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MINNESOTA TO: Superintendent Debra Bowers
 ILLINOIS FROM: Lynae A. Schoen
 MICHIGAN
 COLORADO DATE: October 26, 2009
 COMM. NO: 092038

SUBJECT: Independent School District #283 – St. Louis Park Schools
 October 20, 2009 **Cabinet/Principals** Meeting Minutes

Attendants:

Tom Marble, District Office – Tech.
 Linnea Swenson Tellekson, District Office – Curr. And Staff Dev't
 Lonna Rathe, Sped Coor.
 Gerry Lukaska, Principal PSI
 Freida Bailey, Principal CM
 Jason Boll, Asst. Principal JH
 Linda Saveraid, Community Education Dir.
 Sandy Salin, DO – Finance
 Mary O'Brien, Ced Manager, Manager@ Central
 Tami Reynolds, Director of Special Education
 Sara Thompson, Communications
 Corey Maslowski, Principal – Susan Lindgren
 Clarence Pollock, Assistant Principal SH
 Rob Metz, Senior High Principal
 Frank Johnson, PH Principal
 Mary Juberian, C.Ed. Manager, Manager at Lenox
 Shelly Nielsen, Principal – Aquila
 Les Bork, Principal – SLPJH
 Bob Laney, Assistant Superintendent
 Deb Bowers, Superintendent
 Scott McQueen, Wold Architects and Engineers
 Paul Aplikowski, Wold Architects and Engineers
 Lynae Schoen, Wold Architects and Engineers

Discussion Topics:

- A. Dr. Bowers gave an introduction to the group including an overview: "What makes sense educationally and financially for our District."
- B. Feedback from the site meetings
 1. PSI staff agree that we need to do something...just do it.
- C. The meeting with the City of St. Louis Park: The message was "Stop the Bleeding".
 1. Why did you hang on to Eliot for so long?
 2. Turf on H.S. fields...possible partnership.
 3. November 16th, 2009 (at the High School) is the next community meeting to discuss School Districts demographics and "What are priorities."



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- D. Community Question “Why Now?”
1. Funding is not available.
 2. Combination of State Budget Problems with more school than 10 years ago.
 3. Demographics of Twin Cities is changing.
 - a. Older population
 - b. Neighboring school districts also addressing demographics and population decline.
 - c. Creating a place to go (to allow for satisfied customers).
- E. Community Question: “Compare our square footage per student to other districts with “High Achievement”. Wold reviewed findings thus far...St. Louis Park still 25% larger than peers.
- F. A comment was made that there are 66 Homerooms in the 4 neighborhood elementary schools. Peter Hobart has 24 of them. It appears that the total of 66 could fit into 3 schools.
- G. Wold reviewed Draft Solution Assumptions #4. Comments were made:
1. Option “No Boundaries 7-12/3-6/PK-2”
 - a. Everyone gets to move. This is an opportunity! We all get to be together. This would take bravery but really makes sense financially. You go to the Community...We are going to do it all at once. Really addresses equity issues.
 2. What are the costs associated with 7-12 at the H.S.? This level of detail is yet to be defined. There are a lot of physical options that can be done to achieve this goal.
 3. What are long term costs associated with maintaining the older buildings vs. the newer buildings. Investments have been fairly equal to date.
 4. The community might act more positively to keeping the neighborhood schools. Parents do not like to drive to the Jr. High.
 5. Bloomington closed schools primarily on the East side. This was a difficult process.
 6. A 6-9 Middle School works wells programmatically.
 7. When there is an older H.S. that accommodates Comm. Ed. this is a good use of a facility as an older population may be familiar with the facility.
 8. The group was asked: “Is there an option that closes the High School?”
 9. The city asked if there is consideration of decentralizing Spanish Immersion programming into the neighborhood schools? St. Louis Park now has the gold standard of Immersion Schools. You have full Immersion.
 10. An elementary school of 900 is not ideal for creating a sense of community. A 300 student elementary is ideal. Central is a building that includes over 1,000 kids.
 11. There may be an opportunity to change boundaries with any option. This would allow us to address some of the “divide” that exists in the School District today.
 12. Are there cost savings calculations for each option? Not yet. Options need to be further defined.
 13. As a parent, it would be ideal to see the elementary schools less populated. 7-12 H.S. might work well. Keep the elementary schools and do something different with secondary schools.



