INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
SPECIAL MEETING OF THE BOARD OF EDUCATION
360 Colborne & Online at https://spps.eduvision.tv/LiveEvents
360 Colborne Street
Saint Paul, Minnesota 55102

October 18, 2021
5:30 PM

A G E N D A

I. **CALL TO ORDER**
II. **ROLL CALL**
III. **APPROVAL OF THE ORDER OF THE MAIN AGENDA**
IV. **ENVISION SPPS: OUR PLAN FOR WELL-ROUNDED PROGRAMS** **2**
V. **ADJOURNMENT**

#BoldSubject#

Envision SPPS: Our plan for well-rounded programs

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Board of Education - Special Meeting

Jackie Turner, Chief Operations Officer

October 18, 2021

What you will learn:

1. **Responses to questions from Oct. 11 special meeting:**
   - Parent perspectives
   - Understanding Use/Utilization
   - Staff implications
   - Site-specific questions
   - Alternate considerations

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2. **Next steps**
   - Upcoming Board of Education meetings
     - Site-specific meetings
     - Community information sessions
     - Engaging affected school communities

Parent Perspective

A Well-rounded Education for ALL students

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Winning Students for SPPS (report 2017)

Parents want their child to reach their individual potential:

- Student's abilities recognized and developed into talents via appropriate challenge for that child
- Child assisted when they experience challenges or struggles
- Expressed desires: strong academics, quality teaching, small class sizes… all this is about seeing and honoring each child
- Whole child developed and provided opportunities to explore interests, are supported socially and emotionally, and have access to quality enrichment

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Source: Winning Students for Saint Paul Public Schools

Winning Students for SPPS (report 2017)

- Safe and orderly environment
- Rigorous, well-rounded academics (meeting K-12 academic standards) that includes core (tested) and non-core (arts, music, social studies, physical education, health) subjects
- Strong STEM
- Strong education in life skills
- Extremely high academic standards (well beyond minimum proficiency)
- Programs for advanced students/gifted programs
- High standards for student behavior
- Technology used as a learning tool
- Emphasizes character development, ethics and/or morality
- Hands-on, project-based learning

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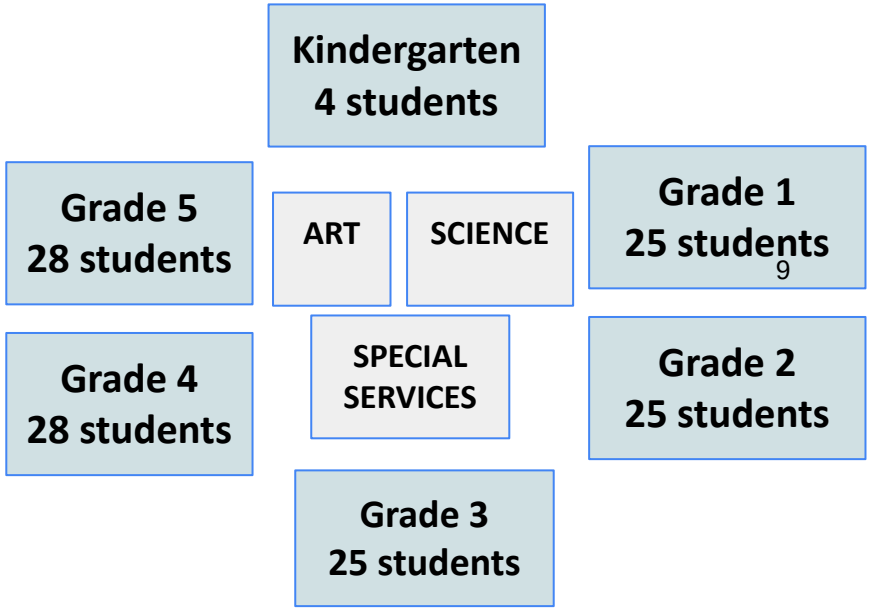
Source: [Winning Students for Saint Paul Public Schools]

Understanding Use/Utilization

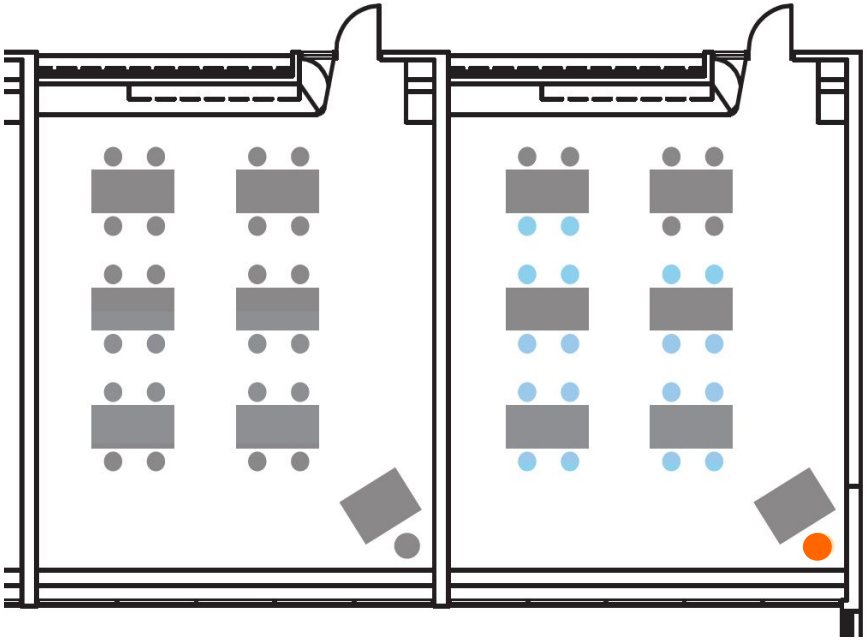
Facilities Use/Utilization

Capacity is calculated by:

- Quantity of classrooms / "teaching stations"
- Number of students expected per teaching station, as defined by teacher contract ratios
- Amount of time per day room is expected to be used (schedule utilization)



Facilities Use/Utilization



Utilization is calculated by:

- Comparing actual number of students per "teaching station" to expected
- Comparing actual amount of time per day the room is used to the expected amount

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Room A
Capacity = 24
Actual = 0
Utilization = 0%

