

## Regular Business Meeting

Tuesday, March 10, 2026 5:30 PM

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

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

2) **Adoption of the Agenda**

3) **Public Comments**

4) **Recess**

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

5)a. Presentations and Updates

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

6)a. Approval of the Consent Agenda

6)a.1. Acceptance of Minutes

6)a.1.a. Feb. 10, 2026 Regular Business Meeting

6)a.2. Human Resources Transactions

6)a.2.a. Approval of List A personnel matters  
(2026-03-ER-A)

6)a.2.b. Approval of List B personnel matters  
(2026-03-ER-B)

6)a.3. Acceptance of Gifts and Donations (2026-0031)

6)a.4. Contracts

6)a.4.a. Amendment to contract 4400003178 with  
CESO

6)a.4.b. Contract with Construction Results  
Corporation (2026-4400003612)

6)a.4.c. Contract with Construction Results (2026-4400003616)

6)a.4.d. Contract with Culinary Depot (2026-4400003617)

6)a.4.e. Amendment to contract with the City of  
Minneapolis Elections & Voter Services (2026-  
COM0001489)

6)a.4.f. Contract with Davis Mechanical Systems  
(2026-4400003604)

6)a.4.g. Amendment to contract (4400003101) with  
GardaWorld Security Services

6)a.4.h. Amendment to contract (2026-0000TBD) with  
the Institute for Environmental Assessment Inc.

6)a.4.i. Amendment to Contract (2026-4400003377)  
with Johnson Litho Printing

6)a.4.j. Amendment to contract (4400003403) with  
PPL-LNAS

6)a.4.k. Amendment to contract (4400003329) with  
PPL- MERC

6)a.4.l. Contract with SVL (4400003602)

6)a.4.m. Contract with SVL (4400003613)

6)a.4.n. Amendment to contract (4400003328) with  
VOA High School

6)a.4.o. Contract with Wendel Architecture, PC  
(2026-4400003611)

6)a.4.p. Contract with Wold Architects and  
Engineers (4400003605)

6)a.5. Agreements

6)a.5.a. Authorizing a lease agreement with  
Minneapolis Nature Preschool (2026-0021)

6)a.5.b. Third Amendment to the Tuttle Purchase  
Agreement (2026-0023)

6)a.6. Reports

6)a.6.a. Radon testing report summary (2025-0026)

6)b. Approval of the 2025-2027 Collective Bargaining  
Agreement between Special School District No.1  
and Association of Minneapolis District  
Professional Employees

6)c. Approval of the 2025-2027 Collective Bargaining  
Agreement between Special School District No.1  
and the Minneapolis Association of Administrators  
and Supervisors

6)d. Approval of the 2025-2027 Collective Bargaining  
Agreement between Special School District No.1  
and Minneapolis Association of Confidential  
Administrators

6)e. Resolution Approving the 2026-2029 Achievement  
and Integration Plan

7) **New Business**

7)a. Resolution Extending the Reporting Deadline  
Related to the Transformation Process (2026-0029)

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

9) **Adjournment**



# Superintendent's Report

## Regular Business Meeting

March 10, 2026

# Superintendent's Update

Superintendent Dr. Lisa Sayles-Adams

# Strategic Plan Update

Year 4: 2025–26

# Vision, Mission, Commitment, & Values

## Vision

All students — regardless of their background, zip code, and individual needs — will receive an anti-racist, holistic education that builds essential knowledge to prepare students for future success.

## Mission

Minneapolis Public Schools exists to provide a high quality, anti-racist, culturally responsive education for every Minneapolis student.

## Commitment

To achieve our vision, we will intentionally focus and prioritize resources and actions to significantly improve the experiences and outcomes of Black students, Indigenous students, students of color and their families.

## Values

Equity, representation,  
& anti-racism

Physical and emotional  
safety, and wellbeing

Relationships, trust and  
communication

Shared decision making  
and voice

Transparency and  
accountability

Evidence-based strategies

# Ongoing Strategic Plan Monitoring



## What you can expect this year:

- Continued monitoring of strategic plan goals throughout the year
- Focused updates; sharing timely data as it is made available
- Adjustments to our work as new data come in
- Next update: June 2026

# MPS Strategic Plan Prioritized Strategies 2025–26

## Goal 1

Academic  
Achievement



**1.1 Provide standards-based core instruction with a focus on literacy and mathematics.**

**1.2 Ensure all curriculum and instructional practices are anti-racist and sustain the cultures, languages, and experiences of our students.**

## Goal 2

Student  
Well-being



**2.1 Provide equitable student access to culturally responsive counseling and mental health services.**

## Goal 3

Effective  
Staff



**3.1 Strengthen pathways and reduce barriers for talented and diverse MPS employees and potential employees to become teachers.**

## Goal 4

School &  
District Climate

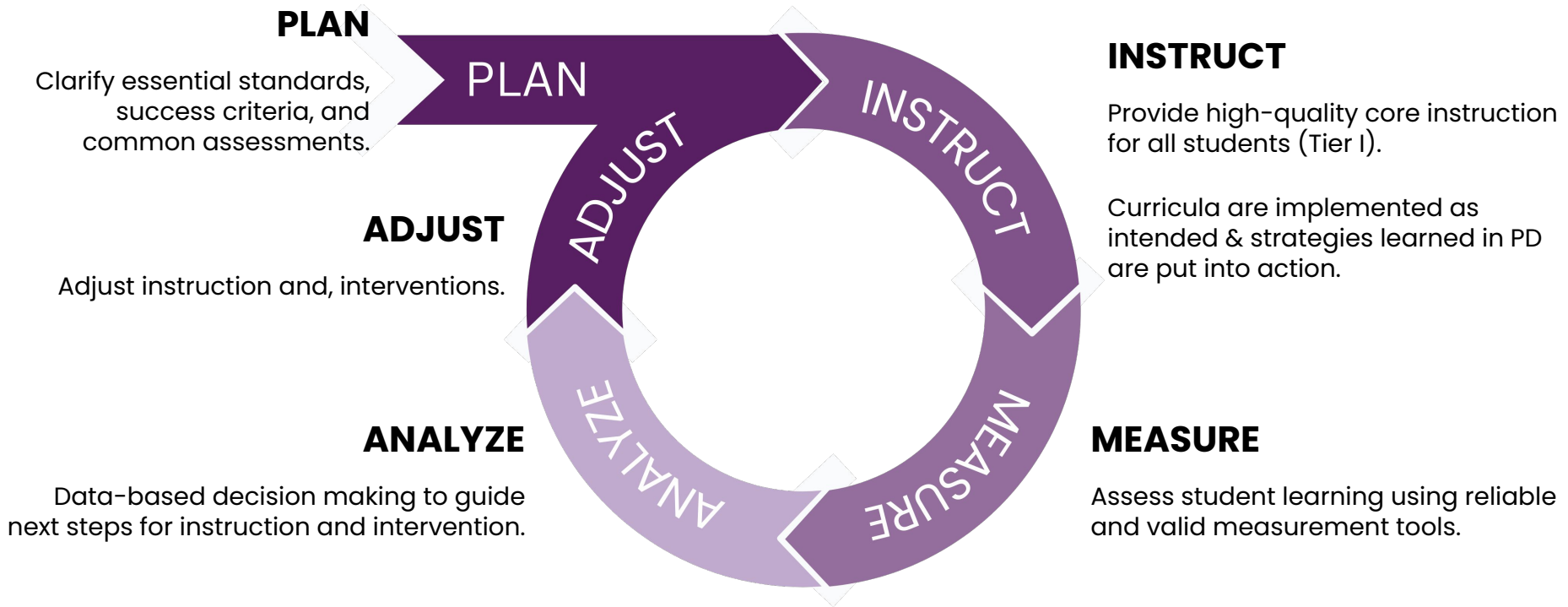


**4.1 Fully implement the climate framework to ensure all district staff, parents, and students feel heard, valued and respected.**

# Context for Mid-Year Update

Context	Our Response
The events of this winter have affected students, staff, and families in uneven but very real ways.	We recognize those effects and <b>respond with care</b> , not assumptions.
Showing up to school does not mean students are showing up untouched by stress or disruption.	<b>Students drive the conversation.</b> We listen to what students and families tell us, and we watch for what data alone cannot show.
The initial winter screening window was January 5-30.	We extended the window for students temporarily learning at home and <b>provided options</b> for remote screening, when possible.
Winter screening gives us important information, but it is not the full picture.	We <b>triangulate multiple data sources to identify next best instructional and support steps.</b> We acknowledge the data for some students may be missing, but that does not mean the data for other students is inaccurate.

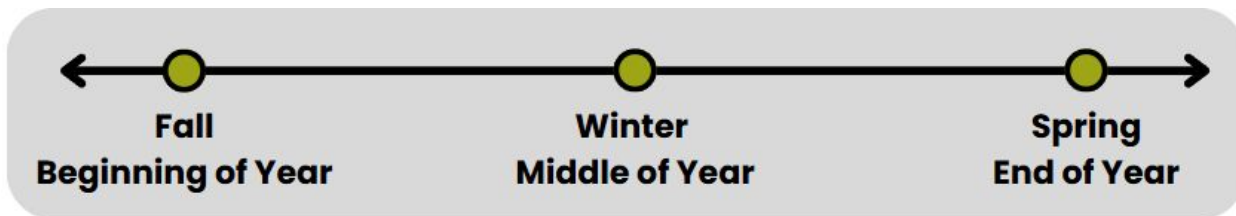
# Teaching–Learning Impact Cycle



# Universal Screeners and Norm-Referenced Results

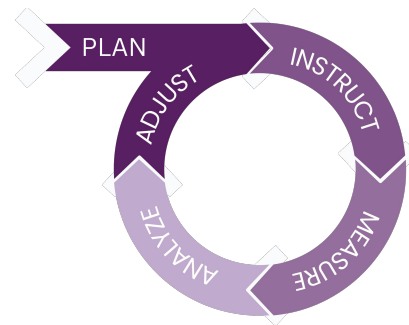
## What is a universal screener?

A brief, standardized assessment given to all students 2–3 times per year. In MPS, examples include the FastBridge suite of assessments.



## How are universal screener results used?

Universal screeners identify learning gaps, inform instructional adjustments, and help allocate resources.

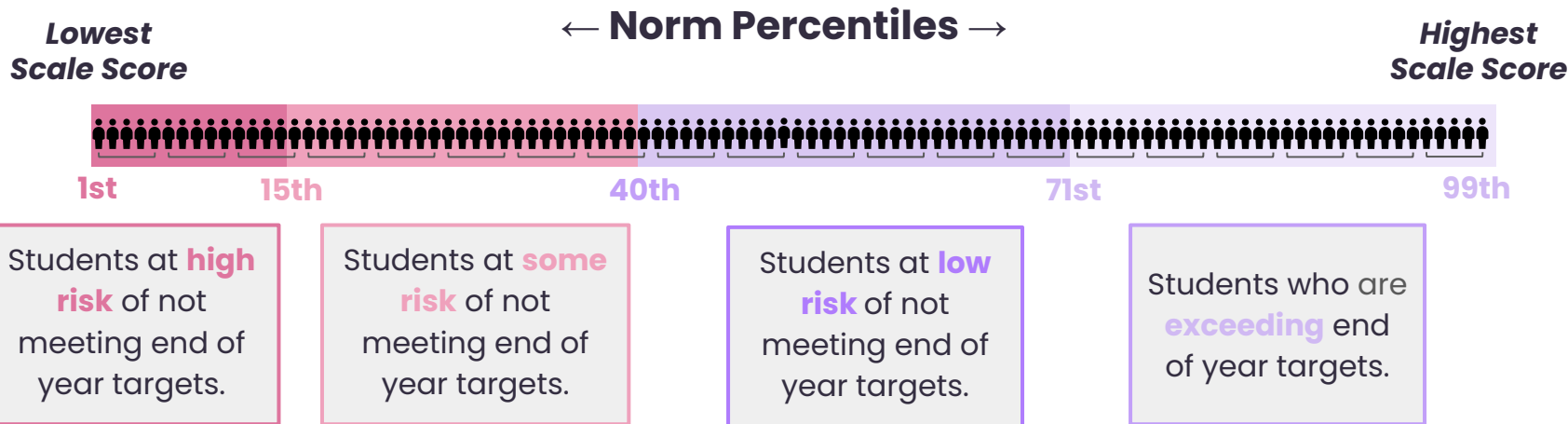


# Universal Screeners and Norm-Referenced Results

## How are universal screeners scored?

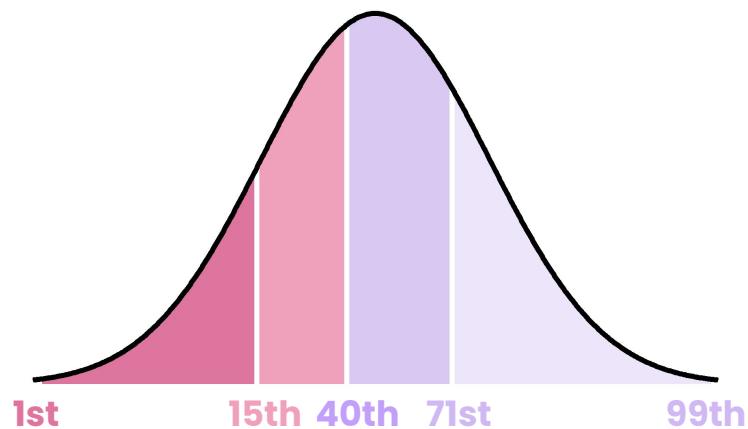
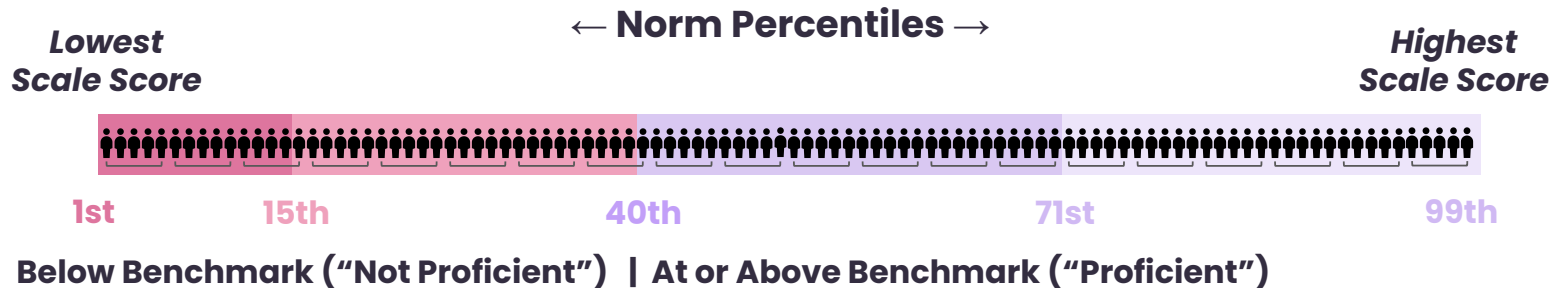
1. Items Correct → **Raw Score**
2. Raw Score → **Scale Score**
3. Scale Score → **Percentile Rank** (Norms)
4. Percentiles → **Benchmarks & Risk Levels**

FastBridge Defaults



**Below Benchmark (“Not Proficient”) | At or Above Benchmark (“Proficient”)**

# Universal Screeners and Norm-Referenced Results



## Key Takeaway:

On FastBridge norm-referenced assessments, we expect about 60% of students nationally to score at or above benchmark.

**60% at or above benchmark should be our comparison point when analyzing MPS results.**

# Progress Report on Prioritized Strategies 1.1 & 1.2

## Strategic Goal

## Prioritized Strategies

## Planned Initiatives/Work

### Goal 1

Academic  
Achievement



**1.1** Provide standards-based core instruction with a focus on literacy and mathematics.

**1.2** Ensure all curriculum and instructional practices are anti-racist and sustain the cultures, languages, and experiences of our students.

