

Regular Business Meeting

Tuesday, January 10, 2023 5:30 PM

Board Assembly Room, 1250 West Broadway Avenue, Minneapolis, Minnesota 55411

1) **Call to Order and Roll Call**

2) **Adoption of the Agenda**

3) **Acceptance of Minutes**

3)a. December 13, 2022

4) **Public Comments**

5) **Recess**

6) **Reports and Recommendations from the Superintendent of Schools**

6)a. Superintendent's Report

6)b. Comprehensive District Design (CDD) Update

7) **Action Items by the Board of Education**

7)a. Approval of the Consent Agenda

7)a.1. Personnel Items

7)a.1.a. Approval of List A personnel matters
(2023-01-ER-A)

7)a.1.b. Approval of List B personnel matters
(2023-01-ER-B)

7)a.2. Contracts

7)a.2.a. Amendment to contract 2023-13905 with
Bille Bus Transportation, Inc

7)a.2.b. Amendment to contract 2023-13921 with
Kraus-Anderson

7)a.2.c. Contract with N2Y LLC (2023-4400001648)

7)a.2.d. Amendment to contract 2023-4400001575
with Now Micro

7)a.2.e. Contract with RAK Construction Inc (2023-
13923)

7)a.3. Settlements

7)a.3.a. Legal Settlement: Hill vs. Minneapolis
Public Schools

7)b. Authorization to contract with Axiom

7)c. Repeal of Policy 7420: Bonded Indebtedness
(2023-0001)

8) **New Business**

9) **Reports from Board of Education Directors**

10) **Adjournment**

Minneapolis Public Schools – Board of Education
Special School District No. 1
Business Meeting
December 13, 2022

1. CALL TO ORDER

Call to Order of the Board of Education. Pursuant to due notice mailed to each member of the Board of Education not less than three days prior to the time of such meeting, the Board members met in a regular meeting at the John B. Davis Educational Services Center December 13, 2022, commencing at 5:30 pm. Chair Ellison called the meeting to order.

1. ROLL CALL

Present: Directors: Jenny Arneson, Sharon El-Amin, Siad Ali, Adriana Cerrillo, Nelson Inz, Ira Jourdain, Cindy Booker, Kimberly Caprini, Kim Ellison, Student Representative Wesson, Student Representative Austin, Interim Superintendent Rochelle Cox – 12

2. APPROVAL OF THE AGENDA

MOTION: Director Arneson moved, seconded by Director Caprini that the Board of Education, Special School District No. 1, approve the Agenda for December 13, 2022. Motion to approve the agenda was put to a vote and carried out unanimously.

3. ACCEPTANCE OF MINUTES

MOTION: Director Inz moved, seconded by Director Caprini that the Board of Education, Special School District No. 1, approve the Minutes from November 15, 2022. Motion to approve the Minutes was put to a vote and carried out unanimously.

4. PUBLIC COMMENTS ON THE PROPERTY TAX LEVY (TRUTH-IN-TAXATION HEARING)

5. PUBLIC COMMENTS

6. RECESS

7. FISCAL YEAR 2021-2022 FINANCIAL AUDIT

8. REPORTS AND RECOMMENDATIONS FROM THE SUPERINTENDENT OF SCHOOLS

- a. Current Year Budget Update and Proposed Property Tax Levy Overview
- b. Budget Pro-Forma

9. POLICY COMMITTEE REPORT

- a. Repeal of Policy 7420: Bonded Indebtedness (2023-0001)

10. ACTION ITEMS BY THE BOARD OF EDUCATION

A. Approval of Consent Agenda

These action items represent those that do not involve major policy decisions, budget decisions, taxing decisions, bond awards or items related to the Superintendent's contract of evaluation. Business items on this agenda are previously authorized or budgeted expenditures.

- 1. Personnel Items**
 - a. Personnel List A
 - b. Personnel List B

- 2. Contracts Requiring Board of Education Approval**
 - a. Authorization to contract with Insight Public Sector
 - b. Amendment to contract 2022-13902 with Miller Dunwiddie Architecture
 - c. Contract with PFM Financial Advisors (2022-4400001635)
 - d. Contract with Rift Valley Transportation Inc (2022-13904)
 - e. Contract with Shaw Lundquist (2022-13889)
 - f. Amendment to contract 2022-13909 with Sheehy Construction
 - g. Amendment to contract 2022-13897 with Sheehy Construction
 - h. Contract with Sheehy Construction (2022-13900)
 - i. Amendment to Sunbelt Staffing 2022-4400001417
 - j. Amendment to contract 2022-13910 with United Transportation Services LLC

- 3. Resolutions**
 - a. Resolution Acknowledging Receipt of the Fiscal Year 2021-2022 Financial Audit (2022-0072)

MOTION: Director Caprini moved, seconded by Director Arneson, that the Board of Education, Special School District No. 1, approve the consent agenda and adopt the recommendations as presented by the Superintendent. The motion to approve the consent agenda was put to a vote and carried out unanimously.

B. CERTIFICATION OF FINAL PROPERTY TAX LEVIES 2022 PAYABLE 2023 (2022-0070)

WHEREAS, Minnesota School District school boards must adopt the final property tax levies no later than five working days after December 20 (effectively December 28) per Minnesota Statutes, section 275.07, subdivision 1; and

WHEREAS, the Board Finance Committee recommends a levy at the maximum allowed for 2022 Payable 2023; and

WHEREAS, 2022 payable 2023 Levy Limitation and Certification managed by the Minnesota Department of Education (MDE) provides the form for certifying the proposed property tax levy to the County Auditor. The attached MDE levy certification form recommends a total final levy of \$243,820,148.80; and

WHEREAS, the Senior Officer of Finance and Operations Officer recommends, and the Superintendent of Schools concurs, that the levy of \$243,820,148.80 be approved by the Board and communicated to the County and to the Minnesota Department of Education by the required deadlines.

NOW THEREFORE BE IT RESOLVED, that the Board of Directors of Special School District No. 1 (Minneapolis Public Schools) hereby certifies the recommended 2022

payable 2023 final property tax levy which totals \$243,820,148.80 and authorizes the signing and submittal of the Levy Limitation and Certification Report to the County and to the Minnesota Department of Education by the required deadlines.

ADOPTED this 13th day of December 2022.

MOTION: Director Caprini moved, seconded by Director Ali that the Board of Education, Special School District No. 1, approve the Resolution Certifying the Final Property Tax Levies 2022 Payable 2023. The motion to approve resolution was put to a vote and carried out unanimously.

C. BUDGET AMENDMENT (2022-0071)

Resolution Amending the District’s 2022-2023 Budget

WHEREAS, the cost of contractor provided transportation services has increased by nearly 50% since last year; and

WHEREAS, a further \$16,500,000 is needed to ensure continuity of district transportation services; and

WHEREAS, a combination of declining enrollment and the end of federal free lunch waivers has reduced food service revenue to such an extent that the food service fund will be completely exhausted by year end; and

WHEREAS, upon exhausting the food service fund a \$5,000,000 fund transfer from the General Fund will be required to continue service through the end of the year; and

WHEREAS, there is sufficient ESSER III funds available to offset these additional costs; and

WHEREAS, the District’s FY23 budget is amended as follows:

	Revenue			Expenses		
	Original	As Previously Amended	As Now Amended	Original	As Previously Amended	As Now Amended
General Operating Fund	491,176,294	484,395,281	484,395,281	509,559,148	511,163,148	511,163,148
General Fund Grants	123,200,000	126,200,000	147,700,000	123,200,000	126,200,000	147,700,000
General Fund Special Revenue	10,000,000	10,000,000	10,000,000	10,000,000	10,000,000	10,000,000
Food Service Fund	24,895,120	24,895,120	18,800,000	26,595,120	26,595,120	20,500,000
Food Service Grants	115,000	115,000	115,000	115,000	115,000	115,000
Community Service Fund	26,572,419	26,572,419	26,572,419	27,813,801	27,813,801	27,813,801
Comm Service Grants/Special	10,395,600	10,395,600	10,395,600	10,395,600	10,395,600	10,395,600
Capital Projects Fund	64,198,898	76,198,898	76,198,898	130,000,000	142,000,000	142,000,000
Debt Service Fund	91,134,710	91,134,710	91,134,710	91,134,710	91,134,710	91,134,710
Total	841,688,041	849,907,028	865,311,908	928,813,379	945,417,379	960,822,259

NOW THEREFORE BE IT RESOLVED, that the Board of Directors of Special School District No. 1 (Minneapolis Public Schools) hereby approves the above mentioned revenue and expenditure amended budget for the fiscal year 2022-2023.

ADOPTED this 13th day of December 2022.

MOTION: Director Caprini moved, seconded by Director Ali that the Board of Education, Special School District No. 1, approve the resolution Amending the District’s 2022-2023 Budget. The motion to approve the resolution was put to a vote and carried out unanimously.

D. REVISION OF POLICY 3290: DEBT: PURPOSES AND LIMITATIONS (2022-0060) – ATTACHMENT 1

MOTION: Director Inz moved, seconded by Director Arneson that the Board of Education, Special School District No. 1, approve the Resolution Amending Policy 3290. The motion to approve the resolution was put to a vote and carried out unanimously.

E. REVISION OF POLICY 6682: EMERGENCY HEALTH CARE AND ADOPTION OF POLICY 6693: DNR-DNI ORDERS (2022-0061) – ATTACHMENT 2

MOTION: Director Inz moved, seconded by Director Caprini that the Board of Education, Special School District No. 1, approve the Resolution Amending Policy 6682 and Adopting Policy 6693. The motion to approve the resolution was put to a vote and carried out by majority.

Director	Yay	Nay
Arneson	X	
El-Amin	X	
Ali	X	
Booker	X	
Cerrillo	X	
Inz	X	
Jourdain		X
Caprini	X	
Ellison	X	

F. RESOLUTION MODIFYING CERTAIN SCHOOL START AND END TIMES AND REQUIRING AN UPDATE ON CTE PROGRAMMING IMPLEMENTATION (2022-0074)

***WHEREAS**, the board-approved centralized Career and Technical Education (CTE) model created three CTE centers (co-located with Edison, North, and Roosevelt High Schools); and*

***WHEREAS**, a common start time for all comprehensive high schools is necessary for student scheduling and transportation to these centers; and*

***WHEREAS**, high schools were offered the opportunity to recommend a change to their end times provided they met all required instructional minimums and provisions within applicable contractual agreements; and*

***WHEREAS**, to align with this common start time, bell times changes are required at certain schools.*

NOW THEREFORE BE IT RESOLVED, that the Board of Directors of Special School District No. 1 (Minneapolis Public Schools) hereby changes the following start and end times effective for the 2023-2024 school year:

School	New Start Time	New End Time
Edison	8:30am	3:20pm
Henry	8:30am	3:20pm
Heritage	8:30am	3:00pm
North	8:30am	3:00pm
Roosevelt	8:30am	3:20pm
Wellstone	8:30am	3:00pm

FURTHER BE IT RESOLVED, that the superintendent is directed to report to the board by March 2023 on progress of the centralized CTE center model implementation including on the plan and timeline for the delayed capital projects co-located at Edison and Roosevelt High Schools.

ADOPTED this 13th day of December 2022.

MOTION: Director Arneson moved, seconded by Director Caprini that the Board of Education, Special School District No. 1, approve the Resolution Modifying Certain School Start and End Times and Requiring an Update on CTE Programming Implementation. The motion to approve the resolution was put to a roll-call vote and carried out unanimously.

G. ADOPTING THE 2023 LEGISLATIVE AGENDA (2022-0073)

WHEREAS, the 2022 Legislature failed to provide schools with additional funding despite a record state budget surplus; and

WHEREAS, state funding for special education and English Learner services continues to lag behind districts' costs; and

WHEREAS, the pandemic has exacerbated the undercounting of student and family poverty; and

WHEREAS, state Voluntary Pre-Kindergarten funding will decrease next school year if it is not renewed; and

WHEREAS, students' mental health and social emotional needs have only increased over the past several years; and

WHEREAS, the lack of affordable housing options disproportionately impacts our families of color and American Indian families; and

WHEREAS, recruiting and supporting a diverse cohort of education professionals will provide students with a wide range of perspectives and experiences to prepare them for our diverse world.

WHEREAS, the lack of affordable housing options disproportionately impacts our families of color and American Indian families; and

NOW THEREFORE BE IT RESOLVED, that the Board of Directors of Special School District No. 1 (Minneapolis Public Schools) hereby endorses the 2023 Minneapolis Public Schools' Legislative Agenda (2022-0073A) and pledges to support its passage.

ADOPTED this 13th day of December 2022.

MOTION: Director Ali moved, seconded by Director Booker that the Board of Education, Special School District No. 1, approve the Revision Adopting the 2023 Legislative Agenda. The motion to approve the resolution was put to a vote carried out unanimously

11. NEW BUSINESS - NONE

12. REPORTS FROM BOARD OF EDUCATION DIRECTORS

Farewell Addresses From: Director Booker, Director Inz, Student Representative Wesson, Student Representative Austin, Director Caprini, Director Ali, Director Arneson

13. ADJOURNMENT

Chair Ellison adjourned the meeting

**MINNEAPOLIS PUBLIC SCHOOLS
RESOLUTION 2022-0060**

RESOLUTION AMENDING POLICY 3290

WHEREAS, The Board’s Policy Committee has recommended the proposed changes.

NOW THEREFORE BE IT RESOLVED, that the Board of Directors, Special School District No. 1 (Minneapolis Public Schools) adopts the changes as follows:

SECTION 1: AMENDMENT “Policy 3290: Debt: Purposes And Limitations” of the Minneapolis Public Schools Policies & Regulations is hereby *amended* as follows:

AMENDMENT

Policy 3290: Debt: Purposes And Limitations

1. PURPOSE

In order to provide a fiscally responsible capital cost management system and promote financial stability the district may be required to incur debt. It is incumbent upon the Board of Directors to govern the issue of debt to provide for the needs of the district, to act as reliable stewards of public funds and trust, and to appropriately respond to emergency circumstances that affect the district’s finances. The purpose of this policy is to establish under what circumstances debt may be incurred, the type of debt that is appropriate for specific purposes, the appropriate debt load of the district, the repayment schedule for debt and how the Board will respond to emergency financial circumstances.

2. GENERAL STATEMENT OF POLICY

- a. Upon approval from the Board of Directors and subject to the limitations below the District may incur debt to accomplish district purposes. Such purposes include financing capital projects, real property acquisitions, operating capital and other debt permitted by law.
- b. The District shall incur debt only in compliance with applicable law.
- c. Total district annual debt payment shall not exceed twenty percent ~~(20%)fifteen percent (15%)~~ of the district total operating revenue. Each fiscal year the Board of Directors shall review the financial needs of the district to set an operating target at or less than the twenty~~fifteen~~ percent limit. Refinancing shall not be included in the 20%~~15%~~ calculation.
- d. Each fiscal year the Board of Directors shall approve a debt repayment schedule that provides that seventy percent (70 %) of current debt shall be repaid within ten (10 years).
- e. In response to emergency circumstances the Board of Directors may by

resolution temporarily suspend the approved debt to revenue ratio and the debt repayment schedule. Such a resolution shall specify the terms of such suspension, the temporarily approved debt to revenue ratio if applicable, and the temporarily approved debt repayment schedule if applicable.

- f. The District shall avoid using variable rate debt instruments. The Board of Directors may set a limit on the percentage of variable rate debt instruments permissible.
- g. The District shall avoid debt instruments that require a balloon repayment or that are back-loaded.
- h. The District shall avoid action that could reasonably be expected to negatively affect the District's credit rating.
- i. All debt shall be issued through a competitive bidding process.
- j. The Superintendent is authorized to seek independent debt counsel. Any contracted debt counsel shall comply with all required disclosure and reporting rules.
- k. Instruments of debt may be reissued if doing so will benefit the district.

3. LONG TERM DEBT

- a. Long term debt may only be issued for capital projects, acquisitions or other long-term debt permitted by law.
- b. Long term debt shall not be used to capitalize expenses.
- c. Long term debt used for capital projects may not extend past the expected useful life of the project.
- d. Proposals to incur long-term debt must include, at minimum, the following information:
 - i. Intended purpose,
 - ii. Proposed term,
 - iii. Principal cost,
 - iv. Estimated interest cost and rate range,
 - v. Estimated issuance cost,
 - vi. Statutory or other authorization,
 - vii. Status of outstanding debt and impact of new issuance.

4. SHORT TERM DEBT

- a. Short term debt may be issued to provide operating capital in anticipation of receipt of taxes, Federal or State aid, or the sale of bonds.
- b. Proposals to incur short-term debt must include, at minimum, the following information:
 - i. Intended purpose,
 - ii. Proposed term,
 - iii. Principal cost,
 - iv. Estimated interest cost and rate range,
 - v. Estimated issuance cost,
 - vi. Statutory or other authorization,
 - vii. Status of outstanding debt and impact of new issuance.

5. RESPONSIBILITIES

- a. The Board of Directors shall annually review the debt portfolio of the district

- to assess the impact of district debt on taxpayers, and to determine:
- i. that the risk level to the district is appropriate,
 - ii. that the correct type of debt is used for the stated purposes,
 - iii. that the correct debt to expense ratio is established and
 - iv. that the debt repayment schedule is appropriate.
- b. The Superintendent shall provide the Board of Directors with such financial reports as are necessary and prudent to inform the Board of district needs, the current status of district debt and supporting information regarding any proposed change in district debt.
- c. No less than annually the Superintendent shall provide a report on the debt repayment schedule. The Superintendent shall include a report on debt in the annual budget report.

Original Adoption:

04/25/1967

Revision Dates:

10/09/1973, 02/26/1991, 09/20/2011

Legal References:

- Minn. Stat. §128D.11, Subd. 4 (School District Bonds: 30-year term)
- Minn. Stat. §128D. 16 (Short-Term Borrowing)

MPS Policy Cross References:

- Policy 3005 (Budget)
- Policy 7420 (Bond Indebtedness)

PASSED AND ADOPTED BY THE MINNEAPOLIS PUBLIC SCHOOLS BOARD OF DIRECTORS _____.

	AYE	NAY	ABSENT	ABSTAIN
Ali	_____	_____	_____	_____
Arneson	_____	_____	_____	_____
Booker	_____	_____	_____	_____
Caprini	_____	_____	_____	_____
Cerrillo	_____	_____	_____	_____
El-Amin	_____	_____	_____	_____
Ellison	_____	_____	_____	_____
Inz	_____	_____	_____	_____
Jourdain	_____	_____	_____	_____

Presiding Officer

Attest

Kim Ellison, Chair, Minneapolis
Public Schools

Nelson Inz, Clerk, Minneapolis Public
Schools

MINNEAPOLIS PUBLIC SCHOOLS
RESOLUTION 2022-0061

RESOLUTION AMENDING POLICY 6628 AND ADOPTING POLICY 6693

WHEREAS, The Board’s Policy Committee has recommended the proposed changes.

NOW THEREFORE BE IT RESOLVED, that the Board of Directors, Special School District No. 1 (Minneapolis Public Schools) adopts the changes as follows:

SECTION 1: AMENDMENT “Policy 6682: Emergency Health Care” of the Minneapolis Public Schools Policies & Regulations is hereby *amended* as follows:

AMENDMENT

Policy 6682: Emergency Health Care

1. PURPOSE

Continuous and meaningful efforts to prevent incidents that lead to emergency situations are the greatest priority of the district. The purposes of this policy ~~is~~are to provide guidance to school district staff and parents in the event of sudden illness, accidental injury or emergency situations. ~~regarding a student’s health and to establish the district policy with regard to Do Not Attempt Resuscitation or Do Not Intubate (DNAR and DNI) orders that families may have established with their individual caregivers.~~ The policy is designed to guide district staff in their responsibilities to render emergency health care until the presence of a first responder relieves them, or until a minor situation is handled satisfactorily. The district recognizes that it serves students with complex health needs and that rules cannot be drawn for all situations in advance.

2. GENERAL STATEMENT OF POLICY

- a. Principals or site administrators of individual buildings or facilities shall disseminate emergency procedures to building staff.
- b. School personnel shall act promptly and intelligently in the event of sudden illness or injury. The goals of such actions shall be:
 - i. preservation of lives;
 - ii. prevention of further or additional injuries to the victim or others; and
 - iii. alleviation of pain.
- c. School personnel acting to address sudden illness or injury shall alert or shall cause another to alert, the Building Administrator of the emergency situation. Emergency 911 services will be alerted as soon as possible if necessary under the circumstances of the incident.
- d. School personnel shall act in accordance with the site emergency response plan including notifying members of the Site Emergency Team of any

incidents.

- e. Parents of student victims of sudden illness and injury shall be notified as soon as possible.
- f. Subsequent treatment of the victim of sudden illness and injury after emergency care has been received is not the responsibility of the district, the school or the district employees responding to the emergency need.
- g. Off campus incidents where school staff are in a supervisory position to students shall be generally treated as though the event occurred at school, including a 9-1-1 emergency call as soon as possible, if warranted by the situation.
- h. Notwithstanding this district policy, Individualized Education Program (IEP) and Section 504 teams must develop individualized emergency care plans for students when appropriate in accordance with state and federal law.
- i. The school and district crisis support teams will be used as needed for student and staff support following an emergency.

~~3. DO NOT ATTEMPT RESUSCITATION (DNAR) AND DO NOT INTUBATE (DNI) ORDERS OR REQUESTS.~~

- ~~a. Definitions: For the purpose of this policy, the following definitions apply:~~
 - ~~i. “designated hospital” is the hospital selected by the parent, guardian, or medically fragile adult person to be used in case of an emergency. Any medical directive must include the name of the designated hospital, if one has been chosen. In the absence of a choice indicated on the medical directive, the District will refer all emergencies to Hennepin County Medical Center, or to the hospital directed by the first responders who arrive and take charge of the medical care of the ill or injured person.~~
 - ~~ii. “district health care staff” includes those district employees who are licensed health care providers, school nurses, registered nurses, nurse practitioners, licensed practical nurses and health services assistants.~~
 - ~~iii. “DNAR” A DNAR or Do Not Attempt Resuscitation request is a written directive to a physician signed by the parent or guardian of a medically fragile person, or an adult medically fragile person requesting that medical treatment be limited or withheld. It does not apply to emergency first aid procedures that are necessary to promote comfort or care.~~
 - ~~iv. “emergency first aid procedures” refers to those actions taken in the circumstances of an emergency health crisis or accident to provide care or treatment to an ill or injured person before regular medical aid can be obtained.~~
 - ~~v. “medically fragile person” means a person with serious, long-standing or emerging, progressive illness that are often life-threatening.~~
- ~~b. The primary mission of the District is education. DNAR/DNI orders are medical documents. District education staff shall follow all planned responses to emergency situations until relieved by district health care staff or emergency medical services. Planned responses include restoration of breathing, attempts~~

~~to stem or stop bleeding, care or action to prevent shock, and physical and emotional comforting. District health care staff shall follow all medical orders including DNAR and DNI orders.~~

- ~~e. Parents, Guardians or adult students who present DNAR or DNI orders to District staff shall be directed to the school health office. School health staff will accept the order and place it on file for submission to emergency medical responders.~~
- ~~d. The School Nurse shall coordinate an individual health plan (IHP) with an appropriate team for every person for whom a DNAR or DNI order is received. Notice of receipt of a DNAR or DNI order at a school shall be given to the District Nursing Supervisors, and appropriate school staff, including the principal and the affected student's teachers.~~
- ~~e. Questions or concerns regarding a DNAR or DNI order shall be referred to the District General Counsel.~~
- ~~f. Upon arrival of emergency medical responders, the person's DNAR or DNI order shall be delivered to the responders by the Principal or principal's designee.~~
- ~~g. Review of Orders Any DNAR or DNI order received by the school shall be reviewed by the school nurse with the IHP team no less than every eight (8) weeks.~~
- ~~h. Rescission of Orders. If the parent, guardian or adult subject wishes to rescind a DNAR or DNI order, the parent, guardian or adult subject must notify the school's licensed school nurse in writing. Notice of receipt of such a rescission shall be given by the school nurse to the District Nursing Supervisors, the Principal and appropriate school staff. The licensed school nurse shall confirm the rescission order in writing to the parent, guardian or adult subject, the subject's medical provider and any designated hospital identified in the original DNAR or DNI order.~~

Original Adoption:

09/25/1973

Revision Dates:

02/23/1976, 11/24/2009, 08/13/2013

Legal References:

- 29 USC §794 et seq. (Rehabilitation Act of 1973, §504)
- 42 USC §§ 12101-12213 (Americans with Disabilities Act)

MPS Policy Cross References:

- Policy 4200 (Personnel Data)
- Policy 5690 (Student Data)
- Policy 6680 (Safety, Security and Emergency Crisis Management)

- Policy 6681 (Accident Prevention and Reporting)
- Policy 6691 (Communicable Diseases Affecting Students)
- Policy 6692 (Student Medication)
- Regulation 6682A: (Staff Responsibilities)
- Regulation 6682B: (DNAR/ DNI Plans)

SECTION 2: **ADOPTION** “Policy 6693: DNR-DNI Orders” of the Minneapolis Public Schools Policies & Regulations is hereby *added* as follows:

ADOPTION

Policy 6693: DNR-DNI Orders(*Added*)

1. PURPOSE

The school district recognizes that it is serving students with complex health needs. The school district also recognizes that school district staff may be confronted with requests to withhold emergency care of a student in the event of a life threatening situation at school or school activities or be presented with Do Not Resuscitate/Do Not Intubate (DNR-DNI) orders. The purpose of this policy is to provide guidance to school district staff and parents or guardians in these situations.

2. GENERAL STATEMENT OF POLICY

- a. The primary mission of the school district is education. DNR-DNI orders are medical documents. School district staff will not accept or honor requests to withhold emergency care or DNR-DNI orders. The school district will not convey such orders to emergency medical personnel.
- b. School district staff will provide reasonable emergency care and assistance when a student is undergoing a medical emergency during school or school activities.
- c. School district staff will activate emergency medical services (911) as soon as possible when a student is undergoing a medical emergency during school or school activities.
- d. The parent/guardian will be notified of the emergency as soon as possible.
- e. Notwithstanding this school district policy, IEP and Section 504 teams must develop individualized medical emergency care plans for students when appropriate in accordance with state and federal law.
- f. Parents/guardians who request that emergency care be withheld for their child or who present DNR-DNI orders, shall be advised of and shall be given a copy of this policy.

Original Adoption: Legal References:

29 U.S.C. § 794 et seq. (Rehabilitation Act of 1973, § 504)

42 U.S.C. §§ 12101-12213 (Americans with Disabilities Act)

PASSED AND ADOPTED BY THE MINNEAPOLIS PUBLIC SCHOOLS BOARD OF DIRECTORS _____.

	AYE	NAY	ABSENT	ABSTAIN
Ali	_____	_____	_____	_____
Arneson	_____	_____	_____	_____
Booker	_____	_____	_____	_____
Caprini	_____	_____	_____	_____
Cerrillo	_____	_____	_____	_____
El-Amin	_____	_____	_____	_____
Ellison	_____	_____	_____	_____
Inz	_____	_____	_____	_____
Jourdain	_____	_____	_____	_____

Presiding Officer

Attest

 Kim Ellison, Chair, Minneapolis
 Public Schools

 Nelson Inz, Clerk, Minneapolis Public
 Schools



Superintendent's Report

Regular Business
Meeting

January 10, 2023



MINNEAPOLIS
PUBLIC SCHOOLS

Superintendent Update

Interim Superintendent Rochelle Cox

Comprehensive District Design Update



The Comprehensive District Design (CDD) is Minneapolis Public Schools' bold vision to deliver on its commitment to ensuring that all students — regardless of their background, zip code, and personal needs — receive a high quality, well-rounded education that prepares them for future success.

CDD Goals

Academics

- A well-rounded, preK-12 education for every student in every part of the city
- Every student graduates with the academic, social/emotional, and technical skills to be successful in college and/or career
- Equitable access to academically rigorous and culturally relevant programming including STEAM, dual-language immersion, and CTE
- Safe and welcoming environment for all students and families

Equity

- Reduction in racially and economically isolated schools
- High-quality community schools in every part of the city
- Improved access to magnet programs closer to home
- Student placement policies and processes that better serve all families
- School climate improvements to support better student retention, family and staff experiences, and student learning

Sustainability

- Alignment of budgets to accomplish goals and values
- Stabilized and predictable staffing
- Correction of uneven enrollment patterns
- Professional development to improve staff recruitment and retention
- Culturally relevant programming and customer service
- Academic pathways supported by financially sustainable transportation

Academics:

Ensuring a well-rounded education for every student in every part of the city

Academics: COMPLETED Items

- **Math and literacy improvement**
 - ~100 Pk-12 teachers enrolled in MPS cohort for LETRS training
 - All K-5 schools trained in PRESS literacy intervention
 - All K-5 schools adopted and in training of K-5 math curriculum
- **Curriculum transformation that acknowledges the lived experiences of students, families and communities**
 - Professional development facilitated by:
 - Indian Education Best Practice for educators
 - Office of Black Student Achievement
 - Center for Black Educator Development
 - Native Studies Summer Workshop
 - Teaching Black History

Academics: COMPLETED Items

- **Ethnic Studies graduation requirement**

- All MPS high schools implementing graduation requirement
- Expansion of Ethnic Studies Advisory Council to include students, counselors, community members, U of M professors, teachers and MPS alumni.

