



# Committee of the Whole

January 28, 2020



MINNEAPOLIS  
PUBLIC SCHOOLS  
Urban Education. Global Citizens.

# Goals for this Meeting

- Provide reminder of our compelling why and the work-to-date
- Share additional modeling of school types and boundaries
  - Additional considerations
  - Walk zones
- Share academic considerations supporting the models
  - K-8 versus 6-8 programming opportunities
  - Examples of magnet and community school offerings
  - CTE considerations
- Share Special Education program modeling
- Preview opportunities for engagement

# Comprehensive District Design

## “The Why”

# Why a Comprehensive District Design?

- MPS current structure deprives a significant number of students of a well-rounded education.
- We fundamentally believe that continuing to do nothing, tinker around the edges, and maintain the status quo is unacceptable.
- We want all of our students to be equipped with the knowledge and skills to be successful in three key areas: Academics, Social and Emotional Skills, and Career/Life Experiences.

# What the Data Tells Us

Current district design results in persistent, disparate academic outcomes for students predictable by race and income.

MCA Math Proficiency (2018)	MCA Reading Proficiency (2018)	Graduation rates (2018)
White - 77%	White - 80%	White - 87%
Asian - 50%	Asian - 48%	Asian - 87%
Hispanic - 26%	Hispanic - 27%	African American - 62%
African American - 18%	American Indian - 24%	Hispanic - 57%
American Indian - 17%	African American - 22%	American Indian - 37%

# The Current Reality

- Racial and economic achievement gaps continue in MPS
- Not all students receive a well-rounded education; daily experiences are inconsistent from school to school
- Outdated policies perpetuate structural racism; limit choice for many<sup>1</sup>
- Magnet schools aren't effectively reducing segregation
- Families continue to leave MPS, stating concerns about academic rigor, safety, culture and school climates that aren't affirming <sup>2</sup>
- Complicated start and end times mean some students can't access enriching after-school programming
- Our current way of doing business is not sustainable over time

<sup>1</sup> EDIA Presentation from November 2019

<sup>2</sup> Enrollment Taskforce Presentation from August 2019

# Focus on Equity: Ongoing Work

- **Supporting K-2 math and literacy initiatives** through investment of additional Title I dollars at schools with largest numbers of students receiving free- and reduced-price lunch
- **Addressing climate and culture** through new Climate Framework:
  - Increased focus on Restorative Practices
  - Staff training begins in summer 2020
- **Strengthening agreement** to better serve American Indian students
- **Expansion of ethnic studies**, language offerings and culturally relevant curriculum and pedagogy

# Focus on Equity: Ongoing Work

## Continued commitment to:

- Recruitment and retention of staff of color, and teacher pathways
- Principal leadership development
  - Principal Pipeline Development in partnership with Wallace Foundation
- Gathering and acting upon youth and parent voice
  - EDIA
  - District-level and School-based Parent Participatory Evaluation
  - Youth Participatory Evaluation and Citywide Student

# Designing for Comprehensive Systems Change

# Board Resolution

- In October 2019, Board passed a resolution on the Comprehensive District Design (CDD):
  - Reaffirmed rationale for needed structural and policy change
  - Directed Superintendent to bring forth a set of recommendations for Board action
  - Declared several values and guiding principles to be incorporated
- Full resolution in the appendix and  
[mpls.k12.mn.us/board\\_values\\_resolution](http://mpls.k12.mn.us/board_values_resolution)

# Connecting the Dots: Steps to System Redesign

- **December 2017:** Began comprehensive design with system-wide assessment
- **November 2018:** Presented Human Resources EDIA and Response to Findings
- **April 2019:** Presented and engaged around an initial CDD proposal
- **September 2019:** Presented New Focus of Comprehensive Design
- **September 2019:** Presented data and held discussion on Integration
- **October 2019:** Presented initial Academic Plan to Support CDD goal of a well-rounded education
- **October 2019:** Board vote on Values to guide continued direction of the CDD
- **November 2019:** Presented Phase 1 of the Boundary Study
- **November 2019:** Presented School Choice EDIA findings and recommendations
- **December 2019:** Presented Phase 2 of the Boundary Study
- **Ongoing** work on the three pillars of the CDD: academics, equity and sustainability
- **Ongoing** feedback and engagement to inform models and final proposal

# Boundary Studies & Modeling

# Goals for all models

- Strategically place magnets in center of city to create **equitable access** across the district to **innovative and integrated magnet programming**
- **Decrease number of schools** with modeled populations **above 80% poverty** to support academic achievement and equity
- **Decrease number of schools** with modeled populations **above 86% students of color or white** to support integrated learning

# Five Models for Community Feedback

## MODEL 1

**Keeping existing structure** could mean lots of drastic changes to keep budgets balanced and remain operationally effective:

- Limiting Title I and other federal grants to schools with high concentrations of poverty
- Limiting enrollment in oversubscribed schools
- Boundary changes in certain attendance areas
- Increasing how far students walk to school
- Closing significant number of schools whose enrollment and other factors do not support the ability to provide a well-rounded education without additional subsidies

# Five Models for Community Feedback

## MODEL 2

### Community Schools with Centralized Magnets and Strand Bilingual Programming

- a. December study, with magnet programs at Jefferson and Andersen swapped (consistent in models 2-5)
- b. Grade configurations of K-5, 6-8
- c. Two-Way Strand Bilingual programs at up to three select Community schools

# Five Models for Community Feedback

## MODEL 3

### Community Schools with Centralized Magnets and the addition of a Third K-5 Spanish Immersion Magnet

- a. December study, with magnet programs at Jefferson and Andersen swapped
- b. Grade configurations of K-5, 6-8
- c. Third K-5 Spanish Immersion Magnet

# Five Models for Community Feedback

## MODEL 4

### Community Schools with Centralized Magnets, Strand Bilingual Programming, and Limited K-8 Magnets

- a. Grade configurations of K-5 and 6-8 at Community Schools
- b. Grade configurations of K-5, 6-8 and limited K-8 at Magnet Schools
- c. Two-Way Strand Bilingual programs at up to three select Community schools

# Five Models for Community Feedback

## MODEL 5

### Community Schools with Centralized Magnets, a Third K-5 Spanish Immersion Magnet, and Limited K-8 Magnets

- a. Grade configurations of K-5, 6-8 at Community schools
- b. Grade configurations of K-5, 6-8 and limited K-8 at Magnet Schools
- c. Third K-5 Spanish Immersion Magnet

# Magnet Sites: Model 1

The following are the K-5, 6-8 and K-8 magnets in our current structure.

OPEN	Urban Environmental	ARTS	IB (PYP)	IMMERSION (Dual)	MONTESSORI
Marcy – K-8 Barton – K-8	Dowling – K-5	Folwell – K-8 Sheridan – K-5  *Sheridan has both Spanish Immersion and Arts programs	Hall – K-5 Bancroft – K-5 Whittier – K-5	Sheridan – K-5 Emerson – K-5 Windom – K-5 Anwatin – 6-8  *Sheridan has both Spanish Immersion and Arts programs	Seward – K-8 Armatage – K-5

# Magnet Sites: Model 2

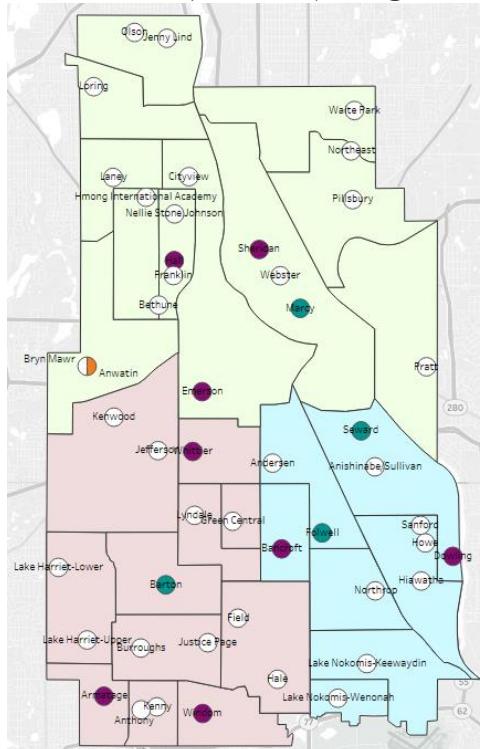
Model 2 includes the magnets as presented in December with a swap of Andersen and Jefferson's programming and Spanish bilingual strand programs in community schools with the highest concentrations of Spanish home language students.

STEM	ARTS	STEAM	IMMERSION (Dual)	MONTESSORI
Hall – K-5 Sullivan – K-5	Bethune – K-5 Marcy – K-5	Franklin – 6-8 Andersen – 6-8	Sheridan – K-5 Emerson – K-5 Jefferson – 6-8	Seward – K-5
*Hall is currently PYP	*Marcy is currently Open			

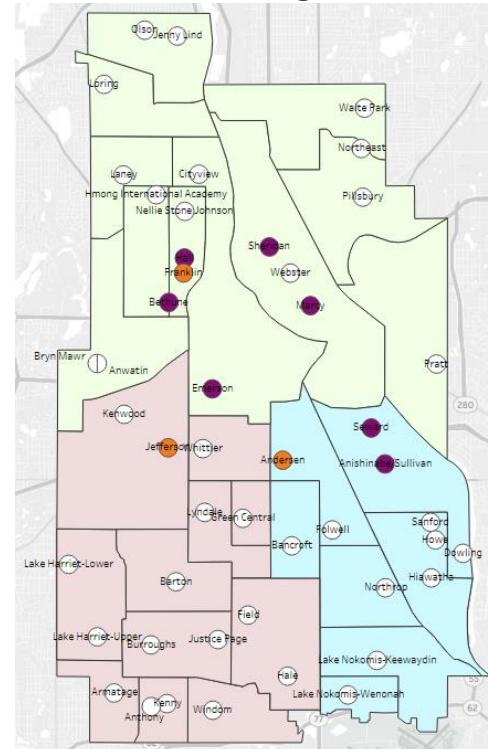
# Maps/Assumptions for Model 2

Magnets placed strategically in the center of the city to create **equitable access** across the district to innovative and integrated magnet programming.

Current (2019-20) Magnets



Model 2 Magnets



Zones

- Zone 1
- Zone 2
- Zone 3

School Types

- Elementary Magnet
- Middle School Magnet
- K - 8 Magnet
- Non-Magnet

# Magnet Sites: Model 3

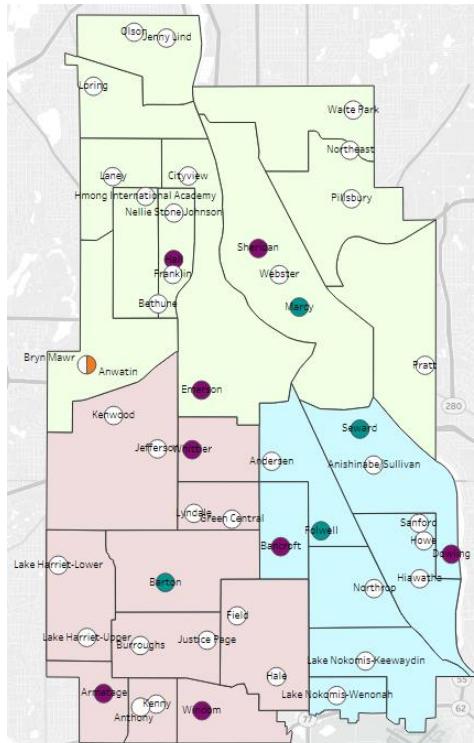
Model 3 includes the addition of a third K-5 Spanish Immersion Magnet at Green Central.

STEM	ARTS	STEAM	IMMERSION (Dual)	MONTESSORI
Hall – K-5 Sullivan – K-5	Bethune – K-5 Marcy – K-5	Franklin – 6-8 Andersen – 6-8	Sheridan – K-5 Emerson – K-5 Green – K-5 Jefferson – 6-8	Seward – K-5
*Hall is currently PYP  *Marcy is currently Open				

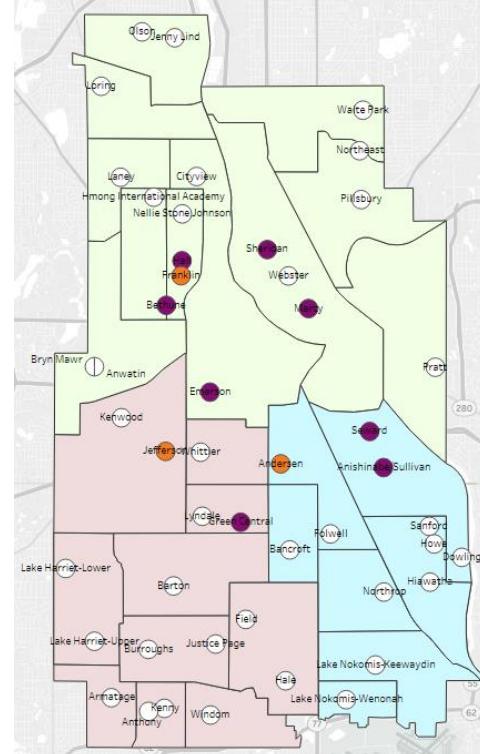
# Maps/Assumptions for Model 3

Model 3 includes  
the addition of a  
third K-5 Spanish  
Immersion  
Magnet at Green  
Central.

Current (2019-20) Magnets



Model 3 Magnets



Zones

- Zone 1
- Zone 2
- Zone 3

School Types

- Elementary Magnet
- Middle School Magnet
- K - 8 Magnet
- Non-Magnet



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# Magnet Sites: Model 4

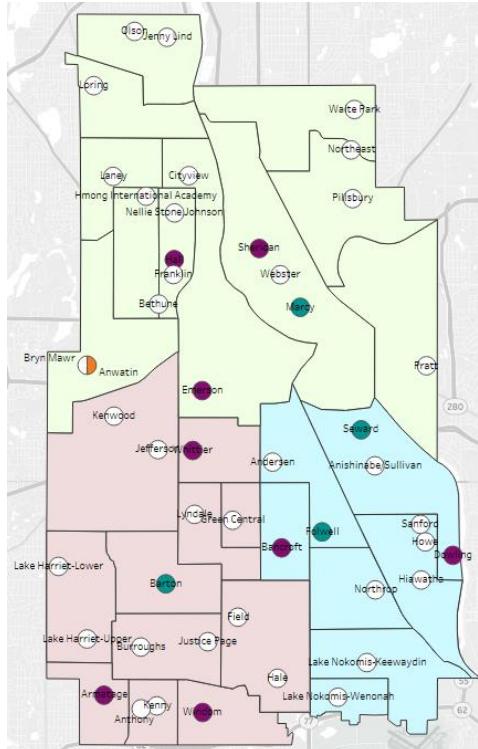
Model 4 includes two K-8 magnet programs and Spanish bilingual strand programs in community schools with the highest concentrations of Spanish home language students

STEM	ARTS	STEAM	IMMERSION (Dual)	MONTESSORI
Hall – K-5 Sullivan – K-8	Bethune – K-5 Marcy – K-5	Franklin – 6-8 Andersen – 6-8	Sheridan – K-5 Emerson – K-5 Jefferson – 6-8	Seward – K-8

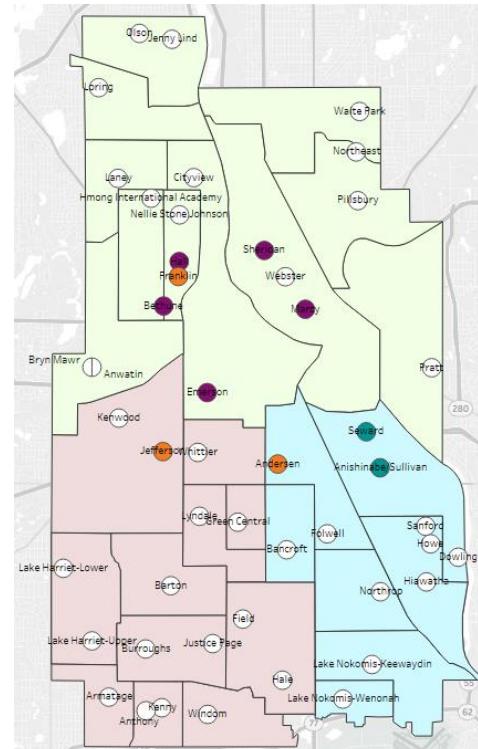
# Maps/Assumptions for Model 4

Model 4 includes two K-8 magnet programs and Spanish bilingual strand programs in community schools with the highest concentrations of Spanish home language students

Current (2019-20) Magnets



Model 4 Magnets



**Zones**

- Zone 1
- Zone 2
- Zone 3

**School Types**

- Elementary Magnet
- Middle School Magnet
- K - 8 Magnet
- Non-Magnet



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# Magnet Sites: Model 5

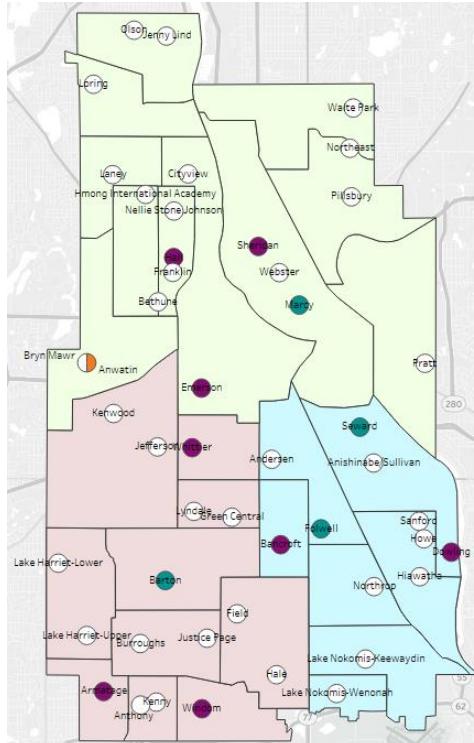
Model 5 includes the addition of a third K-5 Spanish Immersion Magnet at Green Central.

STEM	ARTS	STEAM	IMMERSION (Dual)	MONTESSORI
Hall – K-5 Sullivan – K-8	Bethune – K-5 Marcy – K-5	Franklin – 6-8 Andersen – 6-8	Sheridan – K-5 Emerson – K-5 <b>Green – K-5</b> Jefferson – 6-8	Seward – K-8
*Hall is currently PYP	*Marcy is currently Open			

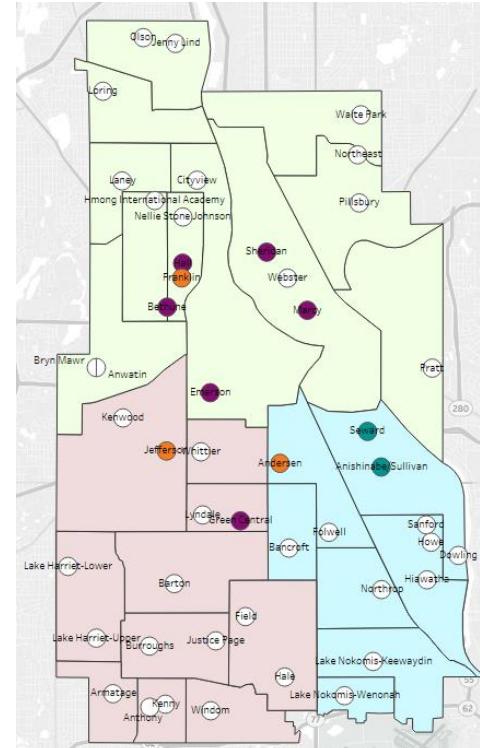
# Maps/Assumptions for Model 5

Model 5 includes two K-8 magnet programs and the addition of a third K-5 Spanish Immersion Magnet at Green Central.

Current (2019-20) Magnets



Model 5 Magnets

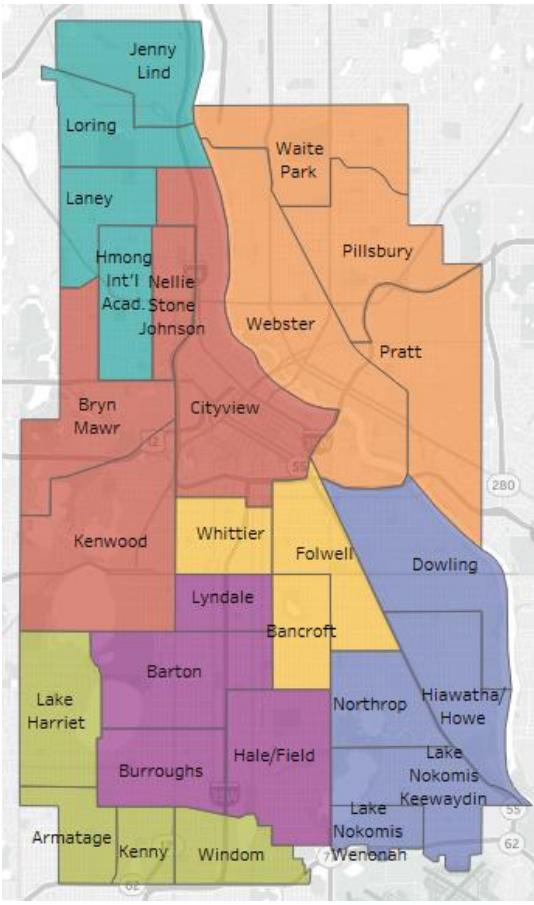
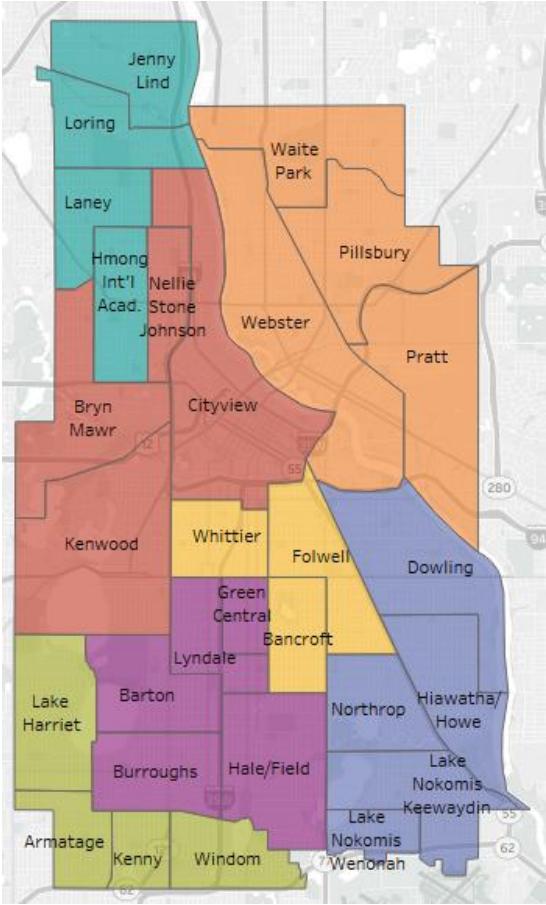


Zones

- Zone 1
- Zone 2
- Zone 3

School Types

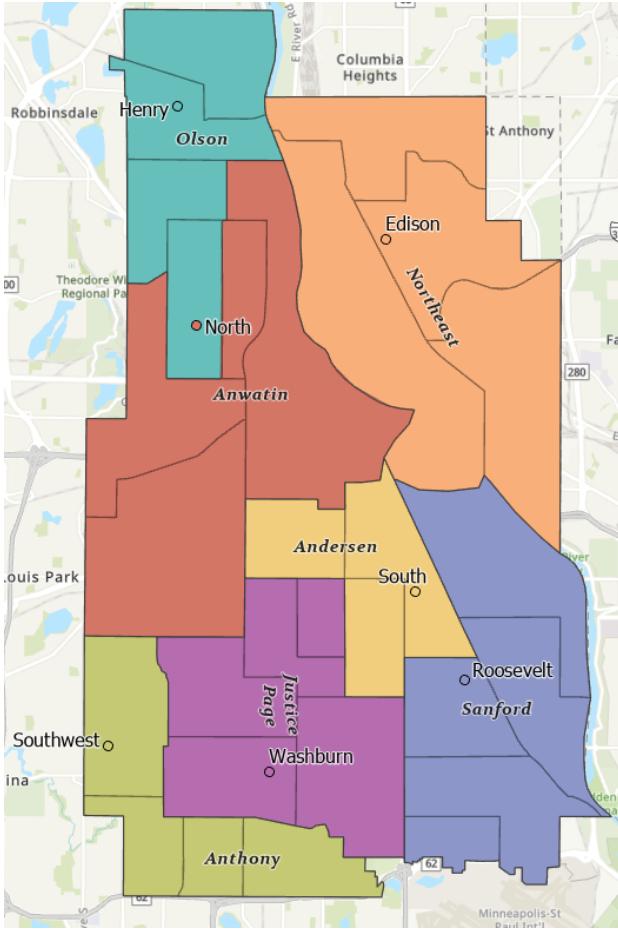
- Elementary Magnet
- Middle School Magnet
- K - 8 Magnet
- Non-Magnet



## Community Middle School Feeder Sites

Models 2 and 4: left  
Models 3 and 5: right

- Andersen
- Anthony
- Anwatin
- Justice Page
- Northeast
- Olson
- Sanford



## High School Feeder Sites

Andersen	South
Anthony	Southwest
Anwatin	North
Justice Page	Washburn
Northeast	Edison
Olson	Henry
Sanford	Roosevelt

# Pros and Cons of Five Models

	<b>Model 1</b>	<b>Model 2</b>	<b>Model 3</b>	<b>Model 4</b>	<b>Model 5</b>
	Current Structure	Community Schools with Magnets as studied and strand bilingual programming	Addition of third K-5 Immersion Site	Strand bilingual programming and addition of limited K-8 magnets	Addition of third K-5 Immersion Site and addition of limited K-8 magnets
# of Racially Isolated Schools (RIS)	20	8*	9*	8*	9*
# of Schools over 80% Poverty	13	5*	6*	5*	6*

\*Racial and economic isolation in modeled magnets will be controlled by placement protocols

# Pros and Cons of Five Models

	<b>Model 1</b>	<b>Model 2</b>	<b>Model 3</b>	<b>Model 4</b>	<b>Model 5</b>
	Current Structure	Community Schools with Magnets as studied and strand bilingual programming	Addition of third K-5 Immersion Site	Strand bilingual programming and addition of limited K-8 magnets	Addition of third K-5 Immersion Site and addition of limited K-8 magnets
Sustainability	<p>Close a significant number of schools whose enrollment and other factors do not support the ability to provide a well-rounded education without additional subsidies.</p> <p>Shift resources from non-RIS sites in order to adequately fund RIS schools and schools with high concentrations of poverty</p> <p>Reduce expenses by increasing walk zones, changing attendance areas or boundaries</p>	<p>Savings from community schools and centralized magnets.</p> <p>Cost of adding strand programs results in less funding per magnet school, potentially less investment for smaller walk zones</p>	<p>Greatest potential savings from community schools and centralized magnets.</p> <p>Adding additional magnet school results in less funding per magnet school, potentially less investment for smaller walk zones</p>	<p>Savings from community schools and centralized magnets.</p> <p>Cost of adding strand programs and K-8 programming reduces potential savings for enhancements</p> <p>Likely requires the most investment in programming and transportation as compared to other models</p>	<p>Savings from community schools and centralized magnets.</p> <p>Adding another magnet and K-8 programming results in less funding per magnet school, limited potential for enhancements</p>

# Other Information to Inform the Models

# Benefits of Integration

**Data shows that attending racially diverse schools is beneficial to all students.** Racial integration increases achievement among students of color, rather than decreasing achievement of white students.

