schools, Sustain the safe operation of schools, and Address the impact of the coronavirus pandemic on students. 20% must address learning loss	\$206.9 March 2020 - September 2024



American Rescue Plan Act (ARP): ESSER III

Elementary & Secondary School Emergency Relief Fund (ESSER III)

SPPS Allocation = \$206,862,472.57

Timeline to Spend: 9/30/24

Allowable Uses:

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- To help meet a wide range of needs arising from the coronavirus pandemic, including reopening schools safely, sustaining their safe operation, and addressing students' social, emotional, mental health, and academic needs resulting from the pandemic
- Must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions

Priorities

The American Rescue Plan, also known as ESSER III, provides funding to K-12 schools and institutions of higher education to reopen safely for in-person learning and address students' needs.

1. Safely reopen schools for all students
2. Address pre- and post-pandemic unfinished learning
3. Build lasting, equitable systems of teaching and learning
4. Support student and staff social emotional needs on returning to full on-site learning

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Getting Started

Executive Leadership

Cedrick Baker, Chief of Staff

Planning Team

7 members, planning, implementation, monitoring and communication

Workgroup

27 members, review requirements & needs, recommend objectives & strategies

All Divisions

Develop strategy proposals

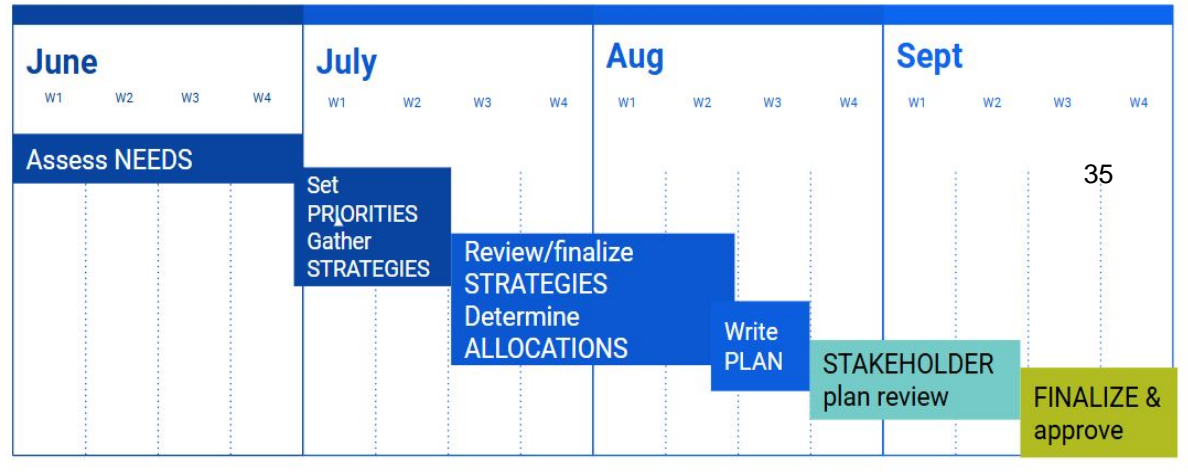
Family/Community Advisory Group

13 members, reviewing and responding to work in progress

Allocation Team

Review strategy proposals, recommend strategies to fund

ARP Planning Timeline




Getting Started (continued)

- Conducted needs assessment
- Established administrative infrastructure
 - Communication
 - Oversight
 - Monitoring
- Called for proposals
- Selected strategies
- Trained strategy owners

Address pre and post pandemic unfinished learning


What should we know about your child/children's needs for the lost instruction or learning time due to COVID-19?



