

Finance Committee

Tuesday, December 1, 2020 5:30 PM
Online Meeting

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

2) **Approval of Minutes**

3) **Reports**

a. Financial Statements

b. Bond Sale Update

c. 2021-2022 Budget Update

1. Pro-Forma Financial Projections

4) **New Business**

a. 2014 COP Resolution

b. Budget Amendment

c. Final 2021 Tax Levy Certification

d. Repeal of Policies 3120, 3125, 3128, 3135,
3145, 3150, 3160, 3195, and 3430 and Amendment of
Policy 3005

e. 2021-2022 Budget Priorities Resolution

5) **Adjournment**

Minneapolis Public Schools – Board of Education
Special School District No. 1
Finance Committee Meeting
October 20, 2020

I. CALL TO ORDER

Director Caprini called the Finance Committee of the Board of Education to order. 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 Finance Committee members met on October 20, 2020, commencing at 5 p.m. Due to the current Federal and State emergency declaration this meeting is being conducted by electronic means in accordance with Minnesota state statute. 13D. 021.

PRESENT:

Directors: Kimberly Caprini, Kim Ellison, Bob Walser, Nelson Inz, Ira Jourdain

II. APPROVAL OF AGENDA

MOTION: Director Inz moved, seconded by Director Walser that the Finance Committee approve the agenda as presented. The motion to approve the agenda was put to a vote and passed unanimously.

III. APPROVAL OF MINUTES

MOTION:

Director Inz moved, seconded by Director Ellison that the Finance Committee approve the Minutes as presented. The motion to approve the September 15 Minutes was put to a vote and passed unanimously.

IV. REPORTS AND RECOMMENDATIONS TO THE COMMITTEE

A. August 2020 Financial Statements – Manager of Accounting & Finance, Kate McKay

- Kate presented the highlights below:
 - Fund Balance
 - Revenue
 - Expenditures
 - Cash & Investments
 - COVID-19 Financial impact

B. September 2020 Financial Statements – Manager of Accounting & Finance, Kate McKay

- Kate Presented the highlights below:
 - Fund Balance
 - Revenue
 - Expenditures
 - Cash & Investments
 - Bond Refunding
 - COVID-19 Financial impact

- Director Walser asked due to the COVID-19 impact, the public would be interested in knowing where we are saving money?
 - Senior Financial Officer, Ibrahima Diop explained that COVID-19 funds may not cover all the districts COVID-19 expenses. However, the district is saving money due to the COVID-19 impact. In fact, the money the district saves will be used to cover the portion that wouldn't cover all COVID-19 expenses. Also, Money will be set aside to plan ahead during this time.
 - Manager of Accounting & Finance, Kate McKay explained that the districts savings were primarily around extended time for programs that are not running during the pandemic, some loss revenue, and Community Education Programs.

C. Levy Certification Update - Manager of Accounting & Finance, Kate McKay

- The Levy Pre-Certification with MDE and Hennepin County was completed. The Final numbers will be presented at the November Finance Committee Meeting.
- The Truth & Taxation Meeting will be held December 8, and the full board will certify the levy.
- The district will have a 3.83 percent decline in the overall levy for next year.

V. NEW BUSINESS

A. Budget Timeline – Budget Director, Tammy Fredrickson

- Tammy presented the Budget timeline to the Finance.
- The Pro-Forma will be presented at the November Finance Committee Meeting.
- The district is showing a decline at about 900 additional students, not including the 800 students that were originally projected for this year.
- A recommendation for the Budget Amendment will be presented at the November Finance Committee Meeting.

B. Bond Sale Update – Senior Financial Officer, Ibrahima Diop

- The Bond sale is expected to happen at the end of November.

VI. ADJOURNMENT: Director Caprini motioned to adjourn the Finance meeting.

Financial Statements October 31, 2020

Prepared By: Finance Division

Prepared For: Finance Committee

www.mpls.k12.mn.us

John B. Davis Education and Service Center | 1250 W. Broadway Ave. Minneapolis, MN 55411

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Monthly Highlights

Fund Balances:

The fund balance of the General Fund on October 31, 2020 was \$142,220,968 of which \$62,218,815 is unassigned. District policy states that the unassigned portion of General Fund balance be at least 8.0% of projected fiscal year expenses. The District ended the month of October 2020 with an unassigned General Fund balance of 10.15% (unaudited) of projected expenses. Due to the timing of recording revenues & expenditures, fund balance fluctuates throughout the year. Other fund balances as of October 2020 are as follows:

- Food Service: \$1,698,898
- Community Service: \$5,778,317
- Building Construction: \$195,686,945
- Debt Service: \$70,553,120
- Post-Employment Benefits Debt Service: \$1,401,876

Revenues:

General Fund revenue during the month of October was \$82,768,815 of which \$6,993,854 is classified as state aid. Year to date General Fund revenue as of October 2020 was \$170,052,563 compared to \$136,846,873 from the previous fiscal year. The increase of \$33,205,690 is primarily attributable to higher property tax revenues due to the referendum. Revenue activity in other funds during the month of October are as follows:

- Food Service: \$970,042
- Community Service: \$6,073,198
- Building Construction: \$6,264
- Debt Service: \$39,179,281
- Post-Employment Benefits Debt Service: \$1,094,819

Cash & Investments:

Governmental fund net cash receipts during the month of October totaled \$39,949,585. The breakdown by fund is as follows:

- General : \$20,050,344
- Food Service: (\$132,644)
- Community Service: \$2,962,142
- Building Construction: (\$7,540,017)
- Debt Service: \$24,074,658
- Post-Employment Debt Service: \$535,102

The District's fair market investment balance at the Minnesota School District Liquid Asset Fund as of October 31, 2020 was \$420,898,307. Year to date investment income is \$86,175 compared to \$2,189,339 of the previous fiscal year. The \$2,103,164 decrease from the prior year can be attributed to less favorable market conditions due to COVID-19.

Expenditures:

General Fund expenditures during the month of October totaled \$51,027,568. Expenditures were made in the following categories:

- Salaries & Benefits: \$40,785,018
- Purchased Services: \$5,827,055
- Supplies & Materials: \$3,678,730
- Capital Expenditures: \$724,523
- Other Expenditures: \$12,242

Expenditures in other Governmental funds during the month of October were as follows:

- Food Services: \$1,077,425
- Community Service: \$1,896,187
- Building Construction: \$4,406,319

Year to date General Fund expenditures as of October 31, 2020 were \$135,005,277 compared to \$140,753,323 the previous fiscal year. The decrease is primarily attributable to less spending on salaries and due to vacant positions; and less extended time, reserves, and related benefits due to distance-learning.

Teacher Contract Settlement:

In October 2020 the Board of Education approved the contract settlement for the Minneapolis Federation of Teachers. While the settlement was approved in October, the retro payments associated with the settlement will be reflected in the November 2020 Financial statements.

COVID-19 Financial Impact:

Actual year-to-date COVID-19 expenses are \$7,213,900. Of these expenses in current fiscal year, \$4,998,550 are coded to the CARES grants. FY2020 COVID-19 expenses were \$5,509,658. Since March 2020, the district has incurred \$12,723,558 in COVID-related expenses.

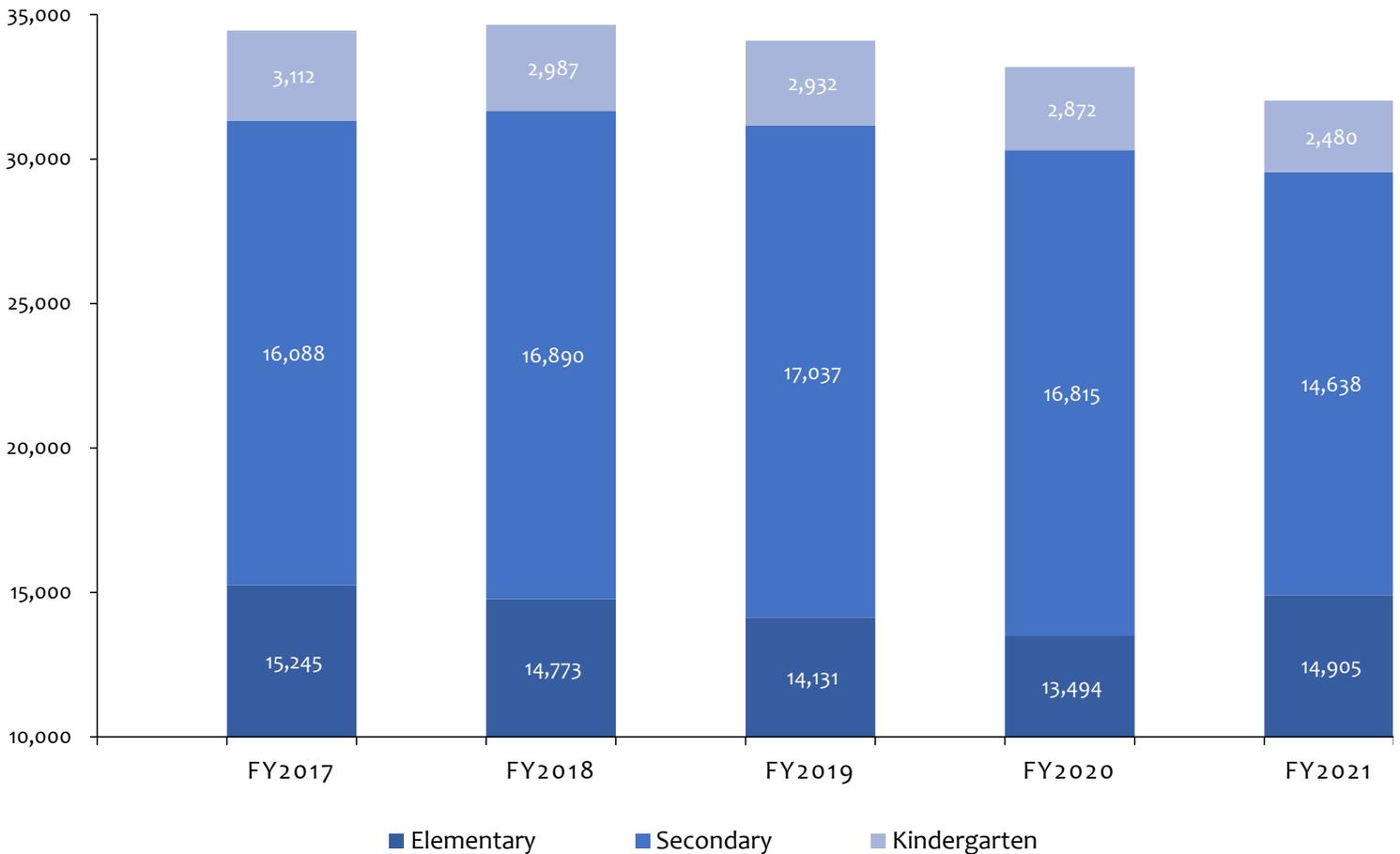
A highlight of some of the main expenditures in the current fiscal year in CARES funding:

- Hotspots \$327,441
- Chromebooks, software, and other technology-related items \$1,987,592
- General instructional supplies \$60,468
- Art materials \$313,469
- PE materials \$418,846
- PPE and additional cleaning supplies \$639,089
- HVAC assessment \$247,000

**Minneapolis Public Schools
Special School District No. 1
Student Enrollment & Retention Summary
Month Ended October 31, 2020**

	<u>FY2017</u>	<u>FY2018</u>	<u>FY2019</u>	<u>FY2020</u>	<u>FY2021</u>
Kindergarten	3,112	2,987	2,932	2,872	2,480
Elementary	15,245	14,773	14,131	13,494	14,905
Secondary	16,088	16,890	17,037	16,815	14,638
Total	<u>34,445</u>	<u>34,650</u>	<u>34,100</u>	<u>33,181</u>	<u>32,023</u>
Gain (Loss)		205	(550)	(919)	(1158)
Headcount Change		0.6%	(1.6%)	(2.7%)	(3.5%)

STUDENT ENROLLMENT TRENDS



**Minneapolis Public Schools
Special School District No. 1
Revenue and Expenditure Summary
Month Ended October 31, 2020**

Revenue Summary

Fund	FY2021		YTD as % of Budget		
	Budget	YTD Actuals	FY2021	FY2020	FY2019
General Fund					
Local Sources	158,166,971	71,301,849	45.1%	22.0%	19.3%
State Sources	395,993,023	84,453,159	21.3%	23.1%	24.2%
Federal Sources	46,442,105	14,299,466	30.8%	18.8%	22.6%
Other	-	(1,911)	-	-	-
Total	600,602,099	170,052,563	28.3%	22.5%	22.0%
Food Service Fund	24,020,463	2,807,671	11.7%	21.7%	5.1%
Community Service Fund	32,237,463	7,431,085	23.1%	27.8%	30.8%
Building Construction Fund	106,400,000	128,522	0.1%	21.8%	2.8%
Debt Service Fund	96,960,244	45,115,797	46.5%	29.9%	30.1%
Post-Employment Benefits Debt Service Fund	-	1,124,322	-	-	-
Total All Funds	860,220,269	226,659,961	26.3%	20.8%	20.4%

*For the purposes of this report, other financing sources are reported as revenue

Expenditure Summary

Fund	FY2021		YTD as % of Budget		
	Budget	YTD Actuals	FY2021	FY2020	FY2019
General Fund					
Salaries	378,651,338	85,822,218	22.7%	24.7%	24.0%
Benefits	131,208,622	25,844,851	19.7%	20.1%	23.7%
Purchased Services	82,168,788	13,226,555	16.1%	18.8%	22.9%
Supplies & Materials	16,371,823	8,515,483	52.0%	23.6%	47.9%
Capital Expenditures	133,831	1,209,134	903.5%	58.3%	26.3%
Other Expenses	4,333,772	387,036	8.9%	21.0%	7.1%
Total	612,868,174	135,005,277	22.0%	22.9%	24.5%
Food Service Fund	24,020,463	4,411,601	18.4%	21.0%	22.7%
Community Service Fund	35,472,811	6,846,466	19.3%	30.5%	28.7%
Building Construction Fund	120,000,000	25,318,015	21.1%	41.4%	48.5%
Debt Service Fund	93,350,209	16,456,000	17.6%	20.5%	18.8%
Post-Employment Benefits Debt Service Fund	-	-	-	-	-
Total All Funds	885,711,657	188,037,358	21.2%	24.0%	26.2%

**Minneapolis Public Schools
Special School District No. 1
Statement of Revenues, Expenditures, and
Changes in Fund Balances - Governmental Funds
Month Ended October 31, 2020**

	Major Funds			Non-Major Funds	Total Governmental Funds
	General	Building Construction	Debt Service		
Revenues					
Local sources					
Property taxes	66,624,113	-	38,356,863	3,715,360	108,696,336
Earnings on investments	86,175	86,122	11	-	172,307
Other local and county revenues	4,591,561	42,400	-	841,514	5,475,475
Revenue from state sources	84,453,159	-	6,758,924	3,940,440	95,152,523
Revenue from federal sources	14,299,466	-	-	2,869,551	17,169,017
Sales and other conversion of assets	(1,911)	-	-	(3,786)	(5,697)
Total Revenues	170,052,563	128,522	45,115,797	11,363,079	226,659,961
Expenditures					
Current					
Administration	4,740,891	-	-	-	4,740,891
District support services	9,812,995	-	-	-	9,812,995
Elementary and secondary regular	59,161,114	-	-	-	59,161,114
Vocational education instruction	1,125,111	-	-	-	1,125,111
Special education instruction	25,780,553	-	-	-	25,780,553
Instructional support services	9,247,237	-	-	-	9,247,237
Pupil support services	12,153,033	-	-	-	12,153,033
Sites and buildings	10,701,131	16,122,321	-	-	26,823,452
Fiscal and other fixed cost programs	1,074,079	-	-	-	1,074,079
Food service	-	-	-	4,344,896	4,344,896
Community education and services	-	-	-	6,846,466	6,846,466
Capital Outlay					
Administration	-	-	-	-	-
District support services	-	-	-	-	-
Elementary and secondary regular	15,264	-	-	-	15,264
Vocational education instruction	-	-	-	-	-
Special education instruction	-	-	-	-	-
Instructional support services	598	-	-	-	598
Pupil support services	-	-	-	-	-
Sites and buildings	1,193,272	9,195,694	-	-	10,388,966
Food service	-	-	-	66,705	66,705
Community education and services	-	-	-	-	-
Debt Service					
Principal	-	-	-	-	-
Interest and fiscal charges	-	-	16,456,000	-	16,456,000
Total Expenditures	135,005,277	25,318,015	16,456,000	11,258,066	188,037,358
Excess of Revenues Over (Under) Expenditures	35,047,286	(25,189,493)	28,659,798	105,012	38,622,603
Other Financing Sources					
Proceeds from sale of capital assets	-	-	-	-	-
Bond issuance	-	-	-	-	-
Bond premium	-	-	-	-	-
Bond refunding	-	-	-	-	-
Transfers in	-	-	-	-	-
Transfers out	-	-	-	-	-
Total Other Financing Sources	-	-	-	-	-
Net Change in Fund Balances	35,047,286	(25,189,493)	28,659,798	105,012	38,622,603
Fund Balances					
June 30, 2020	107,173,682	220,876,438	41,893,322	8,774,078	378,717,520
October 31, 2020	142,220,968	195,686,945	70,553,120	8,879,090	417,340,123

**Minneapolis Public Schools
Special School District No. 1
Statement of Revenues, Expenditures, and
Changes in Fund Balances - Non-Major Funds
Month Ended October 31, 2020**

	Special Revenue			Debt Service	Total Non-Major Funds
	Food Service	Community Service	Total	Post-Employment Benefits Debt Service	
Revenues					
Local sources					
Property taxes	-	2,595,659	2,595,659	1,119,701	3,715,360
Earnings on investments	-	-	-	-	-
Other local and county revenues	13,587	827,927	841,514	-	841,514
Revenue from state sources	778	3,935,040	3,935,818	4,621	3,940,440
Revenue from federal sources	2,797,092	72,459	2,869,551	-	2,869,551
Sales and other conversion of assets	(3,786)	-	(3,786)	-	(3,786)
Total Revenues	2,807,671	7,431,085	10,238,757	1,124,322	11,363,079
Expenditures					
Current					
Food service	4,344,896	-	4,344,896	-	4,344,896
Community education and services	-	6,846,466	6,846,466	-	6,846,466
Capital Outlay					
Food service	66,705	-	66,705	-	66,705
Community education and services	-	-	-	-	-
Debt Service					
Principal	-	-	-	-	-
Interest and fiscal charges	-	-	-	-	-
Total Expenditures	4,411,601	6,846,466	11,258,066	-	11,258,066
Excess of Revenues Over (Under) Expenditures	(1,603,929)	584,620	(1,019,310)	1,124,322	105,012
Other Financing Sources					
Proceeds from sale of capital assets	-	-	-	-	-
Bond issuance	-	-	-	-	-
Bond premium	-	-	-	-	-
Total Other Financing Sources	-	-	-	-	-
Net Change in Fund Balances	(1,603,929)	584,620	(1,019,310)	1,124,322	105,012
Fund Balances					
June 30, 2020	3,302,827	5,193,697	8,496,524	277,554	8,774,078
October 31, 2020	1,698,898	5,778,317	7,477,214	1,401,876	8,879,090

**Minneapolis Public Schools
Special School District No. 1
Statement of Revenues, Expenditures, and Changes in Fund Balance
Budget and Actual - General Fund
Month Ended October 31, 2020**

	FY2021		YTD		% YOY Change
	Budgeted Amounts		Actual Amounts		
	Original	Amended	FY2021	FY2020	
Revenues					
Local sources					
Property taxes	142,737,829	142,737,829	66,624,113	30,926,335	115.4%
Earnings on investments	3,000,000	3,000,000	86,175	2,189,339	(96.1%)
Other local and county revenues	12,429,142	12,429,142	4,591,561	3,474,902	32.1%
Revenue from state sources	395,993,023	395,993,023	84,453,159	91,274,491	(7.5%)
Revenue from federal sources	46,442,105	46,442,105	14,299,466	8,975,834	59.3%
Sale and other conversion of assets	-	-	(1,911)	5,972	(132.0%)
Total Revenues	600,602,099	600,602,099	170,052,563	136,846,873	24.3%
Expenditures					
Current					
Administration	15,784,675	15,784,675	4,740,891	4,760,503	(0.4%)
District support services	28,682,745	28,682,745	9,812,995	8,043,168	22.0%
Elementary and secondary regular	283,075,160	283,075,160	59,161,114	63,799,898	(7.3%)
Vocational education instruction	5,130,321	5,130,321	1,125,111	1,056,829	6.5%
Special education instruction	126,638,475	126,638,475	25,780,553	26,295,996	(2.0%)
Instructional support services	43,721,078	43,721,078	9,247,237	9,899,854	(6.6%)
Pupil support services	71,452,182	71,452,182	12,153,033	15,062,111	(19.3%)
Sites and buildings	36,968,207	36,968,207	10,701,131	10,462,313	2.3%
Fiscal and other fixed cost programs	1,280,000	1,280,000	1,074,079	1,013,888	5.9%
Capital Outlay					
Administration	1,500	1,500	-	121	(100.0%)
District support services	1,000	1,000	-	51,103	(100.0%)
Elementary and secondary regular	20,484	20,484	15,264	88,117	(82.7%)
Vocational education instruction	-	-	-	14,922	(100.0%)
Special education instruction	-	-	-	1,429	(100.0%)
Instructional support services	8,776	8,776	598	23,703	(97.5%)
Pupil support services	-	-	-	679,597	(100.0%)
Sites and buildings	103,571	103,571	1,193,272	37,760	3060.1%
Total Expenditures	612,868,174	612,868,174	135,005,277	141,291,312	(4.4%)
Excess of Revenues Over (Under) Expenditures	(12,266,075)	(12,266,075)	35,047,286	(4,444,440)	(888.6%)
Other Financing Sources					
Proceeds from sale of capital assets	-	-	-	-	-
Bond issuance	-	-	-	-	-
Bond premium	-	-	-	-	-
Total Other Financing Sources	-	-	-	-	-
Net Change in Fund Balances	(12,266,075)	(12,266,075)	35,047,286	(4,444,440)	(888.6%)
Fund Balances					
June 30, 2020			107,173,682		
October 31, 2020			142,220,968		

Minneapolis Public Schools
Special School District No. 1
Statement of Revenues, Expenditures, and Changes in Fund Balance
Budget and Actual - Building Construction Fund
Month Ended October 31, 2020

	FY2021 Budgeted Amounts		YTD Actual Amounts		% YOY Change
	Original	Amended	FY2021	FY2020	
Revenues					
Local sources					
Earnings on investments	-	-	86,122	1,834,738	(95.3%)
Other local and county revenues	-	-	42,400	451,469	(90.6%)
Revenue from state sources	-	-	-	-	-
Revenue from federal sources	-	-	-	-	-
Sales and other conversion of assets	-	-	-	-	-
Total Revenues	-	-	128,522	2,286,207	(94.4%)
Expenditures					
Current					
Sites & buildings	24,098,702	24,098,702	16,122,321	13,673,480	17.9%
Capital Outlay					
Sites & buildings	95,901,298	95,901,298	9,195,694	24,235,431	(62.1%)
Total Expenditures	120,000,000	120,000,000	25,318,015	37,908,911	(33.2%)
Excess of Revenues Over (Under)					
Expenditures	(120,000,000)	(120,000,000)	(25,189,493)	(35,622,705)	(29.3%)
Other Financing Sources					
Proceeds from sale of capital assets	-	-	-	-	-
Bond issuance	106,400,000	106,400,000	-	-	-
Bond premium	-	-	-	-	-
Transfers out	-	-	-	-	-
Total Other Financing Sources	106,400,000	106,400,000	-	-	-
Net Change in Fund Balance	(13,600,000)	(13,600,000)	(25,189,493)	(35,622,705)	(29.3%)
Fund Balance					
June 30, 2020			220,876,438		
October 31, 2020			195,686,945		

**Minneapolis Public Schools
Special School District No. 1
Statement of Revenues, Expenditures, and Changes in Fund Balance
Budget and Actual - Debt Service Fund
Month Ended October 31, 2020**

	FY2021		YTD		% YOY Change
	Budgeted Amounts		Actual Amounts		
	Original	Amended	FY2021	FY2020	
Revenues					
Local sources					
Property Taxes	96,960,244	96,960,244	38,356,863	16,617,278	130.8%
Earnings on investments	-	-	11	-	-
Other local and county revenues			-	-	
Revenue from state sources	-	-	6,758,924	6,757,184	0.0%
Revenue from federal sources	-	-	-	-	-
Total Revenues	96,960,244	96,960,244	45,115,797	23,374,462	93.0%
Expenditures					
Debt Service					
Principal	59,645,648	59,645,648	-	-	-
Interest and fiscal charges	33,704,561	33,704,561	16,456,000	15,979,706	3.0%
Total Expenditures	93,350,209	93,350,209	16,456,000	15,979,706	3.0%
Excess of Revenues Over (Under)					
Expenditures	3,610,035	3,610,035	28,659,798	7,394,756	287.6%
Other Financing Sources					
Bond issuance	-	-	-	-	-
Bond premium	-	-	-	-	-
Bond refunding	-	-	-	-	-
Transfers in	-	-	-	-	-
Total Other Financing Sources	-	-	-	-	-
Net Change in Fund Balances	3,610,035	3,610,035	28,659,798	7,394,756	287.6%
Fund Balance					
June 30, 2020			41,893,322		
October 31, 2020			70,553,120		

**Minneapolis Public Schools
Special School District No. 1
Statement of Revenues, Expenditures, and Changes in Fund Balance
Budget and Actual - Food Services Special Revenue Fund
Month Ended October 31, 2020**

	FY2021		YTD		% YOY Change
	Budgeted Amounts		Actual Amounts		
	Original	Amended	FY2021	FY2020	
Revenues					
Local sources					
Earnings on investments	6,412	6,412	-	-	-
Other local and county revenues	150,000	150,000	13,587	38,397	(64.6%)
Revenue from state sources	789,650	789,650	778	77,140	(99.0%)
Revenue from federal sources	19,377,245	19,377,245	2,797,092	4,396,589	(36.4%)
Sales and other conversion of assets	3,697,156	3,697,156	(3,786)	283,660	(101.3%)
Total Revenues	24,020,463	24,020,463	2,807,671	4,795,787	(41.5%)
Expenditures					
Current					
Food Service	23,940,463	23,940,463	4,344,896	4,803,727	(9.6%)
Capital Outlay					
Food Service	80,000	80,000	66,705	99,313	(32.8%)
Total Expenditures	24,020,463	24,020,463	4,411,601	4,903,040	(10.0%)
Excess of revenues over (under) expenditures	-	-	(1,603,929)	(107,253)	1395.5%
Other Financing Sources					
Sale of capital assets	-	-	-	-	-
Total Other Financing Sources	-	-	-	-	-
Net Change in Fund Balances	-	-	(1,603,929)	(107,253)	1395.5%
Fund Balance					
June 30, 2020			3,302,827		
October 31, 2020			1,698,898		

Minneapolis Public Schools
Special School District No. 1
Statement of Revenues, Expenditures, and Changes in Fund Balance
Budget and Actual - Community Service Special Revenue Fund
Month Ended October 31, 2020

	FY2021		YTD		% YOY Change
	Budgeted Amounts		Actual Amounts		
	Original	Amended	FY2021	FY2020	
Revenues					
Local sources					
Property taxes	5,530,035	5,530,035	2,595,659	1,158,946	124.0%
Earnings on investments	-	-	-	-	-
Other local and county revenues	10,683,634	10,683,634	827,927	3,090,381	(73.2%)
Revenue from state sources	13,312,258	13,312,258	3,935,040	4,311,162	(8.7%)
Revenue from federal sources	2,711,536	2,711,536	72,459	286,952	(74.7%)
Sales and other conversion of assets	-	-	-	-	-
Total Revenues	32,237,463	32,237,463	7,431,085	8,847,441	(16.0%)
Expenditures					
Current					
Community education and services	35,351,001	35,351,001	6,846,466	9,599,849	(28.7%)
Capital Outlay					
Community education and services	121,810	121,810	-	46,048	(100.0%)
Total Expenditures	35,472,811	35,472,811	6,846,466	9,645,897	(29.0%)
Net Change in Fund Balances	(3,235,348)	(3,235,348)	584,620	(798,456)	(173.2%)
Fund Balance					
June 30, 2020			5,193,697		
October 31, 2020			5,778,317		

Minneapolis Public Schools
Special School District No. 1
Statement of Revenues, Expenditures, and Changes in Fund Balance
Budget and Actual - Post Employment Benefits Debt Service Fund
Month Ended October 31, 2020

	FY2021		YTD		% YOY Change
	Budgeted Amounts		Actual Amounts		
	Original	Amended	FY2021	FY2020	
Revenues					
Local sources					
Property Taxes	-	-	1,119,701	497,805	124.9%
Revenue from state sources	-	-	4,621	4,710	(1.9%)
Revenue from federal sources	-	-	-	-	-
Total Revenues	-	-	1,124,322	502,514	123.7%
Expenditures					
Debt Service					
Principal	-	-	-	-	-
Interest and fiscal charges	-	-	-	65,250	(100.0%)
Total Expenditures	-	-	-	65,250	(100.0%)
Net Change in Fund Balances	-	-	1,124,322	437,264	157.1%
Fund Balance					
June 30, 2020			277,554		
October 31, 2020			1,401,876		

**Minneapolis Public Schools
Special School District No. 1
Balance Sheet - Governmental Funds
Month Ended October 31, 2020**

	Major Funds			Other Non-Major Funds	Total Governmental Funds
	General	Building Construction	Debt Service		
Assets					
Cash and investments	185,629,821	197,813,505	63,428,581	9,334,654	456,206,561
Cash and investments held by trustee	-	-	29,212,302	-	29,212,302
Receivables					
Current property taxes receivable	103,525,004	-	60,040,940	5,808,988	169,374,932
Delinquent property taxes receivable	1,319,640	-	758,333	64,293	2,142,266
Due from other Minnesota school districts	-	-	-	121	121
Due from the Minnesota Department of Education	1,349,354	-	220,000	301,663	1,871,018
Due from the federal government through MDE	10,399,286	-	-	191,260	10,590,546
Due from the federal government directly	490,783	-	-	-	490,783
Due from other governmental units	146,847	-	-	-	146,847
Other receivables	1,107,936	-	-	12,211	1,120,147
Prepaid items	5,168	587,894	-	-	593,062
Inventory	1,763,017	-	-	1,615,465	3,378,482
Total assets	305,736,856	198,401,401	153,660,157	17,328,655	675,127,068
Liabilities					
Salaries and compensated absences payable	26,369,996	-	-	-	26,369,996
Payroll deductions and contributions payable	14,352,502	-	-	-	14,352,502
Accounts and contracts payable	1,847,773	2,714,456	-	144,166	4,706,395
Due to other governmental units	643,574	-	-	714	644,287
Unearned revenue	-	-	-	270,041	270,041
Total liabilities	43,213,845	2,714,456	-	414,921	46,343,223
Deferred Inflows of Resources					
Property taxes levied for subsequent expenditures	118,982,403	-	82,348,704	7,970,350	209,301,457
Unavailable revenue - delinquent property taxes	1,319,640	-	758,333	64,293	2,142,266
Total deferred inflows of resources	120,302,043	-	83,107,037	8,034,643	211,443,723
Fund Balances					
Nonspendable	1,768,185	587,894	-	1,615,465	3,971,544
Restricted	10,158,875	195,099,051	70,553,120	7,263,625	283,074,671
Assigned	68,075,092	-	-	-	68,075,092
Unassigned	62,218,815	-	-	-	62,218,815
Total fund balances	142,220,968	195,686,945	70,553,120	8,879,090	417,340,123
Total liabilities, deferred inflows of resources, and fund balances	305,736,856	198,401,401	153,660,157	17,328,655	675,127,068

*Cash and investments are net of salaries & compensated wages payable

**Minneapolis Public Schools
Special School District No. 1
Balance Sheet - Non-Major Governmental Funds
Month Ended October 31, 2020**

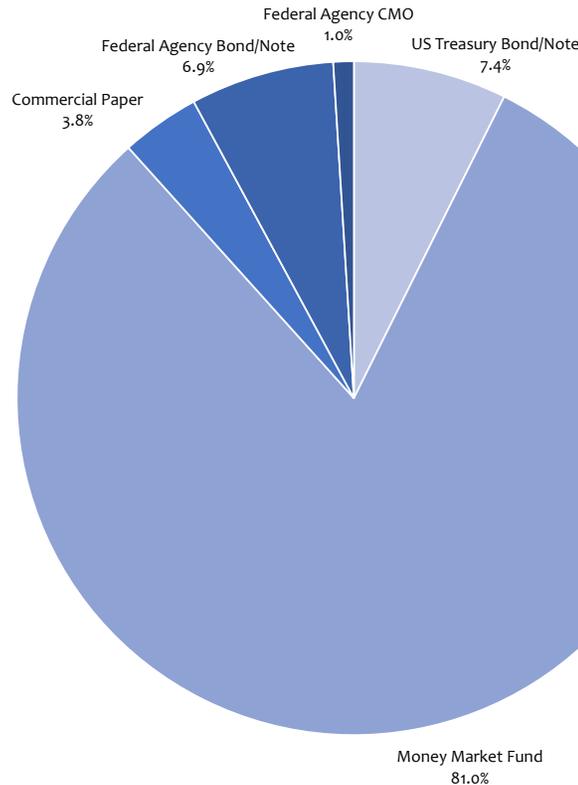
	Special Revenue			Debt Service Post-Employment Benefits Debt Service	Total Non-Major Funds
	Food Service	Community Service	Total		
Assets					
Cash and investments	367,624	6,913,120	7,280,744	2,053,912	9,334,654
Cash and investments held by trustee	-	-	-	-	-
Receivables					
Current property taxes receivable	-	4,058,707	4,058,707	1,750,281	5,808,988
Delinquent property taxes receivable	-	56,048	56,048	8,245	64,293
Due from other Minnesota school districts	-	121	121	-	121
Due from the Minnesota Department of Education	-	301,663	301,663	-	301,663
Due from the federal government through MDE	-	191,260	191,260	-	191,260
Due from the federal government directly	-	-	-	-	-
Due from other governmental units	-	-	-	-	-
Other receivables	3,395	8,816	12,211	-	12,211
Prepaid items	-	-	-	-	-
Inventory	1,615,465	-	1,615,465	-	1,615,465
Total assets	1,986,484	11,529,733	13,516,217	3,812,438	17,328,655
Liabilities					
Salaries and compensated absences payable	-	-	-	-	-
Payroll deductions and contributions payable	-	-	-	-	-
Accounts and contracts payable	16,831	127,335	144,166	-	144,166
Due to other governmental units	714	-	714	-	714
Unearned revenue	270,041	-	270,041	-	270,041
Total liabilities	287,586	127,335	414,921	-	414,921
Deferred Inflows of Resources					
Property taxes levied for subsequent expenditures	-	5,568,034	5,568,034	2,402,317	7,970,350
Unavailable revenue - delinquent property taxes	-	56,048	56,048	8,245	64,293
Total deferred inflows of resources	-	5,624,082	5,624,082	2,410,562	8,034,643
Fund Balances					
Nonspendable	1,615,465	-	1,615,465	-	1,615,465
Restricted	83,433	5,778,317	5,861,749	1,401,876	7,263,625
Unassigned	-	-	-	-	-
Total fund balances	1,698,898	5,778,317	7,477,214	1,401,876	8,879,090
Total liabilities, deferred inflows of resources, and fund balances	1,986,484	11,529,733	13,516,217	3,812,438	17,328,655

*Cash and investments are net of salaries & compensated wages payable

**Minneapolis Public Schools
Special School District No. 1
Cash Position & Minnesota School District Liquid Asset Fund Investment Fair Market Values
Month Ended October 31, 2020**

Investment Accounts	May	June	July	August	September	October
General Investments	64,770,794	64,810,991	64,846,277	64,894,945	64,922,490	64,911,232
General	72,854,544	99,058,334	48,171,650	92,020,600	95,575,205	104,928,247
Payroll	2,011	141,725	195,260	91,104	212,670	187,817
2014 COP's	-	-	-	-	-	-
2014 Alt. Facility Bonds	1,555,851	1,556,138	1,556,296	1,556,384	1,556,451	1,556,483
2015A GO Bonds	833,596	833,800	833,939	834,039	834,118	834,147
2015B Alt Facilities Bonds	5,432,931	5,433,873	5,434,360	5,434,603	5,434,784	5,434,880
2015D COP's	3,152,296	3,152,842	3,153,125	3,153,266	3,153,371	3,153,427
2016A GO Bonds	2,265,056	2,265,558	2,265,879	2,266,096	2,266,266	2,266,332
2016B GO Bonds (LTFM)	12,100,843	12,103,286	12,105,072	12,106,608	12,107,831	12,108,268
2016C COP's	7,345,108	7,346,538	7,347,594	7,348,526	7,349,269	7,349,534
2017A GO Bonds	10,431,406	10,433,214	10,434,598	10,435,922	10,436,976	10,437,353
2017B GO Bonds (LTFM)	35,288,704	35,290,189	35,322,029	35,334,000	23,491,568	23,478,779
2017C COP's	23,452,960	23,459,822	23,478,900	23,489,002	35,337,602	35,325,199
2018A GO Bonds	28,620,769	18,176,694	18,179,812	18,182,083	18,183,891	18,184,539
2018B GO Bonds (LTFM)	42,894,519	42,905,291	42,912,735	42,918,180	42,922,517	42,924,066
2019A GO Bonds	50,269,148	47,716,538	47,724,813	47,730,866	47,735,686	47,737,408
2019B GO Bonds (LTFM)	35,191,230	32,087,278	32,092,843	32,096,913	32,100,154	32,101,313
2019C COP's	7,944,483	7,920,860	7,921,570	7,921,924	7,922,188	7,922,328
2019D GO Bonds (Refunding)	56,937	56,946	56,952	56,954	56,956	56,957
Total Fair Market Value	404,463,185	414,749,917	364,033,699	407,872,016	411,599,993	420,898,307
Non MSDLAF Accounts						
US Bank Investment	44,089,193	44,639,846	45,969,685	46,956,117	47,205,956	48,552,632
Bremer Bank	1,914	6,709	5,544	4,412	3,297	2,158
Wells Fargo	487,878	487,637	487,374	487,165	486,957	486,721
Total Non MSDLAF	44,578,985	45,134,192	46,462,603	47,447,694	47,696,210	49,041,511
Total Cash & Investments	449,042,169	459,884,109	410,496,302	455,319,710	459,296,203	469,939,819

MSDLAF Sector Allocation



*All investments held at the Minnesota School District Liquid Asset Fund adhere to MPS investment Policy 3296 & 3296A, as well as

**Minneapolis Public Schools
Special School District No. 1
Grant Awards and Expenditures
Month Ended October 31, 2020**

Fund/Dept	Grant Number	Grant	Grant Sponsor	FY2021 Award Amount	FY2021 YTD Expenses	YTD Utilized
Community Ed	2429380000	FALL YMAP	Minneapolis Youth Coordination Board	43,000	10,339	24.0%
Community Ed	2429390000	Winter YMAP	Youth Coordination Board	75,000	-	0.0%
Early Childhood	2429410000	Preschool Screening	City of Minneapolis	77,117	24,407	31.6%
Community Ed	2429420000	ABE Wells Fargo GED	Wells Fargo	86,000	3,030	3.5%
Early Childhood	2429460000	MPS Early Learning Scholarships for High Five & Three	Minnesota Department of Education	1,508,006	313,068	20.8%
Early Childhood	2429440000	FED ABE	Minnesota Department of Education	600,000	129,292	21.5%
Community Ed	2429660000	IEL/Civics	Minnesota Department of Education	100,000	12,701	12.7%
Community Ed	2429680000	Community Success Network	US Department of Education	611,986	129,079	21.1%
Community Ed	2429690000	21st Century Cohort VII 2019/2020	Minnesota Department of Education	237,589	91,802	38.6%
Community Ed	2429710000	Beacons 21st 2019-2020	YMCA	176,470	44,686	25.3%
Community Ed	2429720000	Americorps 19/20	ServeMinnesota	54,000	63,830	118.2%
Community Ed	2429770000	21st Century Cohort VII 2020/2021	Minnesota Department of Education	236,018	14,120	6.0%
Community Ed	2429780000	Beacons 21st 2020-2021	YMCA	148,530	5,282	3.6%
Food Service	2490310000	School Recycling Program	Hennepin County Environmental Dept	5,369	389	7.2%
Food Service	2490340000	2019 AGRI Farm to School Equipment Grant	Minnesota Dept of Agriculture	10,500	-	0.0%
Food Service	2490370000	School Recycling Program Edison and Anwatin	Hennepin County Environmental Dept	21,814	-	0.0%
Food Service	2490380000	Milk Cooler at Anderson	Minnesota Dept of Agriculture	1,400	-	0.0%
Food Service	2490410000	After School Snacks	No Kid Hungry	4,452	-	0.0%
Food Service	2490420000	GenYouth Covid 19	GenYouth Foundation	1,500	-	0.0%
Food Service	2490450000	Safe Routes to School 2020	Minnesota Dept of Transportation	28,220	3,960	14.0%
Food Service	2490460000	AGRI Farm to School rapid response	Minnesota Dept of Agriculture	5,000	-	0.0%
Food Service	2490470000	CRF Nutrition Center	Minnesota Department of Education	783,334	-	0.0%
Food Service	2490480000	Farm to School	USDA/Food and Nutrition service	99,915	-	0.0%
General Fund	2430020000	AYP SUPPORT GRANT	Minnesota Department of Education	1,726,253	397,204	23.0%
General Fund	2430030000	TITLE IA BASIC	Minnesota Department of Education	20,838,524	3,483,360	16.7%
General Fund	2430050000	TITLE I High 5	Minnesota Department of Education	4,247,711	842,584	19.8%
General Fund	2430420000	TITLE ID BASIC	Minnesota Department of Education	149,973	33,236	22.2%
General Fund	2432150000	TITLE III	Minnesota Department of Education	963,333	248,738	25.8%
General Fund	2432180000	McKinney Vento	Minnesota Department of Education	80,000	12,275	15.3%
General Fund	2432400000	TITLE IIA	Minnesota Department of Education	4,510,856	690,142	15.3%
General Fund	2435480000	Early Childhood - Ti	Minnesota Department of Education	505,440	60,587	12.0%
General Fund	2435770000	EHA Title VI-B Fede	Minnesota Department of Education	9,323,261	1,756,938	18.8%
General Fund	2435940000	Part H - PL89-313	Minnesota Department of Education	383,572	41,227	10.7%
General Fund	2437320000	Vocational Ed - Perk	Minnesota Department of Education	666,633	93,733	14.1%
General Fund	2437420000	Mandatory CEIS	Minnesota Department of Education	719,784	139,735	19.4%
General Fund	2437580000	SCHOOL IMPROVEMENT Lucy Laney	Minnesota Department of Education	37,549	29,461	78.5%
General Fund	2437590000	SCHOOL IMPROVEMENT Anishinabe	Minnesota Department of Education	93,744	28,365	30.3%
General Fund	2437640000	State Personnel Dev Grant	Minnesota Department of Education	131,551	2,124	1.6%
General Fund	2437670000	SPDG 16-17 Autism Grant	Minnesota Department of Education	66,106	1,810	2.7%
General Fund	2437750000	Family Guided routines	Minnesota Department of Education	18,330	4,471	24.4%
General Fund	2437780000	StadiumView Tablet Grant	MN Department of Public Safety	45,000	-	0.0%
General Fund	2437790000	Title IV	Minnesota Department of Education	2,442,884	564,210	23.1%
General Fund	2437820000	ESSER Funds	Minnesota Department of Education	17,681,181	1,004,123	5.7%
General Fund	2437830000	GEER Funds	Minnesota Department of Education	1,374,165	-	0.0%
General Fund	2437840000	Americorps 20-21	ServeMinnesota	386,187	68,183	17.7%
General Fund	2437850000	CRF Funds	Minnesota Department of Education	10,926,394	4,069,733	37.2%
General Fund	2437860000	CSLD Birth to 5th grade	Minnesota Department of Education	658,765	-	0.0%
General Fund	2437870000	CSLD Grade 6-12	Minnesota Department of Education	800,150	-	0.0%
General Fund	2454780000	Indian Ed - Formula	U S Department of Education	350,003	60,720	17.3%
General Fund	2457640000	MPS Gear Up	US Department of Education	2,202,169	384,399	17.5%
General Fund	2457680000	Arts Accerated	US Department of Education	309,976	60,010	19.4%
General Fund	2457690000	DOJ Stop School Violence Tech Grant/ Threat Assessment	Department of Justice	21,782	-	0.0%
General Fund	2457710000	DOJ Stop School Violence Tech Grant/ Crisis Prevention	Department of Justice	144,020	6,610	4.6%
General Fund	2457720000	DOJ Locks Replacement	Department of Justice	408,698	210,828	51.6%
General Fund	2467830000	MPS Success for the Future	Minnesota Department of Education	440,002	95,544	21.7%
General Fund	2467980000	Grow your Own	Minnesota Department of Education	227,500	-	0.0%
General Fund	2468070000	Arts and Cultural Heritage Fund (ACHF)	Minnesota Dept of Administration	59,504	331	0.6%
General Fund	2468080000	KBEM Services and Equipment	Minnesota Dept of Administration	28,444	8,065	28.4%
General Fund	2468110000	Lind Children's Theatre	Minnesota State Arts Board	8,015	-	0.0%
General Fund	2468150000	School Safety Field	Minnesota Department of Education	159,821	-	0.0%
General Fund	2468160000	School Safety Laney	Minnesota Department of Education	368,838	368,838	100.0%
General Fund	2468170000	School Safety Lyndale	Minnesota Department of Education	460,084	460,084	100.0%
General Fund	2468180000	School Safety Fair	Minnesota Department of Education	397,671	363,448	91.4%
General Fund	2468190000	Sullivan Children's	Minnesota State Arts Board	9,740	-	0.0%
General Fund	2468210000	Roosevelt Dance	Minnesota State Arts Board	3,255	-	0.0%
General Fund	2468220000	No Child Left Inside	MN Dept of Natural Resources	4,487	-	0.0%
General Fund	2468230000	Cityview Turnaround	Minnesota Department of Education	2,250	1,107	49.2%
General Fund	2468250000	South Fishing Trip	MN Dept of Natural Resources	1,348	-	0.0%
General Fund	2468260000	Fishing Trip	MN Dept of Natural Resources	35,250	-	0.0%
General Fund	2478020000	Sp Ed - LCTS -	Youth Coordination Board	70,581	23,737	33.6%
General Fund	2478050000	FRC - Operations Grant	Youth Coordination Board	205,002	72,335	35.3%
General Fund	2479740000	CASEL Grant	Generation Next/United Way	17,430	-	0.0%
General Fund	2570020000	FY19 CPB Community Service Grant	Corporation for Public Broadcasting	127,162	39,495	31.1%
General Fund	2570030000	Lucy Laney Trees	Hennepin County Department of Environment	2,683	-	0.0%
General Fund	2570150000	Franklin Northside Oral History Project	City of Minneapolis	16,331	3,737	22.9%
General Fund	2570170000	Henry Green Team	Hennepin County Department of Environment	4,441	4,400	99.1%
General Fund	2570180000	Ship Health Foods	City of Minneapolis	14,694	-	0.0%
General Fund	2570230000	Southwest Wrestling Mats	Hennepin County Your Sports Program	7,593	7,450	98.1%
General Fund	2570260000	South Basketball	Hennepin County Your Sports Program	6,200	-	0.0%

