

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

November 1, 2022
4:30 PM

A G E N D A

I. CALL TO ORDER

II. AGENDA

A. Superintendent's Announcements

B. 2023 Legislative Agenda

1. Introduction

2. Presentation

3. Discussion

4. Action (TBD)

2

C. Security and Emergency Management

1. Introduction

2. Presentation

3. Discussion

13

D. The Council of Great City Schools and Student Outcomes Focused
Governance and Report on Council of the Great City Schools Annual Fall
Conference

1. Introduction

2. Presentation

3. Discussion

6

III. ADJOURNMENT

#BoldSubject#



Saint Paul
PUBLIC SCHOOLS

2023 Legislative Agenda

Mary Gilbert Dougherty, Legislative Liaison
November 1, 2022 Committee of the Board

Session Preview

- New Legislative Session convenes January 3rd
- High possibility of divided government
- Legislature must adopt and Governor approve biennial budget by June 30th
- FY 22 **Revenue** is estimated at \$2.918 billion (10.6 percent) more than projected in the February 2022 (\$9 billion)
- The first quarter of FY23 is estimated at \$289 million more than February forecast — Economic forecast hints economy softening
- November Forecast — estimates both revenue and spending commitments
- Governor — must submit biennial budget in February based on November forecast, with subsequent changes following February forecast

Strategic Plan Priorities Drive Agenda

- **Stabilize Education Funding — General Education, EL, Special Education, Extended Year**
- **Increase Diversity and Retention of Teacher and School Workforce**
- **Provide Resources for Children and Family Stability and Support**
- **Ensure Safe School Environment**

General Education/Categorical Formulas

- Increase formula by 5% and link the basic formula and local option revenue to inflation
- Address differences in local property tax base and local cost differences in phasing in education formulas changes
- Link Extended time revenue to general education formula
- Link all categorical funding to inflationary increases in the general education formula
- Include 4000 PreK/School Readiness Plus seats into the base for future years
- Reduce English Language Learner Cross Subsidy — exceeds \$25 million in SPPS
- Allow school boards to renew existing referendum

Special Education

- Phase in formula changes to eliminate the growing cross subsidy (estimated \$748 million cross subsidy FY22). At a minimum fund at least 40% cross subsidy and include in base
- Address the impact of tuition costs for open enrollment and students placed in another district
- Transfer the district of residence to serving district after one year if the student continues to enroll in non-resident district
- Address the rising costs for schools that can charge back 100% of their costs

Special Education

- Allow districts to recoup un-reimbursed fees charged by Intermediate districts and Co-ops
- Provide mental health aid for all level IV programs
- Enhance Medical Assistance Reimbursement for social work services using existing system for billing other special education services.
- Allow district to close early childhood special education and transition programs (age 18-21) under open enrollment

Fully Fund Existing Mandates

- Allow districts scheduling flexibility to provide more opportunities for internships, apprenticeships, academies, or other training with community partners that lead to certifications, job training and other career and college opportunities that lead to living wage jobs
- Fully fund the early childhood screening mandate
- Oppose new requirements that are unfunded or increase workforce shortage challenges

Increase and Diversify Teacher Workforce

- Increase funding and formulas to sustain and expand successful Grow Your Own Teacher of Color programs for both: current SUTR programs and secondary students to enter a bachelor program with an intensive student teaching model
- Program should be funded over multiple years to ensure pipeline for BIPOC, EL, and special education and STEM
- Add additional funding dedicated to mentoring teachers of color and high need licensed areas

Provide Resources for Child & Family Support

- Support additional resources for families who are highly mobile and homeless to reduce shelter and other short-term placements and provide stable housing
- Increase school linked mental health and full-service grants and other child and family support services for at risk families
- Increase community education general levy, adult disabled levy, school age childcare funding and other after school programs, including Ignite to provide options for families for life-long learning and high quality out of school activities.

