Business Meeting
Tuesday, May 12, 2020 5:30 PM

Online Meeting

Agenda

1) Call to Order
2) Roll Call
3) Approval of Agenda
4) Approval of Minutes
5) Recognitions
6) Public Comments
7) Reports and Recommendations from the Superintendent of Schools
    a. Student Placement Policies (Policies 5262, 5263, 6120, 6130)
8) Action Items by the Board of Education
    a. Comprehensive District Design
        1. Supporting Materials for Reference
    b. Approval of the Consent Agenda
9) New Business
    a. Resolution Condemning Xenophobic, Racist, and All Anti-Asian Attacks Elevated by COVID-19
    b. Resolution Supporting Increased Federal Education Funding
10) Reports and Comments from the Board of Education Directors
11) Adjournment
12) Full List of Consent Agenda
    a. Contracts Requiring Board of Education Approval
        1. Allied Blacktop
        2. Sheehy Construction

Minneapolis Public Schools – Board of Education
Special School District No. 1
Regular Business Meeting
April 14, 2020

I. 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 electronically in a regular meeting conducted in accordance with Minnesota Statutes 13D.021 on April 14, 2020, commencing at 5:30 pm. Chair Ellison called the meeting to order.

II. ROLL CALL

Present: Directors: Siad Ali, Jenny Arneson, Kimberly Caprini, Kim Ellison, KerryJo Felder; Nelson Inz, Ira Jourdain, Josh Pauly, Bob Walser, Student Representative Genene, Superintendent Ed Graff – 11

III. APPROVAL OF THE AGENDA

MOTION: Director Arneson moved, seconded by Director Felder that the Board of Education, Special School District No. 1, approve the Agenda for April 14, 2020. Motion to approve the agenda was put to a roll-call vote and carried unanimously.

IV. APPROVAL OF MINUTES

MOTION: Director Pauly moved, seconded by Director Arneson that the Board of Education, Special School District No. 1, approve the Minutes for March 10, 2020, and March 26, 2020. Motion to approve the Minutes was put to a roll-call vote and carried out unanimously.

V. RECOGNITIONS

- Reid Wixson, Southwest High School Music Teacher, 2019-2020 Minnesota music Educator of the Year
- Tammy Goetz, Seward Principal, MESPA Division Leadership Award
- Bertrand Weber, Director of Culinary & Wellness Services, IFMA 2020 Silver Plate Award

VI. PUBLIC COMMENTS

The Board listened to three hours of Public Comment left via Voicemail and played during the meeting.

VII. REPORTS AND RECOMMENDATIONS FROM THE SUPERINTENDENT OF SCHOOLS

Comprehensive District Design Proposal Discussion

VIII. 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.

MOTION: Director Caprini moved, seconded by Director Ali, 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 roll-call vote and carried out by majority.

Director	YEA	NAY
Ali	X	
Arneson	X	
Caprini	X	
Ellison	X	
Felder	X	
Inz	X	
Jourdain	Non-Vote	
Pauly	X	
Walser	X	

NOTE: DUE TO TECHNICAL DIFFICULITIES VICE-CHAIR ARNESON TOOK OVER CHAIRING THE MEETING

B. ***RESOLUTION AMENDING POLICY 3170 AND REPEALING POLICIES:***
3172 – ANNUAL CAPITAL BUDGET
3174 – BUDGET PREPARATION
3176 – CAPITAL IMPROVEMENT BUDGET
3178 – COORDINATION OF CAPITAL BUDGET PLANNING

WHEREAS, *Policies 3170 – 3178 were adopted in 1990 and have remained unchanged since that time, and*

WHEREAS, *it is a goal of the Board of Education to reduce the number of policies when possible and advisable, and*

WHEREAS, *consolidation of the policies is both possible and advisable so as to have related matters in a single policy, and*

WHEREAS, *the Policy Committee of the Board joins the Superintendent in recommending this consolidation and reduction plan, and*

WHEREAS, *it is in the best interests of the students, families, staff and community of Minneapolis Public schools that the policy manual be up to date and relevant to district goals and values,*

NOW, THEREFORE, BE IT RESOLVED*, that the Minneapolis School Board, Special School District No. 1, hereby Amends and Renames Policy 3170 as Capital Planning and Budgeting, and repeals policies 3172 – Annual Capital Budget, 3174 – Budget Preparation, 3176 – Capital Improvement Budget and 3178 – Coordination of Capital Budget Planning.*

MOTION: Director Jourdain moved, seconded by Director Felder, that the Board of Education, Special School District No. 1, approve the resolution amending Policy 3170 and repealing policies 3172, 3174, 3176, and 3178. The motion to approve the resolution was put to a roll-call vote and carried out unanimously.

C. RESOLUTION REGARDING APPROVAL OF THE 2019-2021 COLLECTIVE BARGAINING AGREEMENT BETWEEN SPECIAL SCHOOL DISTRICT NO. 1, AND ASSOCIATION OF MINNEAPOLIS SCHOOL DISTRICT PROFESSIONAL EMPLOYEES.

WHEREAS, *Special School District No. 1 (District) and Association of Minneapolis School District Professional Employees (Union) were parties to a collective bargaining*
agreement for the period of July 1, 2017, through June 30, 2019, and

WHEREAS, *the collective bargaining agreement between the District and Union expired*
on June 30, 2019; and

WHEREAS, *the District and Union engaged in collective bargaining negotiations, and reached a tentative agreement on a successor agreement through June 30, 2021; and*

WHEREAS*, the Union membership voted affirmatively to ratify the successor agreement.*

NOW, THEREFORE BE IT HEREBY RESOLVED, *that the Board of Directors of Special School District No. 1 hereby approve the collective bargaining agreement between Special School District No. 1, and Association of Minneapolis School District Professional Employees, effective July 1, 2019 through June 30, 2021*

MOTION: Director Jourdain moved, seconded by Director Caprini, that the Board of Education, Special School District No. 1, approve the Collective Bargaining Agreement with the Association of Minneapolis School District Professional Employees. The motion to approve the agreement was put to a roll-call vote and carried out unanimously.

D. 2019-2021 COLLECTIVE BARGAINING AGREEMENT WITH MINNEAPOLIS ASSOCIATION OF ADMINISTRATORS AND SUPERVISORS

WHEREAS, *Special School District No. 1 (District) and Minneapolis Association of Administrators and Supervisors (Union) were parties to a collective bargaining agreement for the period of July 1, 2017, through June 30, 2019; and*

WHEREAS, *the collective bargaining agreement between the District and Union expired on June 30, 2019; and*

WHEREAS, *the District and Union engaged in collective bargaining negotiations, and reached a tentative agreement on a successor agreement through June 30, 2021; and*

WHEREAS, *the Union membership voted affirmatively to ratify the successor agreement.*

NOW, THEREFORE BE IT HEREBY RESOLVED, *that the Board of Directors of Special School District No. 1 hereby approve the collective bargaining agreement between Special School District No. 1, and Minneapolis Association of Administrators and Supervisors, effective July 1, 2019 through June 30, 2021.*

MOTION: Director Ellison moved, seconded by Director Caprini, that the Board of Education, Special School District No. 1, approve the Collective Bargaining Agreement with the Association of Minneapolis Association of Administrators and Supervisors. The motion to approve the agreement was put to a roll-call vote and carried out unanimously.

E. <u>2019-2021 Collective Bargaining Agreement with Minneapolis Association of Confidential Administrators</u>

WHEREAS, *Special School District No. 1 (District) and Minneapolis Association of Confidential Administrators (Union) were parties to a collective bargaining agreement for*
the period of July 1, 2017, through June 30, 2019; and

WHEREAS, *the collective bargaining agreement between the District and Union expired on June 30, 2019; and*

WHEREAS, *the District and Union engaged in collective bargaining negotiations, and reached a tentative agreement on a successor agreement through June 30, 2021; and*

WHEREAS, *the Union membership voted affirmatively to ratify the successor agreement.*

NOW, THEREFORE BE IT HEREBY RESOLVED, *that the Board of Directors of Special School District No. 1 hereby approve the collective bargaining agreement between Special School District No. 1, and Minneapolis Association of Confidential Administrators, effective July 1, 2019 through June 30, 2021.*

MOTION: Director Caprini moved, seconded by Director Felder, that the Board of Education, Special School District No. 1, approve the Collective Bargaining Agreement with the Minneapolis Association of Confidential Administrators. The motion to approve the agreement was put to a roll-call vote and carried out unanimously.

F. 2019-2021 Collective Bargaining Agreement with Minneapolis Principals Forum

WHEREAS, *Special School District No. 1 (District) and Minneapolis Principals Forum (Union) were parties to a collective bargaining agreement for the period of July 1, 2017,*
through June 30, 2019, and

WHEREAS, *the collective bargaining agreement between the District and Union expired*
on June 30, 2019; and

WHEREAS, *the District and Union engaged in collective bargaining negotiations, and reached a tentative agreement on a successor agreement through June 30, 2021; and*
WHEREAS, the Union membership voted affirmatively to ratify the successor agreement.

NOW, THEREFORE BE IT HEREBY RESOLVED, *that the Board of Directors of Special School District No. 1 hereby approves the collective bargaining agreement between Special School District No. 1, and Minneapolis Principals Forum, effective July 1, 2019,*
through June 30, 2021.

MOTION: Director Ali moved, seconded by Director Walser, that the Board of Education, Special School District No. 1, approve the Collective Bargaining Agreement with the Minneapolis Principals Forum. The motion to approve the agreement was put to a roll-call vote and carried out unanimously.

IX. NEW BUSINESS - NONE

X. REPORTS AND COMMENTS FROM BOARD OF EDUCATION DIRECTORS

Director Pauly and Director Caprini gave the dates for the next Policy and Finance Committee Meetings

XI. ADJOURNMENT

MOTION: Director Inz moved, seconded by Director Caprini that the Board of Education, Special School District No. 1, adjourn the meeting at 11:00 p.m. The motion to adjourn was put to a vote and carried out by majority.

Director	YEA	NAY

Ali	X	
Arneson	X	
Caprini	X	
Ellison	X	
Felder		X
Inz	X	
Jourdain	X	
Pauly	X	
Walser		X

XII. **FULL LIST OF CONSENT AGENDA**

A. Personnel
   1. List A

B. Contracts Requiring Board of Education Approval
   1. Construction Results Corp
   2. Construction Results Corp
   3. Ricoh
   4. Rihm Kenworth Motor
   5. Wold Architects and Engineers
   6. Works Computing

C. Resolutions
   1. 2020-2021 School Board Meeting Schedule
   2. MSDLAF Acceptance of Office
   3. Resolution of Support for 2020-2021 Minnesota GreenCorps Host Site Application
   4. Resolution Approving Safe Routes to School (SRTS) Boost Grant
   5. Resolution Authorizing & Delegating Purchase of Property for Contract Parking Lot

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Robert Rossi

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Our district DOES need to fix systemic inequities that have plagued it for decades, and soon. MPS has tried an incremental approach, but that has not worked and those tired of half-measures have good reason to be. There is unprecedented public consensus that significant change is needed, even among those who love their own schools, and most seem willing to sacrifice to make it happen. There has never been an easier or better time to restructure the district: the goodwill is there. DO NOT SQUANDER IT! A BAD PLAN CAN NOT FIX ANYTHING. It can blow up an unfair, entrenched system, but that does nothing to ensure that what is built from the rubble is better, either in terms of equity or overall. A bad plan will damage our public schools in the short term...AND THE CDD IS A BAD PLAN. (200 words is not enough to explain why.) I will not support it just because it “does something.” IF A FIRE IS BURNING, YOU CERTAINLY NEED TO DO SOMETHING…BUT EMPTYING A CAN OF GASOLINE ON IT IS WORSE THAN DOING NOTHING. Perfection should not be the enemy of the good, but bad always is.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Marisa Helms

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

We strongly oppose the proposed boundary that would send students from Dowling Elementary to Andersen. This makes no sense when Sanford Middle School is in the same neighborhood. This idea to send Dowling students to Andersen was not included in initial CDD proposals, giving us little time to react. Our home is four blocks away from Sanford Middle School. But, under this proposal, our children would be forced to travel 3.6 miles by car or bus to attend Andersen, a magnet school projected to be at 84% capacity. By contrast, enrollment at Sanford, our community school four blocks away, would decrease by 305 students, with a projected capacity of only 64%. Our belief is that Dowling should feed into Sanford rather than Andersen. By adding the projected 288 Dowling students to Sanford's enrollment, Sanford would still be well within capacity. Given that all Minneapolis schools are closed and the entire state is on lockdown during the coronavirus, it would be unethical to approve this proposal at a time when families aren't able to fully participate in the process. The Board should table the proposal until after the Covid-19 restrictions are lifted and schools are reopened. Marisa Helms and Torleiv Flatebo

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Amanda Kudalis

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I do not believe you have completed due diligence on the CDD and looked into the actual impact on our communities. It seems you are attempting to apply a formula to the situation to simplify the actual issues. You are doing harm to all our communities, and I sincerely believe the changes proposed will segregate our city further, putting additional burden on minority communities.

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Kelly Gray

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Stop the vote. We will need to asses the impacts of this pandemic to MPS and we will need a whole new plan to figure out how to help our students and teachers moving forward. We are in a new world now and while some of the components of this plan are still viable, there will be much more to consider. Makes no sense to vote at this time.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Rolf Scholtz

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

PLEASE DON'T SHUT SEWARD MIDDLE SCHOOL!!! We understand changes need to be made to MPS but dismantling the Seward middle school is a huge, irreversible mistake. This program has been over-enrolled and working well for many years. Keeping Seward middle school does not interfere with other aspects of the CDD.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Sara Oxborough

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I fully believe in delaying the CDD vote during this pandemic. The children are going through enough trauma and to uproot >60% after they get one year back to their current school. I do not support many aspects of the CDD as it does not seem to have been put together with parent input and feedback. But for now lets let the kids have some readjustment. Especially as we dont even know if they will be in school in fall!

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Kelly piatt

Your relationship to MPS | Su relación con MPS
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Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I do not approve of any models of the current CDD. I love in Powderhorn park and this is taking away a lot of opportunities we currently are offered.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Amanda Furst

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I am the parent of a child at Seward Montessori and a resident of Minneapolis. In light of the global pandemic and its impacts on the families and communities served by the MPS, I ask that the CDD vote be significantly delayed. This is not the time to vote on a controversial, complex plan to restructure and redesign MPS and impact thousands of families, teachers, and children. These communities in MPS (especially children) are experiencing significant trauma which is likely to increase and change throughout the pandemic. Financial impacts on MPS are unknown and will likely be significant. The challenges, strategic priorities, and financial situation of MPS will absolutely change as a result of the pandemic. Children & teachers should not be asked to navigate or return from this pandemic with additional significant changes to their education. Further, the MPS community, including families and teachers, should have a more transparent and inclusive process in which to comment and ask questions of the Board. The long-term buy-in of any family and teacher for this current plan is already severely damaged and will absolutely impact any potential success due to your decision to move forward during this pandemic.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Nathan Mitchell

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

My son has a seat at Armatage starting kindergarten this fall. My strong hope is that he would be able to continue (have a seat offered) to him k-5 even if bus service is removed. We are in zone 3 but not quite in Armatage neighborhood. With the principal and staff there, whether Armatage is granted special status to remain Montessori or not, there is a unique strength that drew us to Armatage that we request be offered to students who have already started there. We are very close to the school but not in the proposed boundary. Moving homes under a mile would be a huge expense to stay at one school. Our son will be in rec plus, Mpls kids and/or active solutions. Please consider granting students at Armatage an invitation back to the unique education, stability and growth possible if families can provide our own transportation. If not, we would consider other schools outside the district to start kindergarten.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Megan Vossler

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I will not vote to re-elect any board member who votes to pass this plan at this time. Please vote no on the CDD and start fresh on a new plan, developed through meaningful engagement families, teachers and school communities. Please do NOT push through this plan during a global crisis that has already disrupted the entire student body of MPS and their families. The CDD will not close the achievement gap nor improve equity. Instead, it will disrupt the most successfully-integrated schools, reduce dual-language education, and disproportionately impact Somali and Lantinx families. It is clear that the district is not listening to families, especially in the Somali and Latinx communities, who largely rely on word-of-mouth to learn what is happening in the schools. The district created the CDD without input from teachers and principals. Educators, who have first-hand ideas on how to close the achievement gap and improve equity, need to have a seat at the table. To vote on the CDD during the coronavirus crisis, when the community can't provide proper input, is wrong. To uproot thousands of children from school communities they value, in the immediate aftermath of a global pandemic, would be unconscionable.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Kevin Manthie

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

The CDD is a flawed and broken proposal that fails to address MPS's major problems. The district repeatedly states that in exit interviews, families that depart the district cite: academics, safety and a sense of welcome as the reasons for leaving. So, how does the CDD address these concerns? It doesn't. The academic piece is repeatedly glossed over by the district with little detail or plan given to bring up the academic achievement of under-performing schools, other than saying if these schools eventually have more kids, the budgets will increase and the academic offerings can also increase. Safety has not been addressed by the CDD either. The district implies that walk zones may have to increase, feeding off the fear of parents and not addressing the safety issue. The budget component is also very concerning. The district likes to highlight their potential $4M annual transportation savings, but has not touched on plans to deal with the $60M shortfall forecasted over the next 3 years. The intention of the CDD is just & timely, but the proposal fails to adequately address any major problems.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Michele Peters

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

The current plan doesn't address: --racial disparity --curtailing reliance on bussing services It's difficult to know how other families will be affected, but I can tell you for mine it means: --Underutilizing the tax-payer-supported facilities (Burroughs Elementary, one of the nicest building in the district, would go half empty) --The racial divide in all of the schools my children would attend would be increased --Our middle schools become even more overcrowded--they'd even have to modify Justice Page to fit everyone! --My children would no longer be able to walk to their "community" school (shifting from Washburn, which is less than a mile away to SW High-2 miles away) The simple solution would be to take a map, draw circles around the elementary schools. You go to the closest "circle." Same with middle schools--the idea that you have to "track" to your middle school is ridiculous and what puts the district in this situation in the first place. We have more elementary schools. This--in addition to this year's budget cuts that have gone almost unnoticed because of the controversy around this plan--is forcing families like mine--who believe in public school--ideas of leaving the district. You're not solving. You're making it worse.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Jim Thomas

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I oppose the passage of the CDD. It implements a plan that breaks up neighbor unnecessarily. The district eliminates most K-8 in neighbors where parents want K-8s. The costs to implement this plan will make it even more difficult to meet the education needs of students. I think most parents and community members oppose the plan. Please release data on the percentage of parents that support this plan and the percentage that oppose it.

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Sandra Baines

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Minneapolis resident | Residente de Minneapolis | Degan magaalada Minneapolis | Neeg nyob rau hauv Minneapolis

Comment | Comentario | Faallada | Cov lus tawm suab

Please postpone this proposed change. The children are dealing with so much stress, such unknowns and fears within their families and around them. Please don't add to that by upending their school communities. I understand this wouldn't happen this coming school year. But, t would be in the planning all year and this is going to be a stressful school year. COVID 19 isn't going away soon. We've all had to adjust, modify and change our plans because of the pandemic. You, the School Board should too. Sandra Baines Proud parent of MPS graduates and current volunteer in 2 elementary schools.

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Angie McCracken

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

a year ago MPS said they would pause and seek stakeholder input. I don't believe they help up that end of the bargain. I think with parent and staff input we could come up with a better plan. I agree there needs to be change but I also think the district needs to follow through. To patriarchal, too white supremacist culture. Leadership does not know whats best for families, families know whats best for them, if the district REALLY genuinely tried to engage them, they would be in a better place.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Caitlin Hargarten

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I am a parent of a current MPS student and a future MPS student and I have real concerns about the CDD. I certainly do not feel it is an appropriate time to push it through during the pandemic when the community can not provide proper input and is under considerable stress. I agree there needs to be change, but the lack of an independent Equity and Financial Audit to understand the implications of such a huge change is most concerning. I also think there needs to be input from from teachers and principals. Educators, who have first-hand ideas on how to close the achievement gap and improve equity, need to have a seat at the table. I would like to see a + Secure an Equity Audit by a neutral third party on the ramifications of the CDD. + Conduct a Financial Audit to evaluate the fiscal sustainability of MPS under the CDD + Delay all significant actions or votes on the CDD until meaningful community engagement can be reinitiated

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Jane Latimer

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

The CDD vote should be delayed indefinitely. The full and sole focus of MPLS Public Schools board and leadership right now should be on responding to the new environment of educating our children during this global pandemic and planning for the continuation of their education in the fall, whether that is still in a distance learning format or a modified in-person format with social distancing measures in place. It is irresponsible to proceed with the CDD vote now that the process of educating Minneapolis children has been substantially changed due to COVID-19 and the effect of this virus promises to extend itself into the 2020-2021 school year and possibly beyond. Please use common sense and delay this plan until it can be revised in light of the effect of COVID-19.

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Amy Tarrell

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I oppose moving forward with the CDD for several reasons: --it does not do enough with academics to close the achievement gap (major curriculum problems are not really addressed) -it is a lot of movement of students with no real -we are in the middle of a pandemic and it is not a good time to make major changes -it dismantles schools like Dowling that ARE working for a diverse community inluding students with disablities. -it makes me and my family lose trust in MPS Thank you, Amy

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Jennifer Rocksusto

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

We demand that teachers differentiate based on the fact that it is necessary for true learning for all students, yet MPS is looking at all schools without taking each ecosystem and building capability into consideration. Furthermore, it is unethical to push through this decision at the time of mandated quarantine. My family of 7, with 4 children at Seward Montessori firmly opposes the changes in the CDD.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Maureen Mulvaney

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

MPS employee | Empleado/a del MPS | Shaqaale MPS | MPS neeg ua haujlwm

Comment | Comentario | Faallada | Cov lus tawm suab

After serving MPS students and families for 12 years, I am saddened and sickened that this plan is being forced forward by people who know little of whar goes on in actual.classrooms or how destroying our communities will devestate students. Please stop.this plan and get teacher input. This plan will cause us to hemorrhage students and possible deive us into bankruptcy.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Zack Neren

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

The plans of the CDD must be put on hold until there is more opportunity for public discourse. No one is paying attention to these major issues because of COVID and you have made fundamental changes to the proposal since anyone has been able to attend a meeting or have a conversation with a board member. Thank you.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Tim Sullivan

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Dear MPS Board Yesterday, Minnesota had its highest single day of confirmed cases of COVID-19. Across the city, the state and the country, schools are closed, millions of people are unemployed, hundreds of thousands are sick and nearly 70,000 have died. And yet the MPS board is quietly proceeding with a process to dramatically redraw the district lines. It reminds me of the Trump White House, which is continuing to quietly proceed with its non-COVID agenda despite everything that's going on in the country and the world. It is, of course, much easier to push ahead with an agenda when people are too busy to watch. I would hope that you would rethink your decision to proceed at all with this process until schools are allowed to reopen. Regards Tim Sullivan

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Kelley Pufpaff

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I agree with the MPS premise of making education more equitable. That said, there are three core issues which I believe require a deferment for at least one year: 1-Community / School Variety: MPS currently has a vibrant area of schools that focus on different tracts. Immersion (Windom), Music (Hale) are examples of well established programs that could potentially suffer in a redesign. 2-Evidence for Plan Success: It wasn't until a few weeks ago where a recommendation was put forth. Prior to that, there were five options, which is evidence of lack of readiness. You wouldn't accept a child giving an answer with five options on a test. I believe an independent analysis of the recommendation that allows time for public consumption and feedback is a critical buy in measure. 3-COVID: We are in a public health crisis, which by most estimates suggests will impact the 2021 School Year. While accepting of the current education, most parents will not be accepting of continued fragmentation and quality erosion if remote learning occurs in 2021. If you cannot master this, how can you master a District Redesign? Please delay the vote one year. Assess, partner, master, then implement. That's large scale implementation.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Mary Scavotto

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Dear Board Members, As I understand it, this plan is aimed primarily at serving North Minneapolis. This would be great, if: (a) There was indication that the CDD is what North actually needs and desires. (Is there indication? I've been listening, but it's not clear). (b) Other marginalized and vulnerable communities weren't so disproportionally and negatively impacted, and (c) if financial and equity audits would be conducted to demonstrate viability. Where's the EDIA for the CDD? It seems like everyone on all sides of the CDD debate could agree with the above. These seem like bare bones basics for a decision of this magnitude. Thank you for your hard work and critical thinking about this massive decision. Being bold for North (and all of our vulnerable students) must take a more viable and substantiated and comprehensive form. Sincerely, Mary Scavotto

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Peter Voves

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

MPS employee | Empleado/a del MPS | Shaqaale MPS | MPS neeg ua haujlwm

Comment | Comentario | Faallada | Cov lus tawm suab

On behalf of myself and those with whom I have had long conversations on the topic of the CDD, I urge you NOT to adopt the CDD. The community either doesn't know enough about how the plan is supposed to achieve its goals, or we don't believe that the plan will work. It is likely that the plan will cause more harm than good, particularly for the marginalized groups it is supposed to help. Students will lose the schools and people they love, and educators will be left with the herculean task of doing more with less and less. Reset the clock, work with the community, and come back in a year with a plan we can all get behind. The CDD is not that plan.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Laura B Hamilton

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Minneapolis resident | Residente de Minneapolis | Degan magaalada Minneapolis | Neeg nyob rau hauv Minneapolis

Comment | Comentario | Faallada | Cov lus tawm suab

I support the plan and its goals. Children are resilient. Change is not inherently bad for them. Thank you.

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Eric Wulfsberg

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I am against the MPS CDD and the planned reduction of open enrollment for high school students and changes to the school boundaries. With the exception of North Academy, MPS has some of most diverse, racially integrated schools because of open enrollment policies (the Fall 2019 data shows this). There are over 500 students who live in north Minneapolis who attend schools in the south district because of the opportunities and programs they offer. Forcing students to attend their community school with little option of attending a culturally affirming school, even if predominantly of a certain race, is wrong. Forcing students in south Minneapolis to attend North Academy with no direct bus routes, and the potential for 50-80 minute commutes through downtown during zero hour or after hour activities is an undo burden on those students. Parents and teachers need to see the data that MPS is using to make these changes. We need the know that the entire process is transparent before impacting so many students and families. Both Minneapolis and Hennepin County have GIS and open data initiatives, we need to have the CDD offer the same.

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Catherine Mcdonnell-forney

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

All other issues about the plan aside, the CDD has a pretty hefty price tag and we're (obviously) moving into a period incredible uncertainty for our society, and uprooting thousands of kids during this time is a mistake. Please do not further traumatize our children. Simple solutions are best. Hire more teachers and staff people of color. Don't dismantle the district at this uncertain time. There is no shame in changing your minds based on new information and situations. It is a mistake to do this at this time.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Joette Solberg

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Please do not vote on the CDD at this time. I have five sons in MPS schools. I do not have the time to be engaged in this process in the ways I would like because I am overwhelmed by all the issues that have come with distance learning. I appreciate your service to your community and schools. Continue to partner with us by postponing the final vote on the CDD. Thank you! A Mother of Five Fine Sons who attend MPS, Joette Solberg

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Elissa Cedarleaf Dahl

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

MPS employee | Empleado/a del MPS | Shaqaale MPS | MPS neeg ua haujlwm

Comment | Comentario | Faallada | Cov lus tawm suab

The CDD must be improved! Slow down, share it and get community input! -MFT has voted against the CDD. This plan will not be successful without TEACHER SUPPORT! -COVID + the CDD is TOO MUCH TRAUMA for our families and staff. The CDD is an irrelevant plan if does not address TBD COVID measures. 1,500 students from seven feeder schools & a strand immersion at Andersen is reckless. The immersion community needs a stand-alone middle or we will lose those valuable teachers. -"SEL" Social/Emotional Learning at huge middle schools is extremely hard. Our middle schools shouldn't be over-capacity! -Immigrant families in south central Mpls bear the burden of this plan. 75% of Latino EL students will have to switch schools and many living under a mile from Andersen will instead be bussed to Northeast Middle. They will lose their communities at Green, Jefferson, Andersen and AND THEY DO NOT KNOW ABOUT MODEL 6! -The CDD designers need to work with our own MPS Equity Dept to create policies and professional development that will help eliminate the achievement gap IN THE CLASSROOM. Just moving kids around wont do it! -Vote for the amendment to the resolution! Slow down! Improve the CDD!

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Theresa Crane

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Wake up and decide NOT to repeat history by approving fundamental district changes that don't include specifics to ensure they will deliver the desired outcomes and serve ALL students. Ellison and Graff are poor leaders who haven't fulfilled their commitment to the public. When this plan fails to move the achievement gap needle, they'll be long gone from their current jobs while MPS families will be unfairly grappling with the fallout. DO YOUR JOB AND HOLD THEM ACCOUNTABLE. SHOW US THOROUGH SCRUTINY AND DATA TO SUPPORT THE PLAN!!

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Derk Scholtz

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Other | Otro | Kuwo kale | Lwm qho
Landlord

Comment | Comentario | Faallada | Cov lus tawm suab

I am a duplex owner two blocks west of Seward Middle School. For more than a decade, many tenants have mentioned the Seward K-8 school as a major consideration when choosing to reside in our community. While the school will remain a K-5 institution, Seward's unique K-8 is routinely referenced as a secure long-term base for families. If this were an institution needing reform, I would not be write this; a large school district with many stakeholders requires difficult decisions. I have yet to hear a single compelling argument regarding why Seward has been swept into this maelstrom of blanket-restructuring! Seward remains a successful model of integrated urban education. It welcomes and represents our diverse community as a whole. It also demonstrates the importance for middle school families to remain connected to the institution and teachers they get to know and trust, for as long as possible. Why should a thriving community be dismantled and replaced with more segregated and isolated families and children? For years to come, Seward's dissolution will be cited as a failure of our school board to protect our most vulnerable communities from petty political interests. Please. Help us preserve something good. Derk Scholtz, Landlord

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

adrienne anderson

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

As a public school teacher for 20 years + a product of MPS from kindergarten - 12th grade, I find what you are doing unconscionable. How can you possible think that now is the time to proceed with your vote? Students have so much anxiety and emotions happening now, this is so selfish. The plan itself show's nothing about how shuffling kids around solves your "equity" problem. We know this is about money and I am so disappointed that not only would you not ask educators and parents for input on this enormous, life changing decision but that you are actually proceeding with this vote. You cannot sacrifice a generation of kids and think that the problem will go away. Your inaccurate data, misleading dispersement of information and lack of transparency is not the school system that I grew up in and chose to send my child to. HUGE life decisions for many families were based on school choice and our kids are invested and attached to their school community. The CDD will create more problems, I promise you. Why don't you get it? Educators and parents know what's best, not you and your private data firm. Shame on you.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Carla Manzoni

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Estimados directores, Gracias por la oportunidad dar nuestra voz. Como parte de la comunidad latina les pido NO seguir con el CDD hasta consultar con nosotros , una gran parte de a la comunidad que sirven. Tambien queremos un MiPS mas equitativo y CDD no es la respuesta.
Dear directors, thanks for the opportunity to give a voice. As part of the Latinx community, I ask you to please STOP de CDD till you get imput form us, a large part of the community you serve. We also want a more equitable MPS, the CDD is not the answer.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Heather Wulfsberg

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I oppose the CDD plan in its current state. It will put too much hardship on the students of Minneapolis. In particular changing the “open enrollment model” which allowed families to choose and fine tune their preferences for high school. Taking away this choice will have a lasting effect on future higher education chioces. The redistricting and changes to school boundaries requiring students in South Minneapolis (ECCO neighborhood) to bus all the way to North High school (close to an hour bus ride) is unacceptable. Forcing this move doesn’t reflect their community. There is no data showing how all these changes will provide equity. The process has been flawed in that we as parents have been shut out. This is not the time to be making drastic changes with students having to deal with distance learning. I agree with some of the K-8 proposals to consolidate transportation but there needs to be some flexibility for families to choose another community school if needed. Please keep open enrollment at the high school level in particular since kids are taking city buses.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Elizabeth Halbach

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Building closure and distance learning is impacting all MPS households. This distance learning will probably also need to be in place in the future- even the upcoming fall. Now is not the time to vote on or implement the CDD - we have to focus on what is best for kids and families right now and that is managing what we are facing. Please delay the vote on the CDD

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Amy Kephart

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I believe in the importance of equal opportunity for all young people, I believe in the importance of school integration (and I was part of the first effort to desegregate the MPS in the 1970s, I was in the first class at Anwatin. I think it is sad that MPS hired outside consultants at a huge price to come up with this confused and ill conceived plan. What kind of plan has opposing goals? To save money and desegregate the schools? This plan would make Southwest less diverse and smaller. This is insane. Instead of kidding yourselves that parents are going to send their kids to North instead of SW a new school should be created that can attract people. Current plan is a mess and will further traumatize the community during this traumatic time.

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Sarah Kesler

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

What is the reason for adding the "Global Studies" program at Jefferson. I don't believe it was in any of the previous plans. Is there a way to get IB programming in this school? Will there be a Heritage Spanish option at Jefferson? It is disappointing to lose this programing at Whittier.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Amy Retherford

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I think it is incredibly irresponsible to make any kind of plan that will disrupt so many students after such a crazy time with distance learning. You would be causing even more emotional scaring to these children. Also, with the financial impact I think it is very unwise. I am all for equity, but I do not think you plan will accomplish that and I think the timing of this vote is bad!

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Julie Stenberg

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Minneapolis resident | Residente de Minneapolis | Degan magaalada Minneapolis | Neeg nyob rau hauv Minneapolis

Comment | Comentario | Faallada | Cov lus tawm suab

In the best of times the CDD was a well-intentioned but poorly thought out initiative premised on questionable data and assumptions. Small-scale, targeted solutions addressing the needs of each unique area, community, population group are what are called for. The wholesale destruction of what is currently working is not the way to restructure to achieve quality outcomes for all children in the district, and it will certainly erode trust in MPS. This will result in enrollment declines which will snowball into even greater budget deficits. Now, in the worst of times, when children are adrift and distraught without school as an anchor in their lives, it is absolutely unconscionable that the Board would decide to move forward with a plan that will cause further massive disruption of the school lives for many thousands of children. Children lost 1/3 of their academic year this year. Who knows whether school will be back to normal in the fall? Rather than wasting one more minute of planning for the CDD, every administrator should instead immediately be assigned to work directly with students to help them to maintain academic skills during this unprecedented time. This is where the emphasis needs to be right now.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Meredith Fox

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

We are parents at Kenwood Community School and we support IMMEDIATE passage of the CDD. When our children benefit from a system that leaves our neighbors' children behind, we signal that some kids deserve less and are destined to be forgotten. We'd rather be the change we wish to see in the world. The CDD is intended to disrupt the status quo. Significant changes to boundaries, curriculum, teaching staff and magnet programs create uncertainty and discomfort -- but this is what it will take to begin counteracting a staggering failure to provide basic academic proficiency to many black, Indigenous and other children of color. The current system is a collective failure by all of us, and it requires a collective change. We cannot wait another year to do right by all children in our community. We are eager to step into these changes with courage and humility. If children teach us anything, it's that we can do hard things and hard things are worth doing. Let's not look back and say we spoke of values we did not fight for. Mark Brown, Jennifer Debrow, Meredith Fox, Ellen Guettler, Chris Martin, Ben Pofahl, Mike Skoglund, Mary Austin Speaker, Jon Steadland

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Roxanne Sadovsky

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Growing up in LA in the 1970s, LAUSD introduced mandatory bussing into my already diverse West LA school where I was surrounded by all nations; we were all one race as far as I could tell. What happened? A quick Google search turns up several LA Time's headlines, reminding me of the horror that ensued at my school, the bloodbath it became: "School busing and race tore L.A. apart in the 1970s" Bolstered by money, politics, and high hopes, desegregation via bussing seemed like a good idea in 1976. There was no way of predicting why this well intended plan was such a traumatizing failure. No way my parents could have known I'd be getting into fist fights daily, terrified to go to school. They were concerned about my education, unaware that all the bloodshed turned my familiar classroom into a complete madhouse. Clearly, it wasn't a black or white issue. No right or wrong. No sides. Luckily, my parents got me the hell out of there and sent me to an Open School in Santa Monica akin to Barton, where I vowed I'd send my kid, given how much it saved my life once upon a time in LA.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Sonja Krasean

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

MPS employee | Empleado/a del MPS | Shaqaale MPS | MPS neeg ua haujlwm

Comment | Comentario | Faallada | Cov lus tawm suab

School board members, I am writing to ask you to postpone any forward movement on the CDD plan. In these COVID times, many things are uncertain and the state of our schools is one of them. We can't even begin to know or understand the long-term ramifications of this virus. Schools will look different and we may not be able to have large groups of students gathered together. At Justice Page, we already have 750 students and the projections with the CDD are much higher. How is this sensible? Our lunchroom is small and so are many of our classrooms and spaces. In addition to this COVID crisis, I have many other concerns both as a teacher and a parent of three students in MPS schools. It is projected that 1/3 of our students will leave the district, which in turn means we lose 1/3 of our budget. How is this sensible? Also, a large number of at risk students will be forced to move buildings and leave the teachers and schools that may be a safe haven. Finally, teachers, staff, and community members would like more opportunities to improve the plan. Please listen to us and postpone the CDD.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Heidi Scholtz

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

All 3 of our children attended Seward and had really good experiences with the mix of ages and backgrounds there, the joy of school, the K-8 staff, the diversity of races and ethnicities, and the inclusive attitude about different cultures and types of families. It is such a powerful thing when a school has been able to grow that kind of a culture over the years. Like any organism, a drastic change can doom its survival. The equity goals of the MPS leaders are admirable, but in Seward Middle School's case the reorganization strategies don't seem to make sense. We're not against change, but this? I have not seen any reason that logically leads to making Seward a K-5. It has led us to doubt the competence of whichever consultants the MPS leadership is listening to. We very much hope that the final plan will reconsider keeping the middle school that MPS just spent millions of dollars remodeling. Thank you.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Bradley E VanWinkle

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

The CDD as proposed will eviscerate the community that has been built at Marcy Open school. The K-8 model allows older and younger students to have connections not otherwise possible. Arts programming is a huge part of what makes the Marcy community, and this is funded by the efforts of the Marcy Arts Partnership, which raises 10s of thousands of dollars each year. I realize there is privilege in the ability to do so, but Marcy is far from a homogeneously privileged community, and all the students at Marcy benefit from these fundraising efforts and additional Arts programming. But the reality is that MAP will struggle to function without the K-8 model. There simply will be too much and too rapid turnover among the parents involved with the organization for the necessary planning, preparation, and execution of the types of events (or, let's face it, almost exclusively the Marcy Arts Gala) that make such exceptional fundraising possible. The continuity that those three extra years of parent involvement provides should not be underestimated. This is clear not just with Marcy's fundraising, but also with the exceptional involvement of parents in the parent council, band/musical attendance, and much more. -Bradley

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Jeremy Anderson

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

This is not the time for such an extensive change. The solutions/options need to be vetted more and with the virus situation this needs to be tabled.

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Rachel Thelemann

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Please wait until the scare of the covid-19 is over and you can get full participation from parents and teachers. This effects us deeply, and we don't need another things to worry about that is out of our hands. Many families are unable to to access technology and cannot advocate of our kids with the current stay at home order. I understand this must be looked at but this really needs to be postponed out of respect for all families during this very stressful leaning and family time. My best, Rachel

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Lisa Sunshine West

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I've sent many letters so I'll keep this to bullet points. * I do not support the CDD as proposed * This vote should be postponed until COVID is not affecting schools. * Schooling could look very different as our world shifts due to COVID. That is not being addressed by the CDD or the board members. * The School Board and this proposal are creating extra amounts of stress for the families they represent. During this time of world stress and uncertainty, that is simply not OK. *I want to keep Seward Montessori a K-8 * Seward is a highly successful, diverse, and loved K-8 magnet. * It is a waste of money to remodel the building that was just remodeled to accommodate the middle school. * I prefer small middle schools and do not agree with the argument that they don't offer as many benefits. * I want choice for High School. This has not been made clear by your proposal. Will there still be school choice?

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Michael Pignato

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

The proposed redistricting plan will create an undue burden on our family and others in the ECCO neighborhood. We have two children who plan to attend high school in the district. Under the plan, ECCO will now be part of North High School (4.2 miles), which is more than a mile farther from our home than three other high schools located in south Minneapolis (Southwest (2.7 miles), Washburn (3.1 miles) and South (3.1 miles)). Each of the three closer high schools can be reached by a single bus ride in less than 30 minutes; our kids could also bike in about 15-20 minutes or even walk in about an hour. Traveling to North, however, will take at least 55 minutes by bus, require traveling in commute direction and a bus transfer downtown. It will add a minimum of an hour per day versus the three other closer options. Redistricting goals could still be achieved by including the ECCO neighborhood in any of these closer options, without creating additional time, logistical or safety (transferring downtown) concerns for students in ECCO. I urge you to include ECCO within the boundaries of any of the 3 closer high schools.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Kimberlee Martinez-Port

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I really hope that you reconsider your plan that will further segregate the Northside families with already subpar schools due to resources being dumped on the already wealthy SW schools. I absolutely cannot see this plan making Northside schools better at closing the achievement gap. I have been a Spanish immersion parent since 2002 and by moving the middle school program to Anderson, you are guaranteeing attrition as Northside parents like me will go out of district. This plan does nothing for Northside families except take away options. MPS proved their blatant disregard for Northside families by placing the only immersion high school program at Roosevelt where it is very inaccessible to Northside immersion families that have fewer resources to attend school events so far away. I have been forced to send my high schoolers out of district rather than send them to schools that they feel physically unsafe at. Not sure why MPS feels they need to reinvent the wheel every 3-5 years, but you still don't get it right! Who wants to keep their kids in such an unstable school system? Not me.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Sarah Young

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I have 4 students in MPS, two at Waite park, a 7th grader at NEMS and a freshman at Edison. Our older two white kids being in mostly black schools have received more of an education than their counterparts who are lucky enough to have a robotics lab in their school or basketball wall mats in their middle school gym. They are adjusting well while perspective is being driven into them on a daily basis. Black Lives Matter is not an occasional topic of discussion, it's lived. My Tommy freshman played basketball at all of the other high schools in Minneapolis over the 2019-2020 basketball season. The differences just walking into the buildings, from N/NE to S/SW is stark. Black and White, literally. While I know that many black individuals have been the only black person in a room full of white people in SW high, I challenge white SW high students to state the inverse. These schools are racially identifiable and that needs to change. I support the integration of schools. I support white people having to take the city bus to their schools. I support less bussing and more money to N/NE schools. Equity is needed.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Tara Sullivan

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

If the MN government can get dozens of stakeholders together in a few weeks to solve an unforeseen problem, then surely MPS -- which is much smaller -- can bring together key stakeholders and use human-centered design to build a plan to put into effect in 2021. You don't need to lose time; you do need to lose the attitude that a few people get to decide for the majority. The current plan is FOR the district, not WITH the district. Right now, if you vote yes, you are only representing the administration. There's a feeling of "we can't let our children wait anymore." Agreed, we have major challenges; I don't agree that something is better than anything, especially when that "something" is a plan that: • puts the district into the red such that a future board has to vote to change the debt repayment policy; • disrupts thousands of students and families (including Latinx and Somali families, as just one example), not to mention teachers and principals; • has no metrics. If state government can bring people together to solve a problem, instead of just their own staff, then MPS can do the same. We can do this TOGETHER.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

katie Severtq

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Please do not move forward with CDD

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Lisbeth Petersen

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Please postpone the vote on the CDD. We are in a worldwide health crisis that is significantly impacting our community and disproportionately affecting students of low-income families. Yes - They have been provided with electronic devices and an internet connection, but in the distance learning environment they are so severely lacking in technical and emotional support and the academic achievement of this population is disproportionately being affected. It should be crystal clear that the 2020-21 school year needs to be 110% focused on helping these students regain the academic ground they are loosing right now. And you, the members of the Board of Education, are responsible for ensuring that preparations are started immediately in order for the schools to be ready at the start of next school year. Please, please, please stop forcing forward with the CDD. Postpone it and help our communities instead of stubbornly focusing on the status quo of this contentious CDD that is eating up so much energy, time, and precious resources at a time like this. Please, please, please think about what we can do right now and next year in a proper response to the Covid-19 pandemic's affect on the MPS student's academic achievement.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Emily Heagle

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I believe that many of the proposed changes in the CDD will be detrimental to students and families. I particularly believe, as a parent at Seward Montessori School, that eliminating the K-8 programs is an egregious mistake. K-8 programs have proven to be beneficial to students, eliminating the transition from 5th to 6th grade, allowing families to have their kids together in one school, and providing a nurturing environment for students academic and social emotional development. I chose Seward specifically because of it's Montessori programming and for it's K-8 structure. I believed it would be better for my children than going through the 5-6 grade transition. I have seen the data to support my case and I know the team at MPS REAA has seen it, too. But more importantly, the decision to move forward with this plan, when we may be looking at 18 to 24 months of educational disruption due to the pandemic, is incredibly disappointing. The disruption of space and social supports to more than 60% of students - following what it likely to be months, if not years, of pandemic-related disruption, is frankly, asinine. I request a halt on this vote.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Mary Cmiel

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I appreciate your intentions, I'm concerned about the decisions. Specifically about the boundary south of 56th Street on the East side of 35W going to Southwest for High School and designated elementary and middle schools on the West side of 35. This breaks apart community and accessibility. The families that live here are part of the Hale/Field COMMUNITY, not the schools on the West. The boundary makes no sense to pull these kids 6 miles from their neighborhood. These kids can walk to Hale, their parents can easily volunteer and participate (even working parents can drop in more easily with a neighborhood school), and overall activities are much more accessible. Moving the High School kids to Southwest makes NO SENSE when depending on city buses for transportation. That is too many buses and too much time on the bus. Are there buses even available after tutoring/practices/activities/games to allow the kids to participate and still be home in a timely manner to do homework or be able to sleep to a reasonable hour to catch a bus to school in the morning. This is not a good decision for these students! Please keep them Hale/Field/Washburn. Thanks

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Signe Dysken

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Minneapolis resident | Residente de Minneapolis | Degan magaalada Minneapolis | Neeg nyob rau hauv Minneapolis

Comment | Comentario | Faallada | Cov lus tawm suab

Our children are grown, so the CDD does not directly affect us. However, I have read the plans, and feel strongly that the plans are a mistake and should be tossed out. I remember the school reorganization of the 1980's and this disruption caused us to enroll our kids in private schools. I am astounded that so little credit is given to parents who long for stability in schools for their children. The majority of the feedback seems to have been negative, and I cannot understand a school board that so casually upends a school system that is working well for many. Since there are disparities in the schools, the schools that are underfunded and underserved should be improved without disrupting schools that are successful and deeply important to children and parents. If the CDD is passed, I would predict that a lot of Minneapolis families will take their children out of a school system that does not listen to the majority of families. Please scrap a reorganization that is deeply unpopular among parents and children and that will inadvertently harm both the children and the success of the Minneapolis Public Schools.
Sincerely, Signe Dysken

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Danielle Rogers

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I am a supporter of public education and know we must do better at creating equity for our community. Yet, the lack of stakeholder alignment, confusion, worry, anger from parents, teachers, kids, and communities is the most basic evidence that the CDD should come to a full stop. For elected officials to not stop the CDD would be a failure of civic duties and responsibilities. Equity and Diversity Policy 1304 REQUIRES an Equity and Diversity Impact Assessment (EDIA) of future policies. That includes the CDD. A Student Placement EDIA does not meet the requirements of the policy. The board of education is not in compliance with that policy. There are really important ethical, design, and use considerations for research, most especially when addressing equity. Without those careful considerations, research can and does harm people. This plan is already causing harm to people and didn't even consider how "diversity" is defined in policy 1304. From a research perspective, basic ethical considerations were not in place. The use of PR also causes me great pause.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Jessica Tupper

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I am writing to encourage the school board to delay the vote on the CDD. We are currently in a global pandemic, under order to shelter in place per the Governor of the State of Minnesota. The move to hold the vote in this current environment with lack of any real public input lacks transparency and is disingenuous. As a parent of two children in the schools that would see some of the greatest changes Hale and Field I think there need to be more thoughtful discussion around the plans moving forward. The plan continues to change and leaves parents confused and concerned about what is the actual intent of the school board and the school district. I think this approach is the exact opposite one the board and school district would want to take. Continuing to push this plan though is in my opinion an extremely poor decision that will be detrimental to future relationships and trust in the school board and school district. We need to make a change but this feels rushed and forced by a school board and superintendent who seem to have an agenda. Delay until we have the opportunity for more public engagement.

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Lianne Knych

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

The proposed CTE changes are not equitable. Every Minneapolis high school currently offers some technology based CTE classes. Moving all of these types of classes to North will create less access to technology based CTE classes for all Minneapolis students. Staff have failed to explain how there is sufficient time in the school day for a student to be transported to North for a CTE class and still have time to take sufficient classes at their actual high school to earn enough credits to graduate. There is no data indicating that a more diverse group of students is likely to take these types of classes if they are only offered at North and not offered at their actual school. Successful robotics teams located across the city will be detrimentally impacted by these changes because they will lose accesses to the teachers who support their teams and to equipment needed to build robots. Proposed CTE changes may not be getting as many headlines as changing school boundaries or eliminating magnet programs, but they are still harmful.

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Jennifer Hassemer

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

First, thanks to all involved in the hard work to date. I do not support the final CDD which leaves too many unanswered questions: What is the District's true capacity for managing huge transitions in light of the current pandemic, and likely extension of social distancing and remote learning? How is this model sustainable when many buildings will be filled to only 65-75% capacity? How can the District credibly deliver on educational and academic promises being made? What other areas will be cut instead? How will mega middle schools truly benefit all kids? How does reshuffling kids improve achievement? Why won't the Board pause and demand a more critical evaluation of the financial impacts before voting? This plan was developed in a different time. The State and City are adjusting. The District has never looked back. Vote no, live *all* your values, don't exacerbate the financial crisis, and demand true community engagement with families, teachers and principals. You can change the climate without the destruction of the CDD. Finally, I am grieving the potential loss of Barton and its model. The District is poised to cast us aside without care. Where do we fit into the future?

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Andrew Falk

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Vote no for the CDD as is. The community, staff, and teachers are not in support of it. We need a plan we can all rally behind and support. We also need a unbiased 3rd party audit done who can back the claims being made before a vote can take place. And we need to a pause before approving this huge plan. We do not know the future regarding our new social distancing / remote learning reality. Not to mention the inevitable economic downturn approaching. How can we possibly expect to get an additional $15-20 millions a year to fund the CDD? I fully support closing the achievement gap but I frankly don't see how the CDD would accomplish that. In fact I see the CDD disproportionately affecting and disrupting students of color and non-native speakers.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Hannah Neely

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

My main objection to the CDD remains that the board and district are offering no proof it will do what they say it will. The status quo at MPS is unacceptable. But the CDD makes no real provisions for curriculum improvement or teacher training or recruiting/retaining teachers of color, and since there are already-integrated MPS schools that still have a huge achievement gap, I don't understand why the district thinks just integrating more schools will help. I'm fed up at the district's refusal to answer hard questions about its plan. And I'm heartbroken that my kids' school will change from a preK-8 to a K-5. We chose our school specifically so our kids would be together for a long time, and form a real community bond with their school. Now it seems like the district and the board is ignoring us while we're trapped at home, trying to survive. Change is needed. But not like this. Not without proof the plan will work. And not when our kids are coming off the trauma of a pandemic, and they need stability and familiarity to help them recover,

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Henrik Nordstrom

Your relationship to MPS | Su relación con MPS
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Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Consolidating all district robotics and engineering classes at a single CTE tech center won't result in greater access for students. Just the opposite. Eliminating those classes at three of the four high schools where currently taught will simply result in fewer students being able to take those courses. It will also inflict heavy collateral damage on existing, highly successful robotics team programs at Patrick Henry, South and Washburn. Forcing most district students into long commutes between high schools to participate in engineering or robotics, is neither a viable nor desirable solution. The impact on the robotics teams at Henry, South and Washburn high schools will be profound. Their loss of access to equipment, workshop space and CTE teacher mentors will have an enormous impact on their ability to function – it could very well result in the demise of those teams. That must not be allowed to happen. Please demand changes to the CTE proposal to ensure that engineering and robotics will continue to be offered at multiple high schools. Our kids only have one childhood. Please don't squander this opportunity to use your influence to prevent this terrible policy decision. Students across Minneapolis are counting on you.

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Andy Rowell

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Why the CDD will be a disaster: 1. 25 of the 51 elementary and middle schools are being shifted from magnet to community schools or vice-versa or having their grade levels change. Huge cost. 2. The district hopes that switching 7 schools to magnets will decrease the number of students of color to under the 86% line but this will not in itself improve student outcomes. 3. There will still be 11 RIS (Racially Identifiable Schools). The magnets in the center will mean segregation elsewhere. School board representatives from the south and north oppose the plan. 4. Centralized magnets make little sense when families can simply open enroll at a neighboring district, which for most families will be just as close geographically as the centralized magnets. 5. 32 of the 51 elementary and middle schools will change their elementary to middle school to high school pathway. Families have to start over. 6. Teachers and staff will need to switch grades, programming, and schools. The teacher's union opposes the CDD. Many will leave rather than start over. 7. This plan is based on a consultant's report in November that MPS could save 1.1% from the district budget in busing. That's it.

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Jonathan Hansen

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

We have two kids in Seward and love, love the potential to continue this great experience as a rich and diverse community through 8th grade. It's already setup to house middle schoolers. It's a very effective centrally located diverse school. Don't change this school that seems to already embody the tenets of the CDD. Please keep the k-8 designation!

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Tessa Wetjen

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Please do not pass the CDD. It will not do enough to attract children and families back to the district and it will not strengthen the schools that need support. The K-8 model is effective and needs to be broadened rather than scaled back. Our district needs massive change to better educate all of our children. The CDD makes very painful changes to just a few schools and results in no marked improvement for students in other neighborhoods. This has been a very difficult year. We do not know what will happen with schools and funding next year, much less in the years that follow. Charter schools may close over the distance learning time and the funding mechanisms may change. We need more meaningful change. We need better connections with families, especially those in Northeast and North Minneapolis. Please do not vote for this plan, which does not do any of the things we really need.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Kinzie Jensen

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Please don't approve the CDD. It's a flawed plan that doesn't show firm, data-backed ways that outcomes will improve for all students. Some schools will become more racially isolated and less integrated than they currently are, which is the exact opposite of what the plan purports to do. Students and families will be torn from the communities they've built, from schools they love, without believing that this plan will actually improve anything for them. So many people across the city, of all cultures and backgrounds, are opposed to this plan. Please do not push through a flawed plan just because there is a budget deadline coming up soon. Don't fail the students — if you're going to do something this big, please get it right and make sure it's going to help all students, in all schools, throughout the whole city.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Jennifer Lammers

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

The CDD dies not achieve the result intended. By the Board's own evidence: the budget will Increase not decrease. Significantly by $200 million, student enrollment will decrease by 1/3,, students will be segregated by color more than before, boundaries are not conducive to neighborhoods, sought after programs are limited to one or two Hand picked schools, the achievement gap has no specific evidence of being closed, transportation costs were never addressed, immigrant families are completely thrown to the side. The highest achieving schools are being split apart. For what? Equity of which the board has never defined. Black families left because you didn't listen to what families wanted. They left. Other families are doing the same now and AGAIN you aren't listening. You think talking louder about the CDD is what they want? No. Education is now a product. You either sell what families want or they leave. Without students you have no school. LISTEN when your product isn't being bought by your consumers! Our family is leaving MPLS and going to Edina or Richfield if the CDD passes. So are about 20 other families I know. If you think the CDD is winning, you will lose by winning.

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Teri Hetzel

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Minneapolis resident | Residente de Minneapolis | Degan magaalada Minneapolis | Neeg nyob rau hauv Minneapolis

Comment | Comentario | Faallada | Cov lus tawm suab

Please delay voting on the Comprehensive District Design until COVID is resolved and distance learning is sorted out. Our students cannot handle more disruption and uncertainty. Big decisions like this, that affect the entire district, should not be made during a time of crisis.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Alicia Ranney

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I don't support this. There are still so many parents at my school who don't even know about it. Those that do are in their own echo chamber. You haven't gotten representative input from all families. Its been pushed through like a wolf in sheep's clothing. I'm exhausted with COVID business, working from home and trying to figure out school. I can't engage in the same way, and honestly feel like MPS would just do whatever anyhow. You haven't done enough up to this point to get parent feedback, and I'm infuriated to believe that you'd take any dissenting views seriously anyhow. Thank you Dir. Inz for finally returning my call a month and a half after I initially made it, now that we're a mess in the COVID businness, I couldn't even bring myself to formulate words to be able to respond. I still oppose it, because you haven't done enough to bring MPS families along. Don't say just because the school boards been thinking about it for 3 years that we've had plenty of time. Because honestly, you could have come to our school to talk directly to families even after we invited you BUT YOU DID NOT.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Steve Zimmel

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Please do not pass the CDD. This plan won't solve the problems it is intended to solve and will only great more expensive problems. Our family will leave the district if this is passed.

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Laura Hetzel

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Minneapolis resident | Residente de Minneapolis | Degan magaalada Minneapolis | Neeg nyob rau hauv Minneapolis

Comment | Comentario | Faallada | Cov lus tawm suab

Please delay voting on the Comprehensive District Design until COVID is resolved and distance learning is sorted out. Our students cannot handle more disruption and uncertainty. Big decisions like this, that affect the entire district, should not be made during a time of crisis.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Rachel Litecky

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

We value the community aspect of our neighborhood school and the new zone would necessitate that both our kids now travel from about 6-8 blocks to 2.5 miles. They would be separated from relationships that have developed over years. They would be moved into a middle school (Anderson) that is projected to be about 1500 students. We do not feel comfortable with both a longer bus ride or the expected size of such a school. We are invested in Mpls. Public Schools but not in such change and those coming on the heels of the pandemic. We would be inclined to look into other educational options for our kids if this is passed. We are aware of many other families who feel similarly. Such change may result in the district loosing rather than gaining enrollment and, in our situation, it would add to transportation costs. We would appreciate an option to choose the school in closest proximity to our address in addition to the magnet options.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Patrick Staiger

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Minneapolis resident | Residente de Minneapolis | Degan magaalada Minneapolis | Neeg nyob rau hauv Minneapolis

Comment | Comentario | Faallada | Cov lus tawm suab

Hi, My name is Pat Staiger and I live in the Seward neighborhood. I'm writing to express my desire to see the Seward Montessori remain a K-8 school. I do not have children, but have had 4 nephews and nieces attend Seward Montessori. As a taxpayer I won't be happy about a large expense to increase the size of this school to handle students from K-8 just a couple years ago may be voided. Please amend the CDD so that Seward can keep its middle school. Thanks for your time, Pat Staiger

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Terrae Weatherman

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Your voting timeline comes during a time of community and worldwide crisis. As a parent of a student at Bancroft, I am shocked and concerned that the you would consider a vote now. Our community is in crisis. With many people out of work, families have lost income and are stressed. They are supporting their children with distance learning. Some of them don't even have the technology. So when the final plan was introduced publicly on March 27 there was little energy or time to dedicate to understanding a plan that will drastically change the district. You are voting while we are still on a stay-at-home order. Parents & educators will not be able to meaningfully engage. Your poorly communicated commentary period is a dismal substitution for an in-person meeting. We face many unknowns today. Will I have a job? Will school go back to in-person education in the fall? What will our new normal look like? These unknowns and more speak to the importance of delaying a vote. We need to know how to support the children of the community after they have experienced a traumatic event. This plan does not do that.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Ruth Wollersheim

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I am the parent of a kindergartner at Hiawatha Community School and a third grader at Howe Elementary School. I live at 3121 36th Ave. S., just south of Lake Street and half a block north from the newly drawn border in the Longfellow neighborhood. According to CDD proposed boundaries, my children will be reassigned from our current community schools- Hiawatha/Howe and Sanford- to Dowling Elementary and Andersen Middle (which is over 2 miles from our house). We live only six blocks from Sanford Middle School, and we are currently in the walking boundary to Sanford. This doesn't make sense in terms of transportation cost; this proposed boundary will actually increase transportation costs for the district. This pandemic year is very stressful and traumatizing already in relationship to his schooling and the connections he has to his community. This redistricting will add tremendously to that insecurity and emotional instability. Please consider the following adjustments: -If there is a school that is closer, within the same distance, or especially within the walk zone, a resident can choose either school as their community school. -Move the existing boundary for Andersen Middle School/Sanford Middle School form 32nd Street to Lake Street.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Tracey Deutsch

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I beg the board to wait to adopt any comprehensive plan until an impartial equity audit can be completed and its results disseminated and discussed by parents, staff, and students. This plan threatens enormous disruption to already traumatized populations. It destroys communities at a time when people desperately need support and stability. And it requires enormous and expensive investment in building. There has been little inclusion in its communication or planning. Given the many concerns raised and how divided the district (and board) are, it is important to at least assess the likelihood of it working. This plan reimposes inequity, alienates neighbors from their own schools, and has had no outside audit and only very very limited input from community members. In a time of financial and social precarity, it robs the district of students and staff who have been alienated--not by the idea of equity but by the way this plan has been communicated and developed. Please reject the CDD at this time.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Anna Bliss

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I am a graduate of the Minneapolis Public Schools and my daughter is a current high school student. I remember very well the changes made in 1982 in the district, closing several buildings and moving programs, creating new magnet schools - all in an effort to improve outcomes and reduce costs. Those efforts did not manage to meet their targets. I fear that the current proposed changes would do the same: dismantle and disrupt solid programs with clear benefits for students without providing the cost savings and equity they promise. I understand our district needs to improve equity and cut our costs - this is without argument. I do not, however, think, that moving magnet and special programs to the center of the city and changing boundaries in a way that causes a large percentage of students to move to a new school will have the desired outcomes. Creating equity between Bethune and Burroughs will require more than shuffling the deck chairs - it may make incremental change, but it will never make up for the income inequality, access to stable housing, and family support needed to truly make a difference for our kids.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Julie Graves

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

As an MPS parent and a lifelong youth worker trained in trauma-informed care, I am urging MPS to please delay decisions about the CDD. My own children and many of the youth I work with are facing deep anxiety, fear and uncertainty with COVID- unlike anything they've dealt with in their lifetime. With the uncertainty of classroom instruction for 2020-21 a major concern, children should not be faced with anxiety and uncertainty of changing schools for 2021-22. It's been proven that kids faced with trauma need a level of predictability abs emotion safety to thrive: routine, consistency, and relationships with rapport. Well I will wholeheartedly agree our district struggles with racial equity and access issues, I have worked with children for over 20 years to know that a major disruption to their everyday lives after surviving a pandemic has potentially terrible consequences. Not to mention the shift will impact up to 70% of MPS students. Can we please examine other ways to shift resources to predominately BIPOC and underresourced schools --including ensuring teachers of color and representation-- and additional supports and resources versus shifting the majority of the student body less than a year after pandemic has majorly disrupted lives?

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Elizabeth Saly

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Other | Otro | Kuwo kale | Lwm qho
Former student of MPS schools

Comment | Comentario | Faallada | Cov lus tawm suab

As a former student of MPS schools (Batron Open and Washburn High School), the biggest proposed change regarding centralizing CTE programs to a single high school is worrying and extremely detrimental to student learning. High School is a time of learning about ones self and having choice/varied options in classes which CTE courses provides. Allow equal opportunity across ALL students in ALL schools the option of taking these courses, they should not have to pick a school to have that choice! Freedom of choice for all! As a 2020 graduate in engineering, CTE coursework at Washburn was critical in helping me find a passion, now leading to a career. However, I only happened to find this passion because of the CTE program offered at Washburn. I would not have found it if I had to make a choice to go to a specific school because Washburn was my neighborhood school and I valued that closeness in 8th grade. Stop cutting corners for money and start to place value in giving students the opportunity for a balanced and tailored education. Let students find their passion in ALL schools, just like I did and so many other former MPS students.

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Scott Williams

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I live just over three blocks south of Hale Elementary School. I walk and bike regularly with my child to school. The proposed southern boundary for Hale/Field was changed from 58th St. to 56th St. This boundary adjustment would send our child to Windom, more than tripling our morning commute. Instead of biking three blocks to Hale, the trip to Windom goes under an interstate highway and across Chicago Ave, Portland Ave, and Nicollet Ave. I don't understand how a neighborhood goes from being in the walk zone to being cut out of the boundary area for a school. The boundary adjustments will be very disruptive to many families across the district. I am not happy with the idea of pulling school communities apart during a time of crisis. The plan to move the Spanish Immersion school from Windom to a location in the center of the city doesn't make sense to me. Emerson is centrally located. Spread Spanish Immersion schools out so they are conveniently located for families across the district. When I looked at the anticipated diversity of the student population at the proposed schools for my child, the numbers didn't appear to show reduction in racial isolation.

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Carly Kohler

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Dear MPS School Board Members, I am an MPS parent and Cooper neighborhood resident, where I have valued the high-quality schools in my neighborhood. I supported the initial CDD proposal for the greater good, even while the initial proposal required two school zone changes, an elementary and a high school change, for my children. The current CDD proposal forces a third school zone change for us, that pushes us 4+ miles out of our neighborhood to Anderson Middle School. This goes against creating community schools. We live within the walk zone for Sanford Middle School. I strongly oppose the current CDD proposal that changes our middle school zone to Anderson, and our family will leave MPS if this proposal is approved. The boundary lines for Sanford Middle School need to be re-assessed to align with the neighborhood, and at a minimum, include families who are within MPS's one-mile walk zone for middle schools. Please delay all actions and votes on the CDD proposal until proper public input has been heard and incorporated.

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Peter Hunter-Hanson

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Vote NO on the CDD. No common sense. No facts to support these changes and we will lose a huge number of students if this is implemented. My kids, 2nd and 4th grade, would be bused to a school under the CDD, even though we can hear the kids playing at recess from our front yard and yet the goal is to save on transportation? And, you will make most.schools LESS diverse. And finally, just moving kids from one school to another WILL NOT increase performance. We need to address: pre-K education, nutrition, crime and a multitude of other issues that are factors in creating the disparity in our schools. Do not break the schools that are working, fix the schools that are broken or close them.

