



Flexible Learning Year Application and Information, 2022-23

Applicants: Wait until you have completed your application and are about to submit to the Minnesota Department of Education (MDE) to enter these two dates:

April 1, 2022 Enter the first business date (during business hours) that MDE will have received this completed application from your district.

June 3, 2022 Enter 45 business days from that date here. Use this calculator. Exclude state holidays and weekends. This is when you can expect a decision from MDE, if not earlier.

Instructions

Please complete this form by typing your answer, or type “X” where indicated. The document will expand to fit your responses.

For a fall 2022 start date, please submit the application to mde.FlexibleLearning@state.mn.us no later than **Friday, April 1, 2022**. Please number all pages, including attachments. Applications will be reviewed within 45 business days of receipt per [Minnesota Statutes, section 124D.122](#). Please contact Cindy Jackson at the Minnesota Department of Education at 651-582-8572 or mde.FlexibleLearning@state.mn.us if you have questions or need technical assistance.

Applicant Information

School District Name: Saint Paul Public Schools

District Number: 625

Site Name: (if applicable): Crossroads Elementary--Montessori & Science

School District Address: 360 Colborne Street, St. Paul, MN 55104

School District Phone: 651-767-8540

Superintendent Name: Dr. Joe Gothard

Email Address: joe.gothard@spps.org

Note: If a consortium of school districts is applying, please copy and paste the section above to include additional districts. Please also complete the following table.

Name of Flexible Learning Year Program	Consortium Contact Name and Title	Mailing Address	Phone Number	Email Address
n/a				

This application is:

- New (No new applications will be accepted for four-day weeks, but will be accepted for other models.)
- Renewal. For what school year was Flexible Learning Year first approved? 1999-2000
- MDE requested revision of an application currently under review

Flexible Learning Year programs and Minnesota statutes

[Minnesota Statutes, section 124D.12 to 124D.127](#) authorize districts to “evaluate, plan and employ the use of flexible learning year programs. It is anticipated that the open selection of the type of flexible learning year operation from a variety of alternatives will allow each district seeking to utilize this concept to suitably fulfill the educational needs of its pupils.” These alternatives must include, but not be limited to, various 45-15 plans, four-quarter plans, quinmester plans, extended learning year plans and flexible all-year plans.

A “flexible learning year program” is any district plan approved by the commissioner that utilizes buildings and facilities during the entire year or that provides forms of optional scheduling of pupils and personnel during the learning year in elementary and secondary schools or residential facilities for children with disabilities.

Flexible Learning Year applications are not always needed in order to start prior to Labor Day. Districts that have \$400,000 or more of current construction may simply notify the School Finance Division at the Minnesota Department of Education (MDE) that they are claiming a school calendar waiver ([Minn. Stat. § 120A.40](#)) without submitting a Flexible Learning Year application. Charter schools and alternative learning programs do not need to apply for Flexible Learning Year status.

Basics of your proposed program

School Years. Our district is applying for the following school years. Type “X” for all that apply where applicable:

Year 1: 2022-23

Year 2: 2023-24

Year 3: 2024-25

Note that upon school board approval and written notification to MDE, a district may elect to return to a traditional, non-Flexible Learning Year calendar during Year 2 or Year 3 of a three-year approval. However, districts must commit to operate the Flexible Learning Year program for at least Year 1 if approved in order for MDE to review the proposed program application.

Pre-Labor Day. Does the calendar for any of the proposed implementation years involve a pre-Labor Day start? Type “X” where applicable:

No

Yes. If yes, list start dates for each year.

2022-23: Enter dates here

2023-24: Enter dates here

2024-25: Enter dates here

Type of Program. Please type “X” to identify the type of flexible learning year program you are applying for ([Minn. R. 3500.1000, subp. 3](#)).

45-15. *Successful applications will clearly demonstrate how intersessions will be planned, aggressively promoted, funded (through a variety of means) and evaluated as an integral part of the Flexible Learning Year program. Federally funded school and child-care meals programs may not be allowable on non-instructional days. Your application should describe how your district has explored meeting students’ food needs on these days.*

Flexible All-Year

Extended Learning Year

Four-Quarters

Quinmester

Four-Day Week, Renewal Only. *No new applications will be considered. Successful applications will clearly demonstrate how child care needs, including for special needs students have been effectively addressed. Federally funded school and child-care meals programs may not be allowable on non-instructional days. Your application should describe how your district has explored meeting students’ food needs on these days.*

Other

Describe your district’s “other” category: Enter text here

Purpose for proposed Flexible Learning Year program

Flexible learning year programs shall be designed to accomplish at least one of the following. Please type “X” to identify all of the following purposes that apply to your program. Later in this application, we will ask you to provide a compelling argument for why these were selected and how Flexible Learning Year status is essential to your district achieving related goals.

Improve instructional quality

Increase cost-effectiveness

Note: If your district indicates “increase cost-effectiveness” as the only purpose for applying for a Flexible Learning Year, your completed application must provide detail about your district’s fund balance, estimates of types and amount of cost savings, work with the Minnesota Department of Education School Finance Division prior to this application and alternatives explored, cost-shifts to families, etc., *For example, will families be required to drive students to athletic practices, face increased day care expenses or reduced access to free or reduced-price school meals? Another example: if a cost-saving measure is dialing back heat during long weekends, was a rearrangement of student days off so that they strategically occur during the coldest months of*

January and February for more three-day weekends considered without necessitating a Flexible Learning Year program?

Make better use of community resources

If your districts checks this, be sure to include scope of impact in the application. *For example, if partnering with other districts on early start dates provides advantages to students participating in Postsecondary Enrollment Options or cross-district course enrollment, provide information on how many students currently participate.*

Establish alternative eligibility criteria to identify pupils in need of special education services

Pre-Labor Day Starts

If your proposal requests a pre-Labor Day start, briefly describe how a pre-Labor Day start is critical to achievement of the indicated purpose(s). *For example, if a district is concerned about low-quality learning time in early June during hot weather in buildings that lack air-conditioning, explain whether reduction in breaks during the school year was explored. If you have been granted pre-Labor Day status in the past, can your district make a compelling case that starting prior to Labor Day did indeed impact academic achievement in a positive way?*

Enter description here

Research, rationale and other background

Why This Route? Explain why a Flexible Learning Year Program was selected as a means to achieve these goals rather than another route. What are the advantages and disadvantages that your district has identified? How will you know if the disadvantages outweigh the advantages?

We are a renewing district/school. Initially, the program was developed as a vehicle for greater time to supplement learning throughout the school year, and in response to community and parent/guardian interest in year-round schedule options within the school choice system in Saint Paul. Over time, the year-round program has proven to be a successful model to shorten the breaks in instruction and provide time through intersessions for students to catch up to standards and explore materials in new ways. This is the most evident advantage of the schedule; we can address gaps in learning and accelerate students during the year versus waiting for summer school. The greatest challenge that has emerged is in terms of the alignment of this model with traditional models, namely in terms of curriculum pacing and families with multiple schedules due to no year-round secondary option within the district.

For renewing districts – Is this model worth continuing? How long have you used it? What hard evidence do you have that it has worked in terms of academics and other goals? How have you reflected, evaluated and modified this program to increase its effectiveness and value to students?

Crossroads Elementary has provided the community a year-round program since the 1999-2000 school year. The school experienced continuous leadership through to the school year 2019-2020, when new leaders were welcomed. With new leadership and the learning environment changes brought on by COVID-19, the timing to review and reevaluate programming is optimal.

Data collected from families, staff, and district, support continuation of the program with some adjustments to support programming decisions ongoing. The advantages and disadvantages identified by stakeholders are as follows.