Room B
Capacity = 24
Actual = 18
Utilization = 75%

- **Teacher**
- **Student**
- **Empty Seat**

Staff Implications

Staff Implications

Combine (only leadership changes)	Merge (leadership and staff changes)	Close (may also apply to program)
• Two schools or different programs move together at one site • Combine leadership and decision making • Separate budgets, codes and program and staffing for each program	• Two schools with similar or same programs move together into one location either at one of the existing schools or into a new site • One leadership and decision making structure • One budget code and staffing (teachers) through seniority and interview and select	• School or program is closed with or without phaseout • With no phaseout, 12 students and staff need to select other programs in SPPS • With phaseout no new enrollments to school or program, current students matriculate over time

Staff Implications

- Human Resources will follow each bargaining unit's contract language as it pertains to:
  - Hiring
  - Seniority
  - Interview and select

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Discussion/Questions

Site-specific Follow up

Area A

RECOMMENDATION: RELOCATE

L'Etoile du Nord Lower to LNFI Upper

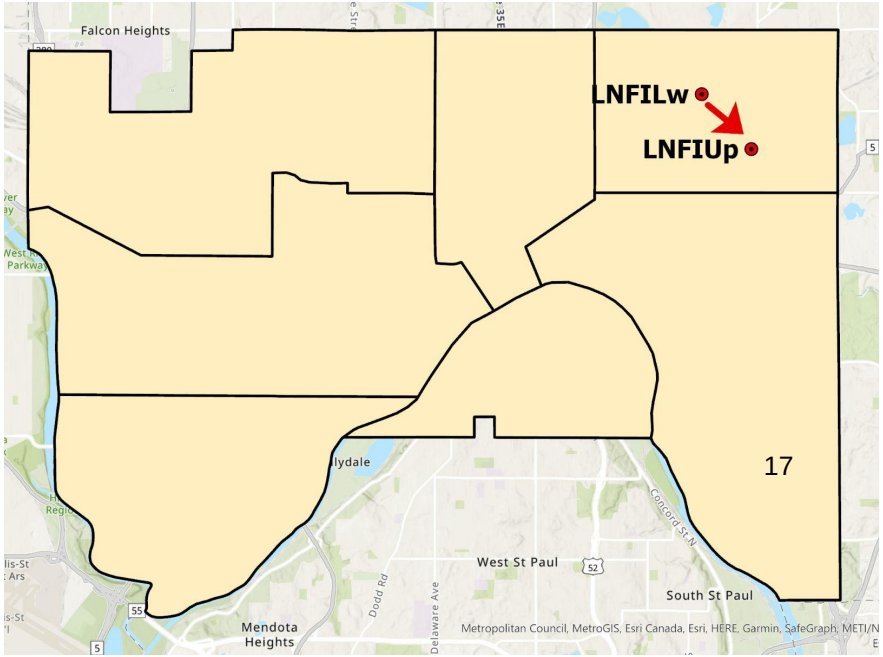
SUPPORTING INFORMATION:

Enrollment:

- LNFI Lower:
  - SY19-20: 242 students K-2 (+51 PK)
  - SY20-21: 183 students K-2 (+55 PK)
- LNFI Upper:
  - SY19-20: 201 students 3-5
  - SY20-21: 181 students 3-5
- Final enrollment:
  - SY19-20: 443 students K-5 (+51 PK)
  - SY20-21: 364 students K-5 (+55 PK)

Use/Utilization:

- LNFI Lower: 45% | LNFI Upper: 51%
- Combined at LNFI Upper: 77%



OUTCOME:

- LNFI Lower facility repurposed
- Assume PK relocates to a hub (initially or eventually) in event of program growth

L'Etoile du Nord - Kindergarten Applications

School Year	Applications	Kindergarten Sections
2021-22	27	3
2020-21	29	3
2019-20	45	4
2018-19	64	3.5
2017-18	82 (5 on waiting list)	4
2016-17	87	4

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Discussion/Questions

Area B

Highwood Hills: Re-envisioning process

- Recreation Center will continue to operate and be accessible to community
- Upcoming meetings:
  - Highwood Hills school
  - Somali Parent Advisory Council and local Mosque
  - Local elected officials

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Afton View and Shamrock Court apartments - proximity to Highwood Hills

520 total school-aged children:

- Aged 5-9: 294
- Aged 10-14: 226

Of those, 59 attend HHills

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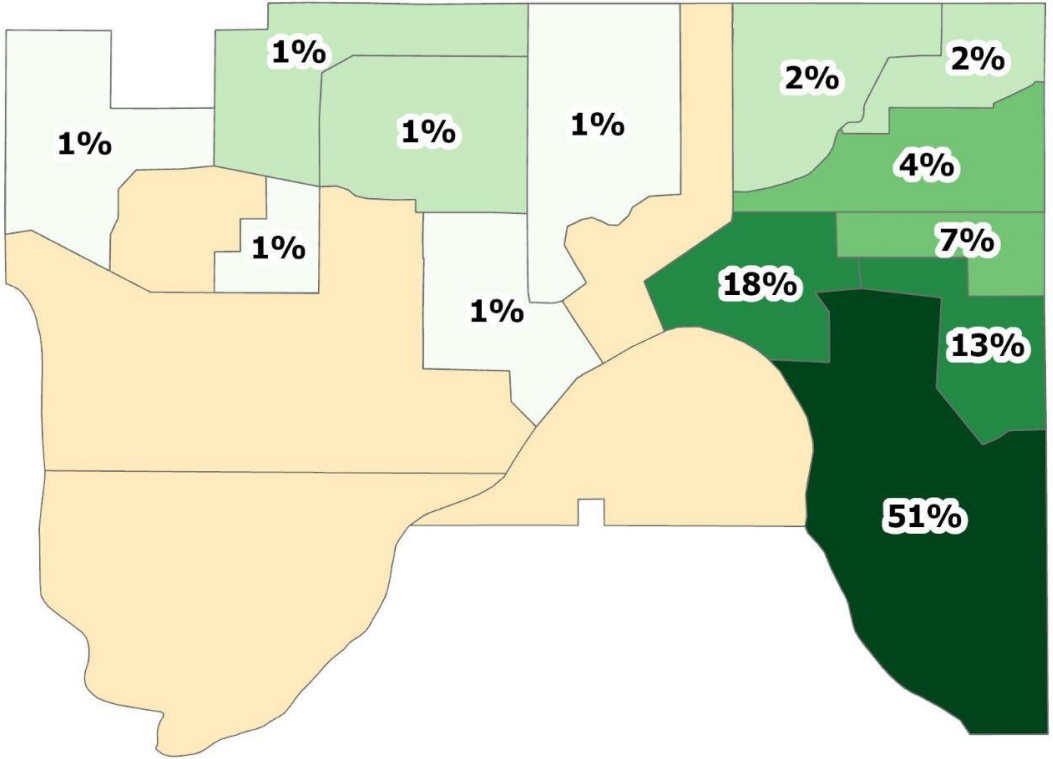
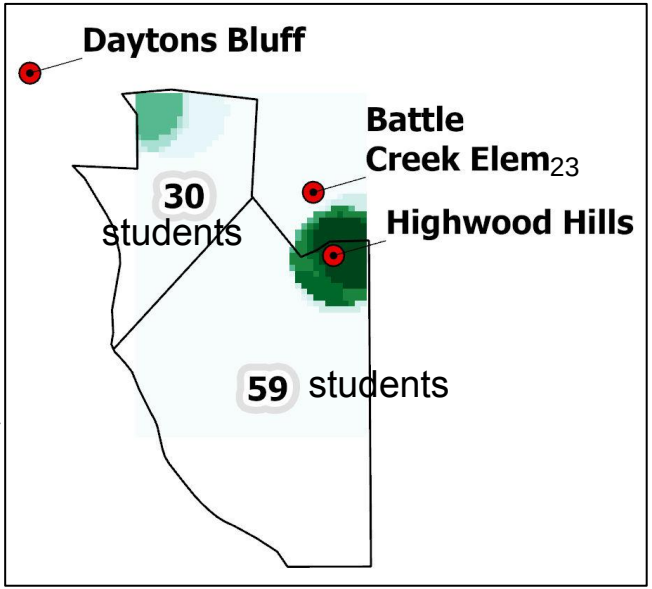
Where students attending Highwood Hills live



