



ST. PAUL CITY SCHOOL

APPRECIATIVE INQUIRY ASSESSMENT



Prepared For :
MDE

2022 / 2023

St. Paul City School is a supportive community where students thrive academically and socially in a small empowering environment.



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About Us



St. Paul City School is a preschool through 12th grade public charter school district located in St. Paul, Minnesota. River's Edge Academy merged with St. Paul City School in 2019 to expand both school communities and serve students and families through high school.

VISION 8:16

At St. Paul City School, we believe in supporting our students throughout their whole day. Our goal is for our students to have 8 engaging hours within school and 16 supported hours outside school every day. With this emphasis on the student both inside and outside of school, we aim to bring about a transformation in the way teaching and learning occurs while fostering resilience, curiosity, tenacity, self-discipline, and compassion in our students.

8 Hours—Outstanding Teachers: At SPCS, we know that the time students spend with us is valuable. That is why we work to support them through strong relationships, academics, and community. Our dedicated community of teachers and school staff share a focus on supporting student needs in order to foster learning. All of our district staff participate in relevant professional development to build knowledge and skills toward best supporting students academically and beyond. By putting high quality educators in each of our classrooms, we ensure that our students have the education they need to thrive.

16 Hours—Healthy Families: Since the majority of the student's day is spent outside of school, we also focus on building opportunities for support, connection, and leadership among our families. We have built strong systems for our families including our Family Team and partnerships with critical community organizations like the St. Paul Promise Neighborhood.



ACADEMIC FRAMEWORK

We have a strong learning framework that starts in primary school by building exceptional readers and progresses towards building exceptional thinkers. When students love to read, they are able to unleash their curiosity and creativity in deep ways that prepare them to be 21st Century thinkers. Challenge comes through the love of learning and we promise to teach every child to love learning. Middle and high school students are engaged in active learning through collaborative and individual projects, fieldwork, research, embedded literacy and work with experts, in addition to guided instruction. Graduates are academically, socially, and personally prepared to pursue life beyond high school with honor, empathy, honesty, perseverance, and a sense of exploration.



SCHOOL DEMOGRAPHICS

St. Paul City Schools was first established in 1998 with a population of around 200 students. River's Edge Academy was founded in 2009 as an environmental high school with a focus on small class sizes and experiential learning. Today, enrollment district-wide is nearly 550 students. The demographic breakdown is 45% Latino, 21% African American, 21% Asian, 5% White/Caucasian, 2% Native American Indian/Alaskan Native, and 5% Two of More Races; approximately 90% of our students qualify for free/reduced lunch; and 100% are hardworking and resilient people!



In 2021 St. Paul City School was awarded a Full Service Community School Grant from the State of Minnesota to continue the amazing work of partnering with students and families.

Executive Summary

"Go to the people live among them, learn from them, start with what they know, build on what they have; but of the best leaders when their task is done The people will remark "We have done it ourselves."

The above quote epitomize the approach Saint Paul City School (SPCS) has decided to use, to start our Appreciative Inquiry Assessment and to steer our work in the implementation of our Full Service Community School model.

When thinking about building the proper building blocks in implementation and sustaining a full service community school model. That aligns with the community, students, and families we partner with. We at SPCS were intentional on building on the strength of our community, school, students and families to foster, grow, and encourage a growth-mindset instead of consciously and unconsciously supporting a model that start from deficit position.

Appreciative Inquiry is an approach to organizational change which focuses on strengths rather than on weaknesses-quite different to many need based approaches to evaluation which focus on deficits and problems.

" Appreciative Inquiry is about the coevolutionary search for the best in people, their organizations, and the relevant world around them. In its broadest focus, it involves systematic discovery of what gives "life" to a living system when it is most alive, most effective, and most constructively capable in economic, ecological, and human terms. AI involves, in a central way, the art and practice of asking questions that strengthen a system's capacity to apprehend, anticipate, and heighten positive potential."

