



Association of Metropolitan School Districts

2022 Session Preview



January 7, 2022

www.amsd.org/preview2022

Wifi: NEM-Conference
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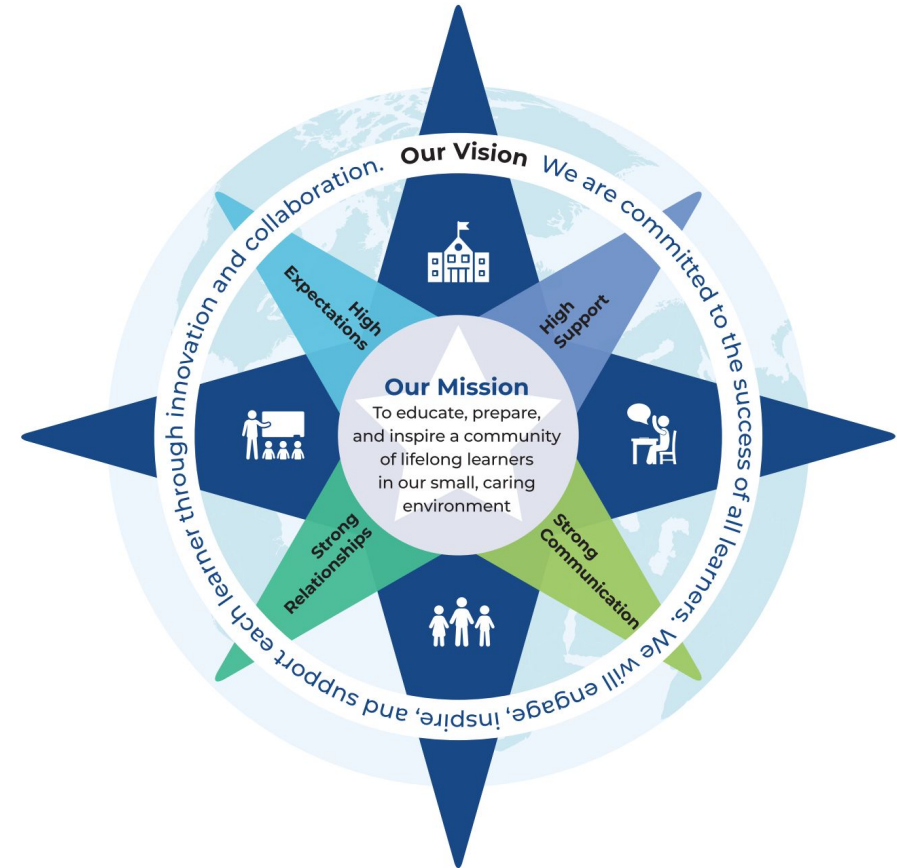
*Note: This meeting is being recorded



2022 Legislative Session Preview

Reduce Mandates - Enhance Local Control

Supt. Renee Sbrocco Corneille
St. Anthony-New Brighton Schools



Minnesota Metro Area Public School Districts

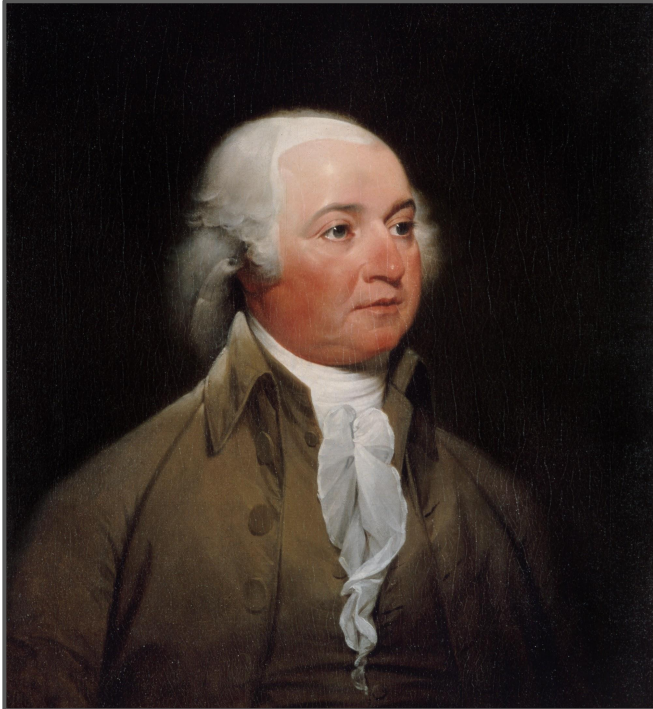


St. Anthony-New Brighton Schools

- One of the smallest districts - by enrollment - in the metro - 1780 students.
- The smallest district *geographically* in the state - 1 mile by 3 miles.
- Small, but mighty.
- 4 Schools:
 - Preschool
 - Wilshire Park Elementary
 - St. Anthony Middle School
 - St. Anthony Village High School