Identified Advantages	Identified Disadvantages
<ul style="list-style-type: none"> ● Parents appreciate a consistent schedule, support services, and routines for their student(s) year round. ● Families appreciate the city wide magnet to support access to Montessori and Science programming outside of their neighborhood school busing area. ● Staff appreciate the breaks throughout the year to <ul style="list-style-type: none"> ○ attend to reteaching and student support during intersession times vs. summer school. ○ recharge and reset for self care and curriculum/classroom needs. ○ attend online Professional Development trainings. ● School and district staff collaborate to support the updates and changes required to align standards, curriculum, and programming to the year-round calendar. ● During pandemic shut downs and reopenings, the year-round calendar allowed students to have more days in person than the traditional calendar. ● School enrollment has maintained the past few years, considering the overall drop of enrollment districtwide and the pandemic. ● Crossroads can take advantage of more outdoor classroom time to explore gardening, MN Biome, and investigation projects at Marydale Park. 	<ul style="list-style-type: none"> ● Parents note that messaging from district/school can be confusing due to receiving districtwide messages about traditional calendar items and then another from the school indicating how the district message should be interpreted for Crossroads families. ● Intersession staffing is more difficult than traditional summer school staffing due to the remaining district schools being in session. ● In the 45/15 model the shorter breaks throughout the year lead to less teacher interest in working intersession and therefore staffing can be challenging. ● MCA testing occurs earlier in the instructional school year than for traditional calendar schools. ● Opportunities for staff to attend summer training programs offered, within and outside of the district, is hampered due to teaching through July. ● Data systems and curriculum sequences need to be adjusted and adapted to support the calendar. The state requires data from July 1 to June 30 for all schools, even if they are approved for the 45/15 model. Two sets of data are necessary to support school level vs. district level planning. ● No options for PK students during intersession. ● SpEd and ELL supports are not available during intersession.

Reviewing the above advantages and disadvantages, our flexible learning year team believes that the advantages show Crossroads has made and fulfilled the difficult adaptive changes of year-round programming that support students and families. The disadvantages, however, appear to be challenges that could be alleviated or eliminated by more technical means. The biggest concern identified by the Crossroads community is the ability of the current intersession model to meet the needs of all stakeholders. Critical pieces for restructuring include intersession timelines for communication and completion of tasks to ensure readiness, clear and consistent messaging to families and staff about intersession programming, and clear and explicit guidelines/directions for implementation of intersession in a year-round format.

[Parent feedback](#) about programming at Crossroads strongly supports continuation of the year-round calendar option in the district. Of the 169 families responding, 80% or 130 families, stated the year round calendar was

one of the reasons they chose Crossroads for their child(ren). [Staff feedback](#) shows that 50% of staff prefer the year round calendar to traditional options with 40% of staff choosing indifferent to either year-round or traditional calendar options. Staff choosing the indifferent option explained that they would continue working at Crossroads regardless of the calendar or staff were new to the school this year and accepted employment knowing the calendar, but have not had opportunity to live a full year of the calendar to judge. School year 2020-2021 ended with Crossroads having the highest number of classroom openings the school has seen in recent years. Feedback from exit interviews this past year indicate that 2 of the 6 classroom teacher openings across both schools were due to the preference of a traditional calendar. Other staff exiting were leaving for promotions, retirement, or licensing/credentialing changes.

The last opportunities for intersession were fall, November 2019, and winter, February 2020, where the school began to reestablish thematic lessons and exploratory instruction during intersessions. Intersession during the 2019-2020 school year provided 152 students and families, fall session, and 148 winter session, with 15 additional days of instruction focused on acceleration of math and reading concepts as well as extension activities that explore the community and world around them. Spring intersession, standard instructional practice, and the MCA test were canceled statewide due to the COVID-19 pandemic. Establishing digital learning and new supports for families became the priority and data about the new implementation was not collected for 2019-2020 intersession beyond [enrollment data](#). Intersession was also unable to be implemented during the 2020-2021 school year due to pandemic restrictions. As school leaders planned intersession for the current school year, they found the process and data collection of the past to be inadequate to meet the current goals and expectations of our community post-pandemic.

Throughout several collaborative sessions, staff at Crossroads, representing both programs across multiple grade levels, discussed, collected evidence, and constructed an implementation plan that designs intersession as an opportunity for acceleration, enrichment, and exploratory academic support for students identified as in need of support, as well as an extension for students on grade level. This identification will be implemented using formative assessments of grade level benchmarks in respect to the year-round curriculum scope and sequence starting school year 2022-2023. A highlight of the major findings and planned changes include:

- Consistent and reliable communication to families, staff, and community stakeholders about intersession including calendar, registration, curriculum standards, funding, flexible learning year approval, and data.
- Creation of a handbook to guide implementation and review intersession as part of the year-round calendar to support program sustainability that outlives current staff and leadership.
- Re-establishing and maintaining district communication with key departments that support intersession and year-round systems, including nutrition services, extended day learning (EDL), research, evaluation and assessment (REA), and communications.
- Identification of students and priority benchmarks to clarify instructional practice for intersession as well as guide formative assessment and data collection to adequately measure intersession effectiveness.

In addition to the updated intersession system, Crossroads is also focusing on creating and supporting school goals that align more closely with our programming and calendar. District and school leaders are reviewing the [SPPS strategic plan initiatives](#) to clearly define and effectively support the year-round calendar. This collaborative work clarifies pathways for implementation of district and program specific curriculum and increases collaboration with content area departments in the Office of Teaching and Learning. Collection of data on student progress within the lens of district wide initiatives and school continuous improvement planning will become more aligned, understood, and supported districtwide. As of this application, REA and EDL have

supported Crossroads with updating algorithms to best gather intersession data and updating the current summer session site lead handbooks to specifically include year-round calendar intersession guidelines and instructions. Additionally, communications includes Crossroads calendars on the district website for future calendar years as traditional calendars are uploaded and, since February, has posted inclusion and exemption statements in district communications and web postings supporting Crossroads' calendar differences.

Instructional impact: Describe the instructional impact of this program, including any research the district has conducted. Although summarizing national research you have reviewed is helpful, MDE is also interested in primary research that focuses on the unique needs and demographics of your school district.

For over 20 years Crossroads has been a destination for families exercising school choice opportunities with the unique components of a year-round calendar, city-wide transportation, and Montessori and Science programming. Montessori multi-age classrooms, and Science program teacher looping support on-going, multi-year relationships between students, staff and community. As part of Crossroads' review of the flexible learning year, a literature review on the topic of year-round programming was completed. Ms. Connelly's paper is linked [here](#) for your review. The findings nationally state that there is a lack of official data on the instructional impact of year-round programming. It is questioned that the programming is essentially a modified regular school calendar and therefore shouldn't expect increases in achievement with the same number of days and curriculum as the traditional school calendar. The spreading out of the curriculum over a different set of days would not necessarily lead to increased attainment of benchmarks. It states that the key to the year-round calendar may be the ability of the school to meet family needs and support families more consistently than the traditional calendar with the large summer break.

Crossroads is committed to producing curriculum and monitoring systems that allow our school and district to accurately collect the academic data to prove growth exists within our year-round programming. We are redesigning the intersession time in November, February, and May to allow for clear tracking of specific standards to support determining if the extra time, 23 days of intersession, truly supports acceleration academically. An advantage of the year-round calendar is that we can track this data easier than our districtwide summer schools that support students from multiple schools. In addition, a large effort is being made to collect qualitative data on how the program supports students and families in addition to academics. Part of this plan includes increasing family engagement efforts in the year-round review process annually, providing training and monitoring use of supports at home, as well as increasing services over intersession to all families, not just registered intersession families.