READ Act Literacy Training

READ Act Screening Requirements

UFLI Curriculum Implementation

K-5 Knowledge Based ELA Curriculum Adoption

8 Culturally Sustaining Math Practices

6-12 Curriculum Adoption (iReady/Open Up)

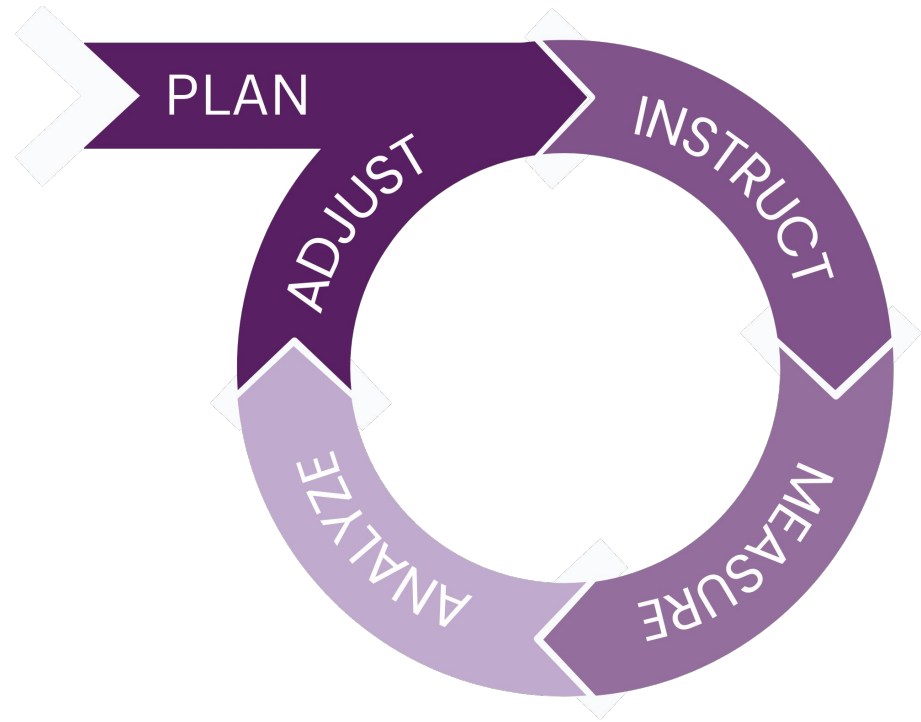
Anti-Racist Culturally Sustaining (ARCS) Review Process

SOEI Task Force

# Mid-year Update: Literacy

## Planned Initiatives/Work

<b>READ Act Literacy Training</b>
<b>READ Act Screening Requirements</b>
<b>UFLI Curriculum Implementation</b>
<b>K-5 Knowledge Based ELA Curriculum Adoption</b>
8 Culturally Sustaining Math Practices
6-12 Curriculum Adoption (iReady/Open Up)
Anti-Racist Culturally Sustaining (ARCS) Review Process
SOEI Task Force



# Mid-year Update: Literacy

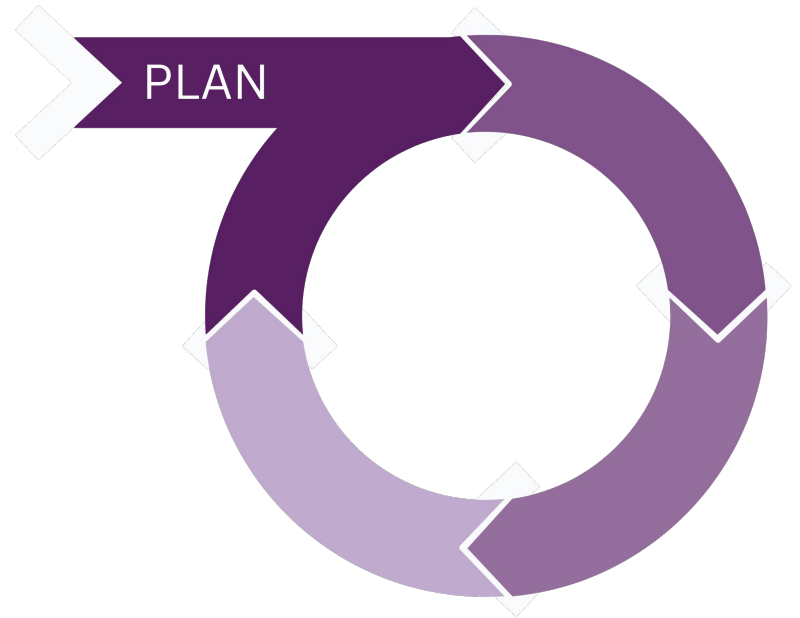
## PLAN

Clarify essential standards, success criteria, and common assessments.

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### **K-5 Knowledge Based ELA (English Language Arts) Curriculum Adoption**

- Committee started in December
- Members across many MPS stakeholders
- Recommendation in April
- Initial adoption for early adopters in the fall



# Mid-year Update: Literacy

## INSTRUCT

Provide high-quality core instruction for all students (Tier I).

Curricula are implemented as intended & strategies learned in PD are put into action.

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### READ Act Literacy Training

- LETRS or CORE
- The why of Science of Reading
- Improvement in teachers on track
  - Fall: 51%
  - Now: 72%



# Mid-year Update: Literacy

## INSTRUCT

Provide high-quality core instruction for all students (Tier I).

Curricula are implemented as intended & strategies learned in PD are put into action.

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### UFLI Implementation

- All elementary schools are in initial implementation
- Structured, systematic phonics
- Continued professional development



# Mid-year Update: Literacy

## MEASURE

Assess student learning using reliable and valid measurement tools.

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### Universal Screening

*aligned with READ ACT requirements*

- FastBridge earlyReading and aReading are universal screening assessments for students in grades K-8
- Given three times a year: Fall (F), Winter (W), and Spring (S)



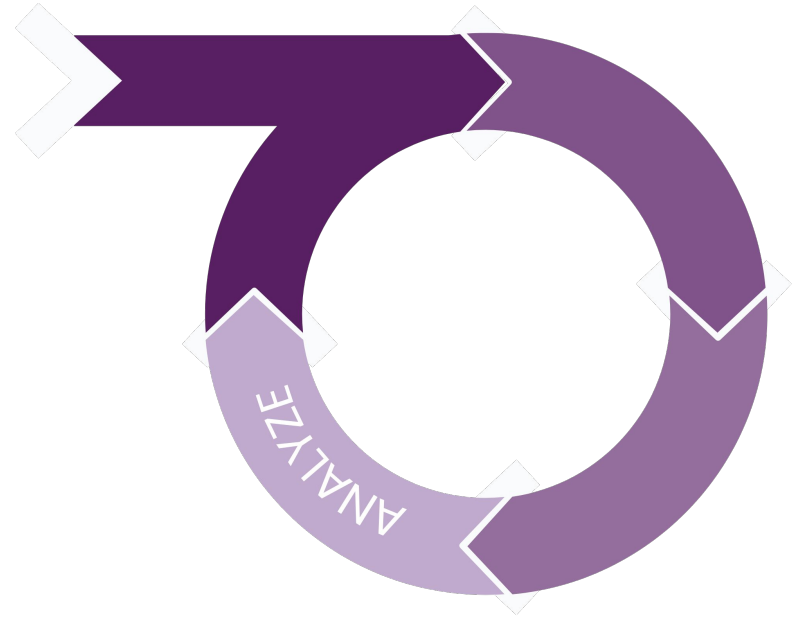
# Mid-year Update: Literacy

## ANALYZE

Data-based decision making to guide next steps for instruction and intervention.

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**Universal Screening Data**



# FastBridge Universal Screening Literacy Results for K-8

## Literacy K-8: FastBridge Summary Students At or Above Benchmark (%)

	Year 1 22-23			Year 2 23-24			Year 3 24-25			Year 4 25-26		
	F	W	S	F	W	S	F	W	S	F	W	S
Grades K-1 Overall	53%	45%	50%	52%	45%	49%	48%	44%	47%	48%	47%	
Grades 2-5 Overall	47%	46%	44%	48%	42%	43%	46%	43%	43%	46%	47%	
Grades 6-8 Overall	50%	49%	47%	51%	48%	51%	48%	47%	42%	50%	57%	

FastBridge earlyReading and aReading are universal screening assessments for students in grades K-8. These assessments are given three times a year: Fall (F), Winter (W), and Spring (S).

# Foundational Literacy Skill Building in 1st Grade

**Literacy K-1: FastBridge earlyReading Subtests  
Students At or Above Benchmark (%)**

	Year 1 22-23			Year 2 23-24			Year 3 24-25			Year 4 25-26		
	F	W	S	F	W	S	F	W	S	F	W	S
<b>1earlyReading</b>												
Word Segmenting	57%	56%	66%	53%	55%	62%	50%	54%	62%	51%	60%	
Decodable Words	57%	53%	54%	57%	53%	53%						
Nonsense Words							41%	45%	50%	43%	49%	
Sight Words	45%	42%	44%	42%	39%	40%	42%	39%	43%	39%	41%	
Sentence Reading	51%			46%			45%			43%		
CBMR English		45%	49%		41%	45%		41%	46%		44%	

FastBridge earlyReading is a universal screening assessment for students in grades K and 1. It is given three times a year: Fall (F), Winter (W), and Spring (S). The kindergarten version and 1st grade version have different subtests by grade and season to measure developmentally-appropriate skill acquisition.

# Mid-year Update: Literacy

## ADJUST

Data-based decision making to guide next steps for instruction and intervention.

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### Instructional Practice Adjustments

- Offer more professional development, training, and coaching for UFLI



# Teaching–Learning Impact Cycle

## PLAN

Clarify essential standards, success criteria, and common assessments.

PLAN

## ADJUST

Adjust instruction and, interventions.

ADJUST

## ANALYZE

Data-based decision making to guide next steps for instruction and intervention.

ANALYZE

## INSTRUCT

Provide high-quality core instruction for all students (Tier I).

Curricula are implemented as intended & strategies learned in PD are put into action.

INSTRUCT

## MEASURE

Assess student learning using reliable and valid measurement tools.

MEASURE

# Mid-year Update: Mathematics

## Planned Initiatives/Work

**8 Culturally Sustaining Math Practices**

**6-12 Curriculum Adoption (iReady/Open Up)**

Anti-Racist Culturally Sustaining (ARCS) Review Process

SOEI Task Force

## INSTRUCT

Professional development for adopters of new curriculum with individualized feedback.

## MEASURE

The universal screeners we use for math directly assess math ability and skills.

Grades K-1 take FastBridge earlyMath and grades 2-8 take FastBridge aMath.

# 6–8 iReady Math Curriculum Adoption

**Definition of success:** Teachers work to deepen  $\geq 4/8$  culturally sustaining mathematical practices.  $\geq 90\%$  of 6–8 teachers use the unit assessments.

<b>Current Status</b>	Initial Implementation
<b>Progress Update</b>	<ul style="list-style-type: none"><li>• Walk-throughs at schools helping inform curriculum use</li><li>• Half day Consulting sessions provided to principals in February</li><li>• Teachers received individualized feedback on how to best use math diagnostic data</li></ul>
<b>Opportunities for Improvement</b>	Finding a balance between obtaining actionable iReady assessment data and minimizing instructional disruption.
<b>Next Steps</b>	Continue working with schools on how to best use their unit assessment data

# Mid-year Update: Math

## MEASURE

Assess student learning using reliable and valid measurement tools.

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### Universal Screening

- FastBridge earlyMath and aMath are universal screening assessments for students in grades K-8
- Given three times a year: Fall (F), Winter (W), and Spring (S)
- Growth is calculated between Fall and Winter (F-W) and Fall and Spring (F-S)



# Mid-year Update: Math

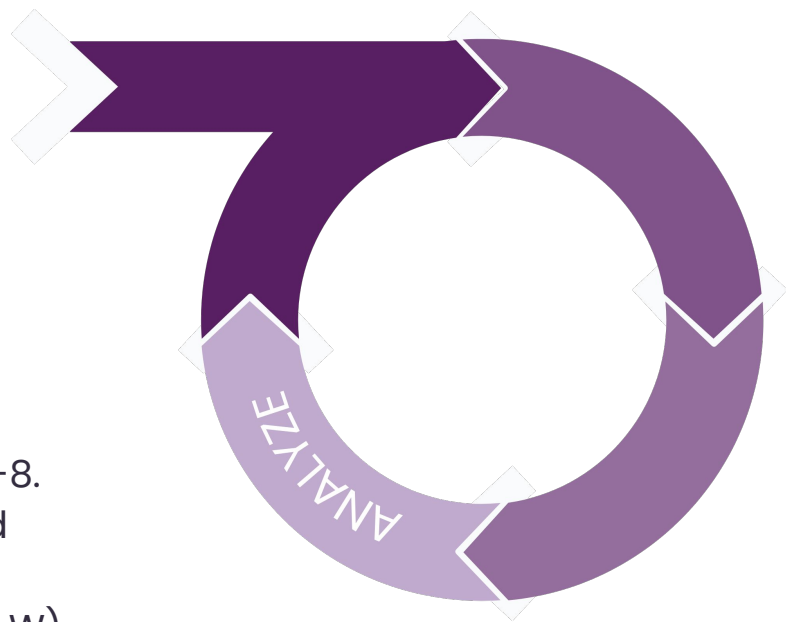
## ANALYZE

Data-based decision making to guide next steps for instruction and intervention.

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### Universal Screening

- FastBridge earlyMath and aMath are universal screening assessments for students in grades K-8.
- Given three times a year: Fall (F), Winter (W), and Spring (S).
- Growth is calculated between Fall and Winter (F-W) and Fall and Spring (F-S).



## Math K-8

### Students At or Above Benchmark (%)

	Year 1 22-23			Year 2 23-24			Year 3 24-25			Year 4 25-26		
	F	W	S	F	W	S	F	W	S	F	W	S
Grades K-1 Overall	n/a	n/a	n/a	63%	60%	59%	62%	60%	60%	61%	66%	
Grades 2-5 Overall	43%	43%	40%	44%	43%	41%	43%	42%	40%	42%	47%	
Grades 6-8 Overall	38%	34%	33%	40%	31%	31%	40%	34%	34%	41%	43%	

### Students Making One Year or More of Expected Growth (%)

	Year 1 22-23		Year 2 23-24		Year 3 24-25		Year 4 25-26	
	F-W	F-S	F-W	F-S	F-W	F-S	F-W	F-S
Grades K-1 Overall	n/a	n/a	57%	53%	52%	51%	56%	
Grades 2-5 Overall	52%	47%	52%	47%	49%	43%	51%	
Grades 6-8 Overall	38%	38%	32%	36%	34%	41%	38%	

FastBridge earlyMath and aMath are universal screening assessments for students in grades K-8. These assessments are given three times a year: Fall (F), Winter (W), and Spring (S). Growth is calculated between Fall and Winter (F-W) and Fall and Spring (F-S).

# Open Up Math Curriculum Implementation

**Definition of success:** Teachers work to deepen  $\geq 4/8$  culturally sustaining mathematical practices.  $\geq 80\%$  of Intermediate Algebra, Geometry, and Advanced Algebra teachers will link their unit assessments.

<b>Current Status</b>	Initial Implementation
<b>Progress Update</b>	Continuing to create systems and processes for shared common assessments within buildings.
<b>Opportunities for Improvement</b>	Consideration of common site-based summative assessments to encourage alignment across all sites
<b>Next Steps</b>	Encourage collaboration and resource sharing between sites.

# Teaching–Learning Impact Cycle

## PLAN

Clarify essential standards, success criteria, and common assessments.

PLAN

## ADJUST

Adjust instruction and, interventions.

ADJUST

## ANALYZE

Data-based decision making to guide next steps for instruction and intervention.

ANALYZE

## INSTRUCT

Provide high-quality core instruction for all students (Tier I).

Curricula are implemented as intended & strategies learned in PD are put into action.

INSTRUCT

## MEASURE

Assess student learning using reliable and valid measurement tools.