(Cooperrider & Whitney 2005, p.3)

I. Overview of Appreciative Inquiry Assessment & Project Partners

The following information gathered in SPCS community-based Appreciative Inquiry assessment has and is an on-going process, being conducted in the Saint Paul, Minnesota, area during February 2022 - June 2022 Project partners include SPCS Full Service Community Schools Leadership Team, Saint Paul Promise Neighborhood, INDIGO EDUCATION, and Open Cities Health Center.

II. Methods Used To Gather Information

Methods used to collect data included formation of Leadership Team, individual interviews with staff, administrators, student/parent.

III. Participation

SPSC Full Service Community School Leadership Team was formed in February 2022 and consist of Parents, Students, Community Partners, and the School Administration Team Individual interviews were conducted by SPCS Full Service Coordinator Kowanna Powell Anderson with SPCS Dr. Meg Cavalier Executive Director, Justin Tiarks Primary School Principal, Jaclyn Rehmke Middle & High School Assistant Principal, Emmanuel Donaby Director of Community Services, Angela Imdieke, Director of Teaching and Learning, Ka Vang Director of Family Resources/PS Social Worker, Leslie Allred, Special Services Coordinator, Esteban Rodriguez , Director of Operations Jazmine Compton Operations Manager & Marss Coordinator Grace Yang, Olga LaForce, & Tashina Massey Family Liaisons, Grace Yang, Maddie Forsythe H.S Social Worker, and RaShad Watkins Dean of Students & Community

A student interest survey about sports was distributed to SPCS 6-12 graders. 56 students completed the survey. Students Focus Groups were conducted with Middle & High School Students the week of May 9-13, 2022 and Parent surveys were sent out the week of May 2, 2022.





Strengths & Opportunities of Assessment

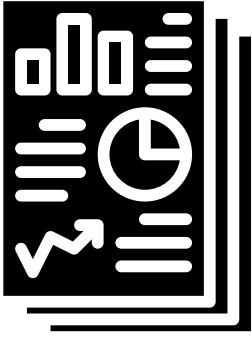


A strength of this Appreciative Inquiry assessment includes understanding why an Appreciative Inquiry based approach is an ideal model for SPCS to implement. It builds on the many systems and supports we currently have in place. It highlights areas we can strengthen and areas we can add. Providing SPCS a framework that will support and sustain our Full Service Community School. Another strength about our assessment was having more in-depth meetings with our partners identifying more ways we can build capacity in a co-collaborative effort. An example of this is with our partners at the Open Cities Health Center. Open Cities will be able to provide services on-site 2-3 days a week to our families. As well as SPCS staff being able to provide a warm referral of services to our families to be seen by their practitioners at Open Cities. Visiting classrooms briefly to engage with students around their personal interest and the future of our new school was also a strength of this process. Another significant strength identified is the systems and services that SPCS has already implemented such as the student support team, the dedication of our Parent Liaison, with our Anti-Racism committee. Our coalition of social workers, educational assistance, and deans who go over and beyond the call of duty daily, serving our students and families.

"it's through curiosity and looking at opportunities in new ways that we've mapped our path"
-Michael Bell

Opportunities

Our biggest opportunity is getting back out into the community in a post-covid environment. Personal connection and interaction is so important to the culture of SPCS. Another opportunity is timing. We intentionally are not rushing our data collection efforts. We know our community, families, and students very well. Recognizing that re-building culture norms and expectations around returning to school after so many unknowns and schedules changes due to covid had to be a priority to provide the best success for our students, teachers, staff, and families. By doing that we were in a better position to roll-out our student, family, and community focus groups and our Appreciative Inquiry Survey. Our parents surveys were sent out the week of May 2, 2022 and our Middle School and High School Focus Groups were facilitated during the week of May 9-13.



Report Questions

1. Please provide a list of Full-Service Community School leadership team members and their role on the team (family, student, community member, partner organization, educator, principal, full-service community school site coordinator, etc.)

