

## Changing School Options

*The following pages contain answers to questions we have received from members of the Minneapolis Public Schools community. Many questions cover similar topics, so we have consolidated the answers and arranged them by topic area. We value and appreciate our community’s involvement in this process. Please note that due to the volume of inquires we are receiving, we are unable to immediately provide answers to every question. We will continue to update this document in as timely a manner as possible.*

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# TRANSITION

## 1. How do I find out if my child will need to change schools for 2010-11? When will I receive more information about my options?

- All students will receive a letter home indicating their community school and, if it has changed, what their options are. They will also be informed that they may request their current school, if out of their attendance area, but will not receive transportation (unless they attend a special program).
- A formal transition plan will be developed with school staff and community participation.
- School guide materials for the 2010-11 school year will be available in late fall.

## 2. What are my school choice options? What do the “zones” mean for me?

- The city is divided into 3 clear zones for attendance and transportation. This means that with the exception of a few citywide options, students will attend an elementary, middle and high school in their zone.
  - o Zone Boundaries
    - N/NE: north of Cedar Lake/Downtown/U of M
    - SC/SE: south of 35W/U of M and east of Chicago/Cedar
    - SW: south of 394/Cedar Lake and west of Chicago/Cedar
    - For specific boundaries, see the Street and Address Guide online in late October or call Student Placement at 612-668-1840.
- With three regional zones, transportation costs are reduced, families retain some choice (each zone offers at least 3 magnet options in addition to the community school option) and students attend schools closer to home.
- To receive transportation to school, families with children in grades K-8/6-8 choose:
  - o Their community school (K-5 or K-8) or the 6-8 middle school in their zone.
  - o A magnet in their zone. Note two magnet programs have unique transportation areas
    - Ramsey Arts: available to students living in Zones 2 and 3.
    - Spanish Dual Immersion has same boundaries as today:
      - Emerson K-5 boundaries same as today; school site recommended to move to the Anwatin/Bryn Mawr site.
      - Windom K-5 boundaries same as today. Windom Dual Immersion students in grades 6-8 in 2010 will attend a new Spanish Dual Immersion-International Baccalaureate middle school on the Anwatin/Bryn Mawr site.
  - o A citywide option.
    - Specialty schools: Anishinabe Academy, Hmong Academy
  - o If your child is assigned to a citywide Special Education or ELL program, transportation will be provided across zones.
  - o Families still have the option to enroll at any school in the city provided there is space available and they provide their own transportation.
  - o Students may receive guaranteed grandfathering into their current school if they live outside of their school’s new attendance boundaries, but must provide their own transportation.

- High school students are encouraged to attend a high school in their zone. To receive transportation to school, high school students choose:
  - o A high school in their zone.
    - Students have priority for attendance area school; secondary priority for other school in zone.
    - High school students living in the A4 attendance area (Bryn Mawr and Harrison neighborhoods) may choose high schools in Zones 1 and 3 with transportation.
  - o A citywide option.
    - North Specialty School (Science, Technology, Engineering & Math/Digital Arts)
    - All Nations and Open at South
    - ELL Newcomer Centers at Edison and Roosevelt
    - Wellstone International at Roosevelt
    - Citywide Special Ed Programs
  - o Families still have the option to enroll at any school in the city provided there is space available and they provide their own transportation.
  - o Students may receive guaranteed grandfathering into their current school if they live outside of their school's new attendance boundaries, but must provide their own transportation.

**3. What if I want my child to continue to attend a school outside of my attendance area?**

- Students currently attending magnet, middle or high schools outside of their home attendance area or zone will be guaranteed a seat in their current school, but must provide transportation.
- Guaranteed grandfathering may result in temporary class size increases in certain schools; additional staff will be provided as needed.
- Students attending a community school who live outside of their school's attendance area will be able to continue to attend if space is available, but must provide transportation.
- Kindergarteners in 2010 will be assigned to the community school in their area
- Siblings of grandfathered students receive "out of area" preference
- Families still have the option to enroll at any school in the city provided there is space available and they provide their own transportation.

**4. My school is closing. Where will my child go next year?**

- Your area will become a part of another community school's attendance area and your child will have a seat at that school. There will be meetings at your school this fall, and families will receive a letter in early October indicating their new community school. 2010-11 school year school guide materials will be available in late fall.

**5. My school is being "demagnetized." Where will my child go next year?**

- Northrop Urban Environmental, Cityview PAM, Kenwood PAM and Pillsbury M/S/T schools will become community schools. If you live within the school's attendance boundaries, your child will have a seat and transportation to that school (unless you live within the walking zone). If you live outside of its attendance area, you may be able to continue to attend if you provide transportation and there is space available. (Note students attending citywide Special Education or English Language Learning

programs will continue to receive transportation). There will be meetings at your school this fall, and families will receive a letter in early October. School guide materials for the 2010-11 school year will be available in late fall.

**6. What is happening with citywide Special Education programs?**

- The majority of citywide Special Education classrooms will stay at their current locations in the fall of 2010, and students will continue to receive transportation within and across zones. We are working toward establishing sites for each program in each zone to align pathways for regular ed and Special Ed students, but will take a measured, individualized approach to doing so over time. Some very specialized, small programs will remain citywide in one location (e.g., DHH, POHI). We will work with parents directly if their children are impacted by any 2010 program moves.

**7. What if my child attends an English Language Learning program in another attendance area or zone?**

- Your child may continue to attend that school, with transportation. Over time, we will work toward ELL students attending community and magnet schools in their home zones to align pathways and get students closer to home.

**8. What are the citywide specialty schools – what does that mean?**

- Students may attend citywide specialty school no matter where they live, and most students may receive transportation to the school.
- Elementary specialty schools are Anishinabe Academy and Hmong International Academy. Hmong International Academy's transportation zone covers North Minneapolis only.
- High school specialty programs are Science, Technology, Engineering and Math at North; All Nations and Open at South; Wellstone International at Roosevelt; and ELL Newcomer Centers at Edison and Roosevelt.

**9. What does it mean to reduce "open areas"? Would it involve changing attendance area boundaries?**

- Some areas of the city don't have a designated community school and students living there attend up to 30 different schools. This plan redraws attendance areas so that every area of the city would have a community school where most children from that neighborhood would attend. This will allow us to reduce transportation costs and build community in schools.

**10. Are Pre-K programs going to be zoned, too?**

- Pre-K programming is being discussed within the budget parameters for 2010. The number and location of Pre-K sites would ultimately determine whether they are zoned or citywide.

**11. What does this work mean for North Side Initiative? Families were told that there wouldn't be major changes on the north side again since five schools were recently closed.**

- When the school district made significant changes to the North side elementary schools in 2006-07, we made a commitment to limit the number of future school changes in that area of the city. This plan has minimal impact on the North side.

**12. What is the “voluntary intra-district integration program” (aka mini-choice is yours)? Who may participate?**

- A way to provide extra choices to students living in high poverty neighborhoods as we move to stricter geographic zones.
- A way to attract back students in those neighborhoods who’ve left MPS for suburban schools that look more like our Southwest schools.
- We are not trying to lure away students attending schools in area G1 (Green Central Park area) or areas A2 and A3 (between Olson Highway and Dowling Avenue North); rather, we are trying to provide an additional choice and be more competitive with the suburbs.
- Students who qualify for free or reduced price lunch living in A2 and A3 (between Olson Highway and Dowling Avenue North) may attend and receive a bus to Lake Harriet Community School, starting with kindergarteners in fall 2010. We will also work out after-school transportation so students may participate in after-school activities.
- Students in this area will also have priority for Southwest High School.
- This program will also apply to students living in the Green Central Park area and Burroughs Community School.

**13. What grades will the voluntary integration option impact? How will that priority structure work?**

- The Intra-District Voluntary Integration Program will begin with kindergarteners in fall 2010.
- Students participating in the program will have priority after students living in the attendance area, but before other students living outside of the attendance area.