Fund/Dept	Grant Number	Grant	Grant Sponsor	FY2021 Award Amount	FY2021 YTD Expenses	YTD Utilized
General Fund	2570270000	North Wrestling Mats	Hennepin County Your Sports Program	8,890	-	0.0%
General Fund	2570280000	School Recycling	Hennepin County	30,500	-	0.0%
General Fund	2570290000	Sullivan Soccer	Hennepin County Your Sports Program	4,198	-	0.0%
General Fund	2570310000	Loring Recycling	Hennepin County	10,000	-	0.0%
General Fund	2487220000	AVID Cargill	Cargill Foundation	28,625	-	0.0%
General Fund	2487720000	MSHSL Athletic	Minnesota State High School League	4,331	-	0.0%
General Fund	2487830000	2014 Twin City Dunkers - South	Minneapolis Foundation	6,300	-	0.0%
General Fund	2487840000	2014 Twin City Dunkers - Edison	Minneapolis Foundation	6,300	4,261	67.6%
General Fund	2487850000	2014 Twin City Dunkers - Henry	Minneapolis Foundation	6,300	903	14.3%
General Fund	2487860000	2014 Twin City Dunkers - Roosevelt	Minneapolis Foundation	6,300	5,612	89.1%
General Fund	2487880000	2014 Twin City Dunkers - Washburn	Minneapolis Foundation	6,500	-	0.0%
General Fund	2487930000	2014 Twin City Dunkers - North	Minneapolis Foundation	7,800	3,293	42.2%
General Fund	2487940000	2014 Twin City Dunkers - SWHS	Minneapolis Foundation	11,180	5,436	48.6%
General Fund	2488460000	Open Your Heart to Education	Open Your Heart to the Hungry and Homeless	3,000	545	18.2%
General Fund	2488540000	Driving Academic Achievement at NSJ	Northside Achievement Zone	160,000	30,746	19.2%
General Fund	2488640000	Arabic Pathway	Qatar Foundation	37,800	-	0.0%
General Fund	2489030000	2018 Henry Phillips Grant	Jay & Rose Phillips	189,904	50,100	26.4%
General Fund	2489040000	2018 Franklin Phillips Grant	Jay & Rose Phillips	25,000	1,746	7.0%
General Fund	2489060000	2018 Olson Phillips Grant	Jay & Rose Phillips	279,760	58,439	20.9%
General Fund	2489140000	On Site Mental Health Services at North	Jay & Rose Phillips	40,000	40,000	100.0%
General Fund	2489270000	Urban Innovations	Mpls Special Olympics	6,074	-	0.0%
General Fund	2489340000	Keewaydin Reading Intervention	Carolyn Foundation	9,253	-	0.0%
General Fund	2489350000	Folwell Opera	Twin Cities Opera Guild	2,000	-	0.0%
General Fund	2489480000	Teacher Pathway Program	Graves Foundation	67,939	791	1.2%
General Fund	2489490000	Lanee Marquee Grant	Tegna Foundation	11,000	11,000	100.0%
General Fund	2489520000	Credit Recover Grant	Minneapolis Foundation	37,423	19,349	51.7%
General Fund	2489550000	SEL Data Scientist	Mortenson Family Foundation	83,000	-	0.0%
General Fund	2489610000	Site Based PPE	Northside Funders Group	12,764	-	0.0%
General Fund	2489650000	Cityview Family Engagement	Jay & Rose Phillips	12,112	1,382	11.4%
General Fund	2489660000	Henry Family Engagement	Jay & Rose Phillips	18,602	1,280	6.9%
General Fund	2489670000	North Family Engagement	Jay & Rose Phillips	14,487	2,593	17.9%
General Fund	2489680000	Olson Family Engagement	Jay & Rose Phillips	20,548	10,605	51.6%
General Fund	2489690000	Hall Family Engagement	Jay & Rose Phillips	10,841	61	0.6%
General Fund	2489720000	Wellstone Learning	Bush Foundation	75,000	19	0.2%
General Fund	2489730000	Henry Baseball Equipment	MN Twins Community Funds	653	-	0.0%
General Fund	2489770000	Edison Softball Equipment	MN Twins Community Funds	3,000	-	0.0%
General Fund	2489790000	Translation Support	Graves Foundation	30,497	18,324	60.1%
General Fund	2489810000	Hmong Reading is the Way Up	California Community Foundation	220	-	0.0%
General Fund	2489830000	Wellstone Reading is the Way Up	California Community Foundation	800	-	0.0%
General Fund	2489840000	Edison Reading is the Way Up	California Community Foundation	750	-	0.0%
General Fund	2489850000	Dowling Reading is the Way Up	California Community Foundation	500	462	92.4%
General Fund	2489880000	Hall Reading is the Way Up	California Community Foundation	500	-	0.0%
General Fund	2489910000	Whittier Reading is the Way Up	California Community Foundation	700	-	0.0%
General Fund	2489920000	Fair Reading is the Way Up	California Community Foundation	500	-	0.0%
General Fund	2489930000	Barton Reading is the Way Up	California Community Foundation	500	-	0.0%
General Fund	2489950000	Wallace Test	The Wallace Foundation	145,000	25,000	17.2%
General Fund	2489970000	Out 4 Good	ECMC	5,000	-	0.0%
General Fund	2489980000	North Mind-Body Training	Minneapolis Foundation	8,000	3,650	45.6%
General Fund	2489990000	Ed-Fi Upgrade	Michael & Susan Dell Foundation	150,780	87,540	58.1%
General Fund	2580010000	Cargill Stem	Cargill Foundation	450,078	-	0.0%
General Fund	2580020000	Cargill GEMS/GISE	Cargill Foundation	362,511	203,827	56.2%
General Fund	2580030000	Bryn Mawr Reading is the Way Up	California Community Foundation	450	-	0.0%
General Fund	2580040000	Bancroft Reading is The Way Up	California Community Foundation	800	-	0.0%
General Fund	2580050000	BARR- Henry	BARR Center Inc	8,500	711	8.4%
General Fund	2580060000	BARR- South	BARR Center Inc	8,500	702	8.3%
		Total		92,239,508	17,177,838	18.6%

Fiscal Year	Total Number of Grants Awarded	Total Budgeted	YTD Expended	YTD Utilized	Total Expended	Total Utilized
2021	125	92,239,508	17,177,838	18.6%	17,177,838	18.6%
2020	178	58,794,783	11,036,163	18.8%	50,984,217	86.7%
2019	195	60,107,537	17,838,792	29.7%	50,984,217	84.8%
2018	172	60,520,867	12,384,627	20.5%	51,750,860	85.5%
2017	141	54,037,165	11,480,645	21.2%	49,231,685	91.1%

5 Year Grant Utilization Comparison

**Minneapolis Public Schools
Special School District No. 1
Funded Project Budgets and Expenditures
Month Ended October 31, 2020**

School/Department	FY2021 Budget	FY2021 YTD Expenses	YTD Utilized
Districtwide	(5,138,144)	-	0.0%
Secondary Programs	32,521	-	0.0%
Secondary Programs	262,305	17,674	6.7%
Spec Ed-School Program	103,125	26,681	25.9%
Speci Ed-Grants/Projects	1,685,144	329,176	19.5%
Teaching & Learning	145,766	-	0.0%
Athletics	226,599	7,132	3.1%
AmeriCorps	40,377	27,648	68.5%
Indian Education Services	17,824	-	0.0%
Family Resource Center	117,463	9,667	8.2%
Family Resource Center	-	-	-
Health Services	194,158	41,093	21.2%
Social Work Services	41,980	11,802	28.1%
Human Resources	674,190	141,600	21.0%
Research Eval & Assessment	2,750	100	3.6%
Student Placement	4,000	-	0.0%
Integration & Special Projects	-	-	-
Teenage Pregnancy & Parenting Program	2,184,589	249,726	11.4%
Finance	315,187	1,258	0.4%
Chief Operating Officer	29,962	-	0.0%
Transportation	600,001	41,071	6.8%
Transportation	779	-	0.0%
District Operations Center	260	-	0.0%
KBEM-FM Radio	926,132	240,506	26.0%
Armatage	308,082	11,865	3.9%
Lake Harriet Lower (Audubon)	148,551	6,777	4.6%
Bancroft	39,867	4,828	12.1%
Barton	111,243	20,955	18.8%
Bethune	59,508	5,988	10.1%
Burroughs	157,539	10,550	6.7%
Field	35,097	2,239	6.4%
Lake Harriet Upper (Fulton)	87,577	14,889	17.0%
Hale	40,395	5,971	14.8%
Hiawatha	60,339	7,914	13.1%
Howe	60,041	6,203	10.3%
Lake Nokomis-Keewaydin	38,881	-	0.0%
Kenny	98,440	19,088	19.4%
Kenwood	96,383	8,134	8.4%
Loring	54,585	6,494	11.9%
Lyndale	107,711	5,358	5.0%
Jenny Lind	57,327	7,360	12.8%
Northrop	98,126	17,082	17.4%
Pillsbury M/S/T	36,183	5,103	14.1%
Pratt	76,140	11,044	
Seward	85,516	16,909	19.8%
Sheridan	74,546	5,974	8.0%
Waite Park	48,556	7,878	16.2%
Lake Nokomis-Wenonah	37,523	7,156	19.1%
Windom	74,166	12,780	17.2%
Folwell Arts Magnet	76,324	11,575	15.2%
Jefferson	81,430	12,172	14.9%
Dowling	67,102	6,136	9.1%
Minneapolis ECSE	165	-	0.0%
Andersen Open	87,391	11,838	13.5%
Sullivan, Anne	83,084	7,658	9.2%
Webster 2015	49,766	6,706	13.5%
Anishinabe Academy	40,269	7,956	19.8%
Marcy Open	120,171	19,707	16.4%
Bryn Mawr Primary	82,916	11,701	14.1%

School/Department	FY2021 Budget	FY2021 YTD Expenses	YTD Utilized
R.R.Green Central Park	81,303	13,566	16.7%
Emerson Spanish Immersion	83,963	12,300	14.6%
Laney, Lucy C Elementary	43,805	5,355	12.2%
Hall	74,373	5,851	7.9%
Johnson Nellie Stone	78,158	4,445	5.7%
Whittier Community School	38,431	5,177	13.5%
Hmong Academy	84,341	14,226	16.9%
New Cityview	37,034	5,418	14.6%
Anthony	102,424	688	0.7%
Anwatin IB/Spanish	856	-	0.0%
Northeast	79,447	8,900	11.2%
Olson Middle School	3,016	-	0.0%
Justice Page Middle School	13,690	-	0.0%
Sanford	104,970	-	0.0%
Franklin 2015	560	-	0.0%
FAIR High School	26,092	652	2.5%
Edison	129,108	6,483	5.0%
Longfellow High School	10,256	-	0.0%
Henry	179,987	15,598	8.7%
Roosevelt	206,506	18,814	9.1%
South	960,986	70,518	7.3%
Wellstone Intl High School	20,154	-	0.0%
Southwest High School	281,828	31,375	11.1%
Washburn	252,481	60,089	23.8%
New North High School	42,669	6,216	14.6%
Transition Plus	305,866	48,545	15.9%
Harrison Education Center	9,583	-	0.0%
Heritage Science & Technology	678	-	0.0%
Summer School PK-8	-	-	-
River Bend Educational Center	377,883	76,772	20.3%
Stadium View	37,466	5,584	14.9%
MPS Metro R	3,935	-	0.0%
Delasalle	24,354	1,575	6.5%
Annunciation	5,893	1,650	28.0%
Ascension	4,849	-	0.0%
Risen Christ	9,242	-	0.0%
St Helena	1,153	-	0.0%
Trinity First Luther	1,282	89	6.9%
Pope John Paul II	717	-	0.0%
Pilgrim Lutheran	330	-	0.0%
Our Lady Of Peace	15	-	0.0%
Cristo Rey Jesuit High School	9,591	-	0.0%
Hope Academy	22,816	-	0.0%
Total	9,000,000	1,889,007	21.0%

5 Year Funded Project Utilization Comparison

Fiscal Year	Total Budgeted	YTD Expended	YTD Utilized	Total Expended	Total Utilized
2021	9,000,000	1,889,007	21.0%	1,889,007	21.0%
2020	14,792,790	2,272,052	15.4%	9,653,109	65.3%
2019	20,000,000	25,475,202	127.4%	12,317,518	61.6%
2018	23,535,680	6,373,697	27.1%	19,798,386	84.1%
2017	16,233,805	2,717,039	16.7%	15,224,633	93.8%

**Minneapolis Public Schools
Special School District No. 1
Budget and Actual Expenditures - Board of Education
Month Ended October 31, 2020**

	FY2020 Budget	YTD Actual Amounts		Variance
		FY2021	FY2020	
Salaries	359,373	122,107	121,931	0.1%
Extended time	2,000	-	-	-
Benefits and deductions	100,334	19,727	19,747	(0.1%)
Contracted services	147,100	111,737	101,781	9.8%
Supplies	10,498	1,923	2,121	(9.3%)
Equipment	-	-	-	-
Miscellaneous	70,000	70,761	69,583	1.7%
Total	689,305	326,255	315,162	3.5%

October 2020 Expenditures

Board of Education Director salaries	23,043
Board of Education administrative support salaries	5,696
Benefits & deductions	5,334
Zoom Fee	43
Mobile phone expenses	313
Total	<u>34,429</u>

MEMO



MINNEAPOLIS
PUBLIC SCHOOLS
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Date: December 1, 2020

To: Board of Education Finance Committee

From: The Office of Finance

RE: Series 2020B and Series 2020C Bond Issues

Projects to be financed are annual borrowing authority for rehabilitation and remodeling projects, construction and capital asset cycle of replacement including a career and technical education (CTE) center at North High School.

Both series are participating in the MN State Credit Enhancement Program.

- \$51,980,000* GO School Building Bonds, Series 2020B
- \$29,690,000* GO Long-Term Facilities Maintenance Bonds, Series 2020C

* Preliminary, subject to change

Timeline for FY 21-22 Budget Planning

Date	Action
September 10 – October 9	Weekly Staff Adjustment meetings for enrollment
September	Prepare analysis of previous year revenue and expenses
Late September	Review Strategic goals and prepare budget process recommendations
September 10	Begin Levy discussion with Board Finance Committee
September 29	Board votes on recommendation to pre-certify the levy
October 1 - 16	Finalize staff adjustments
October	Determine Class size targets for next year
October	Prepare preliminary revenue forecast
October	Decisions on any changes in start times, program changes, etc for School Choice Guide
November 11	Proposed Property tax mailing
Late Nov – Early Dec	Board adopts legislative agenda
November 30	State budget forecast released
December 1	Budget amendment to Finance Committee
December 1	Audit update to Finance Committee
December 1	Present Pro-Forma memo to Finance Committee
December 5 – February 7	School Request process
December 6	Review revenue forecast and enrollment projections
December 8	Audit presentation to school board
December 8	Budget Amendment Resolution to school board
December 8	Truth in Taxation at school board meeting
December 8	Board to Certify final levy
December 8	Update Capital Plan at school board meeting
December 8	Bond award sales resolution to school board
December 31	Final Levy submission deadline
January 5	Legislative Session begins
January 11	Budget Information Session at Black/African American PAC meeting
January 12	Budget Information Session at Latino PAC meeting
January 14	Budget Information Session at DPAC meeting
January 15	Determine Central Office vs School Staffing
January 19	Budget Update to Board Finance Committee
January 20	Budget Information Session at Hmong PAC meeting
January 20	Budget Information Session at American Indian Families meeting
January 21 - 24	Senior Leader meetings to review budget plans
January 24	Budget Tie-out Manual prepared - Programming info needed
January 29	Budget Information Session at Somali PAC meeting
February	Principals schedule site council meetings

February 11 – March 8	Budget meetings and training sessions for School staff
February 14	Budget Allocations go out to Schools
February 16	Review Allocations with Board Finance Committee
February 19	Budget Allocations go out to Departments
March 5	Budget tie-out files due
March 8 – April 9	Budget tie-out files approved
April	Interview & Select
April	Load BTO files to SAP
April 20	Budget recommendation to Finance Committee
May 11	Budget presentation to Board of Education
May 17	Legislative Session ends
May 18	Board Finance Committee presented Final Budget
June 8	Board votes on budget adoption
July 1	Any new funding appropriated by legislature will be available

Budget Tie-out Process

The budget tie-out process is a collaborative effort with all of the Departments at Davis Center.

As decisions are being made about allocations for schools and departments, there is also much other work happening to support schools and departments as they prepare to complete the budget tie-out process in the Admin Portal.

There are several training sessions, including open labs, scheduled in February for new principals, school secretaries and any other staff wanting a “refresher” course on how to complete the budget tie-out files.

Each year the Budget Tie-Out Parameters document is sent to the principals along with their school allocations. This document is reviewed and updated each year by Human Resources, Finance, Special Education, Title I program staff, Associate Superintendents, and all academic departments. The document provides guidance on the process timelines, how specific funding sources can be utilized, rules around hiring and excessing staff, guidance on account codes, and information on academic programming that must be planned for.

Principals engage in conversations with the Associate Superintendents during the budget process to discuss staffing strategies and decisions informing their budget choices specific to their unique school community. Possible discussion questions are included in the Parameters document.

Principals are also required to discuss their budget process at their school site council meetings during January or February. This conversation will help provide feed-back on what concerns families have as we move through the budget process.

Once the principal has developed their budget plan, they enter the plan into the BTO Admin Portal. The allocations in the admin portal will be broken down by funding source. A typical high school may be:

Funding Type	Total Allocation
Class Size Referendum 1096	\$1,985,163.00
Class Size 1001	\$1,647,475.00
School Within A School	\$313,287.00
Principals/Asst Principals	\$495,959.00
Basic Per Student 1001	\$389,660.00
Targeted Programing	\$102,328.00
CTE 1001	\$409,312.00
Q Comp-21	\$99,630.00
Athletics	\$116,245.00
IB	\$114,095.00
Advanced Academics	\$125,328.00
Comp Ed 1031	\$1,764,771.00
ELL - Referendum	\$562,803.00
Special Ed SERT	\$665,131.00
Spec Ed 1004	\$1,396,911.00
Title I 5023	\$497,065.00
Integration Aid	\$0.00
AVID-Integration	\$92,095.00
Racially Isolated Schools-Integration	\$266,404.00
Other	\$234,597.00
Funded Projects	\$0.00
Language Line/Translations	\$8,000.00
BARR Coordinator-Integration Aid	\$51,165.00
Pathway to Teaching-Integration Aid	\$81,062.00
Referendum 1097	\$51,164.00
Total:	\$11,470,450.00

The Admin Portal lists each staff member currently in the building. For each position, you are asked 1) if the position is remaining for the new school year, 2) if the FTE is changing for the new school year, and 3) if the staff member is returning for the new school year. You then must determine what funding source you are using to pay the salary of the staff member. Once you have processed each staff member, you can create new positions to be included in the Interview and Select process. The final step is to identify the amount and purpose of any non-salary dollars being used.

Once all the dollars in the allocation have been identified, the BTO file is submitted. At this point there can be no additional changes made. Once the file is submitted, it is reviewed by the Associate Superintendents. The Title I program staff review the budget plan to ensure it supports the School Improvement Plan (SIP). The Special Education staff reviews and approves the file to ensure compliance, the grant accounting team reviews and approves the file for grant approval and compliance. The Finance staff reviews and approves the file ensuring the predictable staffing requirements are met, correct account codes are used and making sure the funding is being used for allowable resources. The Humans Resources department is the final step in the approval process. They check that proper procedures were followed in hiring, excessing and creating new positions. They will then generate the Interview and Select list to send to schools.

Once the final approvals have been done, the final step in the BTO process is to upload the data from the Admin Portal into SAP so budgets are available for the new school year.



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Budget/HR Parameters and Resources 2020-2021

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Section 1 - Reference

How to Use This Document

This document is designed to be a resource for principals and department heads as you complete the budget tie-out process, as well as a helpful resource throughout the fiscal year (July 1, 2020-June 30, 2021).

This document includes information from various departments about applicable laws, collective bargaining processes, and district policies that must be taken into consideration when planning a school or department's budget for the next year. The timeline identifies key dates for completing the budget process. The chart on the next page summarizes required and recommended elements. **You can use the hotlinks in the chart to find more detailed information about each item.**

There are four sections to this document:

1. **Reference** – Includes basic information about the process, timeline, discussion questions to support your staffing decisions, required versus recommended items, a description of all funding sources, non-salary account codes, functional areas, number of weeks on positions, and TOSA information.
2. **Human Resources** – Includes information about license requirements, changes to FTE, job descriptions, seniority information, etc.
3. **Finance** – Includes information about how various funding sources may be used.
4. **Services** – Includes information about the services various central departments provide, as well as information about what services schools and other departments must budget and plan for in their budgets.

You need not read the entire document from beginning to end. However, please refer to the applicable sections of this document as you plan for your budget. If you have questions about any of the information in this document, please contact the responsible department.

Budget Tie-Out Timeline 2020-2021

Month of January	BTO team offering help to new Principals/Secretaries
January 17	PD-Overview/BTO Preparation course for Directors/Principals/Clerical Staff
February 7	SAP Position Online Form (POLF) is closed at the end of the day
February 10 & 12	Admin Portal/BTO System Training/Workshop--Refresher
February 11	Admin Portal/BTO System Training/Worshop—Full Training
February 14	Allocations go out to Schools and Departments
February 19	Allocations go out to Departments
February 19 & 27	BTO Open Lab
March 2 & 5	BTO Open Lab
March 4	Special Ed Contracts Due

March 6	ALL BTO files due (Schools & Departments)
March 6	All HR Forms due to HR when the files are due (via email)
March 9-April	All files reviewed by Associate Superintendents, Spec Ed, Grants, Finance, & HR

Training Sessions /Open Lab Sign Up

Sign up for training and open lab sessions is available in [eCompass](#) under course 91591.

Discussion Questions for Staffing Decisions

OVERVIEW: Associate Superintendents are being guided to engage in conversations with their Principals during the budget process, to discuss the staffing strategies and decisions that inform budget choices. This is not a checklist. These are questions that are meant to start a conversation and probe a principal's thought process, with the intention of supporting strategic thinking, consideration of broader implications, and identification of individuals who may need additional support in thinking through their staffing strategy. If you have not done so already, we encourage you to connect with your Associate Superintendent regarding any of these questions you need support with.

Overall Composition of Staff

GUIDING NOTE: Ensure Principals are thinking through the school-wide implications of decisions – the effect on class size, the effect on certain programs, and the ability to ensure there is enough support to achieve goals; these questions also ensure there is a sensible rationale to support the trade-offs.

- How many staff/teachers do you anticipate keeping/losing? What recruiting/staffing support do you need?
- What TOSA positions are you investing in? What will be their role & how will they be evaluated?
- Does FTE total align with student contact time? (E.g. Teachers with smaller class loads, listed at full 1.0 FTE)
- What trade-offs are you considering with respect to the number of teachers and non-classroom staff you'll have? (E.g. impact on class size; number of adults in classroom; growth or decline of specific programs; need for more/less administrative help; more/fewer observers, etc.)
- What strategies are you using to diversify your teaching staff?

Team Composition

GUIDING NOTE: These questions are intended to ensure there is some strategic and logical thinking on this topic, that the strategy serves to ensure that teachers are able to learn from each other, and that struggling students will have access to the best teachers.

- How are you using Teacher Evaluation data to inform your rehire recommendations?
- What's your strategy for composing teams – grade level, content, etc.?
- Are you shifting anyone around to different teams? How did you make those decisions?

Probationary Rehire

GUIDING NOTE: Ensure decisions incorporate consideration of the available data; opportunity to identify any support that they might need in making these decisions, and to help them think through a plan to gather the information they need in order to make a decision.

- How many probationary teachers are not being recommended for rehire?
- What data did you consider when making these decisions? Which people did you consult?

- How many probationary teachers have not yet received an observation? What is the plan for observing them and providing support prior to rehire decisions?
- Are there any people who you are on the fence about regarding rehire? What would help you land on one side or the other? Need any suggestions about what data to gather?
- Is there anyone you don't think you'll be able to make a decision by the deadline? Why?

Student Classification

GUIDING NOTE: Checking to see if there is a data-driven strategy in place to ensure that the students who are struggling will have access to the best teachers.

- How are you thinking about which classrooms each student should be assigned to next year? Is that different from last year?
- Which students, specifically, are you concerned about? (E.g. had a long-call sub this year; struggling students with struggling teachers, etc.) How will you decide where to place them?

Required and Recommended Elements

The table on the next page summarizes required and recommended elements for schools. You can find additional information about each item within this parameters document. If you need assistance determining how to implement the requirements and recommendations at your school, please contact your Associate Superintendent.

2020-2021 Required and Recommended Elements

Key Element	Funding Source	Required	Recommended	Who Decides What is Required
PREDICTABLE STAFFING: (See next section for additional details)				Maggie Sullivan Eric Moore Aimee Fearing Associates
Principals (and Assistant Principals as applicable)	Principal Allocation	X		Maggie Sullivan Eric Moore Aimee Fearing Associates
School Secretary	Varies	X		Maggie Sullivan Eric Moore Aimee Fearing Associates
Office Assistant	Varies	X (Middle and HS)		Maggie Sullivan Eric Moore Aimee Fearing Associates
Classroom Teachers for class-size requirement	Fund 1001, 1031, 1096 ONLY	X		Maggie Sullivan Eric Moore Aimee Fearing Associates
Health Service Assistant (Bell to Bell)	Varies	X		Rochelle Cox
Counselors	Varies	X (Middle and HS)		Maggie Sullivan Eric Moore Aimee Fearing Associates
Security Monitor	Varies	X (Middle and HS)		Maggie Sullivan Eric Moore Aimee Fearing Associates
Associate Educators	Varies	X		Maggie Sullivan Eric Moore Aimee Fearing Associates
Social Workers	Varies	X		Maggie Sullivan Eric Moore Aimee Fearing Associates
\$100/Student towards non-salary	Varies	X		Maggie Sullivan Eric Moore Aimee Fearing

						Associates
Key Element			Funding Source	Required	Recommended	Who Decides What is Required
Differentiation Specialist			Varies	X		Maggie Sullivan Eric Moore Aimee Fearing Associates
Other Elements:						
Voluntary Pre-K (5-sites only)			Specified in allocation	X		Maureen Seiwert
Secondary Observation and Coaching Support (Instructional Specialist Allocation)			Specified in allocation	X		Emily Olson
Licensed ESL Teachers			ELL Allocation	X		Muhidin Warfa
Submit Equity Considerations for Budgetary Decisions			N/A	X		Eric Moore
Signed Family Involvement Agreement submitted			N/A	X		Eric Moore
SERTs (Special Education Resource Teachers)			Specified in allocation	X		Rochelle Cox
Citywide SpEd allocations			Specified in allocation	X		Rochelle Cox
Parent or Community Liaison			Varies		X	Suzanne Kelly
Transportation Coordinator/School Patrol Coordinator			Varies	X		Karen DeVet
Budget for Non-Salary Expenses (per copy clicks, cell phones, general office supplies)*			Varies	X		Ibrahima Diop
World Languages	Elementary	Secondary	Varies	(PYP, MYP, DP required)	X	Muhidin Warfa
Ethnic Studies		Secondary	Fund 1001	X (High School)		Aimee Fearing
Health / Physical Education	Elementary	Secondary	Varies	X		Aimee Fearing
Fine Arts	Elementary	Secondary	Varies	X (MDE req's at least 2 arts which may include music)		Aimee Fearing

Media Specialists	Elementary	Secondary	Varies		X	Aimee Fearing
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*Will count towards \$100/student non-salary requirement. See Budget Analyst for amounts required for your site.

Predictable Staffing

Predictable Staffing is a staffing standard that families and students can expect at every Minneapolis Public School, which is designed to ensure consistent experiences for students regardless of school and to support stability of finances and staffing across the district. While there are several tiers to predictable staffing standards, MPS introduced the first tier as a requirement during the 2019-2020 BTO cycle and will continue the first-tier requirements for the 2020-2021 school year. It consists of:

- Foundational staff and funding required to operate based on number of students and corresponding staff to teach and support those students.

In coming years, MPS may introduce the following Predictable Staffing standards:

- Staffing to meet district-specific programming; and
- Staffing to meet school-specific programming.

What does predictable staffing look like for your site for the 2020-2021 school year?

While it will be the same at every site, it is ratio-based staffing based on a school's student size/enrollment. Every site will be required to staff minimally, as outlined below with no exceptions:

School Size	Position Requirement
All Schools	Principals (and Assistant Principals as applicable)
All Schools	School Secretary (40 hours/wk)
All Schools	Classroom Teachers and Prep
All Schools	Health Services Assistant (32.5/hrs. <i>Bell-to-Bell</i>)
Middle Schools 1:500	Counselor
High Schools 1:500	Counselor
Middle and High Schools	Security Monitor (40 hours/wk)
Middle and High Schools	Office Assistant (40 hours/wk)
All Schools	ESP: AE (see below grid)
All Schools 1:700	Social Worker
All Schools	\$100/Student Non-salary
Elementary, K-8 and Middle Schools	.5 FTE Differentiation Specialist (see Academic Section for more information)
All Schools (Staffing ratio based on building size)	Custodian (positions are allocated centrally)

Associate Educator Staffing Foundation

The class options that are considered for the required Associate Educator foundational positions are as follows; Classroom support (Academic)/general, Bilingual, and Media Resource.

School Type	# of Students	Minimum Staffing Level
Elementary & K-8	1-374	20 hrs
	375-549	40 hrs
	550-649	60 hrs
	>650	100 hrs
Middle Schools	<500	40 hrs
	500-1999	80 hrs
High Schools	<500	60 hrs
	500-1999	80 hrs
	>2000	160 hrs

Things to know about Predictable Staffing:

- Sites MUST fund the Predictable Staffing requirements as outlined above. Schools can meet all predictable staffing requirements by using the following allocation types (not all sites will receive all allocation types): Principals, Class Size Fund 1001, Class Size Referendum, Basic Per Student, Comp Ed, and Targeted Programming.
- Based on the size of your site, you may be required to staff in a classification (as outlined above) beyond a 1.0 FTE. For example, if you are a High School with 750 students, you will be required to have 1.5 FTE counseling positions. You may staff for both positions with an FTE that is the most attractive for recruitment purposes. For example, you may staff for two counseling positions at 1.0 and 0.5 FTE or choose two .75 FTE positions. Your HR Consultant can assist you with position FTEs.
- Since counselors and social workers positions are determined by ratios, a school may have a ratio that is not appropriate for staffing. The minimum FTE required is to the lower 0.1 FTE segment. For example, if a school requires a 1.36 FTE in counseling based on the ratio, the school is required to fund a minimum of 1.3 FTE in counseling.
- You may not substitute any required foundational position with another position. For example; you cannot substitute the Associate Educator for a SSPA. You may; however, “buy-up” any foundational position in FTE. For example; if you are required to staff a .5 FTE Counselor, you may increase the FTE of the Counselor position.
- Sites will not be able to exit BTO if the above prescribed staffing foundations have not been met and approved by Finance/Human Resources. Your HR Consultant will be working closely with you to ensure you have met the foundational staffing ratios for your site and will be able to assist you in answering staffing questions you have relative to what it will look like for your site.

Fund Descriptions

Fund 1001

The “basic per student” allocation is distributed to schools on a per-student basis. Schools may use the basic per student allocation however they see fit the best meet their school improvement goals.

Fund 1002

Allocation that is given to fund ESL teachers positions only (at some sites, schools are to use referendum funds for ESL positions instead)

Fund 1005

Integration aid is a restricted funding source. (See the parameters section for allowable expenditure.)

Fund 1006

Quality Compensation (QComp) is a state program that provides annual funding to support teacher effectiveness in order to advance the academic achievement of all students. This is a restricted funding source and it has to follow Qcomp parameters as well as per plan sites submit to the Qcomp department.

Fund 1007

Extended Learning allocation is a site-based budget given to sites meeting the state criteria for Targeted Services to purchase classroom supplies for students. This money will be given out to sites in early November by the Extended Learning office and needs to be spent by spring break.

Fund 1031

Compensatory Ed funding is supplemental funding targeted for students not achieving at grade level or based on free- and reduced-price lunch. This money is to be used for positions and supplies for core classes only. Example: Reading, writing, math (no art, music or phy ed). Refer to the parameters to determine allowability.

Fund 1096

Referendum allocation is to be used for classroom positions only.

Fund 1097

Referendum allocation is to be used for classroom teachers or other district approved initiatives.

Fund 2002

Food service fund. Only used for Culinary and Wellness Services.

Fund 2004

Community Ed service fund. Primarily used for community education but also has limited uses for early childhood.

Fund 2022

Community Ed funded project budget.

Fund 2023

Federal flow through grants for Community Education.

Fund 2028

Non-federal grants for Community Education.

Fund 2092

Nutrition Center grants.

Fund 4006

Capital projects fund.

Fund 4026

Facilities grants.

Fund 5023

Federal flow through grants includes Title. These are supplemental dollars (see Title parameters section)

Fund 5024

Funded projects. May be used for multiple purposes but may not be used to fund positions covered by a collective bargaining agreement. Some of which may be donations that are given to schools by donors which do not require reporting back to the donors. Any use of donated funds must comply with regulation [3280A](#) (Accepting Gifts, Bequests, or Grants).

Fund 5025

Federal direct grants are grants that are awarded to MPS directly from the federal government.

Fund 5026

State grants such as grants from State Arts Board. This funding source is restricted and must follow grant parameters.

Fund 5027

Local grants such as grants from the City of Minneapolis. This funding source is restricted and must follow grant parameters.

Fund 5028

Private grants and must be used per grant requirements.

Common Non-Salary Account Codes

Sites are expected to set aside budget for non-salary to operate the office throughout the school year. Please budget for the following items:

Description	G/L	Functional Area
Substitute/Reserve Teachers	514500	
Fringe for Reserves: Other Empl Benef 20%	529900	
Extended Time: Licensed Extended	518510	
Extended Time: Other Extended	518530	
Fringe for extended time: Benefits-Ext Time 20%	529510	(use 529900 in grants)
Consulting Services: Administrative Contacting and Consulting	530500	Note: Grants in Fund 5023, 5025, and 2023 use 530300/530400
Cell Phones: Principal	532000	050.000.000
Cell Phone: Assistant Principal and all others	532000	604.000.000
Copier usage/Per copy clicks *Note: add lease amount from FY20 to this amount	530510	604.000.000
Consumable classroom Instr Supplies	543000	DO NOT USE F/A 604.000.000
Document Center: Printing/copying	530520	
Equipment \$500+ Classroom/Office Equipment	553050	xxx.302.000 Fund 1001 Only*
Food	549000	
Health Office Supplies	540100	720.000.000
Individualized Classroom Instr Supplies	543300	DO NOT USE F/A 604.000.000
Library Books: Reading materials	547000	620.000.000
Library/media supplies	540100	620.000.000
Dues, Membership, Licenses	582000	License Accessing Database
License fees for non-instructional software (below \$5,000).	540500	xxx.302.000 Fund 1001 Only*
License fees for instructional software (below \$5,000).	540600	xxx.302.000 Fund 1001 Only*
Non-Instructional Technology Supplies: Includes flash drives, CDs, cables, stands, and other technology related supplies for non-instructional use.	545500	

Description	G/L	Functional Area
Instructional Technology Supplies: Includes flash drives, CDs, cables, stands, and other technology related supplies for instructional use.	545600	
Printing	530510	604.000.000
Postage/Parcel Svc	532900	604.000.000
Office/Admin Supplies	540100	604.000.000
Student Competitions/Field Trip Fees and Admissions	536900	
Textbooks and workbooks	546000	xxx.302.000 Fund 1001 Only*
Contracted transportation (coach buses and/or Taxi)	536000	
Transportation/Field Trip Chargeback (done by Journal Entry)	536500	
Work Orders Facilities Chargeback	554500	
Staff Development Schools		FUND 1006 (QComp)
Reserve Teachers	514500	640.335.000
Other Empl Benef 20%	529900	640.335.000
Consult/Services	530500	640.335.000
Travel/Conventions	536600	640.335.000
If you are doing staff development in Fund 1001 use 640.316.000. In Fund 1097 or 5024 use functional area 640.000.000		
*The functional area listed may only be used in Fund 1006 although the General Ledger(GL) account codes may be used with other funds as well. If using Fund 1001, please use FA 640.316.000.		

Functional Areas

The functional area is used to determine the subject area of each of the position. You can access the list of functional area by position [here](#).

Number of Weeks on Positions

The number of weeks on positions in the admin portal has been adjusted to accurately reflect the time these positions work from start date to end date per the respective collective bargaining agreements:

- Teachers and other licensed positions– 39 weeks
- Media Specialists, Nurses, and School Social Workers– 40 weeks
- Counselors and DPFs – 43 weeks
- ESPs (Associate Educators, SEAs, etc.) – 41 weeks
- School year clerical – 45 weeks
- Principals – 52 weeks

These weeks have been updated for existing positions. For newly created positions, they should pre-populate in the system.

Note: for positions in AMP, MACA, MAAS, or non-rep who work less than 52 weeks, the number of weeks in the admin portal will be set to 52, but the FTE should be adjusted to reflect the number of weeks worked.

Budget Allocations

Here are some of the most common questions we receive about budgets and potential budget increases.

Q: Are school BTO allocations final?

A: Yes, school allocations are based on formulas. Barring an issue with the numbers used to calculate the formulas, allocations are final. If a school believes there was an error in their allocation, the principal should contact his/her Associate Superintendent or the budget director.

Q: Are department BTO allocations final?

A: Yes, department allocations are final. Occasionally, there are roles that are shifted from one department to another. If you believe budget was not loaded into your department for an initiative you are now responsible for, please check with your Chief or the budget director.

School-based TOSA Position Guidance

Given the current budget deficit, schools are expected to prioritize direct supports to students and minimize reductions that impact student services. To that end, any school-based Teacher on Special Assignment (TOSA) should be:

- Focused on core content
- Aligned to MTSS
- Supporting the development of teacher capacity, as well as providing direct supports to students
- Created as partial versus full release positions, when scheduling permits, to ensure high quality teachers continue to provide direct instruction to students

Associates will be working with schools to ensure that any TOSA positions are aligned to the above criteria. Content specific TOSAs will be supported by Davis department staff and expected to participate in regular PD with the intent to bring their learning to school sites and facilitate the learning for other teaching staff.

Note: Q-Comp funding for secondary observations and coaching is provided to support the implementation of teacher evaluation in accordance with MN state statute and may be an exception to the criteria.

If a TOSA position will be vacant for the upcoming school year. You are required to submit a job description to your HR Consultant with the rest of your BTO forms on the due date if you choose to post the position externally (not at your school site) for posting onto SuccessFactors.

You do have the approval to post TOSA positions at your school site making the posting available to all licensed staff while maintaining an internal competitive hiring process. If you choose the latter option HR recommends sending an email notification to all your licensed staff of the opportunity with the job description, deadline for interest and cc your HR Consultant on the email.

Section 2 – Human Resources

Partnering with your HR Consultant is critical in ensuring accuracy and effectiveness during Budget Tie Out. Accurate documentation of all employee actions is critical during this time. Please communicate early and often with your HR Consultant for any questions you have about Budget Tie Out.

We must be sure we are following all our contractual rules and all MN State Statute requirements.

Furthermore, it is particularly important that we are treating all of our employees with dignity and respect. Transparency and communication with your staff are critical to supporting all MPS employees through transition.

General Information

DEFINITIONS

Excessing: Excessing is the process used when a reduction must occur in a program or at a site. These people maintain employment with the District unless it is determined there are not enough positions to match their qualifications. This is true for AFSCME, ESP and MFT.

***Excessing can also occur when a teacher does not hold the appropriate license/credential for the coming school year. Please refer to the Licensure section of these Parameters and work closely with your HR Consultant around any credential questions. ***

Lay off: This occurs when an employee's position no longer exists, and they have exhausted their rights contractually relative to securing another position.

FORMS (All forms are available on the [Budget Tie Out Website](#))

All forms must be fully completed and turned in to HR preferably in one attachment via email to your HR Consultant by the Budget Tie Out due date. If any forms are incomplete or missing, your school or department will not be able to complete the Budget Tie Out process and will not be eligible to begin hiring. It is critical that employees complete the **correct form**.

Forms

Non-Licensed Employee Status Change Form

- Must be filled out when an employee who is:
 - Being excessed, or
 - Taking a voluntary demotion by choosing to accept a lower FTE in their assignment for the upcoming school year.
- Does not need to be completed by employees who are increasing their FTE unless it impacts the employee in a concurrent role at another site that causes the employee to exceed 1.0 FTE.
 - If an employee chooses to excess themselves from your site in the change, a form must be completed.

- Does not need to be completed for an internal reassignment; your HR Consultant does need to complete a Transfer/Reassignment form for internal reassignment. Administration must have a professional conversation with the staff member being reassigned. The conversation should be documented by both parties. Administration should always document the rationale for the internal reassignment
- All assignments for 2019-2020 and 2020-2021 (if known) must be listed on the form if the employee is at more than one site.

Licensed Employee Status Change Form

- Must be filled out when an employee:
 - Is being excessed,
 - Accepts a voluntary demotion by choosing to accept a lower FTE in their assignment,
 - Was hired into a vacancy after the start of the second semester,
 - Does not hold an appropriate or valid license for the 2020-2021 school year (this must happen at Tie Out, exceptions must be approved by Director, Talent Acquisition), or
 - Is in a one-year teaching position created at prior year's BTO (rarely used).
- Does not need to be completed for employees who are non-renewed ("No Rehire").
- Does not need to be completed by employees who are increasing their FTE unless it impacts the employee at a concurrent role at another site that causes the employee to exceed 1.0 FTE. If an employee chooses to excess themselves from your site in the change, a form must be completed.
- Does not need to be completed for an internal reassignment; your HR Consultant does need to complete a Transfer/Reassignment form for internal reassignment. Administration must have a professional conversation with the teacher being reassigned. The conversation should be documented by both parties. Administration should always document the teacher's educational expertise as rationale for the internal reassignment
- All assignments for 2019-2020 and 2020-2021 (if known) must be listed on the form if the employee is at more than one site.

Professional Position Status Change Form

- Must be filled out when an employee is:
 - Being excessed, or
 - Taking a voluntary demotion by choosing to accept a lower FTE in their assignment for the upcoming school year
 - Increasing their FTE
 - If an employee chooses to excess themselves from the site or department.

Separation Form

- Must be completed **electronically** ([Click Here for Link](#)) when an employee is:
 - Ending Employment Contracts (must check "Discontinuation of Contract" see below),
 - Voluntarily deciding to leave MPS, or
 - Choosing to retire before the upcoming school year

Re-licensure/Licensure Expiration Form

- Licensure Expiration Forms must be completed for any teacher whose Tier 2, Tier 3, or Tier 4 license is expiring on June 30, 2020. Teachers who do not renew their license prior to the 2020-2021 school year risk being placed on unpaid leave until their license is renewed.

Employee Waiver for Leaves of Absence – Non-Licensed Staff Form

- Must be completed if an employee is waiving their right to return from leave to their current position at the site.

Request for Employment Contracts and Teacher Emeritus Contract

- NOTE: Parent and Community Liaison are no longer Employment Contract positions. These positions now belong in the ESP bargaining group and must be created accurately through BTO.
- Employment Contracts:
 - American Indian Elder
 - Psychology Intern
 - Teacher Emeritus*
- Please remember that job descriptions must be used for Employment Contracts. They can be found on the budget tie-out website. People on Employment Contracts cannot work directly with students, provide prep, or do any work that belongs to another bargaining unit.
- Employees ending Employment Contracts must complete an electronic Separation Form.

***Teacher Emeritus**

- Employees on Teacher Emeritus contracts cannot be teachers of record unless approved by the Director of Talent Acquisition for a high-needs licensure area for a period of less than one (1) semester.
- Employees on Teacher Emeritus contracts that are under .5 FTE **cannot** be offered benefits in the position.

Teacher Licensure

Effective July 1, 2018 the former licensing structure used by the former licensing board was retired and a new, tiered licensure system was implemented by the new licensing board, Professional Educators Licensing and Standards Board (PELSB). For BTO 2019, there was a combination of the old licenses/permissions and the new licenses/permissions at play in understanding your teachers' rights and your leadership decisions for the 2019-2020 school year. This BTO 2020 there should be no further combinations of old licenses/permissions; all licensed staff should be on the tiered licensure system.

For more specific information on the different Tiers, please visit

https://www.educationminnesota.org/EDMN/media/edmn-files/resources/TieredLicensure_Infographic-9-18.pdf

[Checking Licensure Status](#)

Visit Educator License Lookup at <https://public.education.mn.gov/LicenseLookup/educator>

Tier 1 licenses: Tier 1 licenses are issued for one (1) year. Teachers on Tier 1 licenses do not have continuing contract rights. All teachers on a Tier 1 license **must be excessed** at Budget Tie Out and the position made available in Interview and Select.

Positions in **hard-to-fill* licensure areas that are not applied for by any qualified internal candidates and have no excessed internal candidates after the last round of I&S prior to matching can be posted for external candidates.

Hiring candidates on Tier 1 licenses will be scrutinized by the Human Resources team. Please expect it to take additional time to complete a hire of a teacher on a Tier 1 license, as we must ensure we can comply with the licensure rules. We will not allow a teacher to start in a classroom until we have licensure approval. Your HR Consultant has full discretion about whether or not to extend an offer of employment to a non-licensed candidate.

Tier 1 licenses for subject areas outside of CTE and cannot be issued to anyone without a bachelor's degree based on the PELSB rules.

Tier 2 licenses: Tier 2 licenses are issued for two (2) years. This will be the first year that Tier 2 licenses have an expiration date of June 30, 2020.

A teacher on a Tier 2 who can **provide evidence** of the following for renewal to a Tier 2 or has met requirements for a Tier 3 does not need to be excessed during BTO:

In order to renew a Tier 2 license, the teacher must complete the following renewal condition(s) with [PELSB](#); *please note the District has affirmed that you have participated in teacher development and evaluation:*

- If teacher obtained the Tier 2 license by verifying enrollment in a Minnesota-approved teacher preparation program, their program advisor must certify with a letter (email) to PELSB that they have made meaningful progress toward the completion of the content specific program. The teacher will need to provide this evidence not only to PELSB but send the communication sent to PELSB to the HR Consultant as evidence of the renewal.
- Affirm that teacher has participated in cultural competency training either with [PELSB](#) or with MPS. The teacher must send registration or certificate of completion to the HR Consultant as evidence of the renewal.
- A renewal application and fee should be completed through PELSBs [Online License Renewal System](#). **Note: Application for renewal is open after June 30 of the renewal year.**

So long as the teacher has met the renewal conditions listed by providing evidence to HR the teacher will not be excessed due to licensure; the HR Consultant will be prepared to complete the District Verification form submitting the form back to the teacher.

For more info on Tier 2 renewal, please go to the PELSB at [Renewal Requirements for a Tier 2 License](#)

If the teacher has met the requirements to transition their Tier 2 to a Tier 3 license with PELSB the following evidence should be provided to the HR Consultant:

- Passing Scores (content and pedagogy)
- One (1) of the Following:

- Completion of a MN-approved teacher prep program.
- Completion of a prep program from another state that includes field -specific student teaching equivalent to requirements of MN programs
- Portfolio in a given licensure field
- Professional teaching license from another state, license in good standing and two (2) years of teaching experience.

A teacher must provide all evidence to you and you will submit it to your HR Consultant at the time when BTO files are due. If the teacher is unable to do so prior to when BTO files are due, the teacher will need to be excessed and the position made available in Interview and Select.

Teachers who are allowed to stay in their position due to providing evidence and must provide proof of renewal application/approval of a Tier 2 license or application/approval of a Tier 3 license on or before August 1st, 2020. Teachers who have not provided proof of application/approval may be at risk of termination.

Please expect it to take additional time to complete a hire of a teacher on a Tier 2 license, as we must ensure we can comply with the licensure rules. We will not allow a teacher to start in a classroom until we have licensure approval.

