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Vision 2031: Redesigning Learning Parameters

Project Summary Including Feasibility

Presentation to Board of Education
November 23, 2021



Contents

- Project Overview
- Stakeholder Input
- Feasibility Study
- Recommendation



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- ❖ Vision 2031 established
- ❖ Vision 2031 Implementation Taskforce (2018) recommendations
- ❖ Spring 2021 Taskforces Study
- ❖ Spring 2021 community surveys

Learning Parameters Steering Committee

(Aug-Oct 2021)

- Current reality outlined
- Data collected
- Scenarios established
- Community Imagining Sessions – input on scenarios

Learning Parameters targeted follow-up

(Oct-Nov 2021)

- Fall 2021 stakeholder surveys - equitable input
- Feasibility study

Learning Parameters Recommendation Taskforce

(Nov 2021)



- ❖ Rethinking School Parameters Project looked at four redesign opportunities for Hopkins: **(1) school year calendar; 2) school start times; 3) learning space & place; and 4) grade configurations.**
- ❖ Multiple rounds of 2021 stakeholder input (*Spring surveys, Fall community imagining sessions, Fall follow-up surveys for representative responses and targeted follow-up, Fall school admin listening sessions, Fall board work session discussion*)
- ❖ Steering Committee synthesized research, stakeholder input and leadership guidance and generated scenarios for further feasibility examination
- ❖ **Decided to HOLD on ‘year-round school’ and ‘non-traditional spaces and places for learning’** (will continue to explore possibilities)
- ❖ Conducted **further feasibility analysis on ‘flipping start times’ and ‘reconfiguring grades’**



- 1) Does our community support **later start times for secondary students** and if so, how will we facilitate a change for SY22-23?
- 2) If we must continue a tiered system for transportation, does our community support **earlier start times for elementary-aged students** and if so, how will we facilitate a change for SY22-23?
- 3) Does our community support **6th grade students learning at our middle schools** and if so, how will we facilitate a change for SY22-23?
- 4) Does our community support **9th grade students learning at our high school** and if so, how will we facilitate a change for SY22-23?
- 5) Or, would our community prefer **providing 6th and 9th grade students/families a choice about where learning will take place** for that year and if so, how would we staff this for SY22-23?
- 6) Does our community support **transforming one of our elementary schools into a year-round school** and if so, how will we launch this in SY22-23?
- 7) Does our community support **online synchronous and asynchronous learning experiences for all students** that modify the learning day and instructional delivery models?



Topic Sub-Committees:

School calendar: Nik Lightfoot, Brian Stanley, Melissa Ness

Start times: Pam Carman, Tariro Chapinduka, John Wetter,
Crystal Ballard

Learning place and space: Ann Ertl, Rebecca Traviss, Dale
Clark, Eduardo Navidad

Grade configurations: Rhoda Mhiripiri-Reed, Leanne
Kampfe, Stephanie Herrera

- Established current state in each area
- Collected and analyzed recent survey data and academic research on each topic
- In each area, developed scenarios for further consideration
- Designed an inclusive and equitable approach for collecting community input on the scenarios
- Co-facilitated community input sessions with students

Areas Considered:

- 1) School year calendar
- 2) School start times
- 3) Learning space & place
- 4) Grade configurations

Community Listening



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Spring 2021 CAREGIVER Input on Later SECONDARY Start Times

What are your feelings about NJH transitioning to later start and end times?



What are your feelings about WJH transitioning to later start and end times?



What are your feelings about HHS transitioning to later start and end times?



Take-away: Caregivers prefer a later start time for secondary students

Session 1	Session 2	Session 3	Session 4
55 attendees	28 attendees	28 attendees	71 attendees
Scholars: 7%	Scholars: 14%	Scholars: 3%	Scholars: 5%
Staff: 25%	Staff: 35%	Staff: 53%	Staff: 12%
Caregivers: 74%	Caregivers: 51%	Caregivers: 44%	Caregivers: 76%



- **Community engagement and survey data** from Spring 2021 and Fall 2021
 - Community listening sessions
 - Surveys from caregivers, scholars, and HPS staff
 - Targeted sampling to ensure equitable representation of voice
- **Academic research**
- **Summer Steering Committee scenario planning**
- **Feasibility analysis**, which includes forecasting the impact on:
 - Buildings and grounds
 - Nutrition
 - Athletics/activities
 - Transportation
 - Projected enrollment
 - Programming impact: *How would Kids&Co be impacted by a change in grade configurations?*
 - Interconnected nature of decisions

Across all four topics, consistent themes that emerged include:

Easing
Family
Burden

Provides
Choice

Academic
Benefit

Staff
Benefit

Scholar
Health/
Wellness

555 pieces of data
200 feedback entries
6+ hours of discussion

***“Are there additional
issues we should consider
in this change?”***

***“What are the benefits and
drawbacks of this
change?”***

***“What do you want the
committee to know?”***

Concern
for
Academics

Burdening
Families

Concern for
Scholar
Development

More
Research

Concern
for Staff



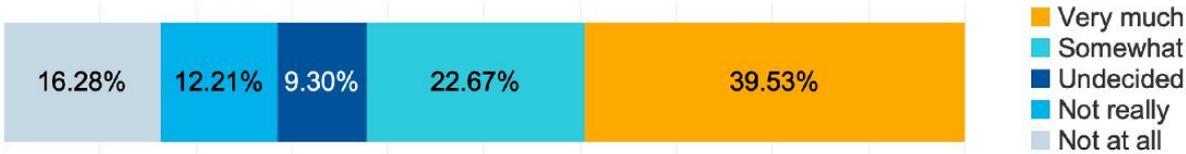
Data Collection Timeline

Start times (Fall 2021)

Would you support a 2022-23 implementation to later secondary start/end times and earlier elementary start/end times?



Would you, as an elementary educator, support elementary school starting and ending earlier in the day?



Would you, as a secondary educator, support secondary school beginning and ending later in the day?



Take-away: Majority of our community members favor an earlier start time for elementary
Take-away: Strong majority of secondary educators favor a later start time for secondary

Start Times: Themes from Fall 2021 Community Imagining Sessions:

- **Negatively Impacts Scholars:** Several stakeholders felt that changing start times could negatively impact scholars, particularly elementary scholars. Similarly, some stakeholders felt that moving the school day/extracurriculars later in the day could negatively impact secondary scholars.
 - **Concern for Extracurriculars:** There was a shared concern for what extracurricular activities (e.g., sports) would look like with later secondary start times.
 - **Concern for Family Needs:** Many stakeholders expressed concern over the burdens of additional after school childcare, particularly for elementary families. Caregivers who work from home also expressed reservations about their elementary scholars coming home earlier in the afternoon.
 - **More Research:** Stakeholders often had questions about how the change would work from a transportation, childcare, or budgetary perspective.
-
- **Eases Family Burdens:** Many stakeholders shared that changing start times would alleviate some of the stress of before-school childcare for younger students, early morning routines (including dropoff), and parenting teenagers.
 - **Academic Benefits:** Several stakeholders shared that secondary scholars getting extra sleep could improve their academic performance.
 - **Benefits Staff:** Some stakeholders thought that later start times could allow for more teacher prep time, which would be an advantage to staff.
 - **Improves Scholar Health/Wellness:** Many stakeholders felt that later start times could have a positive impact on scholar's health and wellness, by allowing secondary scholars the opportunity to get more sleep.

Moving 6th grade to middle school

Scholar, Spring 2021



Caregiver, Scholar, Spring 2021

What are your feelings about Hopkins moving 6th graders to the junior high schools?



