



Saint Paul
PUBLIC SCHOOLS

Board of Education

Requests for additional information and clarifications

November 9, 2021

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Director Allen's request for summary of school revenue at beginning and end of school year April/projections; SY16-18, 17-18, 18-19

Note: Chief Schrul has provided school revenue information and provided below are the related enrollment numbers for those school years:

| | SY2016-2017 | SY2017-2018 | SY2018-2019 |
|----------------------------|-------------|-------------|-------------|
| Pre-Kindergarten | 1,498 | 1,269 | 1,211 |
| Funded Pre-Kindergarten | 79 | 271 | 409 |
| Early Special Education | 756 | 870 | 889 |
| Special Needs Kindergarten | 322 | 305 | 363 |
| Kindergarten | 2,782 | 2,784 | 2,758 |
| Grade 1 | 2,949 | 3,000 | 2,911 |
| Grade 2 | 3,117 | 2,825 | 2,853 |
| Grade 3 | 3,067 | 2,973 | 2,740 |
| Grade 4 | 3,039 | 2,968 | 2,798 |
| Grade 5 | 2,803 | 2,895 | 2,844 |
| Grade 6 | 2,405 | 2,439 | 2,479 |
| Grade 7 | 2,449 | 2,439 | 2,451 |
| Grade 8 | 2,402 | 2,468 | 2,398 |
| Grade 9 | 2,596 | 2,728 | 2,712 |
| Grade 10 | 2,737 | 2,665 | 2,712 |
| Grade 11 | 2,696 | 2,730 | 2,560 |
| Grade 12 | 2,841 | 2,826 | 2,977 |
| Official Oct 1 Enrollment | 37,040 | 37,186 | 36,854 |
| Total Including PreK | 38,538 | 38,455 | 38,065 |

Related to LEAP, additional data on where 18 year old students attend SPPS schools; followed by Gordon Parks ALC and Gateway to College information

Where 18+ Year Olds are at SPPS - SY20-21

| SCHOOL | NUMBER OF STUDENTS |
|--|--------------------|
| AGAPE | 12 |
| Johnson H.S. | 21 |
| Central H.S. | 25 |
| Highland Park H.S. (Language Academy) | 31 |
| Journeys (ALC) | 33 |
| Humboldt H.S. (Language Academy) | 45 |
| Washington H.S. (Language Academy) | 54 |

| SCHOOL | NUMBER OF STUDENTS |
|--|--------------------|
| Harding H.S. (Language Academy) | 54 |
| Gordon Parks (ALC) | 76 |
| Gateway (ALC) | 76 |
| Como Park H.S. (Language Academy) | 88 |
| LEAP High School | 95 |

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1

SPPS ALCs

- Gordon Parks High School's mission is broadly focused on supporting pathways to graduation.
- Gordon Parks enrollment is 194 students as of 11/3
- ALC Gateway to College does not utilize SPPS space/facilities, their capacity is managed through MOU with Saint Paul College.
- ALC Gateway to College enrollment is 143 students as of 11/3

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2

Related to charter school data presented on November 1, a clarification on which charters were presented: Per BOE request, the charters featured were only those that have either opened or changed their status (e.g., added a grade level) in the past ten year.

Charter Schools in St. Paul opened or status change over past 10 years

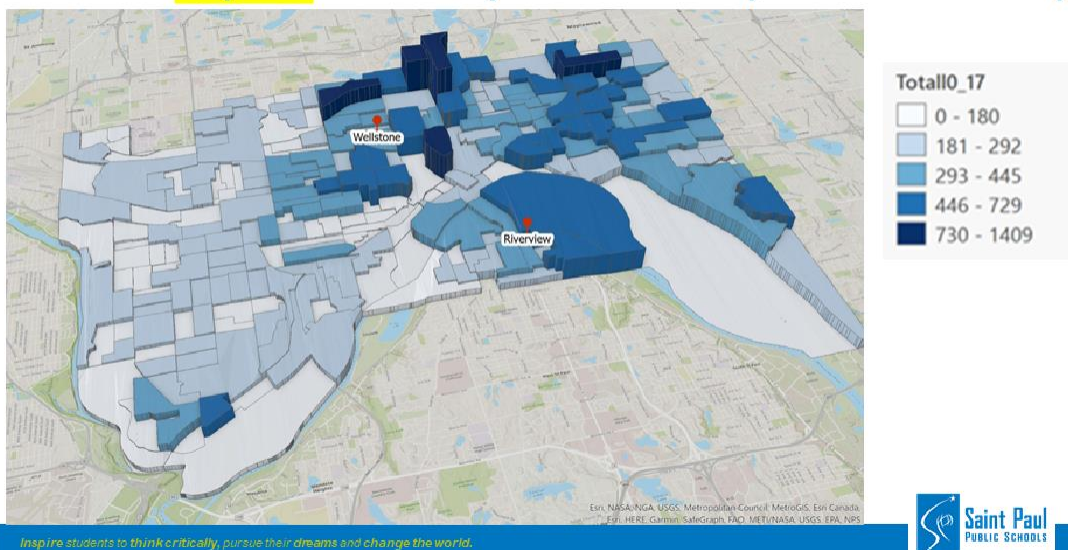
| | | | |
|---|-----------|--------------------------------------|-----------|
| STEP Academy Charter School | 2011-2012 | Community School of Excellence | 2018-2019 |
| Cornerstone Montessori Elementary | 2011-2012 | Hmong College Prep Academy ES | 2018-2019 |
| Higher Ground Academy | 2013-2014 | St. Paul City School | 2019-2020 |
| Avalon School | 2013-2014 | Sejong Academy of Minnesota | 2019-2020 |
| Great River School | 2013-2014 | The Journey School | 2019-2020 |
| Upper Mississippi Academy | 2013-2014 | Achieve Language Academy | 2020-2021 |
| Avalon School Extended School Year (SPED) | 2014-2015 | Cyber Village Academy | 2020-2021 |
| LIFE Prep | 2014-2015 | Minnesota Online High School | 2020-2021 |
| College Preparatory Elementary | 2014-2015 | Quantum STEAM Academy Charter School | 2020-2021 |
| Cornerstone Montessori Elementary ESY | 2014-2015 | St. Paul City School ESY | 2020-2021 |
| Sejong Academy of Minnesota | 2014-2015 | The Journey School Middle | 2020-2021 |
| Minnesota Math and Science Academy | 2014-2015 | CVA PASCAL Elementary School (K-5) | 2021-2022 |
| HOPE Community Academy | 2015-2016 | Quantum STEAM Academy Middle School | 2021-2022 |
| Career Pathways | 2015-2016 | St. Paul School of Northern Lights | 2021-2022 |
| Community of Peace Academy | 2017-2018 | | |
| Hmong College Prep Academy | 2017-2018 | | |
| STEP Academy Elementary | 2017-2018 | | |