- School day
- After-school
- Summer
- Non-school days

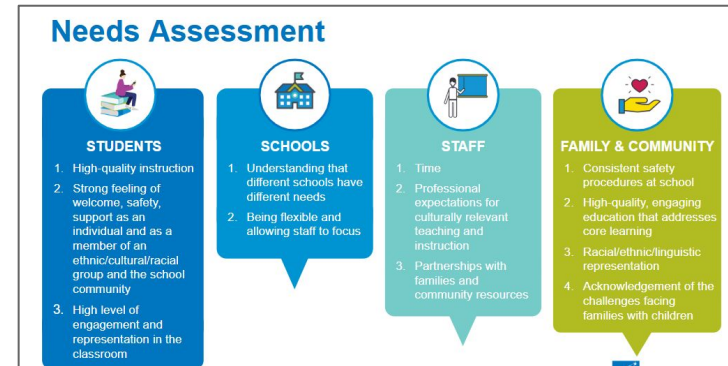
Safely reopen schools for all students

What should we know about your child/children's needs for safe schools and classrooms?



- Hallways
- Cafeterias
- Air quality
- Ventilation
- Buses
- Masks

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SPPS Achieves Initiatives and ARP Strategies by Focus Area

Long-Term Student Outcomes:

1. Decrease disparities in achievement based on race, ethnicity, culture and identity
2. Increase achievement of English Learners
3. Increase achievement of students receiving special education services

4. Improve kindergarten readiness
5. Increase academic growth in reading and math for all students
6. Prepare all graduates for college, career and life

Systemic Equity

Objective 1:

Intercept the normalized patterns of unearned privilege/advantage and/or access through policy, procedures, practices and programming

Strategic Initiatives:

- 1.1) CMP cycle
- 1.2) Intersections/Overlaps
- 1.3) Approach/Response

Positive School and District Culture

Objective 2:

Create inclusive school and district cultures

Strategic Initiatives:

- 2.1) District wide social emotional learning & positive behavior intervention and supports

Effective and Culturally Responsive Instruction

Objective 3:

Increase our capacity to meet the instructional needs of each learner

Strategic Initiatives:

- 3.1) Culturally resp. inst.
- 3.2) Well rounded education
- 3.3) Middle school model

College and Career Readiness

Objective 4:

Increase opportunities for students to envision their future, explore careers and prepare for postsecondary education

Strategic Initiatives:

- 4.1) College & career paths

Program Evaluation/Resource Allocation

Objective 5:

Allocate resources based on program effectiveness and organizational priorities

Strategic Initiatives:

- 5.1) Program effectiveness
- 5.2) Priority-based budgeting
- 5.3) Envision SPPS

Family and Community Engagement

Objective 6:

Improve stakeholder engagement in district decisions

Strategic Initiatives:

- 6.1) Community engagement

ARP Strategies

- #9: Retaining teachers of color
- #28: Recruiting teacher of color
- #37: Equity training
- #78: Equity Plan
- #92: Recruitment of Diverse Special Education Paraprofessionals

ARP Strategies

- #3: Early child. mental health
- #5: Mental Health
- #12: Social emotional learning
- #14: Attendance & engagement
- #22: Social workers
- #15: Counselors
- #66B: Am. Indian Supports
- #84: SEM coordinators

ARP Strategies

- #7: CRI
- #8: WINN
- #44: Job embedded PD
- #66: American Indian Curr.
- #17: High School Systems
- #27: Well Rounded Education
- #21: Credit recovery
- #20: SPED recovery services
- #54: MLL coaching
- #2: Autism support
- #33: Bilingual Seals
- #76: MLL support
- #53: Bilingual EA training
- #75: MS career experiences
- #20: Special Ed Recovery
- #73: ESCE Assessments
- #83: Digital Infrastructure
- #88: PreK Hubs

ARP Strategies

- #4: Check & Connect
- #6: Internships
- #24: Career path materials
- #34: Career integration
- #13: Extended day for learning +
- #31: Flipside
- #75: Middle school career Experiences
- #89: Athletics
- #90: Freedom School

ARP Strategies

- #80: Innovation Office
- #85: Research analysts
- #70: School Allocations
- #87: Board Training

ARP Strategies

- #61: Community Schools
- #62: Contact center
- #79: Language support
- #69: Community partners

ARP Allocations

ARP Strategies	Allocation (in millions)
Family Services and Community Partnerships	\$10.9
High-quality education	\$88.2
Mental Health and Social Emotional Learning	\$8.0
Operational Support	\$11.7
Safe Schools	\$66.9
Systemic Equity	\$9.7
Targeted Student Services	\$11.5
Total	\$206.9

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Strategies



Between 2021-2024, SPPS launched, enhanced or continued to implement **75**³⁹ unique strategies to address long-term student outcomes impacted by the COVID-19 pandemic.