Staff, Scholar, Spring 2021



Take-away: Staff are much more in favor of moving 6th grade to middle school than scholars and caregivers

Moving 9th grade to high school

Caregiver, Spring 2021

What are your feelings about Hopkins moving 9th graders to the high school?



Scholar, Spring 2021



Staff, Spring 2021



Take-away: Staff are more in favor of moving 9th grade to high school than scholars and caregivers, although scholars are caregivers are more open to this change than the 6th grade change



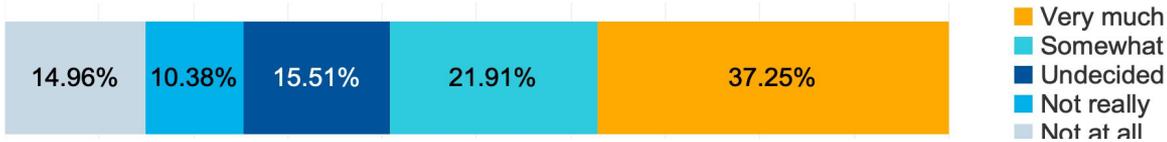
Data Collection Timeline

Grade configurations (Fall 2021)

Would you support KEEPING 6th graders at the elementary schools, if it results in a 7-8 middle school model?



Would you support MOVING 9th graders to the high school, if it results in a 7-8 middle school model?



If you are interested in moving 9th graders to the high school, would you support this change in 2022-23?



Take-away: A representative sample of community members were generally in favor of moving 9th grade to the high school in SY2022-23, but were less sure about what that means for middle grades

Grade Configurations: Themes from Fall 2021 Community Imagining Sessions:

More Scholar Opportunities: Several caregivers felt that 6th and 9th graders could have more opportunities at the junior high school and high school, respectively.

Academic Benefit: Some stakeholders voiced that there could be an academic benefit to moving 6th and 9th graders.

Concern for Scholar Wellbeing/Development: Many stakeholders were concerned about 6th and 9th graders' wellbeing and development, expressing that the current configuration was healthier and safer for these scholars.

Space/Logistical Concerns: Several stakeholders wondered whether there was enough space for moving the 6th and 9th graders. Most of these concerns were around the high school's capacity for all four grades. **Burdens**

Families: Some stakeholders worried about the burden that the change could place on families, who have already adjusted to many changes over the past several years.

Concern for Teachers/Staff: Many stakeholders were concerned about what the reconfigurations would mean for staff, particularly 5th and 6th grade teachers

Concern for Academics: There was some concern about the quality of education with changes to grade configurations. A few stakeholders expressed an interest in keeping IB programming for 9th graders.

Feasibility Study

(to inform start time and grade configuration decision)



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We operate **three tiers each morning AND afternoon** for **non-special education transportation**

- Additional tier on Friday mornings to accommodate Flex Friday's
- Tiers allow reuse of individual buses, typically saving resources
- Approx. 60-minutes are needed between tiers to begin the next tier
- **Secondary schools use the first tier and elementary schools are spread across the second and third tiers**

Routing Practices:

- All transportation eligible resident students **within school boundaries** are routed
- All resident students **attending a special program** (i.e. immersion) are routed to the site where the special program is offered regardless of household location within the district boundaries
- **Non-Resident equity options students** in North Minneapolis are routed
- **Non-Resident parent option students** (open-enrolled IN students that are picked up at an existing resident student bus stop within the specific site's school boundaries) are routed

Board Policy 707 Student

Transportation Services:

- Bus Routes shall not be longer than one hour and fifteen minutes (one way) whenever practical and possible.
- The Hopkins School Board authorizes the transportation of resident **elementary** students living with the area of attendance 0.8 mile or more from the school.
- The Hopkins School Board authorizes the transportation of resident **secondary** students living one (1) mile or more from the school in which they attend.
- Transportation may be provided to students normally not eligible for transportation when the walk path within a school's attendance area exhibits an extraordinary "hazard area" as determined by the transportation supervisor.



Key Definitions

MN Statute - Instructional Minutes per Grade per Year

- 350 hours of instruction for a prekindergarten student
- 850 hours of instruction for an all-day Kindergarten student
- 935 hours of instruction for students in grades 1-6
- 1,020 hours of instruction for students in grades 7-12

MN Statute – Instructional Days per year

- Calendar must include 165 days of instruction in grades 1-11, unless a four-day week schedule has been approved by the commissioner
- School calendar may include plans of five days of instruction provided through online instruction due to inclement weather.

MDE Appendix B – Definition of an Instructional Day:

- An instructional day is a day during which all students in a particular grade and school are required to attend and participate in school activity for the full school day together. Partial days are considered instructional days but the school must compute the average length of day.

MDE Appendix B – Definition of Length of School Day (exclude meal times):

- At the secondary level, a reasonable passing time may be included. At the elementary level, a supervised recess during the day may be included in the length of day. If length of day is altered during the year, use the Flexible Scheduling worksheet to compute the average length of day to report.

Three-Tier **Non-Special Ed Transportation** Schedule

2021-2022 SCHOOL HOURS HOPKINS PUBLIC SCHOOLS						
	# OF BUSES	AM BUS ARRIVES	CLASSES START	PM BUS ARRIVES	CLASSES DISMISS	BUS LEAVES
HHS	8	7:35	7:55	2:30	2:35	2:45
NJH	19 + 4 DESEG	7:35	7:55	2:30	2:35	2:45
WJH	7 + 2 DESEG	7:35	7:55	2:30	2:35	2:45
Xin Xing @ WJH	3	7:35	7:55	2:30	2:35	2:45
Total Buses	43					
GLEN LAKE	6am (6pm) + 2am (1pm) DESEG	8:48	8:58	3:30	3:30	3:35
EISENHOWER	8am (8pm) + 6xx am (6pm) + 2am (1pm) DESEG	8:48	8:58	3:30	3:30	3:35
TANGLEN	8am (6pm) + 3am (2pm) DESEG	8:48	8:58	3:30	3:30	3:35
Total Buses	35					
ALICE SMITH	8am (6pm) + 1am(1pm) DESEG	9:23	9:33	4:05	4:05	4:10
GATEWOOD	8am (7pm)+ 1am(1pm) DESEG	9:23	9:33	4:05	4:05	4:10
MEADOWBROOK	7am (6pm)+ 3am (3pm) DESEG	9:23	9:33	4:05	4:05	4:10
Total Buses	28					
XIN XING	6 (XX)+ 8 IKE	8:48	8:58	3:30	3:30	3:35
GOOD SHEPHERD C.S.	2	7:45	8:10	2:35	2:40	2:45
BLAKE	1 (PM ONLY)	N/A	N/A	N/A	3:30	3:35
NOTRE DAME C.S.	3	8:50	9:00	4:00	4:00	4:05
WEC (W-ALT SHUTTLE)	1	8:05				
HTC	1	8:20				
T+						
Harley						
Kal						

- **Tier 1: HHS, NJH, WJH**
7:45am Drop Off / 7:55am Start / 2:35pm End
- **Tier 2: GL, IKE/XX, TG**
8:48am Drop Off / 8:58am Start / 3:30pm End
- **Tier 3: AS, GW, MB**
9:23am Drop Off / 9:33am Start / 4:05pm End