## **Academic and Cognitive Benefits   Civic and Social Emotional Benefits**

- Higher test scores
- Decreased drop out risk
- Greater critical thinking, problem solving and creativity skills
- Greater likelihood to enroll in college

- Reductions in racial bias
- Greater satisfaction with school
- Improved intellectual self confidence
- Enhanced leadership and perspective taking skills
- Increased sense of civic engagement
- Seeking of diverse and integrated settings later in life

# Walk Zones in Models 2-5

- In response to safety concerns raised by parents, MPS has modeled smaller walk zones in some areas to increase safety for students walking to neighborhood schools
- New modeled walk zones consider violent crime occurrences and areas of high traffic
- Areas of higher crime are identified as any location which has a greater incidence of crime than average for entire city
- Roads are considered potentially hazardous for elementary school boundaries when they have more than 5,000 vehicles per day



# Jenny Lind



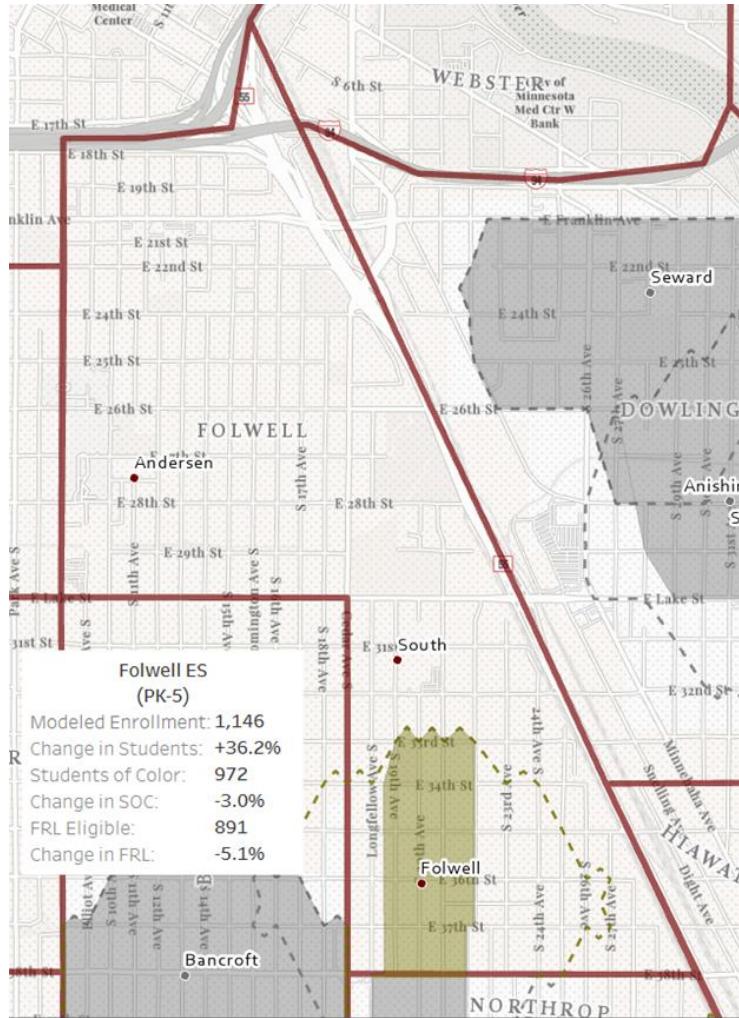
## Modeled Walk Zone



### Current Walk Zone

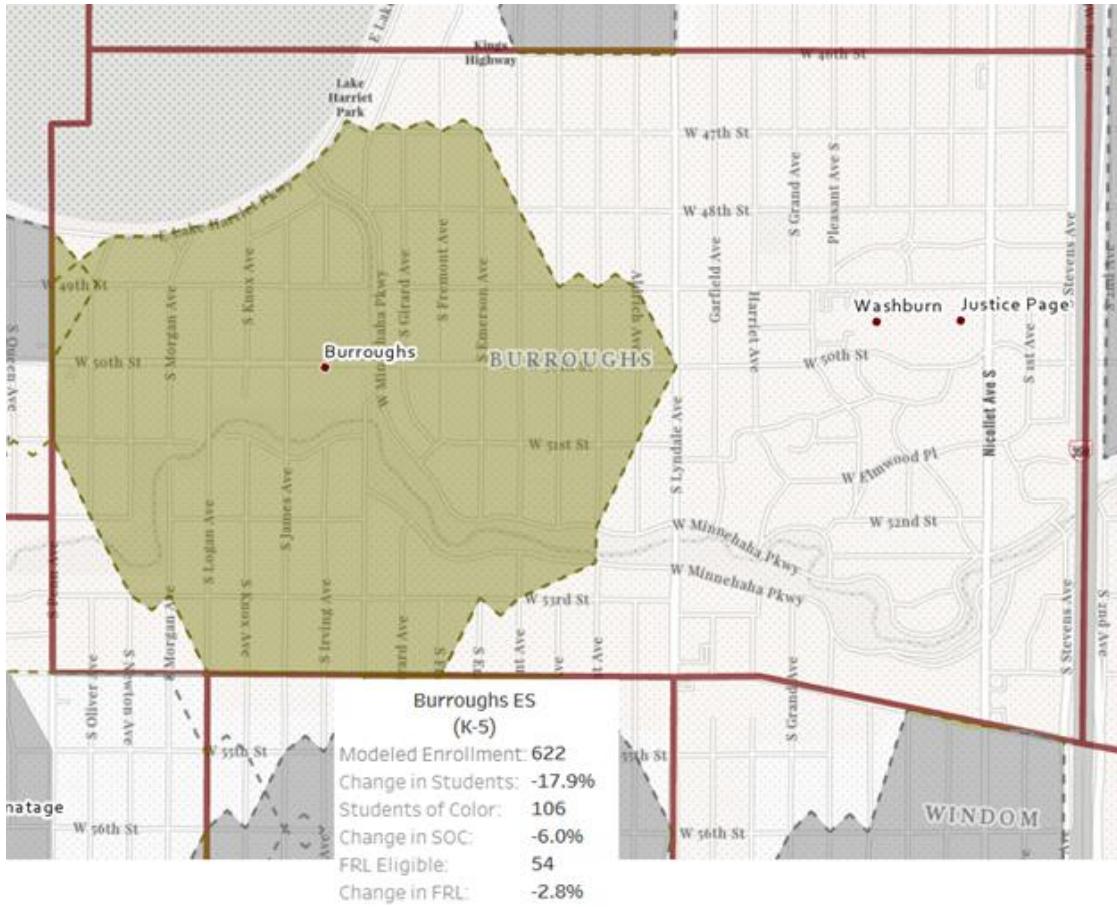


## Modeled Boundary



## Folwell





## Burroughs



# Questions?

# Academic Programming and Considerations

# K-8 and 6-8 Considerations in Minneapolis Public Schools

# Middle Level Research: Program Structure

“Middle schools in general serve student populations with higher rates of poverty and larger proportions of minority students, [this] is one of the fundamental reasons suggested by prior research as to why the two schools structures might show different levels of aggregate achievement (Balfanz 2002; Offenberge 2001; Yakimowski and Connolly 2001).”

-- [\*Byrnes and Ruby \(2007\)\*](#), John Hopkins University

# Student Demographics Play a Role

“If student demographics are main reason for academic performances of two school types, then converting middle schools into K-8s may not lead to significant improvement in student achievement if the student population remains unchanged.”

# SEL and Middle Level Structure

- Combining students who are at different developmental stages in a K-8 setting may not allow schools to specialize in appropriate developmental environments for either middle-or elementary-grade students.
- Separate middle schools can develop instructional and pedagogical strategies best suited for middle school-aged students (Hough, 2005).

# Middle Level Well-Rounded Education

- According to AMLE, the national guidance on Middle Level education strongly supports a wide offering of experiences for adolescence as these various experiences promote brain development.
- MPS currently does not offer students in non 6-8 models a well-rounded education.
- The estimated cost to have similar programming found in 6-8 schools in non 6-8 models would be **\$6,089,985**.

# Course Offerings Snapshot: K-8 vs. 6-8

Q1 Course Offerings 2019-2020	School A: K-8	School B: 6-8
World Language	Spanish Advanced Spanish	Arabic 1A Arabic 1B Spanish 1 Spanish 2 Spanish 3 Spanish for Spanish Speakers
Music	Music Exploration	Concert Choir World of Music Beginning Strings Varsity Strings Choir Beginning Band Orchestra Varsity Band Concert Band Jazz Band

# Course Offerings Snapshot: K-8 vs. 6-8

<b>Q1 Course Offerings 2019-2020</b>	<b>School A: K-8</b>	<b>School B: 6-8</b>
Health/Phy Ed	Health 7 Health 8 Phy Ed 8	Team Sports Phy Ed 6 Health 8 Phy Ed 8
Electives	Dance Dance as Art and Culture Explore	AVID 6 AVID 7 AVID 8 Technology Enrichment Art Art Elective

# Course Offerings Snapshot: K-8 vs. 6-8

<b>Q1 Course Offerings 2019-2020</b>	<b>School C: K-8</b>	<b>School D: 6-8</b>
World Language	No Offerings	Intro to Modern Language Arabic 1A Intro to Arabic Arabic 1B Spanish Spanish 7 Spanish 8 Spanish for Spanish Speakers Ojibwe 1
Music	No Offerings	Concert Choir Performance Theater 6-8 Choir Choir 6 Beginner Band Band 6 Concert Band Introduction to Band

# Course Offerings Snapshot: K-8 vs. 6-8

Q1 Course Offerings 2019-2020	School C: K-8	School D: 6-8
Health/Phy Ed	Phy Ed 6 Phy Ed 7 Phy Ed 8 Health 7 Health 8	Phy Ed 6 Phy Ed 7 Phy Ed 8 Health 7 Health 8
Electives	Art 6 Art 7 Art 8 Media Art 6 Media Art 7 Media Art 8 AVID 6 AVID 7 AVID 8	Drama Drama 6 Art Art 6 Digital Skills/Media GTT App Creator GTT Design & Modeling AVID 6 AVID 7 AVID 8

# Course Offerings Snapshot: K-8 vs. 6-8

<b>Q1 Course Offerings 2019-2020</b>	<b>School E: K-8</b>	<b>School F: 6-8</b>
World Language	No Offerings	Exploratory French French 1A French 2 Exploratory Spanish Spanish 1 Spanish 2 Exploring Japanese Japanese 1 Japanese 2
Music	General Music	Choir Choir 6 Beginner Band Band 6 Band 7 Band 8

# Course Offerings Snapshot: K-8 vs. 6-8

<b>Q1 Course Offerings 2019-2020</b>	<b>School E: K-8</b>	<b>School F: 6-8</b>
Health/Phy Ed	Phy Ed 6 Phy Ed 7	Health 6 Health 7 and 8 Phy Ed 6 Phy Ed 7 and 8 Advanced Fitness Topics
Electives	Art Media Technology Media Technology 6 AVID 6 AVID 8 Academic Extensions	Art Art 6 Digital Skills/Media GTT Automation and Robotics Dance AVID 6 AVID 7 AVID 8

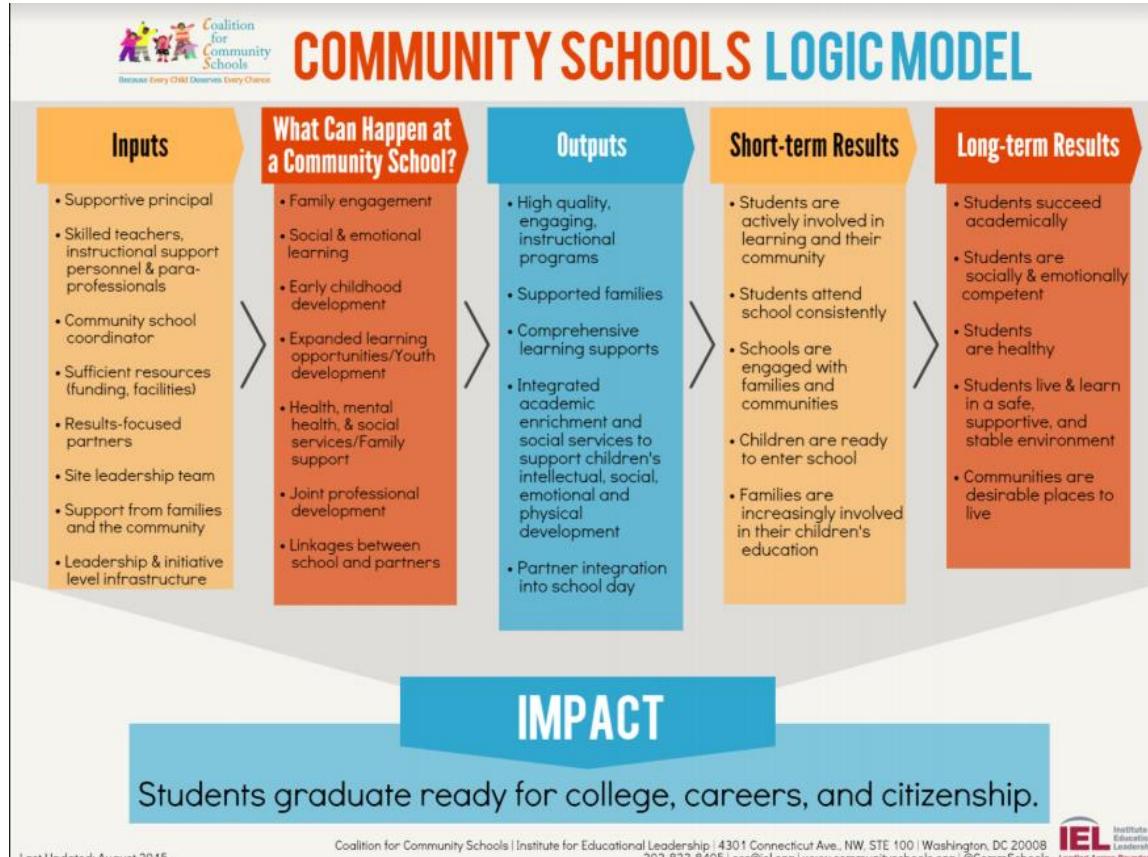
# Community School & Magnet Academic Offerings

# Community Schools

- Community schools are student-centered: they listen to young people, what they need and aspire to, and incorporate their voices into curricula and decisions about the school.
- Partnership is the key to community schools; schools do not go it alone. They engage other stakeholders and strategically partner with families and community organizations to provide students with a full range of opportunities and supports.

**-Community Schools: A Whole-Child Framework for School Improvement 2017**

# Community Schools



Coalition for Community Schools  
Institute for Educational Leadership

# Community Schools Service Example

Current	Change that Must Happen	Academic Plan Focus	Value Add of Community Schools	Community School as part of CDD
Not all students attend their community/neighborhood school; therefore, it is challenging to have a close-knit school supported by its community/neighborhood.	→	Creating access and opportunity for school community to provide input/feedback that inform school decisions.	+	Specific focus on school-centered, neighborhood-represented cultural values, beliefs and goals. These would be co-constructed with the neighborhood/community leaders.
Curriculum and Instruction Expectations	→	Creating more culturally- sustaining schools with changes to curriculum and instruction.  Curriculum changes are informed and supported through community partnerships and feedback	+	Inclusion of culturally-sustaining pedagogy based on neighborhood/community participation and feedback.
Resources are allocated inefficiently with little positive impact to measure best practice.	→	Focus, align-based on Academic Plan <ul style="list-style-type: none"> <li>• Early Literacy and Math</li> <li>• MTSS</li> <li>• College and Career</li> </ul> Measured Outcomes to determine most efficient, effective resources to support academic outcomes	+	Specific resources aligned to community school's vision/focus informed by the needs of the community  Focused key interventions and acceleration that leverage community-based opportunities  District-wide aligned culturally-responsive resources that represent the community and the students who live there  Additional resources supported through or in participation with key community leaders who are role models in the community
SEL and Equity Minimum Expectations of training and implementation	→	SEL, Equity and Restorative Practice mandatory training	+	SEL and Equity High Expectations that require understanding the culture and values of the community/neighborhood so student learning is predicated on their full selves as learner

# Community School and Magnet Example

Being able to provide magnets in concentrated areas of focus is a value-add to community schools.

## STEM Example

Community School STEM for All	STEM Magnet
Engineering in Education	Engineering in Education Engineering Design Process and Components Maker Spaces Citizen Global Science
Bee Bots (Coding) Scratch	Bee Bots Scratch Tynker Software Coding Sphero
Computer Lab Access	1:1 Student to Computer Access

# STEM/STEAM Magnets Possibilities

- Students will engage in Project-Based Learning and daily integration of core subject areas through STEM/STEAM lens
  - Quarterly Transdisciplinary STEM Intensives by grade bands
- Increased Gateway to Technology Modules (STEAM)
- Computational Thinking Coding and Robotics
  - Programming and Robotics hardware and software
- Virtual Job Shadow of STEM/STEAM Career Simulations
- 1:1 student to computer
- 5th and 8th grades STEM capstone projects
- STEM Certificate via portfolio
- Quarterly Family and Community engagement STEM Exhibitions and Art Performances

# Arts Magnets Possibilities

- Students participate in 3 art areas on a consistent basis
- Students engaged in Arts learning daily
- Students learn from professional artists
- Students have access to wide range of professional Art Institutions
- One 20-hour artist residency per grade level representative of student interests and cultures
- Quarterly field trips to art institutions, local Arts and professional organizations

# Career and Technical Education

# Framing: Guiding Questions

- How has current CTE programming at various schools created/decreased opportunities for all students?
- What is the value-add to school that hosts CTE Program?
  - Does this value-add create disparities among high schools in access and opportunities of all students to access/participate in MPS CTE programming?

# CTE: Board Resolution Alignment

- Provides a well-rounded, early childhood through graduation, education so every student in every part of the city is equipped with the academic, social/emotional, and technical skills to be successful in college and/or career
- Incorporates articulated thematic and/or specialized programming and predictable staffing to support academic opportunities for students
- Is accessible to all parts of the city
- Is rigorous, relevant, and responsive to student interests and goals
- Includes a plan for a career and technical education (CTE) continuum that includes career exploration, career readiness courses, and career skills and credentials

*The Board of Education on Oct. 7, 2019, passed the following resolution outlining the values it would like to see threaded through the Comprehensive District Design.*

# CTE and Perkins V Grant

- Perkins V funds CTE programs in MPS. Perkins V has different and additional requirements than Perkins IV Grant.
- Currently writing Perkins V Grant application, due May 1, 2020.
- The grant application includes RealTime Talent report of external stakeholders, MPS report of internal stakeholders as well as addressing specific inequities in student access across demographics.
- A focus of the federal grant is access by gender and MPS will continue to press on access by race and FRL should also be considered.

# CTE: Comprehensive District Design

1	2	3
Centralized CTE Programming at one site:	Centralized CTE Programming at two sites:	Centralized CTE Programming:
North High School	North High School and Roosevelt High School	North High School, Roosevelt High School and Unassigned

# Career and Technical Education Proposed Model

<b>North Tech Center: North High School</b>	<b>South Tech Center: Roosevelt High School</b>	<b>Unassigned</b>
<ul style="list-style-type: none"><li>• Engineering</li><li>• Computer Science-Information Technology</li><li>• Robotics</li><li>• Web &amp; Digital Communications</li></ul>	<ul style="list-style-type: none"><li>• Auto</li><li>• Construction</li><li>• Machine Tool</li><li>• Welding</li><li>• Healthcare</li><li>• Agriculture (NEW)</li></ul>	<ul style="list-style-type: none"><li>• Business</li><li>• Education</li><li>• Law and Public Safety (NEW)</li></ul>

# Proposed CTE Program Movement

CTE Programs	Current CTE Program Location	Proposed CTE Program Location
Computer Science & Information Technology	North, Southwest, T Plus	North Tech Center @ North High T Plus (does not move)
Engineering and Robotics	Henry, South, Washburn	North Tech Center @ North High
Web & Digital Communications	Edison, Henry, South, Southwest, Washburn	North Tech Center @ North High
Agriculture	N/A	South Tech Center @ Roosevelt High
Automotive Maintenance Light Repair and Collision Repair	Roosevelt	South Tech Center @ Roosevelt High
Construction	Roosevelt	South Tech Center @ Roosevelt High
Health Care	Roosevelt	South Tech Center @ Roosevelt High
Machine Tool	South	South Tech Center @ Roosevelt High
Welding	Roosevelt	South Tech Center @ Roosevelt High
Business	Edison, Southwest	Unassigned
Education	Henry Not funded by CTE, program will continue at Henry	CTE Program Unassigned
Law and Public Safety	N/A	Under Development - Unassigned

# Tentative Timeline

Date	Action
1.28.2020	Presentation to Board at Committee of the Whole
Week of March 2nd	@North including Harrison @Henry including FAIR @Edison including Heritage @Roosevelt including Wellstone
Week of March 6	@South including Longfellow and T Plus @Southwest @Washburn
3.24.2020	Presentation to Committee of the Whole (any changes based on community feedback)
4.14.2020	Presentation to Board for Board Vote as part of CDD

# Questions?

# Special Education Programming and Considerations

# Purpose

Share information regarding Special Education Services and the Comprehensive Design

1

Academic Plan

2

Federal Setting I and II  
Services

3

School-Based Allocations

4

Placement of Citywide  
Programming



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PUBLIC SCHOOLS  
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# SpEd Department Goal Work: Aligned to Academic Plan

<b>Equity in Educational Design</b>	<ul style="list-style-type: none"><li>Decrease over-identification of students of color in Special Education through equity work</li><li>Create professional development for equitable evaluation process by supporting interventions for pre-referral process.</li><li>Improve recruitment and retainment for special education staff of color.</li></ul>
<b>Middle Years</b>	<ul style="list-style-type: none"><li>Transition and Engagement Strategies for students</li><li>Collaborative Problem Solving Process Model with Dr. Ross Greene</li></ul>
<b>Early Literacy and Math</b>	<ul style="list-style-type: none"><li>New assessment protocols for ECSE - Teaching Strategies Gold</li><li>Professional Learning Communities for interventions</li></ul>
<b>Strong and Differentiated Instruction</b>	<ul style="list-style-type: none"><li>Define Specific Learning Disabilities criteria to provide guidance in the selection of Tier 2 and 3 Interventions in Math &amp; Reading</li><li>Collaborate with Multilingual and Advanced Learning to incorporate Collaborative Teaching and Universal Design for Learning in core instruction</li></ul>
<b>Career and College Readiness</b>	<ul style="list-style-type: none"><li>Create conversation tools using On-Track data and grading to drive conversations and IEP team decisions to improve 4-year graduation rates</li></ul>