School Safety and Security

- Significantly increase safe school revenue to expand options to keep school safe, including more mental health, truancy prevention and intervention, and successful student leadership models that improve school climate and safety.
- Expand county revenue to provide intensive interventions for juvenile offenders
- Modify current law regarding lock down drills to allow flexibility for districts the option to perform and train staff without students present
- Support incentives and legislation that reduce the use of guns in our community, by focusing interventions to youth and individuals who are at risk of harm to self or others.

Requested Action

**Approve Legislative Agenda for 2023
Legislative Session**



Saint Paul
PUBLIC SCHOOLS

Security & Emergency Management

Committee of the Board
November 1, 2022

Laurie Olson, MS LADC MnCEM
Director, Security & Emergency Management

Agenda

- Evolution of the Department
- School Support Liaison (SSL) update
- Emergency Management update
- Department of Justice Grant
- Questions/Comments

Security & Emergency Management Mission

In support of SPPS Achieves: Positive District and School Culture

Our Commitment:

STUDENTS FIRST. ALWAYS.

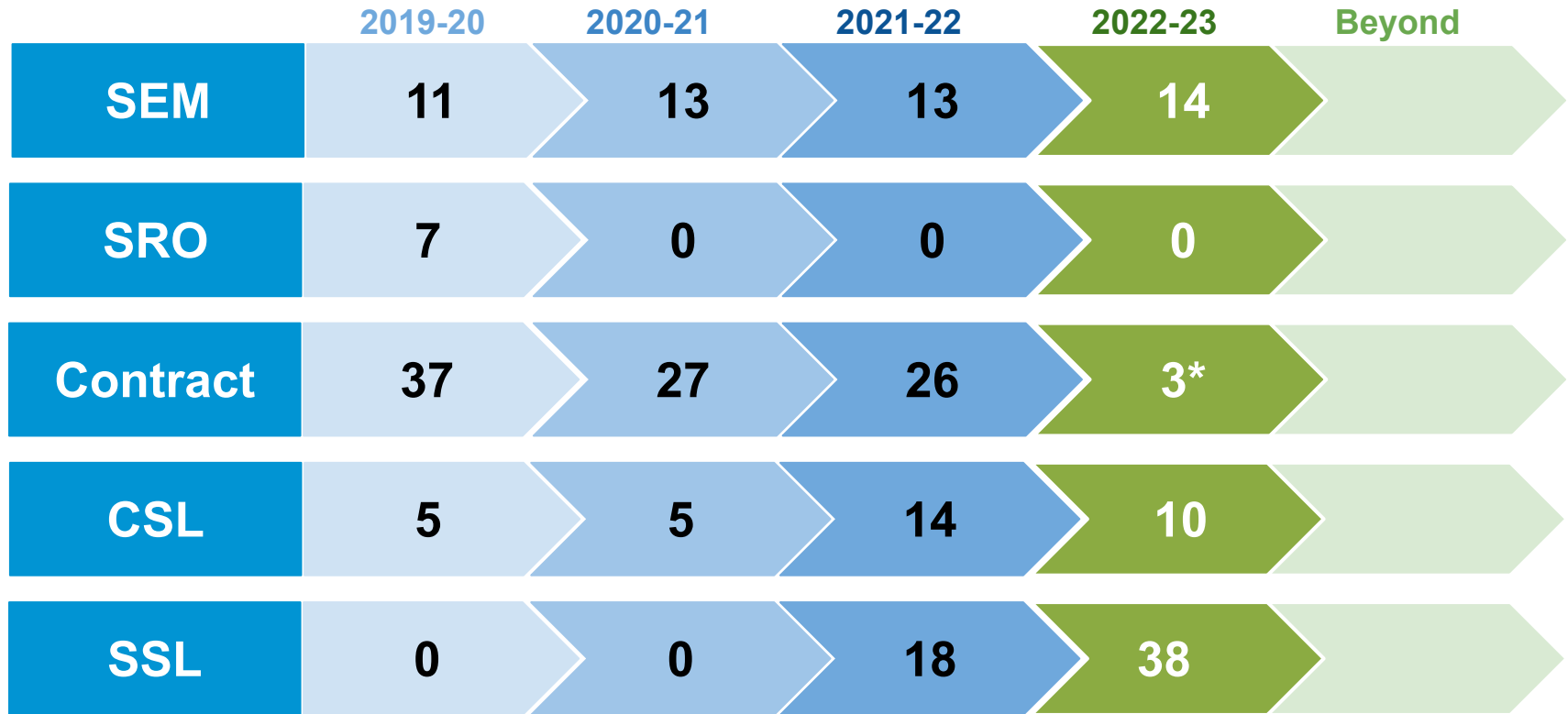
