

**INDEPENDENT SCHOOL DISTRICT NO. 625**  
**Saint Paul, Minnesota**  
**COMMITTEE MEETING OF THE BOARD OF EDUCATION**  
**Administration Building**  
**360 Colborne Street**  
**Saint Paul, Minnesota 55102**

**February 4, 2025**  
**4:30 PM**

**A G E N D A**

1. **CALL TO ORDER**
2. **AGENDA**
  - A. Superintendent's Announcements
  - B. Txuj Ci Facilities Workgroup: Phase 2 - Finalize Vision
    1. Introduction
    2. Presentation
    3. Discussion
    4. Action (TBD)
3. **ADJOURNMENT**
4. **WORK SESSION**
  - A. Board of Education Budget Workshop
    - School Staffing Allocations
    - Referendum Discussion
    - Communication Timeline
  - B. B.I.G.G.: Board Initiated Goals Governance

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#BoldSubject#



**Saint Paul**  
PUBLIC SCHOOLS

# **Txuj Ci Facilities Work Group**

## **Phase 2 - Finalize Vision Presentation to COB**

February 4, 2025



# Agenda

**1. Introduction** - Work Group, Phases, Purpose

**2. Vision Report**

**3. Enrollment, Size, and Timeline Parameters**

- Timeline
- Role of FMP 2.0 Process
- Administrative Recommendation

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**1. Next Steps**

- BOE Direction on long term - Backing for PK-8 of 1250-1550? Prioritization?
- BOE Direction on interim plan

# Introduction

# History

- **2002** - First Hmong Language class in SPPS
- **2002-8** - Phalen Lake Hmong class grows into a program (Hmong Studies)
- **2006** - Jackson HDL programs start
- **2011** - Dual language immersion program starts at Phalen Lake Elementary and Hmong Studies program starts at Jackson
- Ongoing district support for curriculum, materials devpt. In 2017 SPPS collaborated with Sacramento to write standards, start e-books
- **Jan 2020 - April 2021** - HDL workgroup as part of Envision SPPS. 5
  - Conclusion: strong support for consolidation of the two HDL PK-5 programs into one program, for viability and to sustain. Goal to add a strong, viable well rounded middle school program for a PK-8 model.
- **Fall 2022** - HDL and HS consolidate at Txuj Ci as a City-wide magnet. 6th grade starts at Upper campus
- **Fall 2023** - PK, K-5, 6-7 grade structure on 3 campuses, with new name (Txuj Ci)
- **Early 2024 - Medium-term planning:** Keep HDL and HS together; 2-campus
- **Fall 2024** - PK-4, 5-8 grade structure, based on medium-term decision
- **Winter 2025** - Present **long term planning** vision for single campus PK-8

# Purpose of the Long-term Work Group

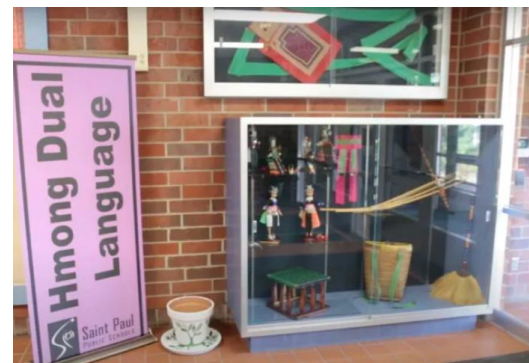
Find a long-term, feasible facilities solution for accommodating Txuj Ci's PreK-8 enrollment growth, and vision for a school that supports Txuj Ci academics, identity and community.

This group will give input at multiple points toward the vision <sup>6</sup> and character of the long-term home.