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Karen Stremick

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I feel the vote should be delayed since everyone is being distracted by the COVID situation. Also, looking at social media it sounds like the school board isn't providing answers to several of people's questions. Why does my daughter have to drive by another high school to get to a school farther away. People don't want to be taken out of their neighborhood. You need to find another solution. Thank You, Karen

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Leah Dunbar

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Please press pause and think about the stress and hardship on Mps families at this time! -Please press pause and consider the teachers, faculty, and school leadership who have had to turn on a dime and adjust their school for distance learning. They are so dedicated to our families and are being asked to do so very much right now. -Pause on this CDD and give the grace and relief to all of us that more distruptive changes are not to come by your hand. Going forward with business as usual is not what this time in history calls for. It is not only inappropriate but it truly lacks compassion and understanding. -Press pause Mpls school board, because after listening to Nekima Levy Armstrong interviewed I can not understand how anyone would vote for the CDD with a clean conscious. The CDD is set to destory communities in the name of equity! - Start over and reach out to POC folks, get their guidance and leadership on equity. Know that deep seeds are planted that create inequity. The systemic issues are to be identified by POC. Change is necessary, but that change is not the currently proposed CDD.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Bridget Gernander

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

One of the strongest CDD arguments is that students need healthy enrollment in building to support a well rounded education. Without enough students, you get limited programming and teacher turnover. Your own projections show many underenrolled schools. For example, I know that 385 students is not a heathly enrollment for Lyndale. There are too many elementary schools in Southwest Minneapolis. Another weakness in the healthy enrollment argument is oversubscribed middle schools. The plan for Andersen stands out most with more than 1,500 projected students across two different programs, which would not maximize success with the middle school experience. I propose taking advantage of buildings that are better designed as middle schools (Jefferson for the immersion middle school and Folwell as the community middle school) and moving the proposed Global Studies K-8 to Andersen. It is not fair to move families in 2021 and then close their school two years later and make them move again. The CDD should be about hard decisions for healthy enrollment so resources are being used for improved academic experiences, especially with budget cuts coming. Can you look at the projected numbers in every building and imagine a successful school experience based on those numbers?

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Joel Peterson

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Do not pass this. It is misguided and will cause massive disruption to students, teachers, staff and parents. The goals are not achieved and the unintended consequences will be many. Have you considered the renovation costs of changing 25 of the 51 elementary and middle schools are being shifted from magnet to community schools or vice-versa? This plan will still result in 11 RIS (Racially Identifiable Schools) and segregation throughout the system. 32 of the 51 elementary and middle schools will change their elementary to middle school to high school pathway. This is a massive disruption to families and will no doubt lead parents and students open enrolling to neighboring 'stable' districts This plan does save money. Any projected savings from busing will be lost to facility modifications, programming changes and staff upheaval. This is too big of a change to shove through while we are under the shadow of COVID and the public can not be properly represented or heard.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

kim sabelko

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

CDD guarantees massive disruption to students/families/communities. It won't decrease segregation. It will decrease student diversity in many schools (Kenny,Anthony,Southwest included) and leave demographics unchanged/shifted ever-so-slightly to cross an artificial RIS threshold in most others. It presents no plan for improving student outcomes. Changing school boundaries creates chaos,but isn't an effective plan for increasing the quality of students' education! It will close/significantly change many successful/integrated schools. It will alienate the consumers(parents/students) of MPS public education,putting the viability of the district at grave risk. Should we provide a safe,diverse learning environment and well-rounded,rigorous education to all students? Yes! Is CDD the best solution? No! Better solutions will be found by meaningfully engaging parents/teachers/communities in the entire process. We know our schools-what's working,what's not-because we're in them every day! You can't ascertain the strengths/weaknesses/characters of our schools from the vantage point of the district office/boardroom,or by just looking at numbers/boundaries. Let's expand successful approaches to other schools,direct resources into our schools(not the district office) to make positive changes to MPS public education. Let's be transparent/open-minded/creative/practical/collaborative. Let's do this right to get this right! It takes time to build thriving schools. It takes one rushed,uncompelling plan to tear them apart. Vote NO on CDD!

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Amy Gustafson

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

It's time to vote, but has the CDD proven it can deliver & really worthy of your endorsement? I implore you to take seriously your obligation to assure that it can and will deliver on its promises of equity, make an EDIA and/or an external equity audit a requirement before this plan is approved. The CDD has fallen short in many ways, but let's just look at enrollments: • There are now 7 more K-8 schools with < 350 students, every neighborhood school in north is under 350 and they have lost an average of 27% of their enrollment • At the same time huge middle schools are created, 1,538 students at Andersen, 1022 at Page At the end of the day ability to deliver "a quality education regardless of zip code" is dependent on enrollment, and this plan fails for our students in K-8 on enrollment. The high school study was done in February, and creating HS enrollment zones off of the boundary study created imbalanced high schools, so boundaries were shifted and then rolled back down. Then the plan came out based on what worked for High Schools, and that doesn't work for younger grades. It's just shifting the problems.

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Holly Willis

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I appreciate that the CDD vote was pushed to May, but this is not enough. Making decisions that will significantly impact the lives of nearly every student in the district should not be done during a global pandemic, which is changing everything about our world operates. Nobody knows the impact of COVID-19. So many things will change (e.g. economically, logistically, socially) as a result of this pandemic. To vote on a plan that is based on an unstable and unknown future is unacceptable. The lives of MPS students have already been severely disrupted during the 2019-2020 academic year. These children and families need time to recover from the existing pandemic before decisions are made about their MPS future. Please vote “NO” on this plan so that we can see the true impact of the pandemic and assess what makes sense based on our new reality. The risk of disrupting children and families with a pandemic and CDD transitions at the same time is too great. Schools and families need time to recover. This is not about voting yes or no for the plan, this is about voting NO because so much has changed since CDD planning began.

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Joan Kaminski

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Delay the vote on CDD or please vote NO on May 12. Yes, the achievement gap needs to be addressed but it does not have to be through the current proposal. Until the district (and society) has a better understanding of the impacts of COVID-19 both in education delivery and available budgets, it is irresponsible to try and move forward with a plan that is based on assumptions that may no longer be relevant the fall of 2021. Even today the American Association if Pediatrics is publishing information on how next school year will not be a normal school year. Do not compound the uncertainty and confusion children are experiencing with uprooting the educational system when kids are able to return “to normal” the fall of 2021. Especially when the school system may be facing greater budget impacts than currently proposed. Thank you for your consideration. Joan Kaminski

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Berry Farrington

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

In the last few years MPS spent $17.5 million on the Seward Montessori middle school building. Lockers, science labs, and other elements of that project will not be usable for younger grades. It is a terrible waste of public dollars to close the Seward Montessori Middle school. The CDD changes do not change the metrics at Seward in terms of racial diversity and free and reduced lunch eligibility. To keep what is working well at Seward, specifically the school's success at educating a diverse student population, would be wise. Make changes at the schools that are racially and economically segregated. Hire more teachers and staff for schools that need them. Change school boundaries that segregate SW mpls from North Mpls. An exact and focused strategy will show us what works. Changing everything is not securing the change we need. Please do not approve the CDD as drafted. Students and families who are able will leave the district with the massive changes and further harm the community.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Brennan Mogck

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I do not understand nor support the 56th St. cut-off for the Hale school district. We purchased our home due to location (2.5 blocks from Hale), as our son will be a student in 2 years. We are located 4 houses south of 56th on 14th Ave S - I can literally see the school from the front steps of my home. Now instead of a 2.5 block walk to school, we will be required to drive an extra 10 minutes each day. Southwest is even more dramatic of a distance. Furthermore, our son will be cut off from friends in the community who live in his neighborhood, which will have a negative impact on the strength of this immediate community surrounding Hale. Please reconsider the boundaries specific to Hale for this proposal to extend to 58th St.

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Jeremy Graff

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I attended MPS 1980-1993. My 3 children have attended MPS since 2008. I've been a community advocate for MPS the past decade-plus, giving over 10,000 volunteer hours formally and informally advocating for our neighbor schools, specifically Washburn (WHS). WHS has experienced a historic turnaround since bottoming-out in enrollment in 2007-2008. Since then the school's enrollment has more than doubled and now regularly draws families that historically would have left the district in favor of private schools or suburban schools. WHS is a school MPS should be proud of and try to emulate around the city; not tear down. Your plan will help to destroy one of the great success stories of MPS (just like what your predecessors did to WHS in the late 80's with the "magnet redesign"). Then MPS took the IB program from WHS, now MPS is taking PTLW. Your plan will result in accelerating the exodus of more families from MPS, especially the Kenwood neighborhood. I can no longer support an inept district so out of touch with its constituents. My advocacy is nearing its end. Those that fail to learn the lessons of history are doomed to repeat them. Good luck with your declining enrollment.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Kate Gawron

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Do not make the proposed changes. Makes bussing further away and closes schools we desperately want our 3 kids to attend. Keep Windom Spanish immersion as is please! It is a great system that works. Nothing is more important than our children, and we want to give them the best. Windom as is, is the best. Not the new changes to “improve.”

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Gary Marvin Davison

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Other | Otro | Kuwo kale | Lwm qho
Coordinate New Salem Educational Initiative, serving students of the Minneapolis Public Schools

Comment | Comentario | Faallada | Cov lus tawm suab

The MPS Comprehensive District Design is a curious document, conveying a plan that commendably rationalizes transportation routes so as to induce attendance at community schools and reevaluates while geographically centralizing magnet programs. But the academic portion of the Design is full of jargon and lacking in any substantive program for hiring independent and university based scholars to design knowledge-intensive, skill-replete curriculum and to train teachers capable of imparting that curriculum in logical sequence across the preK-12 years. Any viable academic plan will have to be developed in the aftermath of the Design's adoption. As true scholars devise new curriculum and teachers are properly trained, the Department of Teaching and Learning should be dismantled and staff dismissed; staff members of the Office of Black Male Student Achievement should be reassigned to a new Department of Resource Provision and Referral; and staff members should be brought into the Department of Indian Education who have the subject area knowledge and ability at student fundamental skill development to address the abysmal academic proficiency levels of Native American students.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Jenae Hutchins

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

MPS employee | Empleado/a del MPS | Shaqaale MPS | MPS neeg ua haujlwm

Comment | Comentario | Faallada | Cov lus tawm suab

Good morning, I am writing on behalf of my children- at Windom, and my students at Justice Page Middle School. In following the CDD over the last year- I have tried to see the plan outside of my own lenses. I most recently listened to a diverse panel of community members discuss their concerns with the plan from both an equity and financial perspective. In an effort to stay balanced in my understanding, I have looked for community support of the CDD but have not been successful in finding those voices. This is concerning to me. I do not support the CDD because the plan will overcrowd the buildings my own children will attend (Windom is closing) and also Justice Page. Large class sizes are a safety and engagement concern for all but, certainly for those students the CDD plan claims to be advocating for. I have also been searching for projected financial/enrollment loss w/ the CDD. This number has still not been presented. This is also concerning. How much money will be needed to reconstruct existing buildings to accommodate the changes? Lastly, COVID19. Bad timing, the district is losing trust. What about a vote to pass the CDD?

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Emily Sohn

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

This process has been a farce from the get-go. There has been no engagement with communities or teachers, which continues now. I learned about the comment line by word-of-mouth, but a day in, the voicemail box is full and there still hasn't been a robocall about it. Our kids are going to be in and out of school for the foreseeable future. You need to focus on figuring out distance learning, which is still loaded with challenges for families with even the best access to devices and internet. You need to develop safer ways to do in-person school if and when it ever resumes. Disparities are only going to get worse. This is not the time to rip up communities and try to start new schools without academic plans or details on how this plan will achieve equity or financial goals. I implore you to have some empathy for the agony, fear and isolation people are experiencing right now. Listen to what families need and want. Delay moving forward or voting on the CDD until it is possible to engage in meaningful conversations and until we know what the new normal is going to look like.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Mysnikol Miller

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Minneapolis resident | Residente de Minneapolis | Degan magaalada Minneapolis | Neeg nyob rau hauv Minneapolis

Comment | Comentario | Faallada | Cov lus tawm suab

Our future needs skill tradesmembers and IT professionals. Neither require college. Both require trade skills. Our schools should be providing opportunities to move into adulthood as a viable healthy wage earner. And these programs should be at neighborhood schools as those students need access to resources the most!

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Elizabeth Kruger

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I do not support the CDD. As a former MPS student and now a MPS parent, I believe that our K-8s/magnet schools and the teachers/staff of MPS are what makes our district great! While I support the equity goals, the current plan will not achieve these goals. The city has inequities in housing and is segregated and therefore, no surprise that the schools are. I'm concerned about how the proposed CDD plan destroys communities - it disrupts neighborhoods, separates families who made intentional choices to keep their children in one school, and eliminates the most popular magnets. Disrupting 60% of students (during the Covid pandemic) is a terrible choice. MPS Board members will be making a mistake if they support CDD and we will mobilize to vote them out. I know multiple families who will leave MPS for charter schools/suburban districts if this plan passes. More families leaving will speed up the decline of MPS and harm all of us. Listen to the majority of us of all ethnicies and races from all parts of the city, who do not support the CDD and vote based on what we are saying loud and clear - VOTE NO ON CDD!

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Denise Fahl

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

During the board meeting a director asked if, under the CDD, schools that are under-enrolled would still have access to music (as an example - I assume he meant band, art, phy ed, etc), and the answer was that they would. If the district is not able to provide these educational service to schools that are under-enrolled now, how ill it be able to under the CDD. I've heard a lot about the money saved from busing, and how that money will be used to enhance academics. My understanding is that the amount of money saved is less than 2% of the MPS budget, which really is a drop in the bucket. The district needs to clearly state how much money will be saved and where it will be spent, so that expectations about what can be achieved with this money are realistic. I also would like the costs, if any, to convert schools from elementary to middle schools and vice-versa, and other costs of the reorganization/boundaries portion of the CDD to be clearly articulated. It appears that there may be an unrealistic view of how much money will be saved and how far it will go in improving educational outcomes.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Penny Garcia Bennett

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

STOP this vote on the CDD next week and consider the looming consequences this pandemic will bring on our school district! The magnitude of disruption that the CDD plan promises will be devastating amidst this pandemic. It is too cruel to consider at this time! Wait until we can see its true impact. Then a reassessment can happen based on our new reality. Please allow time to recover by voting NO and starting with a fresh perspective. With such BIG and destructive changes proposed at once we demand to have more answers and engagement. We have asked time and again to "show your work" and to agree to the EQUITY AUDIT. We were given talking points, but you couldn't provide answers to our questions. No details of the "evidence based" research that will prove the success of the CDD, or budget details that will prove to support new magnet schools and programs that will address equity and save the district money. Other interests seem to be at the forefront for most you. These interests don't seem to be equity or the well being of the MPS students. You have silenced and ignored those who should be heard. Prove us wrong!

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Steven Gawron

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Other | Otro | Kuwo kale | Lwm qho
Grandson attends Windom

Comment | Comentario | Faallada | Cov lus tawm suab

My grandson attends the Windom Spanish Immersion class. His younger brother will join him next year. Pls do not change the location or criteria for admission. It is currently working very well and the proposed changes will provide no perceived benefit. Thank you.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Kathleen Widman

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Other | Otro | Kuwo kale | Lwm qho

Comment | Comentario | Faallada | Cov lus tawm suab

I opposed the proposed changes. I have one grandchild who attend the Spanish Immersion program at Windom and he has two younger brothers who will follow him. The program as it stands meets all his needs. Please do not adopt the changes.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Elana Gravitz

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I am writing to urge you to keep Seward Montessori as a K - 8 school in the CDD. There are tremendous benefits to Seward including a middle school rather than it being a stand alone elementary. The interactions between the older and younger students benefit students of all ages. Families are able to experience greater engagement as they have more of their children in the same school for a longer period of time. The smaller middle school setting is very beneficial to children in the tween/young teen age group. Finally, district dollars were recently invested in this upgraded space, and it would be a poor use of resources to undo these recent improvements. Please keep this important option for Minneapolis families.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Angela Willms

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I'm opposed to the CDD because it uproots and destabilizes over half of Minneapolis students, even though it's unsupported by any data showing that it will actually improve race equity in our schools. Redrawing school boundaries, in and of itself, will not improve outcomes for children of color. It will not provide a more welcoming and equitable school environment or more culturally specific services. It will not provide more diverse teachers and staff. It will not create school communities that are automatically supportive of race equity. It will not change district policies that were created in a framework of institutional racism. And it certainly will not garner any community support once the impacts of the CDD are fully realized. Furthermore, you are destroying schools that are already diverse, like Windom, where my children - students of color - attend. You are destroying an environment where they feel comfortable and are not "unique" because of the color of their skin. And Windom is not the only diverse school made less so by the CDD. PLEASE ENGAGE WITH THE COMMUNITY TO FIND A BETTER WAY. Do not rush this plan through, especially during a pandemic - it's unconscionable.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Frank Jenne

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Vote no on the CDD because it is the wrong plan for the wrong time. The CDD had so many flaws going into the pandemic but the pandemic only highlights the problems. No attempt was made for district-wide parent and teacher and principal creation of this plan. No other school models such as all K-8's or growth of immersions across the city were tested. No cost/benefit analysis. No equity, transportation, or financial analysis. Nothing but a pivot in rhetoric from the community schools model originally planned to the community schools model using equity as the driving force. The model is the same, the rhetoric is all that changed. Our family may leave the district because of how you botched immersion programming. You did not talk to families. You didn't bring in CARLA, CAL, or any of the resources available right here in Minneapolis, that would have helped your inquiry. By passing a plan that cannot get bond funding you will force school closures. It may force program closures. Families will not wait to find out how bad this mistake is. It is not too late to vote no, and then restart the CDD with parent, teacher, principal and expert involvement.

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Mike Simurdiak

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

With the upcoming (likely) boundary shift, please remember to pursue alternate bus routes for those of us who live very far away from our new community high school, so that our children do not have to spend large amounts of time on a city bus or waiting at a bus stop to transfer. It would be nice if a one way bus trip could be limited to 25 minutes. Current Metro Transit routes from our house to SW HS is 45 minutes one way.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

David Willis

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I am a parent of two students in Minneapolis Public School. I feel strongly that the upcoming vote on the CDD should be postponed or canceled as a result of the COVID-19 crisis. We cannot add more turmoil to our district or our students at this time. With budget shortfalls likely to worsen as a result of the COVID-19 crisis, I also question whether the funding will be available to follow through with the proposed changes. Although I understand that we must address the current disparity, access, and funding issues in our district, I do not think the current CDD will actually improve these issues. Please consider delaying the vote given the current public health crisis. If a vote absolutely needs to happen on May 12, I am asking all Board members to vote no on the current proposal until more time has passed to assess whether school will ever look the same again. The CDD was put together before the COVID-19 crisis. How can we predict what schools will look like in the future? How do we know what our students and teachers will need? Let's take the time to think about this.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Amy Lawler

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Minneapolis resident | Residente de Minneapolis | Degan magaalada Minneapolis | Neeg nyob rau hauv Minneapolis

Comment | Comentario | Faallada | Cov lus tawm suab

My daughter will enter kindergarten in the fall of 2021. I am writing to ask you not to pass the CDD. The CDD does not address our biggest concerns about the district: school safety, disruptive students in the classroom, large class sizes, and the lack of comprehensive programming for gifted students. These were concerns when I was a MPS student 30 years ago, and they've gotten worse. We are not going to send our daughter to MPS unless we know that she will be safe, will be able to learn in a well-managed classroom without behavior disruptions, and will receive gifted programming. The CDD won't retain families, and it won't attract families like ours. You need to address the fundamental problems of class size, disruptive behavior, and curriculum, and the CDD doesn't do this.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Nicole Nafziger

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I am deeply disappointed in the stewardship and representation that you, our Board Directors, are displaying at this moment in time. Families have come to you with questions, with research, with data, and yet you are choosing to move forward with this massive upheaval plan in the midst of a global pandemic, without even a small majority of Minneapolis families supporting your actions. The financial stability of the public schools in this city are at stake, and rather than being deliberative and careful in your consideration of this terrible plan, you are choosing to move forward as if this pie-in-the-sky "We hope" plan is the only way forward for MPS. It is not brave, it is not courageous, it is not taking a "stand for equity" to massively disrupt and close schools and programs that families have chosen as the daily homes for their children. It is callous. It is disrespectful in the extreme. And it is wrong. Repeating the mistakes of the past does not ensure a better future for our children. I am ashamed of the votes I cast for some of you. I can assure you I will not make the same mistake again.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Benjamin Krupnick

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I am against the CDD. It will cause further segregation in our schools and city as desirable schools become community neighborhood based schools. Good schools take consistency in leadership and staffing to make safe, productive school culture. This massive shift of students will have a negative impact across the district. My deepest concern comes with the boundaries drawn. I see a few of the areas on the map that group large sections of lower income housing into one school while others do not include any lower income. The area that impacts me directly is the lines drawn for Folwell Elementary. The current plan consolidates some of the lowest economic areas of the south side of the city in one massive school that is at least double the size of other community elementary schools. I would not describe this as equitable. What MPS needs to be doing is working harder to get students of color to utilize the choice system, pay people more to work in challenging schools, and work with leaders of color in the community to create a plan worth implementing.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Emily Keller

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

The more I think about this, the more distressing I find it that you a) opened a voicemail box without announcing it publicly at a time when people are stuck at home, isolated from school and neighborhood communities; b) you allowed the box to become full within the first 24 hours; c) you limited written comment to 200 words. This lack of communication and failure to pursue active engagement with communities is emblematic of the process from the beginning. It has alienated so many people who have long cared deeply about our city's public schools. It is all very disappointing. Delay the vote on the CDD until you can do it right, allow families to be heard, and ensure that the plan will accomplish what it is intended to achieve.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Milena Troha

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Other | Otro | Kuwo kale | Lwm qho
MPS Student

Comment | Comentario | Faallada | Cov lus tawm suab

Hi, my name is Milena Troha, I'm a sophomore at Southwest, and I urge you to vote YES on the Comprehensive District Design. We cannot keep depriving students of color of the resources they need to be successful in this district. It is time for MPS to address the issues that have driven families of color out of the district for years, and this plan is the first step to doing so. Students from North Minneapolis should not be forced to take a bus across the city to have the same opportunities that other students have in their neighborhoods. We need equal access to course offerings across the city, and the plan addresses this concern in full. We need to act on this plan, and we need to act now. Students can't wait. Vote YES to the CDD.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Kara Johnson

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

It is not too late to vote no. Please pause and consider the situation. We should put all of our focus on keeping our kids safe and healthy today and in the fall, there are far too many unknowns. This should be a time of "all hands on deck" to work through the pandemic situation and what that might bring. Spending any time or resources now on a poorly conceived and designed CDD is a bad idea and takes away from the more immediate task at hand. When things have settled and we can come back to the CDD, it needs to be approached with GROWTH in mind. Where is the growth mindset for our great city of Minneapolis? How do we expand on the programs that are in demand (language immersion) and DRAW families into the district? The approach thus far has felt like a "cut to survive" mentality, which is such a huge disservice to all of our students, families and the city as a whole. Students are not pieces on a chessboard you can move around just to make your numbers on a paper look better, with no proof that it will help education in the city.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Cassandra Guttenfelder

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Recently Governor Walz and Commissioner Ricker emphasized the critical importance of school communities, and relationships between teachers and students, during Covid 19. Those essential relationships are sure to be disrupted if you move forward with the CDD. According to the most recent iteration of the proposal, a quarter of all children in MPLS will be pulled from their existing schools in a little over a year, well before the pandemic is likely resolved, resulting in further trauma for children when they most need consistency and support. Schools will be gutted, programs cut and children relocated, while other schools, unequipped to deal with the changes, will be over capacity. In the end, whether children are pulled from schools or staying in altered schools where friends and teachers have left, the lives of all students and teachers will be further devastated by these changes. I have relied on Governor Walz's careful analysis of the data to guide MN's response to Covid 19. Unfortunately, data has been sorely lacking in the creation of the CDD and the decision to vote on it during a pandemic. Please consider the dire consequences of this decision on children and families and vote against the CDD at this time.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Anna Kruse

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Vote no on the CDD because it is the wrong plan for the wrong time. The CDD had so many flaws going into the pandemic and the pandemic only highlights the problems. Families can't pay their bills, families are in crisis and are grieving the loss of their normal, families cannot take this CDD plan at this time. We are concerned about how COVID is going to through so many challenges on what "going to school" looks like for the long term. Pushing this plan through only adds more stress to already stressed families and will inevitably fail. Please vote no for the families of MSP. Have some empathy for what families are going through and pause. While you are paused. do more research, have more conversations, listen, listen listen, research other district that have successfully transformed and then listen some more. Thank you.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Sarah Linnes-Robinson

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I am against the CDD Plan as a MPS parent for 17 years (with 3 to go), and as a community organizer in Minneapolis for the past 25. I have watched schools and programs come and go, communities torn apart and cobbled back together, and have seen the scars that many of us carry due to the fights we have been through. It is tragic that at the end of our time with MPS we put on blinders and say “just get my kid through.” We should be doing better than this. MPS initially identified a number of interrelated problems: • The significant achievement gap/ graduation rate gap between BiPOC vs white students; • Declining enrollment due to # students living in Minneapolis but opting to attend nearby charter and suburban schools; • Budget deficits due to bussing costs, plus under-capacity buildings. The only issue this plan addresses is reducing the cost of bussing. We are not addressing a) why people are opting out of MPS and b) what it would take to entice those students to return. You are simply shifting student bodies and it has been proven to not work. Multiple times. Simply redrawing boundaries AGAIN, won’t work. Be creatively innovative!

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Mark Lange

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Your proposal aims to move students in the Longfellow neighborhood community that live a few blocks south of Lake Street and then along the parkway towards Dowling elementary to attend middle school half-way across the city at Anderson Middle School rather than their local nearby middle school of Sanford. This doesn't make any sense as you are pulling them out of their community to be bussed further to a different part of the city that they have no sense of connection or community association. Part of the goal of the CDD was to build upon the use of community locations, not take select pockets of students and bus them outside of their community, friends, neighborhood, etc. The safety of students was also part of the design and moving these students to Anderson means they do not have a safe and easy bike or walk route to this new proposed school. They would now have to navigate crossing Lake Street and HWY 55, rather than bike easily to their much closer community school of Sanford only 1 mile away from their homes (less for some). It is a terrible disservice to the students/families it impacts.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Jessica Nelson

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I deeply support the efforts of MPS to make the school district more equitable and a place where all kids can get a great education. However, I oppose the current CDD. I think the proposal to convert Seward Montessori into a K-5 is a mistake; I believe it should remain K-8, as was the case in two later CDD models. Seward's middle school is a highly functional, wonderful place. The long relationships that are established offer so many benefits to students, families, and staff - and to the larger goal of more equitable school outcomes. K-8 may not work in all places, but it's really working here for our school's diverse community. A big investment was also made recently in a new middle school space. In a time of budget shortfalls, this choice is very confusing. While the bigger goals of what MPS is trying to accomplish are critical and I'm ready to accept changes for my family, I feel it is important to be more confident that this enormous disruption will result in improving equity at MPS. I am concerned it may have unintended consequences and undo beneficial progress currently being made. Thank you.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Maggie Thoele

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I urge you to vote NO on the CDD. Minneapolis public schools families and students deserve a well thought out plan that is developed by parents, teachers, principals and other critical experts. It does not make sense to dismantle programs that are currently working so well and adhere to the said goals of the CDD. Wouldn't you want to use them as guides to create more programs like these? Additionally, I find it incomprehensible and cavalier that you would proceed with voting on a plan that involves such enormous change given the current pandemic landscape with so many future unknowns. Our number one focus right now should be making sure MPS families are supported, connected and safe during this time. I sincerely hope that you vote with your conscience and vote NO!

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Peter Haakon Thompson

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Hello, Thank you Board Members for your hard work. As a white parent of white kids, do whatever has to be done to make this district work for kids of color. Talk to and listen to families of color. Equity on the backs of white kids now. Please pass the CDD and keep doing the necessary work. thank you and stay safe, Peter

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Erin Doth

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I'm strongly opposed to this plan and urge a no vote. No business would overhaul its operations without proven tests, validated outcomes and adjustments. This plan is destined for failure and my family will move out of the Minneapolis school district if it goes forward or send our kids to private school. We chose to buy a house exactly where we did because of the schools, and you are planning to unwind the community that has made it successful. Your egos and effort are getting the best of you and I urge you to listen to ALL the negative feedback and vote no.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Amanda Lovelee

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Please consider slowing down this process. Our kids and teachers have already been through so Much in the midst of a pandemic. Also please please consider keeping Seward Montessori a k-8!!! It is such and strong and unique learning experience for both the young and older kids to get to share and space and learn together!!

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Joel Fischer

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

District representatives preached to everyone that the focus of the CDD is to improve the academic rigors for all students, promote a sense of community and ensure a safe environment. The proposed CDD fails to achieve this on all levels. For those in the Kenwood/Anthony/Southwest pathway, students will be redirected to lower performing middle and high schools., forced to take city bus routes that have safety issues, and up-root children from their communities on the southwest side. How does this achieve the objectives? The net result is that families in the Kenwood/Anthony/Southwest pathway WILL leave the district and the district's enrollment models will never be achieved. The District appears to be attempting to solve a larger socioeconomic problem, which it shouldn't be using children to solve.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Jeanell Krupnick

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I am concerned. The school boundary lines in the CDD disproportionately disadvantage poorer families. Higher income neighborhoods will coalesce around newly formed community schools while lower income neighborhoods, with less parental engagement and family resources, will fail. Dowling currently serves a diverse population and is succeeding in all the stated goals of the CDD, but this plan will take the best campus in the system away from that diverse group and give it to high-property values along the river. My sons will be removed from Dowling, a school we can't afford to live near, and sent to Folwell, which will concentrate most of the high-poverty areas in South Minneapolis in the highest density school in the system. Dowling will become majority white and Folwell will become a racially identifiable school. This will happen all over the city, we will become more and more segregated as a result. Neighborhoods will see property values go up or down based on their assigned school and the problems the CDD says it wants to solve will in fact become worse. MPS leadership has ignored its teachers and parents in this process and should be ashamed of itself.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Thomas Schroepfer

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I have more of a series of questions. How do you expect to execute such a disruptive plan successfully with out sacrificing the current generation of students? Now ask yourself how you are supposed to execute this plan during a pandemic while adhering to the Center For Disease Control's recommendation for school planning and distancing? The truth is the we are at the very start of a pandemic that will surely alter the course of our lives with the most dangerous period lasting perhaps years. We still know nothing about how this virus really works and it's lasting effects. Successful execution of this plan cannot be done while social distancing. It requires face to face effort. Are you willing to sacrifice the well being of your staff and administrators as well as our students and family members? Committing to this plan now is irresponsible, dangerous and cruel to all students and parents. LISTEN TO YOUR CONSTITUENTS!!! How do you justify such disruption for the "greater good" with no proof that it will succeed where you say it will? The problem will just shift and move with no gains and a generations education sacrificed for nothing. This is DOOMED TO FAIL!

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Tess Montgomery

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Minneapolis resident | Residente de Minneapolis | Degan magaalada Minneapolis | Neeg nyob rau hauv Minneapolis

Comment | Comentario | Faallada | Cov lus tawm suab

“Courage is an inner resolution to go forward despite obstacles; Cowardice is submissive surrender to circumstances. Courage breeds creativity; Cowardice represses fear and is mastered by it. Cowardice asks the question, is it safe? Expediency asks the question, is it politic? Vanity asks the question, is it popular? But conscience ask the question, is it right? And there comes a time when we must take a position that is neither safe, nor politic, nor popular, but one must take it because it is right.” – Martin Luther King Jr. In light of the resounding (negative) feedback you've received in regards to the CDD I hope that you think of this quote and ask yourself why it's so important we stick with the proposed design and if it's the RIGHT thing to do? You were put in this position to lift the voice of the people in our communities. Minnesota is home to some of the largest disparities in education and housing. I hope you all have the courage to use this power you've been given righteously and create a design that closes the gap - not enlarge it. If it is not benefitting students nor teachers, then who?

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Leah Pires

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

This is not the time. I have read the email response to my previous letter to the board saying that equity cant wait. Many are calling for you to wait because you have not made it clear that this plan works bring that equity. There is too much unclear within the CDD. Where is the equity audit? Why are you cutting k-8 schools? Why are you moving immersion to northeast where there are few latino families? Now, during this pandemic is not the time to go forward. Every step of this process has gone from the top down vs. Engaging families, communities and educators. Please don't complete this vote during a time when we are not able to participate fully.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Daniel Mitcham

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Vote no on the CDD because it is the wrong plan for the wrong time. The CDD had so many flaws going into the pandemic and the pandemic only highlights the problems. No attempt was made for district-wide parent and teacher and principal creation of this plan. No cost/benefit analysis, no equity, transportation, or financial analysis. Our family may leave the district. You botched immersion programming. You talked to the families, but did not listen to what they communities had to say. Almost like you know what best for every student in the district without listening to the folks that work with these students every day. In the physical classroom and the virtual classrooms. I am guessing that you did not happen to even talk to the school communities that you are tearing apart, or you don't care. I did not have much faith in the Minneapolis School Board, but if this vote goes forward and is pass. What is going to happen when you have bankrupt the schools? Probably not your problem since you will have moved on to something else. It is disgusting that you are pushing this plan through during a global pandemic.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Valerie Johnson

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

After all the questions that were not given adequate answers, the inconsistent numbers between groups in the district, the lack of engagement with families/students/teachers during the creation of this plan, the purposeful refusal to acknowledge research presented by outside groups, and now, during the immense stresses of a global pandemic, my ONE question to the board is this: Why? Why do you feel the need to INSIST on steamrolling rolling this flawed plan into existence? What is pressuring you to ignore all the valid concerns, discrepancies in data, and further areas of needed research? What do you have to gain? Please don't say "We have to do something!" because that is a poor excuse for actual, legitimate work. We all recognize that changes need to be made - but putting into place an expensive, disruptive plan that does not even indicate it will produce the changes you are hoping to achieve is ACTUALLY worse than doing nothing. It weaknes our entire district and community. Please consider something courageous - and vote no to this disasterous plan on May 12th.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Luis Pires

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I have a serious question. What is your payoff going against the great majority of the people in the city that elected you? This plan is opposed by teachers, unsupported by evidence and most importantly extremely disruptive to the students lives! Why do this now during a time of such hardship for all of us? People's lives turned upside down and you just by not stopping such a stressful, controversial and unpopular plan, you are putting a burden on already stressed families of students, teachers, MPS employees. What are you trying to accomplish, since there's corroborating data that this was attempted in the past and it did not work? Are you trying to stick it to the White people? Guess what? I am not white and with this "comprehensive" plan you are harming immigrant families like mine that only have to lose with this. While I do not accept the prerrogative that this is "courageous" I wonder if some of you on the board do, what kind of “courage" is in this that silences dissent, ignores research and ignores valid questions from the communities that elected you to serve? How about doing this during a pandemic?

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Lynda Shaheen

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I'm concerned about one middle school feeding into one high school. Either the middle schools will be too large or the high schools too small. Also my kids have enjoyed an influx of new students in grades 6 and 9.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Lisa Pillow

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

As a black parent with a current MPS student enrolled at Seward Montessori, I would encourage the board to not rush through with the current plan which was released as model 6. This model was a surprise to say the least. Overall, equity is a good thing, however the plan and the haste with which it is being put to vote during a pandemic does not present details regarding curricular changes and improvements, recruitment and RETENTION teachers of color, fiscal responsibility (especially when it comes to spending millions retro fitting buildings that recently cost millions of dollars to right size for K-8). How will schools that are currently k-8 and becoming 6-8 ensure that the curricular transitions will be adequate? If the goal is equity, why are there still racially identifiable schools in the CDD (Anderson, SW High, South High). Given the current situation and the inequities with distance education (internet access, devices, etc.) why rush this through and go ahead with implementation now? These questions are legitimate questions that have not received thoughtful answers, data, or assurances. Let's have a plan that includes input from the front line: MPS teachers, staff, parents, students and the communities of the MPS.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Mariana Amaris

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I have two kids with IEPs I honestly feel that MSP haven't listened to anybody on this issue I will be pull my kids out of the MSP in order to send my kids to the schools where they can get the right education that they deserve and need because MSP want to remove my kids from their current schools and put them into a school that I don't approve of or that I would not send my kid to my son who is in elementary school will be forced out of his school and put into a school that would changed from a Spanish immersion into a public school and then my daughter has to go to a high school that is farther away from our house than the high school that is a lot less farther away from us So because based on address my kids education will not be the best or the one that I want for them I'm tired voices not being heard emails not being read or listened you guys saying that you're doing this for the kids but you're not where is the money going it's obvious that it's not into the schools

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Natela Jordan

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

While schools around the globe prepare for the new normal of learning and teaching during the pandemic, the MPS leaders are pushing forward the under-researched and widely criticized plan that would do nothing to prepare our children and teachers for the new reality! But my opposition to the CDD is far beyond its poor timing. The plan that purports to promote equity should have passed the district's own equity audit as well the one offered by respectable national organizations PRIOR TO THE VOTE! The plan that aims at saving money should not have incorporated a planned 8-figure annual deficit. If you are voting "yes" and consider yourself a courageous leader, you are not! It takes neither leadership nor courage to push through a plan without addressing concerns and facing opposition. Remember that it is YOUR plan since you didn't bother to get community buy-in and you will be held accountable for its outcomes. Remember also that next time you want community support, more funding, or advocacy, those of us who felt disregarded and condescended to in this process will be a lot less likely to step forward. Show courage by acknowledging your mistakes and hit a pause on this plan!

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Ben Knaus

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I against the CDD. I'm an MPS parent and teacher. I'm tired. Teaching is exhausting. Parenting is exhausting. I can't keep up with or decipher all the CDD pieces. This isn't the time for this plan or this vote. Also, I won't support something that is going to put me out of a K-8 school again. Cityview because of test scores and Seward because, well, I'm not sure why, something about K-8s not working, but keeping some K-8 and not a K-8 on the northside but it's okay on the southside. This doesn't make sense. Additionally, I haven't been valued as a teacher, parent, or community member. I've watched the meetings. I sent emails. One person at a district level has reached out to me. What say did teachers have in this plan? Where is the district created studies and research to support the plan? Where are the well-crafted answers to questions posed? I'm not seeing or hearing that. Ugh. I'm just tired. This isn't the plan and this isn't the time.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Renee Yamada

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

We are a multiracial family with a first grader and soon to be kindergartener at Seward Montessori. We love our school! We really hope the board will postpone its vote on the CDD proposal. We are in the midst of a global pandemic that none of us has experienced before. Families are stressed and preoccupied with work and online teaching. Please consider postponing until there is a chance for the community to engage in person. We are very disappointed to hear that in the proposal Seward in slated to become at K5. One of the reasons we choose Seward is that it is a K8 which means our children will be in school longer together and will have a long term relationship with the whole staff. Also, we know the district spent millions renovating Seward including adding a 3rd floor for the middle school. Why undo that? We really hope that the board will consider postponing the vote. Thank you, Renee Yamada

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Julia Bottkol

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I feel strongly that siblings should be grandfathered out of the new boundaries. I have four children and I don't want half of them going to another building. This is a stress for larger families who are already spread so thin with their time and responsibilities.

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Melissa Stull

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I write as a concerned constituent and parent. It is irresponsible and unjust to proceed with voting on the CDD in the midst of the current public health crisis. It is inappropriate to push through dramatic changes to our schools when the city, country, and world are dealing with an unprecedented pandemic. The full focus of the board and administrators should be on distance learning and helping our students, families and teachers through this uncertain time. Additionally, the most recent version of the boundary proposal is designed such that families living in the Hale neighborhood south of 56th Street will be transported miles to Windom Elementary instead of walking 2 blocks to Hale Elementary. Despite repeated requests, I have heard no reasonable justification for having children who are currently in the Hale walk zone to be transferred to a school miles away that will require busing. It is not economically efficient, nor does it make sense for families in the Hale community to be deprived of attending Hale Elementary. Finally, I have received no answers explaining how Justice Page Middle School will be equipped to accommodate the influx of hundreds more students from Hale and Field.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Brenda Dever

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

The coronavirus has already done irreparable damage to our children and now you want to take away their sense of security and belonging by sending them to new schools? When school resumes we are going to have a mental health crisis on our hands with the Covid-19 upheaval, but if you compound that by uprooting more than half of the school-age population we are going to be in real trouble. Duplicate the programs that are successful, don't dismantle them. The northside needs programs, teachers, and funding. We've got great schools that are worth saving. I am alarmed that you have no provisions for an Environmental magnet. I see some real possibilities with Bryn Mawr Elementary (adjacent to Theodore Wirth Park) being the West Environmental Magnet campus and Dowling elementary being the East Environmental Magnet Campus. We could work together to help Bryn Mawr build something beautiful. Additionally the fact that you are moving a large population of physically/mentally disabled children from Dowling (a school that was built for children with disabilities) is alarming. Instead of having multiple peers in their class with proper staffing, they will be a class of one or two. $$$$$$$ to update for ADA accessibility

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Tetsuya Yamada

Your relationship to MPS | Su relación con MPS
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Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I am disappointed by this process and the plan because I don't feel many community voices are considered. I understand your hard work, but each community is unique, and I feel that understanding of nuances of each community have been missing. It is heartbreaking. Closing a highly-functioning, fully-enrolled middle school which they just invested over $17 million dollars renovating (most of it going to the middle school) makes no sense. As we are moving forward in this age of pendemic, it is increasingly not making sense - finantial concern and its allocation should be reconsidered. Thank you for your consideration, Tetsuya Yamada Seward parent

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Rachel Walding

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

As a parent of a 1st grader at MPS, I ask you to delay this vote! I am disturbed that you feel it is appropriate to push through a hugely disruptive plan in the middle of a pandemic. I have lost trust in you. Second, I am supportive of the plan's overall goals, but I feel I would be remiss if I did not speak up about the plan to take the middle school out of Seward. I am appalled and confused. This school is near or at capacity and has nearly brand new middle school-appropriate facilities, which would be taken out to serve more k-5 instead. Incredibly wasteful and disrespectful of money already spent on this building. Seward serves a diverse population and is centrally located. This school has an amazing reputation, and brings in families that would have otherwise looked outside the district or charters, of all economic statuses. If anyone keeps K-8, why not Seward? Why can't we get get an answer to that question? It feels like you don't want to answer to parents asking tough questions. It's truly disturbing and makes me question my decision to send my child to MPS. Thank you Rachel Walding

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Lisa Mills

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

The thousands of kids being left behind by our district can't afford to wait longer. If anything, this pandemic and distance-learning have highlighted inequities and further demonstrated the need for major, disruptive change in our district! Please pass the CDD!!! If circumstances indicate that the implementation should be pushed back or other changes be made, those can be worked out later. But work on the framework of this needs to commence as soon as possible. It is an emergency, for those kids whose lives are being damaged in a school system that does not work for them! (I am a white SW parent whose younger kid will be sent to North High in the new pathway, where we will join an already vibrant community. There are many like me, who know that it's time for our district to focus on those kids whose value and needs have been ignored for far too long!)

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Dana Elkun

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

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Comment | Comentario | Faallada | Cov lus tawm suab

It makes good fiscal sense and good emotional sense for the Seward community to retain Seward Montessori as a K-8 school. Only a handful of years ago, the district invested in a major remodel in order to house the Montessori-informed middle school. Let's not have that effort and money go to waste only a few years later!

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Angela Sherburne

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

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Comment | Comentario | Faallada | Cov lus tawm suab

Please do not vote to pass the CDD. Research does not support it. Families do not support it. Teachers do not support it. Children do not support it. It will cripple MPS and My family does not want to leave the district. Many don’t, but will. We all agree change is needed, but not this way.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Ruth & David Olkon

Your relationship to MPS | Su relación con MPS
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Comment | Comentario | Faallada | Cov lus tawm suab

Thank you for the opportunity to comment. I have three children in the district and am deeply committed to our public schools. We are not in support of the CDD plan as proposed as it is not clear how the desired outcomes will be achieved. This will be profoundly disruptive to the entire system. Also, despite the urgency of the issues, it is not responsible to proceed with this plan during a pandemic. I urge the board to vote no on proceeding with the CDD. Thank you

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Sarah Madison

Your relationship to MPS | Su relación con MPS
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Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

As a parent of two MPS students and a strong advocate for public education, I am so disheartened by this entire process. I have seen parents who have vigorously fought for equal rights for POC for decades called racist because they dared disagree with the CDD. That they dared to ask for more clarification or simply evidence that this plan will accomplish anything that it states it will. It has turned beloved communities, essential to the survival of public schools, into anger, hateful venues where people are afraid to voice their opinions. It has been such a heartbreaking experience to witness, I fear it will takes years to heal. It takes great courage to say NO to the CDD but it is vital. It is vital that our immigrants families are heard, that our teachers voices are heard, and that so many families of colors voices are heard. This plan is wrong for our children and wrong for MPS. Central middle schools with 1500 students when the evidence shows that MS students need small schools to succeed-especially SOC. Sending kids further out of their communities to attend school? So much of this makes 0 sense. Vote NO for our kids.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Lisa Marshall

Your relationship to MPS | Su relación con MPS
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Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Please do not push through the CDD as it stands. What I have seen from the CDD process is a lack of transparency, leadership, and foresight that is astounding. For example, this plan decimates the community created at our schools. One of my children currently attends Seward Montessori, a beloved K-8 school that recently endured a building expansion and renovation to enable it to thrive as a campus for elementary and middle school. Ripping the middle school aspect out of the equation will cost a tremendous amount of money and emotional pain to the students and teachers, not to mention the cost of retrofitting the building to accommodate the smaller size of elementary students. I can only imagine the cost of retrofitting all of the schools that you are altering and unnecessarily damaging. Please do not continue to cause families (especially children) extreme anxiety and burden by continuing with the CDD. Please do not break our children's hearts by tearing apart their school communities. Please commit to doing an actual equity audit immediately and allocating funds to recruiting instructors/teachers of color rather than playing musical chairs with our communities.

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Megan Bollig

Your relationship to MPS | Su relación con MPS
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Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Equity is gravely important but you are not approaching it in a way that your community supports or with researched-based methodology. To enact the CDD during COVID 19 is to make Minneapolis a cautionary tale on compounding trauma. Not to mention, you will lose your board seats over a grievous misjudgment. Table it, enact tangible equity measure during COVID 19, and revisit the CDD process when we are out of crisis mode, with more community input.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Elise Coroneos

Your relationship to MPS | Su relación con MPS
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Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Our family acknowledges that we benefit from white and economic privilege. We know that our child has many opportunities that students of color do not, and we don't think that's fair. We know that for those in positions of privilege, equity feels like oppression and that it would be very easy to write off the criticisms of the CDD from white families as part of that narrative. We want to close the equity gap and if that means our family has to make sacrifices, that's okay. What is not okay is how the administration and some of the board have carried out this process as though we are obstacles to be overcome instead of partners in making change. We want to know if the sacrifices of kids giving up their beloved school communities will really bring about equitable change, which is why we stand with those calling for an independent financial and equity audit of this plan before it is voted on. As any teacher would ask of their students, show your work. Because of the many flaws we see in this plan, we do not think it will close the gap and will further widen the north/south divide.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Zora Waldeck

Your relationship to MPS | Su relación con MPS
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Comment | Comentario | Faallada | Cov lus tawm suab

Dear Board Members, I am writing on behalf of many MPS parents who are simply out of bandwidth....working from home, not working at all, and struggling to teach their children during distance learning, while grappling with our new educational reality, and worrying about the social and emotional toll this is taking on our children. The word "courage" is being tossed about to encourage your vote in favor of the CDD. Is is courageous to ignore sound research and move ahead with vague and incorrect financial information? Is it courageous to "take such a big risk", in Ed Graff's words, on the backs of our children during a global pandemic, when our economy is on the verge of an unprecedented free-fall? There is nothing courageous about ignoring voices of our immigrant communities, and failing to properly learn and listen to what the wants and needs of our underserved really are. Please vote no on this plan. This is NO time for risks. A proper plan with universal input and sound financial detail is crucial and essential. The children and families of MPS are counting on you to get this right, for everyone.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Sheila Eldred

Your relationship to MPS | Su relación con MPS
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Comment | Comentario | Faallada | Cov lus tawm suab

Please do the right thing and vote no on the CDD. The level of disregard for what's best for ALL kids and what families want is so appalling that I'm actually ashamed for our city and fearful for our future. This process has been fraught with problems and disrespect from the start, and to continue the process during a national pandemic is such a bullying tactic that I would prefer to opt out of the system. However, contrary to Ed Graff's dismissive and condescending words to us before winter break, those of us who believe in public education don't want to use our privilege to simply find a different option for our own kids. Indeed, it's other kids I'm concerned about: My own kids have had dream educations at Barton Open School and Southwest High School, and I cannot see how it is fair that future kids will be denied educations like theirs. I challenge you to stand up for all kids and vote no.

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Melissa

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

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Comment | Comentario | Faallada | Cov lus tawm suab

Courage can mean many things. Sometimes it is the courage to realize that everybody needs to be involved for something to work. Other times it is the flat out recognition that a plan won't financially work unless you have enough people to fill the schools, and despite positive hopes it is quite unrealistic that you will. Courage can also mean you don't have to change everything to get the change you want. Courage ultimately involves trust, trust to take the time to make the process right. Courage is also resisting the urge for instant gratification when even your critics say "the plan is not perfect, but we have to do something now!" True transformational change always takes time and effort. Finally the deepest courage involves harnessing the energy around you and being patient enough to trust that the process will work, even if you don't make the easy decision in the convenient moment. I believe this board has courage to do what is right, lasting, and transformative for the school district. Please trust that that answer is not quick or easy, but that it is likely attained by those who are truly patient and trusting.

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Laura Johansson

Your relationship to MPS | Su relación con MPS
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Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

1) Support relationship-based education and outreach. MPS could be doing a lot more on retaining students through relationship-based outreach rather than e-mail marketing or robo calls. 2) Teachers of color are key to students of color retention - how is the district recruiting, supporting and retaining them. 3) the plan for the CTE brings up huge concerns. Having had a girl take one of these courses - I would predict that there will be a huge drop in attendance in general, particularly for girls, and the idea that kids will get on City buses and go around to other high schools for this program is ridiculous. Leave the CTE's at each high school. This is federally funded. 4) Keep your investment in IB curriculum. We wouldn't have stayed in district if there hadn't been IB resources at Washburn.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Erin Peterson

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I oppose the CDD for many reasons, but mostly I oppose it because of the way in which it was created- without parents and teachers- and how it's to be implemented. I am distraught about the idea that much of this plan involves breaking up current school communities/neighborhoods that are well established and thriving. I am horrified by the callousness as it's expressed when I hear dismissive responses like "we know change is hard". I have asked for responses from MPS staff in regards to whether or not mental health professionals (I am one) were consulted on how splitting up communities goes beyond "change is hard," particularly for immigrant families. I have also inquired about the research that backs up a plan to force children to attend different schools will be effective, as well as what it's going to cost financially, culturally, and psychologically in the end. The MPS staff who created the CDD did not authentically engage with all of the communities who are involved, including families and teachers. I request that everyone returns to the drawing board as this plan in its current draft is unacceptable. This is not the MPS I believed in.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Nicole Purdie

Your relationship to MPS | Su relación con MPS
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Comment | Comentario | Faallada | Cov lus tawm suab

You need to conduct an EDIA as required to implement such a huge plan so you know if it will have the effect you are trying to achieve. On April 14 you hand selected messages to show 50/50 support for CDD, when actually above 70% opposed. You haven't shown any detailed plans for curriculum or stated what social services will be given to students of color in order for them to receive equitable education. The platform has been primarily focused on districting changes. You want to equalize school test score averages by shuffling students to different schools. Instead, give extra resources and help to underprivileged students to help the individual student. Some projections show your plan will increase segregation; show your work to justify displacing so many families to possibly achieve the same or opposite result you're trying for. You don't answer pertinent questions families have about important details of this plan. This big of a change requires more detailed information and accurate facts. Do not take advantage of this time of required quarantine to push the vote through without anymore community involvement and input. Consider the immigrant familh and student of color's needs more carefully

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Tom M Hockenberry

Your relationship to MPS | Su relación con MPS
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Comment | Comentario | Faallada | Cov lus tawm suab

Please have the courage to put a stop to CDD right now. I know there is a lot of pressure to do something, anything, about the inequity in our society. People are saying things like, "Sometimes you have to tear it down to fix it." Unfortunately CDD is going to tear it down but it won't fix it. Sometimes it takes courage to admit that. To step back and say, "This is too important, we need to get it right." Please have that courage. In addition to CDD having the wrong answers, the COVID situation has insured that we also don't have the right process. Have the courage to say that. To say to our families, our kids, our community, "We did the right thing, we took the tough decision not to move forward at this time. We know that our kids and our families need more certainty in their lives right now, not less." Some may criticize you for not acting but you need to be strong and do the right thing. Standing up families (who have clearly spoken) in the face of critics is what we need from you right now. Have courage and vote "NO"

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

George Pappajohn

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

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Comment | Comentario | Faallada | Cov lus tawm suab

Please consider providing heritage Spanish at Jefferson as this school seems to be the alternative/replacement to Whittier.

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Michael Skoglund

Your relationship to MPS | Su relación con MPS
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Comment | Comentario | Faallada | Cov lus tawm suab

The Comprehensive District Design would mean a lot of change for our kindergartner and second-grader at Kenwood, as they would track to North rather than Southwest. I fully support these small steps toward equity and believe more should be done. It is not fair or sustainable for Minneapolis Public Schools to continue to focus resources (including schools, teachers, and students) in Southwest Minneapolis. Minneapolis is a fantastic city with diverse neighborhoods and residents, and our schools should fully embrace and empower that diversity throughout every area of the city.

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Lisa Jensen

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I am the parent of a 7th grader at Sanford and a 9th grader at South. We love our teachers, principals and staff at these schools and are grateful for the diverse student population that our children have had the opportunity to be a part of. We, as many others, have strong emotional attachments to our school communities and this drastic change of schools is emotionally draining for staff, students and parents alike. I am also concerned about the financial cost of the new plan. If we as a district are going to spend money so they we can create more equity for all of our students, I would like to see that money invested into laptops or chromebooks. Our students and our community are filled with anxiety and sadness over the loss the last quarter of the school year. Next year might be another tough year for our school communities. I am begging you not to add more stress and unhappiness to our students and staff by pushing this through.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Lyn Rabinovitch

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Minneapolis resident | Residente de Minneapolis | Degan magaalada Minneapolis | Neeg nyob rau hauv Minneapolis

Comment | Comentario | Faallada | Cov lus tawm suab

I view racial and economic disparities as the most critical challenge facing our state. I am entirely supportive of your goal. But you have not established a link between the proposed CDD and the goal. These well- intentioned school changes will create major upheaval with no likelihood of success. There are other ways to offer more choice to students of color in north Minneapolis. Why not approach changes in steps rather than the disruptions that would likely result in unintended consequences : families fleeing Minneapolis public schools A wise plan needs to begin with talking to parents, teachers and principals-- rather than asking them to respond to an developed plan. Since all their learning/ development prior to school is in their native language, Spanish immersion schools are a major academic advantage for Latino children (children of color). Listening to Somali parents speak at school board meetings, ending these models would be a loss to these students of color. Clearly the proposed boundary changes would shuffle scores of students and disrupt families across the city. It is not all clear they would pave a path to better outcomes. Please pause, contemplate and seek these changes on more solid ground.

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Maria Geigle

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I support the CDD but I do want changes made. My suggestios to the board are: 1. Make changes to the proposed plan based on the ability to meet the broad objectives defined. Do not change it to accommodate people who fear change and discomfort. 2. Continue communicating and seeking buy-in from the community through many channels. 3. Communicate and plan long term for what will be done beyond the CDD. This plan is not enough. And last, do not let the naysayers extinguish the cultural shift needed to make this plan successful.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Chris Jaglo

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Other | Otro | Kuwo kale | Lwm qho
I taught in Mpls Public schools for over 30 years and I am a grandparent of a Mpls student and a resident of Mpls.

Comment | Comentario | Faallada | Cov lus tawm suab

I taught in Mpls. Public schools for over 30 years and have continued to volunteer at the schools since my retirement. Barton has always been a welcoming school to the various ethnic groups new to the city starting with the Hmong in the '80's and more recently the Somali. The K-8 design has been a benefit to all ages and allows families one welcoming location for their students. The school works. Why would you dismantle a school that works? Why would you disrupt families that are satisfied, many of which are not native speakers. Are we in a race to mediocre? If there were three hospitals and one was underperforming, would you get rid of the performing hospital? Would you combine the hospitals knowing you would have fewer beds and service for patients? Or would you work with the underperforming hospital and bring it up by seriously looking at the reasons it is underperforming? I live here, I taught here and my grandson attends Mpls schools. Surely making this big of a decision during a pandemic is reckless at best in the light of the fact that it is unpopular with Mpls. parents of students and the city at large.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Sandra Muellner

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Please keep a K-8 option. My child struggled with transitions. We specifically chose this to reduce transitions and to give additional opportunities to interact with other kids of different ages. The benefits were huge. As a student at Seward, her confidence and connection to both younger and older students was very strong. This remains an asset of hers to this day. Hopefully, she will be going off to college in the fall and will successfully navigated another transition. I cannot say enough about the stability that a K-8 offers for kids who needs to be able to focus on academics and not the worries of surviving in an isolated junior high/middle school.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Sarah Edwards

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I cannot comprehend why the vote for the CDD is moving forward when it is clearly contrary to the desires of a majority of families, opposed by teachers, unsupported by evidence and in many cases wasteful! For example, how can retooling a BRAND NEW, multi-million dollar middle school at Seward into space for K-5 students and getting rid of the resource of an AMAZING teacher community for 6-8 grade MPS students "save" the district anything? Is it simply so that you can say, “I stood up to all those white parents in S and SW Mpls and made a "courageous" vote!”? Is it courageous to write our immigrant communities out of the story? Is it courageous to ignore research? Is it courageous to not reply to valid questions? Is it courageous to hold a vote during a pandemic? Is it responsible? Our kids, teachers AND parents have had a traumatic year! Next year promises to also hold some trauma. Do they need to continue being traumatized by being forced to change schools in 2021? Plus, who even knows what will be best for schools post-COVID-19? Perhaps we will want to do things differently all-together. Please vote NO today!

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Satail Tailin

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Minneapolis resident | Residente de Minneapolis | Degan magaalada Minneapolis | Neeg nyob rau hauv Minneapolis

Comment | Comentario | Faallada | Cov lus tawm suab

I am shocked and dismayed by your decision to charge forward in voting on the CDD plan in the face of a pandemic and a stay-at-home order. Voting in favor of the CDD, a vote that is clearly contrary to the desires of a majority of families, opposed by teachers and unsupported by evidence, adds zero value to the education of Mpls Public School students. It is costly, both in terms of finances, and in human terms, in the uprooting of established schools in communities where they are supported. i believe your decision is unconscionable. I think you have placed yourselves in an ivory tower of seclusion from the population and its voters. You have developed an isolated plan that, in your minds, supports diversity. You cannot break down racism by moving people around, changing locations of programs. Know this, if you move forward in adopting this plan, I will do everything in my power to make sure you are not re-elected. Sincerely, Satail Tailin, retired Mpls.teacher

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Julie Hill

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Dear MPS Board Members, I am a parent of a 1st grader at Seward Montessori. My family and my community have been working against the CDD to find a way forward that does not pit North Mpls against South Mpls with either/or thinking -- and does not shut down or alter programs that kept us in the district in the first place: K-8 schools, dual immersion, and progressive philosophy, for instance. You must not vote yes. We need an equity and fiscal audit performed by a neutral party to get more information on the CDD's impact. This vote should be delayed until after that process is complete and until after more dialogue can happen once this global pandemic passes. This is not the time for sweeping changes that will tear apart so many communities and bring unwanted upheaval when we are all going through so much already as all of humanity is in crisis. The world in which this CDD plan was created no longer exists. The world after Covid 19 is a new and uncharted place. We have this moment of possibility to live into right now. And we need to do this together. It's #OurMPS. Sincerely, Julie Hill

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Kathy Fernandez

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I'm completely astounded how the board and district still plan to move forward with a vote on this plan that the majority of the community do not agree is being done correctly! AND in the midst of a global pandemic! Families in our district are struggling more than usual, to pay their rent and put food on their tables and still try to figure out 'distance learning'. You should be getting computers and internet setup for all these kids who STILL do NOT have access to distance learn. THIS should be your priority! What do you have to gain for voting now? Nothing. Why was an EDIA not done on the CDD? Move Spanish Immersion middle school back to Jefferson or keep it at Anwatin. Anderson is way too big. Jefferson leaves room for growth in the program. Why are our immigrant families being ignored? I've been at the board meetings and listening sessions and have heard so many immigrant families speak against the CDD. And what about all these families that still don't even know what is going on because you haven't extended your reach to them. The CDD can wait until more TRUE data is used.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Matthew Hendricks

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I'm writing to request that you keep Seward Montessori a K-8 School, using one of the CDD models presented in January 2020 that proposed this approach. Seward's Middle School was recently supported by a $17.5 million renovation project, and parents and the community were enthusiastic to see that investment in the Middle School program and the school overall. Seward has an excellent track record of retaining families by reducing the number of transitions for students. Keeping Seward a K-8 will support the goals of the CDD by keeping more students in the District, thus providing MPS with more resources to pursue equity and academic achievement for all students. Closing Seward's Middle School program is not necessary for the CDD to proceed. From a District-wide perspective, closing Seward's Middle School may do more harm than good. Seward is a diverse school with strong retention and stable student and staff populations, which fosters community and a supportive environment for students. Closing Seward's Middle school could be a step backwards for the CDD's goals. Some of the changes in the CDD are clearly essential, while others are optional. I urge you to recognize your successes and nurture them rather than uprooting them.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Tami Tripp

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Do not move the CTE Engineering classes to one location. This is not equitable, kids will miss out on integrated project-based learning. I propose the schools that currently house Engineering, continue to offer two years of classes. Then have the 3rd and 4th-year classes at two sites, one in north and one in south. Kids can take higher-level classes while attending their home high school. Keep two magnet schools in each zone. One k-8 and one k-5. These schools likely already exist. This will eliminate the start-up cost of new magnets in the middle of the city. Change zone boundaries so kids aren't bussing to get to a magnet far away to cut costs. Add a k-8 dual campus neighborhood school to each zone if one doesn't already exist. Keeping a k-8 magnet and a k-8 neighborhood school would decrease the burden of numbers in the middle schools. Add an additional magnet to the north side. Spend the money there instead of in the middle of the district. Kids who live within 4 blocks of a neighborhood school (one mile for high schoolers) should attend there. Don't bus kids away from schools. Close schools now instead of under enrolling schools.

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Aire Wojtowick

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I am a parent for 2 Pratt elementary school students and I am deeply disappointed about the changes that the board is about to make. I wish fare well to Minneapolis schools and will enroll my kids to a different school district. Many of the parents in Prospect park are agreeing with me. Also to fool people telling them that we want to hear your output, when the decision has already been made is sad.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Anne Nervig

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

My children, 6th grade and 4th grade, love our K-8 school, Lake Nokomis Community. A K-8 school is a unique opportunity for our city kids to grow and thrive in a diverse, vibrant and nurturing environment where they are known and loved by staff for nine whole years. There is no better model for academic and emotional success than a K-8 model. It provides stability and security for children, which I am confident is a value every single parent possesses, regardless of color, language or socioeconomic status. There is a lot of academic research to support the strong academic and social/emotional outcomes of K-8s, which I know you have seen. Perhaps only a K-12 model would be better! As a former middle school teacher myself, I know how difficult the upheaval from an elementary school to a middle school can be. I know how traumatic ANY upheaval can be for children, at any age. Given our current highly stressful circumstances, please think long and hard about the impact this destructive, disruptive plan would have on already traumatized children and families in your district. This plan may have sparked your interest months ago. But we are in a different world today.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Michael Bennett

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

As a parent (and teacher), I find the plan to vote on the CDD during the height of a pandemic to be in extremely poor taste. This whole process has not involved the stakeholders in Minneapolis and is now being pushed through when most everyone's attention is focused on how to keep their families healthy and their kids learning. One of my children is in special education in Minneapolis and my wife and I are extremely concerned about how the CDD plan will impact special ed. Very little has been shared about this and these are some of the most vulnerable children in our schools. While I agree that things need to change in Minneapolis Public Schools, the CDD as proposed is neither equitable nor beneficial for the community at large. With diversity in certain schools going down, large minority communities being left out of the process, and special education hardly being considered, how can you possibly plan on voting on the CDD at this point in time? It's shameful and a disgrace to the residents and taxpayers of the city to have to worry about this while we deal with the Corona virus pandemic.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Hillary Oppmann

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I have two children at Seward Montessori and choosing a K-8 school was very important to our family 9 years ago. I urge you to amend the CDD to keep Seward's amazing middle school. Just three years ago, after a long community process, MPS invested $17 million dollars in Seward to "right-size" the school, including a beautiful new 3rd floor dedicated to the 300 Middle School students. It makes no sense that MPS will now spend more money to convert those brand new science rooms and other classrooms to serve K-5 students. This is a waste of the money, time and trust invested in the school. I used to be cautiously in favor of the CDD, but I am appalled you are continuing to ram it through during this pandemic. Your claims of public input are bogus, especially given the significant changes to the final plan that was released after all schools had shut down. I urge you to focus on supporting distance learning, and not burden our students and teachers with additional trauma right now. Our students deserve equity, but this plan fails to provide it. Please delay the vote. Engage more. And keep Seward's middle school. Thank you.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Stephen Thomas McClellan

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I still reside in the Seward neighborhood. Both of my daughters attended the Seward Montessori school before attending and graduating from South High School. I found the middle-school was a wonderful school for my daughters and I've found the school a valuable asset to this community then AND today.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Nia Sopiwnik

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Your plan to dismantle effective programs like dual immersion, dowling environmental, green one way immersion will have more families moving out of MPS. You need to halt this, do more research. Ask families what they want. Bring the north side families back with better programs. Keep the programs that are working intact. Go ahead a reduce bussing. Make better programs. Get people back don’t make us leave.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Martha Klovstad

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

While my feeling about the CDD have gone back and forth during the process between concern and support, I urge the board to now vote again the CDD. While there are some good ideas in the CDD, with COVID it is now clear that even in the fall we will be returning, or not, to a more fully impoverished district and with a great need to reestablish communities and develop new ways of being together. I am very nervous about committing to this expensive plan which will require great capital spending to dismantle many of the districts' existing communities and will distract and divide us from fully supporting schools in getting through the fall. I have tried to listen to many MPS communities' comments outside my own SE community and no where, outside of the district employees, do I hear great enthusiasm or support for this very disruptive plan. Let us come together and focus our support on getting through COVID and really listen to each community and their needs.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Joe Plummer

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

The CDD seems to exist in a world devoid of common sense where the usual rules of logic do not exist. To address the root problem of families leaving the district, what does it do? It shuts down popular, diverse schools and program such as Windom and K-8, seemingly ignorant of the charter schools and neighboring districts on MPS's doorstep offering or soon to be offering these very programs. Vote no to restart the process, this time sincerely engaging parents and teachers. Don't let the bureaucrats and consultants steer the ship. To supporters, I ask you this: how much money would you be willing to bet this will work? I think that's a good analogy, because the consequences of the CDD not working are not just the status quo, it's even more families leaving the district, it's the destruction of beloved schools, it's the upending of the lives of dedicated teachers and staff, it's possible insolvency. Vote no to restart the process and get it right.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

alek roslik

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I feel a terrible sense of dread about the upcoming vote knowing that my opinion as a parent of an upcoming kindergarten student was not requested in any meaningful way and has only been received with great reluctance by the school board when considering the CDD. The school board seems very eager to move forward with vote on a plan that has not fully received or accepted the input of all the crucial stakeholders. And this is occurring during a time when our school system is being tested by this pandemic in a serious way. The proposed plan itself, and its supporters on the school board, have not been able present a plan that is able to properly create the changes that the plan creators say they want to effect. Why is that? What is motivating them to proceed when the plan still lacks what benefits could be added by listening to all the important voices in the community? Who do they serve by rushing a vote on an inadequate concept? They need to create a methodology and system that will actually manage their plan if they really want it to be worth enacting. Let us not beta-test our kids.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Mike Gulliford

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

You are not listening to us; the students, parents, and community at large. You know there are flaws, yet continue to act as though there is some impending deadline. Ed Graff will soon move on, voluntarily or otherwise. The board of Education will certainly include new members soon. The community will be left to deal with this mess. We endure, while those in charge continue to use our children as data-points on some resume building plan. Economically the CDD is an absolute disaster. Minnesota faces a $2.4 billion dollar deficit due to the current pandemic. MPS is ignoring both while trying to ram through the CDD A state budget deficit will lead to educational cuts Yet the CDD will cost 26 million over 5 years on capital improvements The CDD anticipates a loss of at least 400 students in each of the first 2 years, resulting in a funding loss of $12 million The pandemic demands everyone's attention Distance Learning has been a difficult transition for many, with no guarantee that school will return to normal anytime soon. Any major overhaul to district programming and structure at this time especially with excessive economic costs is irresponsible Press Pause!