Currently use **115 routes** to complete these tiers

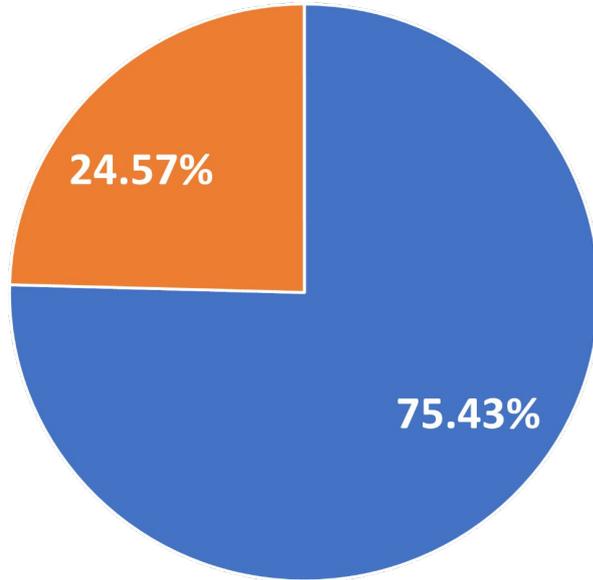


Current Schedule																	
Tier	Buildings	Transportation Services			3-Tier AM		Est. Time 1st Pickup	Bus Arrival	Class Start	3-Tier PM		Bus Arrival	Class Dismiss	Bus Depart	School Start to School Dismiss		
			Count	%	Routes	# of Buses				Routes	# of Buses						
1	HHS, NJH, and WJH	MV, CT, 504	11	0.41%	37	37	6:35:00	7:35:00	7:55:00	37	37	2:30:00	2:35:00	2:45:00	6 hrs 40 min per day		
		PARENT OPTION	177	6.56%													
		PUBLIC (NJH Juntos routed on Public)	2,127	78.87%													
		Equity Options	264	9.79%												6	6
		XX at WJH	118	4.38%												3	3
		Total	2,697													46	46
Minutes Available Between Tier 1 and Tier 2								1:13:00	0:45:00								
2	GL, IKE and TG	MV, CT, 504	2	0.41%	22	22	7:48:00	8:48:00	8:58:00	20	20	3:30:00	3:30:00	3:35:00	6 hrs 32 min per day		
		PARENT OPTION	45	6.56%													
		PUBLIC	826	78.87%													
		Equity Options	104	9.79%												7	7
		XX and Juntos	249	4.38%												6	6
		Total	1,226													35	35
Minutes Available Between Tier 2 and Tier 3								0:35:00	0:30:00								
Buses from 1st Tier available to start 3rd Tier								11	16								
3	AS, GW, and MB	MV, CT, 504	12	0.41%	22	22	8:23:00	9:23:00	9:33:00	18	18	4:05:00	4:05:00	4:10:00	6 hrs 32 min per day		
		PARENT OPTION	153	6.56%													
		PUBLIC	962	78.87%													
		Equity Options	70	9.79%												5	5
		Juntos	14	4.38%												1	1
		Total	1,211													28	28

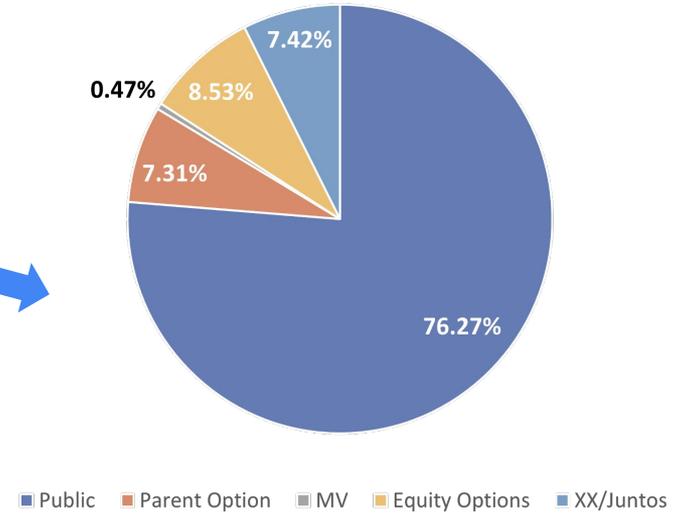
- Activity bus leaves at 5:10 pm (7 for NJH/HHS and 5 for WJH) - provides 2 hours, 35 minutes from the time classes end to the time activity buses leave for after school activities
- Agreement with the City of Minnetonka is the use of the Lindbergh Center starting at 6pm each weekday
- Instructional time is close to state-mandated minimum

Districtwide Non-Special Ed Transportation ELIGIBILITY

Districtwide Regular Ed Transportation Utilization



Breakdown of Regular Ed Transportation Utilization



■ Utilize School Transportation ■ Do NOT Utilize School Transportation

Three-Tier **Special Education Transportation** Schedule

Special education bussing also operates on a (separate) three tier system

Changing non-special ed bussing (*tiers, start/end times, etc.*) will impact the special ed bussing system (*analysis not yet completed*)

2021-2022 SPED SCHOOL HOURS HOPKINS PUBLIC SCHOOLS										11/16/2021
	# OF SCHOLARS	# OF VEHICLES	AM BUS ARRIVES	CLASSES START	# OF VEHICLES	PM BUS ARRIVES	CLASSES DISMISS	BUS LEAVES		
HHS SPED	34	13	7:35	7:55	14	2:30	2:35	2:45		
HHS SPED		1	7:45	7:55	1	12:10	12:10	12:15		
HHS SPED		1	8:15	8:20	1	11:55		12:00		
HHS SPED		1	8:55	9:00	1	12:10		12:15		
HHS SPED FRIDAY LATE IN		1	10:25	10:35						
NJH	24	9	7:35	7:55		2:30	2:35	2:45		
WJH		10			1	12:00		12:07		
Total Buses	29	36	7:35	7:55		2:30	2:35	2:45		
GLEN LAKE	14	3 AM 2 PM 1 AM 2 PM 1	8:48 9:25	8:58		3:00 3:30	3:30 1:30	3:35 1:35	Kaleidoscope 9:30 1:30	Kaleidoscope N/A N/A
EISENHOWER	15	3	8:48	8:58		3:30	3:30	3:35	9:00 1:00	N/A N/A
TANGLEN	20	7	8:48	8:58		3:30	3:30	3:35	N/A N/A	N/A N/A
Total Buses		15 AM/4 PM								
ALICE SMITH	15	4 1	9:23	9:33		4:05 12:00	4:05 12:00	4:10 12:05	Kaleidoscope 9:30 12:00	Kaleidoscope 1:30 4:05
GATEWOOD	38	10 1 1 1	9:23 12:30 9:45	9:33		4:05 4:05 4:10	4:05 4:05 12:05	4:10 12:05	9:33 12:08	1:30 4:05
MEADOWBROOK	4	2	9:23	9:33		4:05	4:05	4:10	9:15 11:45	12:00 3:30
Total Buses		19								
HTC SOUTH	2	1	7:50	8:00		2:30	2:35	2:40		
H*		5	9:20	9:30		3:25	3:30	3:37		
Harley		1	8:25	8:30		10:55	11:00	11:05		
Harley		1	8:55	9:00		11:25	11:30	11:35		
Harley		2	9:10	9:15		11:40	11:45	11:45		
Harley		2	12:55	1:00		3:25	3:30	3:35		
Harley		1	11:10	1:15		3:40	3:45	3:50		
HARLEY FRIDAY ONLY		1	10:25	10:30		11:40	11:45	11:50		
HARLEY FRIDAY ONLY		1	9:10	9:15		10:25	10:30	10:35		
HARLEY WED ECSE		1	12:20	12:25		2:10	2:10	2:15		
2 PENDING HARLEY ADDITIONS										
TOTAL HARLEY	31	2	7:45	7:55		2:40	2:45	2:50		
HOPKINS PAV		1	8:55	9:00		11:10	11:10	11:15		
FERNBROOK (OSSEO) ECSE	1	1	8:45	8:50		3:10	3:15	3:20		
287										
ANN BREMER	5	2	8:20	8:30		2:55	3:00	3:05		
NORTH EDUCATION	16	7	8:40	8:50		3:15	3:20	3:25		
SOUTH EDUCATION	14	6	7:50	8:00		2:25	2:30	2:35		
WEST EDUCATION	1	1	7:50	8:00		2:25	2:30	2:35		
HEADWAY	1	2	7:25	7:30		2:55	3:00	3:05		