22 new strategies

11 continuation of existing SPPS strategy/program/service

40 enhancement to existing SPPS strategy/program/service

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Planning & Implementation

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Allocation Team

- District and building staff who were not directly responsible for managing ARP strategies functioning as an advisory body, offering recommendations to senior executive leadership for final decision-making
- Members committed to serving a two-year term, concluding in December 2024.
- Members were well-versed in each strategy's purpose and budget, and provided relevant qualitative and quantitative data on ARP strategies
- Reviewed proposals for additional ARP funds or new projects.

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Tool: Year At A Glance

	A	B	C	D	E
1					
2	RATIONALE				
3					
4	QUARTER	Quarter 1	Quarter 2		
5		8/22/22-11/11/22	End of quarter status	11/12/22-1/26/23	End of quarter status
6		Teacher Collaboration: Professional Learning Communities are launched at all middle schools with materials to support high functioning teams	Complete	Teacher Collaboration: A process to embed culturally responsive instruction into Professional Learning Communities is developed	Complete
7		Electives: Create a marketing plan for expanding the Intro to Computer Science Course 1 & Course 2 to five middle schools for the 2023-24 school year.	Complete	Electives: Promote the Computer Science Course; provide scheduling guidelines	Complete
8		Middle School Foundations Course: Students in grades 6-8 will engage in Digital Citizenship and Safety lessons	Complete	Middle School Foundations Course: Students in grades 6-8 will focus on learning time management strategies, social emotional learning lessons and developing their personal learning plans	Complete
9	Big Picture View: What key milestones will you hit each quarter?	Science Standards and curriculum: Provide PD on new 6th grade OpenSciEd curriculum and the new science standards	Complete	Science Standards and curriculum implementation: On Thursday, Nov. 17 and Friday, Nov. 18, our OpenSciEd partners will be back to provide PD around OpenSciEd Unit 6.2, "Thermal Energy." It is expected that all 6th grade science teachers will attend both days of the training. School administrators have received this information as well.	Complete
10		Assessment: Provide teacher and admin training on math FAST assessment to establish a baseline to better understand student math needs	Complete	Assessment: Teachers and administrators at 6-8 schools will have time during PLCs or Leadership Academy to dig into the FAST assessments in math and reading to support next steps in instruction.	Not Complete
11		Communication & Organization: Organize team for the creation of a common course catalog	Complete	Communication and Organization: The Curriculum Team will develop criteria for course descriptions that are aligned to SPPS mission and vision	
12				Math: Materials adoption Vertical Team: working on long term	

Year at a Glance

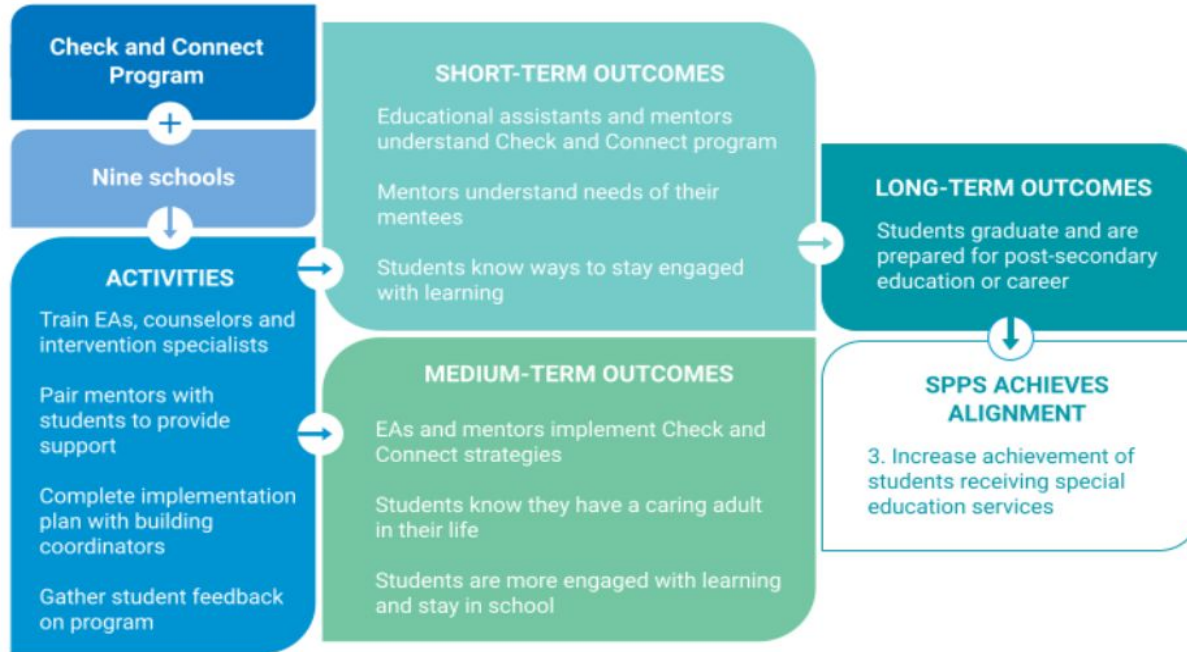
What will be accomplished by the end of the year?