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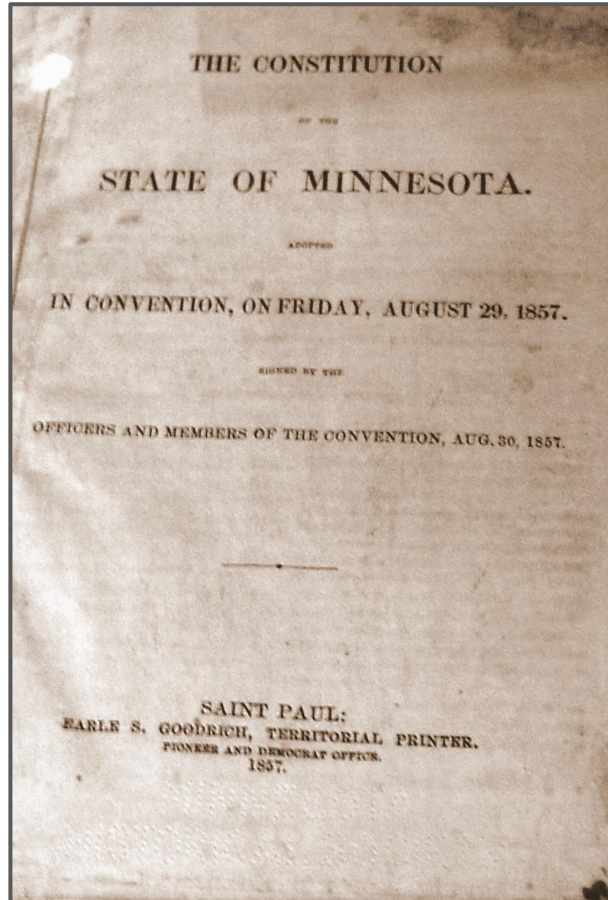


“The whole people must take upon themselves the education of the whole people, and must be willing to bear the expenses of it. There should not be a district of one mile square, without a school in it, not founded by a charitable individual, but maintained at the public expense of the people themselves.”

*-Letter from John Adams to John Jebb
September 10, 1785*



2022 Legislative Session Preview



Uniform System of Public Schools

The stability of a republican form of government depending mainly upon the intelligence of the people, it is the duty of the legislature to establish a general and uniform system of public schools. The legislature shall make such provisions by taxation or otherwise as will secure a thorough and efficient system of public schools throughout the state.

*-Constitution of the State of Minnesota
Adopted October 13, 1857*



2022 Legislative Session Preview



Our Vision is to . . .

Reimagine Public Education



We believe . . .

Public education is foundational to Minnesota's future prosperity.

Public education must be non-partisan and the highest priority of state government.

State education policy and resource allocation must recognize and support the unique needs of member districts.

The collective and consistent advocacy of member districts is critical to achieving our mission.

Minnesota's education system is unjust and inequitable and does not provide sufficient resources to ensure all students thrive.



Grounding

1. **Think about your favorite little human (school-aged child).**
2. **With the image of the child in your head, picture the school experience you want for them. Write down a few of your thoughts.**





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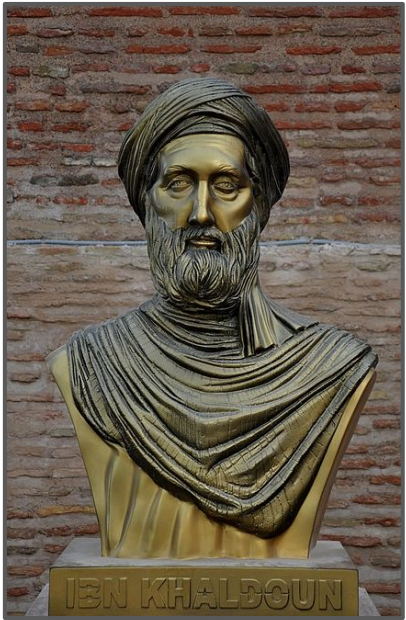
**How do our students
describe school?**