Other Considerations

- Currently transporting other students and other programs- *changes in Hopkins school start will impact these programs*
 - State funding loss if minutes / instructional day standards are not met
 - Balance and optimize teacher prep and collaboration time across the system
 - Financial Considerations:
 - Reimbursed for Deseg Transportation - 100% reimbursement but currently there is a one-year lag in reimbursement
 - Reimbursed for Special Education Transportation - because of the cross subsidy the reimbursed funding varies from year-to-year
- Programs at Harley (*several bus routes with varying arrival and departure times*)
 - Transition+
 - District 287
 - Good Shepherd
 - Blake
 - Notre Dame
 - WEC (W-Alt Shuttle)
 - HTC

Transportation System Improvement Opportunities

<p>Routing system assumes full usage, whether they use transportation (don't know who is using and who is not)</p>	<ul style="list-style-type: none"> Route based on actual ridership (cost savings) – Opt-In approach to transportation
<p>The extra tier on Fridays is built around full usage (approx. 52% of secondary students are actually participating)</p>	<ul style="list-style-type: none"> Route based on actual ridership (cost savings) Shift high school later to negate need for Flex Friday option (cost savings)
<p>Non-HPS programs are using busses / routes</p>	<ul style="list-style-type: none"> Renegotiate some routes to provide more timing flexibility to HPS
<p>City of Minnetonka is using Lindbergh Center starting at 6pm each weekday, limiting flexibility for after school activities / athletics</p>	<ul style="list-style-type: none"> Renegotiate agreement to provide more timing / programming flexibility to HPS
<p>We have not fully aligned our programming with our transportation system</p>	<ul style="list-style-type: none"> Programs and transport operations should be aligned to find efficiencies
<p>We don't have all the data we need to route most efficiently and effectively</p>	<ul style="list-style-type: none"> Use data from some of the new systems to inform implementation of the routes and program development

Secondary 'Flex Friday' Participation:
 HHS: 848 (54.74%)
 NJH: 581 (62.34%)
 WJH: 189 (30.58%)
Total: 1,618 (52.21%)

- Other Transportation:**
- Programs at Harley (several bus routes with varying arrival and departure times)
 - Transition+
 - District 287
 - Good Shepherd
 - Blake
 - Notre Dame
 - WEC (W-Alt Shuttle)
 - HTC

Current Reality: Other Districts Rate Comparison

School	5 Days - Daily Rate	2-4 Days - Daily Rate	Non-School Days	Registration Fee
Hopkins - Current	\$14.50 / \$15.00	\$15.75 / \$16.25	\$39 / \$44	\$35 / \$65
Hopkins - Proposed	\$14.50 / \$15.00	\$15.75 / \$16.25	\$41 / \$49	\$40 / \$70
Edina	\$16 / \$21	Not Available	\$46	\$35
St. Louis Park	\$8 / \$16	\$9.50 / \$17	Not Available	\$35
Minnetonka	\$11.10 / \$12.00	\$15.90 / \$14.20	\$52.80	\$45
Bloomington	\$12.00	\$11.50 / \$12.50 (one school)	Not Available	Not Available
Wayzata	\$7.50 / \$11.75	\$14.40 / \$22 \$9.75 / \$17.75	\$51 / \$54	\$40

Current Reality: Kids & Company Program Participation Participation Data as of November 2021

Site	School Start/End	Both Programs AM / PM	AM Only	PM Only	Total Participation	% Participation based on Enroll
AS	9:33 am / 4:05 pm	29	31	16	76	15.45%
GL	8:58 am / 3:30 pm	48	14	46	108	24.05%
GW	9:33 am / 4:05 pm	27	19	10	56	13.37%
IKE	8:58 am / 3:30 pm	37	17	50	104	13.45%
MB	9:33 am / 4:05 pm	97	75	39	211	25.18%
TG	8:58 am / 3:30 pm	49	7	45	101	18.50%
Total		287	163	206	656	18.65%

16 Students on a Waitlist / 8 Students on a Drop In List at \$18.00 per Day



Early Childhood: Harley and Elementary Sites

Elementary: Grades PK-6

Immersion – XinXing Academy – IKE (Grades K-6)

Immersion – Juntos – AS (Grade K) and IKE (Grades PK-1)

FY22 – IB Program - IKE

Junior High: Grades 7-9

Immersion: XinXing – WJH (Grades 7-9)

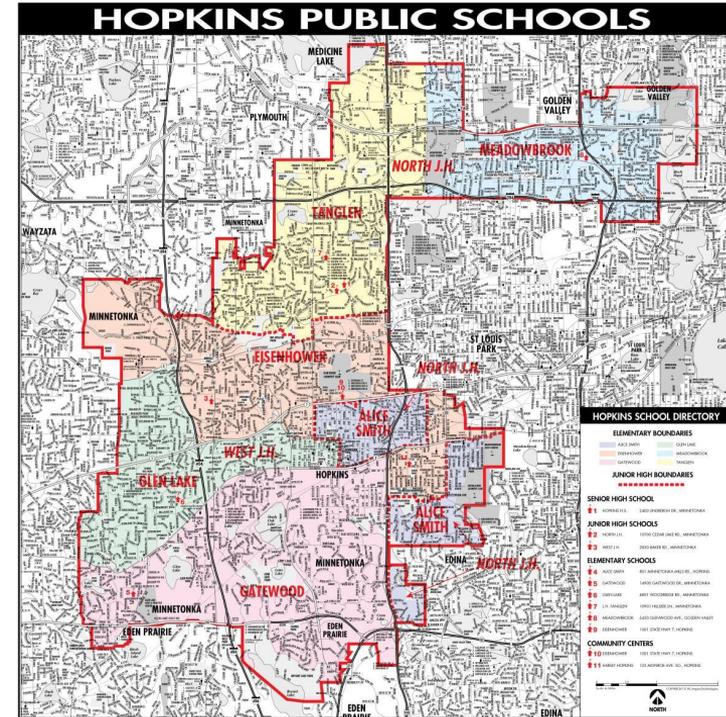
Immersion: Juntos – NJH (Grades 7-9)

IB Program – NJH and WJH

High School – Grades 10-12

Immersion – Juntos and XinXing (Grades 10-12)

Special Services Programs – LTL at GW/WJH/HHS, LCC at NJH/HHS, RISE at MB, Compass at GL/HHS, Bridges at TG/WJH



School Boundary Map – GW, GL, IKE students go to WJH; MB, TG, AS students go to NJH



Other District School End Times

School District	Notes	Class End Time
Hopkins	Current	2:35
Hopkins	Proposed NEW	3:20
Minneapolis	Mixed - 7 Senior High and 24 Junior High	3:00 / 3:30
St. Louis Park	Senior High	3:15
St. Louis Park	Junior High	3:55
Edina	Senior High	3:16
Minnetonka	Staying through 2022-23	2:40
DeLaSalle	Not Changing from Current	3:00
Robbinsdale		3:20



- The “Middle School Model” is a research-based and widely used model that **encompasses both the academic and social needs of early adolescence**, with the goal of adolescent responsible independence.
- It provides **structures for teaching to the whole child** so that academic growth is enhanced by the social and emotional realities of early adolescence.
- **Developmentally responsive teaching strategies** assist students in advancing both academic and social-emotional learning.
- The Middle School strategies encompass a relationship-based learning approach that **helps educators better connect with students and parents, leverage their specific strengths, and address student needs.**
- Middle schools are designed around **cross-disciplinary teams** that meet to design routines and rituals, curriculum, assessments, field studies, and more.