- **5th grade instrumental music**

- All sites with K-5 programming automatically enroll 5th grade students in instrumental music
- ~6,900 5th grade students received instrumental music instruction since Fall 2021

Academics: COMPLETED Items

- **College credit programming**

- All 9-12 schools are funded for and have either:
 - Option 1: International Baccalaureate
 - Option 2: Advanced Placement/College in School/Concurrent Enrollment
- Middle Years Programme in all middle schools (excluding magnets) to support academic and social/emotional readiness for high school

Academics: COMPLETED Items

- **Hmong and Somali language pathways**
 - Program review in partnership with Research, Evaluation and Assessment to determine impact on student achievement
 - Monitoring enrollment status
 - Expanding grade levels gradually to complete the K-12 Somali pathway
 - Creation of Somali Language Standards
- **STEM for All**
 - 120 Kindergarten classrooms supplied with classroom robots and lessons applied to K-2 mathematical skills
 - Middle school students receiving additional experience to strengthen their engineering and computer science skills
 - 42 STEM career videos featuring professionals of color

Academics: ONGOING Items

- **K-2 math and literacy improvement**
 - Continue to evaluate impact of investments on student achievement over time
 - Expand professional development in literacy and math to all K-12 teachers
 - Continue 6-12 Math curriculum adoption
- **Culturally-sustaining pedagogy and curriculum transformation**
 - Continue/expand offering professional development
 - Align MPS Equity Competencies with Curriculum Transformation Framework

Academics: ONGOING Items

- **College credit programming**
 - Continued expansion of college credit programming and course options for students
 - Programming alignment K-12 to support success in college credit programming
- **STEM for All**
 - Professional development to support multilingual learners' literacy in STEM
 - Continued implementation of K-5 Math Bridges/Number Corner curriculum
 - Curriculum adoption for 6-12 Math

Equity:

Ensuring that all students – regardless of background, zip code, or personal needs – have access to the classes and programs they deserve

Equity: COMPLETED Items

- **Increased investments in mental health**
 - All schools are connected to an MPS Mental Health Support Specialist (6-member team)
 - All sites are allocated on-site, school-linked therapeutic services
 - Two community Caregiver Institutes on mental health held; three more planned in 2023
 - Monthly mental health newsletter shared with staff and caregivers/families
- **Equitable Student Placement Policies**
 - Implementation of revised board policies 5262 and 6130 starting in SY 2021-2022. More students of color and students qualifying for educational benefits participate in magnet school programming

Equity: COMPLETED Items

- **More inclusive special education pathways**
 - 4th, 5th, 7th and 11th graders are able to continue with their schools and transition through the natural pathway
 - Provide more intense services at community schools and some magnets
 - 90% fewer students moving to another school since 2017 (>400 to <40)
 - Provided lottery options to magnet programs for students receiving Setting III special education services

Equity: COMPLETED Items

- **More integrated magnet schools**

- 11 of 14 schools identified as magnets are racially identifiable (7 are new magnets as result of the CDD)
- 10 of 14 magnet schools are more diverse than pre-CDD
- 8 of 9 elementary magnet kindergarten grade levels are more diverse than pre-CDD
- 4 out of 4 racially identifiable magnet middle schools are more diverse
- Dual Language program participation has increased
 - Doubled number of students in Roosevelt dual language program
- FAIR magnet has increased enrollment by over 30% since 2020

Equity: COMPLETED Items

- **School/building climate improvements**
 - All schools included goals on climate improvement in their School Improvement Plans (SIPs)
 - Staff attended building and district professional development centered on equity skill-building and improving school environment
 - Topics:
 - Restorative Practice Training lead by Legal Rights Center
 - Reducing bias and microaggressions
 - Affirming students unique identities

Equity: COMPLETED Items

- **Expanded Career and Technical Education (CTE)**
 - CTE Tech Centers will be open at Edison, North and Roosevelt in August 2023
 - Online learning offers access to 17 CTE courses
 - Added 2 courses in new cybersecurity program
 - All students who have taken at least 2 courses in a single pathway average 4-year graduation rate 14.3% higher than MPS average
 - Students of Color and Indigenous students who have taken at least 2 courses in a single pathway averaged 12%-44% higher graduation rate than MPS average

Equity: COMPLETED Items

- **Ensure High Quality Teachers**

- **Expanded MPS Teacher Licensure Pathways**

- Adding Elementary Residents in our Residency Program
- In final steps of PELSB approval for licensing our own teachers (only district in state)
- RFP to determine higher ed partner will occur this fiscal year
- Henry and South High Schools education pathways continue with paid internships for students interested in education

- **Teacher Development & Retention**

- Provide increased supports for BIPOC teachers through ABARS and PAR mentors
- Provide increased PD offerings and supports for Tier 1 & Tier 2 teachers
- Working to ensure site-based teacher coaches are released to provide observations, feedback and coaching even during staffing shortages

Equity: ONGOING Items

- **More integrated magnet schools**

- Magnet school rubric and indicators developed on magnet theme implementation to ensure accountability and program quality
- Adding to magnet-centric curriculum that integrates reading and math standards
- Defining and completing high school pathways for STEM and global studies magnet themes by Fall 2024
- Continue engagement efforts to ensure equitable participation in magnet schools
- Strengthening Montessori program by continuing to align to Montessori model

Equity: ONGOING Items

- **Expanded Career and Technical Education (CTE)**
 - Capital funds for CTE Tech Center renovations at Edison and Roosevelt available in SY24
 - Implement transportation plan to and from CTE Centers in SY24
- **Equitable afterschool programming**
 - Increase teacher participation that will lead to additional access for students
 - Seek out additional funding to increase youth enrichment opportunities
 - Address staffing shortages that impact after school offerings

Equity: ONGOING Items

- **School/building climate improvements**
 - Finalize MPS equity competencies and continue professional development for staff
 - Equity and School Climate Team continue to provide buildings support with climate goals and strategies
 - Identify key Strategic Plan components needed for social/emotional learning curriculum
 - Finalize a MPS Responding to Hate and Bias Incident Plan

Equity: ONGOING Items

- **Ensure High Quality Teachers**

- **Expanded MPS Teacher Licensure Pathways**

- Working to secure stable funding for GYO teacher licensure pathways over next 5 years

- **Teacher development and retention:** Working across departments to:

- Develop and provide ongoing and varied professional development aligned and adhering to the principles of adult learning
- Strategically utilize Q Comp and other internal funding to support high quality and differentiated professional development for licensed staff
- Increase to 15 Resident cohorts by FY26

Sustainability:

Alignment and prioritization of budgets to accomplish MPS goals into the future

Sustainability: COMPLETED Items

- **Boundary changes to balance enrollment**
 - New boundaries were implemented in fall 2021
 - Number of elementary schools below 300 increased by 1 compared to pre-CDD
 - Number of middle schools below 400 reduced from 13 to 5
 - Reduced enrollment gap between high schools.
- **Adequate, accessible resources to students**
 - Reduction of K-8s to 2 sites

Sustainability: COMPLETED Items

- **Improved transportation efficiency**

- Bus contractor's budget was reduced \$6.9 million from FY21 budget (Reduction was in regular ed routes)
- Walk zones reduced for 28 schools
- Average times on Community School bus: 17.31 minutes; on Magnet School bus: 27.53 minutes
- Some savings covered increased driver salary and bus contractor cost, increased homeless & highly mobile, and special ed bus aide costs

- **Stabilized and predictable staffing**

- Continue to implement predictable staffing model; review impact and make changes as necessary

Sustainability: ONGOING Items

- **Improved transportation efficiency**
 - Examine community boundaries for students receiving special education services
 - Control cost of contracted bus services
- **Capital Improvements**
 - Continue work on the following projects:
 - CTE Center at North
 - Bethune Performance Center
 - Andersen multi-year capital improvements
 - Ella Baker performance space and science lab in design

Discussion

Strategic Plan Update

Executive Director Sarah Hunter

Intentional Alignment to the Strategic Plan

Budget:

- All departments are expected to align budget proposals to the strategic plan

School Improvement Plans:

- School Improvement Plans are aligned to the strategic plan- including goals and strategies in each of the four goal areas

Comprehensive District Design:

- MPS' Strategic Plan was built on the foundation of the Climate Framework and the CDD
- Leadership team has been working ensuring implementation and alignment for all three of these plans (*Strategic Plan, CDD and Climate Framework*)

Strategic Plan Goal Group Updates



- Strategic plan goal groups met weekly September-December
- Each group includes cabinet members with content knowledge related to the goal as well as associate superintendent

Upcoming Strategic Plan Goal 1: Academics Data

- In the February Strategic Plan Update we will share:
 - The first year of data for the following metric:
 - Percent of 2nd-8th grade students meeting or exceeding expected growth targets in reading as measured Fall to Winter growth on aReading and aMath (Winter screener window is January 3rd – January 26th)
 - An update on the department planning process

Discussion

Appendix

CDD Amended Implementation Timeline

SY 2017–2020	<ul style="list-style-type: none">● Draft work on the CDD● CDD feedback from families, staff, students, and community members, including multiple surveys, listening sessions, Board of Education meetings, student focus groups, and an online feedback
May 2020	<u>CDD approved by the Board</u>
September 2020 (SY20–21)	School year begins in distance learning; pandemic ongoing <ul style="list-style-type: none">● Families notified of school attendance area changes for next year related to CDD● Start of planning for all academic programming recommended by CDD
September 2021 (SY21–22)	Return to in-person learning; online school expanded <ul style="list-style-type: none">● Students in newly assigned schools based on CDD● Magnet schools centralized as recommended by CDD

CDD Amended Implementation Timeline *(continued)*

September 2022 (SY22-23)	School year begins <ul style="list-style-type: none">• School climate metrics required in all School Improvement Plans• Site Council protocols updated as part of CDD
January 2023	Five new members join the MPS Board of Education
September 2023 (SY23-24)	CTE Center at North to open; Edison and Roosevelt renovation projects delayed

Academics:

Ensuring a well-rounded education for every student in every part of the city

Academics: Strengthen Early Literacy and Math



Intended Outcomes:

- Ensuring all students can read by third grade
- Increase math proficiency

Academics: Strengthen Early Literacy and Math

Investments:	Impact/Metrics to Date:	Status/Next Steps:
<p>~\$2.0 million annually for K-2 math and literacy coaches at all sites</p> <p>~\$1.4 million for literacy K-5 teacher professional development, including: Science of Reading, LETRS, PRESS, early literacy coaching, and functional phonics</p> <p>~\$2.2 million K-5 Bridges/Number Corner curriculum adoption and teacher professional development</p> <p>Funding Sources: CDD and Title</p>	<ul style="list-style-type: none"> • Districtwide math and literacy outcomes for grades K, 1, and 2 from 2019, 2021, and 2022 are presented on the following slide • ~100 Pk-12 teachers enrolled in MPS cohort for LETRS training • All K-5 schools trained in PRESS literacy intervention • All K-5 schools adopted and in training of K-5 math curriculum 	<ul style="list-style-type: none"> • Continue to evaluate impact of investments on student achievement over time- make adjustments as necessary • Expand professional development in literacy and math to all K-12 teachers • Continue 6-12 Math Curriculum Adoption

Academics: Strengthen Early Literacy and Math

Percent of MPS students meeting or exceeding grade-level expectations for math and literacy proficiency at grades K, 1, and 2.

Math			
Grade and Assessment	Fall 2019	Fall 2021	Fall 2022
K (KCoM)	47%	39%	41%
1st (aMath + CoM)	34% (aMath)	56% (CoM)	56% (CoM)
2nd (aMath)	47%	45%	40%

Literacy			
Grade and Assessment	Fall 2019	Fall 2021	Fall 2022
K (earlyReading English)	67%	60%	60%
1st (aReading + earlyReading English)	31% (aReading)	42% (early Reading)	45% (early Reading)
2nd (aReading)	43%	40%	38%

Academics: Culturally Sustaining Pedagogy, Curriculum Transformation



Intended Outcomes:

- A highly engaging learning experience that reflects and celebrates the cultures, values, and lived experiences within our MPS communities

Academics: Culturally Sustaining Pedagogy, Curriculum Transformation

Investments:	Impact/Metrics to Date:	Status/Next Steps:
<p>\$200,000</p> <p>Funding Sources: General Fund and Title</p>	<p>Professional Development</p> <ul style="list-style-type: none"> ● Indian Education Best Practice for educators ● Office of Black Student Achievement <ul style="list-style-type: none"> ○ Implicit Bias and its Impact on Learning Relationships ○ Adultification Bias ○ Historical Contexts and Microaggressions ○ Bias and discipline ○ Accountability Coaching for Racial Equity ● Center for Black Educator Development ● Native Studies Summer Workshop ● Teaching Black History 	<ul style="list-style-type: none"> ● Continue/expand offering professional development ● Align MPS Equity Competencies with Curriculum Transformation Framework

Academics: Ethnic Studies



Intended Outcomes:

- Graduation requirement for all high school students starting Class of 2025

Academics: Ethnic Studies

Investments:	Impact/Metrics to Date:	Status/Next Steps:
<p>\$128,000</p> <p>Funding Sources: Integration</p>	<ul style="list-style-type: none">• All MPS high schools implementing Graduation Requirement• Expansion of Ethnic Studies Advisory Council to include students, counselors, community members, U of M professors, teachers and MPS alumni.	<p>Goal Complete</p> <ul style="list-style-type: none">• Expansion of Ethnic Studies K-12 programming

Academics: Well-Rounded Education– STEM for All

Investments:	Impact/Metrics to Date:	Status/Next Steps:
<p>~\$485,000 over 3 years beginning in SY 2020 for:</p> <ul style="list-style-type: none"> ● STEM curriculum ● student and teacher materials ● professional development ● pilot of career connection and exploration resources. <p>Funding Sources: Title IV and Grant</p>	<ul style="list-style-type: none"> ● 120 Kindergarten classrooms supplied with classroom robots and lessons applied to K-2 mathematical skills ● 30 course hours for middle school students to strengthen their engineering and computer science skills ● 42 STEM career videos featuring professionals of color 	<ul style="list-style-type: none"> ● Professional development to support multilingual learners' literacy in STEM ● Implementation of 2019 Science Standards including K-12 Science Curriculum Adoption ● Continued implementation of K-5 Math Bridges/Number Corner curriculum

Academics: 5th Grade Instrumental Music



Intended Outcomes:

- All students have equitable access to instrumental music programming in 5th grade as a critical part of a well-rounded education

Academics: 5th Grade Instrumental Music

Investments:	Impact/Metrics to Date:	Status/Next Steps:
<p>\$1.6 million annually since Fall 2021 including:</p> <ul style="list-style-type: none">● instrument purchase● supplies● maintenance● staffing● professional development <p>Funding: CDD and Title</p>	<ul style="list-style-type: none">● All sites with K-5 programming automatically enroll 5th grade students in instrumental music● ~6,900 5th grade students received instrumental music instruction since Fall 2021	<p>Goal complete</p> <ul style="list-style-type: none">● Strengthen 5th grade instrumental music classes

Academics: Hmong/Somali Language Pathways



Intended Outcomes:

- Equitable access to academically rigorous and culturally relevant programming for Hmong and Somali students
- Programming that acknowledges the unique cultural and linguistic assets of the students who attend

Academics: Hmong Language Pathway

Investments:	Impact/Metrics to Date:	Status/Next Steps:
<p>\$280,000</p> <ul style="list-style-type: none">• Staffing• Cultural artifacts for instruction/resources• Teacher professional development• Curriculum/resource development/writing K-12 <p>Funding: Title 3, General Fund, CDD, ESSER III</p>	<ul style="list-style-type: none">• K-12 Pathway Program• Community experts/partnership• 220 students enrolled	<p>Goal Complete</p> <ul style="list-style-type: none">• Program review/data review• Monitor enrollment status

Academics: Somali Language Pathway

Investments:	Impact/Metrics to Date:	Status/Next Steps:
<p>\$220,000</p> <ul style="list-style-type: none"> • Staffing • Cultural artifacts for instruction/resources • Teacher professional development • Curriculum/resource development/writing K-12 <p>Funding: General Fund, Title 3 and ESSER III</p>	<ul style="list-style-type: none"> • K-5 Pathway Program • Created curriculum and resources for K-1 grades • Monthly Coaching session for teachers • Wrote 80 leveled stories for grades K-1 • 210 students enrolled • Aligned Somali units with Literacy Units. 	<p>Goal Complete</p> <ul style="list-style-type: none"> • Expand grade levels gradually to complete the K-12 pathway • Creation of Somali Language Standards • Program review/data review • Monitor enrollment status

Academics: College Credit Programming



Intended Outcomes:

- Equitable access to college credit programming at all high schools

Academics: College Credit Programming

Investments:	Impact/Metrics to Date:	Status/Next Steps:
<ul style="list-style-type: none"> • ~\$1.1 million annually since SY 22 for school staffing to support college credit programming • ~\$1.5 million annually since SY 22 for programming fees grades 6–12, students of color mentorship, course materials, professional development <p>Funding: CDD and ESSER III</p>	<ul style="list-style-type: none"> • All 9–12 schools have either: <ul style="list-style-type: none"> ○ Option 1: International Baccalaureate ○ Option 2: Advanced Placement/College in School/Concurrent Enrollment • Middle Years Programme in all Middle Schools (excluding magnets) to support academic and social emotional readiness for high school • Equitable high school funding model 	<ul style="list-style-type: none"> • Continued expansion of college credit programming and course options for students • Programming alignment K–12 to support success in college credit programming

Academics: College Credit Programming

Percent of students in grades 9–12 receiving credit, or a grade of C or higher, in at least one advanced (college credit eligible) course in AP, IB, CIS, CTE, or PSEO.

Year	Course Credit		Grade of C or Higher	
	N	Percent	N	Percent
SY2019	5541	62%	5131	57%
SY2020	5528	63%	5171	58%
SY2021	5614	63%	5074	57%
SY2022	5142	62%	4786	57%

Equity:

Ensuring that all students – regardless of background, zip code, or personal needs – have access to the classes and programs they deserve

Equity: Increased Investments in Mental Health



Intended Outcomes:

- Access to mental health agency partnerships at every school
- Development of District Mental Health Specialist Team
- Increased mental health support at High Schools and Early Childhood Special Education

Equity: Increased Investments in Mental Health

Investments:	Impact/Metrics to Date:	Status/Next Steps:
<p>\$1.4 million</p> <ul style="list-style-type: none"> Additional contracts with Mental Health Agency Partners for student access for intensive therapeutic services Development of a multidisciplinary Mental Health Specialist team <p>Funding Source: CDD</p>	<ul style="list-style-type: none"> All schools are connected to a MPS Mental Health Support Specialist (6 member team) All sites are allocated on-site school-linked therapeutic services Two community caregiver institutes on mental health held with three more planned in 2023 Monthly mental health newsletter shared with staff & caregivers 	<p>Goal Complete</p> <ul style="list-style-type: none"> One school site declined school-linked therapeutic services

Equity: Equitable Student Enrollment Policies



Intended Outcomes:

- Predictable and fair access to high quality schools for all students and families, particularly those with the greatest need
- A lottery process that supports economic integration that mirrors the district average
- Magnet schools that can be equitably accessed

Equity: Equitable Student Placement Policies

Investments:	Impact/Metrics to Date:	Status/Next Steps:
<p>\$400,000</p> <ul style="list-style-type: none">• MPS Board Policies 5262 and 6130 updated• MPS Board Policies 5263 and 6120 repealed <p>Funding Source: CDD</p>	<ul style="list-style-type: none">• Participation overall by race and income in magnets post CDD	<ul style="list-style-type: none">• Continue to monitor impact of parent engagement strategies to ensure equitable participation in magnet programming. Pandemic impacted communication strategies

Equity: More Integrated Magnet Schools



Intended Outcomes:

- Magnet schools will operate with the explicit goal of increasing racial and economic integration and reducing achievement disparities
- K-12 pathways for all magnet programming

Equity: More Integrated Magnet Schools

Investments:	Impact/Metrics to Date:	Status/Next Steps:
<ul style="list-style-type: none"> • Reduced transportation allocation from \$4,600,000 to \$1,000,000 by centralizing magnets. • \$1 million in magnet theme teacher professional development, extended time, instructional supplies, contracted services and marketing • \$2.6 million in salary (Magnet coordinators and magnet theme specialist teachers) • \$400,000 allocated to student placement department to address equity issues as identified in student placement EDIA • Formally added Roosevelt and FAIR HS as magnets to complete Arts and Dual Language pathways 	<ul style="list-style-type: none"> • 11 out of 14 schools identified as racially identifiable by MDE are centralized magnets. 7 of these schools are new magnets as result of CDD 2020 • 10 out of 14 schools are more diverse than Pre-CDD 2020 • 8 out of 9 kindergarten magnet schools are more diverse Pre-CDD 2020 • 4 out of 4 racially identifiable middle schools are more diverse • Dual Language program participation has increased. Doubled number of students in Roosevelt dual language program. FAIR magnet has increased enrollment by over 30% since 2020 	<ul style="list-style-type: none"> • Magnet School rubric & Look-Fors on magnet theme implementation to ensure accountability and program quality • Continue to add to magnet centric curriculum that integrates reading and math standards • Define and complete high school pathways for stem and global studies magnet themes by 2023 • Strengthen Montessori pathway by continuing to align to Montessori model • Marketing: increase number of BIPOC students in all magnet school programs; especially dual language

Equity: Expanded Career and Technical Education (CTE)



Intended Outcomes:

- More equitable access to rigorous and relevant Career and Technical Education (CTE) that prepares MPS graduates for whatever career path they take after high school – college, a trades program or the workforce

Equity: Expanded Career and Technical Education (CTE)

Investments:	Impact/Metrics to Date:	Status/Next Steps:
<ul style="list-style-type: none"> The CTE Center at North has \$23.5 million dedicated in SY23 for renovation CTE centrally funds 39.6 FTE estimated at \$4,334,136.00. (SY24) <p>Funding Source: Bonds, Grants and Reallocations</p>	<ul style="list-style-type: none"> SY22 Enrollment = 2,882 term 1; and 2,572 term 2 CTE Tech Centers will open at Edison, North and Roosevelt in August 2023 Online Learning maintains access to 17 CTE courses. Added 2 courses in new Cybersecurity program All students who have taken at least 2 courses in a single pathway (CTE Concentrators) average 4-yr graduation rate is 14.3% higher than MPS average BIPOC students who have taken at least 2 courses in a single pathway (CTE Concentrators) averaged 12%-44% higher graduation rate than MPS average 	<ul style="list-style-type: none"> Anticipate CTE enrollment trend remains consistent at 3,383 to 4,421 unique students Capital funds for CTE Tech Center renovations and FFE at Edison and Roosevelt available in SY24 SY24 create and implement busing plan to get students to and from CTE Centers

Equity: More Inclusive Special Education Pathways



Intended Outcomes:

- Move special education classrooms equitably, to be closer to where students live rather than where space is available in schools
- Redesign special education programming at magnets

Equity: More Inclusive Special Education Pathways

Investments:	Impact/Metrics to Date:	Status/Next Steps:
<ul style="list-style-type: none"> Renamed “Citywide Programs” as “Specialized Programs;” located in each pathway based more on need than disability label All comprehensive middle and high schools have the capacity to serve ALL students regardless of need, disability and/or level of service. Elementary schools aligned with MS/HS pathways to provide specialized programs to maintain Inclusive Communities as students age up School Based programming was added to schools where needed to increase capacity to serve students instead of move students 	<ul style="list-style-type: none"> Rightsized and shifted from “clusters” of 3–5 disability specific classrooms in a building to student centered programming within more schools Fourth, Fifth, Seventh and Eleventh graders were able to continue with their schools and transitioned through the natural pathway. Increased number of SB classrooms to schools with a need. Currently we have 43 SB allocations and 90% fewer students moving to another school since 2017 (>400 to <40) Provided lottery options to magnet programs for students receiving setting III special education program. Shifted specialized programs to all MS/HS for inclusivity within pathway 	<ul style="list-style-type: none"> Goal complete Special Education Department continues each year to align programming to meet MPS student needs

Equity: School/Building Climate Improvements



Intended Outcomes:

- Positive school climate supports better student retention, improved family and staff experiences, and increased student learning

Equity: School/Building Climate Improvements

Investments:	Impact/Metrics to Date:	Status/Next Steps:
<p>\$1 million</p> <ul style="list-style-type: none"> School climate plan supports Equity Professional Development <p>Funding Sources: CDD</p>	<ul style="list-style-type: none"> All schools included goals on climate improvement in their School Improvement Plans <p>Staff attended building and district professional development centered on equity skill building and improving school environment</p> <p>Topics:</p> <ul style="list-style-type: none"> Restorative Practice Training lead by Legal Rights Center Reducing bias and microaggressions Affirming students unique identities 	<ul style="list-style-type: none"> Finalize district equity competencies and continue professional development for staff Equity and School Climate Team continue to provide buildings support with climate goals and strategies Identify key Strategic Plan components needed for SEL Curriculum Finalize a MPS Responding to Hate and Bias Incident Plan

Equity: Ensure High-Quality Teachers



Intended Outcomes:

- Ongoing professional development and other supports to improve staff recruitment and retention
- Continuation of Human Resources EDIA recommendations
- Continued commitment to expansion of teacher licensure pathways
- Continued high-quality onboarding and orientation
- Continued effective leadership coaching
- Teacher Evaluations aligned to student growth

Equity: Ensure High-Quality Teachers

Investments:	Impact/Metrics to Date:	Status/Next Steps:
<p>GYO Teacher Licensure Pathways:</p> <ul style="list-style-type: none"> • Fund 1001 - \$1 million in FY23 • MDE GYO grants - \$631,000 in FY23 • MDE Concurrent Enrollment Grant - \$189,000 in FY23 • MPS Q Comp - \$857,000 in FY23 <p>Teacher Development & Retention:</p> <ul style="list-style-type: none"> • MPS Q Comp - \$8.1 million total revenue in FY23 • MPS PELSB Mentorship & Retention Grant - \$654,000 in FY23 	<p>GYO Teacher Licensure Pathways:</p> <p>Residency:</p> <ul style="list-style-type: none"> • Add Elementary Residents and increase to 15 Resident cohort by FY26 <p>MPS Academy:</p> <ul style="list-style-type: none"> • Obtain final PELSB program approval (RIPA) in order to place first cohort in SY24 <p>Pre-BA Pathway:</p> <ul style="list-style-type: none"> • Conduct RFP to determine higher ed partner <p>High School Future Educators:</p> <ul style="list-style-type: none"> • Sustain programs at Henry & South High Schools • Explore expansion opportunities, including paid internships in education for HS students <p>Teacher Development & Retention:</p> <ul style="list-style-type: none"> • Increase supports for BIPOC teachers • Increase PD offerings and supports for Tier 1 & Tier 2 teachers • Ensure site-based teacher coaches are released to provide observations, feedback and coaching 	<p>GYO Teacher Licensure Pathways:</p> <ul style="list-style-type: none"> • Work to secure stable funding for GYO teacher licensure pathways over next 5 years <p>Teacher Development & Retention: Work collaboratively across departments to:</p> <ul style="list-style-type: none"> • Develop and provide ongoing and varied professional development that is aligned and adheres to the principles of adult learning • Strategically utilize Q Comp and other internal funding to support high quality and differentiated PD for licensed staff

Sustainability:

Alignment and prioritization of budgets to accomplish MPS goals into the future

Sustainability: Boundary Changes to Balance Enrollment



Intended Outcomes:

- Ensure enrollment per school is more balanced so that adequate program funding is available

Sustainability: Boundary Changes to Balance Enrollment

Investments:	Impact/Metrics to Date:	Status/Next Steps:
<ul style="list-style-type: none"> • Increase number of students with access to schools reaching minimum threshold for programming (Elem 300, Middle 400, High school 600). Provided small school subsidies to schools below thresholds. • High school boundaries changed to reduce programming gap between high schools determined by enrollment • Shift to community school model and adjust placement policies to make enrollment patterns more predictable and improve quality of schools <p>Funding Source: General Fund and transportation savings</p>	<ul style="list-style-type: none"> • Number of elementary schools below 300 increased by 1 compared to pre-CDD • Number of middle schools below 400 reduced from 13 to 5 • Reduced enrollment gap between high schools 	<p>Completed</p> <p>Impact being reviewed</p>

Sustainability: Improved Transportation Efficiency



Intended Outcomes:

- Reduce funding needed for transportation
- Reduce time student spends on a bus
- Create safer walks to school

Sustainability: Improved Transportation Efficiency

Investments:	Impact/Metrics to Date:	Status/Next Steps:
<ul style="list-style-type: none">• 21/22 School Year - New boundaries for Community Schools for general education students• Centralized Magnet School locations• Reduced school walk zones in areas of high crime	<ul style="list-style-type: none">• Walk zones were reduced for 28 schools• Average time on Community School Bus 17.31 minutes• Average time spent on Magnet School Bus 27.53 minutes• Some savings were utilized to cover increased driver salary and bus contractor cost, increased homeless & highly mobile and special ed bus aide costs• Savings from reduced routes less than projected due to rising costs during pandemic	<ul style="list-style-type: none">• Examine community boundaries for students receiving special education services• Control cost of contracted bus services

Sustainability: Adequate, accessible resources to students



Intended Outcomes:

- Move toward middle schools and away from K-8s
- Ensure students in small schools have adequate programming
- Magnets in central locations

Sustainability: Capital Improvements



Intended Outcomes:

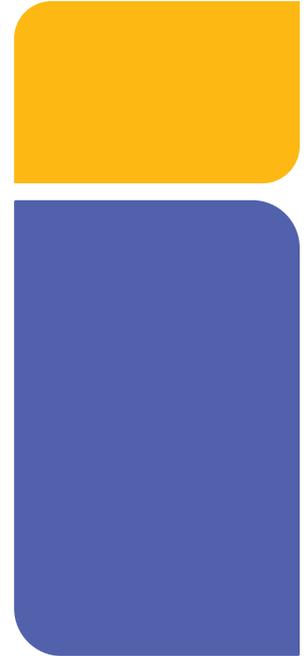
- Ensure students are in safe and welcoming learning environments aligned to the needs and values of the CDD and MPS Strategic Plan

Sustainability: Capital Improvements

Investments:	Impact/Metrics to Date:	Status/Next Steps:
<p> North: \$83 million Andersen: \$21 million Bethune: \$5 million Edison CTE: \$477,000 Franklin: \$1.6 million Hall: \$1.1 million Henry (SPED): \$213,000 Ella Baker: \$1.9 million Marcy: \$213,000 Olson (SPED): \$213,000 Justice Page: \$9.1 million Roosevelt CTE: \$5.7 million Las Estrellas: \$4.3 million Sullivan/Anishinabe: \$1.1 million Webster (SPED): \$213,000 Wilder: \$4.7 million </p> <p><i>Funding source: Bonds</i></p>	<ul style="list-style-type: none"> Ongoing supply chain issues have delayed some projects <p>Completed projects::</p> <ul style="list-style-type: none"> Hall STEM Observatory Marcy black box theater and movement space Sullivan STEAM robotics lab Franklin STEAM robotics space 	<ul style="list-style-type: none"> Additional investments in 2023 through 2025 including Andersen, North, and CTE centers, Las Estrellas and Sullivan <p>In process projects:</p> <ul style="list-style-type: none"> CTE Center at North Bethune Performance Center Andersen multi-year capital improvements Ella Baker performance space and science lab in design

Actualización del Diseño Integral del Distrito (DID)

Reunión de la Junta de Educación de
enero de 2023





El Diseño Integral del Distrito (DID) es la visión audaz de las escuelas públicas de Minneapolis para cumplir con su compromiso de garantizar que todos los estudiantes, independientemente de su origen, código postal y necesidades personales, reciban una educación completa de alta calidad que los prepare para el éxito futuro.

Objetivos del DID

Nivel académico

- Una educación pre K-12 integral completa para cada estudiante en cada parte de la ciudad
- Graduación estudiantil con habilidades académicas, sociales/emocionales y técnicas necesarias para tener éxito en la universidad o una carrera profesional
- Acceso equitativo a programas académicamente rigurosos y culturalmente relevantes que incluyen STEAM (ciencia, tecnología, ingeniería y matemáticas), inmersión en dos idiomas y ETP (Educación Técnica Profesional)
- Entorno seguro y acogedor para todos los estudiantes y sus familias

Equidad

- Reducción de escuelas aisladas racial y económicamente
- Escuelas comunitarias de alta calidad en cada parte de la ciudad
- Mayor accesibilidad a programas de enfoque especializado ubicados más cerca de casa
- Políticas y procesos de colocación de estudiantes que sirven mejor a todas las familias
- Mejoras en el ambiente escolar para apoyar una mejora en la retención estudiantil, las experiencias familiares y del personal, y el aprendizaje estudiantil

Sostenibilidad

- Alineación de presupuestos para cumplir los objetivos y valores
- Personal estable y predecible
- Corrección de patrones de inscripción irregulares
- Desarrollo profesional para mejorar la contratación y la retención de personal
- Programas y servicio al cliente culturalmente relevantes
- Trayectos académicos respaldados por opciones de transporte financieramente sostenibles

Nivel académico:

Garantizar una educación completa para cada estudiante en cada parte de la ciudad

Nivel académico: Temas COMPLETADOS

- **Mejoras en matemáticas y alfabetización**

- Aproximadamente 100 maestros de preK-12 inscritos en la cohorte de MPS para la capacitación LETRS.
- Todas las escuelas K-5 capacitadas en intervención de alfabetización PRESS.
- Todas las escuelas K-5 adoptaron y están capacitándose en un plan de estudios de matemáticas K-5.

- **Transformación del plan de estudios que reconoce las experiencias vividas de los estudiantes, sus familias y las comunidades**

- Desarrollo profesional facilitado por lo siguiente:
 - Buenas prácticas educativas indias para educadores
 - Oficina de Logros de Estudiantes Negros
 - Centro para el Desarrollo de Educadores Negros
 - Taller de verano sobre estudios nativos
 - Enseñanza de historia afroestadounidense

Nivel académico: Temas COMPLETADOS

- **Requisitos de graduación en Estudios Étnicos**

- Todas las escuelas secundarias de MPS implementarán requisitos de graduación.
- Expansión del Consejo Asesor de Estudios Étnicos para incluir estudiantes, consejeros, miembros de la comunidad, profesores de la Universidad de Minnesota, maestros y egresados de MPS.

- **Música instrumental de 5.º grado.**

- Todos los establecimientos con programas para K-5 inscriben automáticamente a los estudiantes de 5.º grado en música instrumental.
- Aproximadamente 6,900 estudiantes de 5.º grado recibieron enseñanza en música instrumental desde otoño de 2021.