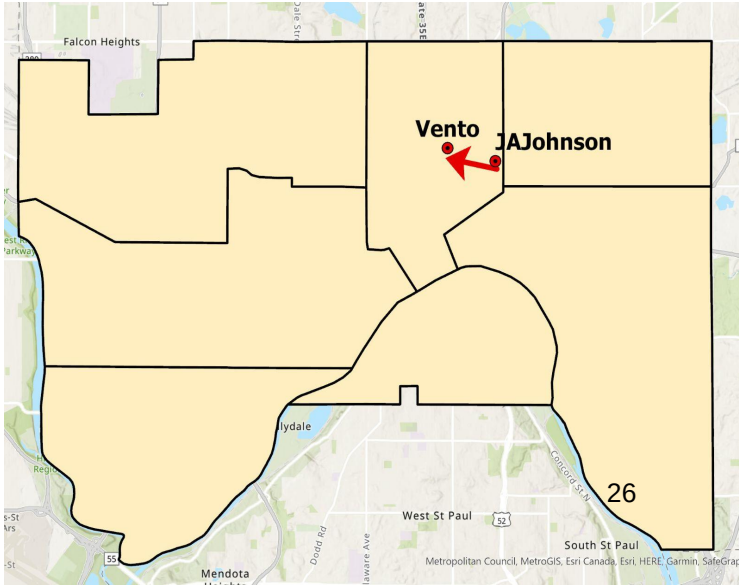
Density Map: Where **89 Students attend and live in area located** (**Darkest** areas show larger density of where students live)



Discussion/Questions

Area C

RECOMMENDATION: CLOSE John A Johnson MERGE with Bruce Vento



SUPPORTING INFORMATION:

Enrollment at John A Johnson:

- SY19-20: 286 students K-5 (+31 PK)
- SY20-21: 280 students K-5 (+19 PK)

Enrollment at Bruce Vento:

- SY19-20: 408 students K-5 (+78 PK)
- SY20-21: 378 students K-5 (+60 PK)

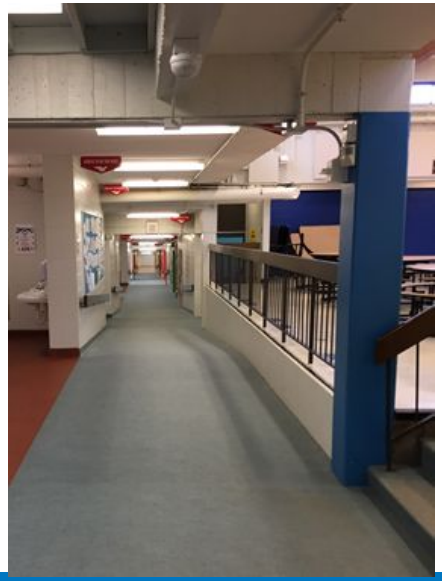
Final enrollment at Bruce Vento: 803 PK-5

Use/Utilization:

- Bruce Vento current: 70%
- John A Johnson current: 79%
- Bruce Vento and John A Johnson combined at Bruce Vento: 115%

Bruce Vento capacity

- ‘Pause’ on remodeling in 2019 to evaluate relationship between increased investment in comparison with received value; opportunity to strategically review programming offered
- Renovation cost options studied exceeded the value one would reasonably expect



Bruce Vento capacity

Givens / Knowns:

- 5 section K-5 elementary program*
  - 775 - 815 students, per class size ratio
- Pre-Kindergarten, Specialized Services
  - Will be part of design, but quantity/type to be determined
- Possible to build on the same site while current school is being used
- A multi-story solution (current = single story)
- Community engagement process will be rigorous
- This is focused on reinforcing the District's Achievement and Integration Plan

* 2019 'Pause' design was based on a 4-section PK-5 elementary program

Unknowns:

- Early Childhood programming
  - In addition to Pre-K, what additional birth to 3 year old programming will be offered?
- Specialized services spaces
- Wrap-around or other community support services