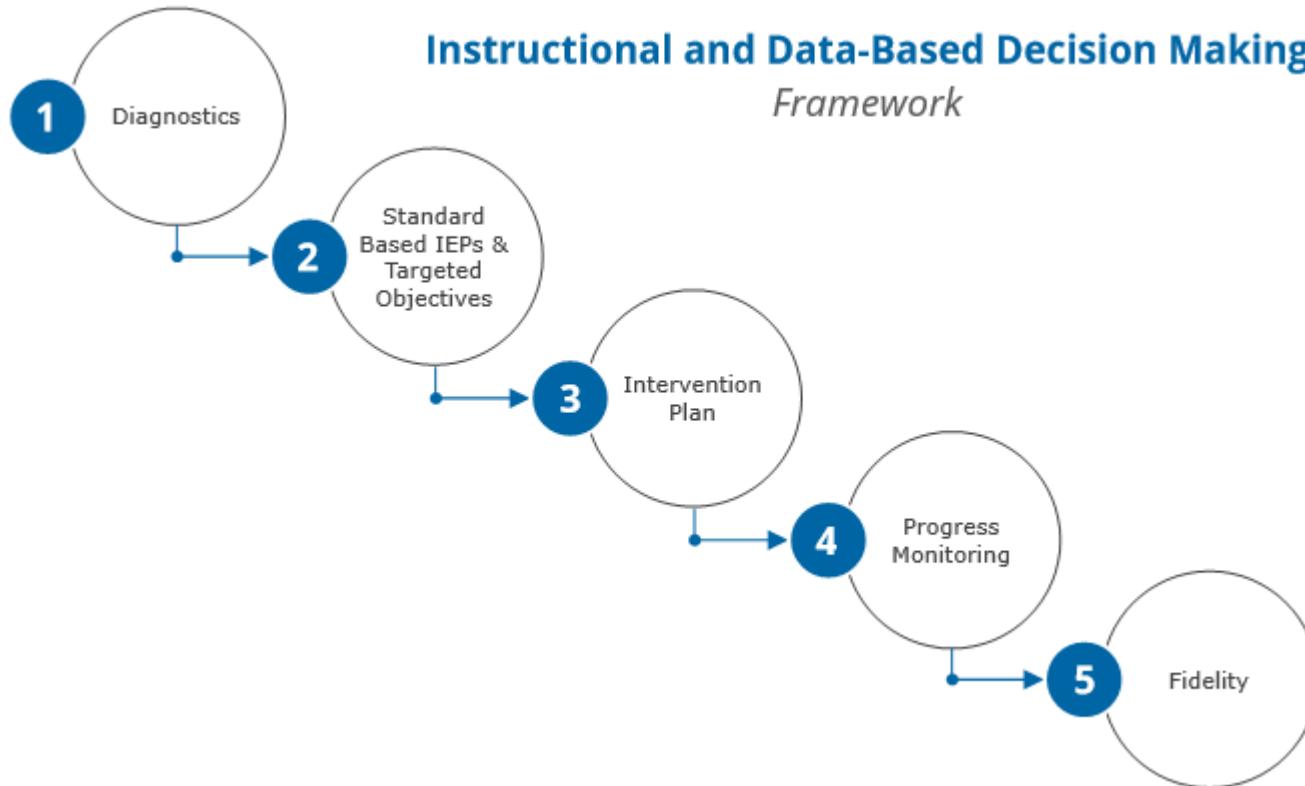
# Federal Setting I and II Services: Community School Model

Advance  
Supports

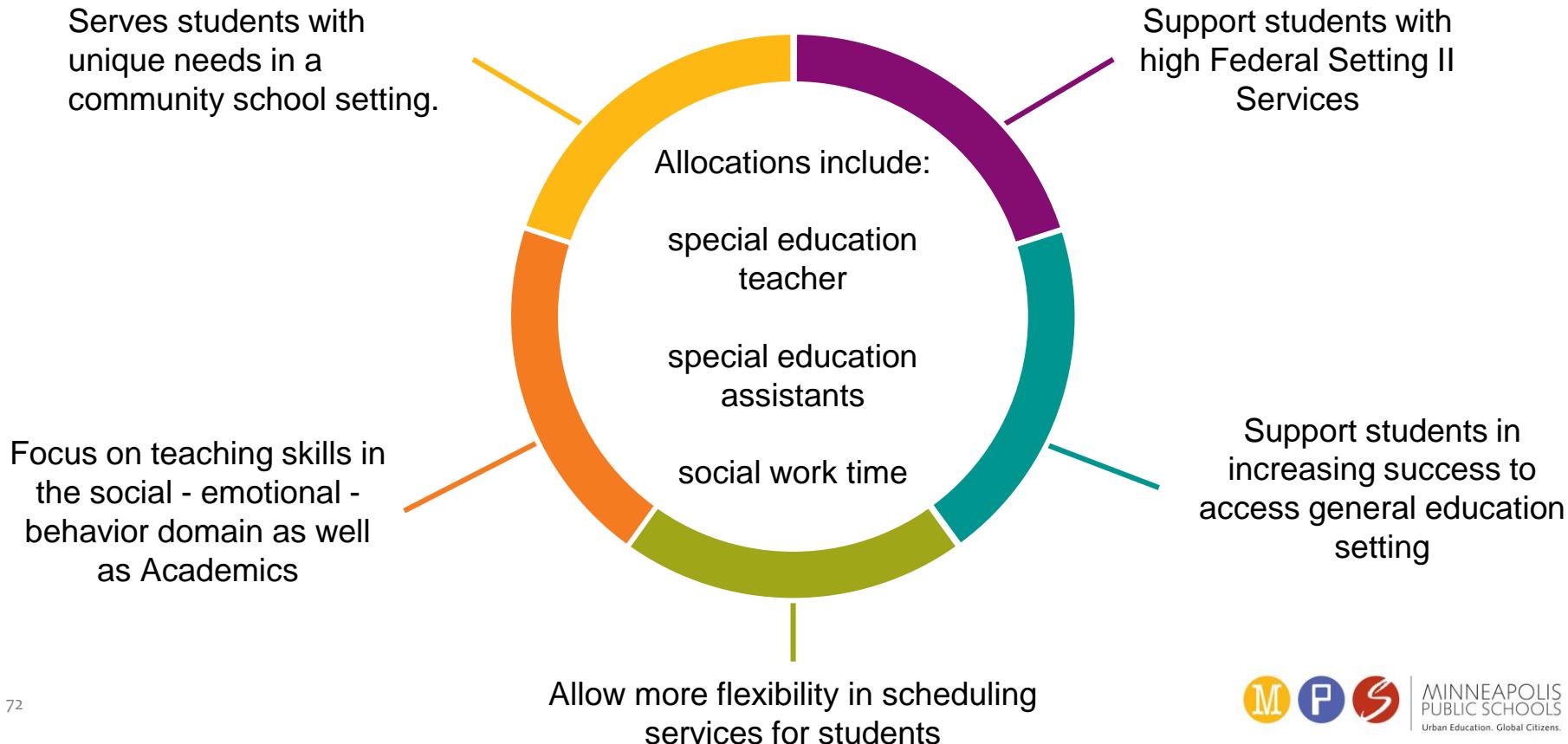
Instructional  
Supports

Specialized  
Instruction

# Federal Setting I and II Services: Community School Model



# School-Based Allocations



# Citywide Special Education Programs

1.

Tentatively layer onto  
the study/model

2.

Continue to support  
moving from an  
accumulated design  
to an intentional  
design

3.

Modeling factors  
include: student home  
address, student  
educational needs,  
and number of  
programs in relation to  
general education  
classrooms for  
inclusive  
opportunities.

4.

These placements will  
continue to be  
reviewed and  
adjusted throughout  
the study and on a  
yearly basis.

# Models 2 through 5

- Move classrooms equitably, to be closer to where students live rather than where space is available in schools
- Redesign special education programming at magnets
- Reduce a portion of citywide special education programming where there are significant openings

# Magnet Schools and Special Education

Families with students receiving Federal Setting I and II services would participate in general education lottery.

→ Families with students receiving Federal Setting III services would participate in a Special Education Lottery process.

→ Families with students receiving Federal Setting IV services would be eligible for magnet programming based on availability during transition.

Magnet schools will have some of the following special education programming:

- Citywide special education programming
- School-based allocations

# Specialized Sites

- ❖ Transition Plus Program
- ❖ Early Intervention/Early Childhood Special Education
- ❖ Metro Programs (Care and Treatment services)

**School sites and programming remain stable**



# Federal Setting IV Programming

- ❖ Continue in same locations.
- ❖ Students transitioning to a less restrictive setting will have options in both community school and magnet schools
- ❖ Focused improvement efforts:

Riverbend Educational Center

LifeSpace Crisis Intervention Training  
Increasing Academic Rigor

Harrison Education Center

Project Based Learning  
Trauma Informed SEL Practices

# Questions ?

# Continued Opportunities for Engagement

# Ongoing Communications & Engagement

- Launched CDD Digest, FAQ webpage and CDD Values Survey (including phone survey)
- Incorporated feedback from previous plan (April 2019) presentation and community engagement
- Gathered feedback on studies and models through BOE public comment, small group meetings, email, social media and surveys
- Holding information sessions with staff, including school staff
- Scheduled additional listening sessions for community members and staff
- Specific outreach to African-American, Somali, American Indian, LatinX and Asian communities through PACs, Parent Participatory Evaluation (PPE), co-hosted meetings with CBOs, ethnic media

# Upcoming Listening Sessions

## January 2020

Wed. 15	Title VI American Indian Parent Advisory Council	Division of Indian Work 1001 E. Lake St.	5:30-7:30 p.m.
Mon. 27	Citywide Student Government	South High School 3131 S. 19th Ave.	5:30-6:30 p.m.
Mon. 27	Districtwide focus	Northeast Middle School 2955 Hayes St. N.E.	6:30-8:00 p.m.
Wed. 29	Districtwide focus	Roosevelt High School 4029 S. 28th Ave.	6:30-8:00 p.m.
Thur. 30	Districtwide focus & District Parent Advisory Council	Davis Center 1250 W. Broadway Ave.	6:30-8:00 p.m.
Fri. 31	Somali Parent Advisory Council	Davis Center 1250 W. Broadway Ave.	6:00-8:00 p.m.

## February 2020

Mon. 3	Districtwide focus	Justice Page Middle School 1 W. 49th St.	6:30-8:00 p.m.	
Wed. 5	Districtwide focus	Bethune School partnership with Phyllis Wheatley 919 Emerson Ave. N.	6:30-8:00 p.m.	
Thur. 6	Special Education Parent Advisory Council	Davis Center 1250 W. Broadway Ave.	6:30-8:00 p.m.	
Mon. 10	Black Parent Advisory Council	Davis Center 1250 W. Broadway Ave.	6:00-8:00 p.m.	
Wed. 12	Latino Parent Advisory Council	Davis Center 1250 W. Broadway Ave.	6:00-8:00 p.m.	
81	Wed. 19	Hmong Parent Advisory Council	Davis Center 1250 W. Broadway Ave.	5:30-7:30 p.m.

# MPS Staff Engagement

In addition to accessing all CDD communications and public meetings, the following are scheduled or ongoing:

- School-based staff meetings and communications at all sites
- Meetings with internal stakeholders
  - Ongoing meetings with MFT, ESP and Principal Forum leadership
  - MFT and ESP Executive Boards in February
  - ESPs at ESP PD
  - Principals
  - Family liaisons
  - Social workers
  - Davis Center brown bag lunches
- Staff survey on CDD

# Next Steps

# Implementation work

## Prior to Board Vote

- Final CDD proposal development, informed by engagement work
- Projected magnet enrollment based on placement protocols
- Specific academic investments
- Financial projection

## Following Board Vote

- Bell time changes
- Finalized walk zones
- Revised placement protocols and lottery rules/designs
- Capital planning
- Finalize school closure criteria
- Grandfathering decisions
- CDD Staffing Plan

# Next Steps in the CDD

- Incorporating community feedback and the EDIA (Equity and Diversity Impact Assessment) policy and placement recommendations, make a **final Comprehensive District Design proposal to the Board at the March 24 Board meeting.**
- **Final vote on that proposal at the April 10 Board meeting.**
- Implementation of an approved proposal and timeline would **begin in Fall 2021**

# Appendix

# Magnet School Platform

# Magnet School Definition

**Magnet schools** are defined as:

- schools with thematic instruction,
- whose intent is to create greater student racial and economic integration,
- who receive access to federal integration dollars,
- offer transportation outside community school boundaries,
- and may progress in a pathway through middle school

# Considerations when placing magnets

- **Accessibility to greater numbers of students** through placement in buildings already located near the geographic center of the district, reducing long bus commutes across the city.
- **Capacity of the facility and surrounding community schools** to serve the number of students in the area.
- **A reduction in the number of magnets** as another means of reducing transportation complexity and to maximize resources for investment.
- **Placement of the types of magnets our stakeholders have told us are most preferred:** STEM/STEAM, Arts, Spanish immersion/Language and Culture, and Montessori
- **Grade configurations of only K-5 and 6-8 -- no K-8 schools.** The rationale for this change is that for a variety of reasons MPS cannot consistently provide a well-rounded middle school experience within the K-8 structure.

# Career and Technical Education

# CTE Programs aligned to workforce needs

CTE Career Cluster*	Existing MPS POS	Priority Ranking for CTE	City of Minneapolis Workforce Demand 5 year Projection
Health Science	Yes	1.a	50,476
Architecture and Construction	Yes	1.b	46,510
Finance	No	1.c	33,960
Information Technology (Programming and Software Development)	Yes	1.d	9,882
Agriculture, Food and Natural Resources	No	1.e	9,150
Manufacturing	Yes	1.f	8,642
Transportation, Distribution, and Logistics	Yes	1.g	5,211
STEM (Engineering)	Yes	1.h	3,075
Business, Management and Admin	Yes	2.a	68,166
Marketing	No	2.b	19,119
Education and Training	No	2.c	14,024
Law, Public Safety, Corrections & Security	No	2.e	7,592
Information Technology / Broadcasting (Web and Digital Communication)	Yes	3.b	7,720
			283,527

# CTE Program Square Footage Requirements

- **Tech Center Entrance & Gathering Space for students at each location:** TBD Sq. Ft. - unique to each location.
- **Engineering:** 15,150 Sq. Ft.
- **Computer Science-Information, Technology, Robotics:** 4,670 Sq. Ft.
- **Web & Digital Communications:** 10,255 Sq. Ft.
- **Business/Entrepreneurship/Finance:** 4,700 Sq. Ft.
- **Law & Public Safety:** TBD
- **Automotive – Maintenance Light Repair / Collision Repair:** 7,775 Sq. Ft.
- **Construction / Welding:** 12,795 Sq. Ft.
- **Machine Tool:** TBD
- **Health Care:** 5,695 Sq. Ft.
- **Agriculture:** TBD

# Current CTE Percent Utilization

School	Percent Enrolled as compared to capacity
Edison	63.33%
Fair	31.25%
Henry	56.58%
North	17.80%
Roosevelt	63.96%
South	88.88%
Southwest	95.23%
Transition Plus	27.14%
Washburn	58.67%

The % utilization represents the percentage of students enrolled in CTE course against the total number of available seats; however, in many cases, the students are placed in CTE courses as elective options not necessarily because the student is interested in the career field.

# Middle Years Research

# Middle Level Research

- Mac Iver and Epstein (1993) found that seventh and eighth graders in the United States attend schools with about 30 different grade configurations.
- Older K-8 schools performed significantly better than middle schools (explained by differences in students and teacher populations, average grade size, and school transition rates).
- Newer K-8 schools did not realize the same advantage despite having smaller grade sizes and lower transition rates due to the more disadvantaged student and teacher populations.

---*Byrnes & Ruby (2007)*

# Middle Level Structure and Outcomes

- Schools that studied the pros and cons of switching to a K-8 stayed with the 6-8 because they didn't have the facilities to accommodate K-8 models.
- K-8 schools tend to be smaller overall with smaller grade level cohorts
- K-8 schools that are successful still implement proven best middle-level practices.
- As multiple studies have shown, grade configuration is not the sole factor determining student achievement. When a school truly embeds all aspects of the middle school model, students' performance has been shown to increase.

# Long-term Sustainability Considerations

# Current Financial Landscape

- **Historic legislative underfunding** of services for Special Education and English Learner students. (*MPS receives \$59 million less than we spend to serve these students well*)
- **Persistent budget gaps anticipated** without structural changes. (*Projecting \$19M gap for SY20-21*)
- **Declining enrollment** (*Projected to lose 800 students in SY20-21*)
- **Too-large infrastructure** continues (*complex transportation system, number of buildings as compared to enrollment*)

# Potential Shift in Funding: Model 1

Recommend shifting the Title I threshold to 60%. The following schools who currently receive school-wide Title I funding would drop below the threshold:

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• South</li><li>• Seward</li><li>• Sanford</li><li>• Marcy</li><li>• Barton</li><li>• Page</li></ul> | <ul style="list-style-type: none"><li>• Pratt</li><li>• Webster</li><li>• Lyndale</li><li>• Dowling</li><li>• Keewaydin</li><li>• Waite Park</li></ul> |
|--|--|

# School Closure Criteria Considerations

Building utilization characteristics:

- Enrollment utilization
- General education teacher utilization
- Enrollment trend at the school
- Square foot per student, compared to MDE standards

Demand characteristics:

- Community demographics regarding # students K-12 and live births trend
- Current market share

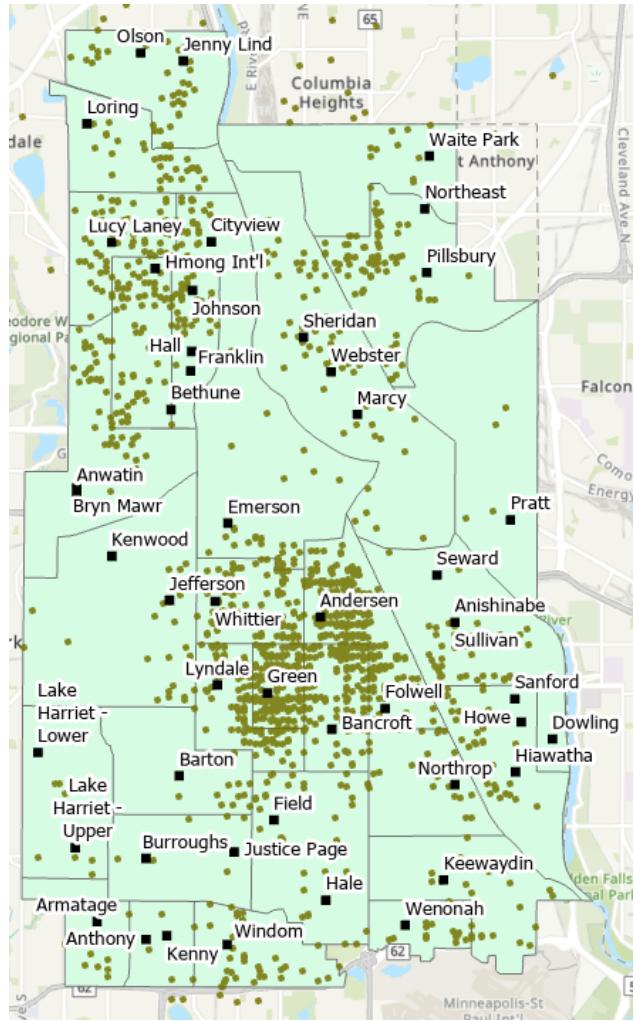
Cost characteristics:

- 10-year capital spend to date
- Deferred maintenance, renewal and capital investment costs over next 10 years
- Buildings with minimal associated outstanding debt
- Receives small school subsidy
- Operating costs including cost per square foot, cost per student

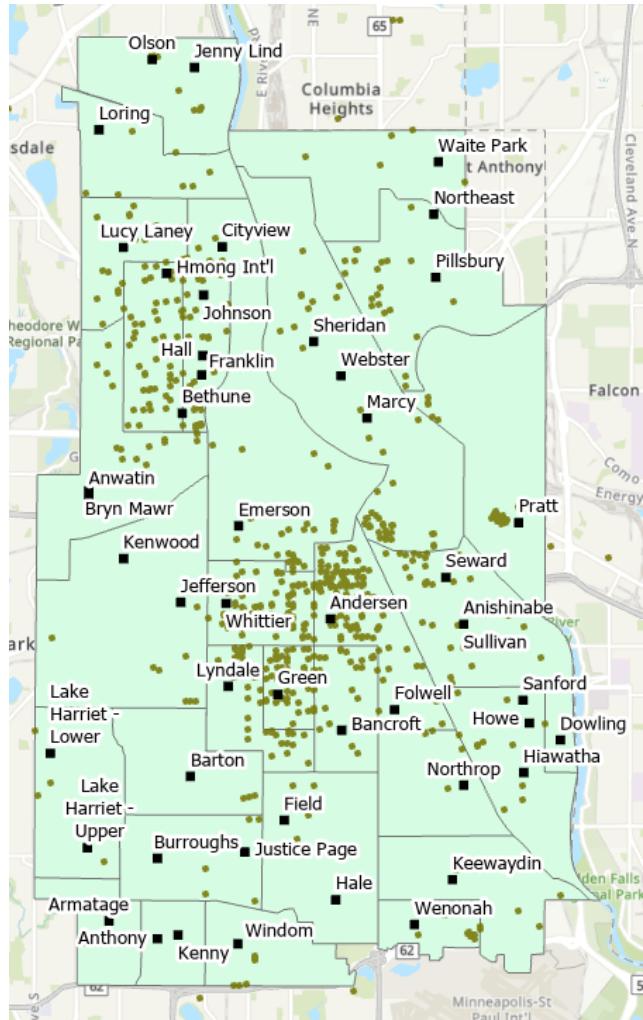
Site characteristics:

- Geographically located near another school of the same grade configuration
- Colocation with other partners
- Consider geographic location by zone