Nivel académico: Temas COMPLETADOS

- **Programas de créditos universitarios**

- Todas las escuelas de grados 9-12 son financiadas por una de las siguientes opciones o cuentan con lo siguiente:
 - Opción 1: Bachillerato internacional
 - Opción 2: Colocación avanzada, universidad en la escuela e inscripción concurrente
- Programa de Años Intermedios en todas las escuelas intermedias (excepto las de enfoque especializado) a fin de respaldar la disposición académica y socioemocional para la escuela secundaria

Nivel académico: Temas COMPLETADOS

- **Trayectos de idiomas hmong y somalí**

- Revisión del programa en colaboración con Investigación, Evaluación y Valoración para determinar el impacto en los logros del estudiante
- Supervisión del estado de inscripción
- Expansión gradual de los grados académicos para completar el trayecto de somalí en K-12
- Creación de estándares del idioma somalí

- **Educación STEM para todos**

- 120 aulas de jardín infantil abastecidas con robots y lecciones escolares aplicados a las habilidades matemáticas de K-2
- Experiencia adicional para los estudiantes de escuelas intermedias a fin de fortalecer sus habilidades en ingeniería e informática
- 42 videos de carreras STEM protagonizados por profesionales de color

Nivel académico: Temas EN CURSO

- **Mejoras en matemáticas y alfabetización de K-2**
 - Se continúa con la evaluación del impacto de las inversiones en los logros del estudiante a lo largo del tiempo.
 - Se expande el desarrollo profesional en alfabetización y matemáticas para todos los maestros de K-12.
 - Se continúa con la adopción del plan de estudios de matemáticas para los grados 6-12.
- **Transformación del plan de estudios y pedagogía culturalmente sostenibles**
 - Se continúa y se expande la oferta de desarrollo profesional.
 - Alineación de competencias de equidad MPS con un marco de transformación del plan de estudios.

Nivel académico: Temas EN CURSO

- **Programas de créditos universitarios**

- Expansión continua de los programas de créditos universitarios y opciones de cursos para estudiantes
- Alineación de los programas de K-12 para respaldar el éxito de los programas de créditos universitarios

- **Educación STEM para todos**

- Desarrollo profesional para respaldar la alfabetización en STEM de estudiantes multilingües
- Implementación continua de los planes de estudios Math Bridges y Number Corner para K-5
- Adopción del plan de estudios de matemáticas para los grados 6-12

Equidad:

Garantizar que todos los estudiantes, independientemente de su origen, código postal o necesidades personales, tengan acceso a las clases y los programas que se merecen

Equidad: Temas COMPLETADOS

- **Aumento de inversiones en salud mental**

- Todas las escuelas están conectadas con un especialista de Respaldo de Salud Mental de MPS (equipo de 6 miembros).
- Todos los establecimientos ofrecen servicios terapéuticos presenciales y relacionados con la escuela.
- Se crearon dos institutos de cuidadores comunitarios en salud mental y se planificaron tres más para 2023.
- Se compartió el boletín informativo mensual sobre salud mensual con el personal, los cuidadores y las familias.

- **Políticas equitativas de colocación de estudiantes**

- Implementación de las políticas 5262 y 6130 revisadas por la junta a partir del año escolar 2021-2022. Más estudiantes de color y estudiantes que califican para los beneficios educativos participan en programas de escuelas de enfoque especializado.

Equidad: Temas COMPLETADOS

- **Más trayectos inclusivos de educación especial**

- Estudiantes de 4.º, 5.º, 7.º y 11.º grado pueden continuar en sus escuelas y hacer la transición por el trayecto natural.
- Prestar servicios más intensos en escuelas comunitarias y algunas escuelas de enfoque especializado.
 - Un 90 % menos de estudiantes que cambian de escuela desde 2017 (>400 a <40).
- Se ofrecieron opciones de sorteo para los programas de enfoque especializado para los estudiantes que reciben servicios de educación especial de Configuración III.

Equidad: Temas COMPLETADOS

- **Más escuelas de enfoque especializado integradas**

- Once de catorce escuelas reconocidas como racialmente identificables fueron centralizadas (7 son nuevas escuelas de enfoque especializado como resultado del DID).
- Diez de catorce escuelas son más diversas que antes del DID.
- Ocho de nueve escuelas de enfoque especializado con jardín de infantes son más diversas que antes del DID.
- Cuatro de cuatro escuelas intermedias racialmente identificables son más diversas.
- Ha aumentado la participación en el programa de idioma dual.
 - Se duplicó la cantidad de estudiantes en el programa de idioma dual Roosevelt.
- La inscripción de FAIR de enfoque especializado ha aumentado en más del 30 % desde 2020.

Equidad: Temas COMPLETADOS

- **Mejoras del ambiente en escuelas y edificios**

- Todas las escuelas incluyeron objetivos de mejoras del ambiente en sus Planes de Mejoras Escolares (PME).
- El personal colaboró con el desarrollo profesional del edificio y del distrito centrado en la creación equitativa de habilidades y en la mejora del entorno escolar.

- Temas:

- Capacitación en prácticas reparadoras a cargo del Centro de Derechos Legales
- Reducción de sesgos y microagresiones
- Afirmación de las identidades particulares de los estudiantes

Equidad: Temas COMPLETADOS

- **Expansión de la Educación Técnica y Profesional (ETP)**

- Los Centros tecnológicos de ETP abrirán en Edison, North y Roosevelt en agosto de 2023.
- El aprendizaje en línea ofrecerá acceso a 17 cursos de ETP.
- Se agregaron 2 cursos en el nuevo programa de ciberseguridad.
- Todos los estudiantes que tomaron al menos 2 cursos de un solo trayecto promedian una tasa de graduación en 4 años de 14.3 % mayor a la de MPS.
- Estudiantes de color e indígenas: Los estudiantes que tomaron al menos 2 cursos de un solo trayecto promedian una tasa de graduación de 12 %-44 % mayor que la de MPS.

Equidad: Temas COMPLETADOS

- **Garantizar maestros de alta calidad**

- **Trayectos de Licenciatura para maestros de MPS expandidos**

- Agregar residentes de primaria a nuestro Programa de Residentes.
- Últimos pasos para la aprobación de PELSB para licenciar a nuestros propios maestros (único distrito del estado).
- RFP determinará la asociación de educación superior que sucederá este año fiscal.
- Los trayectos educativos de las escuelas secundarias Henry y South High Schools continuarán con pasantías pagas para los estudiantes interesados en la educación.

- **Desarrollo y retención de maestros**

- Ofrecer mayores respaldos a los maestros BIPOC mediante mentores ABARS y PAR.
- Proveer de mayores ofertas de PD y respaldos para maestros de nivel 1 y nivel 2.
- Trabajar para garantizar que los maestros entrenadores radicados en un establecimiento tengan permiso para ofrecer observaciones, comentarios y capacitaciones incluso durante la escasez de personal.

Equidad: Temas EN CURSO

- **Más escuelas de enfoque especializado integradas**

- Las rúbricas y los indicadores de las escuelas de enfoque especializado se desarrollaron en función de la implementación del tema enfoque especializado para garantizar la responsabilidad y la calidad del programa.
- Agregar complementos al plan de estudios centrado en el enfoque especializado que integren estándares de lectura y matemáticas.
- Definir y completar los trayectos de escuela secundaria para temas de enfoque especializado sobre STEM y estudios globales antes del otoño de 2024.
- Continuar con los esfuerzos de compromiso para garantizar la participación equitativa en escuelas de enfoque especializado.
- Fortalecer el programa Montessori al continuar la alineación con el modelo Montessori.

Equidad: Temas EN CURSO

- **Expansión de la Educación Técnica y Profesional (ETP)**

- Los fondos de capitales para las renovaciones del Centro tecnológico de ETP en Edison y Roosevelt estarán disponibles en el año escolar 2024.
- Implementar un plan de transporte desde y hasta los Centros ETP en el año escolar 2024.

- **Programas equitativos para después de la escuela**

- Aumento de la participación de maestros que orientará el acceso adicional para estudiantes.
- Buscar fondos adicionales para aumentar las oportunidades de enriquecimiento de los jóvenes.
- Abordar la escasez de personal que impacta en las ofertas para después de la escuela.

Equidad: Temas EN CURSO

- **Mejoras del ambiente en escuelas y edificios**

- Finalizar las competencias de equidad MPS y continuar el desarrollo profesional para el personal.
- El equipo de Equidad y Ambiente Escolar continúa brindando respaldo a los edificios con objetivos y estrategias relacionados con el ambiente.
- Identificar los componentes clave del Plan estratégico necesarios en un plan de estudios de aprendizaje socioemocional.
- Finalizar una respuesta de MPS al Plan de incidentes de odio y sesgos.

Equidad: Temas EN CURSO

- **Garantizar maestros de alta calidad**

- **Trayectos de Licenciatura para maestros de MPS expandidos**

- Trabajar para garantizar fondos estables para los trayectos de licenciatura para maestros GYO durante los próximos 5 años.

- **Desarrollo y retención de maestros:** Trabajar entre los departamentos para lo siguiente:

- Desarrollar y proveer desarrollo profesional continuo y variado, alineado con los principios de aprendizaje de adultos y adherido a ellos.
- Utilizar Q Comp y otros fondos internos estratégicamente para respaldar el desarrollo profesional de alta calidad y diferenciado para el personal autorizado.
- Aumentar a 15 cohortes de residentes para el año fiscal 2026.

Sostenibilidad:

Alineación y priorización de presupuestos para lograr los objetivos MPS hacia el futuro

Sostenibilidad: Temas COMPLETADOS

- **Cambios en los límites para equilibrar las inscripciones**
 - Se implementaron nuevos límites en otoño de 2021.
 - La cantidad de escuelas primarias por debajo de 300 aumentaron en 1 en comparación con el período anterior al DID.
 - La cantidad de escuelas intermedias por debajo de 400 disminuyeron de 13 a 5.
 - Se redujo la brecha de inscripción entre escuelas secundarias.
- **Recursos adecuados y accesibles para estudiantes**
 - Disminuyeron las escuelas K-8 a 2 establecimientos.

Sostenibilidad: Temas COMPLETADOS

- **Mejora en la eficiencia del transporte**

- El presupuesto del contratista de autobús disminuyó 6.9 millones de dólares del presupuesto del año fiscal 2021 (la reducción se realizó en rutas educativas regulares).
- Las zonas para caminar disminuyeron para 28 escuelas.
- Tiempo promedio en el autobús de la escuela comunitaria: 17.31 minutos, en el autobús de la escuela de enfoque especializado: 27.53 minutos.
- Algunos ahorros cubrieron el aumento del salario del conductor y los costos del contratista del autobús, el aumento de personas sin hogar y sumamente móviles, y los costos del ayudante del autobús para educación especial.

- **Personal estable y predecible**

- Se continúa implementando un modelo de personal predecible, revisando el impacto y realizando los cambios necesarios.

Sostenibilidad: Temas EN CURSO

- **Mejora en la eficiencia del transporte**

- Examinar los límites de la comunidad para los estudiantes que reciben servicios de educación especial.
- Controlar los costos de los servicios de autobús contratados.

- **Mejoras de capital**

- Se continúa trabajando en los siguientes proyectos:
 - Centro ETP en North
 - Centro de Actuación Bethune
 - Mejoras de capital plurianuales de Andersen
 - Espacio de actuación y laboratorio de ciencia en diseño Ella Baker

Debate

Anexo

Calendario de las implementaciones modificadas del DID

Año escolar 2017–2020	<ul style="list-style-type: none">● Proyecto de programa en el DID.● Comentarios sobre el DID de familias, el personal, estudiantes y miembros de la comunidad, que incluyen varias encuestas, sesiones de escucha, reuniones de la Junta de Educación, grupos focales de estudiantes y comentarios en línea.
Mayo de 2020	DID aprobado por la Junta
Septiembre de 2020 (año escolar 2020–2021)	<p>El año escolar comienza con aprendizaje a distancia (se desarrolla la pandemia)</p> <ul style="list-style-type: none">● Se notifica a las familias los cambios en la asistencia escolar para el próximo año relacionados con el DID.● Se comienzan a planificar todos los programas académicos recomendados por el DID.
Septiembre de 2021 (año escolar 2021–2022)	<p>Se regresa al aprendizaje presencial (se expande la escuela en línea)</p> <ul style="list-style-type: none">● Se asignan nuevas escuelas a los estudiantes de acuerdo con el DID.● Las escuelas de enfoque especializado se centralizan según lo recomendado por el DID.

Calendario de las implementaciones modificadas del DID (continuación)

Septiembre de 2022 (año escolar 2022-2023)	Comienza el año escolar <ul style="list-style-type: none">● Se requieren métricas del ambiente escolar en todos los planes de Mejoras Escolares.● Se actualizaron los protocolos del Consejo Escolar como parte del DID.
Enero de 2023	Cinco nuevos miembros se unen a la Junta Directiva de Educación de MPS.
Septiembre de 2023 (año escolar 2023-2024)	Próxima apertura del Centro ETP en North; demoras en los proyectos de renovación de Edison y Roosevelt.

Nivel académico:

Garantizar una educación completa
para cada estudiante en cada parte de
la ciudad

Nivel académico: Fortalecer la alfabetización temprana y matemáticas



Resultados esperados:

- Garantizar que todos los estudiantes puedan leer en tercer grado.
- Aumentar la competencia en matemáticas.

Nivel académico: Fortalecer la alfabetización temprana y matemáticas

Inversiones:	Impacto y métricas a la fecha:	Estado y próximos pasos:
<p>Aproximadamente 2.0 millones de dólares anuales para entrenadores de matemáticas y alfabetización para K-2 en todos los establecimientos</p> <p>Aproximadamente 1.4 millones de dólares para desarrollo profesional de maestros de alfabetización para K-5, que incluye: ciencia de la lectura, LETRS, PRESS, capacitación en alfabetización temprana y fonética funcional</p> <p>Aproximadamente 2.2 millones de dólares para la adopción de los planes de estudios Bridges y Number Corner para K-5 y desarrollo profesional para los maestros</p> <p>Fuente de financiación: DID y Título</p>	<ul style="list-style-type: none"> ● Los resultados de matemáticas y alfabetización en todo el distrito para los grados K, 1 y 2 de 2019, 2021 y 2022 se presentan en la siguiente diapositiva. ● Aproximadamente 100 maestros de preK-12 inscritos en la cohorte de MPS para la capacitación LETRS. ● Todas las escuelas K-5 capacitadas en intervención de alfabetización PRESS. ● Todas las escuelas K-5 adoptaron y están capacitándose en un plan de estudios de matemáticas K-5. 	<ul style="list-style-type: none"> ● Se continúa con la evaluación del impacto de las inversiones en los logros del estudiante a lo largo del tiempo y se realizan ajustes de ser necesario. ● Se expande el desarrollo profesional en alfabetización y matemáticas para todos los maestros de K-12. ● Se continúa con la adopción del plan de estudios de matemáticas para los grados 6-12.

Nivel académico: Fortalecer la alfabetización temprana y matemáticas

Porcentaje de estudiantes de MPS que reúnen o exceden las expectativas de su nivel en competencias en matemáticas y alfabetización en los grados K, 1 y 2.

Matemáticas			
Grado y evaluación	Otoño de 2019	Otoño de 2021	Otoño de 2022
K (KCoM)	47 %	39 %	41 %
1.º (aMath + CoM)	34 % (aMath)	56 % (CoM)	56 % (CoM)
2.º (aMath)	47 %	45 %	40 %

Alfabetización			
Grado y evaluación	Otoño de 2019	Otoño de 2021	Otoño de 2022
K (earlyReading English)	67 %	60 %	60 %
1.º (aReading + earlyReading English)	31 % (aReading)	42 % (early Reading)	45 % (early Reading)
2.º (aReading)	43 %	40 %	38 %

Nivel académico: Pedagogía culturalmente sostenible y transformación del plan de estudios



Resultados esperados:

- Una experiencia de aprendizaje muy interesante que refleja y celebra las culturas, los valores y las experiencias vividas dentro de nuestras comunidades MPS.

Nivel académico: Pedagogía culturalmente sostenible y transformación del plan de estudios

Inversiones:	Impacto y métricas a la fecha:	Estado y próximos pasos:
<p>\$200,000</p> <p>Fuente de financiación: Fondo general y título</p>	<p>Desarrollo profesional</p> <ul style="list-style-type: none"> ● Buenas prácticas educativas indias para educadores ● Oficina de Logros de Estudiantes Negros <ul style="list-style-type: none"> ○ Sesgos implícitos y su impacto en las relaciones de aprendizaje ○ Sesgo de adultificación ○ Contextos históricos y microagresiones ○ Sesgos y disciplina ○ Capacitación contable para la equidad racial ● Centro para el Desarrollo de Educadores Negros ● Taller de verano sobre estudios nativos ● Enseñanza de historia afroestadounidense 	<ul style="list-style-type: none"> ● Se continúa y se expande la oferta de desarrollo profesional. ● Alineación de competencias de equidad MPS con un marco de transformación del plan de estudios.

Nivel académico: Estudios Étnicos



Resultados esperados:

- Requisitos de graduación para todos los estudiantes de secundaria a partir de la clase de 2025

Nivel académico: Estudios Étnicos

Inversiones:	Impacto y métricas a la fecha:	Estado y próximos pasos:
<p>\$128,000</p> <p>Fuente de financiación: Integración</p>	<ul style="list-style-type: none">• Todas las escuelas secundarias de MPS implementarán requisitos de graduación.• Expansión del Consejo Asesor de Estudios Étnicos para incluir estudiantes, consejeros, miembros de la comunidad, profesores de la Universidad de Minnesota, maestros y egresados de MPS.	<p>Objetivo completado</p> <ul style="list-style-type: none">• Expansión de los programas de estudios étnicos para K-12

Nivel académico: Educación STEM completa para todos

Inversiones:	Impacto y métricas a la fecha:	Estado y próximos pasos:
<p>Aproximadamente \$485,000 durante 3 años a partir del año escolar 2020 para lo siguiente:</p> <ul style="list-style-type: none">● Plan de estudios STEM● Materiales de estudiantes y maestros● Desarrollo profesional● Prueba de los recursos relacionados con la carrera y de exploración <p>Fuente de financiación: Título IV y subsidio</p>	<ul style="list-style-type: none">● 120 aulas de jardín infantil abastecidas con robots y lecciones escolares aplicados a las habilidades matemáticas de K-2● 30 horas cátedra para que los estudiantes de escuelas intermedias fortalezcan sus habilidades en ingeniería e informática● 42 videos de carreras STEM protagonizados por profesionales de color	<ul style="list-style-type: none">● Desarrollo profesional para respaldar la alfabetización en STEM de estudiantes multilingües● Implementación de los Estándares de ciencia de 2019 que incluyen la adopción de un plan de estudios de ciencias para K-12● Implementación continua de los planes de estudios Math Bridges y Number Corner para K-5

Nivel académico: Música instrumental de 5.º grado



Resultados esperados:

- Todos los estudiantes tienen acceso equitativo a un programa de música instrumental en 5.º grado como una parte vital de la educación completa.

Nivel académico: Música instrumental de 5.º grado

Inversiones:	Impacto y métricas a la fecha:	Estado y próximos pasos:
<p>1.6 millones de dólares anuales desde otoño de 2021 que incluyen:</p> <ul style="list-style-type: none">● Compra de instrumentos● Suministros● Mantenimiento● Dotación de personal● Desarrollo profesional <p>Financiación: DID y Título</p>	<ul style="list-style-type: none">● Todos los establecimientos con programas para K-5 inscriben automáticamente a los estudiantes de 5.º grado en música instrumental.● Aproximadamente 6,900 estudiantes de 5.º grado recibieron enseñanza en música instrumental desde otoño de 2021.	<p>Objetivo completado</p> <ul style="list-style-type: none">● Fortalecer las clases de música instrumental de 5.º grado.

Nivel académico: Trayectos de idiomas hmong y somalí



Resultados esperados:

- Acceso equitativo a programas académicamente rigurosos y culturalmente relevantes para estudiantes hmong y somalíes.
- Programas que reconozcan los activos culturales y lingüísticos únicos de los estudiantes que asisten.

Nivel académico: Trayecto de idioma hmong

Inversiones:	Impacto y métricas a la fecha:	Estado y próximos pasos:
<p>\$280,000</p> <ul style="list-style-type: none">● Dotación de personal● Artefactos culturales para enseñanza y recursos● Desarrollo profesional para maestros● Plan de estudios, desarrollo de recursos y escritura para K-12 <p>Financiación: Título 3, Fondo general, DID y ESSER III</p>	<ul style="list-style-type: none">● Programa de trayecto para K-12● Expertos y asociaciones de la comunidad● 220 estudiantes inscritos	<p>Objetivo completado</p> <ul style="list-style-type: none">● Revisión del programa o de los datos● Control del estado de inscripción

Nivel académico: Trayecto de idioma somalí

Inversiones:	Impacto y métricas a la fecha:	Estado y próximos pasos:
<p>\$220,000</p> <ul style="list-style-type: none">• Dotación de personal• Artefactos culturales para enseñanza y recursos• Desarrollo profesional para maestros• Plan de estudios, desarrollo de recursos y escritura para K-12 <p>Financiación: Fondo general, Título 3 y ESSER III</p>	<ul style="list-style-type: none">• Programa de trayecto para K-5• Creación del plan de estudios y recursos para los grados K-1• Sesión mensual de capacitación para maestros• Redacción de 80 historias niveladas para los grados K-1• Inscripción de 210 estudiantes• Alineación de las unidades somalí con las de alfabetización	<p>Objetivo completado</p> <ul style="list-style-type: none">• Expansión gradual de los grados académicos para completar el trayecto de K-12• Creación de estándares del idioma somalí• Revisión del programa o de los datos• Control del estado de inscripción

Nivel académico: Programas de créditos universitarios



Resultados esperados:

- Acceso equitativo a los programas de créditos universitarios en todas las escuelas secundarias.

Nivel académico: Programas de créditos universitarios

Inversiones:	Impacto y métricas a la fecha:	Estado y próximos pasos:
<ul style="list-style-type: none"> ● Aproximadamente 1.1 millones de dólares anuales desde el año escolar 2022 para el personal de la escuela para respaldar los programas de créditos universitarios ● Aproximadamente 1.5 millones de dólares anuales desde el año escolar 2022 para las tarifas de programas de los grados 6-12, mentoría para estudiantes de color, materiales del curso y desarrollo profesional <p>Financiación: DID y ESSER III</p>	<ul style="list-style-type: none"> ● Todas las escuelas de grados 9-12 tienen: <ul style="list-style-type: none"> ○ Opción 1: Bachillerato internacional ○ Opción 2: Colocación avanzada, universidad en la escuela e inscripción concurrente ● Programa de Años Intermedios en todas las escuelas intermedias (excepto las de enfoque especializado) a fin de respaldar la disposición académica y socioemocional para la escuela secundaria ● Modelo equitativo de financiación de escuelas secundarias 	<ul style="list-style-type: none"> ● Expansión continua de los programas de créditos universitarios y opciones de cursos para estudiantes ● Alineación de los programas de K-12 para respaldar el éxito de los programas de créditos universitarios

Nivel académico: Programas de créditos universitarios

Porcentaje de estudiantes en los grados 9-12 que reciben créditos, o una calificación C o mayor, en al menos un curso avanzado (elegible para créditos universitarios) en AP, IB, CIS, ETP o PSEO.

Año	Crédito del curso		Calificación C o mayor	
	N	Por ciento	N	Por ciento
Año escolar 2019	5541	62 %	5131	57 %
Año escolar 2020	5528	63 %	5171	58 %
Año escolar 2021	5614	63 %	5074	57 %
Año escolar 2022	5142	62 %	4786	57 %

Equidad:

Garantizar que todos los estudiantes, independientemente de su origen, código postal o necesidades personales, tengan acceso a las clases y los programas que se merecen

Equidad: Aumento de inversiones en salud mental



Resultados esperados:

- Acceso a asociaciones de agencias de salud mental en cada escuela
- Desarrollo del Equipo de especialistas en salud mental del distrito
- Aumento del apoyo a la salud mental en escuelas secundarias y educación especial en la infancia temprana

Equidad: Aumento de inversiones en salud mental

Inversiones:	Impacto y métricas a la fecha:	Estado y próximos pasos:
<p>1.4 millones de dólares</p> <ul style="list-style-type: none">• Contratos adicionales con agencias de salud mental colaboradoras para el acceso de estudiantes a servicios terapéuticos intensivos• Desarrollo de un Equipomultidisciplinario de especialistas en salud mental <p>Fuente de financiación: DID</p>	<ul style="list-style-type: none">• Todas las escuelas están conectadas con un especialista de Respaldo de Salud Mental de MPS (equipo de 6 miembros).• Todos los establecimientos ofrecen servicios terapéuticos presenciales y relacionados con la escuela.• Se crearon dos institutos de cuidadores comunitarios en salud mental y se planificaron tres más para 2023.• Se compartió el boletín informativo mensual sobre salud mensual con el personal y los cuidadores.	<p>Objetivo completado</p> <ul style="list-style-type: none">• Una escuela rechazó los servicios terapéuticos relacionados con la escuela.

Equidad: Políticas equitativas de inscripción de estudiantes



Resultados esperados:

- Acceso predecible y justo a escuelas de alta calidad para todos los estudiantes y sus familias, especialmente aquellos con mayores necesidades
- Un proceso de sorteo que respalda la integración económica y refleja el promedio del distrito
- Acceso equitativo a las escuela de enfoque especializado

Equidad: Políticas equitativas de colocación de estudiantes

Inversiones:	Impacto y métricas a la fecha:	Estado y próximos pasos:
<p>\$400,000</p> <ul style="list-style-type: none">● Actualización de las políticas 5262 y 6130 de la Junta de MPS● Anulación de las políticas 5263 y 6120 de la Junta de MPS <p>Fuente de financiación: DID</p>	<ul style="list-style-type: none">● Participación total por raza e ingresos en escuelas de enfoque especializado después del DID.	<ul style="list-style-type: none">● Se continúa supervisando el impacto de las estrategias de compromiso parentales para garantizar una participación equitativa en los programas de enfoque especializado. La pandemia impactó en las estrategias de comunicación.

Equidad: Más escuelas de enfoque especializado integradas



Resultados esperados:

- Las escuelas de enfoque especializado funcionarán con el objetivo explícito de aumentar la integración racial y económica, y reducir las disparidades de logros.
- Trayectos de K-12 para todos los programas de enfoque especializado.

Equidad: Más escuelas de enfoque especializado integradas

Inversiones:	Impacto y métricas a la fecha:	Estado y próximos pasos:
<ul style="list-style-type: none"> ● Reducción de la asignación de transporte de \$4,600,000 a \$1,000,000 al centralizar las escuelas de enfoque especializado. ● 1 millón de dólares para desarrollo profesional de maestros sobre el enfoque especializado, extensión de tiempo, suministros para la enseñanza, contratación de servicios y marketing. ● 2.6 millones de dólares para salarios (coordinadores del enfoque especializado y maestros especialistas en enfoque especializado). ● \$400,000 asignados para el departamento de colocación de estudiantes para abordar los problemas de equidad como se identificó en la colocación de estudiantes EDIA. ● Se agregaron formalmente Roosevelt y FAIR HS como programas de enfoque especializado para completar los trayectos de artes e idioma dual. 	<ul style="list-style-type: none"> ● Once de catorce escuelas reconocidas como racialmente identificables por MDE son escuelas de enfoque especializado centralizadas. Siete de estas escuelas son nuevas escuelas de enfoque especializado como resultado del DID de 2020. ● Diez de catorce escuelas son más diversas que antes del DID de 2020. ● Ocho de nueve jardines de infantes de enfoque especializado son más diversos que antes del DID de 2020. ● Cuatro de cuatro escuelas intermedias racialmente identificables son más diversas. ● Ha aumentado la participación en el programa de idioma dual. Se duplicó la cantidad de estudiantes en el programa de idioma dual Roosevelt. La inscripción de FAIR de enfoque especializado ha aumentado en más del 30 % desde 2020. 	<ul style="list-style-type: none"> ● Se implementaron las rúbricas y los elementos de búsqueda de las escuelas de enfoque especializado sobre el tema enfoque especializado para garantizar la responsabilidad y la calidad del programa. ● Se continúan agregando complementos al plan de estudios centrado en el enfoque especializado que integren estándares de lectura y matemáticas. ● Definir y completar los trayectos de escuela secundaria para temas de enfoque especializado sobre STEM y estudios globales para 2023 ● Fortalecer el trayecto Montessori al continuar la alineación con el modelo Montessori. ● Marketing: aumento en la cantidad de estudiantes BIPOC en todos los programas de escuelas de enfoque especializado, especialmente de idioma dual.

Equidad: Expansión de la Educación Técnica y Profesional (ETP)



Resultados esperados:

- Mayor acceso equitativo a la Educación Técnica y Profesional (ETP) rigurosa y relevante que prepara a los graduados de MPS para cualquier trayecto profesional que tomen después de la escuela secundaria: universidad, programa de intercambio o fuerza laboral

Equidad: Expansión de la Educación Técnica y Profesional (ETP)

Inversiones:	Impacto y métricas a la fecha:	Estado y próximos pasos:
<ul style="list-style-type: none"> El Centro ETP en North tiene 23.5 millones de dólares dedicados a renovaciones para el año escolar 2023. La ETP financia centralmente a 39.6 FTE con un estimado de \$4,334,136.00 (año escolar 2024). <p>Fuente de financiación: Bonos, subsidios y reasignaciones</p>	<ul style="list-style-type: none"> Inscripción en el año escolar 2022 = 2,882 en el trimestre 1 y 2,572 en el trimestre 2. Los Centros tecnológicos de ETP abrirán en Edison, North y Roosevelt en agosto de 2023. El aprendizaje en línea mantiene el acceso a 17 cursos de ETP. Se agregaron 2 cursos en el nuevo programa de ciberseguridad. Todos los estudiantes que tomaron al menos 2 cursos de un solo trayecto (concentradores ETP) promedian una tasa de graduación en 4 años de 14.3 % mayor a la de MPS. Los estudiantes BIPOC que tomaron al menos 2 cursos de un solo trayecto (concentradores ETP) promedian una tasa de graduación de 12 %-44 % mayor a la de MPS 	<ul style="list-style-type: none"> La tendencia de inscripción ETP anticipada se mantiene constante en 3,383 a 4,421 estudiantes únicos. Los fondos de capitales para las renovaciones del Centro tecnológico de ETP y FFE en Edison y Roosevelt estarán disponibles en el año escolar 2024. El año escolar 2024 crea e implementa un plan de autobús de ida y vuelta a los Centros ETP.

Equidad: Más trayectos inclusivos de educación especial



Resultados esperados:

- Mover las aulas de educación especial de manera equitativa para estar más cerca de donde viven los estudiantes en lugar de donde el espacio está disponible en las escuelas.
- Rediseñar los programas de educación especial en las escuelas de enfoque especializado.

Equidad: Más trayectos inclusivos de educación especial

Inversiones:	Impacto y métricas a la fecha:	Estado y próximos pasos:
<ul style="list-style-type: none"> ● Se renombraron los programas “Citywide Programs” (Programas de la ciudad) como “Specialized Programs” (Programas especializados), ubicados en cada trayecto, que se basan más en la necesidad que en la discapacidad. ● Todas las escuelas intermedias y secundarias integrales tienen la capacidad de atender a TODOS los estudiantes independientemente de la necesidad, discapacidad o el nivel de servicio. ● Las escuelas primarias están alineadas con los trayectos MS/HS para ofrecer programas especializados y mantener las comunidades inclusivas mientras los estudiantes crecen. ● Los programas basados en la escuela se agregaron a las escuelas donde fue necesario aumentar la capacidad de atender a los estudiantes en vez de trasladarlos. 	<ul style="list-style-type: none"> ● Se hizo una adecuación y un traslado de “grupos” de 3 a 5 aulas específicas para discapacidad en un edificio a programas centrados en el estudiante dentro de más escuelas. ● Estudiantes de 4.º, 5.º, 7.º y 11.º grado pudieron continuar en sus escuelas y hacer la transición por el trayecto natural. ● Se aumentó la cantidad de aulas SB en escuelas con una necesidad. Actualmente, hay 43 ubicaciones SB y 90 % menos de estudiantes que se trasladan a otra escuela desde 2017 (>400 a <40). ● Se proporcionaron opciones de sorteo para los programas de enfoque especializado para los estudiantes que reciben servicios de educación especial de Configuración III. ● Se cambiaron los programas especializados en todas las MS/HS para que haya inclusividad dentro del trayecto. 	<ul style="list-style-type: none"> ● Objetivo completado ● Todos los años, el Departamento de Educación Especial continúa alineando su programa para satisfacer las necesidades MPS de los estudiantes.