MEASURE

# Progress Report on Prioritized Strategy 2.1

## Strategic Goal

### Goal 2

Student  
Well-Being



## Prioritized Strategy

**2.1** Provide equitable student access to culturally responsive counseling and mental health services.

## Planned Initiatives/Work

Data Collection System - Student Feedback

Comprehensive School-Based Mental Health System (CSMHS)

Tiers of Supports for Students

# Minnesota Student Survey 2025 – Select Results

**When you are feeling upset, stressed or having problems, how comfortable are you talking to a counselor or social worker at school?**

	Grade							
	5th		8th		9th		11th	
	Male	Female	Male	Female	Male	Female	Male	Female
	%	%	%	%	%	%	%	%
Very comfortable	21%	18%	17%	12%	20%	11%	21%	13%
Somewhat comfortable	50%	58%	49%	52%	48%	50%	48%	49%
Not at all comfortable	27%	22%	30%	36%	28%	37%	29%	38%
There is no counselor or social worker at my school	2%	2%	4%	0%	4%	1%	2%	0%

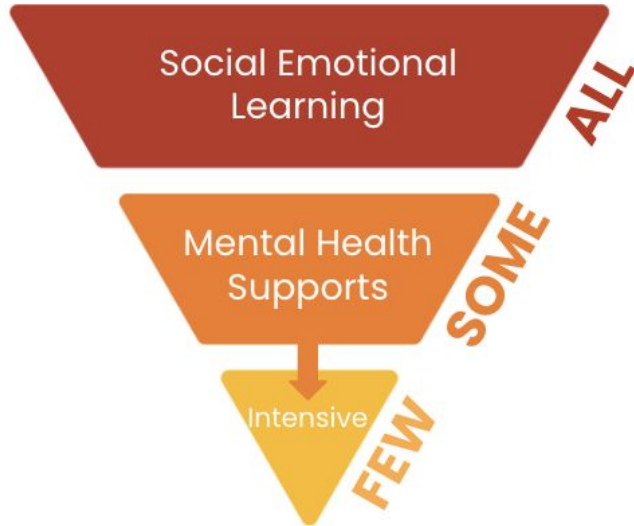
# Mid-year Update: Student Well-Being

## **Key components of Comprehensive School-Based Mental Health System, or CSMHS, include:**

- Evidence-based mental health promotion efforts to use school wide
- Equitable access to services that address mental health needs in culturally responsive ways
- Targeted interventions for students with mental health problems
- Training for school staff, families, and community members in identification of and response to mental health needs
- Collaboration and teaming among students, families, community partners, school staff and leadership, and funders

# Mid-year Update: Student Well-Being

## Key components of CSMHS and Culturally Responsive Practice include:



- [Cultural Humility](#): An ongoing, lifelong process of self-critique and learning, rather than just achieving "competence".
- [Self-Reflection](#): Actively examining personal biases, assumptions, and power dynamics (e.g., racism, classism) that affect interactions.
- [Cultural Strengths Integration](#): Leveraging a client's cultural values and community support networks in treatment planning.
- [Tailored Communication](#): Providing qualified interpreters and ensuring materials are culturally relevant.
- [Flexible Service Delivery](#): Adapting to cultural norms, such as offering flexible meeting locations, times, and using expressive techniques like art or

# Mid-year Update: Student Well-Being

## Tier 1: Universal Social Emotional Learning supports for ALL



# Mid-year Update: Student Well-Being

## Tier 1: Universal Social Emotional Learning supports for **ALL**



The number of active users in WayFinder has increased over the year.

October 2025  
**3,529**

January 2026  
**4,140**

February 2026  
**6,673**

# WayFinder Beyond the Classroom

- **CEIS:** Schools identified in year 3 will receive support to implement WayFinder. All 6 schools will already have received training.
- **American Indian Ways of Being Lessons:** WayFinder created lesson collections focusing on the Ways of Being/Grandfather Teachings in partnership with American Indian Ed Dept.
- **Student Support Services:** We began building screening and tiered instructional recommendations that name WayFinder as the core SEL curriculum, as well as support for Tiers 2 and 3.
- **Special Education:** The SEL team began working with the Special Education Dept to align WayFinder and SPED curriculum/resources.
- **Minneapolis Kids:** WayFinder curriculum will support programming at all 18 Minneapolis Kids sites.
- **SOEI Coaching Tools:** WayFinder lessons to SOEI's Domain 2 look-fors to support principals in coaching staff.
- **Athletics:** School Athletic Directors will have access to the Resilient Athlete Collection.

# Mid-year Update: Student Well-Being during TOLO

## Tier 1: Universal Social Emotional Learning supports for **ALL**

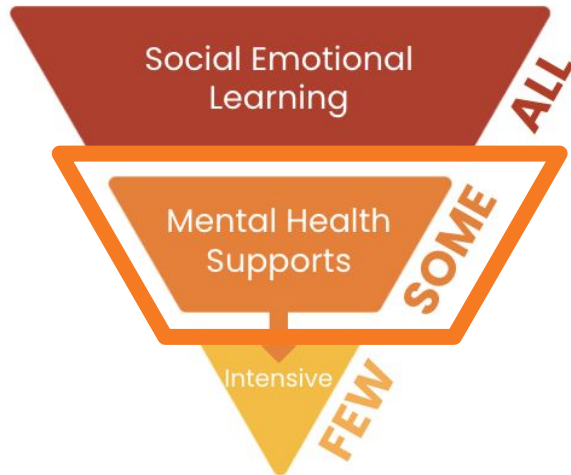


### Resources to support self-care and wellness provided by teachers and school social workers:

- Lessons and resources for crisis response
- Lessons and activities to support stability and strength
- Resources to support return to in-person learning

# Mid-year Update: Student Well-Being

## Tier 2: Social Emotional Learning supports for **SOME**



### Curricular Resources provided by School Social Workers:

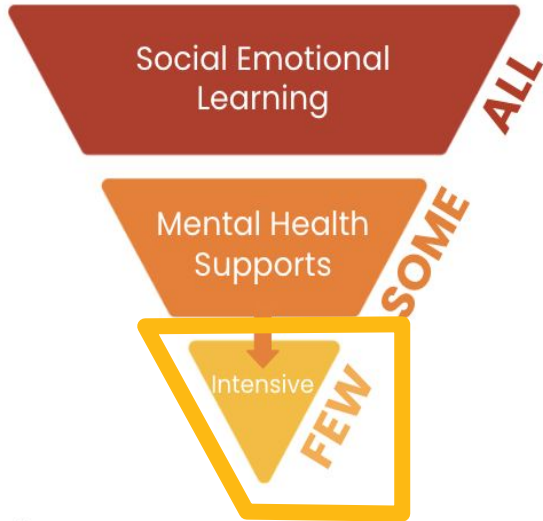
1. Strong Curriculum
  - a. Includes lessons for coping: social anxiety, anxiety disorders, and trauma
2. Be Good People
  - a. Supports students with express themselves
  - b. Targeted for special education transition students

### These resources are:

- Targeted
- Evidence-based
- Have small-group interventions for students at risk of higher social, emotional, or behavioral needs.

# Mid-year Update: Student Well-Being

## Tier 3: Social Emotional Learning supports for FEW



**Social skills groups, self-management, and behavioral check-ins, often addressing mild distress or specific risk factors.**

**Provided by School Social Workers and/or one of our 14 outside collaborative partnerships**

### **Curricular Resources:**

1. Strong Curriculum
  - a. Includes lessons for coping: social anxiety, anxiety disorders, and trauma
2. Circle Forward:
  - a. Building a Restorative School Community

# Progress Report on Prioritized Strategy 3.1

## Strategic Goal

## Prioritized Strategy

## Planned Initiatives/Work 2025-26

### Goal 3

Effective Staff



**3.1** Strengthen pathways and reduce barriers for talented and diverse MPS employees and potential employees to become teachers.

**Increase targeted recruitment of underrepresented groups into Grow Your Own (GYO) programming.**

Expand Grow Your Own (GYO) programming.

# Our Mission to “Grow Our Own”

## MPS is growing our own staff to:

1

Diversify licensed staff to reflect the diversity of the students and community we serve

2

Establish embedded career pathways to recruit, develop and retain the most effective educators

3

Proactively meet nationwide teacher shortages and declines in traditional teacher prep enrollment

# Three Grow Your Own (GYO) Opportunities for Staff

## Teacher Apprenticeships

### Who is this program for?

ESPs and other staff without a Bachelor's degree

### Degree Required

Associate's degree and/or qualifying credits

### Licensure

K-21 Special Education (ABS)  
or Pre K-6 Elementary

### Program Length

2-year undergraduate program  
(5-6 semesters)

### Program Outcome

Bachelor's degree & Tier 3 License

## MPS-St. Thomas Residency

### Who is this program for?

ESPs and other staff with a Bachelor's degree but not a teaching license

### Degree Required

Bachelor's degree

### Licensure

K-21 Special Education (ABS)  
or K-6 Elementary

### Program Length

15 Months

### Program Outcome

Master's Degree & Tier 3 License

## MPS Academy

### Who is this program for?

Teachers with a Tier 1 or Tier 2 teaching license

### Degree Required

Bachelor's degree

### Licensure

K-21 Special Education (ABS)

### Program Length

15 Months

### Program Outcome

Tier 3 License

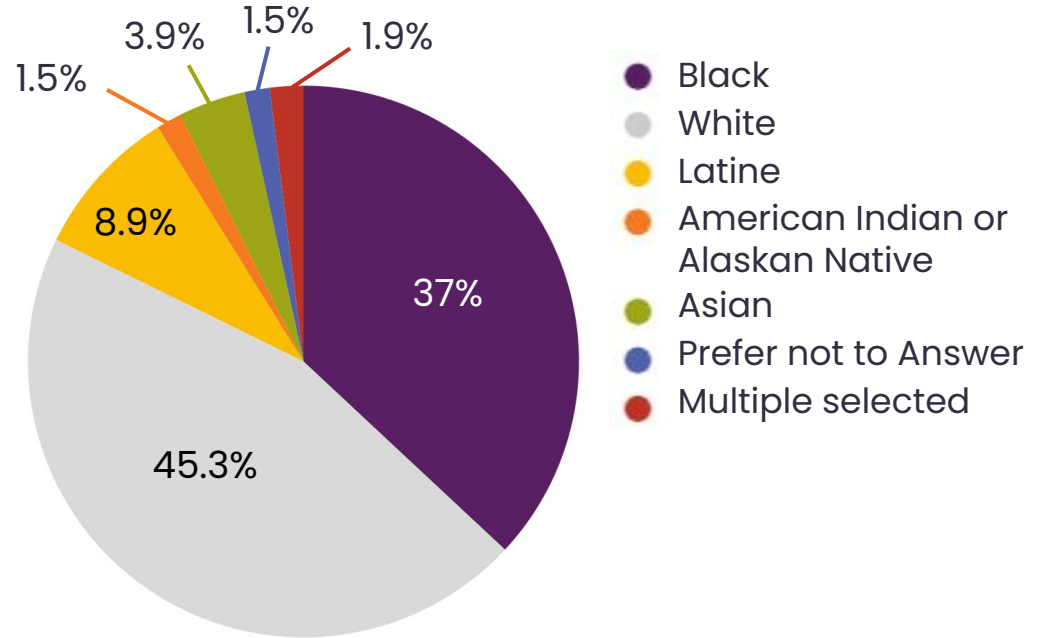
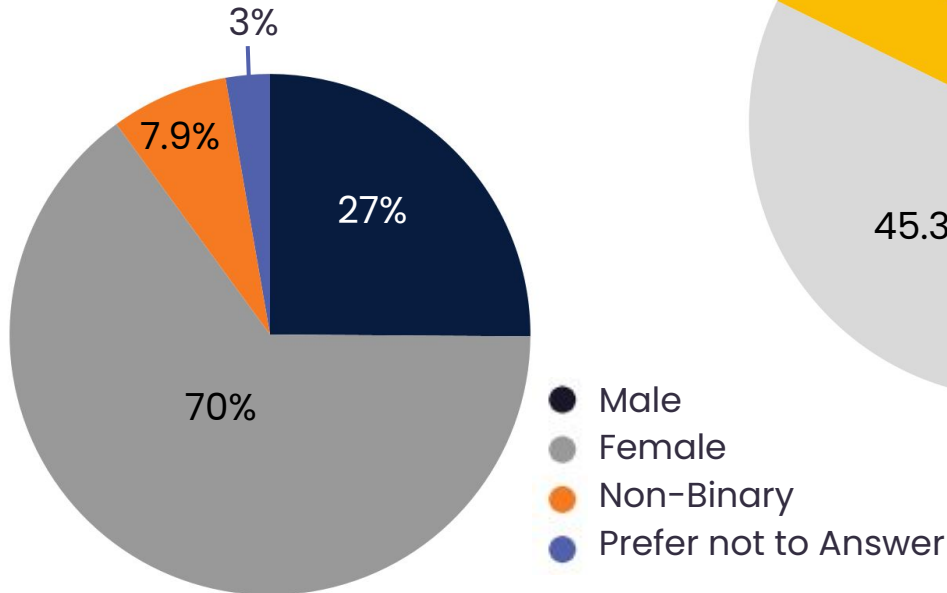
# Summary: Grow Your Own Recruitment

Current Status	Progress Update	Opportunities for Improvement	Next Steps
<p>Completed for 2026-27 grow your own cohorts</p> <p>In progress for future cohorts</p>	<p>GYO collaboration across departments to develop targeted recruitment plans:</p> <ul style="list-style-type: none"> <li>• Director Simon in American Indian Education (AIE)</li> <li>• Director Tizon in the Office of Latine Achievement (OLA)</li> <li>• Director Luna in the Office of Black Student Achievement (OBSA)</li> </ul> <p>Held total of 17 info sessions for MPS staff and over 50 one-on-one sessions</p> <p>202 MPS staff expressed interest through the Grow Your Own Inquiry Form</p> <p>87 MPS staff completed an application and met minimum qualifications for 2026-27 Grow Your Own cohorts</p>	<p>Continue to increase and improve targeted engagement and recruitment of underrepresented groups in the teaching profession</p> <ul style="list-style-type: none"> <li>• Increase in applicants who identify as Black, male, or non-binary from last year</li> <li>• Continue to see low proportions of GYO applicants who identify as American Indian, Latine, or Asian</li> </ul>	<p>Complete interview and selection process for 2026-27 GYO cohorts</p> <p>Critically analyze impact of 2025-26 recruitment</p> <p>Continue collaboration across departments and the community to improve engagement and recruitment efforts and increase interest from underrepresented groups</p>

# Impact: Grow Your Own Recruitment

## 202 MPS Staff

Completed the GYO inquiry form as of Feb. 25, 2026

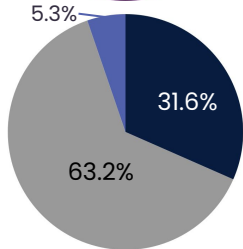
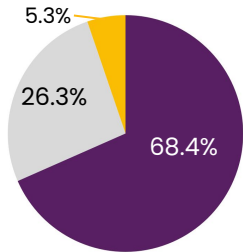


# Impact: Grow Your Own Recruitment

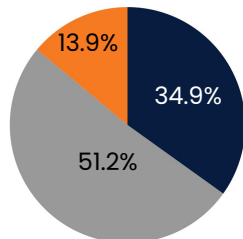
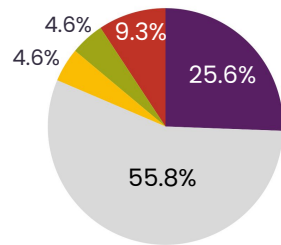
**87 MPS Staff** Completed GYO applications & met minimum requirements

**51.7%** identify as educator of color    **35.6%** identify as male    **10.3%** identify as non-binary

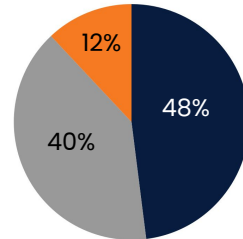
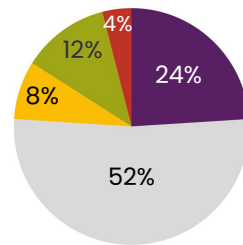
## Teacher Apprenticeships 19 eligible applicants