Here is how some middle school students describe their school experience:

6-7 classes each day (50 min classes)	English, math, social studies, science, and some electives	classes of 20-30 students with 1 teacher
bells at beginning and end of classes	assignments earn you points	5-minute passing time for students
students have lockers	no uniforms but dress codes	A-F letter grades
homework each day and on weekends	30-minute lunch	clubs, activities, and sports are after school



What about *learning*?



14th Century Social Scientist, Ibn Khaldoun, articulated that the immediate task of educators and institutions is to guide students at all levels to cultivate “Habits of Excellence.”

Macalester professor, Ahmed Samatar, stated “the ultimate purpose of public education is to facilitate the intellect, to think deep and wide, in the perpetual pursuit of learning.”





2022 Legislative Session Preview

Goal:

**Eliminate *artificial* impediments
to student learning**



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“Do the best you can until you know better. Then when you know better, do better”

Maya Angelou

Schools are built on outdated ideas and needs.

- Frederick Taylor: The Principles of Scientific Management
- Scientific Management stressed *“reducing process time for thinking and learning, coordinating and controlling work of machines and workers, and simplifying jobs.”*





For Example:

MN Statute 120A.41: LENGTH OF SCHOOL YEAR; HOURS OF INSTRUCTION.

MN Statute 120B.024: CREDITS.

MN Statute 120B.30: STATEWIDE TESTING AND REPORTING SYSTEM.



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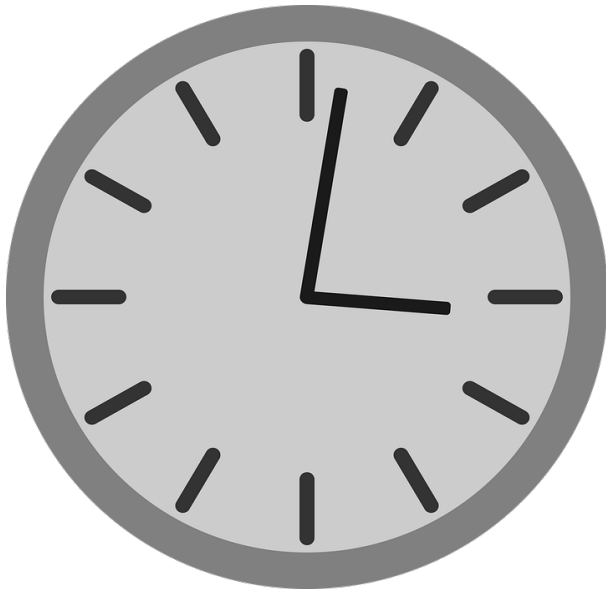


“The old way of conducting school was that **time was the constant** and **learning then became the variable**. All students got the same amount of time to learn critical knowledge and skills; some students learned and some did not. Thus, learning became the variable.”

*-Susan B. Huff, principal
April 8, 2015*

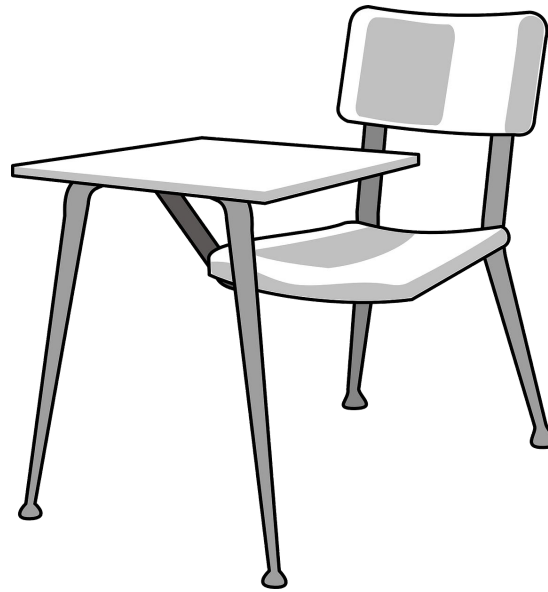


The equation may be wrong.