Equidad: Mejoras del ambiente en escuelas y edificios



Resultados esperados:

- El ambiente escolar positivo apoya una mejor retención estudiantil, mejores experiencias familiares y del personal, y el aumento del aprendizaje estudiantil.

Equidad: Mejoras del ambiente en escuelas y edificios

Inversiones:	Impacto y métricas a la fecha:	Estado y próximos pasos:
<p>1 millón de dólares</p> <ul style="list-style-type: none"> ● Respaldo del plan ambiental en las escuelas ● Equidad en el desarrollo profesional <p>Fuente de financiación: DID</p>	<ul style="list-style-type: none"> ● Todas las escuelas incluyeron objetivos de mejoras ambientales en sus Planes de Mejoras Escolares. <p>El personal colaboró con el desarrollo profesional del edificio y del distrito centrado en la creación equitativa de habilidades y en la mejora del entorno escolar.</p> <p>Temas:</p> <ul style="list-style-type: none"> ● Capacitación en prácticas reparadoras a cargo del Centro de Derechos Legales ● Reducción de sesgos y microagresiones ● Afirmación de las identidades particulares de los estudiantes 	<ul style="list-style-type: none"> ● Finalizar las competencias de equidad del distrito y continuar con el desarrollo profesional para el personal. ● El equipo de Equidad y Ambiente Escolar continúa brindando respaldo a los edificios con objetivos y estrategias relacionados con el ambiente. ● Identificar los componentes clave del Plan estratégico necesarios en un plan de estudios SEL. ● Finalizar una respuesta de MPS al Plan de incidentes de odio y sesgos.

Equidad: Garantizar maestros de alta calidad



Resultados esperados:

- Desarrollo profesional continuo y otros apoyos para mejorar la contratación y la retención de personal
- Continuación de las recomendaciones sobre recursos humanos de EDIA
- Compromiso continuo con la expansión de los trayectos de licenciatura para maestros
- Continuación de la incorporación y la orientación de alta calidad
- Continuación de la capacitación en liderazgo eficaz
- Alineación de las evaluaciones de maestros con el crecimiento estudiantil

Equidad: Garantizar maestros de alta calidad

Inversiones:	Impacto y métricas a la fecha:	Estado y próximos pasos:
<p>Trayectos de licenciatura para maestros GYO:</p> <ul style="list-style-type: none"> Fondo 1001: 1 millón de dólares en el año fiscal 2023 Subsidios MDE GYO: \$631,000 en el año fiscal 2023 Subsidio de inscripción concurrente MDE: \$189,000 en el año fiscal 2023 Q Comp de MPS: \$857,000 en el año fiscal 2023 <p>Desarrollo y retención de maestros:</p> <ul style="list-style-type: none"> Q Comp de MPS: ganancias totales de 8.1 millones de dólares en el año fiscal 2023 Subsidio de mentoría y retención PELSB de MPS: \$654,000 en el año fiscal 2023 	<p>Trayectos de licenciatura para maestros GYO:</p> <p>Residencia:</p> <ul style="list-style-type: none"> Agregar residentes de primaria y aumentar la cohorte a 15 residentes para el año fiscal 2026. <p>Academia MPS:</p> <ul style="list-style-type: none"> Obtener la aprobación final del programa PELSB (RIPA) para lograr la primera cohorte en el año escolar 2024. <p>Trayecto previo a BA:</p> <ul style="list-style-type: none"> Liderar RFP para determinar un colaborador de educación superior. <p>Futuros educadores de escuelas secundarias:</p> <ul style="list-style-type: none"> Mantener los programas en las escuelas secundarias Henry y South. Explorar la expansión de oportunidades, que incluyen pasantías pagas en educación para estudiantes de escuelas secundarias. <p>Desarrollo y retención de maestros:</p> <ul style="list-style-type: none"> Aumento de apoyos para maestros BIPOC. Aumento de las ofertas de PD y respaldos para maestros de nivel 1 y nivel 2. Garantizar que los maestros entrenadores radicados en un establecimiento tengan permiso para ofrecer observaciones, comentarios y capacitaciones. 	<p>Trayectos de licenciatura para maestros GYO:</p> <ul style="list-style-type: none"> Trabajar para garantizar fondos estables para los trayectos de licenciatura para maestros GYO durante los próximos 5 años. <p>Desarrollo y retención de maestros:</p> <p>Trabajar colaborativamente entre departamentos para lo siguiente:</p> <ul style="list-style-type: none"> Desarrollar y proveer desarrollo profesional continuo y variado, alineado con los principios de aprendizaje de adultos y adherido a ellos. Utilizar Q Comp y otros fondos internos estratégicamente para respaldar el desarrollo profesional de alta calidad y diferenciado para el personal autorizado.

Sostenibilidad:

Alineación y priorización de presupuestos para lograr los objetivos MPS hacia el futuro

Sostenibilidad: Cambios en los límites para equilibrar las inscripciones



Resultados esperados:

- Garantizar que la inscripción por escuela sea equilibrada para que esté disponible la financiación adecuada de los programas.

Sostenibilidad: Cambios en los límites para equilibrar las inscripciones

Inversiones:	Impacto y métricas a la fecha:	Estado y próximos pasos:
<ul style="list-style-type: none">● Aumento de la cantidad de estudiantes con acceso a escuelas que alcancen un umbral mínimo para los programas (primaria 300, intermedia 400 y secundaria 600). Se ofrecieron subsidios de escuelas pequeñas a escuelas por debajo del umbral.● Los límites de las escuelas secundarias se cambiarán para reducir la brecha de los programas entre escuelas secundarias determinados por la inscripción.● Cambio a un modelo de escuela comunitario y ajuste de las políticas de colocación para hacer que los patrones de inscripción sean más predecibles y para mejorar la calidad de las escuelas. <p>Fuente de financiación: Fondo general y ahorros en transporte</p>	<ul style="list-style-type: none">● La cantidad de escuelas primarias por debajo de 300 aumentaron en 1 en comparación con el período anterior al DID.● La cantidad de escuelas intermedias por debajo de 400 disminuyeron de 13 a 5.● Brecha de inscripción reducida entre escuelas secundarias	<p>Completado</p> <p>Impacto bajo revisión</p>

Sostenibilidad: Mejora en la eficiencia del transporte



Resultados esperados:

- Reducción de los fondos necesarios para el transporte
- Reducción del tiempo que los estudiantes pasan en un autobús
- Creación de caminatas más seguras a la escuela

Sostenibilidad: Mejora en la eficiencia del transporte

Inversiones:	Impacto y métricas a la fecha:	Estado y próximos pasos:
<ul style="list-style-type: none"> ● Año escolar 2021/2022 - nuevos límites para las escuelas comunitarias para los estudiantes de educación general ● Ubicaciones centralizadas de escuelas de enfoque especializado ● Reducción de zonas escolares para caminar en zonas con mayores tasas de delitos 	<ul style="list-style-type: none"> ● Las zonas para caminar disminuyeron para 28 escuelas. ● Tiempo promedio en el autobús de la escuela comunitaria: 17.31 minutos. ● Tiempo promedio pasado en el autobús de una escuela de enfoque especializado: 27.53 minutos. ● Algunos ahorros cubrieron el aumento del salario del conductor y los costos del contratista del autobús, el aumento de personas sin hogar y sumamente móviles, y los costos del ayudante del autobús para educación especial. ● Los ahorros de las rutas reducidas no se proyectaron debido a los aumentos de los costos durante la pandemia. 	<ul style="list-style-type: none"> ● Examinar los límites de la comunidad para los estudiantes que reciben servicios de educación especial. ● Controlar los costos de los servicios de autobús contratados.

Sostenibilidad: Recursos adecuados y accesibles para estudiantes



Resultados esperados:

- Avanzar hacia las escuelas intermedias y apartarse de las K-8.
- Garantizar que los estudiantes de escuelas pequeñas reciban programas adecuados.
- Escuelas de enfoque especializado en ubicaciones centrales.

Sostenibilidad: Mejoras de capital



Resultados esperados:

- Garantizar que los estudiantes estén en entornos de aprendizaje seguros y acogedores alineados con las necesidades y los valores del DID y del Plan estratégico de MPS.

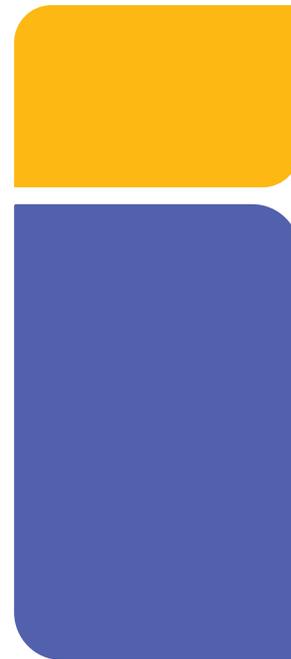
Sostenibilidad: Mejoras de capital

Inversiones:	Impacto y métricas a la fecha:	Estado y próximos pasos:
<p> North: 83 millones de dólares Andersen: 21 millones de dólares Bethune: 5 millones de dólares Edison ETP: \$477,000 Franklin: 1.6 millones de dólares Hall: 1.1 millones de dólares Henry (SPED): \$213,000 Ella Baker: 1.9 millones de dólares Marcy: \$213,000 Olson (SPED): \$213,000 Justice Page: 9.1 millones de dólares Roosevelt ETP: 5.7 millones de dólares Las Estrellas: 4.3 millones de dólares Sullivan/Anishinabe: 1.1 millones de dólares Webster (SPED): \$213,000 Wilder: 4.7 millones de dólares </p> <p><i>Fuente de financiación: Bonos</i></p>	<ul style="list-style-type: none"> • Determinados problemas en la cadena de suministro en curso han demorado algunos proyectos. <p>Proyectos completados:</p> <ul style="list-style-type: none"> • Sala de observatorio STEM • Teatro Black Box y espacio de movimiento Marcy • Laboratorio de robótica STEAM de Sullivan • Espacio de robótica STEAM de Franklin 	<ul style="list-style-type: none"> • Las inversiones adicionales desde 2023 hasta 2025 incluyen Andersen, North y los centros ETP Las Estrellas y Sullivan. <p>Proyectos en proceso:</p> <ul style="list-style-type: none"> • Centro ETP en North • Centro de Actuación Bethune • Mejoras de capital plurianuales de Andersen • Espacio de actuación y laboratorio de ciencia en diseño Ella Baker

Cusbooneysiinta Naqshadaynta Degmada oo Dhameystiran (CDD)

Kulanka Guddiga Waxbarashada Janaayo

2023





Naqshadaynta Degmada oo Dhameystiran (CDD) waa aragtida geesnimada leh ee Dugsiyada Dadweynaha Minneapolis si ay u bixiso ka go'naanteeda ay ku xaqiijineyso in dhammaan ardayda — iyada oo aanan loo eegin asalkooda, koodhka boostada, iyo baahiyaha shakhsi — ay helaan waxbarasho taya sare leh, oo dhammeystiran oo u diyaarineysa guusha mustaqbalka.

Tacliinta

- Iskuul aad u wanaagsan, preK-12 ah oo loogu talagalay arday kasta oo ku nool qayb kasta oo magaalada ah
- Arday walba wuxuu ku qalin jabiyaa akadeemiyada, bulshada / shucuurta, iyo xirfadaha farsamada si uu ugu guuleysto kuliyaada iyo / ama shaqada
- Helitaan loo wada siman yahay oo tacliin ahaan adag iyo barnaamij dhaqan ahaan la xiriira
- Jawi aamin ah oo soo dhaweyn leh dhammaan ardayda iyo qoysaska

Sinaan

- Hoos u dhigista iskuullada iyo dhaqaalaha ku go'doonsan
- Dugsiyo jaaliyadeed oo tayo sare leh qayb kasta oo magaalada ka mid ah
- Hagaajinta helitaanka barnaamijyada takhasuska ee guriga
- Nidaamyada meeleynta ardayda iyo howlaha sifiican ugu adeega dhammaan qoysaska
- Isbedelka cimilada dugsiga si loo taageero haynta ardayda, qoysaska iyo shaqaalaha khibradaha, iyo barashada ardayda

Joogteyn

- Waafajinta miisaaniyadaha si loo gaaro yoolalka iyo qiyaamka
- Shaqaale dejin iyo saadaalin
- Saxida qaabab isqoritaan aan sinnayn
- Horumarinta xirfadeed si loo hagaajiyo shaqaalaysiinta iyo haynta shaqaalaha
- Barnaamijyada dhaqan ahaan la xiriira iyo adeegga macaamiisha
- Diyaargarowga tacliinta ee ay taageerto gaadiidka dhaqaale ee waara

Tacliinta:

Xaqiijinta waxbarasho dhammeystiran oo loogu talagalay arday kasta oo ku nool qayb kasta oo magaalada ah

Tacliinta: Sheeyaasha la DHAMMEYSTIRAY

- **Hagaajinta xisaabta iyo qoraal-akhriska**

- ~100 macalimiin Pk-12 ah oo laga diiwaangeliyey kooxda MPS si ay u qaataan tababarka LETRS
- Dhammaan dugsiyada fasalada K-5 waxaa lagu tababaray wax kaqabashada akhris-qoraalka PRESS
- Dhammaan dugsiyada fasalada K-5 waxa ay qaateen oo tababar ugu jiraan manhajka xisaabta ee K-5

- **Isbadalka manhajka kaas oo qiraya khibradaha nololeed ee ardayda, qoysaska iyo bulshada**

- Horumarinta xirfadeed waxaa fududeeyey:
 - Dhaqanka Ugu Fiican ee Waxbarashada Hindida ee barayaasha
 - Xafiiska Guul Gaarida Ardayda Madow
 - Xarunta Horumarinta Macalinka Madow
 - Aqoon-isweydaarsiga Saamarka ee Daraasaadka Dadka Dhaladka
 - Barida Taariikhda Dadka Madow

Tacliinta: Sheeyaasha la DHAMMEYSTIRAY

- **Shuruuda qalin jabinta Daraasaadka Qowmiyaadka**

- Dhammaan dugsiyada sare ee MPS ee fulinaya shuruudaha qalin jabinta
- Ballaarinta Golaha Latalinta Daraasaadka Qowmiyaadka si loogu daro ardayda, lataliyayaasha, xubnaha bulshada, aqoonyahanada U of M, macallimiinta iyo ardaydi hore ee MPS.

- **qalabka muusiga fasalka 5aad**

- Dhammaan goobaha leh barnaamijka K-5 waxa ay si toos ah u diiwaangelinayaan ardayda fasalka 5aad ee qalabka muusiga
- ~6,900 ardayda dhan ee fasalka 5aad waxa ay qaateen waxbarashada qalabka muusiga tan iyo Deyrti 2021

Tacliinta: Sheeyaasha la DHAMMEYSTIRAY

- **Barnaamijka kiridhitka kulleejka**

- Dhammaan dugsiyada 9–12 waxaa loo maalgeliyaa oo ayna leeyihiin midkood:
 - Ikhtiyaar 1: Dugsiga Caalamiga ah
 - Ikhtiyaar 2: Meeleynta Sare/Kulleejka Dugsiga dhexdiisa/Iskumar Iska Wada Diiwaangelinta
- Barnaamijka Sanadaha Dhexe ee dhammaan dugsiyada dhexe (oo ay kujiraan dugsiyada takhasuska) si ay u taageeraan u diyaarsanaanta tacliinta iyo bulshada/shucuurta ee dugsiyada sare

Tacliinta: Sheeyaasha la DHAMMEYSTIRAY

- **Diyaargarowga luuqadaha Hmong iyo Soomaaliga**

- Dib u eegista barnaamijka iyada oo lala kaashanayo Cilmi baarista, Qiimeynta iyo Imtixaanka si loo go'aamiyo saameynta ay ku leeyihiin guusha ardayda
- La socodka heerka diiwaangelinta
- Ballaarinta heerarka fasalka si tartiib-tartiib ah si loo dhammeystiro diyaargarowga Soomaaliga ee K-12
- Abuurista Heerarka Luqadda Af-Soomaaliga

- **STEM oo dadka oo dhan ah**

- 120 Fasalada dugsiga barbaarinta oo lasiiyo robotyada fasalka iyo casharo lagu dabaqo xirfadaha xisaabta K-2
- Ardayda dugsiga dhexe ee qaadanaya khibrada dheeraadka ah si loogu xoojiyo xirfadahooda injineernimada iyo sayniska kombiyuutarka
- 42 fiidiyowyo xirfadeed oo STEM ah oo soo bandhigaya xirfadleyda aanan cadaanka ahayn

Tacliinta: Sheeyaasha SOCDA

- **Hagaajinta xisaabta K-2 iyo qoraal-akhriska**

- Sii wadida si loo qiimeeyo saameynta maalgashiyada ay ku leeyihiin guusha ardayga muddo kadib
- Ballaarinta horumarka xirfadeed ee akhris-qoraalka iyo xisaabta ee dhammaan macallimiinta K-12
- Sii wadida qaadashada manhajka Xisaabta 6-12

- **Habka waxbarida nagaanshaha dhaqanka iyo beddelaadda manhajka**

- Sii wadida/ballaarinta bixinta horumarinta xirfadeed
- Waafajinta Kartida Sinnaanta MPS Qaab-dhismeedka Beddelaadda Manhajka

Tacliinta: Sheeyaasha SOCDA

- **Barnaamijka kiridhitka kulleejka**

- Ballaarinta sii socoshada barnaamijka kiridhitka kulleejka iyo ikhtiyaarada koorsada ee ardayda
- Isku-habeynta barnaamijyada K-12 si loo taageero guusha barnaamijka kiridhitka kulleejka

- **STEM oo dadka oo dhan ah**

- Horumar xirfadeed si loo taageero akhris-qoraalka ardayda luuqadaha badan ku hadasha ee STEM dhexdeeda
- Hirgelinta sii socota ee manhajka Buundada Gaarida Xisaabta K-5/Lambar Geeska
- Qaadashada manhajka xisaabta ee 6-12

Sinnaanta:

Xaqiijinta in dhammaan ardayda – iyada oo aanan loo eegin asalka, koodhka boostada, ama baahiyaha shakhsi ahaaneed – inay helaan fasalada iyo barnaamijyada ay mudan yihiin

Sinnaanta: Sheeyaasha la DHAMMEYSTIRAY

- **Kordhinta maalgashiyada caafimaadka dhimirka**

- Dhammaan dugsiyada waxaa lagu xiray Khabiirka Taageerada Caafimaadka Dhimirka MPS (oo ah koox ka kooban 6 xubnood)
- Dhammaan goobaha waxaa loo qoondeeyay goobta, adeegyada daaweynta ku xiran dugsiya
- Laba machad oo Daryeel-bixiye bulshada ah oo ku saabsan caafimaadka maskaxda ayaa la qabtay; saddex kale ayaa la qorsheeyey 2023
- Wargeys caafimaadka maskaxda oo bille ah oo lala wadaago shaqaalaha iyo daryeelayaasha/qoysaska

- **Siyaasadaha Meeleynta Ardayga ee Loo Wada Siman Yahay**

- Hirgelinta siyaasadaha guddiga ee dib u eegista lagu sameeyey ee 5262 iyo 6130 laga bilaabo Sanad Dugsiyeed 2021-2022. Arday badan oo aan cadaan ahayn iyo ardayda uqalmaya gunnooyinka waxbarasho oo kaqeybqaata barnaamijka dugsiya takhasuska

Sinnaanta: Sheeyaasha la DHAMMEYSTIRAY

- **Diyaargarowga waxbarashada gaarka ee loo dhan yahay oo badan**
 - Ardayda dhigata fasalada 4aad, 5aad, 11aad waxa ay awood u leeyihiin inay sii wataan iskuuladooda iyo gudbitaanka loo marayo diyaargarowga dabiiciga ah
 - Ka bixinta adeegyo aad u adag iskuulada bulshada iyo qaar kamid ah dugsiyada takhasuska
 - 90% arday kayar oo u wareegaya iskuul kale tan iyo 2017 (>400 ilaa <40)
 - Bixinta ikhtiyaarada bakhtiyo nasiibka ah oo la siiyo barnaamijyada takhasuska ee ardayda qaadata adeegyada waxbarashada gaarka ah ee Setting (Goobta) III

Sinnaanta: Sheeyaasha la DHAMMEYSTIRAY

- **Dugsiyada iskudhafka takhasuska oo badan**

- 11 ka mid ah 14 dugsi ee loo aqoonsaday in midab-kala-sooca lagu aqoonsan karo ayaa meel dhexe laga dhigay (7 ayaa ah dugsiyada takhasuska oo ay ka dambeyso CDD)
- 10 ka mid ah 14 dugsi ayaa si aad ah u kala duwan marka loo eego CDD hore
- 8 kamid ah 9 ee dugsiyada takhasuska barbaarinta ubadka ayaa si aad ah u kala duwan marka loo eego CDD hore
- 4 ka mid ah 4 ee dugsiyada dhexe ee midab-kala-sooca lagu aqoonsan karo aad ayey u kala duwan yihiin
- Kaqeybgalka barnaamijka luuqada labaad ayaa kordhay
 - Waxaa laba laabmay tirada ardayda dhigata barnaamijka luuqada labaad ee Roosevelt
- Dugsiga takhasuska FAIR ayaa diiwaangelinta ku kordhiyey 30% tan iyo 2020

Sinnaanta: Sheeyaasha la DHAMMEYSTIRAY

- **Hagaajinta jawiga dugsiga/dhismaha**

- Iskuulada oo dhama waxa ay ku dareen yoolalka ku saabsan hagaajinta cimilada ee School Improvement Plans (Qorshayaasha Hagaajinta Dugsiga,SIP)
- Shaqaalaha ayaa ka soo qeybgalay dhismaha iyo horumarinta xirfadeed ee degmada oo ku qotonta dhisidda xirfadaha sinnaanta iyo hagaajinta jawiga dugsiga

- Mawduucyada:

- Tababarka Dhaqan Celinta ee ay hoggaaminayso Xarunta Xuquuqda Sharciga
- Yareynta eexashada iyo gardarooyinka yaryar
- Xaqiijinta aqoonsiyada gaarka ah ee ardayda

Sinnaanta: Sheeyaasha la DHAMMEYSTIRAY

- **Ballaarinta Waxbarashada Shaqada iyo Farsamada (CTE)**
 - Xarumaha Tignoolajiyada CTE waxa ay ka furnaan doonaan Edison, Waqooyiga iyo Roosevelt Ogosto dhexdeeda 2023
 - Wax kubarashada onlaynka ah ayaa lagu bixiyaa helitaanka ilaa 17 koorso oo CTE ah
 - Waxaa lagu kordhiyey 2 koorso oo cusub oo barnaamijka amniga intarneedka ah
 - Dhammaan ardayda ugu yaraan 2 koorso ka qaatay hal diyaargarow waxa ay celcelis ahaan 14.3% oo heerka qalin jabinta 4-sano ka badan yihiin celceliska MPS
 - Ardayda aanan caddaanka ahayn iyo kuwa Asalka ugu yaraan 2 koorso ka qaatay hal diyaargarow waxa ay celcelis ahaan 12%-44% oo heerka qalin jabinta ka badan yihiin celceliska MPS

Sinnaanta: Sheeyaasha la DHAMMEYSTIRAY

- **Hubinta Macallimiinta Tayada Sare leh**

- **Ballaarinta MPS ee Dariiqyada Shatiga Macallinka**

- Ku darista Deggeneyaasha Hoose ee Barnaamijkeena Deganaanshaha
- Tallaabooyinka ugu dambeeya ee oggolaanshaha PELSB ee ruqsad siinta macallimiinteena (degmada kaliya ee gobolka)
- RFP si ay u go'aamiso shuraakada waxbarashada sare ayaa dhici doona sanad xisaabeedkan
- Waxbarashada diyaargarowga Henry iyo Dugsiyada South High ayaa sii wadi doona tababarada shaqa barashada ee lacagta la isku siiyo ee ay siinayaanayaan ardayda daneynaya waxbarashada

- **Horumarinta Macalinka & Haysashada**

- Bixinta taageerooyinka la kordhiyey ee macalimiinta BIPOC iyada oo loo marayo lataliyaasha ABARS iyo PAR
- Bixinta la kordhiyey ee bixinta PD iyo taageerooyinka macallimiinta Heerka 1 & Heerka 2
- Ka shaqeynta si loo xaqiijiyo tababarayaasha macallimiinta ku saleysan goobta ayaa la siidaayaa si ay u bixiyaan indho indhain, jawaab celin iyo tababar xitaa inta lagu jiro gabaabsiga shaqaalaha

Sinnaanta: Sheeyaasha SOCDA

- **Dugsiyada iskudhafka takhasuska oo badan**

- Xeerka iyo tilmaamayaasha dugsiya takhasuska lagu soo saaro mawduuca hirgelinta takhasuska si loo xaqiijiyo isla xisaabtanka iyo tayada barnaamijka
- Ku darista manhaj ku qotoma takhasuska oo isku dhafaya heerka akhriska iyo xisaabta
- Qeexida iyo dhammeystirida diyaargarowga dugsiya sare ee STEM iyo daraasadaha caalamiga ah ee mawduucyada takhasuska marka la gaaro Deyrta 2024
- Sii wadida dadaallada kaqeybgalka si loo xaqiijiyo kaqaybgalka siman ee dugsiyada takhasuska
- Xoojinta barnaamijka Montessori iyada oo lasii wadayo in la waafajiyo qaabka Montessori

Sinnaanta: Sheeyaasha SOCDA

- **Ballaarinta Waxbarashada Shaqada iyo Farsamada (CTE)**
 - Lacagta raasumaalka ee dib u dayactirida Xarunta Tignoolajiyada CTE ee Edison iyo Roosevelt la heli karo Sanad Dugsiyeedka 2024
 - Hirgelinta qorshaha gaadiidka lagu tagayo loogana soo laabanayo Xarumaha CTE ee Sanad Dugsiyeedka 2024
- **Barnaamijyada dugsiga ka dib oo loo wada siman yahay**
 - Kordhinta kaqeybgalka macalinka oo u horseedi doonto helitaanka dheeraadka ah ee ardayda
 - Raadinta maalgelin dheeraad ah si loo kordhiyo fursadaha kobcinta dhalinyarada
 - Wax ka qabashada gabaabsiga shaqaalaha ee saameeya ka dib bixinta dugsiga

Sinnaanta: Sheeyaasha SOCDA

- **Hagaajinta jawiga dugsiga/dhismaha**

- Gabagabeynta kartida sinnaanta MPS iyo sii wadida horumarinta xirfada ee shaqaalaha
- Kooxda Sinnaanta iyo Cimilada Dugsiga ayaa sii wada inay dhismayaasha siiyaan taageerada yoolalka cimilada iyo istiraatiijiyadaha
- Aqoonsiga qeybaha muhiimka ah ee Qorshaha Istaraatiijiyadeed ee loogu baahan yahay manhajka barashada bulshada/shucuurta
- Gabagabeynta qorshaha ka Jawaabista MPS ee dhacdada Naceybka iyo Eexda

- **Hubinta Macallimiinta Tayada Sare leh**

- **Ballaarinta MPS ee Dariiqyada Shatiga Macallinka**

- Ka shaqeynta sidii loo heli lahaa maalgelin suga oo loogu talagalay diyaargarowga ruqsad siinta ee macallimiinta GYO 5ta sano ee soo socota

- **Horumarinta macalinka iyo haysashada:** Ka shaqeynta waaxaha oo dhan:

- Si loo soo saaro loona bixiyo horumarinta xirfadeed ee joogtada ah oo kala duwan oo la jaanqaadaya una hoggaansamaya mabaadii'da waxbarashada dadka waaweyn
- Si istiraatiiji ah looga faa'iideysto Q Comp iyo maalgelinta kale ee gudaha si loo taageero tayo sare iyo horumarin xirfadeed oo kala duwan ee shaqaalaha ruqsada haysta
- Si loogu kordhiyo oo la gaarsiiyo ilaa 15 Kooxo Deegaan marka la gaaro Sanad Xisaabeedka 2026

Nagaanshaha:

Qoondaynta iyo kala hormarinta
miisaaniyadaha si loo gaaro yoolalka MPS ee
mustaqbalka

Nagaanshaha: Sheeyaasha la DHAMMEYSTIRAY

- **Isbeddellada xuduudaha si la isugu dheelitiro is-diiwaangelinta**
 - Xuduudo cusub ayaa la hirgeliyey deyrta 2021 dhexdeeda
 - Tirada dugsiyada hoose ee ka hooseeya 300 waxaa ku kordhay 1 marka loo barbardhigo CDD kahor
 - Tirada dugsiyada dhexe ee ka hooseeya 400 waxa ay kasoo yaraadeen 13 oo ay noqdeen 5.
 - Yareynta farqiga diiwaangelinta ee u dhexeeya dugsiyada sare.
- **Kheyraad ku filan, oo ay heli karaan ardayda**
 - Yareynta goobaha K-8 oo laga dhigo 2 goobood

Nagaanshaha: Sheeyaasha la DHAMMEYSTIRAY

- **Hagaajinta waxqabadka gaadiidka**

- Miisaaniyada qandaraaslaha baska ayaa laga yareeyay \$6.9 milyan ee miisaaniyadda Sanad Xisaabeedka 2021 (Yareyntu waxa ay ku jirtay wadooyinka waxbarashada ee caadiga ah)
- Aagaga socodka waxaa loo yareeyey 28 dugsi
- Celceliska wakhtiyada baska Dugsiga Bulshada: 17.31 daqiiqo; ee baska Dugsiga Takhasuska: 27.53 daqiiqo

- **Shaqaaale dejin iyo saadaalin**

Nagaanshaha: Sheeyaasha SOCDA

- **Hagaajinta waxqabadka gaadiidka**

- Baaritaanka xuduudaha bulshada ee ardayda qaata adeegyada waxbarashada gaarka ah
- Xakameynta qiimaha adeegyada basaska qandaraaska la siiyay

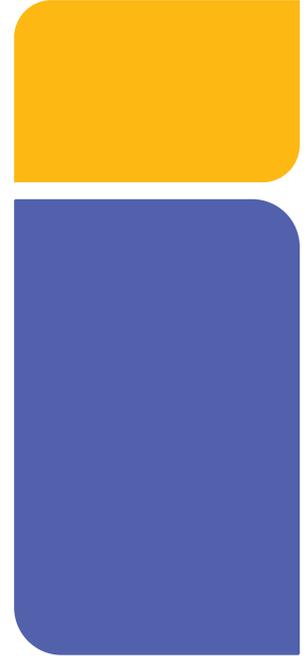
- **Hagaajinta Raasamaalka**

- Si wadida shaqada mashruucyada soo socda:
 - Xarunta CTE ee Waqooyiga
 - Xarunta Waxqabadka Bethune
 - Hagaajinta raasamaalka sanadaha badan ee Andersen
 - Goobta waxqabadka Ella Baker ee qaabeynta

Dooda

Lus Qhia Ntxiv Hais Txog Kev Tsim Cov Kev Qhia Ntawv Uas Muaj Txhua Nyob Hauv Koog Tsev Kawm Ntawv (Comprehensive District Design (CDD) Update)

Cov Txwj Laus Saib Xyuas Kev Kawm Ntawv
Lub Rooj Sib Tham Thaum Lub Ib Hlis 2023





Keu Tsim Cov Keu Qhia Ntawv Uas Muaj Txhua Nyob Hauv Koog Tsev Kawm Ntawv (Comprehensive District Design (CDD)) yog Minneapolis Public School lub zeem muag tseem ceeb los ua kom tau raws li nws txoj kev cog los hais tias nws yuav los ua kom txhua tus me nyuam kawm ntawv – txawm hais tias lawv yuav yog neeg muaj keeb kwm zoo li cas, lawv nyob tus zip code twg, thiab tej yam uas lawv yuav tsum muaj coj siv yuav yog dab tsi los xij – yeej muaj kev mus kawm ib qhov kev qhia ntawv uas zoo, muaj txhua yam kev kawm uas yuav npaj kom lawv mus ua tau ib lub neej vam meej yav tom ntej.