Quarter	Year at a Glance Milestones	
1	Teacher Collaboration: Professional Lear..	complete
	Electives: Create a marketing plan for ex..	complete
	Middle School Foundations Course: Stud..	complete
	Science Standards and curriculum: Provi..	complete
	Assessment: Provide teacher and admin..	42nplete
	Communication & Organization: Organiz..	complete
2	Teacher Collaboration: A process to emb..	complete
	Electives: Promote the Computer Science..	complete
	Middle School Foundations Course: Stud..	complete
	Science Standards and curriculum imple..	complete
	Assessment: Teachers and administrator..	not complete
	Communication and Organization: The C..	
3	Electives: Promote the Computer Science..	
	Middle School Foundations Course: Stud..	

Tool: Logic Model

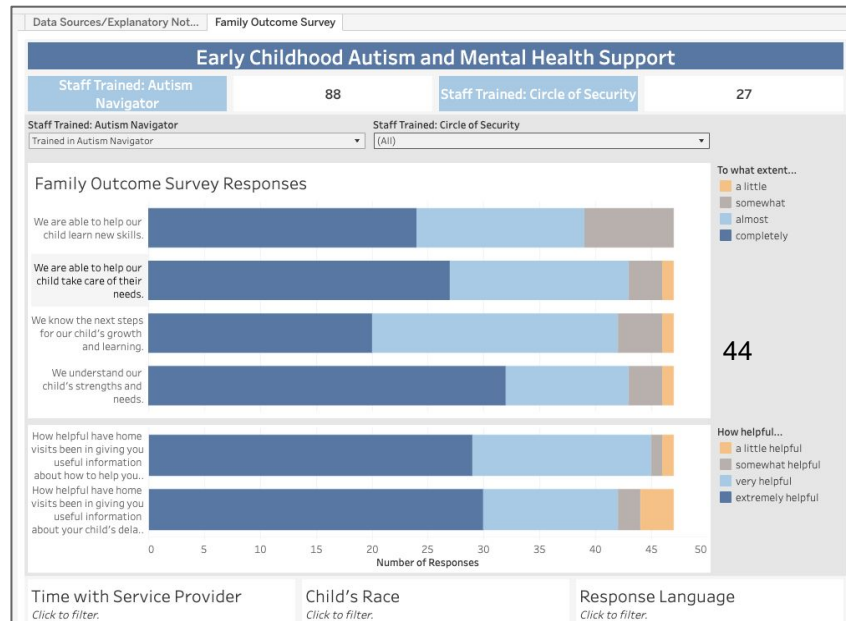
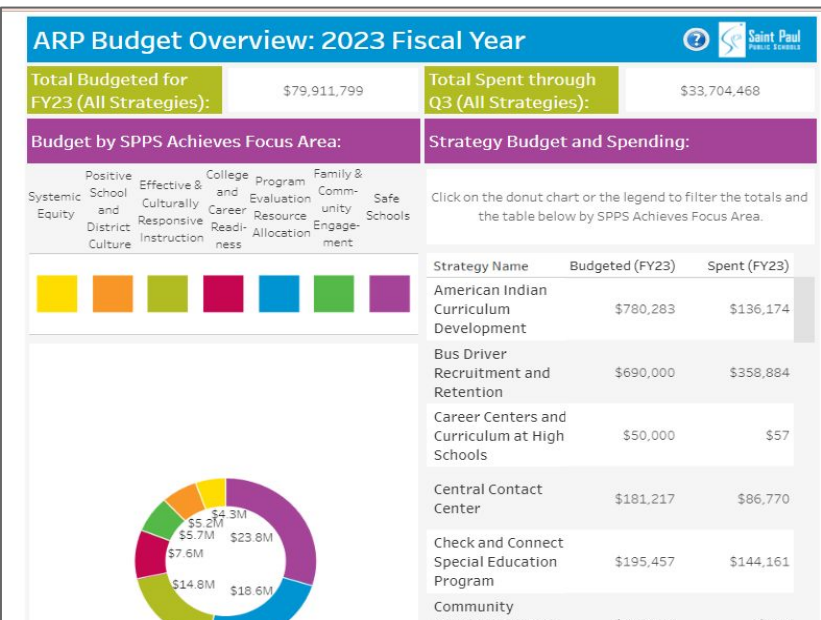
Check and Connect Special Education Program