Crossroads' flexible learning year team has reviewed the following trends in demographics and enrollment over the past ten years. Although these trends have influenced school improvement strategies, professional development needs, and staffing over these years; this team wanted to see data over the ten year span versus the 3 to 5 year span typically reviewed for annual school planning. Sustained enrollment is a sign that the programs' advantages outweigh its disadvantages. Crossroads will continue to closely monitor student results and enrollment patterns to ensure that advantages continue to outweigh the challenges faced. Our Free and Reduced Lunch (FRL) population is a key population group for monitoring and targeting supports for the year-round program. The district REA department is supporting Crossroads with the collection of FRL data that adheres to data privacy policy but allows for tracking of academic progress for students identified in this group.

CROSSROADS MONTESSORI Enrollment Demographics last 10 years (# students)										
SY	21-22	20-21	19-20	18-19	17-18	16-17	15-16	14-15	13-14	12-13
Native	0	3	3	1	1	3	4	5	7	5
Asian	56	66	61	75	83	95	93	89	93	84
Hispanic	26	33	32	44	40	46	47	49	46	51
Black	72	103	105	94	80	92	103	102	107	103
White	36	36	49	57	64	81	99	104	118	151
Two +	43	45	35	43	48	50	34	37	33	31
Oct. 1 Enrolled**	233*	286	285	314	316	367	380	386	404	425
ELL	28%	23%	25%	22%	28%	28%	28%	26%	30%	25%
Special Education	12%	9%	12%	11%	10%	9%	10%	9%	10%	8%
FRL	66%	69%	72%	70%	62%	60%	65%	60%	64%	61%

*online school added in September resulting in a loss of initial enrollment numbers (SPPS Data Center).

**number includes PK and K students.

CROSSROADS SCIENCE Enrollment Demographics last 10 years										
SY	21-22	20-21	19-20	18-19	17-18	16-17	15-16	14-15	13-14	12-13
Native	0	0	1	1	1	0	1	0	2	6
Asian	51	66	79	92	103	111	121	118	109	87
Hispanic	25	27	24	23	19	28	29	36	34	51
Black	84	110	105	138	135	156	164	158	152	173
White	19	27	34	29	41	36	49	56	63	79
Two +	35	30	32	34	37	36	40	33	27	24
Oct. 1 Enrolled	214*	260	275	317	336	367	404	401	387	420
ELL	34%	32%	28%	30%	29%	30%	29%	36%	34%	24%
Special Education	17%	11%	16%	15%	17%	13%	15%	12%	15%	16%
FRL	81%	80%	77%	76%	77%	79%	78%	81%	78%	76%

*online school added in September resulting in loss of initial enrollment numbers (SPPS Data Center).

**number includes PK and K students.

Students identified for special programming have remained consistent at Crossroads Montessori with enrollment of ELL fluctuating between 23-28% and special education between 8-12% over the last ten years. Crossroads Science has seen the same consistency with ELL enrollment between 30-34% and Special Education enrollment 15-17%, with the exception of school year 2020-2021, over the same ten year span. The team believes pandemic restrictions and concerns may be the reason for the drop to 11% at the Science school for year 2020-2021. Crossroads' team is working with the district to identify any opportunities to support ELL and special education students during intersession.

Enrollment changes have been managed by leadership and school wide instructional practices monitored through school improvement plans as part of general practice. Changes identified in school data have been supported by increasing specialist opportunities, restructuring classrooms to allow for all day pre-kindergarten and reestablishing teacher assistants as Montessori programming intends. In addition, the district has provided updated classroom libraries and increased professional opportunities for training in culturally relevant instruction and equity for staff. An increase in our English learner support with additional full-time teachers, a Karen language educational assistant, and professional development in ELL strategies for all staff was completed and/or continued this year.

The [Envision SPPS Plan](#) for school consolidation and closings has identified needs related to the district’s declining enrollment. Crossroads enrollment, see data provided above, has declined over the past 10 years with a general steadying of numbers over the last 3 years. The current district restructuring plan for Cherokee Montessori and James J. Hill Montessori programs is an opportunity for Crossroads Montessori to support families opting to continue Montessori programming with its status as a districtwide magnet with transportation offered city-wide. Crossroads Science program is updating its instructional model to align instructional opportunities to new state standards in science to ensure a relevant and rigorous curriculum for families and supports increased scores on the science MCA in 5th grade ongoing.

MCA scores for the past five years at Crossroads show that scores for math were stagnant and reading scores were slowly increasing before the pandemic. When compared to other schools in our area and Montessori schools in the district, see chart provided below, Crossroads is not the leader but remains in the middle of this group of schools for achievement. Overall, district data indicates stagnancy in math and reading and the district strategic plan, which includes the [World’s Best Workforce \(WBWF\) goals](#), is addressing the achievement gaps and low academic scores with districtwide solutions that include Crossroad’s year-round programming. Crossroads supports improvement of MCA achievement with goals set in the School Continuous Improvement Plan (SCIP) annually and reported to MDE quarterly through Title I.

	Math					Reading			
	2017	2018	2019	2021*	%	2017	2018	2019	2021*
Benjamin E. Mays	23.8	16.9	16.6	7.4	%	23	17.8	19.9	11
Como	34.3	32.2	35.1	16.4	%	40.7	40.2	39.6	23.1
Saint Paul Music	34.3	32.2	35.1	16.4	%	15.5	21.9	20.9	10.5
Cherokee Montessori	16.4	19.6	16.5	0	%	15.5	21.9	20.9	10.5
Wellstone	20.6	18.7	19.5	8.1	%	21.7	24.3	26.1	15.5
Nokomis North Mont.	33.1	36.9	30.8	8.8	%	41.7	42.3	38.1	20
Nokomis South Mont.	26.3	27.5	25.2	11.9	%	41.5	34.4	38.3	31.8
JJ Hill Montessori	34.6	38.7	31.8	18.2	%	43.1	55.5	52.9	34.8
*2021 participation was voluntary and does not represent the entire testing population enrolled.									
Crossroads Montessori	29.1	30.4	28.2	6.5	%	36.6	40.2	41.9	19.6
Crossroads Science	38.6	40.9	41	3.1	%	29.7	34.1	34.9	20.3

Achievement data collected through the pandemic has been problematic and unreliable. With many district and state tests canceled in the past two years, Crossroads staff have relied on formative assessment data to plan instruction and school improvement efforts. Teacher collaboration during the pandemic increased and supported trial and error of new practices more than ever before. To support students in reaching benchmark goals that raise overall school and district goals, new district initiatives were developed as part of the [strategic plan](#). Part of this plan supports teachers in continuing their collaborative work and updating curriculum to meet post-pandemic needs. Details of this programming is provided in subsequent sections of this application.

[Current district literacy screening data](#) for winter 2022 indicates that students are showing growth in reading skills and comprehension since returning to school in the fall. However, the scores show we still need to work on acceleration and aggressive growth of students toward benchmark versus typical yearly growth. Crossroads also continues to see achievement gaps for black students in comparison to their white peers. This data is forefront in our planning and supports our SCIP as schools designated for targeted improvement for black students. Crossroads is working with the district REA department to support data collection on growth data of our FRL student group to allow for progress monitoring of one of our school's largest populations and likely most affected by support the year-round calendar can provide. Data privacy protections make school level collection of data almost impossible for the FRL student population.