Related to Wellstone and Riverview Dual Spanish Immersion programs: Additional data related to where Hispanic populations are concentrated in St. Paul

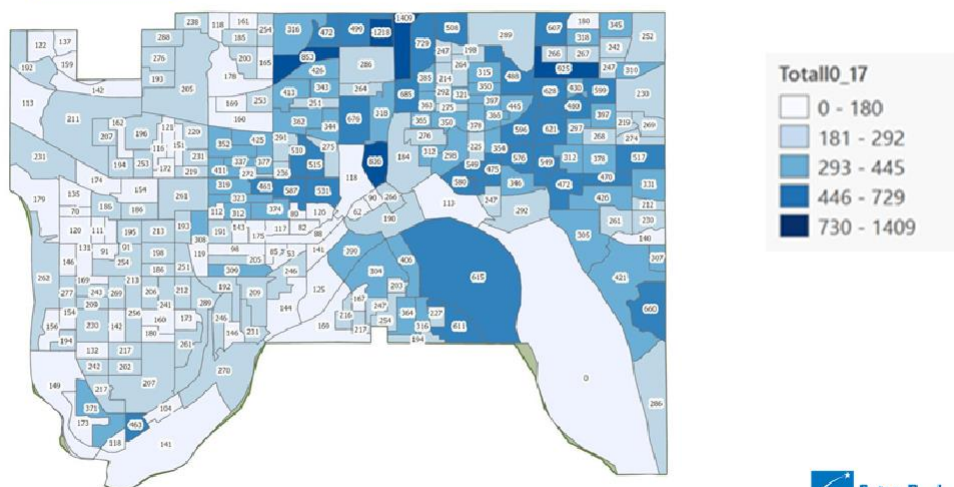
Note: The original Hispanic population data slides presented on October 11 were inadvertently mislabeled as representing the Hispanic population from birth to 17 years old, but the data were actually of overall St. Paul birth to 17 year old -- the highlighted ~~strikeout~~ below shows that the word “Hispanic” should have been left off the title; corrected data slides along with slides with further data analysis follow these two slides.

Note: The “North End” street boundaries used in this analysis are Edgerton, 35E, Ivy and Maryland and Larpenteur.

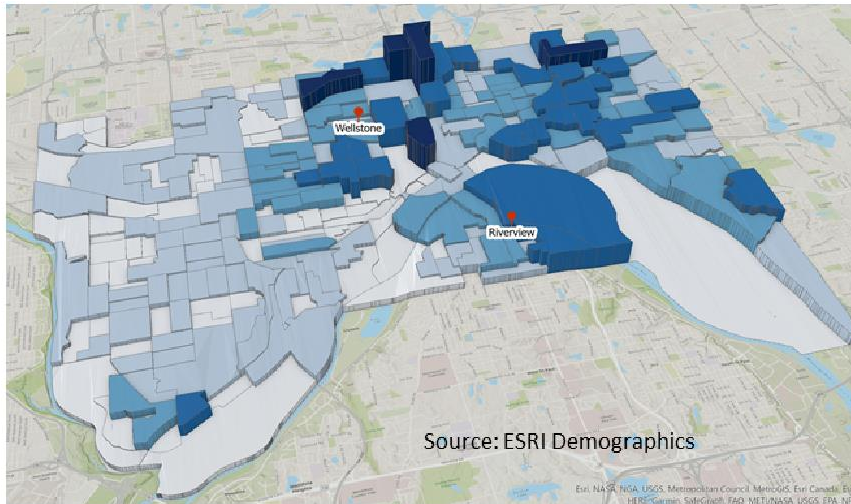
St. Paul ~~Hispanic~~ birth to 17 year old - 2020 By Census Block Groups



St. Paul ~~Hispanic~~ birth to 17 year olds - 2020 By Census Block Groups



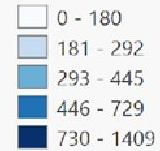
St. Paul All Children Under 18 Years Old*



**Total Under 18
= 72,015**

***2019 Estimate**

Total10_17

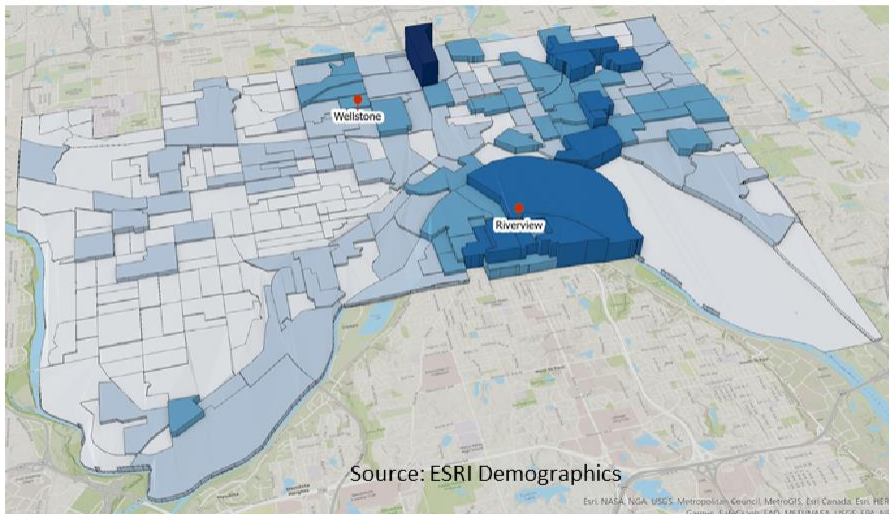


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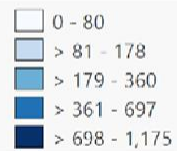
3

St. Paul Hispanic Population*



**Total
Hispanic
Population =
33,034**

***2021 Estimate**

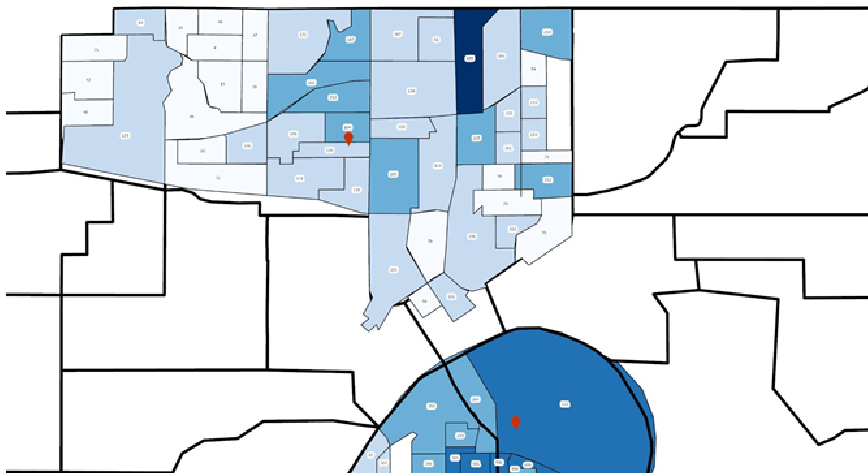


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4

Hispanic Population Northwest (Area C & E) compared to South (Area D)