The Check and Connect program mentors K-12 students who show warning signs of disengagement with school and who are at risk of dropping out.



Logic model is used to show how the strategy will produce outcomes⁴³

Tool: Dashboards



Dashboards support monitoring, accountability and transparency

“We regularly use our data dashboard to really gauge program effectiveness. Which schools are implementing the strategy well? What correlation is there between program effectiveness and student data? The data dashboard is AMAZING!!” – Strategy Owner

Professional Learning Community Monitoring Structure



Innovation Office provided an overview of initiative purpose, current implementation status, any leading outcome indicators available and strategy team compliance with meetings/reports

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Federal Programs provided an overview of spend and any pertinent budget information

Research, Evaluation & Assessment provided an overview of data collection and dashboard status

Informing “Scale - Up”

WINN DATA DIG

March 22, 2023



Objectives

- Build shared understanding of the WINN initiative
- Surface insight and new perspectives to inform next steps for WINN Leadership
- Support WINN Leadership in defining what it means to “scale up”

Protocol 1 - Students Served in WINN

Protocol 1

District overview and model of protocol 1 (10 minutes)

- Independent review of three schools (15 minutes)
- Small group discussion (15 minutes)
- Large group share out (5 minutes)

Agenda

- 11:00 - 11:25 Introduction, purpose and inclusion activity
- 11:25 - 12:00 What is WINN?
- 12:00 - 12:15 Grab lunch & overview of data protocols
- 12:15 - 1:00 Protocol 1: Students served in WINN
- 1:00 - 1:40 Protocol 2: Student groups served in WINN
- 1:50 - 2:45 Protocol 3: Deeper dive into implementation
- 2:45 - 3:20 Large group discussion & close
- 3:15 - 4:00 Next steps (with OTL Literacy only)

Protocol 1 - WINN District Data

District (K-2)

Grade	Participation	Students by FAST Risk Level				Total Students
		College Pathway	Low Risk	Some Risk	High Risk	
K	ALL		1091	600	353	2044
	WINN		200	288	172	760
1	ALL		730	458	852	2040
	WINN		66	201	576	843
2	ALL	418	411	381	1051	2261
	WINN	8	16	102	653	879
Total	ALL	418	2238	1439	2559	6654
	WINN	8	282	591	1411	2292

2559 WINN students (K-2, SY22-23)

Of all WINN students HR = 55%

2nd grade has the highest HR students in WINN (803/1051=83%)

In total 1st grade has the most students in WINN (955/2559=37%)

A short timeline required adaptability; utilizing data to revise and adjust early and often



**SAINT PAUL PUBLIC SCHOOLS &
MARNITA'S TABLE PRESENT:**

Engage SPPS! Community Conversations & Dinner

All members of the SPPS community are invited to share a meal and discuss what our students, staff and families need to thrive and achieve educational success. The feedback from these events will be used to help set priorities for the district's strategic plan and American Rescue Plan initiatives.