Essential Attributes

AMLE affirms that an education for young adolescents must be:

Responsive

Using the distinctive nature and identities of young adolescents as the foundation upon which all decisions about school are made.

Challenging

Cultivating high expectations and advancing learning for every member of the school community.

Empowering

Facilitating environments in which students take responsibility for their own learning and contribute positively to the world around them.

Equitable

Providing socially just learning opportunities and environments for every student.

Engaging

Fostering a learning atmosphere that is relevant, participatory, and motivating for all learners.

Characteristics

Successful middle schools exhibit the following 18 characteristics:



Culture and Community

- Educators respect and value young adolescents.
- The school environment is welcoming, inclusive, and affirming for all.
- Every student's academic and personal development is guided by an adult advocate.
- School safety is addressed proactively, justly, and thoughtfully.
- Comprehensive counseling and support services meet the needs of young adolescents.
- The school engages families as valued partners.
- The school collaborates with community and business partners.



Curriculum, Instruction, and Assessment

- Educators are specifically prepared to teach young adolescents and possess a depth of understanding in the content areas they teach.
- Curriculum is challenging, exploratory, integrative, and diverse.
- Health, wellness, and social-emotional competence are supported in curricula, school-wide programs, and related policies.
- Instruction fosters learning that is active, purposeful, and democratic.
- Varied and ongoing assessments advance learning as well as measure it.



Leadership and Organization

- A shared vision developed by all stakeholders guides every decision.
- Policies and practices are student-centered, unbiased, and fairly implemented.
- Leaders are committed to and knowledgeable about young adolescents, equitable practices, and educational research.
- Leaders demonstrate courage and collaboration.
- Professional learning for all staff is relevant, long term, and job embedded.
- Organizational structures foster purposeful learning and meaningful relationships.



From *The Successful Middle School: This We Believe*, published by the Association for Middle Level Education. Build your own professional development plan with the Successful Middle School program.

Visit amle.org/sms

Start Times Research

- [Research shows](#) that a later start time for secondary students can help them to get more sleep and better engage in school.
- A later start time for secondary students may also lead to fewer tardies during the first block. In looking at tardiness data, we found that 21-34% of all HHS tardies occurred during First Block over the last three years. (For context, there are four blocks total and one advisory period, suggesting that First Block tardies account for a disproportionate number of secondary tardies most years.)
- There is scant research on how earlier start times impact younger children, but based on what we know about the sleep patterns of adolescents versus younger kids, it does make sense to start the school day earlier for younger scholars.

Desired Outcome:

- Secondary scholars to start school later
- Elementary scholars start school earlier
- All elementary: same start (8am) / All secondary schools: same start (9am)
(leadership and community desire)

Complications:

- Balancing the impact between stakeholders
- Prioritizing trade-offs
- Evaluating feasibility that uses data based on past practices that aren't necessarily aligned with Vision 2031
(transportation inefficiencies, Kids&Co inequities)

Assumptions:

- Transportation: same level of ridership and the past practice of routing
- Length of Time from Bus Arrival to Class Start and Bus Departure to Class End: assume same
- Length of School Day: same length of time between school start and end times
- Length of time for Athletics & Activities: same time between when classes end and activity buses leave
- Assume deadline of 6 pm for the Lindbergh Center to be given to the City of Minnetonka
- Assume same rates and level of participation for Kids & Company and School Nutrition



Scenario 1: 2-Tiers, ALL Elem start at 8am / ALL Secondary at 9am

Regular Education Transportation

Tier 1: ALL Elem (8am) / Tier 2: ALL Secondary (9am)

Assuming Same Utilization, but moving to a Two-Tier System:

Two-Tier Schedule														
Tier	Buildings	Transportation Services	Count	%	3-Tier AM		Est. Time 1st Pickup	Bus Arrival	Class Start	3-Tier PM		Bus Arrival	Class Dismiss	Bus Departs
					Routes	# of Buses				Routes	# of Buses			
1	GL, IKE, TG, AS, GW, and MB	MV, CT, 504	14	0.57%	44	44	6:50:00	7:50:00	8:00:00	44	44	2:32:00	2:10:00	2:20:00
		PARENT OPTION	198	8.12%										
		PUBLIC	1,788	73.37%										
		Equity Options	174	7.14%										
		XX and Juntos	263	10.79%										
		Total	2,437											

6 hrs 10 min
per Day

Minutes Available Between Tier 2 and Tier 3

1:00:00

1:00:00

2	HHS, NJH, and WJH	MV, CT, 504	11	0.41%	37	37	8:00:00	8:50:00	9:00:00	37	37	3:20:00	3:20:00	3:30:00
		PARENT OPTION	177	6.56%										
		PUBLIC (NJH Juntos routed on Public)	2,127	78.87%										
		Equity Options	264	9.79%										
		XX at WJH	118	4.38%										
		Total	2,697											

6 hrs 20 min
per day

Additional Buses Needed for 1st Tier

17

17

Estimated Cost (\$332 per day for 4-hour day for 172 days)

\$ 970,768

Junior High and Senior High - Class End to Activity Bus Leave
City of Minnetonka Lindbergh Center Use

3:20:00 5:55:00 2:35:00
6:00:00 0:05:00

Scenario 2: 3-tier flipped schedule (Elem 1 & 2)

Regular Education Transportation

Tier 1: Elem / Tier 2: Elem / Tier 3: Secondary

Three-Tiered System - Option #1

Flipped Three-Tier Schedule															
Tier	Buildings	Transportation Services	Count	%	3-Tier AM		Est. Time 1st Pickup	Bus Arrival	Class Start	3-Tier PM		Bus Arrival	Class Dismiss	Bus Departs	School Start to School Dismiss
					Routes	# of Buses				Routes	# of Buses				
1	GL, IKE and TG	MV, CT, 504	2	0.41%	22	22	6:35:00	7:35:00	7:55:00	20	20	2:22:00	2:27:00	2:37:00	6 hrs 32 min per day
		PARENT OPTION	45	6.56%											
		PUBLIC (NJH Juntos routed on Public)	826	78.87%											
		Equity Options	104	9.79%											
		XX and Juntos	249	4.38%											
		Total	1,226												
Minutes Available Between Tier 1 and Tier 2								1:05:00							
2	AS, GW, and MB	MV, CT, 504	12	0.41%	22	22	7:40:00	8:40:00	8:50:00	18	18	3:22:00	3:22:00	3:32:00	6 hrs 32 min per day
		PARENT OPTION	153	6.56%											
		PUBLIC	962	78.87%											
		Equity Options	70	9.79%											
		Juntos	14	4.38%											
		Total	1,211												
Minutes Available Between Tier 2 and Tier 3								0:43:00							
3	HHS, NJH, and WJH	MV, CT, 504	11	0.41%	37	37	8:23:00	9:23:00	9:33:00	37	37	4:13:00	4:13:00	4:18:00	6 hrs 40 min per day
		PARENT OPTION	177	6.56%											
		PUBLIC	2,127	78.87%											
		Equity Options	264	9.79%											
		XX at WJH	118	4.38%											
		Total	2,697												

Junior High and Senior High - Class End to Activity Bus Leave	4:13:00	5:55:00	1:42:00 Athletics & Activities
City of Minnetonka Lindbergh Center Use	6:00:00		0:05:00

Buses Available from Contract after Tier 1 not being Utilized in Tier 2	18		22	
Estimate of Additional Buses Needed for Tier 3	11		7	Feasible turn around time?
Estimated Cost per Day	\$ 628,144		\$ 399,728	