**14. Is there capacity at Lake Harriet/Burroughs for the voluntary integration option?**

- Yes, there is capacity. These two schools currently enroll over 150 students each who do not live in their attendance areas.

**15. What happens when kids change addresses during the school year? Do they get a bus? Or do they have to change to a school in their “zone” or citywide magnet?**

- Currently some students who change schools outside of their area do not receive busing to their old school when they move. In some low-income neighborhoods with very high family mobility, we have and expect to continue to provide busing to maintain stability in the schools. Homeless and highly mobile students are eligible for ongoing transportation.

**16. What type of busing is legally required and at what cost? What about dangerous intersections or neighborhoods?**

- We do, and would continue to, transport elementary students within the walk zone if there are dangerous intersections or neighborhoods

Here is MPS’ current walking distance by grade level:

**Elementary schools** (grades PreK-5) walking distance to a school is one-half mile or less; maximum walking distance to a bus stop is one-quarter mile.

Only **half-day kindergarten and High Five** students will receive mid-day transportation.

**Middle grades** (6-8) walking distance to a school is one mile or less; maximum walking distance to a bus stop is one half mile.

**High school** (9-12) students who live more than 2 miles from their assigned high school receive transportation.

**17. Why can't we use Federal stimulus funds to avoid the CSO changes?**

- Federal stimulus funds can only be used in the next two years. If we were to use them for facilities and transportation, we would be facing the same problem two years from now. Instead, we are primarily investing those funds in one-time priorities.

**18. How much will this plan save the district?**

- Changing School Options puts us on path toward sustainability by saving approximately \$7.5 million in operating costs every year. These savings are approximately equivalent to sparing almost 100 teachers from lay-offs.
- The savings from Changing School Options will cover more than ½ of our 2010 budget shortfall, which we estimate to be approximately \$14 million.
- The district must make long-term structural changes like these because of the high uncertainty in future funding from the State of Minnesota.

**19. Will smaller class sizes be part of the Changing School Options effects?**

- We remain committed to managing class sizes at their current target levels. However, guaranteed grandfathering may result in temporary class size increases in certain schools; additional staff will be provided as needed.

**20. How sustainable a solution is the Changing School Options recommendation?**

- Changing School Options is a comprehensive plan to create financial sustainability for the Minneapolis Public Schools. It is designed to right-size operations and focus resources, minimizing disruption to students and families while maintaining choice and flexibility. While we cannot predict with absolute certainty enrollment and state budget variables, this plan puts us on a path to greater financial stability.

**21. How can we have faith that these changes won't be undone by the next superintendent?**

- The Board of Education is committed to the goals of the Changing School Options plan. These are not short-term fixes; they are part of a long-term board-led plan for financial stability.

**22. How will this plan guarantee outstanding personnel?**

- With or without the Changing School Options Plan we are working very hard to strengthen and better support our staff at all schools, including improving professional development and curriculum, and establishing Professional Learning Communities for teachers to work together and more coaching for individuals.

**23. How will you attract new students and retain current families who may evaluate all options available to them?**

- We have assembled a strong, cross-functional team to ensure a smooth transition.
- We are providing schools with marketing toolkits to help them highlight their strengths to potential new families.
- We will be working closely with school teams to provide information to families to help them make the best choices for their children.

**24. How much will transition planning cost? Is this figured into the approximately \$7.5 million savings?**

- We are working on the transition budget now. It is not subtracted from the savings because it is largely a one-time cost item, whereas we will get the benefit of the savings every year.

# GRANDFATHERING

## **25. What does “grandfathering” really mean?**

- Grandfathering is a guarantee that students may continue at their current school but must provide their own transportation if they live outside of the school’s transportation boundaries. We are trying to get more students attending closer to home, in their zones and attendance areas, although for some grandfathering will be important
- We expect most schools will have space to accommodate grandfathering
- Students currently attending magnet, middle or high schools outside of their home attendance area or zone will be guaranteed a seat in their current school, but must provide transportation.
- Guaranteed grandfathering may result in temporary class size increases in certain schools; additional staff will be provided as needed.
- Students attending a community school who live outside of their school’s attendance area will be able to continue to attend if space is available, but must provide transportation.
- Kindergarteners in 2010 will be assigned to the community school in their area
- Siblings of grandfathered students receive “out of area” preference

## **26. What are the costs and benefits of allowing children to continue at their school and “age out” of that school even if they lose transportation because they live outside new zone districts?**

- The benefit is continuity of relationships with teachers and fellow students and less disruption to the school community.
- The cost, specifically for community schools, is that if there isn’t enough space for students who live in the community school’s attendance area, then we will have to find seats for them in other schools, potentially creating capacity problems in the neighboring schools and additional transportation, and perpetuating some of the issues we have now.

## **27. How did you decide on the grandfathering policy? How is it equitable? What would have been the cost to allow guaranteed grandfathering? Would this have reduced the savings?**

- We originally proposed grandfathering on a space-available basis for all types of schools, in order to allow us to ensure priority for community school students living in their attendance area and to retain flexibility in this period of transition.
- The risk of “guaranteed grandfathering” is that class sizes may increase in some schools if many students return to their neighborhood schools and many students grandfather in those schools.
- Upon hearing from families, we have decided to guarantee students their seats at high schools, middle schools and magnet schools, taking the risk of temporary class size increases in some schools. We cannot guarantee grandfathering at community schools for the reasons given above.
- It is true that higher income families have an advantage in being able provide their own transportation to take advantage of grandfathering. Regardless of MPS policy, it is state law that students may open enroll in any school where there is space provided they provide their own transportation.



**28. Where do siblings fall in the priority order for out-of-area placement?**

- Siblings would be at the top of the out-of-area tier.

**29. When will we know whether there is grandfathering space available in our current school?**

- All students will receive a letter home indicating their community school and, if it has changed, what their options are.
- We plan to survey families in the late fall to get a sense of how they are leaning to give us information about whether there may be space constraints.
- Then after the official cards are submitted on January 31 we will be able to confirm school enrollments.

**30. What does it mean to “reapply” to a school outside of your zone?**

- We will ask for a school request card from all parents who attend schools outside of their attendance area or zone so we know if you would like to continue to attending.

# SPACE

## **31. What do you mean by “extra” classroom space or excess school space?**

- By that we mean classroom space that is not being used as a classroom for regular education (both core and elective classes), teacher prep, ELL, special ed or pre-K or other required uses during the school day. Schools, however, are often using classrooms in some way (non-assessment computer labs, resource rooms for staff/teachers, conference rooms, etc.). Bottom line, we have more classrooms scattered throughout the city than we have students to fill them.

## **32. How is it that the “excess” space costs over \$5 million annually?**

- This is the operational expense of running the extra space, not the value of the buildings themselves or the administrative overhead; it also does not include the cost of maintaining the closed school buildings we are trying to sell, which is over \$1 million per year.

## **33. How many of these schools does our district actually need (high/middle school, elementary school)? Do we physically need all of this space?**

- We are looking at our current school capacity and options, such as leasing excess space or closing schools. For example, we are leasing some space at North Community High School to Dunwoody Academy charter school. We have already moved the Wellstone International High School into Roosevelt High School and Anishinabe Academy into Sullivan. We need to balance what we can afford, based on our current enrollment, with what our future space needs may be – we need some flexibility in our space.

## **34. If MPS is using less than 85% of available space, why are class sizes still large? Why not take advantage of that space to reduce class sizes?**

- Reducing class sizes by one student district-wide costs the district \$3 million in hiring teaching staff. It’s not simply a question of available space; it’s a question of maximizing resources. Additionally, our diverse student population is distributed unevenly across the city. Our new attendance boundaries make every effort to evenly align available spaces with where students live. Referendum funds continue to be used to manage class size, and additional referendum funds have been directed toward addressing “hot spot” areas in which class sizes are large at the beginning of the school year. For a list of referendum investments, please visit: [http://www.mpls.k12.mn.us/Referendum\\_Investment.html](http://www.mpls.k12.mn.us/Referendum_Investment.html)

## **35. Why not allow charter schools to rent the empty space?**

- We are actively seeking partnerships to use excess space in our existing buildings. An example of this approach is Dunwoody Academy is leasing space at North High School. Unfortunately, there are only a few sites with significant excess space – the rest is spread across our sites.