Leverage and coordination: If your school district has existing plans for district or school site improvement, Q-Comp or Achievement and Integration, explain how goals and any funding for these initiatives work together with the proposed Flexible Learning Year Program. Provide information in this section if your Flexible Learning Year Program involves coordination and efficiencies with other school districts.

In response to pandemic needs and review of academic and qualitative data, the district has expanded its goals and initiatives in its [SPPS Strategic Plan](#). With use of ESSER, ARP, and other federal and state funding sources the district is providing support at all schools, including Crossroads year-round program, in areas of professional development, collaborative time, extended day/time, and special programming support to accelerate learning for all students. The following initiatives are being implemented at Crossroads Science and Montessori Elementary within the year-round format.

1. Crossroads Science and Montessori schools have restructured the schedule to support all-day pre-kindergarten with grant funding from School Readiness legislation. All Children's House Montessori classes are multi-age pre-kindergarten and kindergarten combined students for the full day and supported by full-time teaching assistants. This allows Crossroads to provide instruction in early literacy, math, and social skills that supports transitions to Kindergarten. Crossroads Science offers all-day pre-kindergarten, housed next to our in-house Early Childhood Family Education (ECFE) program, to support transitions and use of materials and play space.
2. Extended Day Learning (EDL) and summer school funding is used to support intersession programming. The funding provides materials, staffing, and systems support that allows students to remain in a learning environment during our intersession, 15 day off, cycles. Nutrition services and school lunch programs and funding support students and families to continue to receive breakfast and lunch during intersession programming. Crossroads leadership is working to support non-registered intersession families to receive breakfast and lunch opportunities for next and subsequent school years. In addition, transportation for intersession is funded through EDL support.

3. Saint Paul Public Schools redesigned the school day starting in the 2021-2022 school year, for all schools, to support job-imbedded teacher professional development (JEPD) and collaboration time. At Crossroads teachers meet to learn and plan together for 100 minutes each week. The professional development provided is centered around math and literacy instruction as well as continued inclusion of ELL practices that build upon the year long ELL training provided during school year 2019-2020. This initiative has increased opportunities for students to engage in exploratory learning and additional specialist subjects throughout the school year. Teacher collaboration time at Crossroads has increased from 2 hours per month to 6 hours per month. The time for teams to work and plan together has greatly increased teacher efficacy, targeted planning, and Montessori and Science programming efficiency.
4. Job-embedded professional development (JEPD) includes on-demand options from the district literacy and math departments. Literacy department plans include: sessions on the science of reading, phonics, phonemic awareness, data analysis, and writing. These key building blocks of a balanced literacy program are essential to targeting and accelerating student achievement, especially post pandemic. Crossroads staff have adjusted the scope and sequence of the new read aloud curriculum to the year-round calendar and began implementation this year. Additionally, teachers are implementing instructional learning cycles to support phonics and reading comprehension. Teachers have been able to identify gaps in lessons and curriculum materials that have supported purchases of just right books, phonics materials, and family support topics to connect school and home as a community. Math department plans include: data analysis, error analysis, math review and math talk support for teachers to easily target student gaps in knowledge. Math manipulatives have been purchased for all schools, including Montessori materials to match programming needs. Montessori schools in the district have completed alignment of the MN math standards and the Montessori curriculum. Ongoing professional development is being developed to further support Montessori methods across the district.
5. Montessori programming is honored at the district level with principal leaders having extended time to adjust district initiatives to support Montessori curriculum and programmatic needs. District support with alignment of Montessori program curriculum is increasing and allowing for classroom guides/teachers to collaborate district wide to plan and implement Montessori specific initiatives. District senior leadership includes Montessori credentialed Assistant Superintendent, Dr. Yeu Vang to support programmatic concerns.
6. The What I Need Now (WINN) initiative began implementation for literacy starting school year 2021-2022 and is funded through ESSER and ARP funds to help accelerate growth and achievement of benchmarks post-pandemic. Crossroads Montessori and Science schools each have one additional staff member specifically assigned to K-2 students to increase time and frequency of small group guided reading practice. Working collaboratively with teachers to continually monitor growth and target specific skills that support getting all students reading at benchmark by third grade. Math WINN initiatives are currently being supported through district level coaching for Crossroads Science as the program is being adapted to meet Montessori needs and school level implementation.
7. School gardens are used to supplement learning at Crossroads Science and Montessori schools through various district partnerships and funding sources, including those connected to nutrition services. The school also partners with parents (PTA) to plan and support the gardens during school breaks. Garden grants currently fund the school team with planning time and resources to support creation, implementation, and upkeep of garden programming.

If your district is proposing a Four-Day Week or 45-15 Calendar: Explain how “fifth days” on a four-day week schedule or the 15-day breaks on a 45-15 calendar will support student learning and eliminate shifted burdens on families (such as child care, loss of meals, disproportionate negative impact on special needs students, etc.). Describe efforts and success at securing supplemental governmental or private funding, such as through grants or community partnerships to make these opportunities possible. Activities and support of “fifth days” or intersessions are an integral part of this application.

Crossroads’ flexible learning team is currently restructuring the intersession programming to support a new model to be implemented next school year 2022-2023. Our current intersession model has served 178 students and families in November and 236 in February this school year ([5 year intersession demographic data](#)). Feedback from this year’s sessions have been helpful in determining our implementation plan for school year 2022-2023. Other planned changes include the following areas, listed in a previous section above, for updates and improvements.

- Consistent and reliable communication to families, staff and community stakeholders about intersession including calendar, registration, curriculum standards, funding, flexible learning year approval, and data.
- Creation of a handbook to guide implementation and review intersession as part of the year-round calendar to support program sustainability that outlives current staff and leadership.
- Re-establishing and maintaining district communication with key departments that support intersession and year-round systems, including nutrition services, extended day learning (EDL), research, evaluation and assessment (REA), and communications.
- Identification of students and priority benchmarks to clarify instructional practice for intersession as well as guide formative assessment and data collection to adequately measure intersession effectiveness

The new intersession plan continues to utilize twenty-three days of the fifteen off days during November, February, and May, as it has in the past and as identified in the calendar(s) (see Appendix A). Intersession academic focus will be based on current student data using FAST reading assessments, running records and specific standards-based math formative assessments for each session. Students will be invited based on this data for remedial support and accelerated instruction. Students who are meeting these standards will be invited to enrichment learning opportunities. New union contracts have provided an increase in the pay rate for staff supporting EDL, summer school, and intersession programming. The pay increase addresses some of the ongoing issues we face when staffing intersession while typically available staff for summer programming is still teaching the traditional school year. The updates that the ad hoc committee has ready for implementation at the beginning of the 2022-2023 school year should also help support staffing by having adequate and appropriate systems.

- Communication and definition of intersession programming for staff and families to update website and handbooks created with feedback from stakeholders.
- Data procedures and calendar that support teachers in timely identification of students needing acceleration in intersession and those that are at benchmark for exploratory learning options.
- Rostering systems that support communication and transparency across both schools and between classroom teachers and intersession staff.
- Registration options that reduce the number of documents sent home, number of emails/blackboard communications, and support electronic collection of information for families and staff.
- Identification of standards instruction completed prior to each intersession across both buildings and collection of data to support intersession instruction on a specific set of skills or standard.

Work in progress of modification or creation include:

- Defining data collection systems that support reporting of intersession and year-round calendar progress regularly and consistently. A one page report to update stakeholders.
- Creation of standard or skill-based assessments to support identification of reading skill growth during intersession.
- Completion of intersession and Flexible Learning Year Application handbook and/or guides to support sustainability of program work through changes of leadership and staff at school and district.
- Establishing curriculum banks of instructional lessons and plans to support staff in preparation for intersession cycles of instruction.
- Calendar dates for year-round programming teams to continue to meet, monitor, review, and adjust into subsequent school years that include parent membership.