## MPS-St. Thomas Residency 43 eligible applicants



## MPS Academy 25 eligible applicants

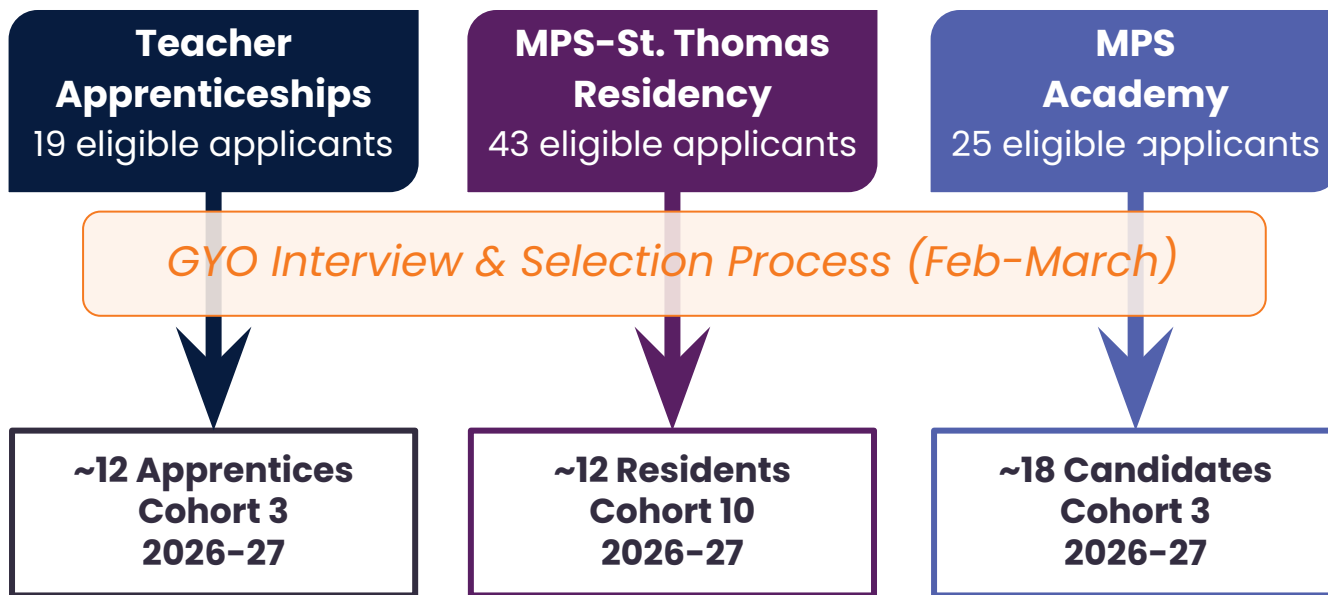


- Black
- White
- Latine
- American Indian or Alaskan Native
- Asian
- Prefer not to Answer
- Multiple selected

- Male
- Female
- Non-Binary
- Prefer not to Answer

# Next Steps

**1 Immediate (Q3-Q4):** Complete interview and selection process for the 2026-27 grow your own cohorts



**2 Ongoing & Future:**  
Increase applicants from underrepresented groups in future cohorts

# Progress Report on Prioritized Strategy 4.1

## Strategic Goal

## Prioritized Strategies

## Planned Initiatives/Work

### Goal 4

School and  
Building  
Climate



**4.1** Fully implement the climate framework to ensure all district staff, parents, and students feel heard, valued and respected.

Continuing Implementation of the Climate Framework

Refining the Equity & School Climate Teams

**Implementation of a District-Wide Climate Survey**

# School Climate Student Survey Overview

## Overview

The School Climate Student Survey asks students in grades 3 to 12 in MPS to reflect on their experiences in school with adults, their peers, and their own emotional development.

**15,877 students** who submitted a response to the School Climate Student Survey in the fall of 2025, which is **76% response rate**.

This information is used to guide school communities in creating the best possible learning environments for the students they serve.

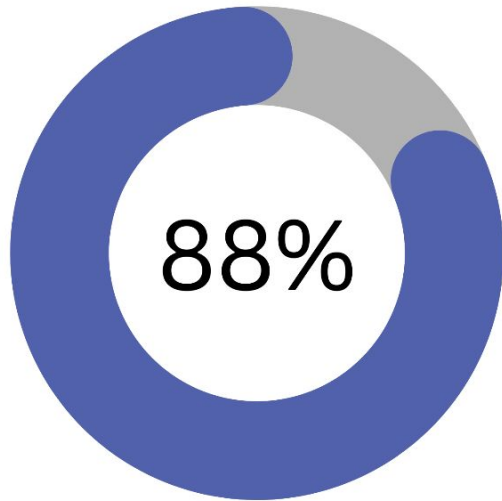
## Survey Categories

- **Adult-Student Relationships:** How students rate their interactions and experiences with adults at their school.
- **Peer-Peer Relationships:** How students rate their interactions and experiences with peers at their schools.
- **Student Self-Development:** How students perceive their comfort with and the use of social-emotional skills, including managing difficult emotions.
- **Student Self-Reflection:** What students need help with right now and feel most confident about.

# Overall Positive Responses by Category

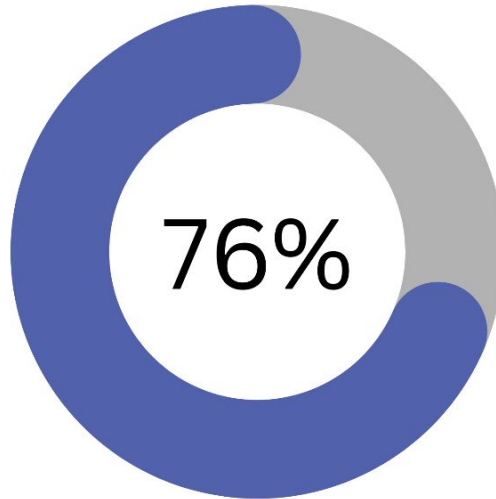
## Adult-Student Relationships

How students rate their interactions and experiences with adults at their school.



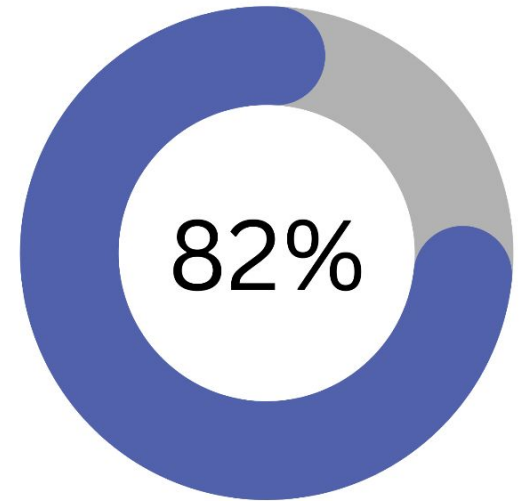
## Peer-Peer Relationships

How students rate their interactions and experiences with peers at their schools.



## Student Self-Development

How students perceive their comfort with and the use of social-emotional skills, including managing difficult emotions.



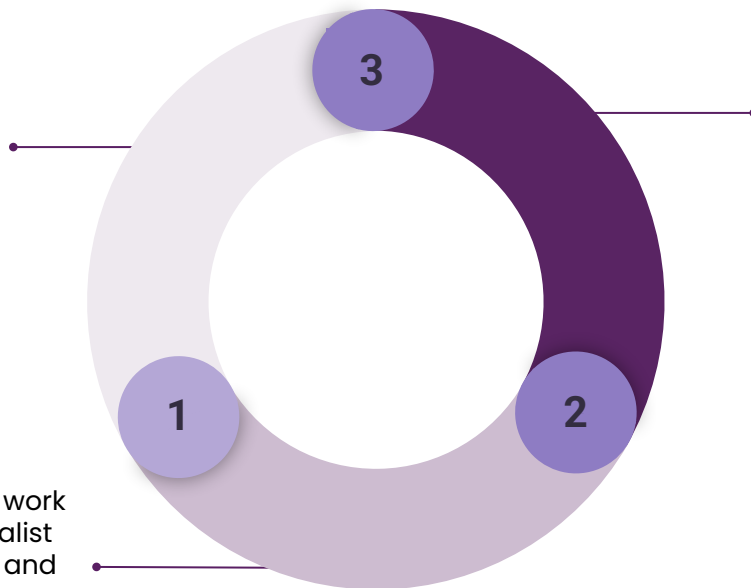
# Site Based Follow-Up

## 1. Site Based Equity Team

Equity and School Climate Coordinators review school specific survey data first with the principal, next with the site based equity team using the Objective Reflective Interpretive Decisional (ORID) data protocol, and the Equity and School Climate Team Guidance.

## 2. School Improvement Plan Collaboration

Equity and School Climate Coordinators work with the School Improvement Plan specialist and equity team to support goal setting and strategy development.



## 3. Direct Engagement

Equity and School Climate Coordinators work with the site based equity team to monitor strategy implementation and engage areas of need.

# Site Based Follow-Up



**PRATT**  
ELEMENTARY SCHOOL

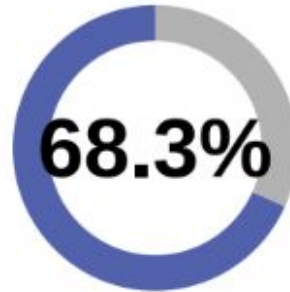
## Positive Adult-Student Relationships Average Score

(Comprised of Questions 1-6)



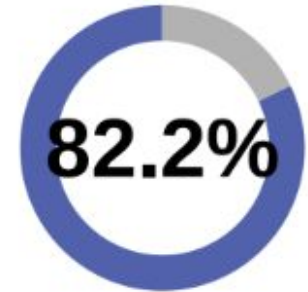
## Positive Peer-Peer Average Score

(Comprised of Questions 7-12)



## Positive Self-Development Average Score

(Comprised of Questions 13-16)



# Site Based Follow-Up



1. **Principal and Equity Team:** Discussed site specific results with principal and Equity Team.
2. **SIP Collaboration:** Aligned SIP goal(s) with specific survey data outcomes.
3. **Direct Engagement:** Facilitated collaboration between principal and Engagement Team to build out an engagement path, held a community engagement event at Brian Coyle center.

# Ongoing Strategic Plan Monitoring



## What you can expect this year:

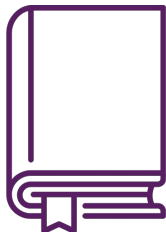
- Continued monitoring of strategic plan goals throughout the year
- Focused updates; sharing timely data as it is made available
- Adjustments to our work as new data come in
- Next update: June 2026

# Questions?

# Appendix

## Literacy K-8

### Literacy



### Students At or Above Benchmark (%)

	Year 1 22-23			Year 2 23-24			Year 3 24-25			Year 4 25-26		
	F	W	S	F	W	S	F	W	S	F	W	S
Grades K-1 Overall	53%	45%	50%	52%	45%	49%	48%	44%	47%	48%	47%	
Grades 2-5 Overall	47%	46%	44%	48%	42%	43%	46%	43%	43%	46%	47%	
Grades 6-8 Overall	50%	49%	47%	51%	48%	51%	48%	47%	42%	50%	57%	

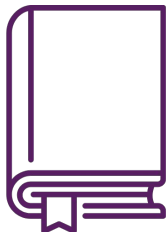
### Students Making One Year or More of Expected Growth (%)

	Year 1 22-23		Year 2 23-24		Year 3 24-25		Year 4 25-26	
	F-W	F-S	F-W	F-S	F-W	F-S	F-W	F-S
Grades K-1 Overall	47%	55%	51%	53%	46%	49%	45%	
Grades 2-5 Overall	53%	44%	45%	40%	47%	42%	47%	
Grades 6-8 Overall	55%	33%	38%	31%	42%	31%	42%	

FastBridge earlyReading and aReading are universal screening assessments for students in grades K-8. These assessments are given three times a year: Fall (F), Winter (W), and Spring (S). Growth is calculated between Fall and Winter (F-W) and Fall and Spring (F-S).

## Literacy K-1: FastBridge earlyReading Students At or Above Benchmark (%)

### Literacy



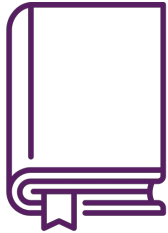
	Year 1 22-23			Year 2 23-24			Year 3 24-25			Year 4 25-26		
	F	W	S	F	W	S	F	W	S	F	W	S
<b>Grades K-1 Overall</b>	<b>53%</b>	<b>45%</b>	<b>50%</b>	<b>52%</b>	<b>45%</b>	<b>49%</b>	<b>48%</b>	<b>44%</b>	<b>47%</b>	<b>48%</b>	<b>47%</b>	
American Indian	29%	20%	26%	31%	25%	26%	27%	25%	26%	35%	27%	
Asian	45%	33%	40%	45%	33%	41%	46%	37%	39%	40%	39%	
Black or African American	36%	28%	34%	40%	30%	33%	37%	31%	33%	39%	32%	
Hawaiian/Pacific Islander	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	
Hispanic	25%	24%	26%	25%	18%	23%	16%	15%	19%	20%	22%	
Two or More	55%	49%	52%	54%	49%	52%	60%	56%	57%	62%	59%	
White	72%	62%	68%	70%	66%	71%	70%	65%	69%	68%	67%	
English Learner Services	26%	22%	27%	24%	19%	23%	16%	16%	18%	17%	20%	
Special Education Services	38%	27%	29%	34%	26%	30%	33%	26%	26%	33%	27%	
Free or Reduced Lunch	33%	27%	32%	35%	27%	31%	32%	27%	29%	32%	29%	
Homeless or Highly Mobile	19%	12%	20%	20%	13%	16%	21%	14%	18%	21%	19%	

FastBridge earlyReading is a universal screening assessment for students in grades K and 1. It is given three times a year: Fall (F), Winter (W), and Spring (S).

## Literacy K-1: FastBridge earlyReading

### Students Making One Year or More of Expected Growth (%)

## Literacy

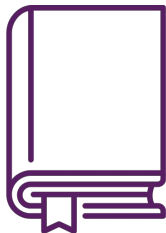


	Year 1 22-23		Year 2 23-24		Year 3 24-25		Year 4 25-26	
	F-W	F-S	F-W	F-S	F-W	F-S	F-W	F-S
<b>Grades K-1 Overall</b>	<b>47%</b>	<b>55%</b>	<b>51%</b>	<b>53%</b>	<b>46%</b>	<b>49%</b>	<b>45%</b>	
American Indian	30%	38%	36%	32%	32%	41%	32%	
Asian	41%	44%	47%	57%	34%	40%	35%	
Black or African American	38%	45%	41%	41%	39%	37%	35%	
Hawaiian/Pacific Islander	<10	<10	<10	<10	<10	<10	<10	
Hispanic	39%	47%	38%	39%	32%	36%	34%	
Two or More	54%	59%	51%	52%	47%	50%	48%	
White	55%	65%	63%	66%	57%	61%	57%	
English Learner Services	38%	47%	40%	40%	33%	35%	32%	
Special Education Services	36%	41%	38%	38%	35%	35%	33%	
Free or Reduced Lunch	38%	45%	41%	41%	37%	38%	35%	
Homeless or Highly Mobile	28%	39%	32%	29%	27%	27%	28%	

FastBridge earlyReading is a universal screening assessment for students in grades K and 1. It is given three times a year: Fall (F), Winter (W), and Spring (S). Growth is calculated between Fall and Winter (F-W) and Fall and Spring (F-S).

## Literacy 2-5: FastBridge aReading Students At or Above Benchmark (%)

### Literacy



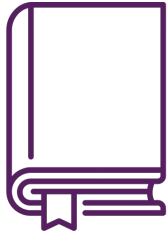
	Year 1 22-23			Year 2 23-24			Year 3 24-25			Year 4 25-26		
	F	W	S	F	W	S	F	W	S	F	W	S
<b>Grades 2-5 Overall</b>	<b>47%</b>	<b>46%</b>	<b>44%</b>	<b>48%</b>	<b>42%</b>	<b>43%</b>	<b>46%</b>	<b>43%</b>	<b>43%</b>	<b>46%</b>	<b>47%</b>	
American Indian	26%	21%	22%	26%	19%	20%	29%	22%	24%	30%	27%	
Asian	32%	30%	26%	31%	29%	27%	33%	25%	28%	32%	29%	
Black or African American	25%	22%	20%	26%	18%	20%	24%	19%	18%	24%	20%	
Hawaiian/Pacific Islander	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	
Hispanic	23%	20%	17%	18%	14%	13%	16%	13%	15%	17%	18%	
Two or More	54%	54%	52%	57%	53%	54%	57%	53%	53%	56%	52%	
White	76%	76%	76%	78%	75%	78%	77%	76%	78%	77%	76%	
English Learner Services	11%	8%	7%	8%	5%	4%	6%	4%	5%	7%	7%	
Special Education Services	23%	21%	21%	24%	22%	24%	25%	24%	23%	26%	24%	
Free or Reduced Lunch	26%	23%	21%	25%	19%	20%	25%	19%	20%	25%	22%	
Homeless or Highly Mobile	14%	10%	8%	8%	7%	6%	13%	10%	9%	11%	11%	

FastBridge aReading is a universal screening assessment for students in grades 2-8. It is given three times a year: Fall (F), Winter (W), and Spring (S).