Out-of-Field Permissions: These permissions are issued by PELSB to currently licensed teachers to teach in a subject area that is outside of their licensure area. These permissions are issued annually and the permissions from 2019-2020 school year will expire on June 30, 2020. A teacher can receive one of these permissions four times in their career, which means five total, and there is language in rule that says a teacher can have more if they show “good cause” to the board. Teachers on an Out-of-Field permission do not need to be excessed from their positions. Your HR Consultant will need to provide a special permissions application requesting an out of field special permission to the position posting requirements to PELSB for each of these circumstances, so please work closely with your HR Consultant if keeping a teacher in a position that will need an Out-of-Field permission for 2020-2021. The teacher must accept the Out- of-Field Permission by signing the application.

English as a Second Language Teachers (ESL):

Beginning school year 2016-2017 Every Student Succeeds Act (ESSA) law eliminated the Highly Qualified requirement. ESSA requires that teachers must be appropriately licensed in accordance to state statutes and rules. This creates an issue for ESL teachers who were deemed Highly Qualified because this enabled them to grant content credit even if they were not licensed in that content area. **ESL teachers teaching core content areas and/or awarding core content credits are required to hold both an ESL license and content license or permission.** Teachers who do no longer meet the “highly qualified” definition, will need to apply for an Out-of - Field permission in their content area to not be excessed from their position. Your HR Consultant will need to provide a special permissions application requesting an out of field special permission to the position posting requirements to PELSB for each of these circumstances, so please work closely with your HR Consultant if keeping a teacher in a position that will need an Out-of-Field permission for 2020-2021. The teacher must accept the Out- of-Field Permission by signing the application.

However, MPS does not issue MN teaching licenses, Human Resources will work directly with you to ensure each teacher in this situation has the correct licensure/permission for 2020-2021. Please make sure you notify your HR Consultant of any staff in your building this change impacts.

Hold Dates/No Changes

After your BTO check-out meetings are completed Finance and Human Resources have implemented two hold dates where no further changes can be made to your previously approved BTO files. These changes include but are not limited to positions and funding allocations. These hold dates are published on the BTO and I&S Timeline. The hold dates will remain in effective until otherwise notified by Finance and Human Resources.

Specific Position Information

“Behavior Deans”: Behavior Deans are not official positions with MPS. Utilization of this title across multiple job classifications (AEs, SSPAs, etc.) is not appropriate or approved by MPS and puts the work being done by individuals holding these titles at risk. You must review any position you are referring to as “Behavior Dean” with your HR Consultant and ensure that the work being done fits the approved and appropriate job classification the person is conducting. Continuing to refer to Behavior Deans across legitimate classifications could have a financial and work allocation impact that would be unmanageable for your site.

Bilingual/Bicultural classrooms: Positions created as Bilingual/Bicultural in Budget Tie Out cannot be changed to regular elementary once the 2020-2021 school year has begun. Individuals must hold a content license and a Bilingual/Bicultural license to teach in this assignment (i.e. Elementary and Bilingual/Bicultural). Candidates who do not have the Bilingual/Bicultural license but are filling a hard-to-fill position must provide proof of having passed the ACTFL oral exam at the “advanced” or “superior” proficiency level.

Elementary Teachers:

The Elementary Department includes:

- Classroom
- Assurance of Mastery (AOM)
- Talent Development and Gifted Education
- Title I
- Kindergarten

Employment Contracts: These are not contracts for permanent employees and employees on Employment Contract have no rights to continued employment; they cannot participate in the transfer process. Renewal annually is at the discretion of the site/program/department and must be approved by HR. A Request for Employment Contract must be completed, and a new contract generated every year.

Persons on Employment Contracts:

- Cannot exceed \$30,000 in a 12-month period or \$22,000 in a school year. This includes people on multiple contracts.
- Combined weekly salary cannot exceed \$577.
- Include Teacher Emeritus contracts; all salary caps apply.
- Cannot be doing any work directly with students or work that belongs to another bargaining unit (exceptions for Teacher Emeritus).
- Are not Artists in Residence – these people must be hired as Independent Contracts and cannot be used to provide preps.

Family and Community Liaisons: Family and Community Liaisons are no longer Employment Contract positions and are a position that belongs to the ESP bargaining unit. If an employee is expected to do a majority of their work within this classification, the person must be in a position titled Family and Community Liaison. For official job description, see:

<https://staff.mpls.k12.mn.us/Depts/hr/Total%20Compensation/Job%20Descriptions%20F-G/Family%20and%20Community%20Liaison.pdf>).

MIs-classifying a person whose main role is as your Family and Community Liaison can bring negative consequences if discovered later and can have significant equity impacts across the District. Principals are held accountable for accurately using classifications for the work expected and conducted in each position.

High-Five Teachers: Must hold a Pre-K license. There are no exceptions due to State requirements. High-Five positions are Citywide positions, per the MFT contract. If a High-Five classroom/program is relocated to another site, it is considered to be moving intact even though students do not move with the program; teachers should be moved with the program to the relocated site.

Job Share: A job share is when an employee in a full-time position at one location that belongs to the collective bargaining unit, currently under contract, expresses interest and is approved to share the position with another member of the collective bargaining unit, currently under contract or on requested leave. Both job share employees must work the full year. Job shares cannot be created with a person who is not currently employed with MPS under the MFT contract. A site that approves a job share is accepting the cost of benefits for both employees.

When a job share is dissolved:

- Both employees are from the same site and department - the more senior employee owns the position and the other employee is excessed.
- Different sites – the employee originally at the site owns the position and the other employee is excessed.
- Different department, same site – the employee originally in the department owns the position; the other employee retains rights to a position at site based on seniority, if that right existed prior to job share.

If one employee goes on a paid leave of absence (i.e. FMLA) and will be accessing sick leave for all or part of the leave and the remaining employee assumes the position full-time during the leave, the working employee will be paid at the reserve rate of pay during the additional time. If the building wants the job share partner to be paid at contract rate, the building needs to fund the difference between the reserve and contract rate.

Leave of Absence: Licensed Employees wishing to take a Leave of Absence for the 2020-2021 school year must submit their request for Leave by February 1, 2020.

Non Licensed Employees wishing to take a Leave of Absence for the 2020-2021 school year must submit their request for Leave by March 15, 2020

Employees on Leave who are excessed at Budget Tie Out need to participate in Interview and Select to secure a position for the upcoming year.

Employees who are on Leave but who are not excessed (maintain rights to their current position) cannot participate in Interview and Select.

Middle School, Elementary Grades: If you have a middle school or K-8 school and plan to have a standalone 5th or 6th grade classroom, you must have written approval from your Associate Superintendent and provide it to your HR Consultant prior to the Budget Tie Out due date. This will allow you to use elementary licensed teachers in these positions; these teachers must teach all content areas to 6th grade students and cannot teach specialized content areas.

Middle School, Secondary Grades: Teachers with high school (7-12) licensure can teach in 7th and 8th grade positions but cannot be scheduled to teach 6th grade students. We will not be getting out of field permissions for teachers if we discover they are teaching in 6th grade classrooms once the 2020-2021 school year begins.

Middle School Science: Teachers must be licensed in Science 5-8 or Science 5-9 to teach middle school science.

New Positions: No new job classifications (job titles) can be added that have not gone through the formal PAQ (job evaluation) process with Total Compensation.

Probationary Teachers: Probationary teachers are teachers who have been in a teacher position with the District for three (3) or fewer consecutive years. These teachers do not have tenure and must be recommended for renewal until they have completed three (3) consecutive years of teaching. Principals make a recommendation for renewal or no-rehire each year for each Probationary Teacher on their staff roster. Teachers who are recommended for no-rehire (non-renewal) cannot participate in the Interview and Select process unless the recommendation is changed through a reappointment (through Employee Relations or Talent Management). Principals cannot change the decision for no-rehire after the date budgets are due.

School Social Workers (SSWs):

Citywide:

- If a citywide program is moved or closed, SSWs may move into a vacant SSW position at the current building at the request of the building administrator. The SSW can consent to move into a vacant SSW position at the current building or can elect to be excessed and participate in the transfer process. If no position exists at the site, the SSW will be excessed.
- Buildings can elect to fill vacant citywide program SSW positions with existing SSWs upon mutual agreement between the Manager of Social Work Department, Principal and employee.

Specialist Positions:

- Different sites should consider bundling specialist positions (art, music, physical education, media) to help in the identification of qualified, committed teachers in filling individual, smaller FTEs at each site. Your HR Consultant will help you with bundling.
- Travel time must be taken from the teachers' instructional time at each site if they are assigned to more than one site per day.
- Sites will be required to split mileage reimbursement if the teacher travels between sites.

Teacher Emeritus: must be a retired Minneapolis Public Schools teacher who is selected to work part-time to provide a variety of specialized services based on an area of expertise; Teacher Emeritus contracts are Employment Contracts and are not permanent employees.

Retired teachers being offered Teacher Emeritus Employment Contracts:

- Should check with TRA to determine any salary cap that may exist,
- Must have at least a thirty (30) day break in service from MPS,
- Must hold a current, valid, full-time teaching license (Tier 3 or Tier 4),
- Cannot be offered benefits if the contract is below .5 FTE (it would be rare for the contract to be over .5 FTE), AND
- Must adhere to the same salary caps found in the Employment Contract section.

Teachers on Special Assignment (TOSAs): TOSA positions are intended for highly qualified teachers who have been identified as having high-level skills that fit the unique needs of a site.

- TOSAs cannot be scheduled to be the teacher of record during the school day. TOSAs are unable to secure Reserve Teachers in the case of absence.
- TOSA positions must all have responsibility-specific job descriptions in order to be approved and posted.
- TOSA positions must be made available to all teachers at your site and must go through an interview and selection process at your site.
- TOSAs and Excessing:
 - If hired to a site prior to becoming a TOSA (through transfer or a new hire), the teacher retains rights at that site.
 - TOSAs who retain rights at their building after a reduction retain rights to the department where they have spent the majority of their time teaching over the past three years (and in which they are appropriately licensed).
 - If hired to a site initially specifically as a TOSA, the teacher does not retain rights at their site and must be excessed.
 - These rules apply to all TOSAs, including Admin TOSAs, and Title I Content Specialists.

Licensed Positions (MFT) Budget Tie-Out Information

Excessing – this process must happen when reducing the number of staff or staff hours. Staff reduction (loss of positions or hours) must occur for excessing to take place.

- If an employee's FTE is increased, the employee cannot excess themselves to reject the increase.
- Teachers hired after the start of second semester are automatically excessed.

Process and Rules for Excessing

1. Excessing procedures identified in the Teachers' Contract must be followed (Article XV).
2. Prior to canvassing, all teachers who do not hold a permanent position and/or do not hold a license for the position for school year 2020-2021 should be excessed (see licensure guidance, above)
 - a. Teachers who filled positions after the start of second semester do not have permanent rights to the position and must be excessed
 - b. Teachers who do not hold a valid license for the 2020-2021 school year for the position they are teaching must be excessed (see the Teacher Licensure Section for further details).
 - c. Reserve Teachers are not excessed or canvassed. If you have a position budgeted for the following school year that does not have a teacher assigned, this is considered a vacancy. Reserve teachers must be released at the end of the school year.

3. Teachers who acquired their positions through the following methods shall be considered permanent:
 - a. Teachers who accepted a position during Interview and Select the prior year.
 - b. Teachers who were reappointed back to their original site after being recommended for non-renewal.
 - c. Teachers who were placed in a position by the Placement Committee.
 - d. Teachers who were recalled to a position as tenured teachers.
 - e. Teachers who filled newly created or vacated positions prior to the end of the first semester.
4. If you need to canvass your teachers, please work directly with your HR Consultant prior to having conversations to ensure you have an accurate seniority list and your staffing decision(s) adheres to all contractual and HR agreements.
5. Canvassing and excessing **must be completed prior to the Budget Tie Out due date** and all forms must be submitted by the BTO due date for final HR approval. Hiring cannot begin until all forms have been completed and submitted to your HR Consultant.
6. Teachers must be canvassed in seniority order within the licensure area/department. Only teachers in permanent positions with a valid license for the position they are teaching should be canvassed.
 - a. The amount of time a teacher works in the building does not impact the seniority order.
 - b. K-8 sites:
 - i. Canvassing takes place by department in seniority order (Music, Art, Social Studies, Elementary, etc.).
 - ii. If reduction is in Elementary, only include K-5 teachers in canvassing (include 6th grade if teachers were teaching stand-alone 6th grade classrooms after getting approval the prior year at BTO).
 - iii. If reduction is in secondary grades, teachers in grades 6-8 in the relevant department will be canvassed.
7. Teachers will be excessed based on the department in which they are teaching during the current school year.
8. You will need to identify a day to do your canvassing and ensure you canvass all of your teachers in seniority order, including those on leaves of absence or those who are absent on the canvassing day.
9. You cannot identify a teacher to be excessed without canvassing ALL teachers in the impacted department.
10. If a more senior teacher chooses to voluntarily excess her/himself, the teacher must complete a Licensed Employee Status Change form.
11. If there is not a more senior teacher that chooses to voluntarily excess, the least senior teacher in the impacted department is excessed and must complete a Licensed Employee Status Change form.

Things To Know:

- *Teacher Seniority Number: The lowest number is the highest seniority number.*

A teacher can generally only be excessed for these reasons:

1. *Reduction in their department*
2. *Lacks a valid license for the coming school year*

3. *Works at multiple sites and there is a change in FTE at one or more locations that increases their FTE to more than 1.0.*
4. *Hired after the first semester.*

Internal Reassignment of Licensed Staff

Principals/supervisors at sites can reassign teachers within the building, including teachers who have just accepted a position at the site. Reassignment must be made in accordance with categorical and general staff allocations, policies, rules, and administrative regulations of the school district and any applicable collective bargaining agreements into which the School Board has entered. Teachers must hold the appropriate license for the position to which they are being reassigned.

Reassignment procedure (must be completed prior to any internal reassignment):

1. Prior to internal reassignment, the site administrator shall have a professional conversation with the teacher to seek mutual understanding and agreement. This should be documented by both parties.
2. Upon written request of the teacher, the site administrator shall provide, within three (3) calendar days, written notification of the educational reasons for the teacher's internal reassignment.
3. The teacher shall have the right to appeal the reassignment through an in-district mediation process conducted or arranged by the MFT and the Principal's Forum. This mediation must be requested in writing within three (3) days of receiving the educational reasons for reassignment.
4. If understanding and agreement cannot be reached through the internal mediation process as described, the teacher shall have three (3) duty days to appeal the issue in writing to the appropriate Associate Superintendent.
5. The Associate Superintendent will render a decision in writing within three (3) duty days of receiving the appeal.
6. The teacher's assignment will be held until the determination of the Associate Superintendent provides the determination in writing to the teacher.

Recall of a Teacher after being Excessed

If a site has a position restored in a department from which a teacher(s) was excessed, the site must recall the most senior excessed teacher in that department to give them the option of returning.

- The recall process and procedure is in effect until July 31, 2020.
- Positions that are restored due to resignation, retirement, a teacher voluntarily transferring out of a building, or additional funding must all follow the recall process and procedure.
- The site must notify HR when the recall occurs by completing an Employee Recall Form.

Citywide Programs

Teaching staff assigned to Citywide programs are not considered to be a part of the overall building seniority. Citywide positions are positions allocated to sites through the relevant department at the Davis Center. Citywide program staff are not impacted by reductions being made through site-specific budgeting and structure and include staff in the following programs:

- High-Five
- Autism
- D/HH (Deaf/Hard of Hearing)

- ECSE (Early Childhood Special Education)
- Hospital Agencies
- Federal Setting IV EBD (unless standalone site)
- Life Skills
- DCD (Developmental Cognitive Disability)
- CLASS (Coordinated Learning for Academic and Social Success – 6 -12)
- POHI (Physical and Other Health Impairments)
- SBA (Site Based Allocation)
- SPAN (Special Programs Adolescent Needs, Secondary)
- SPEN (Special Program Elementary Needs)

Related Services:

- Audiology
 - D/APE (Developmental/Adapted Physical Education)
 - OT/PT (Occupational and Physical Therapy)
 - Psychology Services
 - Speech/Language Services
 - Nursing
 - School Social Workers
 - Reassignment and Relocation of staff:
- *Internal Reassignment:* Cannot take place from Citywide program to building program and vice versa. Movement between programs must happen through the transfer process (see SSW description for exception).
 - *Site Moved Intact:* If an entire Citywide program is relocated to another site, it is considered moved intact. The staff who work within the program move with the program. Simply, if the kids in the program move, the staff who work with them will move to maintain continuity of services and support (see SSW exception).
 - This is applicable if all classrooms move to one site or if one or more classrooms are moved to multiple sites. The staff working with the students follow the students if they are moved together.
 - **High Five exception:** Students are only in High-Five for one year and will never move with a program. However, relocation of high-five programs is considered as having been “moved intact” and the teachers move with the program to the relocated site.
 - *Teachers working in concurrent Citywide and site-based positions:* Teachers working part-time in Citywide and site-based positions at the same location belong to both programs. They can choose to stay at the site or be moved intact with the program.
 - *Prep Providers for Citywide Programs:* Care must be taken to ensure that if a student’s IEP indicates that they are served in Special Education 100% of the time, the prep provider must be appropriately licensed in Special Education. Any position funded with Special Education dollars requires a special education license.

Leaves of Absence

- You must ensure that all employees who are on Leave of Absence are accurately entered into your Budget Tie Out file.

- If an employee is on FMLA/medical leave and is accessing their sick time at the beginning of the following school year, the position cannot be filled permanently until the employee is no longer being paid from the position (or the site can identify available funds to pay for a replacement at the same time).
- Teachers who take a leave of one year or less have rights back to their position at the site.

Education Support Professional (ESP) Budget Tie-Out Information

Process and Rules for Excessing:

Education Support Professional procedures are in Article XIX of the ESP contract.

- This is determined by school/site, department, or citywide program.
- If you need to excess an ESP position, review your ESP seniority list and plan for excessing with your HR Consultant prior to alerting a staff person that they will be excessed. This will help us avoid any unnecessary or erroneous conversations and grievances.
- SEAs are the only ESP classification that is to be canvassed; otherwise reductions occur based only on the seniority processes.
- SEAs in a Citywide program being reduced are canvassed in seniority order within the program at the site; if no one chooses to be excessed, reductions occur starting with the least senior SEA at the site in the Citywide program.
- If a position is eliminated, the least senior person in the classification is excessed (SEAs are canvassed).
- If a position is reduced in hours per week:
 - a. The least senior person in the classification is asked if s/he wants to accept the reduction in hours.
 - b. If the person declines, they are excessed from the building.
 - c. The position becomes a vacancy and must be posted reflected the reduced hours.
- You must have a clear conversation with any employee being excessed to confirm with them that they do not have a position at your building in the coming school year and must participate in the transfer process for their job classification.
- Non-licensed seniority numbers lowest/earliest dates are the highest seniority.
- A *Non-Licensed Employee Status Change Form* must be completed for the excessed employee or an employee who has accepted a decreased assignment (voluntary demotion) and submitted to your HR Consultant by the Budget Tie Out due date. Hiring for your building cannot begin until all forms have been submitted to accurately reflect your approved file.

Associate Educators

Associate Educators are excessed by class option. Each Associate Educator can only have one class option.

Behavior Dean is not a class option and using this title may lend the site to challenges in the future. Interpreter for Hearing Impaired is no longer an ESP position; it is now its own classification. The following are the only class options recognized in the collective bargaining agreement:

- Behavior Resource
- Bilingual

- Classroom (Academic)
- Media Resource
- PDP Mentor
- Title I Computer Resource
- Transportation Resource
- Truancy

Citywide Programs (AEs)

Associate Educators can be assigned to the following citywide programs:

- **High Five:** Students are only in High-Five for one year and will never move with a program. However, relocation of High-Five programs is considered as having been “moved intact” and the staff move with the program to the relocated site.
- *Site Moved Intact:* If an entire Citywide program is relocated to another site, it is considered moved intact. The staff who work within the program move with the program. Simply, if the kids in the program move, the staff who work with them will move to maintain continuity of services and support (see SSW exception).

Vacancies

- Sites may decide to bundle vacancies prior to posting in order to attract candidates to a possibility of a higher FTE. You need to discuss this with your HR Consultant prior to bundling for approval and to confirm contractual agreements are being followed.
- All vacancies are filled through an interview and select process.
- AEs and SSPAs who are excessed and who do not secure positions through the interview and select process do not have rights to another position, unless they have previously held another classification with the bargaining group for which a position exists, and their seniority secures placement for them.

Internal Reassignment

- Internal reassignment to a different class option (i.e. behavior resource, transportation, etc.)
- A non-licensed employee working fewer than twenty (20) hours (non-benefit eligible) in the current school year at your site cannot be assigned to a twenty (20) or more hours (benefit eligible) position next school year. Additional hours need to be posted and made available to all employees.
 - **Exception:** Educational Assistants (EAs) have contract language which gives them the option of moving with the program or being excessed and going to bidding (see below).
 - This is applicable if all classrooms move to one site or if one or more classrooms are moved to multiple sites. The staff working with the students follow the students if they are moved together.

Special Education Assistants

Citywide Programs (SEAs)

Special Education Assistants (SEA) and Bilingual Program Assistants (BPA) assigned to Citywide programs are not considered part of the overall building seniority. Citywide program staff are not impacted by reductions that take place with building positions. The following are Citywide programs:

- High-Five
- Autism

- D/HH (Deaf/Hard of Hearing)
- ECSE (Early Childhood Special Education)
- Hospital Agencies
- Federal Setting IV EBD (unless standalone site)
- Life Skills
- DCD (Developmental Cognitive Disability)
- CLASS (Coordinated Learning for Academic and Social Success – 6-12)
- POHI (Physical and Other Health Impairments)
- SBA (Site Based Allocation)
- SPAN (Special Programs Adolescent Needs, Secondary)
- SPEN (Special Program Elementary Needs)

Internal Reassignment

- Internal reassignment to a different classification (i.e. disability area, class option)
- A non-licensed employee working fewer than twenty (20) hours (non-benefit eligible) in the current school year at your site cannot be assigned to a twenty (20) or more hours (benefit eligible) position next school year. Additional hours need to be posted and made available to all employees.

Internal Reassignment: Cannot take place from Citywide program to building program and vice versa. Movement between programs must happen through the transfer process.

- **Exception:** Special Education Assistants can be reassigned if agreed upon by the principal and the employee. If a mutual agreement is in place notify Special Education Funding and your HR Consultant so that the move can be properly documented and satisfied in SAP.
- *Site Moved Intact:* If an entire Citywide program is relocated to another site, it is considered moved intact. The staff who work within the program move with the program. Simply, if the kids in the program move, the staff who work with them will move to maintain continuity of services and support (see SSW exception).
- SEAs who are excessed can be reassigned internally to verified vacancies at a site. The reassignment must be agreed upon by the site administrator and the employee. If a mutual agreement is in place notify Special Education Funding and your HR Consultant so that the move can be properly documented and satisfied in SAP.
- EAs can be reassigned from a Citywide program to a site and vice versa.
- *Excessing Citywide SEAs:* If there is a reduction in a Citywide program at a site, SEAs in that program will be canvassed in seniority order giving them the option to be excessed. If no one opts to be excessed, reductions occur beginning with the least senior SEA in that site's Citywide program.

Recall and Restoration of ESP positions

- If a site has a position restored in a department from which an ESP employee was excessed, the site must recall the most senior excessed employee in that classification to give them the option of returning.
- Restoration process and procedure for AEs and SSPAs is in effect prior to the first duty day in August of that year.

- All other ESPs laid off due to a reduction in force, hold recall rights for thirty-six (36) months from the effective date of layoff for recall to a position in the same classification.
- Positions that are restored due to resignation, retirement, an ESP voluntarily transferring out of a building, or additional funding must all follow the Recall and Restoration process and procedures.
- The site must notify HR when the recall or restoration occurs and complete the Employee Recall Form.

Leaves of Absence

- A position must be held at the site for a non-licensed employee who has been/is going on leave of absence for six (6) months or less, unless they have signed an Employee Waiver form waiving their right to return to their position at the site, or they have indicated that they will be on a leave of absence longer than six (6) months and/or for up to one year.

AFSCME (Clerical) Budget Tie-Out Information

AFSCME rules for excessing can be found in Article 18.6

- Every school must have a Secretary. Approval of a Secretary at a small site of less than 1.0 FTE must be approved by the Director, Talent Acquisition.
- Security Monitors cannot be used for direct student support in the hallways, in classrooms, or during lunch time. Please review the job description for accurate assignment of responsibilities.
- Hiring for vacant AFSCME positions prior to the end of the second semester will be suspended at an agreed upon date between HR and AFSCME.

Process and Rules for Excessing:

Excessing exists when a position is eliminated or there is a decrease in FTE in a classification at a site due to reduced clerical allotment.

1. If a position is eliminated, the least senior person in the classification at the site is excessed.
 2. If an employee's hours are decreased, the employee will have the option of excessing themselves from the position or only that part of the position that is being changed:
 - a. If the employee declines the reduced position, the smaller FTE is a vacancy and the old position is canceled, and
 - b. Transfer/reassignment rules are used to fill the vacancy.
 3. If an employee's FTE is increased, they do not have the option of being excessed unless they hold positions at multiple sites and the change would increase the employee to over 1.0 FTE.
 - a. If the employee desires lower FTE than after the increase, they must participate in a voluntary transfer to secure lower FTE.
- All vacant positions will be filled using the transfer and reassignment rules in the AFSCME contract. Excessed employees who do not secure a position during the voluntary transfer process may secure a position during placement through District seniority.
 - If HR determines during BTO that there are more excessed employees in a classification than available positions, all vacancies may be held for placement.

- AFSCME employees have district seniority; this may impact sites that do not have vacancies as positions may need to be created for more senior employees.

Recall

If a site has a position restored in a classification from which an AFSCME employee was excessed, the site must recall the staff to their former position (in seniority order, if more than one person in the classification at the site was excessed).

- Staff must be recalled until the first duty day for the job classification.

Accurate Entry in Admin Portal – Employee Actions

Every position in Admin Portal must have the accurate designation in the “Emp Action” section. This information is required to ensure we are following all contractual rules and accurately representing the employment history of each of our staff members. Every action changing the employment status or data of a staff person requires paper documentation. Do not hesitate to contact your HR Consultant if you are unsure of the correct action to enter. Please refer to the following chart to assist in accuracy:

EMPLOYEE ACTION	REASON	FORM
Termination – Prob Release-Performance	Probationary employees who are not being continued to the next year due to performance (i.e. No Rehire teachers); must be documented through Talent Management or Employee Relations	No Rehire Acknowledgment Form**
Termination – Discontinuance of Contract	Only to be used for people on Employment Contracts not continuing to the next year (i.e. Teacher Emeritus); this does not apply to most of our employees	Electronic Separation Form
Termination – Prob Release-Staff Reduction	Do not use unless you have official notification from Director, Talent Acquisition	NA
Termination – Personal Reasons	All employees who have voluntarily chosen to leave MPS	Electronic Separation Form
Termination – Moving out of CE Assignment	Employees who are leaving a concurrent assignment, but their FTE is not impacted	Transfer/Change Form (HR)
Retirement – Retirement	Employees choosing to retire prior to the coming year	Electronic Separation Form
Transfer/Change in Position – Voluntary Demotion	Employee who is staying at the site but accepting a lower FTE.	Employee Status Change Form (Voluntary Demotion form <u>is not</u> needed)
Transfer/Change in Position – Change of Assignment	Employee who is staying at the site/department but changing to a new position. <u>Must be verified by HR that it follows contractual rules.</u>	Transfer/Change Form (HR)
Transfer/Change in Position – Excessed	Employees who are leaving a site/department due to reduction.	Employee Status Change Form
Transfer/Change in Position – Partial Excess	Employee is a teacher and wants to retain rights to current FTE, but position is being decreased or an increase brings them over 1.0 FTE due to concurrent position. Staying in this position, but still has rights to full FTE. Only applies to teachers.	Employee Status Change Form (Licensed)
Transfer/Change in Position – Temp/Reserve Assign End	Employees who were filling in a temporary position during the year and the position is now ending (all temporary positions should be closed, and permanent employees sought for continuing work).	N/A – HRIA/HR Action in SAP
Concurrent Hire	DO NOT USE	

EMPLOYEE ACTION	REASON	FORM
Leave of Absence – Active/Paid	Employee currently in position has requested a leave of absence for the upcoming year.	Leave of Absence Request
Leave of Absence – Inactive/Unpaid	SHOULD ONLY BE ENTERED BY HR	Leave of Absence Request
Transfer/Change in Position – Transfer into New Location	Employee’s position is closed, but the employee is not excessed due to securing another position at another location.	Transfer/Change Form (HR)
Currently Vacant – No Current Employee	Position does not have an employee in it.	N/A
Transfer/Change in Position – Increase in Hours	Employee filling the position is increasing their FTE. An employee currently holding a position being increased cannot decline an increase. No employee in the position and the position is being increased.	Transfer/Change (HR)
Transfer/Change in Position – Change/Update Location	DO NOT USE	N/A
Transfer/Change in Position – Decrease in Hours	No employee in the position and the position is being decreased.	N/A

Section 3 - Finance

This section of the manual is designed to provide an overview and details regarding the allowable uses of various funding sources. In addition to the information contained in these parameters, any planned purchases/positions must comply with applicable laws and district policies and procedures.

Achievement and Integration Parameters

The Legislature established the Achievement and Integration (AI) Program and funding in order to pursue the following goals (Minnesota Statutes, Section 124D.861):

- Increase racial and economic integration
- Increase student academic achievement
- Create of equitable educational opportunities
- Reduce academic disparities

Racially Identifiable Sites

Racially identifiable school means a school where the percent of protected students in a school is more than 20 percentage points above the percent of protected students in the entire district for the grade levels served by that school. This is based on Minn. Rule 3535.0110 subp. 6. Minn. Rule 3535.0110 defines protected students as African/Black Americans, Asian/Pacific Americans, Chicano/Latino Americans, American Indian/Alaskan Natives, and multi-racial.

Per-Pupil Allocation

Schools that have been designated by MDE as Racially Identifiable School (RIS) sites will receive a per-pupil allocation of Achievement and Integration (AI) Program funding. You should consider how to use your Achievement and Integration (AI) funding, along with any Q Comp, Title, or other allocations, in order to strategically and resourcefully fund site and district priorities.

Allowable Uses of Achievement and Integration Funds

The guidance below details what are allowable and prohibited uses of AI funding at the school level. AI Program funding uses funding code Fund 1005. If you have been allocated AI funding, you must submit a line-item budget and a plan for how you will use the funding prior to the due date for Budget Tie-Out:

- The document to use for your line-item budget for AI funding will be shared with you through Google Drive around the time you receive your budget allocation
- You can submit your plan for use of your AI funding using this [Google Form](#) Your line-item budget and plan must be approved by the Director of Equity and Integration. Allocations that do not meet the following guidance will not be approved.

You must include implementation and outcome goals that demonstrate how these strategies will support the district Achievement & Integration outcomes.

What Strategies Achievement & Integration Can Fund:

- **Strategies Directly in the Achievement and Integration Plan**
- **The TYPES of program approved in statute include:**
 - Integrated Learning Environments
 - Family Engagement Initiatives
 - Rigorous Career and College Readiness Programs
 - Professional Development
 - Recruitment and Retention of Diverse Staff
 - Equitable Access to Effective and Diverse Teachers

Prohibited Uses of Achievement and Integration Funds

First and foremost, Achievement and Integration funding must be used to supplement, and not supplant, required programming. Funding may not be used at the school level:

- To supplant district efforts (AI revenue may not be used to fund existing positions unless staff in those positions are taking on new responsibilities for interventions or activities listed in a RIS school's AI plan)
- For continual technology purchases (may only be used for an initial buy)
- For any English Learner, Special Education, or Adult Education programming
- For capital improvements

Process for Requesting a Revision for Use of Achievement and Integration Program Funds

In the event that you want to revise your plan for use of Achievement and Integration Program funds after Budget Tie-Out, you will need to complete a Budget Revision Form. Contact Kandace Logan, Director of Equity and Integration (Kandace.logan@mpls.k12.mn.us), to request the form.

Advanced Academics

(IBDP, IBCP, AP, Concurrent Enrollment/CIS, PSEO)*

Contact Name: Kelly McQuillan

Email: kelly.mcquillan@mpls.k12.mn.us

Contact Dept: Talent Development & Advanced Academics

Phone: 612.668.5303

Methodology of allocation:

High schools were allocated funds to support continued implementation and improvement of all of the Advanced Academic programs. Each site is allocated:

- Advanced Academics Coordinator (IB DP, AP, CIS, PSEO, CE)
 - 1.0 FTE at Henry, Edison, Roosevelt, South, Southwest, Washburn.
 - .5 FTE FAIR, Heritage, North
 - *This position expands leadership responsibilities for instructional leadership of all advanced academic programs*
- IBCP Coordinator: 0.3 FTE at Henry, Roosevelt, Southwest
- Professional development funds are allocated to Henry, Edison, North, Roosevelt, South, Southwest, Washburn to assist in the mandatory training of teachers in advanced academic programs and coursework. See budget tie out for dollar amounts to each site.

Talent Development & Advanced Academics will fund the following additional costs associated with programs:

- IB License and evaluation fees
- MNIB dues
- ManageBac license
- IB Exam fees and shipping (beyond state reimbursement and collected student fees)
- CIS student tuition
- Core texts for advanced courses
- Targeted student supports (site plans developed around student data and school improvement goals)

Required uses of allocation (non-negotiables):

Coordinator:

- Schools must purchase a coordinator.
 - Schools may choose to “buy up” to a full FTE with other funding
 - Schools may not “cash out” FTE allocations
- All new Coordinators must be hired from a centrally-screened pool of candidates
- Required professional development and district-wide collaboration for the coordinators will occur two half days per month 12:00-3:00pm. Thus, if teaching .4, the .4 part of the job would have to take place in the morning so that the coordinator can attend PD

PD Allocation:

- Dollars allocated should supplement (not supplant) other building funds dedicated to PD and support goals and strategies in the School Improvement Plan (SIP). Note [restrictions for use of Title I funds](#).
- In order to maintain authorization, sites should maintain records of level of training for each staff member and prioritize training necessary to maintain authorization.
- Buildings will be responsible for all registration, travel arrangements, and paperwork. Sites will submit a professional development plan to the Office of Talent Development in August and a spreadsheet with accounting in May for submission to MDE. Office of Talent Development will offer support as needed.
- *Additional PD funds will be available to support non-IB programs

Non-allowed uses of allocation:

- Funds may only be used for uses detailed above

Advancement Via Individual Determination (AVID)

Contact Name: Tommie Casey
Contact Dept: Teaching & Learning

Email: tommie.casey@mpls.k12.mn.us
Phone: 612.668.5472

Methodology of allocation:

AVID Elective course allocation is determined by:

1. Enrollment into AVID elective during the 19-20 school year
2. Implementation as measured by progress toward annual certification
3. Measured progress in the 19-20 AVID Site Commitments
4. Number of sections of AVID planned to implement in 20-21 as indicated by the school in their Excellence in AVID application

AVID Tutor Allocations:

AVID Tutor allocations are determined by number of AVID classes and number of students enrolled; there is a required 7:1 student to tutor ratio for each AVID class. AVID Tutors will be hired by district staff in the fall.

Required uses of allocation (non-negotiables):

Allocation is for:

- **AVID Elective Teacher:** Responsible for instructing the AVID Elective course and communicating and working with AVID tutors

Other allowed uses of allocation:

Basic Per Student (Fund 1001)

The basic per student in Fund 1001 is an allocation given to schools to help operate the school based on the projected enrollment in the fall. This is an unrestricted funding source and it can be used to buy up classroom teaching positions, classroom support staff, office support staff, and non-salary items such as reserve teachers, copy machines, and cell phones.

Class-size Requirement (Fund 1096/1001-Class Size)

Based on the projected student enrollment for next year, each site is required to have a specific number of classroom teachers to meet their class size. To meet this requirement, sites are given an allocation to strictly buy classroom teachers and prep teachers. This budget is broken down into two pots of money (Referendum fund 1096 and Class size-General fund 1001). If additional teachers are needed, you may use Compensatory Ed fund 1031 to buy additional teaching positions.

Grade	K	01	02	03	04	05	06	07	08	09	10	11	12
Class Size Targets	24	24	25	26	28	28	32	32	32	36	36	36	36
Transitional Class Size Targets	22	22	23	23	26	26	30	30	30	36	36	36	36
North Star Comprehensive	18	18	18	18	24	24	28	28	28	36	36	36	36

Allowable funding sources:

1001—Class Size-General fund

1096—Class Size-Referendum

Positions by subject area that can be funded with class size budget:

Art Teachers

Elementary Teachers

English Teachers

Foreign Language Teachers

Health Teachers

Math Teachers

Media Teachers

Music Teachers

Physical Education Teachers

Reading Teachers

Science Teachers

Social studies Teachers

Technology Teacher

Positions that cannot be funded with class size budget:

ESL Teachers

Psychologists

Special Ed teachers

Social workers

TOSAs

Non-licensed positions

Exception: Special Ed sites, special positions can be funded by the class size budget

Compensatory Education

[Minnesota State Statute Section 126C.15 subd. 1](#) provides that compensatory revenue is “...used to meet the educational needs of pupils who enrolled under-prepared to learn and whose progress toward meeting state or local content or performance standards is below the level that is appropriate for learners of their age.”

Based on the above state, the following are acceptable uses of compensatory funds:

1. Employing additional teachers and teacher aides to provide individualized remedial instruction in reading, language arts, mathematics, and other content areas or study skills
2. Employing additional teacher and aides to provide services to students in need of special education or ELL services
3. Employing additional teachers to lower class size or do team teaching
4. Conduct all-day kindergarten
5. Provide programs designed to increase the academic achievement of struggling learners by:
 - a. Employing additional teachers and/or teacher assistants to provide remedial instruction in reading, language arts, mathematics, and other content areas including study skills;
 - b. Providing ELL teachers/assistants;
 - c. Providing SERT services;
 - d. Employing additional teachers to lower class size or do team teaching;
 - e. Employing additional kindergarten teachers;
 - f. Conducting all-day kindergarten;
 - g. Providing health services;
 - h. Providing counseling/guidance services;
 - i. Providing social worker services;
 - j. Providing psychological services;
 - k. Providing a safe/secure environment;
 - l. Providing programs to enhance students’ self-concept;
 - m. Conducting after school or summer programs at your site by contracting with community-based organizations (CBOs);
 - n. Purchasing instructional materials;
 - o. Purchasing technology equipment or software;
 - p. Enhancing parental involvement;
 - q. Conducting staff development consistent with site/district staff development plans to improve remedial/intervention skills; and/or
 - r. Creating programs to reduce truancy.

CTE (Career and Technical Education)

Contact Name: Sara Etzel

Email: sara.etzel@mpls.k12.mn.us

Contact Dept: CTE/STEM

Phone: 612.668.5377

All CTE Perkins and CTE Levy fund expenditures must adhere to the following parameters:

- **CTE teachers must be properly licensed, according to the Minnesota Department of Education (MDE) in a manner that allows them to be eligible to draw Carl D. Perkins Federal Grant and CTE Levy funds.** Please work with the CTE department (Sara Etzel or Paul Klym) and Human Resources if you have questions related to eligibility. FYI - teacher out of field permission (variances) are not as easy to acquire in the new PELSB tiered licensing system.
- **CTE teachers funded by Carl D. Perkins federal or CTE Levy dollars must teach state-approved CTE courses in state-approved programs of study according to the Minnesota Department of Education (MDE and MNSCU continuously monitor compliance).** All MPS CTE courses are in the 90000 series. Please contact the CTE department (Sara Etzel or Paul Klym) for assistance related to programs/courses that have been approved.
- **FTEs associated with CTE teaching positions cannot be cashed in or changed to fund non-CTE teaching positions.** All CTE licensed positions are used to leverage funding in future school years. If you do not have a need for the positions that are allocated for your school site please contact Sara Etzel, Director of CTE.
- **CTE funds from Carl D. Perkins Federal Grant or the CTE Levy are designated by legislation to be used ONLY in grades 9-14 CTE state-approved CTE instruction as well as related course programming needs, and limited support of career exploration in 6th-8th grade.** Approval to spend outside of this constraint is very limited and requires MDE or Minnesota State (formerly MNSCU) approval.
- **Only enrolled CTE students and CTE teachers with appropriate CTE licenses may use Perkins and CTE Levy purchased CTE lab equipment and supplies.** In some instances, unplanned, unrepeated incidental use may be allowed upon written approval by MDE and MPS CTE director.

Methodology of allocation for Perkins funds (not CTE Levy dollars*)

- The annual Carl D. Perkins budget for MPS is approximately \$650,000 supporting 14 programs of study, 26 CTE teachers, and serving over 3,300 9-12th grade students, and supporting career exploration experiences for approximately 6,000 6-8th grade students annually.
- Access to and use of Virtual Job Shadow in grades 6th - 12th grade is financially supported by the CTE department. All teachers and students in 6th - 12th grade may use this online career exploration software in their classrooms throughout the academic year. Plans to fund Virtual Job Shadow have been secured through SY22.
- Perkins funds should be used as a catalyst for innovation and improvement, aligned with current and projected workforce needs as outlined by the CTE department; not year-to-year consumable supplies. General fund or CTE Levy allocations should be used for year-to-year consumable supplies.
- All Perkins spending is required to meet "maintenance of effort" (support vs. supplant) mandates.
- CTE resources are jointly managed by MCTC (our Minneapolis Consortium Partner) and industry partners who serve on the Minneapolis Perkins advisory board. A joint application for funding is submitted annually (in May) to MDE/Minnesota State for approval. Funded initiatives are not guaranteed from one school year to the next.

**CTE Levy funds are allocated through a separate process from Carl D. Perkins funding.*

Required uses of CTE allocations (non-negotiables)

In order for MPS to maintain CTE funds, the following must be maintained:

- CTE programs of study and coursework must be submitted to the state via the MPS Director of CTE and approved by MDE on an annual basis.

- High school administrators and MPS CTE teachers/staff must work collaboratively and to complete required state/federal reporting by annual deadlines (i.e. annual performance report, Carl D. Perkins funding requests, purchase approval forms, p-file data, licensing requirements, program recertification requirements, advisory meetings, etc.)
- CTE Teachers must hold appropriate CTE licenses to teach CTE programs/courses as documented in Minnesota Department of Education (MDE) – Table C (<http://education.state.mn.us/MDE/dse/cte/tl/lic/>).

Other permissible uses of CTE allocations (pre-approval may be required by MDE)

MPS CTE director in conjunction with the Minneapolis Consortia Advisory Group and MDE/Minnesota State CTE leadership may also approve Perkins dollars to fund the following items/activities.

- **Professional development** of CTE teachers.
- **Curriculum development** for state-approved CTE courses
- **Lab equipment** improvements in alignment with industry standards.
- **End-of-Course Technical Skills Assessments** for high school CTE courses (not PSEO).
- **Field trip busses and substitute teachers** may be provided so students can visit post-secondary opportunities and/or to visit business partners to view worksite practices as an experiential learning opportunity aligned with state-approved programs of study or federally-approved career & technical education student organization (CTSO) activities.

Non-allowed uses of CTE allocations

CTE allocated FTEs **cannot** be used for non-CTE permissible duties or activities unrelated to state-approved CTE programs of study/courses in alignment with related Carl D. Perkins federal funding parameters or Minnesota’s CTE Levy related legislation.

CTE Levy* permissible expenses:

The Career Technical Education (CTE) Levy is a permissive levy for school districts to provide extra support based in part on the district’s CTE expenditures. Minnesota Statutes, section 124D.4531, as modified by the 2014 Legislature, allows a district with a career and technical program approved under this section to be eligible for career and technical revenue equal to 35 percent of approved expenditures in the fiscal year in which the levy is certified. Districts submit anticipated CTE expenditures each year in the spring for the coming school year, and detailed information about actual CTE expenditures each fall for the previous school year. (The dual reporting is required due to the legislative timing of the levy.)

UFARS codes that can be reported annually as CTE Levy-able expenses when spent on state-approved CTE programs of study and appropriately licensed CTE teacher activities**:

Special finance coding needs to occur at the site level when CTE Levy-able expenses occur and be reported via the online CTE Levy reporting system by the MPS CTE director each September of the following school year – CTE Levy reimbursements will be reinvested in CTE programming upon receipt from the state of Minnesota. Please work with the finance department to determine what codes your site should use.

****Allowable CTE Levy UFARS Codes:** *(CTE Levy funds are allocated and spent through a separate process from Carl D. Perkins funding)*

514000 Licensed CTE Classroom Teachers	536500 Inter-depart. Transportation
514300 Licensed Instruct. Support	536600 Travel, Conv and Conferences
518500 Extended time -CTE Teachers	543300 Individualized Instruction Materials
530500 Consulting Fees/Services	549000 Food (required for use in CTE courses)

CTE Maximum Enrollment Numbers (student:teacher ratio)

Recommended enrollment numbers are based on safety concerns and available resources to provide a safe and quality learning environment. It is strongly encouraged that schools use these numbers to set maximum student capacity for each type of CTE class. Sites who create class sizes larger than the recommended limits will be responsible for additional instructional materials and equipment required to run the class safely and successfully.