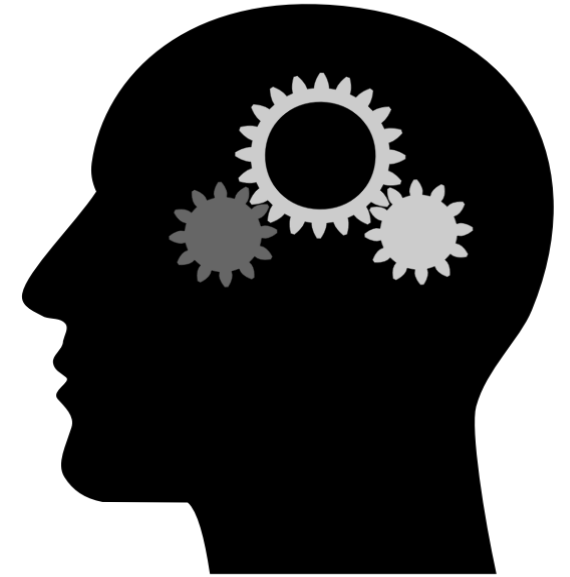
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HOPE



Can we *Do Better*?

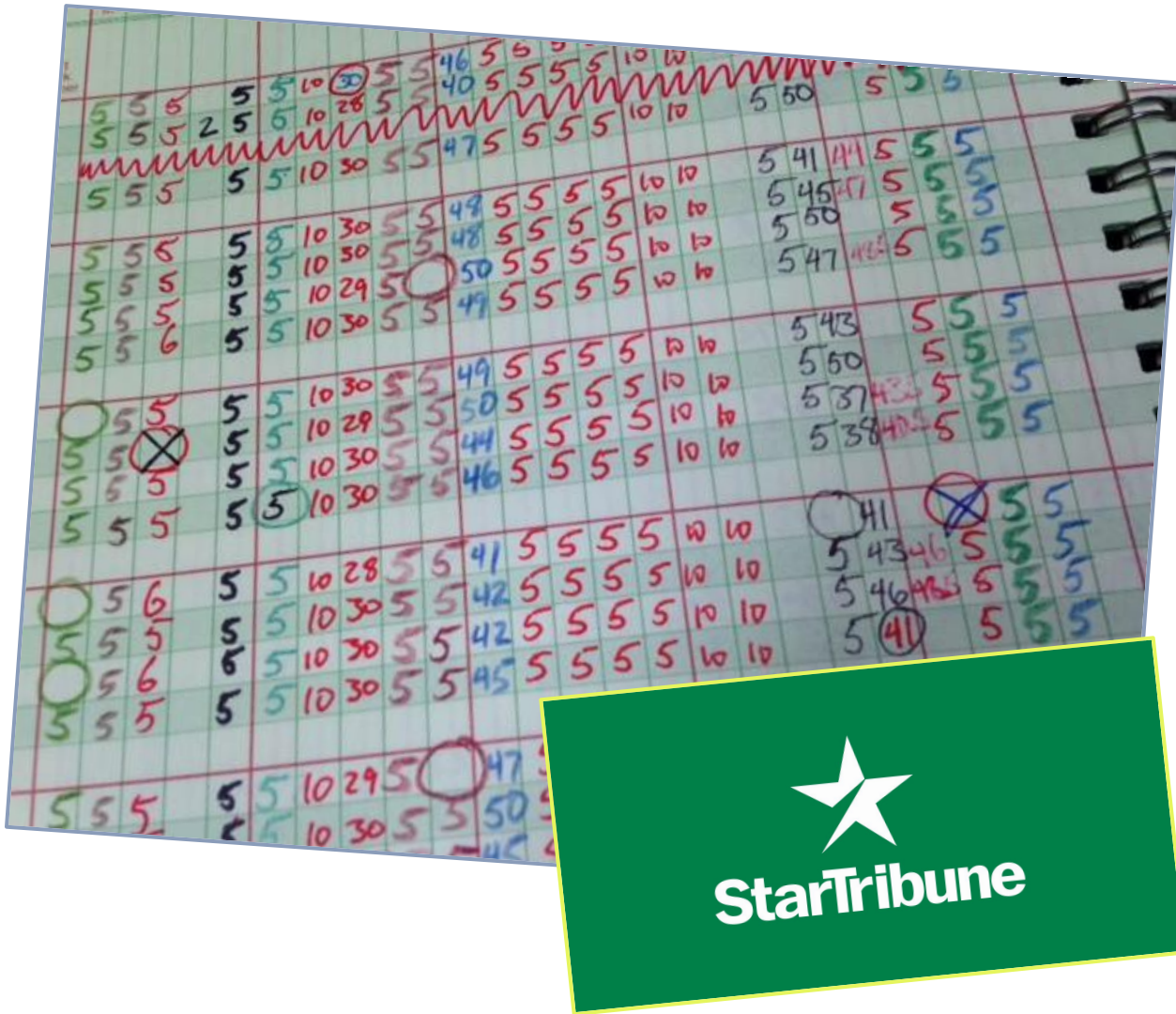
- 1. Reduce mandates - encourage local innovation**
- 2. Public Charter Schools have the flexibility to innovate (MN Statute 124E):**
 - a. Innovative teaching and assessment methods**
 - b. Autonomy to meet academic standards**
- 3. Can Independent School Districts have the ability to innovate? Do better?**