## **36. Has MPS been able to sell any of its closed buildings?**

- Yes, we have sold 4 buildings and generated \$5.2 million.

**37. Can you use the proceeds from closed building sales to avoid making the CSO changes?**

- No, proceeds from building sales must be applied to pay down the debt on MPS facilities, either the closed school itself or other sites. We can use some of the proceeds for certain types of maintenance or renovation.

**38. How will you accommodate an increased demand for space? (For example, more Minneapolis Kids after-school program space at Kenny.)**

- Last year, our team went out to each school site to physically observe and record how each room in each building was being used. During the master facilities planning process, slated to begin in November, we will be working with operations staff and school site staff to ensure that building space is designated appropriately to accommodate all programs.

**39. Do you plan on making Lyndale or Armatage a K-8 school?**

- There is currently no plan to make Lyndale or Armatage a K-8 school. We may explore this option in the future if the school communities show interest in the idea. Lyndale was mentioned as a possible K-8 site because it is a large site (39 classrooms) and a number of the families drawn into its new attendance area come from another K-8, Lake Harriet.

**40. How will Anthony accommodate additional students coming in from boundary changes?**

- We expect a small increase in Anthony's enrollment to 650 or 700 students based upon the CSO changes, as some MPS students leave the district or enroll in K-8 middle years programs when they reach 6th grade. While Anthony has held nearly 800 students in the past, we will review its space needs through the Master Facilities Plan and closely monitor fall 2009 trend and family choices for 2010 so we can plan appropriately if demand increases more than expected.

**41. How will all of F2 K-5 students plus the Lyndale community fit into Lyndale School?**

- We have planned for approximately 600 students to attend Lyndale (up from 346 in 2008). This is a liberal estimate because some F2 students may choose to grandfather at their current schools.
- The number of classrooms (and size) at Lyndale provides adequate space for students. Lyndale is our largest K-5 site with 39 classrooms (plus additional smaller rooms used by Educational Assistants, ESL support, etc.)
- Other MPS schools with approximately this many (or fewer), classrooms hold numbers of students equal to or higher than this range of 580-600
  - o Burroughs @ 36 classrooms enrolls 763 (5 Kindergartens feeding 4 sections at upper grades)
  - o Marcy @ 36 classrooms enrolls 633 (3 kindergartens feeding 2 sections in upper grades)
  - o Whittier and Pillsbury have 36 classrooms and will be at about 600 when larger kindergartens age up (4 Ks feeding 3 cohorts)
  - o Seward @ 39 enrolls 830 (4 feeding 3).
  - o These examples are not intended to indicate that new Lyndale's profile would mirror Burroughs' or Seward's, but to communicate that there is room to work with

**42. How will Sanford Middle School accommodate all Zone 2 students from 5 K-5 schools?**

- Sanford's feeder schools will be Bancroft, Northrop, Dowling and Hiawatha. These schools currently feed both Folwell and Sanford. There is room at Sanford to include the Folwell program. Graduating K-5 students do not all attend our middle schools; some leave the district and some choose K-8 schools instead.

## DECISION-MAKING PROCESS

### **43. What decision-making step(s) were in place and what criteria were used to arrive at actual names of schools/programs?**

- Each scenario was evaluated based upon its potential cost savings, impact on equity, impact on choice, impact on desegregation, and degree of disruption it would cause.

### **44. How were attendance boundaries drawn? What considerations did you make?**

- Attendance boundaries were drawn to balance across several factors:
  - o Eliminating open areas that do not contain a community school to give every family a community school
  - o Matching the number of students living in an area with the space available in the closest school
  - o Supporting our integration goals
  - o Minimizing disruption of current students

### **45. Why did this plan change from the one proposed last April?**

- Feedback from Board indicated that we should create stricter zone boundaries with fewer exceptions.
- With expanded time and additional feedback about dissatisfaction with the Spanish Immersion middle school offering, we decided to accelerate decision-making on Zone 1 middle schools and facilities/programming for Spanish Immersion.
  - o Originally we had planned to wait to address issues impacting our Spanish Immersion programs, such as the challenges of offering a strong enough middle program in two separate, small building locations
  - o We raised the issue of middle school excess capacity in the spring, but originally planned to wait on changing a Zone 1 middle school.

### **46. How is this version of the Changing School Options plan different from the one proposed last April?**

- Less movement across zones (as a result, instead of sharing Whittier, added IB K-5 at Bancroft in Zone 2)
- Which school buildings close
  - o Folwell closed instead of moving Northrop into Folwell site
  - o Pratt remains open
- Emerson/Anwatin program change
- Identified magnet programs – had left Ramsey and Sheridan as “TBD” vs. building upon Arts
- Boundaries
  - o Individual boundaries close to actual vs. “planning” boundaries in spring (to be drawn in summer)
  - o Zone boundary between Zone 2 and Zone 3 moved east in one section to minimize student disruption and support integration of Zone 3 (SW/W)

- Flexible choice for high school students in attendance area A4 (Bryn Mawr and Harrison neighborhoods): students living in A4 may choose to attend high schools in either Zones 1 or 3 with transportation provided.
- Voluntary intra-district integration program expanded to add Burroughs and Green Central area
- High school choice and transportation options expanded, from 6 attendance areas to 3 zones to preserve more choice and minimize disruption

**47. What changed in the administration’s recommendation regarding Emerson, Bryn Mawr and Anwatin?**

- The administration recommended modifying the structure of the school programs at Anwatin/Bryn Mawr/Emerson site.
  - Retain Bryn Mawr Community School as a K-5 program
  - Move the K-5 portion of Emerson Spanish Dual Immersion intact to the Anwatin/Bryn Mawr site, with existing transportation services for those outside of the walk zone
  - Create a new 6-8 combined Dual Spanish Immersion-International Baccalaureate program at the Anwatin/Bryn Mawr site to serve Emerson, Windom and community 6-8th graders from the Bryn Mawr and Bethune attendance areas. This program will also serve current 7th and 8th grade Anwatin students.
  - Phase out Anwatin Middle School over next 2 years by retaining the 7th and 8th grade students in the middle school, with existing transportation services for those outside of the walk zone.

**48. Why did the vote happen in September?**

- Time is needed to implement transition plans, update school choice materials and help families make positive choices for 2010.

**49. Why are these changes being made now? Could we have a slower transition process?**

- The Changing School Options process has been ongoing over the past eighteen months. We have spent countless hours examining numerous scenarios and data points, presenting information, answering questions and engaging with members of the Minneapolis Public Schools community. In order to move forward and provide our families enough time to learn about how any changes may affect their school options before they request placement for the 2010-11 school year, a decision was necessary.
- Following the decision, a Cross-Functional Transition Team will work with families and school communities on an individual basis to ensure that support is available throughout the transition. Delivering superior customer service will be the primary driving force behind the transition team’s work, which will include helping families understand the numerous excellent options available to them, evaluate their choices and make informed and thoughtful decisions about what school will be best for their student; seeking school and community input; building community support for each student; and welcoming students to their new school communities.

# ANWATIN MIDDLE SCHOOL

## 50. What is the change?

- Anwatin's program will be phased out as current students finish eighth grade. Students who are in sixth and seventh grade at Anwatin may continue at the school through their eighth grade year.

## 51. Why?

- The north/northeast area of the city has three large middle schools and only one-third of middle school resident students. Excess space is predicted to grow and Anwatin's enrollment alone has declined by 230 students in five years. This change right-sizes the number of buildings to current enrollment while still allowing families a choice of schools.
- Zone 1 has an authorized International Baccalaureate (IB) magnet at Northeast Middle School, which today serves students who follow a pathway from Hall IB elementary.
- Additionally, this allows MPS to create a larger, centrally-located 6-8 Spanish Dual Immersion-International Baccalaureate program to serve Emerson, Windom and community sixth through eighth graders from the Bryn Mawr and Bethune attendance areas.