Kowanna A (Full Service Coordinator), Aaliy (Student), Amy B (Staff & Parent), Ashe' A (Parent & Community Member), Bruce C (Community Partner/OneMN), Emmanuel D (Director of Community Services), Erin W (Community Partner/INDIGO Education), Esteban R (Director of Operations), Hong T (Parent & Community Member), Jaclyn R (Middle & High School Assistant Principal), Jazmine C (Operations Manager & Marss Coordinator), Justin T School Principal), Ka V (Parent & Director of Family Resources/PS Social Worker), Katie H (Instructional Coach), Leslie A (Special Services Coordinator), Meg C (Executive Director), Sarita V (Community Partner/St.Paul Promise Neighborhood).

2. Please describe how the district, school, or contracted organization will ensure the consistent operation of the full-service community school leadership team and ongoing monitoring of the development and implementation of the full-service community school operations and programming at the school site.

The Full Service Community Coordinator has planned, organized, and set monthly agenda meetings for the Full Service Leadership Team. The Full Service Leadership Team meetings are working meetings where members work in large groups and within committees to continue the development and the implementation of SPCS Full Service Community School Action Plan. We have five committees, which are as follows: Academics, Youth Development, Family Support, Health & Social Services, and Community Development. Members self selected the committees that they were interested, passionate, and have experience in. Extensive notes are taken at the Full Service Leadership Meeting documenting our process and our progress.



3. Please describe how the school will inform parents and community members of the school leadership team meetings, agendas, meeting minutes, and annual reports.

Moving forward into the school year 2022/2023 Parents will be notified of our leadership team meeting by Talking Points, Email, and Facebook. Parents and community members will be asked for any public comments. The Public Comment Procedure will be as follows:

Submitting Written Comments: Members of the public may submit comments in writing before the meeting by sending them to the Full-Service Coordinator @ kowannaanderson@spscmn.org 5 days prior to the meeting.

Requesting to speak at in-person meetings: Parents and community members wishing to speak at in-person meetings will be given the opportunity to sign in using a public comment form. The form will request the first and last names of the person, as well as the specific agenda item to be addressed.

Requesting to speak at Zoom or teleconference meetings: The meeting facilitator will go over the protocol at the beginning of the meeting. After the agenda and the cooperating agreements are read and meeting roles are selected. The Meeting Facilitator will open the meeting asking for public comments based on the current agenda items. Those present who wish to have a public comment will be asked to list their name first and last and the agenda item their comment pertains to if any. Depending on the number of people requesting to have a public comment 1-3 minutes will be given to each person to present their public comment at the top of each agenda item.

Community Stakeholders

1. Please describe how the leadership team will ensure and document meaningful and sustained community engagement and collaboration between the school and community stakeholders, including local governmental units, civic engagement organizations, businesses, and social service providers.

The leadership team as well as school departments will continue to keep extensive records of every meeting we have with current and potential stakeholders. The current record systems includes: attendance, agenda items, overview of items/ideas discussed, next steps, assigned responsibility, next meeting date and time as well as what items will be followed up on at the next meeting.

2. Please describe the plan for establishing and maintaining partnerships with institutions, such as universities, hospitals, museums, or not-for-profit community organizations to further the development and implementation of community school programming.

The plan is to use the data from our student and parent surveys to identify potential partnerships. As well as meeting with current partners and sharing the data with them to better inform them of the request, interest, and opportunities our families and communities are interested in receiving and participating in. Once new partnerships are formed there will be a clear MOU highlighting services, roles, expectations of service providers and programs providing the clarity and transparency desired to maintain a healthy productive partnership for all stakeholders. See list of current and anticipated partners here:

Current Partners:

Name	Services
Minnesota CarePartner	Mental Health, Parent Coaching
Minnesota School Based Health Alliance	Coaching -School Based Clinic
Indigo Education	Special Education, Post-Secondary Planning
St. Paul Promise Neighborhood	Family Engagement, Funding, Community Partnership
Science Museum of Minnesota & Freedom School	Stem & Social Justice Literacy Summer Program
Open Cities Clinic	Providing Health Services On-Site
Concordia University	Teacher Training and Licensure
Urban Boat Builders	After School Programs
Conservation Corps	After School Programs
AVID/Catalyst	Academic Model



Action Plan Goal Areas



➤ Academics

Creating an environment where the curriculum is high quality, relevant, culturally inclusive, and engaging for our students, families, and communities.