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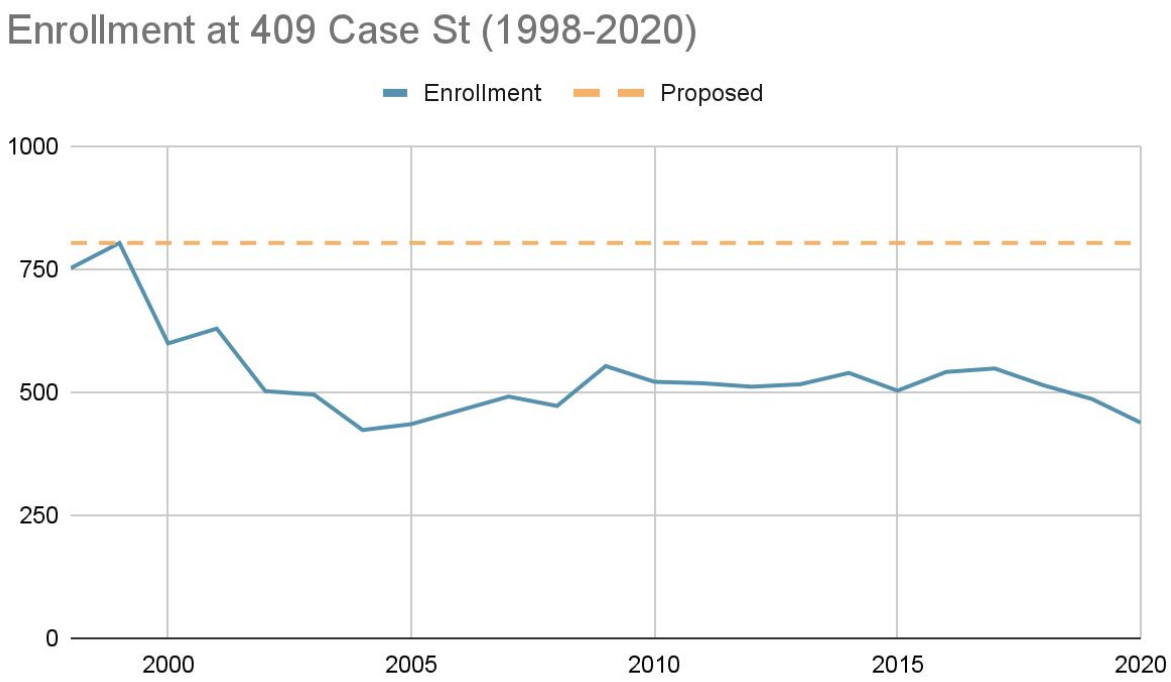
Bruce Vento enrollment and capacity



Other 5-section buildings:

- Adams Spanish Immersion
- American Indian Magnet*
- Crossroads
- EXPO
- Frost lake
- Obama
- Phalen Lake
- Rondo (Benjamin E. Mays and Capitol Hill*)

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*PreK-8 / 1-8 program

Discussion/Questions

Area D

RECOMMENDATION: CLOSE Riverview community MERGE at Cherokee Heights

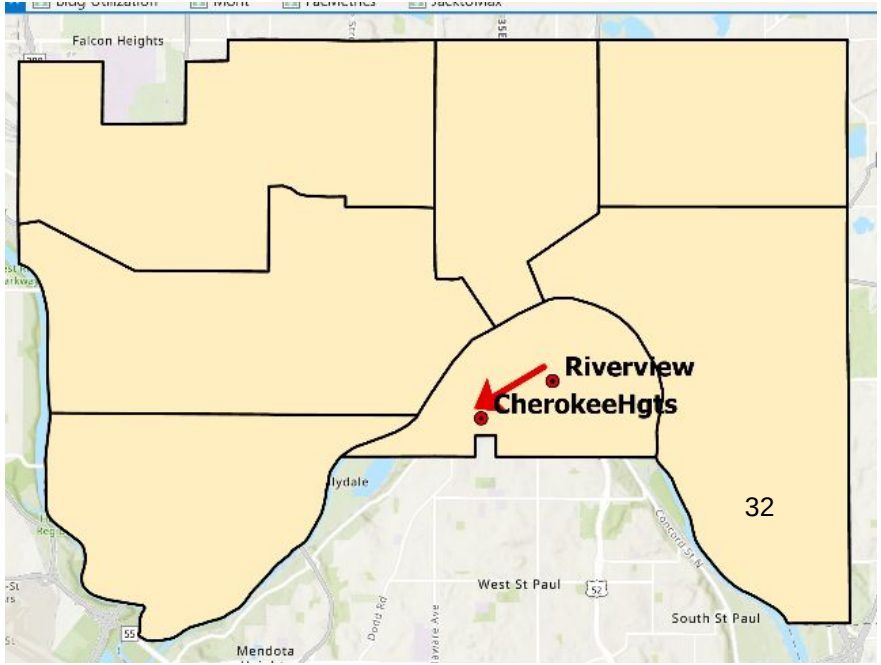
SUPPORTING INFORMATION:

Enrollment:

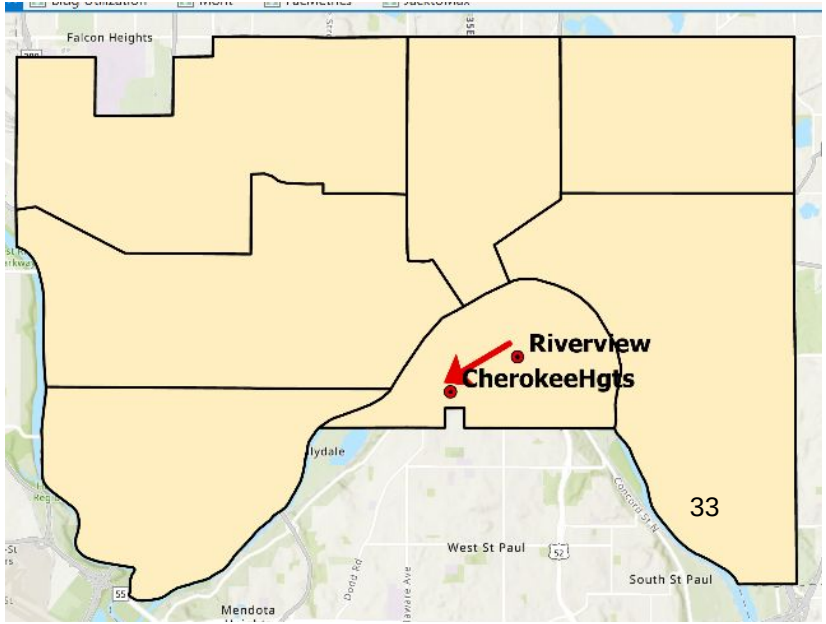
- Students at Riverview Community grades K-5:
  - SY19-20: 138 students (+15 PK)
  - SY20-21: 145 students (+15 PK)
- Final enrollment at Cherokee (SY19-20): 138 K-5 (+15 PK)

Use/Utilization:

- Riverview community at Cherokee Heights: 33%



RECOMMENDATION: CLOSE Riverview community MERGE at Cherokee Heights



OUTCOME:

- Riverview community program relocates to Cherokee
  - 46% of Cherokee students live within .25 miles of school
  - Cherokee will draw students from Area D and nearby cities to create sustainable, well-rounded education program
- Creates stronger pathway for Humboldt
- Cherokee Heights utilization rate is not impacted but establishes stronger growth potential

Discussion/Questions

Area E

RECOMMENDATION: CLOSE Wellstone

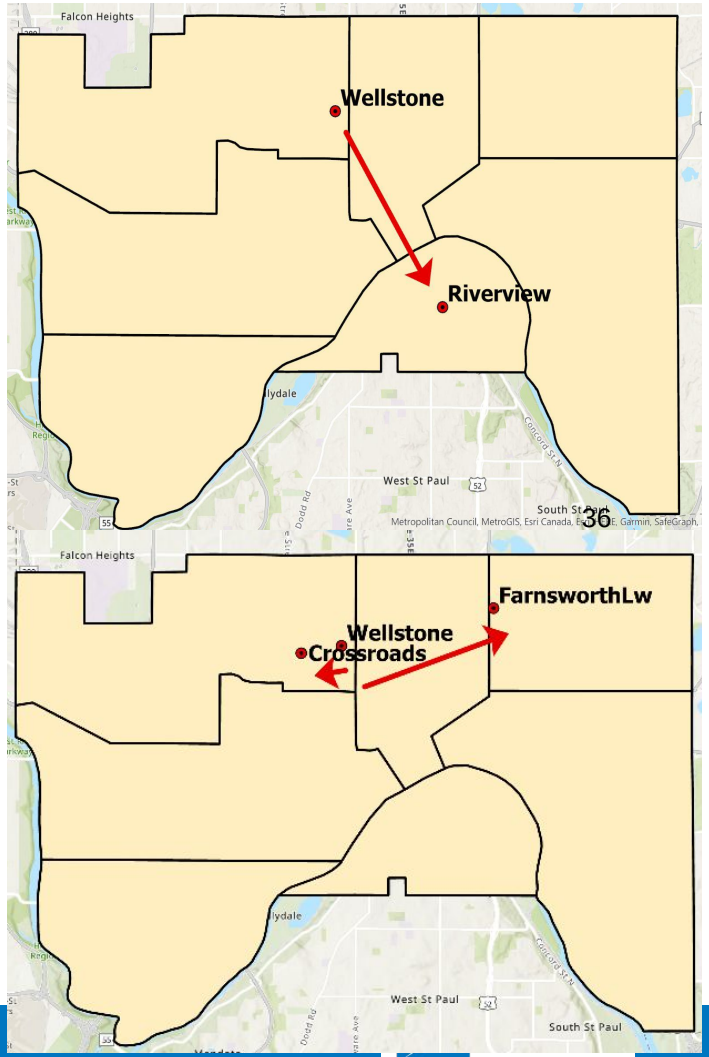
- **Wellstone Spanish Dual Immersion students MERGE at Riverview**
- **Wellstone Biosmart students go to district science magnet(s) or community schools**

Enrollment:

- Wellstone Spanish Dual Immersion:
  - SY19-20: 242 students K-5 (+39 PK)
  - SY20-21: 234 students K-5 (+35 PK)
- Wellstone BioSmart: students
  - SY19-20: 280 students K-5 (+19 PK)
  - SY20-21: 278 students K-5 (+16 PK)

Use/Utilization

- Riverview SDL and Wellstone SDL at Riverview: 82%
- Wellstone capacity: 580 for re-envisioning



Where Spanish and Biosmart students pathway at 6th grade

Where do 6th graders go?	18-19 (5th grade students)		19-20 (5th grade students)		20-21 (5th grade students)	
	BioSMART	Spanish	BioSMART	Spanish	BioSMART	Spanish
American Indian Magnet	1					
Battle Creek Middle			1		2	
Capitol Hill			2		1	
Creative Arts	1		2		2	
E-STEM	2		1	2		
Farnsworth	2		3		2	1
Global Arts	2					
Highland Middle	**1**	**35**	4	**28**	1	**28**
Humboldt	4		1			
Murray	1		1		2	
Open World Learning				1	1	
Parkway	1					
SPPS Online Middle					3	
Washington	**27**	5	**29**	2	**25**	1
not enrolled	9	4	7	4	10	6

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One-way Immersion program - Demographics

	HISPANIC	AMERICAN INDIAN	ASIAN	BLACK	PACIFIC	WHITE	2 RACES
Adams (Spanish)	48%	0%	0%	9%	0%	33%	10%
LNFI French	14%	1%	6%	21%	0%	46%	13%
Hmong	1%	0%	97%	0%	0%	0%	2%
Mandarin	8%	0%	34%	6%	0%	28%	24%