Welding Classes - 22:1

Construction - 25:1

Automotive - 25:1

Machine Tool - 25:1

Engineering/Robotics - 30:1

Web & Digital Graphics, including photography - 30:1

Business - 30:1

Healthcare - 30:1

Work-Based Learning Seminar - 30:1

The district CTE division will budget and pay for...	Perkins V funds	CTE Levy funds	Other District funds	School funded
First three years of instructional equipment and supplies for launch of new state-approved CTE programs of study when incorporated into annual Perkins application. New programs require approval by Minneapolis CTE Consortia advisory group and must be included in state-approved annual grant application.	X			
Maintenance and repair services for CTE equipment purchased with CTE funds related to normal classroom usage (provided on an as needed basis).	X			
Participation and software expenses for district- and state-approved CTE programs of study.	X			
Costs of required end-of-course Technical Skills Assessments (TSA) as outlined on CTE course-at-a glance outlines (CAGs).	X			
Professional Development, oversight and support of CTE state-approved programs aligned with federal, state, or community grant requirements.	X		X	
Extended time/reserve teachers to support curriculum development, inventory management, and professional development associated with federal and state-mandated CTE program of study requirements. If a building funds this work, it may qualify for CTE Levy reimbursement when coded correctly.	X	X May qualify for CTE Levy refund if coded correctly		X May qualify for CTE Levy refund if coded correctly
Travel to attend out-of-town professional development - funder determined on a case-by-case basis.	X	X May qualify for CTE Levy refund if coded correctly		X
CTE teachers/coordination time: Designated allocation of CTE FTEs as defined by the finance department during SY21 BTO process are intended for teaching duties associated with G/L code 514000 directly working with students to teach state-approved CTE courses - you cannot use initial FTE dollar allocations to embed coordination time or additional prep work during the school day without prior approval. Teacher licensing must align with current MDE/PELSB CTE licensure requirements. (With prior approval from the CTE Director, a maximum of .2 FTE of your building's entire CTE Levy allocation may be designated as coordination time to monitor and support grant required duties: i.e., improving student performance on FAUPLs, advisory meetings, guest speakers, field trips, inventory management, TSA testing, etc.)		X Some expenses require prior approval		
Appropriate safety equipment installed in CTE labs to ensure laboratory investigations can be performed optimally, reducing student and staff injuries (i.e. fire blanket, sinks, goggle sanitizer, hearing protection, eye wash stations, safety striping on floors, safety signage). Contact Lee.setter@mpls.k12.mn.us with requests.			MPS Environment, Health and Safety Dept	
Computer labs, teacher laptops, and peripherals (As of SY18, CTE no longer funds CTE computer labs or laptops)			X Negotiate with IT	X

The district CTE division will budget and pay for...	Perkins V funds	CTE Levy funds	Other District funds	School funded
Replacement of lost or damaged instructional materials and equipment, beyond normal wear and tear. Replacement of damaged instructional materials may be Levy-able if coded properly.		X May qualify for CTE Levy refund if coded correctly		X
Start-up costs and related class expenses (salary, supplies, equipment, software, etc.) for CTE courses <u>not</u> associated with state-approved CTE programs of study are the responsibility of the school. Some individual CTE elective courses may be Levy-able if coded properly. All new course requests, no matter the funding source, must be approved through the MPS "New Course Request" process. https://minneapolispublicschools.sharepoint.com/sites/Academics/SitePages/New-Course-Request.aspx		X May qualify for CTE Levy refund if coded correctly		X
Consumable CTE classroom supplies (i.e. photocopies, paper, pens, markers, toner for printers, 3D printer supplies, other non-allowable Perkins expenses). CTE supplies may be levy-able if coded properly. Recommended budget to cover consumable supplies per student per CTE class is \$10 - \$20 per student per class.	X May qualify for Perkins funding	X May qualify for CTE Levy refund if coded correctly		X
Site-level staffing as needed to support inclusion of Minnesota's Perkins V negotiated performance indicators in local School Improvement Plans (i.e. MCA language arts, MCA math, proficiency on end-of-course TSAs, non-traditional enrollment, graduation rates)				X
Site-level test coordination and support of CTE end-of-course assessments (a.k.a. technical skill assessments - TSA) in alignment with specific exam company requirements.				X

Additional CTE Allocation Resources

For additional information re: allowable/unallowable expenses and permissible/non-permissible activities that are funded with CTE Levy dollars or Carl D. Perkins grant funds please refer to the latest edition of the: Perkins Operational Handbook, Minnesota Statute, Federal Carl D. Perkins legislation, Minneapolis Consortia (MCTEC) approved Perkins application and/or MPS CTE Director or Perkins Coordinator (sara.etzel@mpls.k12.mn.us or paul.klym@mpls.k12.mn.us)

State resources to learn more about how CTE is funded in Minnesota:

Minnesota State resources: <http://www.minnstate.edu/system/cte/>

Minnesota Department of Education resources: <https://education.mn.gov/MDE/dse/cte/>

Full Perkins V legislation: https://cte.careertech.org/sites/default/files/PerkinsV_September2018.pdf

Federal resources to learn more about how the federal government supports/funds CTE:

U.S. Department of Education – Career & Technical Education: <https://www.careertech.org/>

National CTE organizations:

Association for Career & Technical Education (ACTE): <https://www.acteonline.org/>

Advance CTE: <https://www.careertech.org/>

Perkins Collaborative Resource Network (PCRN): <https://cte.ed.gov/legislation/perkins-v>

Minneapolis Public Schools CTE website: <http://cte.mpls.k12.mn.us/>

English Learners (EL)

Contact Name: Muhidin Warfa, Executive Director or Kate McNulty, Director

Phone: 612.668.0174

Email: Muhidin.Warfa@mpls.k12.mn.us

Katherine.McNulty@mpls.k12.mn.us

After having reviewed your 19-20 ESL service numbers and the projections for next year, the Multilingual Department has established ESL FTE Budget Allocations for each building using a 1:50 teacher to student caseload. Your school's ELL allocation **may be used only to purchase licensed ESL teachers**. Any exceptions must be brought to the Multilingual Department for approval. **100% of the 2020-2021 allocation for licensed ESL teachers will be funded from district funds.**

Lead ESL teacher time has been allocated to buildings based on the formula in the Multilingual Program Framework. Continuing from 2019-20, Lead teacher allocations at high density sites (27% or more ELs) and high schools will have a minimum of .5 FTE of Lead ESL teacher time. This allocation is to be used for coaching of classroom/content teachers, as well as coaching of Voluntary PreK classroom teachers at sites with those programs. At these sites, principals shall consult with the Multilingual Department to reassign the Lead teacher role as needed to fit the expanded responsibilities and skills of the role.

Support Expectations. The framework requires that **all English Learners (i.e., ESL=Y) receive English Language Development services by a licensed ESL teacher**. The amounts and types of services, vary by English Proficiency Levels:

Focused Language Study (FLS):			Discipline-specific Academic Language Expansion (DALE):	
Dedicated time, where ELs are strategically grouped together to concentrate on the critical language ELs need for on-grade-level learning in English. This is language that their native English-speaking peers typically already know.			Academic language instruction throughout the day and integrated across various content areas. Teachers provide an intentional focus on the content-specific language demands and academic language that ELs, along with their native English-speaking peers, must develop.	
Time Allotment			Time Allotment	
Level 1 – 2 <i>K-5: 45 minutes daily</i> <i>6-8: 1 period daily</i> <i>9-12: 2 periods daily</i>	Levels 3 – 5 <i>K-5: 30 minutes daily</i> <i>6-8: 1 period daily</i> <i>9-12: 1 period daily</i>		Level 1 – 2 <i>Throughout the day</i>	Level 3 – 5 <i>Throughout the day</i>
Delivered By EL Teachers in stand-alone or co-taught classes ¹			Delivered By Content Staff, Coached by EL Teachers	
Target Audience ELs (English Learners)			Target Audience ALLs (Academic Language Learners, All students)	
Informed by			Informed by	
MN Academic Standards	WIDA Standards	Common Language Assessments	MN Academic Standards	Needs of students, as determined by consultation
Connection to Content			Connection to Content	
<ul style="list-style-type: none"> May be distinct from what is taught in ELA or other content (ex: not Benchmark) May be informed by Benchmark ELD (for K-5) Specifically targets <i>language forms</i> needed to access content; is <i>not</i> content instruction 			<ul style="list-style-type: none"> All students receive access to the same content and standards Differing levels of scaffolding should be provided Should occur across <i>all</i> content areas, not limited to classes with an EL teacher All teachers are language teachers 	

¹ At the secondary level, level 1 and 2 and some level 3 students should receive Focused Language Study in a stand-alone setting. Focused Language Study could occur in an integrated co-taught classroom for level 3 and 4 students.

Please begin developing your Site Plan of Service for English Learners

We request that each school submit a Site Plan of Service for ELs to demonstrate planning for EL best practices and to comply with state and federal requirements. Site Plans of Service include two parts: 1) An EL Program plan for your school, and 2) Preliminary ESL teacher schedules. We realize that it will be challenging to put together a Plan of Service before you receive 2020 ACCESS scores in late May; however, we request that you submit **a preliminary draft for planning purposes by March 27th, 2020**. The Multilingual Department will work with the Lead ESL teachers to support and clarify expectations for the Site Plan of Service.

Some guidelines for Site Plans of Service for ELs:

- Support for English learners is part of core instruction of an EL's day. Except for Level 1 and 2 pull-out at the K-5 level, support should be scheduled as part of a student's classroom schedule wherever possible.
- **All buildings accept English learners at all levels and from multiple language backgrounds, including newcomers.** At times it is necessary to adjust Site Plans of Service and ESL teacher schedules to accommodate newly enrolled ELs.
- All ELs must receive service from a licensed ESL teacher. ELs should be clustered into co-taught and collaboration classes. It is optimal for clustering to reflect school demographics; best practices for clustering shows between $\frac{1}{4}$ up to $\frac{1}{2}$ of a class composed of ELs is acceptable.
- Sites are expected to provide student appropriate core instructional materials necessary to support key learning and language development needs of ELs. The Multilingual Department will provide supplemental instructional materials for newcomer students and Learning A-Z subscriptions. For OWDL programs, core instructional materials in the appropriate languages should be provided through the same process as other core materials are provided.
- The Multilingual Department prioritizes ELA/literacy first for coaching and content collaboration, followed by social studies and science. We strongly recommend supporting ELs in math through EA support, consultation and co-planning, and quality PD for math teachers.
- **The lead ESL teacher will play an important role in developing the Site Plan of Service.**

To ensure that we have time to review your plans, please **complete a Site Plan of Service for ELs by March 27, 2020 by completing the template for your site that will be shared later through Google Drive**. If you have any questions about your ESL Budget Allocation, feel free to contact Muhidin Warfa at Muhidin.warfa@mpls.k12.mn.us or 612.668.0174 or Kate McNulty at 612.668.5306 or Katherine.McNulty@mpls.k12.mn.us. For support with the Site Plan of Service, please contact your Multilingual Program Facilitator.

Extended Learning K-8 Parameters

The money in fund 1007 is allocated for sites based on enrollment of students meeting the state criteria for Targeted Services to purchase classroom supplies for students. The Extended Learning staff will work directly with sites regarding the amount and proper steps to place the supply orders.

Note: School site purchase card (Pcard) cannot be used for buying Extended Learning materials and supplies. Reimbursements are not applicable.

The funding codes to be used for Extended Learning purchases are as followed.

Cost Center:	2451
Fund:	1007
Internal Order:	19000007
Functional Area:	276.303.000
G/L:	varies depending on what is being purchased

ACCEPTABLE use of Extended Learning program dollars:

Student materials and supplies (this list is an example of basic classroom supplies)

- Crayons
- Paper
- Markers
- Pencils
- Erasers
- Construction paper
- Scissors
- Pens
- Tape
- Notebooks
- Books (educational)
- Textbooks (educational)
- Lysol Wipes

UNACCEPTABLE use of Extended Learning program dollars:

- Gift cards/gift certificates
- Food or drink products
- Clothing
- Toys
- DVDs, CDs, Electronics
- Tickets (movie theatre, athletic events)
- Paper products (napkins, coffee filters, cups, plates, plastic silverware, etc.)

If you have any questions about which items are approved to purchase, please call Daren Johnson at 668.0064.

Funded Projects-Donations (Fund 5024)

- Sites can use their Fund 5024 / Funded Program 9726XXXX from the current year balance to fund additional needs for the upcoming BTO cycle.
- Email your Budget Analyst with one of these two documents:
 - Copy of the check that needs to be deposited. Note that schools to acceptance of gifts up to and including \$5,000 per regulation [3280A](#) (Accepting Gifts, Bequests or Grants). Gifts of up to and including \$25,000 need to be accepted by the Associate Superintendent.
 - Email from Principal as the official request to reduce current funds and add to BTO allocation
- Tammy Fredrickson receives copy of document(s) and updates both the admin portal and BTO allocation.
- Communication of the updated allocation will go out to Principal and /or Clerk .
- Linh Phan (Treasury Analyst) then will reduce current year budget v. actuals with a ‘Supplemental’ FMBB entry.
- Once check is deposited, then budget will be added back into the budget at that time.

Fund 5024 may only be used to purchase positions:

1. Reimbursed by third-party billing (common with SpEd) OR
2. For fee-for-service programs OR
3. (If funded by donations) For positions not covered by a collective bargaining agreement (i.e. employment contracts including teacher emeritus)

Grants Parameters

The MPS Grant Office is responsible for coordinating and managing the pre-award and post-award processes for all grant proposals submitted by the school district, its department and its schools. All grant applications **must** be reviewed and approved by the Grant Office prior to submission. Once a grant has been awarded, the Grant Office will work with the Finance department to load the budget for spending and ensure that the project is implemented according to the agreements set forth in the application. If you are interested in applying for a grant, or if you have questions about current grants, please contact Kerry York-Myles (Kerry.York-Myles@mpls.k12.mn.us) or Harry Malone-Povolny (Harry.Malone-Povolny@mpls.k12.mn.us).

Grants are special funding sources that have a specific purpose AND the district is required to report back to the grantor on how the funds were spent. While most grants are for a full fiscal year (July 1-June 30), some are only for part of the year. For example, a school may have a grant that is only good until November 30th. It is important to read the full grant document, understand what is allowable, the time period that grant covers, and what the reporting requirements are for the specific grant. Each grant will have a grant administrator and a grant accountant (at a school this is typically the finance clerk/school secretary). The grant administrator and grant accountant are responsible for knowing the details of the grant. If you have questions about your grant, please contact Kim Lieb (kimberly.lieb@mpls.k12.mn.us) or Ashwin Muni (Ashwin.Muni@mpls.k12.mn.us).

What is different with a grant?

One of the main differences between a grant and other funds are the limitations on how the grant can be spent. The grant team will assist in setting up the budget with appropriate GL coding and review budget for allowability. Changes to the budget typically require MPS to contact the grantor for approval prior to adjusting a budget. If you would like to amend your budget for any reason please contact the MPS Grant Team for assistance.

All grant funded positions require time and effort reporting regardless of funding source.

High Five

Methodology of allocation:

High Five is a preschool program for children who turn 4 by September 1st and who are not eligible for kindergarten.

High Five is placed in schools based on the following criteria:

Title I School; % of Free or Reduced Lunch Students; demographics of student population; academic needs of incoming kindergartners; current waiting lists; space availability; and ESSA designation; and funding availability.

Priority placement for High Five goes to students who meet one or more of the following criteria: qualify for free and/or reduced priced lunch, is an English Learner, is homeless, has an Individualized Education Plan (IEP) or an Individual Interagency Intervention Plan (IIIP) or is identified, through health and developmental screenings, with a potential risk factor that may influence learning.

High Five Allocations are based on the number of sections of High Five that are placed at each school. For each half day section of High Five, funding is allocated for the following:

- .5 pre-K or early childhood licensed teacher position
- .1 teacher prep position
- 15 hour per week Associate Educator - Schools may choose to “buy-up” to a higher level ESP Support Staff position with other school allocations
- Some High Five sections are designated ECSE inclusion classrooms. Each Inclusion classroom is provided a Teacher or SEA.
- Budget allocations may be given to schools in multiple funding sources to meet the required FTEs needed for each section (i. e. Fund 2004, Title 1 High Five, VPK, and Scholarship)

Minnesota Reading Corps (MRC) Pre-K members are currently awarded for each section of High Five. These members are utilized in the classroom to support student language and literacy skill development. Early Childhood Education provides Internal Coaching of the MRC members.

Required uses of allocation (non-negotiable):

High Five allocations must be used to fund High Five classroom staff only

Non-allowed uses of allocation:

The purpose of the High Five program is to prepare children to enter kindergarten. It is not a program for current Kindergartners who are not meeting grade level academic or behavioral expectations or for children who are age eligible for kindergarten but whose parents choose to hold them back from attending kindergarten. It is required that all students are to be 4 (September 1st- August 31st) unless their IEP from the previous spring states retention is in the best interest of the student.

International Baccalaureate (IB)

Contact Name: Kelly McQuillan

Email: kelly.mcquillan@mpls.k12.mn.us

Contact Dept: Talent Development & Advanced Academics

Phone: 612.668.5303

Methodology of allocation:

IB sites were allocated funds to support continued implementation and improvement of the primary and middle years IB programmes. Each site is allocated:

- Program coordinator
 - 0.6+ FTE
 - 1.0 FTE [World Language Teacher](#) (Primary Years Programme only). The IB PYP requires schools to offer world language. Since it is mandatory, the Talent Development and Advanced Academics department funds the position.
- Professional development funds are allocated to IB PYP schools to assist in the mandatory training of teachers and staff.

Talent Development & Advanced Academics will fund the following additional costs associated with IBPYP & MYP:

- IB License and evaluation fees
- MNIB dues
- ManageBac license

Required uses of allocation (non-negotiables):

Coordinator:

- Schools must purchase a coordinator.
 - Schools may choose to “buy up” to a full FTE with other funding
 - Schools may not “cash out” FTE allocations
- All new IB Coordinators must be hired from a centrally-screened pool of candidates; current IB Coordinators will not need to interview again for their current role.
- Required professional development and district-wide collaboration for the coordinators will occur two half days per month. Thus, if teaching .4, the .4 part of the job would have to take place in the morning so that the coordinator can attend PD

PD Allocation:

- Dollars allocated should supplement (not supplant) other building funds dedicated to PD and support goals and strategies in the School Improvement Plan (SIP). Note [restrictions for use of Title I funds](#).
- In order to maintain authorization, sites should maintain records of level of training for each staff member and prioritize training necessary to maintain authorization.

Buildings will be responsible for all registration, travel arrangements, and paperwork. Sites will submit a professional development plan to the Office of Talent Development in August and a spreadsheet with accounting in May for submission to MDE. Office of Talent Development will offer support as needed.

Non-allowed uses of allocation:

- Funds may only be used for uses detailed above

Magnet Schools Parameters

This section is to inform you of the budget parameters regarding the use of the magnet school allocation.

2019-2020 Funding Considerations

The decision has been made for the 2018-2019 to fund the additional costs of magnet schools out of integration. At the same time, we do not want to lose sight of the importance of pursuing integration goals at the school level:

- *Pursue racial and economic integration;*
- *Increase academic achievement;*
- *Create equitable educational opportunities;*
- *Reduce academic disparities based on diverse racial, ethnic and economic backgrounds*

Please note the following parameters for your allocation of magnet school funds:

- Use funds in coming year to define program goals and implement process through: 1) integrated learning environments for effective citizens & social cohesion; 2) policies, curricula, trained staff to enhance integrated learning environments to support academic achievement; and, 3) college and career readiness; cultural competency and interaction; graduation and educational rates attainment; parent involvement.
- Use funds to identify the key program components that deliver these goals to scale up and focus resources.
- Use funds for positions to pursue academic achievement specifically tied to our magnet theme in the areas of: curricula and trained instructors, administrators, school counselors, and other advocates
- Use funds for resources and materials to support the magnet theme

Please feel free to contact your Associate Superintendent for support and to answers any of your questions.

Principal/Assistant Principal (Fund 1001)

Schools receive an allocation for school leader positions including the principal (and assistant principals as applicable). This money is strictly to be used for this purpose and cannot be used for other types of administrators. Please see your allocation memo for details.

Quality Compensation (Q Comp)

Main Purpose of Q Comp

Quality Compensation (Q Comp) is a state program that provides annual funding to support teacher and ESP effectiveness in order to advance the academic achievement of all students. More information about Q Comp can be found on the [Q Comp website](#).

Q Comp Alignment to Priorities

Q Comp funds must be leveraged to support professional development and collaboration for licensed staff (teachers and related service professionals on the MFT Contract) to meet site and district goals. In particular, sites can utilize Q Comp funds to support the goals of the school improvement plan (SIP) as well as the four core district priorities: equity, social emotional learning (SEL), literacy, and multi-tiered systems of support (MTSS). It is also encouraged that sites consider their

Q Comp funding along with any Title and Achievement & Integration (AI) allocations in order to strategically and resourcefully fund site and district priorities.

Q Comp Budget Codes

Sites can access their 2020-21 Q Comp allocations beginning July 1, 2020 using the following budget codes:

- Fund: 1006
- Cost Center: site's cost center (4-digit number)
- Functional Area: 640.335.000
- Internal Order: 190000021 (five 0's)

Q Comp Allocations

Sites and departments that support licensed staff members may receive up to two Q Comp funding allocations. Please see below for a description of each allocation and some examples of approved uses:

Allocation 1: Secondary Observations & Coaching Allocation

The main purpose for this allocation is to support secondary teacher observations and on-going coaching at the site to provide licensed staff with feedback and coaching. The allocation amount is based on the estimated number of teachers at the site in 2020-21 and is weighted for probationary teachers based on the current [observation model](#).

Sites may use this allocation in the following ways:

- **Recommended:** combine allocation with the Differentiation Specialist FTE allocation to fund a site-based TOSA position to coach and complete secondary observations
- Provide partial release time (e.g. 0.2 FTE) to at least one classroom teacher to coach and complete secondary observations part-time throughout the week
- For more information, please contact Emily R. Olson, Manager of Teacher Development & Q Comp: Emily_R.Olson@mpls.k12.mn.us

Allocation 2: Site-based Professional Development (PD) Allocation

The main purpose for this allocation is to support any type of professional development (PD) and/or activities related to teacher evaluation at the site. Sites should utilize Q Comp funds to support PD related to the district priorities (equity, SEL, literacy and MTSS) and the site's SIP goals. This allocation amount is based on the estimated number of teachers at the site.

Examples of approved uses include:

- Pay licensed extended time for a team to meet outside duty day to collaboratively plan one day a month
- Pay extended time to provide staff training
- Pay for an external trainer/facilitator to present PD at the site
- Pay for reserve teacher for a teacher to attend training or observe another teacher
- Pay extended time for the ILT or Staff Development Committee to collaboratively plan over the summer

The allocation may be loaded into the following GLs at BTO:

- GL 514500 – Reserve Teacher

- GL 529900 – Reserve Teacher fringe
- GL 518510 – Licensed Extended Time
- GL 529510 – Extended Time Fringe
- GL 530500 – Consult/Services

Sites may transfer Q Comp funds between GLs for approved uses throughout the year with approval. For more information and approval, please contact Emily R. Olson, Manager of Teacher Development & Q Comp:

Emily_R.Olson@mpls.k12.mn.us

Note about Educational Support Professionals (ESPs)

Beginning in 2019, Q Comp funds could no longer be used to provide extended time or other compensation to ESPs, even for the purposes of professional development or collaboration with licensed staff. Emily R. Olson, Manager of Teacher Development & Q Comp will review all BTO files and will require adjustments if Q Comp funds are loaded improperly.

Special Education Funding

These items are recommended and are to be considered when planning your building budget.

Budget Planning Information and Strategies

<p>Services That can be Funded by Special Education</p>	<ul style="list-style-type: none"> • Child find and pupil identification • Necessary short-term indirect or consultative services that are provided in conjunction with regular education pre-referral activities to an individual suspected of having a disabling condition to determine whether referrals for evaluation shall be made • Evaluation, progress reporting, and IEP planning for individual pupils • Instruction or related and support services to pupils who have an IEP • Parental involvement and due process • School psychological services and school social worker services provided for pupils identified as emotional or behavioral disorder according to part <u>3525.1329</u> alone or in conjunction with the instructional program outlined in any pupil’s IEP • Other related services provided in conjunction with the instructional program as outlined in the pupil’s IEP • Paraprofessional services provided under the direction of a regular or special education teacher or a related services provider that: Enhance the instruction provided by the teacher or related services staff; and Supplement instructional activities or provide extended practice in instances in which the paraprofessional has had training and ongoing support from a special education teacher or related services staff • Program coordination • Due process facilitation
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Special Education Teachers Fully Funded by Special Education	If a special education teacher is fully funded through special education, their time must be spent working with only students identified as special education. Special education teachers should not be used as reserves for regular education teachers as this compromises the legal requirements of the students' IEP, compromises the services to the students, and the ability of the Special Education Resource Teacher to conduct due process in a timely manner. In addition, Special education teachers must be able to report their time as 100% service to special education students or the district can lose reimbursement dollars.
Braiding Special Education and General Education Funding	Principals are encouraged to promote access to core instruction through collaborative teaching and "push-in" models when appropriate for students with disabilities. Braiding special and general education funding allows special education teachers to work with both general and special education students in the general education classroom.
Due Process Action Plan	Your site may be required to fill out a Due Process Action Plan form depending upon your out-of-compliance numbers for your school's special education due process spreadsheets for November 2019 – January 2020. You <i>will be contacted separately</i> by the Associate Superintendent of the Special Education Department and the Manager of the Monitoring and Compliance Team <i>if you are required to submit</i> a Due Process Action Plan as part of your budget tie out for the 2020-2021 school year.
Special Education Assessment Materials	Buildings are responsible for the purchase of tests used for special education eligibility evaluations. You may choose to purchase the Woodcock Johnson, Kaufman Test of Educational Achievement, Oral and Written Language Skills, Wechsler Individual Achievement Test, or the Peabody Individual Achievement Test. Vendor information may be obtained from PIC at 668-0461.

Creating Special Education Positions

Coding Special Education Positions in the Admin Portal	<p>In 1974, the State of Minnesota implemented the Uniform Financial Accounting and Reporting Standards known as UFARS, which is the account coding system that every school district in Minnesota must use.</p> <p>It is very important with Special Education positions that the positions are coded correctly. It can have an adverse effect on our revenues if positions are not coded properly. We have attached codes used for Special Education. This will assist you in using the appropriate UFARS codes for Special Education Staff (see last page).</p>
Special Education Resource Teacher (SERT) Allocations	<p>Special Education Resource Teachers (SERT's) are hired to provide special education services and intervention to students that qualify for special education services. SERT's can provide Federal Setting I (1-20% of student's day is spent outside of general education), Federal Setting II (21-60% of student's day is spent outside of general education) and/or Federal Setting III (60% or more of a student's day is spent outside of general education), services to students. However, Federal Setting III services are typically served in citywide special education programs or with SB allocations at certain sites. Special education services for each individual student are defined by what is determined in the student's IEP.</p> <p>SERT allocations to schools are determined by parameters explained in our board approved workload policy. Per the workload policy, considerations for SERT allocations include service minutes, evaluation time and travel time. SERT allocations are located on each school's funding allocation sheet. Schools may decide to purchase additional SERT time to increase the intensity of special education services or to use the expertise of the SERT to provide Tier III interventions to general education students. Schools may choose to purchase SERTs from Compensatory or Fund 01 dollars.</p>

	<p>SERTs may not be funded from a Title allocation.</p> <p>These positions may not be closed during the school year. Exceptions to this will require prior approval from the Associate Superintendent of Special Education.</p>
Special Education Citywide Programs	<p>Citywide Special Education Program positions are allocated to meet the needs of Federal Setting III students. These positions can be found on each school's special education allocation sheet.</p> <p>Special education assistants (SEAs) for Citywide Special Education Programs provide instructional services directly to special education students. Any duty not related to special education direct instruction must be paid for using building funds and would need to be outside the hours that are paid for with special education dollars. Hall monitoring, lunchroom and playground duties, and management of building behavior rooms are not allowable special education costs and SEAs may not be used for these purposes. Citywide SEAs can provide supports to other students in the building requiring special education services and should be considered a part of building resources.</p> <p>Allocations for Citywide Special Programs given to building cannot be converted to other classifications.</p> <p>Other special education citywide services such as Occupational Therapy, Physical Therapy, Speech, Psychology, BVI, D/HH and DAPE are not allocated to buildings but rather given building assignments by the Special Education Department for provision of services.</p>
Additional Support for Special Education Citywide Programs	<p>Any additional dollars provided for citywide program staff must be spent to fund staff licensed for special education reimbursement. Prep providers must have special education licensure; special education cannot pay for non-special education licensed teachers. Prep positions requiring a teacher with a Developmental Adapted Physical Education (DAPE) license should be posted as <i>Prep Providers</i> requiring a DAPE license (not as DAPE teacher).</p>
Converting Special Education Allocation for Other Uses	<p>Special Education positions are given by job classification in FTE's (full-time equivalents) or in hours.</p> <p>Special Education allocations cannot be converted to other uses or classifications. Any exceptions will require the prior approval of the Associate Superintendent of Special Education.</p>

Important Reminders for Office Staff

School Registration and E-Tagging	<p>The official Child Count for Special Education is done each year on December 1st. This process ultimately draws Federal dollars into the school district and supports special education staffing and materials. By keeping accurate school registration and e-tagging systems, schools can help in the recouping of special education funding.</p>
Time and Effort Reports	<p>Any staff that perform both special education functions and general education functions such as social workers, nurses, school psychologists, and bilingual program aides complete a bi-weekly personnel activity report to determine how much of their time can be claimed for State Aid reimbursement. The personnel activity reports are system generated and will be emailed to each individual that is required to complete the report. This reporting is completed on a bi-weekly basis.</p>
Additional Adult Assistance	<p>The Special Education Department also provides funding for additional adult assistance for special education programming. If a student who is receiving supplemental SEA time is either withdrawn or no longer requires the service, the building must notify Helen Pommier @ 668-5410 or helen.pommier@mpls.k12.mn.us regarding the change.</p>

Coding Special Education Materials and Professional Development	<p>All instructional supply and equipment dollars spent for special education students from building funds should be coded to the appropriate Program and Finance Code (740). This will provide State reimbursements for the school district.</p> <p>All building staff development dollars used for special education staff or building training on special education issues should be coded to the appropriate Program and Finance code (740) to draw reimbursement for the school district.</p>
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School Social Work Allocations as Related to Job Duties

The current student to School Social Worker ratio is 394 students: 1 SSW.

This does not include special education allocations to schools for citywide special education programs. These SSW positions are allocated for use only with their citywide program assignment.

The School Social Work position is one of the positions that is highlighted in the Predictable Staffing Model. This will ensure our families and community stakeholders that this position is considered a core component that each school should have and can be found at every school site in MPS. Following the guidance of the MFT contract, the predictable staffing ratio for each building will be based on the 1:600 minimum ratio. In your allocation you will receive an FTE requirement for social work that you will need to “buy” in your Budget Tie Out. This is in addition to the citywide special education allocation you receive.

School social workers are able to do the following core functions, depending on the intensity of the needs at the site:

- a. SEL/Mental Health/ /Behavioral support**
 - *Tier I:* PSWE team lead or member, school wide classroom lessons (grief, bullying, safe touch)
 - *Tier II:* SEL group interventions, individual classroom lessons, staff and family consultation
 - *Tier III:* One on one intervention, counseling, skills works, crisis intervention and support
- b. Sp Ed Team member**
 - Family engagement/home and family interview, Admin designee, Parent support and advocacy, collaboration with Sp Ed team members, coordinating Sp Ed transportation
- c. Participation/Leadership in site MTSS process for SEL**
 - CFS support, developing interventions, collaboration
- d. 504 Case management (SSWs spend 0-80% of their time on this, depending on the school site)**
 - Coordinating evaluation, eligibility, plan development, interventionist, managing timelines
- e. Site management and coordination of external partners for social services (county and contracted agencies) and mental health**
 - Itinerant mental health providers, county services collaboration, basic needs
- f. Attendance support/interventions**
 - Interventions and be@school process for educational neglect, truancy
- g. Homeless/Highly Mobile students - Identification and support**
 - Advocacy, staff trainings, support, arranging and managing transportation
- h. Support/Leadership in areas of: (This is a low frequency, potentially high intensity part of the role)**
 - Custody issues, data privacy, Child Protection reporting

NOTE: It is extremely difficult to articulate exactly what social work activities a building gets per tenth of social work time because each school building varies so greatly in its other resources, its grade and population configuration, and ultimately, its needs and how it prioritizes those needs. The above can help to clarify the full range of services offered if the recommended ratio is followed.

The special education allocations to schools for citywide special education programs are allocated as follows:

- .2 SSW time for each ECSE, SPEN/SPAN, DHH, Lifeskills/CLASS classroom, SBA.
- .1 SSW time for each PHD, DCD, ASD classroom

Contact Cathy Dalnes at 612.668.5436 or catherine.dalnes@mpls.k12.mn.us for assistance with social worker allocations and job duties.

School Social Work Mileage Reimbursements

Based on a recent state audit, the MPS Special Education Department has been made aware of a procedural change that will need to take place in School Year 2020 - 2021. It is the current practice that all mileage forms completed by School Social Workers have been submitted to and paid for by the Special Education Department. We have been advised that this practice does not take into account that School Social Workers transport both general education students and students receiving special education services. To be in compliance, mileage must be separated, approved and paid for out of two different funding sources.

Beginning in School Year 2020 - 2021, School Social Workers will need to use two different funding sources when turning in their mileage. For all transportation that is related to a student receiving special education services, School Social Workers will be given funding information from the Special Education Department and those will be approved and paid for by the Associate Superintendent of Special Education/Health Services. School Administrators will need to budget for any School Social Worker mileage costs for general education students and those will be approved and paid for by the site. School Social Workers will be able to submit one report with two or more different funding sources.

If you need to know how much to budget for in School Year 2020 - 2021, contact the Special Education Accountant, Jessica Moryn @ 668-5465 or jessica.moryn@mpls.k12.mn.us (preferred) to get an average cost for your site.

School Psychological Services: Psychologists Allocations as Related to Job Duties

All Minneapolis Public Schools have school psychologists assigned to them. Most schools receive at least one day a week of school psychologist time. When school psychologists are funded primarily out of special education dollars, they are assigned to schools at a ratio approximating 1 psychologist to 200 Individual Education Plans (IEPs) typically excluding those under Speech or Language Impairment, Physically Impaired, and Blind-Visually Impaired disability categories. It is because in most cases school psychologists have little involvement in the due process activities for those disability areas. In addition, other building, student, and due process factors are also put into consideration when assigning school psychologists to schools. Building funds can be used to purchase additional psychologist time for a school, which increases the depth and breadth of services that the school psychologist can provide.

When a school psychologist is assigned to a building according to the number of students on IEPs (Federal Funding), they must focus primarily on mandated special education activities and brief pre-referral intervention activities required by the Child Find Mandate. If a building funds additional school psychologist time, the school psychologist can participate in developing and implementing universal, targeted, and intensive supports based on the framework of Multi-Tiered System of Supports (MTSS) to improve student achievement, social emotional learning, and school mental health functioning. Extra psychology time is most useful when the building administration, school psychologist, and staff have developed plans for the use of that time based on data on achievement, attendance, behavior, engagement, and safety. School psychologists can provide support to all important school and district improvement goals. Below, the primary roles of school psychologists when they are funded by Federal dollars under Special Education and potential roles if additional time has been bought up by building are listed. Please note that the additional duties vary based on the amount of time purchased.

School Psychologist Allocation Based on Federal Special Education Funding	Additional School Psychologist Time Purchased by Building
<ul style="list-style-type: none"> • Participate in the building’s early intervention team, e.g., MTSS, and provide general guidance and recommendations for the team that meets the Child Find Mandate. • Perform initial evaluations and reevaluations of students with special education needs and engage in other due process related activities and tasks. • Consult with general education teachers, special education team members, and parents regarding student with disabilities who are experiencing academic, social/emotional, and mental health issues. • Consult with general and special education teachers on inclusive and restorative practices for students with disabilities. Assist in planning and implementing responses to crises, e.g., deaths, mental health emergencies, suicide risk assessments, etc. • After completing mandated due process services, if time allows, provide direct services to small group (1-3) of students with disabilities in skill acquisition or therapeutic groups. 	<ul style="list-style-type: none"> • Coordinate with the early intervention team to identify students who are at-risk for academic failure or experiencing behavioral difficulties through universal screening, assist staff members to design targeted interventions, support teachers in implementing these interventions including implementation consistency, help staff to review and interpret data in determining next steps for students, and evaluate the effectiveness of the school-wide early intervention effort. • Educate staff about best practices in behavioral management, social emotional learning using CASEL framework, and school mental health and/or provide direct skill-based instructional services for individual and/or groups of students, e.g., short-term counseling, 1:1 academic coaching, check-in/check-out, issue-focused groups such as support group for anxiety, Mindfulness strategies, Zones of Regulation, etc. • Provide professional development and support regarding child/adolescent development, building resilience, promoting a strength-based model of responding to students, and mental health and wellness. Consult/advise staff on implementing trauma-informed response and support • Provide consultation on effective discipline policies and practices, especially to ensure equitable practices and avoid disproportionate application to specific populations • Utilize restorative practices to help students and adults repair harm. • Provide leadership in developing good practices related to due process requirements for the special education team • Provide leadership in designing and implementing universal supports for student behavior and academic success, e.g., coordinate MTSS, PSWE, PBIS, etc. • Provide leadership in improving a building’s crisis response capacities. • Work with other staff to assess school-wide climate and create universal supports for a positive, safe, and healthy environment, e.g., coordinate Second Step curriculum implementation, school-wide anti-bullying efforts, gratitude work, etc. • Consult with parents for issues related to developmental process, general wellness, school mental health, and community supports and promote home-school partnership. • Serve as an Internal Coach for Reading and/or Math Corps.

Contact Matthew Lau, Manager of Psychological Services, at 612.668.5443 or matthew.lau@mpls.k12.mn.us for assistance.

Health Office Staffing Considerations

The mission of Health Related Services (HRS) is to create and sustain a school system that promotes and supports student achievement, health, and well-being. Providing safe care for students with chronic and acute health conditions during the school day must be a top priority when considering staffing patterns for the upcoming year. To assist with staffing decisions, an acuity-based formula was developed and designed to give weight to student factors known to influence students' health and need of nursing services at school. The factors included in the formula are: developmental level, special education status, poverty, mobility, homelessness, and a primary language other than English (ELL). Those factors are weighted in the formula based on relative predicted impact on health status. The formula suggests a baseline staffing allocation that is then adjusted based on known high intensity health needs.

Guiding principles for staffing allocations:

1. Student safety must drive decision-making in matters affecting health
2. Decisions about health care delivery in MPS must be made by MPS healthcare professionals
3. MPS school health model must allow nurses to follow the laws governing the practice of professional nursing (i.e., meet the requirements of the Nurse Practice Act)

Additional considerations:

- The number of MPS students with complex and chronic health needs have significantly increased over the past few years.
- Due Process: Licensed School Nurses (LSNs) are responsible for obtaining medical information and documenting educationally relevant medical information for all students at the pre-referral, evaluation, and re-evaluation stages of assessment. LSNs provide direct and indirect nursing services for students as outlined in their IEPs.
- According to the MN Nurse Practice Act, only LSNs can delegate, train, and supervise health related activities such as medication administration and nursing treatments (i.e., gastrostomy feedings, nebulizer treatments, blood glucose monitoring and insulin administration, catheterization, etc.). To safely and adequately support these activities, the LSN must have sufficient face-to-face overlap time with the support health personnel.

After budget tie out, HRS will bundle and post any vacant LSN positions. Contact Amber Spaniol, Director of Health Services at 612.668.5343 or amber.spaniol@mpls.k12.mn.us with questions.

Health Service Assistant (HSA) and Licensed Practical Nurse (LPN) Staffing Considerations

The mission of Health Related Services (HRS) is to create and sustain a school system that promotes and supports student achievement, health, and well-being. Providing safe care for students with chronic and acute health conditions during the school day is a top priority. This is why predictable staffing is an essential component of safe healthcare delivery in the school setting.

All schools, at a minimum, are required to have a Health Services Assistant (HSA) 32.5 hours/week. Special Education and Health Services will determine student need for Licensed Practical Nurses (LPNs) and fund the difference at no cost to the building. Buildings will be notified if an LPN is needed for student care.

Health Services will staff Licensed School Nurses per an acuity staffing model at no cost to the building. If you have historically “bought up” Licensed School Nursing or LPN time, and want to continue that practice, please contact Amber Spaniol @ 668-5343 or amber.spaniol@mpls.k12.mn.us to discuss. The bell-to-bell time requirement remains the same.

Considerations:

- **Complex Health Needs:** The number of MPS students with complex and chronic health needs has significantly increased over the past few years.
- **Planning for Safety:** Don’t staff based on current student enrollment. Students with significant health conditions such as diabetes, can enroll at any time of the year.
- **Efficiency of Resources:** The HSA role is to provide direct care to students during school hours. To provide safe care, working hours should mirror student hours, instead of working less days with extended hours.
- **Availability of Resources:** There are limited resources available to cover health office staff absences. If coverage is not available, the building is responsible for providing delegated care.
- **Health Office Back-Up Plan:** Every building must have designated back-up staff members, trained by the Licensed School Nurse, to cover individual student health needs when there is an absence. Building staff are often busiest at the same time there are increased health office needs (i.e. beginning of the day, lunch, and end of the day).
- **Legal Supervision Requirements:** Licensed School Nurses are the only staff members that can delegate, train, and supervise health related activities (i.e. medication administration, gastrostomy feedings, nebulizer treatments, blood glucose monitoring, catheterization, etc.). To safely and adequately support these activities, the LSN must have sufficient face-to-face overlap time with support health personnel.
- **Communication:** It is important for parents/guardians to know how the health office is staffed. Parents/guardians often assume the HSA is a nurse.

Contact Amber Spaniol, Director of Health Services, at 612.668.5343 or amber.spaniol@mpls.k12.mn.us with questions.

UFARS Codes for Special Education Services

PROGRAM
CODE

401 = Speech

402 = Developmental Cognitive Disability (Mild-Moderate)

403 = Developmental Cognitive Disability (Moderate-Severe)

404 = Physically Impaired

405 = Deaf-Hard of Hearing

406 = Visually Impaired

407 = Specific Learning Disability

408 = Emotional/Behavioral Disorders

409 = Deaf-Blind

410 = Other Health Impaired

411 = Pervasive Developmental Disorder Autism

412 = Developmentally Delayed/ECSE

414 = Traumatic Brain Injured

416 = Severely Multiply Impaired

418 = Psychology

419 = Social Worker

420 = Psychology/Tests/Assessments

Title I (ESSA)

Federal guidance requires the district to allocate Title I funds to all schools where at least 75% of the student population is eligible to receive free/reduced price meals. Additionally, the guidance clarifies that sites where less than 35% of the student population are eligible for free/reduced priced meals are not eligible to receive Title I funds. Title I has two types of programs: schoolwide and targeted assistance. Both types of programs must follow federal rules for education grants and the Every Student Succeeds Act (ESSA)/Title I expectations and rules. In addition, there are program specific expectations and rules for schoolwide and targeted assistance programs.

Schoolwide Program

A schoolwide program uses its Title I allocation to improve the entire educational program of the school in order to raise academic achievement for all students, particularly for those children who are consistently or chronically underserved based on each school's comprehensive needs assessment. The students and teachers are no longer labeled "Title I"; instead the entire school is considered a Title I school. A schoolwide program is built upon schoolwide reform strategies rather than using the school's Title I allocation to "fill gaps" in the budget (i.e. "buying up" positions).

Schoolwide programs meet this provision by combining all resources to achieve a common goal. A school must have at least 40% of its enrollment receiving free/reduced price meals to be eligible to be a schoolwide program. Schoolwide programs must use Title I funds for prioritized educational needs which are based on the school's comprehensive needs assessment and aligned to school improvement plan.

There are three required components of a schoolwide program that are essential to effective implementation: 1) conducting a **comprehensive needs assessment**, 2) preparing a comprehensive **schoolwide plan**, and 3) **annually reviewing and revising**, as necessary, the schoolwide plan.

As the School Improvement Plan serves as the Title Schoolwide Plan, completion of these requirements is already embedded in the online School Improvement Planning Portal.

For reference, the Federal guidance on the required components of a schoolwide program is as follows:

- **Conducting a comprehensive needs assessment:** The school must conduct a comprehensive needs assessment to ensure that a school's comprehensive plan best serves the needs of those children who are consistently or chronically underserved so that they meet Minnesota Academic Standards. Through the needs assessment, a school must consult with a broad range of stakeholders, including parents, school staff, and others in the community, and examine relevant academic achievement data to understand students' most pressing needs and their root causes. ([ESEA](#) section 1114(b)(2); 34 C.F.R. § 200.26(a)). Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as 43 review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.
- **Preparing a comprehensive schoolwide plan:** A plan which describes how the school will improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment. ([ESEA](#) section 1114(b)(7)). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. ([ESEA](#) section 1114(b)(7)(A)(i), (iii)). The plan must also contain descriptions of how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. ([ESEA](#) section 1114(b)(7)(A)(ii)). To ensure that the plan results in progress toward addressing the needs of the school, the plan should include benchmarks for the evaluation of program results. This plan may be integrated into an existing improvement plan.
- **Annually evaluating the schoolwide plan:** Using data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary,

based on student needs and the results of the evaluation to ensure continuous improvement. ([ESEA](#) section 1114(b)(3); 34 C.F.R. § 200.26(c)).

Targeted Assistance Programs

A targeted assistance program is so-termed because it targets its services on specific, identified children. The children are selected for services solely on the basis of academic need, not the low-income formula. A targeted assistance program must include the eight components set out in the statute ([ESEA](#) section 1115(c)). In targeted assistance programs, all expenses must support **ONLY** the identified targeted students.

Program Planning and Budget

Each school must submit the [Title I Budget Worksheet](#) because MPS must document that schools are using their Title I funds to:

- Improve academic achievement for all students (schoolwide programs) and identified students (targeted assistance programs)
- Engage families and facilitate activities that allow for increased family involvement in each school's Title I programming;
- Demonstrate how children who are consistently or chronically underserved will meet Minnesota Academic Standards;
- Meet the needs identified in each school's comprehensive needs assessment; and
- Align directly with the School Improvement Plan (SIP) through the implementation of targeted strategies and professional learning communities (PLCs).

Title I Budget Priorities

All positions and non-salary expenditures funded with Title I funds must show direct support for the strategies outlined in your School Improvement Plan.

As schools are expected to implement the district strategic priorities as part of their school improvement plan, your Title I budget must be aligned to whichever of those strategies you select. Schools are expected to select at least two strategic priorities to implement: either MTSS or Literacy (all secondary schools will select MTSS), and either Social-Emotional Learning or Equity. If schools implement other school improvement strategies outside of the district priorities, your Title I budget must show support for implementing those strategies as well. It is **recommended that you limit your SIP to no more than four strategies**, so that you can effectively focus your time, resources, and capacity.

EXAMPLES OF USES OF TITLE I FUNDS

- High-quality preschool or full-day kindergarten and services to facilitate the transition from early learning to elementary education programs.
- Instructional coaches to provide high-quality, school-based professional development.
- Educational staffing to increase learning time.
- Teachers who hold a valid Minnesota teaching license and/or special permission for the subject and grade range of the teaching assignment
- Non-licensed staff members who meet the federal definition of "highly qualified," including EAs, AEs, BPAs, SSPAs who are providing instructional activities.
- Evidence-based strategies to accelerate the acquisition of content knowledge for English Learners.
- Activities designed to increase access and prepare students for success in high-quality advanced coursework to earn postsecondary credit while in high school (e.g., Advanced Placement, International Baccalaureate, early college high schools, and dual or concurrent enrollment programs).
- Career and technical education programs to prepare students for postsecondary education and the workforce.

- Counseling, school-based mental health programs, mentoring services, and other strategies to improve students' nonacademic skills.
- School climate interventions (e.g., anti-bullying strategies, positive behavior interventions and supports).
- Multi-tiered systems of support (MTSS) strategies intended to allow for early identification of students with learning or behavioral needs and to provide a tiered response based on those needs.
- Activities that have been shown to be effective at increasing family and community engagement in the school, including family literacy programs.
- Devices and software for students to access digital learning materials and collaborate with peers, and related training for educators.
- Two-generation approaches that consider the needs of both vulnerable children and parents, together, in the design and delivery of services and programs to support improved economic, educational, health, safety, and other outcomes that address the issues of intergenerational poverty.
- Class size reduction (to implement co-teaching model or add an additional section; not to "buy up" a position)
- Additional instructional support for reading, math and science (may include technology)
- Reserve Teachers while classroom teachers attend supplemental professional development (excludes Reserve Teachers while classroom teachers are on sick leave or on vacation)
- Extended time for teachers (related to strategies and/or goals outlined in your school's SIP)
- Family or Community Liaison, Educational Assistants, Associate Educators, Bilingual Program Aides, and School Success Program Assistants for additional educational support
- Teacher Emeritus to provide staff development and/or coaching
- Transportation of families to parent meetings (excluding IEP and 504 meetings)
- Field trip buses for educationally-related field trips
- Contracted services (related to strategies and/or goals identified in your school's SIP)
- A portion of your school's postage (supplemental and may not be used for required mailings)
- In state conference registration & fees for supplemental staff development opportunities aligned to your school's SIP.
- Light refreshments and snacks for academic parent meetings not to exceed \$5.00 per person.

Title I may NOT be used to fund:

- *Your Predictable Staffing requirements*
- *Food for staff*
- *Staff for in-school suspension (or other reactive behavior support)*
- *Secretaries, Clerks, or Office Specialists*
- *Staff assigned as Testing Coordinators, Bus Monitors, Lunch Monitors, or Recess Monitors*
- *Nurses, LPNs, or Health Service Assistants (HSAs)*
- *Translators for parent/teacher conferences or IEP meetings (required by Title VI of Civil Rights Act)*
- *Reserve Teachers while classroom teachers are on sick leave or on vacation.*
- *ELL Teachers* (Title I may not be used to meet the number of ELL teachers the district requires a school to have. Title I may be used to add additional ELL teachers).