Northwest: 6,613

South: 4,330

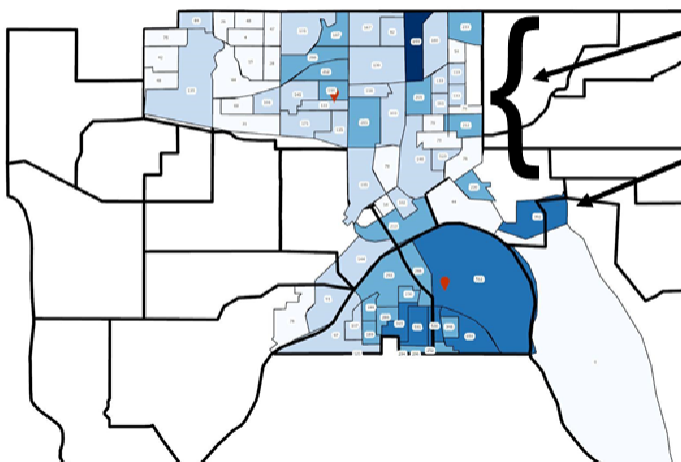
Source: ESRI Demographics

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5

Hispanic Population Northwest (Area C & E) compared to South (Area D & adjacent census block)



Northwest - Area C&E: 6,613

South: Area D +
adjacent census block: 6,817

Source: ESRI Demographics

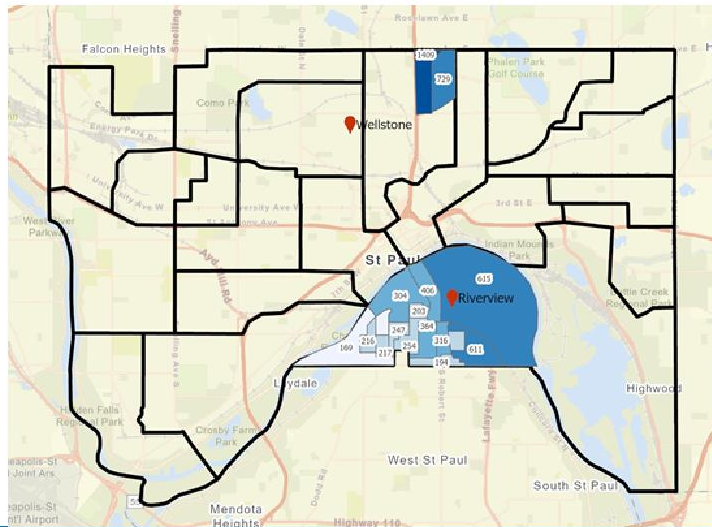
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6

Note: The “North End” street boundaries used in this analysis are Edgerton, 35E, Ivy and Maryland and Larpentour.

All Children Under 18 Years Old St Paul North End compared to Area D*



North End= 2,138
Area D = 4,725

*2019 Estimate

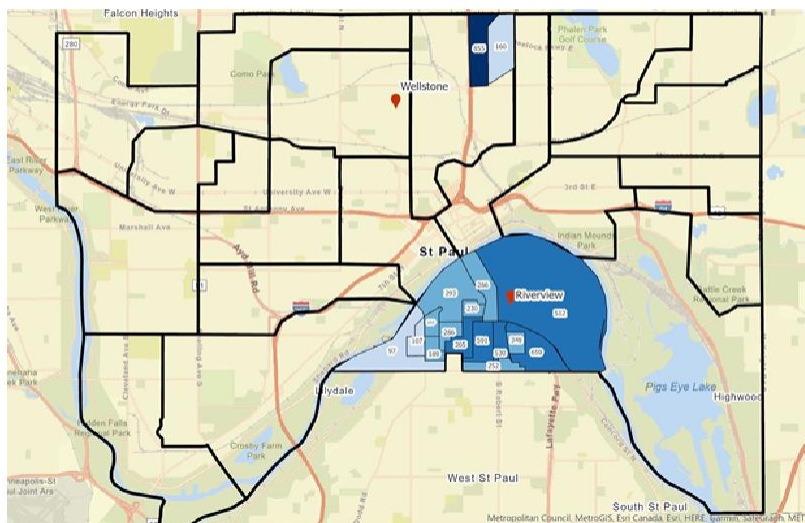
Source: ESRI Demographics



7

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Hispanic Population St Paul North End compared to Area D*



North End= 1,015
Area D = 4,725

*2021 Estimate

Source: ESRI Demographics



8

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Note: The “North End” street boundaries used in this analysis are Edgerton, 35E, Ivy and Maryland and Larpenteur.

Summaries

Public Information Sessions: English

October 26, 2021; 6-7:30 p.m.; [see recording](#) | Number of participants: 355 unique views from Eduvision and 60 watched through Facebook

Kristin: What if families choose to go to the new school suggested in merger but not enough families go to make it a sustainable school? Will that school still get all the extras that you are promising in Envision SPPS? And if not enough students go to that school, are they in danger of that school being closed in a couple years after the ARP funds are gone.

Vang: I'm wondering what the plan is for our Hmong Dual Language students in middle school. Will students from Washington and Battle Creek now go to the new HDL Immersion middle school? Also how do you plan to make sure that the HDL middle school offers a well rounded education for our children?

Jon: Will opportunities like band and orchestra be reinstated back into all elementary level schools to help contribute to that well-rounded education SPPS achieves is aiming for? This was cut several years ago and was a big loss to providing enrichment for our young learners. If not, what will be the main specialist areas for the elementary schools?

Anne: In addition to the clarification question asking about the primary reasons for closing LEAP, and the ability for students to stay until age 22 in an ALC program, why was it not offered to co-locate LEAP with another ALC?

Peter: I have heard SPPS state that these proposed school closings will not be a major cost savings measure. Please explain how many teacher jobs and administrative positions, if any, will be eliminated if Envision SPPS is approved. And what will be the cost savings of these positions.