Current Reality: Kids & Company Program and Rates/Day

Program	Sites	Start Time	End Time	Hrs/Day	Cost/Day 5 Days/Wk	Cost/Day < 5 Days
Morning Program	Tier 2 - GL, IKE, and TG	7:00 am	9:00 am	2.0 hrs	\$14.50	\$15.75
Morning Program	Tier 3 - MB, AS, and GW	7:00 am	9:30 am	2.5 hrs	\$15.00	\$16.25
Afternoon Program	Tier 2 - GL, IKE, and TG	3:30 pm	6:00 pm	2.5 hrs	\$15.00	\$16.25
Afternoon Program	Tier 3 -MB, AS, and GW	4:00 pm	6:00 pm	2.0 hrs	\$14.50	\$15.75

Hourly Rate for 5 Days per Week: \$6.55 (\$29.50 / 4.5 hrs/day)

Hourly Rate for < 5 Days per Week: \$7.11 (\$32.00 / 4.5 hrs/day)

Primary Demographic of Kids & Co Participation: White Scholars with Paid Lunch Status

5 Days per Week						
Program	Participation	Start Time	End Time	Hrs/Day	NEW Cost/Day	Change in Cost/Day
AM Only	106	7:00 am	7:40 am	0.66 hrs	\$4.32 ↓	\$10.18 / \$10.68
PM Only	123	2:15 pm	6:00 pm	3.75 hrs	\$24.56 ↑	\$10.06 / \$9.56
AM / PM	Varies	7:00 am / 2:15 pm	7:40 am / 6:00 pm	4.41 hrs	\$28.88	\$0.62

Less than 5 Days per Week						
Program	Participation	Start Time	End Time	Hrs/Day	NEW Cost/Day	Change in Cost/Day
AM Only	57	7:00 am	7:40 am	0.66 hrs	\$4.69 ↓	\$11.06 / \$11/56
PM Only	83	2:15 pm	6:00 pm	3.75 hrs	\$26.66 ↑	\$10.91 / \$10.41
AM / PM	Varies	7:00 am / 2:15 pm	7:40 am / 6:00 pm	4.41 hrs	\$31.36	\$0.64

Hourly Rate for 5 Days per Week: \$6.55 (\$29.50 / 4.5 hrs/day)

Hourly Rate for < 5 Days per Week: \$7.11 (\$32.00 / 4.5 hrs/day)

Scenario 3: 3-tier flipped schedule (Elem 1 & 3)

Regular Education Transportation

Tier 1: Elem / Tier 2: Secondary / Tier 3: Elem

Three-Tiered System - Option #2

Flipped Three-Tier Schedule															
Tier	Buildings	Transportation Services	Count	%	3-Tier AM		Est. Time 1st Pickup	Bus Arrival	Class Start	3-Tier PM		Bus Arrival	Class Dismiss	Bus Departs	School Start to School Dismiss
					Routes	# of Buses				Routes	# of Buses				
1	GL, IKE and TG	MV, CT, 504	2	0.41%	22	22	6:35:00	7:35:00	7:55:00	20	20	2:22:00	2:27:00	2:37:00	6 hrs 32 min per day
		PARENT OPTION	45	6.56%											
		PUBLIC	826	78.87%											
		Equity Options	104	9.79%											
		XX and Juntos	249	4.38%											
		Total	1,226												

Minutes Available Between Tier 1 and Tier 2

1:15:00

1:03:00

2	HHS, NJH, and WJH	MV, CT, 504	11	0.41%	37	37	7:50:00	8:50:00	9:00:00	37	37	3:40:00	3:40:00	3:45:00	6 hrs 40 min per day
		PARENT OPTION	177	6.56%											
		PUBLIC	2,127	78.87%											
		Equity Options	264	9.79%											
		XX at WJH	118	4.38%											
		Total	2,697												

Minutes Available Between Tier 2 and Tier 3

0:45:00

0:27:00

3	AS, GW, and MB	MV, CT, 504	12	0.41%	22	22	8:35:00	9:35:00	9:45:00	18	18	4:12:00	4:17:00	4:22:00	6 hrs 32 min per day
		PARENT OPTION	153	6.56%											
		PUBLIC	962	78.87%											
		Equity Options	70	9.79%											
		Juntos	14	4.38%											
		Total	1,211												

Junior High and Senior High - Class End to Activity Bus Leave
City of Minnetonka Lindbergh Center Use

3:40:00

5:55:00

2:15:00 **Athletics & Activities**

6:00:00

0:05:00

Buses Available from Contract after Tier 1 not being Utilized in Tier 2

0

0

Estimate of Additional Buses Needed for Tier 3

11

14

??

Unsure about busing needs - feasible
turn around times?

Estimated Cost per Day

5,134

\$ 628,144 \$ 799,456

turn around times?

	Additional Cost (transp.)	Instructional Minutes	Secondary After School / Athletics Time	Elementary before and after care (Kids&Co)
ALL elementary schools start at 8am and ALL secondary schools start at 9am (collapse to 2 tiers at preferred set times)	\$971K	Not enough (add calendar days)	2:35 (same as current)	<ul style="list-style-type: none"> Continue to offer AM care? More need for afternoon care / more cost to families Significant access inequities
3-tier flipped schedule: Tier 1 & 2: Elem / Tier 3: Secondary	\$628K	Enough (close to current)	1:42 (less than current)	<ul style="list-style-type: none"> Tier 2 elem schools would still need to offer AM & PM care (8:50am start) Tier 1 elem schools would have more need for afternoon care (2:27pm end) / more cost to families Significant access inequities
3-tier semi-flipped schedule: Tier 1: Elem / Tier 2: Secondary / Tier 3: Elem (to provide more time for secondary afterschool activities)	\$799K	Enough (close to current)	2:15 (closer to current)	<ul style="list-style-type: none"> Tier 3 elem schools would still need to offer AM & PM care (9:45am start) Tier 1 elem schools would have more need for afternoon care (2:27pm end) / more cost to families Significant access inequities

+ Transportation inefficiencies that need to be addressed

Scenario 2 & 3: Pros/Cons

Scenario:	Timing:	PROS	CONS
<p>(C) 3-tier flipped schedule: Tier 1 & 2: Elem / Tier 3: Secondary <i>(ONLY - no grade reconfig)</i></p> <p>(D) 3-tier flipped schedule: Tier 1 & 2: Elem / Tier 3: Secondary <i>(ONLY - no grade reconfig)</i></p>	<p>SY22-23 <i>(next fall)</i></p>	<ul style="list-style-type: none"> • Easier to implement – just a flip • Partially addresses what school leaders and community are asking for <i>(some benefit, some stay the same-equity issue?)</i> • Partially aligns to research and educational leaders’ lived experience • If transportation inefficiencies get immediately addressed, additional cost next year could be much lower • If future grade reconfiguration balances out the # of students in tiers, additional cost in future years could be significantly reduced / eliminated 	<ul style="list-style-type: none"> • High cost (\$628K-\$799K) • Elementary leaders prefer same start time for all elementary <i>(teacher collaboration and shared staffing)</i>– not a must have • Doesn’t accomplish earlier start time for half of elementary schools (esp. Option D) • Creates extra complexity for Kids & Co. program (need AM care for some schools but not all) • Could have done it more efficiently/ cost effectively if we waited a year • Aggressive timeline to address the transportation inefficiencies / reduce cost • Aggressive timeline to design change in a way that follows our Vision 2031 values • Could be too much too soon for an already stressed system / if grade reconfig happens following year, it’s change on top of change • Already spending more than other districts on transportation • If grade reconfig happens the next year, won’t need 3-tiers as students will be balanced across 2-tiers • Option C: does not provide sufficient time for secondary after school activities / athletics



Additional Questions/Wonderings:

- Do we need 2 hours and 35 minutes between the time that classes end and the activity buses leave?
- Will the change in school start times change ridership?
- Are there ways to look at ridership differently (i.e. pay parents to drive their scholars to school)?
- Can we change the hours per day and add days to the calendar to meet State Statute?
 - Is it reasonable to assume when elementary parents/caregivers favored earlier start times they were thinking school might need to start at 7:40 am with first pickups around 6:30 am?
 - Is the District fine with having one elementary building start early and one later, and assuming one tier doesn't change at all?
 - Can we remove Late Start Days from the calendar?
 - If we make changes to the calendar how can we look to improve teacher collaboration time and balance teacher prep time between elementary, junior high and high school teachers?
- Would we offer a before school program if school starts at 7:40am?
 - How would not offering a before school program at 7am impact our families?
 - What is the minimum length of time needed to offer a before school program in terms of utilization from our family's and feasibility of staffing?