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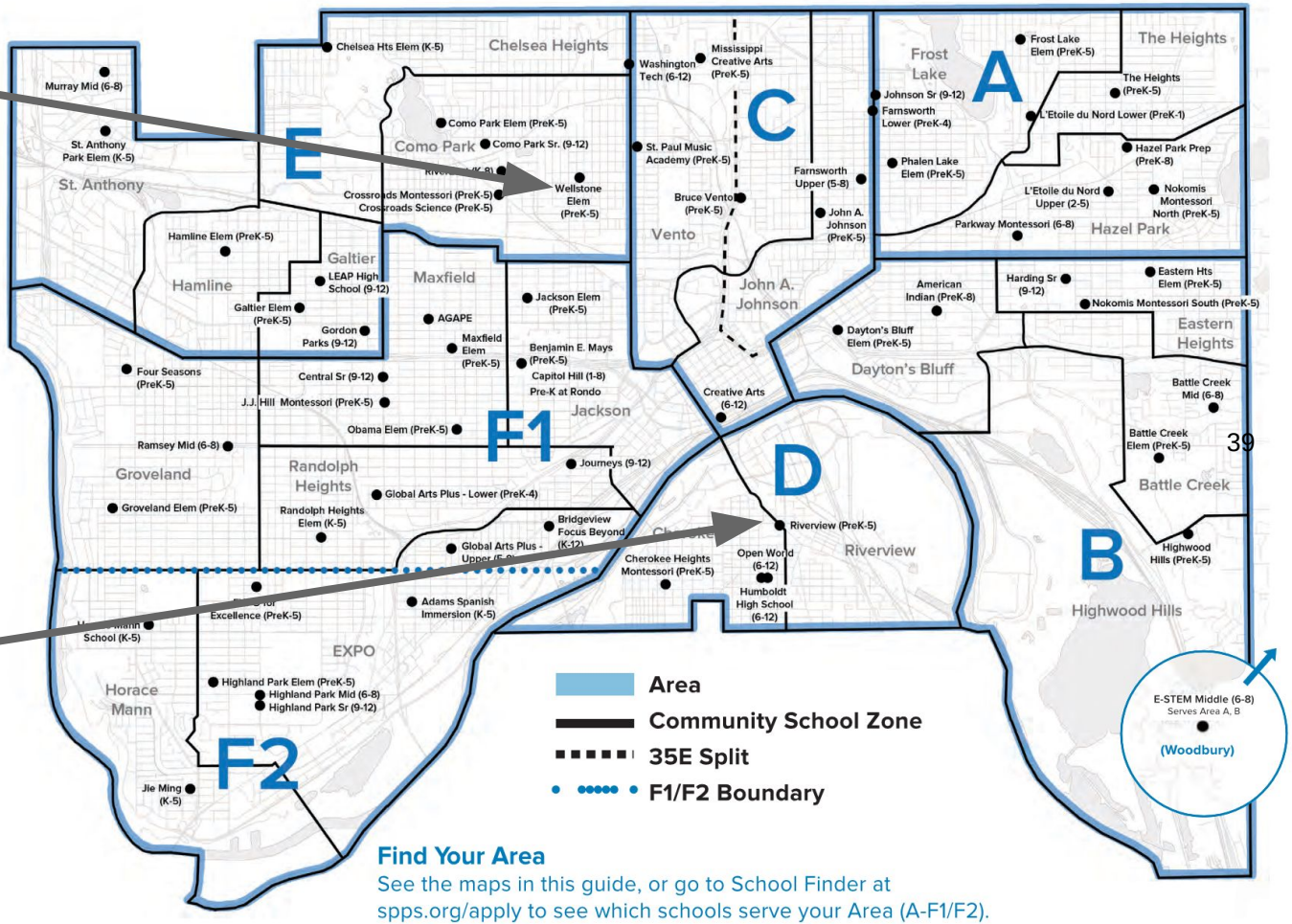
Wellstone

Riverview



Find Your Area

See the maps in this guide, or go to School Finder at spps.org/apply to see which schools serve your Area (A-F1/F2).

Where Wellstone and Riverview students reside

Where Wellstone Students Reside					
Area A	Area B	Area C	Area D	Area E	Area F
25%	7%	33%	3%	22%	10%

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Where Riverview Students Reside					
Area A	Area B	Area C	Area D	Area E	Area F
3%	14%	3%	67%	1%	12%

Wellstone site (Biosmart and Spanish)

- Percentage of students who live in .25 miles walking distance to Wellstone:
  - BioSMART: 6% (N=18)
  - Spanish Dual: 4% (N=10)

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Wellstone Biosmart History

- 2012 - 2014 initial investment
- 2013-2014 Expanded science partnerships
  - Grade level focus areas
- 2015-2016 Expanded student experiences & programming
- 2017- 2019 Reduced science teachers
- 2019 - present- struggled to maintain Biosmart focus
- Fall 2021 - added additional science using ARP temporary funding

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Language Immersion - Workgroup Key Questions

1. Considering the data, is it viable for SPPS to sustain more than one campus for a well-rounded immersion elementary program in St. Paul Public Schools? Why/why not?

2. What research-based efforts could be used to sustain and support a stronger immersion pathway Pre-K through high school?

3. How can we continue to build and sustain a program that is inviting to a diverse population?

Spanish Two-Way Immersion program - Demographics

	HISPANIC	AMERICAN INDIAN	ASIAN	BLACK	PACIFIC	WHITE	2 RACES
Riverview (two-way immersion)	**77%**	**0%**	**0%**	**10%**	**0%**	**8%**	**3%** 44
Wellstone (two-way immersion)	**74%**	**2%**	**0%**	**7%**	**0%**	**13%**	**4%**
[Adams *(one-way immersion)]*	***[48%]***	***[0%]***	***[0%]***	***[9%]***	***[0%]***	***[33%]***	***[10%]***

One-way Immersion program - Demographics

	HISPANIC	AMERICAN INDIAN	ASIAN	BLACK	PACIFIC	WHITE	2 RACES
Adams (Spanish)	48%	0%	0%	9%	0%	33%	10%
LNFI French	14%	1%	6%	21%	0%	46%	13%
Hmong	1%	0%	97%	0%	0%	0%	2%
Mandarin	8%	0%	34%	6%	0%	28%	24%

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Wellstone: Keeping Rice Street vibrant

- Exploring doing multi-million dollar mechanical system project one year earlier than planned in order to take advantage of mostly empty building
  - Potential significant cost savings
- Exploring using site as alternate location for another program for 2 years while construction happens at their site
  - Potential multi-million dollar cost savings
  - Maintains use and vibrancy on Rice Street while new programming is developed
  - Gives time to understand impacts of new Rice Rec Center construction (no longer attached to school building)

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Wellstone: Keeping Rice Street vibrant

	2021		2022		2023		2024		2025	
	Jan - June	July - Dec	Jan - June	July - Dec	Jan - June	July - Dec	Jan - June	July - Dec	Jan - June	July - Dec
Wellstone Dual Immersion and BioSMART										47
Construction Mechanical system	Design	Design / Bid	Construct							
Temporary Relocated Program Construction at that school(s)										
New Program Based on Envisioning process and stakeholder engagement										

PRELIMINARY

RECOMMENDATION: CLOSE: LEAP High School & expand student offerings & supports at high school language academies