➤ Youth Development

Providing experiences, opportunities, mentoring and programs that will assist our youth in developing into their best selves becoming successful and productive citizens of the world.

➤ Family Support

Building a network of support that will increase family engagement, including parental involvement, parent leadership, family literacy, and parent education.

➤ Health & Social Services

Provide and collaborate with Primary and Specialty health care services that our families can connect with and receive “services”.

➤ Community Development

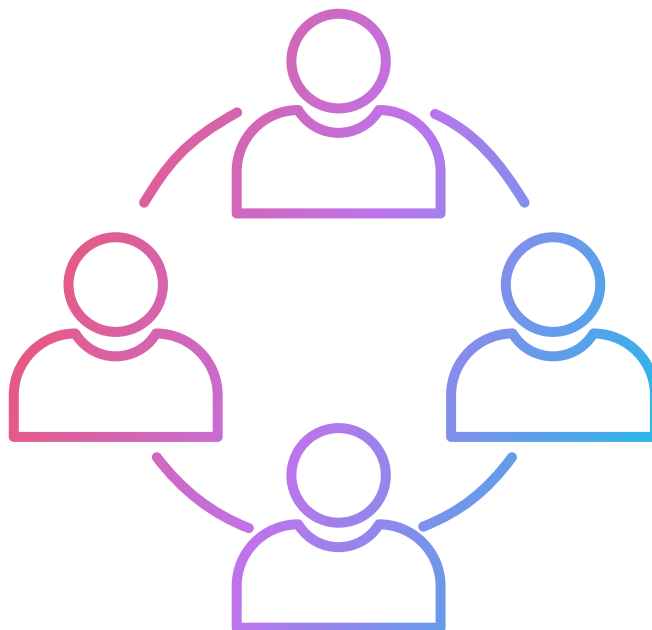
Collaborate with businesses, community organization, non profits, & elected officials to provide resources, social service programs, work/career readiness, entrepreneurship, that will promote financial stability for our “families”.



Full-Service Community School Plan

1. Please provide a list of Full-Service Community School leadership team members and their role on the team (family, student, community member, partner organization, educator, principal, full-service community school site coordinator, etc.)

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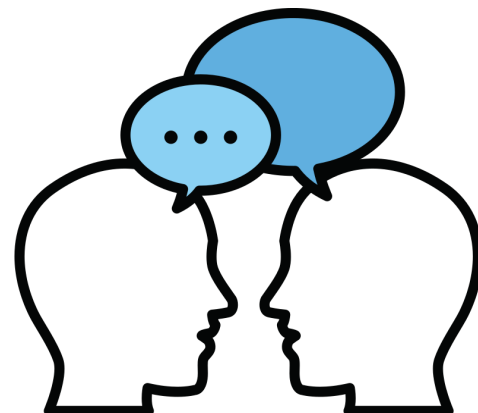


2. Please describe how the district, school, or contracted organization will ensure the consistent operation of the full-service community school leadership team and ongoing monitoring of the development and implementation of the full-service community school operations and programming at the school site.

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1. Academics- Creating an environment where the curriculum is high quality, relevant, culturally inclusive, and engaging for our students, families, and communities.
2. Youth Development- Providing experiences, opportunities, mentoring and programs that will assist our youth in developing into their best selves becoming successful and productive citizens of the world.
3. Family Support- Building a network of support that will increase family engagement, including parental involvement, parent leadership, family literacy, and parent education.
4. Health and Social Services- Provide and collaborate with Primary and Specialty health care services that our families can connect with and receive “services”.
5. Community Development- Collaborate with businesses, community organization, non profits, & elected officials to provide resources, social service programs, work/career readiness, entrepreneurship, that will promote financial stability for our “families”.