Additional Questions/Wonderings (*cont.*):

- If the after-school program is extended, should the rate structure be evaluated/changed?
 - Can we offer more than one tier of daily rate - 2:15 - 4:00 and then 4:00 - 6:00 - other options?
- What change in utilization might we see with elementary buildings ending school so early?
- Is there a way to integrate our After School Programs - Kids & Co., Targeted Services, Youth Enrichment to provide more equity within our entire program?
 - Evaluate the impact of offering a sliding scale for Kids & Co participants - balance increased utilization with staffing needs and cost
 - Evaluate the feasibility of hiring high school students to tutor elementary students after school
- What is the minimum length of time needed to offer a before school program in terms of utilization from our family's and feasibility of staffing - is one hour adequate?

Grade Configurations Research

- Over the past several years, Hopkins has considered moving 6th graders to the junior high/middle schools and 9th graders to Hopkins High School.
- According to anecdotal data shared over the years, HPS is one of two districts in the state of Minnesota that currently keep 6th graders at elementary schools and 9th graders at junior high schools.
- In Spring 2021, HPS asked scholars, caregivers, and staff about their feelings about moving 6th and 9th graders to the junior highs and high school, respectively. Staff were much more in favor of both changes than families and scholars.
- We do not know the enrollment implications if we stay the same or reconfigure.
- [Research is mixed](#) on whether schools are able to deliver more developmentally appropriate instruction in a model with grades 6-8 middle and 9-12.
- The “Middle School Model” is a research-based and widely used model that encompasses both the academic and social needs of early adolescence, with the goal of adolescent responsible independence.



Situation:

- Move grade 9 scholars to high school
- District leadership and staff favor moving grade 6 to junior high and transition to a middle school model
- Parents/Caregivers favor keeping grade 6 at the elementary

Complications:

- Balancing the impact between stakeholders
- Prioritizing trade-offs
- Cost and Time

Grade Reconfiguration AND School Start Time

Regular Education Transportation

Elementary School - Tier 1 / High School and Middle School - Tier 2

Combine Grade Reconfiguration with School Start Time - Move Grade 9 to Senior High and Grade 6 to Junior High																	
1	GL, IKE and TG	MV, CT, 504	2	0.41%	19	19	6:35:00	7:35:00	7:55:00	17	17	2:22:00	2:27:00	2:37:00	6 hrs 32 min per day		
		PARENT OPTION	37	6.56%													
		PUBLIC	711	78.87%													
		Equity Options	87	9.79%												6	6
		XX and Juntos	211	4.38%												5	5
		Total	1,048													30	30

Decrease in Students Transported Tier 2

(178)

1	AS, GW, and MB	MV, CT, 504	11	0.41%	19	19	6:35:00	7:35:00	7:55:00	16	16	2:22:00	2:27:00	2:37:00	6 hrs 32 min per day		
		PARENT OPTION	132	6.56%													
		PUBLIC	835	78.87%													
		Equity Options	58	9.79%												4	4
		Juntos	14	4.38%												1	1
		Total	1,050													24	24

Decrease in Students Transported Tier 3

(161)

Minutes Available Between Tier 1 and Tier 2

1:13:00

0:56:00

Tier	Buildings	Transportation Services	Count	%	3-Tier AM		Est. Time 1st Pickup	Bus Arrival	Class Start	3-Tier PM		Bus Arrival	Class Dismiss	Bus Departs	School Start to School Dismiss		
					Routes	# of Buses				Routes	# of Buses						
2	HHS, NJH, and WJH	MV, CT, 504	11	0.41%	41	41	7:48:00	8:48:00	8:58:00	41	41	3:33:00	3:38:00	3:43:00	6 hrs 40 min per day		
		PARENT OPTION	206	6.56%													
		PUBLIC (NJH Juntos routed on Public)	2,370	78.87%													
		Equity Options	293	9.79%												7	7
		XX at WJH	156	4.38%												4	4
		Total	3,036													52	52

Increase in Students Transported Tier 1

339

Junior High and Senior High - Class End to Activity Bus Leave
City of Minnetonka Lindbergh Center Use

3:38:00 5:55:00 2:17:00 Athletics & Activities
6:00:00 0:05:00

**Note: These are very rough estimates based on current ridership utilization and routing practices.*

Estimated Increase in # of Buses from Current

8

Estimated Increase in Transportation Cost

5,134

\$ 342,624 \$ 456,832 Lower number, if it is possible to use some 1/2 day buses in AM Only

5 Days per Week

Program	Participation	Start Time	End Time	Hrs/Day	NEW Cost/Day	Change in Cost/Day
AM Only	106	7:00 am	7:55 am	0.917 hrs	\$6.00	↓ \$8.50 / \$9.00
PM Only	123	2:30 pm	6:00 pm	3.50 hrs	\$22.93	↑ \$8.43 / \$7.93
AM / PM	Varies	7:00 am / 2:30 pm	7:55 am / 6:00 pm	4.417 hrs	\$28.93	\$0.57

< 5 Days per Week

Program	Participation	Start Time	End Time	Hrs/Day	NEW Cost/Day	Change in Cost/Day
AM Only	57	7:00 am	7:55 am	0.917 hrs	\$6.52	↓ \$9.23 / \$9.73
PM Only	83	2:30 pm	6:00 pm	3.50 hrs	\$24.89	↑ \$9.14 / \$8.64
AM / PM	Varies	7:00 am / 2:30 pm	7:55 am / 6:00 pm	4.417 hrs	\$31.40	\$0.60

Hourly Rate for 5 Days per Week: \$6.55 (\$29.50 / 4.5 hrs/day)

Hourly Rate for < 5 Days per Week: \$7.11 (\$32.00 / 4.5 hrs/day)

Number of Kids & Company FY21 Grade 6 Scholars Participating across Elementary Sites: 11



- **Information Technology:**
 - Senior High uses Chromebooks (Grades 10-12)
 - Estimated Cost of purchasing 650 Chromebooks: **\$357,500** at \$550 per device
 - Is it possible to assume two platforms at the Senior High, iPads and Chromebooks?
 - What additional resources might be needed in IT to assist with operating two platforms?