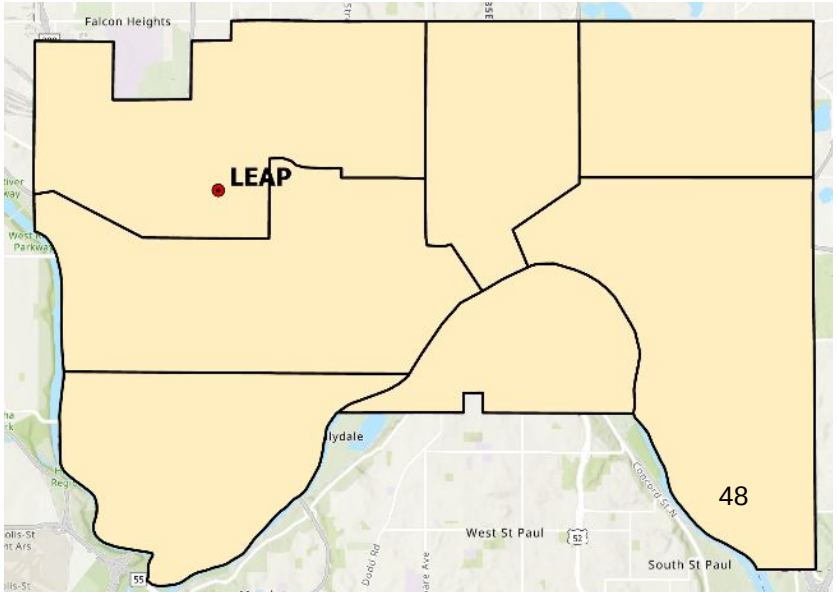
SUPPORTING INFORMATION:

Enrollment:

- Grades 9-12:
  - SY19-21: 176 students
  - SY20-21: 144 students

Use/Utilization:

- LEAP current: we do not analyze LEAP in the same way we do typical secondary buildings because of its unique programming, but if we did it would be 44%



LEAP High School - Supporting Students

- Smoothly transitioning students via six year graduation pathway
- Language Academy sites looking forward to welcoming LEAP students at 5 high schools:
  - Como
  - Harding
  - Highland
  - Humboldt
  - Washington

LEAP Student Attendance Area of Residence			
Area	**Count**	**Area School**	**LA Site**
A	24	Johnson Sr	Harding
B	17	Harding Sr	
C east	26	Johnson Sr	Washington
C west	8	Washington	
D	6	Humboldt	
E	11	Como Sr	
F1	23	Central Sr	Como Sr.
F2	2	Highland Sr	
Out of District	4		

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6 Year Graduation Pathway

Six- Year High School Graduation Pathway for SLIFE and LA Students

	Year 1 Level 1	Year 2 (if needed) Level 1.5	Year 2/3 Level 2	Year 3/4 Level 2/3	Year 4/ 5 Level 3-5	Year 5/6 Level 3-5	Alternative Pathways to Graduation *
Literacy ELA	**1L: Language and Literacy** License: EL	**1.5L: Language and Literacy** License: EL	**Co-taught* English 9 and Aligned ELD**	**Co-taught English 10 w/ Aligned ELD if possible**	**ELA 11 (co-taught w/ ELD)**	**ELA 12 (co-taught w/ ELD)**	**ALC Options** Gordon Parks HS Evening High School LEAP High School **PSEO Options** Gateway to College **HUBBS/ Eastside Learning HUB @ Harding** Adult Diploma EL classes GED classes Evening High School **Guadalupe Alternative Programs** Alternative High School Adult & Bilingual Education GED classes *These are sample opportunities. It is not an exhaustive list.
Social Studies	**1H: Language Dev. through Geography** License: EL	**1.5H: Language Dev. through Social Studies** License: EL	**Co-taught* World History**	**Co-taught Human Geo w/ Aligned ELD if possible**	**US History Survey (co-taught)**	**Government/ Economics**	
Science	**1S: Language Dev. through Science** License: EL	**1.5S: Language Dev. through Science** License: EL	**Co-taught* Physical Science**	**Co-taught Biology or Chemistry w/ Aligned ELD if possible**	**Chemistry or Biology (co-taught)**	**Chemistry or Physics**	
Math **	**Math Foundations and Pre-Algebra** License: Math	**Algebra 1** License: Math	**Int. Algebra** License: Math	**Geometry** License: Math	**Algebra 2** License: Math	**(Pre-) Calculus** License: Math	
Credits Earned			ELA World History Science w/lab Int. Algebra	ELA Human Geography Biology or Chemistry Geometry	ELA US History Biology or Chemistry Algebra 2	ELA Government Economics	

Elective Credit	High School Content Credit	Not a graduation requirement

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Secondary EL Service Model

Definitions of English Learners and Types of Service for Grades 6-12

	Language Academy (LA)	SLIFE (Non-LA)	EL (LTEL, Formally Educated ELs, not LA or SLIFE)
	LA criteria: Grades 6-12 • 3 years or less in US schools • WIDA levels 1 - 2.9	**SLIFE Criteria (must meet 3):** • EL student • Enters US schools after grade 6 • 2 years less schooling than peers • 2+ years behind in reading ***and*** 2+ years behind in math • May be preliterate in native language	**These students:** • Have not met the exit criteria established by MDE on the ACCESS for ELLs test • Do not meet the criteria for the other two groups of ELs • LTELs have been in the EL program for 6+ years and have not exited
Level 1	**4 classes** • Language and Literacy (double block) • Language through Science • Language through Geography/Social Studies	**3 classes** • Cohorted ELA, Science, Social Studies • May include ELD	**2 classes** • Can be sheltered or cohorted • May include ELD
Level 2	**4 classes** • ELA 9 and ELD (double block) • Physical Science • World History		
Level 3	**N/A**		**1 class** • Co-taught and/or ELD
Level 4	**N/A**	**2 classes** • May be co-taught • May be cohorted	**1 class** • Co-taught content course
Other Notes	**Level 1 and 1.5 courses** Taught by an EL teacher in a sheltered course. Cap of 27 students. **Level 2 core content courses:** Taught by a dual-licensed EL teacher, an EL teacher who holds appropriate variance, or co-taught. Cap of 27 students. **Math courses:** Students are placed in math classes based on skills rather than EL level. These are taught by a licensed math teacher or co-taught.	**ELD courses:** • Taught by an EL teacher and may be aligned to a content area • Focus on reading, writing, listening and speaking **Students may:** • Request to be in some courses above but not all of them	**These courses:** • Should focus on content and language development **Students may:** • Request to be in some courses above but not all of them

***Block Scheduling: 1 block course that meets everyday = 2 classes or a double block**

Contract Stipulation: All eligible students will receive the minimum number of EL classes per the new contract. This increase of EL students receiving service must not reduce the current level of support for ELs. (For example, adding an ELD for level 4 students will be accomplished without removing an EL course for level 1 or 2 students.) Teacher recommendations will be used when determining the number and type of EL courses within the master schedule.