CDD Cov Hom Phiaj

Cov Kev Kawm

- Npaj ib txoj kev qhia ntawv uas muaj txhua yam kev kawm rau qib preK-12 rau txhua tus me nyuam kawm ntawv nyob hauv txhua ceeb tsam hauv lub nroog
- Ua kom txhua tus me nyuam kawm ntawv uas kawm tiav yeej muab txuj ci kawm ntawv, muaj kev paub nrog neeg tham/kev tswj tau txoj kev xav, thiab muaj txuj ci siv tej khoom siv uas yuav ua rau lawv mus kawm tau tsev kawm ntawv qib siab thiab/los sis mus ua tau hauj lwm
- Npaj kom muaj kev mus kawm cov kev kawm uas qhia nyuaj thiab tseem ceeb rau cov me nyuam kawm ntawv tej kab lis kev cai suav nrog rau STEAM, kev qhia ntawv siv ob yam lus, thiab CTE
- Ua kom lub tsev kawm ntawv yog ib lub chaw uas muaj kev nyab xeeb thiab muaj kev txais tos zoo rau tag nrho cov me nyuam kawm ntawv thiab cov yim neeg

Kev Ua Kom Muaj Kev Kawm/Kev Pab Sib Npaug Zos Rau Txhua Tus Me Nyuam Kawm Ntawv

- Kev txo kom cov tsev kawm ntawv tsis txhob muaj kev sib cais raws li tej pab pawg neeg thiab nyiaj xtiag
- Muaj cov tsev kawm ntawv uas qhia ntawv zoo nyob hauv txhua thaj chaw hauv lub nroog
- Ua kom cov me nyuam kawm ntawv mus kawm tau cov tsev kawm ntawv uas muaj kev qhia ntau rau tej yam kev kawm nyob ze ntawm lawv lub tsev
- Ua kom muaj cov lus tswj hwm thiab kev khiav ntaub ntawv uas yuav zoo rau txhua yim neeg hais txog txoj kev yuav muab cov me nyuam kawm ntawv tso mus kawm ib lub tsev kawm ntawv
- Kho cov tsev kawm ntawv kom ua rau cov me nyuam kawm ntawv tsis txhob khiav mus kawm lwm lub tsev kawm ntawv, kom muaj kev pab zoo tshaj ntxiv rau tsev neeg thiab cov neeg ua hauj lwm, thiab muaj kev pab rau cov me nyuam kawm ntawv txoj kev kawm.

Kev Ua Kom Tau Zoo Li Ntawd Mus Ntxiv Tom Ntej

- Muab txoj kev npaj siv nyiaj xtiag coj tso kom ua tau tiav cov hom phiaj thiab cov dej num uas tseem ceeb
- Ua kom tsis txhob muaj neeg tawm hauj lwm coob thiab kom kwv yees tau hais tias saib yuav muaj neeg ua hauj lwm coob npaum li cas
- Kho kom tsis txhob pom muaj cov me nyuam mus tso npe ntawv ib xyoo coob txawv ib xyoo
- Muaj kev kawm rau cov neeg ua hauj lwm los ua kom nrhiav tau neeg ua hauj lwm thiab kom cov neeg ua hauj lwm tsis txhob tawm hauj lwm
- Muaj cov kev kawm thiab kev pab uas tseem ceeb rau cov me nyuam kawm ntawv tej kab lis kev cai
- Npaj cov kev kawm ntawv uas yeej muaj nyiaj xtiag coj los them nqi thauj cov me nyuam kawm ntawv mus los mus rau yav tom ntej

Cov Kev Kawm:

Npaj ib txoj qhia ntawv uas muaj txhua
yam kev kawm rau txhua tus me nyuam
kawm ntawv nyob ntawm txhua ceeb
tsam hauv lub nroog

Cov Kev Kawm: Cov Uas TWB MUAB UA TIAV TAG LAWM

- **Kev ua kom paub ua lej thiab paub nyeem ntawv**

- ~100 tus xib hwb qhia qib PK-12 yeej muab npe mus kawm MPS qhov kev mus kawm ua ke hu ua LETRS training
- Tag nrho cov tsev kawm ntawv uas qhia qib K-5 yeej tau mus kawm qhov kev nqes tes pab hu ua PRESS literacy intervention
- Tag nrho cov tsev kawm ntawv uas qhia qib K-5 yeej tau muab qhov kev qhia ua lej ntawm qib K-5 coj los siv thiab coj los kawm

- **Kev pauv cov kev kawm uas yeej muaj kev lees paub txoj kev ua neej nyob ntawm cov me nyuam kawm ntawv, lawv tsev neeg thiab cov zej zos**

- Muaj kev qhia cov neeg ua hauj lwm los ntawm:
 - Qhov Kev Qhia Ntawv Zoo Tshaj Txog Tib Neeg Qhab rau cov kws qhia ntawv (Indian Education Best Practice for educators)
 - Lub Chaw Khiav Hauj Lwm Ntawm Cov Me Nyuam Kawm Ntawv Uas Yog Neeg Dub Txoj Kev Kawm Tau Ntaub Ntawv (Office of Black Student Achievement)
 - Lub Chaw Qhia Cov Kws Qhia Ntawv Uas Yog Neeg Dub (Center for Black Educator Development)
 - Qhov Kawm Txog Neeg Qhab Thaum Caij Ntuj Sov (Native Studies Summer Workshop)
 - Kev Qhia Keeb Kwm Neeg Dub (Teaching Black History)

Cov Kev Kawm: Cov Uas TWB MUAB UA TIAV TAG LAWM

- **Kev yuav tsum tau Kawm Txog Tej Pab Pawg Neeg (Ethnic Studies) thiaj li yuav kawm tiav qib kaum ob**
 - Tag nrho MPS cov tsev kawm ntawv theem siab (high schools) yeej muaj ib cov kev kawm uas cov me nyuam kawm ntawv yuav tsum tau kawm es lawv thiaj li yuav kawm tiav qib kaum ob
 - Muab Pawg Txwj Laus Muab Tswv Yim Rau Kev Kawm Txog Tej Pab Pawg Neeg (Ethnic Studies Advisory Council) nthuav dav ntxiv kom muaj cov me nyuam kawm ntawv, cov kws pab tswv yim rau cov me nyuam kawm ntawv, cov neeg nyob hauv lub zej zos, cov kws qhia ntawv ntawm U of M, cov xib hwb qhia ntawv thiab cov neeg kawm ntawv tiav qib kaum ob nyob hauv MPS.
- **Kev qhia cov me nyuam kawm qib 5 ntaus suab paj nruas**
 - Tag nrho cov tsev kawm ntawv uas qhia qib K-5 yeej cia li muab cov me nyuam kawm qib 5 tso mus kawm ntaus suab paj nruas
 - ~6,900 tus me nyuam kawm qib 5 yeej tau mus kawm ntaus suab paj nruas txij li thaum Lub Caij Nplooj Ntoos Zeeg hauv xyoo 2021 los

Cov Kev Kawm: Cov Uas TWB MUAB UA TIAV TAG LAWMM

- **Cov kev kawm uas kawm tau qhab nia (credit) rau tsev kawm ntawv qib siab**
 - Tag nrho cov tsev kawm ntawv uas qhia qib 9-12 yeej tau nyiaj thiab muaj ib qhov ntawm ob qhov kev qhia ntawv ntawm no.
 - Qhov 1: Kev Kawm Coj Los Npaj Mus Kawm Tsev Kawm Ntawv Qib Siab (International Baccalaureate)
 - Qhov 2: Kev Mus Kawm Cov Kev Kawm Uas Qhia Nyuaj/Kev Mus Kawm Ntawv Qib Siab Nyob Hauv Lub Tsev Kawm Ntawv/Kev Kawm Tsev Kawm Ntawv Qib Siab thiab High School Ua Ke
 - Kev Kawm Ntawv Hauv Cov Xyoo Nruab Nrab (Middle Years Programme) nyob hauv tag nrho cov tsev kawm ntawv theem nruab nrab (tsis txhob suav cov tsev kawm ntawv uas muaj kev qhia ntau rau tej yam kev kawm) los mus pab kom paub ntaub ntawv thiab paub nrog neeg tham/paub tswj txoj kev xav zoo txaus yuav mus kawm high school

Cov Kev Kawm: Cov Uas TWB MUAB UA TIAV TAG LAWM

- **Cov kev kawm lus Hmoob thiab lus Samoli**

- Kev muab qhov kev qhia ntawv coj los txheeb xyuas nrog Kev Tshawb Fawb, Kev Soj Ntsuam thiab Kev Ntsuas los mus txiav txim hais tias saib yuav muaj teeb meem dab tsi rau cov me nyuam kawm ntawv txoj kev yuav kawm tau ntaub ntawv
- Kev soj ntsuam saib muaj me nyuam coob npaum li cas muab npe tuaj kawm ntawv
- Kev muab qhov kev qhia ntawv K-12 Somali pathway qhib dav zuj zus rau tag nrho cov qib ntawv kawm
- Kev Tsim Ib Cov Qauv Rau Lus Somali (Creation of Somali Language Standards)

- **STEM Rau Txhua Tus Me Nyuam Kawm Ntawv**

- 120 chav qhia qib kindergarten yeej tau siv cov neeg hlau (robots) thiab cov kev kawm uas siv cov txuj ci ua lej nyob hauv qib K-12
- Ua kom cov me nyuam uas kawm cov kev tsev kawm ntawv theem nruab nrab (middle school) muaj kev kawm ntau ntxiv los pab kom lawv muaj txuj ci ntau ntxiv rau phab engineering (kev tsim qauv) thiab computer science (kev kawm txog computer)
- Muaj 42 zaj yeeb yaj kiab STEM uas muaj cov neeg muaj txuj ci siab uas tsis yog neeg tawv dawb

Cov Kev Kawm: Cov Uas TSEEM NIAJ HNUB MUAJ

- **Kev qhia paub ua cov lej K-12 math thiab kev nyeem ntawv**
 - Muaj kev soj ntsuam tsis tseg mus ntxiv tom ntej saib cov kev nqes peev yuav pab tau zoo li cas rau cov me nyuam txoj kev kawm tau ntaub ntawv
 - Muab txoj kev qhia kom paub nyeem ntawv thiab paub ua lej nthuav kom dav coj mus qhia rau tag nrho cov xib hwb qhia qib K-12
 - Kev muab cov kev qhia lej hu ua 6-12 Math coj los qhia ntxiv mus
- **Kev pauv cov kev qhia txog kab lis kev cai thiab kev kawm ntawv kom muaj kev qhia tau mus ntxiv**
 - Ua kom muaj kev qhia rau cov neeg ua hauj lwm los sis xib hwb qhia ntawv mus ntxiv/ntau ntxiv
 - Muab MPS Txoj Kev Ua Kom Muaj Kev Qhia Ntawv Zoo Sib Npaug Zos Rau Txhua Tus Me Nyuam kho kom haum zoo li Tus Qauv Ntawm Kev Muab Cov Kev Kawm Pauv

Cov Kev Kawm: Cov Uas TSEEM NIAJ HNUB MUAJ

- **Cov kev kawm uas kawm tau qhab nia (credit) rau tsev kawm ntawv qib siab**

- Kev muab qhov kev kawm uas kawm tau qhab nia (credit) rau tsev kawm ntawv qib siab nthuav kom dav mus ntxiv thiab kom muaj ntau yam kev kawm rau cov me nyuam kawm ntawv xaiv
- Kev muab txoj kev qhia ntawv qib K-12 kho koj los pab kom cov me nyuam mus kawm tau cov kev kawm uas kawm tau qhab nia (credit) rau tsev kawm ntawv qib siab

- **STEM Rau Txhua Tus Me Nyuam Kawm Ntawv**

- Muaj kev qhia rau cov neeg ua hauj lwm los sis cov xib hwb qhia ntawv los mus pab kom cov me nyuam uas hais tau ntau yam lus mus kawm tau qhov kev kawm STEM
- Muab qhov kev kawm ua lej hu ua K-5 Math Bridges/Number Corner koj los qhia ntxiv mus
- Muab qhov kev qhia ua lej hu ua 6-12 Math koj los siv

Kev Ua Kom Muaj Kev Kawm/Kev Pab Sib Npaug Zos Rau Txhua Tus Me Nyuam Kawm Ntawv:

Xyuas kom meej hais tias txhua tus me nyuam kawm ntawv – txawm lawv yuav muaj keeb kwm zoo li cas, yuav nyob rau tus zip code twg, los sis yuav tsum tau muaj dab tsi koj los siv los – lawv yeej muaj kev mus kawm tau cov kev qhia ntawv thiab cov kev kawm uas lawv yeej tsim nyog mus kawm

Kev Ua Kom Muaj Kev Kawm/Kev Pab Sib Npaug Zos Rau Txhua Tus Me Nyuam Kawm Ntawv: Cov Uas TWB MUAB UA TIAV TAG LAWM

- **Nqes peev ntau ntxiv rau txoj kev noj qab nyob zoo ntawm kev xav**

- Tag nrho cov tsev kawm ntawv yeej muaj kev mus siv MPS Ib Tus Kws Pab Tib Neeg Rau Txoj Kev Noj Qab Nyob Zoo Ntawv Kev Xav (muaj 6 tus neeg sib pab khiav hauj lwm)
- Peb yeej muaj ib lub chaw nyob hauv txhua lub tsev kawm ntawm los mus pab cov me nyuam kawm ntawv rau phab kev xav
- Community Caregiver Institutes twb muaj ob lub rooj sib tham txog txoj kev noj qab nyob zoo ntawm kev xav lawm; peb npaj hais tias peb yuav muaj peb lub ntxiv nyob hauv xyoo 2023
- Peb muaj ib tsab ntawv xov xwm txhua hli coj los muab rau peb cov neeg ua hauj lwm thiab cov neeg tu/cov yim neeg

- **Muaj Ib Cov Lus Tswj Hwm Kom Muaj Kev Ncaj Ncees Hais Txog Kev Muab Cov Me Nyuam Kawm Ntawv Tso Mus Kawm Ib Lub Tsev Kawm Ntawv los sis Ib Qhov Kev Kawm**

- Kev muab pawg txwj laus cov lus tswj hwm kho dua tshiab 5262 thiab 6130 coj los siv pib thaum SY (Lub Xyoo Kawm Ntawv) 2021-2022. Ua kom muaj cov me nyuam kawm uas tsis yog neeg tawv dawb thiab cov me nyuam kawm ntawv uas tsim nyog mus kawm cov tsev kawm ntawv muaj kev qhia ntau rau tej yam kev kawm coob ntxiv

Kev Ua Kom Muaj Kev Kawm/Kev Pab Sib Npaug Zos Rau Txhua Tus Me Nyuam Kawm Ntawv: Cov Uas TWB MUAB UA TIAV TAG LAWM

- **Ua kom muaj cov kev qhia ntawv uas tsis muaj kev sib cais ntau ntxiv**
 - Ua kom cov me nyuam kawm qib 4, 5, 7 thiab 11 yeej mus kawm tau ntawv ntxiv mus thiab kawm tau raws li txog kev uas lawv ib txwm kawm
 - Npaj muaj kev pab ntau ntxiv nyob ntawm cov tsev kawm nyob hauv lub zej zos (community schools) thiab nyob ntawm ib cov tsev kawm ntawv ua muaj kev qhia ntau rau tej yam kev kawm (magnets)
 - Tsawg tshaj li 90% ntawm cov me nyuam kawm ntawv tau pauv mus kawm lwm lub tsev kawm ntawv txij li thaum xyoo 2017 los mus (>400 to <40)
 - Muaj rho npe raws txoj hmoo mus kawm cov tsev kawm ntawv uas muaj kev qhia ntau rau tej yam kev kawm rau cov me nyuam kawm ntawv uas siv qhov kev qhia ntawv hu ua Setting III special education services (tsev kawm ntawv theem III rau cov me nyuam xiam oob qhab)

Kev Ua Kom Muaj Kev Kawm/Kev Pab Sib Npaug Zos Rau Txhua Tus Me Nyuam Kawm Ntawv: Cov Uas TWB MUAB UA TIAV TAG LAWM

- **Ua kom muaj cov tsev kawm ntawv uas muaj kev qhia ntau rau tej yam kev kawm ntau ntiv**
 - 11 ntawm 14 lub tsev kawm ntawv yeej yog cov uas muaj cov me nyuam haiv neeg tsawg mus kawm coob txaus thiab yeej yog cov nyob rau hauv plawv nroog (7 lub yog cov tsev kawm ntawv tshiab uas muaj kev qhia ntau rau tej yam kev kawm raws li CDD)
 - 10 ntawm 14 lub tsev kawm ntawv yeej yog cov uas muaj ntau haiv neeg kawm coob tshaj li thaum ua ntej siv CDD
 - 8 ntawm 9 lub tsev kawm ntawv qhia qhib kindergarten uas muaj kev qhia ntau rau tej yam kev kawm yeej yog cov uas muaj ntau haiv neeg kawm coob tshaj li thaum ua ntej siv CDD
 - 4 ntawm 4 lub tsev kawm ntawv uas yog cov muaj haiv neeg tsawg kawm coob txaus yeej yog cov muaj ntau haiv neeg kawm coob dua
 - Peb yeej muaj cov kev qhia ntawv uas siv ob yam lus ntau ntiv lawm
 - Cov me nyuam uas mus kawm hauv Roosevelt qhov kev qhia ntawv siv ob yam lus twb nce ob npaug lawm
 - Cov me nyuam muab npe mus kawm qhov kev qhia ntawv FAIR magnet twb nce ntau tshaj li 30% txij li thaum xyoo 2020 los mus lawm.

Kev Ua Kom Muaj Kev Kawm/Kev Pab Sib Npaug Zos Rau Txhua Tus Me Nyuam Kawm Ntawv: Cov Uas TWB MUAB UA TIAV TAG LAWM

- **Cov kev kho lub tsev kawm ntawv/chaw kawm ntawv kom cov me nyuam nyiam mus kawm**
 - Tag nrho cov tsev kawm ntawv yeej muaj ib cov hom phiaj coj kho lub tsev kawm ntawv nyob hauv lawv Cov Kev Npaj Coj Los Kho Lub Tsev Kawm Ntawv (School Improvement Plans (SIPs))
 - Cov neeg ua hauj lwm los sis xib hwb qhia ntawv yeej mus koom cov kev qhia uas koog tsev kawm ntawv muaj hais txog kev muaj txuj ci coj tsim kom muaj kev pab sib npaug zos rau txhua tus neeg thiab coj los kho lub tsev kawm ntawv
 - Cov Ntsiab Lus:
 - Qhov Kev Qhia Hu Ua Restorative Practice Training uas lub chaw Legal Right Center yog tus qhia
 - Kev txo txoj xav uas tsis muaj kev ncaj ncees rau ib tus neeg/ib cov neeg thiab kev ua tej yam me me uas tsis zoo rau ib tus neeg/ib cov neeg
 - Kev lees paub cov me nyuam kawm ntawv hais tias lawv yeej nyias yog nyias ib tus tib neeg

Kev Ua Kom Muaj Kev Kawm/Kev Pab Sib Npaug Zos Rau Txhua Tus Me Nyuam Kawm Ntawv: Cov Uas TWB MUAB UA TIAV TAG LAWM

- **Muaj Kev Kawm Hauj Lwm thiab Kev Kawm Rau Phab Kev Siv Khoom (CTE) Ntau Ntxiv**
 - Peb yuav qhib cov chaw CTE Tech Centers nyob rau ntawm Edison, North thiab Roosevelt thaum Lub Yim Hli 2023
 - Qhov kev kawm nyob hauv online yeej muaj kev rau cov me nyuam mus kawm tau CTE 17 qhov kev kawm
 - Peb tau muab 2 qhov kev kawm koj los ntxiv rau hauv qhov kev qhia ntawv tshiab hu ua cybersecurity program (kev kawm txog kev ruaj ntseg ntawm kev siv khoom hluav taws xob)
 - Tag nrho cov me nyuam uas lawv kawm tsawg kawg los yog li 2 yam kev kawm nyob rau ib txoj kev kawm yeej kawm tiav qib kaum ob nyob hauv plaub xyoo li ntawm 14.3% coob tshaj li cov kawm tiav qib kaum ob nyob hauv MPS
 - Cov me nyuam uas tsis yog neeg tawv dawb thiab cov me nyuam uas yog neeg ib txwm nyob av Meskas uas lawv kawm tsawg kawg los yog li 2 yam kev kawm nyob rau hauv ib txoj kev kawm yeej kawm tiav qib kaum ob li ntawm 12% - 44% coob tshaj li cov kawm tiav qib kaum ob nyob hauv MPS

- **Kev Ua Kom Muaj Cov Xib Hwb Qhia Ntawv Zoo**

- **Kev Muab MPS Cov Kev Mus Kawm Kom Tau Ntawv Tso Cai Los Ua Xib Hwb Qhia Ntawv Nthuav Dav Ntxiv**

- Kev Muab Cov Neeg Xyaum Qhia Ntawv Hauv Tsev Kawm Ntawv Theem Pib (Elementray) Coj Los Nkag Rau Hauv Peb Qhov Kev Pab Cuam Rau Kev Xyaum Qhia Ntawv (Residency Program)
- Nyob hauv cov kauj ruam kawg ntawm PELSB qhov kev muab lus pom zoo rau kev muab ntawv tso cai qhia ntawv rau cov xib hwb qhia ntawv (yog tib koog tsev kawm ntawv hauv lub xeeb uas muaj qhov no xwb)
- RFP yuav txiav txim hais tias saib puas yuav muaj ib lub tsev kawm ntawv qib siab los nrog peb koom tes nyob rau lub xyoo no
- Henry thiab South High School cov kev qhia ntawv yeej tseem muaj cov kev kawm hauj lwm (internships) uas them nyiaj rau cov me nyuam kawm ntawv uas xav mus mus kawm

- **Kev Nrhiav Xib Hwb Qhia Ntawv & Kev Ua Kom Cov Xib Hwb Qhia Ntawv Tsis Txhob Tawm Hauj Lwm**

- Npaj muaj kev pab ntau ntxiv rau cov xib hwb qhia ntawv BIPOC los ntawm cov neeg ua qauv qhia (mentors) ABARS thiab PAR
- Npaj kom muaj cov kev pab PD thiab kev pab ntau ntxiv rau cov xib hwb qhia ntawv uas yog cov nyob Theem 1 & Theem 2
- Xyuas kom meej hais tias yeej muaj neeg los pauv cov xib hwb uas yog cov qhia nyob ntawm lub tsev kawm ntawv kom lawv muaj sij hawm mus qhia hais tias lawv pom zoo li cas txawm hais tias nws yuav yog thaum tsis muaj neeg ua hauj lwm coob txaus

Kev Ua Kom Muaj Kev Kawm/Kev Pab Sib Npaug Zos Rau Txhua Tus Me Nyuam Kawm Ntawv: Cov Uas TSEEM NIAJ HNUB MUAJ

- **Ua kom muaj cov tsev kawm ntawv uas muaj kev qhia ntau rau tej yam kev kawm ntau ntxiv**
 - Muaj cov lej thiab cov kev ntsuas los qhia hais tias cov tsev kawm ntawv uas muaj kev qhia ntau rau tej yam kev kawm qhia tau ntawv zoo li cas uas npaj raws li txoj kev siv qhov kev qhia uas muaj kev qhia ntau rau tej yam kev kawm koj los ua kom lub tsev kawm ntawv paub nws txoj hauj lwm thiab kom muaj cov kev qhia ntawv zoo
 - Muab cov qauv ntawm kev kawm nyeem ntawv thiab ua lej koj los ntxiv rau cov kev qhia ntawv uas muaj kev qhia ntau rau tej yam kev kawm
 - Muab cov kev kawm high school rau STEM thiab cov kev qhia ntawv uas muaj kev qhia ntau rau ntau yam nyob hauv lub ntiaj teb koj los txhais thiab npaj kom tiav rau thaum Lub Caij Nplooj Ntoos Zeeg hauv xyoo 2024
 - Muaj kev koom tes mus ntxiv los ua kom txhua tus me nyuam kawm ntawv muaj kev mus kawm cov tsev kawm ntawv uas muaj kev qhia ntau rau tej yam kev kawm
 - Muab qhov kev qhia ntawv hu ua Montessori Program kho kom zoo ntxiv los ntawm kev muab kho kom qhia tau zoo li Montessori tus qauv

Kev Ua Kom Muaj Kev Kawm/Kev Pab Sib Npaug Zos Rau Txhua Tus Me Nyuam Kawm Ntawv: Cov Uas TSEEM NIAJ HNUB MUAJ

- **Ua Kom Muaj Kev Kawm Hauj Lwm thiab Kev Kawm Rau Phab Kev Siv Khoom (CTE) Ntau Ntxiv**
 - Npaj kom muaj nyiaj coj los kho lub chaw CTE Tech Center nyob ntawm Edison thiab Roosevelt nyob hauv xyoo SY24
 - Muab qhov kev npaj coj los thauj cov me nyuam kawm ntawv mus los ntawm cov chaw CTE Centers nyob hauv xyoo SY24 coj los siv
- **Ua kom muaj cov kev pab tom qab lub sij hawm kawm ntawv sib npaug zos rau txhua tus me nyuam kawm ntawv**
 - Ua kom muaj cov xib hwb qhia ntawv mus pab coob ntxiv uas nws yuav ua rau muaj neeg coob ntxiv los pab cov me nyuam kawm ntawv
 - Nrhiav nyiaj ntxiv coj los ua kom cov tub ntxhais hluas muaj cim fim mus ua los sis kawm ntau yam ntxiv
 - Daws qhov teeb meem tsis muaj neeg ua hauj lwm coob txaus uas nws muaj kev cuam tshuam rau kev npaj cov kev pab uas muaj rau tom lub sij hawm kawm ntawv

Kev Ua Kom Muaj Kev Kawm/Kev Pab Sib Npaug Zos Rau Txhua Tus Me Nyuam Kawm Ntawv: Cov Uas TSEEM NIAJ HNUB MUAJ

- **Cov kev kho lub tsev kawm ntawv/chaw kawm ntawv kom cov me nyuam nyiam mus kawm**
 - Muab MPS cov kev ua kom muaj kev pab sib npaug zos rau txhua tus me nyuam kawm ntawv ua kom tiav thiab ua kom muaj kev qhia mus ntxiv rau cov neeg ua hauj lwm
 - Pawg neeg sib pab khiav hauj lwm hu ua Equity and School Climate Team yeej npaj muaj kev pab tsis tseg ntxiv rau cov hom phiaj thiab kev khiav hauj lwm hauv lub tsev kawm ntawv
 - Tshawb fawb kom paub tej yam Tseem Ceeb Ntawm Qhov Kev Npaj uas yuav tsum tau muaj rau cov kev kawm kom paub nrog neeg sib tham/paub tswj txoj kev xav
 - Muab qhov kev npaj hu ua MPS Responding to Hate and Bias Incident Plan (MPS Qhov Kev Npaj Coj Los Daws Cov Teeb Meem Ntawm Kev Ntxub Ntxaug thiab Kev Xav Tsis Ncaj Ncees Rau Lwm Tus Neeg) ua kom tiav

Kev Ua Kom Muaj Kev Kawm/Kev Pab Sib Npaug Zos Rau Txhua Tus Me Nyuam Kawm Ntawv: Cov Uas TSEEM NIAJ HNUB MUAJ

- **Kev Ua Kom Muaj Cov Xib Hwb Qhia Ntawv Zoo**

- **Kev Muab MPS Cov Kev Mus Kawm Kom Tau Ntawv Tso Cai Los Ua Xib Hwb Qhia Ntawv Nthuav Dav Ntxiv**

- Kev khiav hauj lwm kom nrhiav tau nyiaj txiag coj los siv tsis tu ncua rau qhov kev kawm kom tau ntawv tso cai los ua xib hwb qhia ntawv uas muaj npe hu ua GYO nyob hauv 5 xyoos tom ntej no

- **Kev nrhiav xib hwb qhia ntawv & kev ua kom cov xib hwb qhia ntawv tsis txhob tawm hauj lwm:** Kev ua kom muaj kev koom tes nyob ntawm ib phab hauj lwm mus rau ib phab:

- Tsim thiab npaj kom muaj tsis tseg mus ntxiv thiab kom muaj ntau yam kev qhia rau cov neeg ua hauj lwm uas muaj zoo li thiab ua zoo li cov ntsiab lus ntawm neeg laus txoj kev kawm
- Kev sib pob nyiaj Q Comp thiab lwm cov nyiaj los pab kom muaj kev qhia zoo thiab txawv rau cov neeg ua hauj lwm uas muaj ntawv tso cai
- Ua komuaj txog 15 tus neeg Tuaj Xyaum Qhia Ntawv thaum txog xyoo FY26

Kev Ua Kom Tau Zoo Li Ntawd Mus Ntxiv Tom Ntej:
Kev muab cov kev siv nyiaj coj tso kom haum
thiab kom zoo li qhov tseeb ceeb rau txoj kev
yuav ua tau tiav MPS cov hom phiaj yav tom ntej

Kev Ua Kom Tau Zoo Li Ntawd Mus Ntxiv Tom Ntej: Cov Uas TWB MUAB UA TIAV TAG LAWM

- **Kev muab cov ciam av ntawm tej cheeb tsam pauv kom cov tsev kawm ntawv muaj me nyuam kawm ntawv mus kawm coob ib yam**
 - Peb twb muab cov ciam av tshiab koj los siv rau thaum lub caij nplooj ntoos zeeg hauv xyoo 2021 lawm
 - Cov tsev kawm ntawv theem pib (elementary schools) uas muaj me nyuam kawm ntawv tsawg tshaj 300 yeej nce li 1 lub lawm yog muab piv rau thaum ua ntej siv CDD
 - Cov tsev kawm ntawv theem nruab nrab (middle schools) uas muaj me nyuam kawm ntawv tsawg tshaj 400 yeej poob ntawm 13 lub mus rau 5 lub lawm
 - Qhov txawv ntawm kev muaj me nyuam kawm ntawv nyob hauv cov tsev kawm ntawv theem siab (high schools) yeej muaj tsawg dua lawm.
- **Muaj kev pab txaus rau cov me nyuam kawm ntawv siv, muaj cov kev pab uas cov me nyuam kawm ntawv yuav mus siv tau**
 - Kev ua kom cov tsev kawm ntawv uas qhia qib K-8 poob los rau 2 lub

Keu Ua Kom Tau Zoo Li Ntawd Mus Ntxiv Tom Ntej: Cov Uas TWB MUAB UA TIAV TAG LAWM

- **Keu kho kom txoj kev thauj cov me nyuam kawm ntawv mus los khiav tau zoo**
 - Qhov nyiaj uas npaj koj los them lub tuam txhab tsheb npav uas thauj cov me nyuam kawm ntawv mus los yeej raug li \$6.9 lab tsawg tshaj hauv xyoo FY21 (Qhov nyiaj tsawg tshaj ntawm no yeej yog nyob rau ntawm cov tsheb npav uas yeej ib txwm khiav thauj cov me nyuam kawm ntawv mus los)
 - Peb yeej tau muab ib cheeb tsam nyob ib ncig ntawm lub tsev kawm ntawv uas cov me nyuam yuav tsum tau mus ko taw mus kawm ntawv txo rau 28 lub tsev kawm ntawv lawm
 - Cov Sij Hawm Caij Cov Tsheb Npav Mus Rau Ntawm Cov Tsev Kawm Ntawv Community School yog: 17.31 feeb; mus rau cov tsev kawm ntawv Magnet School yog: 27.53 feeb
 - Ib cov nqi uas peb txuag tau yog peb muab siv koj mus them cov kws tsav tsheb uas lawv cov nyiaj ua hauj lwm nce thiab lub tuam txhab tsheb npav tus nqi, cov nqi ntawm cov neeg tsis muaj vaj tse nyob & cov neeg uas nyob tsis muaj chaw uas muaj coob ntxiv lawm, thiab cov nqi ntawm cov tsheb npav thauj cov me nyuam kawm ntawv xiam oob qhab
- **Ua kom tsis txhob muaj neeg tawm hauj lwm coob thiab kom kwv yees tau hais tias saib yuav muaj neeg ua hauj lwm coob npaum li cas**
 - Muab tus qauv uas kwv yeej tau hais tias yuav muaj neeg ua hauj lwm coob npaum li cas koj los siv mus ntxiv; muab cov teeb meem koj los xyuas thiab muab kho yog thaum tsim nyog kho