WE can Do Better!

- 1. Allow local control of school calendars and the use of instructional time.**
- 2. Allow schools to implement a competency (learning) based education model.**
- 3. Properly use MCAs - accountability for districts, not students!**

We have a moral imperative to do better.



“This new system allows a substandard student to earn the same stripes as an exceptional student and in turn gives the exceptional student **no incentive** except to do substandard work that will not affect their exceptional GPA”.

(Star Tribune, May 2020)



Grounding

1. Ask yourself: What do you want for your favorite little human?

Do you want them to have the chance and time to think deep and wide, in the perpetual pursuit of learning?

OR

Do you want them to have the chance to move from class to class and grade to grade based on their time in a desk and hope they learn something?





2022 Legislative Session Preview

Ensure Safe, Modern School Facilities, and Enhance Taxpayer Equity

Supt. Bob McDowell
Hastings Public Schools - ISD 200



Minnesota Metro Area Public School Districts



Hastings Public Schools

- 170 square miles
- Third largest employer behind Dakota County and Regina Hospital
- 7 Sites
 - 1 Early Childhood/Senior Center
 - 3 Elementary Schools
 - 1 Middle School/District Office
 - 1 High School
 - ALC
- 4079 students
- 17.4 % students of color
- EL 1.5%, SPED 15.1%, F/R 16.7%, Homeless .3%



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ISD 200 Financial Picture

By the Numbers

- \$60,678,041 budget
- No Capital Project or QComp revenue
- \$646,102 structural budget deficit for 2022-2023
- \$4,205,941 cross subsidy for Special Education
- \$233,527 cross subsidy for English Learners
- \$169,750 Safe Schools revenue
 - \$472,134 allowable expenses
 - \$302,383 shortfall

Three rounds of budget cuts

20-21	\$1.3M
21-22	\$1.7M
22-23	\$650,000

Looking Ahead

- Declining enrollment: Since 2015 (296); projected (387) by 2026
- Increasing Special Education, English Learners, Chemical and Mental Health needs
- Inability to staff positions when other employers are offering \$16-21 per hour to start



Hastings Federal COVID Dollars

- **One time dollars created two priorities**
 - Learning and safety
 - Long term impact
- **Maintain a focus on prevention to limit the need to be reactionary**
 - Distance Learning (1:1), Staffing (learning loss, mental health, behavior), Summer School and Credit Recovery, PPE, Material/Technology items, and Professional Development
- **Unintended consequences-sustainment**
 - Additional salary expenses
 - Ongoing programming expenses
 - Ongoing materials/technology expenses
- **State sustainment may have prevented such a need, the amount of learning loss and additional mental health needs**



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Ensure Safe, Modern School Facilities

Expand allowable uses of LTFM - Issue of local control

- Safe schools revenue helps but is not enough
 - Some projects could be completed without prioritizing bond, capital, or general fund dollars
 - “Like for like” impacts priorities and decisions between facilities and mental health
 - Need for adjustment because COVID has again changed how we do learning
- Districts do not have the same needs
 - Example - it made financial and educational sense for us to move our ALC from leased space to the high school
- Buildings throughout district are not the same, so “like for like” is not always an option
 - Example - Secure entrances for seven different building layouts