The bulleted work identified above is ongoing. Crossroads and district staff will be monitoring and modifying the intersession plan based on outcomes over the next three years. Data from families will continue to guide our work to provide the year-round calendar and intersession opportunities with the least amount of barriers for stakeholders. Goals for intersession are identified in a subsequent section of this application.

Crossroads Elementary has constant, year-round, engagement with the community and its resources. Partnerships with Spark-Y, Belwin Nature Center, Dodge Nature Center, Walden University, 3M, Ecolab, Minnesota Department of Natural Resources and Saint Paul Parks and Recreation provide unique learning opportunities for students including outdoor classrooms, engineering labs, field trips, service learning projects and additional human resources. The school forest at Marydale Park is used throughout the year and during all three intersessions. The spring and summer months are spent outside in the on-premises vegetable and flower gardens for hands on learning and exploration. This school year Crossroads created a Family Partnership team that meets bi-weekly to support current partnerships, establish new partnerships, and ensure effective partnerships are maintained. The Crossroads PTA is active in decision making, support of classrooms, and engaging families in community events throughout the year.

What else, if anything, would you like MDE to know?

The adaption of the application questions and format to include schools up for renewal have greatly clarified the needs and expectations of the application. Thank you for the addition of this renewal language.

Goals

List the S.M.A.R.T. (Specific, Measurable, Achievable, Realistic, Time-Bound) goals and objectives of your program (Minn. R. 3500.1000, subp. 3). At least one Flexible Learning Year goal must be academic. **Delineate by significant student population groups in your district that face the greatest challenges. The time-period for reaching the goals is the requested program approval period, generally three-years, with annual benchmarks.** Typically, academic measures will be either proficiency rates or index rates but districts are not limited to these measures. You may use local measures in addition to state. Together, your goals must tie to the stated program purposes and real achievement challenges facing your student populations. MDE expects that Flexible Learning Year goals be realistic but rigorous. *Upon receipt of your application, MDE will also provide the commissioner its own data on your district's academic performance trends.*

Crossroads Montessori and Crossroads Science Elementary schools each develop a School Continuous Improvement Plan (SCIP) to support ongoing school improvement implementation. Similar to the state's Record of Improvement, the SCIP is an action plan that supports improved academic performance on state standards and MCA test proficiency. The following goals are part of the SCIP and NorthStar academic progress indicators for our targeted populations. The MCA scores provided in the spring of 2022, being the first full testing of grades 3-5 since 2019, will provide a new baseline for each school to build incremental, annual goals of at least 7% in school years 2022-2023, 2023-2024, and 2024-2025. Each year targeted population goals will be adjusted to support closing our largest gaps.

Crossroads Montessori

The percentage of all students scoring proficient or higher in mathematics will increase from 6.5% to 26% by Spring 2022 as measured by the MCA III Math Assessment administered in April 2022.

60% of black students in grades 3-5 will reach grade level math benchmarks on MCA as measured by the MCA III Math Assessment administered in April 2022.

The percentage of all students scoring proficient or higher in reading will increase from 19.6% to 38% by Spring 2022 as measured by the MCA III Reading Assessment administered in April 2022.

90% of kindergarten students will score level D as measured by FAST or Running Records by July 2022.

60% of black students in grades K-3 will reach grade level text requirements as measured by FAST or Running Records by July 2022.

Crossroads Science

The percentage of all students scoring proficient or higher in mathematics will increase from 1.0% to 23% by Spring 2022 as measured by the MCA III Math Assessment administered in April 2022.

70% of K-5 students will demonstrate growth in all grade level benchmark expectations toward proficiency as measured and monitored by quarterly benchmark assessments administered throughout school year 2021-2022.

The percentage of students scoring proficient or higher in reading will increase from 1% to 30% by the MCA III Reading Assessment administered in April 2022.

80% of K-5 students will meet typical or aggressive growth in their composite scores as measured and incrementally monitored by FAST assessments administered by May 2022.

Any historical gaps in meeting typical or aggressive growth by student demographics will be reduced by 10% in both reading and math as measured by district assessments.

In addition to SMART goals provided annually on Crossroads Montessori and Crossroads Science SCIP, the following goals will allow for monitoring of intersessions and flexible learning year outcomes.

At least 50% of students attending intersession(s) will show growth from pre to post assessment in the priority math standard identified by the end of each intersession for school year 2022-2023.

- Initial plan includes the following ideal goals for subsequent years, but are subject to change based on the data from 2022-2023.
 - At least 65% in year 2023-2024
 - At least 75% in year 2024-2025

- Inclusion of intersession reading goals for school years 2023-2024 and 2024-2025 will be identified in school year 2022-2023 and goals added to support the intersession model ongoing.

At least 70% of targeted students attended 75% (6 of 8 days) of intersession as measured by Campus attendance each intersession (November, February, May) of school year 2022-2023.

- Initial plan includes the following ideal goals for subsequent school years, but are subject to change based on the data from 2022-2023.
 - At least 80% of targeted students attend 75% of intersession days in school year 2023-2024.
 - At least 90% of targeted students attend 75% of intersession days in school year 2024-2025

At least 70% of families indicate satisfaction with the registration process (4 or higher) as measured by family survey completed by June 2023.

- Continue family goals for subsequent school years based on data and as needs arise in addition to the following to support implementation ongoing.
 - Membership of at least 2 current parents/guardians on leadership team and year-round committees has been established as evidenced by meeting attendance rosters for school year 2023-2024 and measured in July 2024.
 - Membership of families on leadership and year-round committees has been maintained or increased as evidenced by meeting attendance rosters for school year 2024-2025 and measured in July 2025.

Objectives and implementation indicators of growth towards our goals are embedded in our district strategic plan and Crossroads Montessori and Crossroads Science SCIP. The following summarizes work included in those plans

Building-wide Action Steps:

- Assessment using district math and district reading assessment (FAST) will continue and be monitored by learning leads to support PLC and acceleration of student achievement.
- Learning Leads will continue to provide support to all staff with implementation of district and programmatic curriculum, facilitation of PLC and Professional Development, and school-wide data collection that supports review of the flexible learning year application actions as well as the school improvement plan required by Title I and MDE.
- Teacher teams will align newly updated standards for content areas as they are made available from MDE to the year round scope and sequence and specific programming needs of Crossroads.
- Implement WINN reading program to support acceleration of reading using additional time and frequency of guided reading practice, including word work and writing, starting school year 2021-2022 and continuing through 2024.
- Continue to align writing with ELL and WIDA standards through co-teaching and support models through collaboration with ELL teachers at each building.
- Implement WINN math program to support implementation of district math curriculum, starting school year 2022-2023.
- Rebrand IZone science inquiry space and curriculum to support implementation of new science standards with continued collaboration with Spark Y and other community partners starting school year 2022-2023
- Continue implementation of building-wide committees to support inclusion of parents more regularly in planning of Family Partnership, School Culture/Climate, and review of flexible learning year actions, started school year 2021-2022 into subsequent school years.

- Continue funding for math support EAs into school years 2022-2023 to support acceleration and post-pandemic recovery.
- **Updated intersession model to be implemented starting school year 2022-2023 including:**
 - curriculum guidelines and content--define content and curriculum for each intersession by grade level to support grade level identified gaps in skill development and knowledge.
 - teacher supports--provide curriculum guides, training, and collaboration time for teachers, beyond time allowed for prep by summer school protocols, to support the targeted differentiation as intersession is intended.
 - data collection--develop protocols, guidelines, timelines, and a handbook to support implementation, review, and sustainability of year round programming that also meets flexible learning year application review and reapplication needs.