## 52. Isn't closing Anwatin throwing away our investment in IB?

- No, because the teachers take their training with them and can help build strong programs at Sanford and Anthony. Some teachers may wish to join the team at Bryn Mawr. Other teachers may wish to remain at the Anwatin site for the new 6-8 Spanish Dual Immersion-International Baccalaureate program.

## 53. My family currently attends Anwatin. What are my options?

- **You may continue at Anwatin through your student's eighth grade year.**
- **You may choose another middle school in your zone.**

## 54. My family would have attended Anwatin beginning in the 2010-2011 school year. What are my options?

- **You may attend the new 6-8 Spanish Dual Immersion-International Baccalaureate program at the Anwatin/Bryn Mawr site if you live in the A3 or A4 attendance areas (south of Broadway Avenue). Current citywide Special Education programs will remain at Anwatin.**
- **You may choose another middle school in your zone.**

Families who want the IB program still have that option.

**Zone 1: Olson Middle School** | Emphasis on science; rigor in English, algebra and social studies. Offers Japanese and Gateway to Technology pre-engineering. Building features a heated swimming pool. Students stay with the same teachers from one year to the next. - OR -

**Northeast Middle School** | An authorized IB school, Northeast offers a rigorous school-wide IB middle years program that is team based and provides students the opportunity for community building through service and exploration. Offers AVID, concert band, performing arts, US History Program with Gilder Lehrman Institute of American History.

**Zone 2: Sanford Middle School prospective IB Candidate** | Offers pre-liberal arts program, Gateway to Technology pre-engineering, six computer labs and Arabic. Artist-in-residence programs, drama, drumming and photography incorporated into academic classes. Celebrating 75<sup>th</sup> anniversary with proud immigrant and multi-cultural history.

**Zone 3: Anthony Middle School prospective IB Candidate** | Offers AVID, advanced courses, highly respected performance music program (choir, band, jazz band, orchestra, musicals), US History Program with Gilder Lehrman Institute of American History.

- **You may also choose your community school if it is a K-8, based on your home address, or another K-8 magnet school option in your zone.**
- You will receive on-site assistance at Anwatin to help you choose a school that is right for you.

#### **55. Why didn't you draw the A4 Bryn Mawr/Harrison attendance area into Zone 3 (SW and West)?**

- We retained the current A4 elementary attendance zone (which offers choices of North and NE schools), except for the option of crossing the zone boundary to Kenwood, which is currently allowed for students living south of Glenwood Avenue.
  - o Students living in Bryn Mawr attending south side magnets now are doing so via open enrollment, and could continue in the future
- High school students in the A4 attendance area will have the option of attending high schools in Zone 1 or Zone 3 with transportation provided.
- These decisions were based upon consideration of:
  - o Where students living in the attendance area currently attend
    - Harrison students attend mostly North side schools
    - Bryn Mawr students attend mostly South side schools
    - There are more students in Harrison than in Bryn Mawr
  - o Balancing enrollment across the 3 zones
    - Keeping balance between Zone 1 and Zone 3
  - o Integration
    - Students in Harrison section are almost all students of color
    - Students in Bryn Mawr section are almost all white
  - o Geography
- Drawing A4 into Zone 3 (SW/W) meets the Bryn Mawr area students' desire to receive priority and transportation to Southwest High and gain access to Anthony Middle and Zone 3 magnets, but requires the larger number of students in the Harrison area to lose access to their schools on the North side. It further depletes enrollment in North side schools and negatively impacts efforts to promote desegregation. Splitting A4 into two separate areas would have a similar effect.
- Drawing A4 into Zone 1 allows the Harrison area students to receive priority and transportation to Henry and Edison and retain access to NE Middle and Olson and Zone 1 magnets, as well as promoting integration and equity across zones. Students may still register for schools in other zones, but will be required to provide their own transportation.



# EMERSON AND WINDOM SPANISH DUAL IMMERSION

## 56. What is the change?

- The current Emerson building will close at the end of the current 2009-10 school year. The entire program will move to the Anwatin/Bryn Mawr site at 252 Upton Avenue South, just north of I-394.
- Emerson and Windom Spanish Dual Immersion (located in the southwest area) will become one school with two campuses: Emerson K-5 and Windom K-5. Middle school students will follow a pathway to the new 6-8 Spanish Dual Immersion-International Baccalaureate program located at the Anwatin/Bryn Mawr site. This will allow the schools to share expertise, leadership, curriculum and resources.
- There is a large one-story school building on the Anwatin/Bryn Mawr site that has housed multiple programs well (currently Anwatin, Bryn Mawr and Park View).

## 57. Why?

- The current Emerson facility is small and has limited space for a full K-8 program, early childhood, pull-out rooms and citywide Special Education programs.
- The Anwatin/Bryn Mawr site is less than 3 miles from Emerson's current location, centrally located in the city and near Theodore Wirth Park. Its proximity to the suburbs may continue to attract open enrollment students.
- The new building has 83 classrooms, allowing for space for all Dual Immersion families seeking access to High 5. Pooling resources will result in a more robust, comprehensive middle school program, including more electives offered in a better facility.

## 58. Why is Emerson moving now that it is not merging with Windom?

- Emerson site has 24 classrooms, the minimum size for a K-5. There is no space for Early childhood, Special Ed or other pull out spaces. Windom is also small for a K-8 with 26 classrooms. We need more space to build a stronger middle years dual immersion for both schools.
- In addition, Emerson and Bryn Mawr middle school students will be able to share some non-Spanish language courses
- We plan to add bilingual early childhood in the new site

## 59. What does it mean to be "one school, two campuses?"

- Sharing expertise and leadership
- Building one strong Dual Immersion program, supported by the same professional development, curriculum and assessment

## 60. Why not do a split campus by grades, e.g., K-3 and 4-8?

- We serve families from across the city and want to serve K-5 students closer to home. Windom is too far for the 200 North side families to travel

### 61. Where is the Emerson/Windom boundary?

- Approximately 38<sup>th</sup> Street, with a few exceptions. Exact boundaries will be available in the School Choice guide and on the school choice website: <http://schoolchoice.mpls.k12.mn.us>

### 62. My family attends Emerson. What are my options?

#### You may choose:

- **To continue at the new Emerson K-5 Spanish Dual Immersion** at the Anwatin/Bryn Mawr site if you live in Zone 1 or the upper halves of Zones 2 or 3 (same as existing boundary).
- **Windom K-5 Spanish Immersion** if you live in the lower halves of Zones 2 and 3 and have children in grades K-5 (same as existing boundary).
- **The new 6-8 Spanish Dual Immersion-International Baccalaureate program** at the Anwatin/Bryn Mawr site.
- **A community school** based on your home address.
- **Another middle school in your zone** if you have children in grades 6-8.
- **A Specialty School:** Anishinabe Academy or Hmong International Academy (if you live north)
- You will receive on-site assistance at Emerson to help you choose a school that is right for you.

# FOLWELL MIDDLE SCHOOL

## 63. What is the change?

- Folwell will close at the end of the current 2009-10 school year.

