Student Services Design Team Phase III: Looking Outward

St. Louis Park
Public Schools

Our Design Team Members

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Our Racial Equity Purpose Statement

- The Student Support Services Design Team subscribes to the St. Louis Park Mission and Vision Statements. We have deliberately included the word "families" to ensure all of our students' loved ones are included and emphasize the importance of families outside of our school boundaries.
  - **We see, inspire, and empower each learner to live their brilliance in an environment that centers student voice and experience to create racially equitable learning that energizes and enhances the spirits of our community and families. We endeavor to support students so that they are seen and valued and may become their best selves as racially conscious, globally minded contributors to society.**
- This Racial Equity Purpose Statement drives our work because we wholeheartedly believe that all students and families are directly impacted by their access to services from our district. We strive to be inclusive of all students in services, both proactively, and reactively if we must. This work crosses any systemic boundary that exists at SLP Schools. We feel it is our obligation to cite the district's mission statement, which has already been drafted and supported by so many.

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Phase I: Looking Inward

Phase I:
Looking Inward
Know Thyself

- Teacher Self-Reflection
- Examine Disaggregated Data
- Hear and Reflect upon Students Voice and Community Input
- Unpack Standards
- Driven by R.E.P. Statements
- Intersection of IB, AP, & Immersion & CRP
- Engage in Courageous Conversation

What's happened two years ago

- Learning together about the process at a design team retreat
- Getting to know each other personally and professionally, shared our racial autobiographies
- Discussing what and who falls within Student Services - gathering multiple perspectives
- Created our REP Statement
- Presented to the School Board (May 2023) ([Slides](#))

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Phase II: Looking Around

Phase II: Looking Around
Distinguish Knowledge from Foolishness

- Research and Visit Regional, National, and International Exemplars
- Engage Scholars of Culturally Relevant Pedagogy, Content Specific Pedagogy and Tech Enrichment
- Establish Criteria for Adopting New Materials
- (Pilot Curriculum)
- Engage in Courageous Conversation

What happened last year

- Welcomed a new Design Team Member
- Reviewed where we've been and our next steps
- Met with Consulting Team 2/4/24
- Prepared for our School Board Presentation on 3/26/24 ([Slides](#))
- Set tentative date for a DIPAC Meeting on 5/14/24
- Reviewed data from the Consulting Team Meeting to work towards our next action steps
  - Narrowing down our focus areas
    - School Culture/Mental Health, MN MTSS, School Counseling
  - Deciding:
    - What additional data do we need
    - Who else we need to meet with (i.e. students, families, staff, administration, etc.)
    - Where we might need to visit (in and outside of the school district)

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Phase III: Looking Outward

Phase III: Looking Outward
Build for Eternity

- Develop Content Area Belief Statements
- Adopt New Curriculum with Fidelity or Engage in Curriculum Writing
- Establish Collaborative Team and PD Plans
- Develop 3, 5, and 8 year benchmarks
- Engage in Courageous Conversation

Where we're currently at

- Reviewed where we've been and our next steps
- Met with Student Services Team 9/20/24
- Prepared for our DIPAC Presentation on 2/10/25
- Prepared for our Principal Presentation on 4/22/25
- Prepared for our School Board Presentation on 5/13/25
- Reviewed data from meetings and research to work towards our next action steps
  - Continue to research our focus areas in numerous ways
    - School Culture/Mental Health
    - MN MTSS
    - Student Support Personnel
  - Finalizing:
    - Proposals

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What has guided our work:

Data Analysis
- Student Services Consulting Team Surveys
- SEL Team Feedback
- DIPAC Feedback
- YDA Presentations
- Student Support Personnel staffing/ratios
- District comparisons
- Research articles