## Literacy 2–5: FastBridge aReading

### Students Making One Year or More of Expected Growth (%)

## Literacy

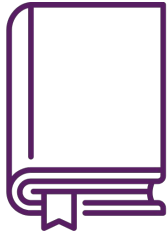


	Year 1 22–23		Year 2 23–24		Year 3 24–25		Year 4 25–26	
	F–W	F–S	F–W	F–S	F–W	F–S	F–W	F–S
<b>Grades 2–5 Overall</b>	<b>53%</b>	<b>44%</b>	<b>45%</b>	<b>40%</b>	<b>47%</b>	<b>42%</b>	<b>47%</b>	
American Indian	40%	38%	38%	31%	38%	33%	39%	
Asian	44%	34%	36%	32%	40%	34%	43%	
Black or African American	44%	34%	38%	32%	40%	33%	39%	
Hawaiian/Pacific Islander	<10	<10	<10	<10	<10	<10	<10	
Hispanic	43%	38%	39%	36%	41%	40%	42%	
Two or More	55%	43%	46%	43%	46%	40%	46%	
White	64%	54%	52%	46%	56%	51%	55%	
English Learner Services	41%	38%	41%	36%	41%	41%	40%	
Special Education Services	45%	46%	41%	38%	45%	39%	42%	
Free or Reduced Lunch	44%	37%	40%	34%	41%	37%	41%	
Homeless or Highly Mobile	38%	36%	38%	35%	42%	39%	39%	

FastBridge aReading is a universal screening assessment for students in grades 2–8. It is given three times a year: Fall (F), Winter (W), and Spring (S). Growth is calculated between Fall and Winter (F–W) and Fall and Spring (F–S).

## Literacy 6–8: FastBridge aReading Students At or Above Benchmark (%)

### Literacy



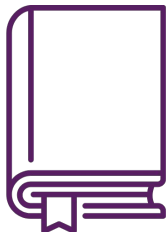
	Year 1 22–23			Year 2 23–24			Year 3 24–25			Year 4 25–26		
	F	W	S	F	W	S	F	W	S	F	W	S
<b>Grades 6–8 Overall</b>	<b>50%</b>	<b>49%</b>	<b>47%</b>	<b>51%</b>	<b>48%</b>	<b>51%</b>	<b>48%</b>	<b>47%</b>	<b>42%</b>	<b>50%</b>	<b>57%</b>	
American Indian	27%	29%	31%	36%	28%	32%	30%	31%	28%	34%	33%	
Asian	45%	39%	37%	40%	39%	38%	38%	35%	28%	42%	44%	
Black or African American	24%	24%	22%	26%	22%	25%	25%	22%	22%	24%	26%	
Hawaiian/Pacific Islander	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	
Hispanic	22%	21%	20%	20%	19%	18%	15%	15%	15%	19%	30%	
Two or More	58%	56%	55%	66%	63%	69%	62%	64%	60%	63%	66%	
White	81%	82%	79%	83%	82%	82%	82%	82%	79%	85%	86%	
English Learner Services	3%	3%	4%	3%	3%	3%	2%	2%	2%	2%	9%	
Special Education Services	18%	18%	17%	22%	20%	24%	23%	22%	17%	27%	30%	
Free or Reduced Lunch	25%	25%	25%	28%	24%	26%	24%	23%	21%	26%	30%	
Homeless or Highly Mobile	13%	11%	13%	14%	9%	13%	11%	10%	11%	10%	18%	

FastBridge aReading is a universal screening assessment for students in grades 2–8. It is given three times a year: Fall (F), Winter (W), and Spring (S).

## Literacy 6-8: FastBridge aReading

### Students Making One Year or More of Expected Growth (%)

## Literacy



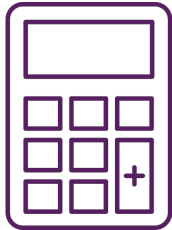
	Year 1 22-23		Year 2 23-24		Year 3 24-25		Year 4 25-26	
	F-W	F-S	F-W	F-S	F-W	F-S	F-W	F-S
<b>Grades 6-8 Overall</b>	<b>55%</b>	<b>33%</b>	<b>38%</b>	<b>31%</b>	<b>42%</b>	<b>31%</b>	<b>42%</b>	
American Indian	41%	34%	30%	25%	36%	24%	36%	
Asian	49%	30%	34%	32%	38%	40%	42%	
Black or African American	39%	27%	31%	25%	36%	25%	34%	
Hawaiian/Pacific Islander	<10	<10	<10	<10	<10	<10	<10	
Hispanic	40%	27%	32%	28%	37%	35%	43%	
Two or More	59%	30%	43%	31%	45%	27%	43%	
White	72%	40%	45%	34%	47%	32%	46%	
English Learner Services	33%	25%	28%	30%	37%	36%	40%	
Special Education Services	41%	34%	27%	25%	31%	27%	34%	
Free or Reduced Lunch	41%	29%	32%	26%	37%	29%	37%	
Homeless or Highly Mobile	35%	32%	29%	29%	33%	29%	35%	

FastBridge aReading is a universal screening assessment for students in grades 2-8. It is given three times a year: Fall (F), Winter (W), and Spring (S). Growth is calculated between Fall and Winter (F-W) and Fall and Spring (F-S).

## Math K-8

Universal screening using earlyMath for K-1 was not yet in place.

### Math



### Students At or Above Benchmark (%)

	Year 1 22-23			Year 2 23-24			Year 3 24-25			Year 4 25-26		
	F	W	S	F	W	S	F	W	S	F	W	S
Grades K-1 Overall	n/a	n/a	n/a	63%	60%	59%	62%	60%	60%	61%	66%	
Grades 2-5 Overall	43%	43%	40%	44%	43%	41%	43%	42%	40%	42%	47%	
Grades 6-8 Overall	38%	34%	33%	40%	31%	31%	40%	34%	34%	41%	43%	

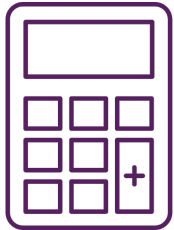
### Students Making One Year or More of Expected Growth (%)

	Year 1 22-23		Year 2 23-24		Year 3 24-25		Year 4 25-26	
	F-W	F-S	F-W	F-S	F-W	F-S	F-W	F-S
Grades K-1 Overall	n/a	n/a	57%	53%	52%	51%	56%	
Grades 2-5 Overall	52%	47%	52%	47%	49%	43%	51%	
Grades 6-8 Overall	38%	38%	32%	36%	34%	41%	38%	

FastBridge earlyMath and aMath are universal screening assessments for students in grades K-8. These assessments are given three times a year: Fall (F), Winter (W), and Spring (S). Growth is calculated between Fall and Winter (F-W) and Fall and Spring (F-S).

## Math K-1: FastBridge earlyMath Students At or Above Benchmark (%)

### Math



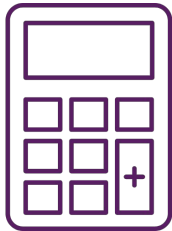
	Year 1 22-23			Year 2 23-24			Year 3 24-25			Year 4 25-26		
	F	W	S	F	W	S	F	W	S	F	W	S
<b>Grades K-1 Overall</b>	Universal screening using earlyMath for K-1 was not yet in place.			<b>63%</b>	<b>60%</b>	<b>59%</b>	<b>62%</b>	<b>60%</b>	<b>60%</b>	<b>61%</b>	<b>66%</b>	
American Indian				51%	47%	42%	46%	44%	41%	46%	46%	
Asian				57%	49%	53%	55%	55%	53%	51%	56%	
Black or African American				52%	42%	41%	48%	43%	42%	48%	46%	
Hawaiian/Pacific Islander				<10	<10	<10	<10	<10	<10	<10	<10	
Hispanic				33%	33%	37%	33%	38%	39%	37%	45%	
Two or More				69%	66%	66%	77%	72%	69%	72%	76%	
White				83%	85%	83%	83%	84%	83%	83%	86%	
English Learner Services				32%	29%	33%	29%	33%	35%	31%	39%	
Special Education Services				44%	35%	39%	43%	43%	42%	44%	43%	
Free or Reduced Lunch				46%	40%	41%	45%	43%	43%	45%	47%	
Homeless or Highly Mobile	31%	29%	28%	30%	33%	32%	35%	35%				

FastBridge earlyMath is a universal screening assessment for students in grades K and 1. It is given three times a year: Fall (F), Winter (W), and Spring (S).

## Math K-1: FastBridge earlyMath

### Students Making One Year or More of Expected Growth (%)

## Math

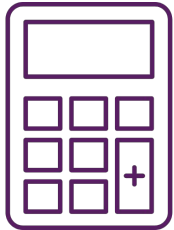


	Year 1 22-23		Year 2 23-24		Year 3 24-25		Year 4 25-26	
	F-W	F-S	F-W	F-S	F-W	F-S	F-W	F-S
<b>Grades K-1 Overall</b>	Universal screening using earlyMath for K-1 was not yet in place.		<b>57%</b>	<b>53%</b>	<b>52%</b>	<b>51%</b>	<b>56%</b>	
American Indian			48%	44%	45%	41%	39%	
Asian			52%	53%	46%	45%	53%	
Black or African American			42%	37%	40%	40%	42%	
Hawaiian/Pacific Islander			<10	<10	<10	<10	<10	
Hispanic			53%	53%	48%	47%	50%	
Two or More			58%	54%	54%	54%	58%	
White			66%	62%	62%	60%	66%	
English Learner Services			50%	50%	45%	46%	49%	
Special Education Services			41%	42%	42%	42%	47%	
Free or Reduced Lunch	47%	44%	44%	44%	45%			
Homeless or Highly Mobile	42%	38%	38%	38%	37%			

FastBridge earlyMath is a universal screening assessment for students in grades K and 1. It is given three times a year: Fall (F), Winter (W), and Spring (S). Growth is calculated between Fall and Winter (F-W) and Fall and Spring (F-S).

## Math 2–5: FastBridge aMath Students At or Above Benchmark (%)

### Math



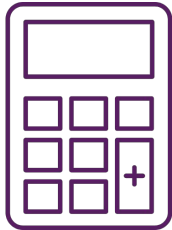
	Year 1 22–23			Year 2 23–24			Year 3 24–25			Year 4 25–26		
	F	W	S	F	W	S	F	W	S	F	W	S
<b>Grades 2–5 Overall</b>	<b>43%</b>	<b>43%</b>	<b>40%</b>	<b>44%</b>	<b>43%</b>	<b>41%</b>	<b>43%</b>	<b>42%</b>	<b>40%</b>	<b>42%</b>	<b>47%</b>	
American Indian	17%	18%	15%	19%	18%	17%	21%	19%	20%	19%	21%	
Asian	29%	31%	31%	30%	33%	34%	33%	33%	33%	33%	37%	
Black or African American	16%	16%	15%	17%	16%	16%	16%	16%	15%	15%	16%	
Hawaiian/Pacific Islander	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	
Hispanic	19%	19%	17%	17%	16%	15%	16%	15%	15%	16%	21%	
Two or More	48%	50%	47%	52%	50%	49%	52%	50%	47%	48%	51%	
White	75%	75%	72%	76%	78%	76%	76%	76%	75%	76%	77%	
English Learner Services	9%	11%	11%	10%	10%	10%	8%	9%	9%	8%	12%	
Special Education Services	21%	22%	20%	24%	24%	25%	25%	26%	24%	25%	28%	
Free or Reduced Lunch	19%	19%	18%	20%	19%	19%	19%	19%	17%	19%	20%	
Homeless or Highly Mobile	8%	6%	5%	5%	4%	6%	10%	8%	7%	8%	7%	

FastBridge aMath is a universal screening assessment for students in grades 2–8. It is given three times a year: Fall (F), Winter (W), and Spring (S).

## Math 2–5: FastBridge aMath

### Students Making One Year or More of Expected Growth (%)

## Math

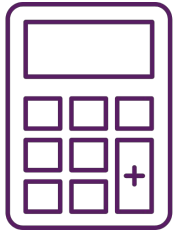


	Year 1 22–23		Year 2 23–24		Year 3 24–25		Year 4 25–26	
	F–W	F–S	F–W	F–S	F–W	F–S	F–W	F–S
<b>Grades 2–5 Overall</b>	<b>52%</b>	<b>47%</b>	<b>52%</b>	<b>47%</b>	<b>49%</b>	<b>43%</b>	<b>51%</b>	
American Indian	39%	40%	40%	41%	36%	34%	40%	
Asian	44%	52%	48%	54%	46%	50%	57%	
Black or African American	41%	42%	44%	41%	40%	38%	42%	
Hawaiian/Pacific Islander	<10	<10	<10	<10	<10	<10	<10	
Hispanic	46%	49%	47%	48%	44%	43%	42%	
Two or More	52%	48%	53%	48%	47%	41%	51%	
White	63%	50%	61%	51%	60%	47%	60%	
English Learner Services	44%	53%	47%	48%	44%	45%	44%	
Special Education Services	46%	49%	46%	46%	46%	40%	46%	
Free or Reduced Lunch	43%	44%	46%	44%	42%	40%	42%	
Homeless or Highly Mobile	35%	40%	43%	45%	41%	43%	39%	

FastBridge aMath is a universal screening assessment for students in grades 2–8. It is given three times a year: Fall (F), Winter (W), and Spring (S). Growth is calculated between Fall and Winter (F–W) and Fall and Spring (F–S).

## Math 6–8: FastBridge aMath Students At or Above Benchmark (%)

### Math



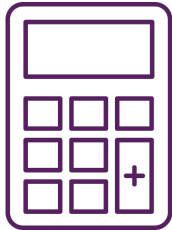
	Year 1 22–23			Year 2 23–24			Year 3 24–25			Year 4 25–26		
	F	W	S	F	W	S	F	W	S	F	W	S
<b>Grades 6–8 Overall</b>	<b>38%</b>	<b>34%</b>	<b>33%</b>	<b>40%</b>	<b>31%</b>	<b>31%</b>	<b>40%</b>	<b>34%</b>	<b>34%</b>	<b>41%</b>	<b>43%</b>	
American Indian	12%	11%	11%	15%	11%	10%	15%	10%	14%	16%	15%	
Asian	36%	28%	32%	38%	30%	25%	39%	31%	30%	37%	31%	
Black or African American	11%	8%	9%	13%	7%	9%	14%	9%	11%	14%	11%	
Hawaiian/Pacific Islander	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	
Hispanic	14%	12%	10%	14%	10%	10%	14%	10%	12%	16%	20%	
Two or More	43%	37%	37%	48%	39%	38%	52%	47%	48%	50%	49%	
White	68%	64%	63%	71%	61%	62%	73%	66%	69%	75%	71%	
English Learner Services	2%	2%	1%	4%	2%	3%	4%	2%	2%	4%	6%	
Special Education Services	12%	10%	9%	14%	10%	11%	18%	14%	13%	21%	20%	
Free or Reduced Lunch	14%	11%	11%	16%	10%	11%	16%	12%	13%	17%	16%	
Homeless or Highly Mobile	5%	4%	5%	8%	2%	3%	6%	4%	6%	4%	6%	

FastBridge aMath is a universal screening assessment for students in grades 2–8. It is given three times a year: Fall (F), Winter (W), and Spring (S).