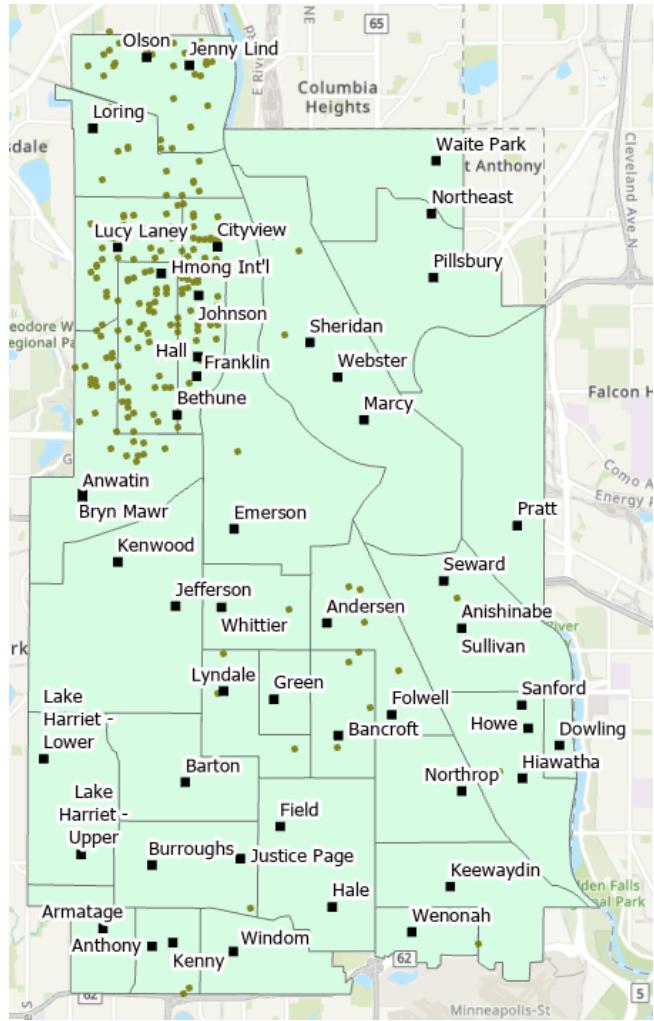
# Where Current Students Live



## Spanish Home Language Students

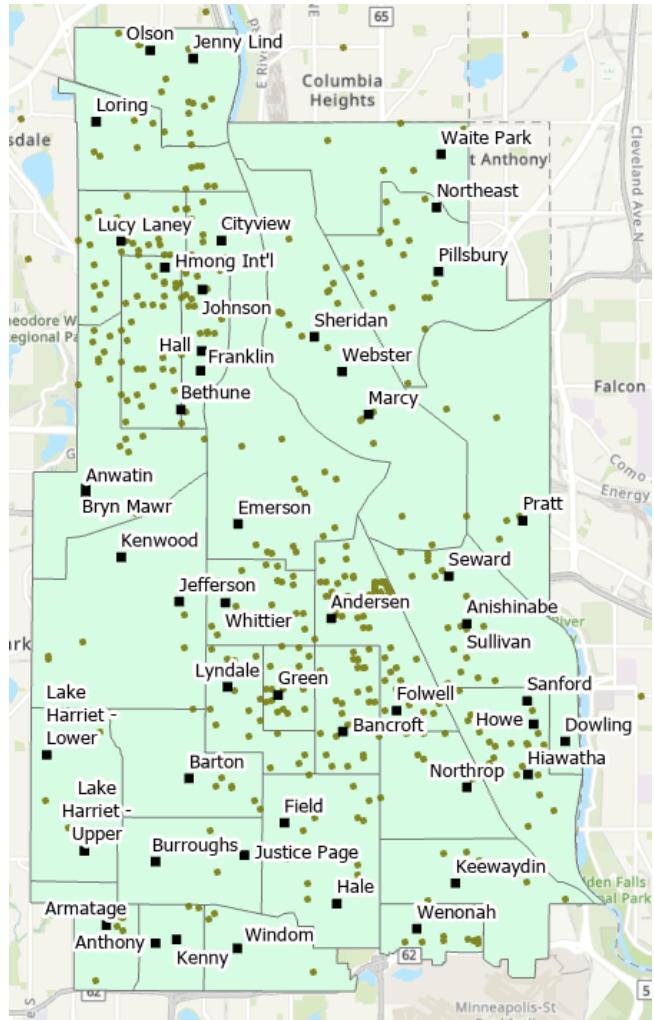


## Somali Home Language Students

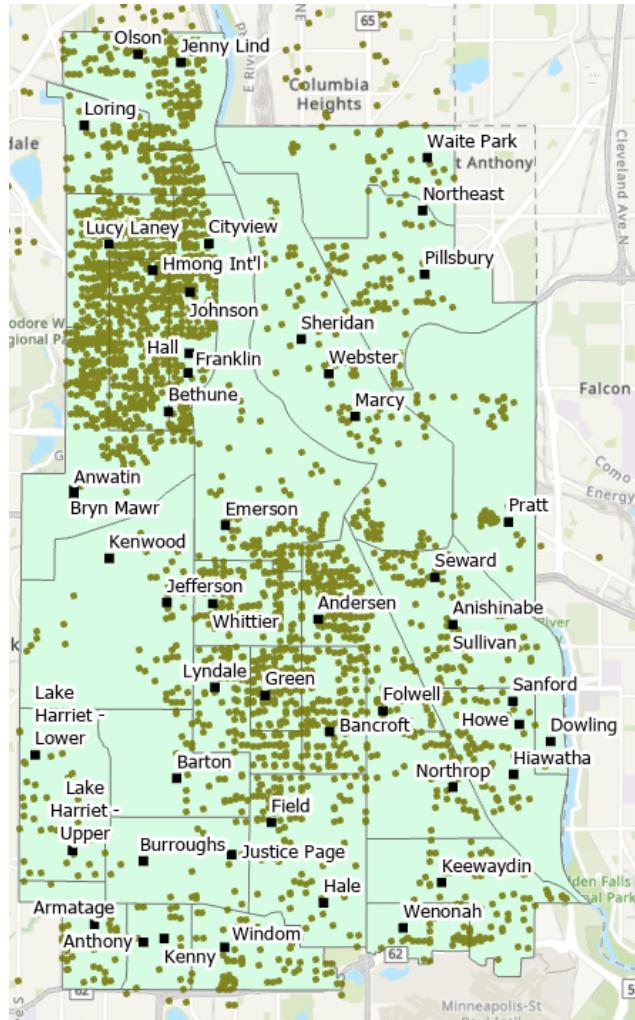


## Hmong Home Language Students

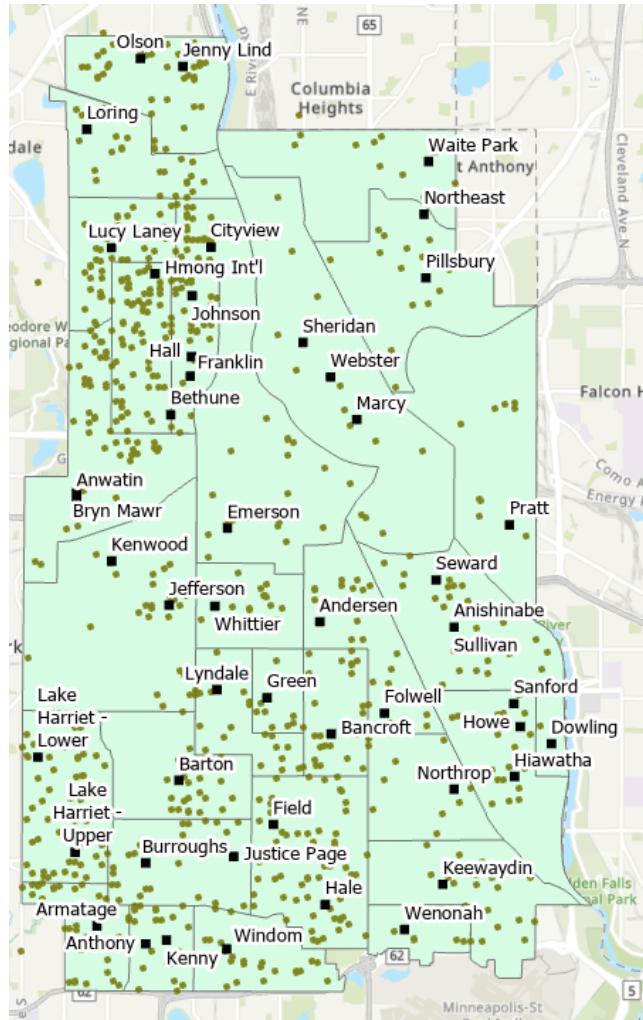




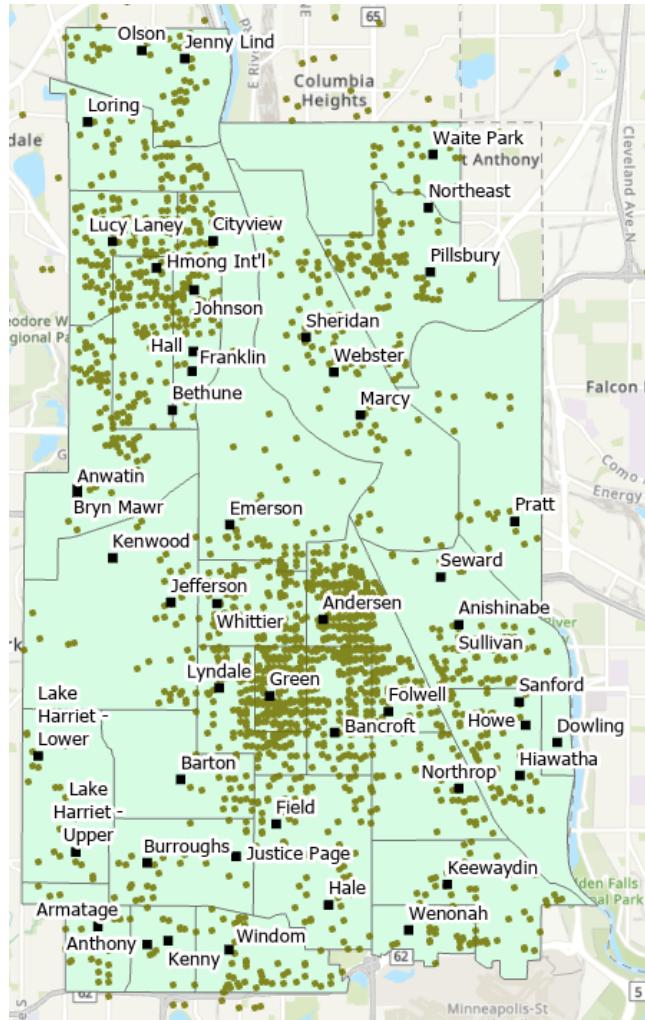
## American Indian Students



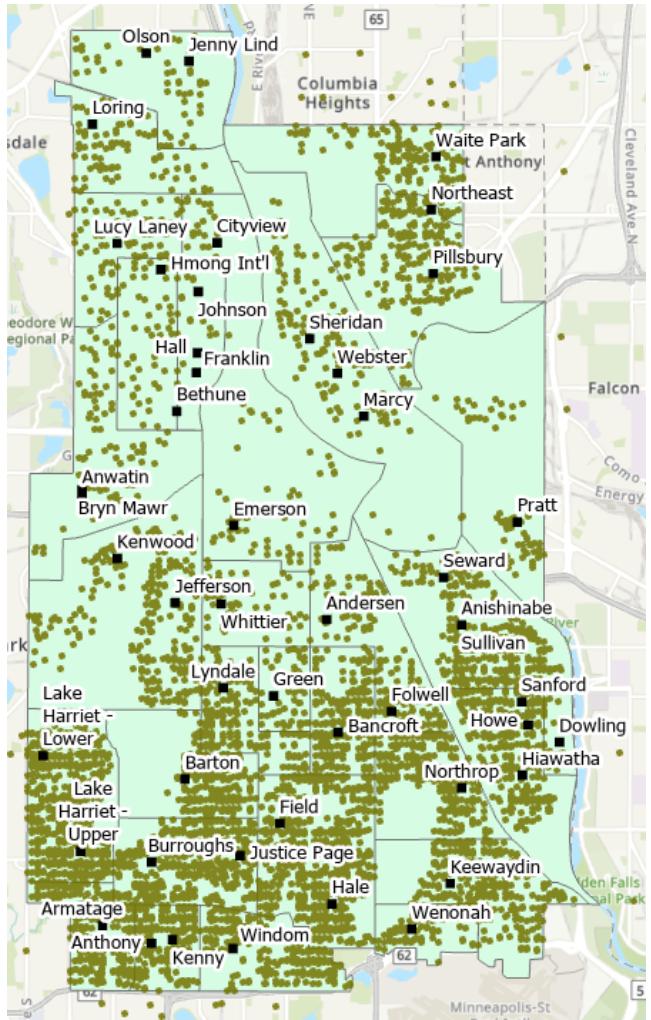
## African American Students



## Asian Students



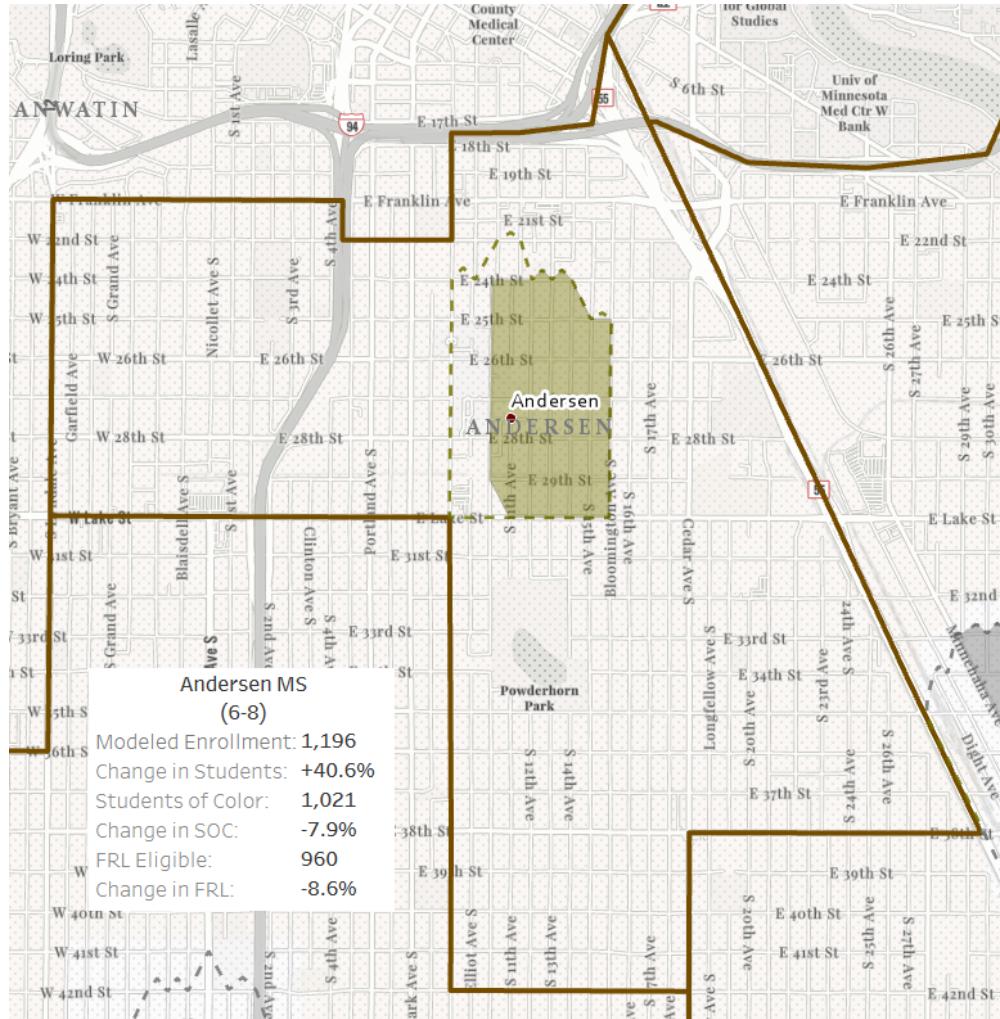
## Hispanic Students



## White Students

# Individual School Boundaries with Walk Zones

\*Note: the enrollment data on each of the following slides is from the Community Schools Study