Sarah: I am also an Obama parent and am concerned about the closing of this school because it is a federal setting 3 site. In my area D, there is no federal 3 setting. My child was assigned to Obama. Now it's slated to be closed. Where will a new federal 3 setting be located? Being that this school services federal 3 students, students with special needs, has it been researched and taken into consideration the negative impacts this could have on these students? And what will happen to the current federal 3 setting staff that our children are currently connected with who work so hard to service and meet our children's needs?

Jennifer: Families keep leaving SPPS because they are unhappy with the experience, often because their child(ren) are not seen as individuals or the system is inflexible. How does creating bigger schools make this different?

Cynthia: LEAP ELA/ELL teacher, St. Paul Resident, past parent (Wash Tech grads 2018 and 2020). What is the district's plan for level 1 and 2 ELL students who can now stay in SPPS until age 22 as long as they are enrolled in an ALC program? LEAP is the only SPPS ALC program that accepts level 1 and 2 ELL students. (only level 3 students can go to Gordon Parks and must be able to pass an English test form Gateway). Even GAP school requires students to have a certain level of English to be accepted.

Nikki: Clarify the recommendation to close LEAP - what are the primary reasons/recommendations?

Sarah: Previous presentations have referred to larger schools having larger PTOs that can fund extracurricular activities. What will SPPS provide versus continuing to expect PTOs to cover? How will the district help to equalize resources for PTOs at affected schools, many of which have a higher percentage of free/reduced lunch?

Andrea: Obama parent - how will the Black and African American history be included in the curriculum for our students? How will the cultural aspects be prioritized?

Sha: I am an Obama Elementary parent and I wanted to know why we were not allowed to be involved in the decision process before it was announced that the school was going to close?

Beth: Why must the Obama community be destroyed and displaced in order for another school to come in and replace it? Is the public aware that this is not a merger, but a displacement? Why can't the Obama/JJ Hill merger have a compromise, such as undergoing renovations on the building while the community remains in school there next year, and then merge the JJ Hill community into a dual program school - Montessori and traditional?

Jamil: The closing of Obama would disproportionately displace students from the African American community. We've been members of this academic community for the past 8 years. You're willing to shut Obama's doors permanently but take and use the building to merge with other schools JJ Hill and Cherokee Heights. Why haven't the resources been invested in Obama in the past but you will now invest in closing the school? Our kids won't even be guaranteed a place in the "school" that they've been attending.

[NO NAME]: I'm wondering how this plan abides by the Latino Consent Decree. What analysis has been done to ensure that Latino children don't experience disparate impacts as a result of the proposed plan?

November 8, 2021; 6-7:30 p.m.; [see recording](#) | Number of participants: 154 unique views from Eduvision and 47 watched through Facebook

Eric: If the Envision SPPS plan combines the Lower and Upper Campus of LNFI into the single location of the Upper Campus will any programs or grades at LNFI be cut to fit both campuses into one building? If yes, please specify which ones like 4K, etc.?

Stephanie: Students at Wellstone Elementary already receive a well-rounded education based on the District's definition. We have science, art, phy ed, world cultures, STEM, dance, school counselors and a nurse. How will the Wellstone community benefit from being split up? Specifically, how will the Spanish immersion students benefit from being sent to a school that is currently not sustainable and how will the Biosmart students benefit by the District not having a specific plan for them?

Tom: Could you share with us the data showing how many students, former students and families have said they did not receive a well-rounded education at affected schools like LEAP?

Karissa: What is the plan for the EBD program at Wellstone? How will the students currently enrolled in the EBD program and Spanish dual immersion program at Wellstone be serviced if Wellstone is closed?

William: How does the Envision proposal save money? Are we selling the school buildings? If not, we're not saving maintenance costs. Are we firing staff? If so, who? Teachers? Administrators? Has any cost-benefit analysis been done, and if so, is that data available to the public?

HANNAH: The Wellstone building has been beautifully remodelled and is at the heart of the North End neighborhood which has the youngest population in the city. The potential loss of Wellstone Elementary is heartbreaking for our community. What are the plans for the building? Also, many families have long chosen Wellstone Elementary over Riverview because the quality of the full immersion program offered at Wellstone. Wellstone has a true, research based full immersion program. Why is it being treated as though it offers something different from Adams?

Kristin: How many board members will vote on Envision SPPS? How many votes will be needed to pass Envision?

Tracy: Why has the district decided to abandon BioSmart rather than invest in it and make it better for our elementary students?

Stephanie: What are the options for Wellstone's Biosmart students where they would STILL have guaranteed access to Washington Science Magnet? Is the only option Crossroads, which may not be accessible to many current Wellstone Biosmart families, given that Crossroads is a year-round program with uniforms. Washington Magnet has a waitlist, I believe, and closing Wellstone would strip Biosmart kids of access to that highly sought after school.

Eric: Could you please describe in more detail what the hubs will do? What services and programs will they provide? From previous comments, it sounds like it may end up getting 4K classes from other schools? If they move from other schools like LNFI, will they retain the same teachers and curriculum? Will the moved 4K classes be French immersion or just become regular 4K classes?

Blaire: Another Wellstone/Riverview question. Was the option to move Riverview's Spanish program students to Wellstone? Relocating Wellstone's Spanish program to Riverview as well as Jackson's Hmong language program will remove all language immersion programs in the northwest quadrant of Saint Paul.

Shana: Can you describe the plan for students and families that attend or are considering attending LEAP and how you believe other district programming will fulfill the specific need(s) that LEAP meets?

Public Information Sessions: Somali

November 1, 2021; 10-12 Noon | Number of participants: 5 parents

November 5, 2021; 5-6:45 p.m. | Number of participants: 33 parent

The main questions and concerns raised during the meeting were:

Why didn't the district give us enough time to prepare and get ready for where to move next?

Why didn't parents know when this decision was in the planning sessions?

Highwood Hills school has been neglected and never been remodeled or done any springtime gardening.

Public Information Session: Hmong

November 1, 2021; 6 pm-8 pm | Number of participants: 9

Participants questions/comments:

Son Vang: SPPS needs to provide more information to parents before the meeting, so they can understand what the plan is for the meeting. Song also said the plan or meeting always goes very fast and brief for parents. This limits the parents' voice and concerns to the Board.

Song: Asked Dana about the transportation - does the SPPS provide transportation to students or not? Also, the Hmong parents need DHL program for all students and not with other programs.

Dana Abrams (staff): Mentioned that parents still have more chances to share their ideas to the Board. She also provided the meeting dates to parents as well.

Sai Thao: She said that she's always frustrated about getting information for the Board meeting all the time. Is there any way that SPPS can provide better communication for parents about the Board meeting in the future? This meeting was too quick and there was not enough time. This made it also difficult for families and parents to join.

Song: She said the Hmong parents need to see HDL from K-12 grade and how SPPS update and communicate with Hmong parents the program or any information they need to know. This will help parents understand what's going on at SPPS.

