

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

September 20, 2021
4:30 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: An initiative of SPPS Achieves, Envision SPPS is focused on aligning school facilities with well-rounded programs. 2
- V. **ADJOURNMENT**

#BoldSubject#



Saint Paul
PUBLIC SCHOOLS

Envision SPPS: Our plan for well-rounded programs

Board of Education - Special Meeting

Jackie Turner, Chief Operations Officer

September 20, 2021

What you will learn:

1. Envision SPPS > Well-rounded Education for all students
2. Collaborative Workgroups highlights of findings
3. Solutions and options
4. Timeline and next steps
 - Upcoming Board of Education meetings
 - Community information sessions
 - Engaging affected school communities

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SPPS Achieves: Envision SPPS

Strategic plan priority: Program Evaluation / Resource Allocation

Objective 5: Allocate resources based on program effectiveness and organizational priorities.

Objective: 5.3 Align school facilities with well-rounded programs.⁴

- Develop operational measures to assess building utilization, virtual connectivity, transportation costs, and equitable access to well-rounded programs
- **Align well-rounded education program measures, ideal school sizes, and parent demand for programs to determine facility allocations and major capital investment decisions**
- Adjust capital investments to ensure they meet the District's equity policy goals.

Collaborative Workgroups

1. College and Career Paths

Co-Led by: Leah Corey, Anna Morawiecki

2. *Early Childhood Education

Led by: Lori Erickson

3. *Enrollment

Led by: Jayne Williams

4. Facilities Utilization/Alignment

Led by: Tom Parent

5. *Language Immersion

Led by: Dr. Efe Agbamu

6. *Integration

Led by: Sherry Carlstrom

7. Middle School Model

Led by: Amanda Herrera-Gundale

8. *Montessori Pathway

Co-Led by: Jayne William, Andrew Collins

9. *Special Education

Led by: Marcy Doud

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**10. *Talent, Development and Acceleration
Service Pathway (TDAS)**

Led by: Benjamin Lacina

11. Well-rounded Education

Co-Led by: Megan Dols Klingel, Craig Anderson

*Has external stakeholders such as parents or organizations

Factors impacting enrollment trends

- **Demographic shifts:** Decreased birth rates will continue to impact K-5 enrollment in near future and across all grades long term as fewer school-aged children live in city
- **Students/families have more educational options:**
 - Other private and public educational options continue to grow through new openings and expansion
 - Integration policy and adjoining districts boosts open enrollment offerings and programs
- **Growth in family friendly housing** units (Highland Bridge) may start enrollment additions by 2023 but only in a few neighborhoods/schools

Well-rounded Education

Generalists focused on core essentials

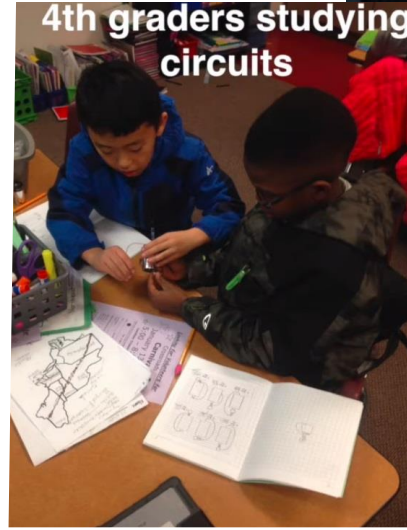
- **Goal:** Ensure that standards for all required content areas are routinely taught so that student outcomes improve
 - [Minnesota state's educational standards](#)
- Grounded in **core essentials** of taught by **generalist teachers** with expertise:
 - **Reading**
 - **Writing**
 - **Math**



Specialist experts

Additional instruction by specialists teachers with expertise:

- Science, Arts
- Social Studies, World Languages
- Accelerated Learning
- Physical Education, Health