## Andersen



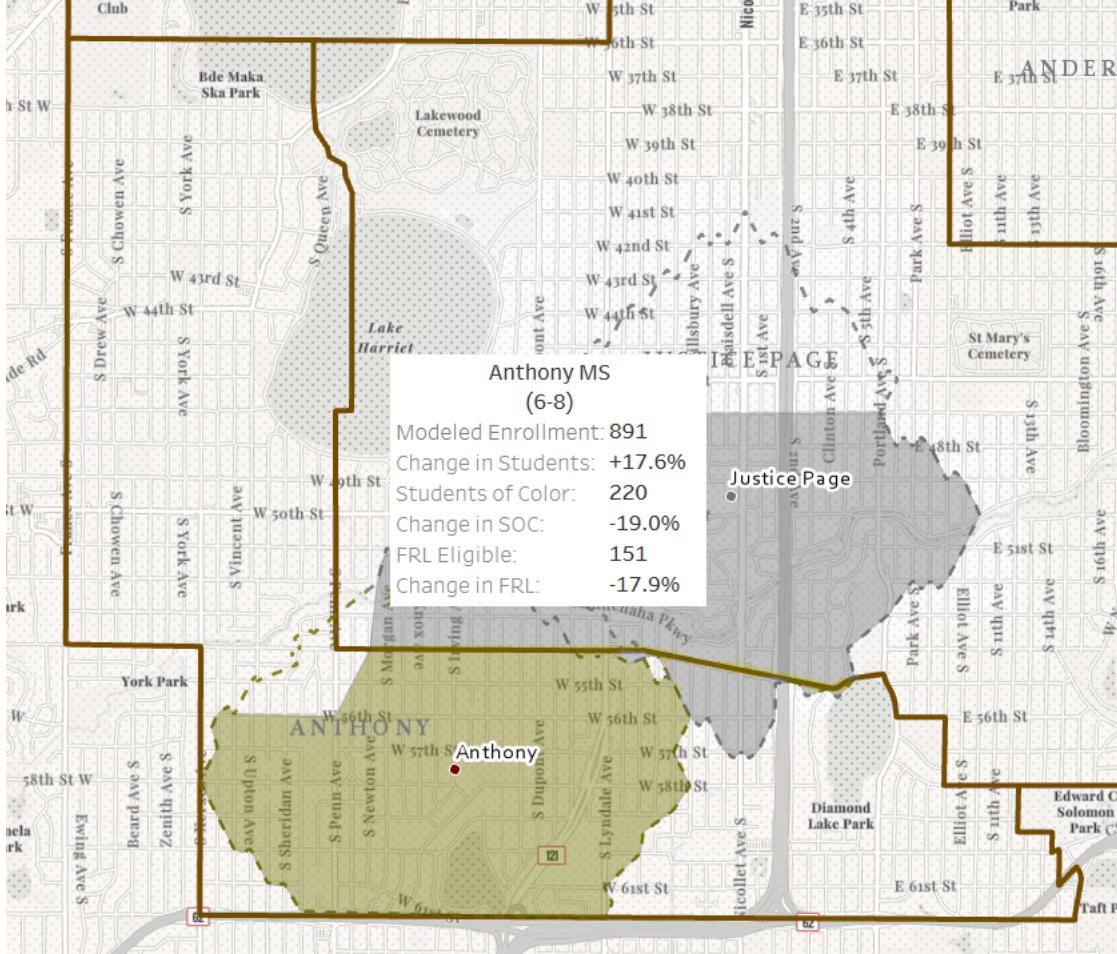
Modeled Walk Zone



Current Walk Zone



Modeled Boundary



# Anthony



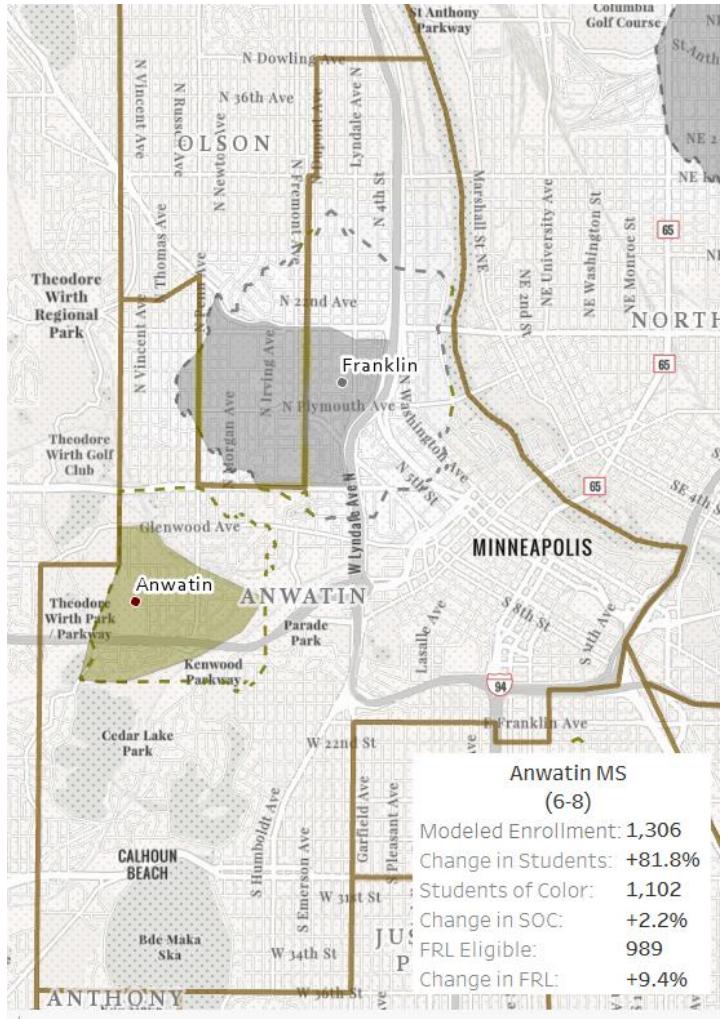
Modeled Walk Zone



Current Walk Zone



Modeled Boundary



## Anwatin



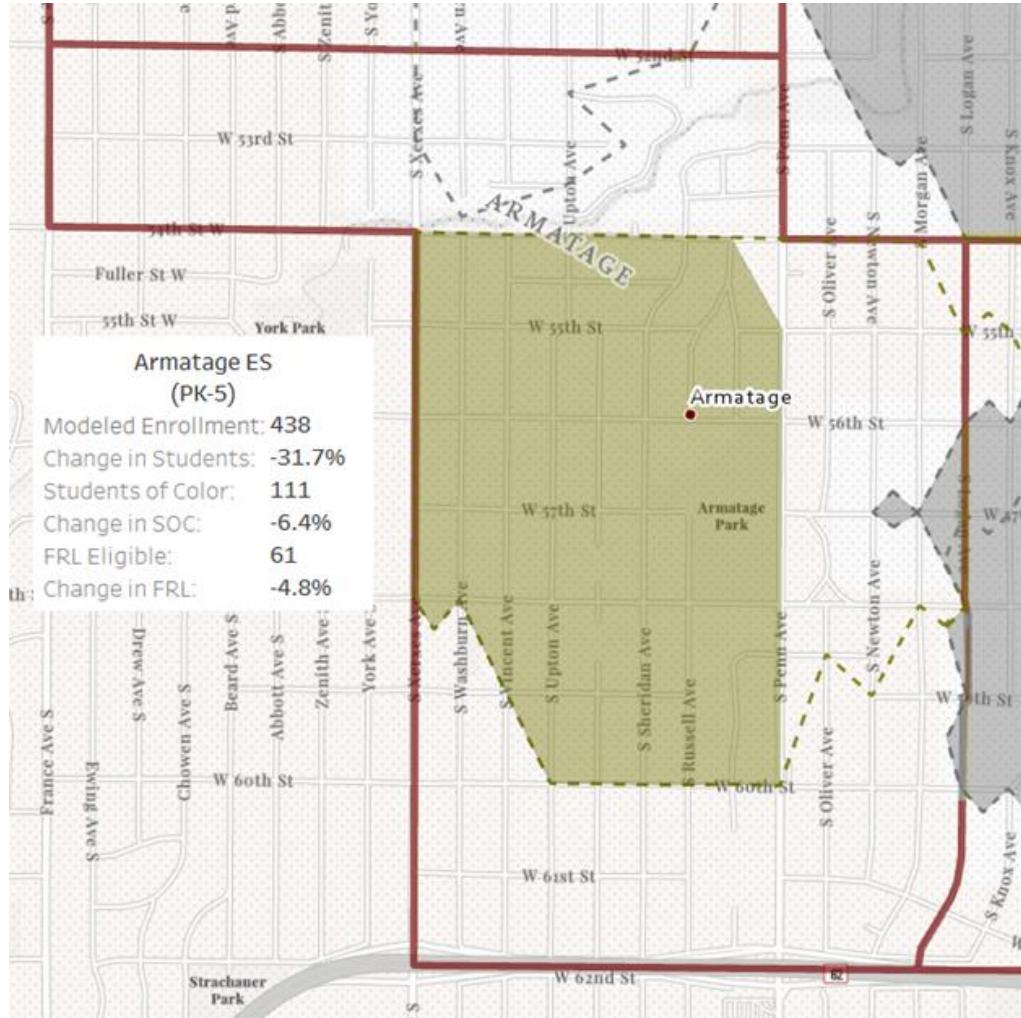
Modeled Walk Zone



Current Walk Zone

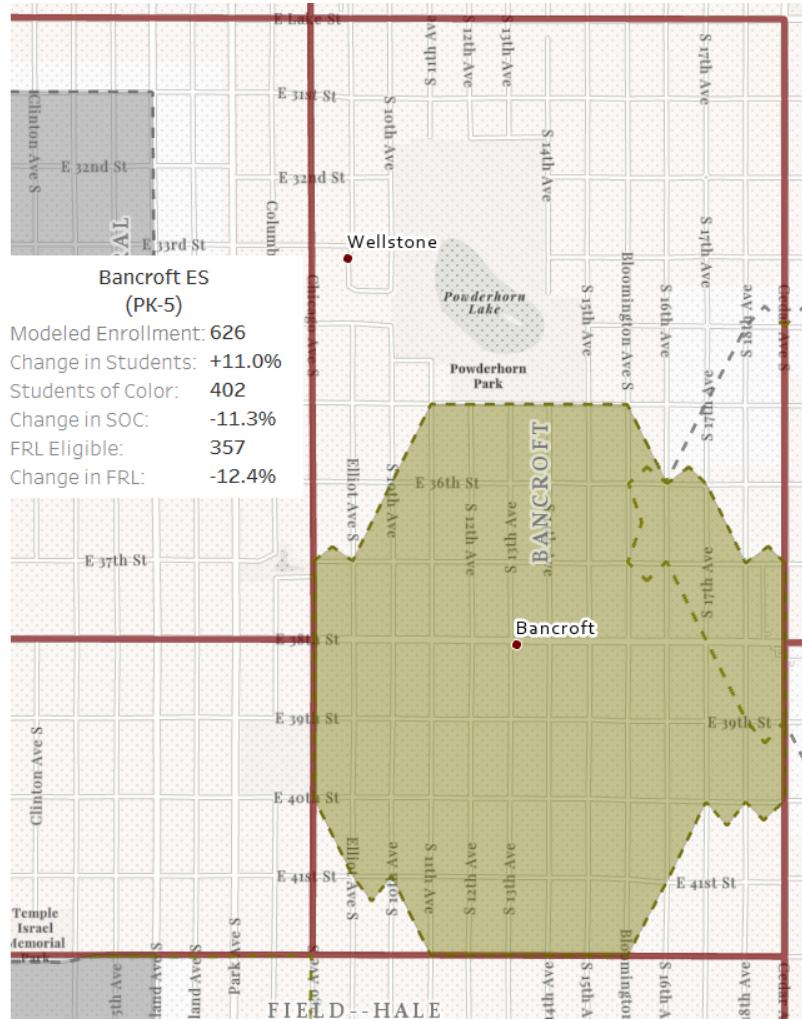


Modeled Boundary



## Armatage





## Bancroft



Modeled Walk Zone



Current Walk Zone



Modeled Boundary



## Barton



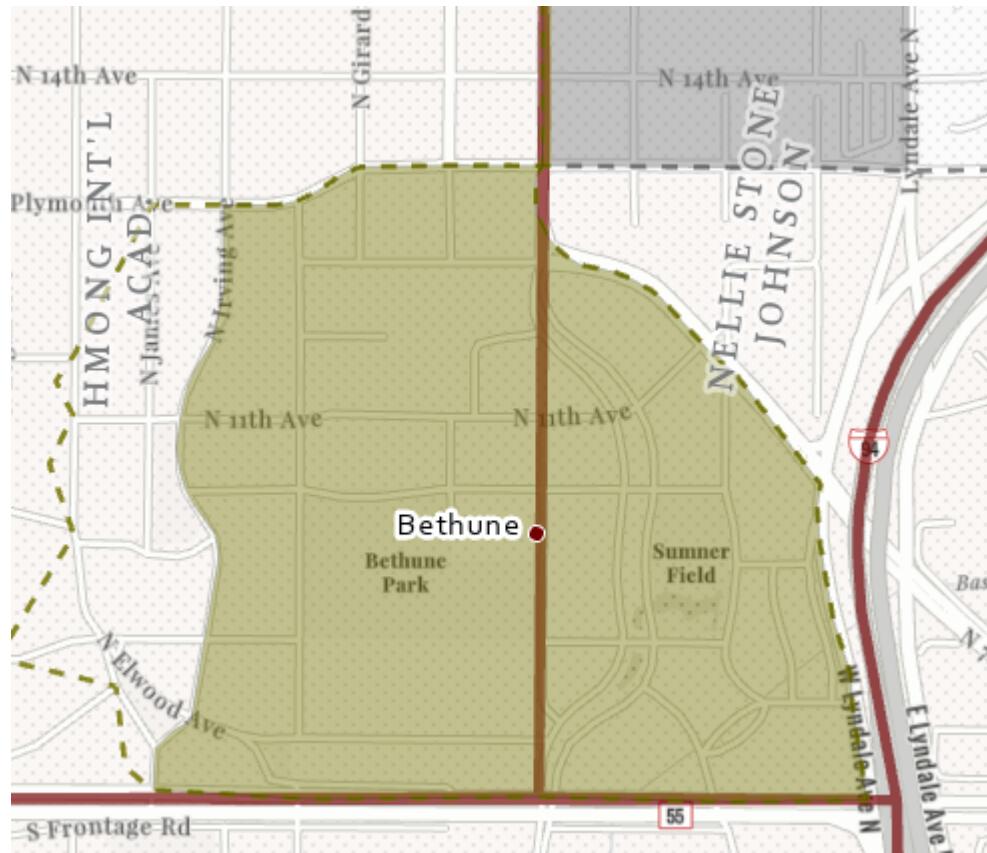
Modeled Walk Zone



Current Walk Zone



Modeled Boundary

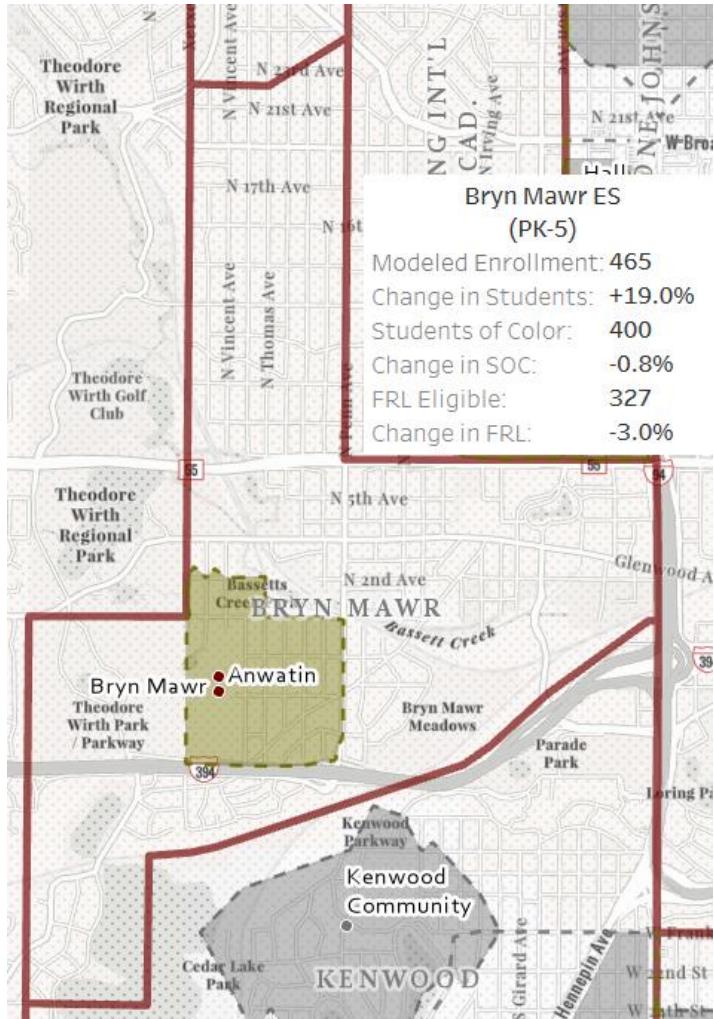


## Bethune



Modeled Walk Zone

Current Walk Zone



## Bryn Mawr



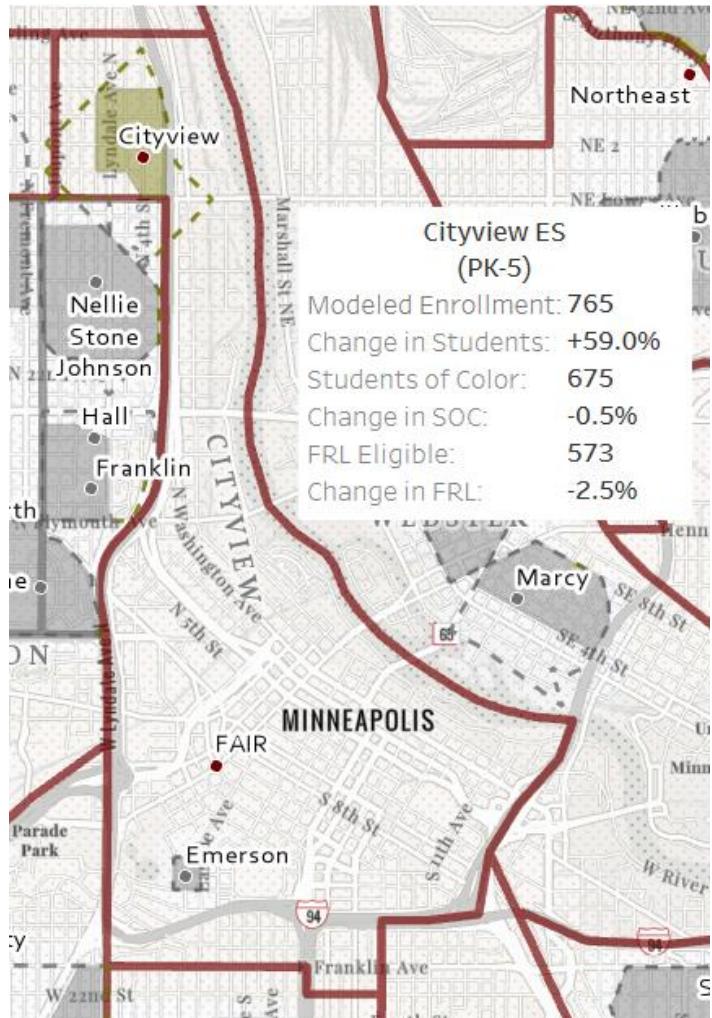
Modeled Walk Zone



Current Walk Zone



Modeled Boundary



## Cityview



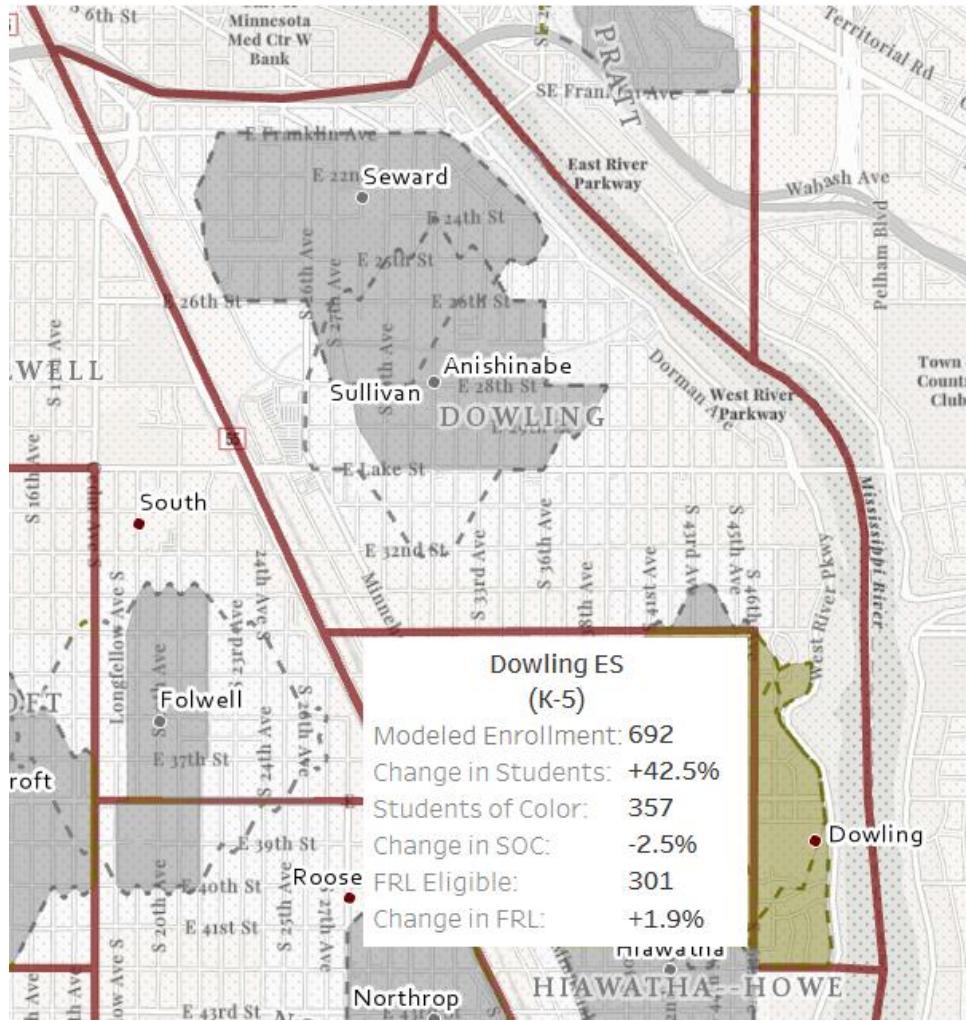
Modeled Walk Zone



Current Walk Zone



Modeled Boundary



## Dowling



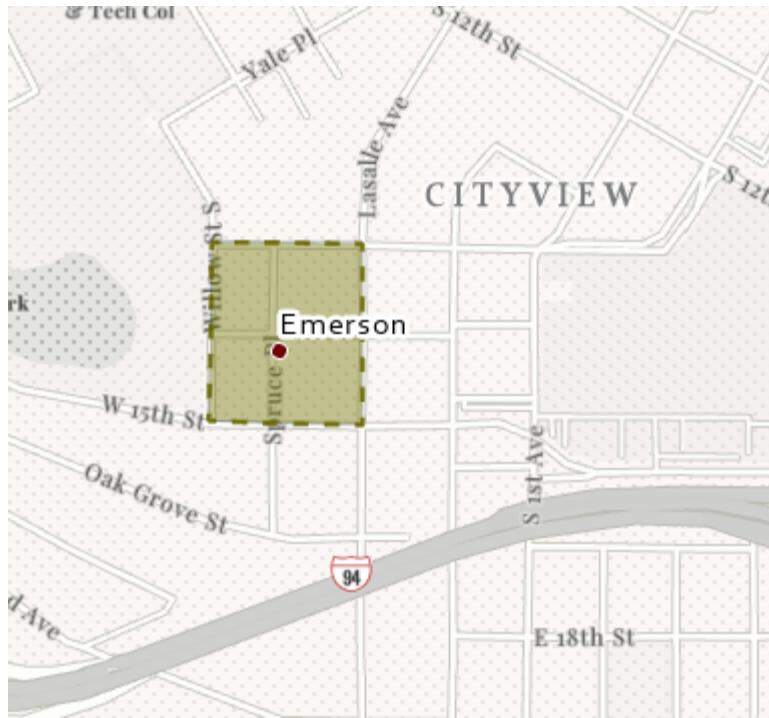
Modeled Walk Zone



Current Walk Zone



Modeled Boundary



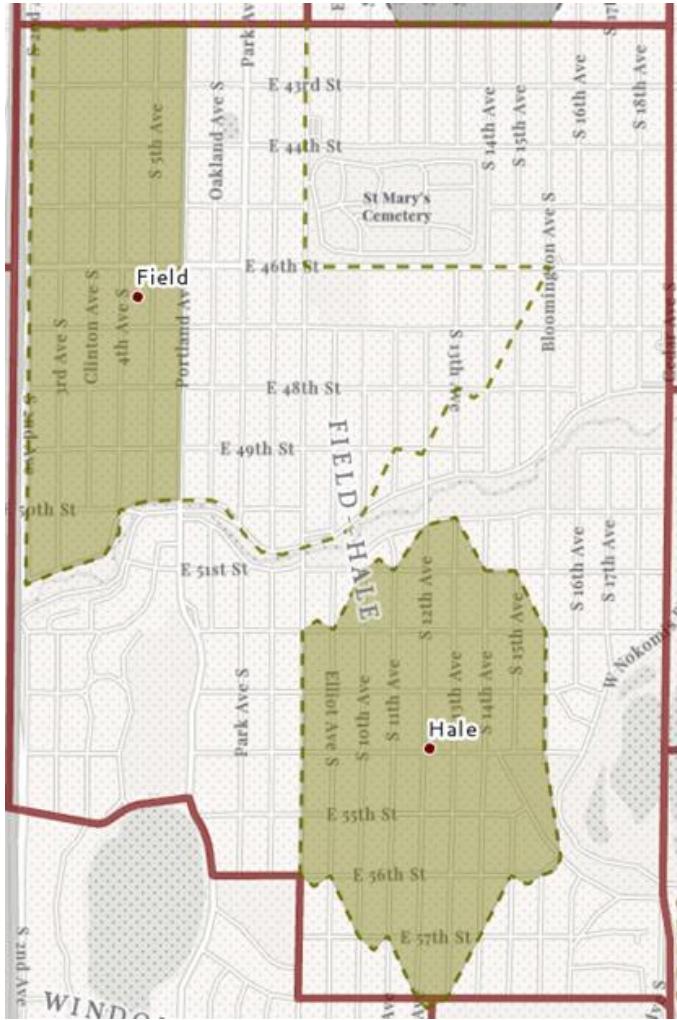
## Emerson



Modeled Walk Zone



Current Walk Zone



### Field ES (3-5)

Modeled Enrollment: 476  
Change in Students: -5.5%  
Students of Color: 135  
Change in SOC: +1.1%  
FRL Eligible: 76  
Change in FRL: -1.2%

### Hale ES (K-2)

Modeled Enrollment: 552  
Change in Students: -19.3%  
Students of Color: 141  
Change in SOC: +1.5%  
FRL Eligible: 82  
Change in FRL: +4.2%

## Field - Hale



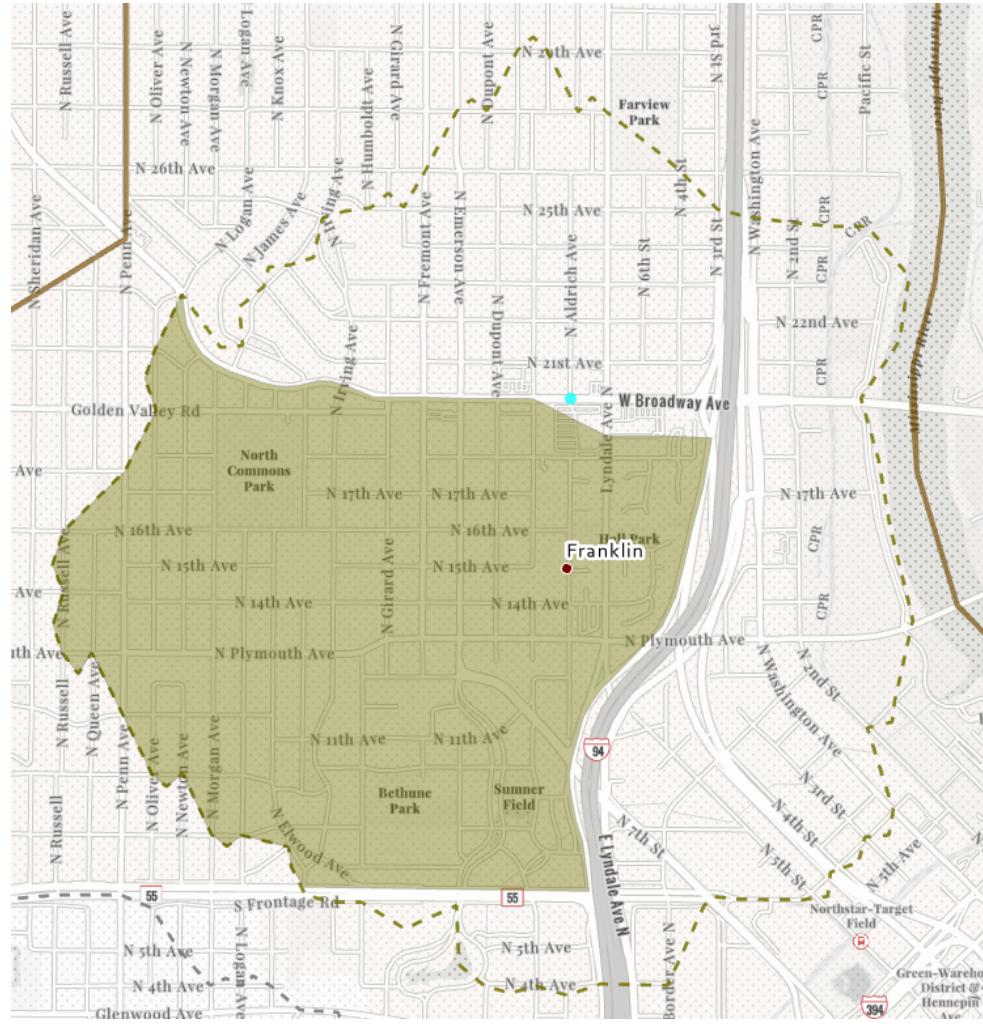
Modeled Walk Zone



Current Walk Zone



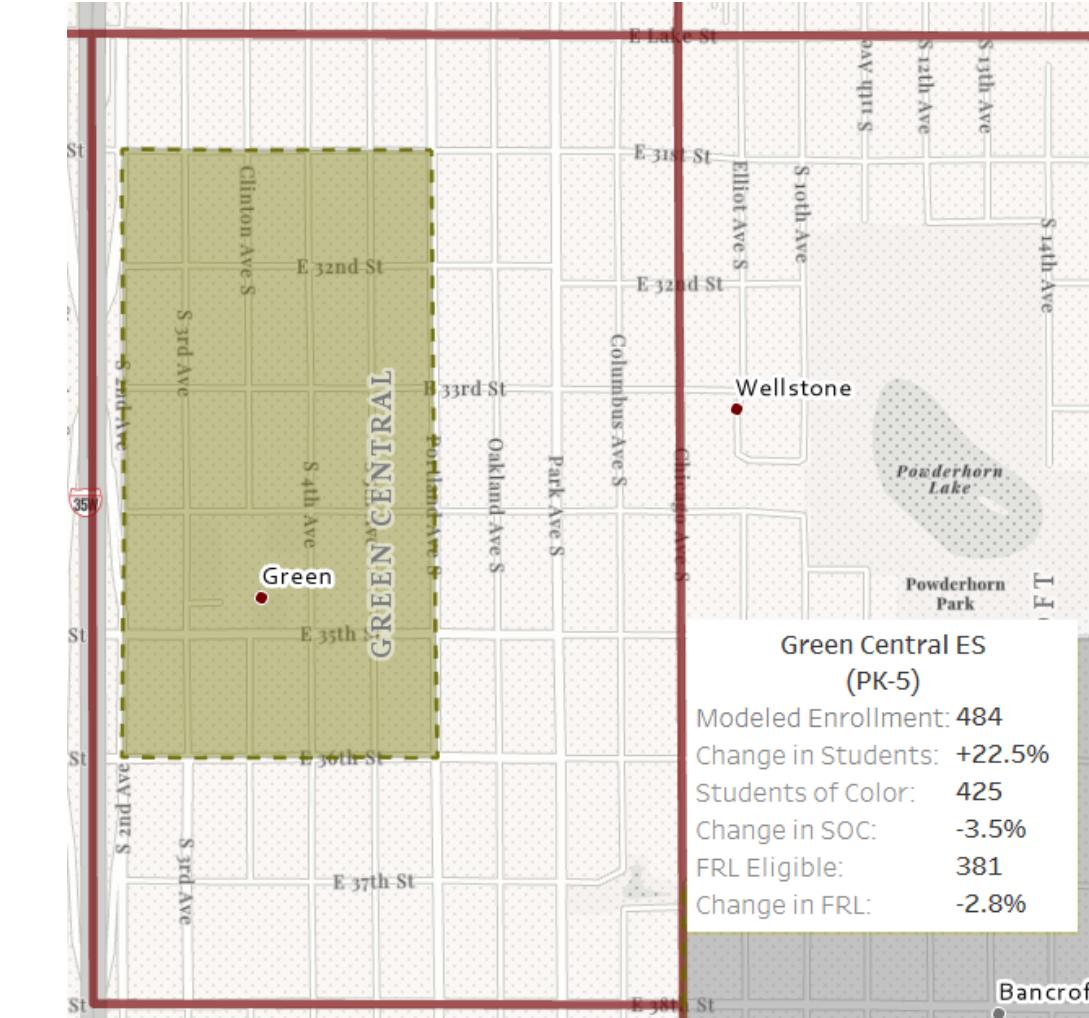
Modeled Boundary



## Franklin

Modeled Walk Zone

Current Walk Zone



## Green Central



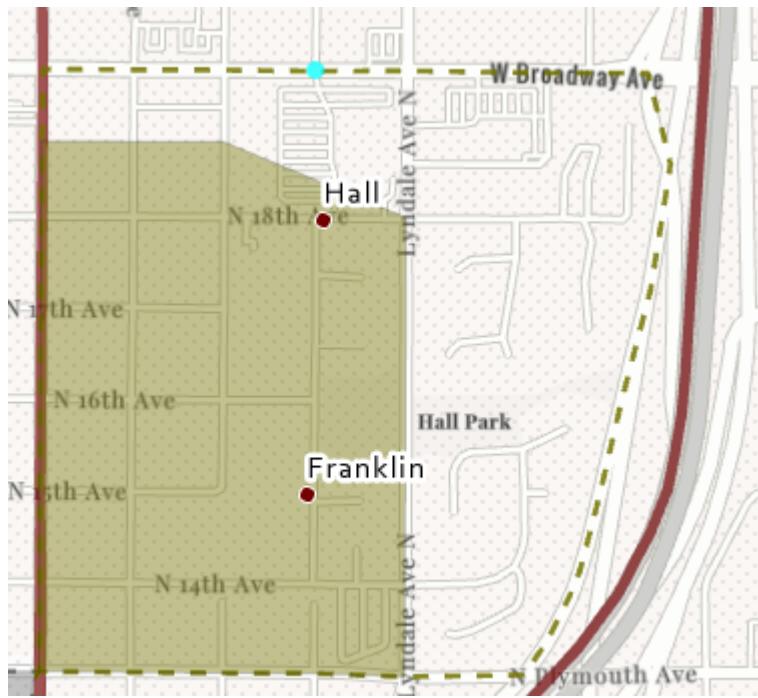
Modeled Walk Zone



Current Walk Zone



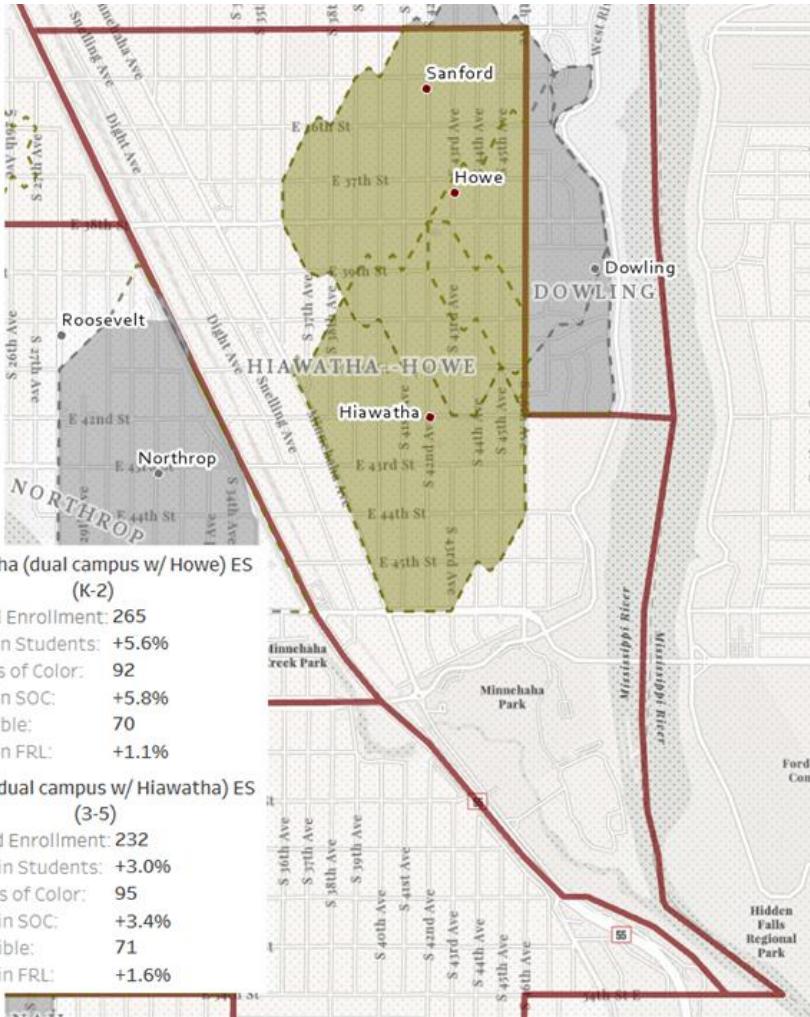
Modeled Boundary



Hall

Modeled Walk Zone

Current Walk Zone



# Hiawatha - Howe



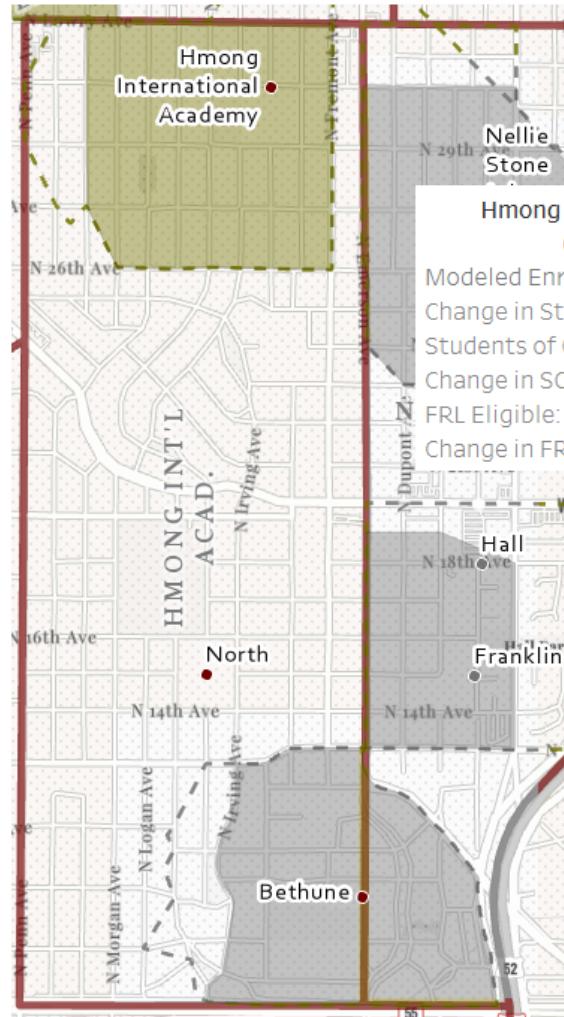
## Modeled Walk Zone



## Current Walk Zone



## Modeled Boundary



### Hmong Int'l Acad. ES (PK-5)

Modeled Enrollment: 766  
Change in Students: +26.4%  
Students of Color: 723  
Change in SOC: -2.4%  
FRL Eligible: 665  
Change in FRL: +4.2%