# Why are we here, now?

## Concerns and Opportunities

- Txuj Ci Lower Campus facility is crowded - challenges since 2022
- Enrollments are/will be constrained
- Challenges sustaining 5th grade immersion quality at separate campus
- Growth of SPED at Txuj Ci (2 self-contained classrooms)
- Potential to accept more students attracted to SPPS
- Vision for a facility that supports the programs



# Txuj Ci Vision Report



# Vision Report Components

1. Vision Statement
2. Values
3. Characteristics / important standards
4. Organization
5. Location framework
6. Size parameters
7. Proposed timeline
8. Conclusions:
  - Options under this Vision are Move/Remodel and Buy/Build
- Appendix
  - Meeting materials
  - Background data

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# Values

**Language and culture retention \* Identity \* Community \***  
**Strong well-rounded academic program**

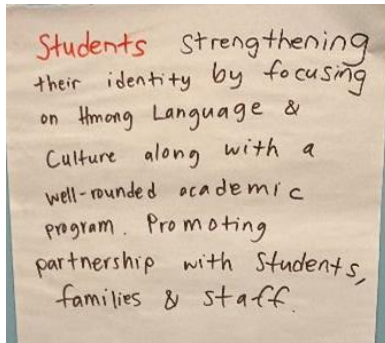
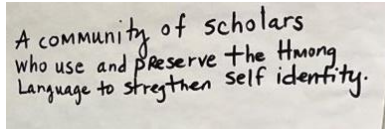
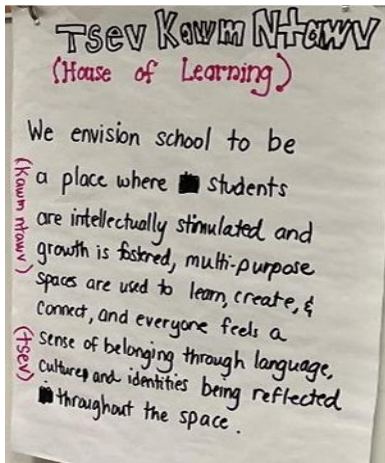
What these meant for medium-term decision:

- Maximize number of grades at one site
- Keep Hmong Dual Language and Hmong Studies together
- Accommodate highest number of families who choose the school
- Space for community and partnership activities
- Space for building-wide assemblies

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# Vision Statement

Txuj Ci will be a **House of Learning** (*Tsev Kawm Ntawv*); a place for *intellectual stimulation and growth*, working to preserve the Hmong language and culture, and *strengthen self-identity* for students, while *uplifting and cultivating family and community*.



We provide multi-purpose facility<sup>11</sup> spaces / programs that promote *well-rounded learning* and *dynamic creation*, fostering *connection through language, culture and shared values*.

# Desired School Characteristics

## SITE and ENTRY:

- Exterior amenities – Sports Fields, Play Areas, Gardens
- Parking – adequate but will prioritize use of site appropriately.
- Clear and secure entry sequence.
- Adequate space for Administration to be co-located with counseling, staff collaboration.

## IDENTITY

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- Space for artifact display, in common or highly visible areas.
- Among aspects to the design, branding the building. Interior courtyard.

## LEARNING SPACES

- Active space for experiential learning and doing
- Space for study groups. Breakout spaces in common areas.
- Support for multiple levels of student needs: Green Room self-regulation area;  
Spaces for self-contained Special Education programs
- Current and flexible technology access

# Desired School Characteristics

## COMMUNITY/ACTIVITY SPACES AT CORE

- Adequate Gym space, multiple spaces and dividable.
- Community Center or Recreation Center needs.
- Family Room – Welcoming space that feels made for families near entry, belonging.
- Staff resource space
- Kitchen facilities for staff and community uses

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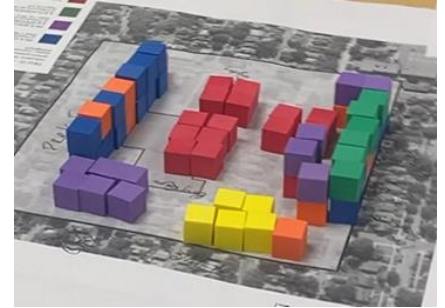
## BUILDING ESSENTIALS

- Consider large families for all common spaces and collaborative use spaces.
- Natural light, connection to nature. Visual transparency for learning spaces.
- Appropriate HVAC – Air Conditioning?
- Restrooms, per SPPS standards