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Enrichment opportunities

- **Larger schools** can provide **enrichment opportunities during school day**, e.g., field trips to museums, theater, orchestras
 - Larger school usually = larger PTO's that can supplement, help finance trips, e.g., camping, skiing, D.C., etc.
 - More students mean group rates keep expenses down
- **Under-enrolled schools** must provide **enrichment opportunities after the school day**; creates disparities, inequities in access:
 - Trips more expensive leaving more students out



Sustainable School Enrollment Sizes

Elementary schools:

- Unsustainable: Less than <250 (.5 to 1.5 section*)
- Small: Between 251 and 450 (2 sections*)
- **Ideal: 450 to 599 (3 sections*)**
- Large: 600+ (4 sections*)

(*Class size = 25)

Middle Schools:

- Unsustainable: Less than <540
- Small: 540
- **Ideal: 720**
- Large: 1,080

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Solutions and options

Filtering relevant findings through these lenses:

- Data
- Facilities
 - Operational efficiency
 - Retain capital investments
 - Requires new capital investments
 - Spatial alignment
- Equity
 - Avoid unintended consequences
 - Integration
- Accessibility:
 - Physical
 - Program accessibility (transportation)
- Location and density of students and schools
- Enrollment
- Market demands
- Pathway programming
- Financial/funding
 - Sustainability
- State statutes/legal (known)
- Unknowns
 - Legislative (state/federal)
 - Cruz-Guzman

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Solutions and Options

These terms apply to PROGRAMS:

- Sustainable
- Co-locate
- Relocate
- Close
(also applies to building)

These terms apply to STAFFING:

- Combine
- Merge

These terms apply to BUILDINGS/FACILITIES:

- Close
(may also apply to program)
- Repurpose
- Decommission*

Terms/solutions that apply to PROGRAMS

Sustainable	Co-locate (program kept intact)	Relocate (program kept intact)	Close (also applies to building)
● In demand, supportable budget, and/or well-rounded education provided ● Single school or program within a school EXAMPLE: Johnson High School	● Two or more unsustainable schools or programs are moved to one site ● Maintain separate leadership, decision making, budgets, codes and program staffing ● Must negotiate for use of shared space with other program and actual space with district EXAMPLE: Rondo: Capitol Hill and Mays; Pre-K, ECCE and	A program or site is moved to another location to align it with anticipated size demands and closer to families being served by the programs EXAMPLE: Jie Ming to Homecroft	● School or program is closed with or without phaseout ● With no phaseout, students and staff need to select other programs in SPPS ● With phaseout no new enrollments to school or program, current students matriculate over time EXAMPLE: Albion

Other Terms/Solutions

Shared and Contracted Service	Adjust Attendance Areas and Pathways
Agencies, non-district programs and SPPS service units agree with schools on provisions to leverage the delivery of services: Enhanced well-rounded education; cultural specialists; support services; early childhood education; mental health and special education needs for all ages in the community Examples: Head Start; Achievement +; Health Start Clinics	A school or program's attendance area changes to reflect shifts in demand, housing density or pathway capacities. 16 Examples: For Como H.S. the NE boundary of city was extended to include all of Area C not just Area C – West, it included Area C – East as well

Terms/solutions that apply to STAFFING

Combine (only leadership changes)	Merge (leadership and staff changes)
● 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 EXAMPLE: Crossroads: Montessori and Science programs	● 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 EXAMPLE: Prosperity Heights and Hayden Heights = The Heights

Terms/solutions that apply to BUILDINGS/FACILITIES

Close (may also apply to program)	Repurpose
● School or program is closed with or without phaseout ● With no phaseout, students and staff need to select other programs in SPPS ● With phaseout no new enrollments to school or program, current students matriculate over time EXAMPLE: Albion	Same as Close except new program or grade configuration is created to replace existing program/grade configuration (decommission) EXAMPLE: Belvedere (was Riverview school, now early childhood co-located services building)

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Highlights:

Key Workgroup Findings

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*Has external stakeholders such as parents or organizations

Well-rounded Education

- Ability to provide well-rounded education programs tied to student enrollment
- **Enrollment drives school budgets** based on number of students (state, federal funding)