Members self selected the committees that they were interested, passionate, and have experience in. Extensive notes are taken at the Full Service Leadership Meeting documenting our process and our progress.



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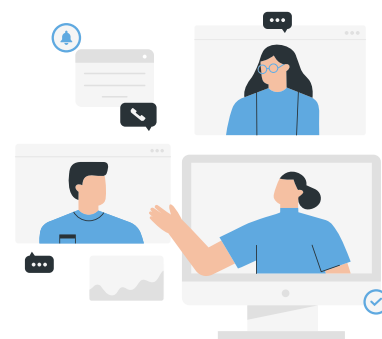
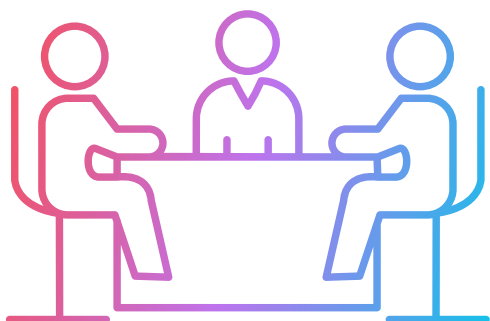
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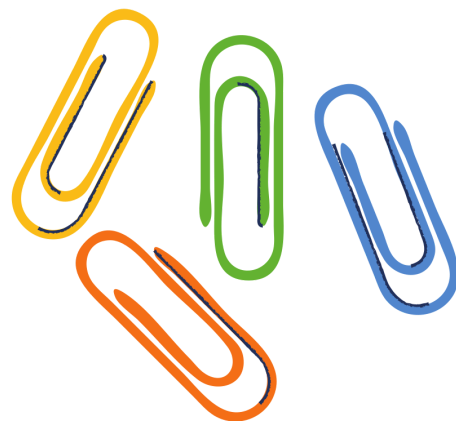
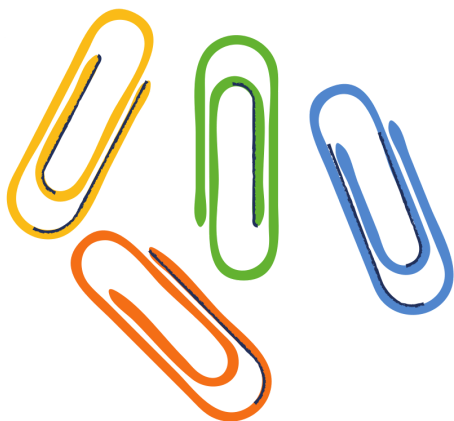
1. Please describe each of the full-service community school programs that you will offer. For each program, please include the following:

Goal 1: Academic Goal

Goal 1: SPCS will support teachers in offering integrated learning experiences, and hands-on experiential learning opportunities, by providing professional development and collaborative planning time.

(Including but not limited to: interdisciplinary thematic units; life skills learning such as financial literacy and driver's ed; varied instructional strategies; science experiments).

Activity 1: Train staff in AVID and Catalyst strategies. One day of Catalyst training in August for all staff with ongoing coaching throughout the school year. AVID training in July for a small group of middle school and high school staff to in turn train the rest of the staff. Embed in monthly staff PLC (grades preK-12) time opportunities to create, build, share, and reflect on integrated and experiential learning opportunities. Providing training and ongoing coaching support increases staff equity to skills and strategies.



Impact and Evaluation 1:

Catalyst: productive and predictable classrooms. Biweekly walkthroughs by administration using Catalyst strategy checklists.

Decrease in behavioral referrals and suspensions.

AVID: college ready and college bound, culture of college, graduation rates, college acceptance rates, college enrollment rates, consistent use of academic protocols, shared academic language

PLC support for integrated/experiential learning: students are engaged in learning activities, teachers share activities and student data and reflect on new strategies. PLC teams write targeted goals for Q Comp outcomes and use data to track and meet those goals.

Access 1: Staff and Teachers will receive a scheduled agenda of the Staff Development schedule and an overview of the training they will be a part of in August and during the school year in their PLC Groups.