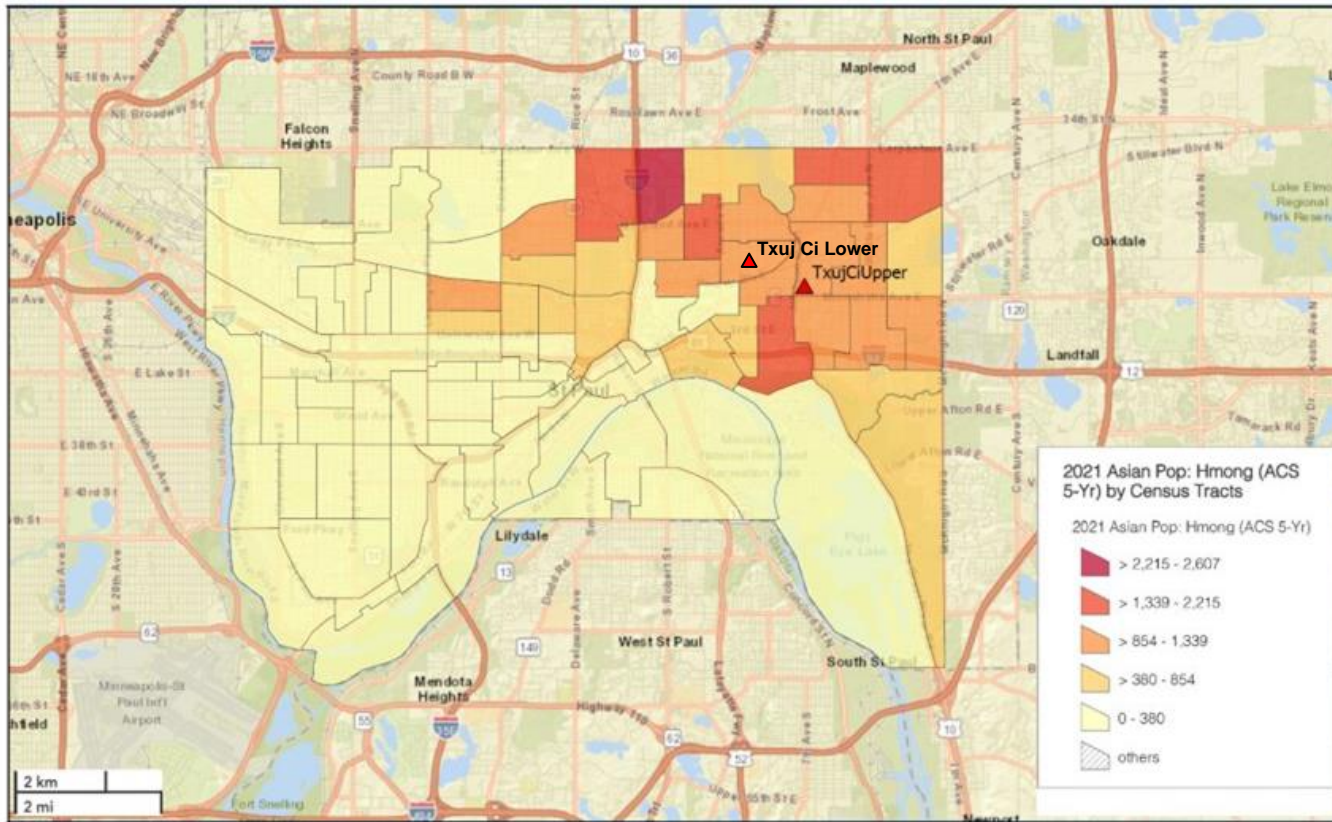
# School Organization

## Patterns Articulated:

- Shared multifunctional core of gyms, assembly, cafeteria
  - Entry and admin offices linked
  - Smooth flow; interactions, not cross-traffic
  - Separation - PK-5 and 6-8 schools within a school
  - Functions both clustered *and* distributed - specials/Sp Ed, support and media center(s)
  - Multi-story and daylight to occupied spaces
  - Outdoor functions: Playgrounds closer to PK-5, fields to 6-8
  - Parking that is neighborhood-friendly
- red=core yellow=admin blue, green, purple = classrooms