## 64. Why?

- Enrollment at Folwell has declined to fewer than 170 students in a building that can accommodate up to 800. This enrollment is not enough to support the range of academic courses and activities needed for a strong middle school.
- Folwell and Sanford together have same enrollment as Anthony has in the same size building as Sanford's (41 classrooms)

## 65. My family attends Folwell. What are my options?

- **Sanford Middle School is the Zone 2 option for most students** who currently attend Folwell.
- Sanford is 2 miles from Folwell and currently offers a comprehensive, pre-liberal arts middle grades program. Sanford offers Somali bilingual support and world language in Arabic. Sanford is celebrating its 75<sup>th</sup> anniversary with a proud immigrant and multi-cultural history.
- The school features six computer labs and a mentoring program. Sanford also offers the Gateway to Technology engineering program. The arts are prevalent, with artist-in-residence programs, drama, drumming and photography incorporated into academic classes.
- Sanford will be a prospective International Baccalaureate (IB) Candidate in 2010. IB is designed to increase all students' learning with a global perspective. Authorization to become an IB World School is an intensive process that typically takes two years. IB in grades 6-8 guides students in developing intellectual discipline, strategies and skills that result in critical thinking.

## You may also choose:

- **Another middle school in your zone** if you live outside of Sanford's zone.  
**Zone 1: Olson Middle School** | Emphasis on science; rigor in English, algebra and social studies. Offers Japanese and Gateway to Technology pre-engineering. - OR -  
**Northeast Middle School** | An authorized IB school, Northeast offers a rigorous school-wide IB middle years program that is team based and provides students the opportunity for community building through service and exploration. Offers AVID, concert band, performing arts.  
**Zone 3: Anthony Middle School prospective IB Candidate** | Offers AVID, advanced courses, highly respected performance music program (choir, band, jazz band, orchestra, musicals)
- **Your community school, if it is a K-8**, based on your home address.
- **A Specialty School: Anishinabe Academy**
- You will receive on-site assistance at Folwell to help you choose a school that is right for you.

# LONGFELLOW COMMUNITY SCHOOL

## 66. What is the change?

- Longfellow will close at the end of the current 2009-10 school year.

## 67. Why?

- Longfellow's enrollment is under 225 and the facility itself is too small to enroll enough students so that it generates adequate funding for program essentials. This results in hiring fractions of staff time for art, gym and school nursing services.
- Only 50 students at Longfellow come from the attendance area. We bring students to Longfellow from 17 different attendance areas.
- Additionally, the school's gathering places—gym, media center and lunchroom – are undersized. Administrative spaces are split up around the building.

## 68. Didn't Cooper merge into Longfellow to consolidate students?

- Longfellow gained 60 students in the fall of 2005 and has been declining in enrollment ever since
- No students who merged in from Cooper will be impacted by this change in fall 2010

## 69. My family attends Longfellow. What are my options?

- Students current attending Longfellow will be assigned to their neighborhood schools and/or may apply for Zone 2 magnets. For most students, this will be **Hiawatha** or **Sullivan**. An additional option of attending **Pratt**, a community K-5, is being provided to any Longfellow student who lives in the new Sullivan and Andersen attendance areas. Somali students living anywhere in Zone 2 except the Lake Nokomis area may also choose Pratt, which will have additional support for Somali students and families starting in fall 2010.
- **Sullivan**, located less than a half mile from Longfellow, is revitalizing its academic program under a new principal. Sullivan offers artist-in-residence programs and is showing above average growth in math. Sullivan has a Somali Associate Educator and parent liaison on staff, as well as a new Somali-licensed teacher. The facility, a modern school building with sun-filled classrooms, offers a state-of-the-art fitness center and a new media center.
- **Hiawatha** is located less than 2 miles from Longfellow and offers many of the unique small school features found at Longfellow. Hiawatha enjoys an active PTO, leadership team and strong neighborhood support. Hiawatha students follow a pathway to Sanford Middle School for the middle grades.
- **Pratt** is located east of the Mississippi in the Prospect Park neighborhood. Pratt offers many of the unique small school qualities found at Longfellow. Pratt enjoys an active PTO, leadership team and strong neighborhood support. Pratt students follow a pathway to Sanford Middle School for the middle grades.

If Sullivan, Hiawatha or Pratt is not your community school or you would prefer another option, you can choose:

- **Your community school** based on your home address.
- **The middle school in your zone** if your student is entering grades 6-8.
- **A magnet school in your zone.**
- **A Specialty School: Anishinabe Academy**
- You will receive on-site assistance at Longfellow to help you choose a school that is right for you.

**70. What will happen to the Special Education program at Longfellow?**

- The citywide Special Education program at Longfellow will move to a school that is closest to where the majority of its students live, likely in Zone 3.

# **PARK VIEW MONTESSORI**

## **71. What is the change?**

- Park View's program will close at the end of the current 2009-10 school year.

## **72. Why?**

- MPS will invest additional resources in all 12 magnets district-wide and has prioritized the following magnet types:
  1. International Baccalaureate (IB)
  2. Teaching philosophy: Open or Montessori – Open is the Zone 1 magnet teaching philosophy; there is low parent demand on the north side for a Montessori school.
  3. Spanish Dual Immersion
  4. Curricular: Arts and Science
- MPS is reducing its overall number of magnets to invest resources and build stronger programs.

## **73. My family attends Park View; what are my options?**

- **Several students currently attending Park View likely live in the Bryn Mawr attendance area. If that is the case, you can continue to attend school at this location in the Bryn Mawr Community School, which serves students in grades K-5.**

### **If you don't live in the Bryn Mawr attendance area, you may choose:**

- **Your community school** based on your home address
- **A magnet school in your zone**
- **A Specialty School: Anishinabe Academy or Hmong International Academy**
- You will receive on-site assistance at Park View to help you choose a school that is right for you.

# ARMATAGE COMMUNITY SCHOOL

## **74. What is the change?**

- Armatage will become a full Montessori magnet school, with the Armatage Community program closing at the end of the current 2009-10 school year.

## **75. Why?**

- MPS will invest additional resources in 12 magnets district-wide and has prioritized the following magnet types:
  1. International Baccalaureate (IB)
  2. Teaching philosophy: Open or Montessori; Armatage will be a high-quality Montessori option for Zone 3.
  3. Spanish Dual Immersion
  4. Curricular: Arts and Science
- As one of three Zone 3 magnets, Armatage Montessori needs to have adequate space to meet potential demand.

## **76. Why does the plan close Armatage Community School?**

- The Changing School Options plan establishes 3 magnets in each zone for that zone's resident students (there are 2 others that cross zones). The 3 magnets in Zone 3 are Whittier IB, Barton Open and Armatage Montessori.
- Each of the magnets needs to be large enough to accommodate current and potential future demand. The Armatage site is 55% Montessori, 45% Community by current enrollment. Montessori kindergarten enrollment has grown by 50% since 2005

## **77. Why didn't you move the Montessori program to Kenny and expand the community school at Armatage?**

- The Armatage site is larger than the Kenny site (32 classrooms versus 26)
- Kenny is more centrally located for serving students who choose not to attend Armatage Montessori or Windom Dual Spanish Immersion.
- The Kenny community would feel just as disappointed as the Armatage community

## **78. Can current Armatage Community School students be guaranteed access to Armatage Montessori?**

- There is enough room to accommodate all of the community students and Montessori students to remain in 2010.
- Moving forward, new students that live near the Montessori program would have to apply and, if the program is over-subscribed, participate in a lottery just as all magnet school applicants do for district magnet programs. Families that live in close proximity to magnet schools do not receive preference to attend that magnet school.
- Siblings of Montessori students have admissions preference.

**79. How quickly do you anticipate the Armatage Montessori program growing?**

- It will depend upon what the Community families choose to do and choices made by other SW/W zone families. The enrollment in the SW/W quadrant of the city has been steadily increasing, providing new students each year.
- We also have the opportunity to introduce Armatage Montessori to students living in the area between 94 North and 42nd street, Chicago and 35W, who will now be a part of Zone 3, and those Hale/Field attendance area families who have attended Seward Montessori in the past

**80. What is the predicted enrollment at both schools given this move in 2010-11?**

- Based on the model we used to estimate individual school enrollment for 2010-11, we estimated Armatage Montessori to be a minimum of 414 not including special education and non-Minneapolis residents. This assumes all current Montessori students would remain. We also assumed families that live closer to Armatage than Kenny would likely choose to attend Armatage Montessori. We thought roughly 80% percent of close-to-home families would apply to Armatage Montessori and the remainder would choose Kenny or other programs. We also expect students returning from other attendance areas or zones to select Armatage, but we don't know exactly how many that will be
- Regarding Kenny, we estimated 252 students would be the enrollment for 2010/11 if the majority of current Armatage Community families choose to remain at the Montessori program. However, Kenny has the capacity to accommodate about 450 students including special education.
- The bottom line is we will be able to accommodate Armatage Community families at either school.