Milestones, timelines, and responsible parties, partners :

August: Initial Full Day Catalyst Training with Teachers.

Timeline School Year 2022-2023: Monthly Coaching & Skill development during staff PLC

Responsible Parties: Administration and Academic Leads

Partners: Catalyst



Goal 2. Youth Development

Goal 2: Self Development, & Character Development workshops. That focus on the four developmental domains. Cognitive, Physical, Social, and Emotional growth. Built within the school day and after school. That will support the development of self-identity, cultural -identity, self- confidence, mindfulness, and health & wellness, of our students and their families.

Activity 1: 1-2 hours a week MS-HS students will have time built into their schedule where they can choose specific groups that are structured and designed with programming that will support students' development of self and character. The facilitators leading or co-leading these groups will be community experts who are culturally conscious, and have experience and success with working with our specific student population demographic.

Activity 2: To help develop student leadership with a student centered approach. Students will have the opportunity to help plan and lead our all-school meetings.

Activity 3: Field Trips, Tours, & Experiences- The Youth Development committee will schedule field trips/day trips relevant to students' interest to companies, corporations, organizations, camps, and program intensives. 2-4 College Tours per school year will be scheduled. Providing students the opportunity to envision their life on a college campus. Tours will include both local and national 2 and 4 year universities, trade, and vocational training institutions. The Youth Development team will seek out partnerships with organizations that provide youth center experiences around careers and entrepreneurship to help expand our students' awareness of multiple career fields, industries, opportunities, and entrepreneurship.



Activity 4: Positive peer pressure approach- In helping build upon a positive culture within our school. The Youth Development team will work with students, in a student centered approach. Where students will be guided through a process where they will establish an all school incentivised school based point system that would allow them to recognize positive student behavior as well as create agreements of understanding as a student body, when students express any negative student behavior. This process is designed to have student take initiative and to create buy-in in creating a positive peer pressure culture within the school.

Impact and Evaluation 2: Increase in students being more proactive when it comes to their life and the choices they make. See a rise in personal confidence within our scholars and our scholars becoming more proactive with voicing their opinions.

Observe students advocating and setting appropriate boundaries for themselves. Increase in goal-setting among students. See a drastic change in students' behavioral issues. See an increase in student leadership, student productivity, and an increase in students interest in attending post-secondary education.

Our evaluation process will encompass:
Pre & Post Interview/Surveys-Personal Interest Personal Goals Plan
Career Interest Surveys
Work Samples
Family Statements



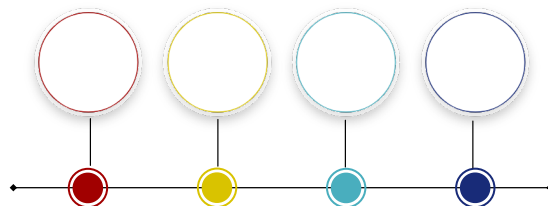
Milestones 1a: Select Community Partners to Lead and Co-Lead Character Building Workshops for Student Population and community partnership agreements in place for Fall 2022/2023: **1b:** Meet with academic leads and SPCS Administrators to discuss student daily schedule and appropriate times to implement charter building workshops. **1c:** Create a schedule of college tours/field trips/experiences for the 2022/2023 calendar school year. **1d:** Meet with academic leads and SPCS Administrators to discuss and plan how to implement and roll out the positive peer pressure culture at the beginning of school year Fall 2022.

Timelines 1a: Fall 2022-2023 **1b:** 2022 Summer Professional Development **1c:** 2022 Summer Professional Development **1d:** 2022 Summer Professional Development

Responsible parties 1a: Youth Development Committee **1b:** Community Director & Full Service Coordinator **1c:** Community Director, & Youth Development Committee **1d:** Full Service Coordinator, Community Director, Administration, Academics leads, & Youth Development Committee

Partners 1a: Possible Partners Project Diva, Brothers Empowered, **1b: N/A** **1c:** Saint Paul College, U of M, Dakota Technical, Legacy Keepers, Target Corporation, Youth Lens 360.