## Math 6–8: FastBridge aMath

### Students Making One Year or More of Expected Growth (%)

## Math

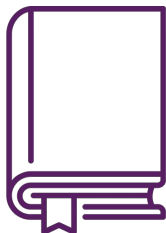


	Year 1 22–23		Year 2 23–24		Year 3 24–25		Year 4 25–26	
	F–W	F–S	F–W	F–S	F–W	F–S	F–W	F–S
<b>Grades 6–8 Overall</b>	<b>38%</b>	<b>38%</b>	<b>32%</b>	<b>36%</b>	<b>34%</b>	<b>41%</b>	<b>38%</b>	
American Indian	28%	26%	32%	30%	25%	27%	30%	
Asian	42%	38%	40%	37%	43%	41%	42%	
Black or African American	37%	30%	34%	29%	34%	32%	39%	
Hawaiian/Pacific Islander	<10	<10	<10	<10	<10	<10	<10	
Hispanic	34%	29%	37%	31%	36%	38%	43%	
Two or More	38%	47%	33%	38%	31%	39%	38%	
White	41%	46%	28%	42%	34%	50%	36%	
English Learner Services	35%	28%	41%	33%	40%	38%	49%	
Special Education Services	36%	32%	33%	29%	33%	36%	36%	
Free or Reduced Lunch	36%	30%	35%	30%	34%	34%	40%	
Homeless or Highly Mobile	32%	36%	40%	33%	38%	32%	40%	

FastBridge aMath is a universal screening assessment for students in grades 2–8. It is given three times a year: Fall (F), Winter (W), and Spring (S). Growth is calculated between Fall and Winter (F–W) and Fall and Spring (F–S).

## Spanish Literacy K-8

### Spanish Literacy



### Students At or Above Benchmark (%)

	Year 1 22-23			Year 2 23-24			Year 3 24-25			Year 4 25-26			
	F	W	S	F	W	S	F	W	S	F	W	S	
Grades K-1 Overall	Universal screening in Spanish using Star was not yet in place.						49%	57%	57%	67%	71%		
Grades 2-5 Overall	Universal screening in Spanish using Star was not yet in place.						47%	52%	54%	49%	30%		
Grades 6-8 Overall	Universal screening in Spanish using Star was not yet in place.						60%	65%	61%	58%	35%		

### Students Making One Year or More of Expected Growth (%)

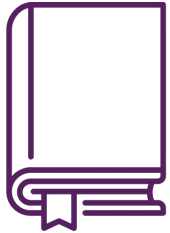
	Year 1 22-23		Year 2 23-24		Year 3 24-25		Year 4 25-26	
	F-W	F-S	F-W	F-S	F-W	F-S	F-W	F-S
Grades K-1 Overall	Universal screening in Spanish using Star was not yet in place.				41%	45%	47%	
Grades 2-5 Overall	Universal screening in Spanish using Star was not yet in place.				51%	56%	55%	
Grades 6-8 Overall	Universal screening in Spanish using Star was not yet in place.				56%	56%	61%	

Star Alfabetización Temprana and Star Lectura are Spanish universal screening assessments for students in grades K-8. These assessments are given three times a year: Fall (F), Winter (W), and Spring (S). Growth is calculated between Fall and Winter (F-W) and Fall and Spring (F-S).

Note: Dual language schools were heavily impacted by federal enforcement during the winter screening period of 25-26.

## Spanish Literacy K-1: Star Alfabetización Temprana Students At or Above Benchmark (%)

### Spanish Literacy



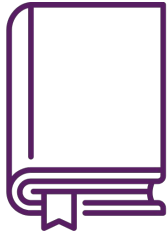
	Year 1 22-23			Year 2 23-24			Year 3 24-25			Year 4 25-26			
	F	W	S	F	W	S	F	W	S	F	W	S	
<b>Grades K-1 Overall</b>	Universal screening in Spanish using Star was not yet in place.						<b>49%</b>	<b>57%</b>	<b>57%</b>	<b>67%</b>	<b>71%</b>		
American Indian							<10	<10	<10	<10	<10		
Asian							<10	<10	<10	<10	<10		
Black or African American							35%	32%	44%	45%	50%		
Hawaiian/Pacific Islander							<10	<10	<10	<10	<10		
Hispanic							43%	51%	49%	63%	66%		
Two or More							64%	79%	71%	86%	90%		
White							66%	75%	82%	81%	83%		
English Learner Services							38%	47%	44%	60%	59%		
Special Education Services							30%	40%	35%	52%	51%		
Free or Reduced Lunch							41%	50%	51%	62%	62%		
Homeless or Highly Mobile							17%	48%	45%	36%	<10		

Star Alfabetización Temprana is a universal screening assessment for students in grades K and 1. It is given three times a year: Fall (F), Winter (W), and Spring (S).

Note: Dual language schools were heavily impacted by federal enforcement during the winter screening period of 25-26.

## Spanish Literacy K-1: Star Alfabetización Temprana Students Making One Year or More of Expected Growth (%)

### Spanish Literacy



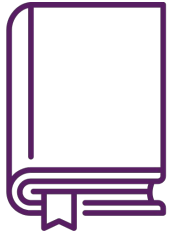
	Year 1 22-23		Year 2 23-24		Year 3 24-25		Year 4 25-26	
	F-W	F-S	F-W	F-S	F-W	F-S	F-W	F-S
<b>Grades K-1 Overall</b>	Universal screening in Spanish using Star was not yet in place.				<b>41%</b>	<b>45%</b>	<b>47%</b>	
American Indian					<10	<10	<10	
Asian					<10	<10	<10	
Black or African American					14%	39%	33%	
Hawaiian/Pacific Islander					<10	<10	<10	
Hispanic					38%	40%	46%	
Two or More					57%	57%	<10	
White					50%	61%	52%	
English Learner Services					37%	37%	34%	
Special Education Services					28%	32%	32%	
Free or Reduced Lunch					38%	38%	39%	
Homeless or Highly Mobile							57%	41%

Star Alfabetización Temprana is a universal screening assessment for students in grades K and 1. It is given three times a year: Fall (F), Winter (W), and Spring (S). Growth is calculated between Fall and Winter (F-W) and Fall and Spring (F-S).

Note: Dual language schools were heavily impacted by federal enforcement during the winter screening period of 25-26.

## Spanish Literacy 2-5: Star Lectura Students At or Above Benchmark (%)

## Spanish Literacy



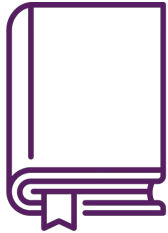
	Year 1 22-23			Year 2 23-24			Year 3 24-25			Year 4 25-26			
	F	W	S	F	W	S	F	W	S	F	W	S	
<b>Grades 2-5 Overall</b>	Universal screening in Spanish using Star was not yet in place.						<b>47%</b>	<b>52%</b>	<b>54%</b>	<b>49%</b>	<b>30%</b>		
American Indian							31%	26%	43%	31%	<10		
Asian							<10	<10	<10	<10	<10		
Black or African American							11%	30%	21%	25%	4%		
Hawaiian/Pacific Islander							<10	<10	<10	<10	<10		
Hispanic							45%	50%	51%	48%	29%		
Two or More							39%	40%	48%	39%	13%		
White							59%	66%	66%	57%	36%		
English Learner Services							42%	46%	48%	43%	27%		
Special Education Services							19%	23%	21%	26%	13%		
Free or Reduced Lunch							39%	43%	45%	42%	26%		
Homeless or Highly Mobile							48%	34%	47%	42%	33%		

Star Lectura is a universal screening assessment for students in grades 2-8. It is given three times a year: Fall (F), Winter (W), and Spring (S).

## Spanish Literacy 2-5: Star Lectura

### Students Making One Year or More of Expected Growth (%)

# Spanish Literacy



	Year 1 22-23		Year 2 23-24		Year 3 24-25		Year 4 25-26	
	F-W	F-S	F-W	F-S	F-W	F-S	F-W	F-S
<b>Grades 2-5 Overall</b>	Universal screening in Spanish using Star was not yet in place.				<b>51%</b>	<b>56%</b>	<b>55%</b>	
American Indian					31%	43%	<10	
Asian					<10	<10	<10	
Black or African American					44%	32%	39%	
Hawaiian/Pacific Islander					<10	<10	<10	
Hispanic					51%	56%	55%	
Two or More					44%	55%	45%	
White					57%	59%	60%	
English Learner Services					50%	56%	59%	
Special Education Services					42%	36%	43%	
Free or Reduced Lunch					48%	52%	56%	
Homeless or Highly Mobile					32%	49%	71%	

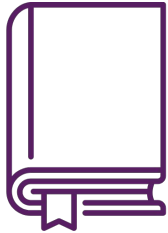
Star Lectura is a universal screening assessment for students in grades 2-8. It is given three times a year: Fall (F), Winter (W), and Spring (S). Growth is calculated between Fall and Winter (F-W) and Fall and Spring (F-S).

Note: Dual language schools were heavily impacted by federal enforcement during the winter screening period of 25-26.

## Spanish Literacy 6-8: Star Lectura

### Students Making One Year or More of Expected Growth (%)

# Spanish Literacy

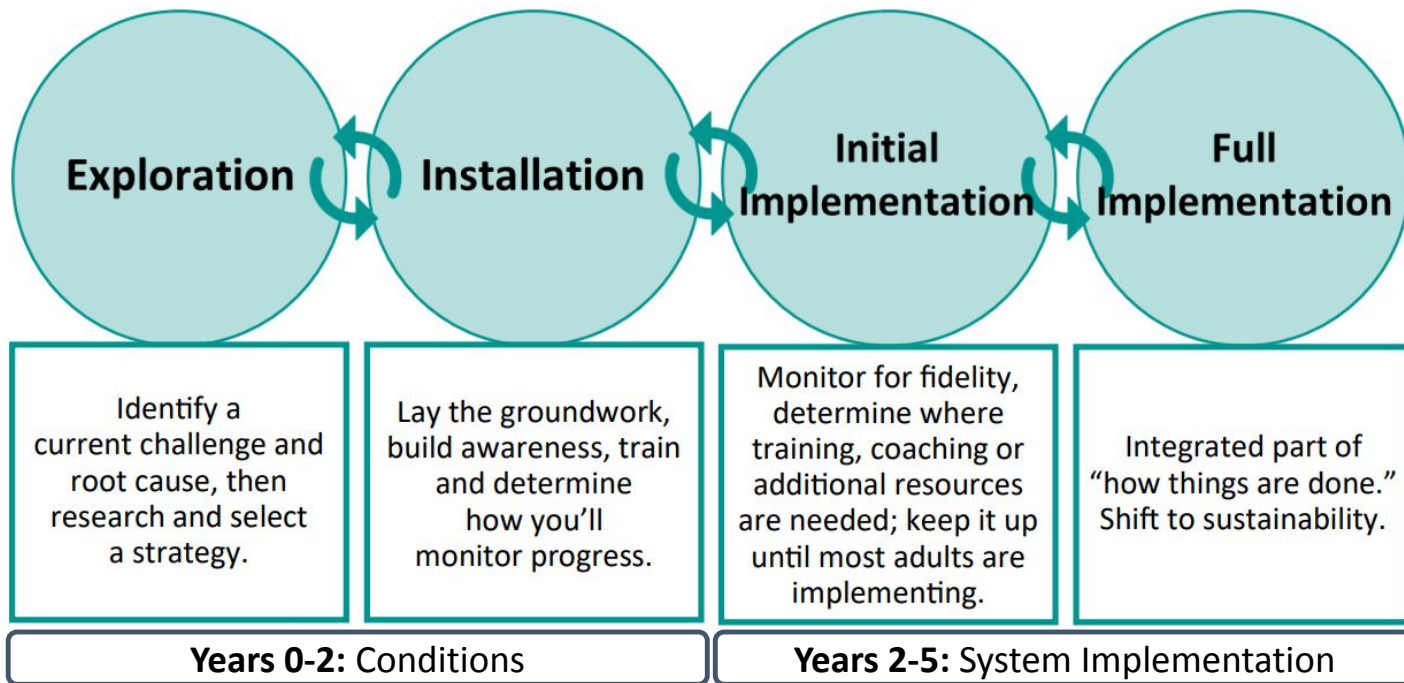


	Year 1 22-23		Year 2 23-24		Year 3 24-25		Year 4 25-26	
	F-W	F-S	F-W	F-S	F-W	F-S	F-W	F-S
<b>Grades 6-8 Overall</b>	Universal screening in Spanish using Star was not yet in place.				<b>56%</b>	<b>56%</b>	<b>61%</b>	
American Indian					<10	<10	<10	
Asian					<10	<10	<10	
Black or African American					<10	<10	<10	
Hawaiian/Pacific Islander					<10	<10	<10	
Hispanic					56%	58%	57%	
Two or More					<10	<10	73%	
White					60%	47%	65%	
English Learner Services					53%	54%	58%	
Special Education Services					50%	41%	57%	
Free or Reduced Lunch					56%	56%	57%	
Homeless or Highly Mobile							42%	50%

Star Lectura is a universal screening assessment for students in grades 2-8. It is given three times a year: Fall (F), Winter (W), and Spring (S). Growth is calculated between Fall and Winter (F-W) and Fall and Spring (F-S).

Note: Dual language schools were heavily impacted by federal enforcement during the winter screening period of 25-26.

# Implementation Science Framework



# Fiscal Year 27 (2026-27) Budget Development Process Update

## Regular Business Meeting

March 10, 2026



# Agenda



1. Presentation Goals and Reminders
2. Revenue Change Items
3. Process and Timeline Review
4. Status Updates
5. Proposed Fund 1 Balanced Budget and Allocations Review
6. Opportunities and Potential Liabilities
7. Next Steps
8. Questions and Discussion

# Presentation Goals

1

Provide a status update on the various steps in the budget development process

2

Share overview of school and department allocations

3

Increase transparency of financial information, processes, and calculations

# Reminders

- The effect of chronic underfunding of public education and expenses outpacing revenue growth means school districts across the state and country are facing substantial budget gaps
- Obligations (contractual/statutory/grants), commitments (programming/predictable staffing/school configurations), and restrictions (funding source use) dictate where significant portions of funding is used
- Fund balance is not available to close operating budget gaps as it has been in recent years, so expenses must match revenue
- Despite fiscal challenges and resulting reductions, our proposed budget invests in supports, programs, and services in alignment with board values and priorities
- Through board presentations and a forthcoming dedicated budget website, we will increase the amount of available budget information so families, staff, and our community can easily access how their public resources are being used
- School district budget processes are dynamic; we will share updates, including the reasoning, as things inevitably change

# Revenue Change Items

# Revenue Change Items Since 1/22/2026

Item	Impact	Explanation
Compensatory revenue	(\$3,097,179)	State released the comp ed estimations and MPS' overall allocation was a drop from current year/initial FY27 projected amount
Grants	\$9,137,620	Adjustment to align with estimated grant award amounts (includes an Extended School Year (ESY) revenue that had an offsetting expense because it is fully reimbursed)
Funded programs	(\$7,634,033)	The placeholder amount (\$10 million) is adjusted to reflect what is available to be used in the budget
Extended time revenue	(\$223,766)	Adjusted based on detailed analysis and calculation
General education revenue	\$591,346	Increase based on adjusted enrollment numbers
QComp	\$591,429	Increase based on enrollment numbers and MDE calculation
<b>Net Change Since 1/22/2026:</b>		<b>(\$634,584)</b>

Updated to reflect changes since those presented to the Finance Committee on 2/24

# Updated Projected General Fund (Fund 1) Revenue Rollup

Alt. Compensation  
(Q-Comp)\*  
**\$7,813,780**

English Learner (EL)  
**\$17,860,489**

Gifted and Talented  
**\$368,490**

Miscellaneous  
**\$13,535,457**

Pension Adjustment  
**\$8,504,844**

American Indian  
Education Aid  
**\$874,000**

Extended Time\*  
**\$5,593,239**

Grants\*  
**\$19,629,620**

Nonpublic Student  
Transportation Aid  
**\$1,679,770**

State Special  
Education Revenue  
**\$117,160,951**

Basic Education  
Formula\*  
**\$249,154,343**

Federal Special  
Education Aid  
**\$9,429,853**

Integration  
**\$13,112,384**

Operating Capital  
**\$6,693,657**

Student Support  
Personnel Aid  
**\$974,501**

Capital Projects  
Referendum  
**\$36,344,810**

Federal Title  
Programs  
**\$28,226,227**

Library Funding  
**\$333,049**

Other General Levy  
**\$54,139,980**

Compensatory\*  
**\$53,660,392**

Funded Programs\*  
**\$2,365,967**

Literacy Aid  
**\$1,321,332**

Operating  
Referendum  
**\$69,362,611**

Total Current General Fund 1 Projected Revenue (as of 3/3/26): **\$718,139,744**

\* Denotes change from 1/22/2026

# Process and Timeline Review

# Budget Process Overview

## Key Steps/Milestones

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1. Values and priorities set by board
2. Enrollment and revenue projected
3. Expenses projected
4. Balanced budget recommendation developed
5. Department and school allocations proposed
6. Presentation of comprehensive budget
7. Board review
8. Board approval