Song: She also said the SPPS needed to be more clear about the new plan for Hmong Immersion School - is it Hmong Dual Language or Hmong Studies?

Public Information Session: Spanish

November 3, 2021; 6 p.m. | Number of participants: 25 (17 parents; 8 staff)

Participants questions/comments:

Participant 1: Mi preocupación es el transporte y la distancia a la nueva escuela. Este es el primer año de mi hija en la escuela y la transición a la nueva escuela no se como le va a ir a ella.

Participant 2: Mi preocupación es mandar a mi niño a otra escuela. Yo conozco la escuela (Wellstone). Yo no fui a trabajar para poder asistir a la reunión. No conozco la otra escuela, ni los maestros. Yo conozco a todos los que están en esta escuela. No se cual es el motivo por lo cual van a cerrar. Mis hijos esperaban tener los mismos maestros que ya conocen.

Participant 3: Podrían considerar el COVID-19, no tiene sentido que las clases sean mas grandes. Entre mas niños es menos atención que reciben los niños. Wellstone es una escuela muy Buena, mis hijos aman su escuela, mis hijos han pasado por ahí.

Participant 4: Tengo 3 preguntas. La primera es que yo quiero saber si esto en verdad es por el número de estudiantes que hay en Wellstone por la cual la quieren cerrar.

La segunda pregunta viene porque hoy estaba viendo fotografías de mi hija Lucia, que está en 4to grado en Wellstone. Y me dí cuenta de todos los lindos momentos que hemos tenido en esa escuela. A mi me gustaría saber ¿cómo vamos a crear sensación de comunidad? A nosotros nos ha costado años lograr construir esta comunidad. Yo soy parte del PTO y colaboro, y me hubiera gustado saber antes de este movimiento.

Mi tercera pregunta es saber que es lo que va a pasar si esta opción no pasa, ¿cuál es el plan para la escuela si la escuela no se cierra?

Muchas gracias de nuevo por todo lo que hacen y por la paciencia que tienen para explicarnos lo que esta pasando.

Chat Questions:

Participant 5:

Hola buenas tardes yo pase por ese mismo proceso cuando cerraron Homecroft y para mi hijo comenzaba el kínder entonces no sintió el cambio tanto de escuela. Pero en el transporte le afectó mucho porque se hacía una hora de camino hacia la escuela entonces es algo q deberían de pensar más que nada en ese aspecto.

Participant 6:

¿Hay algún problema con el edificio de Wellstone? En mi opinión es un mejor edificio que a Riverview que no tiene auditorio tan bonito como Wellstone y el gimnasio está muy vieja y chiquita.

Participant 7:

Han tomado en consideración los servicios de MLL. En Wellstone las oficinas de los maestros de MLL están al lado de los salones de los maestros con los cuales colaboran. Va a pasar lo mismo en el nuevo edificio

Participant 8: A mi me preocupa muchísimo el transporte. Yo vivo lejos. Me tardo 25 minutos en llegar a la escuela. No puedo imaginarme cuanto tiempo tomaran mis hijos en llegar a casa.

Yo si quiero que mi hija tenga educación en español. Yo quiero el dual immersion, pero no quiero quitarle la oportunidad de aprender español.

Public Information Session: Karen

November 4, 2021; 6 p.m. | Number of participants: 37 (parents)

The main questions and concerns raised during the meeting were:

- Why are you deciding to close our schools?
 - If our schools are shut down, where will our kids be going and who are going to help us register our kids to new schools?
 - If our schools are shut down and our kids have to move to a new school, will there be transportation for them?
 - What will happen to our kids' teachers if our schools are closed or relocated?
 - Will the programs that are offered in our kids' schools be transferred and offered in a new school?
-

School community meetings

| School | Approx # of parents and community participants | Big Themes/ Questions | Needs for Transitions |
|--|--|---|---|
| Obama Video link | 24 | <ul style="list-style-type: none"> Feeling forgotten ("the kids can just go back to community school") Want to know how this specifically impacts (positive/negative) black students Want specifics in priority school choice Worried about students in SPED Will the new Obama be city wide transportation? Can they stay one more year since JHill is delayed a year? | <ul style="list-style-type: none"> Exact plan for priority choice enrollment Can they go to JJ next school year Requesting healing/ SEL for families and students (circle??) Wants to know other schools who intentionally teaches black culture (like Obama) Wants a better understanding of Montessori programming Can we have a meeting with special ed. families to discuss options |
| Bruce Vento (no video link) | 12 | <ul style="list-style-type: none"> Will the building be able to have more students if the merge creates a 115% utilization? What is the transition plan for preparing the building for more students? Is Vento still receiving building improvements if merge doesn't pass? What happens to staffing? | No comments provided at this time. |
| Capitol Hill Video link | 8 | <ul style="list-style-type: none"> What is Concurrent Enrollment? How will this affect kids who live outside of St Paul and open-enroll in? If the neighborhood school doesn't have an IB program, would they be guaranteed a spot at a high school that does? Will the student need to find own transportation if attend high school outside of the neighborhood? Has the district had any success in coordinating better with Metro Transit? | <ul style="list-style-type: none"> What actions and activities need to be conducted and planned to help with this transition? My biggest concern at this point would be identifying the right program for my child when the time comes. What kind of resources will be available about the programs at our community school and other options that we may be considering. |

| | | | |
|--|----|--|---|
| | | <ul style="list-style-type: none"> • Can Metro Transit provide better/more frequent service in the areas that need it most? • How does the district expect this change to affect enrollment at Capitol Hill? • Do you have any data that shows in the past ten years, how many Cap Hill students went to a high school other than Highland? • I am also wondering how many students are expected to be impacted (and how many are in the 8th grade class at CH annually)? • Is the board voting on this separately, or will it only take effect if the merging & closing proposal is passed? | |
| Cherokee Heights Video link | 20 | <ul style="list-style-type: none"> • Are families who are constantly facing a change going to be informed? • How does the district plan to address systemic barriers to West Siders enrolling in the district? • What data do you have to support moving Montessori out of Cherokee? • What does moving Montessori out of the west side do for the greater community? • What are the implications for half-day and full-day pre-k? • How does this impact families with multiple kids? • Why are we building bigger schools during a pandemic when we are trying to social distance and be safe? • Why were communities not involved in this decision? | <ul style="list-style-type: none"> • Viable childcare options on the westside • School start time changes communicated in advance of school choice time • Consider community implications of removing montessori from the west side • Counseling for students who do not handle change as well • West Side community feels blindsided by this recommendation |
| Galtier Video link | 26 | <ul style="list-style-type: none"> • What is SPPS doing to capture and keep students? • Understand the problem, but not in agreement with closing Galtier • The recommendations have assumptions, like the Galtier | <ul style="list-style-type: none"> • Would like a community decision making in the merge process <ul style="list-style-type: none"> ○ Multiple community meetings ○ Survey to families for |