# Location - Hmong Population Concentration

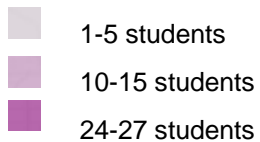
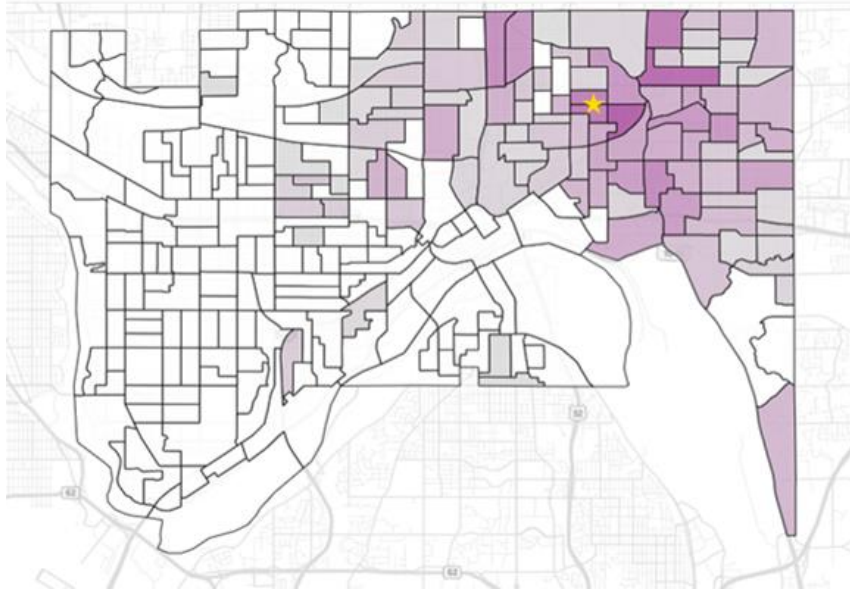


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# Location - Txuj Ci Families 2023-24