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Pamela Allan

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

MPS employee | Empleado/a del MPS | Shaqaale MPS | MPS neeg ua haujlwm

Comment | Comentario | Faallada | Cov lus tawm suab

Do the right thing and vote NO! Listen to the families and teachers and understand that the future of Minneapolis Public schools is depending on your NO vote. The CDD will increase the issues that the district faces. It will not improve the outcome for students.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Robert Plunkett

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Minneapolis resident | Residente de Minneapolis | Degan magaalada Minneapolis | Neeg nyob rau hauv Minneapolis

Comment | Comentario | Faallada | Cov lus tawm suab

I understand that the CDD Plan will shift the boundaries for both Washburn and Southwest to 36th St with the plan to have students north of that street attend North. I have read that one impetus to this change is to populate the underutilized North. My understanding of the low census at North is (1) many north-side parents choose to open enroll their children at other schools believing there are stronger academic options and (2) these parents comment about the “climate" at North. I’m not sure what that word is a euphemism for but it suggests a discomfort some have with the character of the student interactions with each other or with school administration. If many north-side parents aren’t comfortable having their kids attending North, why would many more south-side parents not share the same opinion? Washburn and Southwest are two high schools that serve their students well and parents are confident sending their children to either.Why shrink two high schools that are working well serving their students? Do you really think many parents north of 36th St. will accept having their kids attend a school with their concerns regarding North if they have other choices? Rob Plunkett 612-823-0628

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Rachael Simon-Miller

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I beg the Board to delay the vote and reevaluate the proposed CDD. The majority of parents do not support this plan, communities of color do not support this plan, teachers do not support the plan. People do not understand the plan, the data behind the plan, or the financial implications of the plan. We feel like MPS does not care about our concerns and will push this plan through no matter what. Thousands of students will be displaced, school communities broken apart, and it is not clear that these extreme changes will achieve the financial and equity goals of the CDD. I was disappointed to hear that one board member said that he would NOT follow the CDD and would drive his kids to their current school instead of disrupting them. WHAT???? These concerns were present BEFORE the coronavirus pandemic, which has turned our lives upside down and brought tremendous uncertainty for the future. Kids and parents are struggling; we do not know what next year will look like. Precious MPS time, attention, and money should not be directed towards these extreme changes during this time - please step back and reevaluate. PLEASE VOTE NO ON THE CDD.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Danielle Haag

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Dear Board Members, I am writing to you as a parent of three current/future MPS students, a Minneapolis tax payer, and more importantly a person who believes in public school for all kids. The kids in Minneapolis deserve better than the CDD plan. Change is needed and you should have the courage to vote no and demand change through community involvement and sound research. The district should take the time to get to know what the specific struggling schools need, and more importantly what the educators and kids at each school need. It is appalling for you to take the information you gather from surveys and consultants and think you can effectively make change that will improve things for all kids. There is nothing courageous about ignoring the voices of families affected and pushing this through during a global pandemic. All kids deserve better and if Minneapolis kids can't rely on our school board members to be courageous and do better for them, then I don't know where we stand.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Wendy Jezarian

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I am concerned that there is no empirical evidence suggesting that the large scale disruption currently planned will have a measurable impact on student outcomes. It also concerns me greatly that teachers were not brought into this process in order to hear their input and get their buy in. They are the ones who are ultimately implementing this plan, and most are vehemently against it. How will that work? The redrawing of school boundaries leaves many schools at only 50-60% capacity. It seems inevitable that some schools will need to be closed, why not do that as part of this process? It seems the CDD is a plan to smash the current MPS to bits, and hope that it falls back into place as a more successful district than it was. Seems like good intentions that are not backed up by sound, data-driven plans. Please vote NO on the CDD.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

David G Tompkins

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I'm writing to ask you to delay decisions on the CDD until this current crisis has passed. I believe more input from the wider community is needed in the process (and have thought so before this crisis), and particularly feel that introducing changes on the scale of the CDD proposal are not appropriate at such an uncertain time. I believe in the overarching goals of the CDD, but worry about significant aspects of the implementation. You heard my voice at the January School Board meeting, where I made the case that K-8 magnet schools like Barton are doing an excellent and needed job in the MPS universe. Barton, for example, is diverse and well-integrated, and has an Open pedagogy that, as you know, is so desirable that it is hard to get into the school. I am a professor of history at Carleton College, and believe Barton's Open educational approach is excellent in instilling liberal arts values of critical thinking and engaged discussion in the context of a diverse environment. I very much hope you will reconsider the decision to end its status as a magnet school going forward. Thank you.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Michele Caputo

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I am the parent of two students in the district. I am writing to express my disbelief, that in this time of incredible upheaval, the board is moving forward with plans to proceed with the CDD. Our community is facing a crisis and it needs the help and security that schools are supposed to offer. Who can predict what the next year will hold for any of us? I would hope that it would be a year to support one another and provide as much normalcy for students as possible. Instead, the district is proposing to push forward with a project which will only add to students' sense of upheaval and uncertainty. It seems irresponsible to move forward with a plan that the district has been unable, to date, to shape in a way that convinces large portions of its constituency that it is based on sound research, is fiscally viable, and likely to actually help address the inequities that presently exist. Instead what is being presented and voted upon, during a global pandemic no less, seems just as likely to fail as our present system. Approving this measure now is not in the best interest of our children.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Nancy Pellowski Wiger

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I am NOT in support of the current CDD plan. While I strongly believe in reexamining policies and practices that disadvantage students of color, passing a vote in the midst of a pandemic is not acceptable. I live in Longfellow, and my children were attending Hiawatha Community School and were having a great experience. The current CDD plan does not align with the component of building a "strong foundation of community schools" when the plan sends my children to a middle school that is 4 miles away, while the middle school that we are currently slated to attend is within walking distance. While the board previously stated "peer relationships are important", the current CDD plan does NOT take peer relationships into consideration, as the current CDD plan will disrupt my children's relationships by splitting them up from current classmates for their ENTIRE MPS career (by sending them to a different elementary, middle, and high school than the rest of our neighborhood). I am incredibly disappointed with the upcoming CDD plan and vote -- particularly during COVID-19 -- as students' schooling is already disrupted, and families are struggling to pay attention to the fast changing plan and comment.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Jane Tierney

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

School Board: the voting tax payers of Mpls entrusted you with a huge responsibility. Students and families have to rely on you for thoughtful planning and intelligent, comprehensive decisions. The pandemic is ravaging our world and our children's safety, security and EDUCATION. We haven't heard much from you on this. I read and feel all the vitriol and pressure about the CDD - from those who are aware of it. But how does the CDD fit into current events and the current condition of MN & MPS, starting with budget deficits. When will we hear your detailed, thoughtful plans about saving this school year, options for next year and the future? Its clear 5 or 6 board members are all in on the CDD, as are Mr. Graf and team. As the main (sole?) professional focus of the last 2 yrs does that mean it MUST now go through, regardless? We need to hear reasoned, rational discourse on current events in MPS! Is the CDD data accurate anymore? You have to get this right. Our children have only one childhood for an education. Do the right thing! Hold on the CDD during this crisis! Commit your energy to the immediate!

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Anna Teurman

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Other | Otro | Kuwo kale | Lwm qho
Alumni

Comment | Comentario | Faallada | Cov lus tawm suab

How do you expect your students to be well rounded citizens if they are unable to engage in more than one speciality. MPS has already tried this strategy and it destroyed school reputations. This needs to be a long thought out critical decision. I have seen the numbers, graduation rates, involvement statistics and yes, change needs to happen but this isn't the way to do it. I would be more than happy to help in any way if I can. You have amazing teachers, teams and so much more. Why would you risk that? Bussing kids to far away schools is not the answer. Nor is making this change for high school students. To some degree the damage is already done, you need to start when students are young. It works we've seen it done at charter schools all across Minneapolis, it's time for MPS to follow suit. Offer help at all stages, get involved with college possible or other organizations, encourage CTE, and hands on learning. Please, please talk to parents, students and alumni, you have not learned in these buildings, talk to those who have. Consolidation and separation are not the answer. Please do not fail these kids.

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Andrea Martin

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I support the CDD's goals and believe they are necessary, but ask the board delay and demand additional analysis and refinement, or vote to not approve the plan. I ask the board resist a desperate vote of "we just need to change" and critically evaluate whether this proposal meets the goals USING DATA. The data does not support the goals of equity or sustainability; no data exists regarding academics. Existing economic and demographic disparities between many schools are massively magnified, not reduced by the proposed boundaries and enrollment strategies. Comparing data between the proposed boundaries of Southwest and North or the middle and high schools within Southeast demonstrate new enormous economic and demographic chasms -- not better integration. While the word "equity" is used again and again, little content or analysis truly addresses how this will provide additional support to marginalized populations in a way that yields equitable outcomes. Adding hundreds of millions of dollars of capital costs just to shuffle enrollments during the greatest economic depression in a century to solve a long-standing fiscal sustainability issue defies logic. Our family is willing to change, but demands that the data actually support the goals. MPS must do better.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Stephen Taylor

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Please let me express my opposition to the CDDs current plan as our family stands firmly with small, community based k-12 schools. During these uncertain times, many have said "we had no way to know about the current threat. No one warned us." Many have also said there was a warning, we could have known, we could have prepared if we *listened.* I hope the board will listen to the voices of warning and oppostion now, as it moves to the final vote.

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Alisa Bardo-Martinson

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I oppose the CDD because of final changes to plan that came out after schools/community closed due to pandemic. Although we chose Seward Montessori because it's K-8, was willing to accept K-5 and middle school. But middle school for us changed to Anderson at last minute and it would be a brand new middle school experiment. Seward Montessori is a strong community, and it really reflects the makeup of the neighborhood and surrounding area; racially and economically diverse. Part of that strength comes from the K-8 experience.

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Sonja Sharp

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Hello, my name is Sonja Sharp, and I have a first and a fourth grader at Barton Open. I'm concerned that the Comprehensive District Design (CDD) could dismantle the things we value most about our school and weaken the district as a whole. 1. The current models ignore existing strengths, such as the K-8 model and progressive education. 2. Many key stakeholders have been left out of the process, including teachers, students, and families. 3. The district has not shown how these changes will improve outcomes. Of particular concern, the district has not adopted the gold standard in reading instruction, a phonics-focused curriculum. Families agree that the district needs to make significant changes in order to provide an equitable environment for all. But we want to see strong evidence that the district's plan will work. I'm deeply concerned that the CDD's plans and process are both flawed. I think we can do better. I appreciate your consideration as you prepare for this consequential vote.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Jane McBride

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I oppose moving forward with the CDD at this time. There is not sufficient evidence that this strategy of disruption will succeed in addressing issues of equity.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Brian Nerbonne

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Both of our kids attended Seward, with one still in middle school while the other is now at South High. Their experience at Seward has been fantastic, in part because of the ability to stay through 8th grade. Middle school is a hard time for many kids emotionally, and having a consistent environment and cohort of peers was important in keeping their social and emotional lives stable so that they could focus on learning. What is happening at Seward is working, as reflected in the full enrollment at the school. The school is already diverse, serving a population that includes many recent immigrants. Switching to a K-5 model runs the risk of harming the very things that attract families to the school. I worry that the number of families pushed to move their kids out of the district will be higher than predicted. I want the district to succeed in goals for a better fiscal situation, as well as closing the achievement gap. I fear that the proposed changes to Seward will not ultimately succeed in either. Switching Anne Sullivan to a K-8 school is not a good substitute, either. The Montessori approach at Seward is not replicated there.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Kate Benson

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I am absolutely appalled that in the midst of a pandemic, you are moving forward with the vote on the CDD. I understand that changes to MPS need to be made. However, it is incredibly irresponsible to move forward with a plan that the community has such valid concerns about at a time when all resources should be dedicated to the current situation and the changes that will be necessary in the next school year in order to get students safely back to schools. The stated goals in the plan are admirable, but there is no evidence that the plan will accomplish the goals. The communities that you claim to be focused on serving better, such as people of color and north Minneapolis, are loudly objecting to this plan. When white parents try to speak up about their concerns, they are told that they are only thinking of their own children and silenced by the implication that they are racist and unwilling to sacrifice for the greater good. The reality is that no one wants to make sacrifices and huge changes when the path to improvement and equality is so unclear. Stop this nonsense and listen to the community!

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Tricia Markle

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

No to the CDD! This is the wrong plan, being pushed through at the wrong time. I have seen no evidence to date of how this plan will even benefit disadvantaged children it claims to be helping. While I fully agree something needs to be done, the focus of this plan is all wrong. For our family, schlepping kids an hour each way by bus from south Minneapolis to north is nonsensical and a nonstarter. There is not a single benefit that would come to my kids from this and I've seen nothing to give me confidence that existing problems at underperforming schools will actually be addressed. Families in many communities have been sending their kids elsewhere for good reason. Now those of us in south Minneapolis will be following suit if this plan is approved. Do something to actually solve the problems, rather than just shuffling kids around and causing major disruptions to families just so the board can save face by looking like it's doing something. This plan won't work.

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Jordan Joseph

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

My name is Jordan Joseph and I am a parent of 3 students in NE Minneapolis. We moved into Minneapolis 3 years ago. It was daunting and overwhelming with the amount of options to choose from surrounding school selection. It was vital to have a solid website explaining the process and would have been helpful if there was consistency throughout the district for each school. We felt obligated to check out all the schools, instead of supporting the idea that all the schools are good. What we really wanted was a well rounded community school in our neighborhood that made a genuine effort to connect with us. We were drawn to that in Webster after participating in a tour and have been happy thus far. We also have 2 children at Northeast Middle School. There is so much choice, it feels like people are traveling outside of their neighborhoods to attend school. It would be wonderful to see more families in the neighborhood attend their community schools instead of open enrolling in neighboring districts. Let's draw our students back to attending their community school and realign our focus and resources towards making the schools we have great.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Jerri Clark Wagner

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

At board meetings Pre-COVID, a handful of white and privileged people told the board to "be courageous," while admitting in the same breath the CDD plan is imperfect. What is courageous about voting for a plan that completely writes off immigrant communities? Somali and Latinx families asked you to save their K-8 and language immersion schools. Yet under the CDD, the majority of MPS families from immigrant backgrounds become shuffled around in the name of equity. How does a less racially identifiable school, by a fraction of a percentage, address the hard truths of managing the achievement gap? What is courageous about ignoring facts and financial responsibility? The CDD puts MPS $15-20 million in debt. Northside projections do NOT look good. Lucy Laney shows a 34% enrollment decline under the CDD, equalling a loss of $2.5 million in funding. What is courageous about voting during a pandemic? People's lives are at stake. School may not be recognizable in 20-21, yet the CDD moves thousands of students in the 21-22 school year, rendering them without the school community they have built and love. Looming school closures then move thousands more students two years later. Courageous? This is cowardly.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

David McCarthy

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

When it comes to equity, I agree with Sondra Samuels: If improving outcomes for students of color makes some white people uncomfortable, that's just fine with me. Let's start by making sure the most effective teachers and principals are serving the students most in need -- wherever their school is located. If we don't do this, the CDD is just a giant game of musical chairs. The proposed CDD has the best of intentions, but relocating so many students will only succeed in driving hundreds of families -- black, white, and especially brown -- from the district. ("If we already have to change schools, why not look somewhere else?") The plan to move -- and cut! -- dual-immersion seats will be especially devastating to Latinx families, many of whom feel abandoned by our government but embrace their immersion community. I work at an MPS immersion school; if this CDD proposal passes, many families will open-enroll in Richfield, St. Paul, and other districts that will embrace them. Any theoretical savings in transportation costs will go out the window if enrollment craters. I support a CDD, but not this one. Please have the courage to vote No and demand more for students.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Marion Collins

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

This CDD seems to be very divisive, creating serious rifts and divisions along North and South, race lines, and even among the board itself. A comprehensive district design that is truly equitable for ALL children, that understands and embraces all children's needs and successes, would NOT cause such division – but rather would be heartily embraced and voted to pass unanimously. The divisiveness this plan is causing should alone be enough to encourage the district to take a deeper, closer look at what is really needed, and have the courage to ask for help – from teachers, immigrants, successful programs in and outside the district. I understand and respect that work has already gone into this plan, but please have the courage to acknowledge that a plan causing division is really not equitable or positive for the district. How can this plan be right when it displaces so many children, cuts programs and enrollment at schools that are successful, and divides the city so deeply? This is a place to start, but much more research and help from successful programs, in addition to input from teachers in the trenches, is vital to creating a truly equitable plan EVERYONE can support.

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Sarah Freeman

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Sarah Freeman: MPS parent Governor Waltz announced a $2.4bil deficit, 350k+ Twin Cities residents have filed for unemployment, and 30k+ MPS students are sheltering at home. But pandemic and protests can't stop the Board from proceeding with a CDD vote that does not bring student equity at a $600mil+ cost. What does a half billion dollars buy? Many schools get nothing and lose considerable funding. CDD projects a 34% enrollment decline at Lucy Laney leading to potential $2mil loss in funds. Bancroft projects a 32% enrollment decline leading to millions in lost funds. How does this bring equity? And more resources will be stripped away as district staffing models are implemented. Assistant principals are modeled to be eliminated from many schools, adding more strain to our schools. Finally, this lack of transparency must stop. For example, taxpayers approved the 2018 Levy for $18mil to be spent directly on students. But only $6mil was spent on children and the remaining $12mil surplus padded balances to help future CDD funding. You decided a surplus was more important than educating our children now! The CDD doesn't help our students or Minneapolis. Vote NO on the CDD.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Ilana favero

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Minneapolis resident | Residente de Minneapolis | Degan magaalada Minneapolis | Neeg nyob rau hauv Minneapolis

Comment | Comentario | Faallada | Cov lus tawm suab

I am Volunteering at Barton now where half the community is Of color . You are destroying a school that is a minority community .. the Somali community takes pride in having their children together .. it is a threat to them that they get separated...The Barton teachers work very hard ... many of the students need special help and are struggling with language and learning... they feel like a family there... it is a very diverse school you will make it less diverse... keep the schools that are doing well alone... I feel the superintendent who is not from This community really Does not understand what Barton is.. he probably has only been there one time... he needs to see for himself and listen to these parents

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Sara A Stenzel

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Please delay the vote on the CDD and delay its implementation. Currently, and for the next 1-2 years, our district's schools, families and staff will be significantly impacted by the effects of COVID-19. All of the district's energy and resources should be applied towards modifying learning to cope with the pandemic. Staff and families desperately need the stability and familiarity of their schools. Neither staff nor students deserve to be shuffled around and subjected to the stress of a MAJOR change in the district during a pandemic. MPS could potentially be faced with major changes in its delivery of education to meet the needs of its students during the pandemic. As a parent, I want the assurance that teachers, staff, and district employees are focused on delivering a quality education to the students. I do not want those individuals distracted by and stressed by the ramifications of the CDD. Based on the scientific information we have today, we could be dealing with COVID-19 for a year or two. It would be extremely difficult to build community and engagement at new schools as proposed by the CDD during this time.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Lori Skinner

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I am writing today to ask you to vote no to the proposed COD plan. This plan does not create diversity amongst our schools and will further segregate students based on where they live in Minneapolis. It is removing K-8 which families have chosen so they can keep siblings together or assists with creating consistency for their children who have difficulties with transitions. Please have the courage to vote no to a proposal the majority of parents, residents, teachers and schools are opposed Please have the courage to vote no and stand up for our community especially in this this time of crisis and uncertainty. Please have the courage to listen to all of writing you today, who have written emails, and/or who have called and left voicemails. Thank you for stopping to consider and for the sake of MPS schools I hope that you will vote no to he COD proposal.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

John Wood

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Minneapolis resident | Residente de Minneapolis | Degan magaalada Minneapolis | Neeg nyob rau hauv Minneapolis

Comment | Comentario | Faallada | Cov lus tawm suab

Your CDD plan will destroy the Minneapolis Public Schools and the city of Minneapolis. Three assumptions in the plan that make it a disaster: 1. Charter students and students outside the district will return. They will not - you have already heard from hundreds of parents in OUR schools who do not want to change schools. Families will not change schools if they are happy and those students will not return. 2. Not may students will leave the district. Wrong. Many, many will leave and per-student state funding will drop fast and hard - putting the district in an even worse financial situation than it is in now. 3. This is the only way to assure equity in the district. Nonsense. Just absolute nonsense. This is one catastrophic attempt, but there are literally hundreds of other ways to assure equity - if you would only look - and ask. Do not pass this plan unless your goal is to destroy the MPS school district and the city of Minneapolis. Enrollment will crash, property values will collapse and you will never pass another referendum. Do not pass the CDD. History will remember you.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Emily Carr Moore

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Seward Montessori works. The Middle School, a recent addition and result of years of hard work of the Seward staff, principal and families who advocated for its establishment, is a fantastic example of city public schools. It demonstrates that with commitment and determination and amazing teaching a public school can succeed in an inequitable environment. I am a former teacher and come from a family of teachers, all of whom have had the privilege to attend and teach at prestigious independent schools, including those in the Twin Cities. Do you want to see an inequitable education? Spend a day in Minnetonka or one of these privets schools. Don't break something like the Seward that is an exemplary version of what Minneapolis can do in giving students a solid education. Voting to dismantle school, which does represent diversity, is wrong and injust for the students teachers and families.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Timothy Foss

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

While I understand the desire to diversify and create more equal access across the district, it is my opinion, that the goal is misguided if it includes destabilizing Seward Montessori by removing the middle school from its current status as a k-8 school that spans over 10 years of parent involvement and creates strong, diverse, family roots in a neighborhood that has nourished many immigrant families. This school already represents the goals of the school board. Why not use it as a pilot for how to make other schools this extraordinary. Please bring more of this kind of complexity into your decision.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Michael Bortinger

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Hello, I am writing in opposition to CDD. The CDD is going up end the kids and community of Minneapolis for a potential achievement of greater equality – so hard to see being achieved. And its unfathomable to vote right now in midst of COVID-19 outbreak 1) A theoretical decrease in schools being marginally less racially indentifiable. Relies on people choosing to go to magnet schools in the center in city. No proof this will happen. 2) Note schools that are already quite WHITE just get more white. And these are schools that are extremely resource heavy. If equality was sought – you would look at redistribution from these schools/areas 3) Extremely disruptive to the community seeking Spanish immersion (very high in demand) and so critical to Hispanic population. And with that you cut magnet at schools with such an engaged, happy community like at Windom & Barton 4) Disruption of +60% of students and many teachers and staff to resituate Help schools that need it without compromising schools serving other communities and kids well right now. There is a more precise way focused on education resources in these specific schools/areas Please don't proceed and at the very least delay this vote. Michael

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Timothy Hennum

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Centralize our magnets and save busing dollars? Okay. Swap Jefferson for Andersen in the final hour - and in the midst of a pandemic? Not cool. Andersen is a dark and ugly building on a cramped and sketchy block in the shadow of Abbott NW hospital. Nothing about this location is appealing. If MPS truly values the future of Spanish Immersion - and I think they should - moving the immersion middle school to Andersen is a mistake. Wait. Delay the vote. Insist MPS rectify this mistake. We have time!

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Jody M Peterson

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

At a time when they can't have a good discussion with the community about the plan, it's not appropriate to move forward with a vote. 100% of their time and other resources should be dedicated to figuring out the current situation and how to safely reopen schools in the fall and deal with the fallout of this pandemic. There are so many plans that need to be made, the CDD isn't one of them right now. They need to be thinking of options of how to keep students safe and how to manage the schools in the fall so that they can reopen. Whether the CDD passes or does not pass, I hope the real focus of the board at this time is a global pandemic, not moving children to different schools. The children deserve some consistency and stability after all these kids have been through.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Megan Morrow

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

By now, I think it's apparent that you are mostly going this alone -- why? Immigrant parents are not on your side. Parents of color are not on your side. Teachers are not on your side. Do you think you are helping these communities, who have told you over and over again, don't separate us? Don't change our schools. Don't break up on our families. I simply cannot understand why anyone would vote for a plan that doesn't have support or evidence or funding behind it. Please have the insight, the courage and the wisdom to vote for families - not against us.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Suzy Langdell

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I think this is a bad idea. the majority of parents I've talked to, what I've read on next-door and facebook is that Minneapolis is not aligned to this plan. And I don't mean the ideology of the plan. That's 100 percent. But it's the execution that's fundamentally lacking. A great strategy but a poor execution doesn't warrant a yes vote. We don't know how it supports equity, how it is cost effective, and why it's worth tearing really great schools apart. Is this the comment that's going to push us over the edge? If petitions, car protests, videos with thousands of views and likes and a global crisis can't do it, I think I stand a small chance. But here I am - trying to be a good member of the community in voicing my opinion on behalf of so many others. Members of the Minneapolis board: please show how this plan support its objectives. please stand up for us in pushing for the best plan, not the now plan. please do not push through a vote on may 12 when the majority of the community is telling you not to.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Drew M

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I have kept tabs on this process for months from a distance. I don't even know how to be concise with my list of flaws so I will just say that I oppose the CDD and keep this brief. I question whether anyone is benefitting from this train wreck of a plan other than the Davis Center which is consumed with de-risking itself of the Racially Identifiable Schools metric. There is no financial-sustainability GAIN but there does appear to be huge risk of financial RUIN. There is no academic benefit whatsover and as for equity, we know it's not equitable when prominent Northside leaders (the presumed beneficiary of this model) are adamantly speaking out against this plan. The COVID tragedy has been trying but the fortunate thing is we are learning SO MUCH right now. Do everyone a favor, go back to the drawing board, engage the community and staff for real this time. Devise with a new plan that incorporates elements of our modern reality. Only by embracing and properly investing and equipping our students with technology (not condemning it) will we be able to equalize the achievement gap. Now is not the time to be reckless.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Mariona Perez Belles

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

In multiple occasions I expressed my support for the CDD goals but my intense opposition to the CDD plan. It is disingenuous to believe the plan really supports the goals. Data shows that. But now more than ever I want to express how moving forward with the CDD in the midst of a pandemic and an historical major exonomic recession will continue to dissmantle public education and have a huge negative impact to the entire community and even more so to immigrants, Hispanic and Somali communities. Because rhe current crisis, more than ever it is irresponsible to move forward. Please delay the vote. To serve the kids in North Minneapolis, please invest more in those schools even if we have a bigger budget deficit. In times of crisis with so many areas with deficits, education shouldn't be cut, but funded with more resources than ever. Please fight for more resources to serve the community and the most vulnerable groups and please I would be more than happy if I could help with that. Great public education is a key imperative for equality. Please don't further dismamtle public education!

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Patrick and Melissa Holman

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Other | Otro | Kuwo kale | Lwm qho
Parents of pre-school age children

Comment | Comentario | Faallada | Cov lus tawm suab

We are writing in opposition to the proposed realignment of school boundaries set forth in the Minneapolis Public Schools (MPS) Comprehensive District Design (CDD) process. Specifically, the proposal to move the southern boundary of the Burroughs elementary school from 54th Street to Minnehaha Creek compromises the safety of children walking to their elementary school. Under the existing plan our home is within the boundaries of Burroughs elementary school, which may be safely reached on neighborhood streets and trails with minimal traffic. This was a key factor in choosing where to purchase our home. The proposed boundaries would require our children to cross two major thoroughfares that are heavily trafficked (54th Street and Penn Avenue) in order to reach their elementary school (Armatage). The worthwhile goal of improving equity across MPS should not pursued at the expense of our childrens' safety. We urge the Board to oppose the proposed boundaries and more closely consider the safety impacts in future proposals.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Sarah Jannusch

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I BEG You to put the CDD on hold!!!!!!! For the plan itself, I have been listening to leaders within the African American community, and they have a lot of valid points of where this plan is missing the mark. Not sure if this link will work here, but encourage the board to listen to this https://www.youtube.com/watch?v=coQGDedRgMc&feature=youtu.be&fbclid=IwAR1ySee7nZVjKRJ75VLYpl1xQiFtQHBcPpErUlCs-TVQJcAYL5Q0XnkLoJI

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Kristin Green

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I think it would be better to wait to make a decision on the CDD until all stakeholders have been heard (including parents and teachers) and people are able to engage with the district. As a result of the pandemic, people are not able to engage with the district. I do not think the district will get buy in from the stakeholders until this happens.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

David Simpson

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Vote NO against the proposed CDD plan. Vote against a Seward Montessori K-5 school. K-8 schools perform better overall than K-5/Jr High solutions. Many of the students at Seward are drawn from our community and the school is already racially balanced with low discipline rates. It works! Why change it to something that will disrupt the education of countless students? Many families at Seward have multiple children attending. The K-8 model takes so much pressure off already stressed families. Positive outcomes for all students are a community effort and won't happen by turning the district upside down and starting over. If it's courageous decision making in the face of affluence and power you are clinging to, then be truly courageous and vote NO. Use the funding we all voted YES on and hire more teachers of color; add more people of color to authority positions in each of the schools to include the voice and role modeling that is needed. Include parents. Include the communities of the schools you are voting to gut. Improving outcomes must happen on the school level. We vote, we finance the district and your jobs and your political aspirations, we didn't elect you for this.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Jim Moore

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Board Members, I write to you as a passionate believer in public schools as a forum/incubator for equitable public interaction and dialogue. As the son of two life-time public school teachers, husband and SIL of three private school teachers, and architect of both public and private schools, my life has been immersed in inspiring educational environments. As a co-chair of a council devoted to building equity in Seward Montessori School, I am also deeply sensitive to the sacrifices essential to rebalance the Minneapolis educational community, and embrace what I understand to be the mission of the CDD to break down the barriers of equity in our community. However, after innumerable re-reads of each draft of the CDD, I still am unable to connect the dots to understand why the model of the CDD cannot be making better use of existing flourishing programs as catalysts to grow positive change across the district instead of dissolving them to start from scratch. I urge you to reconsider discarding the K-8 model at Seward Montessori School as an example of a flourishing, "Stone Soup" program instead of using its model to grow other programs in needed areas. Time is too precious to start over.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Rosemary Lawrence, EdD

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Minneapolis resident | Residente de Minneapolis | Degan magaalada Minneapolis | Neeg nyob rau hauv Minneapolis

Comment | Comentario | Faallada | Cov lus tawm suab

An early CDD posting indicated transparency as a value of the Superintendent and School Board. Your final plan was released in late March after schools closed because of a global pandemic. Public response has been limited to 200 words as announced in the Star Trib and on your web site. How will people who don't write well, or don't get the Star Trib, or are not in the Mpls email system, or are homeless, etc. going to share their thoughts. You may have many good ideas, but none of them are worth silencing the voices of those who use Mpls schools, or who have chosen not to attend Mpls schools. A major decision like this should be transparent, inclusive and thoughtful. Inflexible timelines when people's lives are totally disrupted by covid-19 sends the wrong message. Before more families choose to leave our schools, or people choose not to move into our city at all, it is important to gain ownership and trust in a change process that will have a significant impact on the future of our educational system.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Luis Pires

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I feel like 200 words is not enough to express what I am feeling right now and how wrong what you are doing to this community is at a time like this. I do not think you understand that you are harming immigrant children, Latinos and Somali families that need their dual language programs and K-8 schools for the sake of keeping all kids together and having a better education. I also heard of families pulling their kids from school, home schooling them because of how sad\frustrated they are that you are closing their schools. At this time, 1 in 5 Americans have applied for unemployment benefits since March and you want to add this burden on us? I am employed for now but me and my co-workers are all in the uncertainty of having a job next month and you want to uproot our kids from their schools, their teachers and principals from their jobs? Why are you not answering the valid questions from those who oppose this, which are the majority? Why do you think, regarding all the evidence against this program, that you have the right to vote against the will of the people you represent?

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Bob von Sternberg

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

To the board: Please have the courage to be humble. Please understand that all of us -- students, parents, teachers and, yes, board members -- face a heavier lift than anyone could have imagined three months ago if we want the city's education system to survive. Hopes for equity and plans to eradicate historical injustice are goals that all fair-minded people serve. But they pale next to the staggering, uncertain task of operating a school system at all in the coming months. It has become increasingly clear that the next school year will remain uncharted territory, imperfect and improvised and fragile. It will not be a time for a wholesale reorganization that compounds uncertainty and leaves students, parents and teachers feeling marginalized. It is a luxury Minneapolis schools can't afford at this moment of crisis. This is not the time to debate the flaws and virtues of the CDD (especially since no genuine debate is remotely possible). It is time to acknowledge the profound uncertainty of the coming months and have the humility to admit that small sure steps are better than giant arrogant leaps . The physician's credo applies to you: First, do no harm. Please.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Allison Sharkey

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

The CDD needs to be delayed until we figure out the impact of the COVID crisis on operations and budget over the next couple years. South central is going to suffer with this model. Families have enough that they are struggling with in this neighborhood. This will only add to their burden. The personal impact on my family is that it very negatively impacts all of our schools: 1 The proposed model eliminates my children's school, a school which excels at meeting district goals, including being a multicultural school that uplifts Latino culture (Windom). 2. Will force them to attend a new high-poverty middle school, in a building not conducive to learning (Andersen), and 3. Makes the school where my husband teaches a newly racially identifiable school, disrupting the neighborhood's identification with and investment in the school (Lyndale). 4. Also moves South high towards being a racially identifiable school.

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Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Jason Burgmaier

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Dear Board Members, As a parent of children in MPS, I am writing to urge you to vote NO to the CDD. Families of all races and ethnicity throughout Minneapolis overwhelmingly oppose the CDD, yet the district is not listening to their voices, instead brushing them under the rug for these defiant behavior. The district has repeatedly suggested they are listening to community feedback, yet the district is ignoring their pleas that the CDD proposal will be a disaster. The district wants you to believe that the CDD proposal is the only way to save MPS. There is nothing further from the truth. The CDD proposal will create a massive disruption to all MPS students. Look to the data! Listen to MPS families! Massively reorganization of schools and forcing a huge portion of students to move to a different school as the primary means to address the objectives of the CDD is a reckless and avoidable decision that Superintendent Graff himself has called a “great risk.” Please vote no to the CDD proposal.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Lani Kranz

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

My husband and I are both graduates of MPS a and my father was an educator in the district for over 30 years. We chose to live in Minneapolis and send our two children to our community school, Burroughs. We live in the stretch of Lynnhurst which lies south of Minnehaha Creek and north of 54th street, so our children, like many others, would have to change their pathways. Our son, who is so excited to start at Justice Page next year with all of his current classmates, is no longer excited because he knows he will have to leave in 7th grade to attend Anthony because our house is 5 houses south of the creek. 95% of his current classmates will remain at Page. Our children's high school commute will now involve two transfers to Southwest instead of an easy walk to Washburn. If this overall plan demonstrated that it could achieve any of the goals it purports to, our children's sacrifices would be worth it to me. But without any solid evidence to support that these objectives will be met, I cannot support this plan. I urge you to vote against the CDD as it stands. Thank you.

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Laura Rinas

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I have three kids at Seward Montessori— they were all looking forward to being there through eighth grade. Please don't waste the investment in the school by removing the middle school. They just built it. Please delay the vote until the public can have its say. There is no reason to rush this during a pandemic.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Carolyn Williams-Noren

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I agree with the goals of the CDD. MPS has failed many students, and change is needed. But I urge you to reconsider one aspect: please keep more K-8 schools. As a parent of 2 Seward students, I know this middle school environment is helping a diverse student body thrive. MPS has invested millions in it. Teachers, staff, and families have invested hours and heart. Please don't waste this. Please don't get rid of a program that's already working well. It might be hard to make a change to the CDD at this point, but I urge you to take that tough step and reconsider this part of the plan.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Bridgit Jordan

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Not happy with last minute switch of immersion middle school to Anderson, with not nearly enough time for feedback in the middle of this pandemic. Please delay this vote to allow for proper time and ability to rectify this problematic change.

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Julie Tennessen

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

MPS employee | Empleado/a del MPS | Shaqaale MPS | MPS neeg ua haujlwm

Comment | Comentario | Faallada | Cov lus tawm suab

As a product of MPS, a daughter of a retired MPS teacher, and an MPS teacher myself, I see patterns. The district holds “listening sessions” and “collects feedback” just to say they include “community input” in their plans. They don’t consider it unless it supports their plans. I saw this at fake town halls while at Windom as the district planned the bilingual MS pathway. Parents were furious they would be “asked for ideas” when a plan was already set. Also the district claimed all northside families wanted a “true middle school experience“ to justify dismantling our Northside K-8s. That triggered families to pull their kids from my school as the oldest reached 5th grade to put all their children in private or charter K-8s. I’m confused by the claim the CDD “improves equity”. The CDD does nothing for my Northside students. It strips us of our TDL classrooms, leaving us with fewer options and no supports to benefit our community. The district’s recommends families who still want bilingual support to bus their children out of the neighborhood to one of the “centrally located bilingual sites”. This leaves my school further segregated and isolated. I don’t see the equity.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Andrew Carl Thompson

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

The CDD should be unanimously voted down by the board. Public opinion about it is overwhelmingly negative and it fails to take into consideration the new Covid-19 reality we live in. The board should table any redistricting plan until next spring at the soonest. Future discussions should include agreement by the teachers union and general public involvement and support. The CDD was crafted by outside consultants and does reflect the values of the families of MPS.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Joan Kovacovich

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Dear School Board, As a parent of two children in the Minneapolis schools I am appalled you would proceed with this vote in the midst of a pandemic. Models are now predicting schools may even need to remain closed or operating under modified practices in the fall. How will you even be able to allocate resources to the massive changes under these circumstances? My understanding is the CDD is mainly to close the achievement gap and reduce costs. I have not seen evidence that it will do either. The amount of disruption it will add to already stressed families is unbelievable. Please do not proceed with the vote now. Thank you, Joan Kovacovich

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Chris Wiger

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I am NOT in support of the current CDD plan. While I strongly believe in reexamining policies and practices that disadvantage students of color, passing a vote in the midst of a pandemic is not acceptable. I live in Longfellow, and my children were attending Hiawatha Community School and were having a great experience. The current CDD plan does not align with the component of building a "strong foundation of community schools" when the plan sends my children to a middle school that is 3 miles away, while the middle school that we were previously slated to attend is within walking distance. While the board previously stated "peer relationships are important", the current CDD plan does NOT take peer relationships into consideration, as the current CDD plan will disrupt my children's relationships by splitting them up from current classmates for their ENTIRE MPS career. I am disappointed with the upcoming CDD plan and vote -- particularly during COVID-19 -- as students' schooling is already disrupted, and families are struggling to pay attention to the fast changing plan and provide input. At a time when MPS is looking to increase enrollment, this plan will now have the opposite effect.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Ness Madeiros

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Please delay the vote until we are back to post-pandemic normalcy. We need and deserve more information and transparency - an equity audit. The vote should be delayed until people have the energy and time to focus on and engage in this process. Please also keep existing k-8 schools. The research and the reality support them. They are

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Anne DiFiore

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

We chose diversity. We are white. We feel discriminated against. We send our kids to Anwatin (middle) and Windom(elementary). The faculties have developed support both inside and with help of parents. Parents philosophy is we want diversity. What is happening is a tear down of established/building programs? Seems minds are made up to move so here we are. So, don't choose Anderson. Choose Jefferson. You alienate a group that chose diversity and are willing to step in and volunteer for the sake of diversity. Jefferson makes much more sense for all sides/locations. It is already a K8. Keep MSP costs down. Keep teachers happy. Keep volunteers coming. Keep kids safe. Don't reverse discrimate for those that chose diversity. Don't lose the opportunity to bridge the economic/racial gap and keep a mix of cultures including Latino Asian Black AND white. We chose diversity. Otherwise, you are going backwards. Help more choose diversity.

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Sarah Cooper-Evans

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I am an MPS parent and educator. I have been listening throughout this process. I want to take direction from parents and students in communities who our current system is failing. Now, in the time of distance-learning, I think we have learned both about the inequities that have always been present but also about the power of relationship among students, families, and teachers. The relationship that's foundational for our schools to be the village in which we raise our children. So when I think about the CDD, I am disappointed that communities who have made their voices heard, especially the northside community model Kerry Jo put together with families , and the voices of Anderson and Green families, are not incorporated in the current model. During this "Great Pause," can we possibly center the voices of those who are doing the work-Current and potential MPS families, MPS students, and MPS teachers? Can we have the courage to get an equity audit from a recognized organization focused on community driven solutions? There is so much creativity and knowledge in MPS- it's showing itself right now-let's use it. Take the time to adapt and collaborate so this CDD will strengthen our village.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Zoey

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

K-8 is what this school district needs more of! Why take apart a family like Seward and other K-8 schools? That will NOT help the district with the problem that it has. This is NOT the time to propose plans and switch up the lives of many people already going through a lot! Please don’t pass these new plans!

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Tyler Davis

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Dear Board members, I write to implore you to vote NO on the current CDD plan. No equity audit has been done to support its efficacy, and especially during a pandemic which may impose drastic changes on MPS, we need to make certain changes will serve all students. I write as a concerned parent, yes, but also in my professional capacity as an early childhood mental health consultant. This plan woefully neglects the social emotional context in which learning takes place, not to mention confusing building-level outcomes with those of individual students. Without an equity audit, without community engagement in which the most vulnerable families are represented, and without consideration of the destabilizing force of COVID-19, the implementation of this plan will do serious and lasting harm. It will break up stable learning communities and sentence newly formed schools to start in chaos. Please remember that you are accountable to our city's children, and to your constituents. It is incumbent upon the district to demonstrate how this plan will fundamentally improve experience and outcomes for the children most vulnerable. A yes vote at this time fails to hold the district to the standard our students deserve. Voters will remember this.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Rachel Widome

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Please retain Seward Montessori's status as a K-8 school. Eliminating Seward Montessori's middle school does not make sense for either equity or efficiency. K-8's are engines for equity. One statistic that is particularly compelling, is how rates of behavioral referrals in K-8s like Seward are far lower compared to behavioral referral rates in standalone middle schools. For instance, in recent years, 7% of Seward middle school students had behaviors referrals versus 19% of Sanford's. Not labeling kids of color as a disciplinary problem during these middle years disrupts the "school to prison" pipeline. Further, students of color consistently rate the school climate in K-8s higher than students of color in stand-alone middle schools, indicating greater comfort at and connection to these schools. Seward Montessori is currently a highly preferenced, racially integrated school with a student body that is representative of its community. It is also the only MPS school that is actually located centrally in the Seward / Cedar-Riverside neighborhood. Further we need more middle school seats for SE Minneapolis kids. The middle school that our neighborhoods' kids would be sent to in the CDD (Anderson) is projected to be overenrolled by 50%! Thank you for considering this.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Eva Timmons

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I'm the mother of a 1st grader in MPS. Please do not pass the CDD in its proposed form. While it's clear that changes need to be made in MPS to provide all children the education they deserve, the CDD is not the change we need or deserve. The district hasn't shown how the CDD will actually help with equity. Please delay voting until after the district has secured an Equity Audit by a neutral third party on the ramifications of the CDD. We also need a financial audit to evaluate the fiscal sustainability of MPS under the CDD. If we don't have evidence that the CDD would help equity and financial security, why in the world would we uproot that many families and communities? There hasn't been enough community engagement throughout the CDD process. This is unconscionable. Now isn't a time to be able to engage parents, teachers, and administrators effectively. They are literally dealing with life and death issues. To try and push the CDD through under these circumstances is unethical. This time of extreme disruption is painful for us all. Please don't make it worse by forcing children to move schools and having their established communities uprooted.

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Michael Johnson

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Is it courage to NOT use the power of the Board of Directors to demand that the district staff prove that the CDD will improve the educational outcomes for students of color? Previous plans that have failed were based on good words, intentions, and hopes. I challenge the Board to have the courage to use their power to demand that, unlike previous efforts, the staff prove that the CDD will improve the outcomes for students of color and that the CDD will not be approved until the district staff has done so.

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Kristine Jagers

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Vote NO for this version of the CDD. There is no transparency: The budget is vague and will put us more in the red There is no academic plan or way to measure success Inclusion of teachers and parents (particularly Somali and Latinx) have not been included in the process. Translation has for Latinx and Somali has been nonsensical 97% of feedback opposes this plan. There will be mass exodus if the plan is approved Regroup and come up with a new plan that involves teachers and members of all the community.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Chelsea Miller

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Please keep Seward k-8!!!

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Paul Douglas Kranz

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

My wife and I are both graduates of MPS and I have lived in the city for almost 40 years. We chose to live in Minneapolis and send our children to our community school, Burroughs. We live in the stretch of Lynnhurst south of Minnehaha Creek and north of 54th street. If CDD is implemented, our children, like many others, would have to change their pathways. Our son, who is so excited to start at Justice Page next year with all of his current classmates, is no longer excited because he knows he will have to leave in 7th grade to attend Anthony because our house is 5 houses south of the creek. 95% of his current classmates will remain at Page. Our children's high school commute will now involve two city bus transfers to Southwest High (school my wife and I both graduated from) instead of an easy walk to Washburn. The current CDD plan does not present any solid evidence to support that the objectives will be met. I cannot support this plan and will be forced to reconsider whether my children attend MPS if implemented. I urge you to vote against the CDD as it stands.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Jay Smigielski

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I am extremely disappointed in the CDD: both product and process. I hope you will vote against it, even as we all agree that we must have transformative change to do better by all Minneapolis communities of color. The CDD is driven by specious data, ignores the human element so important to schools and education, displaces thousands of children, rigidly eliminates working programs, lacks critical details (leaves too much to future fixes), deprives parents of meaningful choice, and dangerously relies on the optimism that “doing something” is better than “doing nothing,” regardless of the consequences or chances of success. And frankly, the entire process has been insulting to everyone except fans of the CDD. If MPS could clearly show even a 50-50 chance of important increases in equity (I like the idea of centralized magnets), I could consider supporting, but there is a strong chance the CDD will not work at all. The CDD’s success relies on a projection of correlated statistics, a belief that if children are shuffled around to achieve certain demographic benchmarks, inequities will magically disappear. In reality, the CDD’s legacy could easily be our students’ pain and loss of community. Please vote NO on the CDD.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Sean Murray

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I found out recently that the middle school is planned to be closed and moved to another school. I am hoping this can be reconsidered, I have a 1st grader and an upcoming kindergartner who I am hoping to have at Seward until 9th grade. Being able to stay allows them to develop leadership skills before making the difficult transition to high school. As someone who did go to a large middle school for 2 years before high school I did not find it to be as conducive to learning and confidence building as if I could have stayed where I was already established. Please reconsider this plan and continue to offer 7th and 8th grade at Seward.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Annika Ewing

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Dear Minneapolis School Board Members, I urge you to vote no on the CDD at this time. Our students, teachers, staff, and community need stability during this pandemic not huge change. We need time to regroup and recover from COVID-19 in a known supportive understanding environment without the threat of changes looming. I also disagree with the CDD as I believe our 6-8 graders need the opportunity to be in their communities as well and not moved to a large middle school outside of their neighborhoods. The conversation around the CDD keeps emphasizing strong community schools, so why don't our 6-8 graders get this? Please consider keeping K-8 schools! I also believe that the distract has not done enough community engagement to explore what families want and need in their schools. We should be building what families want and not what the district thinks will work. Please engage all of the stakeholders before making such a huge change. There is no doubt changes need to be made within the district but the CDD is not the plan. Please vote no on the CDD. Thank you for your consideration.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Katie Nissly

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I support equity. I seek out and listen to non-white community members and leaders for guidance on how to understand issues. I have not heard adequate compelling support for the CDD as it is currently proposed. Please delay the CDD until after an equity audit has been completed by a 3rd party. We demand data that demonstrates how this re-design will improve equity as well as a transparent budget. K-8 schools are better for children's developmental needs and also better for community's/family's needs. Why change Seward to K-5 when it is currently an integrated and highly functional school? I'm concerned even more families will leave the district if this passes as written.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

kate phillips

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Good Morning, As a parent of a current 5th and 2nd grader and incoming K at Burroughs community school, I beg you to to reconsider the plan when you can provide the community with data that will in fact support this change. We have put our heart and soul in to this community and to have our children uprooted due to the CDD will indeed cause trauma. We also live a block and a half from school. Changing schools makes absolutely no sense. PLEASE reconsider! Thank you for your time. Proud public school parent, Kate Phillips

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Jennifer Levine

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

The voicemail states feedback must be emailed. The irony of this inequity is another demonstration of The Davis Center's disregard for true equity. I am a middle school teacher of 15 years and selected a K-8 for my children. K-8s provide the best whole-child approach during middle years. The Board wants people to believe that K-8s offer fewer classes which is a negative impact for students, I disagree. Even if there were more electives, I would still choose a K-8 with fewer. Our community schools are getting whiter through CDD. Families that could walk are now bussing across freeways to their new "community" schools. Citywide dialogue has built walls when you should be building bridges. The largest wall you've built is between families and the Davis Center. You've eliminated all trust from the community. It's clear that you intended to pass this plan no matter what; therefore, even a global pandemic will not stop you. People are dying, families are in financial hardship, students are experiencing trauma, but CDD prevails! It's not too late to change this narrative; use this time to focus on technology and access for all families and be proactive with the rapidly-changing state of education.

Full Name | **Nombre complete** | **Magacaaga oo buuxa** | **Lub Npe**

Lesley Henry Kadish

Your relationship to MPS | **Su relación con MPS**
Xiriirkaaga aad la leedahay MPS | **Koj kev muaj nrog rau MPS**

Minneapolis resident | Residente de Minneapolis | Degan magaalada Minneapolis | Neeg nyob rau hauv Minneapolis

Comment | **Comentario** | **Faallada** | **Cov lus tawm suab**

Please keep the Seward middle school open

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Meghann Gordon

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I'm writing again to highlight the trauma MPS students are experiencing as a result of the pandemic, and how great their need for stability will be upon their return to school. An opinion piece in Education Weekly (link below) states, "There is little doubt that there will be substantial increases in mental- and behavioral-health problems for students and adults when schools reopen their physical buildings." The first recommendation for helping returning students heal is to develop a district-level response plan. This is where the attention of the district and the board should be for the next several years, not on a large-scale reorganization that will create confusion, anxiety, and stress. Pulling focus from the COVID recovery effort is inequitable and inhumane. I am asking the board to vote no on the CDD and on upending our families' lives during what should be a time of healing and stability. Sincerely, Meghann Gordon, MA https://www.edweek.org/ew/articles/2020/05/07/the-pandemic-is-causing-widespread-emotional-trauma.html?cmp=eml-enl-eu-news2&M=59570196&U=1873084&UUID=b218cab6ee010cc3a752a06fc16087fa

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Germán Bermúdez, Ph.D.

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Other | Otro | Kuwo kale | Lwm qho
Impartial Observer

Comment | Comentario | Faallada | Cov lus tawm suab

After working for 20 years in many education agencies and boards in Connecticut I have seen a bit of efforts to address education inequities. What I see in the CDD is a commitment to essential integration, equity and quality goals. But I cannot detect a fully informed planning process behind it. In fact, there has been a remarkable lack of attention to the potential unintended consequences in the lives of the MPS community, in the system finances and operations, and in all legal and labor related aspects of the functioning of school district. As I impartially see it, the CDD is not a strategic plan. By definition such plan creates a series of well-studied, sufficiently vetted, and properly understood set of systematic actions. It sets step-by-step markers of progress, actions, responsibilities for actions taken, and evaluation or results that allow for proper adjustments along the way. It seeks to establish a fully rational and consistent approach in achieving desired goals. It creates clear, positive and lasting results. The CDD is not a strategic plan. Contrary to the good intentions of the board, it may prove to be a blow to the system from which it would be hard to recover.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Brad Hilkene

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

MPS has consistently solicited feedback regarding the CDD which to date has been opposed by the teachers and parents of both privileged families as well as those currently underserved. The CDD is clearly focused on a worthy goal of improving the experience of all students. However, the current proposals have not provided a compelling solution to these problems. Centralized magnets are less accessible for two thirds of the city than the current system. This will only decrease demand and increase transportation costs. Reduction of K-8 schools will result in huge capital expenditures to retool existing buildings while funneling students into a one size fits all 6-8 solution with overcrowded middle schools and reduced stability for families. Various members of MPS, including the Superintendent, have freely admitted that they do not know if the CDD will work. Ultimately it seems that the most likely outcome will be huge capital expenditures while alienating families and decreasing attendance and revenue - without providing impactful benefits to underserved communities. Those opposed to the CDD are not in defense of the status quo. Rather, Minneapolis deserves a better solution that will strengthen our schools and replicate successful programs in all areas of the city.

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Jackie Gaare

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I am writing to voice my support for moving forward with the CDD. While I still have concerns about the plan, we can no longer wait to 1) balance the district budget 2) end the inequitable distribution of district resources. I have heard several parents in my area of the district (south) raise concerns that they do not want the extra stress of change during the current COVID situation. We can no longer make the comfort of the privileged our first priority. The disproportional impacts of both COVID and the inequities in our district are much worse for families of color – the time is now. Thank you for this opportunity for input and your work on the CDD.

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Becky Sowder

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Please postpone this CDD changes until after the crisis pandemic in Minneapolis. This will upset so many families and children and I can't even begin to imagine the emotional fallout. The plan needs a lot of work, and the kids deserve better. There are so many unknowns, my children are often in tears when they think about the future and if they will return to school. Both my daughters are at school's that will no longer exist for them after the CDD passes, and they will be switching between 3 schools in the next 3 years. They need a solid school community more than ever right now, and if this passes they won't have one.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Casey Jackson

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

At a time when the school board cannot have a good discussion with the community about the plan, it's not appropriate to move forward with a vote. It's sad and embarrassing actually, to think they even would. We need to use this time to figure out the current situation and how to safely reopen schools in the fall and deal with the fallout of this pandemic. They need to be thinking of options of how to keep students safe and how to manage the schools in the fall so that they can reopen. This CDD, in the confusing formats it has been sent, is not appropriate. It's going to cause far more chaos in the lives of these kids who have already endured so much. In particular, our children have had to deal with the unexpected death of a principal, had to grieve and learn about suicide, now have school closed due to the pandemic. These kids deserve some consistency and stability. Not just mine but MPLS wide. I think this entire plan needs to go back to the drawing board. We can do better!

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Elizabeth Roe

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I am writing to urge your "No" vote on the CDD. The first reason is the current pandemic situation, and the impact that pushing through a proposal during a time of isolation from schools and other community institutions will have on future community and district relations. This will increase mistrust with the district, and might negatively impact the likelihood of the next referendum passing, funds that the district relies on to cover its operating expenses. This impact also applies to the need to raise capital funds for this proposal. A second reason is lack of detailed information about projected costs and savings, or sources from which funds would be reallocated. You are not acknowledging what activities will be eliminated in order to pay for this proposal. Similarly, the proposal does not quantify the short-term costs of lost enrollment as families who are redirected to new schools outside what they consider to be their community leave the district. Whether or not a redesign proposal will have long-term positive impacts on retention is unknown. What is fairly certain is that a proposal this disruptive will drive families away in the short-term. You should understand the impact on budget before making this decision.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Michaela Levine

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Minneapolis resident | Residente de Minneapolis | Degan magaalada Minneapolis | Neeg nyob rau hauv Minneapolis

Comment | Comentario | Faallada | Cov lus tawm suab

I oppose the CDD on the basis of reckless financials. Per the Star Tribune, the City of Minneapolis (the primary funder of MPS) is anticipated to lose $200 million in tax revenue due to COVID. The State of Minnesota (a secondary funder) is also projected to lose a significant amount of tax revenue. MPS itself has stated as a result of the CDD, it anticipates a loss of revenue from planned defections. Yet in these times of drastically reduced revenue, the CDD calls to borrow $200 million in bonding to fund its plan. It also admits that portions of the academic programming that have been promised to SOC will need to be cut before even being rolled out. The taxpayers of this city, many of whom are currently unemployed or furloughed, should not be on the hook to bail out the fiscal irresponsibility of MPS. Can MPS even define what the $200 million in additional cost even provides other than a “well rounded education for all?” I want to know how academics, sustainability, and equity are actually going to improve from X to Y over the time period of Z. The inability to do this speaks volumes.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Ruth Wollersheim

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I am the parent of a kindergartner at Hiawatha Community School and a third grader at Howe Elementary School. I live at 3121 36th Ave. S., just south of Lake Street and half a block north from the newly drawn border in the Longfellow neighborhood. According to CDD proposed boundaries, my children will be reassigned from our current community schools- Hiawatha/Howe and Sanford- to Dowling Elementary and Andersen Middle (which is over 2 miles from our house and does not make sense in terms of transportation costs). I can accept Dowling as a secondary neighborhood school option since it is still within my community. However, we live only six blocks from Sanford Middle School, within the walking boundary. We drive, jog, and bike, past it daily and have been pointing it out to our kids as their future middle school as long as they can remember. My spouse is a charter school principal, and instead of sending our own kids to a charter school, we have chosen to keep them in MPS precisely because of the community aspect. This shift for us from Sanford to Andersen makes me heartbroken and is causing me to rethink our schooling decisions moving forward.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Carolyn Stark

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Minneapolis resident | Residente de Minneapolis | Degan magaalada Minneapolis | Neeg nyob rau hauv Minneapolis

Comment | Comentario | Faallada | Cov lus tawm suab

Have 3 kids that graduated from Mpls Public Schools. Support overall goals but the proposed design won't achieve them. Families with multiple kids in K-2, 3-5, 6-8, 9-12 is too many schools for parents to manage. Regarding High Schools specifically: Boundaries are crazy. Families want safe schools and communities, and shuffling kids and programming, and redrawing boundaries every 10 years doesn't solve the safety issue. Nor the access to wi-fi, computers,etc. Long bus rides to school or across town to take a specific class during the day is counter productive to getting kids to spend more time learning. All kids have the ability to learn, but it is economic/poverty/technology access and parent involvement that gets in the way. For this reason, the achievement gap can't be solved by schools alone. The further the school, the less likeliness of parent involvement. This plan needs the input of principals and teachers on the front line, parents, the broader community, to come up with a much better solution rather than just allowing them to comment after the plan is already designed. Without addressing the broader issues you are just rearranging seats on the titanic & will continue to lose families.

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Cheri Keepers

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

This is not the time to be making critical decisions for the district, disrupting an already challenging time for students and families. Please consider waiting until we know more about next year and CO-19 impacts on MN education. Students, teachers, and families will need stability moving forward. This will have Strong implications for K-8 schools that would benefit from not having to move schools. Please slow down and consider postponing or rethinking this change.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Jim Barbeau

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

As a parent of MPS children, I have problems with both the methodology of CDD and the timing of this vote. These are our schools, and something this important should wait till we can all add our voices. I also find the goal of the CDD does not aliign with the method of the CDD. Thank you.

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Anne Beschnett

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Although I feel emotionally exhausted in submitting yet another piece of feedback to the board, I will once again encourage you to reject the CDD in its current form. This is an incredibly trying time for most families. Home school is stressful and sad enough, and the thought of having to uproot our children in a year and a half, when we don't even know if they will be stepping foot in our current schools this next academic year, is heartbreaking for families throughout Minneapolis. The evidence provided in the CDD plan does not convince me that these boundaries will be successful to closing the achievement gap. Rigorous curriculum development, well trained and compensated teachers, and better support services seem to be a more logical place to start before implementing radical and often nonsensical boundary changes. This is not the time, and this is certainly not the way. I encourage you to vote no on this plan and find a way to work towards closing the achievement gap through ways that are less disruptive to the lives of students and families. Otherwise, I think 2021 will be a banner year for charter and private schools.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Kelsey Pappano

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I feel that by disregarding proximity of homes to schools you will negatively impact engagement in both neighborhoods (because there is not a common school to introduce and unite families) and in schools (longer commute making activities and participation harder, fewer carpool options, less connection with other families as they're much further away). Families, such as mine, that live within walking distance of their current neighborhood school are being bused to further schools in different neighborhoods. Engagement in schools and communities is a vital part of what makes Minneapolis an attractive place to live, and as you erode that it not only affects the families utilizing the schools but the city as a whole.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Juan Carlos Ordonez

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Estimados miembros de la Junta de Escuelas de Minneapolis, Como padre de dos niños que estudian en el Distrito de Minneapolis, me da terror, miedo, y tristeza ver que ustedes van a proceder con éste voto en la mitad de una pandemia. Hay modelos epidemiológicos que ahora están prediciendo que las escuelas permanecerán cerradas u operarán bajo medidas especiales en el otoño. ¿Me pregunto cómo van a poder distribuir recursos con este cambio masivo que piensan hacer, y bajo éstas circunstancias? Según entiendo dos de los principales objetivos del CDD son disminuir lo que llaman la brecha de logros y también disminuir los costos. Sinceramente no he visto ninguna evidencia que muestre que estos dos objetivos se van a cumplir. Lo que si he visto es que indudablemente los costos van a aumentar. No se imaginan todo el estrés y ansiedad que este proyecto está causando en familias como la mía que tienen hijos en escuelas de Minneapolis. Por favor les suplico no voten sobre el CDD en Mayo 12. Gracias por escucharme.

Dear members of the Minneapolis School Board. As a father of two children studying in the Minneapolis District, I am terrified, afraid, and saddened to see that you will proceed with this vote in the middle of a pandemic. Epidemiological models are now predicting that schools will remain closed or operate under special measures in the fall. I wonder how you will be able to distribute resources with this massive change you plan to make, and under these circumstances? As I understand it, two of the main goals of the CDD are to reduce what they call the achievement gap and to lower costs. I honestly have not seen any evidence to show that these two goals will be met. What I have seen is that costs are undoubtedly going to go up. You cannot imagine all the stress and anxiety this project is causing for families like mine who have children in Minneapolis schools. Please do not vote on the CDD on May 12.

Thank you for listening.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Leila hassani

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Other | Otro | Kuwo kale | Lwm qho
student

Comment | Comentario | Faallada | Cov lus tawm suab

as a student at Clara barton open school, I will not get to graduate with the people I've been surrounded by for more than half my life. barton is an amazing school with a safe environment, diversified students, and amazing opportunities. to my understanding, the CDD is to diversify MPS but if we change barton from an open k-8 where everyone can get the education they deserve, to a k-5 community school, it is taking away those opportunities from people that need it the most. also, say we change barton open into a community elementary school, half the kids in that neighborhood are already attending Burroughs or lake Harriet meaning if barton doesn't get enough students, it could potentially shut down. Please consider keeping barton open school the way it is.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Kenneth Purnell

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Other | Otro | Kuwo kale | Lwm qho
Student

Comment | Comentario | Faallada | Cov lus tawm suab

Good morning, my name is Kenneth Purnell and I am a senior at Patrick Henry High School . I understand the sudden change to the district may be pretty tough but the current district is negatively affecting my peers and are missing out on the “equity” part . There are many wealthy white students who can live off the district . With that being said , I believe we should push for the Comprehensive District Design . Despite the current situation at hand, we can’t let our current district negatively impact the students after us . From diversity, equality, teachers who actually believe in us , and education that everyone is worthy of. The CDD is the change we want .