Congrats
ON YOUR
milestone!



Goal 3: Family Engagement

SPCS will offer students and families an opportunity to learn the basics of financial literacy and money management to gain knowledge and tools to create generational wealth.

Activity 1:

Offer ongoing multi-generational activities around financial literacy classes, 1-2 times a week, allowing parents/ students to choose which workshop class they would like to attend the following month in hopes to work towards creating generational wealth for their families.

Impact and Evaluation 1:

Pre/ post survey focused on allowing the parent or student to gain a better understanding of their financial situation.

Goal is to also have families walk out confidently knowing how to manage their finances and to set financial goals.

Milestones: Find Partners and organizations that can lead and or co-lead Financial and Wealth Building Workshops and create a schedule of workshops starting Fall 2022

Timelines: Summer 2022

Responsible parties: Community Director and Full Service Coordinator

Partners: Sunrise Bank & Nomrah Consulting, LLC



Goal 4: Health & Social Services

SPCS will develop and implement a system for school-based mental health referrals and services that provide students with accessible and trauma-sensitive mental health services.

Activity 1:

- 1 - Create relationships with a community mental health provider or team who can complete diagnostic assessments, develop treatment plans, and provide mental health services to students at SPCS and/or an accessible community location (family choice).
- 2 - Develop and communicate a clear screening and referral system for mental health services led by School Social Workers.
- 3 - Provide professional development for all staff on signs/symptoms of mental health needs, classroom interventions, and the process for referrals for School Social Work screening and services.
- 4 - Student coursework will include developmentally-appropriate content embedded in relevant content areas and/or available as electives (varied by program) that teaches identification, coping, and supports related to mental health.
- 5 - Family/caregiver education will be provided to help caregivers identify warning signs/symptoms of mental health needs, address cultural values related to mental health services and stigma, and ways that caregivers can support children's mental health.

Impact and Evaluation 1:

- Students will have more opportunities for proactive mental health support and skill building, which will result in increased social and academic outcomes.
- Families will be surveyed on their satisfaction and ability to access mental health information and support.
- 70% of students who are identified with a social-emotional service need are able to access school-based or community services within 6 months of identification.

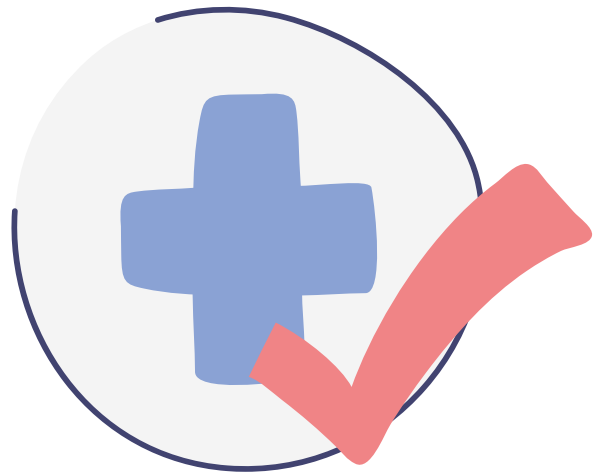


Milestones: 1a. Identify possible partners that have the capacity and commitment to work alongside SPCS in providing mental health program services to our students and families.
1b. Create a screening protocol. **1c.** Schedule Training for SPCS Teachers/Staff. **1d.** Identify and purchase student appropriate mental health & wellness curriculum that will be implemented into learning targets.

Timelines: 1a. Summer/Fall 2022 **1b.** Summer 2022 Professional Development **1c.** 2022 Summer Professional Development **1d.** Summer 2022 **1e.** Find mental health professionals and community experts that can facilitate workshops for our students and families

Responsible parties: 1a. Social Work Team, Community Director, & Full Service Coordinator **1b.** Social Work Team **1c.** Social Work Team **1d.** Social Work Team & Academic Leads **1e.** Social Work Team, Community Director, and Full Service Coordinator.

