Student Services update: Supporting the whole child

Dr. Robinson, 2025

St. Louis Park Public Schools

MEET OUR TEAM
STUDENT SERVICES DEPARTMENT

THE PURPOSE AND VISION OF THE STUDENT SERVICES DEPARTMENT IS TO PROVIDE HIGH QUALITY, EQUITABLE PROGRAMS, SERVICES, AND ACCESS FOR STUDENTS WITH UNIQUE NEEDS WHILE PARTNERING WITH AND SUPPORTING STAFF, STUDENTS AND FAMILIES.

DR. CONSTANCE ROBINSON
Executive Director of Student Services

DIRECTOR OF STUDENT SERVICES SECONDARY/9-12/TPLUS
Mrs. Deanna Lawrence

ADMINISTRATIVE ASSISTANT
Ms. Sara Tobin

DIRECTOR OF STUDENT SERVICES ELEMENTARY/ECSE
Mrs. Tiffany Harris

PROGRAM ANALYST
Mrs. Susanne Fahey

INSTRUCTIONAL COACH SPECIAL EDUCATION
Mrs. Kristina Doyle

MTSS/504 COORDINATOR
Mrs. Anna Schech

DUE PROCESS SPECIALIST
Mrs. Lida Harris

22 departments under student services

Special Education (E–22, all disability categories)	**Transition Programs (18–22 services in partnership with Hopkins)**
504 Services	**Talent development/Alternative Learning/ADSIS (Alternative Delivery of Specialized Instructional Services)**
School Counseling/School Psychology	**Health Services / Nursing**
Crisis response & safety services	**School Social Work**
Speech & Language Services/Assistive Technology	**CEIS/Contractors**
Physical Therapy (PT)/Occupational Therapy (OT)	**Restorative Practices**
Homeless & Highly Mobile / McKinney-Vento MKV/HHM	**Foster care Services**
Developmental Adapted Physical Education (DAPE)	**Non-public services**
Mental Health Partnerships (school-linked therapists)	**Foster care**
Intermediate 287 partnership	**Homeschool**
MTSS	

Current students receiving services

Grade level breakdown	Number of students
ECSE	175
Kindergarten	72
1st grade	62
2nd grade	60
3rd grade	40
4th grade	76
5th grade	67
6th grade	61
7th grade	49
8th grade	60
9th grade	57
10th grade	42
11th grade	25
12th grade	10
Tplus	60

McKinney Vento Services

AQ	PH	SL	PSI	MS	HS	ECSE	Melrose	Tplus
9	12	6	2	15	21	14	0	3

Total: 68

Breakdown by schools and federal settings

Settings	AQ	PH	SL	PSI	MS	HS	Tplus	PHP/Mel
FedSet	101	101	86	79	168	160	57	4
Setting I	71	67	47	69	101	87	30	4
Setting II	14	21	20	4	41	42	24	
Setting III	13	6	8	1	24	18	3	