**81. Is this predicted number of transferees and people moving out of district taken from Armatage School's parent surveys?**

- We did not base our projections on the school's parent surveys. We will however, once the Board's decision is final, work with families on their choices and seek "early indicators" of where they are planning to attend.

**82. What is the current waiting list for Armatage Montessori? Is it a long list?**

- There are currently 21 K-5 students on the waiting list for the Montessori program.

**83. Will current Armatage Community teachers get the option to expand their skills through Montessori training in order to remain in their school community?**

- As the school's enrollment grows, Armatage has several ways to expand its trained teacher corps, including hiring trained Montessori teachers from Park View Montessori, seeking teachers in other schools with Montessori background and training non-Montessori-trained teachers. The parameters for the special additional magnet funds have not yet been defined, so we are unable to answer whether teacher training is an eligible expense at this time.



**84. My family attends Armatage Community School; what are my options?**

- **You may choose to stay at Armatage by completing a choice card for the Montessori magnet for Fall 2010.**
- Montessori education is characterized by multi-age classrooms, a special set of educational materials, student-chosen work in long time blocks, a collaborative environment with student mentors, absence of grades and tests, and individual and small group instruction in academic and social skills. When strictly implemented, the Montessori program helps children develop creativity, problem solving, critical thinking and time-management skills.
- Armatage Montessori students will follow a pathway to Anthony Middle School.

If Montessori is not of interest to you, you may choose:

- **Your community school** based on your home address; most students currently attending Armatage Community likely live in Kenny Community School's new attendance area.
- **A different magnet in your zone.**
- **A Specialty School: Anishinabe Academy**

# BANCROFT COMMUNITY SCHOOL

## 85. What is the change?

- Bancroft will become an International Baccalaureate (IB) magnet school at the end of the current 2009-10 school year.

## 86. Why?

- MPS is investing additional resources in 12 magnets district-wide and has prioritized the following magnet types:
  1. International Baccalaureate (IB)
  2. Teaching philosophy (Open or Montessori)
  3. Spanish Dual Immersion
  4. Curricular: Arts and Science
- Bancroft will be a prospective IB Candidate for Zone 2. Bancroft is large enough to accommodate demand and offer IB and Native Language Literacy in Spanish, like the current Whittier program. Bancroft students will follow a pathway to Sanford Middle School, also a prospective IB Candidate School, for the middle grades.
- The IB program is an international educational program that is designed to increase all students' learning with a global perspective. Authorization to become an IB World School is an intensive process that typically takes two years and includes site visits by an IB team to assure high standards of excellence.
- IB in grades K-5 is based in the liberal arts, has an international focus and encourages a hands-on approach to learning.

## 87. My family attends Bancroft; what are my options?

If IB is not of interest to you, you may choose among the following:

- **Your community school** based on your home address; most students currently attending Bancroft likely live in the new Northrop Community School's attendance area.
- **A different magnet school in your zone**
- **A Specialty School: Anishinabe Academy**

# HIGH SCHOOLS

## **88. What are the community high schools by zone?**

- Edison and Patrick Henry are the community high schools for Zone 1.
- Roosevelt and South are the community high schools for Zone 2. Zone 2 students who seek IB should apply to Roosevelt.
- Southwest and Washburn are the community high schools for Zone 3.
- High school students living in the A4 attendance area (Bryn Mawr and Harrison neighborhoods) may choose high schools in Zones 1 and 3 with transportation.
- Citywide high school options include:
  - o North Specialty School (STEM/Digital Arts)
  - o All Nations and Open at South
  - o ELL Newcomer Centers at Edison and Roosevelt
  - o Wellstone at Roosevelt
  - o Citywide Special Education Programs

## **89. What is happening to Broadway High School?**

- We are exploring several alternative sites that will meet the school's needs.

## **90. Can we be sure that if someone moves into the city in ninth grade they have the same level of quality and options at each school?**

- That is our desire; the exact course offerings may be different from school to school (e.g., which foreign language, which career and tech ed), but the Core 4 (International Baccalaureate [IB], Advanced Placement, College-in-the-Schools, Career & Tech Ed program) will be available at each high school. Specialty programs will be different.
- Exceptions are:
  - o North High, where we will be offering a specialized Science, Technology, Engineering and Math high school
  - o Open and All Nations, citywide specialty programs located at South High
  - o South High School, which will continue to offer its Liberal Arts program and wide array of Advanced Placement courses instead of International Baccalaureate. At this time, students living in Zone 2 who seek IB should enroll at Roosevelt High School.

### **91. What programs will be offered at South in fall 2010?**

- Comprehensive high school with Liberal Arts, AP, CIS and CTE
- Two citywide specialty programs:
  - o All Nations, which offers a culturally-specific pathway from Anishinabe Academy
  - o South Open, which offers an Open pathway from Marcy and Barton Open schools
  - o Students from any part of the city who do not attend the K-8 pathway schools may apply to these programs and will participate in a lottery if over-subscribed
  - o As with all of our over-subscribed magnet and specialty schools, lottery priorities are given for siblings and students in under-represented groups

### **92. Why is there an Open pathway at South?**

- Some people have questioned maintaining an Open pathway at the high school level because they are unclear what is unique about the South Open program.
- While certainly sharing some courses is appropriate, we will be working with the South Open faculty to sharpen their program integrity and ensure it is truly an Open school.

### **93. How can we be sure the academic programs at Henry, Edison and North high schools are as good as those at South, Roosevelt, Southwest and Washburn?**

- Henry is already a fully authorized IB school
- North is being transformed into a rigorous Science, Technology, Engineering and Math school, and adding IB. North is also part of a worldwide pilot for the IB career education program.
- Edison has expanded its advanced course offerings and is adding IB.
- Authorization visits for North and Edison will take place this fall, and we hope they will be officially authorized for Fall 2010.

### **94. What is the timeline for assuring equity in access to rigorous courses in every high school?**

- As discussed at the August 25th Board meeting, MPS has increased the participation in advanced courses in every high school. Participation increased from 30% of students to 40% overall, with an increase from 19% to 30% of students of color. However, discrepancies still exist, some driven by school size and some by past program choices.
- In the immediate term, with the 3-zone approach to high school choice, students living in each zone will have access to one of Southwest, Henry or South, our three largest high schools and those with the largest number of advanced courses. Washburn, Edison, Roosevelt and North are in the process of becoming certified to offer the IB Diploma Programme and the latter two, the IBCC, and will be reviewed this fall. IB courses are already available, but they are not “official” IB courses yet.
- Below is a summary of the AP, IB, College-in-the-Schools and advanced Career and Technical Education courses currently available, as well as the estimated timetable for adding “official” IB courses. It is important to note that not only do the courses need to be made available, but students need to enroll in them and be prepared to succeed in them. The schools with fewer courses have made significant strides to make more courses available and to increase participation, but it will take time to fully realize the expansion we intend. Advanced coursework offering includes:

Schools	2008-09	Minimum IB
<b>Edison</b> <ul style="list-style-type: none"> <li>• AP Courses</li> <li>• IB Courses</li> <li>• World Language (highest level offered)</li> <li>• College In the Schools</li> <li>• CTE</li> </ul>	6 0 French 3/Spanish 4 2 1	7 in 2010; 8 in 2011  eCIS in 2009
<b>North</b> <ul style="list-style-type: none"> <li>• AP Courses</li> <li>• IB Courses/IBCC</li> <li>• World Language (highest level offered)</li> <li>• College In the Schools</li> <li>• CTE</li> </ul>	7 3 (IBCC pilot) Spanish 0 4	7 in 2010; 8 in 2011  eCIS in 2009
<b>Roosevelt</b> <ul style="list-style-type: none"> <li>• AP Courses</li> <li>• IB Courses/IBCC</li> <li>• World Language (highest level offered)</li> <li>• College In the Schools</li> <li>• CTE</li> </ul>	8 5 (IBCC pilot) Spanish 3/French 4 0 2	7 in 2010; 8 in 2011  eCIS in 2009
<b>Washburn</b> <ul style="list-style-type: none"> <li>• AP Courses</li> <li>• Honors Courses</li> <li>• IB Courses</li> <li>• World Language (highest level offered)</li> <li>• College In the Schools</li> <li>• CTE</li> </ul>	6 5 0 Spanish 5/French 5 3 2	7 in 2010; 8 in 2011  eCIS in 2009
<b>South</b> <ul style="list-style-type: none"> <li>• AP Courses</li> <li>• Honors Courses</li> <li>• IB Courses</li> <li>• World Language (highest level offered)</li> <li>• College In the Schools</li> <li>• CTE</li> </ul>	12 2 0 Spanish 6/Chinese 2 (CIS); French (CIS); German (CIS) 7 7	
<b>Henry</b> <ul style="list-style-type: none"> <li>• AP Courses</li> <li>• Honors Courses</li> <li>• IB Courses</li> <li>• World Language (highest level offered)</li> <li>• College In the Schools</li> <li>• CTE</li> </ul>	0 0 17 Spanish 5/ French 5/ Japanese 5 2 5	
<b>Southwest</b> <ul style="list-style-type: none"> <li>• AP Courses</li> <li>• Honors Courses</li> <li>• IB Courses</li> <li>• World Language (highest level offered)</li> <li>• College In the Schools</li> <li>• CTE</li> </ul>	6 0 25 Spanish 6/French 6/Japanese 6 1 0	

- Schools will never offer the exact same course array. However, we are committed to offering a strong set of advanced course options at each school, and as we develop our online and distance learning

capabilities, we expect to enable students to access courses offered in any high schools from their computer.

- The secondary team is surveying the high school principals to inventory planned additions to the AP, CIS and CTE courses, as well as new or expanded student activities.

**95. Why are we abandoning SLCs? Why did we not “begin with the end in mind” and start with high school redesign?**

- We did begin with the Secondary Redesign, which was first presented to the Board of Education in the fall of 2007. The redesign calls for strengthening all of our high schools and getting students closer to home.
- The Small Learning Communities were originally designed to break up the large comprehensive high schools into smaller units to increase intimacy and personalization for students. Themes were incorporated to increase student interest and engagement. Over time they evolved into quasi-magnets with citywide choice. We can no longer afford to transport students from every corner of the city to every other corner, and schools are taking different approaches to creating personalization. Our high school enrollment is also lower than it was in 2001, so our high schools are inherently more intimate.
- Instead of widely divergent programs in each high school, the Secondary Redesign calls for greater equity across our high schools and increased access for all students to advanced coursework and additional supports to enable them to succeed in those courses (such as AVID and training for teachers in how to better support English Language Learners). To meet our goal of getting Every Child College Ready, high schools are adding Advanced Placement, College-in-the-Schools, Career and Technical Education that provides credit or certification, and International Baccalaureate courses. Details on the Secondary Redesign and timeline for advanced course offerings are available on the MPS website.

**96. If your child needs an alternative to IB, what are the options in high school?**

- In the past, students enrolled in the IB Small Learning Community as a program. Now, students will enroll in a high school in which a wide range of courses will be available. IB courses will be available in all high schools except for South, which has a large Advanced Placement and College-in-the-Schools offering. Students may take all of the IB courses required to earn an IB Diploma, or they may take just a few in subjects in which they seek advanced coursework. Students will not be required to take IB courses.

**97. Where is the high school pathway for Montessori and Open if you’re not in Barton or Marcy?**

- South High will continue to house a 9-12 Open Specialty School with citywide transportation. While students attending the K-8 Open schools (Barton and Marcy) will have priority in attending South Open, other seats will be available to any student in the city. We do not have a K-12 Montessori pathway because the Montessori approach was designed for elementary age students, and is not typically offered at grades 9-12.

**98. Will Liberal Arts be a continuing option at South? Why isn't Liberal Arts a magnet?**

- Yes, Liberal Arts will form the core of the comprehensive program at South. While students from outside of Zone 2 may attend South High School if there is space available and they provide their own transportation, as explained above, the High School Redesign calls for closing SLCs and building strong community high schools.

**99. Are you going to increase the size of the Open program as demand for it increases among Zone 3 families since that will be the only South program with busing?**

- As our largest high school, South will house two small specialty schools, Open and All Nations, and South High School (Liberal Arts). As a specialty school, South Open will be expected to deliver a truly differentiated program embedded in the Open approach. Students choosing Open should do so based upon their interest/fit with that approach, not as a way to "get a bus to South." Over time, the size of South Open will likely be smaller (after grandfathered students graduate), but will depend upon the number of seats needed to accommodate attendance area students in the school.

**100. Do you predict Liberal Arts to decrease in size?**

- No. Over time it is more likely to increase in size (see above).

**101. Why would you close South as a whole-school magnet despite its confirmed success at educating all students?**

- As described above, we need to provide seats for students living in the South area who will no longer receive transportation to other schools out of the zone. Other students may attend if there is space available and they provide their own transportation.

**102. Why is Washburn's English Language Learner student population increasing from 13% to 26%? How is it going to affect Washburn and what are you going to do about it?**

- In the proposed revised 3-zone model Washburn's ELL population would be about the same as today, 21% in 2008 vs. 19% in 2010. It is important to note that these numbers are estimates of what the future could hold when more students attend the high school closer to their home (that is, do not grandfather into their current schools).
- We serve Level 3-5 English Language Learning students in all of our high schools through a combination of additional support from ESL teachers and through training our regular classroom teachers in how to "scaffold" their instruction so ELL students do the same challenging work as other students, but are not limited by language barriers. We serve Level 1-2 ELL students in specific programs for students with less English acquisition located at Edison and Roosevelt.

**103. What plans are there to create the highest performing, highest expectations classrooms for top performing high school students so they can compete with the best and the brightest?**

- Please see the following guiding documents:
  - o Secondary Redesign: [http://www.mpls.k12.mn.us/MPS\\_High\\_School\\_Transformation.html](http://www.mpls.k12.mn.us/MPS_High_School_Transformation.html)
  - o 2007-2012 Strategic Plan: [http://www.mpls.k12.mn.us/Strategic\\_Planning.html](http://www.mpls.k12.mn.us/Strategic_Planning.html)

## MAGNET SCHOOLS

### **104. How did you choose magnet sites?**

- In each zone we prioritized multiple factors, for example:
  - o Alignment with priority program areas (IB, Open or Montessori)
  - o Demand
  - o Site size
  - o Balancing locations within the zone
  - o Proximity to community schools

### **105. Why are you demagnetizing Northrop? Where will the students attend school?**

- MPS will invest additional resources in all 12 magnets district-wide and has prioritized the following magnet types:
  1. International Baccalaureate (IB)
  2. Teaching philosophy: Open or Montessori – Open is the Zone 1 magnet teaching philosophy; there is low parent demand on the north side for a Montessori school.
  3. Spanish Dual Immersion
  4. Curricular: Arts and Science
- MPS is reducing its overall number of magnets to invest resources and build stronger programs.
- Since IB and either Open or Montessori were prioritized for each zone, we needed to add an IB magnet with a large enough building in zones 2 and 3. Northrop has 24 classrooms. Bancroft has 36 classrooms.
- Northrop students will attend their community school, a magnet school in their zone or a citywide specialty school.