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14. What is the impact of 7-12 on athletics. What are the challenges with space? Bussing would be a cost.
 15. Closing Central would have a big impact on athletics (2 gyms, gymnastics and a pool). The gyms at Central are appropriately sized for adults. The elementary gyms are small.
 16. The gym space and green space are different at every site. This needs to be taken into consideration if/when divesting of buildings. We couldn't have less tennis courts.
 17. Concern about safety with a 7-12 H.S. The H.S. is not a "safe" location/building. Keeping it secure is a challenge. Monitoring the vast amount of doors is difficult now. Too surrounded by neighborhoods, etc.
 18. Do all solutions divest of the paired elementary schools concept? The community asked "What are our priorities"... Are paired schools a community priority?
 19. Less transitions is ideal.
 20. How are we going to get Community insight/feedback on solutions. "P.S.I. doesn't change but everyone else does."
 21. How do we balance "poverty" throughout the elementary schools?
 22. Enrollment policy change for SPI? Robbinsdale holds seats for free and reduced lunch. This might be an idea to explore.
 23. How is ½ vs. full day kindergarten considered in the numbers? The same ration to what you have today.
- H. Any questions between meetings can be organized through Clarence Pollock.
- I. Wold reviewed a draft agenda for the next Advisory Committee Meeting.
- J. Do we have census data on minority populations and their attendance areas? This population is pretty stable.
- K. Do we have information on public transit opportunities for ABE and Community Ed?
- L. Next meeting is November 3, 2009 at the High School.
- M. The staff would like to have more input. They should be invited to the community meetings.

cc: Attendants

DP/ISD_283/092038/min/10-20-09



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TO: Superintendent Debra Bowers

FROM: Lynae A. Schoen

DATE: November 5, 2009

COMM. NO: 092038

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SUBJECT: Independent School District #283 – St. Louis Park Schools
 November 2, 2009 **Cabinet Plus Principals** Meeting Minutes

Attendants:

Clarence Pallock, SH Assistant Principal
 Rob Metz, SH Principal
 Sandy Saleen, Director of Business
 Linnea Swenson Tellekson, Curriculum & Staff Development Coordinator
 Gerry Lukaska, PSI Principal
 Tom Marble, Director of Information Services
 Les Bork, SLPJH
 Jason Boll, SLPJH
 Linda Saveraid, Community Education Director
 Mary O'Brien, Manager, SLP Pre-K Community Education
 Frank Johnson, Peter Hobart Principal
 Corey Maslowski, SL Principal
 Sara Thompson, Communications
 Mary Jaberean, CE Manager
 Loreen Rath, Special Ed. Coordinator
 Tami Reynolds, Director of Special Education
 Freida Bailey, CM Principal
 Debra Bowers, Superintendent
 Shelly Nielsen, Aguila Principal
 Scott McQueen, Wold Architects and Engineers
 Paul Aplikowski, Wold Architects and Engineers
 Lynae Schoen, Wold Architects and Engineers

The following is a brief summary of the group discussion:

Discussion Topics:

1. Wold and the group discussed the Peter Hobart Staff Focus Group. There was a concern about the timeline. Is there really going to be a decision in a month? What happens next after decision? There were some financial questions and discussion on class size. The group wanted to make sure that the primary students are represented in all discussions.