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Josh Becker

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I oppose the CDD plan as it stands due to the significant disruption it causes students and families with many of us being forced into changing schools within the district twice (in 2021 and then with matriculation in 2022). This is detrimental to the students. Further, many are now not able to attend their community school even though that was a stated goal. I agree with the goal of decreasing the achievement gap, but this plan has not clearly demonstrated it will actually benefit in the way it is intended. Further, without buy in from teachers and many families it is unlikely to succeed. Finally, I am very concerned it is setting up some schools for closure. On the south side for instance many elementary schools will be left with only 60% enrollment by this plan. That will not be sustainable and either a school will be forced to close or programs will have to be severely cut in these areas in a few years. I urge a complete rethinking of the CDD process and that you vote no to its current iteration. Our students and the problem of the achievement gap deserve a much better solution.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Dana Bennis

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Yes, it is urgent to make MPS more equitable and financially sustainable. I applaud the goals of the CDD. Yet this plan accomplishes neither. As countless fights for justice around the country have shown, equity in education requires changes in programming that engage BIPOC youth, including culturally sustaining pedagogy, ethnic studies, and sustainable community schools (see http://www.communityschools.org/, they are different from MPS's "community school" which really means neighborhood school). This plan offers none of that. We need an Equity Audit to ascertain the impact of the CDD on education equity. Meanwhile, reporting shows that school districts face catastrophic budget cuts due to COVID-19. This is not the time to agree to a plan that adds $11M to the budget/year plus millions for capital expenses to renovate buildings due to shifting grade levels. We need a Financial Audit to understand these factors. And, the majority of parents and families don't have time to understand or offer feedback on the CDD given the incredible stress of the pandemic. We need to Delay The CDD until meaningful public engagement is possible and until MPS and the community work together to build a plan that is truly equitable and sustainable. This is #OurMPS!

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Phillip Pappano

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Minneapolis resident | Residente de Minneapolis | Degan magaalada Minneapolis | Neeg nyob rau hauv Minneapolis

Comment | Comentario | Faallada | Cov lus tawm suab

I moved to the neighborhood so my kids could go to hale & field. We're basically in the Walk zone for Hale, but now that won't be an option as they'll be sent across to Wyndom, then Anderson, then finally across S. Minneapolis to Southwest. For our group of near 56th and chicago, East of 35 this seems ridiculous to increase bussing across the City. I agree redistricting needs to happen, but to send children past 2 or three other schools seems to defeat the purpose. Just as it may have been unrealistic in the past to truck diverse students past a school that was closer. Isn't it also unrealistic to do the same to fix the issue? Positives - I like racially-balanced schools. It improves all students. I think decreasing bussing cost is fiscally responsible. I understand the that the best case is probably a compromise of many things, but in this case my neighborhood will be driving across town to balance the needs of another part of the city. Why not allow for families that are within a 2 block radius of another school zone that is closer the option to "lottery or enroll" to another zone?

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Matthew Stenberg

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

We do not support the CDD. We understand the need for changes but a better plan is needed. If saving on transportation costs and making magnets centrally located is a goal why not keep in tact the successful magnets such as windom and simply move to a new centrally located building? Shutting down successful schools does not seem like a good option. These schools should replicates not closed.

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Gabriel Cheifetz

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I'm writing to request an amendment to the CDD that will keep the middle school at Seward Montessori. The middle school at Seward is an equity success story that should be studied and replicated, not shut down. Seward Montessori (K-8) is: - Racially and economically integrated - Centrally located near Cedar-Riverside - Overwhelmingly loved by its students and community The school has spent years painstakingly improving its model, which actively builds up the middle school students to be leaders in their school community. A big part of this is a connection with their K-5 Montessori roots. You can see the pride that the middle schoolers take every day, holding the doors open for the younger students. It contributes to the striking sense of calm and mutual affection that you feel when you walk in the building. In addition, MPS recently spent millions of dollars building out the middle school with infrastructure that cannot be used by K-5. Amending the CDD to keep the middle school at Seward will allow MPS to save money and, more importantly, strengthen an amazing equity success story.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Mara Pelecis

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

For the record, I would like to state that I support the delay of the vote on the CDD until there is an Equity Audit as well as a Fiscal Audit – to ensure that the stated goals can be achieved under the current proposed CDD. It would behoove Minneapolis Public School Board Members to fulfill their duties to district families and educators, as well as the residents of Minneapolis who elected them to office – and fulfill this reasonable request – which falls under MPS' own policies.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Jaydee Eggert

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Please consider keeping/maintaining Seward Montessori as a middle school. It has a strong proven track record of success and would only serve the larger community by continuing be a accessible magnet for k-8. The cost to remodel and change rooms to accommodate a larger K-5 may not make economic sense.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Jessica Burmaster

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I am asking you to delay the vote on the CDD. I don't feel MPS will be able to carefully and thoughtfully implement this plan next year. It is still unknown whether schools will reopen in the Fall. If they do, there will be dramatic changes. I am especially concerned for our current middle school students. Eliminating K8s means many middle school students will have to switch to large middle schools. Changing boundaries means many of these students will be doing it without friends and classmates from their current schools. Students in 7th grade this Fall, will have one year in their new middle school. Instead of celebrating the end of middle school, they will be starting over. This is not in their best academic or socioemotional interest and could have detrimental effects on future school success. Middle school is a critical developmental time. I have not heard enough about support for these students. Adjusting to distance learning and dealing with the pandemic is enough for students and families right now. We should not have to worry about losing our school communities and transitioning to new schools. Our kids need as much stability as we can give them right now.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Gabriel Keller

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Regardless of if you support the CDD in its current form, or support a different process or different outcomes, the entire process thus far has been a travesty. What could have been a positive and deliberate process of community engagement that would have rallied whole communities has become divisive, rushed and now a farce to push through an unpopular plan in a time of a public health emergency. I, like many parents, are focused on saving businesses, livelihoods, trying to educate our children. And you, as a board, need to be leading on how to educate our children from afar, and support our teachers as they take on this herculean task. To push through a plan that is unsupported by parents or teachers during this time will create needless animosity with the very stakeholders that these (needed) changes need to be successful. Taking the time to be deliberate, to craft a plan that will have support and truly make a difference for many years to come, is not denying progress. Rather, it is exactly what is required to create it. Please, take a step back and see this moment for this mistake it is, and the opportunity it can become.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Karen Townsend

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Hello School Board, I am writing as a parent of a 1st grade student at Whittier International. I oppose the CDD. We are a multi racial family in the East Phillips neighborhood who supports the stated goals of the CDD, but after looking at the models I am not seeing how the goals are being met. Many schools become significantly less racially and economically diverse. Most students who would have to change schools are students of color.My daughter chose Whittier. I can feel the love the staff has poured into the school, and the years of cultivating community that has taken place there. Whittier is currently meeting many of the stated goals of the CDD. I don't understand why dismantling schools that are successful in the goals is necessary. It takes years to build community. We shouldn't take that for granted. My daughter cried when she heard she may have to with schools and that the IB model would go away. We were more active in communicating our concerns before our son was born 7 weeks ago and before Covid-19 had us limited in our interactions. Please vote no on this plan.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Martin Cozza

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I am a parent of three MPS students--one at Seward, one at South, and one a graduate of South. Our family loves MPS, and we want it to succeed for everybody. I especially value efforts to eliminate the opportunity gap, and we are willing to make sacrifices to improve opportunities for others. However, I am baffled by the decision to eliminate the middle school at Seward. I don't say this to defend my own middle-schooler's turf--she will be fine regardless. But I have watched the middle school function over 11 years as a Seward parent; it is a great program that already achieves many of the goals of the redesign--strong academic choices but more crucially a strong and diverse community, with everyone lifting everyone up. I see friend groups form across racial, ethnic, religious, and economic boundaries in a way I have not witnessed anywhere in my life. The staff works together extremely well, and parents from all demographic groups are active and involved. Building such a healthy and productive culture is so hard and it is so fragile--it would take years to recreate. Please vote no on the CDD so this decision can be reconsidered.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Genevieve Saldibar

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I am extremely disappointed in the process of the CDD. We all agree that we must have real change to do better by all Minneapolis communities of color, but this is not it. In fact, most don't even believe that this is the driving force behind the CDD. The CDD is driven by misleading data, displaces children, eliminates working programs, lacks critical details, and deprives parents of meaningful choice. There are less disruptive means to address inequity issues in MPS that can organically guide people to their neighborhood schools. The entire process has been insulting to everyone that matters: the teachers, the parents, and most importantly the students. Please vote NO on the CDD.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Amanda E Luker

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I am writing as a Seward parent to express my hope that we do not lose the middle school -- it's a great resource that we have already invested in and is proven to be an asset. I'm hoping we can save it for the school community's sake.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Seward Neighborhood Group

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Other | Otro | Kuwo kale | Lwm qho
Community Institution Neighborhood Group

Comment | Comentario | Faallada | Cov lus tawm suab

The Seward Neighborhood Group (SNG) implores you to preserve Seward Montessori as a K-8 school. Here are highlights from a full letter submitted to the MPS staff and board: - Seward Montessori is a critical part of the Seward Neighborhood that reflects our neighborhood's diversity. - It would be possible to retain Seward as a K-8 school while implementing the changes outlined in the CDD. - The K-8 model at Seward Montessori is very successful and well-functioning with low turnover, unique student leadership, and numerous program offerings. - The longevity and continuity of a K-8 school affords the opportunity for deeper parent involvement. - Families, particularly Somali families, appreciate the consistency, safety, and stability of keeping siblings together in the same school longer. - The incredible investment of $17.5 million in taxpayer dollars into the renovation and expansion of Seward Montessori only just a few years ago may well become an imprudent and irresponsible investment if Seward Montessori is no longer a K-8 school. - Seward Montessori embodies the School District's values of diversity and stability for families. For these reasons and their detail outlined in our letter, SNG urges you to retain the K-8 program at Seward Montessori.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Jean Choi-Johnson

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Dear Board Members, Please consider these crucial elements below in order to have a FAIR CDD result. 1 - Please delay the CDD vote until community engagement can be fully restored. We are living in a COVID-19 pandemic. Families are JUST TRYING TO SURVIVE RIGHT NOW, and to vote during this time simply feels wrong. We feel we are being taken advantage of when our focus is on survival. 2 - Please perform an EQUITY AUDIT by a NEUTRAL third party on how the current CDD plan impacts communities and student of color and special needs. This is a board mandated policy. https://accountability.mpls.k12.mn.us/edia 3 - Please SECURE A FINANCIAL AUDIT by a NEUTRAL third party to evaluate the fiscal impact and overall sustainability of MPS under the CDD. Thank you and stay safe all! -Jean

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Daniel Brazil

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I completely disagree with the MPS CDD Plan. The plan lacks transparency and appropriate data to support such wide sweeping changes. Our child will be uprooted from a path in middle and high school with truly significant impact to some of the most important educational years of his life. This is the same for hundreds of other MPS students. Complete disregard for input from family members, Ed Graff's unwillingness to listen to parents and simply blow them off at town hall meetings, and the list goes on. The CDD doesn't solve the biggest problem. Parents who are involved in their children's education, read to them, foster love and support, simply thrive. Students who don't have parents who are actively involved in their education are not going to change their stripes. I am moving my kid out of the district or putting him in private school no matter the cost before I let you disrupt and harm so may students. There is a pandemic going on and the kids are suffering greatly. What they absolutely don't need is to be tossed out of the schools they are thriving in and dumped into a chaotic and sure to fail plan.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Rebecca Davis

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Every child deserves to go to a safe, quality school and that we need to close the achievement gap. I'm not sure this plan will actually accomplish that. What if, with the goal of true equity and justice, we are settling for a poor plan? It may be "We're willing to do something drastic and radical in the name of equity." But if it is only in the name, not the service of equity, what is it doing? One thing it may do is upset families to the point where they leave the district and take their per-pupil funding with them. If too many people do this, the district will be in worse shape than it is now. We need to find a way to equitably serve all the children in the district in the way they deserve, but is making a controversial vote just to say we're doing it is the right way? It may do more harm than good to the district as a whole. I am begging you not to vote for this. There has to be a better way to find something just for everyone. We are smart enough to find it, if we work together.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Crystal Myslajek

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I am writing to express my deep concerns and grief regarding CDD process and the impacts of dislocating the majority of students from their school communities. The CDD process should, but does not, take into account research on the stress and harm that displacing students and disrupting communities causes to students' development, security, learning, and self esteem. The study does not take into account that families with means and white privilege can more easily move to attend the community school they want, while those without means will be left behind. The engagement process has relied on inequitable methods that have been insufficient to reach the very communities the CDD proposes to help. Still many families are unaware they will be forced to leave their school. It is not courageous to silence dissent. Is it not courageous to write our immigrant communities out of the story. It is not courageous to ignore research. I support racial equity but the CDD proposal falls unacceptably short, and it risks doing more harm than good. Better analysis, founded in research, rooted in the value of community bonds, and more equitable community engagement is critical before making drastic changes.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Erik Romsaas

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Dear Board, The Minneapolis School Board is at risk of eroding constituent trust. On the heels of consistent opposition from parents and stakeholder, and significant changes that occurred in late March, including major boundary changes, proceeding pretending "business as usual" during the pandemic and railroading this plan through will erode trust in the Minneapolis Public School system. This plan is not the plan that solves the problem and the school district risks sacrificing overall achievement to address the achievement gap.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Philip Davis

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

As a parent of two MPS children and a resident & homeowner of Mpls, I have two main concerns with the proposed plan. First, it will result in choices by families to leave the District (who have the means to do so), causing a feedback loop that destroys the District. Without a strong public school system, the City and those that live here will be harmed. Secondly, it gives no sibling preference to families who will be forced to send their children to two different high schools, which is ridiculous and mean-spirited. I recommend a "No" vote on the proposed plan as stated.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Jennifer Larson

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Please keep Seward Montessori a K-8. The middle school is a diverse, supportive environment. Plus, MPS recently spent a lot of money on the school to make it work well for middle school. Seems shortsighted to spend a bunch more money to change what is working. K-8 schools are good for students and families. Please delay the vote on the comprehensive plan until it can have proper community engagement. Thank you.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Jacqueline Travis

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Teachers, and stakeholders are against it. public entities have a mandate to include public in the decisions and MPS has not. CDD has many inconsistencies and “blow it up” Policy (Eric Moore) is something no one should be proud of. Asking families to take a plan that has never worked is bad business. Redlining and inequity in this city is worth more then one year And it can not be done by dismantling successful schools that are working and have supports in place. This district has loses annually. Dismantling k-8”s when that is what charters have been offering and pulling students from Mps Showing a lack of reality. Families go where they get their Needs met. All families.! 65 percent Displacing students is not acceptable. Losing 35 Percent? Invest in individualized needs of communities and schools like the charters/private that are crushing mps enrollments. Marcy is a model of what the district trying to achieve (Eric Moore) but being dismantled? It leaves all of SE students traveling min of 1.8 miles up to 5.8 for middle options. Not equitable. shameful and huge miss & against mps policy! This plan and Motives don’t pass the truth test and Reason. Stop Plan!

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Sayra Loftus

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I urge you to retain the K-8 program at Seward. Seward Montessori is a microcosm of it's surrounding community, with a diverse student body. Additionally, with a large Somali population, we have heard from Somali families that keeping siblings together is important. A major point of note is that the District invested $17.5 million in the renovation and expansion of Seward Montessori school LESS THAN 4 years ago. This project created a dedicated 3rd floor for the middle school program at Seward. Removing these grades from the school would disrupt and split apart a learning community that has been nurtured and supported for many years and waste space & money specifically designated for middle school purpose. If we need to save money, why would we waste large amounts already spent and have to invest more in transitioning different schools to meet their new middle school needs?

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Alexis Troschinetz

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Minneapolis resident | Residente de Minneapolis | Degan magaalada Minneapolis | Neeg nyob rau hauv Minneapolis

Comment | Comentario | Faallada | Cov lus tawm suab

I believe it would be possible to retain Seward as a K-8 school while implementing the changes outlined in the CDD. Please preserve the K-8 programming at Seward Montessori. As a taxpayer, I would hate to see us not make good on our $17.5 million investment in renovating and expanding the school to accommodate the successful middle school program.

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Julia Nerbonne

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I am a parent of a Seward Montessori student, and alumni. I am quite concerned about the closure of the K8 portion of Seward because I have had the experience of watching how kids blossom in middle school. Being part of a community that spans both elementary and middle school has been transformational for interracial relationships. My Somali friends are particularly concerned because building trust and relationships within a school is what makes integration and success possible for their children. The European American family we have watched our children grow in relationship To the community in a way that would've been severed if the kids left after fifth grade. I ask you to consider why would you change something that is working well? I am concerned that many families will leave the school system if they don't find the type of community available through Seward.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Carol Witte

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Minneapolis resident | Residente de Minneapolis | Degan magaalada Minneapolis | Neeg nyob rau hauv Minneapolis

Comment | Comentario | Faallada | Cov lus tawm suab

I strongly support keeping Seward Montessori School a K-8 school. My children attended Seward Montessori, the long term community building/bonding of the K-8 structure has continued to be beneficial to our family, neighborhood, and City. Relationships with a diverse group of friends and families in and out of our neighborhood forged over their long involvement with the school has been key to many families remaining in Minneapolis, continuing to be tax-paying, school levy-supporting City dwellers! I do not believe this same level of commitment to the City of Minneapolis will be fostered with shorter lengths of involvement with K-5 schools, and a dispersal of kids/families to various middle schools. K-8 schools build families and communities and should be retained! 2)There is wide diversity of students at Seward Montessori, great strides have been made there to advance equity. The disruption of a change from K-8 to K-5 structure would not enhance those efforts, would in fact set them back.3)A SewardK-5 would be a monumental financial waste and insult, abandoning the $17 million investment of tax dollars that went into building a dedicated Middle School space at Seward. 4)The short time window you have allowed for public comment squelches/silences diverse voices. Shameful!

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Robert Burmaster

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I respectfully ask you to postpone the CDD vote. - The proposed plan relies on information, calculations and budgets forecasted before a deadly world-wide pandemic and its devastating economic, social and other impacts - The inputs used to forecast budgets to support implementation of this plan are now invalid due to an uncertain future - Any changes to the district need to be wholly recalculated and re-forecasted based on our new normal - Our community and our economy have a long ways to go before we are again stable and know what our new normal is - The board should be solely focused on helping our schools, teachers and students adapt and operate during the pandemic Please postpone the CDD vote. Thank you for your service to our teachers, students and families.

May 12, 2020 Business Meeting
Written Public Comments

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Sara Hurley

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I am very concerned about the enrollment data -- it seems that many schools will remain or become severely underenrolled. If that is the case, it seems disingenuous to not talk about school closures or to refine some of the boundaries. I remain concerned about the lack of public discussion and engagement on the academic plan, due to the focus being so heavy on boundaries.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

John Marks

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I oppose the CDD process and the impacts of dislocating the majority of students from their school communities. The CDD process should, but does not, take into account research on the stress and harm that displacing students and disrupting communities causes to students' development, security, learning, and self esteem. The study does not take into account that families with means and white privilege can more easily move to attend the community school they want, while those without means will be left behind. The engagement process has relied on inequitable methods that have been insufficient to reach the very communities the CDD proposes to help. Still many families are unaware they will be forced to leave their school. I support racial equity but the CDD proposal falls unacceptably short, and it risks doing more harm than good. Better analysis, founded in research, rooted in the value of community bonds, and more equitable community engagement is critical before making drastic changes.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Erika Lamboglia

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I'm the parent of two students at Windom and one (with special needs) at Field. We're a bicultural family- my husband is an Ecuadorian immigrant. When I first learned that my daughters school would close and centralize I thought "ok, this happens, systems change to improve equity...", but then I tried to understand how this plan helps. And I don't understand. Do schools that are integrated and utilized really need to change or can we strengthen equity by improving equity practices and repairing placement policies, etc.. without so much disruption, without losing current families? I still feel that I can't take a stand for or against the CDD but I do know that I'm not feeling that this has been collaborative or driven by community. Whose district is it? It seems that a varying (race, economic, geographic) constituents feel unheard, including myself. It should go without saying, but right now it's difficult to find time to engage or follow anything during a pandemic.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Nicole Odermatt

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

MPS employee | Empleado/a del MPS | Shaqaale MPS | MPS neeg ua haujlwm

Comment | Comentario | Faallada | Cov lus tawm suab

I have lived in Mpls for over 40 years and have witnessed many changes to Mpls schools as a student, parent, community member and district employee. Nothing in this proposal talks about actually creating any change in the classroom. There is no talk about new curriculum that would bring more engagement with kids of color, (They are bored to tears of our white-centric standards!)about resources and how you will make buildings equitable or the training needed for teachers. Those who vote for this, your legacy will be that you have actually done a great deal of damage to the Mpls district and it might not be repairable. You will have continued declining enrollment as it has been for decades, greater costs that are going to come from the instability that you are going to create, a large amount of teachers who will not have jobs. Supporting this proposal, your legacy will be that you had a hand in taking down Mpls public schools in a way that will be looked at as a significant turning point (not for the good you are thinking), cracking and disabling it more without giving real answers to the problems in our district.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Frank Bures

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Dear School Board, The closing of Windom Spanish Immersion is tragic. This is the kind of decision that will have exactly the opposite effect of that desired. Our two girls both went through Windom, and I can attest that it has a rare culture supportive of true cultural and linguistic diversity, and of deep parent involvement. This is the direct result of the hard work of the teachers and staff, and the leadership of Jim Clark. It did not randomly become one of the most sought after schools in the district. They made it that way. I believe there is enough demand for Spanish immersion to add another school, rather than to close one of the most successful in Minneapolis. Sincerely, Frank Bures

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Alexander Wohlhueter

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

I am AGAINST the CDD proposal as it stands. You pay lip-service to equity, but I don't see it in the plan. You reduce racial diversity at many schools. You slash enrollment at successful, diverse schools like Pratt. You concentrate minorities in a few schools to get other schools just under the "racially isolated" threshold, and call it progress. A key goal is reducing transportation costs, but you will bus my kid miles to Andersen instead of having him walk <1 mile to Sanford? And how can we hope a brand new segregated Andersen middle school, with over 90% minority and disadvantaged kids, will have adequate resources or be a place our children can thrive? You plan to force these disruptive changes on us, relocate 70% of students, with no "grandfathering" or sibling preference, or even open enrollment? This will just drive more families out of MPS.

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Vicky Jenkins

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

Hello, We are in the small group of people from Burroughs that are South of the creek that have been asked to split into 3 schools. My son I will be in 3 rd grade. This will be his 3rd elementary ,where he might know 1 other kid .A divorce in kindergarten had him move once. I am a single mom, and we are currently struggling during this time, like many. Frankly , I'm tired of having to defend myself and my morals for standing up for my child's education and mental stability through all of this. From the second I got pregnant, I have sacrificed everything to secure a better education for him. We moved out of NE home , because yes the public schools sucked there and bought a forclosure in Edina for their schools. At the time we couldn't afford anything in South Minneapolis. I bought the smallest house on 54 th for the two of us. Getting him into Burroughs, which looked like the best match for us., offering stability.What you are proposing, will exasperate my child's feelings of rejection. I hope you have considered the long term effects on kids mental stability! Thanks, Vicky Jenkins

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Gretchen Hansen

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

You must delay the vote. To make this decision during a global pandemic is criminal. Also, keep K-8 schools that are working for families!

Full Name | Nombre complete | Magacaaga oo buuxa | Lub Npe

Michelle Hanson

Your relationship to MPS | Su relación con MPS
Xiriirkaaga aad la leedahay MPS | Koj kev muaj nrog rau MPS

Parent/Guardian of MPS student | Padre/tutor de un estudiante de MPS | Waalid / Mas'uulka ardayga MPS | Niamtxiv/Tus Saib Xyuas ntawm MPS tus meny

Comment | Comentario | Faallada | Cov lus tawm suab

At a time when they can't have a good discussion with the community about the plan, it's not appropriate to move forward with a vote. 100% of their time and other resources should be dedicated to figuring out the current situation and how to safely reopen schools in the fall and deal with the fallout of this pandemic. There are so many plans that need to be made, the CDD isn't one of them right now. They need to be thinking of options of how to keep students safe and how to manage the schools in the fall so that they can reopen. Whether the CDD passes or does not pass, I hope the real focus of the board at this time is a global pandemic, not moving children to different schools. The kids deserve some consistency and stability after all they have been through.

Request for Board Action

Item Title
Resolution amending policies 5262 and 6130 and repealing policies 6120 and 5263

Recommended Motion
I move approval of the resolution amending policies 5262 and 6130 and repealing policies 6120 and 5263

Requesting Division
Communications, Engagment, External Relations

Item File Number
2020-0027

Meeting Date for Action
5/12/2020 (First Reading)
6/9/2020 (Vote)

Reason for Board Action
Adopting, Amending, or Repealing Policy

Background
Minneapolis Public Schools is committed to the goal of creating a system in which all students and families, particularly those with the greatest need, have equal access to the best possible education and experience in our district's schools.

The Minneapolis Public Schools Accountability, Research, and Equity department supported by the Office of Student Placement completed an Equity and Diversity Impact Assessment (EDIA) of the district's policies that relate to the placement of students in our schools, which was presented to the Board on November 28, 2019. In response to those findings and in conjunction with the Comprehensive District Design, staff have begun the work of reviewing all policies that are directly and indirectly related to choice and placement in the District to ensure that support our values of equity. Likewise staff are reviewing any related administrative regulations also using an equity lens.

The proposed revisions and repeals, summarized below, were recommended by the Policy Committee at its April 28, 2020 meeting.

Policy	***Summary/Purpose***	***Recommendation***
6120 (Educational Choices)	The purpose of this policy is to express the availability of educational choices for families enrolling their students in Minneapolis Public Schools.	**Recommend repeal of policy and corresponding regulations.** Covered in Policy 5262, which would be renamed *School Choice and Assignment of Students to Schools.*
5262 (Assignment of Students to Schools)	The purpose of this policy is to establish the authority of the Superintendent to assign students to district schools, provide guidance to staff, and assure fair and consistent information to families about the organizing principles for assignment of students to schools.	**Recommend revision and renaming**. Recommend revision and renaming. Also strengthened language to signal the Board's value around integration, diversity and inclusion.
6130 (Organizational Plan)	Establishes the configurations of district schools, and authorizes the Superintendent to recommend configurations as alternates to those established.	**Recommend revision.**
5263 (Sibling preference)	The purpose of this policy is to strengthen the relationship between families and school communities by giving enrollment preferences to siblings of currently enrolled students.	**Recommend repeal of policy and corresponding regulations** (R5263A). Sibling preference would not be contained in placement protocols R5262 A

Timeline/Next Steps

The recommended changes will have their first readings at the May board meeting and a vote at the June board meeting.

SPECIAL SCHOOL DISTRICT NO.1
Board of Education

June 9, 2020

RESOLUTION AMENDING POLICIES 5262 AND 6130 AND REPEALING 6120 AND 5263

WHEREAS, Minneapolis Public Schools is committed to the goal of creating a system in which all students and families, particularly those with the greatest need, have equal access to the best possible education and experience in our district's schools; and

WHEREAS, the MPS Accountability, Research, and Equity department supported by the Office of Student Placement completed an Equity and Diversity Impact Assessment (EDIA) of the district's policies that relate to the placement of students in our schools; and

WHEREAS, this assessment recommended changes to the policies, regulations, and practices of the placement of students in schools; and

WHEREAS, the Policy Committee of the Board joins the Superintendent in recommending these changes.

NOW, THEREFORE, BE IT RESOLVED, that the Minneapolis School Board, Special School District No. 1, hereby amends policies 5262 and 6130 and repeals policies 6120 and 5263.

Signed by:

_____ _____
Kim Ellison Date
Board of Education Chairperson

_____ _____
Josh Pauly Date
Board of Education Clerk

2020-0027

Policy 5262 School Choice and Assignment of Students to Schools

Policy 5262 Original Adoption: 08/13/1985

Effective Date: 09/15/2010 Revision Dates: 06/13/2000, 09/14/2010

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I. PURPOSE The purpose of this policy is to express the District's value of providing an array of educational choices for families enrolling their students in Minneapolis Public Schools.

Additionally, this policy is to ~~establish~~ establish the authority of the Superintendent to create both a student placement system and accompanying mechanisms that provide ~~assign students to district schools, provide guidance to staff, and~~ equitable access to ~~assure fair and consistent~~ information to families about ~~the organizing principles for assignment of students to schools~~ how schools are organized, which schools or programs may best fit their child's educational needs, and the process by which children can be placed in a specific school or program.

II. GENERAL STATEMENT OF POLICY

A. Minneapolis Public Schools supports a broad array of public education programs designed to meet the diverse needs of its learners.

B. School choice and student placement in MPS will support a citywide system of community schools that is equitably invested in and that provides predictable and fair access to high quality schools in all of the city's communities.

C. Minneapolis Public Schools also supports the establishment of a magnet school system highlighting a specific theme or approach to instruction. Magnet schools will be organized to specifically promote citywide, integrated learning environments and placement in these schools will be governed by a lottery process that will aim to produce economic integration that mirrors the

district average. Magnet schools shall be equitably accessed by all MPS students by District-supported transportation.

D. Assignment to an MPS school or program may be affected by such factors as location(s) of the program, space availability, student residence and student need.

~~The Superintendent is authorized to create placement protocols to assist in the fair and consistent placement of students in schools.~~

~~B~~E. To the extent possible, all school choice and placement guidelines and practices will prioritize the placement of students based upon their educational needs and the values stated above. However, nothing in this policy [or its accompanying regulations] will supersede the District's goal of creating integrated learning environments.

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F. MPS will continue to support the right of parents and guardians to apply to the school(s) that they feel best meet the needs of their student(s), however, certain placement protocols will be applied if the school(s) chosen is outside of the family's designated attendance area.

~~Insofar as possible students enrolling in Minneapolis Public Schools shall be assigned to schools based upon: 1. educational needs of the student, 2. timely indication of parent or guardian choice of school, 3. the attendance area designated for the student's residence, 4. available space, 5. district integration goals and 6. other protocols established by the Superintendent.~~

~~C. The Superintendent shall report on assignment protocols to the Board of Education no less than annually.~~

III. RESPONSIBILITY

A. The Superintendent is authorized to create administrative regulations and placement protocols to facilitate the equitable placement of students in schools and programs.

~~The Superintendent is authorized to promulgate regulations to implement this policy.~~

B. The Superintendent shall regularly report on the effectiveness of the student placement system.

C~~B~~. The Superintendent, or Superintendent's designee, shall ~~publish~~ distribute the placement protocols ~~annually~~regularly in the predominate languages spoken by students and families in the District using multiple formats~~.~~

Legal References: Minn. Stat. §120A. 36 (School Attendance) Minn. Stat. §124D.896 (Desegregation/Integration and Inclusive Education Rules) Minn. Rules § 3535.0100 – 3535.0180 (Integration/Desegregation Rules)

Cross References:

MPS Policy 5260 (School Attendance Areas)

MPS Policy 5261 (Desegregation)

~~MPS Policy 5263 (Sibling Preference)~~

MPS Policy 5741 (Special Education Placement)

MPS Policy 6120 (Educational Choices)

MPS school guides (annual publications)

5262
School Choice and Assignment of Students to Schools

Policy 5262

Original Adoption: 08/13/1985 Effective Date: 07/01/2020
Revision Dates: 06/13/2000, 09/14/2010, 06/09/2020

I. PURPOSE

The purpose of this policy is to express the District's value of providing an array of educational choices for families enrolling their students in Minneapolis Public Schools.

Additionally, this policy is to establish the authority of the Superintendent to create both a student placement system and accompanying mechanisms that provide equitable access to information to families about how schools are organized, which schools or programs may best fit their child's educational needs, and the process by which children can be placed in a specific school or program.

II. GENERAL STATEMENT OF POLICY

A. The Minneapolis Public Schools supports a broad array of public education programs designed to meet the diverse needs of its learners.

B. School choice and student placement in MPS will support a citywide system of community schools that is equitably invested in and that provides predictable and fair access to high quality schools in all of the city's communities.

C. Minneapolis Public Schools also supports the establishment of a magnet school system highlighting a specific theme or approach to instruction. Magnet schools will be organized to specifically promote citywide, integrated learning environments and placement in these schools will be governed by a lottery process that will aim to produce economic integration that mirrors the district average. Magnet schools shall be equitably accessed by all MPS students by District-supported transportation.

D. Assignment to an MPS school or program may be affected by such factors as location(s) of the program, space availability, student residence and student need.

E. To the extent possible, all school choice and placement guidelines and practices will prioritize the placement of students based upon their educational needs and the values stated above. However, nothing in this policy or its

accompanying regulations will supersede the District's goal of creating integrated learning environments.

F. MPS will continue to support the right of parents and guardians to apply to the school(s) that they feel best meet the needs of their student(s), however, certain placement protocols will be applied if the school(s) chosen is outside of the family's designated attendance area.

III. RESPONSIBILITY

A. The Superintendent is authorized to create administrative regulations and placement protocols to facilitate the equitable placement of students in schools and programs.

B. The Superintendent shall regularly report on the effectiveness of the student placement system.

C. The Superintendent, or Superintendent's designee, shall distribute the placement protocols regularly in the predominate languages spoken by students and families in the District using multiple formats

Legal References:
Minn. Stat. §120A. 36 (School Attendance)
Minn. Stat. §124D.896 (Desegregation/Integration and Inclusive Education Rules)
Minn. Rules § 3535.0100 – 3535.0180 (Integration/Desegregation Rules)

Cross References:
MPS Policy 5260 (School Attendance Areas)
MPS Policy 5261 (Desegregation)
MPS Policy 5741 (Special Education Placement)

MPS school guides (annual publications)

5263
Sibling Preference

Policy 5263

Original Adoption: 08/13/1985 Effective Date: 09/15/2010
Revision Dates: 02/26/1991, 06/13/2000, 09/14/2010

I. PURPOSE

Minneapolis Public Schools supports a broad school choice program of magnet and community schools. The school choice program allows families to enroll siblings at the same school and strengthens the relationship between the family and their school community.

II. GENERAL STATEMENT OF POLICY

A. Minneapolis Public Schools offers sibling preference for both older and younger siblings when selecting students for a specific elementary, middle, high or K-8 school subject to space availability.

B. Sibling preference is available to employees who request enrollment for their children in a district school.

III. RESPONSIBILITY

A. The Superintendent is authorized to promulgate regulations to implement this policy.

B. The Superintendent shall publish the sibling preference policy and regulations at least annually.

Legal References:
Minn. Stat. §123B.02 (General Powers of Independent School Districts)

Cross References:
MPS Policy 5260 (School Attendance Area)
MPS Policy 5261 (Desegregation)
MPS Policy 5262 (Assignment of Students to Schools)
MPS Policy 5291 (Education of Homeless Children)
MPS Policy 5744 (Special Education Placement Policy)

MPS Regulation 5263 A (Definitions: Sibling Preference)

6120
Educational Choices

Policy 6120

Original Adoption: 12/16/1975 Effective Date: 09/15/2010
Revision Dates: 08/27/1985, 06/13/2000, 09/14/2010

I. PURPOSE

The purpose of this policy is to express the availability of educational choices for families enrolling their students in Minneapolis Public Schools.

II. GENERAL STATEMENT OF POLICY

A. Minneapolis Public Schools supports a broad array of public education programs.

B. Minneapolis Public Schools provides special program sites to meet individual needs and also sponsors charter schools and enters into contracts with other educational service providers, when appropriate, to expand educational opportunities for students and families.

C. Assignment to a student's program preference is affected by location(s) of the program, space availability, student residence and student need.

III. RESPONSIBILITY

A. The Superintendent is authorized to promulgate regulations to implement this policy.

B. The Superintendent shall publish an annual K-12 school guide describing District programs and choices available to families.

C. The Superintendent shall make a report on educational choice no less than annually.

Legal References:
Minn. Stat. § 120A.36 (School Attendance)
Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)

Cross References:
MPS Policy 5700 (Special Education)
MPS Policy 5741 (Special Education Placement Policy)
MPS Policy 5120 (Age of Entrance)
MPS Policy 5260 (School Attendance Areas)
MPS Policy 5261 (Desegregation)
MPS Policy 5262 (Assignment of Students to Schools)

MPS Policy 5263 (Sibling Preference)

MPS Regulation 5290.B.II (Cost of Schooling-Children of District Employees)
MPS school guides (annual publications)

Minneapolis Public Schools Policy 6130: Grade Configuration and System Organization

Policy Adopted: 4/25/67 Revised: 3/28/72 12/16/75 8/13/85 6/13/00

~~**ORGANIZATIONAL PLAN**~~

I. GENERAL PURPOSE Schools shall be organized to serve the educational needs of students with a program of instruction from Pre-kindergarten through grade 12.

II. GENERAL STATEMENT OF POLICY Minneapolis Public Schools shall be classified as follows:

At the district level, consideration should be given to alterations in grade configurations that equitably benefit students, or make sense given physical and financial constraints. The instructional program will comply with all requirements and expectations established by law and the regulations of the Minnesota Board of Education. Instruction will be arranged in units commonly designated as grades. Grades will be organized into schools or programs as follows: • Elementary schools will typically have a grade organization plan of prekindergarten through fifth. The middle schools will typically consist of grades six through eight. High schools will typically have a grade organization plan of nine through twelve. (Grade configurations for the various levels of school are general in nature and may be varied where circumstances dictate.) • All schools in the District will be organized with reference to an aligned program of instruction and be operated as an integrated school system under the general direction of the Superintendent or designee.

~~A. Elementary schools with a program from kindergarten through grade five, or any portion thereof. Units with more than or less than six grades may be organized to fit the needs of a particular locality or program.~~

~~B. K-8 schools with both elementary (K-5) and secondary (6-8) programs.~~

~~C. Secondary school means any school ordinarily in grade six through twelve or any portion thereof such as: 1. Middle schools with grades six, seven and eight. 2. Senior high schools with grades nine through twelve.~~

~~C. Other grade organizations as may be recommended by the Superintendent.~~

Legal References: M.S. 120A.05, Subd. 9, 11, 13

Cross References: Policy 5700, Student with Disabilities

6130
Grade Configuration and System Organization

Policy 6130

Original Adoption: 04/25/1967 Effective Date: 07/01/2020
Revision Dates: 03/28/1972, 12/16/1975, 08/13/1985, 06/13/2000, 06/09/2020
Review Dates:

I. PURPOSE

Schools shall be organized to serve the educational needs of students with a program of instruction from Pre-kindergarten through grade 12. Consideration shall be given to grade configurations that equitably benefit students, or make sense given physical and financial constraints in establishment or alteration of a school's grade configuration. The purpose of this policy is to establish the values of the board to establish schools that equitably benefit students, and that serve the educational needs of students.

II. GENERAL STATEMENT OF POLICY

A. The instructional program will comply with all requirements and expectations established by law and the regulations of the Minnesota Board of Education.

B. Instruction will be arranged in units commonly designated as grades.

C. Grades will be organized into schools or programs as follows:

1. Elementary schools will typically have a grade organization plan of prekindergarten through fifth grade.
2. Middle schools will typically have a grade organization plan of grades six through eight.
3. High schools will typically have a grade organization plan of grades nine through twelve.
4. Grade configurations for the various levels of school are general in nature and may be varied by the Superintendent or designee where circumstances dictate.

B. All schools in the District will be organized with reference to an aligned program of instruction and be operated as an integrated school system under the general direction of the Superintendent or designee.

Legal References:
Minn. Stat. §120A.05, (Definitions)
Subds. 9, (Elementary School), 11 (Middle Schools), 13 (Secondary Schools)

Cross References:
MPS Policy 5260 (School Attendance Areas)
MPS Policy 5262 (Assigning Students to Schools)
MPS Policy 5700 (Special Education)
MPS Policy 5741 (Education Placement)

SPECIAL SCHOOL DISTRICT NO. 1
Board of Education

May 12, 2020

Resolution Enacting the Comprehensive District Design

WHEREAS, structural and policy level factors exist within Minneapolis Public Schools that deprive students of the educational experience they need and deserve; and

WHEREAS, vast differences in outcomes and experiences for students exist by race, geography, housing status, and other characteristics; and

WHEREAS, the Superintendent was directed to bring forth a set of recommendations to correct injustices, collectively known as the Comprehensive District Design, for Board action.

SO, THEREFORE, BE IT RESOLVED that the Board of Directors of Special School District No. 1, hereby approves the proposed schools and their configurations, attendance boundaries, and program assignments (item 2020-0021A), effective beginning with the 2021-2022 school year; and

FURTHER BE IT RESOLVED that the Superintendent is directed and empowered to bring forth, for Board review and comment, corresponding plans on academics, implementation, evaluation, staffing, communications, and others as necessary; and

FURTHER BE IT RESOLVED that the Superintendent is directed and empowered to bring forth, for Board consideration and approval, any necessary policy changes to successfully execute the design; and

FURTHER BE IT RESOLVED that the Superintendent is directed and empowered to bring forth, for Board approval, aligned future budgetary and capital plan proposals to successfully execute the design.

FINALLY, BE IT RESOLVED that the Superintendent is directed to provide monthly updates to the Board of Directors on design implementation and evaluation until such a time when an accountability dashboard is available and reporting schedule established.

Signed by:

_____ _____

Kim Ellison
Board of Education Chairperson

Date

_____ _____

Josh Pauly
Board of Education Clerk

Date

2020-0021

Amendment 1

Amendment to the Resolution Enacting the Comprehensive District Design (2020-0021)

New text is in italics, ~~deleted text is crossed out~~

by Felder

I move to amend the resolution by substituting with the following, which is posted as amendment 1:

> **WHEREAS,** structural and policy level factors exist within Minneapolis Public Schools that deprive students of the educational experience they need and deserve; and
>
> **WHEREAS,** vast differences in outcomes and experiences for students exist by race, geography, housing status, and other characteristics; and
>
> **WHEREAS,** the Superintendent was directed to bring forth a set of recommendations to correct injustices, collectively known as the Comprehensive District Design, for Board action; and
>
> ***WHEREAS,*** *Minneapolis Public Schools, the city of Minneapolis, and MPS parents, students, families, and teachers find ourselves in a moment of unprecedented uncertainty, instability, stress, and extreme fiscal disruption due to COVID-19; and*
>
> ***WHEREAS*** *the final CDD plan was shared with the public on April 9th, which is after schools closed due to COVID-19, thereby creating additional and new stresses and burdens placed on parents, students, teachers, and staff; and*
>
> ***WHEREAS*** *the main opportunity for public community input on the final CDD plan prior to the planned vote was via voicemail messages recorded between April 7 and April 11, with only 146 of 352 messages played by the school board at the April 14th meeting, and while a second comment period is planned for May 12 but will include only 100 messages; and*
>
> ***WHEREAS*** *the final vote on the CDD is scheduled for May 12th while families are still dealing with extraordinary upheaval, issues which are exacerbated by families dealing with job losses, health impacts, language*

barriers, and lack of technology, all of which severely limit families' ability to access and analyze the CDD plan and messages; and

WHEREAS, *the EDIA Committee which reviewed placement policies provided nine areas of concern in a memo attached to their work, which can be found here on page 46, and which expressed frustration about a "rushed and disingenuous process," while "members remain concerned about the school board's intended follow-through regarding our recommendations;" and*

WHEREAS, *Minneapolis Public Schools has not adhered to its own Equity & Diversity Impact Assessment which states: "In order to apply corrective measures, MPS leaders are required to apply the Equity & Diversity Impact Assessment to all future policies, practices, programs and procedures that have a significant impact on student learning and resource allocation."; and*

WHEREAS, *the financial impact of the Comprehensive District Design would be significant, and in fact increases operational expenses by $11.5M in year one, uses greater amounts out of the fund balance than previously projected, increases the 5 year capital plan by over $563M, and violates the district's own capital policy of maintaining debt service at less than 15% of operating revenues,*

SO, THEREFORE, BE IT RESOLVED that the Board of Directors of Special School District No. 1, ~~hereby approves the proposed schools and their configurations, attendance boundaries, and program assignments (item 2020-0021A), effective beginning with the 2021-2022 school year;~~ *hereby agrees:*

1. *To secure and complete an Equity and Diversity Impact Assessment and/or an independent Equity Audit on the aspects of the CDD that have significant impacts on student learning and resource allocation so that no community is disproportionately impacted, especially given the impacts of COVID-19, including but not limited to:*
    - *Changes to school programming, grade configuration, boundaries, enrollment numbers and school capacity, socio-economic and demographic balances, and potential school closings;*

- *An analysis of the demographics of impacted students and families, with a particular focus on the city's diverse and unique communities of color;*
- *Access to magnet and specialized programming close to home;*
- *Access to equitable programming including culturally sustaining pedagogy, ethnic studies programs, and restorative justice, among other programming;*
- *Capital investments and projects;*
- *Transportation plans and costs;*
- *Projected financial impact and funding allocations and budget cuts;*
- *Long term financial sustainability predictions with stress test to financial plans based on different projections for enrollment and state and local funding;*
- *The impacts of COVID-19 on district enrollment, financing, and revenue projections; and*

2. *That once the EDIA and/or Audit is completed:*
    - *It is presented in full to the public and made available in English, Spanish, Somali and Hmong*
    - *There is meaningful public engagement on the final plan of the CDD and the EDIA and/or Audit, including multiple public sessions in English, Spanish, Somali, and Hmong, multiple opportunities for the public to provide feedback that is heard by district and board leadership and shared publicly, and multiple opportunities for the public to ask direct questions of the district leadership and for district leadership to respond publicly to those questions;*
    - *The corrective measures and recommendations of the EDIA and/or Audit, as well as input from the public, are incorporated into a newly revised CDD that is presented to the public followed by meaningful public engagement prior to a vote.*

FURTHER BE IT RESOLVED that the Superintendent is directed and empowered to bring forth, for Board review and comment, corresponding

plans on academics, implementation, evaluation, staffing, communications, and others as necessary; and

FURTHER BE IT RESOLVED that the Superintendent is directed and empowered to bring forth, for Board consideration and approval, any necessary policy changes to successfully execute the design; and

FINALLY, BE IT RESOLVED that the Superintendent is directed and empowered to bring forth, for Board approval, aligned future budgetary and capital plan proposals to successfully execute the design.

Schools with Citywide Boundaries

Transportation is provided to these schools from across the Minneapolis Public Schools district. There may be additional programs within school buildings, as well as special education programs and schools, that have citywide boundaries.

School	Grades
Anishinabe	MOA (K-5)
Bethune	Magnet (K-5)
Emerson	Magnet (K-5)
Green Central	Magnet (K-5)
Hall	Magnet (K-5)
Marcy	Magnet (K-5)
Seward	Magnet (K-5)
Sheridan	Magnet (K-5)
Jefferson	Magnet (K-8)
Sullivan	Magnet (K-8)
Andersen	Magnet Spanish Dual Language (6-8)*
Franklin	Magnet (6-8)
FAIR	Citywide High Schools (9-12)
Heritage	Citywide High Schools (9-12)
Longfellow	Citywide High Schools (9-12)
Wellstone	Citywide High Schools (9-12)

*Andersen also has a community middle school.

MINNEAPOLIS PUBLIC SCHOOLS
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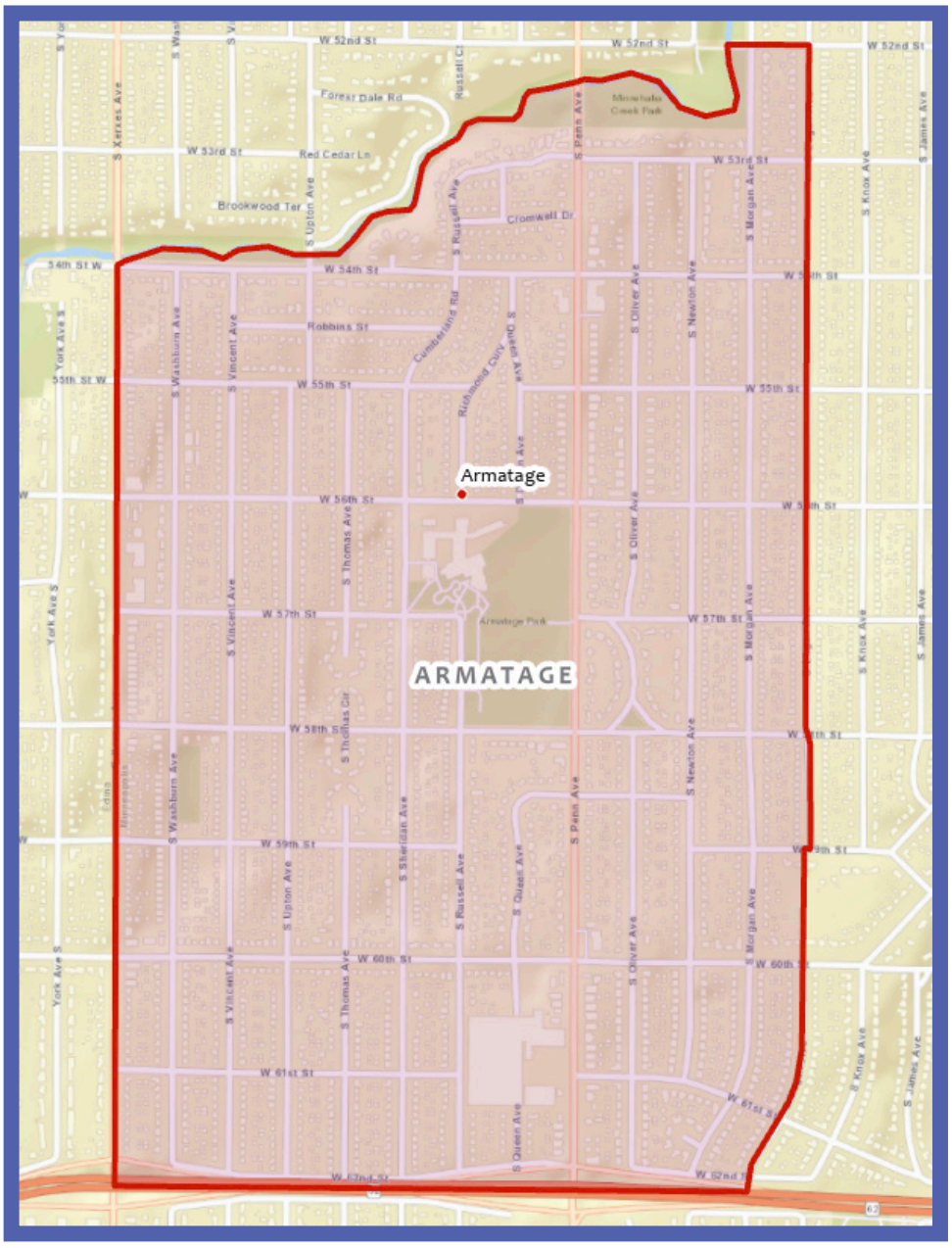
Armatage

Community Elementary School (K-5)

Escuela Primaria Comunitaria (K-5) • Dugsiga Hoose ee Bulshada (K-5)

Zejzos Community School (K-5)



Boundary • Límites • Xuduuda • Ciajciam

MINNEAPOLIS PUBLIC SCHOOLS
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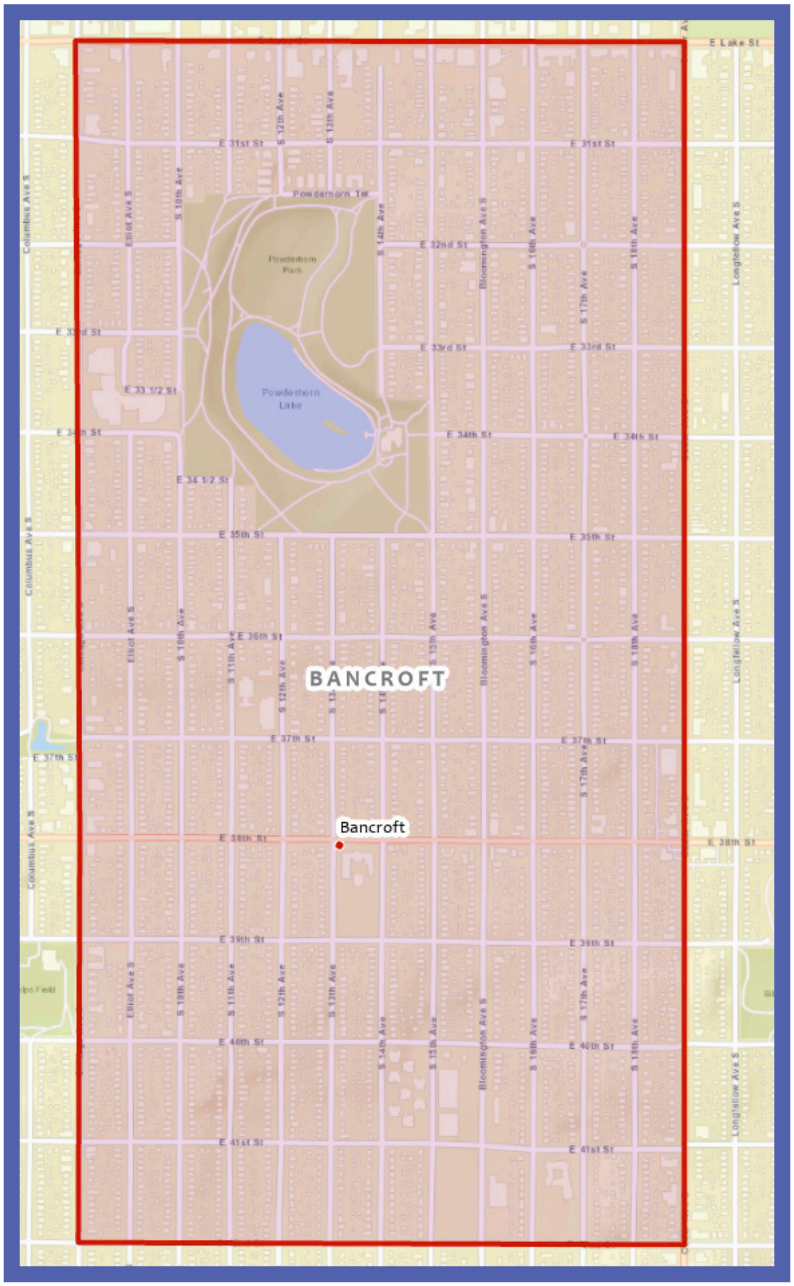
Bancroft

Community Elementary School (K-5)

Escuela Primaria Comunitaria (K-5) • Dugsiga Hoose ee Bulshada (K-5)

Zejzos Community School (K-5)



Boundary • Límites • Xuduuda • Ciajciam

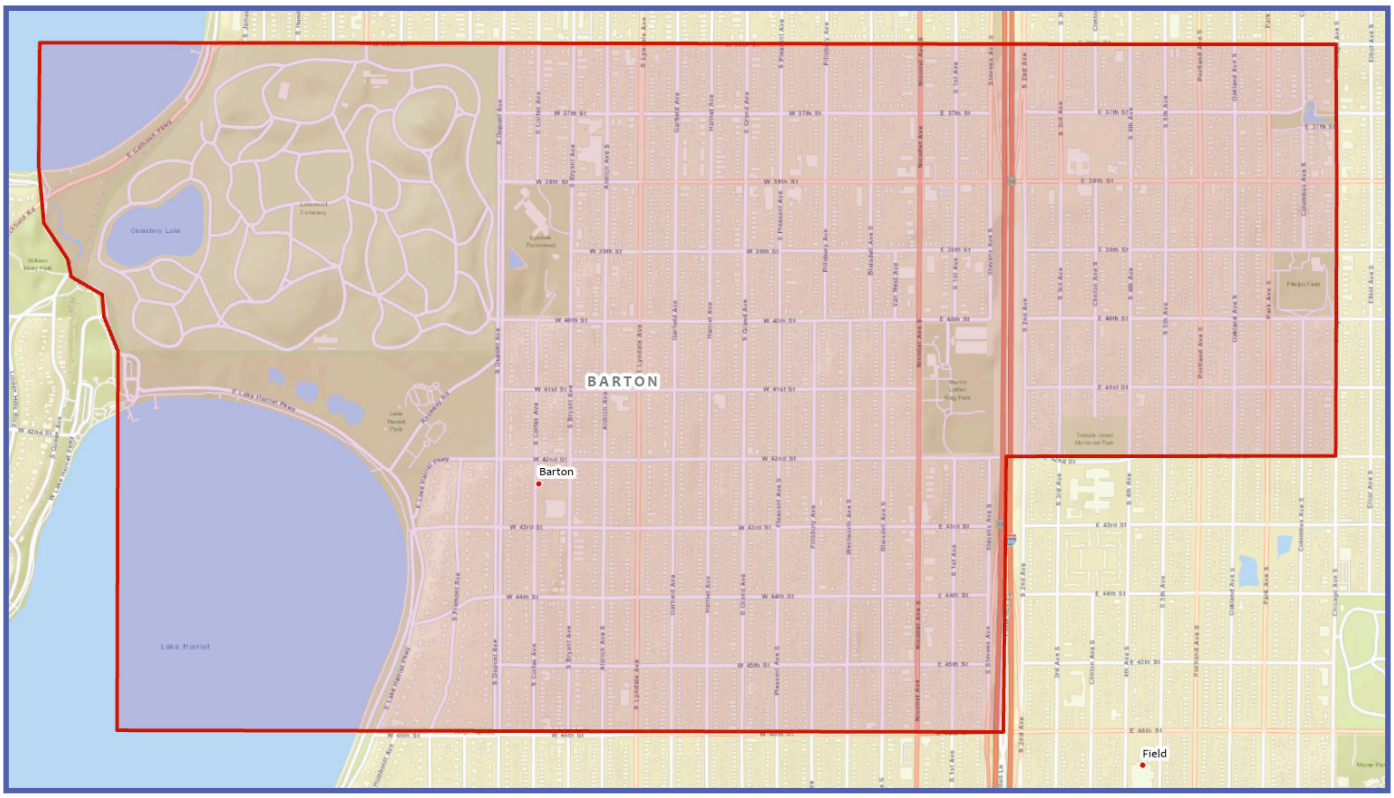
MINNEAPOLIS PUBLIC SCHOOLS
Urban Education. Global Citizens.

Barton

Community Elementary School (K-5)

Escuela Primaria Comunitaria (K-5) • Dugsiga Hoose ee Bulshada (K-5)

Zejzos Community School (K-5)



Boundary • Límites • Xuduuda • Ciajciam

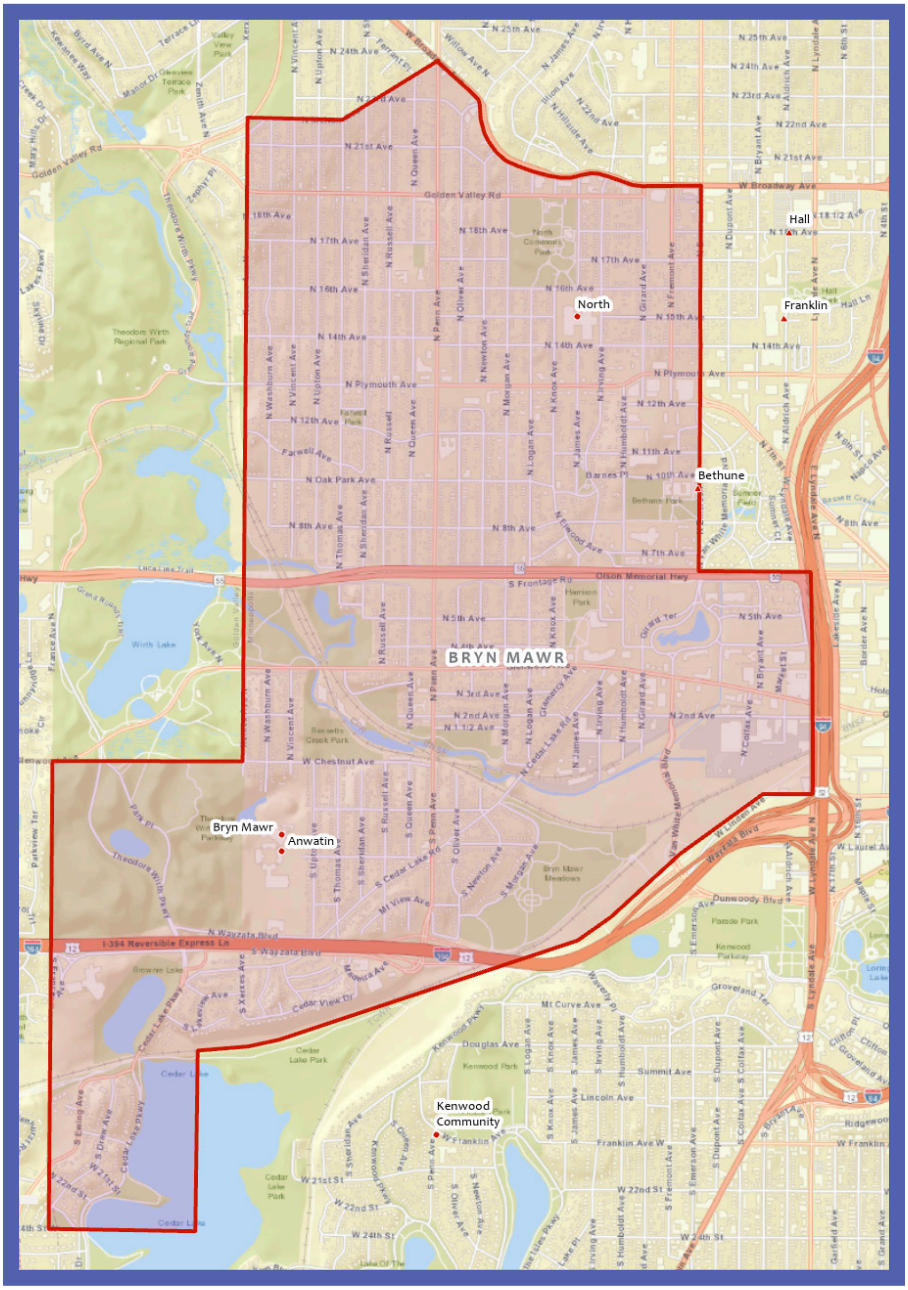
MINNEAPOLIS PUBLIC SCHOOLS
Urban Education. Global Citizens.

Bryn Mawr

Community Elementary School (K-5)

Escuela Primaria Comunitaria (K-5) • Dugsiga Hoose ee Bulshada (K-5)

Zejzos Community School (K-5)



Boundary • Límites • Xuduuda • Ciajciam

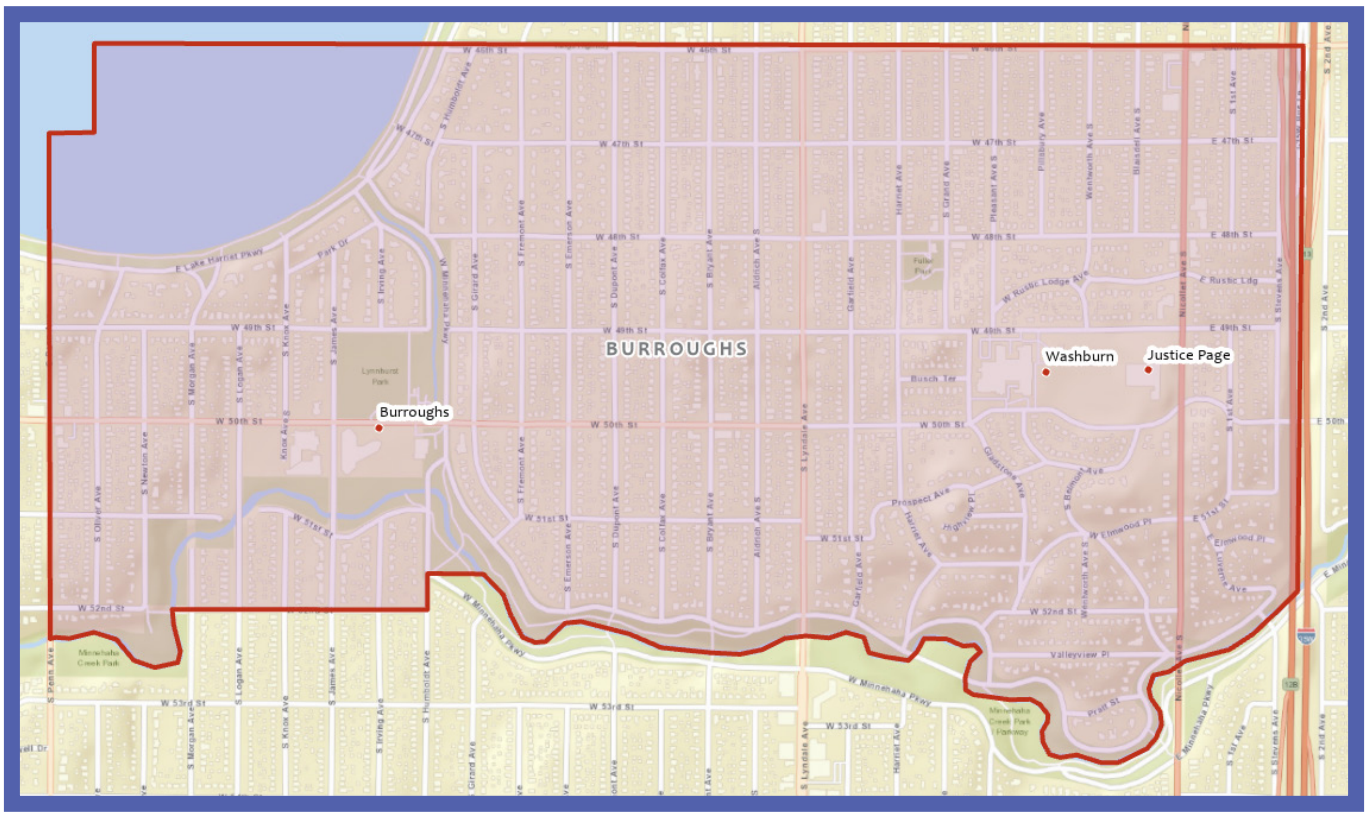
MINNEAPOLIS PUBLIC SCHOOLS
Urban Education. Global Citizens.