- **Kev kho kom txoj kev thauj cov me nyuam kawm ntawv mus los khiav tau zoo**
 - Muab cov ciam av rau cov me nyuam kawm ntawv uas mus kawm cov kev kawm ntawv tshwj xeeb coj los soj ntsuam
 - Tswj tus nqi ntawm cov tsheb npav uas muaj ntawv cog lus los thauj cov me nyuam kawm ntawv mus los
- **Kev Kho Tej Vaj Tse los sis Khoom Siv (Capital Improvements)**
 - Yuav khiav hauj lwm rau cov kev tsim kho nram qab no mus ntxiv:
 - Lub chaw CTE Center nyob ntawm North
 - Lub Chaw Rau Kev Ua Yeeb Yam Bethune (Bethune Performance Center)
 - Cov kev kho Andersen ntau ntau lub xyoo
 - Chav rau kev ua yeeb yam thiab kev kawm Ella Baker

Lus Sib Tham

Minneapolis Public Schools

List A: All Employees: Tuesday, January 10, 2023

Hiring - Licensed

Benjamin Achen	Roosevelt High	Teacher, Special Education	12/6/2022
John Acree	Jenny Lind Elementary	Teacher, Elementary	1/3/2023
Andrew Atwood	FAIR High	Teacher, TOSA General	12/6/2022
Rachel Best	Speech Language Clinicians	Teacher, Speech Language Clinician	8/17/2022
Janessa Brackett	MPS Online K-5	Teacher, Counselor	8/8/2022
Jessica Chapman	Ella Baker PK-8	Teacher, Building Reserve	8/29/2022
Heather Dunham-Sunde	Field Elementary	Teacher, Library Media Specialist	1/3/2023
Andrew Ferri	Ella Baker PK-8	Teacher, English	8/23/2022
Zaneli Gomez Ocampo	Andersen Middle	Teacher, World Languages (Spanish)	1/3/2023
Sabrina Greene	Marcy Elementary	Teacher, Elementary	1/3/2023
Rachel Hawn	Olson Middle	Teacher, Building Reserve	12/8/2022
Lia Henry	Nellie Stone Johnson Elementary	Teacher, Elementary	12/19/2022
Sheilagh Johnson	Hale Elementary	Teacher, Library Media Specialist	12/18/2022
Lisa Ledman	Southwest High	Teacher, TOSA General	12/2/2022
Laura Louis-Jacques	Special Ed Program 1	Teacher, District Program Facilitator	12/1/2022
Molly Mcelroy	Marcy Elementary	Teacher, Theatre/Dance	1/3/2023
Crystal Moe	Seward Elementary	Teacher, Elementary	1/3/2023
Tyler Monroe	Marcy Elementary	Teacher, Theatre/Dance	8/14/2022
Kristine Morris	Occupational, Physical Therapists	Teacher, Occupational Therapist	1/3/2023
Hannah Ouellette	Teaching & Learning	Teacher, Math	12/16/2022
Jessica Ranes	Sullivan PK-8	Teacher, Special Education	1/3/2023

Minneapolis Public Schools

List A: All Employees: Tuesday, January 10, 2023

Hiring - Licensed

Katherine Roberts	FAIR High	Teacher, Special Education	12/12/2022
Melinda Vaillant	MPS Online K-5	Teacher, Counselor	1/3/2023
Megan Vasatka	Whittier Elementary	Teacher, World Languages (Spanish)	12/12/2022
Tiffany Verbeke	Edison High	Teacher, Science	1/3/2023
Jocelyn Walsh	Speech Language Clinicians	Teacher, Speech Language Clinician	8/14/2022
Steven Weeks-Johnson	Whittier Elementary	Teacher, Elementary	12/12/2022

Hiring - Non Licensed

Omar Ahmed	Sullivan PK-8	Special Education Assistant	12/7/2022
Samina Arafin	Minneapolis Kids	Child Care Assistant	7/1/2022
Michael Barnes	Engineers, Zone 2	Custodian	12/14/2022
Jayzee Brown	Minneapolis Kids	Child Care Assistant	1/3/2023
Dianne Carlson	Minneapolis Kids	Family Learning Child Care Worker	8/22/2022
Laura Carpenter	Harrison Education Center	Special Education Assistant	12/12/2022
Asatah Coakley	South High	Security Monitor	9/5/2022
Elizabeth Cronin	Edison High	Special Education Assistant	1/3/2023
Kowsar Dakane	Minneapolis Kids	Child Care Assistant	7/14/2022
Betelihem Desalegn	Engineers, Zone 1	Custodian	12/14/2022
Zoila Diaz Olivares	District Communications Center	District Communication Ctr Specialist	12/15/2022
Theodore Dufrane	AVID Tutors	AVID Assistant	1/10/2023

Minneapolis Public Schools

List A: All Employees: Tuesday, January 10, 2023

Hiring - Non Licensed

Moneshia Fly	CWS, Site Group 6 - Southeast	School Cook	12/16/2022
Emily Frey	Barton Elementary	Associate Educator	12/12/2022
Khadeega Gazey	Edison High	Special Education Assistant	1/3/2023
Carl George	Minneapolis Kids	Child Care Assistant	8/22/2022
Nadia Hassan	Folwell Elementary	Special Education Assistant	8/25/2022
Kara Herring	Washburn High	Special Education Assistant	1/3/2023
Dominique Jackson	Franklin Middle	Office Specialist	12/8/2022
Amina Jama	Folwell Elementary	Associate Educator	8/25/2022
Lacey Johnson	AVID Tutors	AVID Assistant	8/25/2022
Quandasia Kemp	Whittier Elementary	Special Education Assistant	1/3/2023
Jody Koceja	North High	School Secretary, Senior	1/16/2023
Gentric Lenoir	Engineers, Zone 2	Custodian	12/12/2022
Heather Lyke	Teaching & Learning	K-12 Content Lead	9/6/2022
Terry Martin	Anishinabe Academy Elementary	Associate Educator	1/3/2023
Kelsey Moffat	Jenny Lind Elementary	Special Education Assistant	1/3/2023
Amaree Mohamed	MPS Online K-5	Special Education Assistant	1/3/2023
Lindsey Morris	Lyndale Elementary	Special Education Assistant	11/28/2022
Sara Muench	AVID Tutors	AVID Assistant	1/9/2023
Samme Nassrallah	Engineers, Zone 1	Custodian	12/19/2022

Minneapolis Public Schools

List A: All Employees: Tuesday, January 10, 2023

Hiring - Non Licensed

Barbara Oziewicz	Minneapolis Kids	Child Care Assistant	12/15/2022
Demetria Parker	Jenny Lind Elementary	Special Education Assistant	12/12/2022
Robert Partee	Engineers, Zone 1	Custodian	12/12/2022
Eureka Riser	Minneapolis Kids	Child Care Assistant	1/9/2023
Ivonne Rodriguez	Whittier Elementary	Associate Educator	12/7/2022
Asha Salad	Folwell Elementary	Special Education Assistant	1/3/2023
Uzair Ahmad Saleh	Adult Basic Education	Associate Educator	12/12/2022
Caroline Sheffield	Seward Elementary	Special Education Assistant	12/12/2022
Julian Shockley	Jenny Lind Elementary	Associate Educator	12/5/2022
Daniel Simmons	Anthony Middle	Office Assistant	1/3/2023
Chiwannia Smart	Engineers, Zone 2	Custodian	6/27/2022
Madison Smith	Indian Education	School Success Program Assistant	1/3/2023
Jasmine Sorensen	River Bend Education Center	Special Education Assistant	1/3/2023
Melanie Spicer	Marcy Elementary	Associate Educator	1/3/2023
Donovan Taylor	Talent Acquisition	Human Resources Specialist	12/5/2022
Suzanne Tema	Check and Connect	Associate Educator	10/10/2022
Melissa Thompson-Vieira	Minneapolis Kids	Family Learning Child Care Worker	8/29/2022
Dalila Tolbert	Minneapolis Kids	Student Information Specialist	12/12/2022
James Tyson	Engineers, Zone 2	Custodian	12/14/2022
Peter Vaske	Minneapolis Kids	Program Coordinator, Minneapolis Kids	1/3/2023
Marais Wakem	Youth & Adult Enrichment	Coordinator, Youth & Adult Programs	12/14/2022

Minneapolis Public Schools

List A: All Employees: Tuesday, January 10, 2023

Hiring - Non Licensed

Imani Waters	Washburn High	Special Education Assistant	1/4/2023
Moriel Wimes	Franklin Middle	Special Education Assistant	1/5/2023
Bethany Young	Whittier Elementary	Special Education Assistant	1/3/2023
Jordan Young	North High	Special Education Assistant	1/4/2023

Discharges

Licensed

Non-Licensed

IT Field Support Technician 2022-12-14 2023-01-ER-5327

Probationary Separations

Licensed

Licensed, Staff Reduction

Non-Licensed

CWS Production Assistant 2022-12-12 2023-01-ER-5425
Custodian 2023-01-05 2023-01-ER-5441
Special Education Assistant 2022-12-13 2023-01-ER-5426

Non-Licensed, Staff Reduction

Licensed, Discontinuance of Contract

Layoffs

Licensed

Non-Licensed

Administrative Contract Non-Renewals

**FIRST AMENDMENT AMD-13905 TO CONTRACT MAS-13582 BETWEEN:
SPECIAL SCHOOL DISTRICT NO. 1 AND BILLE BUS TRANSPORTATION,
INC**

This Amendment (“Amendment”) to the Contract between Special School District No. 1 and Bille Bus Transportation, Inc, dated January 1, 2023 (“Contract”) is made and entered into by and between Special School District No. 1 (“District”) and Bille Bus Transportation, Inc (“Contractor”) (collectively “parties”).

WHEREAS, Special School District No. 1, a special a school district created and existing under Minnesota law (“District”) and Bille Bus Transportation, Inc ("Contractor") entered into a contract titled Student Transportation for a period between 1/1/2023 through 6/30/2027 CONTRACT (“Contract”), and

WHEREAS, the Parties now desire to amend the contract;

NOW THEREFORE IT IS HEREBY AGREED by the Parties to amend the Contract as follows:

Section 3.1 of the Contract shall be amended to add: 2,000,000

Except as herein amended, the terms, conditions and provisions of the Contract shall apply to and govern the provisions of this Amendment.

[The remainder of this page intentionally left blank.]

SPECIAL SCHOOL DISTRICT NO. 1

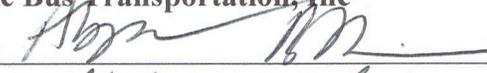
By: _____

Name: _____

Title: _____

Date: _____

Bille Bus Transportation, Inc

By:  _____

Name: Abdurizak Bille

Title: CEO

Date: 12/16/22



MINNEAPOLIS
PUBLIC SCHOOLS

Amendment to Construction Manager as Advisor Agreement

PROJECT: <i>(name and address)</i>	Agreement Information	Amendment Information
FY21 North High School Additions, renovation and CTE Project	Date: May 31, 2022	Amendment No.2
ARCHITECT: <i>(name and address)</i>		Construction Manager as Advisor: <i>(name and address)</i>
LSE Architects		Kraus Anderson Construction Company
100 Portland Avenue S. Suite 100		501 South 8 th Street
Minneapolis, MN 55401		Minneapolis, MN 55401

The Owner and Construction Manager as Advisor amend the Agreement as follows:

The Construction Manager as Advisor fee is based on an estimated cost of the work for Project No. 1 of \$24,150,000 and based on 14 months of construction. The original contract did not include the General Conditions costs for work that is supplemental to the construction manager fees. This amendment adds the General Conditions fees to the contract. The General Conditions fees are considered reimbursable costs and are only billed on a time and material basis as used to support construction. These fees include incidental construction work like site security, site cleanup, site maintenance.

The Construction Manager as Advisor compensation and schedule shall be adjusted as follows:

Compensation Adjustment:

Original Contract Amount: \$140,000 (MAS-13714)
 Amendment No 1 (8/16/2022, AMD-13797) \$1,273,206
 Amendment No 2 (add General Conditions) \$600,000

Total contract value with the amendment is \$2,013,206

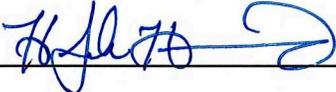
Schedule Adjustment:

No schedule adjustment is being made in this amendment. Should the construction exceed 14 months, additional compensation will be made based on the hourly rates provided and an additional amendment will be prepared.



MINNEAPOLIS PUBLIC SCHOOLS

Signatures:

<p>Construction Manager as Advisor</p>	<p>Owner</p>
<p><i>Firm Name</i></p>	<p><i>Name</i></p>
<p>Kraus Anderson Construction Company</p>	<p>Minneapolis Public Schools</p>
	
<p>Signature</p> <p>VP H. John Huenink</p>	<p>Signature</p>
<p>Printed Name and Title</p> <p>11.30.22</p>	<p>Printed Name and Title</p>
<p>Date</p>	<p>Date</p>



MINNEAPOLIS
PUBLIC SCHOOLS

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CONTRACT FOR SERVICES – \$25,000 above

This Contract is entered into between Special School District No. 1, “District”, a special school district created and existing under the laws of Minnesota, and N2Y, LLC “Contractor” (collectively “parties”) to provide individual line standards-based program and technology to students receiving direct special education.

TERM OF CONTRACT

- 1.1 This Contract is effective on 12/22/2022 or the date of the last signature of the parties, whichever is later, and shall remain in effect until 6/30/2023, or until all obligations set forth in this Contract have been satisfactorily fulfilled, or the Contract has been terminated, whichever occurs first. Contractor shall have a continuing obligation, after said Contract period, to comply with any provision of this Contract intended for District’s protection or benefit, or that that by its sense and context, is intended to survive the completion, expiration or termination of this Contract.
- 1.2 Contractor understands that **NO WORK SHOULD BEGIN UNDER THIS CONTRACT** until all required signatures on this Contract have been obtained and the Contract has been authorized and/or approved by the District’s Board. Any work performed by Contractor prior to such time shall be considered as having been performed at Contractor’s **OWN RISK** and as a volunteer.

2 SCOPE OF WORK

- 2.1 Contractor shall perform all of the services set forth herein and any exhibits attached hereto as **Exhibit A** (“Scope of Work”). Contractor understands that time is of the essence in this Contract and agrees to meet all milestones indicated in this section, in the Contract herein and any exhibits attached hereto.

3 CONSIDERATION AND TERMS OF PAYMENT

The consideration for all services (and goods if any) performed or supplied by Contractor under this Contract shall be paid by District as described below.

3.1 Total Obligation

District’s total obligation to Contractor under this Contract, including compensation for goods, services, and reimbursable expenses shall not exceed \$164,299.47. Contractor shall



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SRM: 4400001648

Page | 1

not receive any additional reimbursement for materials or subsistence expenses incurred in the performance of this Contract.

3.2 *Frequency of Invoicing and Terms of Payment*

Subject to the conditions herein, payment shall be made by District within thirty (30) days upon receipt of Contractor's invoice for goods delivered or services rendered pursuant to this Contract. The Contractor's standard invoice shall be submitted after satisfactory completion of services on a monthly basis. District has no obligation to pay for services that are not satisfactorily performed or performed in violation of federal, state or local law, ordinance, rule or regulation. In the case of a dispute about satisfactory performance of services, the parties agree to work in good faith to resolve any disputes. If either party does not dispute an invoice in writing within 180 days of receipt of the invoice, no action challenging the invoice may be taken.

As applicable, for all agreed upon work performed by Contractor or Contractor's personnel in the provision of goods and/or services stipulated herein, District shall pay Contractor at the hourly or per diem rates as set forth in the applicable **Exhibit B**. Payment shall be made to Contractor based on the hours recorded provided such hours are in accordance with the terms of this Contract. Notwithstanding anything to the contrary, and without limitation, District has not promised or guaranteed any minimum amount of work, and Contractor understands and acknowledges same. District has no obligation to pay for overtime or holiday work, nor will it pay premiums for overtime and holidays.

3.3 *Taxes.*

District is exempt from paying Minnesota sales and use taxes on certain purchases, as provided in Minnesota Statute, Section 297A.70. Contractor shall not charge District for such sales and use taxes. Alternatively, Contractor shall be responsible for the payment of any and all sales taxes to the Minnesota Department of Revenue relating to the following taxable items sold pursuant to this Contract; construction materials, leasing of motor vehicles, food and lodging, [See Minnesota Statute 297A.70]. Contractor shall promptly reimburse District for any and all such sales and use taxes paid by District to any governmental authority on behalf of Contractor including penalties and interest with respect thereto, and including any and all expenses (including attorneys' fees) or damages that result from a failure by Contractor to properly remit or reimburse District for any and all such sales and use taxes provided above.

District may be obligated by state and federal law to withhold state and federal taxes from the consideration stated herein. These taxes may consist of, but are not limited to, the Minnesota state entertainer tax, Minnesota state nonresident withholding tax, federal withholding on payments to foreign nonresident aliens, and federal backup withholding.

3.4 *Fund Availability; Federal Funds Contingency.*

Financial obligations of District payable after the current fiscal year are contingent upon funds for that purpose being appropriated, budgeted and otherwise made available. If this Contract is funded in whole or in part with federal funds, District's payment obligations

are subject to and contingent upon the continuing availability of federal funds for the purposes hereof.

4 GENERAL TERMS AND CONDITIONS

4.1 The terms and conditions contained in this Contract shall govern and shall take precedence over any different or additional terms and conditions which Contractor or District may have included in any documents attached to or accompanying this Contract. Any handwritten changes on the face of this document shall be ignored and have no legal effect unless initialed by all parties. If this Agreement was made pursuant to a Request for Proposal (RFP) or Request for Information (RFI), the following order of precedence shall apply: (1) this Contract and its Exhibits, (2) District's RFP or RFI, and (3) Contractor's Response to District's RFP or RFI. 20

5 AFFIRMATIVE ACTION, EQUAL EMPLOYMENT OPPORTUNITY

5.1 The District is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, sex, national origin, age, marital status, disability, public assistance status, veteran status, or sexual orientation and is committed to transacting business only with firms who follow these practices. Contractor must apply every good faith effort to ensure implementation of this policy in their practices of employment, upgrade, demotion or transfer, recruitment, or recruitment advertising, layoff or termination, rates of pay or other forms of compensation, and selection for training, including apprenticeship. As applicable, Contractor shall also develop and have on file for each of its establishments, written Affirmative Action Plans, as may be required by the rules and regulations of the Secretary of Labor. If applicable, Contractor certifies that it has received a certificate of compliance from the Minnesota Commissioner of Human Rights for its affirmative action plan. By accepting this Contract, Contractor certifies that it complies with all applicable federal and state laws as well as District policies related to non-discrimination, equal employment opportunity, and affirmative action.

6 BACKGROUND CHECKS

6.1 Contractor shall screen Contractor and all paid and volunteer employees and agents, including interviews, reference checks, credit history (if handling district funds), driving history and insurance coverage (if transporting district staff, students or families). And, Contractor shall conduct criminal background checks in accordance with state and federal law and District policy for Contractor and all paid and volunteer employees and agents who will have direct contact with children under this Contract. Background checks will be done prior to any contact with children, and shall be done in accordance with applicable state and federal laws, including but not limited to Minn. Stat. Sections 299C.61-.64; Minn. Stat. Section 123B.03; 42 U.S.C. Section 5119a and 42 U.S.C. Section 14501-05.

6.2 Contractor is responsible for ensuring that all paid and volunteer employees and agents who will be in contact with District staff and students are appropriate persons to conduct such work.

7 DATA PRIVACY

- 7.1 Contractor agrees that any information it creates, collects, receives, stores, uses, or disseminates during the course of its performance, which concerns the personal, financial, or other affairs of the District, its Board, officers, employees or students shall be kept confidential and in conformance with all state and federal laws relating to data privacy, including, without limitation, the Minnesota Government Data Practices Act, Minnesota Statute, Chapter 13. Contractor must comply with any applicable requirements as if it were a governmental entity. The remedies in Minn. Stat. § 13.08 apply to the Contractor. The Contractor will report immediately to the District any requests from third parties for information related to this Contract. The District will respond to such data requests. All subcontracts, if allowed, shall contain the same or similar data practices compliance requirements.

8 OWNERSHIP OF MATERIAL

- 8.1 ~~The Contractor expressly waives to the District any claim to copyright pertaining to all new materials, publications, and documents produced as a result of this Contract and agrees that the District shall have exclusive right to and responsibility for their distribution, publication, copyrighting (when applicable) and all other matters relating to dissemination of the materials. Contractor shall not use, willingly allow or cause to have such materials used for any purpose other than performance of Contractor's obligations under this Contract without prior written consent of the District.~~ N/A 

9 USE OF DISTRICT NAME OR LOGO

- 9.1 Contractor agrees not to use the name, logo, or any other marks (including, but not limited to, colors and music) owned by or associated with the District or the name of any representative of the District in any sales promotion work or advertising, or any form of publicity, without the written permission of the District.

10 INDEPENDENT CONTRACTOR

- 10.1 Contractor shall perform its duties hereunder as an independent contractor and not as an employee of the District. Neither Contractor nor any agent or employee of Contractor shall be or shall be deemed to be an agent or employee of the District. Contractor shall pay when due all required employment taxes and income tax withholding, including all federal and state income tax on any monies paid pursuant to this Contract. Contractor acknowledges that Contractor and its employees are not entitled to tax withholding, worker's compensation, unemployment compensation, or any employee benefits, statutory or otherwise. Contractor shall have no authorization, express or implied, to bind District to any agreements, liability, or understanding except as expressly set forth herein. Contractor shall be solely responsible for the acts of Contractor, its employees and agents.
- 10.2 Contractor shall hold District completely harmless from and against any such contributions, premiums and taxes described above and from all claims and liability pertaining to those or any other item for which Contractor is responsible under this

Contract, and from all attorney's fees and other costs incurred by District in contesting or defending against any responsibility therefore which is asserted against District.

11 WORKER HEALTH, SAFETY AND TRAINING

11.1 Contractor shall be solely responsible for the health and safety of its employees and/or self in connection with the work performed under this Contract. Contractor shall make arrangements to ensure the health and safety of all subagents and other persons who may perform work in connection to this Contract. Contractor shall ensure all personnel, subagents and/or self are properly trained and supervised and, when applicable, duly licensed or certified appropriate to the tasks performed under this Contract. Contractor shall comply with federal, state and local occupational safety and health standards, regulations, and rules promulgated pursuant to the Occupational Health and Safety Act that are applicable to the work performed by Contractor. Contractor shall develop and implement an emergency plan and procedures to follow in emergencies.

12 BUREAU OF CITIZENSHIP & IMMIGRATION SERVICES REQUIREMENTS

12.1 Contractor shall comply with all applicable requirements of the BCIS relating to employment including but not limited to confirming nationality for all employees and complying with requirements for employing aliens if appropriate.

13 INSURANCE

13.1 At all times during its performance under this Contract, Contractor shall obtain and keep in force comprehensive general liability insurance, including coverage for death, bodily or personal injury, property damage, liability and automobile coverages, with limits of not less than \$1,500,000 each claim and \$1,500,000 each occurrence covering claims that arise out of its acts and operations in providing services to the District or at limits established for a municipal corporation by Minnesota Statute Section 466.04. All such certificates evidencing such insurance shall name District as additional insured. Contractor may meet the limits above \$1,000,000 per occurrence through umbrella or excess coverage.

13.2 Contractor represents that it has worker's compensation insurance to the extent required by law and agrees to furnish proof of such insurance for worker's compensation and the liability insurance, upon request. Contractor also represents that it has professional liability insurance with limits of not less than \$1,500,000 each claim and \$1,500,000 each occurrence covering claims that arise out of its acts and operations in providing services to the District, but shall not name the District as an additional insured to the coverage.

13.3 Contractor or its members shall also maintain property insurance coverage for the facility in which the program is located if it is not in a district building. Contractor and its members shall obtain and maintain insurance covering claims for the loss of or damage to its personal property that may be caused by students attending its programs.

13.4 Contractor shall provide all such certificates to District. Contractor shall not cancel or revise any insurance coverage required by this section during the term of this Contract

and shall require its insurer to mail the District a notice if the coverage is cancelled or revised.

14 INDEMNIFICATION

14.1 Contractor agrees to release, defend, indemnify, and hold harmless District, its board, officers, students, employees, and agents from all liability, injuries, claims, damages (including claims of bodily injury, property damage, or negligence), or loss, including costs, expenses, and attorneys' fees, which arise in connection with, in relation to, or as a result of Contractor's negligent acts or omissions or in connection with Contractor's breach of warranties. The foregoing agreement to release, defend, indemnify and hold harmless shall not apply to the extent such liability, injuries, claims, damages, or loss was caused by the intentional, willful, or wanton acts of District. Contractor shall not settle or compromise any claim in which the District has been named a party and for which Contractor must indemnify the District without a signed agreement approved by the District.

15 LIMITATION ON LIABILITY

15.1 In no event shall the District be liable for any indirect, consequential, incidental, lost profits or like expectancy damages arising out of the Contract. District's maximum obligation under this Contract shall not exceed the amount set forth herein.

16 CONFLICT OF INTEREST/CODE OF ETHICS

16.1 Contractor agrees that it will not represent any other party or client which may create a conflict of interest in its representation with the District. Contractor agrees to be bound by the District's Code of Ethics. In particular, Contractor: (i) certifies that it has not paid kickbacks directly or indirectly to any District employee for the purpose of obtaining this or any other District Contract; (ii) agrees to cooperate fully with any investigation involving a possible violation; and (iii) agrees to report any suspected violations to the District. Contractor certifies that it has provided no fees, gifts, gratuities, compensation, or anything of value in violation any applicable laws or District policies.

17 COMPLIANCE WITH LAWS AND DEBARMENT

17.1 Contractor certifies that all goods or services furnished under this Contract shall comply with all applicable federal, state, and local laws and regulations, as well as District policies and procedures, regardless of whether such laws and regulations are specifically set forth in this Contract. Contractor represents that it is not currently debarred or suspended by any federal agency from doing business with the federal or state government. Contractor shall notify District if it becomes debarred or suspended during the term of this Contract. District may immediately terminate this Contract in the event of such termination or suspension and Contractor shall be responsible for any costs incurred by District in connection therewith.

18 TERMINATION

18.1 The District and/or Contractor may terminate this Contract at any time without cause, upon thirty (30) days written notice to the other Party. In the event of such termination, Contractor shall be entitled to payment, calculated on a pro rata or other equitable basis, determined by District in its ~~sole~~ reasonable discretion, for work or services satisfactorily performed. In no event shall Contractor be paid for work performed or costs incurred after termination, or for costs incurred by suppliers or subcontractors which reasonably could have been avoided.

18.2 District may terminate this Contract in whole or in part for cause upon seven (7) days written notice if Contractor fails to comply with any material term or condition of this Contract, becomes insolvent or files for bankruptcy protection, or fails to comply in a material way with the requirements of this Contract. Late delivery of goods or services, or delivery of goods or services that are defective or do not conform to the Contract shall, without limitation, be causes allowing District to terminate for cause. If a determination is made that District improperly terminated this Contract for Cause, then such termination shall be deemed to have been for without cause.

18.3 Notwithstanding the above, Contractor shall not be relieved of liability to the District for damages sustained by the District as a result of any breach of this Contract by the contractor. The District, may, in such event, withhold payments due to the Contractor for the purpose of set-off until such time as the exact amount of damages due to the District is determined. The rights or remedies provided here shall not limit the District, in case of any default, error or omissions, by the Contractor, from asserting any other right or remedy allowed by law. Nothing in this Contract shall be construed as a waiver of any right, remedy, liability limit or immunity of the District under law.

19 RETURN OF DATA

19.1 Within fifteen (15) days of the completion or earlier termination of this Contract, or upon earlier request of the District, Contractor shall return all documents, data and other information provided by the District to Contractor, or Contractor's employees or agents in connection with this Contract. Additionally, Contractor, upon the request of the District, shall destroy all copies of such District provided data, documents, or information in Contractor's possession or control, and provide District with proof of such destruction.

20 RECORDS MANAGEMENT AND MAINTENANCE

20.1 District shall have the right to inspect and copy such books, records, and documents (in whatever medium they exist) as well as all accounting procedures and practices of Contractor, its agents, and subcontractors directly related to this agreement to verify Contractor's performance and all ~~expenses~~ invoices submitted pursuant to the terms of this Contract. Contractor shall make such items available for inspection during normal business hours at Contractor's place of business. Such records may be subject to copy, review and/or audit by District, State Auditor and/or the Comptroller General of the United States, or a duly authorized representative, if federal funds are used for any work under this Contract. All such items shall be retained by Contractor during the term of this Contract and for a period of six (6) years after the delivery of the goods and/or services. Any items relating to a claim arising out of the



performance of this Contract shall be retained by Contractor, its agents and subcontractors, if any, until the claim has been resolved.

21 NOTICES/ADMINISTRATION

Except as otherwise provided in this Contract, all notices, requests and other communications that a party is required or elects to deliver shall be in writing and shall be delivered personally, or by facsimile or electronic mail (provided such delivery is confirmed), or by a recognized overnight courier service or by United States mail, first-class, certified or registered, postage prepaid, return receipt requested, to the other parties at the address set forth below or to such other address as such party may designate by notice given pursuant to this section.

Special School District No. 1

Division: Special Education
Attn: Liza Tinkham
1250 W Broadway
Minneapolis, MN 55411
Email: Liza.Tinkham@mpls.k12.mn.us

CONTRACTOR

David Swank
Phone: 1-800-697-6575
Address: PO Box 550 Huron, OH 44839
Email: Bids@n2y.com

ACKNOWLEDGMENT

- 21.1 In signing, Contractor certifies under penalties of perjury (see Section 6109 of the IRS Code for further penalties) that: (1) the taxpayer ID number (TIN) provided to District is correct; (2) it is not subject to back up withholding because (a) it is exempt from such withholding, (b) it has not been notified by the IRS that it is subject to backup withholding as a failure to report all interest or dividends, or (c) the IRS has notified it that it is no longer subject to backup withholding; (3) it is a U.S. person (including a U.S. resident alien); and (4) it has full authority to execute this Contract and perform its obligation under this Contract. Contractor must cross out and initial item (2) and notify District in writing, if Contractor has been notified by the IRS that it is currently subject to backup withholding because of under reporting interest or dividends on its tax return. Contractor must cross out item (3) above if it is not a U.S. person for tax purposes or U.S. resident alien.



1250 West Broadway Ave. Minneapolis, MN 55411-2533

Phone: 612.668.0000

www.mpls.k12.mn.us

SRM: 4400001648

Page | 8

21.2 Notwithstanding this certification, Contractor hereby acknowledges that District has the right to withhold amounts for federal backup withholding if such withholding is required by written notice from the Internal Revenue Service issued subsequent to the date this Contract is executed.

22 NON-WAIVER

22.1 No waiver by any party of any default or nonperformance shall be deemed a waiver of any subsequent default or nonperformance.

23 ASSIGNMENT

23.1 Contractor may not assign any obligations of this Contract without the prior written consent of District. In the event of any assignment, Contractor shall remain responsible for its performance and that of any assignee under this Contract. This Contract shall be binding upon Contractor, and its successors and assigns, if any. Any assignment attempted to be made in violation of this Contract shall be void. Notwithstanding any notice of assignment, District's tender of payment to Contractor named herein, or to any person reasonably believed by District to be entitled to payment, shall satisfy District's obligation to pay, and in no event shall District be obligated to pay twice or be liable for any damages due to failure to pay the correct party.

24 CHOICE OF LAW, FORUM SELECTION, ENTIRE CONTRACT AND AMENDMENT

24.1 This Contract shall be construed under Minnesota law (without regard for choice of law considerations). Any action arising out of this Contract shall be heard by a state court in Minnesota. For this purpose, Contractor specifically consents to jurisdiction in Minnesota. This Contract constitutes the entire Contract and understanding of the parties and replaces any prior or contemporaneous agreement, whether written or oral. Any amendments to this Contract shall be in writing and executed by same parties who executed the original Contract, or their successors in office.