Student-Centered Support

“Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be.” - Rita Pierson

A Team of Dedicated Professionals



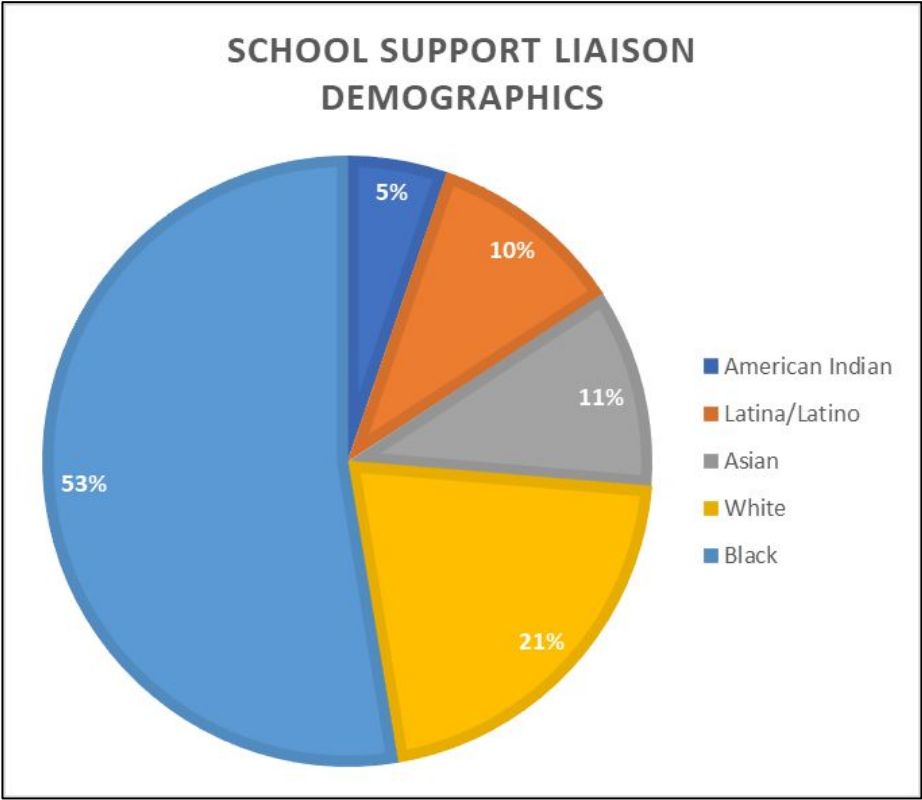
SEM evolving to meet needs of students



SSL VIDEO Kehinde Olafeso



SSL Demographics



- ◆ **28 MALE**
- ◆ **10 FEMALE**
- **79% BIPOC**
- **21% WHITE**

EMERGENCY MANAGEMENT

21 classes

Universal Response Actions (Lockdown, Hold in Place, etc)
Lessons learned
Emergency Response Procedures
First Aid / CPR / AED
Send-A-Tip
Emergency Management Intro

642 staff

New Administrators
School Safety Teams
Nutrition Services
School Safety Liaison Academy

32 hours

Across all of SPPS
(Schools, EOS, 360, etc)

71 Emergency Operations Plans (EOPs)

Primary and secondary Schools
Support buildings
3,542 data points across all SEOPs

Saint Paul Emergency Management Council

79 member city EM council
Fire, Police, EMS, Hospitals, Xcel Energy,
National Guard, Parks and Recreation,
Public Libraries, Red Cross, etc

Infrastructure

District-wide cameras
2,500 two-way radios
Send-A-Tip reporting
Surveillance trailer

Long-term initiatives

Grant Support, Mass Notification, Camera Replacement

School Safety - It's a team effort

It's about relationships and strong partnerships.