Burroughs

Community Elementary School (K-5)

Escuela Primaria Comunitaria (K-5) • Dugsiga Hoose ee Bulshada (K-5)

Zejzos Community School (K-5)



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Cityview

Community Elementary School (K-5)

Escuela Primaria Comunitaria (K-5) • Dugsiga Hoose ee Bulshada (K-5)

Zejzos Community School (K-5)

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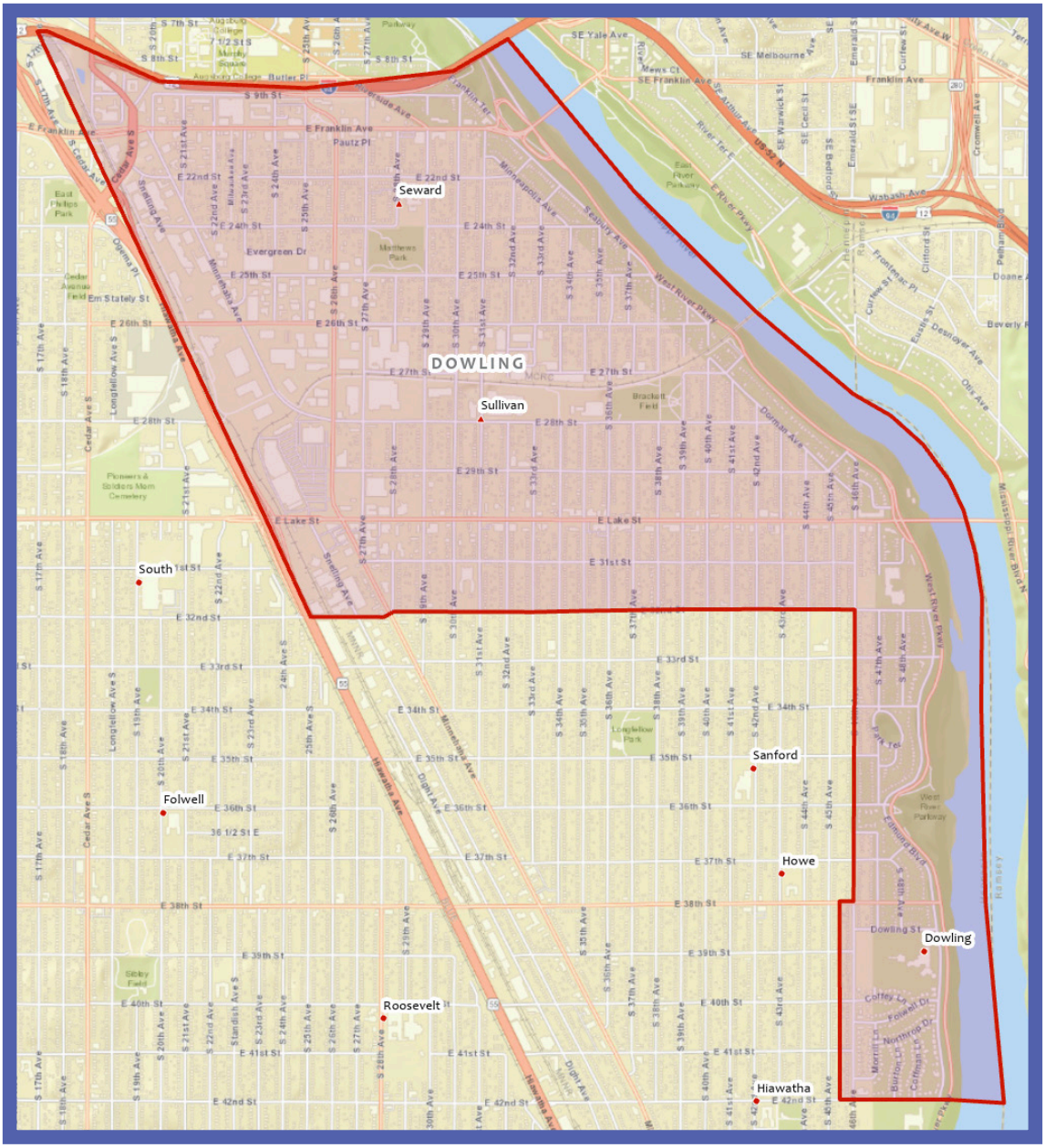
Dowling

Community Elementary School (K-5)

Escuela Primaria Comunitaria (K-5) • Dugsiga Hoose ee Bulshada (K-5)

Zejzos Community School (K-5)



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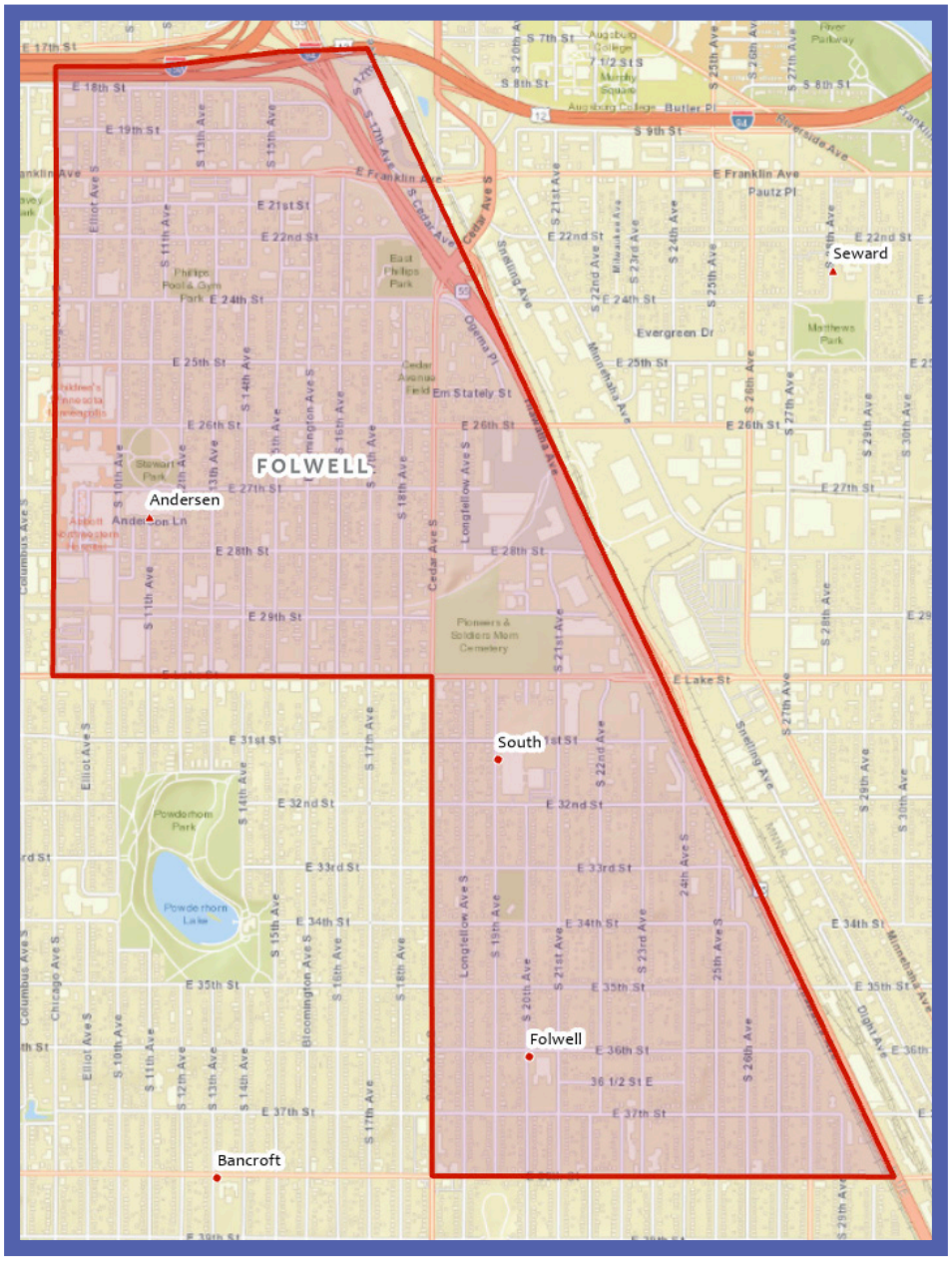
Folwell

Community Elementary School (K-5)

Escuela Primaria Comunitaria (K-5) • Dugsiga Hoose ee Bulshada (K-5)

Zejzos Community School (K-5)



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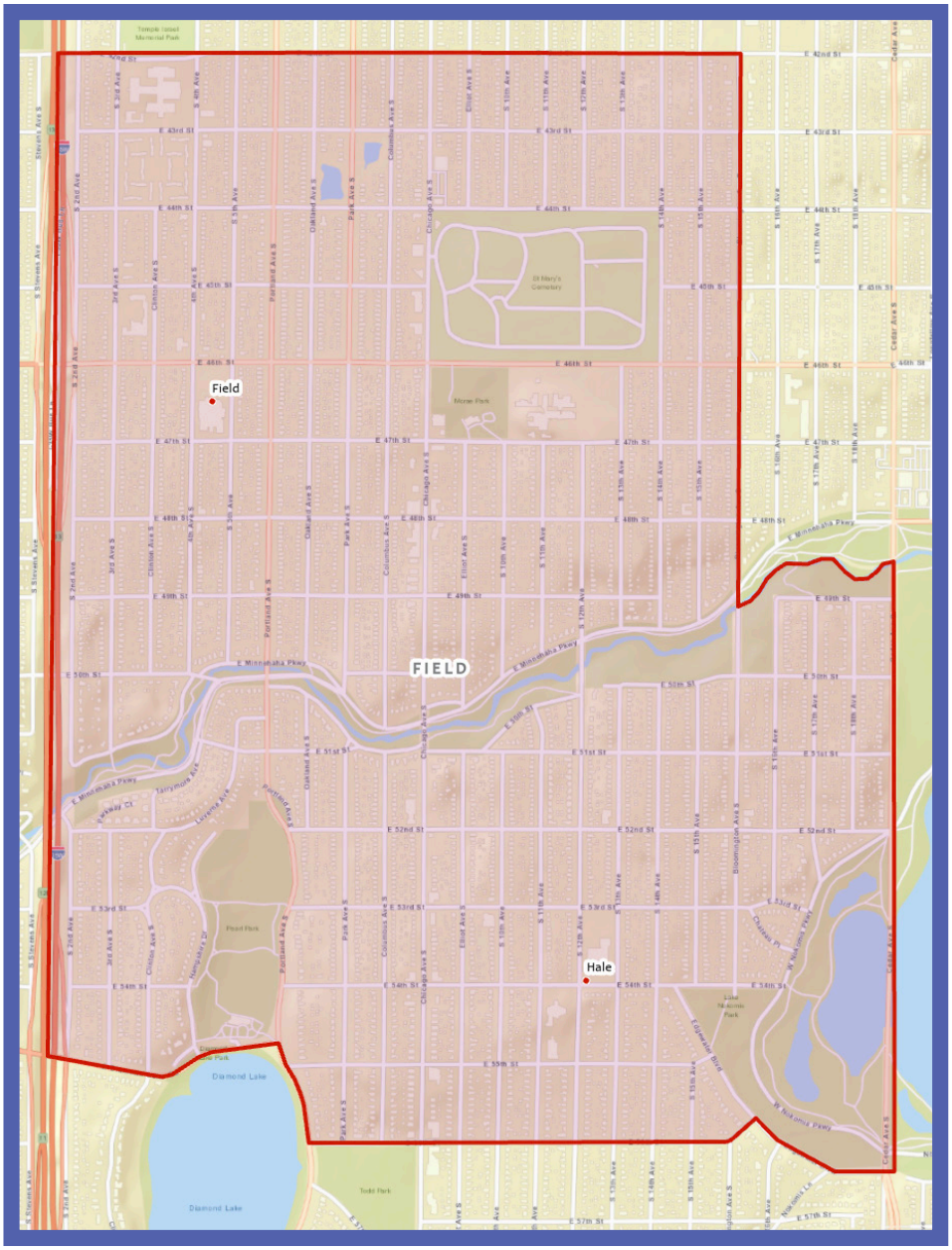
Hale (K-2) & Field (3-5)

Community Elementary School

Escuela Primaria Comunitaria

Dugsiga Hoose ee Bulshada • Zejzos Community School



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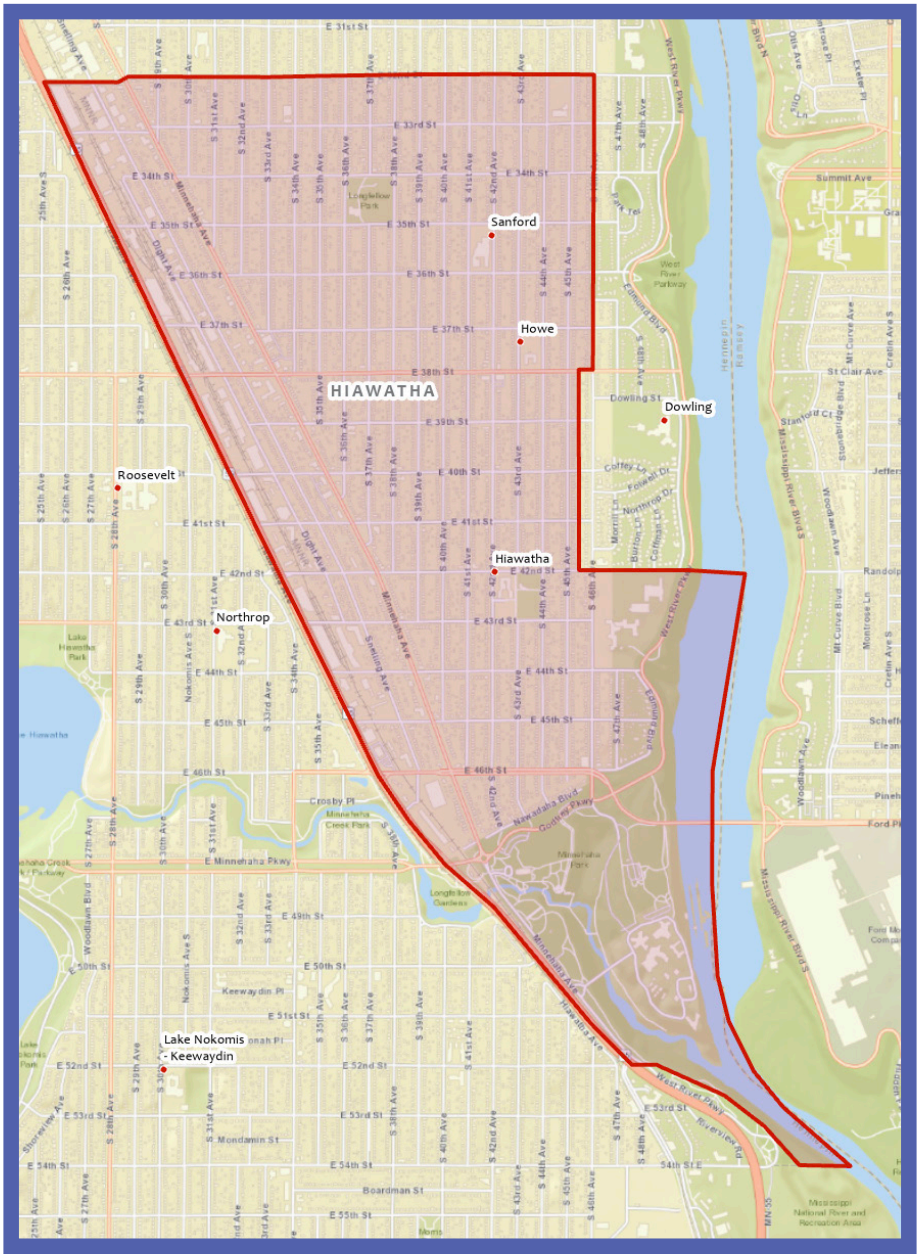
Hiawatha (K-2) & Howe (3-5)

Community Elementary School

Escuela Primaria Comunitaria

Dugsiga Hoose ee Bulshada • Zejzos Community School



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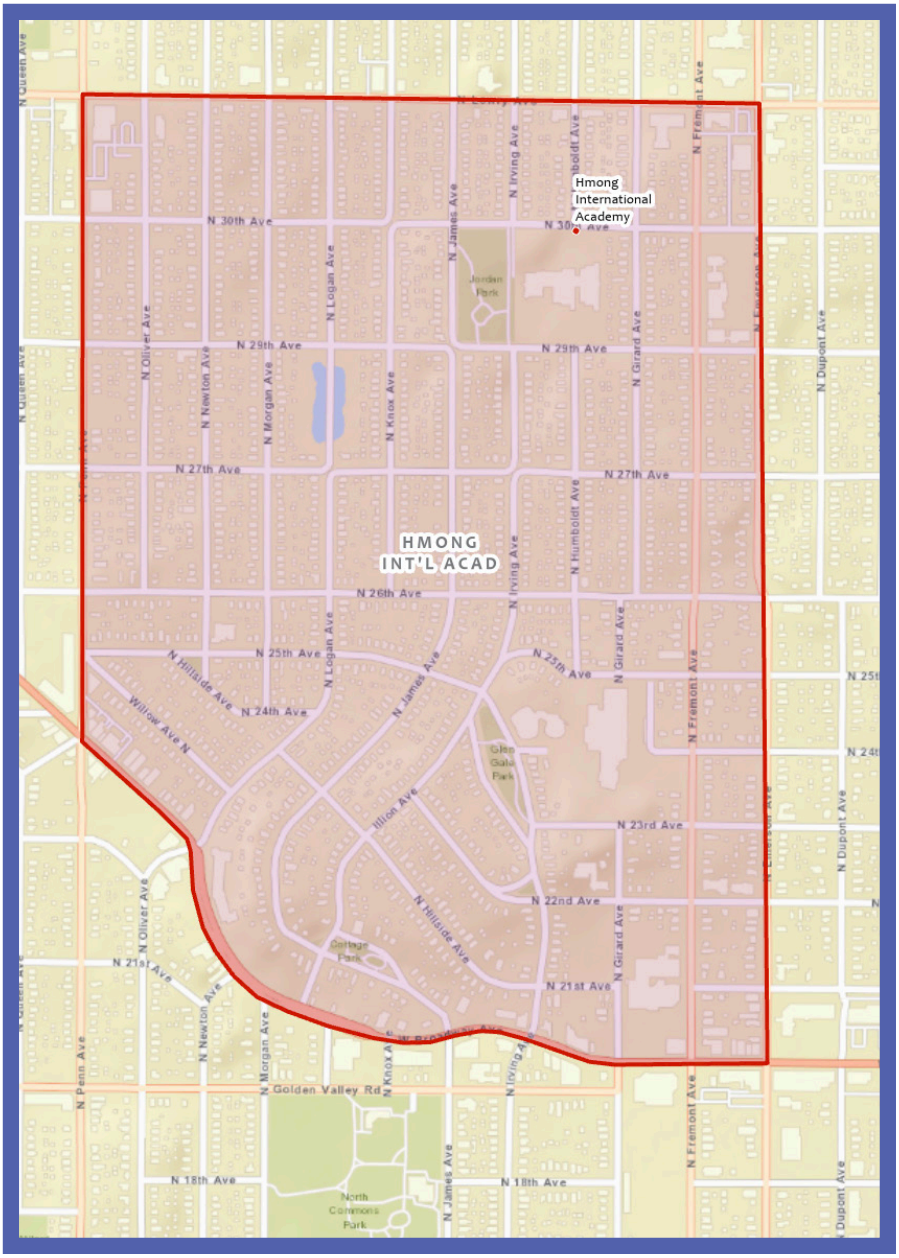
Hmong International Academy

Community Elementary School (K-5)

Escuela Primaria Comunitaria (K-5) • Dugsiga Hoose ee Bulshada (K-5)

Zejzos Community School (K-5)



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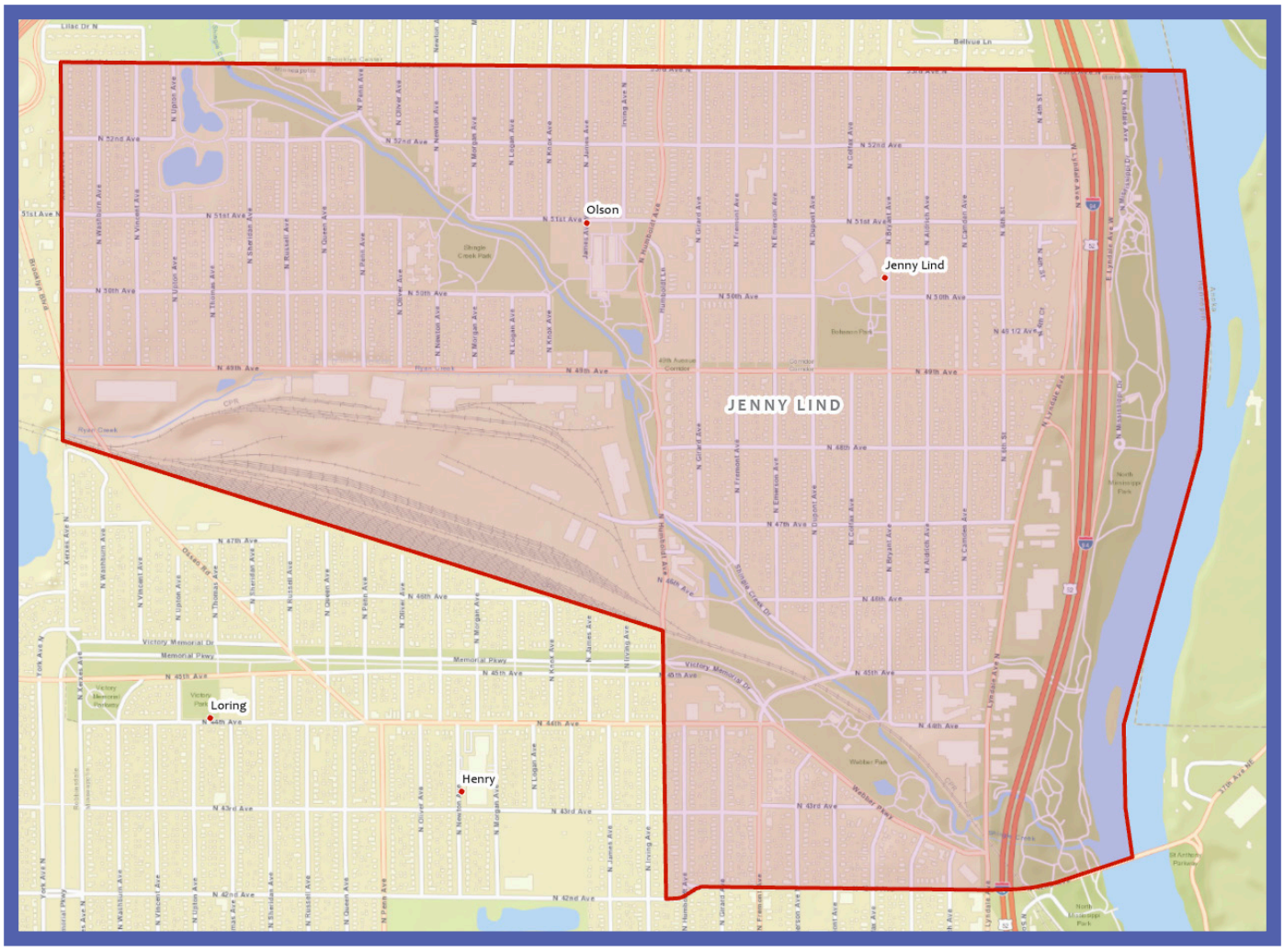
Jenny Lind

Community Elementary School (K-5)

Escuela Primaria Comunitaria (K-5) • Dugsiga Hoose ee Bulshada (K-5)

Zejzos Community School (K-5)



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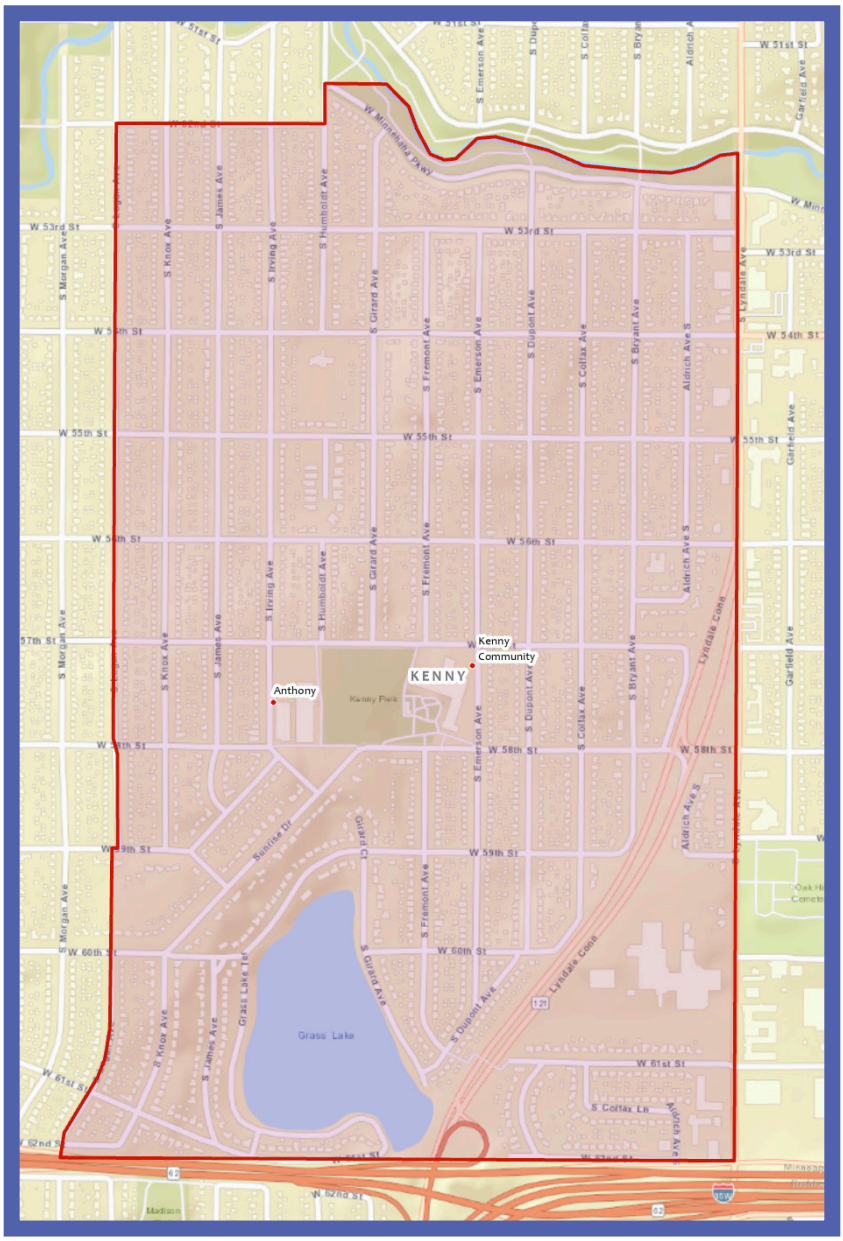
Kenny

Community Elementary School (K-5)

Escuela Primaria Comunitaria (K-5) • Dugsiga Hoose ee Bulshada (K-5)

Zejzos Community School (K-5)



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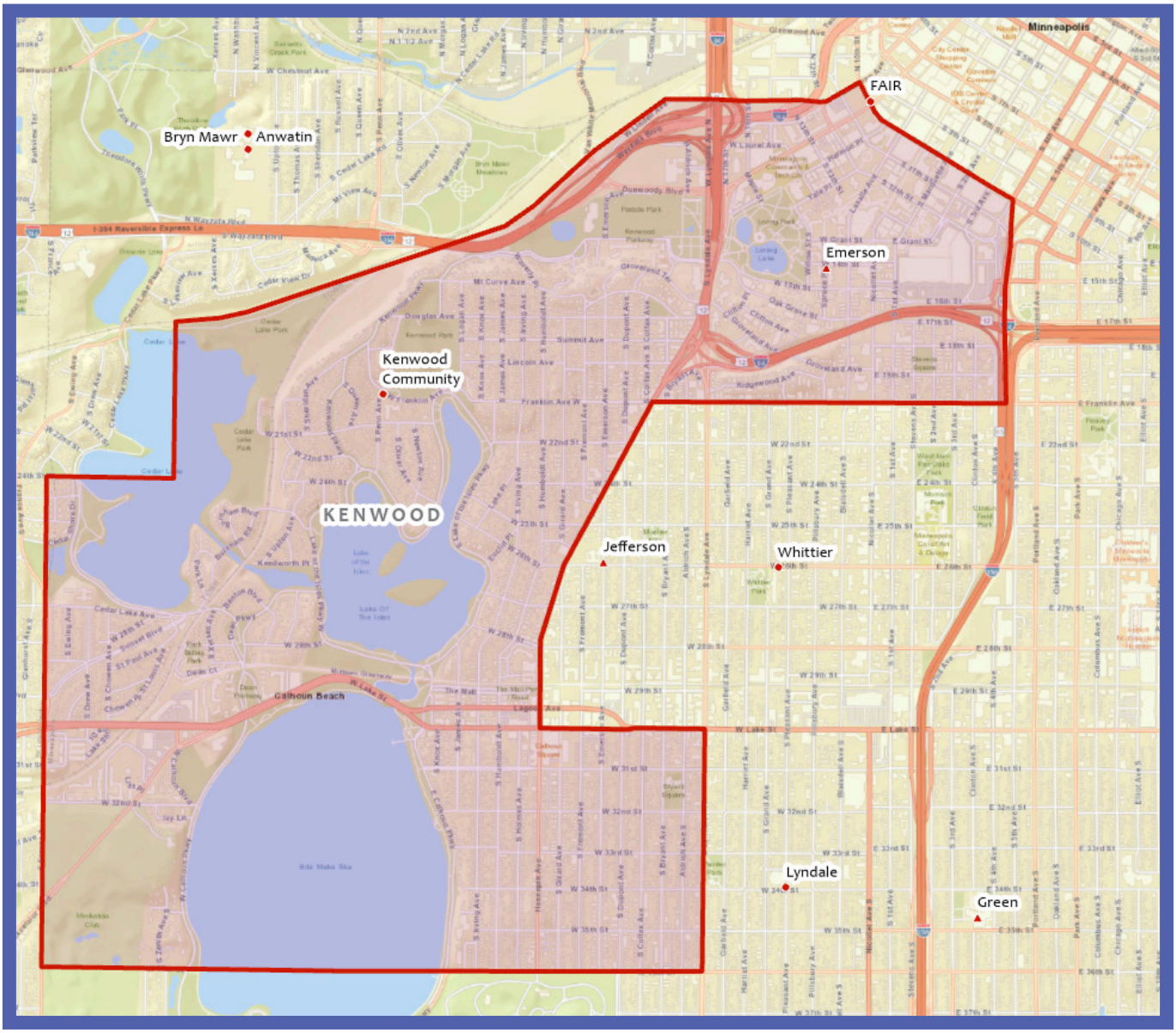
Kenwood

Community Elementary School (K-5)

Escuela Primaria Comunitaria (K-5) • Dugsiga Hoose ee Bulshada (K-5)

Zejzos Community School (K-5)



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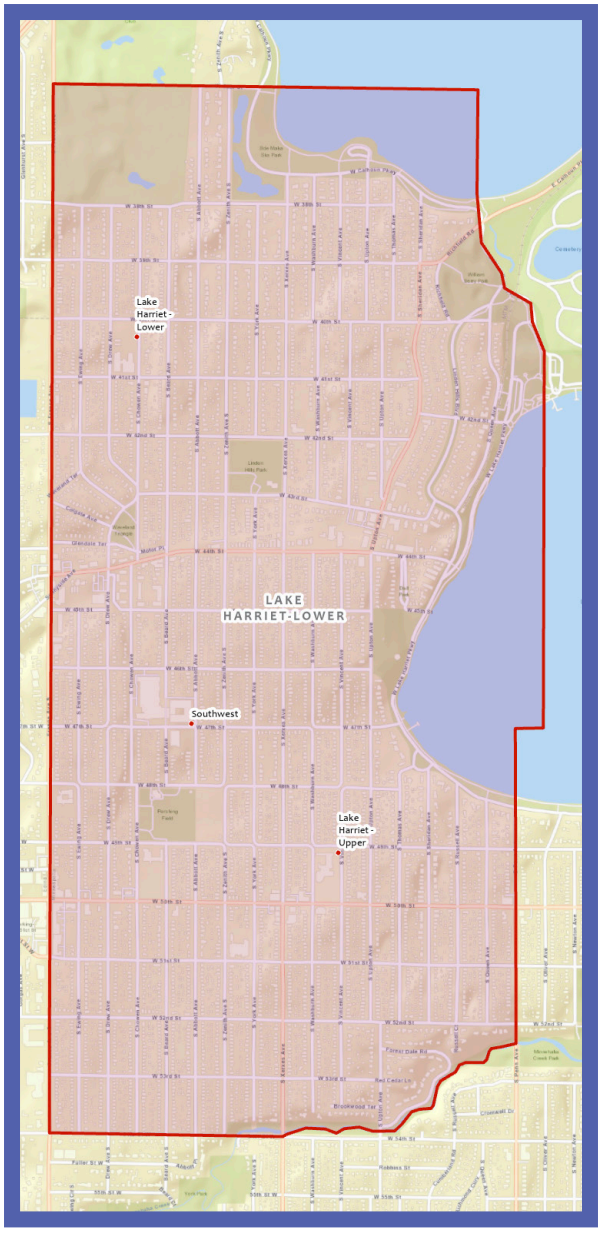
Lake Harriet
Lower (K-2) & Upper (3-5)
Community Elementary School
Escuela Primaria Comunitaria

Dugsiga Hoose ee Bulshada • Zejzos Community School



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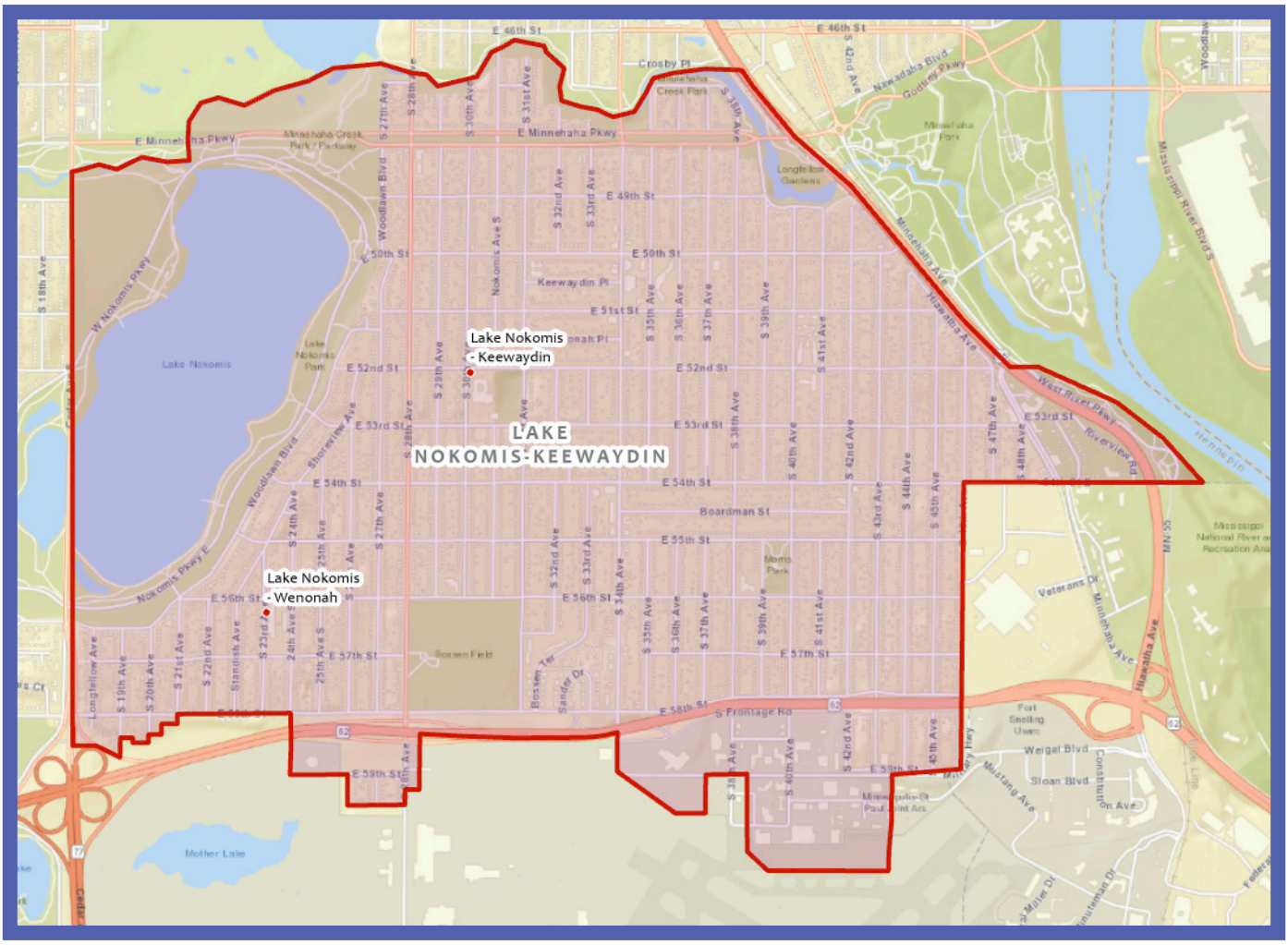
Lake Nokomis
Wenonah (K-1) & Keeywadin (2-5)
Community Elementary School

Escuela Primaria Comunitaria

Dugsiga Hoose ee Bulshada • Zejzos Community School



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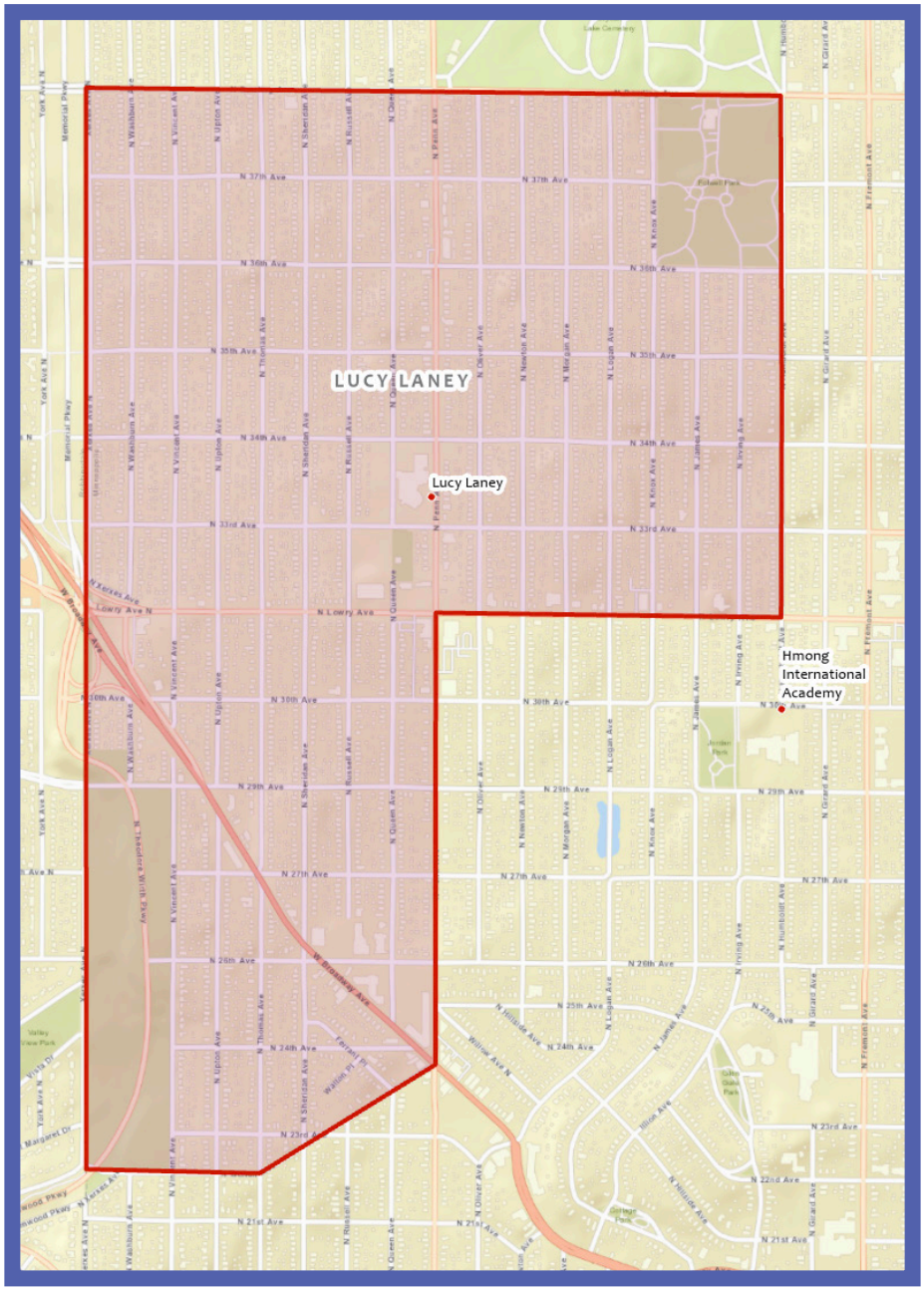
Lucy Laney

Community Elementary School (K-5)

Escuela Primaria Comunitaria (K-5) • Dugsiga Hoose ee Bulshada (K-5)

Zejzos Community School (K-5)



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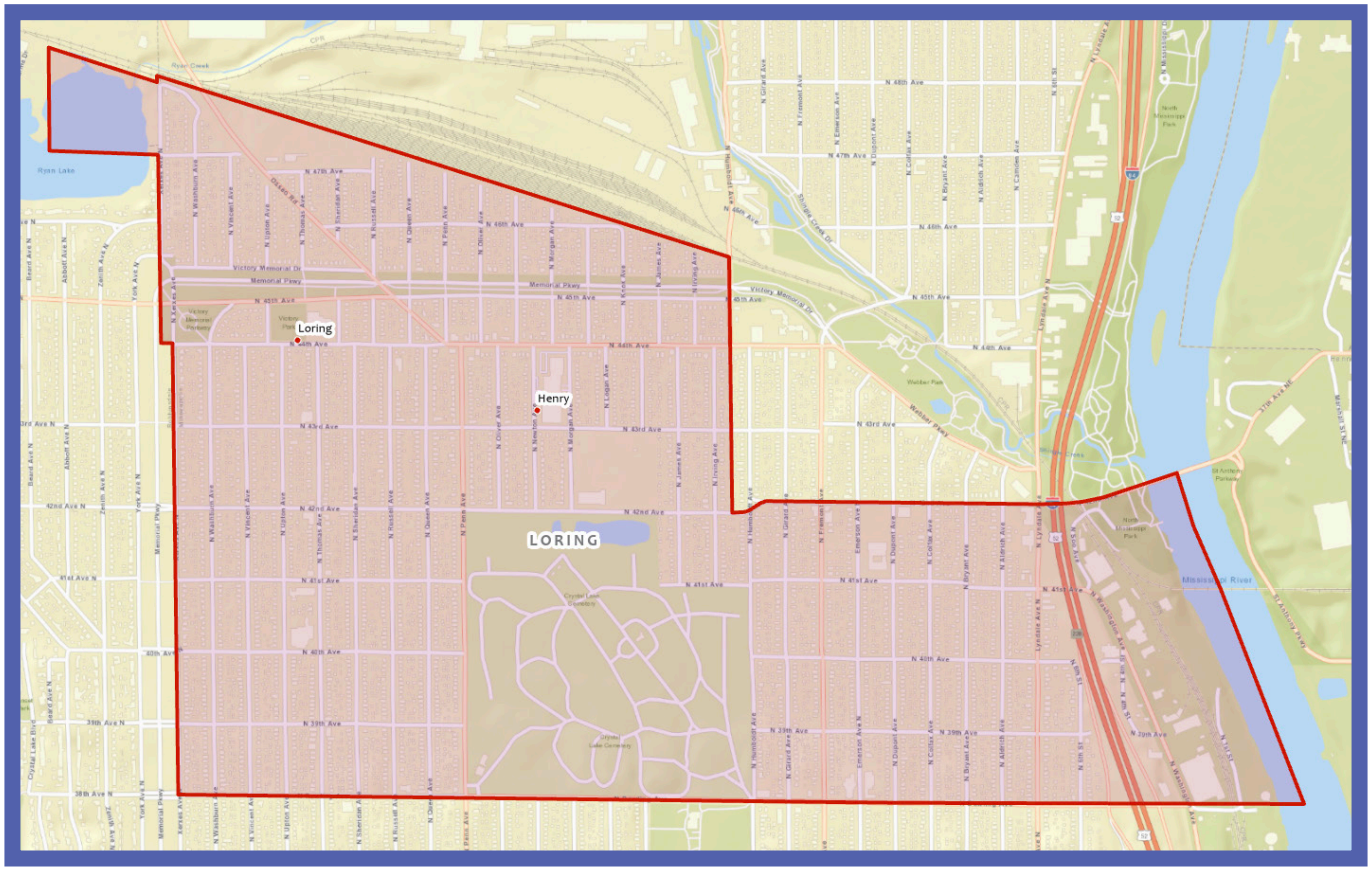
Loring

Community Elementary School (K-5)

Escuela Primaria Comunitaria (K-5) • Dugsiga Hoose ee Bulshada (K-5)

Zejzos Community School (K-5)



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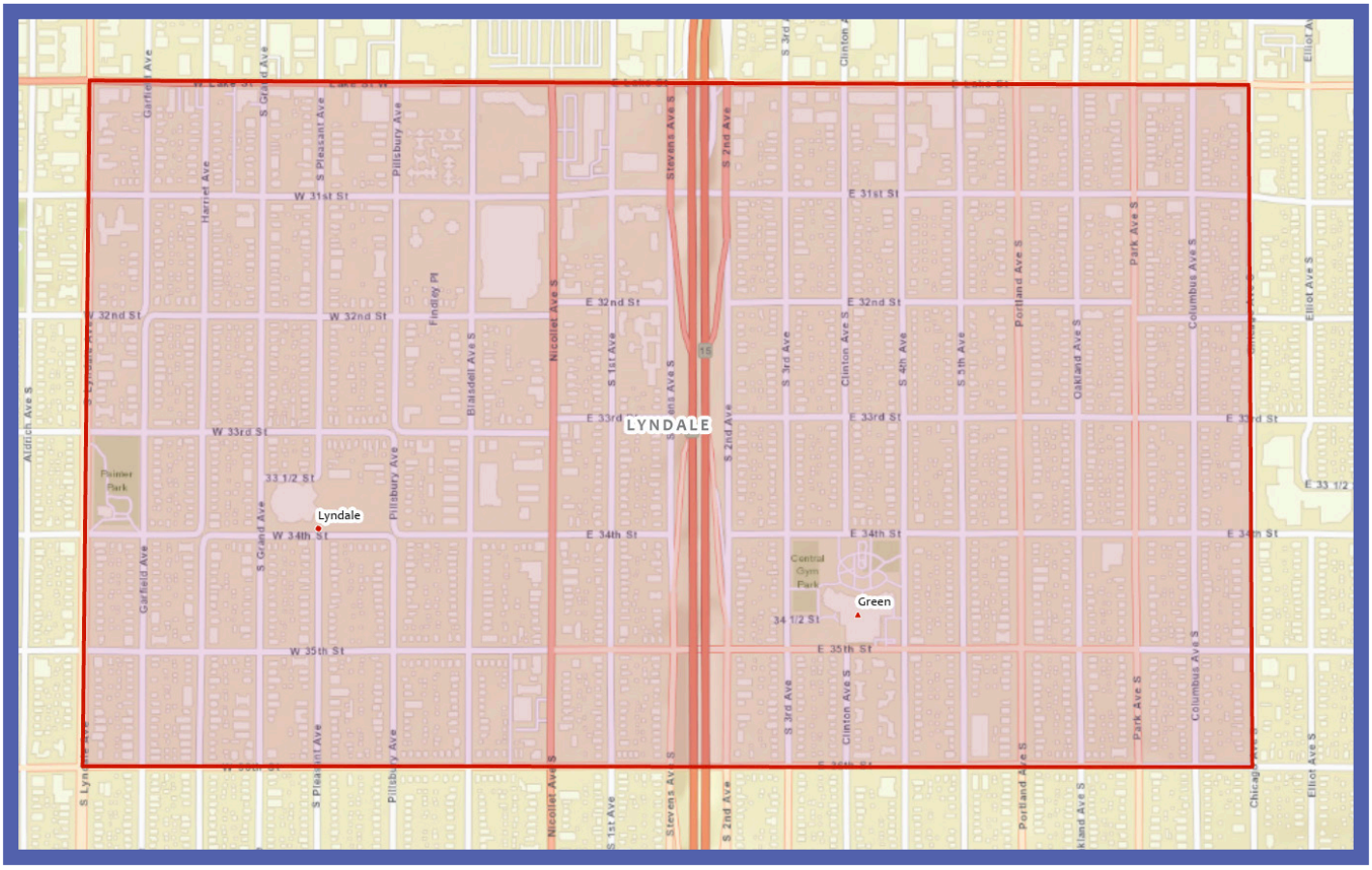
Lyndale

Community Elementary School (K-5)

Escuela Primaria Comunitaria (K-5) • Dugsiga Hoose ee Bulshada (K-5)

Zejzos Community School (K-5)



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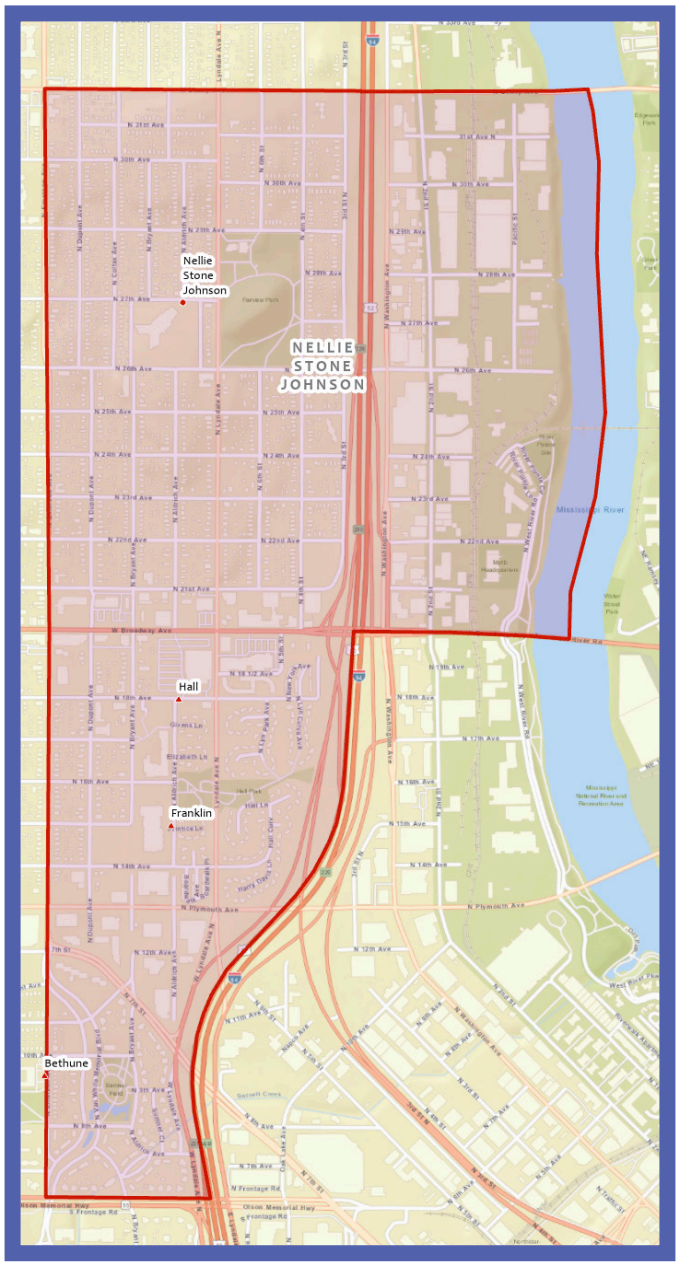
Nellie Stone Johnson

Community Elementary School (K-5)

Escuela Primaria Comunitaria (K-5) • Dugsiga Hoose ee Bulshada (K-5)

Zejzos Community School (K-5)



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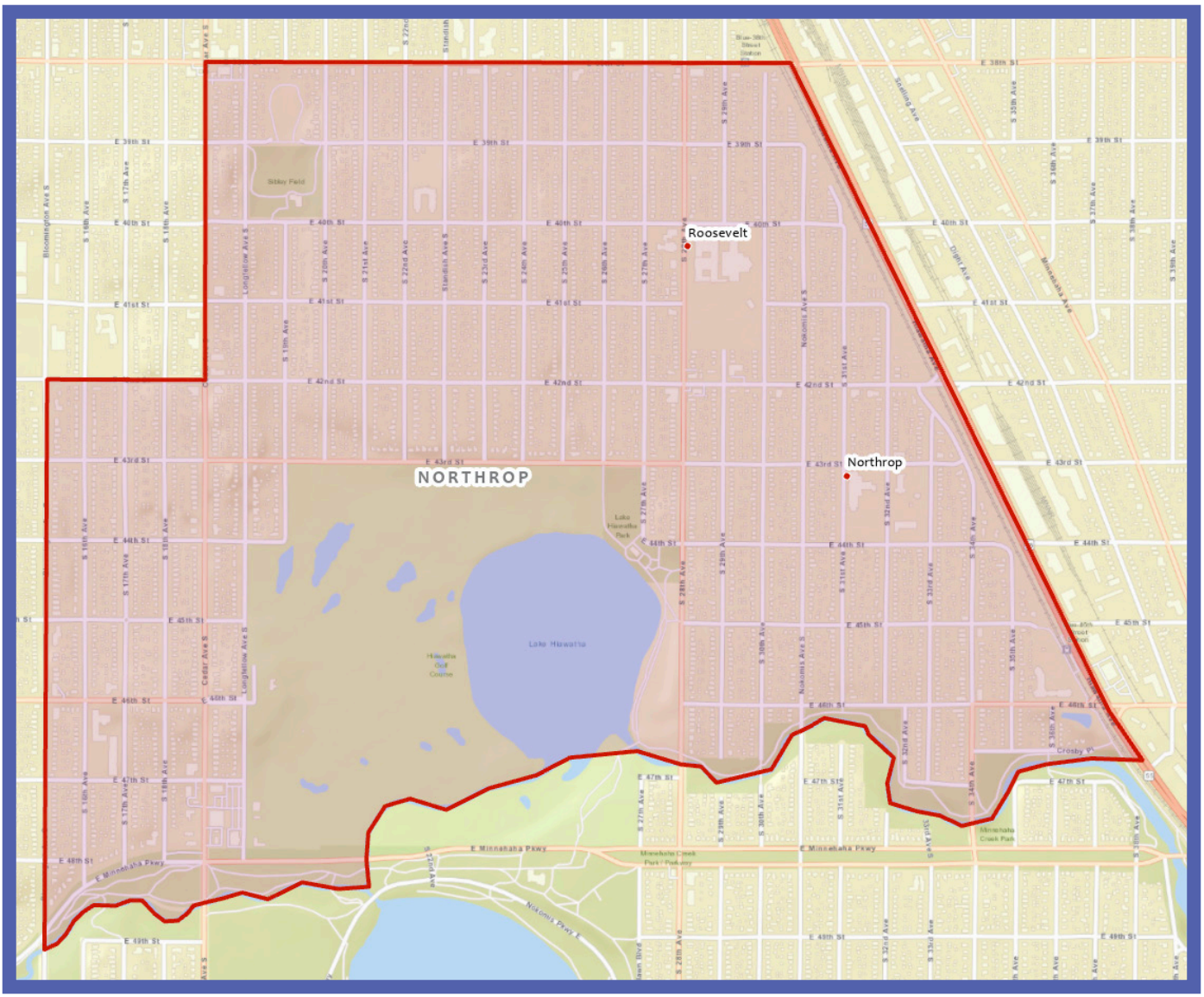
Northrop

Community Elementary School (K-5)

Escuela Primaria Comunitaria (K-5) • Dugsiga Hoose ee Bulshada (K-5)

Zejzos Community School (K-5)



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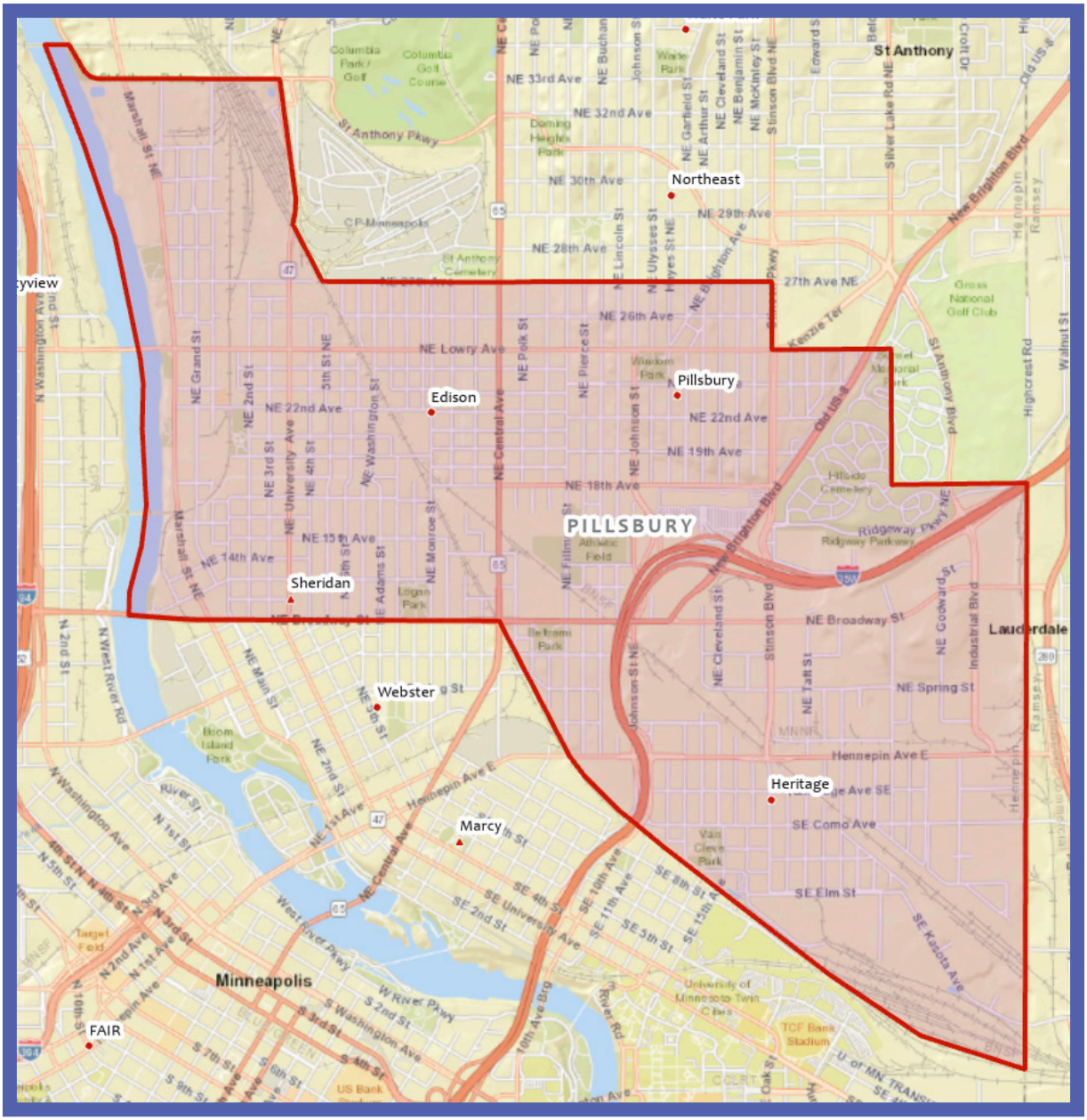
Pillsbury

Community Elementary School (K-5)

Escuela Primaria Comunitaria (K-5) • Dugsiga Hoose ee Bulshada (K-5)

Zejzos Community School (K-5)



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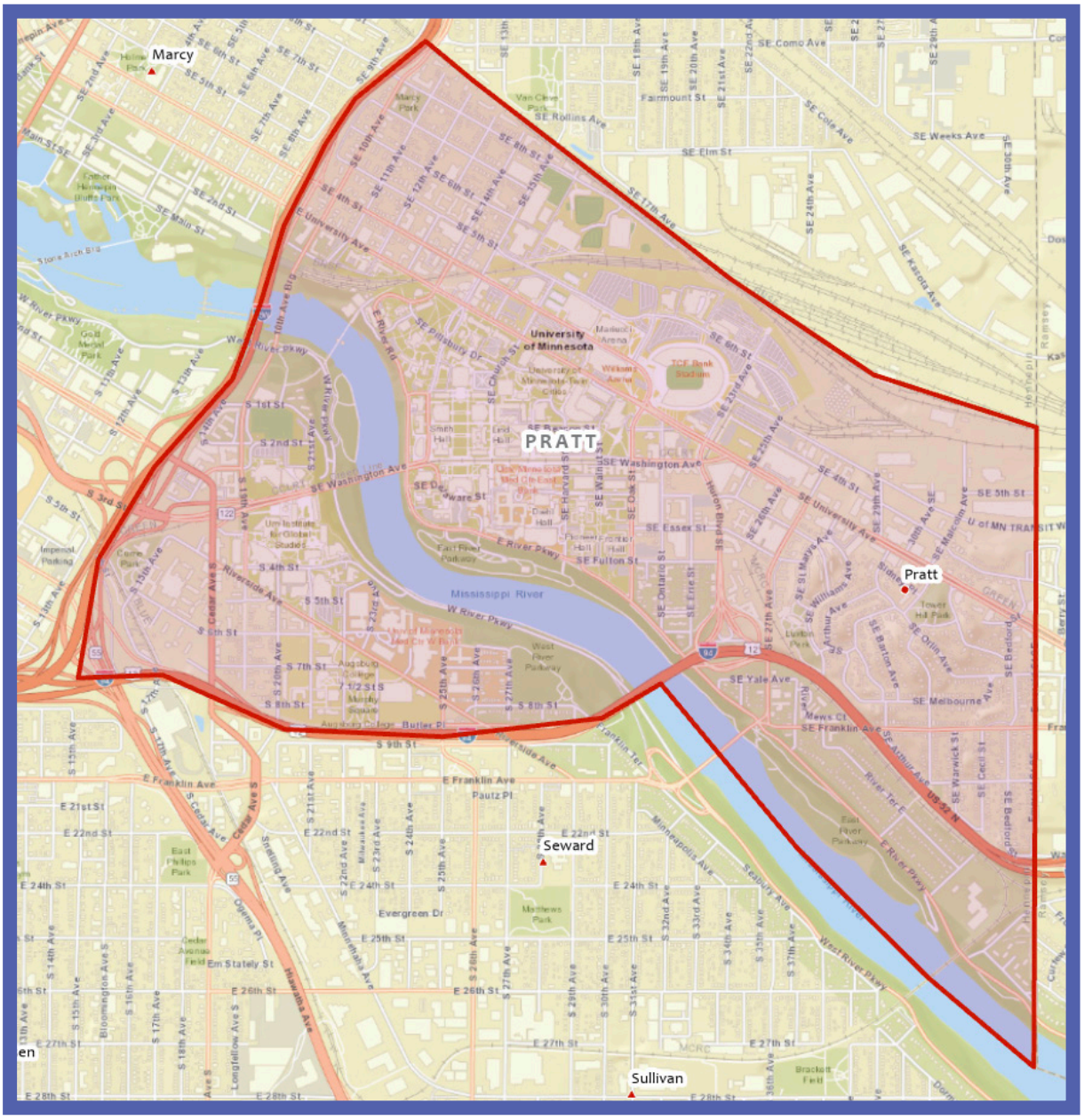
Pratt

Community Elementary School (K-5)

Escuela Primaria Comunitaria (K-5) • Dugsiga Hoose ee Bulshada (K-5)

Zejzos Community School (K-5)



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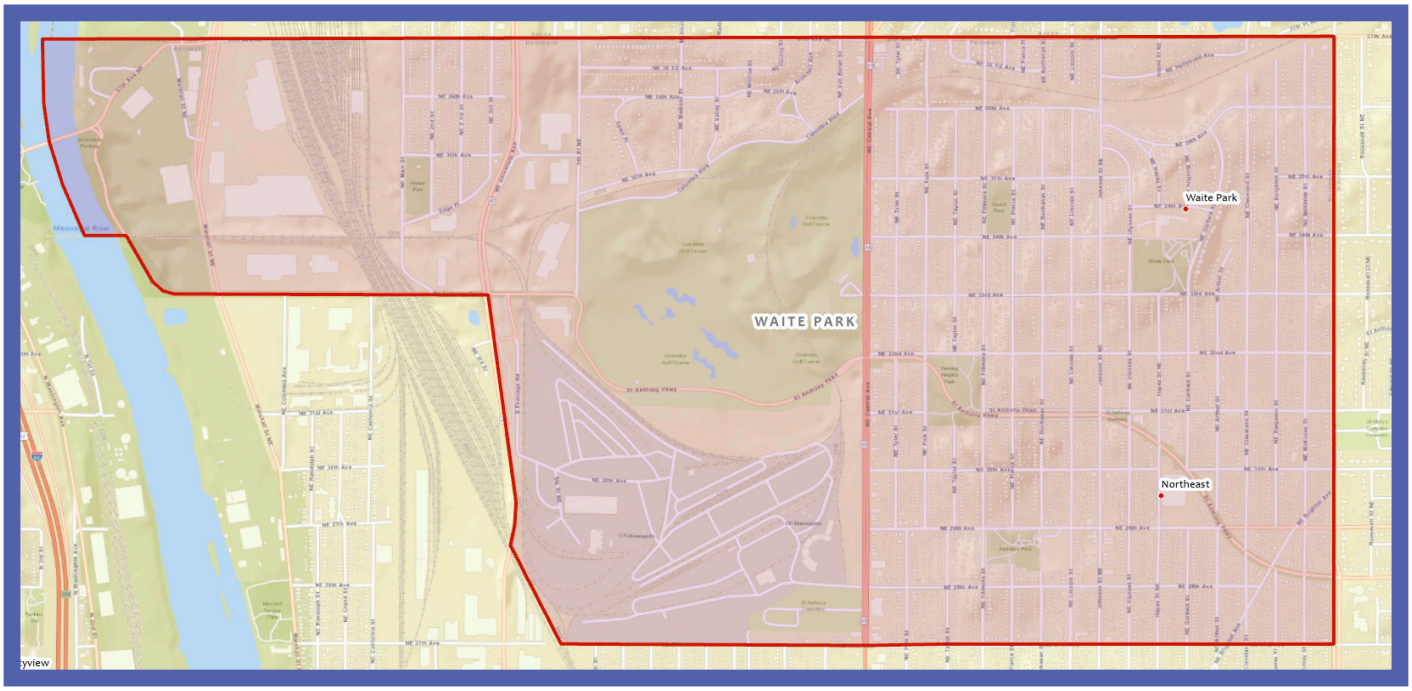
Waite Park