Research
- Collaborative for Academic, Social, and Emotional Learning (CASEL)
  - *MDE K-12 SEL Standards*
- American School Counselor Association (ASCA)
- National Association of School Psychologists (NASP)
- School Social Work Association of America
- Minnesota Multi-tiered System of Support (MnMTSS)
- MDE Compass Summer Institute June 2024/COMPASS/MDE MTSS Trainings
- Center for Applied Research and Educational Improvement CAREI
- National Center for School Mental Health (NCSMH)

Prepared for May 13, 2025 School Board Meeting

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A Unifying Framework of Student Services

Promoting Brilliance through Collective Efficacy

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Inspiring and Empowering Brilliance

*St Louis Park Public Schools sees, inspires, and empowers each learner to live their **brilliance** in an environment that centers student voice and experience to create racially equitable learning that energizes and enhances the spirit of our community.*

Key Question:
- What do we mean by Brilliance? What are its drivers?
- How does Student Services promote and support Brilliance?

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The Challenge

Feedback has consistently indicated:

- Student Services Is seen as vital to student success beyond academics
- However, its role is not well defined – often viewed as a loosely connected set programs, services, or personnel
- There are perceived limitations in staffing, programming, and communication

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The Solution: A Unifying Framework

"Dreaming Big"

Establish a unifying framework structuring Student Services as a multi-tiered system of support that promotes academic excellence along with positive school climate and social-emotional wellbeing of students and adults.

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Domain Area 1: Social Emotional Learning (SEL)

Message: *Schools should promote skills that allow students to effectively navigate their social and emotional experience so they are ready to make meaningful growth in learning.*

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Domain Area 1: Social Emotional Learning (SEL)

Proposal 1: Establish a unified approach to SEL across the district by building a shared understanding of SEL and developing effective practices that systematically promote social-emotional outcomes for students and staff

- **Adopt a Common SEL Framework, such as the Collaborative for Academic and Social Emotional Learning (CASEL)**

- **Define and Measure What Matters – Establish SEL standards**

- **Embed SEL Into Everyday Practice—for Students and Staff**

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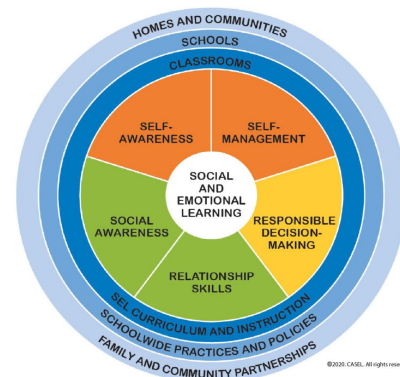
Defining SEL: CASEL Framework

The process through which children and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy and sympathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.
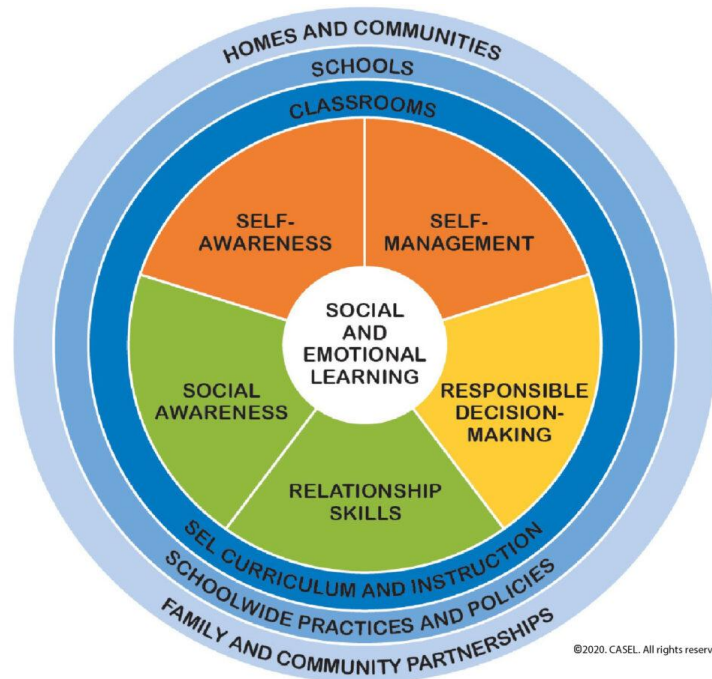
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Implementation:
Schoolwide SEL