- These events are free!
- Dinner and child care are provided.
- Transportation can be arranged in advance if needed.
- Interpreters are available in Spanish, Hmong, Somali and Karen.

**Register to attend at
marnitastable.org/spps2023**

Questions?
Email sammie@marnitastable.org
Call 612-928-7744

Event Dates:

April 25 | 6-9 p.m.

**Washington Technology
Magnet School**
1495 Rice Street, St. Paul

May 4 | 6-9 p.m.

Humboldt High School
30 East Baker Street, St. Paul

Community Engagement

Staff, students, parents, community were invited to discuss what was working and what was still needed

Total participants = 257



We've got to do this together': St. Paul students, community talk campus safety over dinner
tribune.com

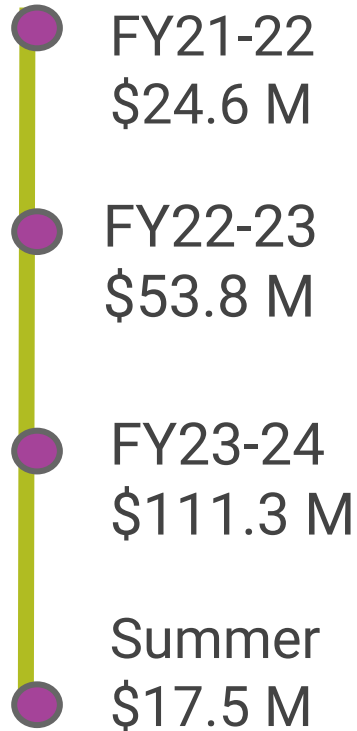


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Budget & Spend Down

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Annual Spend Down



How was spending monitored?

- Gradual spending pattern is evidenced by spending increased by almost half each year
- Spend down was monitored via 49 6-week budget meetings with strategy owners conducted by Project Managers
- Spend down was monitored via dashboards created by Research, Evaluation and Assessment

Summary of Spending

SPPS Achieves Initiatives and ARP Strategies by Focus Area

Long-Term Student Outcomes:

1. Decrease disparities in achievement based on race, ethnicity, culture and identity
2. Increase achievement of English Learners
3. Increase achievement of students receiving special education services
4. Improve kindergarten readiness
5. Increase academic growth in reading and math for all students
6. Prepare all graduates for college, career and life

Systemic Equity

Positive School and District Culture

Effective and Culturally Responsive Instruction

College and Career Readiness

Program Evaluation/Resource Allocation

Family and Community Engagement

Objective 1:

Intercept the normalized patterns of unearned privilege/advantage and/or access through policy, procedure, practice and programming

Objective 2:

Create inclusive school and district cultures

Objective 3:

Increase our capacity to meet the instructional needs of each learner

Objective 4:

Increase opportunities for students to envision their future, explore careers and prepare for postsecondary education

Objective 5:

Allocate resources based on program effectiveness and organizational priorities

Objective 6:

Improve stakeholder engagement in district decisions

Strategic Initiatives:

- 1.1) CMP cycle
- 1.2) Intersections/Overlaps
- 1.3) Approach/Response

Strategic Initiatives:

- 2.1) District wide social emotional learning & positive behavior intervention and supports

Strategic Initiatives:

- 3.1) Culturally resp. inst.
- 3.2) Well rounded education
- 3.3) Middle school model

Strategic Initiatives:

- 4.1) College & career paths

Strategic Initiatives:

- 5.1) Program effectiveness
- 5.2) Priority-based budgeting
- 5.3) Envision SPPS

Strategic Initiatives:

- 6.1) Community engagement

ARP Strategies

- #9: Retaining teachers of color
- #28: Recruiting teacher of color
- #37: Equity training
- #78: Equity Plan
- #92: Recruitment of Diverse Special Education Paraprofessionals