Explain how these goals and objectives align to the World's Best Workforce initiative (Minn. Stat. § 120B.11) and, if applicable, to any Achievement and Integration plans (Minn. Stat. § 124D.61).

The World's Best Workforce Plan is Saint Paul's SPPS Achieves Strategic Plan. SPPS Achieves was designed to be a five year plan implemented over three years. It was to have concluded in SY2022-23 with summative data collected in SY2023-24. In the midst of the implementation of that plan, SPPS faced many challenges as a result of the COVID pandemic such as a disrupted school year in the spring of 2020, a move to distance learning in school year 2020-2021 and now finally in school year 2021-2022, recovery efforts still being challenged by other strains of the virus. Regardless of the challenges presented by the pandemic we as a district continue to commit to the strategic direction set by SPPS Achieves and thus have re-established this commitment through a revised timeline and an investment of additional resources from the American Rescue Plan.

The 2020-2021 [Annual Report on World's Best Workforce \(SPPS Achieves\)](#) details how the new district plan has been extended through school year 2025-2026.

All children are ready for school.

- Crossroads Elementary staff conduct FAST & PALS Letter ID assessments with students each year. The fall assessment is used as the school readiness assessment in the WBWF plan. The FAST Early Reading assessment includes 13 areas of skill development and provides teachers with student data to plan for instruction and guide professional development planning.
- PreK students are exposed to all learning opportunities as their primary peers including garden, Izone, specialized courses, and Montessori materials. Courses included in the specialist rotation are visual arts, technology, engineering, music, science, and physical education.
- PreK students are provided an iPad to support instruction. Seesaw instructional application allows for students to listen to activity instructions, listen to books, and learn basic technology skills to ready them for kindergarten and allow for instruction to continue in the event of school closure.
- All day PreK programming was implemented in SY 2019-2020 in both Science and Montessori environments.

All third-graders can read at grade level.

- MCA proficiency scores are included as SMART goals in Crossroads Science and Crossroads Montessori SCIP plans and the SPPS WBWF plan. Additional goals, addressed in this application, support intersession acceleration of math and reading recovery as well as clarify programmatic supports offered during the regular school year.

- Assessment, starting with FAST benchmarks, and supported throughout the year by common formative teacher developed assessments, running records, and individual skill assessments, provide staff with benchmark and achievement data to inform effectiveness of instruction, indicate growth, and target areas of need.
- Professional development for all staff on implementation of Fountas and Pinnell phonics systems, running records, and small group instruction aligns with SPSS WBWF reading initiatives
- All students have access to intersession opportunities that provide additional instructional time, extension activities, and project-based learning across content areas.

All racial and economic achievement gaps between students are closed.

- Assessment, survey, and observational data disaggregated by race provides Crossroads staff and leadership opportunities to recognize and develop strategies to address disparities in achievement. Data is also reviewed as part of the needs analysis of the SCIP in review of the flexible learning year plan.
- Intersession is offered to all students for up to 23 days of the school year as part of the 15 day off cycles in the year round calendar. This is a second opportunity to learn and/or an extension opportunity for students to increase/solidify academic knowledge.
- All staff are engaged in culturally relevant instruction professional development opportunities focusing on Zaretta Hammonds text *Culturally Responsive Teaching and the Brain* at the school and district level. Staff are made aware of and encouraged to engage in multiple other opportunities at the district level provided through the Equity Department for those staff wanting to step deeper into their cultural identity work.
- All staff are engaged in the ELL district training program starting in year 2019 and with implementation continuing in subsequent years to solidify teacher knowledge and implementation of strategies.
- Child study teams meet weekly to support students, families, and staff with providing adequate and engaging learning environments that meet IEP and developmental needs. Timely data collection and monitoring of student progress is key to supporting the child study team and students/families that are participating in special services.

All students are ready for career and college.

- Community partnerships allow for students to engage in their neighborhood and learn from the world around them.
- Aquaponic aquariums and the on-premises school gardens provide students hands-on opportunities to build career skills and experience natural sciences.
- Career conversations are supported in every classroom by our two on-site counselors as well as by family and community engagement events that include career panels and experiential learning programming.

All students graduate from high school.

- Our SMART goals address the needs for our students to be on target with necessary skills to be successful at the secondary level. Our objectives show our commitment to supporting students through multiple pathways.
- Students have opportunities to learn about middle school, support transitioning to the middle school model, and opportunities to explore curricular options throughout their elementary experience at Crossroads Elementary.
- Intersession programming supports extension activities and project based learning that address career skills and specific industries.
- Our commitment to our behavior intervention and social emotional support routines will provide scaffolds that allow students to achieve at high levels in secondary grades and beyond.

Instructional Hours

Schools must provide at least 425 hours of instruction for a kindergarten student without a disability, 935 hours of instruction for a student in grades 1-6, and 1,020 hours of instruction for a student in grades 7-12, not including summer school (Minn. Stat. § 120A.41). Please list hours of instruction for each grade range. [An Excel spreadsheet](#) for calculation of these hours is provided. MDE expects that no student at any grade level will receive less instructional time than in the pre-approval year.

Student Grade Level	2021-22 hours (pre-approval base year)	2022-23 Hours	2023-24 Hours	2024-25 Hours
Kindergarten without a disability	1008	1026	1026	1026
Grades 1-5	1020	1038	1038	1038
Grades 7-12	n/a	n/a	n/a	n/a

Exemptions

Does the proposed program request exemption from any specific state rules ([Minn. R. 3500.1000, subp. 3](#))? Please type "X" to indicate your answer.

No Yes

If yes, please identify the Minnesota Rules and the reason for exemption:

n/a

Public Hearings and Other Outreach

Per Minnesota Statutes, section 124D.124, before implementing a flexible learning year program in any facility of the district, the board must negotiate with the teachers, principals, assistant principals, supervisory personnel and employees to the extent required by the Public Employment Labor Relations Act, and must consult with the parents of pupils who would be affected by the change, and with the community at large. By submitting this application, the superintendent and school board chair certify that the district fully met this requirement and that stakeholder concerns raised in these meetings were appropriately addressed in this application.

In the table below, list at least three informational meetings for which the board has given published notice to teachers and employees, parents of pupils affected, and community members. Provide evidence that district staff, pupils and parents who would be affected, participated in the development and will participate in the annual review of the proposal (Minn. R. 3500.1000, subp. 4).