LTFM expansion would free up safe schools monies

- Safe and Modern Schools is both facilities and mental health
- Preventative and responsive with a focus on people, training, and time



Enhance Equity for Taxpayers and Learning

Restore state funding for programs

Example - Equalization aid not keeping pace with inflation shifted the burden entirely to our local taxpayers

- 1995: State paid 71 cents & our local taxpayers paid 29 cents of every dollar of referendum revenue
- 2022: State aid has dropped to zero and our local taxpayers are covering 100%
- Zip code economics creates inequities for taxpayers and can force decisions that impact kids

Taxpayers in low-property wealth districts pay more while students get the same or less

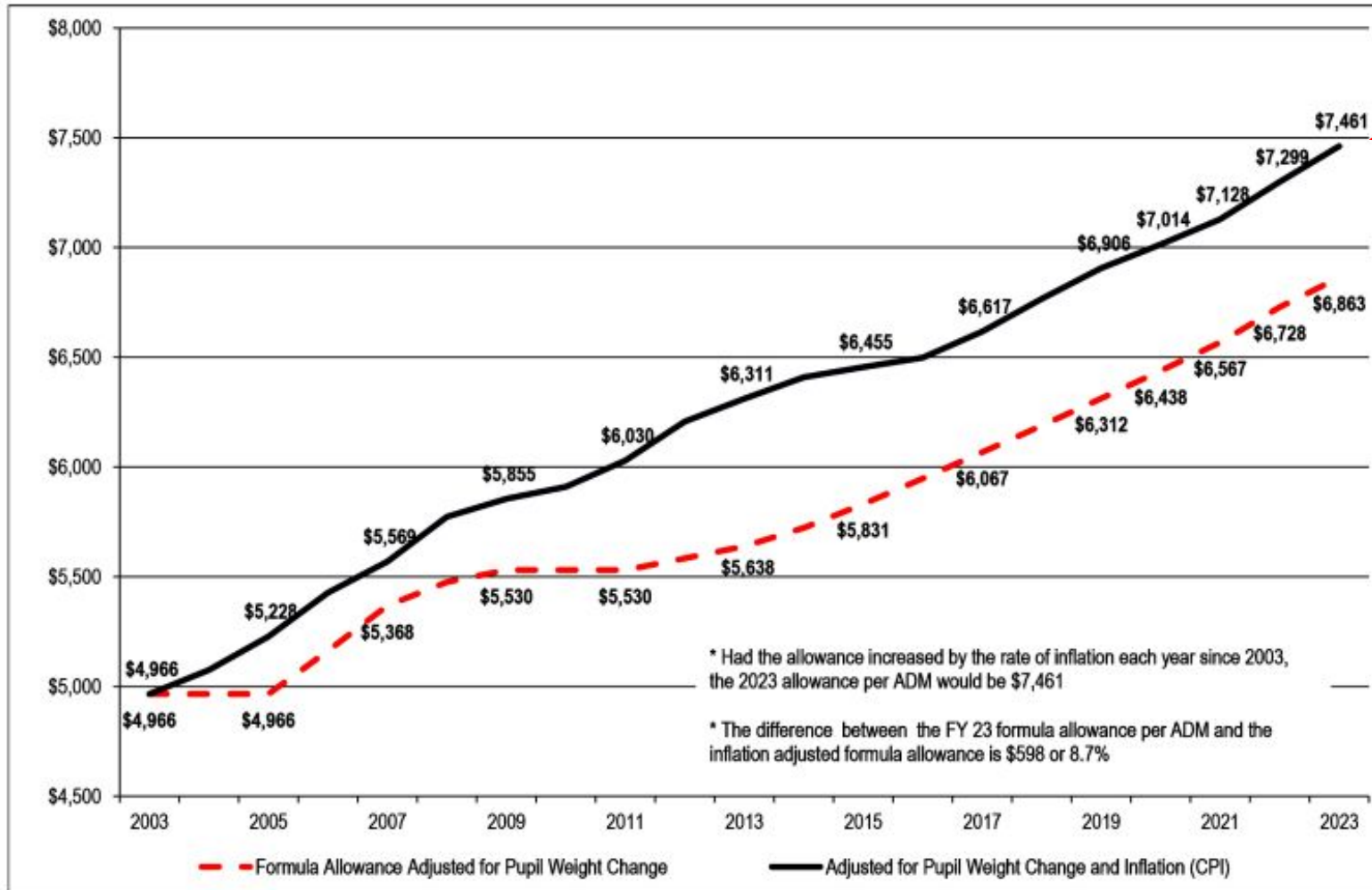
Example - Cost for \$250,000 home to Levy \$2553 per student