ARP Strategies

- #3: Early child. mental health
- #5: Mental Health
- #12: Social emotional learning
- #14: Attendance & engagement
- #22: Social workers
- #15: Counselors
- #66B: Am. Indian Supports
- #84: SEM coordinators

ARP Strategies

- #7: CRI
- #8: WINN
- #44: Job embedded PD
- #66: American Indian Curr.
- #17: High School Systems
- #27: Well Rounded Education
- #21: Credit recovery
- #20: SPED recovery services
- #54: MLL coaching
- #2: Autism support
- #33: Bilingual Seals
- #76: MLL support
- #83: Bilingual C.A. teachers

ARP Strategies

- #4: Check & Connect
- #6: Internships
- #24: Career path materials
- #34: Career integration
- #13: Extended day for learning +
- #31: Flipside
- #75: Middle school career Experiences
- #89: Athletics
- #90: Freedom School

ARP Strategies

- #80: Innovation Office
- #85: Research analysts
- #70: School Allocations
- #87: Board Training

ARP Strategies

- #61: Community Schools
- #62: Contact center
- #79: Language support
- #69: Community partners

\$26.9M

\$11.4M

\$47.6M

\$10.9M

\$30.9M

\$9.6M

\$16.3M on Operational Expenses

\$53.5M on Safe Schools

100 % of
APR funds
were spent

4 Outcomes

51



System Impact

40,365

Students

Number of students served by year:

2021-22: 5,512
2022-23: 13,912
2023-24: 17,336
24-25 Summer: 3,605

6,731

Instructional Staff

Number of staff trained by year:

College & Career Readiness:
156 staff
Effective & Culturally
Responsive Instruction: 3,656
staff
Positive School & District
Culture: 1,798 staff

68

Schools & Programs

Number of strategies implemented by grade level:

19 Early childhood
55 Elementary School
55 Middle School
53 High school

52

Safely Reopen Schools



School Health Staff

Held **146** vaccine clinics and administered 7,620 COVID-19 vaccines in 2022 and 2023.



Custodial Staff

Hired over **47** custodians to provide an additional 1,600 hours of cleaning per week; fully staffed maintenance workers to decrease response time to reported issues by 48%.



Bus Driver

Recruitment & Retention

Offered **\$1.1M** in stipends to recruit and retain bus drivers; increased the number of yellow bus routes from 175 in 2021 to 235 in 2023.

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Address Unfinished Learning



Credit Recovery

Provided additional intervention specialists and credit recovery support during school hours to help students recover 39,759 credits.



Early Childhood Special Education Assessment

Processed 9,225 referrals from schools and the community for special education evaluation for 3- to 5-year-olds.



K-8 Core Literacy Instruction (What I Need Now - WINN)

Hired **84** WINN teachers to provide small-group reading instruction to 5,785 students. 74% of WINN students in grades 2-8 showed “typical” or “aggressive” growth on reading assessments in 2022, compared to 55% of their peers.



Seal of Biliteracy Testing

Increased the number of students who took a Bilingual Seals assessment by 61% . Over the last three years, more than 900 students graduated with a Bilingual Seal in 18 different languages.

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Build Equitable Systems of Teaching and Learning



Earn As You Learn

916 students earned 1912 paid industry certifications and completed financial literacy and career skills training.



Language Supports for Families

Provided 6460 hours of language interpretation services in 55 languages in-person and over the phone.



Recruitment & Retention of Teachers of Color

Increased the number of teachers of color by 28% over three years; Asian staff increased 34%, Black staff increased 14% and Hispanic staff increased 24%



Elementary School Libraries

Staffed open library hours at nine schools, leading to a pattern of circulation increases; 53,389 in 21-22; 93,274 in 22-23; and 116,210 in 23-24.

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Support Student and Staff Social Emotional Needs



Counselors at Every School

Added nine school counselors across 11 schools to provide 4.6 times as many counseling visits with students compared to 2020-21.



Student & Staff Wellness Spaces

Created ⁵⁴ wellness spaces for students and ⁴² for staff in schools across the district, where students and educators can relax, recharge, and get in the right mindset to learn and teach.