## Hmong Int'l Acad



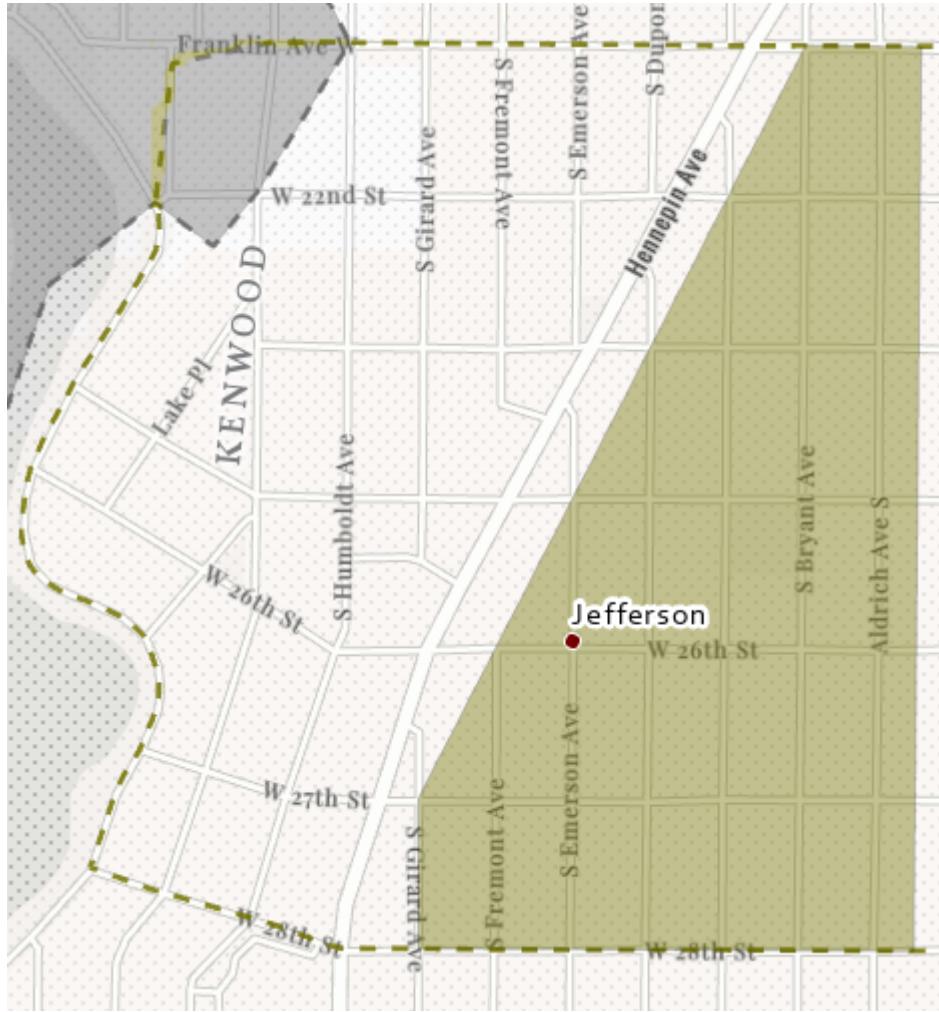
Modeled Walk Zone



Current Walk Zone



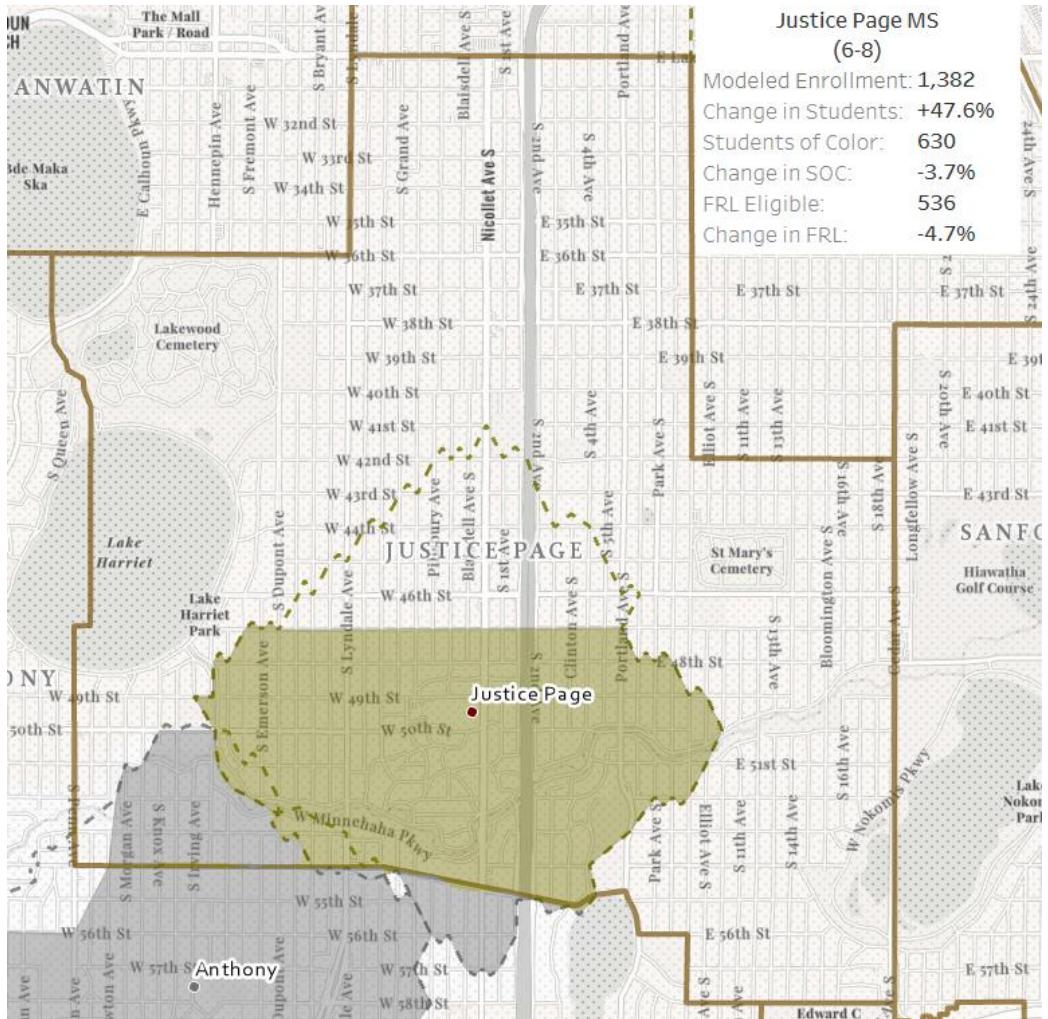
Modeled Boundary



## Jefferson



Modeled Walk Zone  
Current Walk Zone



Justice Page MS  
(6-8)

Modeled Enrollment:	1,382
Change in Students:	+47.6%
Students of Color:	630
Change in SOC:	-3.7%
FRL Eligible:	536
Change in FRL:	-4.7%