- Hopkins \$387
- West St. Paul \$512
- Hastings \$842
- Anoka-Hennepin \$1037



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General Education Formula Allowance, 2003-2023 Adjusted for Pupil Weight Change and Inflation (CPI)



Gap of 8.7% equates to \$2,688,033 shortfall for Hastings

Link the basic formula to inflation

- Allow for stable and consistent funding
- Allow for legislative time on other aspects of school funding that need improvement



Enhance Equity for Taxpayers and Learning

A simple reality for Minnesota public schools...

Additional issues exacerbate the inequity

- Local levy control for other entities, allowable uses for LTFM, declining enrollment, increases in Special Education, English Learners, mental health needs, and unfunded mandates

When state funding does not keep pace with inflation (or the actual cost of doing business), there is only one path for a school district to follow

- Do the same or more with less
- People and programs are cut

School districts are in the business of providing services to students and the community

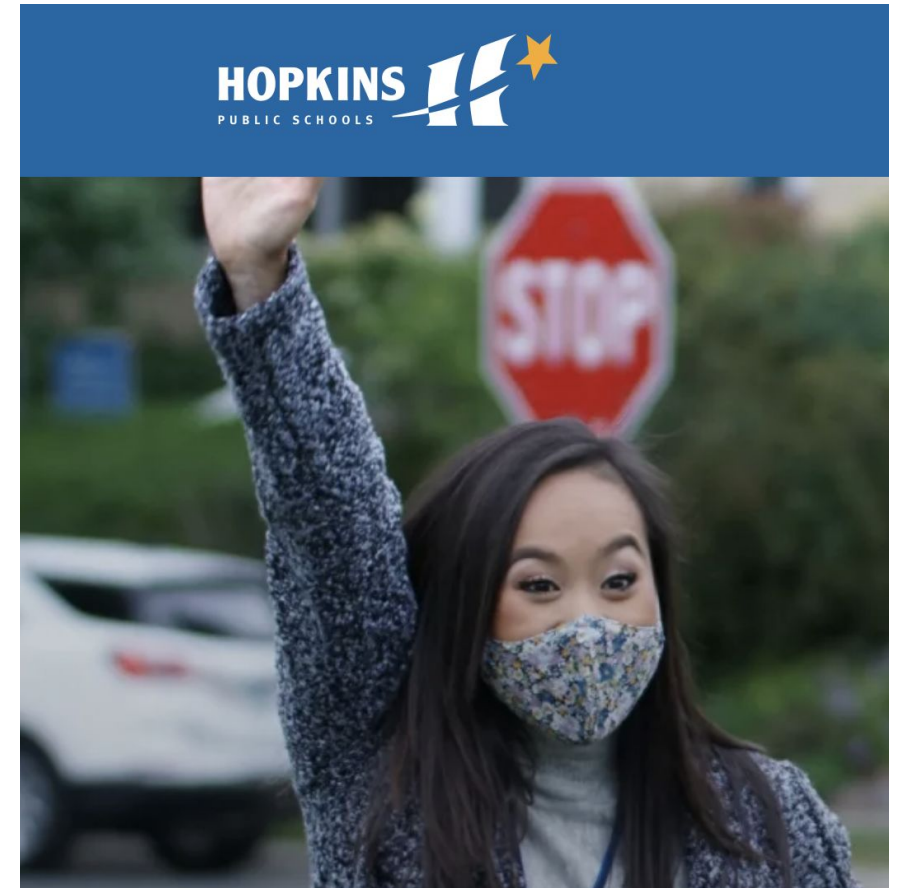
- Over 80% of operating expenditures are people
- Fewer people equals fewer services, programs, opportunities, and larger class size