Students referred to setting IV and pending reintegration

30	2 reintegrated and 3 pending

Students referred to setting V: 2 (both are returning to setting IV in the state

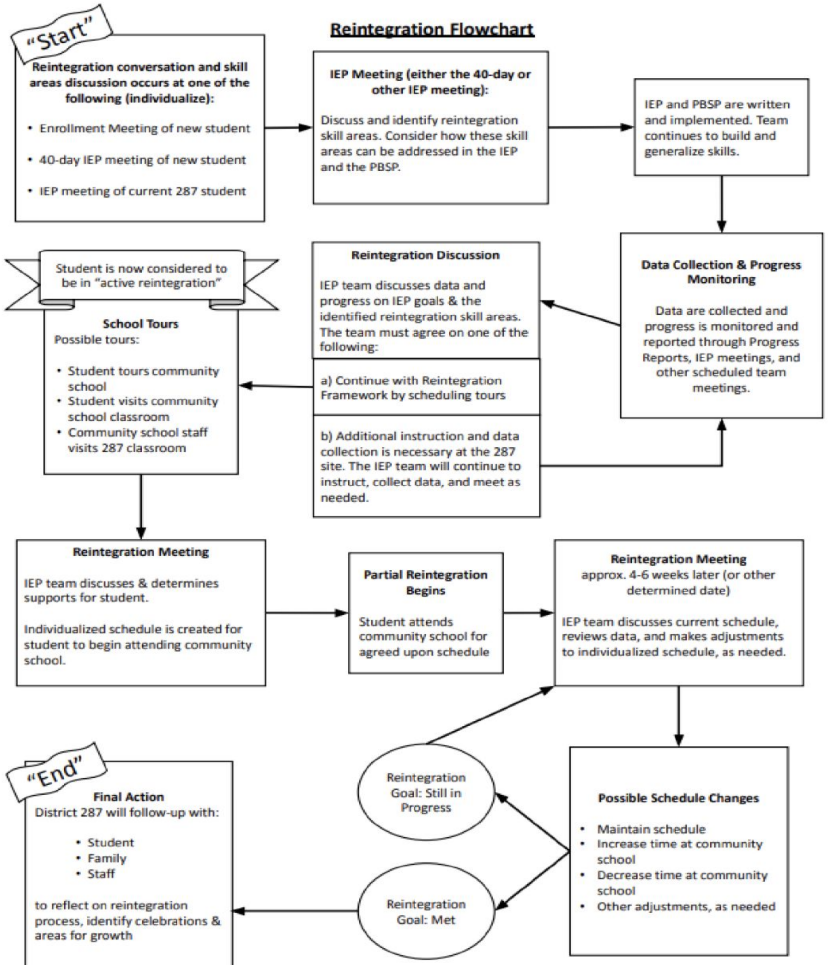
Number of students current at 287

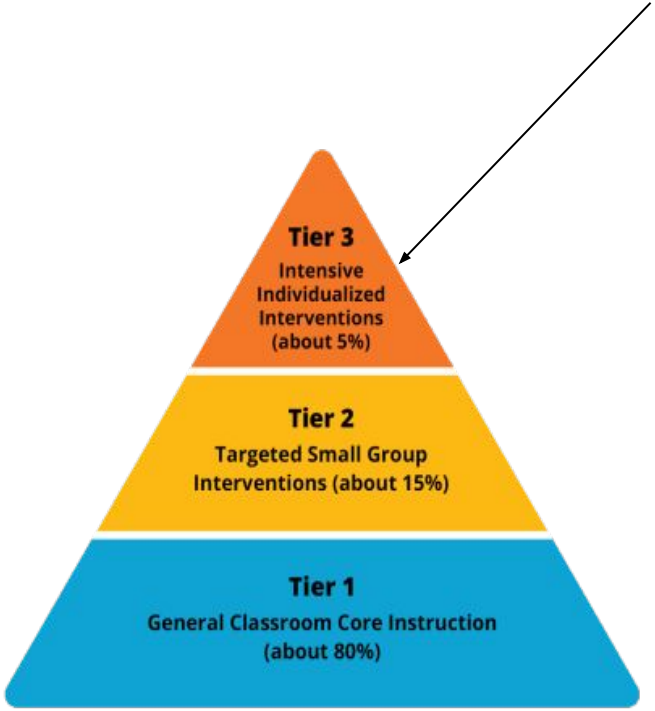
Students	Primary code	Code	Disability Category
1	14	11	Autism Spectrum Disorders (ASD)
4	8	6	Blind–Visually Impaired (BVI)
2	2	9	Deaf-Blind (DB)
1	7	5	Deaf and Hard of Hearing (DHH)
2	10	2	Developmental Cognitive Disabilities (DCD)
8	11	12	Developmental Delay (DD)
4	16	8	Emotional or Behavioral Disorders (EBD)
		10	Other Health Disabilities (OHD)
		4	Physically Impaired (PI)
		16	Severely Multiply Impaired (SMI)
		7	Specific Learning Disabilities (SLD)
		1	Speech or Language Impairments (SLI)
		14	Traumatic Brain Injury (TBI)