| | | | |
|--|----|--|--|
| | | <p>community would go to Hamline. What if they do not go and Hamline has low enrollment</p> <ul style="list-style-type: none"> ● Love Galtier, the community, and staff ● How many students do we need to balance the budget - what is the aggressive plan to grow the district? | <p>input</p> <ul style="list-style-type: none"> ○ Work groups from both schools ● A plan to address start time differences between Galtier and Hamline ● If the recommendation does not pass, how will you support Galtier? |
| <p>Hamline</p> <p>Video link</p> | 16 | <ul style="list-style-type: none"> ● Concerned about lack of input from families and a short timeline for decision. ● Enjoy the smaller class sizes currently at Hamline - concerned that will change with merger. ● Love Hamline, teachers, staff, and principal ● How are the Galtier families feeling, How could we support them ● Envision was a missed opportunity to find out why students are leaving SPPS. ● Want to keep Hamline's Inquiry based learning and partnerships ● Overall love of Hamline and want to support Galtier families as much as possible ● MARKET Hamline! | <ul style="list-style-type: none"> ● Would like specifics on merging of teachers and programs and families - want significant parent input ● Would like a plan to consider the different start times - again, significant parent input needed. ● Would like the district to reconsider before/ after school care at Hamline with the merger ● Would like a plan of intentional SEL support for students and families from Galtier ● If passed, can we start partnering with Galtier? All our responsibility to welcome families ● Reconsideration of SPPS Builds- Now that we are merging at Maxfield and Hamline, can these buildings be considered for remodeling? ● Would like to know what great things Galtier team would bring to Hamline |
| <p>Highland Sr.</p> <p>(No recording as the meeting was done earlier in the process)</p> | 2 | <ul style="list-style-type: none"> ● Only two parents showed up for the 1 hour thirty minutes meetin ● Not really worried because their students live in the neighbourhood and can still attend Highland. ● Worried whether Highland will still be as diverse as it is now. ● Will the IB program will still remain good ● Will the school lose students? | <ul style="list-style-type: none"> ● Reassure the community that the IB program has always and will remain a great program. |

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| <p>Highwood Hills</p> <p>Video link</p> | 19 | <ul style="list-style-type: none"> No comments or questions from the Karen parents. There were no Somali parents present. There were many Somali parents from HWH present at the BOE listening session instead. Principal Lawson will reach out to families outside of this meeting to solicit feedback based on: Q1 - What components, actions or activities need to be conducted, planned, or facilitated to help with the <u>potential</u> transition? Q2 - What specific support could the district provide to help a potential transition? | <ul style="list-style-type: none"> No comments or questions from the Karen parents. There were no Somali parents present. There were many Somali parents from HWH present at the BOE listening session instead. Principal Lawson will reach out to families outside of this meeting to solicit feedback based on: Q1 - What components, actions or activities need to be conducted, planned, or facilitated to help with the <u>potential</u> transition? Q2 - What specific support could the district provide to help a potential transition? |
| Jackson | 53 total (2 meetings) | <p>November 5, 2021-5:00-6:15 PM</p> <p>22 attendees present, staff included</p> <ul style="list-style-type: none"> The question of the Hmong Dual Language, K-8 program without a strand of Cultural Hmong strand. The goal of a Hmong Immersion Program was the goal of the former discussions. Clarification requested and further explanation. Phalen Lake is out of the community where my own children live, consideration of further loss of current students. Is that being considered? Can my child go to Washington? Washington begins in 6th grade. Yes, if there are openings. Also sibling preference is considered if a request is received in time. Will transportation be provided? Do families need to enroll in Phalen Lake and Maxfield? Dr. A feels that they would | <p>More transparency for how the HDL program is being transitioned out. Goal is to increase the enrollment of Hmong students.</p> <ul style="list-style-type: none"> How will Hmong Studies Program phased out at Phalen. How will the fifth grade students transition to MS? Was Wellstone ever discussed as the HDL Program site? |

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| | | <p>automatically be enrolled at the Phalen Lake HDL and Maxfield.</p> <ul style="list-style-type: none"> • The new merged HDL program will be stronger and better. • Would there be a Hmong teacher at each grade level? • Would the Hmong pathway be directed to Parkway? Would the Battle Creek MS and Washington MS the HDL programming still be options? • Is there a place where a parent can go to gather additional information to have access to the district? • Once the Envision vote occurs and is finalized , the planning and ongoing decisions will occur. • Goal of planning the MS is very important. This may be a slower process so we “Get it Right” <p>Jackson Elementary Envision Meeting: 2nd Session/English</p> <p>November 5, 2021-6:30-7:30 PM 31 attendees, staff included</p> <ul style="list-style-type: none"> • Will my grandchildren’s teacher follow them to Maxfield? It would be the hope but a HR process would be followed. • My daughter is in PreK for HDL, if she is transferred to Phalen Lake, is there a teacher there now which would allow her to attend there now? Recommend the Jackson HDL teachers go to Phalen Lake, but the number of students attending will impact the Jackson HDL teachers following students. • Can the students go to another HDL school? There will only be | |
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| | | <p>one HDL elementary school program.</p> <ul style="list-style-type: none"> • Who failed the school? The teachers, management, facility, environment. • What about teachers like phy ed who teach all kids - do they go to Maxfield or Phalen? This will depend on seniority and staff required. • I wasn't here early, but do both school options offer Hmong? All elementary HDL programming will be offered only at Phalen Lake. • "The school is only relocating the kids that weren't successful." All the tests that were not scoring well was based on numbers, not scores. Goal is to provide well-rounded education program. • "What is the biggest reason you are moving there(Phalen Lake) or other schools?" • This is heartbreaking news. I attend Jackson and now have children attending. • Is there anything we, as the community, can do to keep Jackson open? • What did St. Paul try before they decided to close our school? • My concern is with enrollment. Since the plan is to combine the schools, will the number for enrollment be limited? Specifically, with the Hmong Dual Language program. There's already a wait list for enrollment as I found this year, will the ratio remain the same? • When will the merge occur? • So Phalen will be specific to only the Hmong Program? • Did you mention city wide | |
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| | | <p>busing?</p> <ul style="list-style-type: none"> • Who will be the leader of the school? • I currently have one child attending at Phalen Lake and one at Jackson. Where should I register my children for next year? • Will more communication be sent out after the board voting on November 16th? • And will we be able to provide multiple languages for that com? | |
| <p>JJ Hill</p> <p>Video link</p> | 19 | <ul style="list-style-type: none"> • How will this impact staffing if Cherokee staff merge at JJ Hill • What will happen to dispersed Obama students; will they be able to attend the merged montessori school? • How does Envision align with our racial equity goals and values to eliminate racism? • What is the impact of adding a non-Montessori middle school to a campus that also houses a Montessori elementary? • Will eliminating Parkway cause even more students to leave the District for sites such as Great River? • What data does SPPS have regarding students being more successful in larger schools? • How will middle school programming for Montessori pathway students be determined? • How many classrooms can JJ Hill's building add? | <ul style="list-style-type: none"> • Families/Community want more say in the planning process • To ensure that the special education needs of students are being met at impacted schools • To ensure that the psychological needs of students at impacted schools are met • Staffing uncertainties need to be addressed • A more concrete plan for what the middle school and montessori school will look like at Obama |
| <p>John A. Johnson</p> <p>Video link</p> | 11 | <ul style="list-style-type: none"> • Does this decision disproportionately affect students of color? • Will this decision compel parents to leave SPPS? • Will John A Johnson still be a summer site next year? • What will happen to the closed buildings; will they be abandoned? | <ul style="list-style-type: none"> • Families need school choice priority • We need our equitable values to drive this decision making decision, but this feels more like equality than equity • Families need transportation solutions • Community partners need to be informed of these |