School District Name: **Saint Paul Public Schools**

Meeting dates and times	Attendance minus employees and board	Concerns raised	How concerns were addressed
January 20, 2022 @ 7pm	2	<ol style="list-style-type: none"> 1. When will the school know if the year-round calendar is approved? 2. If we are not approved by MDE when will the calendar revert to traditional? 3. Is the district fully supporting the continuation of year-round education? 4. Will iPads be available to students during intersession break that are not attending intersession? 	<ol style="list-style-type: none"> 1. The application is due by April 1st. The state will have an answer for us within 45 days of submission. 2. The traditional school district calendar is posted on the district website and ready for implementation for SY2022-2023 should we not receive approval to proceed for 2022-2023. We will communicate with parents as soon as we know our application status. 3. Yes, the district fully backs the continuation of the year-round program as long as parents and staff continue to desire the option. 4. Yes, iPads are available for those students not registering for intersession. Science and Montessori school staff will be providing a support document to guide students and parents to educational apps and digital instructional opportunities.
February 10, 2022 @ 7pm	1	<p>Same parent from January session. Data was reviewed from our parent planning survey for the parent and staff in attendance.</p> <p>No questions, but comments and wonderings for planning team were noted in the team agenda for review.</p>	<p>The data was interesting and the flexible learning year team was updating the document and pulling data to support next steps, particularly in:</p> <ul style="list-style-type: none"> ● contacting OEL on possibilities for PK during intersession. Funding? ● Nutrition services on how summer meal programming might be offered to non-intersession registered families during intersession breaks. ● Get data from February intersession before presenting application to MDE/BOE.
February 24, 2022 @ 9am	14	<ol style="list-style-type: none"> 1. Can my student attend Freedom school while enrolled at Science school? 2. Is there a fee for intersession? 3. Is it possible to get an online registration form for intersession? 	<ol style="list-style-type: none"> 1. No, Freedom school is a summer school option for traditional calendar students. Intersession is the summer school option for Crossroads' year-round program. Students enrolled at Crossroads are already scheduled to attend school through June and July.

		<ol style="list-style-type: none"> 4. Will iPads be sent home at the end of intersession for the week of break? 5. What happens if the teachers strike? 6. What reading and math supports are we providing during the regular school day? 	<ol style="list-style-type: none"> 2. No, years ago there was a fee, but the funding structure changed several years ago and students can register for free. 3. Yes, online registration is part of the planning the flexible learning team is doing to support updating the intersession programming. There is a copy of the registration and CLP form available on the website to download and sign should you not receive one or miss the form in your Thursday folder. Principal will also attach links in the next Family newsletter. 4. Yes, a family support document was sent home in Thursday folders prior to intersession that supports student academics at home. Staff will be reminded on the last day of intersession to ensure students pack iPads before they leave on Friday. Links to the support doc are on the website and in the last family newsletter. 5. Strike would start Tuesday, March 8 with no school for students. Kid Space care sites will open on Wednesday to support child care for families. Look for communication front he district for registration links in the event the strike takes place. Spring intersession could be affected if the strike goes on for more than 2 days. Crossroads may need to make up days in May to complete all required seat time by end of July. 6. Guided reading is provided by the teacher 2 days per week for most small groups. In addition, WINN staff pull some groups daily for additional support. AmeriCorp staff also work with some students in grades 2 and 3 to provide one-on-one supports based on student assessment data. We will connect with your learning lead to provide you with your student specific information tomorrow.
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Note: If a consortium of school districts is applying, please copy and paste the table above and the line for the school district name, and fill them out for each additional school district.

Please tell us how attendance at the meetings was publicized and encouraged. If this is a renewal application and attendance had been poor in past application cycles, what was done differently this time to predict a better outcome?

Advertising for year-round meetings were provided through meeting notices posted on the district website and in the district calendar. All district department leads were emailed the notice as well as posting of the notice in the district weekly newsletter. Advertising to families of Crossroads was completed through the school family newsletter, Thursday student take-home folders, and Blackboard system robo text messages and/or email reminders. Staff was notified in the weekly staff newsletter as well as through the family partnership, cabinet, staff meeting, and leadership teams network of feedback loops.

Informational meetings specific to the year-round calendar have had poor attendance in the past. We have been able to get feedback on the year-round calendar in greater numbers when the topic of the year-round calendar is introduced as one of several agenda items at parent meetings that are offered regularly throughout the school year. The inclusion of year-round within these regular school year meetings has been seen as inappropriate by MDE in the past, and stand alone year-round calendar meetings have been required. However, we have included the year-round topic in the past at other meetings when we had no parent attendance at year-round specific meetings. For example, inclusion of the topic at prospective parent information meetings and school choice fair have been successful in getting feedback. In the future we are planning to have regular review of the year round calendar following intersessions to support reporting of data and review of programming. These ongoing opportunities should support families and district in determining continuation of year-round programming and completion of the flexible learning year application requirements ongoing.

What other ways did the district(s) solicit input from stakeholders? How does this proposal reflect what was learned? If your proposed school-year model is likely to impact any stakeholders (such as families and community residents and organizations) more negatively than others, how did the district reach out to address concerns beyond the public hearings?

Tracy Buhl, Crossroads Principal initiated year-round conversations with Assistant Superintendent, Dr. Yeu Vang to start the process of renewal. Dr. Vang initiated conversations with the Chief of Schools and other department chiefs to verify support of year-round initiatives. Department leads that support major initiatives in year-round calendar programming were contacted either by the school principal, ad hoc committee chair or the assistant superintendent to gather information, identify needs, and/or plan for specific review and implementation of supports. Crossroads Elementary school cabinet, leadership, and ad hoc committee teams solicited information from staff and families about continuing current programming. Educational information about flexible learning year programming and application needs were shared and data collected from these stakeholder groups. Without hearing from families and staff about their desire for the program to continue, the district would not be reapplying.

Negotiations

Before implementing a flexible learning year program in any facility of the district, the school board must negotiate with the teachers, principals, assistant principals, supervisory personnel and employees to the extent required by the Public Employment Labor Relations Act ([Minn. Stat. § 124D.124](#)).

Have you completed negotiations? Please type “X” to indicate your answer.

Yes, negotiations are complete. Attach signed Memoranda of Understanding related to Flexible Learning Year (label as Attachment B).

No, the negotiations are in process. Explain: Enter text here

Not applicable. Explain: St. Paul Public Schools (SPPS) and the St. Paul Federation of Teachers (SPFT) have addressed the year-round calendar in the union contract. Agreements for the year-round calendar have been part of the contract for over 20 years. Teachers on year-round calendar have the same number of duty days (187), rights, tenure, and seniority as teachers on traditional calendars. The excerpt from the last published contract are below and have been verified by Crossroads union stewards to be consistent with wording in the new contract voted and approved March 15, 2022 and to be signed in April.

ARTICLE 14. TEACHERS’ BASIC CONTRACT YEAR AND TEACHERS’ DAY

Subd. 1. Each opening week at each site, teachers will be provided a schedule of directed meetings and activities for the school year in order to accommodate individual and building-level professional planning. In the case of exigent circumstances, the annual school calendar may be changed to accommodate program/District needs with appropriate prior notice provided to staff.

Subd. 2. Upon annual mutual written agreement between the teacher and the District supervisor, the teacher work year may be altered from the SPPS calendar to align across nonpublic or an alternative program (e.g., Gateway to College) where the teacher is assigned. This mutually agreed upon change to the school calendar will consist of the same number of duty days as outlined in this contract, but the duty days may be assigned throughout the contracted year. The teacher will be given appropriate prior notice of the altered school calendar of the duty days.

SECTION 2. BASIC CONTRACT YEAR

Subd. 1. For 2019-20 and 2020-21, the basic contract year shall consist of 187 teacher duty days. Evening conference are part of this 187 duty day work year. Each evening conference, for up to three (3) hours per evening, comprises one-half (1/2) of a duty day.

Board Approval

Per Minnesota Statutes, section 124D.122, the board of any district or a consortium of districts, with the approval of the commissioner, may establish and operate a flexible learning year program in one or more of the day or residential facilities for children with a disability within the district. Consortia may use a single application and evaluation process, though results, public hearings and board approvals must be obtained for each district as required under appropriate sections.

Has your school board(s) approved this flexible learning year program? Type "X" to indicate your answer.

Yes. If yes, attach school board minutes (please label as Attachment C). If a consortium, attach school board minutes from each district.

No. If no, do not submit the application until the school board(s) have approved this program.

Assurances

Type "X" for each applicable assurance.