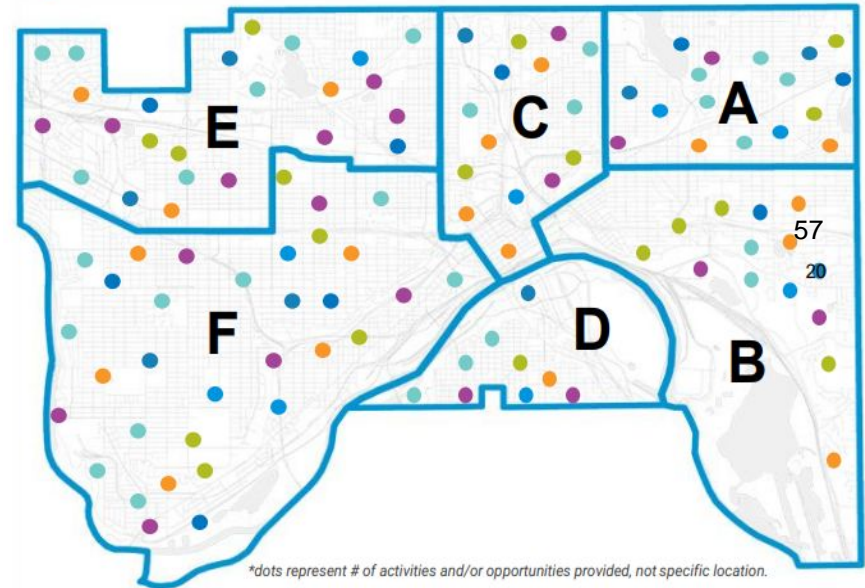


Mental Health Community Partnerships

Partnered with 24 community organizations to provide mental health and social emotional learning services to 1,698 students at 60 schools.

116 Community Partners Supported

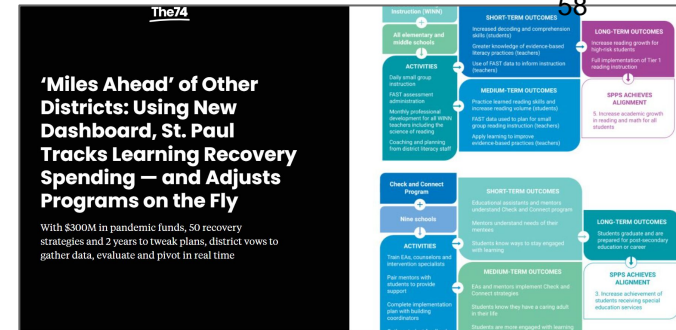
- Students served:
SY 22-23 & Summer 23 = 2163
SY23-24 & Summer 24= 2855
- Mental health/SEL
- Flipside after school (6-8)
- Family support
- Academic support
- Community-based support



National Recognition

SPPS named as national model for ARP implementation & communication

- Council of Great City Schools
 - ARP implementation model
 - What I Need Now (WINN)
- *The 74* nonprofit news outlet
- U.S. Department of Education: *Raising the Bar* invited panelist
- Hosted Secretary of Education Miguel Cardona for site visit
- Education Writers Association Great Lakes States



Unintended Outcomes

- Cross-functional collaboration
- De-silo
- Scalable Implementation model

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“I enjoyed working with this ARP initiative and hope to continue using this model with other departmental projects.” - Strategy Owner

Lessons Learned

Planning & Implementation

- Conduct organizational needs assessment
- Participate in a critical friends network
- Begin partnership monitoring earlier
- Utilize data to adjust

Budget & Spend Down

- Provide timely data
- Provide capacity building for responsible staff

Outcomes

- Sustain promising practices
- Operate at capacity regardless of the amount of resources available
- Focus on outcomes early and often

“I have determined that the role of the [department] supervisor is not necessary, and have replaced with Coordinator--the work I am needing/wanting to happen in SPPS does not require administration but more coordinator and specialist level work.” - Strategy Sponsor



Saint Paul
PUBLIC SCHOOLS

Questions