## Ongoing Activities

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- Share updates with stakeholders via website and newsletters
- Gather community input:
  - Caregiver survey
  - School-specific feedback through site council and other methods
- Updates to finance committee and board
- Direction from finance committee and board

# FY27 Budget Timeline (Overview)

Schools receive budget allocations  
and engage with stakeholders

## Dec-Feb

Board sets priorities. Develop  
school and department budgets

## March

Budget tie-out (BTO)  
closes & budget review

## April

Budget review

## May

First reading  
of budget

## June

Approval of  
the budget

Budget website: [bit.ly/mpsbudget2627](https://bit.ly/mpsbudget2627)

# Status Updates

## School allocations proposed



- Principals received budget allocations on 2/17 and proposed budgets were due 3/6
- Reviewed school allocation methodology and costing at 2/24 finance committee; will cover again at 3/17 work session
- Initial school allocation spreadsheet posted with 2/24 finance committee materials; updated version to be posted with 3/17 work session
- Many school-based expenditures are actually budgeted in department allocations; school allocations alone do not accurately reflect the resources spent in the school
- Minimal changes to methodology, otherwise used base predictable staffing (salary increases)

## Department allocations proposed



- Department leaders received budget allocations the week of 2/17
- Smaller departments completed budget proposals by 2/26; larger departments had until 3/6
- For the FY27 budget, department expenses will be reported by the following categories for transparency and clarity:
  - student support, school support, central operations, or capital
- Plan to review department allocations in greater detail during the 3/17 work session
- Spreadsheet of proposed department allocations will be posted with the 3/17 work session materials

## Achievement & Integration Plan (2026-2029)

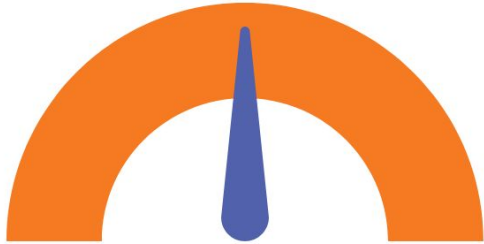
**Almost Complete**



- New three-year plan shifting toward increased support for students
- Plan prioritizes direct to student investments, emphasizing expanded access to college and career readiness opportunities, and strengthened magnet programming
- Stakeholder engagement:
  - District-level planning team
  - Comprehensive Achievement and Civic Readiness advisory committee
  - American Indian Parent Advisory Committee (AIPAC) consultation
- Reviewed with Finance Committee on 2/24
- On agenda for approval this evening

## Review of submitted school and department budgets

In Progress



- As schools and departments submit budgets, staff from Finance, Human Resources, Title, and Special Education conducts reviews to ensure that funds are used as intended and compliant with all applicable requirements
- This process began when the first department budget was submitted and goes through 4/3
- Once these reviews are complete, additional and more specific data will be available about the outcome of school- and department-based decisions made within the allocated amounts

## Personnel processes



### Licensed Staff

- Staff are currently in the process of being notified.
- Next, we move to Interview & Select — the process whereby licensed staff may seek new positions if excessed or interested in exploring new opportunities. Two rounds will occur from April 9 – May 15.
- Matching and Placement follow. External postings may begin as early as May 18 in licensure areas where no excessed staff remain.

### Clerical and ESP

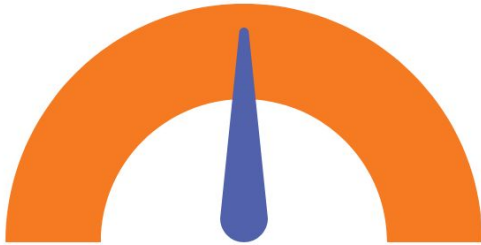
- Staff currently in the process of being notified
- A similar Interview & Select process will occur in early May.

### AMP, MACA, and MAAS

- All staff have been notified
- Vacant positions held beginning March 1 to allow for an internal posting period; all qualified internal bargaining unit candidates automatically receive interviews
- External posting follows; automatic interview requirement remains

## Comprehensive budget recommendation

In Progress



- **3/17 work session:**
  - School allocation methodology and costing (updated spreadsheet to be posted)
  - Department allocations and key changes (spreadsheet of allocations to be posted)
  - Focus on Funds 1, 2, and 4
- **3/24 finance committee meeting:**
  - Additional review of proposed school and department allocations
  - Review proposed capital plan
- **4/21 work session:**
  - Review comprehensive budget proposal
- Budget website will be published on **4/17**
- First reading at **5/12** business meeting
- Vote at **6/9** business meeting

# **Food Service, Community Service, and Capital Fund Updates**

# Fund 2 (Food Service) Update

- Preliminary FY27 revenue estimate is approximately \$24M, but that is highly dependent upon participation and the United States Department of Agriculture's (USDA) reimbursement rate adjustments
- Still assessing FY26 impact of drop in meal participation during online learning in response to federal action (and its carry-forward impact on FY27)
  - Compared with the same month last year, MPS served approximately:
    - January: 130,000 fewer meals and snacks (with 1 less service day)
    - February: 70,000 less meals and snacks (with 1 additional service day)
- Issues we're watching:
  - Rising food costs at a rate faster than inflation
  - Sites with lower enrollment than break-even revenue
  - Potential impact of shortened summer programming

# Fund 4 (Community Service) Update

## **The big items impacting the FY27 Community Service budget are:**

- The potential loss of federal funding including:
  - The Beacons 21st Century Grant from which Community Education Youth Enrichment programming receives about \$1M/year
  - Adult Education Aid of around \$600,000 a year (about 15% of the budget)
- Salary, contract and supply costs are continuing to increase as we attempt to continue providing the same level of service

## **To address these issues we are:**

- Making staff reductions, reassignments, and changes as necessary
- Identifying and implementing more cost effective program models
- Raising fees while keeping costs affordable

# Fund 6 (Capital) Update

- Fund 6, comprised of our Long Term Facilities Maintenance and General Obligation bonds, is largely independent of the annual General Fund budgeting process. Instead, these funds are approved annually by the Board via the Capital Plan approval process.
- These funds are highly restricted and can only be used for certain activities, largely related to construction or large capital purchases (e.g. school buses).
- Issues we're watching:
  - Post-pandemic construction costs continue to rise faster than inflation, though they appear to be moderating. According to one local industry index, construction costs have risen 46% since the start of the pandemic.

# Proposed Fund 1 Balanced Budget and Allocations Review

## Initial Proposed FY27 Fund 1 Budget Summary

- Reductions from projected expenses:
  - \$19,061,057 in school allocations
  - \$33,323,931 in department allocations
- No use of unassigned or assigned fund balance
  - There will be a planned use of QComp restricted fund balance of \$1,240,643

	Fund 1
<b>Total Revenue</b>	<b>\$718.1M</b>
School Allocations (Expense)	\$397.4M
Department Allocations (Expense)	\$321.2M
<b>Total Proposed Expenditures</b>	<b>\$718.6M</b>
<b>Difference</b>	<b>(\$0.50M)</b>
<b><u>Other Sources/Uses of Funds to Balance</u></b>	
Fund Transfer (Fund 4 Chargeback)	\$0.50M
<b>Other Sources/(Uses) of Funds</b>	<b>\$0.50M</b>

## School Allocations by Level

- Includes fund 1 and 4
- Changes to class size required more staffing at the elementary level, which led to greater reductions at secondary levels
- CTE is functionally high school funding as it provides for courses only available to high school students
- Coordinated Early Intervening Services (CEIS) funding is represented in the elementary and K-8 row

Level	Amount
Elementary and K-8	\$213,354,232
Middle	\$55,671,258
High	\$84,011,209
Special and Alternative Sites	\$32,102,406
Career and Technical Education (CTE)	\$3,839,843
Early Childhood Special Education (ECSE)	\$9,570,877
<b>Total</b>	<b>\$398,549,824</b>

## School Allocations by Category

- Every category has salary and benefit cost increases
- A much greater share of compensatory revenue than in prior years is being used to fund lower class sizes, social workers, and counselors
- A key of what funding sources comprises these categories is in appendix

Category	Amount
Academic Programs and Services	\$11,359,722
Achievement and Integration	\$3,308,691
Classroom Staffing	\$153,217,012
Discretionary Funding	\$19,863,547
Early Childhood	\$9,274,123
English Learner Services	\$20,111,280
Grants	\$1,878,476
Office Staffing and Supplies	\$33,620,750
Special Education	\$101,276,687
Student Support Staff	\$15,153,970
Title I	\$16,074,849
Career and Technical Education (CTE)	\$3,839,843
Early Childhood Special Education (ECSE)	\$9,570,877
<b>Total</b>	<b>\$398,549,824</b>

## Department Allocations by Division

- Figures represent general fund 1 only
- Many school-based expenditures are actually budgeted in department allocations
- Represents a reduction of \$33.3 million from initially projected department expenses
- Fund 2 and 6 will go primarily into Operations and Fund 4 into Academics upon final budget presentation

Division	Amount
Academics	\$51,586,742
Finance	\$7,636,532
Human Resources	\$22,044,652
Office of the Deputy Superintendent	\$81,868,549
Office of the General Counsel	\$1,247,373
Office of the Superintendent	\$5,285,942
Operations	\$150,939,985
School Board	\$585,544
<b>Total</b>	<b>\$321,195,319</b>

# Opportunities and Potential Liabilities

# Opportunities

## **State Budget Surplus**

- February state budget forecast shows a surplus of \$3.7 billion for fiscal years 2026-27
- While the politics at the Capitol remain challenging, the improved state budget offers hope for changes to the compensatory revenue formula and a reversal of the cut to special education cross subsidy reduction aid slated for school year 2027-28.

## **More students enrolled than projected would bring additional revenue**

- We are taking steps to promote our schools and vision as part of our ongoing work to increase enrollment
- Please help spread the word: [ExploreMPS.org](https://www.exploremps.org) is a great resource to learn about our schools and get enrolled

## **To further increase our commitment to transparency**

- We will have a new budget website later this spring that will include overall fiscal information and the ability to look at the budget for every school and department

# Potential Liabilities

- Fewer students enrolled than projected would necessitate offsetting reductions in the fall once numbers are known
- Planned reduction of \$250 million of Special Education funding in the next biennium is a significant concern
- Impact of federal immigration enforcement operations, including fewer students than projected in the current year
- Uncertainty about what might happen with federal education funding
- Some employee contracts not yet settled; anything above what is budgeted would increase the projected gap
- Longer range, our expense growth trajectory is expected to substantially outpace our revenue
- If current year expenses exceed revenue, budget adjustments must be made and/or fund balance used
- Impact of inflation or other negative macroeconomic factors

# Next Steps

# Next Steps

- Continue with budget development process
- Monitor and share any changes as a result of:
  - Variations in current year spending and revenue changes from approved budget
  - SY26 and SY27 actual and projected enrollment
  - Projected FY27 revenue sources
- Completion of external FY25 audit (presentation planned next month)
- Analysis of the fund balance
- Research whether planned general fund expenses are allowable to be paid from the Other Post Employment Benefits (OPEB) irrevocable trust

# Stay Connected and Updated



[bit.ly/mpsbudget2627](https://bit.ly/mpsbudget2627)

- Visit our FY27 budget webpage
- Read our newsletters: Family Update, MPS Insider and our Community Newsletter
- Attend Board Finance Committee meetings
- Join the MPS Parent Legislative Action Committee
- For questions about school allocations, reach out to the principal
- Email [answers@mpls.k12.mn.us](mailto:answers@mpls.k12.mn.us)

# Questions and Discussion

# Appendix

# School Allocation Funding Type Key

<b>Academic Programs and Services</b>	5th Grade Instrumental Music; Advanced Academic Programs; Advanced Learner Services; Advancement Via Individual Determination (AVID); International Baccalaureate (IB); Library Media Specialist (LMS); School Within a School Revenue
<b>Achievement and Integration</b>	Magnet Schools; Racially Identifiable Schools
<b>Classroom Staffing</b>	Compensatory Revenue; Referendum; College and Career Readiness Courses; General Revenue
<b>Discretionary Funding</b>	Compensatory Revenue; General Revenue
<b>Early Childhood</b>	Early Learning Scholarship; Other; Title I, Part A; Voluntary Pre-K
<b>English Learner Services</b>	English Learner (EL) Services
<b>Grants</b>	Federal; Local; Other; Private; State

<b>Office Staffing and Supplies</b>	Assistant Principal (AP); Athletic Director; Office Assistant; Principal; Secretary; Security Monitor; Supplies; Translation Services; Transportation Coordinator
<b>Special Education</b>	Citywide Special Education Services (1004); Citywide Special Education Services (5023); Citywide Special Education Services (5024); Special Education Resource Teacher (SERT)
<b>Student Support Staff</b>	Health Services Assistant (HSA); School Counselor; School Social Worker (General Education)
<b>Title I</b>	Title I, Part A; Title I, Part A (Family Involvement); Title I, Part A (Intervention); Title I, Part D

## All Schools

### School Climate Student Survey

2025–26 Fall

### Overview: DISTRICT

The **School Climate Student Survey** asks students in grades 3 to 12 at Minneapolis Public Schools to reflect on their experiences in school with adults, their peers, and their own emotional development. There were **15877** students who submitted a response to the School Climate Student Survey at **ALL SCHOOLS**, which is **76%** of the **21011** total students enrolled in grades 3–12 as of October 10th, 2025.

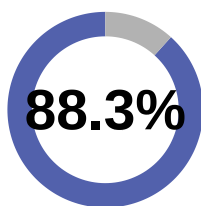
This information should be used to guide school communities in creating the best possible learning environments for the students they serve. For more information on the work of the Equity & School Climate team, please visit the Minneapolis Public Schools' **website**.

### Survey Categories

- **Adult–Student Relationships:** How students rate their interactions and experiences with adults at their school (Questions 1–6).
- **Peer–Peer Relationships:** How students rate their interactions and experiences with peers at their schools (Questions 7–12). Questions 7, 10 and 12 are negative worded questions and are reverse-coded to ensure a higher Positive Peer–Peer Relationships Average Score reflects a stronger presence of Peer–Peer Relationships.
- **Student Self–Development:** How students perceive their comfort with and the use of social–emotional skills, including managing difficult emotions (Questions 13–16).
- **Student Self–Reflection:** What students need help with right now and feel most confident about (Questions 17 and 18 given to students in grades 6–12).

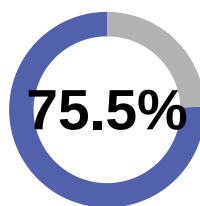
### Summary of Positive Responses by Category

Positive Adult-Student  
Relationships Average Score  
(Comprised of Questions 1-6)\*



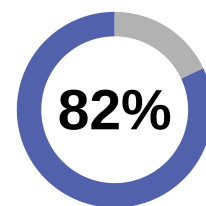
\*87% + 92% + 75% + 86% + 94% + 96% / 6 questions

Positive Peer-Peer  
Average Score  
(Comprised of Questions 7-12)\*



\*80% + 76% + 83% + 74% + 78% + 62% / 6 questions

Positive Self-  
Development Average Score  
(Comprised of Questions 13-16)\*



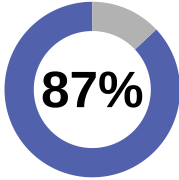
\*80% + 86% + 83% + 79% / 4 questions

### Guiding Questions for Analysis

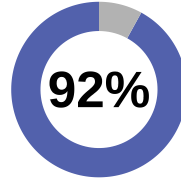
- Which student group rated Adult Relationships the lowest? Which rated them highest?
- Which student group rated Peer Relationships the lowest? Which rated highest?
- Which student group rated Self–Development the lowest? Which rated it highest?
- Are there grade–level differences? Are there differences by racial / ethnic group?
- How do the student relationship ratings compare for students with and without IEPs? ELL and non-ELL students?