- **Instructional Programming:**
 - If we intend to expand the IB/MYP program to Grade 9-10
 - Additional IB Coordinator Time: **\$51,715 Salary & Benefits**
 - In-House IB Training (Grade 6):
 - Two Lead Staff to Train: **\$8,704 Salary & Benefits**
 - Teacher Training: **\$108,800 Salary & Benefits**
 - Increase cost in materials for adding grade 6: **Unknown**

- **Facility Capacity:**
 - Gathering current space and classroom utilization

- **Enrollment Sensitivity Analysis**
 - Not yet completed as we are still finalizing FY23 projected enrollment



	Additional Cost (transp.)	Instructional Minutes	Secondary After School / Athletics Time	Elementary before and after care (Kids&Co)
Change grade configurations (6th to middle, 9th to HHS), collapse to 2-tiers AND swap start times: Tier 1: elem / Tier 2: secondary	\$456K	Enough (close to current)	2:17 (closer as current)	<ul style="list-style-type: none"> • Continue to offer AM care? • More need for afternoon care / more cost to families • Significant access inequities

+ Transportation inefficiencies that need to be addressed

Scenario 1: Pros/Cons

Scenario:	Timing:	PROS	CONS	Implementation Considerations
<p>Implement ALL elementary schools start at 8am and ALL secondary schools start at 9am (ONLY - no grade reconfig)</p>	<p>(A) SY22-23 <i>(next fall)</i></p>	<ul style="list-style-type: none"> • What school leaders and community are asking for / most palatable and expected • Aligns to research and educational leaders' lived experience • Provides time for staff to plan for grade config <i>(not 2 complex changes at once)</i> • Could be a welcome reset for the system • Much easier lift for next school year <i>(grade reconfig more complex)</i> • Provides adequate time for secondary afterschool activities / athletics • Feels like the right thing to do - right change now / doing something positive for our schools and system sooner • If transportation inefficiencies get immediately addressed, additional cost next year could be much lower • If future grade reconfiguration balances out the # of students in tiers, additional cost in future years could be significantly reduced / eliminated 	<ul style="list-style-type: none"> • Most expensive option (\$1M) / added cost for 1 year of benefit <i>(can be partially mitigated with immediate transportation efficiencies)</i> • Could have staff retention issues with Kids & Co <i>(changed hours)</i> • Could have done it more efficiently/ cost effectively if we waited a year • Aggressive timeline to address the transportation inefficiencies / reduce cost • Aggressive timeline to design change in a way that follows our Vision 2031 values • Could be too much too soon for an already stressed system / if grade reconfig happens following year, it's change on top of change • Already spending more than other districts on transportation 	<ul style="list-style-type: none"> • Need to re-evaluate the calendar - add days to account for instructional minutes standard? <i>(could adjust start times to address as well)</i> • Actively support new transportation supervisor – address inefficiencies within a truncated timeline • Design and implement Kids&Co program that is afternoon only? • Address Kids & Co access inequities / better align with targeted services
	<p>(B) SY23-24</p>	<ul style="list-style-type: none"> • More time to find transportation efficiencies • More time to plan change using Vision 2031 values • More lead time for Kids & Co would help • Provides time to redesign the whole school day 	<ul style="list-style-type: none"> • Community expects it faster 	

Scenario 4 - do both together at same time: Pros/Cons

Scenario:	Timing:	PROS	CONS	Implementation Considerations
<p>Change grade configurations (6th to middle, 9th to HHS), collapse to 2-tiers AND swap start times: (Tier 1: elem / Tier 2: secondary)</p>	<p>(E) SY22-23 (next fall)</p>	<ul style="list-style-type: none"> Cheapest option for shifting start times (balances district across 2 tiers) If transportation inefficiencies get immediately addressed, additional cost next year could be much lower Start time change is expected by community Provides adequate time for secondary afterschool activities / athletics There are few junior high models left Educators strongly support the grade shift Frees up elementary space by moving 6th High level of trust in teachers and leaders to make it work 	<ul style="list-style-type: none"> Great deal of planning / redesigning needs to happen for grade reconfig – enough time Caregivers are not totally sold on 6th graders middle school Climate / perceived safety issues bringing 9th grade into high school Not enough time to align operational activities to Vision 2031 (especially to do following our values) Could be too much too soon for an already stressed system May lose families who do not support this grade reconfig change Community expects it faster 	<ul style="list-style-type: none"> Educate families about middle school model and its benefits (especially for learning) / get stakeholders on board
	<p>(F) SY23-24</p>	<ul style="list-style-type: none"> More time for families to plan and adjust More time to find transportation efficiencies More time to plan change using Vision 2031 values More lead time for Kids & Co would help Provides time to redesign the whole school day 	<ul style="list-style-type: none"> Community expects start time change faster Caregivers are not totally sold on 6th graders middle school Climate / perceived safety issues bringing 9th grade into high school May lose families who do not support this grade reconfig change 	

Recommendations



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Recommendation to the School Board (11/9):

- A. Continue to explore and visit year-round school models (45/15 day) models across the U.S.
- B. Do not implement for SY22-23 but explore with an option to implement as a pilot at one elementary school for SY 23-24

Recommendation to the School Board (11/9):

- A. Explore creation of whole-school elementary outdoor immersion program (*for possible pilot SY23-24*) / feasibility work over next year
- B. Continue offering online academy (VirtualEDU) to interested students, both resident and out-of-district once we receive accreditation
- C. Identify high school courses that should be permanently offered in hybrid or online format

Recommendation to the School Board (TODAY):

Start times next year, grade reconfigurations following year

- **SY2022-23:** Collapse to 2-transportation tiers AND swap start times (*Early for elementary / later for secondary*)
- **SY2023-24:** Transition 6th graders to middle school and 9th graders to HHS)

RECOMMENDATION:

Flip start times next year (SY22-23), Grade reconfig following year (SY23-24)

Scenario:	PROS	CONS	Implementation Considerations
<p>(G) Start times next year, grade reconfigurations following year</p> <p>SY2022-23: Collapse to 2-tiers AND swap start times (<i>Tier 1: elem / Tier 2: secondary</i>)</p> <p>SY2023-24: Change grade configurations (<i>6th to middle, 9th to HHS</i>)</p>	<p>Start time change next fall:</p> <ul style="list-style-type: none"> • What school leaders and community are asking for / most palatable and expected • Aligns to research and educational leaders' lived experience • Easier lift for next school year (<i>grade reconfig more complex</i>) • Provides adequate time for secondary afterschool activities / athletics • Feels like the right thing to do - right change now / doing something positive for our schools and system sooner • If transportation inefficiencies get immediately addressed, additional cost next year could be much lower <p>Grade reconfigurations Fall 2023:</p> <ul style="list-style-type: none"> • Provides time for staff to plan (<i>not 2 complex changes at once</i>) / provides time to redesign the whole school day • More time for families to plan and adjust • More time to plan change using Vision 2031 values • There are few junior high models left • Educators strongly support the grade shift • Frees up elementary space by moving 6^t • High level of trust in teachers and leaders to make it work • Grade reconfiguration in 2023-24 balances out the # of students in tiers, so additional cost in future years could be significantly reduced / eliminated 	<p>Start time change next fall:</p> <ul style="list-style-type: none"> • Most expensive option (\$1M) / added cost for 1 year of benefit (<i>can be partially mitigated with immediate transportation efficiencies</i>) • Could have staff retention issues with Kids & Co (<i>changed hours</i>) • Could have done it more efficiently/ cost effectively if we waited a year • Aggressive timeline to address the transportation inefficiencies / reduce cost • Aggressive timeline to design change in a way that follows our Vision 2031 values <p>Grade reconfigurations Fall 2023</p> <ul style="list-style-type: none"> • Caregivers are not totally sold on 6th graders middle school • Climate / perceived safety issues bringing 9th grade into high school • May lose families who do not support this grade reconfig change 	<ul style="list-style-type: none"> • Educate families about middle school model and its benefits (especially for learning) / get stakeholders on board • Actively support new transportation supervisor – address inefficiencies within a truncated timeline • Design and implement Kids&Co program that is afternoon only? • Address Kids & Co access inequities / better align with targeted services