Family Involvement Set-Aside

The Family Involvement allocation must be given to schools as a distinct allocation and must be spent only on academically related family involvement activities. **Functional area 216.401.638 will be used for your school's family involvement allocation.**

The Family Involvement set-aside may be used to fund:

- Staffing (or portion) for an Associate Educator, Educator Assistant or School Success Program Assistant who works with families and the community. The district is recommending that Title I schools provide staffing if the total

student count of the school is 300 students or more. Title I schools may choose to use Title I dollars or another funding source. The following chart is the FTE recommendation based on student count.

- 0-299 students: 0.0 FTE
 - 300-499 students: .2 FTE
 - 500-799 students: .5 FTE
 - 800 or more students: 1.0 FTE
- Books/workbooks (under the cost of \$5) for students to take home and work with parents.
 - “Snacks and light refreshments” limited to \$5/person for parent/family engagement meetings which are educationally related.
 - A portion of your school’s postage budget to send home fliers related to family engagement opportunities.
 - A portion of your school’s paper budget to print documents related to family engagement opportunities.
 - Contractors or professional speakers (assumes current staff is unable to provide the training) to meet/discuss with family about technology, school climate, and community opportunities.
 - Bus, taxi, and Uber transportation for families to attend school meetings/Family Night.
 - Translation services for families to better understand academic information being provided to their children. (Excludes Translators for parent/teacher conferences or IEP meetings (required by Title VI of Civil Rights Act))
 - Extended time for teachers and staff to visit families at home to discuss their student’s education (includes travel costs for these staff who visit parents)
 - Supplies and/or materials to be used during parent engagement events (i.e. pens, pencils, notepads, etc.)
 - Translator headsets in order to make parent meetings more efficient and welcoming to all parents.

The Family Involvement Set-Aside may NOT be used to fund:

- *Costs associated with ceremonies, banquets, or celebrations.*
- *Costs associated with entertainment, recreation or social events.*
- *Costs related to fundraising activities or promotional activities*
- *Translators for parent/teacher conferences or IEP meetings (required by Title VI of Civil Rights Act)*

Budget Codes for Title I

Grant #: 2430030000

Internal Order #: 2430030000

Fund #: 5023

Functional Areas:

- Title I Basic: 216.401.000
 - Title I Family Involvement: 216.401.638
- *Budget Reallocations between different functional areas are not allowed.

Title I Position budgeting:

- Use the average salary table and grids for all school positions and include fringe benefits.
- Budget fringe at 20% for extended time and reserve teachers and teacher emeritus contracts.
- Budget fringe at 36% for all salaried positions.

Time & Effort

When funding positions with federal funds including Title I, it is necessary to consider the federal time and effort requirement for **all** staff funded with federal funds, including full-time staff, part-time staff, reserve teachers and extended time. Recipients (employees) of federal education funds are required to certify the time spent and activities performed for the federal funds. Every position (employee) not 100% federally funded through one funding source are required to complete the Time and Effort documents each payroll reporting period. This certification is done through the time and effort forms via the district website.

****In order for the employee to complete the forms accurately, it is very important for administrators to discuss with each federally funded (including Title I) staff member why they are funded this way and what job responsibilities/activities they perform are appropriate for the federal funded portion of their position.***

How does this certification take place?

- Employees funded through one federal funding source (example: 100% of their time is coded to Title I): Periodic Certification Form completed twice per year certifying that the employee has been working solely in activities supported by the federal funding source. This certification is completed by the supervisor with direct knowledge of the employee's work.
- Employees funded with multiple funding sources, with at least one source being federal funds (example: 50% coded to Title I, 50% coded to Referendum): Must complete a Bi-weekly Certification Form, and this form must correspond with the pay period worked. These records must document the portions of time and effort dedicated to Title I and to the other revenue sources. The time and effort record must be completed after-the-fact (not estimated or budgeted) and account for the total time the employee is compensated. The record must be prepared every pay period and must be signed by the employee and countersigned by an administrator or supervisor. Time & Effort is now all done electronically through the staff time and effort web site <http://timeandeffort.mpls.k12.mn.us/>. Directions are located on the front log in page.
- Administrator Monitoring (certification and approval) for Biweekly Certification and Periodic Certification can be found on the Minneapolis Public School's Administrative Portal: <http://adminportal.mpls.k12.mn.us/>
- Extended Time: Time & Effort is now required for extended time. Time and Effort for extended time is entered and approved only in the SAP ESS module. Short text must be included to describe the work performed. Extended time funded with federal funds may only be approved by a supervisor with knowledge of the work performed. File loads are no longer permitted with grant funds.
- Reserve Teacher Time: Time & Effort is also required for reserve teacher time. You must obtain a Conference Billing form for all teacher absences funded with Title funding or any other federal funding source. These forms must be forwarded to Kim Lieb in Finance.

Federal Education Grants – Allocable Expenditures & Documentation

Statutes, regulations, OMB documents, and guidance govern the use of funds from the U.S. Department of Education to school districts. Statutes include both the specific law that establishes a program (e.g. ESSA, Perkins, etc.) and the General Education Provisions Act (GEPA). Regulations include both specific program regulations and the Education Department General Administrative Regulations (EDGAR). The omni-circular sets federal cost principles. All of these, combined with the specific grant application and award and district policy must be taken into account when determining whether a grant can pay for a particular expenditure.

When trying to make a determination about whether an expense is allowable, a grant manager should ask if the proposed cost is:

- Consistent with federal cost principles set in the omni-circular
- Allowable under the relevant program
- Consistent with program specific fiscal rules
- Consistent with EDGAR
- Consistent with special conditions imposed on the grant
- Consistent with the underlying needs of the program

Note: an important principle is **“this year’s money for this year’s kids.”** This means that supplies and materials purchased with your FY19-20 budget must be used in the 2019-2020 school year.

Federal Cost Principles Set in the [Uniform Grant Guidance](#).

All costs must be:

1. Necessary
2. Reasonable
3. Allocable
4. Legal under state and local laws
5. Conform with federal law and grant terms
6. Consistently treated
7. In accordance with Generally Accepted Accounting Principles (GAAP)
8. Not included as match
9. Net of applicable credits
10. Adequately documented

To determine if an expense is necessary, ask yourself:

- Do I really need this to run the program?
- Do I have existing resources I could use?
- Is this the minimum amount I need to spend to meet the program need?

To determine if an expense is reasonable, ask yourself:

- Is the expense targeted to valid programmatic/administrative considerations (identified in your SIP)?
- Do I have the capacity to use what I am purchasing?
- Did I pay a fair market price? Can I prove it?
- If I were asked to defend this purchase, would I feel comfortable?

Allocable means you can only charge an expense to a grant in proportion to the value received by the grant's program. For example, if a staff member is working on a grant half time and on another program half time, then only half the cost of the person's computer can be charged to the grant.

For additional information about Title I allowable costs, please contact **Ash Muni** or **Kim Lieb** in Finance at Ashwin.Muni@mpls.k12.mn.us or 612.668.0476 or Kimberly.Lieb@mpls.k12.mn.us or 612.668.0403.

For Title I program questions, please contact **Sarah Hunter**, Director of Accountability, at Sarah.Hunter@mpls.k12.mn.us or 612.668.0576.

For questions on accessing and completing your Title I budget worksheet, please reach out to **Jessie Welton** Jessie.Welton@mpls.k12.mn.us or 612.668.0583.

Title II (ESSA)

The Title II program under ESSA continues to focus on raising student achievement by improving the quality of teachers, principals, and other school leaders. Title II provides resources for the implementation of professional learning for educators and adheres to the understanding that high quality professional learning should be sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused.

Since ESSA no longer adheres to NCLB’s definition of “core academic subjects” regarding allowability, Title II resources can be used for professional development **to support educator effectiveness for teachers of every subject, principals, and paraprofessionals, including early childhood.**

The non-regulatory guidance also recognizes that educators learn best when they can collaborate and apply what they learn by explicitly requiring ongoing job-embedded activities that improve instruction. Therefore, resources to support the implementation of PLCs can be supported. ESSA also supports professional learning related to teacher leadership, aligning supports for ILT and PSWE leadership teams, as well as other Q-Comp teacher leadership positions.

Title II also promotes the ongoing professional development aimed at cultural competency and responsiveness and equity coaching, designed to improve conditions for all educators and students, including educators and students from underrepresented minority groups, diverse national origins, English Language competencies, and varying genders and sexual orientations.

The Federal guidance also requires local districts to coordinate professional learning with district strategic goals, related strategies, and programs to improve educator effectiveness.

Districts are required to develop a comprehensive needs assessment in meaningful consultation with a broad range of stakeholders and should examine relevant data to understand students’ and educators’ most pressing needs, including the potential root causes of those needs given the local context.

Once the needs assessment has been completed, districts should seek evidence-based practices for their core strategies.

Aside from professional learning, Title II can also fund the following strategies designed to support educator effectiveness throughout an educator’s career at the local level:

- Induction and mentorship—establish and support educator induction and mentorship programs that are evidence based, designed to improve classroom instruction, student learning and student achievement; and increase the retention of effective teachers, principals and other school leaders.
- Meaningful Evaluation and Support—support evaluation and support systems that continually improve instruction by relying on multiple measures and meaningful input from educators and other stakeholders
- Strong Teacher Leadership—support meaningful teacher leadership opportunities
- Transformative School Leadership—support for principal supervisors, as well as to support the activities of the principal professional learning.

Guidance

The non-regulatory guidance for Title II outlines the intent of Title II programming and funding: [Non-regulatory Guidance for Title II, Part A, 2016](#)

Budget Codes for Title II

Grant #: 2432400000
Internal Order #: 2432400000
Fund #: 5023
Functional Area: 204.414.000

Supplement, not Supplant

The supplement not supplant provision applies to the use of Title II funds. Title II may NOT be used to fund any activity that can be defined as supplanting. Supplanting occurs if:

- MPS uses federal funds to provide services that MPS is required to make available under other federal, state, or local laws;
- MPS uses federal funds to provide services that were provided with nonfederal funds in the prior year; or
- MPS uses federal funds to do something MPS would do in the absence of these funds. For example, Title II funds cannot be used towards activities mandated through policies set by the district.

Translation/Language Line

Schools receive an allocation intended to cover the cost of translations. This allocation may be used to fund extended time or contracted services. It may NOT be used to fund a portion of a position.

Other Funding Sources

There may be other funding sources that a site is allocated. All allocations should be specified in your allocation memo. Please refer to your allocation memo for additional details and parameters for other allocations your site may have received.

Section 4 - Departmental Services

This section includes information about the services various departments provide as well as the services schools or departments are required to budget and plan for in their departments. The information included in this section was provided by the individual departments and is organized by chief. Please contact the respective departments for clarifications regarding services.

Note: Not all departments submitted services information for this document. If you have questions about a department that is not listed in this document, please contact that department directly.

Associate Superintendent of Special Programs

Contact Name: Rochelle Cox, Associate Superintendent

Email: rochelle.cox@mpls.k12.mn.us

Homeless and Foster Care Student Services

Contact Name: Charlotte Kinzley

Phone: 612.668.5480

Email: charlotte.kinzley@mpls.k12.mn.us

Services Provided to Schools by Department:

- Consultation and assistance on eligibility, best interest determination, school placement, and transportation
- Guidance on compliance and best practices to facilitate identification and student success
- Development and maintenance of systems and structures to ensure compliance and to facilitate identification, enrollment, and full participation in school and activities
- Ensure MPS policies and practices are in compliance with applicable laws and rules
- Resolution of disputes on school placement and transportation eligibility decisions
- Professional development and coaching opportunities to improve staff ability to support homeless and foster care students
- School placement, initial transportation setup, and basic school supplies provided for students in shelters
- Connect staff to internal and external resources for students and families (Stable Homes Stable Schools, housing stability funds, school supplies, uniforms, coats, school activity fees etc)

Services that schools are required to provide from building budgets (i.e. required services):

- Connect students and families to external resources (food, housing, etc.)
- Make initial best interest decisions for students about placement and transportation
- Identify students experiencing homelessness and students in foster care in schools and report to Homeless and Foster Care Services department staff
- Request transportation
- Communicate with families
- Identify and meet the individual academic and social/emotional needs of students

Services that schools may choose to provide from building budgets (i.e. optional services):

- Additional staff time or resources to serve students experiencing homelessness and students in foster care

Changes from FY 2019-20:

- Beginning in 2019-20 we were no longer able to use Title I funds to pay for field trips for HHM students. Both state and federal law prohibit schools from charging fees for field trips that are "required as part of a basic education program" (those that occur during the school day). To better align with this policy we have discontinued **using Title I funds to pay for field trips for HHM students**. For 2019-20, if schools already had a trip planned that they were relying on this funding to cover, we were willing to support in some cases. We will not be able to do that in 2020-21.

Special Education

Contact name: Rochelle Cox
Phone: 612.668.5438
Email: rochelle.cox@mpls.k12.mn.us

Services provided to schools by Department:

- **Instructional Coaching**
 Special Education Directors will consult with principals on instructional needs of their special education staff based on the SOEI process. District Program Facilitators will provide instructional coaching to special education staff as directed by Special Education Directors. District Program Facilitators will provide coaching on Domains 1, 2, and 3 of the SOEI Rubric.
- **New Teacher Training**
 The Special Education Department will provide special education specific training through New Teacher Orientation, summer training sessions and year round support.
- **Professional Development**
 The Special Education Department will provide district wide training, on-site training, E learning and modules that can be presented by building staff.
- **Due Process Training and Consultation**
 The special education department will provide due process clerical time at each building to assist with the monitoring of due process files at most site. Due process training will be provided in a variety of models for special education staff. Due process consultation and support will be provided to each building as needed for individual cases.
- **Special Education Accounting**
 The special education department is available throughout the year to assist principals and secretaries with special education allocations and questions. The special education department creates and closes special education positions and sends out position reports to schools. Mileage is also processed through the department for special education related services staff at school sites. The special education department also provides budget codes for special education grants and funded programs.
- **Special Education Placement**
 The special education department will place incoming Federal Setting III and IV students into district programs and assist schools when students require a different level of service.
- **EdPlan and Electronic Data Systems**
 The special education department will fiscally support a district wide electronic special education due process system (EdPlan), provide maintenance, support and training as needed.
- **Financial and Student Data**
 The special education department will create and maintain fiscal and student data requirements for both the district and Minnesota Department of Education. The department will also support schools in the analysis of their student data in key state and district performance indicators.
- **Limited Supplemental Support Allocation**
 Limited fiscal support will be available to schools for new students who enter the district and may require additional support due to medical or behavioral needs.
- **SOEI Observation Support**
 Special Education Directors and District Program Facilitators will be available to assist both primary and secondary observers in SOEI Special Education and ESP staff. Special Education Directors can assist with the development of “Next Steps” and District Program Facilitators will be available to assist with coaching and training specified in “Next Steps”. Related Services Managers will take primary responsibility for the completion of evaluation process for Related Services staff

- **Special Education Program Development**
 Special Education Directors will consult and advise principals regarding special education programming and models in their building. District Program Facilitators can be used to support special education programming under the direction of the Special Education Director.
- **Intervention Recommendations, Support and Training**
 The Special Education Department will provide schools and special education staff with evidence based practices and research information to support promising special education practices in buildings. The Special Education Department will provide training, professional development modules and instructional coaching on special education interventions, with a strong focus on reading.
- **Disability Information**
 District Program Facilitators will provide school staff with up to date information about disability specific information, parent engagement strategies and inclusive school environments.
- **Transition Guidance**
 Guidance will be provided from the special education department on strategies to increase special education graduation rates, high school courses of studies, transition planning, college planning and a rigorous sequence of work opportunities.
- **Inclusive Practices**
 Inclusive Practices are a special area of focus for the special education department. We offer each school the development of an individualized inclusion plan and assistance in inclusion model development. Professional Development modules will be available to schools with special attention to collaborative planning and teaching.
- **ESY Services**
 Extended School Year Services are coordinated for schools during the summer for all students in the district who qualify. The special education department coordinates with case managers to determine the type and amount of services needed for each student. After the ESY session, data is provided to IEP teams at the building to assist in determining eligibility for ESY the following year.
- **Coordination and Management of Related Services**
 The Special Education Department coordinates Related Services for the special education students district wide. These services include occupational therapy, physical therapy, speech therapy, Developmental Adapted Physical Education, Vision Services, Deaf/Hard of Hearing Services, school social work, and school psychology. Related Services Managers provide hiring or assistance with hiring, supervision, evaluation, training, and coaching for Related Services staff.
- **Assistive Technology Consultation and Devices**
 Our Assistive Technology Team provides consultation, evaluation, training and technical support for special education students in the district. They lead our district's Universal Design for Learning Team and maintain a library of assistive technology, featuring low and high technology solutions. The Assistive Technology Center, along with its many volunteers, creates many assistive technology solutions through their own design, saving the district thousands of dollars every year.
- **Specialized Assessment Protocols and Materials through the Professional Instruction Center**
 The Professional Instruction Center provides instructional materials, strategies and interventions for special education staff to utilize on a library loan system. This resource allows special education staff to try specially designed interventions without cost to the school. It is expected that a school would purchase the materials if it is going to be utilized on a long term basis. The Professional Instruction Center also supplies Related Services Staff with assessment protocols that are needed for evaluations. In addition, the Professional Instruction Center supports implementation of MTSS, the Problem Solving Model, and progress monitoring for students with disabilities by providing assessment probes and training on administration, scoring, and data analysis.
- **Learning Walks**
 Special Education Directors look forward to participating in learning walks with principals in their

schools. The focus of the walks can be determined by the principal, SOEI information, or district/state performance indicator data.

Services that schools are required to provide from building budgets (i.e. required services):

- Technology that is supplied to any general education student or staff member.
- Office and classroom supplies, materials, and curriculum that are provided to any general education student or staff member must also be provided to special education staff. Special education staff should have access to general education curriculum, instructional support, and professional development opportunities.
- Special education staff should have access to copy, fax, and scanning machines and supplies.
- Locked cabinets and/or file drawers must be provided to secure due process documents, technology and equipment.
- School sites have been purchasing standardized achievement measures such as the Woodcock-Johnson IV Tests of Achievement and test protocols for special education evaluations.
- Special education staff should be provided adequate work space, desk, phone, internet access (wifi or wired).
- Related service budget that is allocated to the school, must be used for purchase of related service staff as required by law and due process (OT/PT, speech, DAPE, social work, school psychology) from the school budget.
- Mileage costs for school social workers for transportation of students who do not receive special education services.

Services that schools may choose to provide from building budgets (i.e. optional services):

- Building administrators may choose to 'buy up' additional FTE to support special education students' needs including: social worker, psychologist, SEA floater, SERT, special education lead or coordinator for the building or cluster of buildings.
- Administrators may choose to buy instructional materials to support special education students' learning

Changes from 2019-20

- Sites are required to budget for mileage for SSW when they transport students who do not receive special education services.

Office of the Chief of Academics

Contact Name: Aimee Fearing, Interim Senior Academic Officer

Email: aimee.fearing@mpls.k12.mn.us

Athletics Department

Contact Name: Antony M. Fisher, District Director of Athletics

Phone: 612.668.0603

Email: antony.fisher@mpls.k12.mn.us

Services Provided to Schools by Department:

Salaries

- Coaches (a base number for High School)
- Officials (for High School game events)
- Workers (limited at high schools sports and AD offices)
- District Sports (oversee boys and girls Hockey, Lacrosse and Alpine Ski)
- Engineer/Janitor overtime
- Police Officers (security at athletic events)
- Assignors for officials: Track, Cross Country, Soccer, Hockey, Basketball, Baseball, and Softball
- District Office Middle School Sports Coordinator (see separate listing)
- District Office Specialist (see separate listing)
- District Assistant Director of Athletics (see separate listing)
- District Director of Athletics (see separate listing)

Transportation (scheduling and maintaining FY20 – no additional staff)

- High School Game Events
- Middle School Game Events
- Limited - Practice buses

Athletic Training Services

- Athletic Trainers that service student-athletes for injuries and prevention of injuries for any athletic contest and practices.
- Concussion information sessions (provided by TRIA Orthopedic Center)
- First Aid training for all Directors and District staff
- Baseline Concussion Testing

Background checks cost

- New Coaches, Returning Coaches, and Volunteers

Scheduling Website Membership (Distributed Website rSchool Today currently being used)

- Create, Update, and Maintain High School Schedules www.mpls.city.org (used by all Athletic Directors and limited access by Head Coaches.
- Implementation of Rycor for online registration/payment etc.

Minnesota State High School League Contract Membership:

- Cost based on per school and per sport of student-athlete participation.
- Provide rule books and manuals of updated information regarding athletics and equipment

Tournament Entry Fees

- Schwan Cup
- Invitational Tournaments (from other districts)
- Inter district invitational meets and events
- Conference affiliation fees

Facilities (Rentals)

- Hockey Ice time (Parade and Northeast with Park Board)
- Tennis Courts (Reed Sweat Inner City Tennis)
- Baseball & Softball Fields (MPRB Premium Fields)
- Lacrosse (MPRB Premium Field)
- YMCA Midtown and Phillips Swimming Pools
- Loppett Foundation (Nordic Ski)

Outdoor Temporary Facilities (Porta Potties)

- Henry High School (no outdoor facilities for sports game events)
- Various Outdoor MPS facilities (Lincoln, Franklin, etc.)

AED Servicing / CPR

- AED Service - checked and restocked yearly (assigned to school Athletic Directors)
- CPR training renewal for Athletics staff

Coaches Workshops Training and Registration

- Fall, Winter, and Spring Sports

Awards and Recognition

- Custom Medals (Gold, Pewter/Silver, and Bronze for High School sports events – Broadway Awards)
- National Signing Day event for student athletes accepted to colleges
- Athena Awards
- All-City Sports Recognition
- All-City Academic Athletic Awards
- Trophies (Middle School Awards)

District Middle School Sports Coordinator

- Assist District Director of Athletics
- Assist Director with Budget Tie Out and Budget development
- Prepare and create informational documents and presentations for Athletic Department needs
- Outlook – calendar scheduling and maintaining
- Order District Awards
- Assist All Middle School Athletic Directors
- Athletic Data Reporting with District Athletic Office
- Develop, Nurture and Manage External Partnerships (MPRB, Mn. Vikings, TRIA Athletic Training Services, Midtown YWCA)
- Represent District at Community Meetings (Youth Coordinating Board (YCB), Minneapolis Youth Sports Association (MYSA),
- Hire all Middle School Sports Officials
- Update Athletic Website
- Attend Local Athletic Directors conferences and meetings

- Coordinate Season Meetings and Workshops for Athletic Directors, Coaches and Officials
- Schedule all athletic events including post season tournaments
- Coordinate transportation needs for all athletic events
- Serves as a liaison between the Middle School Athletic Programs and the High School Athletic Programs

District Office Specialist of Athletics

- Office management duties (include assisting all Athletic Directors)
- Supervise and train temporary staff and workers
- Support Directors of the budget (viewing, reallocations, journal entries)
- Novatus (contract management system)
- Concur (travel and expenses)
- SRM - Create requisitions (orders)
- Athena project

District Assistant Director of Athletics

- Assist District Director of Athletics
- Prepare and create informational documents and presentations for Athletic Department needs
- Outlook – calendar scheduling and maintaining
- Order District Awards
- Assist All High School Athletic Directors
- Athletic Data Reporting with Minnesota Department of Education (MDE)
- Athletic Game Reports (tickets, workers, officials, engineer overtime)
- Develop, Nurture and Manage External Partnerships (MPRB, MSHSL, MSHSL Foundation, Pitch In For Baseball, Hennepin County Youth Sports Program, Vikings, TRIA Athletic Training Services, Midtown YWCA)
- Represent District at Community Meetings (Youth Coordinating Board (YCB), Minneapolis Youth Sports Association (MYSA),
- Serve as member of Metro Area Officials Association Negotiations Committee
- Administer District Athletic Sports Hockey and Alpine Ski
- Facilitate Academic Appeals Hearings
- Update Athletic Website
- Attend National and Local Athletic Directors conferences and meetings
- Coordinate Season Meetings and Workshops for Athletic Directors, Coaches and Officials

District Director of Athletics

- Directs and provides leadership for MPS District Athletic Department
- Payroll for all coaches and district workers of sports game events
- Prepare Agendas and Facilitate Districtwide Athletic Director Monthly Meetings
- Prepare Agendas and Facilitate School Specific One-on-One Athletic Director bi-monthly sessions
- Management of Staff (includes Building Athletic Directors)
- Management of Operations and Community Relations for Athletics
- Management of the District Athletic Department Budget
- Management of the District Athletic Department Eco-system
- Management of MPS Athletic Department conflict resolution
- Chairperson of Board of Athletic Directors Appeals Committee
- Collaborating as a team member, with colleagues, staff and community representatives
- Organize Athletic Procedures

- Generating and Reviewing Conference schedules
- Serves as a liaison between the High School Athletic Directors and the High School Principals
- Liaison between the Middle School Athletic Programs and the Middle School Principals

Services that schools are required to provide from building budgets (i.e. required services):

- Clerical/Account clerk to process independent contract forms submitted by building Athletic Directors for payment of officials and workers.
- Process shopping carts /P.O.'s for supplies, uniforms, equipment, etc.
- Payment of non-baseline coaches

Services that schools may choose to provide from building budgets (i.e. optional services):

- Game Workers
- Game Managers
- Security, Ticket Sellers, and/or Announcers
- Scoreboard/Clock Operators, Timers
- Additional Coaches
- Transportation for Practices
- Special Events
 - Team Banquets
 - State Tournament Expenses
 - Parent Night/Senior Night Event Expenses
- Additional Security
- Premium Athletic Facility Usage
- Entry Fees – Tournaments, Passes, etc.

Changes from FY 2019-20:

- Added a Uniform Replacement Program
- Middle School programming shifted back to the District Athletic Department
- Addition of Middle School Track & Field and Girls Flag Football
- Expansion of Cooperative Sponsorships
- Implementation of Rycor online registration and payment
- Officials Request for Payment Process
- Game Workers Request for Payment Process
- Expansion of the MPS Athletic Department by serving on various high school athletic committees
- Partnering with the St. Paul Public School Athletic Department
- Partnering with the local professional sports teams
- Coordinating consistent protocols and systems across the districts
- Checks and balances implemented through district sports equipment inventory controls
- Utilization of an athletic storage unit designed specifically for District Athletic Department equipment
- Implementation of a revamped eligibility appeals process
- Align the Athletic Department with the new District Comprehensive Design which includes compliance with the EDIA findings and School Board Resolutions

Early Childhood Education

Contact Name: Maureen Seiwert

Phone: 612.668.2143

Email: Maureen.Seiwert@mpls.k12.mn.us

Services Provided to Schools by Department:

- Professional Development for MPS Early Childhood Education teachers and staff
- Embedded Professional Development for High Five Team - ongoing throughout the year
- Internal Coaching for PK - MRC Reading Corps Members - ongoing throughout the year
- Consultation to school administration sites regarding ECE/ECSE Pre-Referral/Referral Process
- Winter and Spring Data Meetings with the Principals and High Five Teams
- High Five-Core Curriculum, materials, and equipment
- Early Childhood Screening for children in High Five and Kindergarten who have not been previously screened
- Parent Education opportunities for parents of High Five students
- Transition into kindergarten support for incoming MPs kindergarteners
- Management of Early Admission to Kindergarten application and assessment process
- MPS Enrollment outreach and support to community partners

Services that schools are required to provide from building budgets (i.e. required services):

- SW/Nursing/Clerical
- A designated office staff to enter students' information in Discovery Early Education tab
- Consumable materials budget- construction paper, glue, crayons etc.
- SOEI Observers
- Translation/Interpretation (i.e. ARCH)

Changes from FY 20:

None

Multilingual Department

Contact Name: Muhidin Warfa, Executive Director, or Kate McNulty, Director

Phone: 612-668-0174

Email: Multilingual.Department@mpls.k12.mn.us

English Learner Services Provided to Schools by Department:

- Title III Compliance
 - Technical assistance to Lead ESL teachers as needed to meet Title III requirements of identifying, assessing, monitoring, and exiting English Learners.
 - Assessment support and consultation for WIDA testing, placement and progress monitoring.
 - Collaboration to ensure service to Dual Eligible students who qualify for both ESL and Federal Special Education setting 3 and 4
 - Itinerant ESL service and consulting for low-density EL sites
- Professional Development
 - Support for site-based PD in collaboration with site staff
 - Regular Lead ESL teacher meetings and PD
 - Data Dives to support long and short-term instructional planning
 - Coaching training & support for new EL Lead Coaches
- Family Outreach
 - Outreach to inform parents of EL programming and services, support for EL Family Night events

- Targeted support for newcomer students
- Program Development, Evaluation, and Reporting
 - Annual process to review and evaluate site EL Plans of Service
 - Data analysis of EL academic outcomes and consultation with building ILTs as needed
 - Development of Common Language Assessments to progress monitor growth in ELP between ACCESS administrations
 - Review of framework for Developmental Dual Language programs
- Supplemental instructional materials for newcomer students and Learning A-Z subscriptions

Services that schools are required to provide from building budgets (i.e. required services):

- Appropriate English Language Development services by a licensed ESL teacher for all English Learners (i.e., ESL=Y) in accordance with the Multilingual Department [Program Framework](#).
 - For 2019-20, 100% of the allocation for licensed ESL teachers will be funded from district funds.
 - Includes staff, materials and support necessary to meet the needs of Dual Eligible (SpED) ELs and other ELs with special needs (e.g. Newcomers and Students with Limited or Interrupted Formal Education)
- Student appropriate core instructional materials necessary to support key learning and language development needs of ELs
- Ensuring adequate bilingual staff for both the instructional needs of students and the capacity to communicate effectively with families.
- Translation and interpretation services not funded by Special Ed, Family Outreach or other District Departments.
 - **Please note that services not funded by district departments include all standard interpreters for needs such as Parent/Teacher conferences, home visits, and school/community events.** Building budgets must include sufficient funds for interpretation service to ensure that school communications are shared in languages accessible by all parents, as mandated by ESSA.
 - Schools will continue to receive an allocation for Language Line usage in 2019-20. Language Line provides convenient and direct connection with interpreters for phone language interpretation in emergency, urgent or unexpected situations and should be used for immediate needs (i.e., parent phone call, transportation updates, or urgent parent meeting).

Services that schools may choose to provide from building budgets (i.e. optional services):

- ESL teachers in excess of the required FTE allocation
- Heritage Language instruction
- Extended Learning instruction targeted to English Learners.
- Technology tools and resources to meet the needs of English Learners
- Level appropriate and culturally relevant curriculum support materials, including materials for student independent reading.

Online Learning

Name: Opal Ehalt, Director Contract Alternatives

Email: opal.ehalt@mpls.k12.mn.us

Online Learning Requirements

Minneapolis Online Learning (MPS Online) is our districts' 8-12 online school. MPS provides both supplemental and full-time courses. The course offerings can be found [HERE](#). **We do not provide credit recovery.**

State law allows all students to take online courses from any MDE accredited school including MPS Online. If students attend an accredited school other than MPS Online, state funding for those students goes to the outside school. MPS "brick and mortar" schools with students dual enrolled with MPS Online will **NOT** lose funding as MPS Online operates as a cost center.

Enrollment and registration is facilitated among guidance counselors at our school sites and MPS Online personnel. Go to MPS <http://online.mpls.k12.mn.us/registration> for additional information.

Teaching and Learning

Contact Name: Jennifer Rose, Executive Director K-12 Academics

Phone: 612.668.5341

Email: Jennifer.rose@mpls.k12.mn.us

The Teaching and Learning department supports schools by providing professional development for teachers, administrators, differentiation specialists, instructional specialists, and other classroom support staff (ie AE's & SEA's) and recommends/supports core curriculum and instruction and assessments to guide classroom instruction. T & L supports the revisions of the curriculum guides and selects and pays for core curriculum, orders and processes all instructional materials, and supports grade reporting and course creation/registration. Department staff also set standards and support for special programs such as IB, AP, CIS, PSEO, and AVID and manage identification of advanced learners.

Talent Development & Advanced Learner Services K-8

Contact Name: Christina Ramsey and Melissa Damon

Phone: 612.668.5376 or 612-668-5393

Email: Christina.ramsey@mpls.k12.mn.us or melissa.damon@mpls.k12.mn.us

Requirements for this area:

Identification

As required by the State of MN, MPS screens students in grades K-5 for possible identification as advanced learners in order to find:

- students who perform at an advanced level when compared with others of the same age, experience or environment
- students who show the potential for performing at an advanced level
- advanced learners representative of all of our diverse student body, including those who are culturally, linguistically and economically diverse (CLED)
- Students can be referred for identification by either parents, students, or school staff.

Decisions about advanced learner identification for currently enrolled MPS students include considerations of:

- Assessment of ability (Cognitive Abilities Test - CogAT7)
- Assessment of achievement (FAST)
- Information from teachers and parents about demonstrated characteristics in and out of the classroom

Once identified:

- The core curriculum is differentiated by the classroom teacher trained to provide greater depth, complexity, novelty and/or pacing based on individual strengths, talents and sustained interests.
- Instructional practices for advanced learners and **grouping** are emphasized at this level. MPS advanced learner curriculum is available for all K - 5 core content units of study.

Levels of Service

 Talent Development & Advanced Academics				
All students recognize and develop their academic talents as a result of enrichment and appropriately challenging learning opportunities.				
<h2 style="margin: 0;">Levels of Service</h2>				
Level I		Level II	Level III	Level IV
←		→		
Enrichment Pedagogy		Advanced Differentiation		
DESCRIPTION	ALL emphasis on classroom differentiation for interest and learning profile, and enrichment	MANY (anyone might, not everyone will)	SOME Meets the needs for more rigor and challenge. Emphasis on advanced classes, differentiation of core content with depth, complexity, novelty and ascending intellectual demand	FEW Emphasis on subject or grade acceleration and/or individual learning plans
WHO	All students	Students who show an interest, propensity, or achievement in a particular area as evidenced by assessed performance	Students identified with advanced learning needs	Identified advanced learners whose needs surpass curricular enhancements/ extensions available in a grade level or subject area
WHAT	<ul style="list-style-type: none"> • Exposure to and opportunities to explore possible interest areas into, through and beyond the core curriculum • Other enrichment opportunities: field trips, service learning, guest speakers, residencies. 	<ul style="list-style-type: none"> • Clubs & specialized groups • Interest projects • Competitions • Enrichment Clusters 	<ul style="list-style-type: none"> • Core curriculum and instruction qualitatively differentiated specifically for advanced learners • Classroom teachers trained to meet cognitive and affective needs of advanced learners • Grouping for core instruction <p style="text-align: center;"><i>Learning Targets for Advanced Learners</i></p>	<ul style="list-style-type: none"> • Full grade or single-subject acceleration • Mentorships/ Apprenticeships • Individualized learning plans • Participation in advanced coursework through university partners and other agencies <p style="text-align: center;"><i>Learning Targets for Advanced Learners</i></p>

Schools are required to provide Level I & II services (MTSS Tier 1) for all students, Level III (MTSS tier 2) services additionally for all identified advanced learners and Level IV (MTSS tier 3) services for advanced learners demonstrating greater need for individualization and/or acceleration. Level III (MTSS tier 2) services to students require teachers to be trained in advanced differentiation and students to be grouped together for core instruction. Sites should set targeted improvement goals around advanced learner growth and plans should specifically address the population of students who are at or above grade level as measured by the MCA and FAST but not making expected growth. Generally, advanced learners should be making more than expected growth.

The district will budget and pay for...	The school should budget and pay for...
<ul style="list-style-type: none"> ● Identification ● Advanced Differentiation resources for Literacy, Math, Science and Social Studies (housed within MPS curriculum guides) ● Curricular materials to support Advanced Differentiation resources for school resource library and teacher check-out ● Stipend for Talent Development Site Lead (\$1,400) ● Professional development (upon completion of MPS Certificate in Talent Development) ● 2 days of substitute teacher to continue training in advanced differentiation for one teacher per grade level at each elementary (K-8) site. 	<ul style="list-style-type: none"> ● Interest-based enrichment opportunities (Level I and II services) ● The replacement of lost or damaged advanced differentiation curriculum materials previously purchased and deployed to support Advanced Differentiation resources ● School should designate a Talent Development Site Lead to support parents and teacher, the identification process, and manage the TDAA resources for the building. ● Schools will also identify teachers from each grade level to attend the two day TDAA training (subs paid by TDAA).

Differentiation Specialist

Contact Name: Jennifer Rose, Interim Executive Director of K-12 Academics

Phone: 612.668.5341

Email: Jennifer.Rose@mpls.k12.mn.us

Methodology of allocation:

All K - 8 sites are allocated .5 FTE funds for Differentiation Specialists (DS).

Required uses of allocation (non-negotiables):

Schools must purchase a Differentiation Specialist (DS)

- Schools may choose to “buy up” to a full FTE with other funding. it is a role best paired with a Math or Reading Specialist or other coaching position. It is not recommended that this position is paired with an admin TOSA.
- Schools may not “cash out” FTE allocation
- Required bi-weekly professional development to support the roles of position. These PD sessions give information and training to the DS who should bring the information to their site(s) and apply the learnings to building PD and/or with individual teachers they work with.
- Differentiation Specialist are not to facilitate intervention or pull-out groups. Additionally, DS cannot serve as a building sub or take on duties that are outside of the role position below (ie. Lunch duty or bus duty).
- For more information, see Differentiation Specialist Job Description 2020-2021.

Role: The Differentiation Specialists (DS) supports teacher efficacy in differentiated daily instruction in order to equitably increase academic growth and achievement for **all** learners. Essential functions of the DS include:

- Coaching
- Co-Planning
- Co-Teaching
- Model Lessons
- Serving as a member of the Instructional Leadership Team
- Implementing MTSS at a high level
- Facilitating data cycles with teachers and grade-level teams
- Differentiating for all subgroups including:
 - Unrepresented populations
 - English Learner
 - Special Education
 - Advanced Learner

Equity: A Differentiation Specialist must have a firm foundation in equity and be willing to participate in site-based conversation around race and identity. Academic success is grounded in the ability to apply academic strategies through an equity lens in planning, implementation, and assessment.

Talent Development & Advanced Academics will fund professional development for Advanced Differentiation Certificate and payment for coursework taken outside the school day after completed portfolio is submitted and reviewed as **Advanced Differentiation Certificate is a requirement of this position.**

Elementary Literacy

Contact Name: Julie Tangeman

Phone: 612.668.5315

Email: julie.tangeman@mpls.k12.mn.us

Requirements for this content area

The Elementary Foundational Program guarantees students receive a minimum of 145 minutes of literacy instruction per day towards the MN ELA Common Core Standards. The model of instruction for literacy is balanced literacy through a reading and writing workshop. This 145 minutes should include approximately 45 minutes of reading, 45-60 minutes of writing, and 45-60 minutes of foundational skills, word work, and guided reading (specific times vary by grade level). Each classroom should have a comprehensive classroom collection to support independent reading which should be organized by genre, with an equal split of 50/50 fiction/non-fiction. In any given elementary classroom, there should be a wide range of texts - both above and below grade level, with the largest number in the range of reading level appropriate for the grade. Additionally, small group instruction would require a classroom area conducive to pulling small groups of students.

Required Professional Development

- Balanced literacy and Benchmark- reading, writing, and foundational skills/word work
- Independent reading and/or differentiation and scaffolding
- Engage in data dives and diagnostics (fall, winter, and spring)
- Engage in long- and short-term instructional planning to meet student needs

See [elementary scheduling guidelines](#)

Recommendations for this content area

Teachers should look for opportunities to increase content integration - particularly opportunities to align reading and writing activities to science and social studies content in meaningful and relevant ways.

Teachers should utilize a variety of assessment tools - beyond the interim assessments - to identify student instructional needs. Some examples include F&P benchmark assessments, FAST and F&P diagnostic assessments, running records, dictation, retellings, reading response logs, Benchmark quick checks, Benchmark unit & weekly assessments (located on Illuminate) and FAST.

Schools are highly recommended to allocate funding for literacy specialist positions to help support teachers in implementing high impact instructional strategies through co-planning, co-teaching, data collection, and modeling of effective instruction. This position can also help bring strong literacy instructional strategies to content areas.

The district will budget and pay for...	The school should budget and pay for...
<ul style="list-style-type: none"> ● “Core” material needs related to increased enrollment/added classrooms ● Current Core materials 2020-2021 <ul style="list-style-type: none"> ○ PK: Houghton Mifflin Core literacy curriculum ○ K-5 Benchmark Advance/Adelante core literacy materials (Texts for Shared Reading and Close Reading) ○ Scholastic Classroom collection (100 book sets) 	<ul style="list-style-type: none"> ● Consider at least .5 FTE reading specialists to support high quality core instruction and literacy across content areas ● Ongoing additions to classroom collections and book rooms ● Additional optional (LLI) Leveled Literacy Intervention Kits to meet school MTSS plan and a licensed, qualified reading interventionists to deliver instruction to students ● Replacement of lost or damaged materials (including book rooms, F&P kits/books, classroom libraries, core resources) ● Additional approved programs to support literacy instruction (Lexia Core5, RAZ Kids, etc.) see approved software ● Reading Corp fees ● Paper/copying needs related literacy ● Opportunities to support F&P administration (ex. before school, sub support, etc.)

Secondary ELA

Contact Name: Hibaq Mohamed
Phone: 612.668.5360
Email: hibaq.mohamed@mpls.k12.mn.us

Requirements for this content area

- All schools should provide a schedule that provides a minimum of 50 minutes per day for students in their core ELA class.
- Teachers teaching ELA need to hold licensure in 5-12 or 7-12 Communication Arts/Literature or English Language Arts in order for students to receive high school credit for the course.

All students take the MCA III in Reading in grades 6, 7, 8, and 10. Students in 10th grade take the Compass reading assessment. Students in grade 11 take the ACT plus Writing assessment. Schools should ensure that students reach mastery of grade-level MN ELA reading standards by the time the tests are administered in the spring, and all grade-level English Language Arts standards within the course of the school year.

MPS students need to complete four years of high school English Language Arts in order to meet district graduation requirements.

Recommendations for this content area

- Minneapolis offers a wide variety of resources to support instruction, which are connected to thematic instructional units, distinguished as anchor texts (common unit texts), core texts (to accompany anchor texts), and supplemental texts (to complement anchor and core texts).
 - These texts provide challenging and engaging literacy opportunities for ALL students. Teachers should select core and supplementary texts to provide both “windows” and “mirrors” for students - allowing them to grow in their identity, while also accessing opportunities to see the world outside of their personal experience.
 - All students should regularly engage with grade-level texts as defined by MN State Standards **and** accessible texts based on the individual readiness and personal choice. Students should read a minimum of 4 anchor texts *and* 4-12 supplemental texts within the instructional framework over the course of the school year.
- Students should also have regular exposure to a variety of shorter supportive texts (eg. poems, articles, video clips...) that support the essential question and unit of study.
- Teachers should deliver Language Arts content through balanced and varied instructional modes, but always with the intent of maximizing students’ time actively engaging in reading and writing. Therefore,
 - Teachers should prioritize small group structures over other structures at a rate of 50% small collaborative group work, 25% independent work, and 25% whole group work.
 - Differentiated student needs should be addressed in flexible small group structures. Equal emphasis should be placed on writing practice as on reading practice, and occur within all of the delivery structures.

The district will budget and pay for...	The school should budget and pay for...
<ul style="list-style-type: none"> ● Anchor texts for each grade level ● Supplemental text sets for each grade level to support small group reading structures ● <i>Writing: Reading and Writing Source Books (6-8)</i> ● <i>Reader’s Handbook (6-12)</i> ● <i>Great Books texts (6-12)</i> ● <i>Great Source – Daybooks (6-12)</i> ● <i>Consumable materials from Great Source Publishing, Writer’s Inc., Insider (9-12) - as ordered</i> 	<ul style="list-style-type: none"> ● Classroom leveled collection resources to support independent reading ● Lost/damaged materials ● reference materials ● access to current event texts/subscriptions ● reader’s and writer’s consumable notebook (composition notebook) ● Schools should allocate funding for literacy specialist positions to help support teachers in implementing high impact first-time instructional strategies through co-planning, co-teaching, data collection, and modeling of effective instruction. This position brings strong literacy instructional strategies to content areas.

Secondary Reading and/or Read 180/System 44 Classrooms

Contact Name: Hibaq Mohamed , ELA & Reading Teaching & Learning DPF
Phone: 612.668.5360
Email: hibaq.mohamed@mpls.k12.mn.us

Contact Name: Sarah Godfrey, Special Ed DPF,
Phone: 612.668.0463
Email: Sarah.Godfrey@mpls.k12.mn.us

Requirements for this content area

Read180/System 44:

- Any program using Read180/System 44 must have a minimum of 45 minutes daily.
- Any program using Read180/System 44 must implement **all** components of Read180/System 44, including assessment cycles, with fidelity.

Recommendations for this content area

Reading teachers AND Read 180 teachers should actively collaborate with core content area teachers (ELA, Science, Social Studies, Math) to align learning and support using reading strategies to access content resources and materials.

Note: Maintaining consistent teacher assignments year-to-year to the program will minimize/eliminate cost for training teachers new to the program.

The district will budget and pay for...	The school should budget and pay for...
<ul style="list-style-type: none"> ● Approved sites materials/licenses for Read 180/System 44 implementation. ● Program hosting and maintaining cost ● Implementation support and PD related to Read 180/System 44 to include costs related to the SAM system, coaching, new teacher training, and continuing teacher training in Read 180/System 44 best practices. 	<ul style="list-style-type: none"> ● Additional high interest texts for independent reading libraries ● Lost materials ● Technology needed to successfully implement Read 180/System 44 <ul style="list-style-type: none"> ○ 6-8 computers per Read 180 classroom equipped to run Next Gen ○ Headsets equipped with microphones for each workstation (including annual replacement for lost and damaged headsets.) ● Read 180 Student Books (consumable workbooks) (Book should stay with student through all 9 workshops – sometimes multiple years). ● Orders for new students enrolled/added to programming. ● Sub for training days (1-3 per school year) <ul style="list-style-type: none"> ○ If teacher did training during summer, it is only one day in fall ○ If teacher did not do training in summer, three days September through early November.

Elementary Mathematics

Contact Name: Marium Touré
Phone: 612.668.5350
Email: marium.toure@mpls.k12.mn.us

Requirements for this content area

- The Elementary Foundational Program requires a minimum of 75 minutes per day and 70 minutes per day for K of core math instruction.
- Schools should create schedules that support students in flexibly moving into and out of the [Assessing Math Concepts](#)/Developing Number Concepts (K-2) and [Do the Math \(3-5\)](#) intervention programs for students who demonstrate the need for additional support in moving towards grade level appropriate strategies for thinking about mathematics.
- We require teachers to actively connect instruction to student work in online math programs like [Dreambox](#) in order to monitor progress and make adjustments to the content that students are working on.
- Teachers should use advanced differentiation resources found in the curriculum guide grade level unit folders to provide increased challenge to students demonstrating mastery and/or high levels of readiness on formative assessments.
 - In addition, schools should [screen](#) students at the end of 3rd grade for potential acceleration in mathematics beginning in grade 4 using the Talent Development and Advanced Learner Education decision making matrix for math acceleration.
 - Telescoped math courses (4|5 and 5|6) should be made available for students who meet the [acceleration criteria](#) in grades 4 and 5.
- See [elementary scheduling guidelines](#)

Recommendations for this content area

- Schools are recommended to allocate funding to math specialist positions to help support and coach teachers in implementing high impact instructional strategies through action-oriented data analysis, targeted professional development, and effective co-planning and co-teaching practices. Specialists in 2020-2021 school year will focus on data analysis, standards-based backwards planning, supporting teams in planning for differentiated core lessons, and getting an MTSS system that supports K-5 mathematics structures.