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Class size: 25*	<u>Large Elementary</u> 600+ students	<u>Small Elementary</u> 251- 450 students	<u>Unsustainable Elementary</u> < 250 students
K-5th Gr. Teachers	Each grade: 4 classes (100 students) X 4 teachers X 6 grades ● 24 generalists ● 4 specialists/ resource teachers ● 2 specialists (e.g., literacy coaches) ● 30 teachers total	Each grade: 2 classes (50 students) X 2 teachers X 6 grades ● 12 generalist teachers ● 1 specialists/ resource teachers ● 14 teachers total	Each grade: 1 class (25 students) X 1 teacher X 6 grades ● 6 generalist teachers ● 0 specialists/ resource teachers ● 5-6 teachers total
*NOTE: When we define an unsustainable to large schools, we are using a class size of 25 for planning parameters only as an average and should not be seen as conflating contract-based teacher to student ratios.			

EXAMPLES of staffing choices made based on revenue

Class size: 25*	<u>Large Elementary</u> 600+ students	< IDEAL >	<u>Small Elementary</u> 251- 450 students	<u>Unsustainable Elementary</u> < 250 students
Office staff	1 principal 1 assistant principal 2 clerks 1 parent engagement		1 principal ● 0 assistant principal 1 clerk ● 0-1 parent engagement	1 principal ● 0 assistant principal 1 clerk ● 0 parent engagement
Support staff	1 nurse 1 librarian 1 academic coach 1- + counselor(s) 1 social worker 1 behavior support 1-2 interventionists 2 additional staff		.5-1 nurse ● 0-1 librarian ● 0-1 academic coach .5-1 counselor .5-1 social worker 1 behavior support ● 0-1 interventionists .5-1 additional staff	● 0 nurse ● 0 librarian ● 0 academic coach .5 counselor (per teacher contract) .5-1 social worker ● 0 behavior support ● 0 interventionists ● 0 additional staff

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College and Career Paths

- Centralized secondary space for shared resources, labs, classrooms, presentations to leverage teachers' experiences, training, licensure and postsecondary partners in effective and efficient ways
 - Includes space for large groups to gather for specific presentations/speaker(s)
- Experiential spaces in each building with equipment, tools, and supplies to support career pathways
- Welcoming and prominent placement of Career Pathway Centers in each high school building

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Early Childhood Education

- Establish mixed model of services for Early Childhood Education at:
 - Site-based (elementary sites), and
 - Hub sites across city with community partnerships
- Elevate the baseline standard for early childhood learning spaces to include larger spaces and access to adjacent services

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Enrollment

- Initial work focused on improving:
 - “Customer service” at Student Placement
 - School selection guide usability
- Envision SPPS work focused on assessing initial recommendations to minimize negative impact to enrollment
- Enrollment limitations: class size; site location and capacity

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Facilities Use/Utilization and Alignment

- Auditing all buildings to assess:
 - Enrollment capacity
 - How spaces are used or need to be used to meet program needs
- Reviewing operational efficiency of potential program changes per Envision SPPS recommendations

Language Immersion

- Consolidating two separate Hmong Dual Language programs into one program will improve efficiencies and program viability
- Need for a Hmong Cultural Studies program for students who don't want Hmong Dual Language Immersion
 - Regional program for Areas A, B, C
- Middle grades pathway is essential
 - Ideally in a PreK-8 and/or lower and upper campus

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Integration

“Integration is an **inclusive** learning environment of all racial, socioeconomic and ethnic groups to **remove the legal and social barriers that perpetuate disparities in student achievement**. Integration values multiple perspectives and practices within curriculum, staffing, and decision making, within the school and⁹ district that serve the purpose of **eliminating educational inequities**. Integration is more than just diversity and racial desegregation (count the people); it is **inclusion** and belonging (the people count). It is foundational for **equal and equitable access to educational resources for all students**.”