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| | | | <p>conversations so they can make hard decisions</p> <ul style="list-style-type: none"> Continue to find a way to implement “Achievement +” |
| <p>LEAP</p> <p>Video Link</p> | <p>157</p> <p>Director Kopp in attendance</p> | <ul style="list-style-type: none"> LEAP is important to new immigrants and refugees What schools will LEAP students go to? How will LEAP be replicated at traditional high schools LEAP is 1st step into mainstream for new arrivals Class size in LEAP program compare to others See chat room comments | <ul style="list-style-type: none"> Mental health support for students Anticipation of influx on new refugees from Afghanistan LEAP staff/students want to meet with staff/students at traditional high school Support for 19, 20, 21 year olds See chat room comments |
| LNFI | | <i>Scheduled for Nov. 10; summary pending</i> | |
| Maxfield | 5 | <ul style="list-style-type: none"> Concern regarding the limited input opportunities Concern that not all Jackson families will choose Maxfield What to keep the cultural components offered at Maxfield (drumming) and bring in traditions from Jackson - Be a great example of a multicultural school. Grateful for the stability and investment in Maxfield Want more data on why families leave SPPS | <ul style="list-style-type: none"> Want support from district to connect with Jackson and Obama families <ul style="list-style-type: none"> Community gatherings/ many family nights Want support to have mindful co-planning of cultural events/resources that will be combined (blend not eliminate) <ul style="list-style-type: none"> Ex: have New Year celebration at Maxfield District support to market Maxfield (district and families) Gather data on families that are leaving and the why |
| <p>Parkway</p> <p>Video link</p> | 21 | <ul style="list-style-type: none"> Why are we doing this in the midst of a pandemic and when the eviction moratorium is about to be lifted? Losing children to TCA and other charter schools due to these moves Why didn't parents/community have more of a voice in this process? Do not take montessori out of the East Side Do not take montessori out of middle school | <ul style="list-style-type: none"> Parent and Community Engagement/Need our voices heard Priority enrollment options outside of our area Social and emotional supports for impacted students and staff |

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| | | <ul style="list-style-type: none"> • We aren't just closing a building, we are closing a community and way of learning | |
| Phalen Lake | | <i>Scheduled for Nov. 9; summary pending</i> | |
| Riverview (No recording as this meetings were held very early in the process) | 22 | <ul style="list-style-type: none"> • The Community session was worried about potential services at the new site and expressed a sense of lost and a fear of the unknown. • The Spanish session were okay with the decision/recommendation. • Will the Spanish session get city wide transportation? • Worried about the long term sustainability of the community school. • Why can't the Community get city wide transportation? • Will there be a special focus for the Community school? | <ul style="list-style-type: none"> • Need to know what the community school will entail? Long term sustainability plan for the community program • How to attract the Well stone students to Riverview. |
| Wellstone Video link | 22 English 15 Spanish | <ul style="list-style-type: none"> • The Community were very much interested in answering their questions and concerns and were not interested in any thing else. • Does this decision disproportionately affect Spanish speaking students? • Will this decision lead to families exploring other options to leave SPPS? • Where does Riverview and Wellstone draw students from? • When did you meet with the West Side Families? Why did you not meet with us? | <ul style="list-style-type: none"> • Will Wellstone Spanish Immersion all get a job at Riverview? • What will the Wellstone building be used for? |

Envision SPPS emails

Note: The following provides a summary of the emails that came directly to the Envision SPPS email inbox after recommendations were presented to the Board of Education on October 11. The summary is focused on email content that was more than asking for clarification about a particular recommendation. The number shown in parentheses, e.g., (approximately 2) represent the approximate number of emails that came directly to the Envision email inbox. Other emails were forwarded to the Envision email inbox by SPPS administrators that primarily advocated for keeping particular schools open--summaries of those emails are represented below.

Cherokee (approximately: 2): In support of passing the plan due to concerns that some classes/grades lack certified Montessori teachers and lack of well-rounded education--would like to see be a full school year option of before and after school care offered for PK/kindergarten age for Westside families to start their children off in Area; other questions about whether current students will have priority placement; concerns about closing Montessori program at Cherokee.

Galtier (approximately: 3): Teachers are very good, worried teachers will lose their jobs and families will need to find another school; student body needs more supports than they are receiving and school should receive more resources, concerns about impact of charter schools affecting community schools; family chose Galtier because of its size, staff, sense of community; concerns about traumatizing students with closure.

Highland Sr./Capitol Hill (approximately: 2): Concerns about losing pathway from Capitol Hill to Highland Sr.

Highwood Hills (approximately: 1): Concerns about closing school and impact on immigrant families; loss of community site; wants the rec center left open for community; closing school will further drive families from area to choose schools outside SPPS.

Jackson (approximately: 1): Concerns about the loss of Jackson as school is close, tight-knit community and loss of community presence in Frogtown; many parents have chosen Jackson due to its location north of University Ave. while Maxfield is south of University; Jackson is first world wide Hmong Dual Language school.

LEAP (approximately: 1): Concerns about impact to immigrant students new to the country and education system in the program if LEAP is closed; LEAP seen as innovative program providing nurturing, supporting program for vulnerable population of students who need extra supports with being new to the country.

Obama (approximately: 2): Staff member concerned that closing will affect students of color and that listening session format is leaving families out of the conversation, especially families of color and that these families/students won't get the support they need at another school.