Community Elementary School (K-5)

Escuela Primaria Comunitaria (K-5) • Dugsiga Hoose ee Bulshada (K-5)

Zejzos Community School (K-5)



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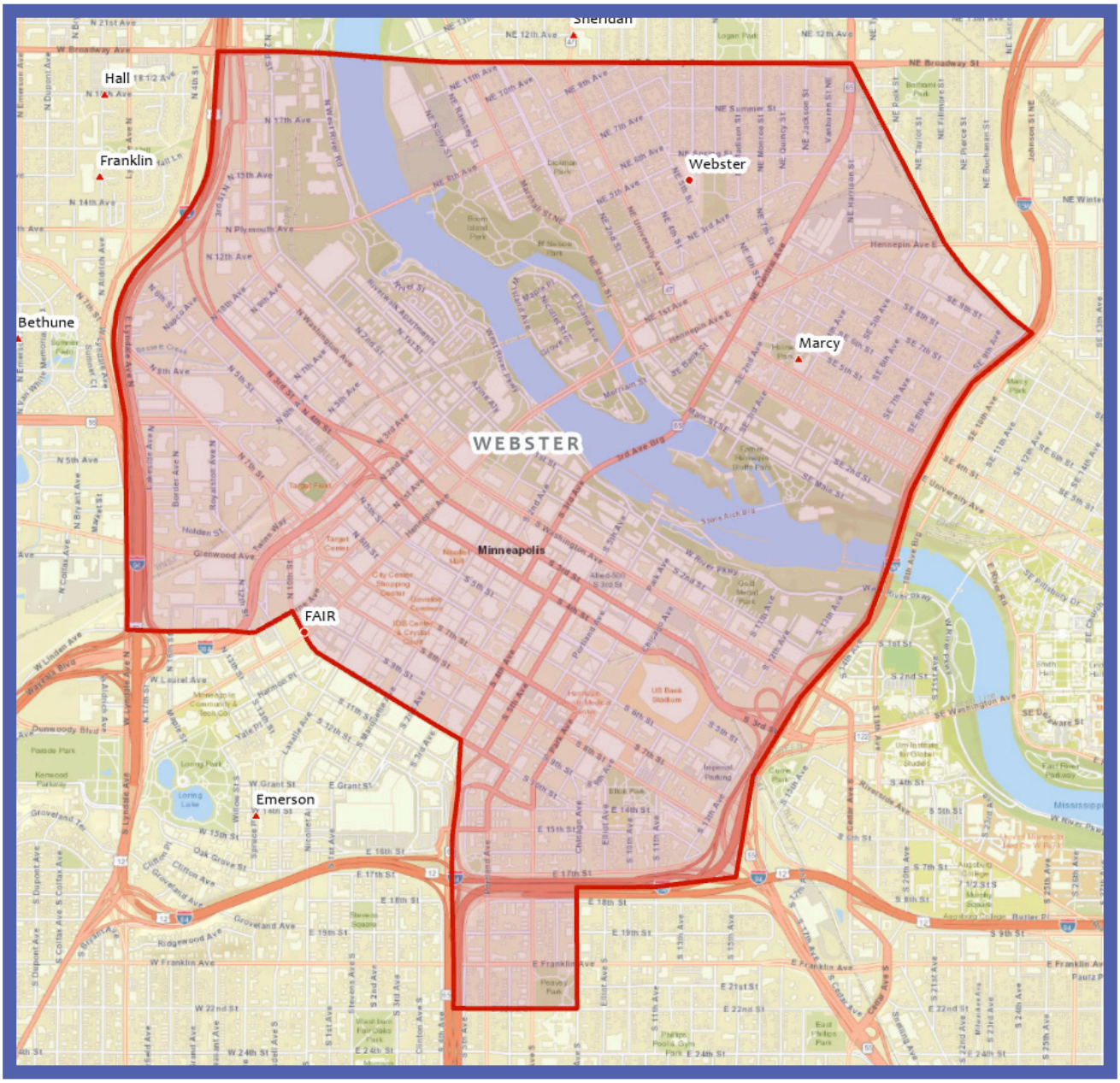
Webster

Community Elementary School (K-5)

Escuela Primaria Comunitaria (K-5) • Dugsiga Hoose ee Bulshada (K-5)

Zejzos Community School (K-5)



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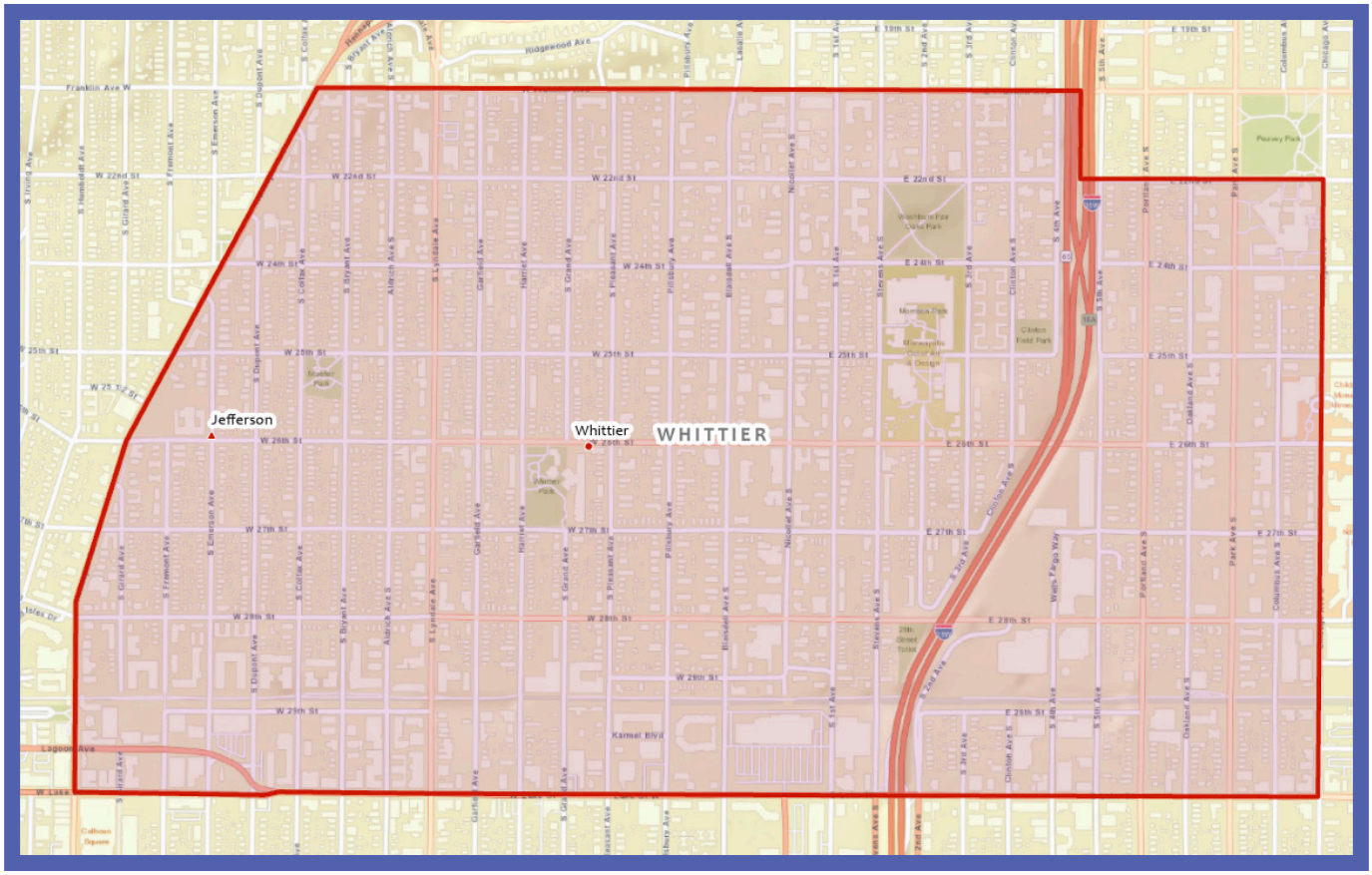
Whittier

Community Elementary School (K-5)

Escuela Primaria Comunitaria (K-5) • Dugsiga Hoose ee Bulshada (K-5)

Zejzos Community School (K-5)



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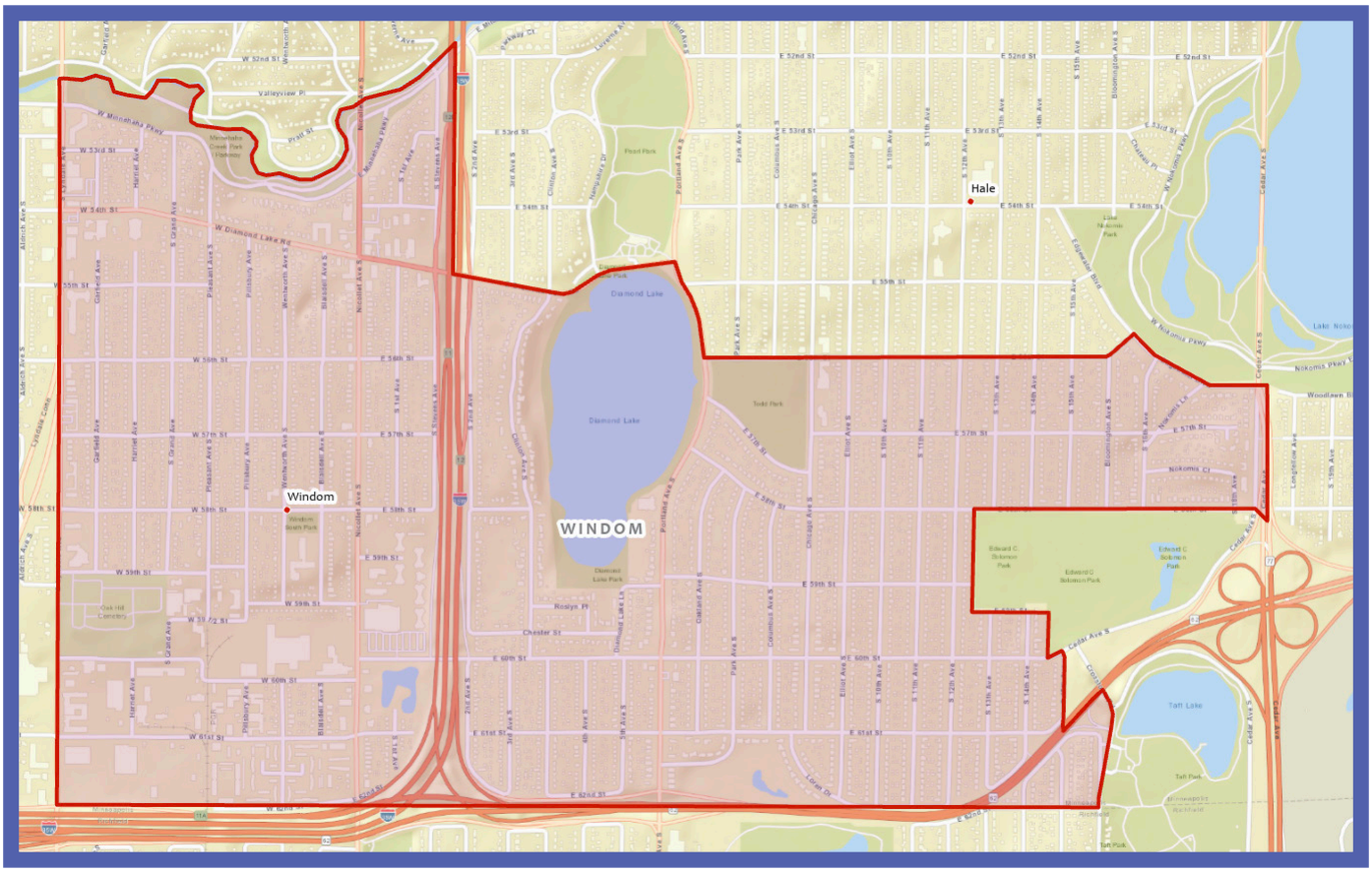
Windom

Community Elementary School (K-5)

Escuela Primaria Comunitaria (K-5) • Dugsiga Hoose ee Bulshada (K-5)

Zejzos Community School (K-5)



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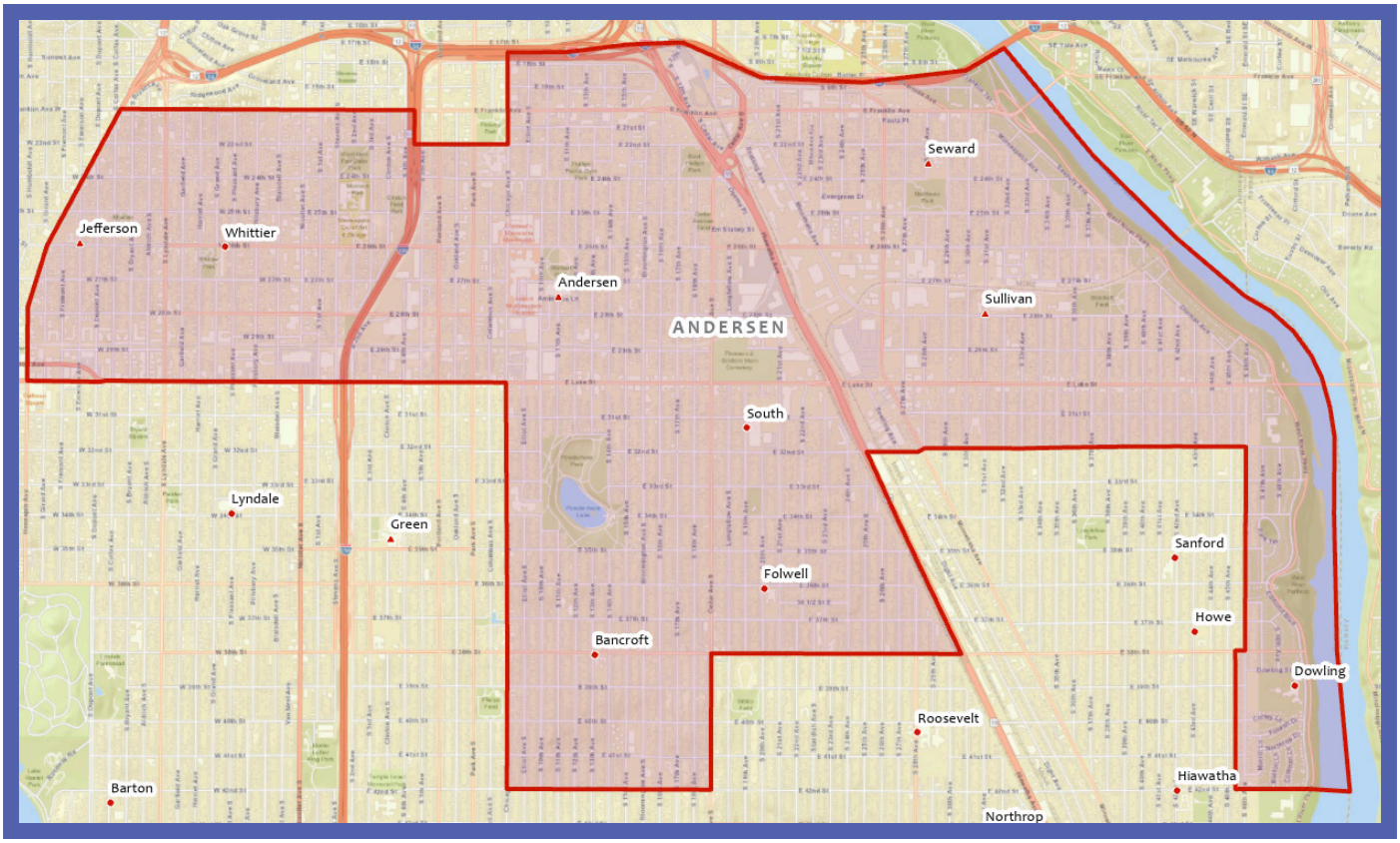
Andersen

Community Middle School (6-8)

Escuela Intermedia Comunitaria (6-8) • Dugsiga Dhexe ee Bulshada (6-8)

Zejzos Middle School (6-8)



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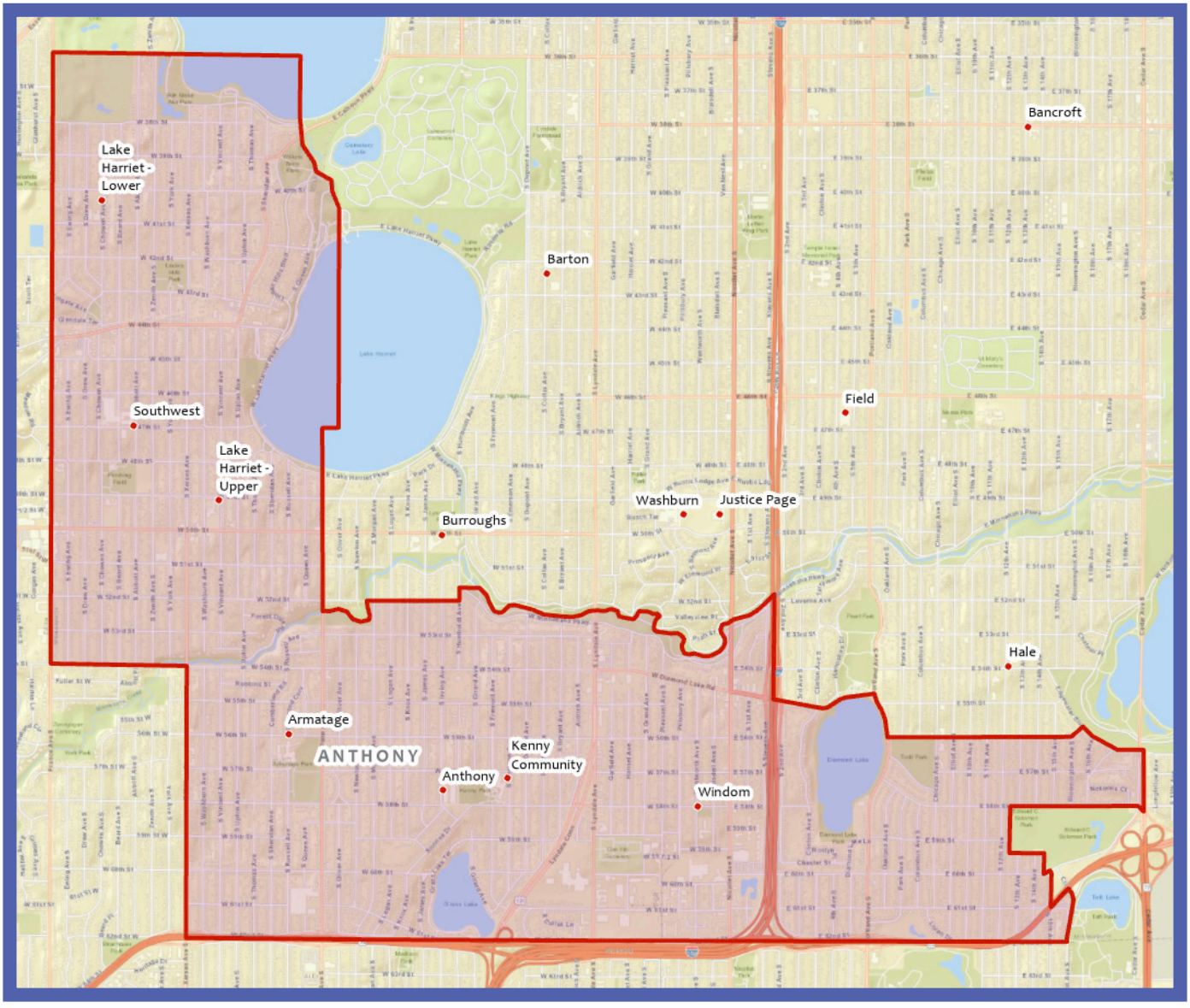
Anthony

Community Middle School (6-8)

Escuela Intermedia Comunitaria (6-8) • Dugsiga Dhexe ee Bulshada (6-8)

Zejzos Middle School (6-8)



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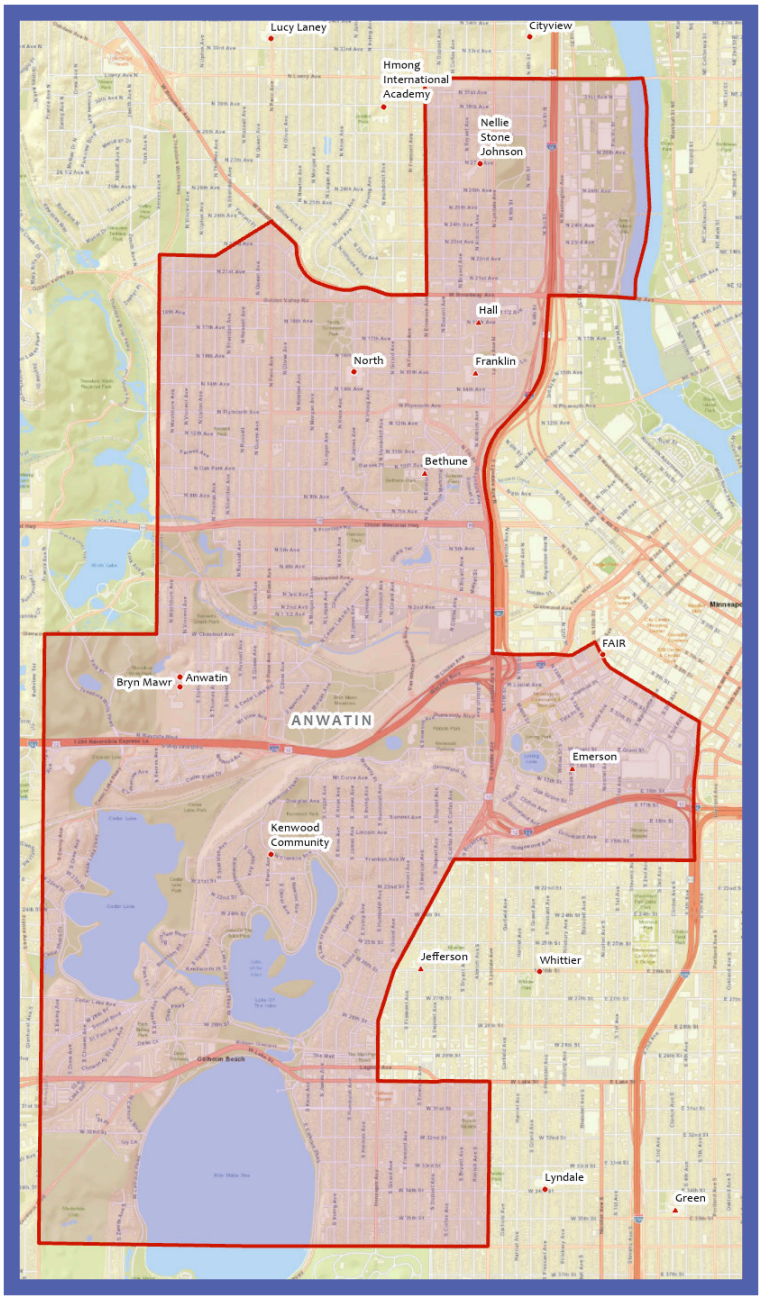
Anwatin

Community Middle School (6-8)

Escuela Intermedia Comunitaria (6-8) • Dugsiga Dhexe ee Bulshada (6-8)

Zejzos Middle School (6-8)



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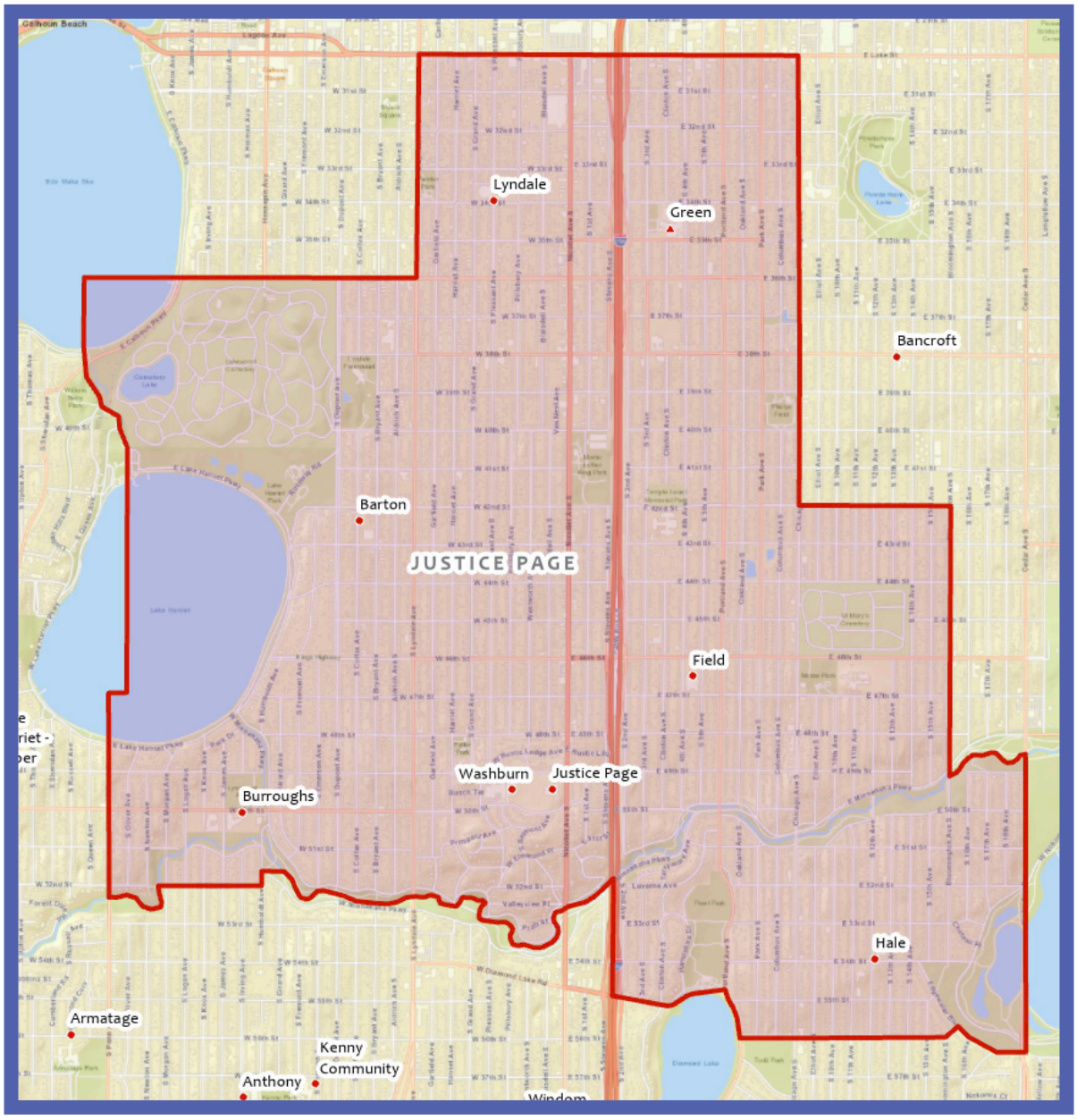
Justice Page

Community Middle School (6-8)

Escuela Intermedia Comunitaria (6-8) • Dugsiga Dhexe ee Bulshada (6-8)

Zejzos Middle School (6-8)



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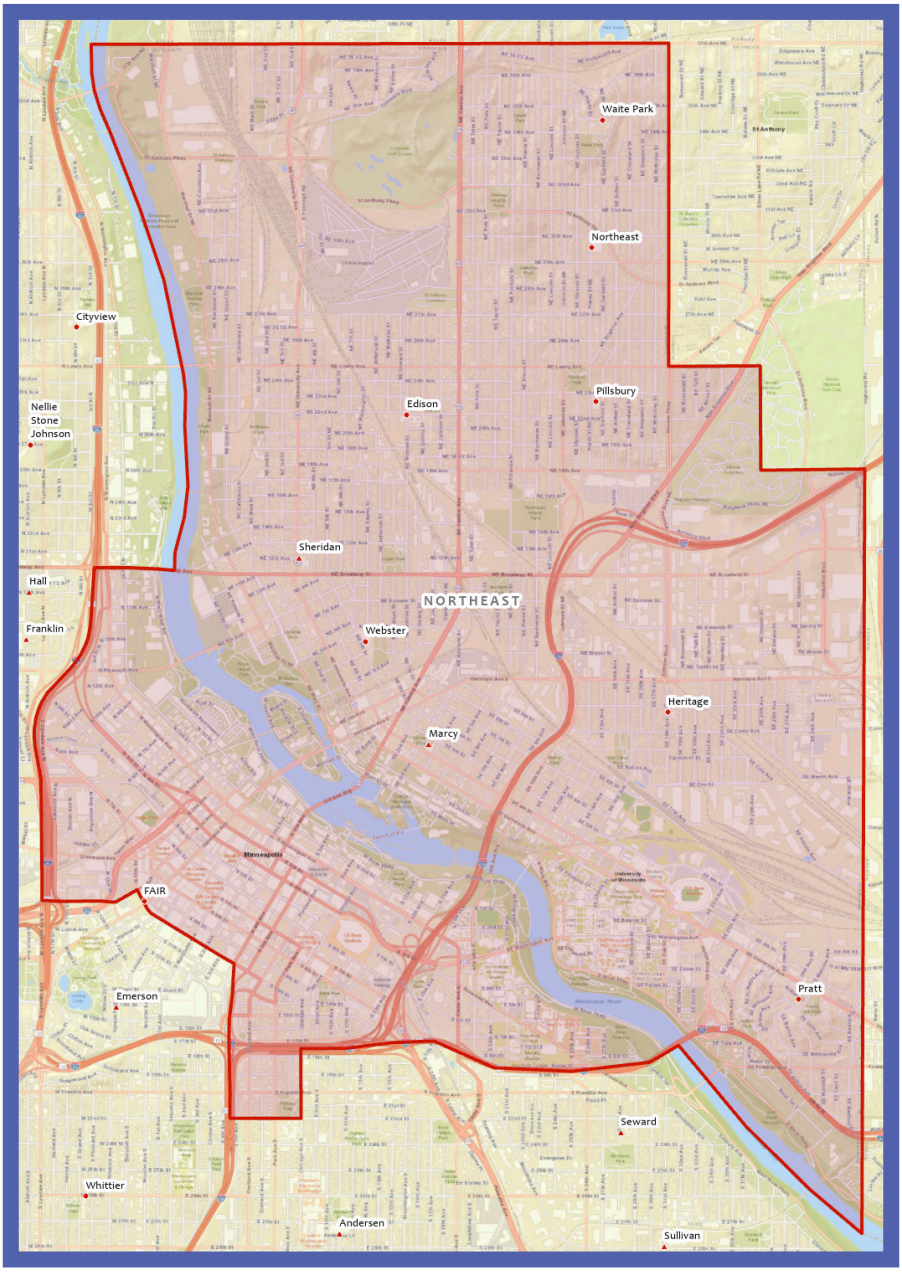
Northeast

Community Middle School (6-8)

Escuela Intermedia Comunitaria (6-8) • Dugsiga Dhexe ee Bulshada (6-8)

Zejzos Middle School (6-8)



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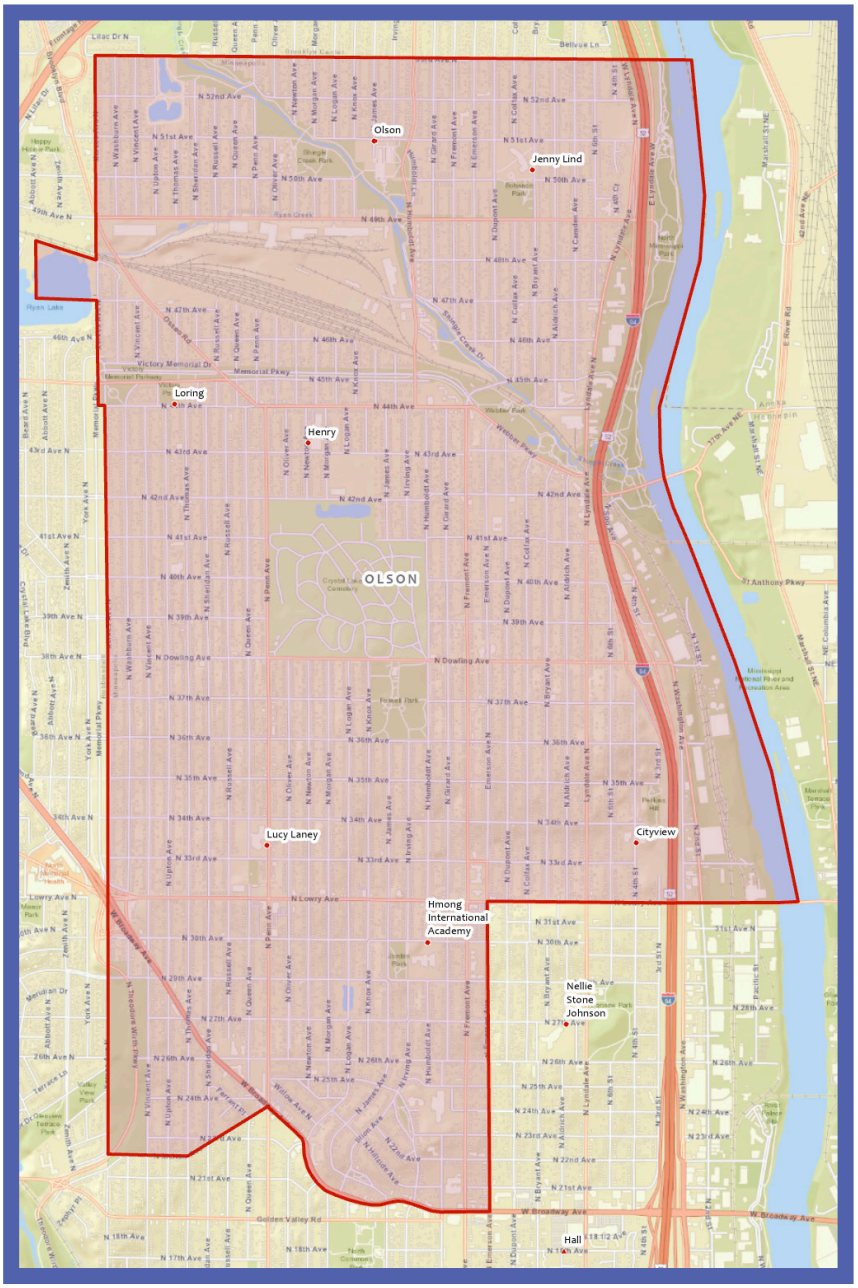
Olson

Community Middle School (6-8)

Escuela Intermedia Comunitaria (6-8) • Dugsiga Dhexe ee Bulshada (6-8)

Zejzos Middle School (6-8)



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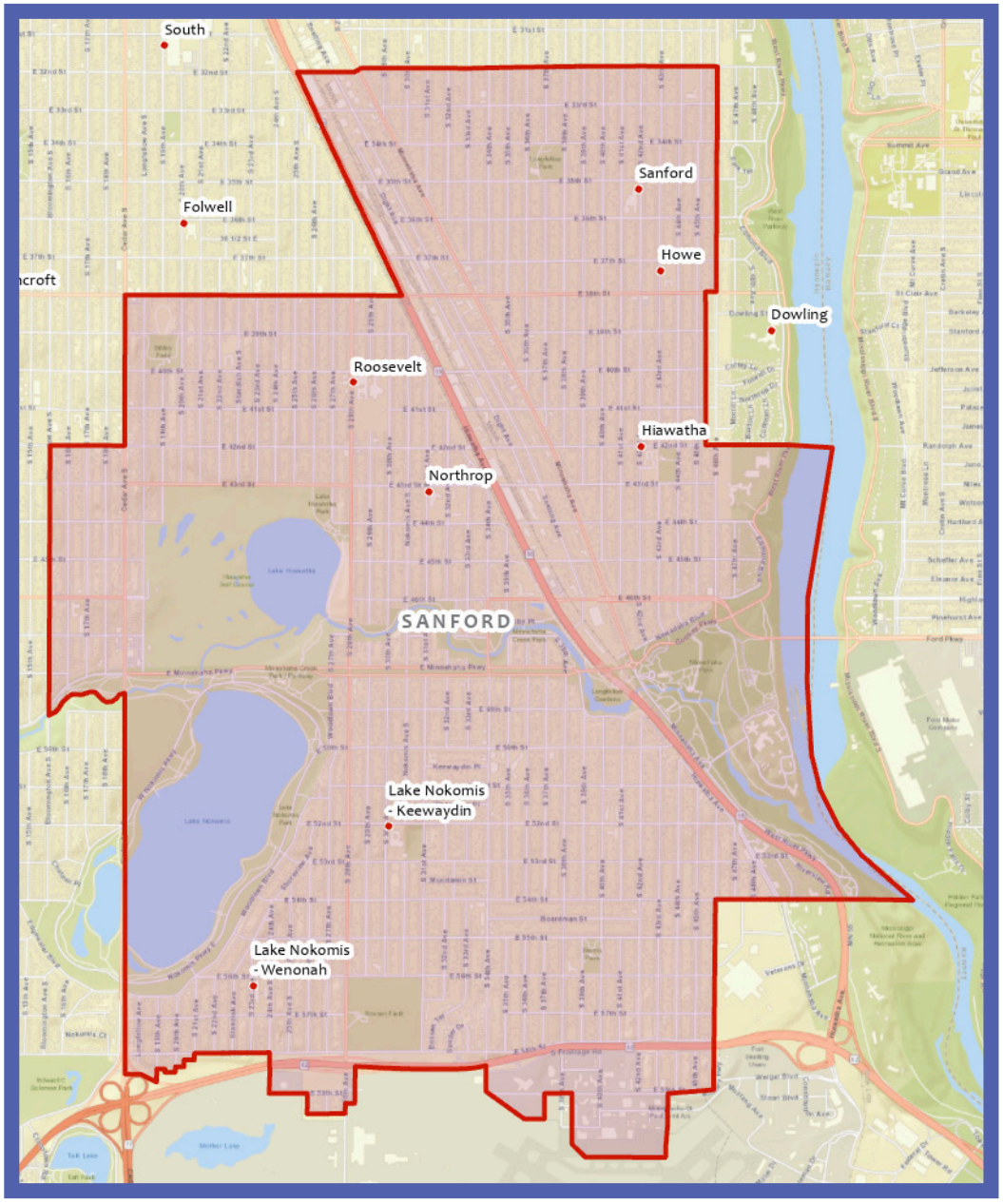
Sanford

Community Middle School (6-8)

Escuela Intermedia Comunitaria (6-8) • Dugsiga Dhexe ee Bulshada (6-8)

Zejzos Middle School (6-8)



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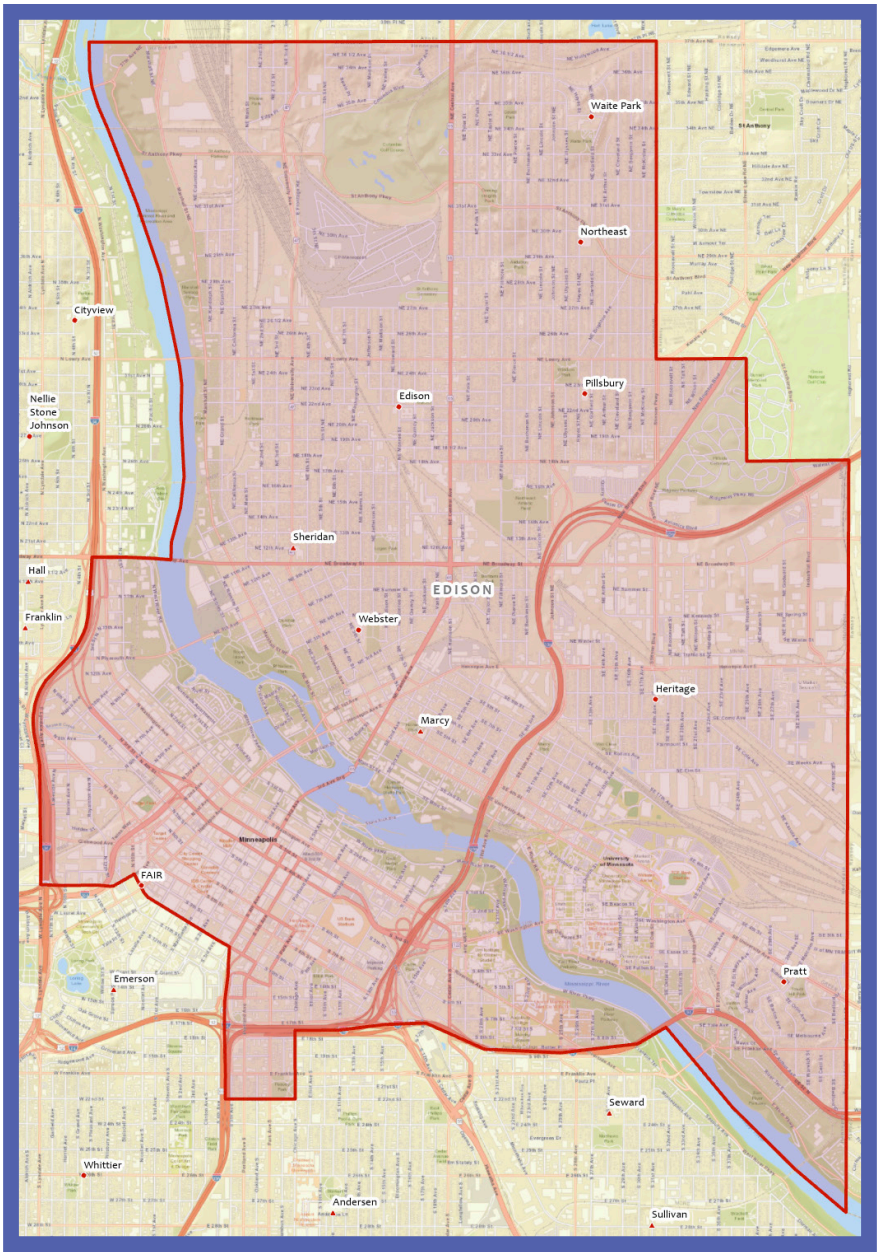
Edison

High School (9-12)

Escuela Secundarias Comunitaria (9-12) • Dugsiga Sare ee Bulshada (9-12)

Zejzos High School (9-12)



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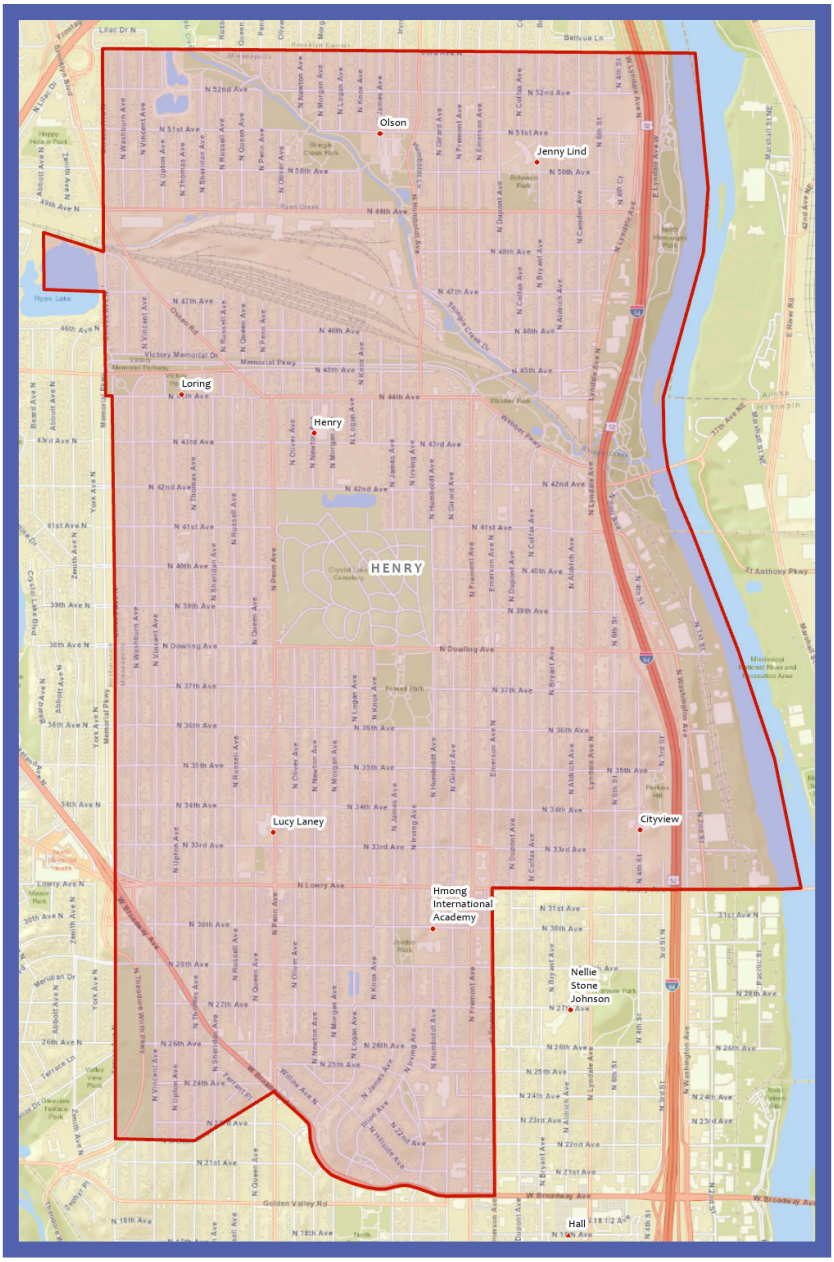
Henry

High School (9-12)

Escuela Secundarias Comunitaria (9-12) • Dugsiga Sare ee Bulshada (9-12)

Zejzos High School (9-12)



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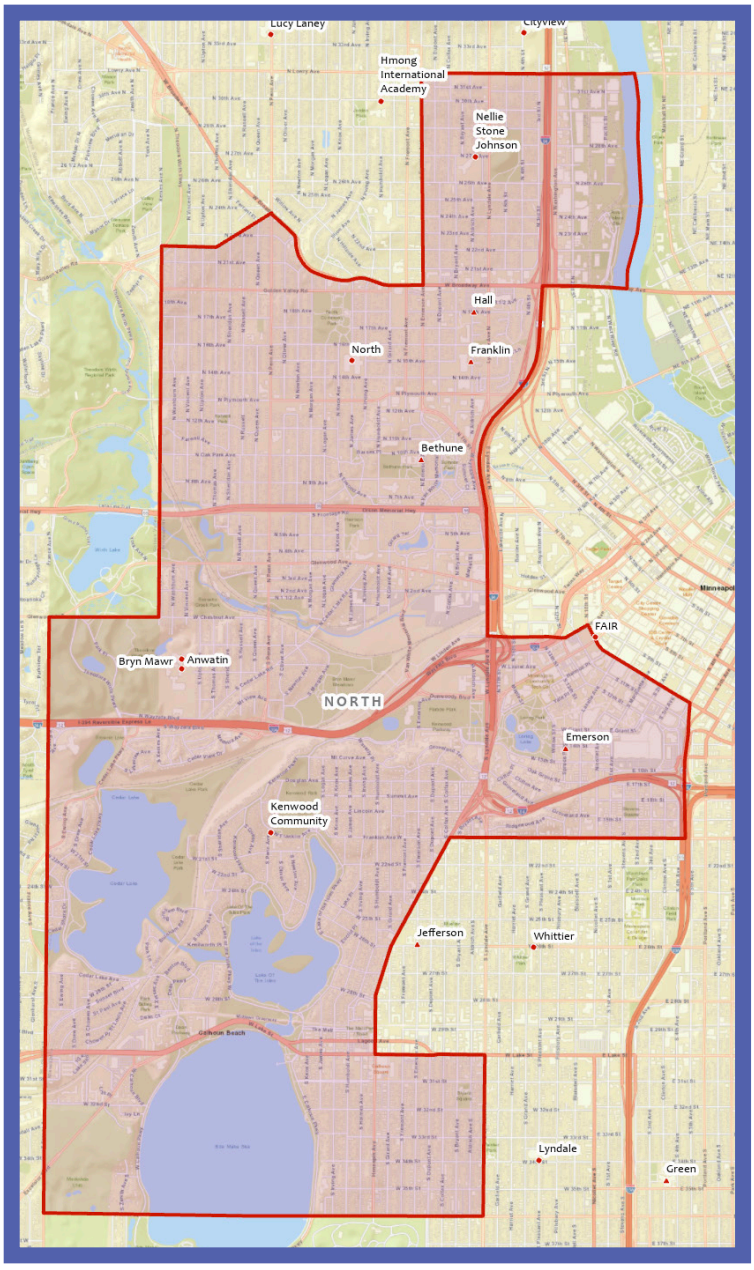
North

High School (9-12)

Escuela Secundarias Comunitaria (9-12) • Dugsiga Sare ee Bulshada (9-12)

Zejzos High School (9-12)



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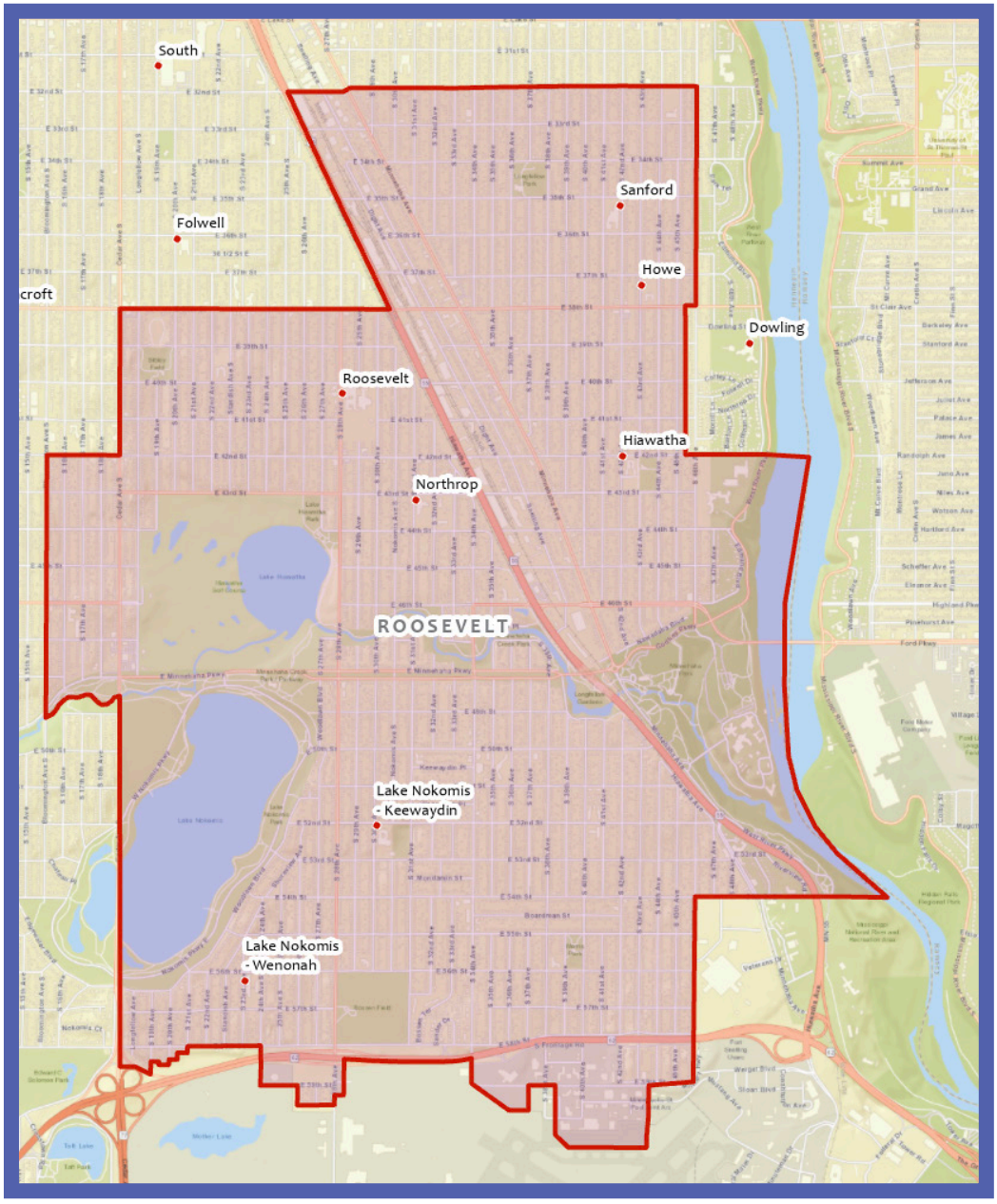
Roosevelt

High School (9-12)

Escuela Secundarias Comunitaria (9-12) • Dugsiga Sare ee Bulshada (9-12)

Zejzos High School (9-12)



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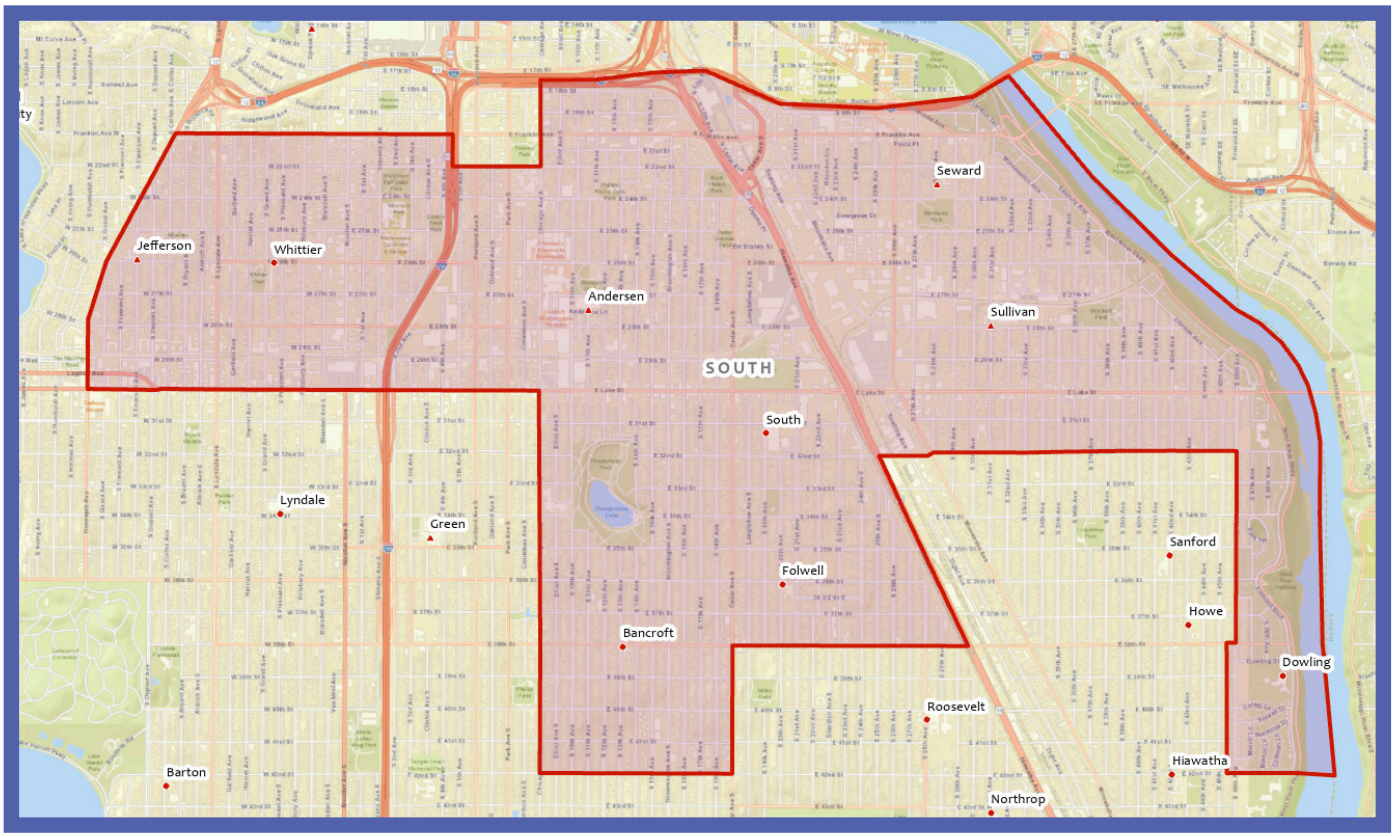
South

High School (9-12)

Escuela Secundarias Comunitaria (9-12) • Dugsiga Sare ee Bulshada (9-12)

Zejzos High School (9-12)



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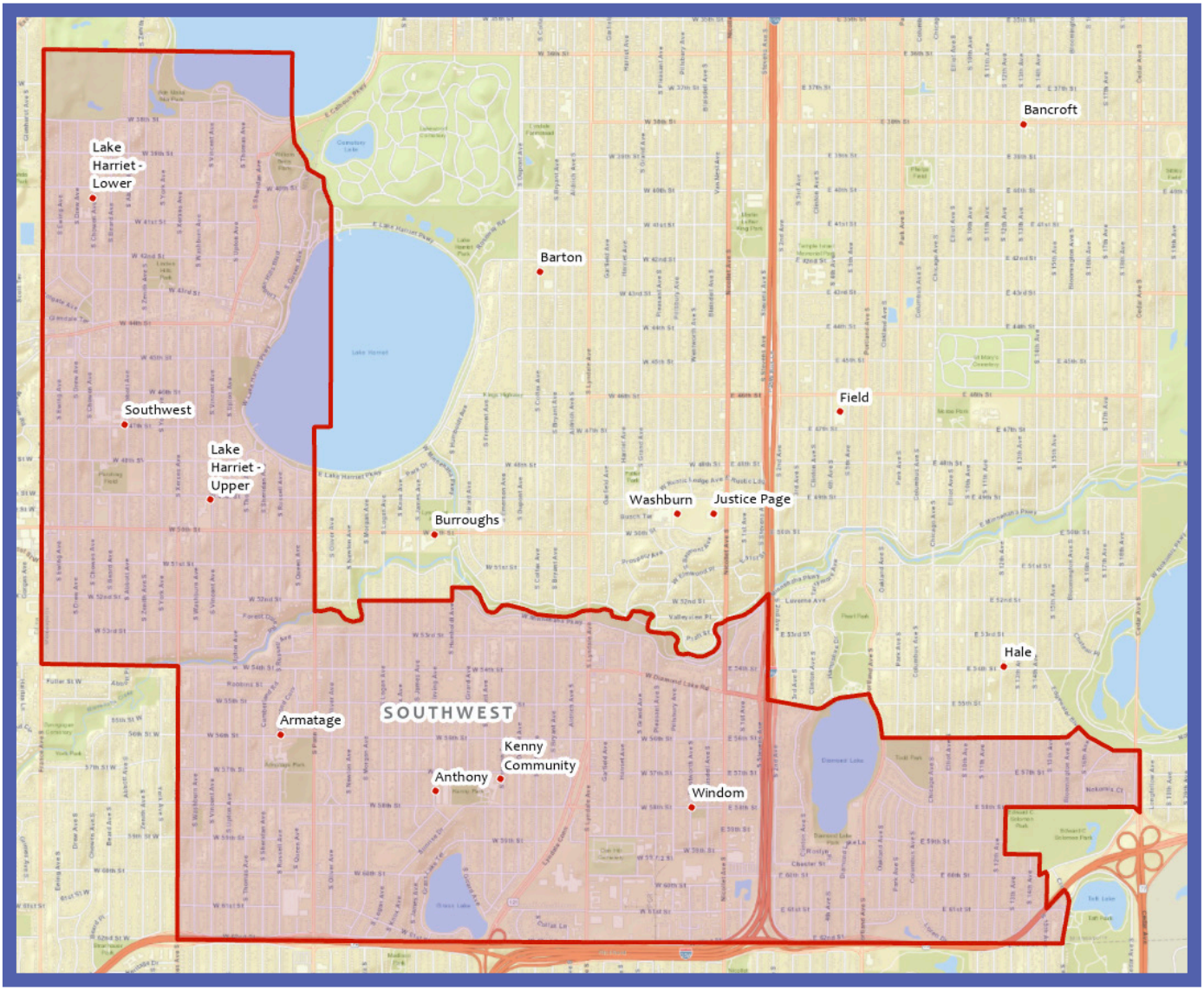
Southwest

High School (9-12)

Escuela Secundarias Comunitaria (9-12) • Dugsiga Sare ee Bulshada (9-12)

Zejzos High School (9-12)



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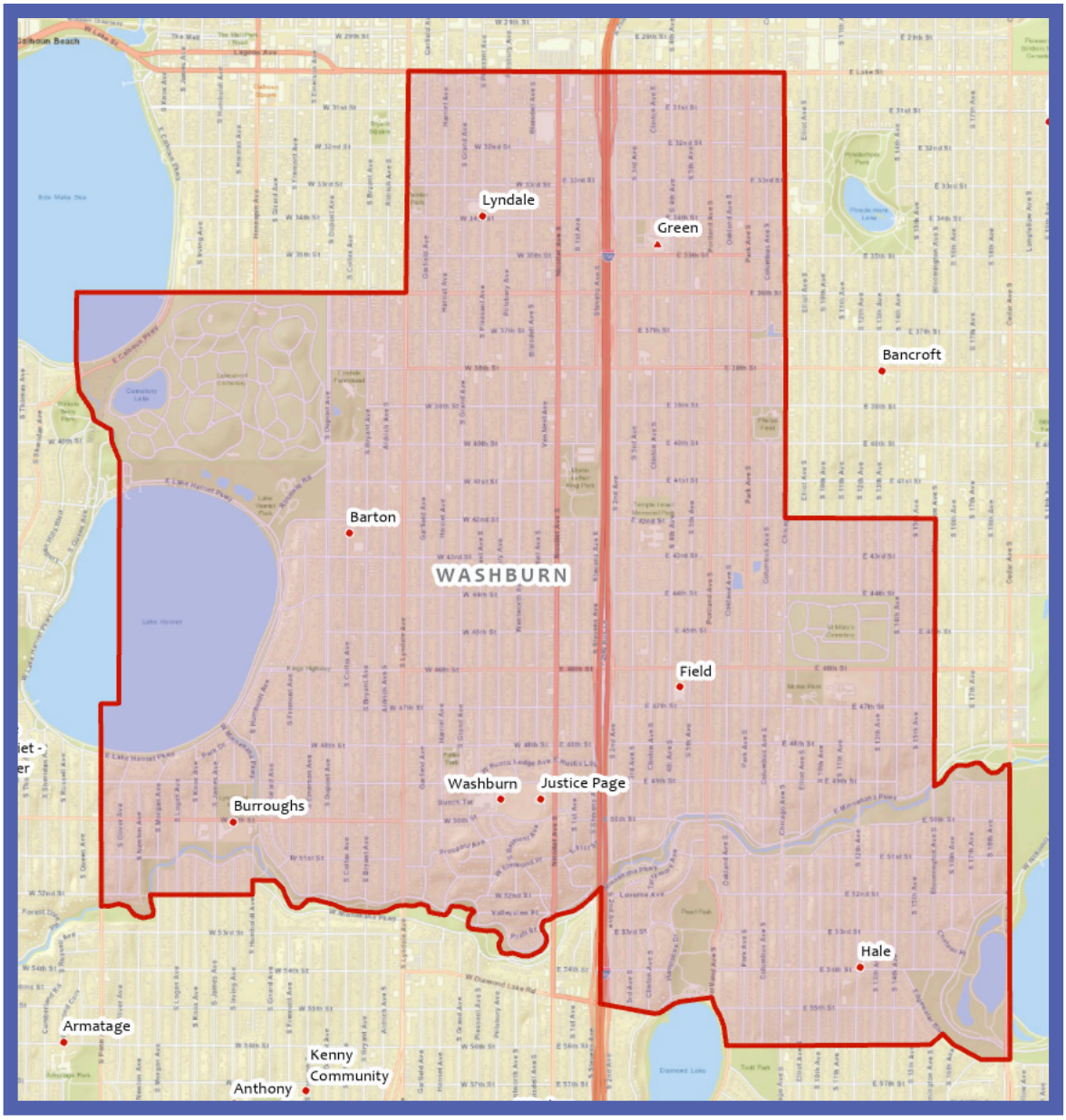
Washburn

High School (9-12)

Escuela Secundarias Comunitaria (9-12) • Dugsiga Sare ee Bulshada (9-12)

Zejzos High School (9-12)



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MPS Comprehensive District Design
Executive Summary

Introduction

In December 2017, Minneapolis Public Schools (MPS) began a systemic assessment to determine how, after examining exhaustive data compiled by the District as well as local, state and federal entities, we could set about to create a long-term plan that would deliver on six key things: responsive, high quality programs and outcomes; inclusion and access; robust, culturally relevant family and community engagement; financial stability; operational effectiveness and developing a consistent and reliable reputation.

From that initial 2017 data assessment, evolved months of additional study, refinement, stakeholder engagement, more data collection, more refinement, more study and more engagement. What has emerged is a proposal to significantly redesign MPS in three key areas: (1) academics, (2) equity and (3) sustainability with a goal of providing every student in Minneapolis access to a well-rounded education.

The Comprehensive District Design (CDD) proposal includes recommendations that increase all students' academic achievement by giving every student access to instruction that is more rigorous and culturally relevant; eliminating historically inequitable policies and practices that disadvantage students of color and students from low-income neighborhoods and; positioning MPS to be structurally sustainable and able to serve students well for years to come.