CASEL

INDICATORS OF SCHOOLWIDE SEL

Schoolwide SEL is a systemic approach to integrating academic, social, and emotional learning across all school contexts. This approach provides a learning environment that infuses SEL into all aspects of instruction and promotes equitable outcomes for all students. Central to this system is high-quality professional learning and the use of data for continuous improvement. When fully implemented, schoolwide SEL contributes to more successful and equitable outcomes for young people, and is evidenced by the following indicators:

	Indicator	Description
CLASSROOM	Explicit SEL instruction	Students have consistent opportunities to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive.
	SEL integrated with academic instruction	SEL objectives are integrated into instructional content and teaching strategies for academics as well as music, art, and physical education.
	Youth voice and engagement	Staff honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem solvers, and decision-makers.
SCHOOL	Supportive school and classroom climates	Schoolwide and classroom learning environments are supportive, culturally responsive, and focused on building relationships and community.
	Focus on adult SEL	Staff have regular opportunities to cultivate their own social, emotional, and cultural competence, collaborate with one another, build trusting relationships, and maintain a strong community.
	Supportive discipline	Discipline policies and practices are instructive, restorative, developmentally appropriate, and equitably applied.
	A continuum of integrated supports	SEL is seamlessly integrated into a continuum of academic and behavioral supports, which are available to ensure that all student needs are met.
FAMILY	Authentic family partnerships	Families and school staff have regular and meaningful opportunities to build relationships and collaborate to support students' social, emotional, and academic development.
COMMUNITY	Aligned community partnerships	School staff and community partners align on common language, strategies, and communication around all SEL-related efforts and initiatives, including out-of-school time.
	Systems for continuous improvement	Implementation and outcome data are collected and used to continuously improve all SEL-related systems, practices, and policies with a focus on equity.

Implementation: Schoolwide SEL

FOCUS AREA 1
Build Foundational Support and Plan

Create awareness, commitment, and ownership by building foundational knowledge among staff, developing a shared vision, and engaging in collaborative planning.

FOCUS AREA 2
Strengthen Adult SEL

Develop staff capacity for cultivating their own social, emotional, and cultural competence; modeling SEL; and building collaborative and trusting relationships.

Use the interactive SEL Planner to drive your school's implementation:

Implementation rubric
⌄
Needs and resources inventory
⌄
Priority- and goal-setting
⌄
Action planning

FOCUS AREA 3
Promote SEL for Students

Coordinate evidence-based programs and practices to create a welcoming climate and culture and provide opportunities for students to develop their SEL competence throughout and beyond the school day. Learn about:

- Evidence-based SEL programs and approaches
- Explicit SEL instruction
- Integrating SEL into academic instruction
- Youth voice and engagement
- Family and community partnerships
- Integrating SEL into school systems and policies

FOCUS AREA 4
Reflect on Data for Continuous Improvement

Collect, analyze, and use implementation and outcome data to make decisions about SEL implementation. Tools include implementation rubrics, walkthrough protocols, staff surveys, and student data analyses.