- **Principals** - Primary on school safety in their buildings. SEM staff work in direct support of the school's safety plan and initiatives.
- **Students** - SSLs support students by building strong relationships. In many instances our students report concerns to their SSLs. Students also use our Send a Tip app.
- **School Staff** - Recognize and acknowledge the importance of active supervision.
- **Partnerships** - Parks and Rec, Office of Neighborhood Safety, SPPD, Faith Community, Community Ambassador Initiative (CAI) and many more.

STOP School Violence Grant Award

THE
~~VIOLENCE~~
PROJECT



The road to violence is long - let's build more exits.

Prevent and reduce school violence by understanding and addressing the root causes of violence.

Jillian Peterson, PhD and James Densley, PhD

Grant Information

Total Award: \$994,362

- 3 years, 10 schools, 1750 staff, 7500 students
- Year 1: Data dive, focus groups/interviews, create tool/protocol
- Year 2: Pilot tool/protocol - 1 Middle School & 1 High School
- Year 3: Expand pilot - 4 additional Middle & 4 additional High Schools

Create a customized school safety and prevention tool that emphasizes **connections and supports**, not exclusionary practices

- Conduct focus groups and interviews with students, staff and families to understand concerns, frustrations, barriers, etc. related to school climate
- Use data to identify early warning signs and create safe intervention protocols
- Train students and staff on the protocols
- Create online training modules for continued expansion of the protocol

Customized 4-Step R-Model

The protocol will be customized from the R-Model developed by Dr. Peterson/Dr. Densley and the Minnesota School Safety Center. The 4-step protocol is a school-based crisis intervention and violence prevention model.

Steps include:

1. Get **READY** by setting up crisis response teams and protocols
2. Safely **RESPOND** to students in crisis
3. **REFER** students to support and resources based on their individual needs
4. **REVISIT** to check in (circle back) with students

R-Model GOALS:

- De-escalate and safeguard the student in crisis
- Create an Individualized Plan of Support (IPS)
- Prevent violence toward self and/or others and promote student well-being and safety

Expected Outcomes

- Increase school safety using evidence-based solutions
 - Crisis prevention and meaningful intervention
 - Safe management and response to a crisis
- Using data gathered from students and other key stakeholders, we will implement program activities to help mitigate the potential to cause or exacerbate trauma
- Create an ***expectation that everyone*** in the school community shares responsibility in creating and maintaining a safe and positive school climate.
 - All staff at the identified sites, will participate in 4 hours of paid training on crisis intervention, de-escalation, school climate, root causes of violence, and using the new protocol.

In SEM, we believe....

It's all about relationships.

We must focus on creating and sustaining environments where **all** students have the opportunity to feel safe, supported, seen, heard and valued.

We must be student-centered in all that we do.
No exceptions.

The Council of Great City Schools and Student Outcomes Focused Governance

Jim Vue (Chair) & Jessica Kopp (Vice Chair)
Saint Paul Public Schools Board of Education
November 1, 2022

* SOFG definitions and concepts in this presentation come from the SOFG Manual , Cohort Training, and CGCS Conference Sessions

Part One:

Council of Great City Schools Organization & Training

Introduction to the Council of Great City Schools

SOFG Cohort Report

SOFG Cohort Final Workshop Report

Conference Session Report

Introduction to Council & Conference

From the [website](#):

“The Council of the Great City Schools (CGCS) brings together [77 of nation’s largest urban public school systems](#) in a coalition dedicated to the improvement of education for children in the inner cities.

The Council keeps the nation’s lawmakers, the media, and the public informed about the progress and problems in big-city schools. The organization does this through legislation, communications, research, and technical assistance.