# Justice Page



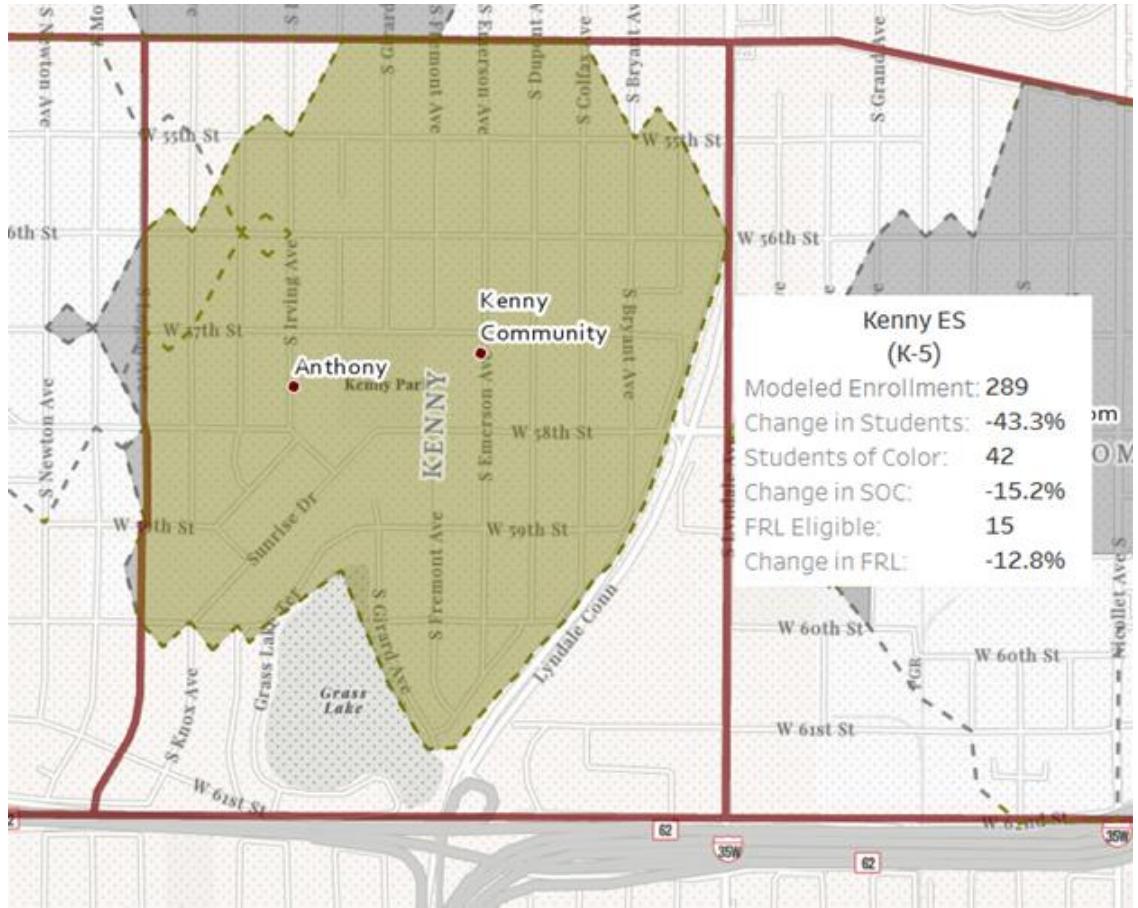
## Modeled Walk Zone



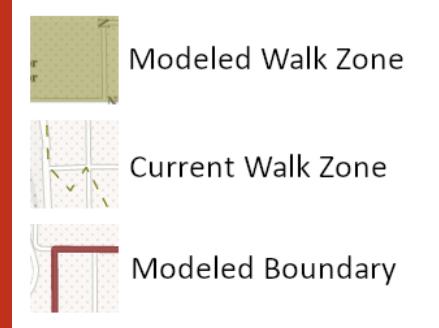
## Current Walk Zone

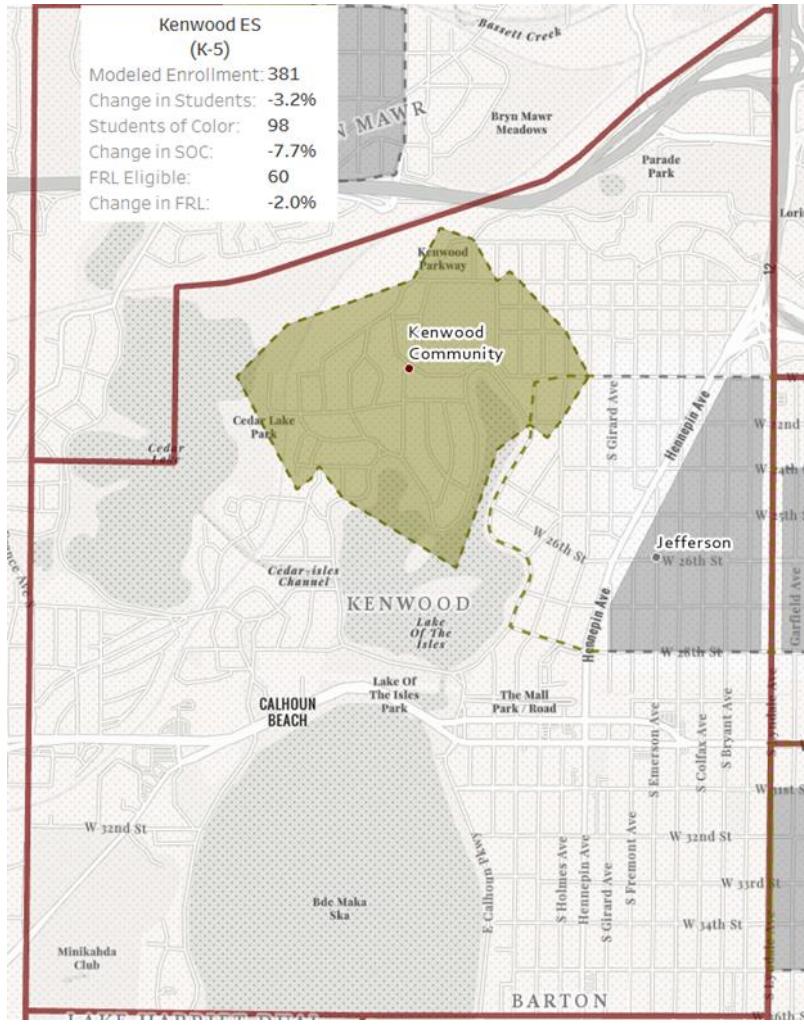


## Modeled Boundary



## Kenny





## Kenwood



Modeled Walk Zone

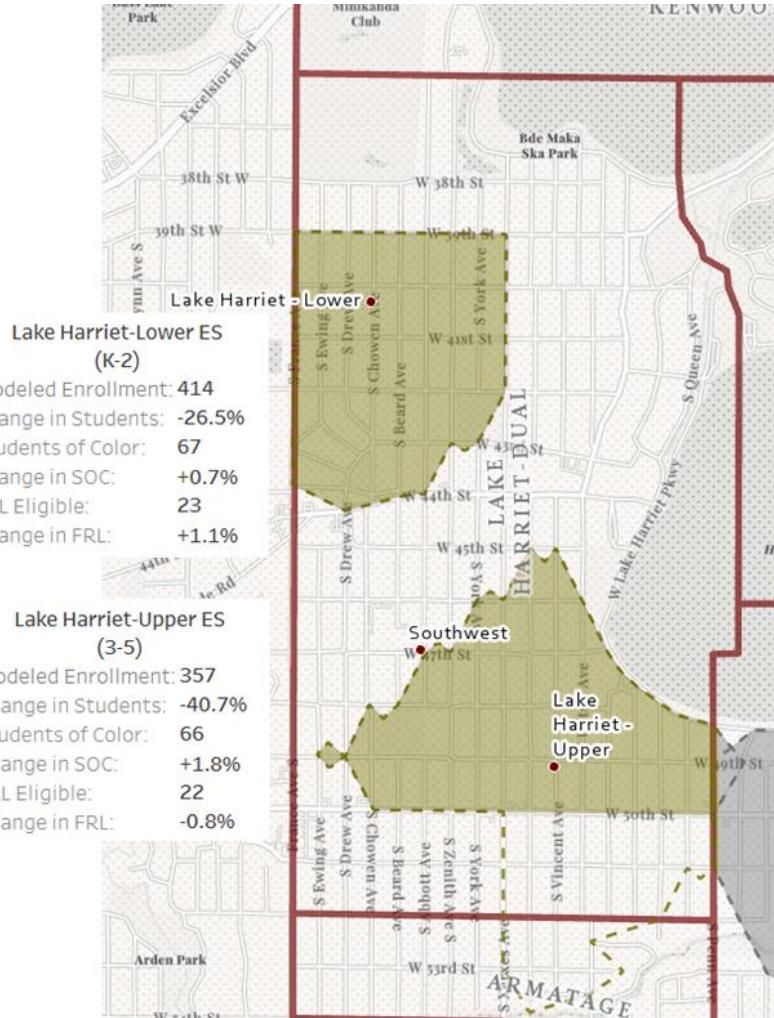


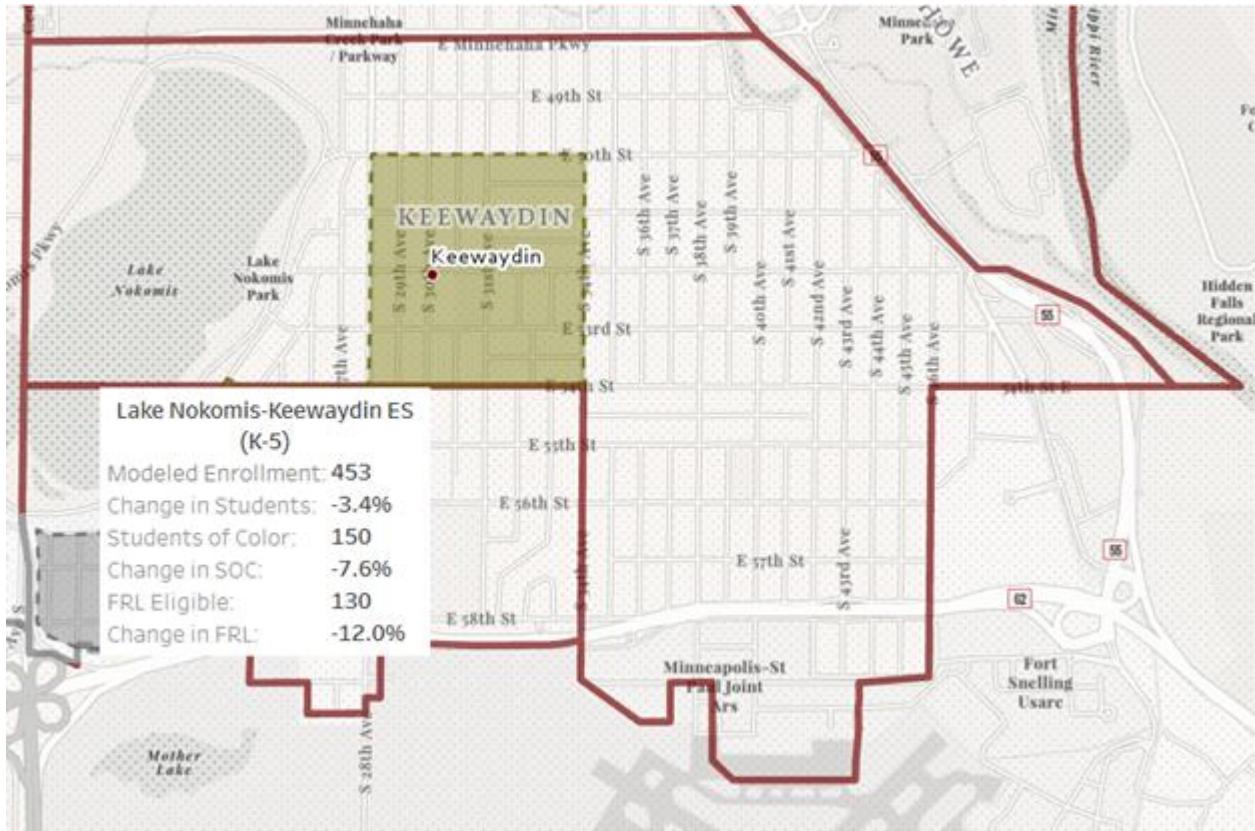
Current Walk Zone



Modeled Boundary

## Lake Harriet





# Lake Nokomis - Keewaydin



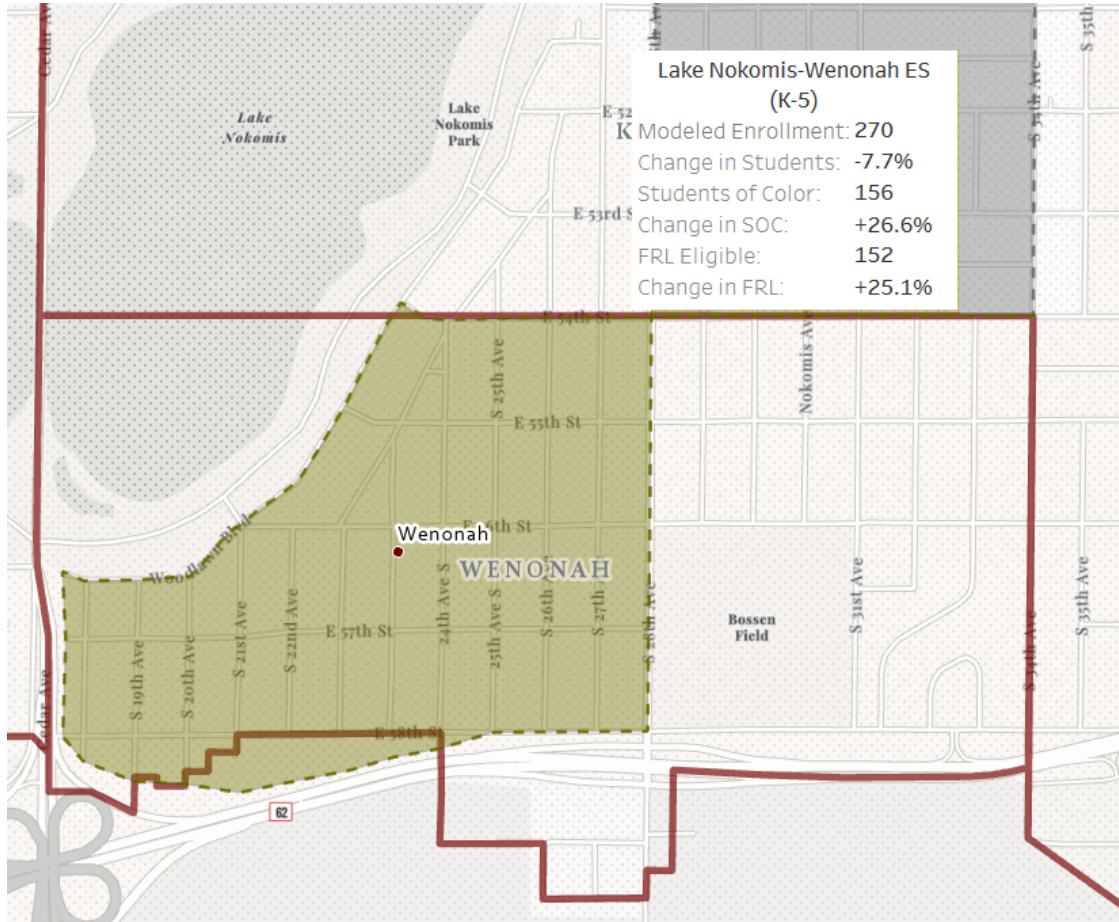
## Modeled Walk Zone



## Current Walk Zone



## Modeled Boundary



# Lake Nokomis - Wenonah



## Modeled Walk Zone



## Current Walk Zone



## Modeled Boundary



# Loring



## Modeled Walk Zone



### Current Walk Zone



## Modeled Boundary



## Lucy Laney



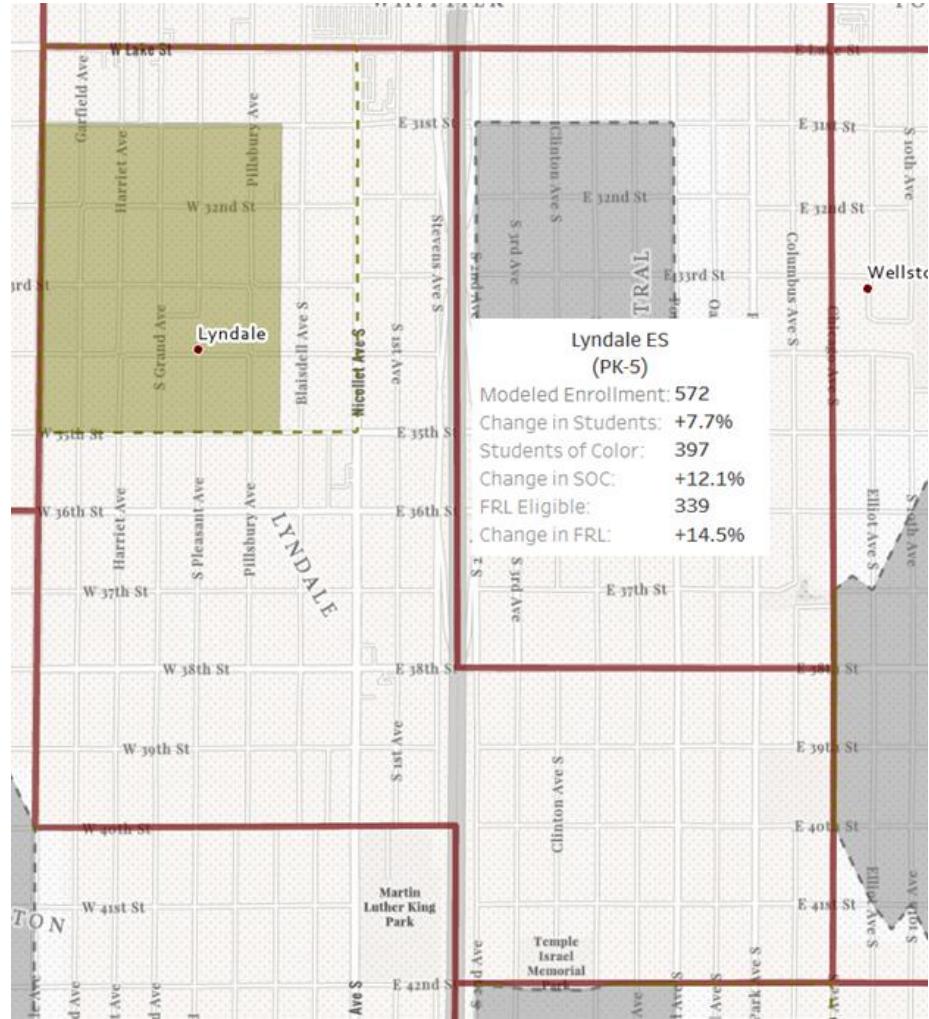
Modeled Walk Zone



Current Walk Zone



Modeled Boundary



## Lyndale



Modeled Walk Zone



Current Walk Zone



Modeled Boundary



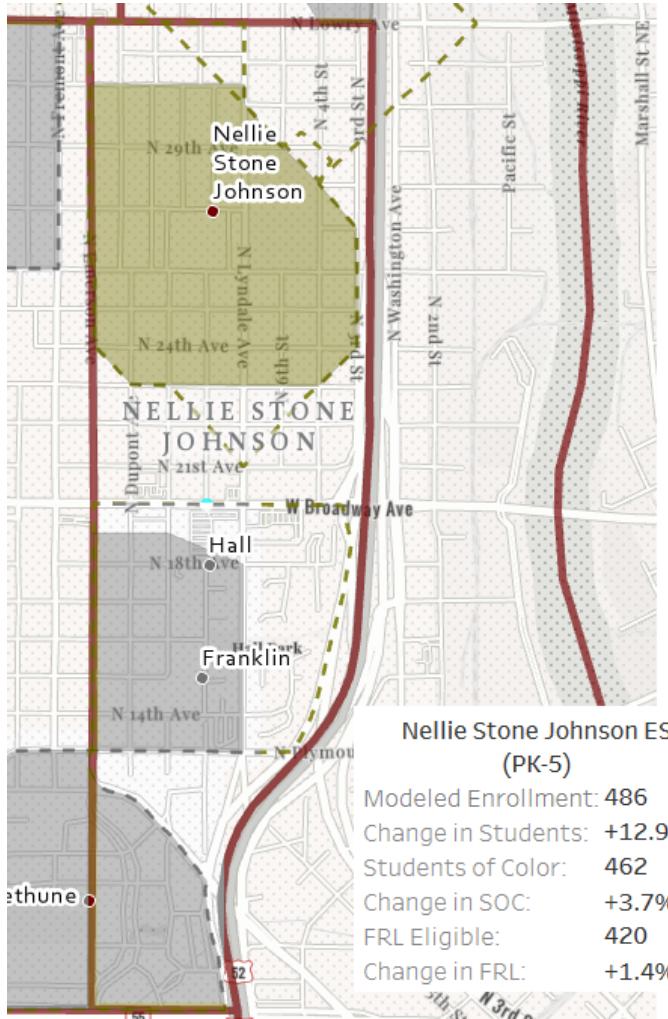
## Marcy



Modeled Walk Zone



Current Walk Zone



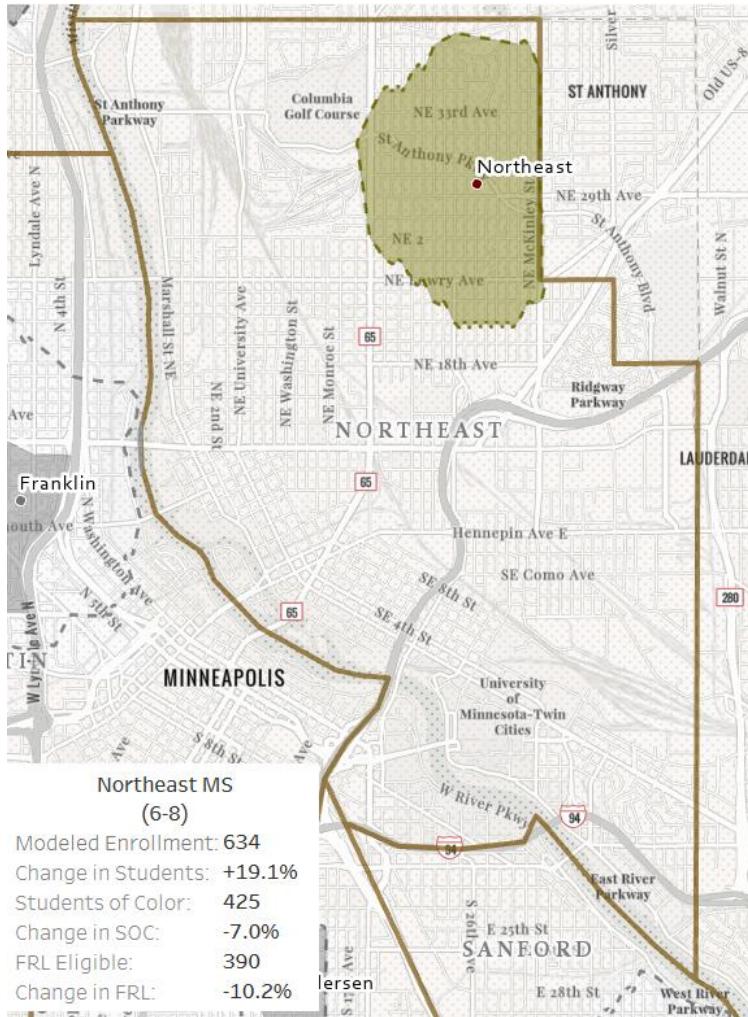
## Nellie Stone Johnson



Modeled Walk Zone

Current Walk Zone

Modeled Boundary



## Northeast



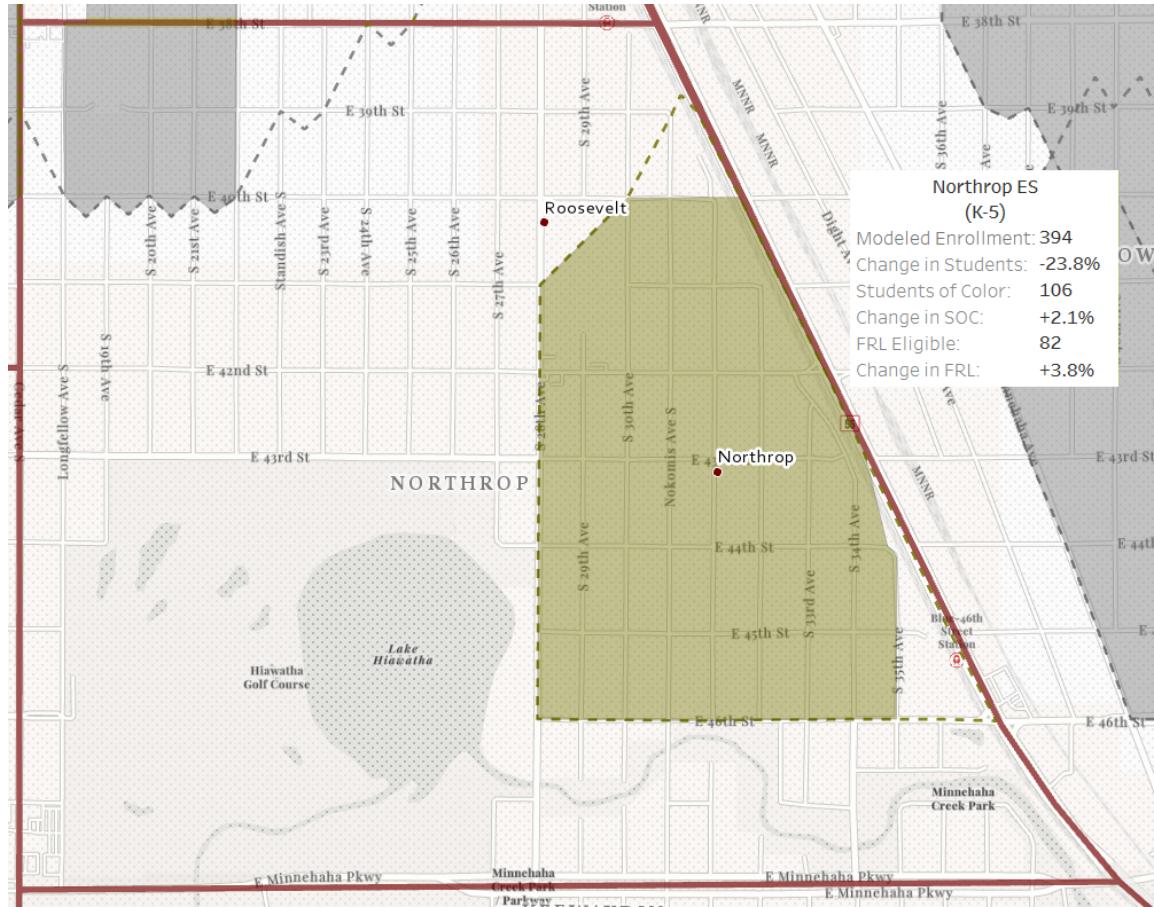
Modeled Walk Zone



Current Walk Zone

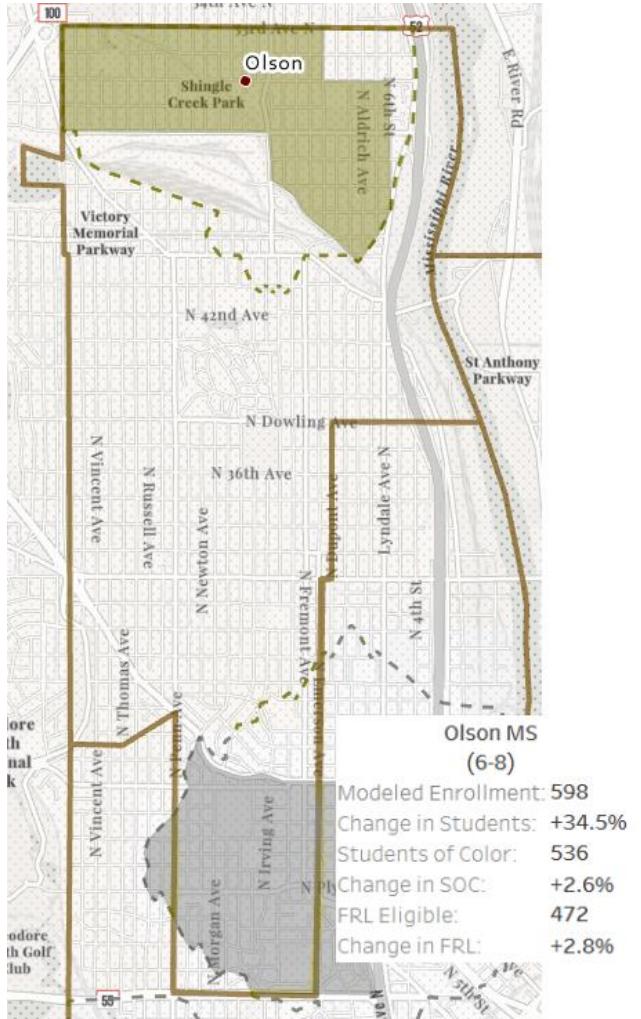


Modeled Boundary



## Northrop

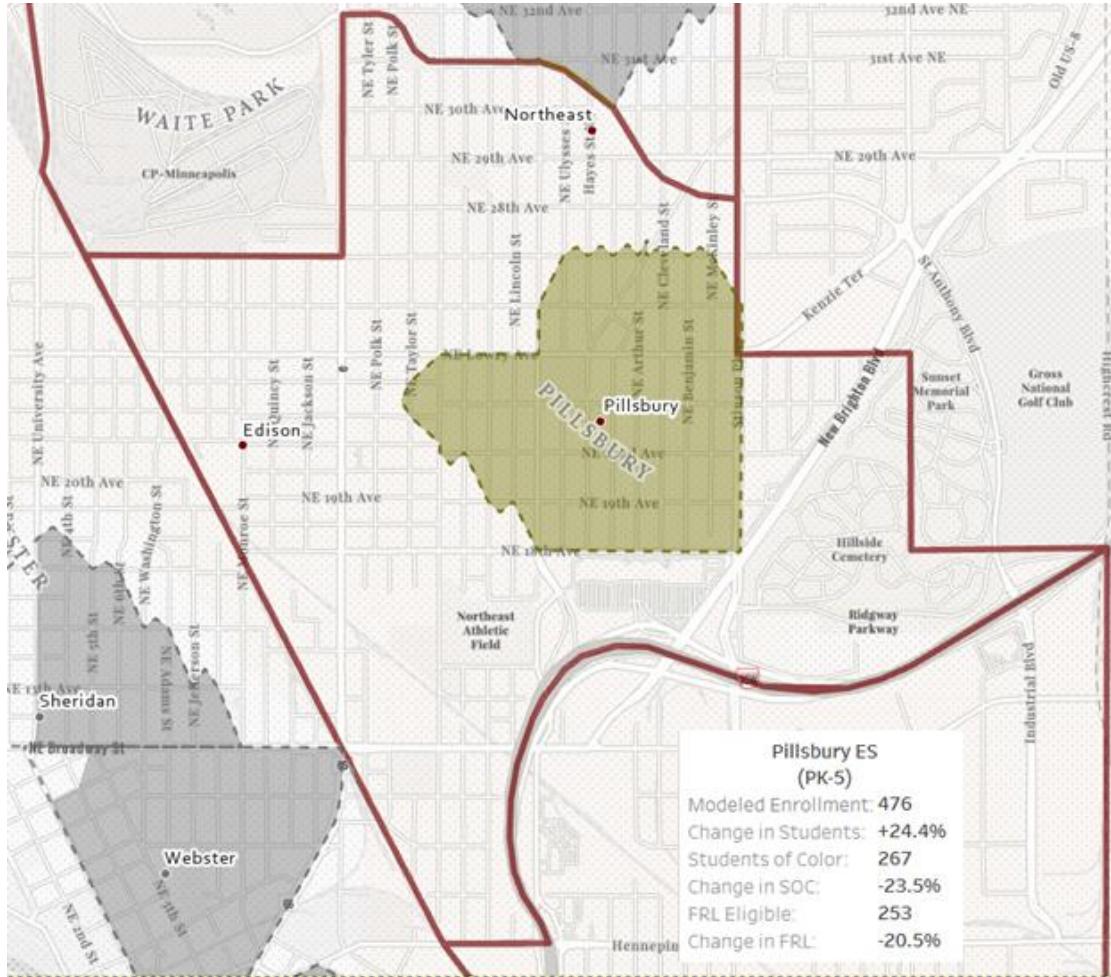




## Olson

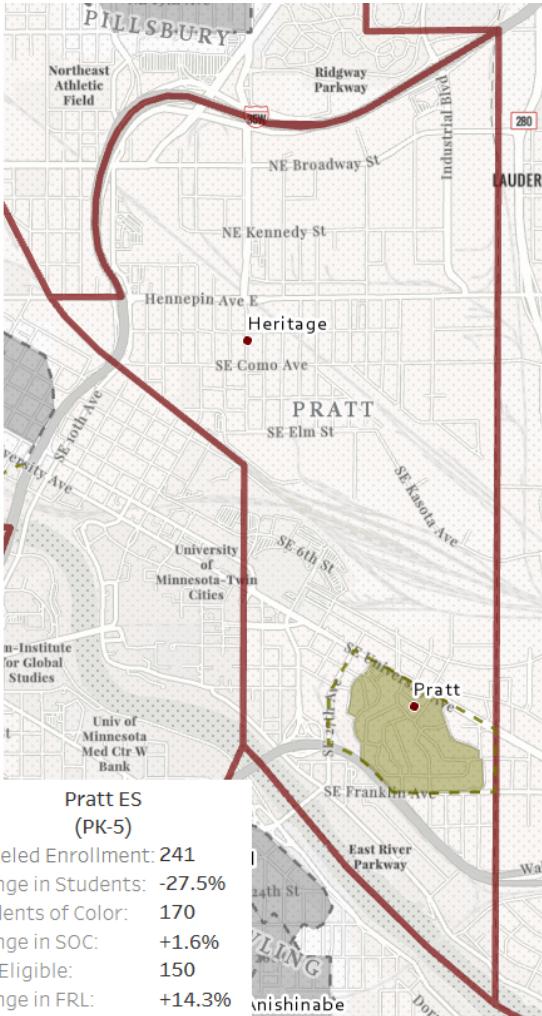


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## Pillsbury





## Pratt



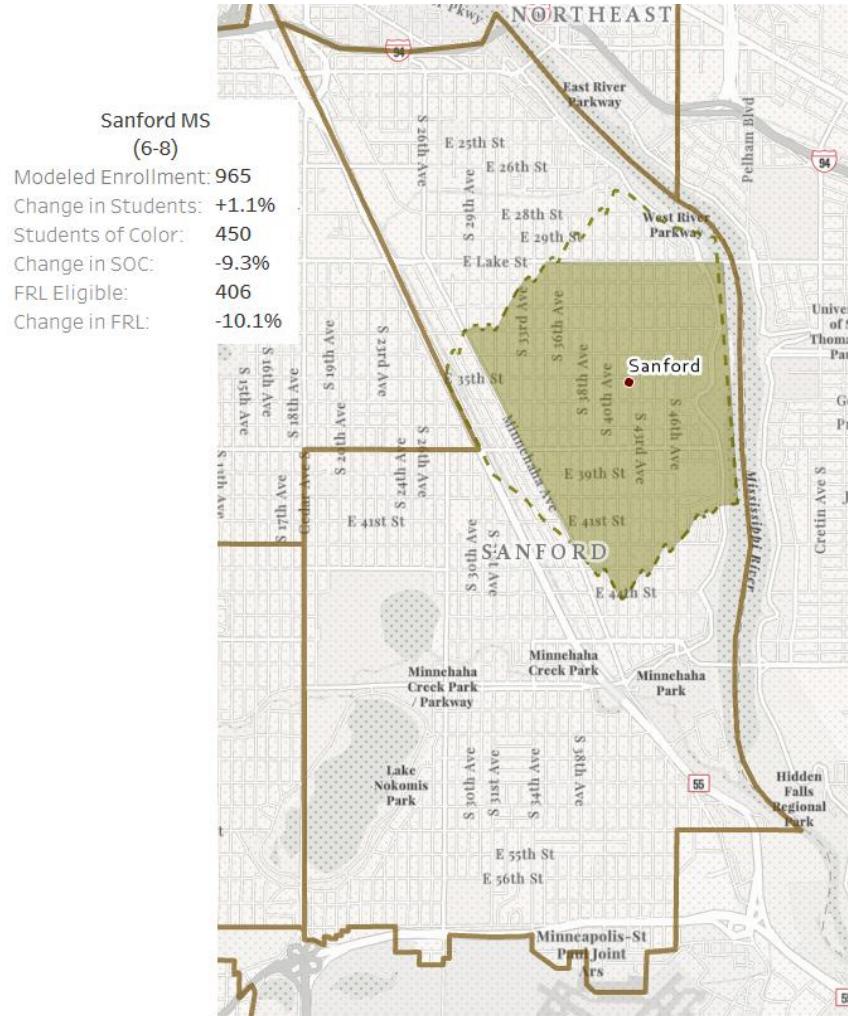
Modeled Walk Zone



Current Walk Zone



Modeled Boundary



## Sanford



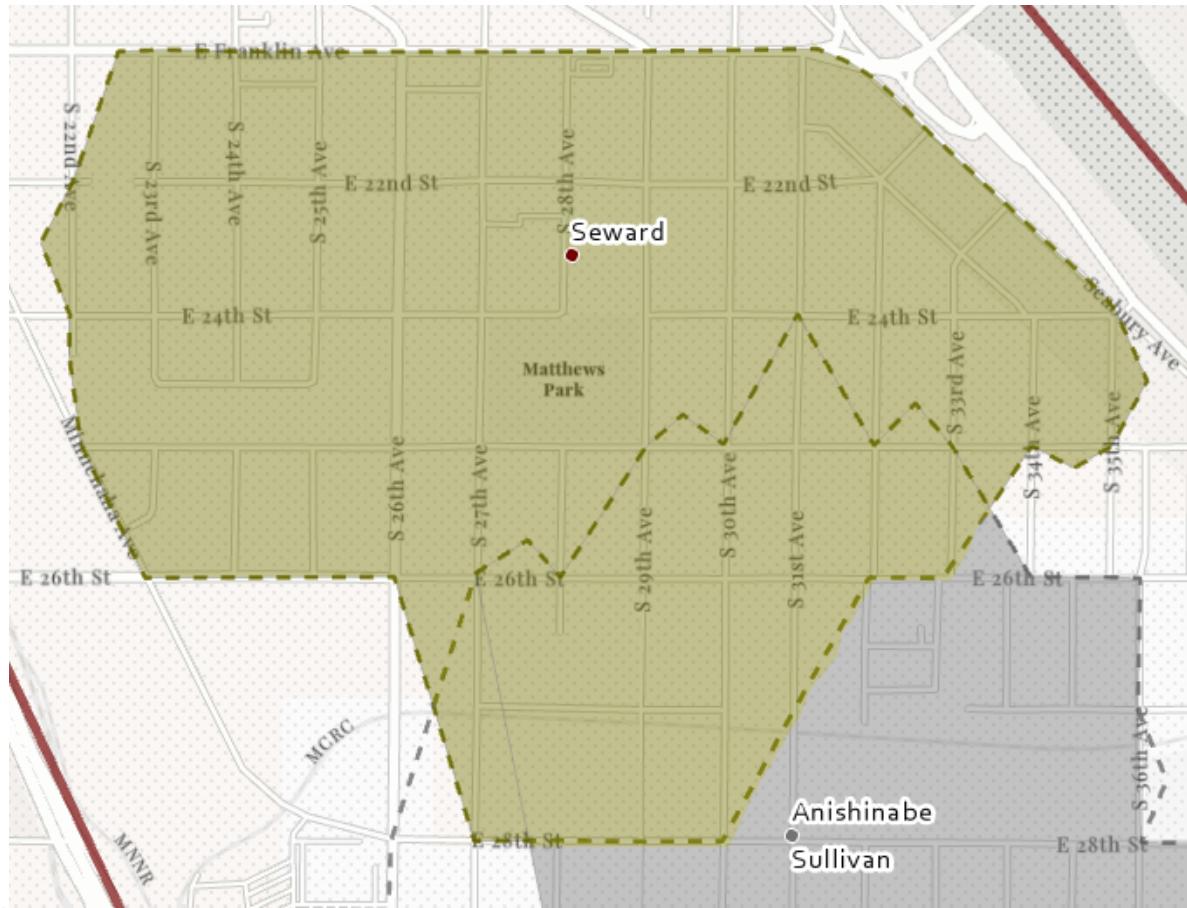
Modeled Walk Zone



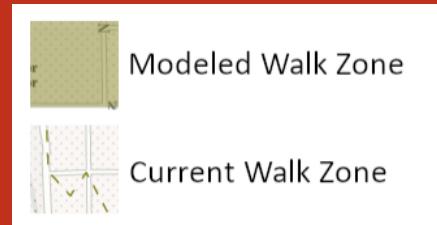
Current Walk Zone

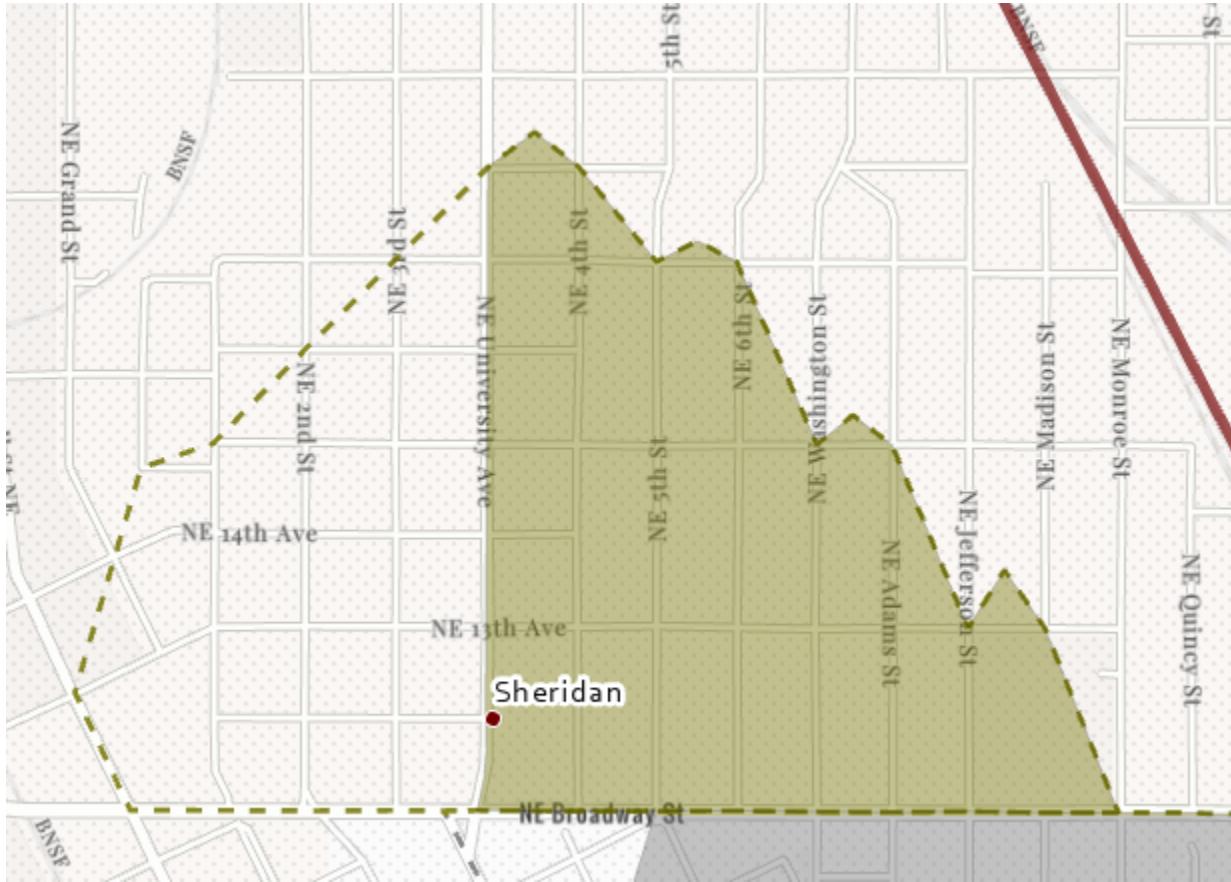


Modeled Boundary

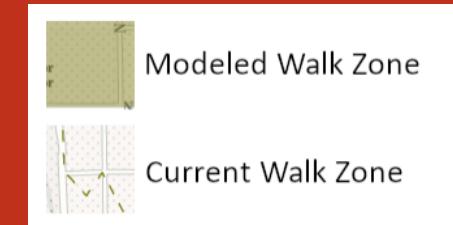


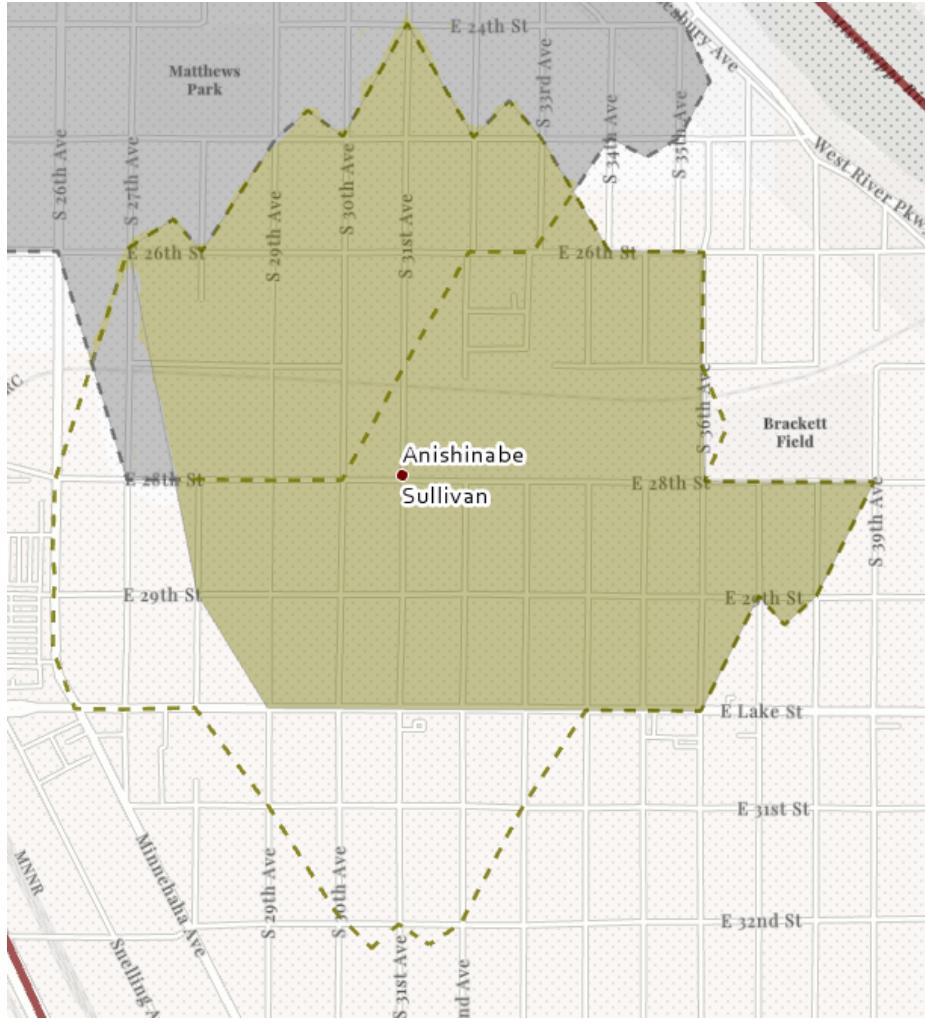
## Seward



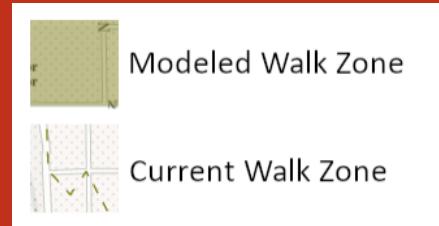


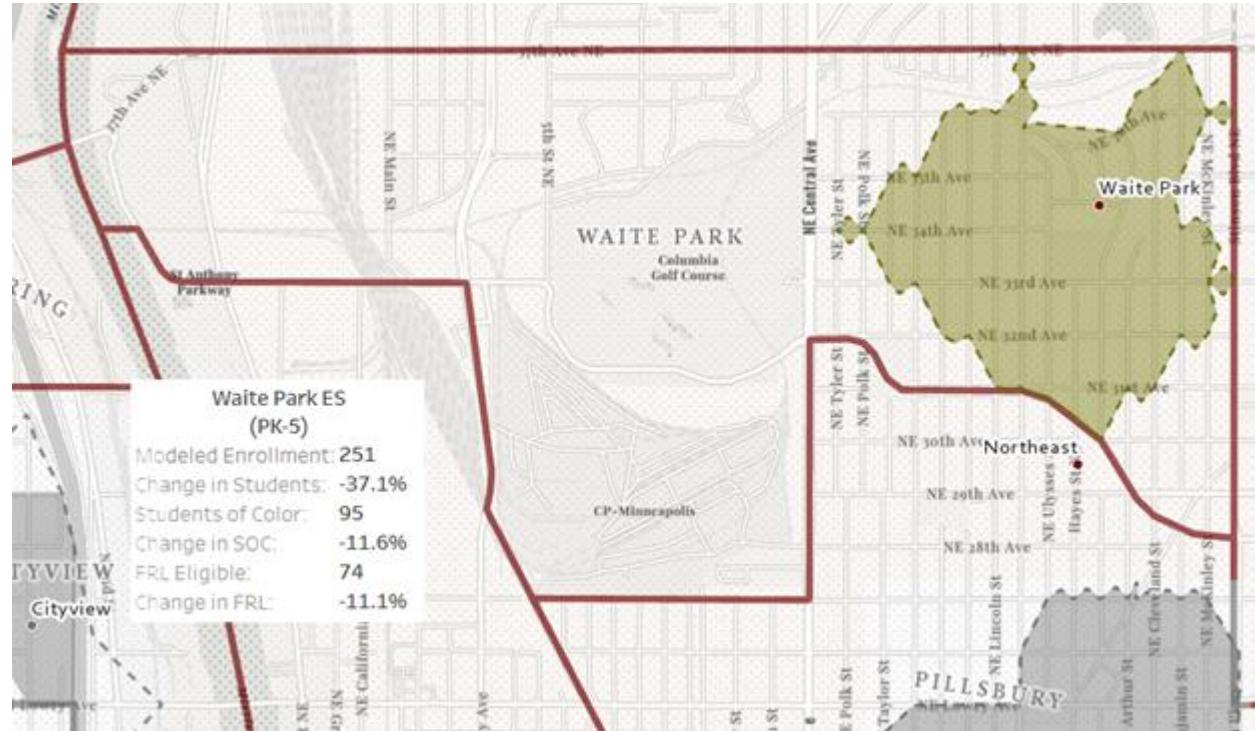
## Sheridan





## Sullivan





# Waite Park



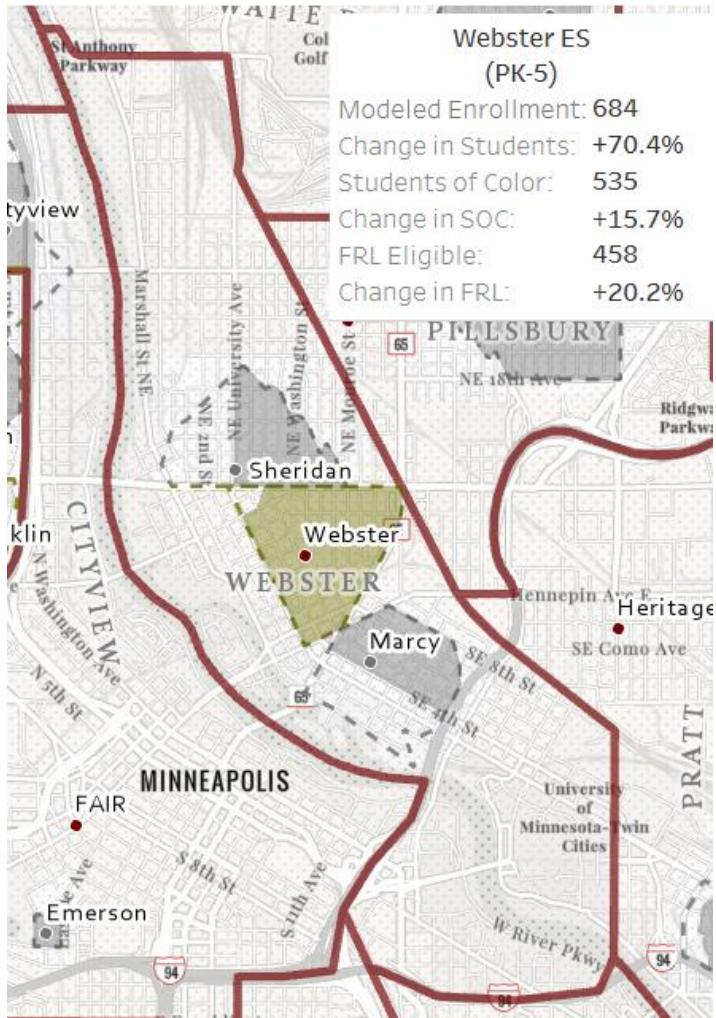
## Modeled Walk Zone



## Current Walk Zone

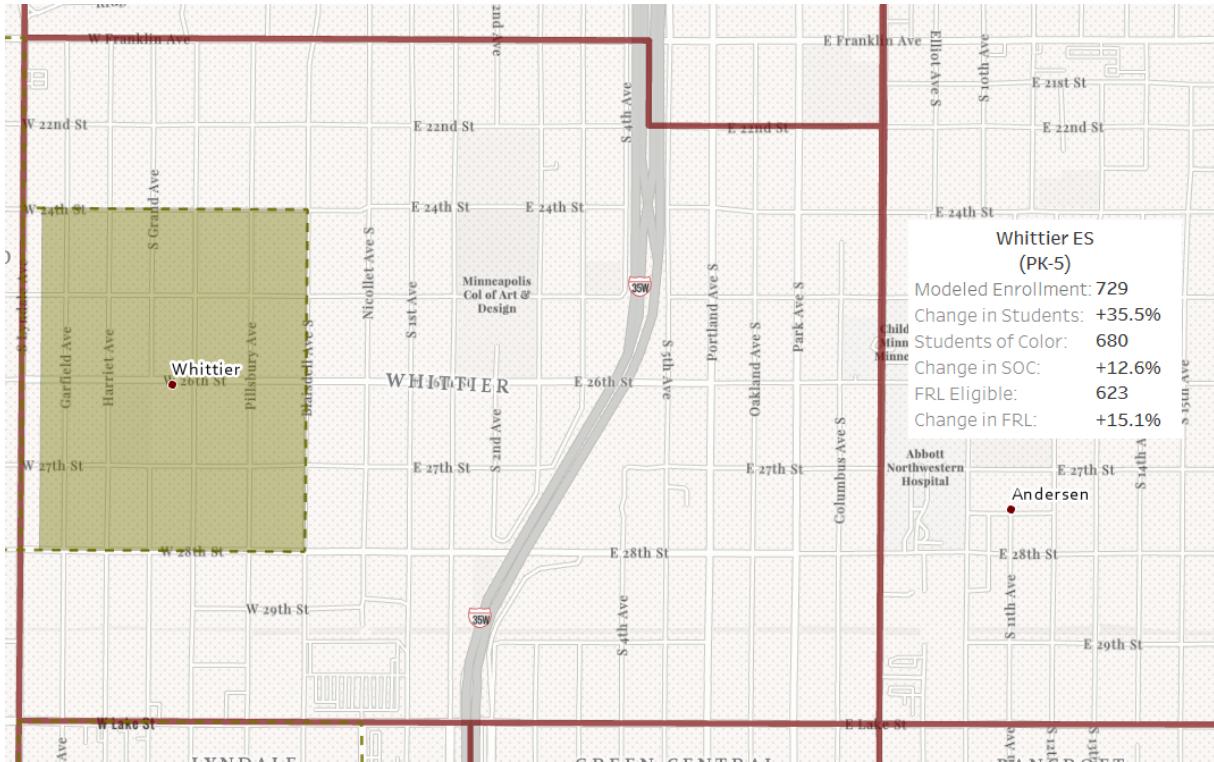


## Modeled Boundary



## Webster





## Whittier



Modeled Walk Zone



Current Walk Zone



Modeled Boundary



# Windom



## Modeled Walk Zone



#### Current Walk Zone



## Modeled Boundary

# Citywide Special Education Programming Comparison

# Citywide Special Education Programs

## **Comprehensive Design and Citywide Special Education Programming**

### **Comparison of Current Placements of Classrooms and Proposed Model of Community Schools and Centralized Magnets**

(There will be minor changes based on Models 2 through 5 as K-8 model and third immersion site not included)

Number of classrooms at each site still to be determined in model.

# Citywide Special Education ASD Programs

Current Placement of Elementary Classrooms	Proposed Model Conceptual Design
Andersen	None due to Magnet Status
Bethune	None due to Magnet Status
Burroughs	Continue
Hale	Continue
Jefferson	None due to Magnet Status
Jenny Lind	Continue
Kenny	Continue
Kenwood	Continue
Lyndale	Continue
Anne Sullivan	Continue
Bancroft	No Classrooms
Cityview	Continue
Marcy	Continue
Pillsbury	Continue
Sheridan	None due to Magnet Status
Wenonah	Continue
Keewaydin	Continue
Field	Field
	Loring
	Bryn Mawr
	Pratt
	Armatage
	Windom

Current Placement of Middle School Classroom	Proposed Model Conceptual Design
Justice Page	Continue
NEMS	Continue
Sanford	Continue
Anwatin	Continue
	Anthony
	Olson

# Citywide Special Education EBD Programs

Current Placement of Elementary Classrooms	Proposed Model Conceptual Design
Andersen	No classrooms
Bryn Mawr	No classrooms
Hall	Continue
Northrop	No classrooms
Waite Park	No classrooms
Folwell	Continue
Whittier	Continue

Current Placement of Middle Classrooms	Proposed Model Conceptual Design
Anwatin	Continue
Field	No classrooms
Franklin	Continue
Justice Page	Continue
Sanford	Continue

# Citywide Special Education DCD Programs

Current Placement of Elementary Classrooms	Proposed Model Conceptual Design
Bethune	Continue
Green Central	Continue
Nellie Stone Johnson	Continue
Dowling	Continue
Hiawatha	Continue
Howe	Continue
Hmong Academy	Continue
Lake Harriet Lower	Continue
Lake Harriet Upper	Continue
Sheridan	None due to Magnet Status
	Webster

Current Placement of Middle School Classrooms	Proposed Model Conceptual Design
Anwatin	Continue
Justice Page	Continue
NEMS	Continue
Sanford	Continue
	Anthony

# Citywide Special Education CLASS Programs

Current Placement of Middle School Classrooms	Proposed Model Conceptual Design
Andersen	No classrooms
Anne Sullivan	No classrooms
Anthony	Continue
Franklin	No classrooms
NEMS	No classrooms
Olson	Continue

# Special Education School Based Allocations

Current Placement of Elementary Allocations	Proposed Model Concept
Anishinabe	Continue
Bethune	Continue
Jenny Lind	Continue
Loring	Continue
Lucy Laney	Continue
Nellie Stone Johnson	Continue
Cityview	Continue
Hmong Academy	Continue
Pillsbury	Continue
Sheridan	Continue
Webster	Continue
	Emerson
	Bryn Mawr
	Northrop
	Pratt
	Waite Park

Current Placement of Middle Allocations	Proposed Model Concept
Anthony	Continue
Anwatin	Continue
Field	Continue
Franklin	Continue
Justice Page	Continue
NEMS	Continue
Olson	Continue
Sanford	Continue

# Citywide Special Education ECSE Programs

ECSE Citywide Programming	
Current Placement of ECSE Classrooms	Proposed Model Concept
Bryn Mawr	Continue
Green Central	Continue
Hall	Continue
Jefferson	None due to Magnet Status
Anne Sullivan	Continue
Armatage	Continue
Cityview	Continue
Webster	Continue
	Lucy Laney
	Sheridan

# Other Considerations for Special Education

D/HH Citywide Programming	