The district will budget and pay for...	The school should budget and pay for...
<ul style="list-style-type: none"> ● Additional “core” material needs related to increased enrollment ● MPS custom printed workbooks to support the elementary mathematics curriculum ● Grades 1-5 Interim assessment booklets if requested prior to May 2020 deadline ● “Do the Math” Intervention consumable materials ● “Assessing Math Concepts” student account/access ● Continuation of Dreambox at all elementary sites 	<ul style="list-style-type: none"> ● Math specialist positions ● Replacing lost or damaged materials ● Additional programs to support math instruction (e.g. additional modules of <i>Do the Math</i>) ● If implementing Tier 2 interventions, fund math intervention position

- Woot Math grades 3-5

Other Considerations to make when considering Math Budgeting and Scheduling for Next Year

- Schools with 10 or more students who may potentially [qualify for Telescoped Mathematics](#) in grade 4 should provide adequate staffing to teach and monitor the course .

Secondary Mathematics

Contact Name: Christopher Wernimont

Phone: 612.668.5380

Email: christopher.wernimont@mpls.k12.mn.us

Requirements for this content area

- All schools should provide a schedule that provides a minimum of 50 minutes per day for students in their core math class.
- Teachers teaching Telescoped Algebra 8 | Intermediate Algebra, Intermediate Algebra, or Geometry in a 6-8 program **need to have a 5-12 or 7-12 teaching license in mathematics** in order for students to receive high school credit for the course.

All students take the MCA III in mathematics in grades 6, 7, 8, and 11. Schools should ensure that students have mastered the standards for each grade level by the time the test is administered in April/May. Students need to complete a three-course sequence: Intermediate Algebra, Geometry, and Advanced Algebra in order to meet the high school standards in mathematics and be prepared for the MCA III in 11th grade. MPS students need to complete three years of high school mathematics in order to meet district graduation requirements.

Recommendations for this content area

- Schools are suggested to allocate funding to math specialist positions to help support teachers in implementing high impact instructional strategies through co-planning, co-teaching, data collection, and modeling of effective instruction.
- Schools are suggested to create flexible support systems for their students who are not proficient in mathematics or struggling with course content.
 - These support systems might include extra classes such as Focus Math (MS) and Math Support (HS) classes that focus on developing a strong conceptual understanding of previous math topics for students who have not met proficiency in previous grades. Short-term interventions for students in need of more time with current learning targets may be accomplished through a math learning center or through working with providers of extended day services to create experiences for students that complement their school-based mathematics course work.

For 2020-2021, sites with 6-8th grade students are **required** to offer Telescoped Math 7 | Algebra 8, Telescoped Algebra 8 | Intermediate Algebra, and access to an in-person or online Geometry course for 8th graders who have completed Telescoped Algebra 8 | Intermediate Algebra. For 2020-2021, all middle grades sites will now offer access to the entire Telescoped Math sequence listed in the math acceleration [guidelines](#). For sites with low enrollment (**less than 10 per course**), there are online options for the Telescoped math courses. Courses in the telescoped math sequence and advanced differentiation resources are ways for schools to provide acceleration options for students who meet acceleration criteria.

The district will budget and pay for...	The school should budget and pay for...
<ul style="list-style-type: none"> ● Additional “core” text needs related to increased enrollment ● Continuation of ST Math at current sites ● Woot Math for grades 6-8 	<ul style="list-style-type: none"> ● Math Specialist positions ● Replacing lost or damaged texts ● Replacing lost or damaged calculators ● Batteries for calculators ● Math Corps fees

Elementary Science and STEM

Contact Name: Julie Tangeman
Phone: 612.668.5315
Email: julie.tangeman@mpls.k12.mn.us

Contact Name: Jennifer Rose
Phone: 612.668.5341
Email: jennifer.rose@mpls.k12.mn.us

Requirements for this content area

- Science instruction is needed for all grades K-5 to meet the [2019 MN Science Standards](#) requirements. Sites have a year-long [schedule](#) of [core science units/materials](#) (eg. “kits”) by grade level. The schedule remains constant from year to year. This consistent kit delivery schedule establishes predictable patterns in the sequence of science instruction. As a result, teachers can intentionally plan from one science unit to the other and across disciplines.
- One core unit of STEM will be taught at each grade 1-5 including STEM Engineering. In Kindergarten one unit of STEM will include coding and computational thinking.
- [New MN K-12 Science Standards](#) were released in July 2019. Teacher can begin i teachers can be exploring components of the new framework called Three Dimensional Learning includes scientific and engineering practices. Teacher professional development and revised curriculum materials will take place over a 4-year period (SY2020-2024) MCA IV will be administered in the spring of 2024.
- The MCA’s comprehensively assesses 3-5 grades MN Science academic standards and is administered in 5th grade.
- See [elementary scheduling guidelines](#)
Discovery scheduling for science

Course Title	District Course Number
Science- K	050
Science- 1	150
Science- 2	250
Science- 3	350
Science-4	450
Science- 5	550

Recommendations for this content area

- Schools should meet the Elementary Foundational Program recommendation of **150 minutes per week of core science instruction**. If possible, we recommend a minimum of three 50 minute instructional sessions.

The district will budget and pay for...	The school should budget and pay for...
<ul style="list-style-type: none"> ● Science materials and supplies (eg. kits) needed to deliver core curriculum referenced in the PreK-5 curriculum guides ● The delivery of science kits to all MPS classrooms (deliveries and pickups occur weekly as needed at all sites) ● The inventory and refurbishment/restocking of kits after each use ● The supply and delivery of living materials that are used in the core curriculum to all K-5 classrooms as specified in core curriculum; living materials are supplied to individual teachers based on their orders ● The living materials manager provides teachers with expertise in the care and handling of living organisms The scheduling of all science kits to ensure equitable access ● Media and integrated reading resources that connect to the science concept throughout the unit. (ie. classroom sets of science books, integrated science readers as anchor texts). Note a few science units include books that are permanently housed in media centers at all elementary site. ● The coordination of services and materials between the MPS Science Center and the district core curriculum 	<ul style="list-style-type: none"> ● Non-core Science material ● Copies of student investigation sheets and benchmark assessments ● Science notebooks (optional and recommended)

* Note- Science kits include commercially published curriculum such as Full Options Science System (FOSS), Science, Technology and Children (STC), and Engineering is Elementary (EiE) and MPS created curriculum. This curriculum material aligns with the MN Academic Science Standards, MPS curriculum guides and district benchmark assessments for High 5, preschool classrooms and K-5 classrooms.

*The services listed above are coordinated by Teaching and Learning Science and the MPS Science Material Center.

Middle School Science and STEM

Contact Name: Jennifer Rose

Phone: 612.668.5341

Email: jennifer.rose@mpls.k12.mn.us

Requirements for this content area

- A full year of science instruction is needed for all grades 6-8 to meet the [2019 MN Science Standards requirements](#).
- The [6-8 grade core curriculum resources](#) integrate the MN Science Academic Standards including: Life Science, Earth Science, Physical Science, and the Practice of Science and Engineering. Teacher licensure should reflect the content and pedagogical demands of these classes. **It is required that teacher licensure be Science 5-8, Science 5-9, or science middle school endorsement because the curriculum integrates life, earth, and physical sciences throughout 6-8 grades.**
 - Teaching licenses required to teach middle school Science courses can be found on [MDE's Licensure Assessment Tables](#).
- Teachers will provide opportunities to engage in STEM units/lessons that focus on the engineering design process.

Student will engage in the engineering and

- NOTE- [New MN K-12 Science Standards](#) were released in July 2019. Currently, teachers can be exploring these standards and begin implementing the Scientific and Engineering Practices along with incorporating scientific phenomena into existing curriculum units. Teacher professional development and revised curriculum materials will take place over a 4-year period (SY2020-2024) MCA IV will be administered in the spring of 2024.
- The MCA's [comprehensively](#) assesses 6-8 grades MN Science Academic Standards and is administered in 8th grade.

Recommendations for this content area

- All schools should schedule a minimum of **50 minutes per day/or the equivalent to 250 min per week** for students in their core science class.

An equitable funding model is used to allocate secondary science funds. Students with comparable needs are receiving comparable funding. This weighted model intentionally prioritizes students of color, free/reduced lunch, English learner, special education services, and homeless/highly mobile.¹

The district will budget and pay for...	The school should budget and pay for...
<ul style="list-style-type: none"> ■ Laboratory equipment and materials for 6-8 science core curriculum as referenced in the curriculum guides (partially funded at approximately \$7-\$14 per student). Sites with higher numbers of students from the demographics listed above (1) will receive allocations closer to \$19 per student. ■ Microscope maintenance and repair services provided on a rotating basis (i.e. approximately half of 6-12 sites in year 1 and the other half of sites in year 2). ■ Living materials supplied and delivered to all middle school classrooms as specified in the district core curriculum. ■ The living materials manager provides teachers with expertise in the care and handling of living organisms. ■ The coordination of services and materials between the MPS Science Center and the district core curriculum 	<ul style="list-style-type: none"> ■ Other laboratory equipment and materials not included in science orders funded by the Teaching and Learning Dept. (It is recommended that schools reserve \$5-\$12 per student to pay for additional science supplies and equipment. This will maintain the minimum of \$19 per student recommended for 6-12 grade Science classes.) ■ Appropriate safety equipment installed in science labs to ensure laboratory investigations can be performed optimally, reducing student and staff injuries (i.e. fire blanket, sinks, goggle sanitizer are necessary for teaching middle school curricula). ■ Replacement of lost or damaged core laboratory equipment, materials, and student laboratory guides. ■ Supplementary science text/reading material, technology, and web-based software and subscriptions ■ Other non-core science materials. ■ Perishable laboratory materials

Note- Curriculum resources are refurbished and stored by 6-8 grade sites. These resources include Full Options Science System (FOSS); Delta Science; Science, Technology and Children Middle School (STC/MS); and Scholastic, Science Education for Public Understanding Program (SEPUP), Great Explorations in Math and Science (GEMS), Scholastic, and MPS created curriculum.

High School Science

Contact Name: Jennifer Rose

Phone: 612.668.5341

Email: jennifer.rose@mpls.k12.mn.us

Requirements for this content area

To meet with state law and district policy students must have the following to graduate:

- Satisfactorily completing all 9-12 MN [Science academic standards](#) from the four standard areas in science: Life Science, Earth Science, Physical Science (Chemistry & Physics), and the Practice of Science and Engineering.
- NOTE- [New MN K-12 Science Standards](#) were released in July 2019. Currently, teachers can be exploring these standards and begin implementing the Scientific and Engineering Practices along with incorporating scientific phenomena into existing curriculum units. Teacher professional development and revised curriculum materials will take place over a 4-year period (SY2020-2024) MCA IV will be administered in the spring of 2024.

- Graduation requirements per MPS and MDE include one year of Biology and one year of Chemistry or Physics. (3.0 year-long credits in science for graduation).

The district approved course sequence provides all students will the opportunity to graduate meeting standards, credit, and course requirements. (See sequence below)

- [Graduation requirements for 2019 and beyond](#)
 - [High School Course Catalog](#)
1. All students take the Science MCA III upon completion of year-long Biology. The MCAs comprehensively addresses all the 9-12 Life and Nature of Science and Engineering standards.
 2. Teaching licenses required to teach Science courses can be found on [MDE’s Licensure Assessment Tables](#) .

Minneapolis Public School students address all of the standards by taking the following district core science sequence:

Grade	Course	District Course #	Academic standards embedded within the course
9	Physical Science	056010	<ul style="list-style-type: none"> o Physical Science o Earth and Space Science o Practice of Science and Engineering
10	Biology	052010	<ul style="list-style-type: none"> o Life Science
11	Chemistry --OR-- Physics --OR-- advanced course in Chemistry or Physics*	053010 (Chemistry) 054010 (Physics) *see catalog for adv courses	<ul style="list-style-type: none"> o Chemistry o Physics
12	Advanced course* --OR-- electives		

*see [Rigorous Course Waiver Pre-Approved Courses](#)

Other helpful links
[District core science sequence](#)
[Core textbook materials](#)

Recommendations for this content area

An equitable funding model is used to allocate secondary science funds. Students with comparable needs are receiving comparable funding. This weighted model intentionally prioritizes students of color, free/reduced lunch, English learner, special education services, and homeless/highly mobile. ¹

The district will budget and pay for...	The school should budget and pay for...
<ul style="list-style-type: none"> ● Core textbook materials (includes increases to enrollment). ● Laboratory equipment and materials to support the common high school sequence (partially funded at approximately \$7-\$14 per student). Sites with higher numbers of students from the demographics listed above (†) will receive allocations closer to \$19 per student. ● Living materials used for specific Biology units are supplied and delivered to all Biology classrooms. ● Provides teachers with expertise in the care and handling of living organisms. ● Microscope maintenance and repair services provided on a rotating basis (approximately half of 6-12 site in year 1 and the other half of sites in year 2). ● Coordination of services and materials between the Science Center and the district core curriculum. 	<ul style="list-style-type: none"> ● The replacement of lost or damaged core texts. ● Other laboratory equipment and materials not included in science orders funded by the Teaching and Learning Dept. (It is recommended that schools reserve \$5-12 per student to pay for additional science supplies and equipment. This will maintain the minimum of \$19 per student recommended for 6-12 grade Science classes.) ● Appropriate safety equipment installed in science labs to ensure laboratory investigations can be performed optimally, reducing student and staff injuries (i.e. a fume hood,, fire blanket, natural gas outlets, eye wash, and sinks are necessary in Chemistry classrooms). ● Other laboratory equipment and materials not included in science orders funded by the Teaching and Learning Dept. ● Perishable laboratory materials ● Supplementary science text/reading material, technology, and web-based software and subscriptions.

Social Studies

Contact Name: Lisa Purcell

Phone: 612.668.5300

Email: lisa.purcell@mpls.k12.mn.us

Requirements for Social Studies

This content area includes 4 disciplines: Economics, Citizenship and Government, Geography, and History (both U.S. and World). The MN State Social Studies Standards are grade specific K-8. High school standards are arranged by discipline and can be taught in any order.

Primary Grades

The standards in kindergarten through grade 3 require students to master fundamental understandings that prepare them for in-depth study later on--failure to prioritize Social Studies instruction risks setting students up for failure in later Social Studies classes. Content in grades K-3 is balanced among the four Social Studies disciplines with no single discipline emphasized over another. K-3 students require a minimum of 60 minutes of Social Studies instruction each week, plus 60 minutes of integrated content instruction in the literacy block.

See [elementary scheduling guidelines](#)

Course Title	Course # in Discovery	Social Studies Lead Discipline	Instructional Time
Social Studies - K	020	Equally weighted	Minimum of 60 min/week
Social Studies - 1	120	Equally weighted	Minimum of 60 min/week
Social Studies - 2	220	Equally weighted	Minimum of 60 min/week
Social Studies - 3	320	Equally weighted	Minimum of 60 min/week

Intermediate and Middle Grades

In grades 4-8, students are introduced to a disciplinary focus with a lead discipline that frames the social studies for that grade. Grades 6-8 require 50-60 minutes a day of instruction taught by a teacher with a 5-12 Social Studies licensure. Grade 5 can be taught as a stand-alone course by a dedicated Social Studies teacher or as part of instruction in an elementary model.

See [elementary scheduling guidelines](#)

Course Title	Course # in Discovery	Social Studies Lead Discipline	Instructional Time
Social Studies - 4	420	Geography	Minimum of 120 min/week
Social Studies - 5	520	History	Minimum of 120 min/week
Minnesota Studies	2005	History	50-60 minutes of daily instruction

US Studies	2110	History	50-60 minutes of daily instruction
World Studies	2010	Geography	50-60 minutes of daily instruction

High School

MPS High School students must 5 specific Social Studies courses for graduation. Courses require 50-60 minutes a day of instruction taught by a teacher with a 5-12 Social Studies license. Required high school courses include:

Course	Course # in Discovery	Required Length
US History	02301	1 year, 1.0 credits
Human Geography	02101	1 semester, 0.5 credits
World History	02201	1 year, 1.0 credits
Economics	02401	1 semester, 0.5 credits
US Government	02311	1 semester, 0.5 credits

Ethnic Studies

All high schools are required to offer a minimum of two different Ethnic Studies elective courses during the school year. Although electives, schools can build Ethnic Studies into their expected 4-year sequence, similar to how some currently build in a year of Human Geography when only a semester is required.

Course	Course # in Discovery	Required Length
African American Studies	021071	1 semester, 0.5 credits
Chicanx/Latinx Studies	021072	1 semester, 0.5 credits
Asian American Studies	021073	1 semester, 0.5 credits
First Nations Studies	021074	1 semester, 0.5 credits
Hmong Studies	02271	1 semester, 0.5 credits
Somali Studies	021076	1 semester, 0.5 credits
Race & Identity Studies	021079	1 semester, 0.5 credits

The district will budget and pay for...	The school should budget and pay for...
<ul style="list-style-type: none"> ● Digital texts for 6th grade: <i>Northern Lights</i> ● <i>Culturegrams</i> subscription ● Substitutes for professional development in Ethnic Studies and curriculum writing 	<ul style="list-style-type: none"> ● The replacement of lost or damaged core texts. ● Supplementary text/reading material, technology, and web-based software and subscriptions. ● Globes and maps ● History Day student materials ● Field trips

Fine Arts Education

Contact Name: Nora Schull

Phone: 612.668.5346

Email: nora.schull@mpls.k12.mn.us

REQUIREMENTS:

- [Minnesota State Statute 120B.021](#) requires that arts standards are mandatory for all students, K-12.
- The State of Minnesota requires that elementary and middle schools **offer at least three and require at least two** of the following **four arts areas**: dance; music; theater; and visual arts.
- Public high schools must offer the five areas and **require** at least one of the following five arts areas: Media arts; dance; music; theater; and visual arts.
 - Minneapolis requires one full year of Fine Arts coursework in high school for students.

Fine Arts

- **K - 5:** Students must receive at minimum two of the four art areas (music, dance, theatre, or visual arts). It is recommended that students receive music one day per week and visual art one day per week.
- **6 - 8:** Students must receive two fine art classes every year and have access to at least three art forms (music, visual art, and dance or theater).
- **9 - 12:** Students are required to take 2 semesters of Fine Arts courses from the five arts areas (MPS and MN Graduation Requirement)

The curriculum guides of Focused Instruction were developed with the expectation of 55 minutes of fine arts contact per week in grades K-5 and 1 semester per year in grades 6-8 to implement our Fine Arts curriculum with fidelity.

See [elementary scheduling guidelines](#)

Staffing

All art, music, dance, and theater teachers must be licensed in the appropriate arts area. Current licenses issued by MDE are K-12 Vocal and Classroom Music, K-12 Instrumental and Classroom Music, K-12 Visual Arts, and K-12 Dance/Theater. For dance and theater teachers, the resume should reflect the focus area that the license is intended to serve. Tier 1 licenses should only be used if there is a shortage of teachers in the licensure area

The district will budget and pay for...	The school is required to budget and pay for ... (determined by programming offered)
<ul style="list-style-type: none"> ● K-5 General Music core texts and media resources: <i>Spotlight on Music Series</i> ● Musical Instrument Repair ● Piano Tuning (priority to music classrooms and auditoriums) ● Small Kiln Repair ● Viva City Exhibitions and Performance Evenings <p><u>Cultural Experience Partnership (CEP) Programming:</u></p> <ul style="list-style-type: none"> ● Kindergarten: MacPhail Music Residency (selected pilot schools) ● 1st Grade: Cowles Center Dance Residency ● 2nd Grade: Children’s Theatre Field Trip ● 3rd Grade: Mia VTS Residency and Field Trip ● 4th Grade: MN Orchestra ● 5th Grade: MN Zoo ● 6th Grade: Walker Art Center Residency ● 7th Grade: Ordway Field Trip ● 8th Grade: Cowles Center Field Trip ● 9th Grade: Guthrie and Project Success Field Trip ● 10th Grade: Northrop Field Trip 	<p>Dance</p> <ul style="list-style-type: none"> ● Footwear (ballet/tap shoes) ● Dance Flooring (marley/vinyl) ● Sound system and speakers ● Reference materials, curriculum materials, costumes and props. <p>Music</p> <ul style="list-style-type: none"> ● Method/lesson books, theory, solo, small and large ensemble music for band, choir and orchestra ● Sheet music ● Reference materials ● Consumables such as reeds, strings, sticks, oil etc. ● Classroom music equipment - Orff instruments, step bells, ukuleles, world drums, guitars, keyboards and computers ● Sound System and speakers (including wireless microphones for teaching) ● Music stands and chairs ● New instruments beyond current inventory <p>Theater</p> <ul style="list-style-type: none"> ● Reference Materials, curriculum materials ● Scripts, props, and costumes. ● Sound System and Speakers <p>Visual Arts</p> <ul style="list-style-type: none"> ● Consumable materials for a variety of media including drawing (quality white drawing paper), painting, printmaking, sculpture, fiber arts, jewelry making, media arts, and computer arts ● Software (Adobe Creative Suite) ● Digital Arts Equipment (Computers, Cameras, Scanners, Etc) ● Large Kiln Repairs or Replacements

RECOMMENDATIONS:

Elementary Instrumental Music:

Inclusion of school band/orchestra program is strongly recommended, given that the school band/orchestra is a significant learning opportunity for participating students and that without the school program most MPS students would not have the opportunity to learn to play a musical instrument. Recommended student-teacher ratios for positions: 50 students = .2 position. Positions of .1 are not recommended.

Recommended Budget per Student for Classroom Material Support:

Visual Arts K-8:	\$10 per pupil plus additional support of \$10/pupil for clay/ceramics.
Visual Arts 9-12:	\$20-30.00 per pupil plus additional support of \$10/pupil for clay/ceramics
Dance K-8	\$10 per pupil
Dance 9-12:	\$15 per pupil
Music K-8:	\$20- per pupil; when possible instrument rental fee of \$25
Music 9-12:	\$20 – 30.00 per pupil; when possible instrument rental fee \$50.00
Theater K-8:	\$10 per pupil
Theater 9-12:	\$15 per pupil

Library Media Services

Contact Name: Ashley Krohn

Phone: 612.668.0411 or 612.440.0411

Email: ashley.krohn@mpls.k12.mn.us

Requirements for this content area and program

All students must receive instruction in the Minnesota State Standards in order to be skilled 21st Century learners. All students must receive this instruction to meet Tier 1 MTSS as [Library, Information, and Technology standards](#) are embedded across all K-12 content areas. The only educator licensed to fulfill the standards and programs listed below for the benefit of both students and staff is a [Library Media Specialist](#) (LMS). This content is to be delivered by a licensed Library Media Specialist or classroom/content area teacher who has collaborated with the school's licensed Library Media Specialist.

Please note the [duties that only a Library Media Specialist may perform per PELSB](#) as there has been confusion in the past with other licensed staff and paraprofessional positions.

For description of MPS licensed Library Media Specialist job duties as a Leader, Instructional Partner, Information Specialist, Teacher, and Program Administrator, see [MPS's Library Media Specialist job description](#).

K-12 MN Library, Information, and Technology Literacy state standard strands

- **Strand 1: Inquire & Design:** Students will develop strategies and/or design processes to find information/solutions relevant to their question or personal need.
- **Strand 2: Connect Globally:** Students will work effectively with others to broaden perspectives and work toward common goals.
- **Strand 3: Collaborate, Communicate, and Create:** Students will participate effectively in groups to pursue and generate information.
- **Strand 4: Collect, Organize, and Curate:** Students will access and gather information efficiently and effectively.
- **Strand 5: Discover, Read, and Reflect:** Students will gain an increased enjoyment of literature and informational text and grow in their ability to locate and select appropriate reading materials independently.

- **Strand 6: Engage as Digital Citizens:** Students will demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice.
- **Strand 7: Problem Solve:** Students will develop and employ strategies for understanding and solving problems in ways that leverage the power of computational thinking, cycles of design, implementation, and reflection.

Within MPS curriculum guides for Media classes, there are 5 units that address these standards: I am a Library User, I am a Reader, I am a Researcher, I am a Communicator, and I am a Responsible Digital Citizen. These can be taught as a Media class but standards and skills must also be incorporated across all other K-12 content areas through collaboration with the school’s licensed Library Media Specialist(s).

All students must have access to Library Media Programming administered by a licensed Library Media Specialist (LMS) and supported by a Library ESP (LESP) to support the development of multiple literacies, which includes, but is not limited to:

- 20 exemplary materials per pupil, both print and non-print
- Collection age of no more than 15 years
- Before, during, and after school access to the Library Media Center administered by a licensed Library Media Specialist

See [elementary scheduling guidelines](#)

Recommendations for this content area and program

Per ESSA, all sites should have to have library resources and a licensed [Library Media Specialist](#) (LMS) as well as a Library ESP on staff to support the development of multiple literacies of both students and staff.

The district will budget and pay for...	The school should budget and pay for ...
<ul style="list-style-type: none"> ● Destiny Library and Resource Manager licenses, including Webpath Express ● Student Learning Resources for districtwide use ● Annual Library Materials Allocation*: ● Standard Library Media Center Electronic Devices (IT Services) <ul style="list-style-type: none"> ○ Circulation Desk Computer ○ First Handheld Scanner ● Destiny Training for New Library Media Specialists ● Destiny Training for Library ESP 	<ul style="list-style-type: none"> ● School Library Media Specialist FTE from BTO FTE distribution* ● Library ESP FTE ● Supplies needed for library operations: <ul style="list-style-type: none"> ○ Book mending: Barcodes, spine labels, clear barcode protectors, book tape, book glue, etc. ○ Bookmarks, signage for the library, posters, shelfmarkers, etc ○ Additional/replacement Handheld Scanners (each school needs at least 2 scanners, no more than 5 years old)

*Schools who do not employ a licensed School Library Media Specialist submit book requests to the K-12 Library Media Services DPF. The K-12 Library Media Services DPF will make final decisions on library materials orders to comply with MPS policy, MPS Finance requirements, and MPS Library Media Services Collection Development standards and the school’s existing collection. Only schools with a licensed LMS may order magazines.

PTA/fund-raised dollars may be used to fund library collection materials, periodicals/magazines, and library supplies as selected by the licensed Library Media Specialist. Schools without an LMS must have their orders reviewed by the K-12 Library Media Services DPF before purchasing.

There are 2 different scheduling models for Library Media Specialists: FLEXIBLE and FIXED.

- Flexible means LMS work flexibly to deliver content and collaborate as best meets the need of students and staff in their course of study. LMS do not have strict daily schedules of the same classes.
- Fixed scheduling means that LMS have regularly scheduled classes **for no more 4 periods a day.**

FLEXIBLE Staffing Based on Total Student Enrollment

Enrollment	Licensed or Variance Library Media Specialist	Library ESP
1-100 students	0.5 FTE	0.7 FTE
101-500 students	1.0 FTE	0.5 FTE
501-750 students	1.5 FTE	0.8 FTE
751-1000 students	2.0 FTE	1.0 FTE
1000+ students	2.0 FTE	2.0 FTE

FIXED Staffing Based on Total Student Enrollment

Elementary	LMS: student ratio
K-1	1:19
2	1:20
3	1:21
4-5	1:23

This ratio accounts for the needed Admin time (minimum 0.2 FTE or one period a day), as opposed to Art and PE/Health who teach 5 classes a day.

FIXED Staffing Schedule Breakdown

Enrollment	Model	Teaching Load	LMS Prep Time	Admin Time *	Total FTE
1-100 (0.5 FTE)	Fixed	0.2 FTE	0.1 FTE	0.2 FTE	0.5 FTE
101-500 (1.0 FTE)	Fixed	0.6 FTE	0.1 FTE	0.3 FTE	1.0 FTE
501-750 (1.5 FTE)	Fixed	0.8 FTE	0.1 FTE	0.6 FTE	1.5 FTE
751-1000 (2.0 FTE)	Fixed	1.2 FTE	0.2 FTE	0.6 FTE	2.0 FTE
1000+ (2.0 FTE)	Fixed	1.2 FTE	0.2 FTE	0.6 FTE	2.0 FTE

*This is the time to fulfill the roles of the Instructional Partner, Information Specialist, and Program Administrator.

For both scheduling models, the following applies: Duty free time will be covered by the Library ESP. This includes admin time, prep time, lunch, and if the library media center is open before and/or after school.

Other Duties as Assigned: As assigned duties may include committees and miscellaneous needs. Other Duties as Assigned should not include Hallway Duty, Bus Duty, Testing Coordinator, and Coordinator of Learning Resources unless an equivalent amount of time is added to Admin Time of a Library Media Specialist.

Physical and Health Education

Contact Name: Sarah Loch

Phone: 612.668.0418

Email: sarah.loch@mpls.k12.mn.us

Physical Education

Requirements

- [2018 Minnesota K-12 Academic Standards in Physical Education](#) are mandatory for all students (MN Statute 120B.021) beginning school year 2021-2022
- Students must be offered physical education every academic year, K-8.
- Students must be offered one semester of physical education in high school, grade 9 or 10.
- MPS requires .5 credit of Physical Education in high school to meet graduation requirements. The course is called Fitness for Life, course #12000.

Scheduling

K - 5: Students receive physical education no less than 2 days per week; minimum of 110 minutes

6 - 8: Students receive physical education for a minimum of 1 quarter per year

9 - 12: Students receive one semester of physical education in grade 9 or 10.

See [elementary scheduling guidelines](#)

In order to meet the Academic Standards of Physical Education, 110 minutes of physical education per week is recommended in grades K-5, and one quarter of physical education each year is recommended in grades 6-8. Additionally, elective courses are recommended at the middle and high school levels to meet the needs of all students.

Recommendations

The goals/objectives of the [Healthy Persons 2020 report](#) and the report by the Centers for Disease Control recommend daily physical education for all students. A school's physical education periods are the only fitness activities that many of MPS students have in the course of a week [MN Student Survey](#).

Health Education

Requirements

- National Health Standards adopted by MPS are mandatory for all students.
- [MN State Statute 121A.23](#) requires students to receive HIV prevention education. MPS has adopted Making Proud Choices (8th grade curriculum) and Safer Choices (high school curriculum) as HIV prevention education curricula. New, high school sexual health curriculum will be adopted and implemented in SY 2020-2021. Curriculum is currently in the review process (spring 2020).
- MPS requires .5 credit of Health Education in high school to meet graduation requirements. The course is named Health Science, course #11000.
- All middle and high school Health Education courses are to be taught by a fully licensed Health Education teacher.
- Health is not a state requirement in middle school, however health education is recommended to support students' development and ensure students have the skills to navigate and make decisions based on their identity and values. Middle school health also prepares students for HIV prevention and healthy relationships, in high school Health.

Scheduling Recommendations

5th grade: Students *should* receive puberty education

6 – 8 grades: Students *should* receive one quarter of health in 7th grade and one quarter of health in 8th grade

9 – 12 grades: Students receive one semester of health education in grade 9 or 10.

<p>he district will budget and pay for...</p>	<p>he school should budget and pay for...</p>
<ul style="list-style-type: none"> • Middle School text: Teen Health 2 (Glencoe), Making Proud Choices (Select Media), • High School Text: Glencoe Health, Safer Choices (ETR Associates) • CPR Manikins • Traveling equipment • Lifeguard Training/certification • CPR Training 	<ul style="list-style-type: none"> • Consumable materials (balloons, floor tape, chalk/paint, office supplies, etc. • A <u>minimum</u> of \$2.50-\$3.00 per student in Health/Physical Education courses to replace instructional supplies. • Provide classroom materials (whiteboards, projector, audio-visual equipment (speakers, sound system, microphone, scoreboard) • Replace equipment (balls, ropes, jerseys, batteries, stopwatches, etc. and other equipment that wears out or must be replaced periodically) • Consumable Materials (printing budget, CPR materials, office supplies) • Real Babies and supporting supplies

Elementary World Languages

Contact Name: Ayumi Stockman, World Languages Content Specialist

Phone: 612.668.0669

Email: Ayumi.stockman@mpls.k12.mn.us

Goals of World Languages Program:

- Prepare **ALL students** to be global multilingual leaders through the development of **proficiency in a language** other than English and their home language.

Develop **ALL students'** multicultural competency **through language proficiency development**
Requirements for this content area

Programming requirements

- Language instruction must occur **at least 3 times per week**. Consistency throughout the year and frequency of instruction are key components in language acquisition. **Daily instruction in the target language** is the most desirable.
- Total language instruction must meet **the minimum of 90 minutes total per week** (not including passing time). At elementary level, shorter class periods more frequently during the week is most effective. (I.e., 30 minutes x 3 times a week.)
- Language offerings align with offerings at the secondary level in the zone and/or pathway.
- Language instruction includes **ALL students**, including English Learners and students with IEPs.

Any changes in language offerings and programming require consultation with Multilingual Department (e.g., adding a new language offering, cutting an existing language offering, etc.)

Instructional requirements

- Curriculum integrates the national world language standards, [World Readiness Standards for Learning Languages](#) (ACTFL's 5Cs - Communication, Culture, Connection, Comparison and Communities)
- The majority of instruction occurs in the target language, supported by strategies and means that make the input comprehensible to students.
- Instruction is interactive and incorporates three distinct modes of communication: interpretive (listening and reading), interpersonal (conversational speaking), and presentational (speaking and writing). **The extent of focus on each mode will vary according to student age.**

Recommendations for this content area

- Language instruction occurs in a classroom designed to immerse students in the target language and culture (i.e., cultural artifacts, photos, posters, pictures are displayed, classroom items and objects are labeled, signs, charts, and schedules are written in the target language.)
- Classroom teacher actively participates in language learning when and if applicable.

The district will budget and pay for...	The school should budget and pay for...
<ul style="list-style-type: none"> ● World Language flashcards ● Titles identified by the district as core materials. 	<ul style="list-style-type: none"> ● Classroom leveled collection with books, graded readers, stories, magazines. ● Miscellaneous teaching materials <ul style="list-style-type: none"> ○ Posters (letters, colors, numbers, shapes, animals, people, body, food, common phrases, emotions, etc.) ○ Maps ○ Costumes, puppets, stuffed animals, plastic objects, cultural artifacts ○ Mini whiteboards and markers ○ Supplies (construction sheets, colored pencils, markers)

Secondary World Languages

Contact Name: Ayumi Stockman, World Languages Content Specialist

Phone: 612.668.0669

Email: Ayumi.stockman@mpls.k12.mn.us

Goals of World Languages Program:

- Prepare **ALL students** to be global multilingual leaders through the development of **proficiency in a language** other than English and their home language.
- Develop **ALL students'** multicultural competency **through language proficiency development.**

Programming requirements

- Language instruction is scheduled daily for 45 to 60 minutes for the duration of the school year for 7th to 12th graders with the primary goal of language proficiency development
- Exploratory courses such as a language carousel (IB MYP) can be offered; however middle grade students should not repeat any kind of exploratory course in the same language more than once over the middle grade experience.
- Language offerings align with offerings at the elementary and other secondary levels in the zone and/or pathway.
- Language instruction includes ALL students, including English Learners and students with IEPs.

Any changes in language offerings and programming require approval from the associate superintendents and Multilingual Department (e.g., adding a new language offering, cutting an existing language offering, etc.)

Instructional requirements

- Curriculum integrates the national world language standards, [World Readiness Standards for Learning Languages](#) (ACTFL's 5Cs - Communication, Culture, Connection, Comparison and Communities)

- The majority of instruction occurs in the target language, supported by strategies and means that make the input comprehensible to students.
- Instruction is interactive and incorporates three distinct modes of communication: **interpretive** (listening and reading), **interpersonal** (conversational speaking), and **presentational** (speaking and writing).

Recommendations for this content area

High Schools:

Minnesota World Language Proficiency Certificates/Bilingual Seals:

- Students who demonstrate skills in listening, speaking, reading, and writing at a certain level through an assessment can obtain a certificate or a bilingual seal.
- AAPPL tests, IB DP exams, and AP exams count toward the awards. Students who have had three to four years of language study should take one of these assessments.
- Obtaining a seal or World Language Proficiency Certificate allows a student to earn Minnesota State Colleges and Universities credit upon enrollment and request. This may also allow students to be placed into upper level language courses at any college, or have college language requirements waived (Colleges set their own criteria for granting college credits; consultation with an admissions department is strongly recommended).

The district will budget and pay for...	The school should budget and pay for...
<ul style="list-style-type: none"> ● World Language flashcards ● Adopted textbooks, teacher resources ● Mini novels, teacher resources ● Novels, books ● Proficiency assessments (AAPPL, STAMPS, etc.) 	<ul style="list-style-type: none"> ● Classroom leveled collection with books, graded readers, stories, magazines ● Miscellaneous teaching materials <ul style="list-style-type: none"> ○ Posters (letters, colors, numbers, shapes, animals, people, body, food, common phrases, emotions, etc.) ○ Maps ○ Costumes, puppets, stuffed animals, plastic objects, cultural artifacts ○ Mini whiteboards and markers ○ Supplies (construction sheets, colored pencils, markers)

Office of the Chief of Accountability, Research, and Equity

Contact Name: Eric Moore, Chief of Accountability, Research, and Equity

Email: eric.moore@mpls.k12.mn.us

Accountability

Contact Name: Sarah Hunter, Director of Accountability

Phone: 612.668.0576

Email: sarah.hunter@mpls.k12.mn.us

Services Provided to Schools by Accountability Department:

Monitoring and Compliance

- ESSA (Federal) and MDE (State) guidance, monitoring, reports, and evaluations
- Title I Crate training, monitoring, and consultation
- Allowability training and review
- Expenditure review
- Budget guidance, planning, and review for Title I
- Requirements for other documentation in collaboration with other departments (e.g. Family Involvement Plan/FIP with Engagement and External Relations)
- Run the Minneapolis Non-Public school program for Title I, II, and III
- Support reporting requirements (e.g. AYP, OCR, Achievement & Integration)

Accountability

- Department planning
- Workforce 2020 Advisory Committee
- World's Best Workforce monitoring and reporting
- Systems and goal alignment
- Support schools and departments with completing the Equity Considerations process for budget decision-making

School Improvement:

- Design, create, and train school and district staff on the tools and resources for equity-driven continuous school improvement, aligned with implementation science best practices
- Design and maintain the School Improvement Planning Portal; provide technical support and assistance with school improvement planning and progress monitoring
- Monitor the implementation of district strategic priorities through the school improvement process

Services that schools are required to provide from building budgets (i.e. required services):

- Developing and monitoring the School Improvement Plan (SIP), including comprehensive needs assessment, end of year evaluation (including family feedback), and posting an accessible, family-friendly version online
- Developing and monitoring the Family Involvement Plan (FIP), including posting an accessible, family-friendly version on the school's website and getting family feedback on the plan annually

- Hosting a State of the School meeting (Title I meeting)
- Designing and hosting family engagement events tailored towards the needs of the community
- Developing, getting feedback on, distributing, and implementing the School-Parent-Student compact, including reviewing the compact during conferences at the elementary school level
- Completing the Equity Considerations process for school budgeting each year during budget tie-out
- Title I Crate documentation maintenance
- Time and effort reporting, review, and approval

Equity and Integration

Contact Name: Kandace Logan

Phone: 612.668.0468

Email: Kandace.Logan@mpls.k12.mn.us

Services Provided to Schools by Department:

- Provide guidance to Racially Identifiable Schools (RIS) as they develop their Achievement & Integration site plan
- Support goal setting and strategic directions for equity plans for your school.
- Coach Instructional Leadership, Equity and Engagement, and/or Positive School Wide Engagement Teams toward achieving your equity-related goals and instruction.
- Co-plan unit and lesson plans with teacher leaders to ensure equitable instruction delivery and practices.
- Co-design and co-lead critical conversations and professional development about systems of oppression and their intersection as root causes of educational inequity (e.g. racism, sexism, classism, linguisticism, religious oppression, white supremacy, patriarchy)
- Collaborate with and potentially co-lead with equity teams, teacher leaders, and/or administrators professional development for your building with an equity focus.

Changes from FY 2019-2020:

N/A

Positive School Wide Engagement (PSWE)

Contact Name: Kandace Logan, Director

Phone: 612-668-0468

Email: kandace.logan@mpls.k12.mn.us

Services Provided to Schools by Department:

Our purpose is to support all MPS schools by providing resources and assistance on positive engagement and equitable discipline practices for the academic and social success of all learners.

School Site Support:

- Discovery Data Entry Training
- Positive School Wide Engagement School Compliance Training

- Positive School Wide Engagement Team Thought Partner
- Discipline Incident Review
- Success and Safety Plan Training
- Student Conflict and Intervention Handbook Training
- Student/Staff Conflict Mediation
- Provide assistance with PSWE Plan

Professional Development Offerings:

- Restorative Practices
- iNCI
- Discovery Platform Training
- Positive Behavior Interventions Training
- Understanding the Levels of Behavior Training

District

- Critical Incident Response Team Member
- Discovery Discipline Data Review Committee Member
- Provide assistance with parent concerns

Services that schools are required to provide from building budgets (i.e. required services): Staff to input behavior incidents to discovery; PSWE/Equity and Engagement site team and lead (currently comes from Q comp)

Research, Evaluation and Assessment

Contact Name: Kelly Stewart, Director

Phone: 612.668.0574

Email: Kelly.Stewart@mpls.k12.mn.us

Services Provided to Schools by Department:

Data

- Support with interpreting data and analyzing for trends
- Maintain [Tableau Data Dashboards](#) and providing training on use of Tableau and other data visualization programs
- Maintain the On-Track system
- Provide additional data and support school data presentations by request

Assessments

- Train and communicate with testing coordinators about how to administer state and district required assessments, including considerations for improving the student testing experience
- Purchase and provide district required universal assessment systems (e.g., FAST, MAP)

Surveys

- Support administration of state and district required surveys
- Communicate with survey coordinators about survey administration

External Research Support

- Manage external research requests
- Be the liaison between schools and research entities to ensure safety of students and staff

System and Program Evaluation

- Conduct and share results of evaluations aligned with the district priorities
- Conduct and share results of funded evaluations, including Full Service Community Schools Grant, SEL Grant

Youth Participatory Evaluation (YPE)

- Train YPE advisors in schools to lead their teams in their participatory evaluation project
- Provide coaching support for YPE advisors
- Plan and coordinate two YPE summits per year

Parent Participatory Evaluation (PPE)

- In collaboration with Engagement & External Relations:
 - Plan and coordinate meetings to train parents in evaluation methods and sharing and summarizing their findings
 - Facilitate use of findings at the district level
- Development of site-based PPE aligned to grants

Services that schools are required to provide from building budgets (i.e. required services):

1. Testing and Survey Coordinator

- The minimum amount of time for a test and survey coordinator should be .5 FTE (e.g., small elementary school with a low EL population)
- Middle Schools should have .8 FTE dedicated to a testing and survey coordinator.
- High Schools should have 1.0 FTE dedicated to a testing and survey coordinator.

DRAFT for 20-21	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	Apr.	May
Training	FAST/ MAP	CoGAT			ACCESS	MCA			
Screeners Assessment	FAST/ MAP		CoGAT	FAST/ MAP	FAST/ MAP ACCESS	ACCESS	ACCESS MCA	MCA	MCA
Surveys			5E HR						School Climate

**National Assessment of Education Progress (NAEP) is given to a random sample of schools/students every year

A testing coordinator who will:

- Administer district required screeners (MAP/FAST) and state mandated assessments (ACCESS/MCA)
- Administer CoGAT
- Facilitate district survey taking
- Attend mandatory REA trainings and test specific training modules throughout the year
- Be well organized, comfortable with technology, and work well under time constraints
- Have a working knowledge of Special Education and English Learners testing accommodations
- Understand and enforce test security protocol
- Use the Train-the-Trainer Model to instruct school staff in test administration
- Foster collaboration amongst the school staff

NOTE: Testing Coordinators can be an Associate Educator, TOSA position, a teacher emeritus, or assistant principals. The school Testing Coordinator must be selected so as not to interfere with daily responsibilities. Counselors, school secretary or a classroom teacher may not be appropriate choices.

Once you have identified the test coordinator for your school, please e-mail this information to Kelly Stewart (Kelly.Stewart@mpls.k12.mn.us) no later than June 30, 2020.

Note: One of the other school-level positions connected to REA is the Youth Voice Advisor, which comes out of QComp funding. This role supports with YPE.

Student Support Services: SEL Team

Contact Name: Kandace Logan, Director

Phone: 612-668-0468

Email: kandace.logan@mpls.k12.mn.us

Services Provided to Schools by Department:

Services/Resources Provided to Schools by Department:

- SEL Implementation training, coaching/consultation, materials
- Bullying & Harassment Prevention & Response/Support
- Youth Substance Use Prevention & Response/Support
- Student/School of Concern Consultation (District SME function)
- SEL Cohort Schools have access to materials and training for SEL Evidenced Based Practices (EBP) Direct Instruction on School Improvement Plan (such as Second Step, Responsive Classroom, Caring School Community) which are provided by department using Integration Funds
- Teacher leader extended time pay for curriculum writing and SEL deliverable development in partnership with cross-department experts.

Services that schools may choose to provide from building budgets (i.e. optional services):

- Any costs associated with optional (not from EBP) SEL activities on the SIP in the "Other" section
- Hiring of Site SEL TOSA or RC Coordinator

Office of the Chief Financial Officer

Contact Name: Ibrahima Diop, Chief Financial Officer

Email: ibrahima.diop@mpls.k12.mn.us

Finance Department

Contact Name: Shanique Williams, Project Coordinator

Phone: 612.668.0113

Email: finance@mpls.k12.mn.us

Services Provided to Schools and Other Departments by Finance:

Accounting, Budget, and Internal Audit

- Project, record, and reconcile revenues and expenses
- Plan and manage budget
- Review internal controls and provide recommendations for improvements

Accounts Payable

- Processing approved/authorized invoices
- Routing invoices to schools and departments for approval
- Discrepancy resolution with vendors
- Managing the district P-card system

Budget Analysts

- Reviewing departments' and schools' financial transactions and position changes for accuracy and allowability
- Monitor budgets and provide guidance to site leadership
- Provide finance trainings and other support for new clerical staff
- Send biweekly financials to site leader

Grants – Application through Close of Award

- Identify grant opportunities
- Provide support, review, and submit grant applications
- Coordinate communication with grantor and internal approval process
- Review award documents and establish project numbers when documentation is complete
- Monitor project expenditures and provide assistance as needed
- Coordinate financial and programmatic reports and submit to grantor as required

Payroll

- Processing payroll and reviewing time entered in ESS
- Filing applicable tax documents (federal, state, W-2s)
- Submitting required reports to other agencies (TRA, PERA)
- Administer union dues and send reports to bargaining units

- Answer payroll questions from employees

Purchasing

- Turning shopping carts to POs and emailing POs to vendors
- Setting up new vendors in SAP and SRM (once vendors submit information to MPS)
- Source free text shopping carts/negotiate pricing with vendors
- Manage Official Publications (OPs) and Request for Proposals (RFPs)
- Create and manage contracts in SRM
- Provide training on SRM and other procurement activities
- Assist with travel requests and booking travel as needed

Risk Management

- Manages institutional insurance coverage; markets, negotiates and purchases casualty and property insurance coverage for the District.
- Manages loss control programs (i.e., defensive driving, premises liability injury reduction, etc.).
- Reviews and approves all small to medium-sized property and casualty claims and settlements; retains claim adjusters and investigators; assists defense counsel in case preparation and settlement posture; attends Mandatory Settlement Conferences; monitors case development; manages the self-insurance funds from which payments are made; sets case reserves; coordinates defense and recovery strategies with insurance carriers.
- Analyzes loss data to determine risk exposure and advises executive cabinet of gaps in policy or procedure that create loss exposure for the District.
- Develops, implements and provides training on risk management.