The organization also helps to build capacity in urban education with programs to boost academic performance and narrow achievement gaps; improve professional development; and strengthen leadership, governance, and management.”



What is Student Outcomes Focused Governance?

Student Outcomes

A measure of school system results that are student results rather than adult results; outcomes that are a measure of what students know or are able to do. Student outcomes are distinct from adult outcomes.

Governance

The act or process of governing or overseeing the control and direction of something

**Student outcomes don't change until
adult behaviors change.**

SOFG Cohort Report

- March 2022 - October 2022
- Included monthly cohort, quad, and partner meetings, multi-day workshops
- Areas of study and individual and collective work included:
 - Board meeting time-use evaluations, Board agenda redesign, Board policy diet, community engagement plan design, superintendent evaluation, setting goals and guardrails, distinguishing between Board work and superintendent work, and mindset practices
- Supportive network of Board officers, faculty, and coaches

What we know and are able to do because of this training:

SOFG Cohort Final Workshop Report

- 16 hours over 2 days
- Conversations with Board officers from districts across the country
- Capstone presentations
 - Sample implementation timeline
 - Superintendent evaluation process
- Roundtable discussion of community engagement challenges/strategies
- Advanced mindset practice

What we know and are able to do because of this workshop

Conference Sessions: A Focus on Governance

1. Focusing School Board and Governance Models on Urban Student Outcomes
2. How to Spend Less Time, Save Your Sanity and Get Better Results for Students
3. Accelerating Board Capacity in our Great City Schools
4. Unity Outside the Boardroom: How to Listen to the Signal Through the Noise
5. Board vs. Superintendent: Who is Really in Charge?
6. Exploring the Connection Between Governance and Urban Student Outcomes

What we know and are able to do because of these sessions:

Student outcomes don't change until adult behaviors change.

Let's talk!

We welcome your questions.

Part 2: Fundamentals of SOFG

Mindset and Culture Shift

Community Engagement and Outreach

Goals and Guardrails

Monitoring

Mindset and Culture Shift

“Improving student outcomes requires discipline and a willingness to say that some things are more important which means deprioritizing and focusing less on other things.”

Community Engagement

COMMUNITY ENGAGEMENT

Time invested by the Board in two-way communication between the Board and community members.

ROLE IN STUDENT OUTCOMES FOCUSED GOVERNANCE

The Board gathers perspectives from the community through thorough and intentional engagement, analyzes the feedback, and works with the Superintendent to develop goals and guardrails. Community can track progress through Board's public monitoring of goals and guardrails.

Example of Community Engagement: Cincinnati Public Schools

<https://www.cps-k12.org/Page/2241>

Goals and Guardrails

GOALS

Priorities for the Board based on the vision of the community, that are focused on what students know and are able to do. Goals should be **SMART:**
Specific, **M**easurable, **A**ttainable, **R**esults-focused, **T**ime-bound

GUARDRAILS

Reflect the values of the community and name what the Superintendent may not use or allow in pursuit of the school system's student outcome goals.

Example of Goals and Guardrails: Atlanta Public Schools

<https://www.atlantapublicschools.us/domain/16746>

Monitoring

DEFINITIONS

Monitoring: A Board process that includes the Board receiving monitoring reports on the timeline indicated by the monitoring calendar, discussing them, and choosing to accept or not accept them. The intention of monitoring is to determine whether reality matches the Board's goals / guardrails.

Monitoring Calendar: A Board-adopted multi-year schedule that describes months during which goals, interim goals, guardrails, and interim guardrails are reported to the Board.

Monitoring Report: A report that provides evidence of progress to the Board regarding their adopted goals and guardrails.

Putting it all together

mindset and culture shift



Board-led
community
engagement



Board
develops
and adopts
goals and
guardrails



Board
monitors
progress
towards
goals and
adherence to
guardrails



Next Steps

1:1 Conversations

COB meetings will include SOFG work

Contract with CGCS for coaching

Thank you for your time.
Let's keep the
conversation going!

I am the
genesis of
transformation.