District(s) assures that MDE will receive a final evaluation report by the August 15 following the end of the approval period. **For a three-year application, this will be August 15, 2025. This evaluation must include analysis of whether goals were met and what adjustments were made along the way to increase likelihood that they would be.**

District superintendent and school board chair assure that school calendars during the proposed school year will comply with [Minnesota Statutes, section 120A.40](#), and the number of instructional hours will comply with [Minnesota Statutes, section 120A.41](#).

If the proposed program involves alternative eligibility for special education services, the superintendent and school board chair assure that parents whose children will be involved will be fully informed at the individualized education program (IEP) meeting and shall have the opportunity to approve or disapprove of placement in the experimental program. If this does not apply, leave blank.

District superintendent and school board chair assure the proposed program complies with the Compulsory Instruction Statute ([Minn. Stat. § 120A.22](#)).

District superintendent and school board chair assure the proposed program does not request or permit exception to statutes covering employment of unlicensed teachers and aid reduction ([Minn. Stat. § 124D.127](#)).

District superintendent and school board chair assure the proposed program does not discriminate on the basis of race, color, creed, religion, marital status, status with regard to public assistance, sex or national origin when assigning pupils to attendance groups ([Minn. Stat. § 124D.123](#)).

All facilities maintained by the district are covered in the district's application, so Minnesota Statutes, section 124D.125 does not apply.

If this application covers fewer than all of the facilities maintained in the district, there are additional requirements ([Minn. Stat. § 124D.125](#)). The district superintendent and school board chair assure that:

The board of the district has made every reasonable effort to assign qualified teachers who prefer a traditional schedule to facilities of the same level retaining a traditional schedule.

A full-time teacher currently employed by a district that converts to a flexible learning year program will not, without the teacher's written consent, be required to teach under this program; (1) more or less than the number of scheduled days or their equivalent the facilities of the district were maintained during the year

preceding implementation of the flexible learning year program; (2) in a period of the calendar year substantially different from the period in which the teacher taught during the year preceding implementation of the flexible learning year program.

X In no event will a teacher's continuing contract rights to a position held the year preceding implementation of a flexible learning year program or teaching experience earned during a probationary period the year preceding implementation be lost or impaired upon adoption of a flexible learning year program. If the year of teaching preceding implementation was the end of a probationary period, the continuing contract right to a full year's contract which normally would be acquired for the next succeeding learning year will be acquired in the year of adoption of the flexible program.

X The district has entered into one contract governing the entire learning year with each teacher employed in a flexible program. If individual teachers contract to teach less than a period of 175 days during a learning year, each 175 days of employment accrued during any five-year period after the adoption of a flexible learning year program will be deemed consecutive and constitute a full year's employment for purposes of establishing and retaining continuing contract rights to a full learning year position (Minn. Stat. § 122A.40, subd. 5 and 7; Minn. Stat § 122A.41, subd. 2 and 4). A teacher who has not been discharged or advised of a refusal to renew the teacher's contract by the applicable date, as specified in Minnesota Statutes, section 122A.40 or 122A.41, in the year in which the teacher will complete the requisite number of days for securing a continuing contract will have a continuing full learning year contract with the district.

X Continuing contract rights established pursuant to this section will not be impaired or lost by the termination of a flexible learning year program.

Attachments

Attachment A: Academic Calendars for 2022-23, 2023-24 and 2024-25

Attachment B: ~~Signed Memoranda of Understanding~~ --Not Applicable

Attachment C: School Board minutes that approved this specific plan to be submitted to the Minnesota Department of Education to be considered for approval by the Commissioner of Education.

Signatures

By signing below, we hereby agree to fully comply with the above assurances.

Superintendent Name: _____

Superintendent Signature: _____ Date: _____

Board Chair Name: _____

Board Chair Signature: _____ Date: _____

2022 - 2023 Crossroads YEAR-ROUND SCHOOL CALENDAR -- DRAFT

AUGUST 2022

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

SEPTEMBER

M	T	W	TH	F
			1	2
5	6K*	7K*	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

OCTOBER

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

NOVEMBER

M	T	W	TH	F
	1	2	3*	4
7	8	9	10*	11*
14	15	16	17	18
21	22	23	24	25
28	29	30		

DECEMBER

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

JANUARY

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

FEBRUARY

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			

MARCH

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

APRIL

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

MAY

M	T	W	TH	F
1	2*	3	4*	5*
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

JUNE

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

JULY

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

AUGUST 2023

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11

Start/End Dates

September 6--school starts grades 1-5
 September 9--school starts grades PK-K
 August 2--last day of school for students

Intersessions (for registered students)

November 14-22
 February 14-24
 May 9-19

Conference Dates

November 3 & 10 (evening) & 11 (day)
 May 2 & 4 (evening) & 5 (day)

	No School All Students
	Teacher Workshop - No School
	Student Attendance Day
	K*
	No School/Parent-Teacher Conferences - PreK & Kindergarten Only
	1st Day of School PreK & Kindergarten
	*
	Parent-Teacher Conferences
	Intersession
2	Last Day for Students
	Distance Learning Day--No In Person School

Website: <http://crossroads.spps.org>

2023 - 2024 Crossroads YEAR-ROUND SCHOOL CALENDAR -- DRAFT

AUGUST 2023

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

SEPTEMBER

M	T	W	TH	F
				1
4	5*	6*	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

OCTOBER

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

NOVEMBER

M	T	W	TH	F
		1	2	3
6	7	8	9*	10*
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

DECEMBER

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

JANUARY

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	26	27	28
29	30	31		

FEBRUARY

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	

MARCH

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	25
25	26	27	28	29

APRIL

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

MAY

M	T	W	TH	F
		1	2*	3*
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

JUNE

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

JULY

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

	No School All Students
	Teacher Workshop - No School
	Student Attendance Day
K*	No School/Parent-Teacher Conferences - PreK & Kindergarten Only
	1st Day of School PreK & Kindergarten
•	Parent-Teacher Conferences
	Intersession
○	Last Day for Students

Start/End Dates

September 7--school starts grades 1-5
 September 11--school starts grades Pk-K
 July 29--last day of school for students

Intersessions (for registered students)

November 13-21
 February 13-23
 May 7-17

Conference Dates

November 9 (evening) & 10 (all day)
 May 2 (evening) & 3 (all day)

Website: <http://crossroads.spps.org>

2024 - 2025 Crossroads YEAR-ROUND SCHOOL CALENDAR -- DRAFT

AUGUST 2024

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

SEPTEMBER

M	T	W	TH	F
2	3	4	5	6
9	8	9	10	11
16	17	18	19	20
23	24	25	26	27
30				

OCTOBER

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

NOVEMBER

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14*	15*
18	19	20	21	22
25	26	27	28	29

DECEMBER

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

JANUARY

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

FEBRUARY

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

MARCH

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	25
31				

APRIL

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

MAY

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

JUNE

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

JULY

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

	No School All Students
	Teacher Workshop - No School
	Student Attendance Day
K*	No School/Parent-Teacher Conferences - PreK & Kindergarten Only
	1st Day of School PreK & Kindergarten
	Parent-Teacher Conferences
	Intercession
	Last Day for Students

Start/End Dates	
September 3--	school starts grades 1-5
September 5--	school starts grades PK-K
July 29--	last day of school for students
Intercessions (for registered students)	
November 13-21	
February 13-23	
May 7-17	
Conference Dates	
November 9 (evening) & 10 (all day)	
May 2 (evening) & 3 (all day)	

Website: <http://crossroads.spps.org>

Attachment C: School Board minutes