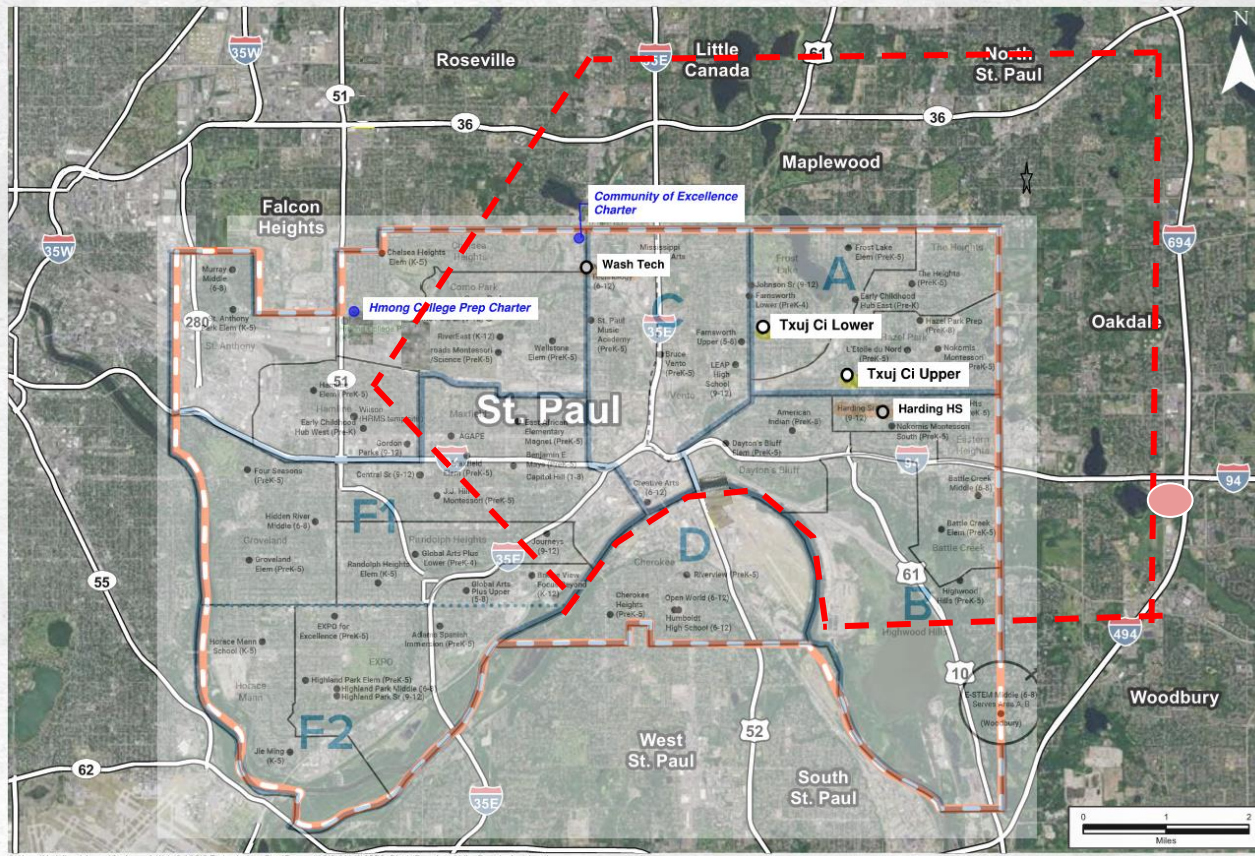
## Txuj Ci Lower Students



## Txuj Ci Upper Students



# Location - Desirable Limits

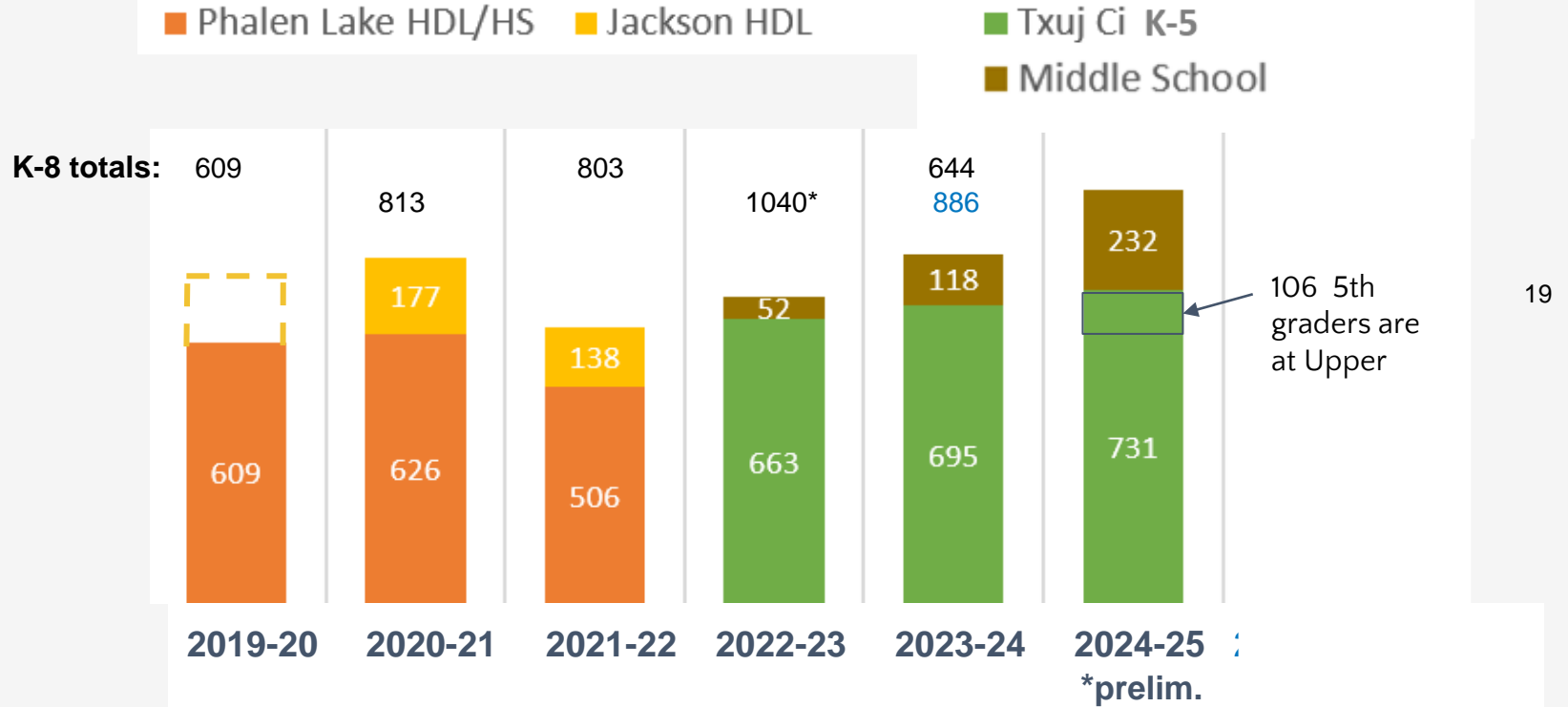


## Factors:

- Community ties
- Efficiency for buses
- Proximity to families
- Proximity to staff homes, for retention<sup>17</sup>
- Community Partnerships
- Near pathway high schools

# Enrollment, Size, and Site Parameters

# Txuj Ci Enrollment History



# Grade Level Planning: Minimums

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**Current Enrollment** (1/14/2025; 91 above projection for K-8)

PK	K	1	2	3	4	5	6	7	8	TOTAL
64	134	147	119	112	121	106	96	82	59	<b>1,040</b>

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**Modeled Smallest Sustainable PK-8** (330 in Middle Grades 6-8)

PK	K	1	2	3	4	5	6	7	8	TOTAL
120	140	137	134	132	129	127	114	112	109	<b>1,254</b>

# Grade Level Planning: Well Rounded

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## Current Enrollment (SY24-25)

PK	K	1	2	3	4	5	6	7	8	TOTAL
64	134	147	119	112	121	106	96	82	59	<b>1,040</b>

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## Modeled PK-8 with 440+ in Middle Grades (supports well-rounded education)

PK	K	1	2	3	4	5	6	7	8	TOTAL
140	170	166	163	159	156	153	150	147	144	<b>1,548</b>

# Planning Parameters - Size and Site PK-8

## Smallest Sustainable PK-8

Projected Enrollment: **1,250** PK-8 on One Campus

Site Size	Approx. SF	Approximate Cost (2024)
<b>15 acres</b>	<b>185,000 SF</b>	<b>\$100M - \$110M</b>

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## Well - Rounded PK-8

Projected Enrollment: **1,550** PK-8 on One Campus

Site Size	Approx. SF	Approximate Cost (2024)
<b>20 acres</b>	<b>230,000 SF</b>	<b>\$110M - \$130M</b>

# Possible Outcomes

Board of Education approval will be required to move forward with either of two possible outcomes for a single PK-8

1. We **move the program** to another SPPS building where (with renovation/additions) all grades can be together. Because of the size, that would require another SPPS school to move or close
2. We **buy or build** a new school where all grades can be together

A third option considered earlier, to remain at multiple campuses and adapt/improve, is not consistent with the vision.