Board Direction

In a resolution approved on Oct. 7, 2019, the MPS Board of Education gave direction to inform the final CDD proposal. The full resolution emphasizes such values as:

- Providing a well-rounded, early childhood through graduation, education so every student in every part of the city is equipped with the academic, social/emotional, and technical skills to be successful in college and/or career
- Including a plan for special education so students can access services near their home and that does not perpetuate school segregation or concentrate services
- Achievability and sustainability
- Providing equitable access to rigorous academic and credit attainment opportunities
- Addressing any policies that perpetuate institutional racism

The administration believes the proposal being presented to the Board achieves those values and directives as well as others contained in the October resolution. Additionally, the proposal is informed and guided by national and local data and research. We also have actively engaged our students, parents and community over the past 18 months and their feedback has been used to shape our final proposal. Administration believes that this proposal is achievable, sustainable and aligned.

Key Components

Academic Achievement

Improving academic achievement for all students, regardless of zip code, is at the heart of the final CDD proposal. There are four areas of focus in the new academic plan:

1. Early Literacy and Math -- ensuring all students can read by third grade, and adoption of a new math K-2 curriculum
2. Multi-tiered Systems of Support--which allows students to be taught at the levels they are ready to receive that instruction, and with the acceleration or supports -- including cultural -- they need to be successful
3. College and Career -- providing students with the knowledge, skills, mindset and experiences to be successful after high school
4. Equitable Education Design -- which will focus on making everything MPS teaches, everything MPS offers, more culturally relevant. From MTSS to ethnic studies, we want to offer learning that resonates with all students, including and especially students of color.

Community Schools

The CDD supports the foundation for high-quality community schools no matter where you live in Minneapolis. Families attending their community schools beginning in SY21-22 can expect: strong academics; welcoming climate and safe environment; engagement in science technology engineering and math (stem) for all on a weekly basis (k-5 / 6-8); engagement in music and art on a weekly basis; engagement in literacy and math core instruction daily; access to culturally-sustaining curriculum developed and informed with stakeholder input and implemented through an equity lens with a focus on whole-child; access to intentional integration of SEL development; clear expectations regarding positive and welcoming school climates; communication with families; restorative practices aligned to climate framework; and clear expectations for middle level academic programming.

Magnet Schools

The CDD also proposes retaining a limited number of magnet school options. Magnet schools will operate with the explicit goal of increasing racial and economic integration and reducing achievement disparities. Proposed magnet themes include:

- Arts
- Science, Technology, Engineering and Math (STEM)
- Science, Technology, Engineering, Arts and Math (STEAM)
- Dual Language Immersion Spanish
- Global Studies and Humanities
- Montessori

Integration funding will be used to support targeted programming, enrichment offerings and the professional development necessary to sustain strong magnet schools in order to improve academic achievement and attract families from outside of their home attendance zone. Targeted student placement staff and recruiters will also be hired to support the placement process and recruitment at these sites.

Career and Technical Education (CTE)
The CDD proposal includes three centralized Career and Technical Education sites. The first will be the North Tech Center located at North High School. The second will be a Northeast Tech Center located at Edison High School. The third will be the South Tech Center located at Roosevelt High School. The North Tech Center will offer CTE programming with a focus on Information and Technology that will include but not limited to Engineering, Computer Science, Robotics and Web and Digital Communications. The Northeast Tech Center will offer CTE programming in business, law and public safety and agriculture. The South Tech Center will offer CTE programming in Auto, Construction, Machine Tool, Welding and Healthcare.

MPS will also continue to meet the federal requirement to offer a minimum of six CTE programs with goal of a minimum of one per career field sector in Business; Agriculture & Natural Resources; Arts, Communication, Information and Technology ; Engineering, Manufacturing, Technology; Health Science; Human Services. Those six programs are aligned to the immediate and projected actual workforce needs of the City of Minneapolis.

Special Education
Transitions for students receiving special education services will be guided by two principles:

1. to align as much as possible with general education transition rules
2. to reduce the number of transitions as much as possible

If this proposal is approved by the Board, Special Education will review each student's Individualized Education Plan and develop a transition plan if necessary for that student.

We will align with the proposed high school recommendations and keep our 10, 11, and 12 graders in their current schools. Our commitment is to keep transitions to a minimum.

Special education staff will use strategies such as social stories, video modeling, and pre-teaching to help students and families through the process. It is also important to note that all classroom changes are proposed and could be changed at any time to meet the individual service needs of our students. Special education service needs will continue to be reviewed throughout each school year and the necessary adjustments will continue to be made.

Equity

Changes in Policy & Administrative Regulations

MPS Board policies guide the work of all District staff and create an accountability mechanism for the public to hold us accountable to our stated values and goals. The District will need to complete a holistic review of all policies and protocols through the lens of Policy 1340. For this proposal policies 5262, 5263, 6120 and 6130 were examined and presented to the Board's Policy Committee on March 5th. And while the Board does not vote on administrative procedures, this proposal does include how placement processes would be modified to support the new policies. The revised policies emphasize:

- placements based on the educational needs of the students
- ability of parents to choose the best fit for their child
- choice of high quality schools in every community
- less focus on transportation, more investment in programming
- easier access to integrated magnet schools
- continuation of sibling preference

While MPS is committed to investing in high quality community schools across Minneapolis, we know that some families will want the opportunity to attend magnet schools, which are organized to specifically promote citywide, integrated learning environments highlighting a specific theme or approach to instruction.

Placement in these schools will be governed by a lottery process and will aim to have economic integration that mirrors the district average - about 60% students eligible to receive educational benefits and 40% who do not. Sibling preference will continue to be a priority.

A set of priorities or weights will be assigned to students during the magnet lottery process and if integration isn't achieved by the first lottery, additional lotteries may be used.

The Special Education Department has likewise developed updated protocols for the placement of students receiving special education services. In the past, Citywide Special Education Programs have been placed in schools based on where there was physical space available. The CDD provided an opportunity to intentionally design the appropriate and intentional placement of the classrooms across our District.

For students receiving Federal Setting I and II services, who have the majority of their services in the general education setting, families would follow the same placement protocols for community schools and magnet options as their general education peers.

For students receiving Federal Setting III services, who have the majority of their services in a special education setting or in general education with supports, they would be placed in the citywide program identified that can best meet their needs that is closest to their neighborhood and has availability at the student's grade level. Students and their families would also have the opportunity to engage in the lottery process for a seat in a citywide program that is located in a magnet school. There will be limited choices of the type of magnet option available to each disability area and there will be a limit to the number of seats available.

For students receiving Federal Setting IV services, the locations of those services will remain stable through the CDD implementation phase. Community school and magnet options will be available to students as their transition back to Federal Setting III services.

Further Implementation of the HR EDIA

Embedded in the CDD is a continued commitment to recruiting, hiring, and supporting a high-quality workforce of teachers and staff who reflect the linguistic and cultural diversity of the students that we serve. These efforts are not only foundational to the work of the CDD, but also reflect our sustained commitment to addressing the findings of the HR equity and Diversity Impact Assessment (or EDIA). We will continue to strive towards this critical goal through the continuation of ongoing efforts (Grow Your Own, High School to Teaching pathway, etc.), the launch of new strategies and initiatives (shortening interview and select, protections for teachers at high poverty schools).

MPS is committed to ensuring that all of its students have equitable access to high quality instruction. This is a core belief, one of the most important driving factors for the CDD, and is also mandated by both federal law (ESSA) and state law (World's Best Workforce). This proposal includes the implementation of a three-part plan that looks at which students are attending which schools and how they are assigned, which students are assigned to which teachers within a school, and which teacher are in which schools, especially our highest-needs sites.

Other equity considerations
Implicit throughout the plan is that each recommendation is built to support the premise that every student deserves a respectful learning environment in which their racial and ethnic diversity is valued and contributes to successful academic outcomes.

Adult behaviors must be concentrated on the elimination of gaps, particularly those predicated on a student's race, ethnicity, home language, personal characteristics or culture, and on assurance of educational equity between students.

As curriculum is ever changing, there will be clear expectations that MPS teachers will be engaging in culturally-sustaining curriculum development that includes stakeholder input and focus on whole-child development. This work will be aligned to our Climate Framework that seeks to ensure equitable practices in all we do in Minneapolis Public Schools.

Equity and Social Emotional Learning are foundations for students to gain necessary foundational skills as well as accelerate in literacy. Equity is not just an end-goal of effective literacy implementation but starts with how we educate literacy. Understanding the integration and impact of race, culture, language and values plays a role in the level of intentionality of our efforts in literacy implementation.

The CDD planning process found that MPS does not have a tiered approach for school support to strategically allocate resources based on need to transform school climates across the system. As a result, and using Policy 1340, it was embedded in this proposal that equity be a guide in allocating all of our resources including, but not limited to, professional development, coaching/ technical assistance, curricula, supplemental resources, and specialized staff.

<u>Sustainability</u>
Included in this proposal are recommendations to ensure that we have the necessary resources to accomplish plan goals. These include the operational and structural changes necessary to help ensure the District's sustainability for the next several years and beyond. The sustainability component includes costing, building capacity and usage, transportation, and enrollment projects.

Structurally, the final proposal is based on a community school model with 11 magnet schools placed centrally in the city. The proposal expands CTE programming by focusing on three citywide sites and supports seven comprehensive high schools and an Arts Conservatory at Fair School for 9-12 grade. Additionally, Wellstone would co-locate at the

Fair School site to provide ease of access to co-curricular courses at Minneapolis Community and Technical College. With the available space at Wilder, Heritage High School would move to the Wilder building which provides a more central site and has better facilities for educating students at the 9-12 grade level.

This proposal, based on enrollment projections, would result in eight racially isolated schools, reducing the number of racially isolated schools by 12. We also project we would have seven (7) high poverty schools. One concern many have expressed with this study is how many students would have to transition to new schools in this proposal. Annually, approximately 21% of our students currently transition schools within a school year. Under this proposal, there would be an additional one-time transition for another 14.7% of our Pre-K through eighth grade students.

This proposal, if adopted, would still require changes to ensure financial sustainability. Those changes would include:

- Changing school start and end times
- Finalizing transportation routes
- Redistributing funding sources such as federal grants and integration aid

To ensure structural proposals are accomplished, the District is also bringing forward a 5-year capital plan to support implementation of the CDD. The investment priorities considered were improvements needed for the new magnet school platform and the specific sites recommended in this proposal, building out the facility needs to support CTE programming, and considering other educational adequacy needs to support a well-rounded education in community schools, such as music performance, art and science classrooms. The capital plan also identifies bonding monies needed to continue various district operations that are typically bonded for, such as investment in technology, ongoing building maintenance and renewal and fleet replacement.

Capital Planning is reviewing projects that were previously approved and funded but that have not yet been initiated to determine whether to request the Board approve cancelling any projects to redirect funding to support this plan. The draft capital plan will be modified to meet those financial parameters and brought to the Board of Education for review and comment prior to finalizing the 2021-22 budget due in June.

Requested Board Action

The Board of Education directed the Superintendent to bring forth a set of sustainable and equitable recommendations that improve achievement and outcomes, as well as the daily experiences of students, staff and families across the District. The recommended proposal

represents the response to that Board directive. Therefore, after a review period, the administration will ask the Board to take the following action:

- **Vote on** proposed school grade configurations, attendance boundaries, and program assignments that would take effective beginning with the 2021-2022 school year;
- **Vote on** any necessary policy changes to successfully execute the design;
- **Vote on** aligned future budgetary and capital plan proposals to successfully execute the design; and
- **Review and provide feedback** on implementation plans for academics, evaluation, staffing, communications, and others as necessary; and

Conclusion

The Comprehensive District Design is a significant undertaking and rare for an entire urban public school district to evaluate and propose to re-design so many of its systems at one time. But, we are in an urgent moment in our history as a city. Minnesota as a state has one of the worst achievement gaps in the country. This cannot be allowed to continue. Action is mandatory. The safety and prosperity of all our families, of our economy, of our culture depends on it.

MPS is at a crossroads. We are losing students no matter what we do. We are losing 1,500 students annually-- 80% students of color -- because they are not being well-served educationally. If we don't address the needs of ALL students, we will have to reduce additional school options, close or combine programs, and reduce transportation. We understand that some families are talking about leaving MPS if these changes are made. We hope we can convince them by the time the plan is approved and implemented, that the district we are becoming will be a district in which they want to continue enrolling their student.

The future of our entire community will depend on us being able to deliver a well-rounded education for every student entrusted to us each day. The business communities, the public systems, the neighborhoods and most importantly families deserve to have a public school system operating within its budget, investing in our city's future and serving the students of today and tomorrow.

Minneapolis Public Schools Comprehensive District Design

Video 1: Introduction and Overview

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In this video, we will cover:

- The reason and purpose for the Comprehensive District Design (CDD)
- The values and principles guiding the CDD
- The scope of the CDD
- The goals of the CDD
- MPS community engagement & participation
- CDD proposal snapshot & key facts
- Considerations for future implementation

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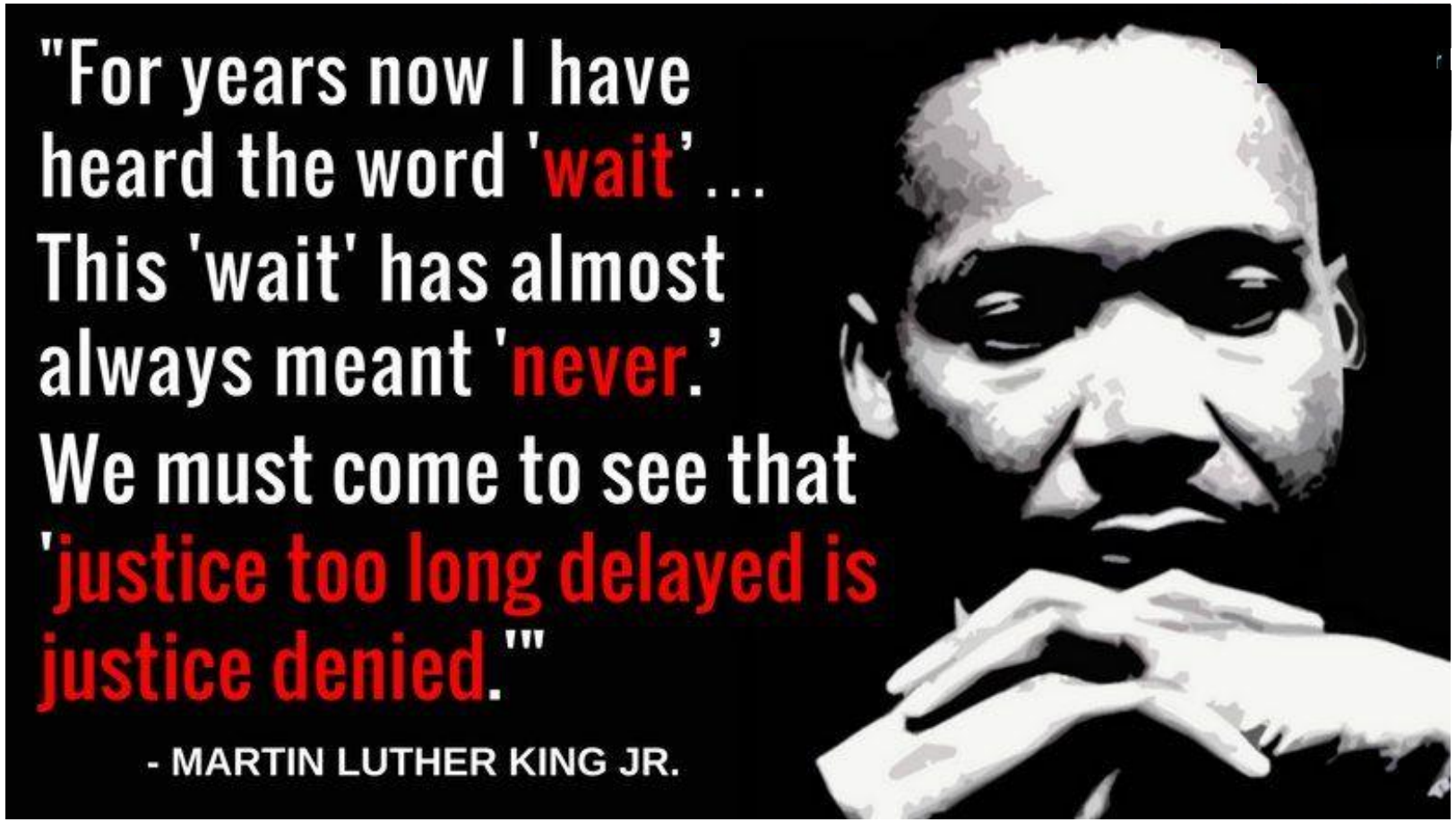
The CDD is Minneapolis Public Schools' bold effort to re-imagine how our large, urban school district delivers on its promises of equity, access, and academic excellence for all students regardless of their education needs and no matter their zip code.

The CDD is a systematic, long-range plan that Minneapolis Public Schools will use to guide decision-making that affects the equity, academic quality, and sustainability of education for students throughout the district. The plan is based on community input, research, and data.



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Guiding Values and Principles

- Informed by data & research
- Grounded in student, parent, education, & community member input
- Analyzed proactively through an equity-focused lens
- Achievable & sustainable
- Focus on student and family needs
- Improve academic opportunities & achievement for all students
- Provide predictable alignment of resources

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Scope

- Staffing
- Transportation
- Communications
- Financial Operations & Budgeting
- Curriculum & Instruction
- Student Placement
- District Structure
- Professional Development

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

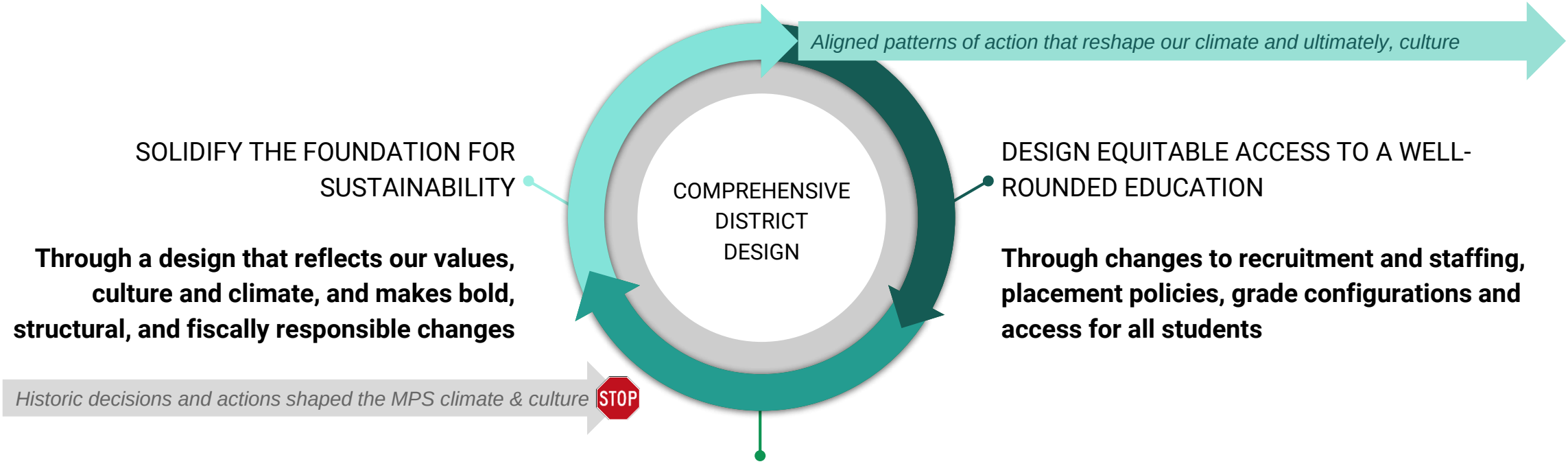
- Reduction in racially and economically isolated schools
- High-quality community schools in every part of the city
- Improved access to magnet programs located closer to home
- Student placement policies and processes that better serve all families
- School climate improvements to support better student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

Sustainability

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

CDD Improves Educational Experiences at MPS

by interrupting the patterns of historic inequities



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MPS Community Engagement & Participation

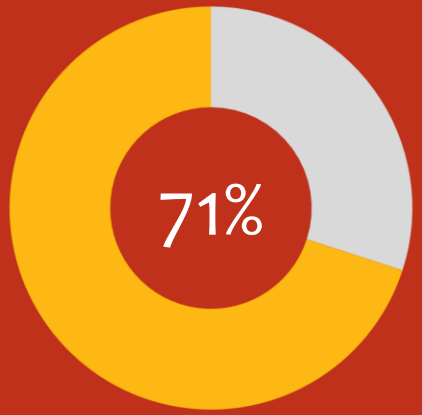
8,340
Surveys Responses

1,889
Listening Session Questions & Comments

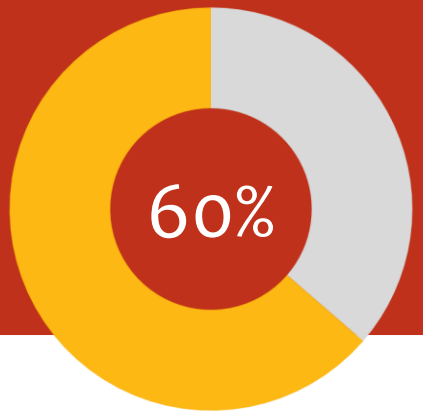
350+
Focus Group Participants
(including 88 high school students from 7 different schools)

Staff Engagement
through surveys, listening sessions, leadership meetings & on-site meetings

The MPS Community Values Diversity & Integration



of **community survey respondents** said they consider integration when choosing a school.



of **staff survey respondents** said they consider integration when deciding where to work.

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CDD Proposal Snapshot

K-8 as Magnet Options

Expanded Community Engagement

Attendance Boundary Changes

With considerations around racial & economic integration

Transition Plans

Dual Language, Arts, Montessori students

Students at new magnets

Keep high schoolers at their current schools

3rd Centralized Dual Language Spanish School

Revised Placement Policies & Regulations

CDD Proposal: Key Facts

- ✔ There are enough seats for all immersion students
- ✔ High school students do not have to change schools
- ✔ An additional 14% of all K-7 and 9-12 grade students are predicted to change schools compared to last year
- ✔ Looking to stabilize staffing, not reduce
- ✔ An effort to prevent school closures based on enrollment
- ✔ Possibility of initial enrollment decline, but long-term enrollment gain
- ✔ Fundable through transportation savings, integration dollars, reallocation of existing resources

Future Implementation Considerations

The **community** and **staff** surveys asked respondents about priorities for reallocation of resources. Over 50% of both community and staff survey respondents said that **(1) staff support for student behavior and mental health** and **(2) resources to improve math and literacy outcomes** are a high priority.

Staff survey respondents expressed needing several types of support during the implementation of the CDD, including **supports for schools and teachers, honesty and transparency,** and **improved communication about CDD implementation**.

Student survey respondents and focus group participants provided input on how the district and their schools can provide **welcoming school environments, academic excellence and strong teachers**, and **safety**. Student survey respondents also provided feedback on the types of school offerings that are most important to them going forward.

Thanks & What's Next

- Additional videos cover topics including:
  - Proposed District Structure
  - Updated Placement Policies and Regulations
  - Supporting Comprehensive Design Work

Minneapolis Public Schools Comprehensive District Design

Video 2: Proposed District Structure

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In this video, we will cover:

- The proposed structure for our district
- Where you can find more information
- What you can expect from MPS schools

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Overview

- Community Schools with 11 Magnet Schools
- Specialty Schools
- Citywide CTE Program at Three Sites
- 7 Comprehensive High Schools
- FAIR Arts Conservatory
- Wellstone Co-located to FAIR
- Heritage Academy at Wilder
- Hmong Language Strand at HIA-Olson-Henry
- Anishinabe - Northeast/Sanford – All Nations at South High School/Edison HS

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School-by-school information can be found…

- Final proposed boundaries, walk zones, grade configurations, High 5 and Citywide Special Ed classroom placement and demographics by school can be found on our website

- Address lookup feature for CDD proposed boundaries can be accessed on our website

- Summary statistics:
  - 8 RIS Schools, including 1 high school and 2 culturally specific sites
  - 7 High Poverty Schools
  - 14.7% additional student transitions K-5 / 6-8

Community Schools – What to Expect

Academic Offerings

- Science Technology Engineering and Math (STEM) For All (K-5 / 6-8)
- Music Instruction (Grade 5 Instrumental Music)
- MPS 5 Components of Literacy Instruction
- Math Curriculum Adoption
- Strong Middle-Level Academic Programming
- Access to Advanced Academic Programs (K-12)

Curriculum & Instruction

- Culturally sustaining curriculum developed and informed with stakeholder input and implemented through an equity lens with a focus on whole-child
- Intentional integration of Social Emotional Learning (SEL) development
- Skill development that prepares students for advanced academic programming

Students' Academic Experience & Outcomes

- Positive and welcoming school climates, communication with families, and restorative practices aligned to Climate Framework
- Integrated experiences through STEM to support growth in science and math
- Higher levels of literacy and math proficiency based on targeted instruction and implementation

Specialty Schools – What to Expect

Unique Instruction

- Offers thematic instruction with demonstrated evidence that the theme supports improved student outcomes
- Complements but doesn't compete with a magnet

Community Centeredness

- Reflects community values and desires
- Not overly represented in the district
- Region balanced

Resource Stability

- Financial ability without additional district investment in the school's budget
- Physical space/capacity
- Transportation

Specialty School Timeline

Aug. 2020	District-wide Specialty school Advisory Committee formed including principals, teachers, and central office staff
Sept. 14, 2020	Application process is open
Sept. – Dec. 2020	Community data collection process
Nov. 30, 2020	Application due
Dec. 16 – 17, 2020	Advisory Committee meets to review applications
Dec. 18, 2020	Schools notified of decisions

There will be a maximum of six specialty schools approved district-wide.

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Magnet Sites

STEM	ARTS	STEAM	DUAL LANGUAGE SPANISH	MONTESSORI	GLOBAL STUDIES and HUMANITIES
Hall – K-5	Bethune – K-5 Marcy – K-5	Franklin – 6-8 Sullivan – K-8	Sheridan – K-5 Emerson – K-5 Green – K-5 Andersen* – 6-8	Seward – K-5	Jefferson – K-8

*Andersen is also a Community Middle School

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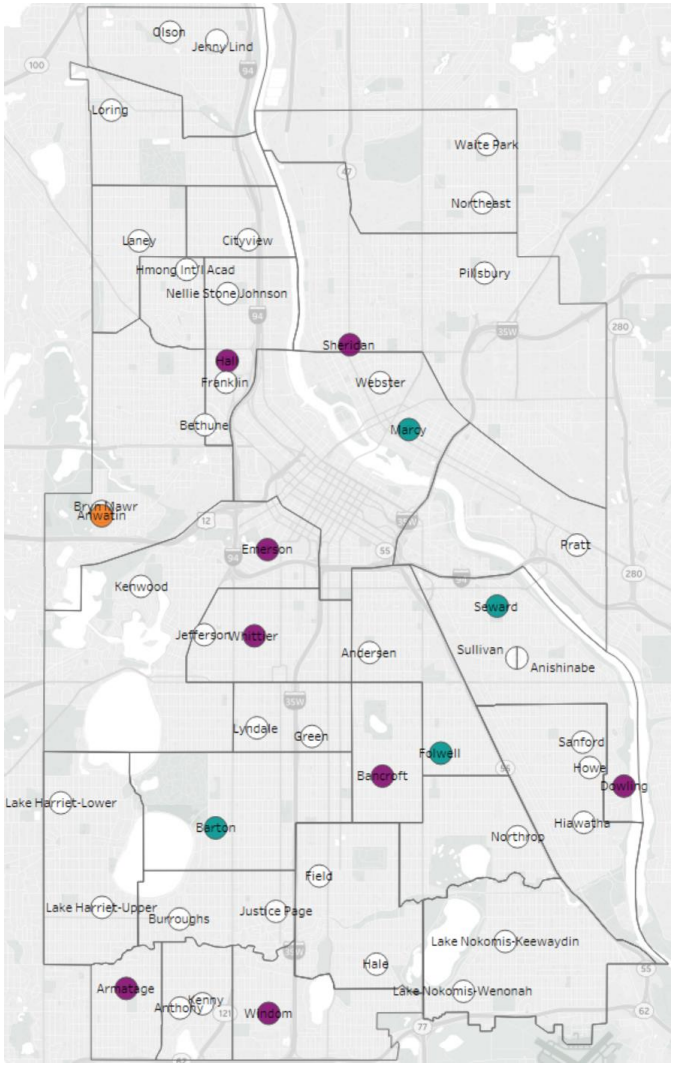
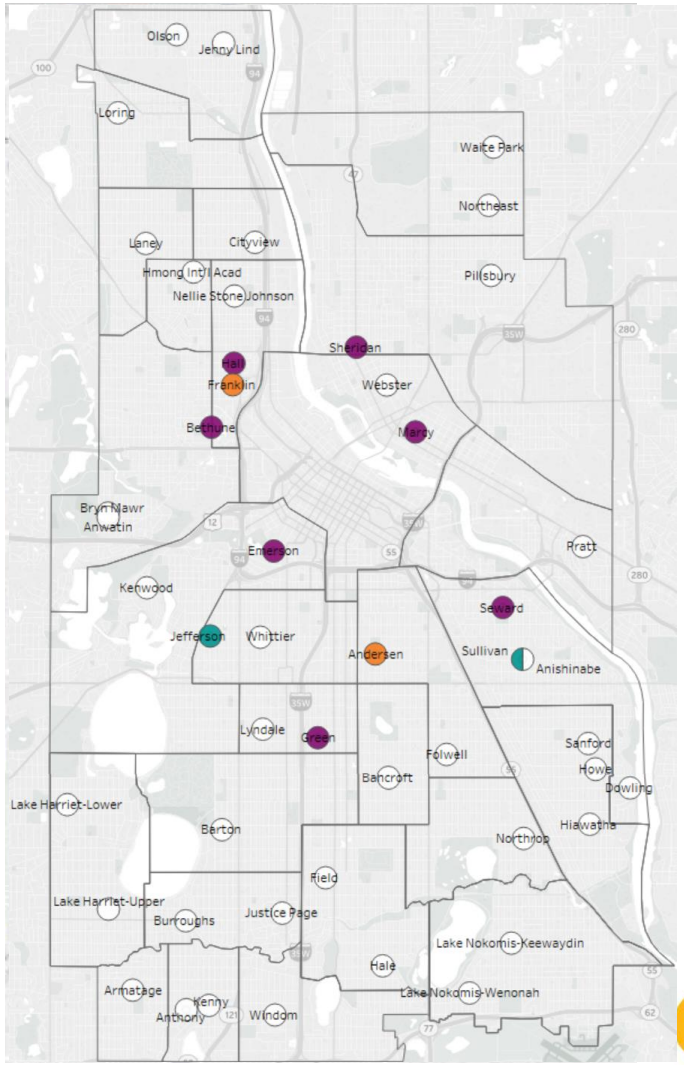
Current vs. Proposed Magnet Sites

Current Magnet Schools



Proposed Magnet Schools



School Types
- Elementary Magnet
- Middle School Magnet
- K - 8 Magnet
- Non-Magnet

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Magnet Schools – What to Expect

K-5, K-8 or 6-8 grade configurations

Funded through achievement and integration

Increased economic integration and reduced achievement disparities

Schools with thematic instruction, including:

- Arts
- Science, Technology, Engineering and Math (STEM)
- Science, Technology, Engineering, Arts and Math (STEAM)
- Spanish Dual Language
- Global Studies and Humanities
- Montessori

Global Studies & Humanities Schools – What to Expect

Develop

- Deep cultural understanding by collaborating directly with learners of other cultures
- Collaboration with others
- Problem-based and placed-based learning skills
- Deep understanding of themselves including awareness of power, privilege and influence

Engage

- Explicit exploration of identity and intersectionality
- Prioritizing histories and cultures of historically marginalized groups
- Learning about the history and current role of of the intersectionality of protected classes
- Interdisciplinary learning that leads to action, co-constructed with students

Demonstrate

- Mastery via Community Action Projects
- Commitment and advocacy for social justice through service learning

Earn

Meaningful, authentic education focused on individual and collective awareness and impact

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STEM or STEAM Schools – What to Expect

Develop

- Deep cultural understanding by collaborating directly with learners of other cultures
- Project-based learning of science, math, art, design, engineering and technology
- Discrete skills in science and math
- Natural talents in artistic forms (STEAM)

Engage

- Quarterly transdisciplinary STEM intercessions
- Digital media to communicate information effectively to multiple audiences
- Interactive advanced technologies use
- MakerSpace, Robotics, Coding, Engineering modules
- Exploring STEM future careers

Demonstrate

- Mastery via capstone projects in Grades 5 and 8
- Creative and critical thinking through development of innovative products
- Arts Performance and Exhibitions (STEAM)

Earn

A STEM Certificate via portfolio (Grade 8)

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Dual Language Schools – What to Expect

Develop

- Deep cultural understanding by collaborating directly with learners of other cultures
- Full bilingualism, bi-literacy, and grade-level academic achievement
- High levels of proficiency in academic language needed for rigorous courses in Spanish and English

Engage

- Dual-language programming K-12
- Navigate cultural and linguistic nuances through collaboration and connection learning process
- Think, process and communicate as a bilingual learner

Demonstrate

- Grade-level achievement in more than one language
- Language Proficiency in Grade 10 for opportunity to earn a Minnesota Bilingual Seal

Earn

- College credit (MN Bilingual Seal)
- IB diploma credit (must pass IB exam)

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Arts Schools – What to Expect

Develop

- Deep cultural understanding by collaborating directly with learners of other cultures
- Skills in three arts areas (visual, music and dance/theater)
- Collaborative skills through project-based learning skills focusing on the intersection of art and core subjects

Engage

- Experiences and learning from professional artists and artist residencies at each grade, representative of student interests and cultures
- Field trips to local arts organizations that enrich classroom experiences and promote future careers in the Arts
- Participate in local art performances and exhibitions that highlight creativity through artistic processes

Demonstrate

- Mastery via performances and exhibitions
- Presentation of product through various art mediums

Earn

- Art-focused education that provides a solid foundation and experiences for future careers in the Arts

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Montessori Schools – What to Expect

Develop

- Deep cultural understanding by collaborating directly with learners of other cultures
- Natural desire to learn through a child-centered environment
- Curiosity is encouraged and fostered
- Responsibility, time management skills, global view, collaboration, flexibility and goal setting

Engage

- Curriculum that is sequential in design, moving from concrete to abstract in all subject areas
- Self-correcting, developmentally sequenced and openly displayed materials
- Environment designed to enhance a child's sense of order, freedom and responsibility
- Multi-age grouping

Demonstrate

- Presentations, projects and performances that show learning in multiple ways focused on individuality and creativity
- Interdependence and communication skills, both oral and written

Earn

Well-rounded education focused on learning as a triangle of student, environment and teacher

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Career and Technical Education (CTE) Centralized Sites

Approach

- Centralizing CTE programming at schools based on building capacity and enrollment
- Improving centralized sites to make state of the art facilities
- Equitable access to all MPS Career Pathway programs via citywide enrollment options
- Graduation requirements for fine arts, math, science and/or language arts are incorporated into CTE pathways to allow students flexibility in engaging in CTE

Benefits

- Professional studies related to personal career interests, career success prep in high tech, high skill, local/global economies
- Integration opportunities for students across MPS
- Maximized resources and leveraged community relationships by creating agile, easily adaptable learning centers
- Clear career pathway development K-8 with an emphasis on career exploration

Academic Outcomes

- All students will graduate well prepared for postsecondary education, work and citizenship
- Students will be connected with a variety of career opportunities through career exploration activities, job shadows, worksite tours and internships

Earn

- College credit and industry-specific certification opportunities aligned to workforce needs of Twin Cities metro

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Career and Technical Education Centralized Sites

North Tech Center: North High School	**Northeast Tech Center:** Edison High School	**South Tech Center:** Roosevelt High School
• Engineering • Computer Science-Information Technology • Robotics • Web & Digital Communications	• Business • Law and Public Safety • Agriculture	• Auto • Construction • Machine Tool • Welding • Healthcare

* Education Pathway not funded through CTE but being considered for career pathway at Henry High School

Thanks & What's Next

- Additional videos cover topics including:
  - An Introduction to the MPS Comprehensive District Design
  - Updated Placement Policies and Regulations
  - Supporting Comprehensive Design Work

Minneapolis Public Schools Comprehensive District Design

Video 3: Updated Placement Policies & Regulations

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In this video, we will cover:

- Revised Placement Policies & Protocols for:
  - Community Schools
  - K - 8 Magnet Schools
  - High Schools
  - Special Education

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Revised Placement Policies

- Policy changes developed to support Student Placement EDIA recommendations
- Goal is to create a system with equitable access to rigorous, culturally relevant programming, high quality instruction, and enriching learning environments
- Revised policies support a citywide system of equitably resourced community schools
- Community schools complemented by centralized, citywide magnets to support MPS' value of integrated learning environment
- Sibling preference remains a priority for all District schools

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Revised Placement Protocols - K through 8 Magnets

- Using a lottery-based school choice placement system, students will be assigned to magnet schools with the goal of integration and equitable access to programming
- Goal is for schools to mirror district percentage of students receiving educational benefits
- When necessary to meet integration goals, priority will be given based on:
  - Students' proximity to the school
  - Students whose community school is over-enrolled
  - Students with siblings already enrolled in the school
  - Achieving income integration based on use of placement priorities and specialized lotteries

Revised Placement Protocols - High Schools

Priorities for high school placement will include:

- Students who live in the attendance area
- Students who have siblings currently enrolled in the school
- If MPS establishes citywide academic programs at high schools, a priority would be given to middle school students that have participated in a similar academic program and who request continuation in that academic program area.

MPS will reserve the right to determine maximum enrollment in its high schools to ensure systemic programmatic and resource equity.

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General Education Transition Guidelines

For SY21-22, seats will be held for students currently attending magnet schools whose current theme is continuing in the proposed structure:

- Spanish Immersion students attending Andersen, Anwatin, Emerson, Jefferson, Nellie Stone Johnson, Green, Sheridan and Windom
- Montessori students attending Armatage and Seward
- Arts students attending Folwell and Sheridan

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General Education Transition Guidelines, continued

For SY21-22, seats will be held for students in current community schools that are being transitioned into magnet schools and for students in magnets whose focus is changing:

- Bethune, Franklin, Marcy, Hall, Jefferson, and Sullivan

Students who are continuously enrolled in an MPS high school as of SY20-21 will be allowed to remain at that school through 12th grade.

Placement Protocols for Special Education

Goals of Protocols:

- Create Predictability for Students, Families, and Staff
- Keep Students in or Close to their Neighborhoods
- Alignment to General Education Protocols and Board Policy
- Equitable Access to Community Schools and Magnet Options

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Placement Protocols for Special Education

Federal Setting I and II Services:

- Students and families have same community school and magnet options as general education peers.

Federal Setting III Services:

- Students will be placed in a citywide program closest to their neighborhood that has availability.
- Students will have the opportunity to engage in the lottery process for a limited amount of seats at selected magnets.

Federal Setting IV Services:

- No change in location of services and community and magnet options available during transition.

Placement Protocols for Special Education

Transitions:

- Align with proposed high school recommendations for Citywide Programs and work to reduce the amount of transitions for all students receiving special education services district wide as much as possible.
- When model is finalized, each student and their education plan will be reviewed for development of a Citywide Program Transition Plan for 2021-22 and beyond.
- Classroom changes are proposed and can change based on student IEP services

Thanks & What's Next

- Additional videos cover topics including:
  - An Introduction to the MPS Comprehensive District Design
  - Proposed District Structure
  - Supporting Comprehensive Design Work

Minneapolis Public Schools Comprehensive District Design

Video 4: Supporting Comprehensive Design Work

MINNEAPOLIS PUBLIC SCHOOLS
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In this video, we will cover:

- Draft Climate Framework & Timeline
- Teacher of Color Recruitment & Retention
- Teacher Equity Plan
- Accountability Systems

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Draft Climate Framework*

*The Climate Framework Steering Committee will finalize these areas April, 2020. The areas and the descriptors offered here are suggestions

The direct learning relationship and outcomes in the classroom
ACADEMICS

Virtual and physical sense that
"I belong here."
"I feel safe."
"I feel heard and seen."
EQUITY and SEL

The supportive and caring ways we treat each other and work together
HUMAN RESOURCES

Learning and common environments conducive to quality services and safety
OPERATIONS

Our authentic inclusion of families and community
OFFICE OF THE CHIEF OF STAFF

Whole-person considerations for well being
SPECIAL EDUCATION

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Climate Framework Timeline

Identifying Our Beliefs and Expectations

Board Deliverables:

- Statements
- Summative Metrics
- PD Modules
- Board Report

Planning for Our Transitions

Board Deliverables:

- Community Transition Support Plans
- Implementation & Process Metrics
- Board Report

Building Up Our Communities

Board Deliverables:

- Community Transition Support Outcomes
- Implementation & Process Metrics
- Board Report

Sustaining Our Beliefs and Community Practices

Board Deliverables:

- Positive Climate Index with Targets
- Board Report

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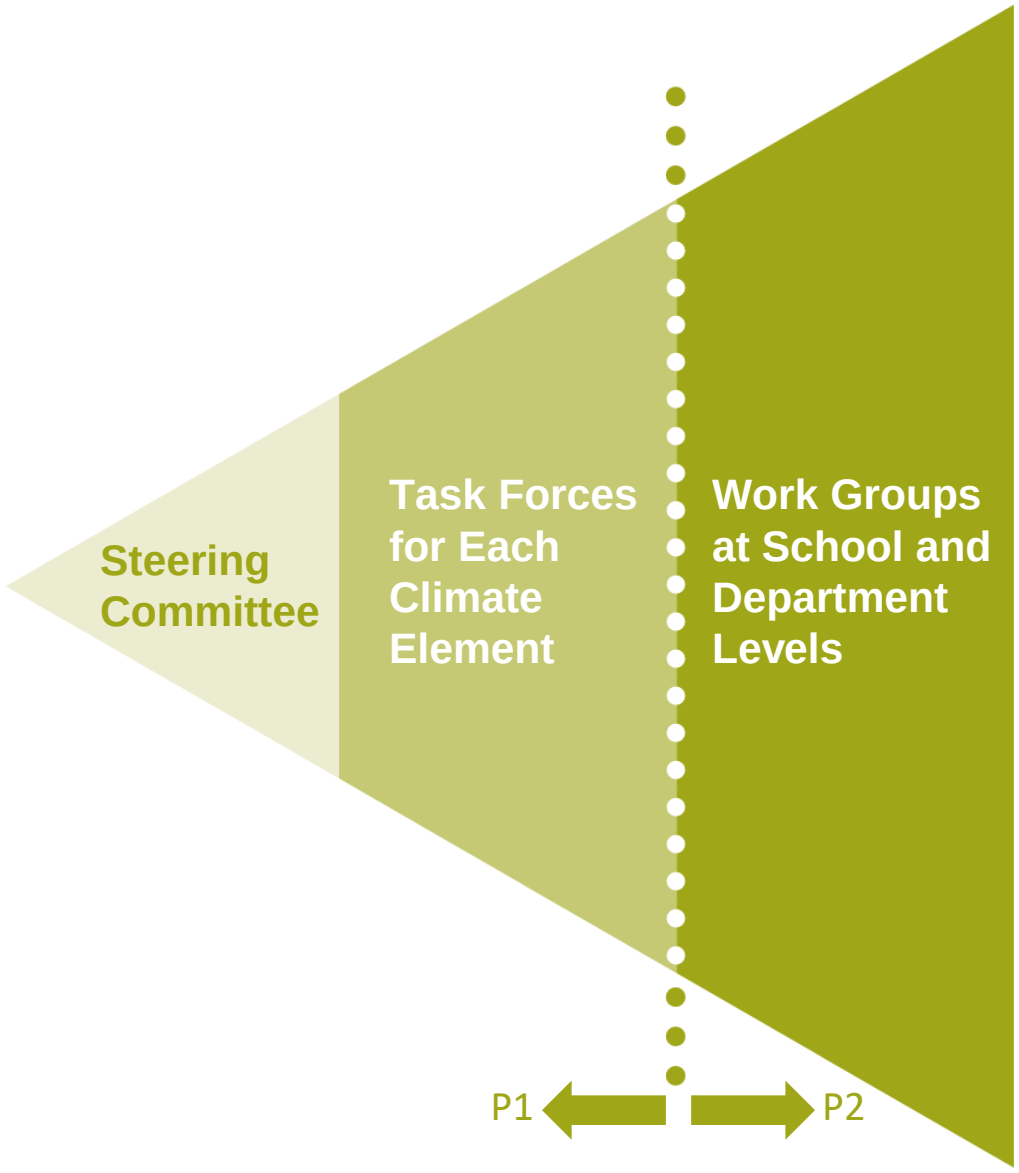
Climate Framework - Committee/Task Forces/Work Groups

Steering Committee

- An oversight body of P1 Task Forces and P2 Work Group Deliverables
- Report to Superintendent
- Minimum commitment through Phase 2

Task Forces

- P1 design teams comprised of experts in the climate element area
- Provide recommended Belief Statements and summative metrics to Steering Committee
- Formal duty complete for phase 1 at the end of June - members may assist with next level work groups and feedback



Work Groups

- Local teams charged with Phase 2 and Phase 3 planning and implementation to:
  - Achieve the vision of belief statements within their communities
  - Deliver smooth transitions of school communities through the stages of bridging, welcoming, and building.

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Teacher of Color Recruitment and Retention

Minneapolis Public Schools is committed to recruiting, hiring, and supporting teachers of color.

This commitment was strengthened following the HR Equity and Diversity Impact Assessment (EDIA), which identified multiple areas for improvement around how teachers of color are hired and retained.

Although efforts were already underway to recruit and retain teachers of color, we have implemented several additional strategies following the EDIA report.

Teacher of Color Recruitment and Retention

Recruitment efforts include:

Development and expansion of our Grow Your Own initiatives including:

- Continuing our Special Education Teacher Residency
- Launching a new high school to teaching pathway
- Submitting an application to the Professional Educator Standards and Licensing Board (PELSB) to allow MPS to become its own licensing provider

Deepened recruitment strategies and resources including:

- Increasing recruitment budget
- Adding an additional Recruitment Coordinator
- Ensuring robust recruitment efforts both regionally and nationally (at HBCUs, tribal colleges, etc.) where we can more effectively recruit teachers of color
- Training for school leaders and hiring managers on overcoming bias in hiring

Teacher of Color Recruitment and Retention

Recruitment and Retention efforts include addressing contractual barriers during teacher negotiations, including:

- Shortening Interview and Select from two rounds to one, accelerating the timeline for hiring external teachers
- Adding language around teacher layoffs that protects teachers at racially isolated schools with high concentrations of poverty which tend to be harder to staff and which employ more teachers of color on average
- Providing a retirement incentive to protect newer teachers, who tend to be more diverse on average, from layoffs

Teacher of Color Recruitment and Retention

Retention efforts include:

- Expanding onboarding and mentoring for new teachers
- Creating a new Staff Ombudsperson position to provide confidential support to staff
- Partnering with our Accountability, Research, and Equity division to:
  - Establish affinity groups for MPS teachers of color
  - Support and train school leaders
  - Ensure welcoming school environments through culture and climate committee work

Teacher Equity Plan - Equitable Access

MPS is committed to designing and implementing an equitable access plan, beginning in school year 2019-20, that will analyze which students have equitable access to high-quality instruction and generate action steps to address disparities in equitable access if and where they exist.

The implementation of this plan is also a requirement of the Federal "Every Student Succeeds Act" (ESSA) and the Minnesota World's Best Workforce Legislation.

Specifically, MPS is focused on three critical factors that impact access to high-quality education:

Factor	**Response**
Which students attend which schools	CDD and Placement Protocols
Which students are assigned to which teachers within a school	Equity in Scheduling
Which teachers teach in which schools	Strategic Staffing Support

Teacher Equity Plan - Equitable Access

Beginning this spring, HR will support school leaders with a plan to ensure that all students have access to the highest-quality teachers.

Equity in scheduling:
School leaders have significant discretion to assign staff in their buildings and schedule students according to need.

The Associate Superintendents and HR will partner to ensure equity is a critical consideration when building master schedules and that students are placed intentionally according to their needs.

Teacher Equity Plan - Equitable Access

Beginning this spring, HR will support school leaders with a plan to ensure that all students have access to the highest-quality teachers.

Strategic Staffing Support:

HR is also investing in the new staffing positions (HR Consultant, Specialist and Recruiter) that will provide targeted support a small portfolio of our highest need and hardest to staff schools to ensure that every vacant position is:

1. Staffed in a timely manner
2. Filled strategically by someone who is a high-quality candidate and long-term fit for the school

Accountability Systems Related to the CDD

- **Focus Area 1: Academics**
  - More equitable access to a well-rounded education
  - Improved achievement in literacy and mathematics
  - Improved access and participation in advanced coursework and world languages
  - Improved graduation rates across schools and student groups
  - Percent of benchmarks met

* The Accountability, Research and Equity Division will develop Key Performance Indicators (KPIs) for each of the goals of the CDD that will be measured quarterly and annually.

Accountability Systems Related to the CDD

- **Focus Area 2: Equity**

  - Reduction in achievement and engagement disparities
  - More equitable student access to high quality teachers
  - Improved hiring and retention rates of teachers of color
  - More opportunities for students to learn in integrated learning environments (by both race and economics)
  - Reduction of RIS (86%) and high poverty schools (80%)
  - Improved school and district climate
  - Percent of benchmarks met

*The Accountability, Research and Equity Division will develop Key Performance Indicators (KPIs) for each of the goals of the CDD that will be measured quarterly and annually.

Accountability Systems Related to the CDD

- **Focus Area 3: Sustainability**

  - Balanced budget and increased fund balance
  - Improved quality of transportation services and reduction of transportation costs
  - Increased enrollment
  - Improved market share
  - Increased retention rate of current students
  - Alignment of school improvement and department plans to CDD focus areas and district budget
  - Percent of benchmarks met

*The Accountability, Research and Equity Division will develop Key Performance Indicators (KPIs) for each of the goals of the CDD that will be measured quarterly and annually.

Thanks & What's Next

- Additional videos cover topics including:
  - An Introduction to the MPS Comprehensive District Design
  - Proposed District Structure
  - Updated Placement Policies and Regulations

Minneapolis Public Schools Comprehensive District Design

Costing Overview Video

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In this video, we will cover:

- Budget Impact of the Comprehensive District Design (CDD)
- 2020 - 2022 Costs
- Paying for the CDD
- Transportation Savings
- Ongoing Costs and Capital Projects
- Bonding & Debt Service Policy
- Impact to Taxpayers

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Impacts to Annual Budget

CDD Costs

- Incremental costs for all models in the first year of the CDD are projected to be $11.5M
- Ongoing costs for all models are projected to be $10.7M annually (in 2020 dollars)

Funding Allocations

- The district projects that CDD implementation will generate $6,960K in annual transportation savings.
- $4.6M of integration funding will be allocated to CDD related expenses.

Operating Costs	School Year 2021-2022	Ongoing Costs
Academics	8,407,592	8,172,442
Other Departments	3,084,067	2,494,067
Total Costs	**11,491,659**	**10,666,509**
Transportation Savings	6,960,000	6,960,000
Integration Fund	4,600,000	4,600,000
Funding Allocations	**11,560,000**	**11,560,000**

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2020 - 2021 CDD Costs

- The FY21 Budget includes $2.8M for CDD expenses that was previously used to fund district transportation for magnet schools
- $800K of integration funding was incorporated directly into existing magnet school budgets in FY21
- $2.5M in uses have already been identified
- $1.1M - Supplies for Arts, STEM, Instrumental Music, and other content areas so that they are available Day 1 in the first year of the CDD
- $824K - Strategic hires to develop programs and prepare for the CDD transition
- Budget will also be allocated across the organization for additional preparation in anticipation of CDD implementation

Pre-Implementation Costs	Magnet Schools	District Wide	Davis Center	Total
Supplies & Equipment	806,344	250,000	-	1,056,344
Additional Staff	719,640	104,000	-	823,640
Partnerships	100,000	100,000	-	200,000
Professional Development	175,000	-	-	175,000
Project Management	-	-	116,094	116,094
External Consulting	100,000	-	-	100,000
Facilities	10,000	-	-	10,000
Subtotal Identified Costs	**1,910,984**	**454,000**	**116,094**	**2,481,078**
Unallocated Funding	318,922	-	-	318,922
Total Pre-CDD Spending	**2,229,906**	**454,000**	**116,094**	**2,800,000**

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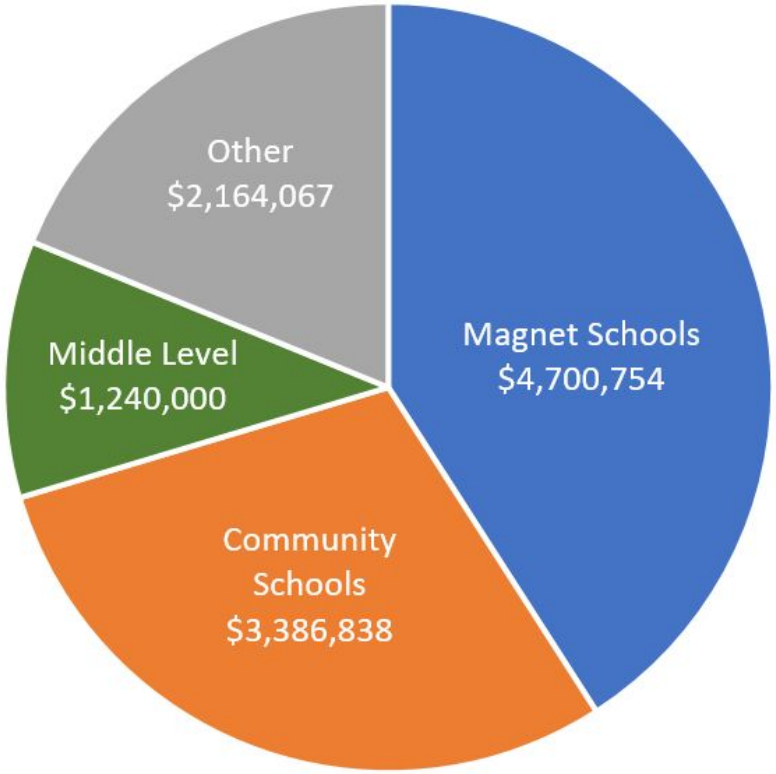
2021 - 2022 CDD Costs

- $4.7M New spending directly into Magnet Schools
- $3.4M Community Schools investments
- $1.2M Middle Level
- $2.2M Non-Academic spending to staff schools, support mental health, and other costs supporting the CDD



$11,491,659

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2021 - 2022 Academic Costs

- In the first year of the plan, the District projects $8.4M in incremental academics costs

- $2.3M - Additional staffing costs:
  - $620K for arts programming
  - $600K to fill out programming at K-8 magnets
  - Other $ for Literacy, STEM, Middle School Athletics, and dual language

- $1.7M - Instrumental music programming for all fifth graders

- $1.4M - Supplies for Robotics, Arts, STEM, and to provide a well-rounded education

- $1M - Incremental Professional Development

- $1M - Advanced Academics in High Schools

Year 1 Academic Costs	Magnet Schools	District Wide	Total Year 1
Additional Staff	1,983,080	336,838	2,319,918
Instrumental Music	20,000	1,634,920	1,654,920
Supplies & Equipment	580,461	850,000	1,430,461
Professional Development	228,750	800,000	1,028,750
Advanced Academics	-	1,000,000	1,000,000
Partnerships	223,000	190,000	413,000
Field Trips	210,000	-	210,000
IT/Tech	156,400	-	156,400
Software	6,300	117,843	124,143
External Consulting	70,000	-	70,000
Total Year 1 Academics	**$ 3,477,991**	**$ 4,929,601**	**$ 8,407,592**

2021 - 2022 Other Costs

- Partnerships to support ongoing CDD objectives:
  - Mental Health Support
  - Walk Zone Safety
- Additional Support Staff in Student Placement, HR, Finance, Research & Grants
- Project Manager to support ongoing CDD implementation and objectives
- Funding for communicating CDD changes and objectives to parents, students, and district residents
- Supplies, equipment, outside services, and IT funding to support CDD transition
- Additional Transportation costs to support Middle School Athletics throughout the district

Other Year 1 Costs	Total Year 1
Partnerships	1,100,000
Support Staff	825,071
Communications	200,000
Supplies & Equipment	200,000
External Consulting	200,000
Project Management	118,996
Logistics	100,000
IT/Tech	90,000
Middle School Athletics	250,000
Total Other Costs	**$3,084,067**

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Paying for the CDD

- In FY21-22, the District will need to secure $11.5M in incremental funds to pay for CDD related costs

- Transportation Savings - $6.96M

- General Fund
  - $4.6M in General Fund will be reallocated from elsewhere in the district.
  - In FY21 the budget was balanced with a one-time use of $10M in assigned fund balance.
  - Early projections anticipate a budget gap of $15M-$20M in FY22 without the CDD.

Transportation Savings

- $6.96 Million in Transportation Savings
  - MPS currently runs 159 regular education routes per day
  - Annual cost per route is approximately $120,000
  - Analysis of transportation data indicates routes could be reduced to 107 regular education routes
    - Reduction of 52 daily regular education routes.
  - Assumes 80% utilization
  - Assumes all adjusted walk zones would be approved.

- Bell time changes could reduce additional routes and increase savings.

Ongoing Costs

- The District projects $10.7M in ongoing annual costs related to the CDD

- Ongoing Academic costs include:
  - Additional staffing in advanced academics, Arts, STEM and others.
  - Instrumental music for all fifth graders
  - Additional professional development, technology, software, and supply costs to continue support for CDD goals
  - Field Trips to support magnet programming

- Other ongoing costs include:
  - Additional district staff to support CDD goals in HR, Student Placement, Finance & Research
  - Continued funding for CDD Project Management

Ongoing Costs (Current Year $)	Magnet Schools	District Wide	Total Ongoing
Additional Staff	1,983,080	336,838	2,319,918
Instrumental Music	20,000	1,634,920	1,654,920
Supplies & Equipment	580,461	850,000	1,430,461
Advanced Academics	-	1,000,000	1,000,000
Professional Development	50,000	800,000	850,000
Partnerships	223,000	190,000	413,000
Field Trips	210,000	-	210,000
All Other	176,300	117,843	294,143
Subtotal Academics	**3,242,841**	**4,929,601**	**8,172,442**
Partnerships	-	1,100,000	1,100,000
Support Staff	-	825,071	825,071
All Other	-	568,996	568,996
Total Ongoing Cost	**3,242,841**	**7,423,668**	**10,666,509**

CDD Capital Projects

CDD Capital Project Costs	Total Cost
Magnet School Improvements	$ 50,749,653
Career & Technical Education	$ 33,991,100
Community School Educational Adequacy	$117,286,532
Total CDD Capital Proposal	$202,027,285
Other District Projects	
District Wide supports – FFE, Fleet Replacement, Technology, Current Project Funding, Safe & Secure Entrances, etc.	$217,208,023
Other Long Term Facility Maintenance	$144,413,130
Total 5-Year Capital Plan Proposal	$563,648,438

Key CDD Capital Projects

- Dual Language sites
  - Andersen School
    - → $17,574,247 Capital Improvements
    - → $6,000,784 LTFM
    - → Furniture, fixture and equipment, restroom modifications, technology space, science labs, lunchroom, performance space and daylighting
  - Sheridan School
    - → $14,078,171 Cooling and entrance

- Science Labs
  $10,856,298 - FAIR, Andersen, Franklin, Jefferson, and Justice Page

- Arts Magnet improvements
  $2,187,350 – Bethune and Marcy

- North High
  - → $27,597,501 - CTE
  - → $25,156,735 - Lunchroom, entrance, FFE, technology
  - → $58,354,937 - Mechanical, electrical, elevator, HVAC system renewal

Bonding & Debt Service Policy

Fiscal Year	Bond Amount	Debt Retired in 10 Years	Annual Debt Service	Debt Service to Revenue %
2021	106,463,504	70.29%	100,529,720	13.63%
2022	128,153,449	70.15%	107,994,612	14.50%
2023	105,389,341	70.92%	110,737,278	14.72%
2024	111,438,860	71.54%	117,104,771	15.49%
2025	112,203,283	72.10%	123,708,532	16.28%

- At the beginning of the fiscal year, the District's outstanding debt was $790.9M
- The proposed 5 year capital plan would see the District issue an additional $563.6M in debt through fiscal year 2025
- The District would remain in compliance with its policy to retire at least 70% of debt within 10 years
- In fiscal years 2024 & 2025, the District would fall out of compliance with its policy to keep the annual debt service payment below 15% of operating revenues

Impact to Taxpayers

Estimated Home Market Value	Estimated Incremental Tax Impact				
	Taxes Payable 2021	Taxes Payable 2022	Taxes Payable 2023	Taxes Payable 2024	Taxes Payable 2025
$150,000	$9	$24	$28	$40	$51
200,000	12	34	41	57	73
250,000	16	44	53	74	95
300,000	20	54	65	91	117
350,000	24	64	77	108	139
400,000	27	75	90	126	161
450,000	31	84	101	142	182
500,000	34	94	112	158	202
600,000	43	117	140	197	252
750,000	56	152	183	256	328
1,000,000	77	211	253	354	454

Thanks & What's Next

- Additional videos cover topics including:
  - An Introduction to the MPS Comprehensive District Design
  - Proposed District Structure
  - Updated Placement Policies and Regulations

SPECIAL SCHOOL DISTRICT NO. 1
Board of Education

May 12, 2020

Resolution Condemning Xenophobic, Racist, and All Anti-Asian Attacks Elevated by COVID-19

WHEREAS, COVID-19 is fueling bias, fear, hostility, hate and racism against our Asian and Pacific Islander (API) communities; and

WHEREAS, Minneapolis Public Schools believes that students deserve respectful learning environments in which their racial and ethnic diversity is valued and celebrated; and

WHEREAS, API students, staff, families, and community are valued members of a thriving diverse Minneapolis Public Schools family that spans languages, nationalities, ethnicities, cultures and more; and

WHEREAS, throughout history pandemics and other events have bred misinformation, hysteria, stigma, scapegoating and racial and ethnic discrimination; and

WHEREAS, Minneapolis Public Schools recognizes and acknowledges that our API community has historically experienced discrimination, xenophobia and racism resulting in historical trauma, feelings of invisibility, and negative effects on the overall health and well-being of our neighbors prior to those experienced in the wake of COVID-19; and

WHEREAS, anti-Asian stigma has galvanized white nationalism and supremacy culture that promotes and breeds discord; and

WHEREAS, communities of API descent have experienced a surge of racial shunning, harassment, discrimination, and violent attacks as a result of the COVID- 19 pandemic; and

WHEREAS, there is an increase of racist rhetoric and terminology identifying COVID-19 using language that is marginalizing and debilitating to the humanity of our API students, staff, families and community; and

WHEREAS, in Minnesota numerous reports of racial incidents and hate crimes targeted towards individuals of Asian descent have been disclosed and stories are emerging in Minneapolis about harassment, discrimination and bias that is making API community members feel targeted; and

WHEREAS, as communities adapt and respond to COVID-19, API Minnesotans also report that their safety and equal access to goods and services is compromised because of increasing harassment, xenophobic and racist behaviors; and

WHEREAS, Minneapolis Public Schools maintains and enforces racial equity, gender inclusion, equal opportunity/non-discrimination, anti-bullying, anti-harassment, anti-violence, behavior standards, and anti-retaliation policies; and

WHEREAS, Minneapolis Public Schools provides educators with the expectations, resources, and support to provide instruction to students in digital citizenship, bullying prevention and specific lessons on coronavirus stereotypes, fears and racism.

SO, THEREFORE, BE IT RESOLVED that the Board of Directors of Special School District No. 1, joins our colleagues in Saint Paul Public Schools, and hereby reaffirms all policies, practices and procedures to hold ourselves accountable to ensure that our API students, staff, families and community are not subjected to bias, harassment, discrimination, violence or retaliation; and

FURTHER BE IT RESOLVED that Minneapolis Public Schools will provide accurate, effective and unbiased messaging related to the COVID-19 virus; and

FURTHER BE IT RESOLVED that Minneapolis Public Schools condemns any anti-Asian sentiments targeting our API students, staff, families and community; and

FURTHER BE IT RESOLVED that Minneapolis Public Schools commits to partnering with public and private institutions/organizations working to address xenophobia and racism subjected to Asian and Pacific Islanders in Minnesota; and

FINALLY, BE IT RESOLVED the Board of Directors of Special School District No. 1, urges local, state, and federal authorities to take immediate action to ensure the safety of these communities against racism and xenophobia.

Signed by:

_____ _____

Kim Ellison
Board of Education Chairperson

Date

_____ _____

Josh Pauly
Board of Education Clerk

Date

SPECIAL SCHOOL DISTRICT NO. 1
Board of Education

May 12, 2020

Resolution Supporting Increased Federal Education Funding

WHEREAS, the COVID-19 pandemic is a monumental and unprecedented challenge, emerging quickly and demanding an immediate overhaul of the instructional plans and strategies of school systems across the country; and

WHEREAS, the nation's public schools remain committed to delivering high-quality instruction while ensuring the health and safety of our students and staff; and

WHEREAS, this challenge will persist and likely grow as COVID-19 affects our economy and destabilizes funding for public schools; and

WHEREAS, reputable economists have predicted the end of the nation's economic expansion and forecast a recession that may be deep and long-lasting; and

WHEREAS, any nationwide recession is likely to affect urban areas and their poorest citizens most severely; and

WHEREAS, the numbers of unemployment claims in the nation's big cities are already the highest we have seen since the Great Depression and may only grow; and

WHEREAS, urban public-school systems across the country are already incurring substantial unexpected costs to provide meal services and purchase and deploy digital instructional devices; and

WHEREAS, urban public-school systems are facing difficult decisions about how to allocate dwindling financial resources to sustain high-quality instruction and other essential services for students and families over the next several years; and

WHEREAS, revenue shortfalls will unequivocally result in budget cuts and personnel reductions in urban school systems;

WHEREAS, these budget cuts will be happening at the same time that urban public school systems will be working to address the immense instructional challenge of unfinished learning that many students will face coming out of this school year; and

WHEREAS, the American Recovery and Reinvestment ACT (ARRA) of 2009 provided $100 billion in education funding with investments in both the education stabilization fund and various federal categorical programs for public schools, such as Title I and the Individuals with Disabilities Act; and

WHEREAS, Congress followed ARRA in 2010 with $10 billion in additional funding for the Education Jobs Fund to help school districts retain existing employees, recall former employees, and hire new ones; and

WHEREAS, by comparison the recent Coronavirus Aid, Relief, and Economic Security (CARES) Act provides only $13 billion for education stabilization funding, which is less than half of one percent of the total $2.2 trillion relief provided in the CARES Act and is far below the investment that the federal government provided in 2009 and 2010 in ARRA and the Education Jobs fund; and

WHEREAS, public education is one of the largest employers of any organization, public or private, in the nation; and

WHEREAS, published economic research has demonstrated a strong connection between a country's GDP growth and its investments in elementary and secondary education; and

WHEREAS, research has repeatedly found a strong causal relationship between levels of schooling and wages that individuals earn over a lifetime; and

WHEREAS, for public schools to thrive and for our students to realize a bright and productive future, the federal government needs to make a substantial new investment in our wellbeing; and

WHEREAS, the Council of the Great City Schools, the National Education Association, the American Federation of Teachers, the National School Boards Association, the American Association of School Administrators, and the National Parent Teachers Association, and others have called for some $200 billion in relief for the nation's public schools; and

WHEREAS, this level of funding is the minimum needed by the nation's urban public schools to sustain and accelerate their academic achievement trends over the past decade, including gains in reading and math achievement that outpace the national average;

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of Special School District No. 1 hereby calls on its Congressional delegation, including our United States Senators and House of Representative members, to advocate for and approve additional federal education funding for our nation's public schools.