Integration: Equity Impact Assessment Tool

Partnering with NAACP to ensure key student groups not disproportionately **NEGATIVELY** affected

SPPS Categories of student groups (Oct. 1, 2020) - 34,549 total students	
Students of color (EC-12 grade): - American Indian: 1% - Asian: 31% - Black/African American: 26% - Hispanic/Latino: 14% - White: 21% - Two or more races: 7%	- Free/Reduced Lunch: 65% - Homeless/Highly Mobile: 14% - English Learners: 28% - Special Education: 17%

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Middle School Model

- Need physical space to support cross-content teacher teaming and smaller student communities within a school (learning pods)
- Need spaces to support more flexible project and workstation learning area for student privacy
- Minimal Middle School size program/enrollment is 540s to sustain a³¹ well-rounded education program
 - Unsustainable: Less than < 540
 - Small: 540
 - **Ideal: 720**
 - Large: 1,080

Montessori Pathway

- *Final report still in progress*
- Assessing how to create viable PreK-8 Montessori pathway
- Examining program choice data to determine how to reverse decreased demand for Montessori program
- As a standalone Montessori program, Parkway enrollment cannot sustain a well-rounded education

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Special Education

- Steady, increasing enrollment trends in special education show need for expanding programs and related facilities
- Area A, B and C have greater clusters of special education students who need a more specialized education setting (Federal Setting III)
 - Students transported outside of their area due to parent choice or building/program capacity
- Need for equitable PreK-8 pathway distributed across city

Talent, Development and Acceleration Service Pathway

- Programs require 3-4 sections minimum to fund well-rounded program
 - Essential for all students, not just those getting advanced learning service
- Possible TDAS models:
 1. Specialized single school model
 2. School-based specialist model at all sites
 3. Blended service model (Specialist and Coordinator roles to enhance offerings)
 4. District-wide model of services has embedded services in each school in addition to a stand-alone school
- Review of secondary course offerings for accelerated and advanced offerings shows all high schools provide advanced course offerings

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Secondary advanced learning opportunities

(college credit-earning opportunities)

- Central: AP, CE, IB (MYP & DP), PSEO
- Como: AP, CE, PSEO
- Creative Arts: AP, PSEO
- Harding: CE, IB (MYP, DP & CP), PSEO
- Highland: CE, IB (MYP & DP), PSEO
- Humboldt: AP, CE, PSEO
- Johnson: AP, CE, PLTW, PSEO
- Open World Learning: AP, PSEO
- Washington: AP, CE, PLTW, PSEO³⁵

KEY: AP = Advanced Placement | CE = Concurrent Enrollment | IB = International Baccalaureate; MYP = Middle Years Programme; DP = Diploma Programme; CP = Career-related Programme | PSEO = Postsecondary Enrollment Options | PLW = Project Lead the Way

Timeline and Next Steps

Revised 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.

Engagement Model

IAP2'S PUBLIC PARTICIPATION SPECTRUM



INCREASING IMPACT ON THE DECISION

TIMELINE	INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
SY20-21: Findings and Recommendations	Families/ students/ staff	-----	-----	-----	-----
SY21-22: Solutions proposed and VOTED on	Families/ students/ staff	----- Workgroups (some families and staff)	-----	-----	----- [BOE decision makers]
SY22-23: Solutions begin to be IMPLEMENTED	Families/ students/ staff	Families/ students/ staff	Families/ students/ staff	School Leadership Councils	-----

Next Steps

Sept. - Dec. 2021: Inform SPPS building leaders, staff, families, community, partners

- **Board of Education**: Work sessions, Committee of the Board (COB), Regular
 - **9/20 @ 4:30 pm**: work session (others TBD); broadcast, no public comment
 - **COBs** (no public comment/not broadcast): 10/5, 11/9, 12/7
 - **Regular BOE** (broadcast/in person, public comment): 10/19, **11/16***, **12/14*** = ³⁹
***Possible BOE vote**
- **Oct.-Nov. = Virtual community information sessions**
- **Winter/spring 2021-22: Consult** affected school communities about program changes and next steps
 - **Involve and collaborate** with affected school communities to start **Envisioning new school programs**

QUESTIONS?

Website: spps.org/envision

Email: envision@spps.org

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