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2. Wold distributed and reviewed a draft list of thirteen option concepts that have evolved thus far.
 - a. The group discussed the possibility of creating Immersion Programs at each elementary like Minnetonka. Gerry pointed out that would be very different program from PSI today. This would hurt the quality of the Immersion Program.
 - b. An option to expand one elementary and consolidate was discussed.
 - c. Central was discussed as an elementary site. One issue would be that it has limited space for playgrounds.
 - d. Can we do a Pre-K through one at one? One of the elementary schools?
 - e. Most options are K-12. Where does all of the pre-school land in all of these options?
 - f. Some next steps include studying capital cost impacts for each option.
 - g. There are playground needs that come with pre-school programming.
 - h. It makes sense to have all elementary schools be the same grade configuration.
 - i. (2) I.B. K-5, PSI K-5, All sixth graders at Junior High with 7-8, then 9-12 with all adult base community programming. Pre-k could go into junior or senior high. A.Y.P. component?
 - j. St. Louis Park PSI is a premier quality pure immersion program. There are compromises if the program is split.
 - k. What is the future of Spanish Immersion? Is it going to be a popular choice in the next 10-20 years? Minneapolis is going to do a French Immersion Program. Could a K-5 Immersion work? Resources in one site vs. two sites is ideal. The older kids usually get the lesser resources if they are split.
 - l. It is not ideal for equality to have one program be k-6 and other schools be k-5.
 - m. The fewer moves that families have to make is ideal. Options with 4/5 or more transitions should be eliminated.
 - n. At the Community Forum, it appeared that there is not much support for the k-6 model. The paired school concept works due to the students/families staying together.
 - o. It was noted that there are a lot of private schools that are 7-12.
3. Wold distributed and reviewed the options packet to take a look at more detail. The group gave feedback:
 - a. Senior Center tenants might have better fit at Junior High for parking.
 - b. Does the 9-12/7-8/4-6/k-3 "Out of Eliot/Lenox" option do enough to solve the excess capacity issue? It does not help with demographically predictable results. Boundaries could be changed.
 - c. Central will be a very desirable property due to the light rail coming through on Highway 7.
 - d. Community has had previous angst against moving the 6th grade to the Junior High.
 - e. If District goes K-5, PSI should be K-5.
 - f. Option "8-12/5-7" does not make much sense educationally. This option doesn't look at PSI. The admission policy could be changed to address equity issue. However, 8th graders could be offered enrichment programs. They could be in a separate wing. The 8th graders wouldn't be on any teams at the Senior High.



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- g. 7-12 configuration could cause bus congestion, locker rooms, etc. Special Education opportunities. Enrichment opportunities. Blending schedules could be a challenge. Mentorship opportunities. Athletic opportunities. Not enough green space. Scheduling facilities issues. Security concerns with students leaving campus. Would 7/8 grades be in a separate area of the building?
- h. What School Districts our size have done the 7-12 configuration? Most private schools are 7-12.
- i. The 7-12 model allows for less transitions.
- j. The 7-12/4-6/PreK-3 options would include new boundaries. Pre-K includes ECSE.
- k. If pre-school moves into the elementary schools, does it need to be I.B. pre-school?
- l. When pre-school is at elementary schools, this would possibly allow for less transitions for students. It might be less staff and resource efficient to spread out pre-school.
- m. The 7-12/3-6/PreK-2 “No Boundaries” option: These three (3) schools could be “too big” for the community. This option is ideal for pre-school all in one location and co-located with K-2. Parking and green space could be issues.
- n. Loss of “neighborhood school” concept might not be well received.
- o. The “Combine Earlier” option appears to allow for better diversity. All grades blend together at fourth grade.
- p. The benefit of 4-5 at one site: I.B. planning and AYP efficiencies. The biggest concern is having only two grades together.
- q. Putting an addition on a building without some major divestments, might not be popular with the community.
- r. “K center/1-4’s/5/6-8/9-12” option is too many transitions. A pre-k center is not ideal for community building.
- s. A lot of School Districts are doing K-5 elementaries. Balancing sections is difficult. I.B. doesn’t allow for combining age levels.
- t. Split P.S.I.? A school within a school is a challenge.
- u. Minnetonka School District is almost twice the size of St. Louis Park. This might be why they are able to do Spanish Immersion at each site.

cc: Attendants

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