### **106. Which areas or schools would feed Northrop? Demagnetizing would affect 250 of our current 405 students.**

- This is not the case. As students in ELL and citywide Special Ed programs will still receive transportation, approximately 80% of Northrop's current students will have the option to remain at the school. Northrop now has a very large attendance area encompassing prior open areas and Bancroft, which is becoming a Zone 2 magnet. There are many students living in this area who may choose Northrop.

### **107. How quickly will Bancroft be able to offer IB?**

- Schools will start application process as soon as Board votes
- Training will begin this year
- IB philosophy and approach will be in effect in Fall 2010
- Authorization likely in 2012



**108. Why are Whittier students on South side now zoned to attend Bancroft?**

- In moving to a zone model, we need to get students attending the magnets in their zones. This will likely affect ~80 students, because ELL students may still receive transportation to Whittier.
- Current Whittier students may also choose to remain at Whittier through grandfathering, which guarantees the student's space at the school but does not provide transportation.

**109. What is happening at Sheridan? Will it definitely be an Arts school? What is the process for community involvement?**

- We are starting with the presumption that Sheridan will continue to have some kind of Arts focus, supported by a large-scale planning effort for Arts integration in MPS that we have underway that involves the leaders of many of the Twin Cities' major art institutions
- However, we will work with the school community to confirm that focus, and to develop a truly outstanding program
- We will soon be naming a new magnet coordinator who will lead this process this fall, including Curriculum and Instruction and other key district staff

**110. What will happen to students attending the Pillsbury magnet school who don't live in the new Pillsbury attendance area?**

- They will be assigned to their new community school (likely Waite Park) unless they are in the Native Language Literacy program or Special Ed.
- They may choose to stay at Pillsbury through guaranteed grandfathering but must provide their own transportation.
- They may choose to attend a Zone 1 magnet if there is space available, with transportation.

**111. If there are more funds available for magnet schools, how much will they receive?**

- Currently, we do not plan to provide additional set allocations to magnet schools. Instead, we have identified a portion of the integration revenue to be used to strengthen magnet fidelity and support increasing diversity of our magnet student population. Schools will be able to apply for investments they seek to make. The specific parameters and/or criteria and allowable expenses for use of those funds have not yet been finalized.

**112. Will we have a guaranteed walk-zone around magnet school (3-6 blocks) to assure that we do not run into a future problem with the school being full and people who live close not being able to attend?**

- We do not currently have guaranteed attendance areas immediately around magnet school buildings. Depending upon the particular magnet school location and housing stock around it, such an area could unfairly advantage the highest income students living in the area.

## TRANSPORTATION

**113. We are one block away from continuing in the school my child currently attends. If there is space available for him in that school through open enrollment, can I walk him the one block to an established bus stop?**

- The bus routes are set up to accommodate the actual number of students living outside of the walk zone. If extra students board the bus, there may not be a seat for someone else who is eligible for transportation.

**114. Will my South Liberal Arts child get busing along with my South Open child next year since South Open is a citywide specialty school with transportation?**

- No. Transportation is being provided only for the students attending citywide specialty schools. While it may sound odd, since there may be siblings grandfathering to schools outside of their home zone in this period of transition, it wouldn't be fair to allow some Liberal Arts students to ride the buses and not others.

**115. Will MPS staff still have open, city-wide choice for their own kids with transportation provided?**

- MPS staff will continue to have a priority in open enrolling their students to schools outside of their zone or attendance area. Employees do not currently have transportation provided.

**116. If students at AYP schools can choose to attend any other school, how does this affect transportation costs?**

- Our transportation costs would increase if many families chose to exercise this provision of the No Child Left Behind law. However, the District has already allocated a reserve fund for this purpose.

**117. How long will my child's bus ride from the Kenwood neighborhood to Anthony be?**

- Approximately 20 minutes.

**118. Has any thought been given to parents paying for busing?**

- We are responsible for providing transportation for students to one school.
- Transportation on school buses is very expensive. While some parents may be able to afford to pay us for supplemental transportation, 2/3 of our families are eligible for free or reduced price lunch and are not able to pay.
- Instead, we are trying to secure reduced prices from MTC by for students who seek to cross zones to use the city buses. These passes would be paid for by the students.

# INTERNATIONAL BACCALAUREATE

## **119. How can you justify the high cost of IB given the budget crisis? Are there proven results?**

### **What happens to the annual investment of \$9600/school per year if the school closes?**

- In a budget crisis we are focusing our resources on academic programs of high value. The International Baccalaureate program requires an upfront investment in very high quality professional development for staff and curriculum development. We have funded a significant portion of our IB investments to date using grant funding and we receive substantial reimbursement from the State of Minnesota for our training expenses.
- The IB Primary Years Programme (PYP) focuses on the total growth of the developing child, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic development. The PYP draws on research and best practice from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant, engaging, challenging and significant educational framework for all children.
- In a recent study conducted by EPIC, the High School Diploma Programme demonstrated strong alignment of programming with college requirements, (“in particular the key cognitive strategies universities seek such as critical thinking skills, intellectual inquisitiveness and interpretation”) and an 80% college graduation rate among Diploma Programme graduates.
- Annual IB fees may be reallocated to expansion sites.

## **120. Why should my family have confidence in a new school program that doesn't exist yet (such as Bancroft IB)?**

- Prospective IB schools will start application process this fall.
- Training will begin this year and the IB philosophy and approach will be in effect in Fall 2010.
- The schools do training and implement the program before the official authorization, so the International Baccalaureate Organization can see it in action to decide upon its authorization. Therefore authorization takes 2-3 years, most likely 2012-13 school year.

## **121. How would the IB program be implemented at Bancroft?**

- It would be similar to our programs at Whittier and Hall. The Primary Years IB Programme curriculum framework consists of:
  - o Five essential elements: concepts, knowledge, skills, attitudes, action.
  - o The knowledge component is developed through inquiries into six trans-disciplinary themes of global significance (including Sharing the planet, Who we are, Where we are in place and time, How we express ourselves, How the world works, and How we organize ourselves).
  - o These are supported and balanced by six subject areas (Language, Math, Social Studies, Science, Arts, and Personal, Social and Physical Education).

**122. Will the current staff at Bancroft compose the new IB staff, or will there be big staff changes coming there?**

- Current staff will compose the base of the program. Teachers who are not interested in the IB approach have the opportunity to apply to openings in other schools.

**123. Why isn't there a plan to move the Anwatin staff intact to one of the middle schools that will be adopting the IB program?**

- As the students will attend the middle school in their home zones, each school will need some additional staff, but not the full group in one place.

# CURRICULUM

**124. What makes the arts different at Sheridan or Ramsey than at a community school?**

- Under the Changing School Options plan, magnet schools will receive additional resources toward implementing their magnet focus. While the arts are offered at all of our community schools, an arts magnet will have funding to add additional arts activities or curricula. We plan to increase the integrity of our magnet programs by:
  - o Setting aside funds that schools may apply for to fund specific, unique magnet program needs
  - o Maintaining staffing agreements to retain teachers with certification in magnets, e.g., Montessori, bilingual
  - o Coordinating professional development across magnet types
  - o Using independent School Quality Reviews to assess program integrity
  - o Supporting principals to gain knowledge of content/teaching approaches unique to the magnet
  - o Assigning district-level director to oversee magnet funds and work with schools to strengthen programs.

**125. What are your metrics for judging academic excellence?**

- We use multiple indicators to measure academic success for each of our students and student subgroups. Our most recent district scorecard is available at <http://www.mpls.k12.mn.us/Accountability.html> - click on “District Scorecard and Targets” and specifically see pages 15-18.

## **START TIMES**

### **126. Will there be start time changes?**

- The transportation department will “re-optimize” the system, meaning a few schools may see their start time change.
- Last winter we proposed changing high school start times to 7:30, which would have saved the District significant funds and allowed more elementary schools to start later, but decided not to do so based upon parent feedback.
- We are exploring whether we can add 15 minutes to the school day for K-8 schools to provide all 6-8 grade students with the same length of day.