Partners: 1a. Open Cities Clinic and Minnesota School Based Health Alliance (MNSBHA)
1b. SPCS Teachers/Staff **1c.N/A** **1.d** Social Work Team & Academic Leads **1e:** MNSBHA & Levan Counseling & ZIN BIN



Goal 5: Community Development

Develop Partnerships with local community organizations. Create career pathways for HS students. Bring in Professionals frequently to mentor, read to scholars, discuss pathways to profession. Connect with St Paul College for PSEO and other opportunities.

Activity 1:

Pizza with Professionals (District)

30,000 Feet

Connect with Neighborhood House

Connect with Sunrise Bank

Drivers Ed.

Professional Read Aloud Guest (Freedom School style)

Impact and Evaluation 1:

- IMPACT: United internal and external community, functional/sustainable after school programs, year round driver's education, collective of community partners, adult education programming, full health services support. The Community Development team will seek out partnerships with organizations that provide youth/family center experiences around careers and entrepreneurship to help expand our students and families awareness of multiple career fields, industries, opportunities, and entrepreneurship.

EVALUATION:

Pre and post evaluations year round for each new opportunity provided

High Action High Alignment (HAHA) -The four quadrants of aligned contributions

- List partners who you are in High and/or Low alignment with your programming goals and set up. Reevaluate quarterly or as needed.



<p>High action, high alignment</p> <ul style="list-style-type: none"> • Science Museum • St Paul School & MN Assoc of School-based clinic • St. Paul Promise Neighborhood 	<p>High action, low alignment</p> <ul style="list-style-type: none"> • Sunrise Bank
<p>Low action, high alignment</p> <p>Open Cities Open Cities Clinic</p>	<p>Low action, low alignment</p> <ul style="list-style-type: none"> • Political partner • Minnesota CarePartner

Milestones: **1a.** Brainstorm professionals within the community that we can invite to Pizza with Professionals and schedule dates and send out invites. **1b.** Schedule informational sessions with 30,000 feet to discuss future partnerships within our day school and in our afterschool programming. **1c.** Check-in with Neighborhood House to clarify partnership expectations. **1d.** Set up an initial meeting with Terri @ Sunrise Bank. **1e.** Schedule Two Sessions of Drivers Education for School Year 2022/2023 Fall & Spring offerings. **1f.** Brainstorm professionals within the community that we can invite in to be Read Aloud Guest and schedule dates and send out invites.

Timelines: **1a.** Summer 2022 **1b.** Summer 2022 **1c.** Summer 2022 **1d.** Connected with Terri @ Sunrise Bank on 5/23/2022 great informational meeting and discussed possible points on connections for potential partnerships. **1e.** Solidify D.E Dates Summer 2022 **1f.** Community Development Committee

Responsible Parties: **1a.** Community Development Committee **1b.** Community Director & Full Service Coordinator **1c.** Community Director & Full Service Coordinator **1d.** Community Director & Full Service Coordinator **1e.** Community Director & Full Service Coordinator **1f.** Community Director & Community Development Committee

Partners: **1a.** Professional Within Community **1b.** 30000 Feet **1c.** Neighborhood House **1d.** Sunrise Bank **1e.** Safeway Driving School **1f.** Professionals Within The Community



2. Please detail how the school will ensure that all full-service community school programs comply with the district nondiscrimination policy.

We will follow the same approach as our district which is as follows:

SPCS Board of Directors, Staff, and Partners will comply with applicable federal and state laws prohibiting discrimination to the end that no person protected by such law shall, on the grounds of race, color, national origin, creed, religion, gender, marital status, status with regard to public assistance, sexual orientation, age or disability, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any educational program; or in employment or recruitment, consideration, or selection, thereof, whether full time or part-time, under any education program or activity operated by the district for which it received federal financial assistance.

Students, staff, family, and community are responsible for reporting any violation of the district's non-discrimination policy. Any student who feels they have been discriminated against may file a grievance with a staff member.