Student Accounting

- Provide support to site staff on Discovery (student accounting software)
- Partner with school staff to support data entry processes and validity for MDE reporting
- Submit required reports to MDE
- [Discovery training is provided by IT]
- Create enrollment projections
- Coordinate open enrollment with other districts
- Provide copies of diplomas and enrollment verifications
- Provide transcripts for students from more than 5 years ago

Worker's Compensation/Leave Management

- Process, manage and provide customer service on 600+ WC claims per year
- Audit and manage benefits vendors
- Ensure compliance with State regulations and legislation
- Analyze and recommend settlements/payouts
- Manage FMLA leaves and ensure compliance with Federal and State laws
- Manage other short and long-term leaves for all District employees and groups

Services that schools are required to provide from building budgets (i.e. required services):

Principal:

- Approve time and establish/maintain internal controls for time approval to ensure employees are paid accurately
- Authorize expenditures
- Approve and sign contracts up to \$10K in SRM (contract management system), obtain proper authorization for contracts over this amount
- Manage the budget
- Respond to requests from the Finance Department

Clerk/Secretary:

- Enroll and manage students in Discovery
- Submit required Student Accounting forms and related documentation
- Provide transcripts to students enrolled within the last 5 years
- Create shopping (orders) for materials in SRM and enter receiving in SAP
- Obtain authorization for expenditures from the principal or department head
- Process invoices in Concur
- Support the management of the budget (viewing budget, reallocations, journal entries, etc.)
- Create and/or change positions
- Process conference billing
- Manage student activity accounts (as applicable)
- Approve time and manage internal controls for time approval
- Attend relevant training sessions
- Explain relevant policies and procedures to other stakeholders
- Respond to requests from the Finance Department

Total Compensation

Contact Name: Peter Ronza

Phone: 612.668.0544

Email: peter.ronza@mpls.k12.mn.us

Services Provided to Schools by Department:**Compensation**

- Classification audits
- FLSA compliance audits and determinations
- Create/revise classification descriptions
- Support labor negotiations, settlements, arbitrations
- Perform labor market analyses
- Support Finance during budget process
- Perform and audit employee compensation transactions
- Perform State Comparable Worth audits
- Ensure compliance with State and Federal regulations and legislation

Benefits

- Administer benefits plans for all employees and groups

- Provide customer service to employees on benefits plans
- Audit and manage benefits vendors
- Develop and direct benefits strategies to maintain access and affordability
- Ensure compliance with State and Federal regulations and legislation
- Liaison with State retirement programs to ensure accuracy and timeliness of services
- Ensure compliance with regulatory reporting and notifications requirements
- Ensure fiscal stability and accountability

Wellness

- Design, implement and manage multiple wellness initiatives that lead to improved employee performance and reduced plan utilization on medical
- Manage multiple Employee Assistance Program (EAP) initiatives that lead to improved employee performance and retention, reduce absenteeism and enhance productivity.

ADA Compliance

- Review disability documentation of functional limitations to determine eligibility for services and to substantiate requests for reasonable accommodations.
- Perform worksite and classification physical audits and analyses.
- Coordinate and manage communications between supervisor, staff and Worker's Compensation/Leave Coordinator and provide ongoing consultation to all involved parties.
- Assist employees in their understanding of their disabilities/limitations; their rights to reasonable accommodations; explain MPS policies and procedures.
- Perform research and provide expert consultation with in-house legal counsel.

Clinic Operations

- Manage onsite clinic contract for services and operations.
- Ensure fiscal accountability.
- Improve/modify/add services as deemed appropriate through analyses of census, utilization and market trends.

Services that schools may choose to provide from building budgets (i.e. optional services):N/A

Changes from FY 2019-20: N/A

Office of the Chief Information Officer

Contact Name: Justin Hennes, Interim Chief Information Officer

Phone: 612.668.0245

Email: justin.hennes@mpls.k12.mn.us

Services Provided to Schools by Department:

- Staff devices as outlined [here](#).
- Sub laptops for schools that have laptops for licensed staff.
- One shared workstation for non-licensed staff (AEs, EAs, SEAs, HSAs, Parent Liaisons, etc.)
- Repair of existing standard classroom technology package for instructional spaces (interactive board, audio system, document camera) as funding permits. Audio systems in gyms, auditoriums, and other large spaces are not provided by IT. Those must be part of a small cap project through Facilities.
- Badge stickers for printing. Submit a [ticket](#) to receive a printing sticker if one is needed.
- Help desk/technical break/fix staff (Field Technicians – max of 4 sites per tech). Schools cannot purchase additional technical staff. Use the [ticketing system](#) or call 612-668-0088 to communicate your IT needs.
- Training labs for Discovery and Gradebook provided throughout the year. Courses are listed in The Source & SuccessFactors.
- In-person & digital Promethean training in support of curriculum and technology integration
- Digital training resources created by Design & Training and hosted on The Source & SuccessFactors
- Desk phones in classrooms and offices.
- Districtwide software (Discovery/Gradebook, SAP, Microsoft Office).
- Provide quotes for technology/software that is not listed in the [WeBuy catalog](#).

Services that schools are required to provide from building budgets (i.e. required services):

- Budget for existing cell phone service
- Consumable such as mice, keyboards, headphones, batteries, Apple TVs, iPad cases, laptop bags, power strips, extension cords, etc.
- Promethean board height changes

Services that schools may choose to provide from building budgets (i.e. optional services):

- Schools/departments may purchase devices from their own budget through the [WeBuy catalog](#)
- Consumable items and peripherals such as mice, keyboards, headphones, batteries, Apple TVs, iPad cases, laptop bags, power strips, extension cords, etc.
- Additional devices for non-licensed staff, or laptops for licensed staff less than 0.5 FTE
- Replacement for aging (non-leased) student devices or classroom computers
- Cell phones (need Chief-level approval for phone purchases or upgrades)
- [Approved software](#) that is not funded districtwide
- Power and data for IT equipment/devices. Power and data should be requested from Facilities.

Changes from FY 2019-20:

- Added in-person training for Promethean boards

Office of the Chief Human Resources Officer

Contact Name: Maggie Sullivan, Chief Human Resources Officer

Phone: 612.668.0457

Email: maggie.sullivan@mpls.k12.mn.us

Talent Acquisition

Contact Name: Jayda Sallis, Director of Talent Acquisition (interim)

Phone: 612.668.0504

Email: jayda.sallis@mpls.k12.mn.us

Services Provided to Schools by Department:

- Leads strategic recruitment and hiring of all MPS teachers, principals, and non-licensed staff
- Manages onboarding process for new MPS employees
- Supports internal teacher residency programs: Elementary Residency and Special Education Residency
- Manage pre-service (student) teacher placement process
- Manages the reserve (substitute) teacher assignment process
- Oversees teacher re-licensure process
- Provides support and approval for all staffing decisions during Budget Tie Out (i.e. excessing, reassignment, etc.)
- Provides consultation and approval for staffing decisions to ensure compliance with all Collective Bargaining Agreements

Talent Management

Contact Name: Keenan Shelton, Director of Talent Management

Phone: 612.668.0537

Email: keenan.shelton@mpls.k12.mn.us

Services Provided to Schools by Department:

- Oversees teacher and principal evaluation system design and ongoing implementation
- Oversees Q-Comp grant, funding teacher coaching and evaluation, professional development, teacher leadership, ESP collaboration
- Manages Davis Center performance management system
- Design and implementation of districtwide non-academic professional development plan
- Manages PAR mentorship program, which assigns master teachers to coach new and struggling MPS teachers
- Manages the Instructional Specialist team, who are dedicated teacher coaches supporting the MPS teacher evaluation system and ongoing, site-based professional development for teachers
- Oversees the Teacher Development team, which supports PDP coordination, SOEI certification, new learning opportunities for teachers and principals with effective teacher observations and coaching

Employee Relations

Contact Name: Montquice Mccoy, Director of Employee Relations

Phone: 612.668.0534

Email: Montquice.Mccoy@mpls.k12.mn.us

Services Provided to Schools by Department:

- Administration of contracts with all 16 MPS employee groups
- Advises District administration and management on contract interpretation matters
- Manages the contract negotiation process with all 15 MPS collective bargaining units
- Represents District in contract administration and joint labor-management committee matters
- Handles all employee grievance and mediation matters
- Manages employee discipline and due process

Human Resources Information Systems

Contact Name: Scott Weber, Director of Human Resources Information Systems

Phone: 612.668.0224

Email: scott.weber@mpls.k12.mn.us

Services Provided to Schools by Department:

- Manages Human Resource Data systems, including our candidate application portal and employee information database
- Manages HR data requests from external stakeholders and the Board of Education
- Compiles the annual STAR report for the Minnesota Department of Education, verifying correct licensure of all licensed employees

Other Important Human Resources Contacts

Contact Name: Daniel Glass, Administrator, HR Strategic Projects

Phone: 612.668.0477

Email: daniel.glass@mpls.k12.mn.us

- Leads MPS principal and assistant principal hiring processes
- Manages pre-service registration and leads the MPS Student Teacher Fellowship program
- Supports pipeline programs for current and aspiring school leaders
- Manages additional strategic, cross-functional, and ongoing HR projects as assigned

Office of the Chief Operations Officer

Contact Name: Karen DeVet, Chief Operations Officer

Email: karen.devet@mpls.k12.mn.us

Culinary and Wellness Services

Primary Contact Name: Bertrand Weber

Phone: Office 612.668.2821 / Cell 612-280-8463

Email: Bertrand.weber@mpls.k12.mn.us

Secondary Contact Name: Omar Guevara-Soto

Phone: Office 612.668.2839 / Cell 612-212-2169

Email: Omar.Guevara-Soto@mpls.k12.mn.us

Services Provided to Schools by Department:

- **School Breakfast – National School Breakfast Program**
 - Provides breakfast at no cost to all MPS students regardless of their eligibility status. Paid and reduced student breakfast meals are funded by CWS provided CWS maintains a positive Fund Balance per USDA regulations.
- **School Lunch – National School Lunch Program**
 - Offers Lunch to all MPS student.
 - Serves meals at no-cost to all students in Community Eligibility Provision (CEP) schools. This designation is updated annually.
- **After-School Snack**
 - Provides snacks at no cost for MPS students in after-school programs in eligible areas and at reduced cost in non-eligible areas.
- **After-School Dinner**
 - Provides dinner meals or SuperSnacks for MPS students at no charge in after-school programs in eligible areas.
- **Summer Meals**
 - Provides breakfast and lunch meals at no cost in MPS District Summer School sites and MPS Community Education in eligible areas.
- **Fresh Fruit and Vegetable Program (FFVP)**
 - Provides fresh fruit and/or vegetable snack, along with relevant educational materials, during the school day in qualifying schools at no-cost to all students and one classroom teacher.
- **Farm to School**
 - Provides relevant Food education including farmers visit to classrooms.
 - Provides resources and guidance for School Gardens.
 - Offers field trip opportunities to CWS Farm and Central Kitchen tours.

- **Applications for Educational Benefits**
 - Provides guidance to schools in the collection of Application for Educational Benefits (formerly known as Free and Reduced Meal Forms.)
 - Processes these applications on behalf of the district.
 - Prepares regular reports on standing of applications collected by school to administration to track compensatory revenue status.
- **Special Diets**
 - Processes requests and provide special dietary accommodations for eligible students per state and federal requirements.
- **Student Wellness**
 - Provides guidance on MPS Wellness Policy 6690 and Smart Snacks in Schools, per USDA Healthy and Hunger Free Kids Act of 2010.
 - Offers at least three Taste Tests each school year to all Elementary and Middle Schools.
 - Offers Nutrition and Wellness Education.
 - Coordinates Winter and Spring Wellness Week.
 - Oversees Safe Routes to School programming, including coordination of seasonal Bike/Walk to School Day, implementation of universal bicycle education, and Bus Top & Walks.
- **Catering**
 - Utilizing the district's internal catering department helps support our free programs, such as Free breakfast, after school snack, etc.
 - In-school caterings.
 - School celebrations/PTA functions.
 - Food Truck for school and non-school events.
- **Vending Services**
 - Provides Vending administration to schools and district offices
- **Food Waste Prevention and Organic Recycling**
 - Facilitates the implementation of the True Food – No Waste Action Plan for MPS across MPS departments.

Services that schools are required to provide from building budgets (i.e. required services):

- Student support and supervision in cafeteria.
- Special Ed Students meal assistance.
- Collection of applications for educational benefits.
- Assistance with collection of negative meal balances.

Services that schools may choose to provide from building budgets (i.e. optional services):

- Help in serving breakfast and lunch.
- Catering services.

Environmental Health & Safety

Contact Name: Lee Setter, Manager EH&S

Phone: 612.668.0308

Email: lee.setter@mpls.k12.mn.us

Services Provided to Schools by EH&S Department:

Physical Hazard Control: playground surface material, playground resurfacing, machine guarding, physical/electrical hazard control, elevator inspection regulatory service fees, theatrical rigging inspections, hoist and lift inspections, bleacher inspections, personal protective equipment.

Hazardous Substance: hazardous/infectious/pharmaceutical/regulated/electronics waste management, disposal and recycling, lead in water testing & mitigation, radon testing and mitigation, backflow prevention device testing and maintenance and City, County and State regulatory service fees.

Health, Safety and Environmental Management: district compliance with local, state and federal health and safety laws, AWAIR program, safety committee, playground inspections, CTE shop inspections, science lab inspections, GMAX testing, employee safety training, OSHA recordkeeping, AHERA asbestos management plans and six-month inspections, AHERA initial inspections at four sites, employee right-to-know, SDS database, bloodborne pathogen compliance, indoor air quality, districtwide automated external defibrillators maintenance and City regulatory service fees.

Asbestos: Districtwide asbestos testing, operations and maintenance, laboratory fees.

Fire and Life Safety: districtwide three-year fire inspection fees, fire marshal orders districtwide, fire marshal orders at Green Central Gym, district fire alarm monitoring, fire alarm testing and maintenance, fire extinguisher testing and maintenance, sprinkler system testing and maintenance, Dry Pipe Sprinkler System Flushing.

Indoor Air Quality: testing and balancing and retro-commissioning mechanical ventilation systems districtwide with all sites on a five-year interval, calibration & maintenance of outside air flow devices districtwide and science fume hood testing and balancing districtwide.

Services that schools are required to provide from building budgets (i.e. required services):

- Insure safe work practices and timely report of observable unsafe conditions
- Participate in required safety training
- Post required employee notices
- Distribute required notifications and materials
- Maintain equipment in safe working condition
- Maintain work areas in orderly condition
- Conduct mandatory fire and tornado drills
- Provide staff/student personal protective equipment as required
- Report employee injuries / accident via established procedures
- Maintain science/shop chemical inventory and SDS information

Services that schools may choose to provide from building budgets (i.e. optional services): N/A

Changes from FY 2019-20:

- Implementation of Operations Safety Committee
- Improved staff and public web page design and integration
- Fire Marshal orders at Green Central Gym
- Fire extinguisher testing/RPZ testing converted from chargeback to .5 Plumbing Shop FTE
- Add .7 FTE to Sprinkler system testing and maintenance due to code changes
- Implementation of Pesticide/Herbicide Transition Committee recommendations

Emergency Management, Safety & Security

Contact Name: Jason Matlock

Phone: 612.668.0178

Email: Jason.matlock@mpls.k12.mn.us

Services Provided to Schools by Department:

School Resource Officer Partnership

We oversee the scope of the SRO services with the Minneapolis Police Department Juvenile Division.

Staff Training

We provide training opportunities and workshops for building administrators and staff covering areas of need and interest. Examples of some training conducted include topics such as R.E.A.C.T., personal safety, personal property protection, how and when to call 911, verbal de-escalation and lockdown procedures.

Threat Assessments

Threats of targeted violence are presumed to involve both issues of safety & security and mental health concerns and therefore must be evaluated by a comprehensive and multidisciplinary team. Threat assessment tracking in EdPlan.

Tip line and G Suite Monitoring

Fully staffed 24/7 tip line across platforms and active monitoring of activity within student district accounts for any threats or risk behaviors.

Site Assessments

We conduct physical security site assessments to identify areas of concern. We then make recommendations to site administration for improvements and/or changes.

Provide Assistance

Support buildings during periods of needed additional adult presence and at extra-curricular events such as athletics, dances, concerts, and Open Houses when specific threats or risks have been identified.

Monitor District Site Emergency Plans

The site emergency plans are a web based application that is outlined by the District Emergency plan. They are submitted annually by each site's administrator. Each plan is monitored for completion and accuracy.

Monitor School Site Emergency Drills

Each school is mandated by law to conduct a specific amount of emergency drills including:

- Lockdown (5),
- Fire (5) and
- Tornado (1).

Tracking via CrisisGo

Security Camera, Card Access, Staff Photo ID

Advise facilities of best practice and map deployment with input from sites. Provide post installation training and video evidence handling. Manage staff ID program and RFID roll out.

Consultation

Provide consultation and referral service to building administrators and staff in areas of safety, security, planning, and printed material.

Incident Command for the MPS Emergency Operations Center

Coordinates resources and provides support to ongoing critical incident repose during and after an emergency.

Manage the District Communications Center (DCC)

Respond to various inquiries or connect staff and public to the department they need.

Transportation dispatch and call taking, helping families and schools locate buses and students, be aware of real time changes in routing due to weather, construction, traffic or other delays, assist in reporting unsafe driving conditions, accidents and injuries.

Monitors district systems such as fire and burglar alarms, elevator emergency calls, assisting with HVAC issues, works as a liaison between EICs and trades, as well as trade and plant ops support, and various administrative duties for processing work order charge backs.

Centralized communication and drill management platform

App based system allows for instant communication between schools and support teams (SROs, EMSS, Senior Leaders). It also provides a more robust platform for drill recording.

Services that schools are required to provide from building budgets (i.e. required services):

1. Critical Incident response personnel in the school
2. Off Duty police for afterhours events over 300 attendees
3. In building communication (radio/cell phone)
4. Replacement and replenishment of classroom go kits
5. Visitor ID management system supplies
6. Student ID
7. Site Emergency Team

8. Initial management of critical incidents
9. Purchase of replacement weather radio

Services that schools may choose to provide from building budgets (i.e. optional services):

1. Off Duty police for afterhours events with less than 300 attendees
2. Staff to monitor entrances after school hours

Changes from FY 2019-20:

- Full roll out of app based communication system
- Threat Assessment tracking in EdPlan
- Gaggle tip line

Facilities – Physical Plant Maintenance

Contact Name: Grant Lindberg, Manager of Plant Maintenance

Phone: General Repairs 612.668.0282; Non-Repair/Special Projects: 612.668.0285; 668.0300

Email: grant.lindberg@mpls.k12.mn.us or work order system

Services Provided to Schools and Other Departments by Physical Plant Maintenance:

Work Order System: The work order system is the appropriate means to communicate and expedite general repair work requests. The Senior Custodian or the Principal/Building Manager has access to the work order system. Please inform the Senior Custodian of the building repair request so that building issues can be documented, coordinated and resolved in a timely manner.

Our maintenance services are available for emergency response 24/7/365 and include skilled and licensed personnel from more than twelve different trades which include but not limited to:

- Carpentry & Locksmith
- Electrical
- Fire Protection
- Athletic Grounds & Trucking
- Energy Management & Low Voltage
- Paint & Glazing
- Pipefitting (Heating & Cooling)
- Plumbing
- Sheet Metal (Ventilation) and Roofing

Facility emergencies or after-hour concerns should be reported to the District Communications Center (DCC). The DCC can initiate various communication and on-call dispatch procedures. [DCC can be contacted at: 612.668.0322](#)

Services that schools are required to provide from building budgets:

Small capital project are projects that include minor improvements to school facilities to support student learning, equity and sustainability. Examples of small capital improvements include but are not limited to classroom modifications; space repurposing; Furniture, Fixtures, or Equipment (FFE); gardens, murals and other “non-repair” requests. [Click here to complete a small capital project request](#). All requests are reviewed in February and September. Funded requests and unfunded requests will be

communicated to the Principal by the Capital Planning, Constructions and Maintenance Executive Director. Unfunded requests may be funded through building budgets if available resources exist.

Services that schools may choose to provide from building budgets:

Requests to move classroom furniture, furnishings, or equipment are usually performed by contracted services. Please contact the Facilities Department to discuss any of your building needs.

612.668.0300, 668.0288 or facilities@mpls.k12.mn.us

Changes from FY 2019-20:

- GOB budget reduction will impact general repair timeliness and some preventative maintenance services. Approximately half of our resources are now assigned to planned deferred maintenance projects funded by LTFM.
- Procurement procedure will also impact service timeliness. New work-flow processes require site specific budget and purchase order for each project, planned or emerging. Administrative tasks are implemented more proactively to allow more time for procurement processes.
- Trucking demands for FFE, curriculum and athletics are increasing; however, resource levels are slightly reduced in FY21.

Physical Plant Operations

Contact Name: Doug Hill Director of Physical Plant Operations

Phone: 612.668.0153 or 612.356.3080

Email: douglas.hill@mpls.k12.mn.us

Services Provided to Schools by Department:

Provide custodial and mechanical upkeep services for MPS Physical Plants.

- Provide interior custodial services
- Maintains grounds including seasonal lawn care and snow removal
- Maintains and operates Heating-Ventilation-Air Conditioning (HVAC) systems
- Customer Service, recognizes, avoids and reports unsafe acts, conditions, accidents and injuries: reports security issues
- Opens and closes facilities and sets security systems
- Responses to emergency situations including break-ins, mechanical failures
- Provides set ups and teardowns for school events, during and after school
- Collaborates with school admin and other district staff regarding permits and other bldg. use
- Assist with compliance inspections and makes corrections as mandated
- Responds to building emergencies, ie. Fire alarms, Smell of gas, Water leak, etc.
- Pest Control

Daily Tasks

Public Restrooms (Daily)

- Fixtures cleaned and disinfected
- Trash receptacles & sanitary boxes emptied
- Re-stock paper & soap dispensers
- Graffiti removed
- Mirrors cleaned

- Floors swept & wet mopped

Lunchroom (Following Breakfast, Lunch & After School Programming)

- Trash removed
- Milk buckets emptied
- Table tops washed
- Floors swept
- Floors auto scrubbed

Drinking Fountains (Daily)

- Clean and disinfected

Gym Floors (Daily)

- Dust mopped
- Spot Mopped

Stairwells (Day Cleaning)

- Swept
- Spot mopped

Halls (Daily Cleaning)

- Dust mopped
- Spot mopped

Classrooms (Trash emptied daily)

Alternate Day task

Classrooms (Alternate Day Cleaning)

- All trash receptacles emptied (daily)
- Liners replaced as needed
- Floors swept or vacuumed

As Conditions warrant

Grounds (As Needed)

- Lawn Mowing
- Pruning of landscape
- Snow removal
- Trash removal

Services that schools are required to provide from building budgets (i.e. required services):

Event support

- Provide funding for "Extended Pay"
- Funding for Community Ed and permit driven functions

Services that schools may choose to provide from building budgets (i.e. optional services):

Equipment and supplemental assets

- Walk off "Mats"
- Small equipment to assist operation staff
- Site specific specialized projects (cleaning, room moves, etc.)

Annual Summer Deep Cleaning:

- Fixtures cleaned and disinfected
- Trash receptacles & sanitary boxes emptied

- Re-stock paper & soap dispensers
- Graffiti removed
- Mirrors cleaned
- Floors striped & waxed and sealed
- High dusting
- Detail cleaning
- Windows cleaned
- Additional services as needed

Changes from FY 2019-20:

- Further custodial reductions for budget purposes may impact the frequency of regular cleaning at a site. Principals may be asked to identify ‘food zones’ within their buildings to help assist with pest control and other custodial functions.

Transportation

Contact Name: Lisa Beck

Phone: 612.668.2311

Email: lisa.beck@mpls.k12.mn.us

Services Provided to Schools by Department:

- RegED to-from student transportation services
- SED to-from student transportation services
- Mid-day transportation services
- SED TRAIN bus service
- SED Life Skills bus service
- Athletic High School game buses - Athletic Department covers the cost of all Athletic related trips. Field trips are requested for bus service using the district’s web site. The Athletic Dept. account codes are automatically filled in and the trip is charge to them by a Journal entry at months end done by Transportation.
- Inter-district mail delivery service
- Science department classroom material delivery
- Auto and truck maintenance (yellow and white fleet) - We provide services for all MPS vehicles which gets charged back to the departments by JE at month end.
- SED –Transportation provides account codes to schools to fund Bus Aides as needed

Services that schools are required to provide from building budgets (i.e. required services):

- Athletic practice buses - We provide the routing and transportation service - cost of trip is paid by the Athletic department - see above
- Field trip services
- Printing and distributing bus tags
- Maintaining current student contact information in the designated student information system
- Requesting new / different bus stops and special services
- Monitoring busing performance at school sites and communicating with parents and Transportation as needed

- School Transportation Coordinator duty assignment

Services that schools may choose to provide from building budgets (i.e. optional services):

- RegED - Occasionally we will need a bus aide to assist on a RegED bus determined by the safety managers. The school may choose to provide an aide which would be funded by them.

Bell Times: School start and stop times are subject to approval by the Board of Education, as recommended by the Operations Division in consultation with schools, staff and families. Schools are expected to adhere to the 2019-20 bell times for the 2020-21 school year. Any exceptions would require approval from the respective Associate Superintendent and the Chief of Operations who, if approved, will submit to the Board of Education for approval by June 2020. Changes to High school bell times would need to be approved prior to November of the preceding year, based on our relationship with Metro Transit.

Office of the Chief of Staff

Contact Name: Suzanne Kelly, Chief of Staff

Email: suzanne.kelly@mpls.k12.mn.us

Communications, Engagement and External Relations

Contact Name: Suzanne P. Kelly

Phone: 612.668.0128

Email: suzanne.kelly@mpls.k12.mn.us

Services Provided to Schools and Departments:

Comprehensive Districtwide Assessment Planning & Implementation

Education, Engagement & Outreach Specialists

- Annual development and implementation of division's strategic family and community engagement plans
- Supports & monitors development of districtwide and school-based engagement plans
- Provides required and voluntary educational workshops including requirements of ESSA, the adopted MN Omnibus Education Bill, and Federal Title provisions in various locations
- Represent the District in local communities and drive engagement through networking, marketing, and partnership development.

Parent Academies and Connecting Parents to Educational Opportunities

- 7 week CPEO program offered at Title I schools and weekend Parent Workshops

Ombudsperson

- Assisting families navigating the systems when experiencing conflicts with a school or department.

Family Engagement School Site Supports

- Supporting school and district wide family and community involvement and engagement with culturally specific supports. Parent Advisory Councils, Site Council Supports, culturally specific and general family engagement supports for schools.
- Monthly training for school-based family liaisons

Volunteer Services

- Special Project recruitment, general volunteer training & placement, data management and background checks, and promotion of volunteers across MPS schools.

Community Partnerships

- Coordinates collaborations and partnerships with community and national organizations, faith-based entities, civic as well as private sector entities to assist in the goals and objectives of the MPS Strategic Plan
- Leads District efforts at establishing strong relationships with individual, corporations and friends of the District for the purpose of securing funding and partnership support on behalf of students
- Coordination of contracts, data-sharing agreements with broader community entities and

partners, evaluation to track impact related to Acceleration 2020, and training and technical assistance to support our partners.

Media Relations

- Strategic counsel
- Sets media strategy and media relations priorities for the District, determines appropriate tactics and channels for communicating priorities
- Proactive story mining and pitching throughout the district
- Interview preparation and support for designated spokespeople
- Statements and talking points for designated spokespeople
- Policy guidance and training
- Crisis support/ issues management
 - Media management
 - Coordination with external departments/agencies

Marketing Materials and Brand Management

- Department will maintain an Engagement Toolkit of approved, customizable designed marketing and engagement materials for use by schools and departments; manage District's logos, taglines; Edit and maintain data base of imagery and provide to departments and schools
- Help develop marketing plans for Title 1 schools and schools with low market share
- Implement programs and strategies to increase the percentage of families of color who have confidence in and select MPS as a preferred school choice for their children.

Events with Districtwide Reach and Chief Sponsorship

- Strategic Planning
- Logistics management
- Day-of management and event set-up/tear-down

Crisis Communications

- Craft and disseminate messages for schools
- Advise on audience scope of communications
- Support with robo call scripts, emails, backpack letters, key messages, web content
- Set media and messaging strategy for broader public

Digital/web/multimedia

- Manage and maintain sites
 - Provide best practices guidelines
 - Train staff
 - Develop and maintain content
 - Manage and improve accessibility
 - Develop and implement design components
- Social media
 - Proactive storytelling and engagement across District channels
 - Provide best practices guidelines, train staff, develop and maintain content
- Multimedia services
 - Limited photography and districtwide carousel system (screens in every building)
- Robo calls

- Manage School Messenger service
- Support schools with School Messenger inquiries
- Draft, record, and/or send robo calls

Translations

- Translate key District documents
- Translate and record robo calls

Messaging

- Review responses to public inquiries/concerns
- Develop key messages for staff to use in response to emerging issues

Services that schools are required to provide from building budgets (i.e. required services):

- Schools who participate in CPEO are asked to have at least one staff person present each night to build relationships with families, all other costs are covered by CEER.
- **Translation/Language Line Information**

Schools will now receive separate allocation for interpretation and translation services. Funds will be allocated based on the average use per school districtwide, as well as numbers of non-English speaking students in each school.

These funds should be used by schools for:

- Face-to-face interpreting
- Site-specific document translation
- Telephone interpreting
- Parent-teacher conferences
- On-site interpretation
- Emergency interpretation
- Home visits
- Early Childhood Education and Special Education interpretation

Schools are responsible for tracking and managing their incurred interpretation and translations expenses. Since these are finite funds annually, we recommend that schools access in-house bilingual services as often as possible to ensure that allotted funds last the entire school year.

MPS district staff will manage the contracts with the vendors providing these services, but schools will work directly with the vendors to secure the services and access usage reports for tracking and maintenance.

Current vendor contracts (with ARCH and Language Line) are under review and new contracts for these services will be implemented at the beginning of the new school year. Schools and departments will be notified of new vendor contact information and processes when the contracts are finalized.

Services that schools are recommended to provide from building Title I budgets:

The Family Engagement Department is recommending Title I schools to staff a family liaison if their total student count is 300 students or more. Title I schools may choose to use Title I dollars or another funding source to staff the family liaison. The following chart is the Family Liaison FTE recommendation based on students count.

- 0-299 students: 0 FTE
- 300-499 students: .2 FTE
- 500-799 students: .5 FTE
- 800 or more students: 1.0 FTE

Family Resource Center

Contact Name: Thaddeus Lesiak

Phone: 612.668.4281

Email: Thaddeus.Lesiak@mpls.k12.mn.us

Services Provided to Schools by Department:

- All incoming students who speak a language other than English at home receive Health Assessment by a Community Liaison and School Nurse.
- Assist with public program benefit applications and connect families to community resources, basic needs and medical/dental/mental health resources as requested by school social workers, nurses, and staff.
- Assist schools with family engagement planning, activities, training and events.

Services that schools are required to provide from building budgets (i.e. required services):

None

Services that schools may choose to provide from building budgets (i.e. optional services):

None

MEMO



MINNEAPOLIS
PUBLIC SCHOOLS
Urban Education. Global Citizens.

Date: December 1, 2020

To: Board of Education, Minneapolis Public Schools

From: Ed Graff, Superintendent

RE: Pro-Forma Financial Projections – General Fund – Executive Summary

We have updated our 5-year pro-forma financial projections for the district's General Fund using, as our starting point, an adjusted forecast of this year's budget. (Refer to Table 1 to see the pro-forma by year). The pro-forma is a 5-year projection of the district's revenue and expenses based on a model that incorporates key assumptions.

We have taken a cautiously optimistic view and we assume that the Comprehensive District Design (CDD) will be successful. Our projections anticipate that enrollment will continue to decline, but decelerate, until the district begins increasing its enrollment again by the 25-26 school year. Our analysis finds that, regardless of whether the CDD succeeds, the district is burdened by an unsustainable fiscal structure and should urgently seek to identify and act on cost efficiencies to prevent entering statutory operating debt in the 2023-24 school year.

Key Findings

Our projections and the analysis of them have allowed us to reach several conclusions:

- The district operates under an unsustainable and inefficient cost structure, which, under current circumstances, will likely completely deplete the district's General Fund balance sometime during the 2023-24 school year.
- The district will be unable to solve its problems through enrollment increases alone. Adding the number of additional students needed to justify the current cost structure is unrealistic. A full analysis of the impact of enrollment increases and cost structure is included in the accompanying detailed report.
- The district will continue to assess its scope and footprint as it begins implementation of the Comprehensive District Design. Once the CDD has been fully implemented we will better be able to determine its impact on programming and enrollment across the District, and where adjustments may be needed.
- The district must set clear parameters and priorities to guide where funding should be maintained or increased and where disinvestment may need to occur. Constantly evaluating return on investment allows the District to maintain the future flexibility needed to ensure available funding for areas showing the most promising results.

Table 1 Millions of \$	Projected FY21	Pro-Forma Projection				
		FY22	FY23	FY24	FY25	FY26
Revenue	\$627.4	\$572.3	\$566.1	\$566.6	\$572.8	\$584.6
Expenses	\$650.4	\$603.2	\$602.8	\$610.9	\$631.9	\$652.0
Change in Fund Balance	(\$23.1)	(\$30.8)	(\$36.8)	(\$44.3)	(\$59.1)	(\$67.4)
Ending Fund Balance	\$83.2	\$52.4	\$15.6	(\$28.7)	(\$87.8)	(\$155.2)

Base Assumptions

Given the financial difficulties faced by the district as well as the State of Minnesota, we are assuming that the state’s biennial budget will not include any increases to the funding formula. We are also assuming the district will be unable to agree to any increases in salaries in the next round of collective bargaining. In the just concluded current round of bargaining, when the district renegotiated contracts with its labor unions, the district was able to agree to 2.5% increases (about \$12M of current salary and benefits expense) in total compensation. Finally, we are assuming that enrollment continues to decline over the next three years as the CDD is implemented, but that this trend will reverse in FY25 and start to trend in a positive direction after the impacts of the CDD start to take root.

COVID-19 Response Expenses

Like most districts, we did not understand the significant impact that the Covid-19 Pandemic would have, both financially and in terms of its impact on students, families and staff. Unbudgeted expenditures to support distance learning, safe buildings and additional staffing are estimated to be \$58.7M this year, with additional expense in future years. While we are able to offset these expenses using additional state aid provided under the Coronavirus Aid, Relief, and Economics Act (CARES Act) and other sources, that aid will only cover about half of our anticipated costs.

This gap is further compounded by higher-than-expected enrollment declines in our schools as families look for alternatives to distance learning and other sources of daytime care for their children. These additional and unpredictable enrollment declines will reduce district revenue by about \$7.1 million this year, the 2020-21 school year. Finally, as a result of the distance learning mandate in the spring, the district was forced to move to a ‘one-to-one’ device program this year, providing laptops or tablets and often cellular hotspots to all families. We anticipate that this program will cost about \$20.1 million this year alone, with annual costs of \$8-\$12 million per year going forward to pay for additional staff, equipment replacement, filtering software, hotspots, and other costs needed to effectively operate such a program.

Legislative Response

While our pro-forma does not include any new funding from the state to offset the unfunded Covid-19 costs faced by the district, we did contemplate two potential scenarios in which the legislature responds to the needs of Minnesota’s schools:

- First, we considered a scenario in which the legislature makes districts “whole” for any enrollment declines experienced this year. While this would not address the district’s structural issues it would add about \$11.5M in revenue to our current year forecast.

- Second, we considered a projection that includes standard formula increases over the next two years, as our base projection does not include any formula increases.

Although both these scenarios improve the district’s long-term financials (see Table 2), they do not solve the district’s cost structure issues or lead to financial sustainability. Additionally, for a district already struggling with financial sustainability, the incremental costs arising from the COVID-19 pandemic only exacerbate these issues. Of the \$262 million in deficit spending projected in the current year and five years after, \$75 million represents unfunded spending required as a result of the Covid-19 pandemic. Many of these costs arise from state government mandates to provide devices to students, install expensive air filters in classrooms, and continue to pay employees who are not working.

While COVID-19 will eventually come to an end, many of these programs and pieces of equipment will long outlive it. These legacies of the pandemic – even though they may ultimately benefit staff and students – were unfunded, unplanned for and will be with us for many years. The new programs will need to be administered and equipment maintained and replaced. We do not anticipate any ongoing assistance from the state in addition to what we already receive.

There is also pending legislation (the “HEROES Act”) in the U.S. Congress to provide additional relief to schools. Current proposals include about \$105 billion for schools. While the amount that would flow to Minneapolis Public Schools is unclear, a similar program was created in 2009 with funding of about \$100 billion going to schools, and the district received \$19.8 million.

	Base Projection				Make Whole for FY21				2% Funding Increase		
	Rev	Exp	Chng	Balance	Rev	Exp	Chng	Balance	Rev	Exp	Chng
FY21	627.4	650.4	(23.1)	83.2	638.9	650.4	(11.5)	94.8	627.4	650.4	(23.1)
FY22	572.3	603.2	(30.9)	52.4	572.3	603.2	(30.9)	63.9	576.8	603.2	(26.4)
FY23	565.6	602.8	(37.3)	15.1	565.6	602.8	(37.3)	26.6	574.4	602.8	(28.4)
FY24	566.4	610.9	(44.5)	(29.4)	566.4	610.9	(44.5)	(17.9)	575.2	610.9	(35.7)
FY25	572.8	631.9	(59.1)	(88.5)	572.8	631.9	(59.1)	(77.0)	581.6	631.9	(50.3)
FY26	584.6	652.0	(67.4)	(155.9)	584.6	652.0	(67.4)	(144.4)	593.7	652.0	(58.3)
Total Change in Fund Bal			(262.2)				(250.6)				(222.1)
FY21 Starting Balance			106.3				106.3				106.3
FY26 Ending Fund Balance			(155.9)				(144.4)				(115.9)

Comprehensive District Design (CDD)

Our pro-forma includes all CDD-related costs included in the CDD Finance Presentation presented to the Board of Education at their meeting on May 12, 2020. This totals approximately \$11.5 million in FY22, with ongoing costs of \$10.7 million per year, adjusted for inflation. We are also including an offset of approximately (\$7.0 million) per year to account for anticipated transportation savings associated with the CDD.

Appendix 1: Pro-Forma Financial Projection
(Thousands of Dollars)

A more detailed breakdown of revenue and expenses than is presented in Table 1.

MPS Pro-Forma Financial Projection						
	'20-'21	'21-'22	'22-'23	'23-'24	'24-'25	'25-'26
Starting Fund Balance	106,286	83,226	52,404	15,649	(28,688)	(87,812)
State Aid	388,311	373,485	371,186	368,683	370,242	377,191
Levy	142,738	137,847	133,912	136,099	138,625	141,486
Grants	87,324	51,914	51,885	52,581	54,388	56,119
Funded Projects	9,000	9,090	9,085	9,207	9,523	9,826
Subtotal Revenue	627,373	572,336	566,068	566,569	572,779	584,623
Salaries	339,023	340,503	338,651	343,610	353,199	365,922
Extended Time	16,871	14,283	14,635	15,001	15,376	15,761
Reserves	18,102	6,019	6,080	6,140	6,202	6,264
Fringe	128,862	129,483	132,105	136,730	143,358	151,618
Purchased Services	95,172	75,534	74,912	72,587	74,814	75,108
Supplies	31,738	25,964	25,225	24,995	27,534	25,826
Capital Expenses	16,329	6,994	6,794	7,378	6,910	6,958
Misc	4,334	4,377	4,421	4,465	4,510	4,555
Subtotal Expense	650,432	603,159	602,823	610,905	631,903	652,012
Change in Fund Balance	(23,059)	(30,823)	(36,755)	(44,337)	(59,124)	(67,390)
Ending Fund Balance	83,226	52,404	15,649	(28,688)	(87,812)	(155,202)

Appendix 2: Enrollment Assumptions by Year

FY	ADM Est	Change	% Change	Adj. Pupil Units	% Change
FY21	31,645			34,212	
FY22	30,700	-945	-3.0%	33,187	-3.0%
FY23	29,700	-1,000	-3.3%	32,091	-3.3%
FY24	29,100	-600	-2.0%	31,350	-2.3%
FY25	29,101	0	0.0%	31,255	-0.3%
FY26	29,501	400	1.4%	31,600	1.1%

Appendix 3: COVID-19 Related Aid & Costs:

Table 3 Thousands of \$	Projected COVID-19 Related Revenue & Expenditures						Total
	FY21	FY22	FY23	FY24	FY25	FY26	
COVID-19 Related Aid	\$31,096	\$ -	\$ -	\$ -	\$ -	\$ -	\$31,096
<u>Expenditures</u>							
IT/Universal Tech Access	20,188	7,993	9,560	8,668	12,014	8,299	66,722
Human Resources *	16,307	-	-	-	-	-	16,307
Facilities	9,911	-	-	-	-	-	9,911
Transportation	6,608	-	-	-	-	-	6,608
Academics & Supports	5,418	114	117	120	124	128	6,022
Culinary	300	-	-	-	-	-	300
Subtotal Expenditures	58,732	8,106	9,677	8,788	12,139	8,427	105,870
Fund Increase/(Decrease)	(27,636)	(8,106)	(9,677)	(8,788)	(12,139)	(8,427)	(74,773)

Appendix 4: Statutory Operating Debt Definition

Minnesota Statutes, section 123B.81 – Statutory Operating Debt.

Subdivision 1. Operating debt. The "operating debt" of a school district means the net negative unreserved general fund balance calculated as of June 30 of each year in accordance with the uniform financial accounting and reporting standards for Minnesota school districts.

Subdivision 2. Statutory operating debt. If the amount of the operating debt is more than 2 ½ percent of the most recent fiscal year's expenditure amount for the funds considered under subdivision 1, the net negative undesignated fund balance is defined as "statutory operating debt".

MEMO



MINNEAPOLIS
PUBLIC SCHOOLS
Urban Education. Global Citizens.

Date: December 1, 2020

To: Board of Education, Minneapolis Public Schools

From: Ed Graff, Superintendent

RE: Pro-Forma Financial Projections – General Fund

The Office of Budget and Analysis has updated the 5-year pro-forma for the district’s general fund for fiscal years 2022 through 2026. We are using the fiscal year 2021 projected budget as our base year, with adjustments for Covid-19 and lower enrollment. Our projection shows that without structural changes the district will experience declining revenues, increasing expenses, and large deficits over the next six years. Absent structural changes to the district’s staffing philosophy or its physical footprint within the city, we can expect our General Fund balance to be fully depleted at some point in fiscal year 2024.¹ Moreover, while funds are expected to decline over the next four or more years, the trend of increasing deficits will become so large they will eventually become unsustainable, forcing the district into statutory operating debt.

Table 1 Millions of \$	Projected	Pro-Forma Projection				
	FY21	FY22	FY23	FY24	FY25	FY26
Revenue	\$627.4	\$572.3	\$566.1	\$566.6	\$572.8	\$584.6
Expenses	\$650.4	\$603.2	\$602.8	\$610.9	\$631.9	\$652.0
Change in Fund Balance	(\$23.1)	(\$30.8)	(\$36.8)	(\$44.3)	(\$59.1)	(\$67.4)
Ending Fund Balance	\$83.2	\$52.4	\$15.6	(\$28.7)	(\$87.8)	(\$155.2)

Enrollment & Revenue Assumptions

Our enrollment projection (see Table 2) assumes continued decline in the first years of the projection. The projection was created in consultation with the district’s Research, Evaluation & Assessment Department. The continued declines are a combination of three factors: a continuation of the enrollment trend in recent years; the impact of the Comprehensive District Design (CDD); and the impact of the COVID-19 pandemic. Although we anticipate long-term growth from the CDD, the short-term disruptions due to implementation are expected to accelerate enrollment decline. The incremental enrollment decline observed in FY21 so far due to COVID-19 have been significant and are likely a result of families seeking alternatives to distance learning in the absence of the district providing custodial care during the workday.

¹ The district’s General Fund balance is divided between assigned and unassigned funds. Assigned fund balances include funds held for programs funded by third parties as well as state aid and levy revenue with specific categorial uses. At the end of FY20 about \$51.7M (unaudited), or 47%, of the district’s general fund balance was held as unassigned general reserves.

As a result of the CDD we are assuming that enrollment will level off in FY25 and then begin to increase in FY26 gaining 400 ADMs². While we consider this enrollment projection to be conservative, we believe that the risk of continued future declines or significant overperformance are possible. Although we are assuming that the CDD will be an overall success, we would consider our assumption to be cautiously optimistic.

Table 2 FY	ADM Est	Change	% Change	Adj. Pupil Units	% Change
FY21	31,645			34,212	
FY22	30,700	-945	-3.0%	33,187	-3.0%
FY23	29,700	-1,000	-3.3%	32,091	-3.3%
FY24	29,100	-600	-2.0%	31,350	-2.3%
FY25	29,101	0	0.0%	31,255	-0.3%
FY26	29,501	400	1.4%	31,600	1.1%

Our pro-forma also assumes no change in the state aid formula, in FY22 or FY23, due to the state government’s projected deficit resulting from COVID-19. We do anticipate a resumption of annual 2% increases beginning in FY24. We also assume that compensatory revenue will fall to \$35M in FY22 from an expected \$47.8M in the current fiscal year. This is consistent with the level of qualifying educational benefits applications received so far this year relative to prior years. In FY23 we anticipate compensatory revenue increasing to about \$45M, and then continuing to fluctuate with annual enrollment. Finally, we anticipate no material changes to the district’s tax base, referendum formula, grant and title funding, or funded project revenue.

Expense Assumptions

In the just concluded round of bargaining we negotiated 2.5% increases in total compensation (about \$12M). Our pro-forma assumes no changes to any wage scales during the FY22-23 collective bargaining cycle, with wage progression continuing again as part of the FY24-25 cycle. However, we also assume that contractually obligated step increases are given to members of the MFT - K-12 Teachers Chapter as well as the three professional unions. For both groups this is an increase of approximately 2% in each year.

We assume that predictable staffing in our schools will continue unchanged.

This pro-forma assumes position vacancy rates of 5% for all fiscal years between FY22 and FY26³. This is consistent with recent trends. It is also a change from prior projections which assumed that all positions would be filled. Additionally, it incorporates the district’s salary projection for the remainder of FY21. That projection is favorable to budget by \$24M in salaries and associated fringe. We are also assuming variability in staffing levels for classroom teachers and employees represented by the ESP bargaining unit. This variability is based on changes in enrollment and class size targets.

We also make several expense assumptions throughout the model, including annual increases of 2.5% for extended time and 1% for reserve costs, services, supplies and equipment, as well as any

² ADM, or “Average Daily Membership” is the average enrollment on any given day during the school year and is the primary metric which drives state aid payments and levy authority.

³ By “vacancy rate” we mean the average percent of district positions, in terms of budgeted salary, that are not filled at any point during the fiscal year.

miscellaneous costs. These increases account for increasing labor costs resulting from collective bargaining as well as general inflation. We also assume that the district's health and dental insurance costs increase faster than inflation: 7% for teachers and 5% for all other bargaining units. Due to existing collective bargaining agreements all health insurance cost increases for teachers are the responsibility of the district whereas the district splits any increase with other bargaining units.

CDD Expenses

Our pro-forma includes all CDD related costs included in the CDD Finance Presentation that was presented to the Board of Education at their meeting on May 12, 2020. This totals approximately \$11.5M in FY22, with ongoing costs of \$10.7M per year, which has been adjusted for inflation. We are also including an offset of approximately (\$7.0M) to account for anticipated transportation savings associated with the CDD. These savings have also been adjusted for inflation.

COVID-19 Revenues & Expenditures

We have included approximately \$59M in anticipated unbudgeted FY21 expenses for the district's response to the COVID-19 pandemic. These expenses (see Table 3) include equipment for sanitizing facilities and busses, distance learning supplies, a device for every student capable of accessing the internet, and extended time and reserves for employees who are unable to work as a result of the pandemic. These expenses are offset by \$31.1M in state and federal aid intended to defray the incremental cost to the district.

While the bulk of the COVID-19 related expenses will be incurred in FY21, there are approximately \$8M-\$10M in ongoing annual costs, mostly for the continued provision of IT devices to students and the necessary supports required to maintain the district's IT program.