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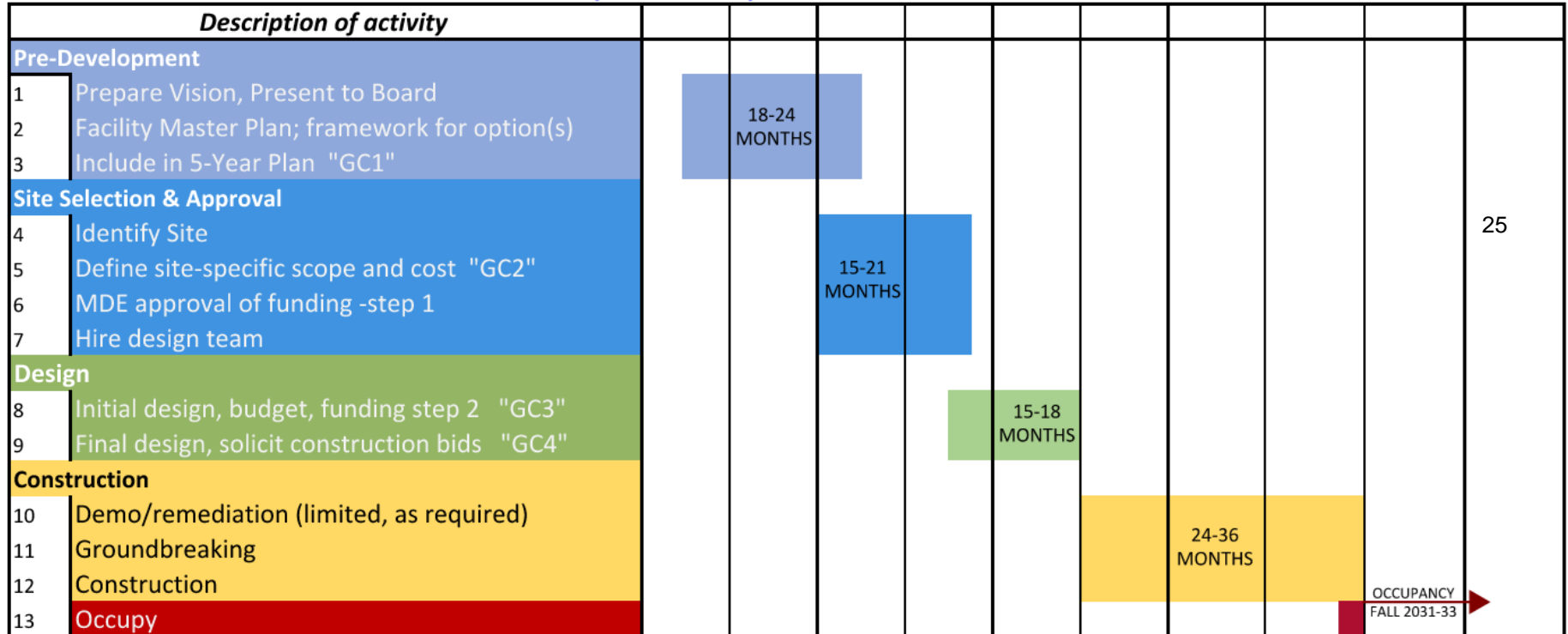
# Linked to FMP decisions

Txuj Ci options are interwoven with other District decisions and thus the Facility Master Plan is important for next steps:

1. Interdependence - Move/remodel option could require another program to close or relocate. We don't make decisions that impact other programs without their involvement
2. Existing commitments - other needed facility improvements
3. Articulation of 8th grade to high school and potential impacts on those school facilities
4. Demographics and Utilization - what is the impact of adding space to a system with overall oversupply?

# Possible Preliminary Timeline

## TXUJ CI - Pre-K - 8 School Facility - Timeline Range



# Timeline Examples

Approval, Design and Construction process	American Indian Magnet	Bruce Vento Elementary
	Phased construction on occupied site	New construction on occupied site
<b>Board of Education Prioritizes (GC2)</b>	2017	2017
<b>Start of Design</b>	2018	2019
<b>Start of Construction (GC4)</b>	2020	2023
<b>Completion of Construction</b>	2024	2025

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# Suggested Next Steps:

1. Incorporate this vision and the two options into the FMP process and timeline
2. Re-engage with the stakeholders regarding a mid-term plan for Txuj Ci operations
3. Request BOE direction by March



**Ua Tsuag!**

**You!**

**Thank**