Access it today at
schoolguide.casel.org

Domain Area 2: MnMTSS and CSMHS

Message*: In order to be effective, SEL must fit into the broader practices of school climate and wellness — Likewise, Student Services must be organized within a model of Multi-Tiered Systems of Support (MTSS) to support student needs beyond and in conjunction with academic needs.*

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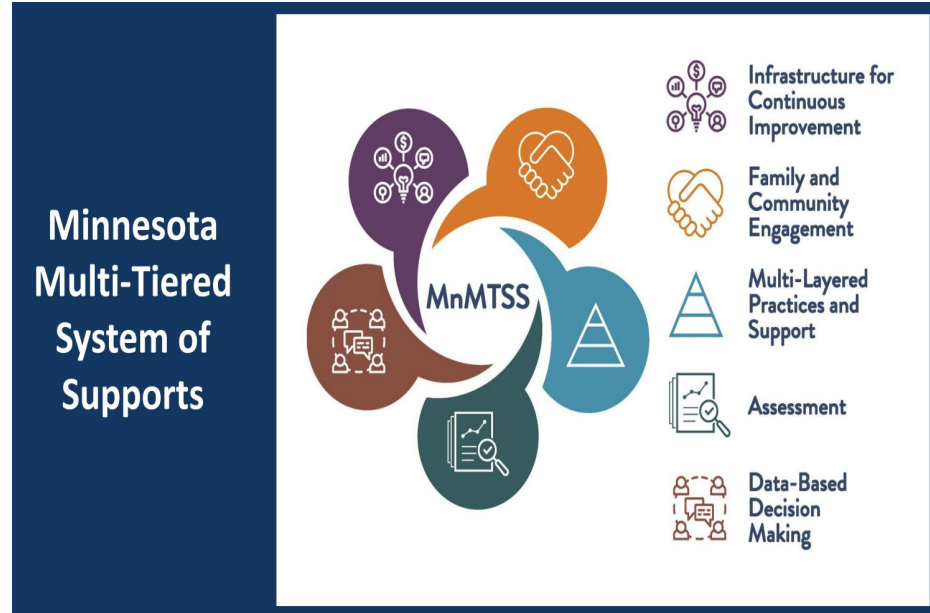Public Schools

Domain Area 2: MnMTSS and CSMHS

Proposal 2: Embed MnMTSS across the district to support systemic student support and continuous improvement plans.

- **Integrate MnMTSS into Continuous Improvement**

- **Establish long-term District and Building-Level Leadership and Planning**

- **Leverage Ongoing Partnerships for Capacity Building**

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Layer 1: MnMTSS

- Minnesota Multi-Tiered System of Supports (MnMTSS) is a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student.
- MnMTSS provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive.
- In addition, it engages an anti-bias and socially-just approach to examining policies and practices and ensuring equitable distribution of resources and

Minnesota Multi-Tiered System of Supports

MnMTSS

- Infrastructure for Continuous Improvement
- Family and Community Engagement
- Multi-Layered Practices and Support
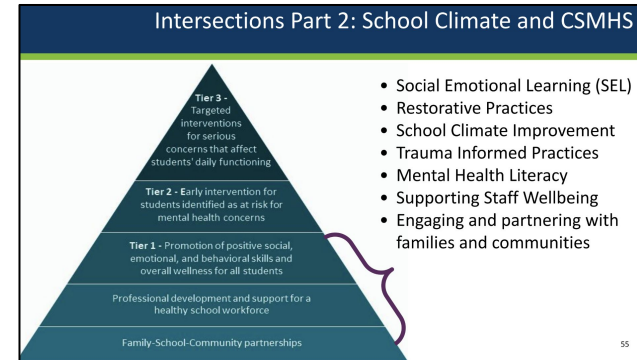- Assessment
- Data-Based Decision Making

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Domain Area 2: MnMTSS and CSMHS

Proposal 3: Establish a coordinated, district-wide approach to school climate and social-emotional wellness by adopting the Comprehensive School Mental Health Systems (CSMHS) framework.