Table 3 Thousands of \$	Projected COVID-19 Related Revenue & Expenditures						Total
	FY21	FY22	FY23	FY24	FY25	FY26	
COVID-19 Related Aid	\$31,096	\$ -	\$ -	\$ -	\$ -	\$ -	\$31,096
<u>Expenditures</u>							
IT/Universal Tech Access	20,188	7,993	9,560	8,668	12,014	8,299	66,722
Human Resources *	16,307	-	-	-	-	-	16,307
Facilities	9,911	-	-	-	-	-	9,911
Transportation	6,608	-	-	-	-	-	6,608
Academics & Supports	5,418	114	117	120	124	128	6,022
Culinary	300	-	-	-	-	-	300
Subtotal Expenditures	58,732	8,106	9,677	8,788	12,139	8,427	105,870
Fund Increase/(Decrease)	(27,636)	(8,106)	(9,677)	(8,788)	(12,139)	(8,427)	(74,773)

* HR Includes most staffing costs related to teacher absences, health provider costs, etc.

Analysis

We expect that revenue will continue to decline and costs continue to go up for the foreseeable future. The district continues to experience chronic declines in enrollment, as well as the immediate fiscal impact of COVID-19 and the CDD. Although we anticipate increasing enrollment in just a few years as the CDD is fully implemented, there is no realistic scenario where revenue returns to current levels. The CDD is a necessary restructuring to improve the future prospects of the district, however

in the short term it exacerbates a developing fiscal challenge that must be addressed with changes to the district’s cost structure. Given the district’s commitments to fair labor contracts and appropriate school funding levels, we will likely find the efficiencies necessary to make the CDD successful in non-salary and overhead expenses. The district should also carefully examine its footprint throughout the city, to determine whether resources are deployed efficiently.

Our analysis has several important findings. First, that potential legislative relief that takes the form of a one-time infusion of funds or a regular increase in the formula aid as part of the state’s biennial budget will not solve the district’s cost structure issues or lead to financial sustainability. Indeed, even if the state were to increase the state aid formula by 2% annually, as it has done for several years, the increase in funds would be insufficient to cover the additional costs imposed on the district by Covid-19 alone, never mind the financial sustainability issues that already existed before the pandemic.

We contemplated two potential legislative responses to the pandemic and the financial struggles of school districts as a result of it (Table 4). First, we considered a scenario in which the legislature makes districts “whole” for any enrollment declines experienced this year. While this would not address the district’s structural issues it would add about \$11.5M in revenue to our current year forecast. Next, we considered a projection that includes standard formula increases over the next two years, since our base projection does not include increases to the formula in those years. In this scenario the FY21-26 cumulative deficit decreases by about \$40.1M.

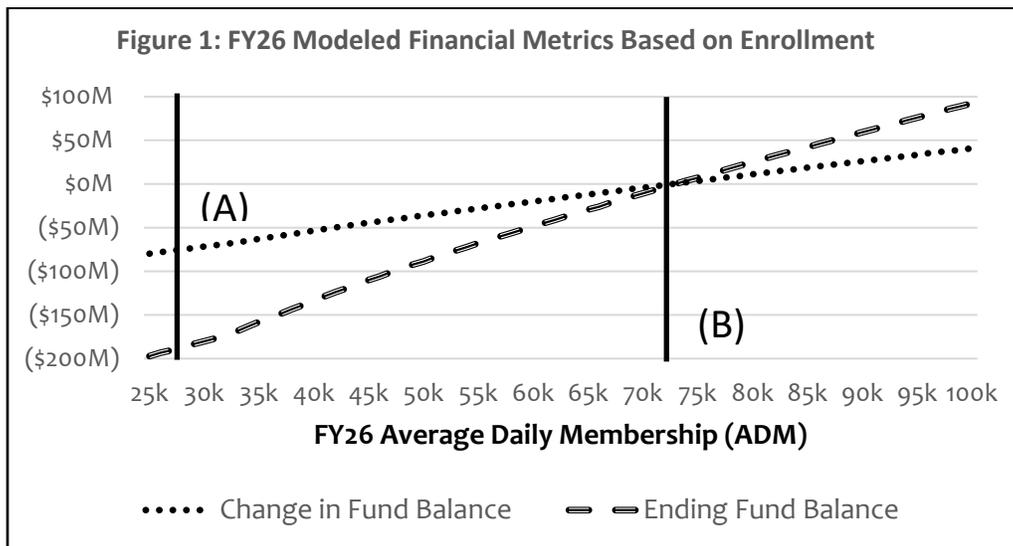
Table 4: Impact on Fund Balance Based on Action by State Legislature (Millions of Dollars)											
	Base Projection				Make Whole for FY21				2% Funding Increase		
	Rev	Exp	Chng	Balance	Rev	Exp	Chng	Balance	Rev	Exp	Chng
FY21	627.4	650.4	(23.1)	83.2	638.9	650.4	(11.5)	94.8	627.4	650.4	(23.1)
FY22	572.3	603.2	(30.9)	52.4	572.3	603.2	(30.9)	63.9	576.8	603.2	(26.4)
FY23	565.6	602.8	(37.3)	15.1	565.6	602.8	(37.3)	26.6	574.4	602.8	(28.4)
FY24	566.4	610.9	(44.5)	(29.4)	566.4	610.9	(44.5)	(17.9)	575.2	610.9	(35.7)
FY25	572.8	631.9	(59.1)	(88.5)	572.8	631.9	(59.1)	(77.0)	581.6	631.9	(50.3)
FY26	584.6	652.0	(67.4)	(155.9)	584.6	652.0	(67.4)	(144.4)	593.7	652.0	(58.3)
Total Change in Fund Bal			(262.2)				(250.6)				(222.1)
FY21 Starting Balance			106.3				106.3				106.3
FY26 Ending Fund Balance			(155.9)				(144.4)				(115.9)

Of the \$262 million in deficit spending projected in the current year and five years after, \$75 million represents unfunded spending required as a result of the Covid-19 pandemic. Many of these costs arise from state government mandates to provide devices to students, install expensive air filters in classrooms, and continue to pay employees who are not working. While Covid-19 will eventually come to an end, many of these programs and pieces of equipment will live on as legacies of the pandemic. Even though they may ultimately benefit staff and students, they were unfunded, unplanned for, and will be with us for many years. These new programs will need to be administered and equipment maintained and eventually replaced. We do not anticipate any ongoing assistance from the state in addition to what we already receive.

Our second finding is that enrollment increases alone are insufficient to prevent depletion of the district’s fund balance. Any scenario that we can generate which results in long term sustainability is

either unreasonable or impossible if enrollment is the only variable that we change. Even achieving 95% market share by FY26 would not solve the district’s structural issues.

This is demonstrated in Figure 1, which plots the projected end of year change in fund balance, as well as the ending fund balance itself, at the end of FY26. Our projection anticipates an enrollment level that corresponds with line A – 29,501 students. In order to reach sustainability through enrollment increases alone enrollment would need to reach the point marked by line B – 72,910 students – by the end of the projection. This assumes constant growth over the five-year period of 18.2% annually.⁴ Since the total number of students living in the district is expected to be about 51,000 in FY26, enrollment at a break-even level would require ‘market share’ of 143%. In other words, for every school age student living in the district, the district would need to enroll 1.43 students.



Our third finding is that acting sooner rather than later will significantly reduce the number of people and programs that will be impacted as the district tries to remain solvent. Continuing to pay for programs that will inevitably be eliminated depletes valuable reserves despite the future benefits of those programs being, inevitably, lost. Making difficult but necessary decisions as early as possible will reduce the overall impact to the district as a whole. If the district waits until their hand is forced, necessary cuts in terms of impacted programs and positions will be greater. Programs may need to be cut that could have been saved given an earlier response.

Table 5 shows the impact of making a \$20M cut to Salaries & Fringe by the year in which the cut is made. If the reduction is made in FY22, reducing the deficit in that year from (\$30.9M) to (\$10.9M), that \$20M reduction also carries through in each and every year, ultimately saving \$107.5M over the five year period after factoring in increases to salaries and benefits. However, if you wait until FY26 to make the reductions you will only save the \$20M in FY26. If those reductions could have been identified and executed in FY22 as opposed to four years later the district would avoid paying \$87.5M in wages and benefits for positions and programs which are going to be eliminated anyway. Given

⁴ Although this enrollment level is unrealistic, as the total student age population of the city is only about 55,000, it is interesting to note that it falls well short of the district’s enrollment peak of 90,073 in the 1932-33 school year. Even as recently as 1965 district enrollment was around 76,000 students.

the district’s financial position that entire \$87.5M is being paid not out of revenue but out of fund balance, further weakening the district’s position.

Though restructuring can be a difficult exercise, it is important that the district begin the work of identifying and executing on opportunities for operating efficiencies now instead of putting it off until the last possible moment. The cost of not doing so is using precious district reserves to continue to fund programs, positions, and services that are not part of a sustainable future cost structure.

Year of Reduction	Change in Fund Balance					FY21-26 Impact	
	FY22	FY23	FY24	FY25	FY26	Deficit	Ending FB
FY22	(\$10.9)	(\$16.6)	(\$23.0)	(\$36.8)	(\$44.3)	(\$154.6)	(\$48.4)
FY23	(\$30.9)	(\$17.3)	(\$23.8)	(\$37.6)	(\$45.0)	(\$177.5)	(\$71.2)
FY24	(\$30.9)	(\$37.3)	(\$24.5)	(\$38.4)	(\$45.8)	(\$199.9)	(\$93.6)
FY25	(\$30.9)	(\$37.3)	(\$44.5)	(\$39.1)	(\$46.6)	(\$221.4)	(\$115.1)
FY26	(\$30.9)	(\$37.3)	(\$44.5)	(\$59.1)	(\$47.4)	(\$242.2)	(\$135.9)

Our fourth finding is that financial sustainability cannot be achieved only by reducing the amount spent on administration and overhead. During the three year period starting with FY17 and ending with FY19 (the last year in which audited financial statements are available across districts), Minneapolis Public Schools spent, on average, about \$36.9M per year to pay for the Board of Education, Superintendent’s Office, Principals (not Assistants), and district wide administrative functions such as finance, HR, IT, and Legal. This spending represents 6.27% of the spending during that period. (See Table 6).

	<i>Minneapolis</i>	<i>Anoka-Hennepin</i>	<i>Rosemount-Apple Valley</i>	<i>St. Paul</i>	<i>Four District Average</i>
Average Percent of budget spent on:					
Board of Education	0.11%	0.08%	0.05%	0.14%	0.10%
Superintendent's Office	0.14%	0.11%	0.16%	0.14%	0.14%
Instructional Administration	0.59%	0.24%	0.35%	0.61%	0.47%
Principals & Site Councils	1.82%	2.03%	3.83%	3.02%	2.58%
HR & Federal Program Support	0.46%	0.50%	0.57%	0.68%	0.55%
Research & Community Relations	0.65%	0.33%	0.24%	0.99%	0.60%
IT Administration & Systems Support	1.97%	1.01%	1.06%	0.30%	1.08%
Finance, Legal, Student Accounting	0.53%	0.82%	0.92%	0.86%	0.77%
Total % of Spending	6.27%	5.12%	7.18%	6.74%	6.29%

We believe that district spending on these functions is about right when compared to other districts. Looking at the three other large districts in the state (Anoka-Hennepin, Rosemount-Apple Valley, and

St. Paul) average spending on these items is 6.29% of total General Fund spending. Additionally, the one area where we spend a higher percentage than the comparable districts is IT Administration & Systems Support, which is largely funded by a voter approved levy specific to that function.

It is imperative that any proposals to close or eliminate the District's funding gaps, acknowledge that "administrative" budgets comprise a very small percentage of the District's total expenses and a minimal level of staffing must be maintained to ensure programmatic fidelity and effective fiduciary and operational responsibilities; legal mandates and maintenance of effort.

Conclusion

Given the current footprint and cost structure of the district we project that the Minneapolis Public Schools could enter statutory operating debt status in FY24. In Minnesota a school district is considered to be in statutory operating debt when they do not end the year with an unreserved fund balance exceeding 2.5% of operating expenditures. In the event that a district enters statutory operating debt they are required to create a 'Special Operating Plan' to be approved by both the board and the Commissioner of Education.

Any 5-year plan leading to financial sustainability would likely need to include institutional and structural changes. The three large areas for potential efficiencies remain the District's operational footprint, its staffing model and its compensation structures. However, any changes in these areas would need to be part of a larger overall strategy that includes a transparent engagement process. Fiscal discipline is only one of many dimensions that must combine to form a cohesive and effective school district. While an effective district requires a strong financial position, it's important that financial decisions be made as one piece of a broader vision. However, the fiscal gaps that the district faces cannot be solved by increasing enrollment or market share alone. Indeed, the market that exists is not big enough to even potentially solve these problems. Instead, the district will need to consider how it might realign itself for its new fiscal reality.

Appendix 1: Pro-Forma Financial Projection
(Thousands of Dollars)

A more detailed breakdown of revenue and expenses than is presented in Table 1.

MPS Pro-Forma Financial Projection						
	'20-'21	'21-'22	'22-'23	'23-'24	'24-'25	'25-'26
Starting Fund Balance	106,286	83,226	52,404	15,649	(28,688)	(87,812)
State Aid	388,311	373,485	371,186	368,683	370,242	377,191
Levy	142,738	137,847	133,912	136,099	138,625	141,486
Grants	87,324	51,914	51,885	52,581	54,388	56,119
Funded Projects	9,000	9,090	9,085	9,207	9,523	9,826
Subtotal Revenue	627,373	572,336	566,068	566,569	572,779	584,623
Salaries	339,023	340,503	338,651	343,610	353,199	365,922
Extended Time	16,871	14,283	14,635	15,001	15,376	15,761
Reserves	18,102	6,019	6,080	6,140	6,202	6,264
Fringe	128,862	129,483	132,105	136,730	143,358	151,618
Purchased Services	95,172	75,534	74,912	72,587	74,814	75,108
Supplies	31,738	25,964	25,225	24,995	27,534	25,826
Capital Expenses	16,329	6,994	6,794	7,378	6,910	6,958
Misc	4,334	4,377	4,421	4,465	4,510	4,555
Subtotal Expense	650,432	603,159	602,823	610,905	631,903	652,012
Change in Fund Balance	(23,059)	(30,823)	(36,755)	(44,337)	(59,124)	(67,390)
Ending Fund Balance	83,226	52,404	15,649	(28,688)	(87,812)	(155,202)

Adjustment 2: Enrollment Assumptions Detail

Projections of ADM (Average Daily Membership) estimates by year:

	Total Enrollment by Year					
	'20-'21	'21-'22	'22-'23	'23-'24	'24-'25	'25-'26
Kindergarten	2,191	3,254	2,603	2,593	2,638	2,712
Grade 1	2,678	2,033	3,068	2,764	2,811	2,890
Grade 2	2,570	2,484	1,915	2,925	2,691	2,766
Grade 3	2,500	2,386	2,342	1,829	2,852	2,652
Grade 4	2,395	2,279	2,208	2,199	1,753	2,763
Grade 5	2,398	2,187	2,114	2,079	2,114	1,703
Grade 6	2,272	2,037	1,884	1,855	1,863	1,914
Grade 7	2,253	2,093	1,903	1,792	1,801	1,828
Grade 8	2,320	2,102	1,981	1,833	1,762	1,791
Grade 9	2,430	2,282	2,100	1,965	1,857	1,804
Grade 10	2,345	2,314	2,208	2,018	1,928	1,841
Grade 11	2,109	2,184	2,190	2,075	1,936	1,869
Grade 12	2,128	2,216	2,332	2,322	2,245	2,117
EC	399	399	399	399	399	399
PK	206	0	0	0	0	0
HK	300	300	300	300	300	300
Contract Alts	507	507	507	507	507	507
Tuition Pass Through	151	151	151	151	151	151
Total ADM	32,153	31,208	30,207	29,608	29,608	30,008
ADM w/o Contract Alts	31,645	30,700	29,700	29,100	29,101	29,501
ADM w/o CA or Tuition	31,138	30,193	29,193	28,593	28,593	28,994
Total APU	34,820	33,796	32,700	31,959	31,864	32,208
APU w/o Contract Alts	34,212	33,188	32,093	31,351	31,256	31,601
APU w/o CA or Tuition	34,037	33,013	31,917	31,176	31,081	31,425

Note: the increase in Kindergarten enrollment in FY22 is expected as a result of children who would have entered Kindergarten in FY21 entering a year later due to COVID-19.

Appendix 3: Adjustment Bridge

The following bridge details all of the adjustments that were made to the output of the model to reach the final projection.

	Budget FY21	Forecast FY22	Forecast FY23	Forecast FY24	Forecast FY25	Forecast FY26
Initial Revenue	600,602	577,827	569,140	566,329	570,064	580,485
--Initial Change in Revenue	-1.9%	-3.8%	-1.5%	-0.5%	0.7%	1.8%
Covid Relief	31,096	-	-	-	-	-
Anticipated State Aid Adjustment	(12,351)	-	-	-	-	-
Contract Alternatives ADM Revenue	-	4,079	4,079	4,159	4,240	4,324
Anticipated Levy Adjustments	-	-	(4,447)	(1,310)	-	-
Comp Ed Revenue	-	(11,360)	(4,925)	(5,337)	(6,230)	(6,949)
Integration Carryforward	3,200	-	-	-	-	-
Additional Grants Received	4,828	-	-	-	-	-
Tuition Pass Through Revenue	-	1,153	1,153	1,176	1,199	1,223
Grants General Increase	-	514	485	1,181	2,988	4,719
Funded Programs General Increase	-	90	85	207	523	826
Adjusted Pro-Forma Revenue	627,375	572,303	565,569	566,404	572,785	584,628
--Adjusted Change in Revenue	2.5%	-8.8%	-1.2%	0.1%	1.1%	2.1%
Initial Expenses	612,868	621,899	630,718	645,505	662,896	682,285
--Initial Change in Expenses	6.1%	1.5%	1.4%	2.3%	2.7%	2.9%
Comprehensive District Design (CDD)	-	11,492	10,946	11,176	11,413	11,587
CDD Transportation Savings	-	(6,960)	(7,030)	(7,100)	(7,171)	(7,243)
COVID-19 & Subsequent	58,732	8,106	9,677	8,788	12,139	8,427
FY21 Salary Reforecast	(24,368)	-	-	-	-	-
Integration Carryforward	3,200	-	-	-	-	-
Enrollment Based Headcount Adjustments	-	(5,357)	(14,028)	(18,584)	(17,677)	(12,970)
Enrollment Based Headcount Adjustments	-	(1,209)	(2,489)	(3,337)	(3,420)	(2,954)
Vacancy Adjustments	-	(17,918)	(17,698)	(17,892)	(18,410)	(19,153)
Vacancy/ESP Fringe	-	(6,894)	(7,275)	(7,651)	(7,867)	(7,967)
Adjusted Pro-Forma Expenses	650,432	603,159	602,823	610,906	631,903	652,012
--Adjusted Change in Expenses	12.6%	-7.3%	-0.1%	1.3%	3.4%	3.2%

Notes:

- Contract Alternatives & Tuition Pass Through Revenue are built into the initial FY21 budget.
- Compensatory revenue reduced to \$35M in FY22 based on lower than trend received applications for financial assistance with partial increase in FY23 forward.
- Salary reforecast for FY21 assumes that all vacant positions will be filled at Step 1 or bottom of scale based on the wage scale for that classification from current collective bargaining contract.
- COVID-19 future expenses are maintenance and operations of 1:1 device program and mental health supports.

Appendix 4: Calculation of State Aid and Levy

	Revenue by School Year						
	'20-'21 Bdgt	'20-'21 Fcst	'21-'22	'22-'23	'23-'24	'24-'25	'25-'26
Basic Revenue (Formula)	233,433,209	224,670,204	217,939,119	210,744,741	209,991,915	213,543,488	220,215,647
Declining Enrollment	1,406,651	3,013,268	1,884,704	2,014,426	1,390,962	181,514	-
Pension Adjustment	4,276,773	4,049,974	4,766,331	5,376,075	6,012,887	6,101,644	6,223,578
Gifted & Talented	462,103	444,748	431,431	417,189	407,548	406,315	410,794
Extended Time	9,251,536	7,359,269	9,482,824	9,719,895	9,962,892	10,211,965	10,467,264
Compensatory	47,787,558	47,787,558	46,360,410	44,849,728	43,944,273	43,944,724	44,549,204
English Learner	3,731,200	2,956,800	3,619,770	3,501,817	3,431,121	3,431,156	3,478,353
English Learner	1,325,000	1,050,000	1,285,430	1,243,543	1,218,438	1,218,450	1,235,211
Operating Capital	1,819,812	1,530,380	1,264,615	949,058	713,334	627,961	645,704
Operating Capital (2)	8,607	-	5,981	4,489	3,374	2,970	3,054
Alternative Attend Adj	377,490	474,268	366,216	354,283	347,130	347,134	351,909
Q Comp (65% aid 33% levy)	5,848,365	5,700,138	5,177,471	4,979,569	4,775,798	4,639,061	4,599,136
Special Education	70,862,571	68,862,571	70,862,571	70,862,571	70,862,571	70,862,571	70,862,571
Integration (60% aid 40% levy)	10,348,662	10,348,662	9,781,174	9,597,251	9,431,083	9,321,445	9,309,915
Non Public Transportation	2,669,010	2,669,010	2,669,010	2,669,010	2,669,010	2,669,010	2,669,010
Contract Alternative	3,831,103	4,200,000	3,716,689	3,595,579	3,522,989	3,523,025	3,571,486
Subtotal State Aid Forecast	397,439,650	385,116,850	379,613,747	370,879,224	368,685,325	371,032,432	378,592,835
Carryforward of FY 20 Integration	-	3,200,000	-	-	-	-	-
Contract Alternatives	-	-	4,078,976	4,078,976	4,158,935	4,240,494	4,323,683
Tuition Pass Through	-	-	1,152,692	1,152,692	1,175,746	1,199,261	1,223,246
Compensatory on Lower Free/Reduced %	-	-	(11,360,410)	(4,924,864)	(5,337,367)	(6,230,024)	(6,948,650)
Misc/Other	-	(6,160)	-	-	-	-	-
Fully Adjusted State Aid	397,439,650	388,310,690	373,485,005	371,186,028	368,682,639	370,242,162	377,191,115
Equity	1,777,320	1,777,320	1,674,970	1,604,574	1,567,492	1,562,748	1,579,977
Transition	6,651,442	6,651,442	6,268,408	6,004,958	5,866,183	5,848,428	5,912,904
Operating Capital	6,446,148	6,446,148	6,708,682	6,624,570	6,720,582	6,817,840	6,916,359
Operating Capital	334	334	-	-	-	-	-
Local Optional Tier 1 & Tier 2	25,735,594	25,735,594	24,241,678	23,234,231	22,697,287	22,628,592	22,878,061
Referendum Tier 1	16,351,344	16,351,344	15,409,724	14,762,080	14,420,928	14,377,282	14,535,784
Referendum Tier 2	31,343,038	31,343,038	29,538,096	28,296,661	27,642,725	27,559,063	27,862,887
Unequalized Levy	19,897,808	19,897,808	18,910,076	19,338,800	20,110,991	21,289,853	22,803,027
Q Comp (65% aid 33% levy)	3,365,513	3,365,513	3,245,712	3,002,519	2,946,189	2,927,029	2,967,032
Integration (60% aid 40% levy)	4,453,718	4,453,718	4,253,885	4,130,397	4,058,885	4,011,696	4,006,729
Reemployment	679,996	679,996	430,266	438,872	447,649	456,602	465,734
Safe Schools	1,279,670	1,279,670	1,205,978	1,155,293	1,128,594	1,125,179	1,137,583
Judgments	-	-	391,627	-	-	-	-
Career & Tech Ed	684,995	684,995	695,423	695,423	695,423	709,331	723,518
Other Postemployment Benefit	5,523,446	5,523,446	2,548,413	2,548,413	2,548,413	2,548,413	2,548,413
Long Term Facilities Maint	1,287,081	1,287,081	3,345,461	3,412,370	3,480,618	3,550,230	3,621,235
Disabled Access	300,000	300,000	-	-	-	-	-
Lease Levy	416,819	416,819	427,435	427,435	427,435	427,435	427,435
MERF/TRA	7,088,400	7,088,400	7,088,400	7,088,400	7,088,400	7,088,400	7,088,400
Capital Projects Referendum	13,916,463	13,916,463	14,791,925	15,087,764	15,389,519	15,697,309	16,011,256
Prior year levy adjustments	(4,461,301)	(4,461,301)	(3,328,682)	-	-	-	-
Subtotal Levy Forecast	142,737,829	142,737,829	137,847,478	137,852,759	137,237,313	138,625,431	141,486,334
Prior Year Levy Adjustments	-	-	-	(3,940,828)	(1,138,669)	-	-
Fully Adjusted Levy	142,737,829	142,737,829	137,847,478	133,911,932	136,098,645	138,625,431	141,486,334
Grants (Fully Adjusted)	51,400,000	87,324,289	51,914,000	51,885,049	52,580,733	54,387,981	56,118,812
Funded Projects (Fully Adjusted)	9,000,000	9,000,000	9,090,000	9,084,931	9,206,743	9,523,187	9,826,251
Total Revenue	600,577,479	627,372,808	572,336,483	566,067,940	566,568,760	572,778,763	584,622,512

Appendix 5: Formula Revenue by Grade/Type
(Thousands of Dollars)

This schedule shows the calculation results for the Basic State Aid payments (formula) by fiscal year:

	FY22			FY23			FY24			FY25			FY26		
	ADM	APU	Formula \$												
Kindergarten	3,554	3,554	\$23,338	2,903	2,903	\$19,066	2,893	2,893	\$19,382	2,938	2,938	\$20,072	3,012	3,012	\$20,988
Grade 1	2,058	2,058	\$13,518	3,068	3,068	\$20,145	2,764	2,764	\$18,516	2,811	2,811	\$19,208	2,890	2,890	\$20,142
Grade 2	2,515	2,515	\$16,518	1,915	1,915	\$12,578	2,925	2,925	\$19,594	2,691	2,691	\$18,385	2,766	2,766	\$19,278
Grade 3	2,416	2,416	\$15,865	2,342	2,342	\$15,382	1,829	1,829	\$12,253	2,852	2,852	\$19,487	2,652	2,652	\$18,482
Grade 4	2,308	2,308	\$15,155	2,208	2,208	\$14,502	2,199	2,199	\$14,728	1,753	1,753	\$11,978	2,763	2,763	\$19,254
Grade 5	2,214	2,214	\$14,541	2,114	2,114	\$13,883	2,079	2,079	\$13,927	2,114	2,114	\$14,441	1,703	1,703	\$11,871
Grade 6	2,063	2,063	\$13,549	1,884	1,884	\$12,372	1,855	1,855	\$12,427	1,863	1,863	\$12,728	1,914	1,914	\$13,339
Grade 7	2,119	2,543	\$16,699	1,903	2,284	\$14,997	1,792	2,150	\$14,403	1,801	2,162	\$14,769	1,828	2,194	\$15,289
Grade 8	2,128	2,554	\$16,771	1,981	2,377	\$15,610	1,833	2,200	\$14,735	1,762	2,114	\$14,446	1,791	2,149	\$14,974
Grade 9	2,311	2,773	\$18,208	2,100	2,520	\$16,552	1,965	2,358	\$15,798	1,857	2,228	\$15,224	1,804	2,165	\$15,087
Grade 10	2,343	2,812	\$18,465	2,208	2,649	\$17,399	2,018	2,421	\$16,219	1,928	2,313	\$15,803	1,841	2,209	\$15,394
Grade 11	2,212	2,654	\$17,430	2,190	2,628	\$17,259	2,075	2,490	\$16,676	1,936	2,323	\$15,869	1,869	2,243	\$15,630
Grade 12	2,244	2,693	\$17,686	2,332	2,799	\$18,380	2,322	2,786	\$18,663	2,245	2,694	\$18,409	2,117	2,541	\$17,708
Subtotal K-12	30,486	33,157	\$217,744	29,150	31,692	\$208,125	28,550	30,951	\$207,319	28,550	30,856	\$210,817	28,951	31,201	\$217,435
Early Childhood	399	399	\$2,620	399	399	\$2,620	399	399	\$2,673	399	399	\$2,726	399	399	\$2,781
Voluntary Pre-K	0	0	\$0	0	0	\$0	0	0	\$0	0	0	\$0	0	0	\$0
Contract Alternatives	507	607	\$3,989	507	607	\$3,989	507	607	\$4,069	507	607	\$4,150	507	607	\$4,233
Tuition Pass-Through	151	176	\$1,153	151	176	\$1,153	151	176	\$1,176	151	176	\$1,199	151	176	\$1,223
Total All Enrolled	31,544	34,339	\$225,506	30,207	32,874	\$215,887	29,608	32,133	\$215,237	29,608	32,038	\$218,893	30,008	32,383	\$225,672

Note: Contract Alternatives are not included in ADM counts presented as district enrollment.

Appendix 6: Projected Salaries & Fringe Expense by Bargaining Unit

Bargaining Unit	Adjusted Salaries					
	'20-'21	'21-'22	'22-'23	'23-'24	'24-'25	'25-'26
AFSCME	10,859,708	11,176,261	11,176,261	11,455,667	11,742,059	12,035,611
ESP	36,776,429	37,922,920	36,707,267	36,878,110	37,800,444	39,269,285
MFT -Teachers	230,278,390	231,456,938	230,328,662	233,327,094	240,159,529	249,532,443
MFT - Adult Ed	17,566	16,685	16,685	17,103	17,530	17,968
MPF	14,768,690	13,555,744	13,555,744	13,894,637	14,242,003	14,598,053
Professional	25,100,480	24,584,351	25,075,659	25,702,241	26,344,472	27,003,309
SEIU - Custodial	10,568,304	10,080,176	10,080,176	10,332,181	10,590,485	10,855,247
SEIU - Food Service	-	-	-	-	-	-
Teamsters	6,125,859	6,519,872	6,519,872	6,682,869	6,849,940	7,021,189
Trades	1,160,112	1,045,637	1,045,637	1,071,778	1,098,572	1,126,036
Non-Rep	3,367,516	4,144,577	4,144,577	4,248,192	4,354,397	4,463,256
Subtotal Salary	339,023,054	340,503,162	338,650,541	343,609,871	353,199,432	365,922,398

Bargaining Unit	Adjusted Fringe					
	'20-'21	'21-'22	'22-'23	'23-'24	'24-'25	'25-'26
AFSCME	3,954,904	4,138,682	4,267,363	4,441,605	4,623,580	4,813,652
ESP	14,070,096	14,082,111	14,095,752	14,416,204	15,025,513	15,850,936
MFT -Teachers	84,632,817	85,285,259	86,978,253	90,120,476	94,928,657	101,113,062
MFT - Adult Ed	6,324	6,157	6,314	6,554	6,805	7,066
MPF	5,316,719	5,002,980	5,132,048	5,328,109	5,532,461	5,745,478
Professional	9,036,171	8,837,334	9,179,314	9,552,939	9,943,113	10,339,494
SEIU - Custodial	3,976,652	3,739,518	3,855,667	4,013,038	4,177,391	4,349,054
SEIU - Food Service	-	-	-	-	-	-
Teamsters	2,669,153	2,418,740	2,493,866	2,595,654	2,701,959	2,812,992
Trades	693,665	638,177	638,177	654,132	670,485	687,247
Non-Rep	1,153,374	1,479,725	1,525,571	1,587,779	1,652,746	1,720,600
Subtotal Fringe	125,509,875	125,628,683	128,172,325	132,716,489	139,262,709	147,439,581

Subtotal Salary & Fringe	464,532,929	466,131,845	466,822,866	476,326,360	492,462,141	513,361,979
Extended, Reserves & Misc	38,325,883	24,157,621	24,648,070	25,154,840	25,673,185	26,203,384
Total Salary & Fringe	502,858,812	490,289,466	491,470,936	501,481,200	518,135,326	539,565,363

Notes

- Increased Extended Time & Reserves expense in FY21 due to anticipated COVID expenditures for hybrid/in-person learning.

SPECIAL SCHOOL DISTRICT NO. 1
Board of Education
December 8, 2020

**RESOLUTION RELATING TO REMAINING PROCEEDS
OF FULL TERM CERTIFICATES OF PARTICIPATION,
SERIES 2014D, AND AUTHORIZING THE TRANSFER
THEREOF**

WHEREAS, Special School District No. 1 (Minneapolis), Minnesota (the “District”) entered into a Lease-Purchase Agreement dated as of December 1, 2014 (the “Lease”), between the District, as lessee, and U.S. Bank National Association, as trustee (the “Trustee”), as lessor, and a Trust Agreement dated as of December 1, 2014 (the “Trust Agreement”), between the District and the Trustee;

WHEREAS, the forms of such documents were approved by resolution of the Board of Education of the District (the “Board”);

WHEREAS, pursuant to the Trust Agreement, the District authorized the Trustee to execute and deliver Full Term Certificates of Participation, Series 2014D, in the Lease in the aggregate principal amount \$125,570,000 (the “Certificates”);

WHEREAS, pursuant to the Trust Agreement, there was established with the Trustee a special trust fund and within it, a Project Acquisition Account and a Certificate Account;

WHEREAS, the Trust Agreement provides that after completion of the construction, acquisition and installation of the financed projects and receipt by the Trustee of a completion certificate, or on December 23, 2017, if earlier, the Trustee shall transfer any amounts remaining in the Project Acquisition Account (“Remaining Proceeds”) into the Certificate Account, and upon deposit of such amounts into the Certificate Account, such amounts shall be segregated into a separate subaccount and applied as a credit against the principal component of the next succeeding and subsequent rental payments due by the District following the date of such deposit;

WHEREAS, the District provided the Trustee with a completion certificate and the Trustee has applied Remaining Proceeds to the payment of amounts due on the Certificates; and

WHEREAS, the District now desires to ratify all actions heretofore taken with respect to the Certificates and the Remaining Proceeds thereof.

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of Special School District No. 1 (Minneapolis), Minnesota, as follows:

Section 1. Authorization. The Board hereby ratifies and approves all action heretofore taken by officers and employees of the District, in accordance with the provisions of the Trust Agreement, including but not limited to, the transfer of Remaining Proceeds in the amount of \$3,197,268.00 to the Trustee for application to the payment of the Certificates:

R-07-005-000-000-649-000	Permanent Transfers from Other Funds (\$3,197,268.00)
E-06-005-870-000-910-000	Permanent Transfers to other Funds \$3,197,268.00

Signed by:

Kim Ellison
Board of Education Chairperson

Date

Josh Pauly
Board of Education Clerk

Date

SPECIAL SCHOOL DISTRICT NO. 1
Board of Education
December 8, 2020

RESOLUTION TO AMEND THE DISTRICT'S 2020-2021 BUDGET

WHEREAS, there is a decrease in the adjusted daily membership of the District due to the COVID-19 pandemic which reduces anticipated revenue,

WHEREAS, the District is managing position vacancies due to fewer students and further reducing other expenses to offset the additional costs required for COVID-19 expenses such as 1:1 devices, mobile hotspots, PPE, child care for critical care workers and distance learning material,

WHEREAS, the District is allowed a one-time carryforward of unspent Achievement and Integration dollars of \$3.2 million,

WHEREAS, the District's Grants funds are increased due to CARES Act funding related to the COVID-19 pandemic,

WHEREAS, the District's Food Service fund has reduced revenue and expenses due to the COVID-19 pandemic,

WHEREAS, the District's Community Service fund has decreased revenue and expenses due to the COVID-19 pandemic requirement at fee-based programs,

WHEREAS, the District's budget is as amended as follows:

REVENUE	ORIGINAL	AMENDED
General Operating Fund	\$540,202,099	\$531,050,738
General Fund Grants	\$ 51,400,000	\$ 87,324,289
General Fund Special Revenue	<u>\$ 9,000,000</u>	<u>\$ 9,000,000</u>
Total General Fund	\$600,602,099	\$627,375,027
Food Service Fund	\$ 24,020,463	\$ 20,974,189
Community Service Fund	\$ 32,237,463	\$ 30,824,799
EXPENSES	ORIGINAL	AMENDED
General Operating Fund	\$552,468,174	\$554,107,738
General Fund Grants	\$ 51,400,000	\$ 87,324,289
General Fund Special Revenue	<u>\$ 9,000,000</u>	<u>\$ 9,000,000</u>
Total General Fund	\$612,868,174	\$650,432,027
Food Service Fund	\$ 24,020,463	\$ 20,974,189
Community Service Fund	\$ 35,472,811	\$ 33,171,674

NOW, THEREFORE BE IT HEREBY RESOLVED that the Board of Directors of Special School District No. 1 approves the above mentioned revenue and expenditure amended general fund budget for the fiscal year 2020-2021.

Signed by:

Kim Ellison
Board of Education Chairperson

Date

Josh Pauly
Board of Education Clerk

Date

SPECIAL SCHOOL DISTRICT NO. 1
Board of Education
December 8, 2020

**RESOLUTION TO APPROVE THE CERTIFICATION OF FINAL PROPERTY TAX
LEVIES 2020 PAYABLE 2021**

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

WHEREAS, the Board Finance Committee recommends a levy at the maximum allowed for 2020 Payable 2021.

WHEREAS, 2020 payable 2021 Levy Limitation and Certification managed by the Minnesota Department of Education (MDE) provides the form for certifying the proposed property tax levy to the County Auditor. The attached MDE levy certification form recommends a total final levy of \$224,041,985.00

WHEREAS, the Senior Financial Officer recommends that the levy of \$224,041,985.00 be approved by the Board and communicated to the County and to the Minnesota Department of Education by the required deadlines.

NOW, THEREFORE, BE IT HEREBY RESOLVED that the Board of Education, Special School District No. 1 certifies the recommended 2020 payable 2021 final property tax levy which totals \$224,041,985.00 and authorizes the signing and submittal of the Levy Limitation and Certification Report to the County and to the Minnesota Department of Education by the required deadlines.

Signed by:

Kim Ellison
Board of Education Chairperson

Date

Josh Pauly
Board of Education Clerk

Date

SECTION 1: **REPEAL** “Policy 3120: Budget Preparation” of the Minneapolis Public Schools Policies & Regulations is hereby *repealed* as follows:

REPEAL

~~Policy 3120: Budget Preparation (Repealed)~~

~~The goal of the budget preparation process is to design a budget that meets the education goals established by the Board of Education within parameters of the financial resources available. In order to accomplish this goal, it will be necessary for the individual program managers to focus on the identification, quantification, and initial prioritization of their program's needs. The annual budget preparation should be compatible with the long-range goals of the school district.~~

~~The Associate Superintendent for Finance and Operations and the Director of Finance shall accumulate all budget requests and submit a tentative annual budget document for the School District to the Cabinet for approval. The Superintendent shall then present the administration's balanced budget to the Board for approval by June 30th of each year.~~

~~**Original Adoption:**~~

~~04/25/1967~~

~~**Revised Dates:**~~

~~11/09/1971, 10/09/1973, 10/30/1990~~

~~**Legal Reference:**~~

- ~~● M.S.121.908 Subd.3a~~

SECTION 2: **REPEAL** “Policy 3125: Budget Preparation” of the Minneapolis Public Schools Policies & Regulations is hereby *repealed* as follows:

REPEAL

~~Policy 3125: Budget Preparation (Repealed)~~

~~The operating budget will describe the major goals to be achieved, and the services and programs to be delivered for the level of funding provided.~~

Original Adoption:
10/30/1990

SECTION 3: **REPEAL** “Policy 3128: Performance Indicators” of the Minneapolis Public Schools Policies & Regulations is hereby *repealed* as follows:

REPEAL

~~Policy 3128: Performance Indicators (Repealed)~~

~~Where possible, the Minneapolis Public Schools will integrate performance measurement and productivity indicators with the budget.~~

Original Adoption:
10/30/1990

SECTION 4: **REPEAL** “Policy 3430: Periodic Financial Reports” of the Minneapolis Public Schools Policies & Regulations is hereby *repealed* as follows:

REPEAL

~~Policy 3430: Periodic Financial Reports (Repealed)~~

~~Regular monthly and annual financial reports will present a summary of financial activity by major types of funds. Monthly financial reports will be presented to the Board of Education Finance Committee. The Comprehensive Financial Report will be presented through the Finance Committee to the Board of Education.~~

Original Adoption:
04/25/1967

Revision Dates:
11/9/71, 10/9/73, 10/30/90

SECTION 5: **REPEAL** “Policy 3135: Budget Review, Adoption, Publication” of the Minneapolis Public Schools Policies & Regulations is hereby *repealed* as follows:

REPEAL

~~Policy 3135: Budget Review, Adoption, Publication (Repealed)~~

~~The organization and content of the budget shall be presented to the Board of Education by the Superintendent of Schools, assisted by staff, before it is official for public review. The Superintendent of Schools may call for a public review of the tentative budget document which shall be scheduled in as many locations of the district as practical and at a date(s) to allow for public reaction in accordance with any legal requirements. The tentative budget document shall be approved by the Board by the date set in State statute and be published and distributed to all interested parties.~~

~~**Original Adoption:**
04/25/1967~~

SECTION 6: **REPEAL** “Policy 3145: Budget As A Spending Plan” of the Minneapolis Public Schools Policies & Regulations is hereby *repealed* as follows:

REPEAL

~~Policy 3145: Budget As A Spending Plan (Repealed)~~

~~The Superintendent of Schools shall have power to approve and direct expenditures in accordance with the budget.~~

~~**Original Adoption:**
04/25/1967~~

SECTION 7: **REPEAL** “Policy 3150: Budget Reports” of the Minneapolis Public Schools Policies & Regulations is hereby *repealed* as follows:

REPEAL

~~Policy 3150: Budget Reports (Repealed)~~

~~The Minneapolis Public Schools' administration will prepare regular monthly reports comparing actual revenues and expenditures to the budgeted amount.~~

Original Adoption:

~~04/25/1967~~

SECTION 8: **REPEAL** “Policy 3160: Current Expenditures” of the Minneapolis Public Schools Policies & Regulations is hereby *repealed* as follows:

REPEAL

~~Policy 3160: Current Expenditures (Repealed)~~

~~The Minneapolis Public Schools and each school and department within will pay for all current expenditures with current revenues.~~

Original Adoption:

~~10/30/1990~~

SECTION 9: **REPEAL** “Policy 3195: Revenue Projections” of the Minneapolis Public Schools Policies & Regulations is hereby *repealed* as follows:

REPEAL

~~Policy 3195: Revenue Projections (Repealed)~~

~~The Minneapolis Public Schools will estimate its revenues by an objective analytical process. The Director of Finance, under the supervision of the Associate Superintendent for Finance and Operations, will project revenue for the next three years and update this projection annually. Each existing and potential revenue source will be reexamined annually.~~

Original Adoption:

~~10/30/1990~~

SECTION 10: **AMENDMENT** “Policy 3005: Budget” of the Minneapolis Public Schools Policies & Regulations is hereby *amended* as follows:

AMENDMENT

Policy 3005: Budget

~~The Board of Education recognizes the importance of providing an educational environment that maximizes each child's opportunity to learn. Business matters and other non-instructional business operations of the district must be constantly assessed to determine how well they enhance the instructional program. The administrators of the district shall be responsible for the continuous evaluation of the business operations. New policies and procedures shall be recommended by the Superintendent to the Board whenever needed as long as they are in keeping with the laws of the state and the principles of fiscal responsibility.~~

1. PURPOSE

The purpose of this policy is to establish parameters to ensure the School District's revenue and expenditure budgets are in accordance with the applicable provisions of law.

2. GENERAL STATEMENT OF POLICY

The School District's budget expresses how the School Board's values, goals, and priorities will be implemented within given financial and legal parameters. The budget also shows how public resources are responsibly and strategically used to advance the District's mission and vision.

3. PREPARATION

- a. The Superintendent or designee shall each year prepare preliminary revenue and expenditure budgets for review by the School Board's Finance Committee. The preliminary budgets shall be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the School Board and the public.
- b. Where possible, performance measurement and productivity indicators will be integrated within the budget.

4. ADOPTION

- a. Prior to July 1 of each year, the School Board shall approve and adopt its initial revenue and expenditure budgets for the next school year. The adopted expenditure budget document shall be considered the School Board's expenditure authorization for that school year.

5. PUBLICATION

- a. Each year, the School District shall publish its adopted revenue and expenditure budgets for the current year, the actual revenues, expenditures, and fund balances for the prior year, and the projected fund balances for the current year in the form prescribed by the Commissioner within one week of the acceptance of the final audit by the School Board, or November 30, whichever is earlier.
- b. A statement shall be included in the publication that the complete budget in detail may be inspected by any resident of the School District upon request to the Superintendent.

6. MODIFICATION

- a. If revisions or modifications in the adopted expenditure budget are determined

to be advisable by the administration, the Superintendent shall recommend the proposed changes to the School Board. The proposed changes shall be accompanied by sufficient and appropriate background information on the revenue and policy issues involved to allow the School Board to make an informed decision.

b. If sufficient funds are not included in the expenditure budget in a particular fund to allow the proposed expenditure, funds for this purpose may not be expended from that fund prior to the adoption of an expenditure budget amendment by the school board to authorize that expenditure for that school year. An amended expenditure shall not exceed the projected revenues available for that purpose in that fund.

c. The School District's revenue budget shall be amended from time to time during a fiscal year to reflect updated or revised revenue estimates. The Superintendent shall make recommendations to the School Board for appropriate revisions. If necessary, the School Board shall also make necessary revisions in the expenditure budget if it appears that expenditures would otherwise exceed revenues and fund balances in a fund.

7. REPORTING

a. The Superintendent or designee shall prepare regular monthly reports comparing actual revenues and expenditures to the budgeted amount.

b. The School District shall make such reports to the Commissioner as required relating to initial allocations of revenue, reallocations of revenue, and expenditures of funds.

8. PROJECTIONS

a. The School District will estimate its revenues by an objective analytical process and will project revenue for the next three years and update this projection annually. Each existing and potential revenue source will be reexamined annually.

b. Each year, the district will update expenditure projections for its Internal Services Funds for the next three years.

9. RESPONSIBILITY AND AUTHORIZATION

a. The School Board places the responsibility for administering the adopted budget with the Superintendent. The Superintendent may delegate duties related thereto to other officials, but maintains the ultimate responsibility for this function.

b. The Superintendent shall have power to approve and direct expenditures in accordance with the budget.

Original Adoption:

04/25/1967 (as Policy 3000)

Revised Dates:

10/9/1973, 02/26/1991

SPECIAL SCHOOL DISTRICT NO. 1
Board of Education

January 12, 2021

Resolution on 2021-2022 Budget Priorities

WHEREAS, the Board has received fiscal projections and parameters in the FY2021-2021 Budget Pro-Forma; and

WHEREAS, factors including declining student enrollment, inadequate funding from state and federal governments, and increased expenses and decreased revenue due to COVID-19 have resulted in a projected budget gap for the 2021-2022 school year; and

WHEREAS, the Board must adopt a balanced budget by June 30, 2021.

NOW, THEREFORE BE IT RESOLVED, that the Board of Directors of Special School District No. 1, hereby directs and empowers the Superintendent to bring forth a recommended budget for the 2021-2022 school year that prioritizes investment in the following current and planned areas:

- Measures needed to ensure the continued health and safety of students and staff
- Multi-tiered systems of support (MTSS), equity, literacy, and social emotional learning
- Direct student supports, including mental health services needed to address the trauma experienced by our students
- Implementation of the structural and programmatic elements adopted in the Comprehensive District Design
- Advancement of the Climate Framework
- Academic plan and equitable education design implementation
- Curriculum transformation including the new Ethnic Studies course requirement and math curriculum adoption
- Professional development to establish a district culture of anti-racist mindsets and actions
- Strategies to recruit and retain staff of color, including the Teacher Equity Plan
- Early childhood programs and services
- Predictable school-level staffing with discretionary allocations aligned to Board priorities and site council recommendations

Signed by:

Board of Education Chairperson

Date

Board of Education Clerk

Date