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English Learner Teacher:Student Ratio

- 52:1 (SPFE Contract)
- Weighted Ratio

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SLIFE at SPPS Sites

SLIFE Count at High Schools								
	06	07	08	09	10	11	12	Total
Central Sr S				1	2	1	1	5
Como Park Sr S				9	13	12	12	46
Harding Sr S				11	7	1	6	25
Highland Park Sr S					2			2
Humboldt Secondary S	1	2	2	2	3	4	6	20
LEAP High School S				10	2	7	11	30
Washington Sec S	1	1	2	10	4	1	7	26

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LEAP High School: Supporting Students

- SPPS in SY19-20 and SY21-22 provided required and specified training of all licensed staff to meet students' language acquisition and academic needs
- Specialized services supports:
  - Case management, counselors
  - Social emotional learning

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LEAP High School - Supporting Students

Gateway to College is an additional opportunity for LEAP students who choose not to attend Language Academy High Schools

- Pathway is appealing to some older students or students who are interested in rigorous coursework but want additional supports
- SLIFE students can remain enrolled at Gateway for an additional year (through 22nd birthday)
- Students have access to developmental college courses at Gateway
- Additional licensed EL teachers would be added to meet increased enrollments

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Discussion/Questions

Alternate considerations

Alternate options considered

Area A	• **Parkway**: Age-in Hmong; grandfather-out Montessori
Area B	• Merging **Highwood** at **Battle Creek** but not enough room at Battle Creek • Dual campuses with Battle Creek and Highwood but resulted in two undersized buildings • Considered closing an additional Area B school but too big impact to one Area • Moving Battle Creek Hmong Dual to Parkway but only 60 students, not enough to create a sustainable middle school

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Alternate options considered

Area C	• Considered changing attendance boundaries • Closing **John A Johnson** and moving student into an Area B school • Pathway issues, Area A and C have different secondary options
Area D	• Leave **Riverview** community but community school program as 1 section was not viable and more families would leave West Side • Close **Riverview** and merge with Wellstone @ Wellstone. Riverview's building is in better condition and West side would only have 1 school on the west side of the city. • Leave **Cherokee** as Montessori but neighborhood expressed desire for strong community pathway to Humboldt

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Alternate options considered

Area E	• Looked at moving **LEAP** to co-locate with another program • Closing **Wellstone** and moving program (Hmong) in there immediately but did not work because as upper campus too far from Phalen • Leaving **Wellstone Biosmart** but would be unsustainable • Moving **Biosmart** intact but want to give parents option to pick their[60] magnet option, e.g., Crossroads, Farnsworth Aerospace • De-magnetize **Wellstone** Biosmart but Area E has excess of 3,000 seats • Moving **Riverview** Spanish to Wellstone but would leave Area D with only 1 school

Alternate options considered

Area F	● Shrink **Highland Park Sr.** boundaries to draw fewer students but did not want to change boundaries again from 2014 changes

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Current Obama students

- Exploring options to have as many current Obama student stay together as a cohort
- Will work with families to honor other choices and provide priority placement at other schools

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Where Obama students live

Community School	PK	KG	1	2	3	4	Total
Battle Creek		2		2		1	5
Bruce Vento - east		1	1	3	1	4	10
Bruce Vento - west	1	1	3	4	2	1	12
Chelsea Heights		1		1	1	1	4
Cherokee				2	1	2	5
Como Park	4	3	2	2	2	2	15
Dayton's Bluff	1	2	2	2	1	4	12
Eastern Heights	1			4	1		6
Expo	5		3	3	1	1	13
Frost Lake			1				1
Galtier						1	1

Community School	PK	KG	1	2	3	4	Total
Groveland			1				1
Hamline			1		1	1	3
Hazel Park	4	6	2	3	3	2	20
Heights					1		1
Horace Mann	6		1		1		8
Jackson	2	4	3	6	4	5	24
J A Johnson - east	3	3	7		2	1	16
J A Johnson - west			1	1		3	5
Maxfield	2	4	5	2	7	5	25
Out of District		5	4	2	5		16
Randolph Heights	1				1		2
Riverview		2			4	3	9
Total	**30**	**34**	**37**	**37**	**39**	**37**	**214**

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Discussion/Questions

Next Steps

Timeline*

2020-21	2021-22	2022-23	2023-24
Pre-planning/Design • **Nov.-late winter.:** Workgroups research and review data; develop findings • **Winter/Spring:** Project Sponsor and Core Planning Team reviews findings and develops recommendations • **Spring:** Superintendent Gothard/Executive Sponsor reviews findings • **Spring/Summer 2021:** Board of Ed. receives progress updates	**Continue Fact Finding via qualitative data** **Address high-priority findings** **Strategic and targeted engagement, e.g., focus groups, surveys**	**Phasing** Begin implementation of recommendations	**Full Implementation** Primary recommendations fully implemented

***NOTE:** The Envision SPPS planning process will closely monitor the evolving impact of COVID-19 to school communities and the District to inform short- and long-term planning.

IAP2 Spectrum of Public Participation

IAP2's Spectrum of Public Participation was designed to assist with the selection of the level of participation that defines the public's role in any public participation process. The Spectrum is used internationally, and it is found in public participation plans around the world.

INCREASING IMPACT ON THE DECISION

	INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
PUBLIC PARTICIPATION GOAL	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision making in the hands of the public.
PROMISE TO THE PUBLIC	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.

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Feedback from school communities

- Will circle back Oct. 25 with synopsis of family, staff and community feedback from site-based meetings starting this week

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Engagement Dates

PUBLIC-WIDE SESSIONS

- **Public Information Sessions: Oct. 26 and Nov. 8; 6-7:30 p.m.**
  - Virtual; questions submitted in real time through chat function
- **Listening Sessions: Oct. 28 and Nov. 11; 5:30-7:30 p.m.**
  - At 360 Colborne and live streamed
  - Sign-up upon arrival; time-limited comments; interpreters on site
  - COVID-19 protocols: masking required, social distancing to extent possible
- **Language-specific (Hmong, Karen, Somali, Spanish) info sessions: Week of Nov. 1**

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AFFECTED SCHOOL COMMUNITIES

- **Oct. - Nov.:** Administration meets directly with affected school communities and targeted stakeholders
- **Winter/spring 2021-22: Consult>Involve>Collaborate** with affected school communities to start **Envisioning new school programs**

Board of Education meeting dates

- Work sessions: Oct. 18, Nov. 1, Nov. 15, Nov. 29
- Committee of the Board: Nov. 9
- Regular BOE: Oct. 19
- BOE vote: Nov. 16

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QUESTIONS?

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