- **Build Foundational Knowledge Across Staff**

- **Map and Align Current Efforts**

- **Monitor and Respond to Climate and Wellness Needs**

Intersections Part 2: School Climate and CSMHS

Tier 3 - Targeted interventions for serious concerns that affect students' daily functioning

Tier 2 - Early intervention for students identified as at risk for mental health concerns

Tier 1 - Promotion of positive social, emotional, and behavioral skills and overall wellness for all students

Professional development and support for a healthy school workforce

Family-School-Community partnerships

- Social Emotional Learning (SEL)
- Restorative Practices
- School Climate Improvement
- Trauma Informed Practices
- Mental Health Literacy
- Supporting Staff Wellbeing
- Engaging and partnering with families and communities

55

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Layer 2: Comp. School Mental Health Systems

Comprehensive School Mental Health Systems

A coordinated array of tiered supports/services that promote:

1. positive school climate,

2. social and emotional learning,

3. mental health and wellbeing,

While reducing prevalence and severity of mental illness and substance use.

National Center for School Mental Health; MDE School Climate Center

Intersections Part 2: School Climate and CSMHS

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Domain Area 3: Capacity and Staffing Needs

Message: *To effectively support social-emotional needs, sense of wellbeing, and school climate, we must build our professional capacity to effectively provide support for students and staff and communicate the options available*

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Domain Area 3: Capacity and Staffing Needs

Proposal 4: Increase capacity and effectiveness of student support staff across the district.

- **Clarify Roles and Strengthen Alignment Within a Unified Framework**

- **Establish Collaborative, Standards-Based Teaming Model**

- **Review Staffing Needs and Strategically Expand Capacity**

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Annually review ratios and strategically invest in Student Support Personnel

	Recommended Ratio	SLP Ratio (24/25)
School Counselors	1:250	1: 850
School Social Workers	1:250	1: 784
School Psychologists	1:500	1: 1700

*School nurses and Licensed Chemical Health
*Ratios can vary significantly by site and FTE allocation (i.e. Gen Ed vs SPED): SW 1:632 at MS compared to 1:718 at HS; No current licensed school counselors at elementary levels.

Student Support Personnel Aid:

- FY25 and FY26 $48.73 per pupil
- Est ENROLLMENT = 5,109
- TOTAL = $248,961

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Thank You

Thank you for your time, today and over the past 3 years!

Please let us know if you have any questions.

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Clarify roles/expectations within CSMHS

School Counselor (65)	School Social Worker (19)	School Psychologist (24)
Support entire student population	Support students with special needs or students identified by staff or parents (parent consent for ongoing services/evaluation)	Support students with special needs or students identified by staff or parents (parent consent for ongoing services/evaluation)
Expertise in design and delivery of social and emotional supports, curriculum and individual planning	Expertise with community resources, family systems, mental health supports, and home/school communication	Expertise in mental health including cognitive, social, and emotional functioning
Short-term small groups and individual supports	More frequent and ongoing individual and small groups	Occasional individual counseling
Prevention and Responding to Crisis		
Collaboration as Part of School Team		

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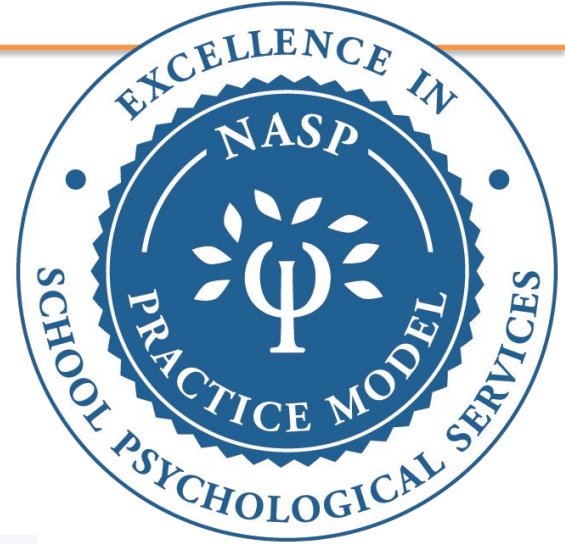- Est ENROLLMENT = 5,109
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Empower SSP to aim towards the highest professional standards

A Note on Collective Teacher Efficacy

Source: Visible Learning by John Hattie, ©2009

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