25 WARRANTY

25.1 Contractor expressly warrants and guarantees that the services performed under this Contract will be of the highest professional standards and quality. Contractor further represents that all services and goods (if any and as applicable) provided under this Contract: (i) are free from defects in material and workmanship; (ii) are of the quality, size and dimensions ordered; (iii) are fit for the particular needs and purposes of District as may be communicated to Contractor; (iv) comply with the highest warranties and representations expressed by Contractor orally or in any written document provided to or in the possession of District; (v) comply with all applicable laws, codes and regulations (including any published by any national or statewide association or groups); and (vi) are not restricted in any way by patents, copyrights, trade secrets, or any other rights of third parties. If any of the foregoing warranties are breached, Contractor agrees to correct all

defects and nonconformities at Contractor's sole expense, to be liable for all direct damages suffered District and any other persons, and to defend, indemnify, and hold harmless District and its Board, officers, students, employees, and agents from any claim asserted by any person resulting in whole or in part from such breach. The foregoing warranties and guarantees shall not be deemed waived by reason of the acceptance of the goods or services or payment by District.

26 SEVERABILITY

26.1 If any provision of this Contract shall be invalid or unenforceable with respect to any party, the remainder of the Contract, or the application of such provision to persons other than those as to which it is held invalid or unenforceable, shall not be affected and each provision of the remainder of the Contract shall be valid and be enforceable to the fullest extent permitted by law.

27 SURVIVABILITY

27.1 The terms, provisions, representations, and warranties contained in this Contract that by their sense and context are intended to survive the performance thereof by any of the parties hereunder shall so survive the completion of performance and termination of this Contract, including the making of any and all payments hereunder.

[The remainder of this page intentionally left blank.]

SPECIAL SCHOOL DISTRICT NO. 1

Signature: _____

Name: Dr. Aimee Fearing

(Printed)

Title: Senior Academic Officer

Date: _____

CONTRACTOR NAME

Signature: 

Name: David Swank

(Printed)

Title: Chief Financial Officer

Date: 01/05/2023

Exhibit A:

Deliverables:

Equals math is a proven multi-sensory math curriculum for students with disabilities at all levels of ability within every special education setting. Students learn foundational math and solve real-world problems as active learners, including students with significant and intellectual disabilities, K-12th grade.

Service Outcome:

Allows educators to determine each student's current level of performance, develop individualized educational plan(IEP) goals, and collect and evaluate data to define the next appropriate goal for their student.

Method of Evaluation:

Educators will evaluate the data collected for use of developing individualized education plan (IEP) and examine with how this is impacting the student's current level or performance.

[The remainder of this page intentionally left blank.]

EXHIBIT B: PAYMENT TERMS

If there are exhibits to describe the payment terms:

Click or tap here to enter text.

[The remainder of this page intentionally left blank.]

**AMENDMENT TO CONTRACT BETWEEN: SPECIAL SCHOOLS DISTRICT NO.1 AND
Now Micro**

This Amendment ("Amendment") to the Contract between Special School District No. 1 and **Now Micro** dated 1/10/2023 ("Contract") is made and entered into by and between Special School District No.1 ("District") and **Now Micro** ("Contractor") (collectively "parties").

WHEREAS, Special School District No.1, a special school district created and existing under Minnesota law ("District") and **Now Micro** ("Contractor") entered into a contract titled CONTRACT FOR SERVICES for a period between 10/17/2022 through 6/30/2023 ("Contract"), and

WHEREAS, the Parties now desire to amend the Contract number: SRM: 4400001575

1. *Original contract amount:* \$90,000.00
2. *Accumulative contract amount:* \$180,000.00

NOW THEREFORE IT IS HEREBY AGREED by the Parties to amend the Contract as follows:

Section: 1.1 and 3.1

Description: 1.1: -

Increase in the contract value is due to the need for additional recycling

TOTAL OBLIGATION 3.1: -

District's total obligation to Contractor/Vendor under this Contract, including compensation for goods, and/or services, and reimbursable expenses (if applicable), shall not exceed \$180,000.00. Contractor/Vendor shall not receive any additional reimbursement for materials or subsistence expenses incurred in the performance of this Contract.

Except as herein amended, the terms, conditions and provisions of the contract shall apply to and govern the provisions of this Amendment.

(The remainder of this page intentionally left blank.)

Updated January, 2020

SPECIAL SCHOOL DISTRICT NO. 1

Signature: _____

Name: Justin Hennes

Title: Senior Information Officer

Date: _____

Now Micro:

Signature:  _____

Name: Marty Linden

Title: Vice President, Sales

Date: 1-3-2023

Special School District No. 1
Official Publication No. 23-2315
FY20 Northrop Safe & Welcoming Entrance at Ericsson

Contract Sum: \$ **730,530.00**

Contractor: RAK Construction, Inc.
 21435 Johnson Street NE
 East Bethel, MN 55011
 763-434-4210
 Brennan Pederson

Project Name and Number:
 Official Publication No. 23-2315
 FY20 Northrop Safe & Welcoming Entrance at Ericsson

Description:
 To furnish all labor, materials, equipment, and incidentals to complete all work for
 FY20 Northrop Safe & Welcoming Entrance at Ericsson
 project, in accordance with Drawings and Specifications prepared by:
 Widseth Architects, 3535 S. 31st Street, Suite 203, Grand Forks, ND 58201
 Article 9.5 Drawings: November 4, 2022
 9.6 Specifications dated: November 4, 2022
 9.7 Addenda dated: Addendum #1 dated 11/29/2022,
 Addendum #2 dated 12/2/2022

Safe & Welcoming Entrance, including installation of new RTU purchased directly by MPS and installation of new electrical switchgear purchased directly by MPS.

Contract Sum Details

Item	Price	Status
Base Bid	\$ 730,530.00	Accepted
Alt #1: Monument Sign	\$ 70,439.00	Not Accepted
TOTAL CONTRACT AMOUNT		\$ 730,530.00

Contract Documents:

- | | |
|----------------------------------|------------------------------|
| AIA Document A101-2017 | Exhibit C - Owner Insurance |
| AIA Document A101 Exhibit A-2017 | Exhibit D - Project Schedule |
| Exhibit B - Project Charter | AIA Document A201-201 |
| | AIA Document E203-2013 |



AIA® Document A101® – 2017

Standard Form of Agreement Between Owner and Contractor where the basis of payment is a Stipulated Sum

AGREEMENT made as of the 15th day of December in the year 2022
(In words, indicate day, month and year.)

BETWEEN the Owner:
(Name, legal status, address and other information)

Minneapolis Public Schools Special School District #1
1250 West Broadway Avenue
Minneapolis, MN 55411

and the Contractor:
(Name, legal status, address and other information)

RAK Construction, Inc.
21435 Johnson Street NE
East Bethel, MN 55011

for the following Project:
(Name, location and detailed description)

FY20 Northrop Safe & Welcoming Entrance at Ericsson
4315 S. 31st Avenue
Minneapolis, MN 55406

The Architect:
(Name, legal status, address and other information)

Widseth
3535 S. 31st Street, Suite 203
Grand Forks, ND 58201

The Owner and Contractor agree as follows.

ADDITIONS AND DELETIONS:

The author of this document has added information needed for its completion. The author may also have revised the text of the original AIA standard form. An *Additions and Deletions Report* that notes added information as well as revisions to the standard form text is available from the author and should be reviewed. A vertical line in the left margin of this document indicates where the author has added necessary information and where the author has added to or deleted from the original AIA text.

This document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.

The parties should complete A101®–2017, Exhibit A, Insurance and Bonds, contemporaneously with this Agreement. AIA Document A201®–2017, General Conditions of the Contract for Construction, is adopted in this document by reference. Do not use with other general conditions unless this document is modified.

Init.

TABLE OF ARTICLES

- 1 THE CONTRACT DOCUMENTS
- 2 THE WORK OF THIS CONTRACT
- 3 DATE OF COMMENCEMENT AND SUBSTANTIAL COMPLETION
- 4 CONTRACT SUM
- 5 PAYMENTS
- 6 DISPUTE RESOLUTION
- 7 TERMINATION OR SUSPENSION
- 8 MISCELLANEOUS PROVISIONS
- 9 ENUMERATION OF CONTRACT DOCUMENTS

EXHIBIT A INSURANCE AND BONDS

ARTICLE 1 THE CONTRACT DOCUMENTS

The Contract Documents consist of this Agreement, Conditions of the Contract (General, Supplementary, and other Conditions), Drawings, Specifications, Addenda issued prior to execution of this Agreement, other documents listed in this Agreement, and Modifications issued after execution of this Agreement, all of which form the Contract, and are as fully a part of the Contract as if attached to this Agreement or repeated herein. The Contract represents the entire and integrated agreement between the parties hereto and supersedes prior negotiations, representations, or agreements, either written or oral. An enumeration of the Contract Documents, other than a Modification, appears in Article 9.

ARTICLE 2 THE WORK OF THIS CONTRACT

The Contractor shall fully execute the Work described in the Contract Documents, except as specifically indicated in the Contract Documents to be the responsibility of others.

ARTICLE 3 DATE OF COMMENCEMENT AND SUBSTANTIAL COMPLETION

§ 3.1 The date of commencement of the Work shall be:

(Check one of the following boxes.)

The date of this Agreement.

A date set forth in a notice to proceed issued by the Owner.

Established as follows:

(Insert a date or a means to determine the date of commencement of the Work.)

If a date of commencement of the Work is not selected, then the date of commencement shall be the date of this Agreement.

§ 3.2 The Contract Time shall be measured from the date of commencement of the Work.

§ 3.3 Substantial Completion

§ 3.3.1 The Contractor shall achieve Substantial Completion of the entire Work:

(Check one of the following boxes and complete the necessary information.)

Init.

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User Notes:

(3B9ADA43)

Not later than () calendar days from the date of commencement of the Work.

By the following date: Defined in EXH-D Project Schedule

§ 3.3.2 Subject to adjustments of the Contract Time as provided in the Contract Documents, if portions of the Work are to be completed prior to Substantial Completion of the entire Work, the Contractor shall achieve Substantial Completion of such portions by the following dates as defined in EXH-D Project Schedule. Such portions of the work not completed as defined in EXH-D Project Schedule shall be subject to liquidated damages as set forth in Article 4.5.

(Table Deleted)

§ 3.3.3 If the Contractor fails to achieve Substantial Completion as provided in this Section 3.3, liquidated damages, if any, shall be assessed as set forth in Section 4.5.

ARTICLE 4 CONTRACT SUM

§ 4.1 The Owner shall pay the Contractor the Contract Sum in current funds for the Contractor's performance of the Contract as defined in EXH-B Project Charter, subject to additions and deductions as provided in the Contract Documents.

§ 4.2 Alternates

§ 4.2.1 Alternates, if any, included in the Contract Sum are defined in EXH-B Project Charter.

(Table Deleted)

§ 4.2.2 Subject to the conditions noted in EXH-B Project Charter, alternates may be accepted by the Owner following execution of this Agreement. Upon acceptance, the Owner shall issue a Modification to this Agreement.

(Paragraph Deleted)

(Table Deleted)

§ 4.3 Allowances, if any, included in the Contract Sum are defined in EXH-B Project Charter.

(Paragraph Deleted)

(Table Deleted)

§ 4.4 Unit prices, if any are defined in EXH-B Project Charter.

(Paragraph Deleted)

(Table Deleted)

§ 4.5 Liquidated damages

Init.

Contractor and Owner recognized that time is of the essence for the Project and the Owner will suffer financial loss if the Work is not completed in the time specified in the Contract Documents. The parties also recognized the delays, expenses, and difficulties involved in proving in a legal or arbitration proceeding the actual loss suffered by the Owner if the Work is not completed on time. Accordingly, instead of requiring such proof, the Owner and Contractor agree that as liquidated

damages for delay (but not as penalty), Contractor shall pay Owner \$1,000.00 per calendar day for each day that expires after the time specified for Substantial Completion in EXH-D Project Schedule until such time the Work is determined to be substantially complete by the Owner.

(Paragraph Deleted)

After Substantial Completion, if Contractor shall neglect, refuse, or fail to complete the remaining work within the Contract time specified in the Contract Documents, the contractor shall pay the Owner \$1,000.00 per day that expires after the time specified in the Contract Documents for Final Completion and readiness for Final Payment until the Work is completed.

ARTICLE 5 PAYMENTS

§ 5.1 Progress Payments

§ 5.1.1 Based upon Applications for Payment submitted to the Architect by the Contractor and Certificates for Payment issued by the Architect, the Owner shall make progress payments on account of the Contract Sum to the Contractor as provided below and elsewhere in the Contract Documents.

§ 5.1.2 The period covered by each Application for Payment shall be one calendar month ending on the last day of the month.

§ 5.1.3 When an Application for Payment is received by the Architect, payment of the amount certified shall be made by the Owner not later than 45 (forty-five) days after the Architect receives the Application for Payment.

(Paragraph Deleted)

§ 5.1.4 Each Application for Payment shall be based on the most recent schedule of values submitted by the Contractor on AIA G702 Application and Certificate for Payment in accordance with the Contract Documents. The schedule of values shall allocate the entire Contract Sum among the various portions of the Work. The schedule of values shall be prepared in such form, and supported by such data to substantiate its accuracy, as the Architect may require. This schedule of values shall be used as a basis for reviewing the Contractor's Applications for Payment.

§ 5.1.5 Applications for Payment shall show the percentage of completion of each portion of the Work as of the end of the period covered by the Application for Payment.

§ 5.1.6 In accordance with AIA Document A201™–2017, General Conditions of the Contract for Construction, and subject to other provisions of the Contract Documents, the amount of each progress payment shall be computed as follows:

§ 5.1.6.1 The amount of each progress payment shall first include:

- .1 That portion of the Contract Sum properly allocable to completed Work;
- .2 That portion of the Contract Sum properly allocable to materials and equipment delivered and suitably stored at the site for subsequent incorporation in the completed construction, or, if approved in advance by the Owner, suitably stored off the site at a location agreed upon in writing; and
- .3 That portion of Construction Change Directives that the Architect determines, in the Architect's professional judgment, to be reasonably justified.

§ 5.1.6.2 The amount of each progress payment shall then be reduced by:

- .1 The aggregate of any amounts previously paid by the Owner;

Init.

- .2 The amount, if any, for Work that remains uncorrected and for which the Architect has previously withheld a Certificate for Payment as provided in Article 9 of AIA Document A201–2017;
- .3 Any amount for which the Contractor does not intend to pay a Subcontractor or material supplier, unless the Work has been performed by others the Contractor intends to pay;
- .4 For Work performed or defects discovered since the last payment application, any amount for which the Architect may withhold payment, or nullify a Certificate of Payment in whole or in part, as provided in Article 9 of AIA Document A201–2017; and
- .5 Retainage withheld pursuant to Section 5.1.7.

§ 5.1.7 Retainage

§ 5.1.7.1 For each progress payment made prior to Substantial Completion of the Work, the Owner may withhold the following amount, as retainage, from the payment otherwise due:

(Paragraph Deleted)

5% (five percent)

§ 5.1.7.1.1 The following items are not subject to retainage:

(Insert any items not subject to the withholding of retainage, such as general conditions, insurance, etc.)

For major items installed into the Work, the Contractor may request full payment for the items to ensure prompt delivery and fabrication. Such items shall be recommended by the Architect and approved by the Owner as not requiring retainage. Prompt payment for the items shall be documented by the Contractor to the Owner in the subsequent payment application by submitting a full lien release for the items. Major items may include mechanical units with long lead times, structural systems with long lead times, critical path systems or items, etc. Major items will be discussed and defined by Owner, Architect, and Contractor.

§ 5.1.7.2 Reduction or limitation of retainage, if any, shall be as follows:

Prior to Substantial Completion and at the discretion of the Owner, retainage may be reduced. If the Work has been 50% completed as

determined by the Architect and is satisfactory to the Owner, then 90% of the retained amount may be released to the Contractor for completed work (with 10% of the total retained by the Owner.) Upon Substantial Completion, additional retainage may be returned to the Contractor as recommended by the Architect and approved by the Owner to an amount sufficient to satisfactorily complete the Work. Retainage release will comply with Minnesota Statute 15.72 after Substantial Completion and punch list acceptance by the Owner.

(Paragraph Deleted)

§ 5.1.8 If final completion of the Work is materially delayed through no fault of the Contractor, the Owner shall pay the Contractor any additional amounts in accordance with Article 9 of AIA Document A201–2017.

§ 5.1.9 Except with the Owner’s prior approval, the Contractor shall not make advance payments to suppliers for materials or equipment which have not been delivered and stored at the site or otherwise stored offsite with adequate Owner approved insurance provided to the Owner.

§ 5.2 Final Payment

§ 5.2.1 Final payment, constituting the entire unpaid balance of the Contract Sum, shall be made by the Owner to the Contractor when

- .1 the Contractor has fully performed the Contract except for the Contractor’s responsibility to correct Work as provided in Article 12 of AIA Document A201–2017, and to satisfy other requirements, if any, which extend beyond final payment; and

- .2 a final Certificate for Payment has been issued by the Architect.
- .3 all lien waivers and IC134 forms have been delivered to the Owner.

§ 5.2.2 The Owner's final payment to the Contractor shall be made no later than 45 days after the issuance of the Architect's final Certificate for Payment.

§ 5.3 Interest

Payments due and unpaid under the Contract shall bear interest from the date payment is due at the rate stated below, or in the absence thereof, at the legal rate prevailing from time to time at the place where the Project is located. Owner will pay the Contractor 0% interest for Payments not due made within forty five (45) days.
(Paragraph Deleted)

§ 5.4 Prompt Payment to Subcontractors

This Contract requires the Contractor and all Subcontractors and Sub-subcontractors (of any tier) to promptly pay any subcontractor or material supplier contract within ten (10) days of receipt of payment by Owner for undisputed services provided by the party requesting payment. The party responsible for payment (other than the Owner) shall pay interest of one and one half (1-1/2) percent per month to the party requesting payment on any undisputed amount not paid on time. The minimum monthly interest penalty payment for an unpaid balance of \$100 or more is \$10. For an unpaid balance of less than \$100, the party responsible for payment shall pay the actual penalty due to the party requesting payment.

ARTICLE 6 DISPUTE RESOLUTION

§ 6.1 Initial Decision Maker

The Architect will serve as the Initial Decision Maker pursuant to Article 15 of AIA Document A201–2017.

§ 6.1.1 Mediation

Either the Owner or the Contractor may request mediation of any Claim submitted to the Architect for decision before such decision becomes final and binding. The mediation will be governed by the Construction Industry Mediation Rules of the American Arbitration Association in effect at the date of this contract. The request for mediation shall be made in writing to the American Arbitration Association and to the other party of this contract.

Owner and Contractor shall participate in the mediation process in good faith. The process shall be concluded within sixty (60) days of the date of filing the request.

If the Claim is not resolved by mediation, the Architect's action shall become final and binding thirty (30) days after termination of the mediation proceedings. Within the time period, the Owner and Contractor may request Binding Dispute Resolution.

The Work must continue, at the Owner's discretion, in accordance with paragraph 15.1.4.1 of AIA Document A201-2017.

§ 6.2 Binding Dispute Resolution

For any Claim subject to, but not resolved by, mediation pursuant to Article 15 of AIA Document A201–2017, the method of binding dispute resolution shall be as follows:

(Check the appropriate box.)

[] Arbitration pursuant to Section 15.4 of AIA Document A201–2017

Init.

Litigation in a court of competent jurisdiction

Other (*Specify*)

If the Owner and Contractor do not select a method of binding dispute resolution, or do not subsequently agree in writing to a binding dispute resolution method other than litigation, Claims will be resolved by litigation in a court of competent jurisdiction.

ARTICLE 7 TERMINATION OR SUSPENSION

§ 7.1 The Contract may be terminated by the Owner or the Contractor as provided in Article 14 of AIA Document A201–2017.

§ 7.1.1 If the Contract is terminated for the Owner’s convenience in accordance with Article 14 of AIA Document A201–2017, then the Owner shall pay the Contractor a termination fee as follows:
(Insert the amount of, or method for determining, the fee, if any, payable to the Contractor following a termination for the Owner’s convenience.)

Termination fee will be based on the percentage of work completed and any materials purchased or in production at the time of termination. Said fee and justification shall be provided to the Owner by the Contractor within ten (10) days of the notice of termination.

§ 7.2 The Work may be suspended by the Owner as provided in Article 14 of AIA Document A201–2017.

ARTICLE 8 MISCELLANEOUS PROVISIONS

§ 8.1 Where reference is made in this Agreement to a provision of AIA Document A201–2017 or another Contract Document, the reference refers to that provision as amended or supplemented by other provisions of the Contract Documents.

§ 8.2 The Owner’s representative:
(Name, address, email address, and other information)

Ann Cerney, Project Manager
1250 West Broadway Avenue
Minneapolis, MN 55411

§ 8.3 The Contractor’s representative:
(Name, address, email address, and other information)

Brennan Pederson, Project Manager
RAK Construction, Inc.
21435 Johnson Street NE
East Bethel, MN 55011

§ 8.4 Neither the Owner’s nor the Contractor’s representative shall be changed without ten days’ prior notice to the other party.

Init.

§ 8.5 Insurance and Bonds

§ 8.5.1 The Owner and the Contractor shall purchase and maintain insurance as set forth in AIA Document A101™–2017, Standard Form of Agreement Between Owner and Contractor where the basis of payment is a Stipulated Sum, Exhibit A, Insurance and Bonds, and elsewhere in the Contract Documents.

§ 8.5.2 The Contractor shall provide bonds as set forth in AIA Document A101™–2017 Exhibit A, and elsewhere in the Contract Documents.

§ 8.6 Notice in electronic format, pursuant to Article 1 of AIA Document A201–2017, may be given in accordance with AIA Document E203™–2013, Building Information Modeling and Digital Data Exhibit, if completed, or as otherwise set forth below:

(If other than in accordance with AIA Document E203–2013, insert requirements for delivering notice in electronic format such as name, title, and email address of the recipient and whether and how the system will be required to generate a read receipt for the transmission.)

§ 8.7 Other provisions:

Owner prohibits Contractor from using the Work in any marketing material or business development practice. Contractor is prohibited from communication with any news outlet or public without Owner's written approval.

Floor plans, designs, wiring, safety and security measures shall be kept confidential by the Contractor, the Subcontractors, the Sub-subcontractors (of any tier) during and after completion of the Work.

ARTICLE 9 ENUMERATION OF CONTRACT DOCUMENTS

§ 9.1 This Agreement is comprised of the following documents:

- .1 AIA Document A101™–2017, Standard Form of Agreement Between Owner and Contractor
- .2 AIA Document A101™–2017, Exhibit A, Insurance and Bonds
- .3 AIA Document A201™–2017, General Conditions of the Contract for Construction
- .4 AIA Document E203™–2013, Building Information Modeling and Digital Data Exhibit, dated as indicated below:
(Insert the date of the E203-2013 incorporated into this Agreement.)

January 31, 2020

- .5 Drawings

Number	Title	Date
--------	-------	------

- .6 Specifications

Section	Title	Date	Pages
---------	-------	------	-------

- .7 Addenda, if any:

Number	Date	Pages
--------	------	-------

Portions of Addenda relating to bidding or proposal requirements are not part of the Contract Documents unless the bidding or proposal requirements are also enumerated in this Article 9.

- .8 Other Exhibits:

(Paragraphs Deleted)

[EXH-B Project Charter](#)

| (Paragraph Deleted)

EXH-C Owner Insurance
EXH-D Project Schedule

| (Paragraph Deleted)

| (Table Deleted)

[] Supplementary and other Conditions of the Contract:

Document	Title	Date	Pages
----------	-------	------	-------

.9 Other documents, if any, listed below:

(List here any additional documents that are intended to form part of the Contract Documents. AIA Document A201™-2017 provides that the advertisement or invitation to bid, Instructions to Bidders, sample forms, the Contractor's bid or proposal, portions of Addenda relating to bidding or proposal requirements, and other information furnished by the Owner in anticipation of receiving bids or proposals, are not part of the Contract Documents unless enumerated in this Agreement. Any such documents should be listed here only if intended to be part of the Contract Documents.)

This Agreement entered into as of the day and year first written above.

OWNER (Signature)

(Printed name and title)

CONTRACTOR (Signature)

Brennan Pederson PM
(Printed name and title)

Init.

Additions and Deletions Report for AIA® Document A101® – 2017

This Additions and Deletions Report, as defined on page 1 of the associated document, reproduces below all text the author has added to the standard form AIA document in order to complete it, as well as any text the author may have added to or deleted from the original AIA text. Added text is shown underlined. Deleted text is indicated with a horizontal line through the original AIA text.

Note: This Additions and Deletions Report is provided for information purposes only and is not incorporated into or constitute any part of the associated AIA document. This Additions and Deletions Report and its associated document were generated simultaneously by AIA software at 14:06:33 CT on 12/15/2022.

PAGE 1

AGREEMENT made as of the 15th day of December in the year 2022

...

Minneapolis Public Schools Special School District #1
1250 West Broadway Avenue
Minneapolis, MN 55411

...

RAK Construction, Inc.
21435 Johnson Street NE
East Bethel, MN 55011

...

FY20 Northrop Safe & Welcoming Entrance at Ericsson
4315 S. 31st Avenue
Minneapolis, MN 55406

...

Widseth
3535 S. 31st Street, Suite 203
Grand Forks, ND 58201

PAGE 2

A date set forth in a notice to proceed issued by the Owner.

...

§ 3.3.1 ~~Subject to adjustments of the Contract Time as provided in the Contract Documents, the~~ The Contractor shall achieve Substantial Completion of the entire Work:

PAGE 3

By the following date: Defined in EXH-D Project Schedule

...

§ 3.3.2 Subject to adjustments of the Contract Time as provided in the Contract Documents, if portions of the Work are to be completed prior to Substantial Completion of the entire Work, the Contractor shall achieve Substantial Completion of such portions by the following ~~dates~~; dates are defined in EXH-D Project Schedule. Such portions of the work not completed as defined in EXH-D Project Schedule shall be subject to liquidated damages as set forth in Article 4.5.

...

Portion of Work

Substantial Completion Date

...

§ 4.1 The Owner shall pay the Contractor the Contract Sum in current funds for the Contractor's performance of the ~~Contract. The Contract Sum shall be (\$),~~ Contract as defined in EXH-B Project Charter, subject to additions and deductions as provided in the Contract Documents.

...

§ 4.2.1 Alternates, if any, included in the Contract ~~Sum~~; Sum are defined in EXH-B Project Charter.

...

Item

Price

...

§ 4.2.2 Subject to the conditions noted ~~below,~~ the following in EXH-B Project Charter, alternates may be accepted by the Owner following execution of this Agreement. Upon acceptance, the Owner shall issue a Modification to this Agreement.

...

(Insert below each alternate and the conditions that must be met for the Owner to accept the alternate.)

...

Item

Price

Conditions for Acceptance

...

§ 4.3 Allowances, if any, included in the Contract ~~Sum~~; Sum are defined in EXH-B Project Charter.

...

(Identify each allowance.)

...

Item

Price

...

§ 4.4 Unit prices, if any: any are defined in EXH-B Project Charter.

...

(Identify the item and state the unit price and quantity limitations, if any, to which the unit price will be applicable.)

...

Item

Units and Limitations

Price per Unit (\$0.00)

...

§ 4.5 Liquidated damages, if any: damages

PAGE 4

(Insert terms and conditions for liquidated damages, if any.) Contractor and Owner recognized that time is of the essence for the Project and the Owner will suffer financial loss if the Work is not completed in the time specified in the Contract Documents. The parties also recognized the delays, expenses, and difficulties involved in proving in a legal or arbitration proceeding the actual loss suffered by the Owner if the Work is not completed on time. Accordingly, instead of requiring such proof, the Owner and Contractor agree that as liquidated

...

damages for delay (but not as penalty), Contractor shall pay Owner \$1,000.00 per calendar day for each day that expires after the time specified for Substantial Completion in EXH-D Project Schedule until such time the Work is determined to be substantially complete by the

...

Owner.

...

§ 4.6 Other:

...

(Insert provisions for bonus or other incentives, if any, that might result in a change to the Contract Sum.) After Substantial Completion, if Contractor shall neglect, refuse, or fail to complete the remaining work within the Contract time specified in the Contract Documents, the contractor shall pay the Owner \$1,000.00 per day that expires after the time specified in the Contract Documents for Final Completion and readiness for Final Payment until the Work is completed.

...

§ 5.1.2 The period covered by each Application for Payment shall be one calendar month ending on the last day of the month, or as follows: month.

...

~~§ 5.1.3 Provided that When~~ an Application for Payment is received by the Architect ~~not later than the day of a month, the Owner shall make payment of the amount certified to the Contractor not later than the day of the month. If an Application for Payment is received by the Architect after the application date fixed above,~~ payment of the amount certified shall be made by the Owner not later than 45 (forty-five) days after the Architect receives the Application for Payment.

...

(Federal, state or local laws may require payment within a certain period of time.)

...

§ 5.1.4 Each Application for Payment shall be based on the most recent schedule of values submitted by the Contractor on AIA G702 Application and Certificate for Payment in accordance with the Contract Documents. The schedule of values shall allocate the entire Contract Sum among the various portions of the Work. The schedule of values shall be prepared in such form, and supported by such data to substantiate its accuracy, as the Architect may require. This schedule of values shall be used as a basis for reviewing the Contractor's Applications for Payment.

PAGE 5

(Insert a percentage or amount to be withheld as retainage from each Application for Payment. The amount of retainage may be limited by governing law.)

...

5% (five percent)

...

For major items installed into the Work, the Contractor may request full payment for the items to ensure prompt delivery and fabrication. Such items shall be recommended by the Architect and approved by the Owner as not requiring retainage. Prompt payment for the items shall be documented by the Contractor to the Owner in the subsequent payment application by submitting a full lien release for the items. Major items may include mechanical units with long lead times, structural systems with long lead times, critical path systems or items, etc. Major items will be discussed and defined by Owner, Architect, and Contractor.

...

(If the retainage established in Section 5.1.7.1 is to be modified prior to Substantial Completion of the entire Work, including modifications for Substantial Completion of portions of the Work as provided in Section 3.3.2, insert provisions for such modifications.) Prior to Substantial Completion and at the discretion of the Owner, retainage may be reduced. If the Work has been 50% completed as

...

§ 5.1.7.3 ~~Except as set forth in this Section 5.1.7.3, upon Substantial Completion of the Work, the Contractor may submit an Application for Payment that includes the retainage withheld from prior Applications for Payment pursuant to this Section 5.1.7. The Application for Payment submitted at Substantial Completion shall not include retainage as follows:~~ determined by the Architect and is satisfactory to the Owner, then 90% of the retained amount may be released to the Contractor for completed work (with 10% of the total retained by the Owner.) Upon Substantial Completion, additional retainage may be returned to the Contractor as recommended by the Architect

and approved by the Owner to an amount sufficient to satisfactorily complete the Work. Retainage release will comply with Minnesota Statute 15.72 after Substantial Completion and punch list acceptance by the Owner.

...

(Insert any other conditions for release of retainage upon Substantial Completion.)

...

§ 5.1.9 Except with the Owner's prior approval, the Contractor shall not make advance payments to suppliers for materials or equipment which have not been delivered and stored at the ~~site~~ site or otherwise stored offsite with adequate Owner approved insurance provided to the Owner.

PAGE 6

.3 all lien waivers and IC134 forms have been delivered to the Owner.

...

§ 5.2.2 The Owner's final payment to the Contractor shall be made no later than ~~30~~ 45 days after the issuance of the Architect's final Certificate for ~~Payment, or as follows:~~ Payment.

...

Payments due and unpaid under the Contract shall bear interest from the date payment is due at the rate stated below, or in the absence thereof, at the legal rate prevailing from time to time at the place where the Project is located. Owner will pay the Contractor 0% interest for Payments not due made within forty five (45) days.

...

(Insert rate)

...

§ 5.4 Prompt Payment to Subcontractors

...

This Contract requires the Contractor and all Subcontractors and Sub-subcontractors (of any tier) to promptly pay any subcontractor or material supplier contract within ten (10) days of receipt of payment by Owner for undisputed services provided by the party requesting payment. The party responsible for payment (other than the Owner) shall pay interest of ~~interest agreed upon, if any~~ one and one half (1-1/2) percent per month to the party requesting payment on any undisputed amount not paid on time. The minimum monthly interest penalty payment for an unpaid balance of \$100 or more is \$10. For an unpaid balance of less than \$100, the party responsible for payment shall pay the actual penalty due to the party requesting payment.

...

The Architect will serve as the Initial Decision Maker pursuant to Article 15 of AIA Document A201–2017, ~~unless A201–2017.~~

...