Parkway (approximately: 1): Child with autism does well with Montessori program and concerned about having to be in a school with a lot of other students due to sensory sensitivities.

Wellstone - Spanish (approximately: 1): Teacher asked why was there not a Spanish Dual Language workgroup, questions about class sizes/caps and criteria being applied to decisions, concerns about impact to immersion programs and that larger Latinx in north end v. south end of city; a Biosmart teacher concerned about losing the collaborative work with Spanish program teachers and the rich cultural intersection of the schools working together as a community of teachers; a parent questioned SPPS' data around where Hispanic students live in the district and feels the data was mis-represented.

Envision SPPS: Transitions Engagement Design

Office of Family Engagement & Community Partnerships

Background

Well-rounded Education

At SPPS, we believe all students deserve the full range of educational opportunities and student supports that a robust, well-rounded education affords. They deserve nothing less.

A well-rounded education is one that meets the Minnesota state's educational standards by providing students with learning opportunities that give them the skills to succeed in school, college and career. Building on a deep understanding of the core essentials of reading, writing and math, students are taught by educators with expertise in science, arts, social studies, world languages, physical education and health while having access to an array of enrichment opportunities. And as a team, educators work together to deliver culturally-relevant lessons personalized to each student's specific needs.

A holistic, well-rounded education also provides a broad range of school-based services such as a full-time counselor, social worker and nurse to address students' social, emotional, mental and physical health. There may also be other specialized staff dedicated to family engagement and to address the needs of students and families from specific cultural backgrounds.

https://www.spps.org/cms/lib/MN01910242/Centricity/Domain/16165/Handout_Envision_9.28.21.pdf



Engagement Core Values

International Association for Public Participation

SPPS has committed to the core values of the International Association for Public Participation.

Stakeholder engagement...

- ❖ Is based on the belief that those who are affected by a decision have a right to be involved in the decision-making process.
- ❖ Includes the promise that the stakeholder contributions will influence the decision.
- ❖ Promotes sustainable decisions by recognizing and communicating the needs and interests of all participants, including decision makers.
- ❖ Seeks out and facilitates the involvement of those potentially affected by or interested in a decision.
- ❖ Seeks input from participants in designing how they participate.
- ❖ Provides participants with the information they need to participate in a meaningful way.
- ❖ Communicates to participants how their input affected the decision.

Adapted from the International Association for Public Participation, <https://www.iap2.org/page/pillars>



Project Engagement Objectives

Successfully moving through the transitions resulting from Envision SPPS decisions requires critical information, clear and relevant communications, ethical and equity-centered engagement, collaborative decision making, robust implementation, rigorous monitoring, and informed refinement.

The objectives below center on engagement and related issues

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| 1. PROVIDE | Provide information to stakeholders so they understand what has been decided and why, what it means for them, and their options and choices going forward. |
| 2. RESPECT & APPRECIATE | Respect and appreciate that individuals, groups, and school communities will follow their own paths and timelines as they move through multiple messy transitions and a sense of loss, concurrently conveying the benefits, hope, and opportunities they will jointly craft. |
| 3. GUIDE & SUPPORT | <p>Guide and support school leadership, staff, and families/students to <i>jointly</i> design and implement open, inclusive engagement processes related to the Envision transitions, positioning and supporting families and students as critical leaders along with school staff.</p> <ul style="list-style-type: none">a. Offer tools and supports to help school communities work through high emotions, healing, and acceptance of decisions once they are madeb. Offer training and support for inclusive local engagement and shared decision-making to ensure successful transitions for individual families/students and staff, programs, and entire school communities |
| 4. FACILITATE | Facilitate respectful and positive relationships among current and new families, staff, programs, and schools through these transitions and their entire SPPS experience. |
| 5. ADVANCE | Advance common commitments to equity and opportunity between school communities and the district and board. |

6. RECOGNIZE

Recognize that these transitions affect school leadership and staff as much as they do families and students; seek inclusion and balance that supports everyone through difficult changes.



PHASES

Phases and local decision-making

With the attention-getting school change decisions being made by the district and board within the swirl of school board and mayoral elections and against the painful backdrop of COVID illnesses, deaths, restrictions, there has been understandably less public focus on what's next. This project offers an important opportunity to help change the SPPS narrative and stakeholder perceptions about both change and engagement. To support successful transitions of this much complexity, magnitude, scale, and impact, it is essential to help shift the focus and identify, communicate, and support ethical and equity-centered *local* engagement and decision making.

PHASE 1

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| November 17- December 21, 2021 | Build understanding and support healing | <ol style="list-style-type: none">Jointly design and implement processes to help stakeholders understand what's happening, to whom, when, why, etc.Jointly design and implement school community-specific processes to deal with confusion, fear, and sadness, and prepare for next steps |
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PHASE 2

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| January 5 through February 25, 2022 (school choice period) | Continue understanding/healing + support individual choices | <ol style="list-style-type: none">Continue implementing process to help stakeholders understand what's happening, deal with confusion, fear, and sadness, and change |
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| | | b. Support families and staff to make and execute individual decisions |
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PHASE 3

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| March through September 2022 | Jointly plan for change and build relationships | <ul style="list-style-type: none"> a. Jointly design and implement inclusive process to forge relationships and build connections among students, families, and staff who are part of a transition b. For merging schools/programs, jointly design and implement merging processes that include families, students, and staff from all programs c. For schools that are closing, jointly design and implement respectful, honoring activities that involve current and past school communities |
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PHASE 4

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| September 2022 through June 2023 | Jointly implement changes and build inclusive communities | <ul style="list-style-type: none"> a. Continue jointly implementing inclusive process to forge relationships and build connections among students, families, and staff who were part of a transition b. For merging programs, jointly continue implementing merging process that includes families, students, and staff from all programs c. As relevant, jointly design and implement school and program renaming processes |
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Deliverables

Below are key deliverables to support this work.



Communications packets for Envision SPPS for Phase 1 and thereafter, including background, decisions, transitions, etc... Content, format, and languages will be driven by school community needs, and all will be accessible *and* accurate about the complexities, flexible for varied needs and applications, heavy on visuals and other formats that support understanding across diverse users, designed to support multiple and varied school-level implementation with minimal district support, etc



Tools, techniques, resources, and funding to support Phase 1 and ongoing healing efforts to be implemented locally.



Facilitation and direct support for connections among and between programs, schools, communities, and various stakeholder groups, especially for Phases 1-2 and as needed thereafter.



Compact training and supporting materials on ethical and equity-centered engagement for school leadership, staff, families (including students as relevant) for local decision-making processes, with implementation support as requested.



Routine and ongoing check-ins with collaborative school groups involved in this work to provide direct support *and* harness resources from other schools, the district, and relevant community organizations or groups as needed.