Current Placement of D/HH Classrooms	Proposed Model Concept
Anne Sullivan	Barton

Magnet School Citywide Programming	
Current Placement of Classrooms	Proposed Model Conceptual Design
None Intentionally Placed	Limited Citywide Special Education Programs

Spanish Immersion Magnet Citywide Programming	
Current Placement of Classrooms	Proposed SB Allocation
None Intentionally Placed	Emerson
	Sheridan

# Board Values Resolution

Full text also available:

[https://mpls.k12.mn.us/board\\_values\\_resolution](https://mpls.k12.mn.us/board_values_resolution)

[https://mpls.k12.mn.us/espanol\\_3](https://mpls.k12.mn.us/espanol_3)

[https://mpls.k12.mn.us/soomaali\\_3](https://mpls.k12.mn.us/soomaali_3)

[https://mpls.k12.mn.us/hmoob\\_4](https://mpls.k12.mn.us/hmoob_4)

# Board Values Resolution

**WHEREAS**, Structural and policy level factors exist within Minneapolis Public Schools that deprive students of the educational experience they need and deserve; and

Vast differences in outcomes and experiences for students exist by race, geography, housing status, and other characteristics; and

As the elected governing body of Minneapolis Public Schools, we are responsible for the outcomes and experiences of our students and for setting a vision, and then providing sufficient resources, enacting policies, and offering support for a Superintendent to deliver on it.

# Board Values Resolution (continued)

**SO, THEREFORE, BE IT RESOLVED** that the Board of Directors of Special School District No. 1, hereby directs and empowers the Superintendent to bring forth a set of recommendations, collectively known as the Comprehensive District Design, for Board action that incorporates the following:

- Provides a well-rounded, early childhood through graduation, education so every student in every part of the city is equipped with the academic, social/emotional, and technical skills to be successful in college and/or career
- Incorporates articulated thematic and/or specialized programming and predictable staffing to support academic opportunities for students
- Is accessible to all parts of the city

# Board Values Resolution (continued)

- Is rigorous, relevant, and responsive to student interests and goals
- Includes a plan for a career and technical education (CTE) continuum that includes career exploration, career readiness courses, and career skills and credentials
- Includes a plan for special education so students can access services near their home and that does not perpetuate school segregation or concentrate services
- Includes a plan that allows students learning English to access schools using best practice methods and includes a holistic multilingual programming continuum
- Is achievable and sustainable
- Ensures equitable access to rigorous academic and credit attainment opportunities

# Board Values Resolution (continued)

Recognizes that racially and economically integrated schools benefit our students and are an asset to our community. Plans should:

- Remove elements within our control that further segregation, including placement policies and school pathways
- Reduce the number of racially isolated schools
- Strategically place, draw boundary areas for, and enroll magnet schools that create integrated school environments without increasing segregation at other schools--any such magnets should be supported and funded accordingly
- Not exclusively use the transportation of one group of students to achieve integration

# Board Values Resolution (continued)

**FURTHER BE IT RESOLVED** that plans should support existing priorities for student learning within Minneapolis Public Schools, including:

- Continued focus on the four core priority areas (multi-tiered systems of support, equity, literacy, and social emotional learning), that will improve instruction for students of color and Indigenous students
- Culturally responsive curricula including, but not limited to Ethnic Studies and STEAM (Science/Technology/Engineering/Arts/Mathematics)
- Implement a racial equity focused school climate plan that will improve student retention, family and staff experiences, and student learning
- Continue to recruit and retain staff of color
- Continue to support the Full-Service Community School model

# Board Values Resolution (continued)

**FURTHER BE IT RESOLVED** that the process to develop recommendations and plans must utilize the following guiding principles:

- Be informed by data, research, and strong rationale provided for any significant changes
- Be grounded in student, parent, educator, and community member input—with a prioritization of the voices of students of color, Indigenous students, immigrant students, and their families
- Be critically analyzed through an anti-racist and proactively equity-focused lens

# Board Values Resolution (continued)

**FURTHER BE IT RESOLVED** that as a Board, we commit to:

- Act when needed, even if difficult
- Stand behind adopted actions with budget and other necessary resources
- In accordance with our EDIA policy, address any policies that perpetuate institutional racism
- Regularly revisit our actions to ensure follow through and accountability

**AND FINALLY, BE IT RESOLVED** that the Minneapolis Board of Education renews our call for partners and leaders to address the significant external factors impacting our students' lives by:

- Providing safe, affordable, and stable housing opportunities throughout the city
- Eliminating unintended consequences of state and federal school choice policies
- Fully funding education, especially special education and multilingual services
- Protecting our immigrant students, families, and staff