Current # of students in 2025-26sy: 22 (two pending)

Last year # of students in 2024-25: 30

Utilizing our MTSS process





What's the makeup of other member districts

Surrounding districts	Total # SPED students Pre K-22
Saint Louis Park	1101
Minneapolis	5127
Bloomington	2098
Osseo	3300
Wayzata	1763
Minnetonka	1550
Eden Prairie	1200
Edina	1552
Hopkins	1450
Robbinsdale	1853

Week at a glance

Day 1

- Introduction to cabinet members
- YDA recommendations
- How and when to complete a voucher
- Cultural liaison; roles and responsibilities
- Building equitable learning environments

Day 2

- Caseloads/Clarifying Federal Settings I, II, III
- Steps to an effective IEP meeting
- Exit the IEP Focus on speech services, indirect minutes, and collaboration with GenEd, ML, and SpEd teams using student data.
- Classroom management strategies

Day 3

- Before calling admin team
- Report card
- ML & TD expectations
- (Agate) 15 minute commercial
- Time and effort reporting
- MTSS/SpEd Data
- Bus/safety/MKV/JotForm training
- Shine Squad: Communication

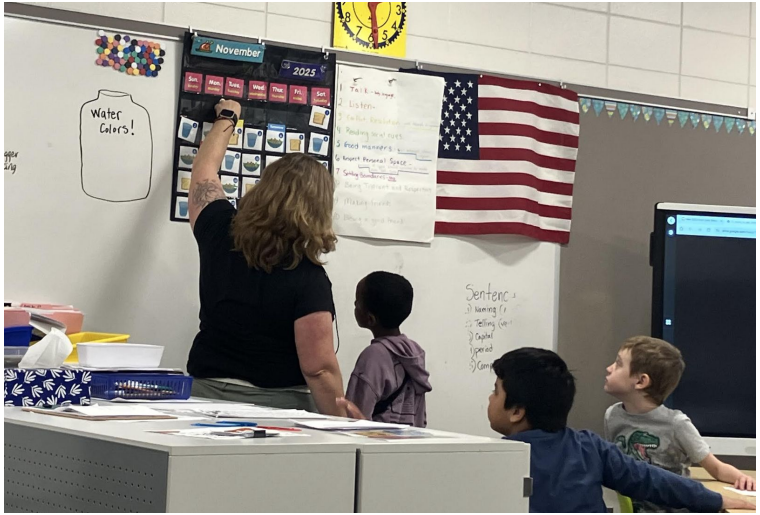
Day 4:

- Interactive games
- Organizational chart
- Explore highly structured environments to support students with intensive behavioral and emotional needs.
- Invited NEXUS=287

Boot camp attendance

Number of staff attended	Number of staff elementary	Number of secondary	Number of staff districtwide
36	20	13	3

Purpose of the site visits (roadshow)



- Increase transparency
- Strengthen relationships
- Listen and learn
- Align practices
- Share updates and resources

Examples of qualitative information

Communication	Training needs	Additional staffing needs
"Teachers want clearer guidance on when to move from Tier 2 to Tier 3." **Aquila**	*"Staff are requesting more support with accessing curriculum, due process, instructional support, and partnership."* **Peter Hobart**	*"Staff are requesting additional staffing due to increase in students"* ***Middle school request***
"Families are asking for simpler explanations of IEPs and progress reports." ***PSI***	*"New teachers want a step-by-step due process checklist."* ***Susan Lindgren***	*"Peter Hobart has an effective routine for family communication at IEP times and we'd like to implement that process."* ***PSI***
"Visual schedules helped students feel more confident transitioning between tasks." **Aquila**	*"Collaboration on co-teaching models."* ***Multiple sites***	*"The teachers appreciated the new reading intervention strategy but requested more time for planning and implementation."* ***Multiple sites***