2022 Legislative Session Preview

Increase and Diversify the Teacher Workforce

Supt. Rhoda Mhiripiri-Reed
Hopkins Public Schools



Minnesota Metro Area Public School Districts



Hopkins Schools

- Mid-size = 7,000 students
- 7 cities across 29 square miles
- 10 Schools:
 - Early Learning Center
 - 6 Elementary Schools
 - 2 Junior Highs
 - 1 High School
- 50% Scholars of Color
- 71 Languages
 - Somali
 - Hmong
 - Spanish



Hopkins Fiscal Overview

Previously

- Declining enrollment
- Insufficient increases in state funding
- COVID-19 hitting hard
- Inflationary expenditures in key areas
- Budget reductions of \$5M over past two years

Now

- Revised budget of \$109.5M
- Fiscal outlook improved due to slight boost in enrollment and relief-providing federal stimulus packages
- Rebuilding unassigned fund balance to 10% of General Fund
- Tough decisions have helped us improve fiscal picture

Continued Challenges

- Present and future outlook for revenue increases is pessimistic
- Cost structure is 82% people
- Cross-subsidizing SPED (\$15.7M) at 37%
- Cross-subsidizing ELL (\$1.6M) at 75%



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Hopkins COVID-Relief Priorities

- **One time dollars were VERY HELPFUL**
 - Change and innovation
 - Learning recovery and enrichment
 - Mental health
 - Flexible/virtual learning options
 - Broadband connectivity
 - Professional development for new delivery models

- **One time dollars are also VERY LIMITING**
 - Cannot be used for recurring costs
 - Cannot fund permanent staffing

- **So... what did we DO?**
 - Purchased masks, testing kits, PPE, technology devices, hotspots
 - Built an online learning academy called Hopkins VirtualEDU
 - Hired instructional and SEL support staff (Restorative Practice Specialists, Instructional Coaches, etc) who understand retention is not guaranteed



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Increase and Diversify the Teacher Workforce



HOPKINSSCHOOLS.ORG

Keenan Jones named Mirrors and Windows Fellow



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School Year	Total # Teachers of Color	% Teachers of Color
2020-21	61	10.9
2021-22	75	12.3

Vision 2031

- **Success Indicator: We will match staff and student demographics**
- Core Values include **Authentic Inclusivity** and **Vigilant Equity**
- 50% of school and district leaders are of color
- We identify our diamond probationary teachers every spring and fight to keep them
- Affinity groups and mentors of color
- **All leaders are trained in leading for racial equity** and dismantling systems or practices that promote inequities or injustice



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Thank You, Legislators!

	FY22-23
American Indian Teacher Prep Grants (MITTP)*	\$280,000
Black Men Teach	\$750,000
Come Teach in MN Hiring Bonuses	\$400,000
Expanded Concurrent Enrollment (Intro to Teaching)	\$250,000
Grow Your Own**	\$10.0 million
Mentoring & Retention Incentive Grants	\$4.5 million
Teacher Recruitment Marketing Campaign	\$500,000

You are appreciated!





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What is Hopkins doing to increase and diversify teacher workforce?

- \$40K from PELSB grant for mentoring and retention
- Waitlisted with MDE's Come Teach in MN
- Building Grow Your Own program at Hopkins High School
- Annual placement of Metro State Teacher Interns of Color
- Helped TNTP launch Teach MN and gain accreditation
- Hired a Recruitment Specialist to develop external networks and internal career ladders





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1. To boost low teacher labor pool, we must **professionalize the profession** by **paying more** and giving teachers **high autonomy** matched with **high accountability**
2. Districts need more dollars to **attract staff of color** across all programs
3. Legislators can ensure **flexible and multiple licensure pathways**
4. Increased funding is needed to **redesign instructional and SEL support**

What if our state set an audacious goal to match PK-12 teacher demographics to statewide student demographics by 2031?





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AMSD aspires that Minnesota's metropolitan districts be seen as beacons of innovation.

We want to be watched closely for how we:

- **Reduce mandates. Enhance local control.**
- **Ensure safe, modern school facilities. Enhance taxpayer equity.**
- **Increase and diversify the teacher workforce.**

This is high-stakes work that takes a village.

Thank you!



2022 Legislative Session Preview

Thank You

for attending!

**More information about the 2022 Legislative Session
can be found on the AMS D website at:**

<https://www.amsd.org/2022session/>