Signed by:

_____ _____

Kim Ellison Date
Board of Education Chairperson

_____ _____

Josh Pauly Date
Board of Education Clerk

Request for Board Action

Item Title
Allied Blacktop Co. Contract

Recommended Motion
Included in Consent Agenda

Requesting Division
Operations

Item File Number
2020-12664

Meeting Date for Action
5/12/2020

Reason for Board Action
Contract over $500,000 (Fund 6)

Background

SITE	2020 SCOPE OF WORK
ANWATIN (combine with Bryn Mawr)	South bus driveway - reclamation
BETHUNE	Sidewalks along Emerson & Crackfill lot (Parking Lot 2021 Chip-Seal)
DAVIS CENTER	Crackfill & Chipseal Parking Lot, Raise 5-6 manhole covers Mud Jacking stoops
EDISON	Sidewalks, curbs, asphalt, raise manhole covers
HENRY H.S.	Crackfill & Chipseal parking lot Might need some asphalt patching Look at sidewalks
JUSTICE PAGE MIDDLE	Chipseal Parking Lot
LORING	Door #6 not to code (need 3' landing), Asphalt patch, Crackfill & Chipseal parking lot (or may need total reclamation), Seal-Coat asphalt at BB court - need to match height of sidewalks with cricket; need 2 new concrete aprons, Monument Sign & sidewalks along south side by Laurie M
NORTH H.S.	Fix/replace hard surface under bleachers
TRANSPORTATION CENTER	Parking Lots - Crackfill & Chipseal, Replace concrete in front of OH Door F (#12); Replace driveway aprons on north side of building; Remove tree stump NE corner
WASHBURN H.S.	Crackfill & Chipseal parking lots
WILDER COMPLEX	Chicago Large Parking lot - Crack-Fill & Chip-Seal, Small parking lot in nook by Door #8 - Sealcoat only, Bus Lane by Door #16 Crack-Fill & Chip-Seal, Staff Lot off Chicago - Crack-Fill & Chip-Seal

Timeline/Next Steps
Once Board approval received, construction will begin 6/8/2020 with expected completion date 9/1/2020.

Contract Amount
$637,481.90

Contract Term
6/8/2020 – 9/1/2020

Contract Type
Master

RFP Status
Completed

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 30th day of April in the year 2020
(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)

Allied Blacktop Company
10503 89th Ave N
Maple Grove, MN 55369

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

FY20 Site Improvements OP#20-2921
Anwatin, Bethune, Davis Center, Edison H.S., Justice Page, Loring, North H.S. Field, Transportation, Washburn H.S., Wilder Complex, Minneapolis, MN

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

Pierce Pini + Assoc.
9298 Central Ave NE
Blaine, MN 55434

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.

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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.

[X] 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.)

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

[X] 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 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.

(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

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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:

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

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.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 mayrequest 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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§ 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

[X] 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)

Aaron Philipson, Project Manager
Allied Blacktop Company
10503 – 89th Ave N
Maple Grove, MN 55369

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

§ 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 developement 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:

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(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)*	**CONTRACTOR** *(Signature)*
(Printed name and title)	*(Printed name and title)*

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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.

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PAGE 1

AGREEMENT made as of the 30th day of April in the year 2020

...

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

...

Allied Blacktop Company
10503 89th Ave N
Maple Grove, MN 55369

...

FY20 Site Improvements OP#20-2921
Anwatin, Bethune, Davis Center, Edison H.S., Justice Page, Loring, North H.S. Field,
Transportation, Washburn H.S., Wilder Complex, Minneapolis, MN

...

Pierce Pini + Assoc.
9298 Central Ave NE
Blaine, MN 55434

PAGE 2

[X] 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

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

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...

§ 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**~~

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...

§ 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 liquidateddamages, 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.

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...

§ 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 asprovided 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~~

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~~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.

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.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 ~~interest agreed upon, if any.)~~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

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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 mayrequest 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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[X] 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.

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...

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

...

Aaron Philipson, Project Manager
Allied Blacktop Company
10503 – 89th Ave N
Maple Grove, MN 55369

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Owner prohibits Contractor from using the Work in any marketing material or business developement 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

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~~*(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

...

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

...

EXH-C Owner Insurance

...

EXH-D Project Schedule

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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 30th day of April in the year 2020
(In words, indicate day, month and year.)

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

FY20 Site Improvements OP#20-2921
Minneapolis, MN

THE OWNER:
(Name, legal status and address)

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

THE CONTRACTOR:
(Name, legal status and address)

Allied Blacktop Company 10503 89th Ave N
Maple Grove, MN 55369

TABLE OF ARTICLES

A.1 GENERAL

A.2 OWNER'S INSURANCE

A.3 CONTRACTOR'S INSURANCE AND BONDS

A.4 SPECIAL TERMS AND CONDITIONS

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.

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.

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§ 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 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.

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(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,

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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 types and limits of insurance as defined in EXH-C Owner 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 in EXH-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.

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§ A.3.2.2.2 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 the Contract, the Contractor shall maintain coverage for one year beyond the date of Substantial Completion.

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§ A.3.3.2 The Contractor shall purchase and maintain the types and limits of insurance 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	
Performance Bond	

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:

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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 07:44:59 ET on 05/01/2020.

PAGE 1

This Insurance and Bonds Exhibit is part of the Agreement, between the Owner and the Contractor, dated the 30th day of April in the year 2020

...

FY20 Site Improvements OP#20-2921
Minneapolis, MN

...

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

...

Allied Blacktop Company 10503 89th Ave N
Maple Grove, MN 55369

PAGE 2

§ 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.

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§ A.3.2.1 The Contractor shall purchase and maintain the ~~following~~ types and limits of insurance as defined in EXH-C Owner 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:

...

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§ A.3.2.2.1 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 in EXH-C Owner Insurance providing coverage for claims including

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§ 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.

...

If Professional Liability insurance is required as part of the Contract, the Contractor shall maintain coverage for one year beyond 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.)*~~types and limits of insurance 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~~

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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

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Exhibit B - Project Charter

Project Name and Number:

FY20 Site Improvements
Official Publication No. 20-2921

Contractor:

Allied Blacktop Company
10503 - 89th Ave N
Maple Grove, MN 55369

Description:

To furnish all labor, materials, equipment, and incidentals to complete all work for FY20 Site Improvements
project, in accordance with Drawings and Specifications prepared by:
Pierce Pini + Assoc., 9298 Central Ave NE, Blaine, MN 55434

Article 9.5 Drawings:	March 10, 2020
9.6 Specifications dated:	March 10, 2020
9.7 Addenda dated:	Addendum #1 dated 3/26/2020, Addendum #2 dated 3/30/2020, Addendum #3 dated 4/23/2020

Contract Sum:

The total contract sum shall be: **$ 579,529.00**

Alternates:

Item	Price	Status
None	NA	NA

Conditions:

Item	Price	Conditions for Acceptance
None	NA	NA

Allowances:

Item	Price	Status
None	NA	NA

Unit Prices:

Item		Price per Unit	Units & Limitations
1) Remove Exg Bitum Pavement		$ 29.00	/Sq Yd
2) Remove Exg Concrete Pavement		$ 27.00	/Sq Yd
3) Remove Exg Concr Wheel Stop		$ 170.00	/Each
4) Heavy Duty Bitumin Pavement		$ 29.30	/Sq Yd
5) Medium Duty Bitium Pavement		$ 26.25	/Sq Yd
6) Bituminous Mill & Overlay (1.5")		$ 13.00	/Sq Yd
7) Bituminous Mill & Overlay (2")		$ 17.50	/Sq Yd
8) Concrete Sidewalk (5")		$ 64.77	/Sq Yd
9) Concrete Sidewalk (6")		$ 81.79	/Sq Yd
10) Concrete Apron (8")		$ 93.10	/Sq Yd
11) Concrete Curb & Gutter, B612		$ 46.50	/Ln Ft
12) Pavement Markings		$ 0.25	/Ln Ft
13) Crack Fill Bituminous Pavement		$ 1.30	/Ln Ft
14) Chip Seal Bituminous Pavement		$ 0.27	/Sq Ft
15) Seal Coat Bituminous Pavement		$ 0.09	/Sq Ft
16) Seeding		$ 0.45	/Sq Ft
17) Sodding		$ 2.22	/Sq Ft

April 24, 2019

Exhibit C - Owner's Insurance

Project Name and Number:

Special School District No. 1
Official Publication No. 20-2921
FY20 Site Improvements

Contractor: Allied Blacktop Company
10503 - 89th Ave N
Maple Grove, MN 55369

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

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

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. 20-2921
FY20 Site Improvements

Contractor:

Allied Blacktop Company
Maple Grove, MN 55369
763-425-0575

Description:

Asphalt and Concrete Site Work at Multiple Locations, including Anwatin, Bethune, Davis Center, Edison H.S., Justice Page, Loring, North H.S. Field, Transportation Service Center, Washburn H.S., and Wilder Complex, Minneapolis, MN

Schedule:

Description	Date
Construction Commences	June 15, 2020
Work at Summer School Sites to be completed between 7/24/20 - 8/14/20	
Substantial Completion	**August 23, 2020**
Final Completion	August 28, 2020
School Starts	September 8, 2020
1-year Warranty Inspection	August 2020

AIA® Document E203™ – 2013

Building Information Modeling and Digital Data Exhibit

This Exhibit dated the 13 day of March in the year 2018 is incorporated into the agreement (the "Agreement") between the Parties for the following Project:
(Name and location or address of the Project)

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 incorporated into an agreement between the parties and used in conjunction with AIA Documents G201™–2013, Project Digital Data Protocol Form, and G202™–2013, Building Information Modeling Protocol Form. It is anticipated that other Project Participants will incorporate a project specific E203–2013 into their agreements, and that the Parties and other Project Participants will set forth the agreed-upon protocols in AIA Documents G201–2013 and G202–2013.

TABLE OF ARTICLES

1 GENERAL PROVISIONS

2 TRANSMISSION AND OWNERSHIP OF DIGITAL DATA

3 DIGITAL DATA PROTOCOLS

4 BUILDING INFORMATION MODELING PROTOCOLS

5 OTHER TERMS AND CONDITIONS

ARTICLE 1 GENERAL PROVISIONS

§ 1.1 This Exhibit provides for the establishment of protocols for the development, use, transmission, and exchange of Digital Data for the Project. If Building Information Modeling will be utilized, this Exhibit also provides for the establishment of the protocols necessary to implement the use of Building Information Modeling on the Project, including protocols that establish the expected Level of Development for Model Elements at various milestones of the Project, and the associated Authorized Uses of the Building Information Models.

§ 1.2 The Parties agree to incorporate this Exhibit into their agreements with any other Project Participants that may develop or make use of Digital Data on the Project. Prior to transmitting or allowing access to Digital Data, a Party may require any Project Participant to provide reasonable evidence that it has incorporated this Exhibit into its agreement for the Project, and agreed to the most recent Project specific versions of AIA Document G201™–2013, Project Digital Data Protocol Form and AIA Document G202™–2013, Project Building Information Modeling Protocol Form.

§ 1.2.1 The Parties agree that each of the Project Participants utilizing Digital Data on the Project is an intended third party beneficiary of the Section 1.2 obligation to incorporate this Exhibit into agreements with other Project Participants, and any rights and defenses associated with the enforcement of that obligation. This Exhibit does not create any third-party beneficiary rights other than those expressly identified in this Section 1.2.1.

§ 1.3 Adjustments to the Agreement

§ 1.3.1 If a Party believes that protocols established pursuant to Sections 3.2 or 4.5, and memorialized in AIA Documents G201–2013 and G202–2013, will result in a change in the Party's scope of work or services warranting an adjustment in compensation, contract sum, schedule or contract time, the Party shall notify the other Party. Failure to provide notice as required in this Section 1.3 shall result in a Party's waiver of any claims for adjustments in compensation, contract sum, schedule or contract time as a result of the established protocols.

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§ 1.3.2 Upon such notice, the Parties shall discuss and negotiate revisions to the protocols or discuss and negotiate any adjustments in compensation, contract sum, schedule or contract time in accordance with the terms of the Agreement.

§ 1.3.3 Notice required under this Section 1.3 shall be provided within thirty days of receipt of the protocols, unless otherwise indicated below:
(If the Parties require a notice period other than thirty days from receipt of the protocols, indicate the notice period below.)

§ 1.4 Definitions

§ 1.4.1 Building Information Model. A Building Information Model is a digital representation of the Project, or a portion of the Project, and is referred to in this Exhibit as the "Model," which term may be used herein to describe a Model Element, a single model or multiple models used in the aggregate, as well as other data sets identified in AIA Document G202–2013, Project Building Information Modeling Protocol Form.

§ 1.4.2 Building Information Modeling. Building Information Modeling or Modeling means the process used to create the Model.

§ 1.4.3 Model Element. A Model Element is a portion of the Model representing a component, system or assembly within a building or building site.

§ 1.4.4 Level of Development. The Level of Development (LOD) describes the minimum dimensional, spatial, quantitative, qualitative, and other data included in a Model Element to support the Authorized Uses associated with such LOD.

§ 1.4.5 Authorized Uses. The term "Authorized Uses" refers to the permitted uses of Digital Data authorized in the Digital Data and/or Building Information Modeling protocols established pursuant to the terms of this Exhibit.

§ 1.4.6 Model Element Author. The Model Element Author is the entity (or individual) responsible for managing and coordinating the development of a specific Model Element to the LOD required for an identified Project milestone, regardless of who is responsible for providing the content in the Model Element. Model Element Authors are to be identified in Section 3.3, Model Element Table, of AIA Document G202–2013.

§ 1.4.7 Digital Data. Digital Data is information, including communications, drawings, specifications and designs, created or stored for the Project in digital form. Unless otherwise stated, the term Digital Data includes the Model.

§ 1.4.8 Confidential Digital Data. Confidential Digital Data is Digital Data containing confidential or business proprietary information that the transmitting party designates and clearly marks as "confidential."

§ 1.4.9 Written or In Writing. In addition to any definition in the Agreement to which this Exhibit is attached, for purposes of this Exhibit and the Agreement, "written" or "in writing" shall mean any communication prepared and sent using a transmission method set forth in this Exhibit, or the protocols developed pursuant to this Exhibit, that permits the recipient to print the communication.

§ 1.4.10 Written Notice. In addition to any terms in the Agreement to which this Exhibit is attached, for purposes of this Exhibit and the Agreement, "written notice" shall be deemed to have been duly served if transmitted electronically to an address provided in this Exhibit or the Agreement using a transmission method set forth in this Exhibit that permits the recipient to print the communication.

§ 1.4.11 Party and Parties. The terms "Party" and "Parties" refer to the signing parties to the Agreement.

§ 1.4.12 Project Participant. A Project Participant is an entity (or individual) providing services, work, equipment or materials on the Project and includes the Parties.

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ARTICLE 2 TRANSMISSION AND OWNERSHIP OF DIGITAL DATA

§ 2.1 The transmission of Digital Data constitutes a warranty by the Party transmitting Digital Data to the Party receiving Digital Data that the transmitting Party is the copyright owner of the Digital Data, or otherwise has permission to transmit the Digital Data for its use on the Project in accordance with the Authorized Uses of Digital Data established pursuant to the terms of this Exhibit.

§ 2.2 If a Party transmits Confidential Digital Data, the transmission of such Confidential Digital Data constitutes a warranty to the Party receiving such Confidential Digital Data that the transmitting Party is authorized to transmit the Confidential Digital Data. If a Party receives Confidential Digital Data, the receiving Party shall keep the Confidential Digital Data strictly confidential and shall not disclose it to any other person or entity except as set forth in Section 2.2.1.

§ 2.2.1 The receiving Party may disclose Confidential Digital Data as required by law or court order, including a subpoena or other form of compulsory legal process issued by a court or governmental entity. The receiving Party may also disclose the Confidential Digital Data to its employees, consultants or contractors in order to perform services or work solely and exclusively for the Project, provided those employees, consultants and contractors are subject to the restrictions on the disclosure and use of Confidential Digital Data as set forth in this Exhibit.

§ 2.3 By transmitting Digital Data, the transmitting Party does not convey any ownership right in the Digital Data or in the software used to generate the Digital Data. Unless otherwise granted in a separate license, the receiving Party's right to use, modify, or further transmit Digital Data is specifically limited to designing, constructing, using, maintaining, altering and adding to the Project consistent with the terms of this Exhibit, and nothing contained in this Exhibit conveys any other right to use the Digital Data.

§ 2.4 Where a provision in this Article 2 conflicts with a provision in the Agreement into which this Exhibit is incorporated, the provision in this Article 2 shall prevail.

ARTICLE 3 DIGITAL DATA PROTOCOLS

§ 3.1 Anticipated Types of Digital Data. The anticipated types of Digital Data to be used on the Project are as follows: *(Indicate below the information on the Project that shall be created and shared in a digital format. If the Parties indicate that Building Information Modeling will be utilized on the Project, the Parties shall also complete Article 4.)*

Anticipated Digital Data	**Applicability to the Project** *(Indicate Applicable or Not Applicable)*	**Location of Detailed Description** *(Section 3.1.1 below or in an attachment to this exhibit and identified below)*
Project Agreements and Modifications		
Project communications		
Architect's pre-construction submittals		
Contract Documents		
Contractor's submittals		
Subcontractor's submittals		
Modifications		
Project payment documents		
Notices and claims		
Building Information Modeling		

§ 3.1.1 Insert a detailed description of the anticipated Digital Data identified in Section 3.1, if not further described in an attachment to this Exhibit.

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§ 3.2 As soon as practical following execution of the Agreement, the Parties shall further describe the uses of Digital Data, and establish necessary protocols governing the transmission and Authorized Uses of Digital Data, in consultation with the other Project Participants that are expected to utilize Digital Data on the Project.

§ 3.2.1 Unless another Project Participant is identified below, the Architect shall prepare and distribute to the other Project Participants Digital Data protocols for review, revision and approval.
(If a Project Participant other than the Architect shall be responsible for preparing draft and final Digital Data protocols, identify that Project Participant.)

§ 3.2.2 The agreed upon Digital Data protocols shall be set forth in AIA Document G201–2013 and each Project Participant shall memorialize their agreement in writing to such Digital Data protocols.

§ 3.2.3 The Parties, together with the other Project Participants, shall review and, if necessary, revise the Digital Data protocols at appropriate intervals as required by the conditions of the Project.

§ 3.3 The Parties shall transmit, use, store and archive Digital Data in accordance with the Digital Data protocols set forth in the latest version of AIA Document G201–2013 agreed to by the Project Participants.

§ 3.4 Unauthorized Use

§ 3.4.1 Prior to Establishment of Digital Data Protocols

If a Party receives Digital Data prior to the agreement to, and documentation of, the Digital Data protocols in AIA Document G201–2013, that Party is not authorized to use or rely on the Digital Data. Any use of, or reliance on, such Digital Data is at that Party's sole risk and without liability to the other Party and its contractors, consultants, agents and employees.

§ 3.4.2 Following Establishment of Digital Data Protocols

Following agreement to, and documentation of, the Digital Data protocols in AIA Document G201–2013, if a Party uses Digital Data inconsistent with the Authorized Uses identified in the Digital Data protocols, that use shall be at the sole risk of the Party using the Digital Data.

§ 3.5 Digital Data Management

§ 3.5.1 Centralized electronic document management system use on the Project shall be:
(Check the appropriate box. If the Parties do not check one of the boxes below, the default selection shall be that the Parties will not utilize a centralized electronic document management system on the Project.)

[X] The Parties intend to use a centralized electronic document management system on the Project.

[ ] The Parties do not intend to use a centralized electronic document management system on the Project.

§ 3.5.2 If the Project Participants intend to utilize a centralized electronic document management system on the Project, the Project Participants identified in Section 3.5.3 shall be responsible for managing and maintaining such system. The Project Participants responsible for managing and maintaining the centralized electronic document management system shall facilitate the establishment of protocols for transmission, use, storage and archiving of the centralized Digital Data and assist the Project Participants identified in Section 3.2.1 above in preparing Digital Data protocols. Upon agreement to, and documentation of, the Digital Data protocols in AIA Document G201–2013, the Project Participants identified in Section 3.5.3 shall manage and maintain the centralized electronic document management system consistent with the management protocols set forth in the latest version of G201–2013 approved by the Project Participants.

§ 3.5.3 Unless responsibility is assigned to another Project Participant, the Architect shall be responsible for managing and maintaining the centralized electronic document management system. If the responsibility for management and maintenance will be assigned to another Project Participant at an identified Project milestone, indicate below the Project Participant who shall assume that responsibility, and the Project milestone.

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(Identify the Project Participant responsible for management and maintenance only if the Parties intend to utilize a centralized electronic document management system on the Project.)

Responsible Project Participant	Project Milestone

ARTICLE 4 BUILDING INFORMATION MODELING PROTOCOLS

§ 4.1 If the Parties indicate in Section 3.1 that Building Information Modeling will be used on the Project, specify below the extent to which the Parties intend to utilize Building Information Modeling and identify the provisions of this Article 4 governing such use:

[ ] The Parties shall utilize Building Information Modeling on the Project for the sole purpose of fulfilling the obligations set forth in the Agreement without an expectation that the Model will be relied upon by the other Project Participants. Unless otherwise agreed in writing, any use of, transmission of, or reliance on the Model is at the receiving Party's sole risk. The remaining sections of this Article 4 shall have no force or effect.

[X] The Parties shall develop, share, use and rely upon the Model in accordance with Sections 4.2 through 4.10 of this Exhibit.

§ 4.2 Anticipated Building Information Modeling Scope. Indicate below the portions of the Project for which Modeling will be used and the anticipated Project Participant responsible for that Modeling.

Project Portion for Modeling	Responsible Project Participant

§ 4.3 Anticipated Model Authorized Uses. Indicate below the anticipated Authorized Uses of the Model for the Project, which Authorized Uses will be agreed upon by the Project Participants and further described for each LOD in AIA Document G202–2013.

Authorized Uses of the Model for the Project are defined in Article 7 of AIA B101-2017.

§ 4.4 Ancillary Modeling Activities. Indicate additional Modeling activities agreed upon by the Parties, but not to be included in AIA Document G202–2013, if any.
(Describe any Modeling activities, such as renderings, animations, performance simulations, or other similar use, including the anticipated amount and scope of any such Modeling activities.)

Defined in EXH-B Project Design Milestones & Deliverables to AIA B101-2017.

§ 4.5 Modeling Protocols. As soon as practical following execution of the Agreement, the Parties shall, in consultation with the other Project Participants that are expected to utilize Building Information Modeling on the Project, further describe the Authorized Uses of the Model and establish necessary protocols governing the development of the Model utilizing AIA Document G202–2013.

§ 4.5.1 The Modeling protocols shall address the following:

.1 Identification of the Model Element Authors;
.2 Definition of the various LOD for the Model Elements and the associated Authorized Uses for each defined LOD;
.3 Identification of the required LOD of each Model Element at each identified Project milestone;
.4 Identification of the construction classification systems to be used on the Project;
.5 The process by which Project Participants will exchange and share the Model at intervals not reflected in Section 3.3, Model Element Table, of AIA Document G202–2013;
.6 The process by which the Project Participants will identify, coordinate and resolve changes to the Model;
.7 Details regarding any anticipated as-designed or as-constructed Authorized Uses for the Model, if required on the Project;

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.8 Anticipated Authorized Uses for facilities management or otherwise, following completion of the Project; and

.9 Other topics to be addressed by the Modeling protocols: *(Identify additional topics to be addressed by the Modeling Protocols.)*

§ 4.5.2 Unless responsibility is assigned to another Project Participant identified below, the Architect shall prepare and distribute Modeling protocols to the other Project Participants for review, revision and approval.
(If a Project Participant other than the Architect shall be responsible for preparing draft and final Modeling protocols, identify that Project Participant.)

§ 4.5.3 The agreed upon Modeling protocols shall be set forth in AIA Document G202–2013 and each Project Participant shall memorialize their agreement in writing to such Modeling protocols.

§ 4.5.4 The Parties, together with the other Project Participants, shall review, and if necessary, revise the Modeling protocols at appropriate intervals as required by the conditions of the Project.

§ 4.6 The Parties shall develop, use and rely on the Model in accordance with the Modeling protocols set forth in the latest version of AIA Document G202–2013, which document shall be included in or attached to the Model in a manner clearly accessible to the Project Participants.

§ 4.7 Unauthorized Use

§ 4.7.1 Prior to Establishment of Modeling Protocols

If a Party receives any Model prior to the agreement to, and documentation of, the Modeling protocols in AIA Document G202–2013, that Party is not authorized to use, transmit, or rely on the Model. Any use, transmission or reliance is at that Party's sole risk and without liability to the other Party and its contractors, consultants, agents and employees.

§ 4.7.2 Following Establishment of Modeling Protocols

Following agreement to, and documentation of, the Modeling protocols in AIA Document G202–2013, if a Party uses or relies on the Model inconsistent with the Authorized Uses identified in the Modeling protocols, such use or reliance shall be at the sole risk of the Party using or relying on the Model. A Party may rely on the Model Element only to the extent consistent with the minimum data required for the identified LOD, even if the content of a specific Model Element includes data that exceeds the minimum data required for the identified LOD.

§ 4.8 Model Management

§ 4.8.1 The requirements for managing the Model include the duties set forth in this Section 4.8. Unless assigned to another Project Participant, the Architect shall manage the Model from the inception of the Project. If the responsibility for Model management will be assigned to another Project Participant, or change at an identified Project milestone, indicate below the identity of the Project Participant who will assume that responsibility, and the Project milestone.

Responsible Project Participant	Project Milestone

§ 4.8.2 Model Management Protocol Establishment. The Project Participant responsible for managing the Model, in consultation with the other Project Participants that are expected to utilize Building Information Modeling on the Project, shall facilitate the establishment and revision of Model management protocols, including the following:

.1 Model origin point, coordinate system, precision, file formats and units. The Model shall be accurately geo-located.

.2 Model file storage location(s)

.3 Processes for transferring and accessing Model files

.4 Naming conventions as defined in the Owner's Revit and Drafting Standards.

.5 Processes for aggregating Model files from varying software platforms

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.6 Model access rights
.7 Identification of design coordination and clash detection procedures.
.8 Model security requirements
.9 Other: *(Identify additional Model management protocols to be addressed.)*

The Project Participant responsible for managing the Model shall use the issued MPS Revit template and conform to MPS Revit and Drafting Standards as defined in EXH-C.2 Quality Performance and Owner Provisions of AIA B101-2017.

§ 4.8.3 Ongoing Responsibilities. The Project Participant responsible for managing the Model shall do so consistent with the Model management protocols, which shall also include the following ongoing responsibilities:

.1 Collect incoming Models:
  .1 Coordinate submission and exchange of Models
  .2 Create and maintain a log of Models received
  .3 Review Model files for consistency with Sections 4.8.2.1 through 4.8.2.5
  .4 Maintain a record copy of each Model file received
.2 Aggregate Model files and make them available for Authorized Uses
.3 Maintain Model Archives and backups consistent with the requirements of Section 4.8.4 below
.4 Manage Model access rights
.5 Other: *(Identify additional responsibilities.)*

§ 4.8.4 Model Archives. The individual or entity responsible for Model management as set forth in this Section 4.8 shall compile a Model Archive at the end of each Project milestone and shall preserve it without alteration as a record of Model completion as of that Project milestone.

§ 4.8.4.1 Additional Model Archive requirements, if any, are as follows:

§ 4.8.4.2 The procedures for storing and preserving the Model(s) upon final completion of the Project are as follows:

§ 4.9 Post-Construction Model. The services associated with providing a Model for post-construction use shall only be required if specifically designated in the table below as a Party's responsibility.
(Designate below any anticipated post-construction Model and related requirements, the Project Participant responsible for creating or adapting the Model to achieve such uses, and the location of a detailed description of the anticipated scope of services to create or adapt the Model as necessary to achieve such uses.)

Post-Construction Model	**Applicability to Project** *(Applicable or Not Applicable)*	**Responsible Project Participant**	**Location of Detailed Description of Requirements and Services** *(Section 4.10 below or in an attachment to this exhibit and identified below)*
§ 4.9.1 Remodeling	Applicable	Owner	
§ 4.9.2 Wayfinding and Mapping	Applicable	Architect	
§ 4.9.3 Asset/FF & E Management	Applicable	Owner	
§ 4.9.4 Energy Management	Applicable	Owner	
§ 4.9.5 Space Management	Applicable	Owner	
§ 4.9.6 Maintenance Management	Applicable	Owner	

§ 4.10 Insert a detailed description of the requirements for each Post-Construction Model identified in Section 4.9 and the anticipated services necessary to create each Post-Construction Model, if not further described in an attachment to this Exhibit.

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As part of basic services, the Architect shall produce wayfinding floor plans for use of the Owner. Floor plans shall be provided in PDF format to be printed on letter, 11x17 and 24x36 paper.

ARTICLE 5 OTHER TERMS AND CONDITIONS

Other terms and conditions related to the transmission and use of Digital Data are as follows:

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Additions and Deletions Report for

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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.

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PAGE 1

This Exhibit dated the 13 day of March in the year 2018 is incorporated into the agreement (the "Agreement") between the Parties for the following Project:

PAGE 4

[X] The Parties intend to use a centralized electronic document management system on the Project.

PAGE 5

[X] The Parties shall develop, share, use and rely upon the Model in accordance with Sections 4.2 through 4.10 of this Exhibit.

...

Authorized Uses of the Model for the Project are defined in Article 7 of AIA B101-2017.

...

Defined in EXH-B Project Design Milestones & Deliverables to AIA B101-2017.

PAGE 6

.1 Model origin point, coordinate system, precision, file formats and ~~units~~units. The Model shall be accurately geo-located.

...

.4 Naming conventions as defined in the Owner's Revit and Drafting Standards.

PAGE 7

The Project Participant responsible for managing the Model shall use the issued MPS Revit template and conform to MPS Revit and Drafting Standards as defined in EXH-C.2 Quality Performance and Owner Provisions of AIA B101-2017.

...

§ 4.9.1 Remodeling	Applicable	Owner	
§ 4.9.2 Wayfinding and Mapping	Applicable	Architect	
§ 4.9.3 Asset/FF & E Management	Applicable	Owner	

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§ 4.9.4 Energy Management	Applicable	Owner	
§ 4.9.5 Space Management	Applicable	Owner	
§ 4.9.6 Maintenance Management	Applicable	Owner	

PAGE 8

As part of basic services, the Architect shall produce wayfinding floor plans for use of the Owner. Floor plans shall be provided in PDF format to be printed on letter, 11x17 and 24x36 paper.

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Request for Board Action

Item Title
Contract for Sheehy Construction Co.

Recommended Motion
Included in Consent Agenda

Requesting Division
Operations

Item File Number
2020-12652

Meeting Date for Action
5/12/2020

Reason for Board Action
Contract over $500,000 (Fund 6)

Background
The project consists of relocating the main office at Waite Park so that a safe & secure entrance can be constructed. In addition, the project will replace the current monument sign with the new District Standard with an electronic message board.

Timeline/Next Steps
Project Bid on April 21st, 2020 and Sheehy Construction Company is the apparent lowest qualified bid. Request the BOE APPROVE the contract with Sheehy Construction Company. Project is scheduled to begin Mid-June and be Substantially complete Mid-August. Intent is to have a functioning main office, monument sign & safe / secure entrance by school start.

Contract Amount
$2,090,330.00

Contract Term
June 2020 - August 2020

Contract Type
Master

RFP Status
Completed

FY18/19 – OP#20-2924: Waite Park Safe/Secure Entrance & Monument Sign Project.

Contract Sum: $1,900,300.00

Contractor: SHEEHY CONSTRUCTION COMPANY

Project Name and Number

Waite Park Elementary School
OP#20-2924
1800 34th Ave NE
Minneapolis, MN 55419

Description

Upgrade and enhance student safety by adding a small entry vestibule at the school's relocated main office, redesign of the main building entrance and adding a Monument Sign with an electronic messaging board.

Contract Sum details

Item	Price	Status
Base Bid	$1,811,300	ACCEPTED
Alt #01: Elevator Replacement	$370,000	REJECTED
Alt #02: Monument Sign	$73,000	ACCEPTED
Alt #03: Descale & Inspect Sanitary Line	$16,000	ACCEPTED
Unit Price #01: Painting, per square foot (SF)	$1.75 /SF	ACCEPTED
Unit Price #02: Excavation & Export of unsuitable Soils, per Cubic Yard (CY)	$40 /CY	ACCEPTED
Unit Price #03: Import & Placement of granular fill, per Cubic Yard (CY)	$40 / CY	ACCEPTED
TOTAL CONTRACT w/ ALTERNATES #2 & #3, Unit Prices #1 thru #3:	**$1,900,300**	

Contract Documents

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

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 12 day of April in the year 2020
(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)

Sheehy Construction Company
360 West Larpenteur Avenue, Ste #300
St. Paul, MN 551134

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

OP#20-2924 MPS Waite Park Elementary Safe/Secure Entrance & Monument Sign Project

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

292 Design Group
3533 East Lake Street
Minneapolis, MN 55406

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.
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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.

[X] 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.)

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

[X] 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 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.

(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

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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;

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.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

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.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.

§ 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 mayrequest 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.)

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

[X] 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)

Jeff M. Helstrom – Project Manager. jeffrey.helstrom@mpls.k12.mn.us, 612-668-0305 O, 612-207-7859 M
1250 West Broadway Avenue
Minneapolis, MN 55411

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

Sheehy Construction Company
360 West Larpenteur Avenue, Ste#300
St. Paul, MN 55113

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

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§ 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 developement 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.)

March 13, 2018

.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

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(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)*	**CONTRACTOR** *(Signature)*
(Printed name and title)	*(Printed name and title)*

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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.

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PAGE 1

AGREEMENT made as of the 12 day of April in the year 2020

...

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

...

Sheehy Construction Company
360 West Larpenteur Avenue, Ste #300
St. Paul, MN 551134

...

OP#20-2924 MPS Waite Park Elementary Safe/Secure Entrance & Monument Sign Project

...

292 Design Group
3533 East Lake Street
Minneapolis, MN 55406

PAGE 2

[X] 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

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

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...

§ 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**~~

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...

§ 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 liquidateddamages, 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.

...

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§ 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 asprovided 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

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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.

...

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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 mayrequest 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.

PAGE 7

[X] 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.

...

Jeff M. Helstrom – Project Manager. jeffrey.helstrom@mpls.k12.mn.us, 612-668-0305 O, 612-207-7859 M
1250 West Broadway Avenue
Minneapolis, MN 55411

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...

Sheehy Construction Company
360 West Larpenteur Avenue, Ste#300
St. Paul, MN 55113

PAGE 8

Owner prohibits Contractor from using the Work in any marketing material or business developement 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.

...

March 13, 2018

...

~~*(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:~~

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...

~~Title~~	~~Date~~	~~Pages~~

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Certification of Document's Authenticity

AIA® Document D401™ – 2003

I, Minneapolis Public Schools, 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 07:58:25 ET on 04/23/2020 under Order No. 1260426072 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)

_____

(Title)

_____

(Dated)

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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 12 day of May in the year 2020
(In words, indicate day, month and year.)

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

OP#20-2924 MPS Waite Park Elementary Safe/Secure Entrance & Monument Sign Project

THE OWNER:
(Name, legal status and address)

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

THE CONTRACTOR:
(Name, legal status and address)

Sheey Construction Company 360 West Larpenteur Avenue, Ste #300
St. Paul, MN 55113

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.

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§ 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 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.

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§ A.2.4 Optional Extended Property Insurance.
The Owner shall purchase and maintain the insurance selected and described 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. 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.)

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[ ] **§ A.2.5.1 Cyber Security Insurance** for loss to the Owner due to data security and privacy breach, 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 types and limits of insurance as defined in EXH-C Owner 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 in EXH-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;

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.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.3.2.2.2 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.)

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If Professional Liability insurance is required as part of the Contract, the Contractor shall maintain coverage for one year beyond the date of Substantial Completion.

§ A.3.3.2 The Contractor shall purchase and maintain the types and limits of insurance 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	
Performance Bond	

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:

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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.

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PAGE 1

This Insurance and Bonds Exhibit is part of the Agreement, between the Owner and the Contractor, dated the 12 day of May in the year 2020

...

OP#20-2924 MPS Waite Park Elementary Safe/Secure Entrance & Monument Sign Project

...

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

...

Sheey Construction Company 360 West Larpenteur Avenue, Ste #300
St. Paul, MN 55113

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§ 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.

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§ A.3.2.1 The Contractor shall purchase and maintain the ~~following~~ types and limits of insurance as defined in EXH-C Owner 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:

...

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§ A.3.2.2.1 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 in EXH-C Owner Insurance providing coverage for claims including

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§ 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 the Contract, the Contractor shall maintain coverage for one year beyond 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.)*~~types and limits of insurance 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,~~

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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

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Exhibit B – Project Charter

Project Name and Number

OP#20-2924 MPS Waite Park Elementary Safe/Secure Entrance & Monument Sign Project

Waite Park Community School

1800 34th Avenue NE

Minneapolis, MN 55415

Description

Upgrade and enhance student safety by adding a small entry vestibule at the school's relocated main office, redesign of the main building entrance and adding a Monument Sign with an electronic messaging board.

Contract Sum

The Contract Sum shall be **$1,900,300.00**

BASE BID: $1,811,300.00

Alternates

Item	Price	Status
Alternate #01: Elevator Replacement	$370,000.00	Rejected
Alt #02: Monument Sign	$73,000	Accepted
Alt #03: Descale & Inspect Sanitary Line	$16,000	Accepted

Unit Prices

Item	Units and Limitations	Price per Unit ($0.00)
Unit Price #01: Painting	Square Foot (SF)	$1.75
Unit Price #02: Excavation & Export of unsuitable Soils, per Cubic Yard (CY)	Cubic Yard (CY)	$40.00
Unit Price #03: Import & Placement of granular fill, per Cubic Yard (CY)	Cubic Yard (CY)	$40.00

EXHIBIT C Owner Insurance

Insurance Requirements

1. CONSULTANT'S INSURANCE – to be used with AIA B101-2017, AIA C103-2015, or similar non-contractor consultants:
   The Consultant 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. Worker's Compensation and Employer's Liability Insurance

      i. Coverage A is statutory.

      ii. Coverage B
      $500,000 Each Accident
      $500,000 Each Employee
      $500,000 Policy Limit (Disease)

   b. Comprehensive General Liability Insurance *

General Aggregate	$1,000,000
Products/Completed Operations Aggregate	$1,000,000
Per Occurrence	$1,000,000
Medical Payments	$10,000

   * The Owner should be named as an additional insured for Comprehensive General Liability Insurance.

   c. Automobile Insurance

Per Occurrence	$1,000,000
PIP	Basic
Underinsured Motorist	$1,000,000
Uninsured Motorist	$1,000,000

   d. Professional Liability Insurance

      i. Per Claim $2,000,000

ii. For projects with an estimated construction Contract Sum of over $10,000,000 or major structural work an aggregate is required as follows:
Aggregate $4,000,000

e. Umbrella Liability Insurance

i. Per Occurrence $2,000,000

ii. For projects with an estimated construction Contract Sum of over $10,000,000 or major structural work an aggregate is required as follows:
Aggregate $2,000,000

f. Manned or Unmanned Aircraft Coverage (if used)

i. Per Claim $1,000,000

ii. Aggregate $1,000,000

For specialty consultants used for commissioning activities, studies, asbestos surveys and security, items A, B, C and F shall apply.

Special Asbestos Abatement Liability Insurance is required for Asbestos Abatement Contractors. The limits are $1,500,000 per claim, for liability arising from the encapsulation, removal, handling, storage, transportation, and disposal of asbestos-containing materials.

2. CONSULTANT'S OBLIGATIONS

Consultant shall not violate or knowingly permit any violation of any conditions or terms of the policies of insurance required to be carried under the terms hereof and shall endeavor to satisfy the requirements of the insurance companies issuing them. In the event Consultant neglects, refuses or fails to provide or maintain any of the insurance required to be carried under the Agreement, or if such insurance is canceled for any reason, the Owner or the Owner's lender(s) shall have the right, but not the duty, to procure or maintain the same.

In the event the Owner or the Owner's lender(s) do procure or maintain such insurance, the Owner or the Owner's lender(s) shall have, in additional to any and all other available remedies, the right to recover from the Consultant (including the right of set-off against sums otherwise due the Consultant) all of the costs associated with procuring or maintaining such insurance.

3. PROFESSIONAL LIABILITY INSURANCE

   a. Professional Liability Coverage of $2,000,000 shall be maintained for one (1) year from the date of Substantial Completion. If the Consultant discontinues its business and if directed by Owner in writing, Consultant shall purchase such insurance in such amount for an extended discovery period beyond the one (1) year after the date of Substantial Completion, with the premium cost to be a reimbursable expense paid by the Owner. The limit of liability for such policy may not be reduced below $2,000,000 without the Owner giving its prior, written consent. All policies of insurance that Consultant is required under the terms of this Exhibit C Owner's Insurance to secure and maintain shall bear the endorsement "Not to be canceled until sixty (60) calendar days after Owner has received a written notice from insurer as evidence by a return receipt of registered or certified mail."

   b. The Owner shall not be responsible for obtaining or paying premiums or other expenses in connection with insurance required to be carried under the Agreement or normally carried by the Consultant's consultants, and the obligation to obtain such insurance and to pay such premiums and other expenses shall be solely that of the Consultant.

   c. The Consultant shall bear all the costs of any and all deductible amounts under any insurance policies required to be carried under the Agreement and shall remain solely and fully liable for the full amount of any claim or item not compensated by insurance (to the extent that any amount resulted from damages that arose out of the Consultant's sole negligence.)

4. COVERAGE
   The coverage's referred to above are set forth in full in the respective policy forms, and the foregoing descriptions of such policies are not intended to be complete.

5. GENERALLY

   a. The Consultant thereby represents and warrants to the Owner that, as of the date of the execution of the Agreement, the Consultant is not aware of any claims or potential claims which have been made, filed or threatened against any of the insurance or for damages covered by any of the insurance required to be carried under the Agreement that would affect the Consultant's ability to provide the insurance coverage required by this agreement.

b. It is understood that the provisions in the Agreement requiring the Consultant to carry insurance shall not be construed as in any manner waiving or restricting the liability of the Consultant as to any obligations imposed under the Agreement, including, but not limited to, obligations imposed under the provisions of Article 11 of the AIA A201-2017 General Conditions.

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

   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

   This insurance is required only for projects larger than $10,000,000 in total construction costs.

Exhibit D – Project Schedule

Project Name and Number

OP#20-2924 MPS Waite Park Elementary Safe/Secure Entrance & Monument SIgn Project

Waite Park Community School

1800 – 34th Avenue NE

Minneapolis, MN 55415

Description

Upgrade and enhance student safety by adding a small entry vestibule at the school's relocated main office, redesign of the main building entrance and adding a Monument Sign with an electronic messaging board.

Schedule

Substantial Completion

The Work will be substantially complete on or before **August 14, 2020.**

Portion of Work

Portion of Work	Substantial Completion Date

AIA® Document E203™ – 2013

Building Information Modeling and Digital Data Exhibit

This Exhibit dated the 13 day of March in the year 2018 is incorporated into the agreement (the "Agreement") between the Parties for the following Project:
(Name and location or address of the Project)

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 incorporated into an agreement between the parties and used in conjunction with AIA Documents G201™–2013, Project Digital Data Protocol Form, and G202™–2013, Building Information Modeling Protocol Form. It is anticipated that other Project Participants will incorporate a project specific E203–2013 into their agreements, and that the Parties and other Project Participants will set forth the agreed-upon protocols in AIA Documents G201–2013 and G202–2013.

TABLE OF ARTICLES

1 GENERAL PROVISIONS

2 TRANSMISSION AND OWNERSHIP OF DIGITAL DATA

3 DIGITAL DATA PROTOCOLS

4 BUILDING INFORMATION MODELING PROTOCOLS

5 OTHER TERMS AND CONDITIONS

ARTICLE 1 GENERAL PROVISIONS

§ 1.1 This Exhibit provides for the establishment of protocols for the development, use, transmission, and exchange of Digital Data for the Project. If Building Information Modeling will be utilized, this Exhibit also provides for the establishment of the protocols necessary to implement the use of Building Information Modeling on the Project, including protocols that establish the expected Level of Development for Model Elements at various milestones of the Project, and the associated Authorized Uses of the Building Information Models.

§ 1.2 The Parties agree to incorporate this Exhibit into their agreements with any other Project Participants that may develop or make use of Digital Data on the Project. Prior to transmitting or allowing access to Digital Data, a Party may require any Project Participant to provide reasonable evidence that it has incorporated this Exhibit into its agreement for the Project, and agreed to the most recent Project specific versions of AIA Document G201™–2013, Project Digital Data Protocol Form and AIA Document G202™–2013, Project Building Information Modeling Protocol Form.

§ 1.2.1 The Parties agree that each of the Project Participants utilizing Digital Data on the Project is an intended third party beneficiary of the Section 1.2 obligation to incorporate this Exhibit into agreements with other Project Participants, and any rights and defenses associated with the enforcement of that obligation. This Exhibit does not create any third-party beneficiary rights other than those expressly identified in this Section 1.2.1.

§ 1.3 Adjustments to the Agreement

§ 1.3.1 If a Party believes that protocols established pursuant to Sections 3.2 or 4.5, and memorialized in AIA Documents G201–2013 and G202–2013, will result in a change in the Party's scope of work or services warranting an adjustment in compensation, contract sum, schedule or contract time, the Party shall notify the other Party. Failure to provide notice as required in this Section 1.3 shall result in a Party's waiver of any claims for adjustments in compensation, contract sum, schedule or contract time as a result of the established protocols.

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§ 1.3.2 Upon such notice, the Parties shall discuss and negotiate revisions to the protocols or discuss and negotiate any adjustments in compensation, contract sum, schedule or contract time in accordance with the terms of the Agreement.

§ 1.3.3 Notice required under this Section 1.3 shall be provided within thirty days of receipt of the protocols, unless otherwise indicated below:
(If the Parties require a notice period other than thirty days from receipt of the protocols, indicate the notice period below.)

§ 1.4 Definitions

§ 1.4.1 Building Information Model. A Building Information Model is a digital representation of the Project, or a portion of the Project, and is referred to in this Exhibit as the "Model," which term may be used herein to describe a Model Element, a single model or multiple models used in the aggregate, as well as other data sets identified in AIA Document G202–2013, Project Building Information Modeling Protocol Form.

§ 1.4.2 Building Information Modeling. Building Information Modeling or Modeling means the process used to create the Model.

§ 1.4.3 Model Element. A Model Element is a portion of the Model representing a component, system or assembly within a building or building site.

§ 1.4.4 Level of Development. The Level of Development (LOD) describes the minimum dimensional, spatial, quantitative, qualitative, and other data included in a Model Element to support the Authorized Uses associated with such LOD.

§ 1.4.5 Authorized Uses. The term "Authorized Uses" refers to the permitted uses of Digital Data authorized in the Digital Data and/or Building Information Modeling protocols established pursuant to the terms of this Exhibit.

§ 1.4.6 Model Element Author. The Model Element Author is the entity (or individual) responsible for managing and coordinating the development of a specific Model Element to the LOD required for an identified Project milestone, regardless of who is responsible for providing the content in the Model Element. Model Element Authors are to be identified in Section 3.3, Model Element Table, of AIA Document G202–2013.

§ 1.4.7 Digital Data. Digital Data is information, including communications, drawings, specifications and designs, created or stored for the Project in digital form. Unless otherwise stated, the term Digital Data includes the Model.

§ 1.4.8 Confidential Digital Data. Confidential Digital Data is Digital Data containing confidential or business proprietary information that the transmitting party designates and clearly marks as "confidential."

§ 1.4.9 Written or In Writing. In addition to any definition in the Agreement to which this Exhibit is attached, for purposes of this Exhibit and the Agreement, "written" or "in writing" shall mean any communication prepared and sent using a transmission method set forth in this Exhibit, or the protocols developed pursuant to this Exhibit, that permits the recipient to print the communication.

§ 1.4.10 Written Notice. In addition to any terms in the Agreement to which this Exhibit is attached, for purposes of this Exhibit and the Agreement, "written notice" shall be deemed to have been duly served if transmitted electronically to an address provided in this Exhibit or the Agreement using a transmission method set forth in this Exhibit that permits the recipient to print the communication.

§ 1.4.11 Party and Parties. The terms "Party" and "Parties" refer to the signing parties to the Agreement.

§ 1.4.12 Project Participant. A Project Participant is an entity (or individual) providing services, work, equipment or materials on the Project and includes the Parties.

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ARTICLE 2 TRANSMISSION AND OWNERSHIP OF DIGITAL DATA

§ 2.1 The transmission of Digital Data constitutes a warranty by the Party transmitting Digital Data to the Party receiving Digital Data that the transmitting Party is the copyright owner of the Digital Data, or otherwise has permission to transmit the Digital Data for its use on the Project in accordance with the Authorized Uses of Digital Data established pursuant to the terms of this Exhibit.

§ 2.2 If a Party transmits Confidential Digital Data, the transmission of such Confidential Digital Data constitutes a warranty to the Party receiving such Confidential Digital Data that the transmitting Party is authorized to transmit the Confidential Digital Data. If a Party receives Confidential Digital Data, the receiving Party shall keep the Confidential Digital Data strictly confidential and shall not disclose it to any other person or entity except as set forth in Section 2.2.1.

§ 2.2.1 The receiving Party may disclose Confidential Digital Data as required by law or court order, including a subpoena or other form of compulsory legal process issued by a court or governmental entity. The receiving Party may also disclose the Confidential Digital Data to its employees, consultants or contractors in order to perform services or work solely and exclusively for the Project, provided those employees, consultants and contractors are subject to the restrictions on the disclosure and use of Confidential Digital Data as set forth in this Exhibit.

§ 2.3 By transmitting Digital Data, the transmitting Party does not convey any ownership right in the Digital Data or in the software used to generate the Digital Data. Unless otherwise granted in a separate license, the receiving Party's right to use, modify, or further transmit Digital Data is specifically limited to designing, constructing, using, maintaining, altering and adding to the Project consistent with the terms of this Exhibit, and nothing contained in this Exhibit conveys any other right to use the Digital Data.

§ 2.4 Where a provision in this Article 2 conflicts with a provision in the Agreement into which this Exhibit is incorporated, the provision in this Article 2 shall prevail.

ARTICLE 3 DIGITAL DATA PROTOCOLS

§ 3.1 Anticipated Types of Digital Data. The anticipated types of Digital Data to be used on the Project are as follows: *(Indicate below the information on the Project that shall be created and shared in a digital format. If the Parties indicate that Building Information Modeling will be utilized on the Project, the Parties shall also complete Article 4.)*

Anticipated Digital Data	**Applicability to the Project** *(Indicate Applicable or Not Applicable)*	**Location of Detailed Description** *(Section 3.1.1 below or in an attachment to this exhibit and identified below)*
Project Agreements and Modifications		
Project communications		
Architect's pre-construction submittals		
Contract Documents		
Contractor's submittals		
Subcontractor's submittals		
Modifications		
Project payment documents		
Notices and claims		
Building Information Modeling		

§ 3.1.1 Insert a detailed description of the anticipated Digital Data identified in Section 3.1, if not further described in an attachment to this Exhibit.

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§ 3.2 As soon as practical following execution of the Agreement, the Parties shall further describe the uses of Digital Data, and establish necessary protocols governing the transmission and Authorized Uses of Digital Data, in consultation with the other Project Participants that are expected to utilize Digital Data on the Project.

§ 3.2.1 Unless another Project Participant is identified below, the Architect shall prepare and distribute to the other Project Participants Digital Data protocols for review, revision and approval.
(If a Project Participant other than the Architect shall be responsible for preparing draft and final Digital Data protocols, identify that Project Participant.)

§ 3.2.2 The agreed upon Digital Data protocols shall be set forth in AIA Document G201–2013 and each Project Participant shall memorialize their agreement in writing to such Digital Data protocols.

§ 3.2.3 The Parties, together with the other Project Participants, shall review and, if necessary, revise the Digital Data protocols at appropriate intervals as required by the conditions of the Project.

§ 3.3 The Parties shall transmit, use, store and archive Digital Data in accordance with the Digital Data protocols set forth in the latest version of AIA Document G201–2013 agreed to by the Project Participants.

§ 3.4 Unauthorized Use

§ 3.4.1 Prior to Establishment of Digital Data Protocols

If a Party receives Digital Data prior to the agreement to, and documentation of, the Digital Data protocols in AIA Document G201–2013, that Party is not authorized to use or rely on the Digital Data. Any use of, or reliance on, such Digital Data is at that Party's sole risk and without liability to the other Party and its contractors, consultants, agents and employees.

§ 3.4.2 Following Establishment of Digital Data Protocols

Following agreement to, and documentation of, the Digital Data protocols in AIA Document G201–2013, if a Party uses Digital Data inconsistent with the Authorized Uses identified in the Digital Data protocols, that use shall be at the sole risk of the Party using the Digital Data.

§ 3.5 Digital Data Management

§ 3.5.1 Centralized electronic document management system use on the Project shall be:
(Check the appropriate box. If the Parties do not check one of the boxes below, the default selection shall be that the Parties will not utilize a centralized electronic document management system on the Project.)

[X] The Parties intend to use a centralized electronic document management system on the Project.

[ ] The Parties do not intend to use a centralized electronic document management system on the Project.

§ 3.5.2 If the Project Participants intend to utilize a centralized electronic document management system on the Project, the Project Participants identified in Section 3.5.3 shall be responsible for managing and maintaining such system. The Project Participants responsible for managing and maintaining the centralized electronic document management system shall facilitate the establishment of protocols for transmission, use, storage and archiving of the centralized Digital Data and assist the Project Participants identified in Section 3.2.1 above in preparing Digital Data protocols. Upon agreement to, and documentation of, the Digital Data protocols in AIA Document G201–2013, the Project Participants identified in Section 3.5.3 shall manage and maintain the centralized electronic document management system consistent with the management protocols set forth in the latest version of G201–2013 approved by the Project Participants.

§ 3.5.3 Unless responsibility is assigned to another Project Participant, the Architect shall be responsible for managing and maintaining the centralized electronic document management system. If the responsibility for management and maintenance will be assigned to another Project Participant at an identified Project milestone, indicate below the Project Participant who shall assume that responsibility, and the Project milestone.

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(Identify the Project Participant responsible for management and maintenance only if the Parties intend to utilize a centralized electronic document management system on the Project.)

Responsible Project Participant	Project Milestone

ARTICLE 4 BUILDING INFORMATION MODELING PROTOCOLS

§ 4.1 If the Parties indicate in Section 3.1 that Building Information Modeling will be used on the Project, specify below the extent to which the Parties intend to utilize Building Information Modeling and identify the provisions of this Article 4 governing such use:

[ ] The Parties shall utilize Building Information Modeling on the Project for the sole purpose of fulfilling the obligations set forth in the Agreement without an expectation that the Model will be relied upon by the other Project Participants. Unless otherwise agreed in writing, any use of, transmission of, or reliance on the Model is at the receiving Party's sole risk. The remaining sections of this Article 4 shall have no force or effect.

[X] The Parties shall develop, share, use and rely upon the Model in accordance with Sections 4.2 through 4.10 of this Exhibit.

§ 4.2 Anticipated Building Information Modeling Scope. Indicate below the portions of the Project for which Modeling will be used and the anticipated Project Participant responsible for that Modeling.

Project Portion for Modeling	Responsible Project Participant

§ 4.3 Anticipated Model Authorized Uses. Indicate below the anticipated Authorized Uses of the Model for the Project, which Authorized Uses will be agreed upon by the Project Participants and further described for each LOD in AIA Document G202–2013.

Authorized Uses of the Model for the Project are defined in Article 7 of AIA B101-2017.

§ 4.4 Ancillary Modeling Activities. Indicate additional Modeling activities agreed upon by the Parties, but not to be included in AIA Document G202–2013, if any.
(Describe any Modeling activities, such as renderings, animations, performance simulations, or other similar use, including the anticipated amount and scope of any such Modeling activities.)

Defined in EXH-B Project Design Milestones & Deliverables to AIA B101-2017.

§ 4.5 Modeling Protocols. As soon as practical following execution of the Agreement, the Parties shall, in consultation with the other Project Participants that are expected to utilize Building Information Modeling on the Project, further describe the Authorized Uses of the Model and establish necessary protocols governing the development of the Model utilizing AIA Document G202–2013.

§ 4.5.1 The Modeling protocols shall address the following:

.1 Identification of the Model Element Authors;
.2 Definition of the various LOD for the Model Elements and the associated Authorized Uses for each defined LOD;
.3 Identification of the required LOD of each Model Element at each identified Project milestone;
.4 Identification of the construction classification systems to be used on the Project;
.5 The process by which Project Participants will exchange and share the Model at intervals not reflected in Section 3.3, Model Element Table, of AIA Document G202–2013;
.6 The process by which the Project Participants will identify, coordinate and resolve changes to the Model;
.7 Details regarding any anticipated as-designed or as-constructed Authorized Uses for the Model, if required on the Project;

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.8 Anticipated Authorized Uses for facilities management or otherwise, following completion of the Project; and

.9 Other topics to be addressed by the Modeling protocols: *(Identify additional topics to be addressed by the Modeling Protocols.)*

§ 4.5.2 Unless responsibility is assigned to another Project Participant identified below, the Architect shall prepare and distribute Modeling protocols to the other Project Participants for review, revision and approval.
(If a Project Participant other than the Architect shall be responsible for preparing draft and final Modeling protocols, identify that Project Participant.)

§ 4.5.3 The agreed upon Modeling protocols shall be set forth in AIA Document G202–2013 and each Project Participant shall memorialize their agreement in writing to such Modeling protocols.

§ 4.5.4 The Parties, together with the other Project Participants, shall review, and if necessary, revise the Modeling protocols at appropriate intervals as required by the conditions of the Project.

§ 4.6 The Parties shall develop, use and rely on the Model in accordance with the Modeling protocols set forth in the latest version of AIA Document G202–2013, which document shall be included in or attached to the Model in a manner clearly accessible to the Project Participants.

§ 4.7 Unauthorized Use

§ 4.7.1 Prior to Establishment of Modeling Protocols

If a Party receives any Model prior to the agreement to, and documentation of, the Modeling protocols in AIA Document G202–2013, that Party is not authorized to use, transmit, or rely on the Model. Any use, transmission or reliance is at that Party's sole risk and without liability to the other Party and its contractors, consultants, agents and employees.

§ 4.7.2 Following Establishment of Modeling Protocols

Following agreement to, and documentation of, the Modeling protocols in AIA Document G202–2013, if a Party uses or relies on the Model inconsistent with the Authorized Uses identified in the Modeling protocols, such use or reliance shall be at the sole risk of the Party using or relying on the Model. A Party may rely on the Model Element only to the extent consistent with the minimum data required for the identified LOD, even if the content of a specific Model Element includes data that exceeds the minimum data required for the identified LOD.

§ 4.8 Model Management

§ 4.8.1 The requirements for managing the Model include the duties set forth in this Section 4.8. Unless assigned to another Project Participant, the Architect shall manage the Model from the inception of the Project. If the responsibility for Model management will be assigned to another Project Participant, or change at an identified Project milestone, indicate below the identity of the Project Participant who will assume that responsibility, and the Project milestone.

Responsible Project Participant	Project Milestone

§ 4.8.2 Model Management Protocol Establishment. The Project Participant responsible for managing the Model, in consultation with the other Project Participants that are expected to utilize Building Information Modeling on the Project, shall facilitate the establishment and revision of Model management protocols, including the following:

.1 Model origin point, coordinate system, precision, file formats and units. The Model shall be accurately geo-located.

.2 Model file storage location(s)

.3 Processes for transferring and accessing Model files

.4 Naming conventions as defined in the Owner's Revit and Drafting Standards.

.5 Processes for aggregating Model files from varying software platforms

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.6 Model access rights
.7 Identification of design coordination and clash detection procedures.
.8 Model security requirements
.9 Other: *(Identify additional Model management protocols to be addressed.)*

The Project Participant responsible for managing the Model shall use the issued MPS Revit template and conform to MPS Revit and Drafting Standards as defined in EXH-C.2 Quality Performance and Owner Provisions of AIA B101-2017.

§ 4.8.3 Ongoing Responsibilities. The Project Participant responsible for managing the Model shall do so consistent with the Model management protocols, which shall also include the following ongoing responsibilities:

.1 Collect incoming Models:
  .1 Coordinate submission and exchange of Models
  .2 Create and maintain a log of Models received
  .3 Review Model files for consistency with Sections 4.8.2.1 through 4.8.2.5
  .4 Maintain a record copy of each Model file received
.2 Aggregate Model files and make them available for Authorized Uses
.3 Maintain Model Archives and backups consistent with the requirements of Section 4.8.4 below
.4 Manage Model access rights
.5 Other: *(Identify additional responsibilities.)*

§ 4.8.4 Model Archives. The individual or entity responsible for Model management as set forth in this Section 4.8 shall compile a Model Archive at the end of each Project milestone and shall preserve it without alteration as a record of Model completion as of that Project milestone.

§ 4.8.4.1 Additional Model Archive requirements, if any, are as follows:

§ 4.8.4.2 The procedures for storing and preserving the Model(s) upon final completion of the Project are as follows:

§ 4.9 Post-Construction Model. The services associated with providing a Model for post-construction use shall only be required if specifically designated in the table below as a Party's responsibility.
(Designate below any anticipated post-construction Model and related requirements, the Project Participant responsible for creating or adapting the Model to achieve such uses, and the location of a detailed description of the anticipated scope of services to create or adapt the Model as necessary to achieve such uses.)

Post-Construction Model	**Applicability to Project** *(Applicable or Not Applicable)*	**Responsible Project Participant**	**Location of Detailed Description of Requirements and Services** *(Section 4.10 below or in an attachment to this exhibit and identified below)*
§ 4.9.1 Remodeling	Applicable	Owner	
§ 4.9.2 Wayfinding and Mapping	Applicable	Architect	
§ 4.9.3 Asset/FF & E Management	Applicable	Owner	
§ 4.9.4 Energy Management	Applicable	Owner	
§ 4.9.5 Space Management	Applicable	Owner	
§ 4.9.6 Maintenance Management	Applicable	Owner	

§ 4.10 Insert a detailed description of the requirements for each Post-Construction Model identified in Section 4.9 and the anticipated services necessary to create each Post-Construction Model, if not further described in an attachment to this Exhibit.

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As part of basic services, the Architect shall produce wayfinding floor plans for use of the Owner. Floor plans shall be provided in PDF format to be printed on letter, 11x17 and 24x36 paper.

ARTICLE 5 OTHER TERMS AND CONDITIONS

Other terms and conditions related to the transmission and use of Digital Data are as follows:

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PAGE 1

This Exhibit dated the 13 day of March in the year 2018 is incorporated into the agreement (the "Agreement") between the Parties for the following Project:

PAGE 4

[X] The Parties intend to use a centralized electronic document management system on the Project.

PAGE 5

[X] The Parties shall develop, share, use and rely upon the Model in accordance with Sections 4.2 through 4.10 of this Exhibit.

...

Authorized Uses of the Model for the Project are defined in Article 7 of AIA B101-2017.

...

Defined in EXH-B Project Design Milestones & Deliverables to AIA B101-2017.

PAGE 6

.1 Model origin point, coordinate system, precision, file formats and ~~units~~units. The Model shall be accurately geo-located.

...

.4 Naming conventions as defined in the Owner's Revit and Drafting Standards.

PAGE 7

The Project Participant responsible for managing the Model shall use the issued MPS Revit template and conform to MPS Revit and Drafting Standards as defined in EXH-C.2 Quality Performance and Owner Provisions of AIA B101-2017.

...

§ 4.9.1 Remodeling	Applicable	Owner	
§ 4.9.2 Wayfinding and Mapping	Applicable	Architect	
§ 4.9.3 Asset/FF & E Management	Applicable	Owner	

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§ 4.9.4 Energy Management	Applicable	Owner	
§ 4.9.5 Space Management	Applicable	Owner	
§ 4.9.6 Maintenance Management	Applicable	Owner	

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As part of basic services, the Architect shall produce wayfinding floor plans for use of the Owner. Floor plans shall be provided in PDF format to be printed on letter, 11x17 and 24x36 paper.

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Certification of Document's Authenticity

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I, , 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 12:15:52 on 03/23/2018 under Order No. 8259021829 from AIA Contract Documents software and that in preparing the attached final document I made no changes to the original text of AIA® Document E203™ - 2013, Building Information Modeling and Digital Data Exhibit, as published by the AIA in its software, other than those additions and deletions shown in the associated Additions and Deletions Report.

_____

(Signed)

_____

(Title)

_____

(Dated)

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