Key shifts in special education

- DHS collaboration & mental health integration
- Disproportionality oversight
- MTSS and pre-referral expectations
- Staffing shortages and Cross-sector solutions
- Parent engagement & procedural safeguards

Training & capacity building for both building leaders and staff member:

- **Crisis prevention intervention (CPI)**
- **Restorative practice circles (repairing harm through dialogue)**
- **Check-In/Check-Out (CICO) Behavioral interventions plans**
- **Mentor support from different grade levels**
- **MTSS strategies and interventions**
- **Mental health & trauma-informed supports**
- **Conflict resolution Checklist before removal**
- **School-linked mental health services and counseling *(we are losing funding for the 26sy; we will be utilizing school psychologist, counselors and social workers)***
- **Academic interventions *(ADSIS/Title 1 small-group instruction)***
- **Structured breaks, only when necessary and without extending exclusion from meals or recess *(identify staff members that will be able to support with structuring breaks)***

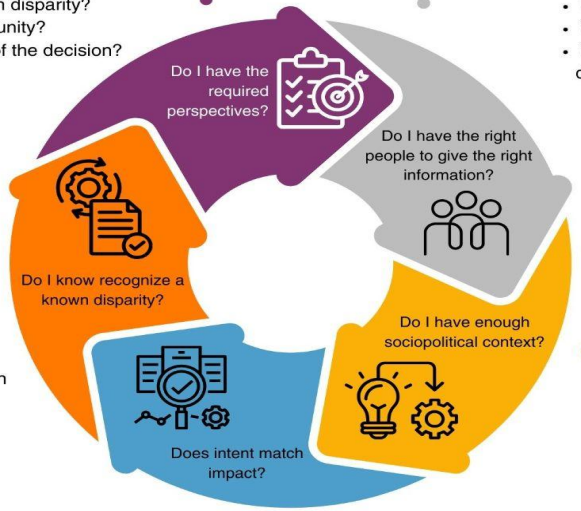
Equity Decision Making Tool

Set Intended Outcomes

- How does this decision impact a known disparity?
- How does it increase access or opportunity?
- What do we expect to see as a result of the decision?
- How does the process mitigate harm?

Identify Key Audiences

- Who will be impacted by the decision?
- Who will be involved in the implementation?
- Who is presently and historically excluded from decision making or implementation planning?



Report Back

- How do you plan to report the results of the decision to key audience members?
- What other disparities or impacts are now evident based on the decision?

Gather and Analyze Key Audience Data

- What do you need to know from your key audience members to make the decision and implement?
- Consider what, if any, historical context you should gather while making the decision.

Implementation and Evaluation

As you implement the decision, consider,

- Does intent match impact?
- What are unintended consequences of the decision and implementation?
- What other information do we need from and about key audiences to mitigate harm?

MDE deducted 15% of student services budget due to the over

Risk Ratio Table for ST. LOUIS PARK PUBLIC SCHOOL DIST.

		2018	2019	2020	2021	2022	2023	2024
Placement in Instructional S..	Black or African Ame..	0.994	2.206	2.393	1.738	3.179	3.350	3.161
Out-of-School Suspensions, ..	Black or African Ame..	3.612	3.888	2.125		3.193	3.442	3.484
Total Disciplinary Removals	Black or African Ame..	4.084	3.562	1.481		3.369	4.969	5.419

Year of Identification
- Year 0
- Year 1
- Year 2
- Year 3

2025-26sy: Current suspension as of December 4: 92

2024-25sy: 254 suspension- 71 were Black students

Purpose of African American Cultural Liaison

- Build trusted relationships between school and families
- Improve student belonging and engagement
- Reduce barriers to access and opportunity
- Support equitable outcomes
- Strengthen home to school collaboration for student success

Questions?