§ 6.1.1 Mediation

...

~~the parties appoint below another individual, not a party to this Agreement, to serve as the Initial Decision Maker. Either the Owner or the Contractor may request mediation of any Claim submitted to the Architect for decision before such decision becomes final and binding. The mediation will be governed by the Construction Industry Mediation Rules of the American Arbitration Association in effect at the date of this contract. The request for mediation shall be made in writing to the American Arbitration Association and to the other party of this contract.~~

...

Owner and Contractor shall participate in the mediation process in good faith. The process shall be concluded within sixty (60) days of the date of filing the request.

...

~~(If the parties mutually agree, insert the name, address and other contact information of the Initial Decision Maker, if other than the Architect.) If the Claim is not resolved by mediation, the Architect's action shall become final and binding thirty (30) days after termination of the mediation proceedings. Within the time period, the Owner and Contractor may request Binding Dispute Resolution.~~

...

The Work must continue, at the Owner's discretion, in accordance with paragraph 15.1.4.1 of AIA Document A201-2017.

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Litigation in a court of competent jurisdiction

...

Termination fee will be based on the percentage of work completed and any materials purchased or in production at the time of termination. Said fee and justification shall be provided to the Owner by the Contractor within ten (10) days of the notice of termination.

...

Ann Cerney, Project Manager
1250 West Broadway Avenue

Minneapolis, MN 55411

...

Brennan Pederson, Project Manager
RAK Construction, Inc.
21435 Johnson Street NE
East Bethel, MN 55011

PAGE 8

Owner prohibits Contractor from using the Work in any marketing material or business development practice.
Contractor is prohibited from communication with any news outlet or public without Owner's written approval.

Floor plans, designs, wiring, safety and security measures shall be kept confidential by the Contractor, the Subcontractors, the Sub-subcontractors (of any tier) during and after completion of the Work.

...

January 31, 2020

...

(Check all boxes that apply and include appropriate information identifying the exhibit where required.)

...

~~AIA Document E204™ 2017, Sustainable Projects Exhibit, dated as indicated below:~~

...

[EXH-B Project Charter](#)

PAGE 9

(Insert the date of the E204 2017 incorporated into this Agreement.)

...

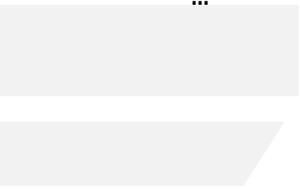
[EXH-C Owner Insurance](#)

...

[EXH-D Project Schedule](#)

...

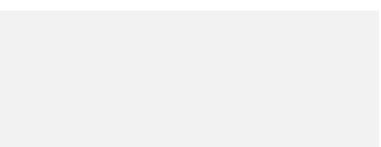
~~The Sustainability Plan:~~



Title

Date

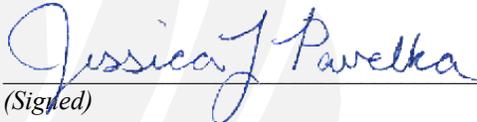
Pages



Certification of Document's Authenticity

AIA® Document D401™ – 2003

I, Jessica Pavelka, hereby certify, to the best of my knowledge, information and belief, that I created the attached final document simultaneously with its associated Additions and Deletions Report and this certification at 14:06:33 CT on 12/15/2022 under Order No. 2114296869 from AIA Contract Documents software and that in preparing the attached final document I made no changes to the original text of AIA® Document A101™ - 2017, Standard Form of Agreement Between Owner and Contractor where the basis of payment is a Stipulated Sum, as published by the AIA in its software, other than those additions and deletions shown in the associated Additions and Deletions Report.



(Signed)

Manager, Capital Planning and Construction

(Title)

12/20/2022

(Dated)



AIA® Document A101® – 2017 Exhibit A

Insurance and Bonds

This Insurance and Bonds Exhibit is part of the Agreement, between the Owner and the Contractor, dated the 15th day of December in the year 2022
(In words, indicate day, month and year.)

for the following PROJECT:
(Name and location or address)

FY20 Northrop Safe & Welcoming Entrance at Ericsson
4315 S. 31st Avenue, Minneapolis, MN 55406

THE OWNER:
(Name, legal status and address)

Minneapolis Public Schools SSD#1 1250 West Broadway Ave
Minneapolis, MN 55411

THE CONTRACTOR:
(Name, legal status and address)

RAK Construction, Inc. 21435 Johnson Street NE
East Bethel, MN 55011

TABLE OF ARTICLES

- A.1 GENERAL
- A.2 OWNER'S INSURANCE
- A.3 CONTRACTOR'S INSURANCE AND BONDS
- A.4 SPECIAL TERMS AND CONDITIONS

ARTICLE A.1 GENERAL

The Owner and Contractor shall purchase and maintain insurance, and provide bonds, as set forth in this Exhibit. As used in this Exhibit, the term General Conditions refers to AIA Document A201™–2017, General Conditions of the Contract for Construction.

ARTICLE A.2 OWNER'S INSURANCE

§ A.2.1 General

Prior to commencement of the Work, the Owner shall secure the insurance, and provide evidence of the coverage, required under this Article A.2 and, upon the Contractor's request, provide a copy of the property insurance policy or policies required by Section A.2.3. The copy of the policy or policies provided shall contain all applicable conditions, definitions, exclusions, and endorsements.

§ A.2.2 Liability Insurance

The Owner shall be responsible for purchasing and maintaining the Owner's usual general liability insurance.

ADDITIONS AND DELETIONS:

The author of this document has added information needed for its completion. The author may also have revised the text of the original AIA standard form. An *Additions and Deletions Report* that notes added information as well as revisions to the standard form text is available from the author and should be reviewed. A vertical line in the left margin of this document indicates where the author has added necessary information and where the author has added to or deleted from the original AIA text.

This document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.

This document is intended to be used in conjunction with AIA Document A201®–2017, General Conditions of the Contract for Construction. Article 11 of A201®–2017 contains additional insurance provisions.

§ A.2.3 Required Property Insurance

§ A.2.3.1 Unless this obligation is placed on the Contractor pursuant to Section A.3.3.2.1, the Owner shall purchase and maintain, from an insurance company or insurance companies lawfully authorized to issue insurance in the jurisdiction where the Project is located, property insurance written on a builder’s risk "all-risks" completed value or equivalent policy form and sufficient to cover the total value of the entire Project on a replacement cost basis. The Owner’s property insurance coverage shall be no less than the amount of the initial Contract Sum, plus the value of subsequent Modifications and labor performed and materials or equipment supplied by others. The property insurance shall be maintained until Substantial Completion and thereafter as provided in Section A.2.3.1.3, unless otherwise provided in the Contract Documents or otherwise agreed in writing by the parties to this Agreement. This insurance shall include the interests of the Owner, Contractor, Subcontractors, and Sub-subcontractors in the Project as insureds. This insurance shall include the interests of mortgagees as loss payees.

§ A.2.3.1.1 Causes of Loss. The insurance required by this Section A.2.3.1 shall provide coverage for direct physical loss or damage, and shall not exclude the risks of fire, explosion, theft, vandalism, malicious mischief, collapse, earthquake, flood, or windstorm. The insurance shall also provide coverage for ensuing loss or resulting damage from error, omission, or deficiency in construction methods, design, specifications, workmanship, or materials. Sub-limits, if any, are as follows:

(Indicate below the cause of loss and any applicable sub-limit.)

Causes of Loss	Sub-Limit
----------------	-----------

§ A.2.3.1.2 Specific Required Coverages. The insurance required by this Section A.2.3.1 shall provide coverage for loss or damage to falsework and other temporary structures, and to building systems from testing and startup. The insurance shall also cover debris removal, including demolition occasioned by enforcement of any applicable legal requirements, and reasonable compensation for the Architect’s and Contractor’s services and expenses required as a result of such insured loss, including claim preparation expenses. Sub-limits, if any, are as follows:

(Indicate below type of coverage and any applicable sub-limit for specific required coverages.)

Coverage	Sub-Limit
----------	-----------

§ A.2.3.1.3 Unless the parties agree otherwise, upon Substantial Completion, the Owner shall continue the insurance required by Section A.2.3.1 or, if necessary, replace the insurance policy required under Section A.2.3.1 with property insurance written for the total value of the Project that shall remain in effect until expiration of the period for correction of the Work set forth in Section 12.2.2 of the General Conditions.

§ A.2.3.1.4 Deductibles and Self-Insured Retentions. If the insurance required by this Section A.2.3 is subject to deductibles or self-insured retentions, the Owner shall be responsible for all loss not covered because of such deductibles or retentions.

§ A.2.3.2 Occupancy or Use Prior to Substantial Completion. The Owner’s occupancy or use of any completed or partially completed portion of the Work prior to Substantial Completion shall not commence until the insurance company or companies providing the insurance under Section A.2.3.1 have consented in writing to the continuance of coverage. The Owner and the Contractor shall take no action with respect to partial occupancy or use that would cause cancellation, lapse, or reduction of insurance, unless they agree otherwise in writing.

§ A.2.3.3 Insurance for Existing Structures

If the Work involves remodeling an existing structure or constructing an addition to an existing structure, the Owner shall purchase and maintain, until the expiration of the period for correction of Work as set forth in Section 12.2.2 of the General Conditions, "all-risks" property insurance, on a replacement cost basis, protecting the existing structure against direct physical loss or damage from the causes of loss identified in Section A.2.3.1, notwithstanding the undertaking of the Work. The Owner shall be responsible for all co-insurance penalties.

§ A.2.4 Optional Extended Property Insurance.

The Owner shall purchase and maintain the insurance selected and described below.

Init.

/

(Select the types of insurance the Owner is required to purchase and maintain by placing an X in the box(es) next to the description(s) of selected insurance. For each type of insurance selected, indicate applicable limits of coverage or other conditions in the fill point below the selected item.)

- § A.2.4.1 Loss of Use, Business Interruption, and Delay in Completion Insurance**, to reimburse the Owner for loss of use of the Owner's property, or the inability to conduct normal operations due to a covered cause of loss.
- § A.2.4.2 Ordinance or Law Insurance**, for the reasonable and necessary costs to satisfy the minimum requirements of the enforcement of any law or ordinance regulating the demolition, construction, repair, replacement or use of the Project.
- § A.2.4.3 Expediting Cost Insurance**, for the reasonable and necessary costs for the temporary repair of damage to insured property, and to expedite the permanent repair or replacement of the damaged property.
- § A.2.4.4 Extra Expense Insurance**, to provide reimbursement of the reasonable and necessary excess costs incurred during the period of restoration or repair of the damaged property that are over and above the total costs that would normally have been incurred during the same period of time had no loss or damage occurred.
- § A.2.4.5 Civil Authority Insurance**, for losses or costs arising from an order of a civil authority prohibiting access to the Project, provided such order is the direct result of physical damage covered under the required property insurance.
- § A.2.4.6 Ingress/Egress Insurance**, for loss due to the necessary interruption of the insured's business due to physical prevention of ingress to, or egress from, the Project as a direct result of physical damage.
- § A.2.4.7 Soft Costs Insurance**, to reimburse the Owner for costs due to the delay of completion of the Work, arising out of physical loss or damage covered by the required property insurance: including construction loan fees; leasing and marketing expenses; additional fees, including those of architects, engineers, consultants, attorneys and accountants, needed for the completion of the construction, repairs, or reconstruction; and carrying costs such as property taxes, building permits, additional interest on loans, realty taxes, and insurance premiums over and above normal expenses.

§ A.2.5 Other Optional Insurance.

The Owner shall purchase and maintain the insurance selected below.

(Select the types of insurance the Owner is required to purchase and maintain by placing an X in the box(es) next to the description(s) of selected insurance.)

- § A.2.5.1 Cyber Security Insurance** for loss to the Owner due to data security and privacy breach,

Init.

/

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User Notes:

(1312375630)

including costs of investigating a potential or actual breach of confidential or private information.
(Indicate applicable limits of coverage or other conditions in the fill point below.)

[] **§ A.2.5.2 Other Insurance**
(List below any other insurance coverage to be provided by the Owner and any applicable limits.)

Coverage

Limits

ARTICLE A.3 CONTRACTOR'S INSURANCE AND BONDS

§ A.3.1 General

§ A.3.1.1 Certificates of Insurance. The Contractor shall provide certificates of insurance acceptable to the Owner evidencing compliance with the requirements in this Article A.3 at the following times: (1) prior to commencement of the Work; (2) upon renewal or replacement of each required policy of insurance; and (3) upon the Owner's written request. An additional certificate evidencing continuation of commercial liability coverage, including coverage for completed operations, shall be submitted with the final Application for Payment and thereafter upon renewal or replacement of such coverage until the expiration of the periods required by Section A.3.2.1 and Section A.3.3.1. The certificates will show the Owner as an additional insured on the Contractor's Commercial General Liability and excess or umbrella liability policy or policies.

§ A.3.1.2 Deductibles and Self-Insured Retentions. The Contractor shall disclose to the Owner any deductible or self-insured retentions applicable to any insurance required to be provided by the Contractor.

§ A.3.1.3 Additional Insured Obligations. To the fullest extent permitted by law, the Contractor shall cause the commercial general liability coverage to include (1) the Owner, the Architect, and the Architect's consultants as additional insureds for claims caused in whole or in part by the Contractor's negligent acts or omissions during the Contractor's operations; and (2) the Owner as an additional insured for claims caused in whole or in part by the Contractor's negligent acts or omissions for which loss occurs during completed operations. The additional insured coverage shall be primary and non-contributory to any of the Owner's general liability insurance policies and shall apply to both ongoing and completed operations. To the extent commercially available, the additional insured coverage shall be no less than that provided by Insurance Services Office, Inc. (ISO) forms CG 20 10 07 04, CG 20 37 07 04, and, with respect to the Architect and the Architect's consultants, CG 20 32 07 04.

§ A.3.2 Contractor's Required Insurance Coverage

§ A.3.2.1 The Contractor shall purchase and maintain the following types and limits of insurance from an insurance company or insurance companies lawfully authorized to issue insurance in the jurisdiction where the Project is located. The Contractor shall maintain the required insurance until the expiration of the period for correction of Work as set forth in Section 12.2.2 of the General Conditions, unless a different duration is stated below:

(If the Contractor is required to maintain insurance for a duration other than the expiration of the period for correction of Work, state the duration.)

§ A.3.2.2 Commercial General Liability

§ A.3.2.2.1 Commercial General Liability insurance for the Project written on an occurrence form with policy limits as defined is ECH-C Owner Insurance, providing coverage for claims including

- .1 damages because of bodily injury, sickness or disease, including occupational sickness or disease, and death of any person;
- .2 personal injury and advertising injury;
- .3 damages because of physical damage to or destruction of tangible property, including the loss of use of such property;
- .4 bodily injury or property damage arising out of completed operations; and
- .5 the Contractor's indemnity obligations under Section 3.18 of the General Conditions.

§ A.3.2.2 The Contractor's Commercial General Liability policy under this Section A.3.2.2 shall not contain an exclusion or restriction of coverage for the following:

- .1 Claims by one insured against another insured, if the exclusion or restriction is based solely on the fact that the claimant is an insured, and there would otherwise be coverage for the claim.
- .2 Claims for property damage to the Contractor's Work arising out of the products-completed operations hazard where the damaged Work or the Work out of which the damage arises was performed by a Subcontractor.
- .3 Claims for bodily injury other than to employees of the insured.
- .4 Claims for indemnity under Section 3.18 of the General Conditions arising out of injury to employees of the insured.
- .5 Claims or loss excluded under a prior work endorsement or other similar exclusionary language.
- .6 Claims or loss due to physical damage under a prior injury endorsement or similar exclusionary language.
- .7 Claims related to residential, multi-family, or other habitational projects, if the Work is to be performed on such a project.
- .8 Claims related to roofing, if the Work involves roofing.
- .9 Claims related to exterior insulation finish systems (EIFS), synthetic stucco or similar exterior coatings or surfaces, if the Work involves such coatings or surfaces.
- .10 Claims related to earth subsidence or movement, where the Work involves such hazards.
- .11 Claims related to explosion, collapse and underground hazards, where the Work involves such hazards.

§ A.3.2.3 Automobile Liability covering vehicles owned, and non-owned vehicles used, by the Contractor, with policy limits as defined in EXH-C Owner Insurance .

§ A.3.2.4 The Contractor may achieve the required limits and coverage for Commercial General Liability and Automobile Liability through a combination of primary and excess or umbrella liability insurance, provided such primary and excess or umbrella insurance policies result in the same or greater coverage as the coverages required under Section A.3.2.2 and A.3.2.3, and in no event shall any excess or umbrella liability insurance provide narrower coverage than the primary policy. The excess policy shall not require the exhaustion of the underlying limits only through the actual payment by the underlying insurers. Umbrella coverage as defined in EXH-C Owner Insurance

§ A.3.2.5 Workers' Compensation at statutory limits for Coverage A as defined in EXH-C Owner Insurance.

§ A.3.2.6 Employers' Liability Coverage B as defined in EXH-C Owner Insurance .

(Paragraph deleted)

§ A.3.2.8 If the Contractor is required to furnish professional services as part of the Work, the Contractor shall procure Professional Liability insurance covering performance of the professional services, with policy limits as defined in EXH-C Owner Insurance .

(Paragraphs deleted)

§ A.3.2.12 Insurance for the use or operation of manned or unmanned aircraft, if the Work requires such activities, with policy limits as defined in EXH-C Owner Insurance.

§ A.3.3 Contractor's Other Insurance Coverage

§ A.3.3.1 Insurance selected and described in this Section A.3.3 shall be purchased from an insurance company or insurance companies lawfully authorized to issue insurance in the jurisdiction where the Project is located. The Contractor shall maintain the required insurance until the expiration of the period for correction of Work as set forth in Section 12.2.2 of the General Conditions, unless a different duration is stated below:

(If the Contractor is required to maintain any of the types of insurance selected below for a duration other than the expiration of the period for correction of Work, state the duration.)

If Professional Liability Insurance is required as part of this contract or becomes required during the course of the project coverage shall be in accordance with A.3.2.8, the insurance coverage shall be maintained for one calendar year after the date of Substantial Completion

§ A.3.3.2 The Contractor shall purchase and maintain the following types and limits of insurance in accordance with Section A.3.3.1 as defined in EXH-C Owner Insurance.

(Paragraphs deleted)

§ A.3.4 Performance Bond and Payment Bond

The Contractor shall provide surety bonds, from a company or companies lawfully authorized to issue surety bonds in the jurisdiction where the Project is located, as follows:

(Specify type and penal sum of bonds.)

Type	Penal Sum (\$0.00)
Payment Bond	Full contract value
Performance Bond	Full contract value

Payment and Performance Bonds shall be AIA Document A312™, Payment Bond and Performance Bond, or contain provisions identical to AIA Document A312™, current as of the date of this Agreement.

ARTICLE A.4 SPECIAL TERMS AND CONDITIONS

Special terms and conditions that modify this Insurance and Bonds Exhibit, if any, are as follows:

None

Additions and Deletions Report for AIA® Document A101® – 2017 Exhibit A

This Additions and Deletions Report, as defined on page 1 of the associated document, reproduces below all text the author has added to the standard form AIA document in order to complete it, as well as any text the author may have added to or deleted from the original AIA text. Added text is shown underlined. Deleted text is indicated with a horizontal line through the original AIA text.

Note: This Additions and Deletions Report is provided for information purposes only and is not incorporated into or constitute any part of the associated AIA document. This Additions and Deletions Report and its associated document were generated simultaneously by AIA software at 14:07:12 CT on 12/15/2022.

PAGE 1

This Insurance and Bonds Exhibit is part of the Agreement, between the Owner and the Contractor, dated the 15th day of December in the year 2022

...

FY20 Northrop Safe & Welcoming Entrance at Ericsson
4315 S. 31st Avenue, Minneapolis, MN 55406

...

Minneapolis Public Schools SSD#1 1250 West Broadway Ave
Minneapolis, MN 55411

...

RAK Construction, Inc. 21435 Johnson Street NE
East Bethel, MN 55011

PAGE 4

§ A.3.2.1 Commercial General Liability insurance for the Project written on an occurrence form with policy limits of not less than ~~(\$) each occurrence, (\$) general aggregate, and (\$) aggregate for products-completed operations hazard, as defined is ECH-C Owner Insurance, providing coverage for claims including~~

PAGE 5

§ A.3.2.3 Automobile Liability covering vehicles owned, and non-owned vehicles used, by the Contractor, with policy limits of not less than ~~(\$) per accident, for bodily injury, death of any person, and property damage arising out of the ownership, maintenance and use of those motor vehicles along with any other statutorily required automobile coverage, as defined in EXH-C Owner Insurance.~~

§ A.3.2.4 The Contractor may achieve the required limits and coverage for Commercial General Liability and Automobile Liability through a combination of primary and excess or umbrella liability insurance, provided such primary and excess or umbrella insurance policies result in the same or greater coverage as the coverages required under Section A.3.2.2 and A.3.2.3, and in no event shall any excess or umbrella liability insurance provide narrower coverage than the primary policy. The excess policy shall not require the exhaustion of the underlying limits only through the actual payment by the underlying insurers. Umbrella coverage as defined in EXH-C Owner Insurance

§ A.3.2.5 Workers' Compensation at statutory limits:limits for Coverage A as defined in EXH-C Owner Insurance.

§ A.3.2.6 Employers' Liability with policy limits not less than ~~(\$) each accident, (\$) each employee, and (\$) policy limit.~~Coverage B as defined in EXH-C Owner Insurance.

~~§ A.3.2.7 Jones Act, and the Longshore & Harbor Workers' Compensation Act, as required, if the Work involves hazards arising from work on or near navigable waterways, including vessels and docks~~

~~§ A.3.2.8 If the Contractor is required to furnish professional services as part of the Work, the Contractor shall procure Professional Liability insurance covering performance of the professional services, with policy limits of not less than (\$) per claim and (\$) in the aggregate, as defined in EXH-C Owner Insurance .~~

~~§ A.3.2.9 If the Work involves the transport, dissemination, use, or release of pollutants, the Contractor shall procure Pollution Liability insurance, with policy limits of not less than (\$) per claim and (\$) in the aggregate.~~

~~§ A.3.2.10 Coverage under Sections A.3.2.8 and A.3.2.9 may be procured through a Combined Professional Liability and Pollution Liability insurance policy, with combined policy limits of not less than (\$) per claim and (\$) in the aggregate.~~

~~§ A.3.2.11 Insurance for maritime liability risks associated with the operation of a vessel, if the Work requires such activities, with policy limits of not less than (\$) per claim and (\$) in the aggregate.~~

~~§ A.3.2.12 Insurance for the use or operation of manned or unmanned aircraft, if the Work requires such activities, with policy limits of not less than (\$) per claim and (\$) in the aggregate, as defined in EXH-C Owner Insurance.~~

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If Professional Liability Insurance is required as part of this contract or becomes required during the course of the project coverage shall be in accordance with A.3.2.8, the insurance coverage shall be maintained for one calendar year after the date of Substantial Completion

§ A.3.3.2 The Contractor shall purchase and maintain the following types and limits of insurance in accordance with Section A.3.3.1:

(Select the types of insurance the Contractor is required to purchase and maintain by placing an X in the box(es) next to the description(s) of selected insurance. Where policy limits are provided, include the policy limit in the appropriate fill point.) A.3.3.1 as defined in EXH-C Owner Insurance.

§ A.3.3.2.1 Property insurance of the same type and scope satisfying the requirements identified in Section A.2.3, which, if selected in this section A.3.3.2.1, relieves the Owner of the responsibility to purchase and maintain such insurance except insurance required by Section A.2.3.1.3 and Section A.2.3.3. The Contractor shall comply with all obligations of the Owner under Section A.2.3 except to the extent provided below. The Contractor shall disclose to the Owner the amount of any deductible, and the Owner shall be responsible for losses within the deductible. Upon request, the Contractor shall provide the Owner with a copy of the property insurance policy or policies required. The Owner shall adjust and settle the loss with the insurer and be the trustee of the proceeds of the property insurance in accordance with Article 11 of the General Conditions unless otherwise set forth below:
(Where the Contractor's obligation to provide property insurance differs from the Owner's obligations as described under Section A.2.3, indicate such differences in the space below. Additionally, if a party other than the Owner will be responsible for adjusting and settling a loss with the insurer and acting as the trustee of the proceeds of property insurance in accordance with Article 11 of the General Conditions, indicate the responsible party below.)

§ A.3.3.2.2 Railroad Protective Liability Insurance, with policy limits of not less than (\$) per claim and (\$) in the aggregate, for Work within fifty (50) feet of railroad property.

§ A.3.3.2.3 Asbestos Abatement Liability Insurance, with policy limits of not less than (\$) per claim and (\$) in the aggregate, for liability arising from the encapsulation, removal, handling, storage, transportation, and disposal of asbestos-containing materials.

§ A.3.3.2.4 Insurance for physical damage to property while it is in storage and in transit to the construction site on an "all risks" completed value form.

§ A.3.3.2.5 Property insurance on an "all risks" completed value form, covering property owned by the Contractor and used on the Project, including scaffolding and other equipment.

§ A.3.3.2.6 Other Insurance
(List below any other insurance coverage to be provided by the Contractor and any applicable limits.)

Coverage

Limits

§ A.3.4 Performance Bond and Payment Bond

...

Payment Bond

Full contract value

Performance Bond

Full contract value

...

None

Exhibit B - Project Charter

Project Name and Number:

FY20 Northrop Safe & Welcoming Entrance at Ericsson
 Official Publication No. 23-2315

Contractor:

RAK Construction, Inc.
 21435 Johnson Street NE
 East Bethel, MN 55011

Description:

To furnish all labor, materials, equipment, and incidentals to complete all work for
 FY20 Northrop Safe & Welcoming Entrance at Ericsson
 project, in accordance with Drawings and Specifications prepared by:
 Widseth Architects, 3535 S. 31st Street, Suite 203, Grand Forks, ND 58201

Article 9.5 Drawings: November 4, 2022
 9.6 Specifications dated: November 4, 2022
 9.7 Addenda dated: Addendum #1 dated 11/29/2022,
 Addendum #2 dated 12/2/2022

Contract Sum:

The total contract sum shall be: **\$ 730,530.00**

Alternates:

Item	Price	Status
Alt #1: Monument Sign	\$ 70,439.00	Not Accepted

Conditions:

Item	Price	Conditions for Acceptance
None	\$ -	

Allowances:

Item	Price	Status
None	\$ -	
	\$ -	

Exhibit C - Owner's Insurance

Project Name and Number:

Special School District No. 1
Official Publication No. 23-2315
FY20 Northrop Safe & Welcoming Entrance at Ericsson

Contractor: RAK Construction, Inc.
21435 Johnson Street NE
East Bethel, MN 55011

Insurance Requirements for Contractors

1. CONTRACTOR'S INSURANCE – to be used with AIA A101-2017

The Contractor shall at its own expense maintain in effect at all times during the performance of the Work under the Agreement at least the following coverage and limits of insurance:

a. Commercial General Liability

- i. General Aggregate \$ 1,500,000
- ii. Products/Completed Operations Aggregate \$ 1,500,000
- iii. Per Occurrence \$ 1,500,000

The Owner shall be named as additional insured for Commercial General Liability Insurance.

b. Automobile Insurance

- i. Per Occurrence \$ 1,000,000
- ii. PIP Basic
- iii. Underinsured Motorist \$ 1,000,000
- iv. Uninsured Motorist \$ 1,000,000

c. Workers Compensation

- i. Coverage A is statutory.
- ii. Coverage B \$500,000 Each Accident
- iii. \$500,000 Each Employee

d. Professional Liability (if the Contractor is hiring professionals)

- i. Per Claim \$ 2,000,000

Exhibit C Owner's Insurance

For Projects with an estimated construction cost of over \$10,000,000 or major structural work, additional Aggregate coverage of \$4,000,000 is required.

e. Manned or Unmanned Aircraft Coverage (if used)

i. Per Claim	\$ 1,000,000
ii. Aggregate	\$ 1,000,000

f. Property Insurance

i. Per Claim	\$ 1,000,000
ii. Aggregate	\$ 1,000,000

This insurance is only required for materials stored offsite and not incorporated into the project at delivery. For material stored on site, no additional insurance is required.

g. Builders "all risk" Insurance

i. Per Claim	\$ 2,000,000
ii. Aggregate	\$ 4,000,000

This insurance is only required for additions exceeding \$10,000,000. Renovations to existing schools are not required to have builders "all risk" insurance.

h. Umbrella Liability

i. Aggregate limit	\$ 5,000,000
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This insurance is required only for projects larger than \$10,000,000 in total construction costs.

Exhibit D - Project Schedule

Project Name and Number:

Special School District No. 1
 Official Publication No. 23-2315
 FY20 Northrop Safe & Welcoming Entrance at Ericsson

Contractor:

RAK Construction, Inc.
 East Bethel, MN 55011
 763-434-4210

Description:

Safe & Welcoming Entrance, including installation of new RTU purchased directly by MPS and installation of new electrical switchgear purchased directly by MPS.

Schedule:

Description	Date
Construction Commences	May 1, 2023
General Contractor shall account for one-week asbestos abatement period by MPS	
Last Day of School:	June 15, 2023
Substantial Completion	August 18, 2023
Air Handling Units Powered "ON"	August 18, 2023
Fire Alarm System Functional	August 18, 2023
Staff Returns to School:	August 21, 2023
Final Completion	September 1, 2023
School Starts	September 5, 2023
1-year Warranty Inspection	August 2024

**MINNEAPOLIS PUBLIC SCHOOLS
RESOLUTION 2023-0001**

RESOLUTION REPEALING POLICY 7420

WHEREAS, The Board’s Policy Committee has recommended the proposed changes.

NOW THEREFORE BE IT RESOLVED, that the Board of Directors, Special School District No. 1 (Minneapolis Public Schools) adopts the changes as follows:

SECTION 1: **REPEAL** “Policy 7420: Bonded Indebtedness” of the Minneapolis Public Schools Policies & Regulations is hereby *repealed* as follows:

REPEAL

~~Policy 7420: Bonded Indebtedness~~ (*Repealed*)

1. PURPOSE

The purpose of this policy is to establish the limits of bonded indebtedness the District may incur.

2. GENERAL STATEMENT OF POLICY

The District shall be limited to that amount of bonded indebtedness as allowed under applicable Minnesota Law.

3. RESPONSIBILITY

The Superintendent, or designee, shall make recommendations to the board on amounts and timing of bonded indebtedness, as are deemed necessary for the proper establishment and operation of schools within the limits of state law.

~~**Original Adoption:**~~

~~04/25/1967~~

~~**Revision Dates:**~~

~~02/24/1976, 12/15/2009~~

~~**Legal References:**~~

- Minn. Stat. §123B.59 (Alternative Facilities Bonding and Levy Program)
- Minn. Stat. §123B.62 (Bonds for Certain Capital Facilities)
- Minn. Stat. §123B.71 (Review and Comment for School District Construction)
- Minn. Stat. §123D.11 (School District Bonds)
- Minn. Stat. §273.1103 (Net Debt, Terminology of Laws or Charters)
- Minn. Stat. Chapter 473F (Metropolitan Revenue Distribution)
- Minn. Stat. §475.53, Subd. 4 (Limit of Net Debt)
- Minn. Stat. §475.56 (Interest Rate)

~~MPS Policy Cross-References:~~

- Policy 3005 (Budget)
- Policy 3170 (Multi Year Capital Planning)
- Policy 3172 (Annual Capital Budget)
- Policy 3176 (Capital Improvements Budget)
- Policy 3290 (Debt: Purposes and Limitations)
- Policy 3294 (Bond Ratings)

PASSED AND ADOPTED BY THE MINNEAPOLIS PUBLIC SCHOOLS BOARD OF DIRECTORS _____.

	AYE	NAY	ABSENT	ABSTAIN
Abdi	_____	_____	_____	_____
Beachy	_____	_____	_____	_____
Cerrillo	_____	_____	_____	_____
El-Amin	_____	_____	_____	_____
Ellison	_____	_____	_____	_____
Emerick	_____	_____	_____	_____
Feerayarre	_____	_____	_____	_____
Jourdain	_____	_____	_____	_____
Norvell	_____	_____	_____	_____

Presiding Officer

Attest

, Chair, Minneapolis Public Schools

, Clerk, Minneapolis Public Schools