## Adult-Student Relationships (Positive Response)

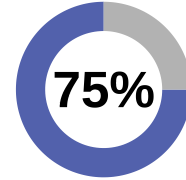
Q1: Adults from my school really try to get to know me.  
(% of Students)



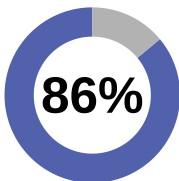
Q2: Adults from my school show me they really care about me.  
(% of Students)



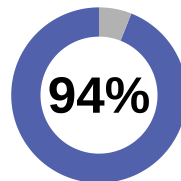
Q3: There is an adult from my school that I can talk to about my feelings  
(% of Students)



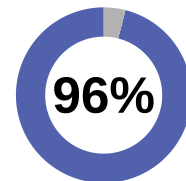
Q4: Adults at my school ask me how I am doing  
(% of Students)



Q5: Adults at my school say nice things to me  
(% of Students)

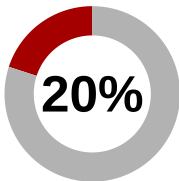


Q6: Adults at my school accept how I look, dress, talk, and act  
(% of Students)

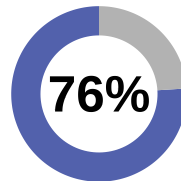


## Peer-Peer Relationships (Positive Response)

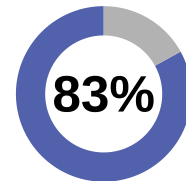
Q7: Students at my school are mean to me because of how I look, dress, talk, or act.  
(% of Students)



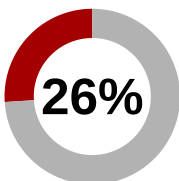
Q8: Students at my school really try to get to know me.  
(% of Students)



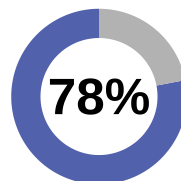
Q9: Students at my school say nice things to me.  
(% of Students)



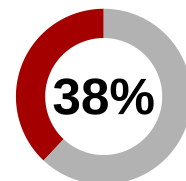
Q10: Sometimes I am afraid of other students.  
(% of Students)



Q11: Students at my school show me they really care about me.  
(% of Students)

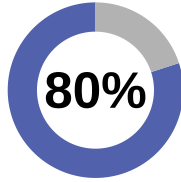


Q12: There is too much fighting at my school.  
(% of Students)

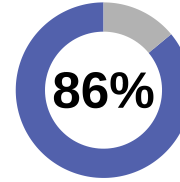


## Self-Development in School (Positive Response)

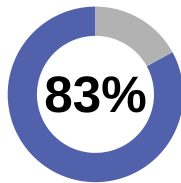
Q13: I learn how to deal with my feelings in a healthy way.  
(% of Students)



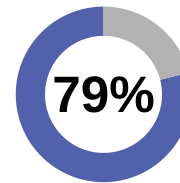
Q14: I am able to deal with my feelings in a healthy way.  
(% of Students)



Q15: I can find words to describe how I am feeling.  
(% of Students)

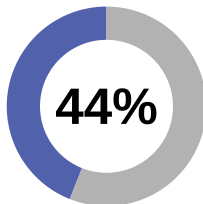


Q16: When there is conflict, I know how to help solve it.  
(% of Students)

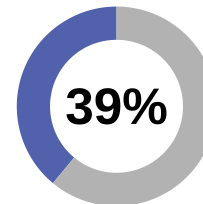


## Self-Reflection

Q17 - Students need help with the most right now:  
Setting and achieving goals  
(% of Students)



Q18 - Students feel most confident about:  
Connecting with others  
(% of Students)



In the next section, the responses by each question and student groups are displayed in **Figures 1-16** where the rating scale responses are: *Strongly agree, Agree, Disagree, Strongly disagree*. Also, **Figures 1-16** show the survey completion rate by each question. Questions 17 and 18 responses are displayed in **Figures 17-18** as: *Connecting with others, Managing my feelings and emotions, Processing current events, Building cultural awareness, and Setting and achieving goals*. Also, **Figures 1-18** show the survey completion rate by each question.

The **Appendix** displays the survey completion rates by student groups.

Any responses less than 10 in a student group are suppressed due to student privacy and shown as *Suppressed*.

**Special sites and alternative schools not included in the District report:** Stadium View, Metro Educational Services - HA, Metro Educational Services - DT, Ronald McDonald House, Nawayee Center School, Menlo Park Academy, Takoda Prep/American Indian OIC, VOA High School, Minneapolis Academy and Career Center (MACC), PCYC Arts School, MERC Alternative High School, Longfellow Alternative High School, Loring Nicollet Alternative School, Transition Plus, River Bend Education Center.

**OFFICIAL MINUTES**  
**MINNEAPOLIS BOARD OF EDUCATION (SPECIAL SCHOOL DISTRICT NO. 1)**  
**REGULAR BUSINESS MEETING**  
**Feb. 10, 2026**

**CALL TO ORDER**

In accordance with applicable requirements, notice was provided to each member of the Board of Education and to the public not less than three days prior to the meeting. Board members met in a regular meeting in the assembly room at the John B. Davis Educational Services Center (1250 West Broadway Ave. Minneapolis, MN) on February 10, 2026.

The meeting was called to order at 5:32 p.m. by Chair Beachy, a quorum being present.

**ROLL CALL**

Present: Directors Abdul Abdi, Sharon El-Amin, Lori Norvell, Greta Callahan, Kim Ellison, Joyner Emerick, Collin Beachy (7); Ex Officio member Superintendent Dr. Lisa Sayles-Adams (1)

Absent: Directors Lucie Skjefte, Adriana Cerillo (2)

Also Present: Student Representatives Boisey Corvah and Zion Webster.

**APPROVAL OF AGENDA**

Ellison moved to approve the agenda. Abdi seconded the motion. On a roll call vote, the motion to approve the agenda was adopted with the following result:

Aye: Abdi, El-Amin, Norvell, Callahan, Ellison, Emerick, Beachy (7)

Nay: (0)

Abstain: (0)

Absent: Skjefte, Cerrillo (2)

**2026 STUDENT REPRESENTATIVES**

The Board welcomed 2026 student representatives Boisey Corvah and Zion Webster to their first official board meeting.

**PUBLIC COMMENTS**

Comments were heard from members of the public.

## RECESS

A recess was taken.

### REPORTS AND RECOMMENDATIONS FROM THE SUPERINTENDENT OF SCHOOLS

Superintendent Dr. Sayles-Adams and staff provided presentations on the following topics:

- Superintendent's Update
- 2026-2027 Budget Development Process

No action was taken on these informational items.

Director Emerick left the meeting at 7:07 p.m.

### ACTION ITEMS BY THE BOARD OF EDUCATION

#### Approval of the Consent Agenda

Abdi moved to approve the consent agenda. Ellison seconded the motion. The consent agenda included the following items:

#### Acceptance of Minutes

- Jan. 6, 2026 Annual Organizational Meeting
- Jan. 13, 2026 Regular Business Meeting

#### Human Resources Transactions

- Approval of List A personnel matters (2026-02-ER-A)
- Approval of List B personnel matters (2026-02-ER-B)
- Acceptance and Filing of Charges and Causes for Discharges of Tenured Teachers (2026-03-7911)

#### Acceptance of Gifts and Donations

- Acceptance of Gifts and Donations Feb. 10, 2026 (2026-0019)

#### Contracts

- Contract with Acoustics Associates (2026-4400003575)
- Contract with Berwald Roofing (2026-4400003573)
- Contract with B&D Associates (2026-4400003577)
- Contract with Central Roofing (2026-4400003571)
- Contract with Central Roofing Company (2026-4400003572)
- Amendment to contract 4400003178 with CESO
- Amendment to contract 4400003335 with Dorsey and Whitney
- Contract with Harris St. Paul, Inc. (2026-4400003576)

- Contract with Heartland Business Systems (2026-4400003567)
- Contract with John A Dalsin (2026-4400003570)
- Amendment to contract (2026-4400003244) with KONE INC
- Contract with Klamm Mechanical (2026-4400003589)
- Contract with Nasseff Mechanical Contractors (2026-4400003579)
- Contract with Preferred Electric (2026-4400003586)
- Amendment to contract (2026-4400003046) with Parallel Technologies
- Contract with Spigarelli (BL Dalsin) (2026-4400003574)
- Contract with Sowles Steel (4400003588)
- Contract with SVL OMNIA Partners (2026-4400003569)
- Contract with Tekton (2026-4400003587)
- Contract with the University of Minnesota (2026-44003581)
- Contract with Widseth Architects (2026-4400003555)
- Contract with Witzel Electric (2026-4400003527)

On a voice vote, the motion to approve the consent agenda was adopted unanimously.

#### **REPORTS FROM BOARD OF EDUCATION DIRECTORS**

The following directors and student representatives provided reports:

- Norvell
- Ellison
- El-Amin
- Beachy
- Abdi

#### **ADJOURNMENT**

Without objection, Chair Beachy adjourned the meeting at 7:36 p.m.

**Secretary Notations:**

- Minutes submitted by Nandi Solórzano O'Brien, Assistant Clerk
- Meeting materials:  
<https://meetings.boardbook.org/Public/Agenda/1807?meeting=729973>
- Minutes approved: March 10, 2026.

**Approvals:**

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Collin Beachy, Chair

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Lori Norvell, Clerk

Draft

# Request for Board Action (RBA)

Memo



## Item Overview

<b>Name:</b>	Human Resources Transactions
<b>Type:</b>	HR Transaction Items ▾
<b>Meeting Date:</b>	03/10/2026
<b>File Number:</b>	2026-03-ER-A, 2026-03-ER-B
<b>Requesting Staff:</b>	Alicia Miller, Senior Human Resources Officer ▾

## Background and Pertinent Facts

1. List A includes all hiring actions by the district since the previous board meeting. Effective upon board approval, per dates listed.
2. List B includes all employment separations that require board action since the previous board meeting. Effective upon board approval, per dates listed.

## Recommendation

1. Authorize the appropriate board officer(s) or school district administrator(s) to sign all documents necessary to effectuate these agreements.

## Attachments and Relevant Links

1. 2026-03-ER-A, 2026-03-ER-B.

## Minneapolis Public Schools

### List A: All Employees: Tuesday, March 10, 2026

#### Hiring - Licensed

Debra Krawetz	Instructional Specialists	Teacher, TOSA Instructional Specialist	2-24-2026
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#### Hiring - Non Licensed

Eloise Boigenzahn	Lyndale Elementary	Special Education Assistant (SERIS)	2-9-2026
Paul Descombaz	Transition Plus	Special Education Assistant (1:1)	3-2-2026
Norys Figuera	District Communications Center	District Communication Ctr Specialist	2-23-2026
Amir Harris	River Bend Education Center	Special Education Assistant (Program)	2-9-2026
Important Layeni	Engineers, Zone 2	Custodian	2-10-2026
Tyler Martin	Edison High	Special Education Assistant (1:1)	2-23-2026
Clifford Millien	Anwatin Middle	School Success Program Assistant	2-23-2026
Sudi Mohamud	Engineers, Zone 2	Custodian, Senior	2-17-2026
Sahro Warsame	Transportation, Regular Ed Transp.	School Bus Driver	3-4-2026

**Discharges**

Licensed

Non-Licensed

Non-Represented

**Probationary Separations**

Licensed

Non-Licensed

Staff Reduction, Licensed

s

Staff Reduction, Non-Licensed

**Discontinuance of Contract**

Discontinuance of Contract, Licensed,

Discontinuance of Contract, Non-Licensed,

**Layoffs**

Licensed

Non-Licensed

Project Coordinator	02-16-2026	2026-03-ER-8200
Teacher	03-01-2026	2026-03-ER-8167

Administrative Contract Non-Renewals

## Acceptance of Gifts and Donations

March 10, 2026

Description	Value	Terms/Restrictions	Donor	ID
Cash gift to MPS	\$2,744.00	For two way radio devices at Seward.	Seward PTA	MPS-58
Cash gift to MPS	\$800.00	Transportation to field trip - Seward	Regents of the University of MN	MPS-61
Cash gift to MPS	\$30,000.00	Building signs, equipment, supplies and technology for Washburn High.	Washburn High School Foundation	MPS-62
Cash gift to MPS	\$4,615.62	Afterschool Drama Program	Myghtycause Charitable Foundation	MPS-63
Cash gift to KBEM	\$600.00	For KBEM	Madeline Severtson	KBEM 173
Cash gift to KBEM	\$500.00	For KBEM	Pat and Diane Morrissey Char fund	KBEM 174
Cash gift to KBEM	\$3349.00	For KBEM	Solve	KBEM 175
Cash gift to KBEM	\$500.00	For KBEM	James Ahrens	KBEM 176
Cash gift to KBEM	\$1,000.00	For KBEM	Jenny Focht	KBEM 177
Cash gift to KBEM	\$800.00	For KBEM	Kathryn Boyd	KBEM 178
Cash gift to KBEM	\$500.00	For KBEM	Jeff Engebretson	KBEM 179

## Acceptance of Gifts and Donations

March 10, 2026

Cash gift to KBEM	\$500.00	For KBEM	Jonathan Glover	KBEM 180
Cash gift to KBEM	\$500.00	For KBEM	Sarah Juon	KBEM 181
Cash gift to KBEM	\$500.00	For KBEM	Alexis Martin	KBEM 182
Cash gift to KBEM	\$500.00	For KBEM	Peter McLaughlin	KBEM 183
Cash gift to KBEM	\$1,000.00	For KBEM	Thomas Montian	KBEM 184
Cash gift to KBEM	\$2,500.00	For KBEM	Amie Penny Saylor	KBEM 185
Cash gift to KBEM	\$1,784.52	For KBEM	Danielle Peterson	KBEM 186
Cash gift to KBEM	\$500.00	For KBEM	Daniel Schultz	KBEM 187
Cash gift to KBEM	\$754.83	For KBEM	Patrick Shannon	KBEM 188
Cash gift to KBEM	\$500.00	For KBEM	Jorge Soruco	KBEM 189
Cash gift to KBEM	\$500.00	For KBEM	Denise Tennen	KBEM 190
Cash gift to KBEM	\$1,000	For KBEM	Deacon Warner Char. Fund	KBEM 191

# Request for Board Action (RBA)

## Contracts Memo



### Item Overview

<b>Vendor Name:</b>	CESO (Center for Effective School Operations)
<b>Type:</b>	Amendment ▾
<b>Meeting Date:</b>	04/14/2026
<b>Contract Number:</b>	4400003178
<b>Requesting Staff:</b>	Tom Parent, Senior Operations Officer ▾
<b>Term:</b>	July 01 2025 - June 30 2026
<b>Total Fiscal Obligation:</b>	\$140,406.25
<b>Amendment Amount:</b>	Increase of \$12,500.00
<b>Funding Sources:</b>	General fund (100%)
<b>Contract Template:</b>	MPS ▾

### Summary of Services, Purpose, and Terms

1. MPS has a current contract with CESO to support the Human Resources department as well as Transportation operations and leadership transition.
2. The parties have agreed to amend the contract to increase the value by \$12,500 for a total obligation not to exceed \$140,406.25. This amendment is necessary to cover an additional month of transitional leadership support for April 2026.
3. The Board has approved a previous amendment to this contract on February 10, 2026.

# Request for Board Action (RBA)

## Contracts Memo



### **Recommendation**

Authorize the Senior Operations Officer to execute an amendment to contract 4400003178 with the Center for Effective School Operations (CESO) to increase the contract amount by \$12,500.00, for the term of July 1 2025 to June 30 2026. The cumulative contract amount with the amendment is \$140,406.25.

# Request for Board Action (RBA)

## Contracts Memo



### Item Overview

<b>Vendor Name:</b>	Construction Results Corporation
<b>Type:</b>	New Master Contract ▾
<b>Meeting Date:</b>	3/10/2026
<b>Contract Number:</b>	2026-4400003612
<b>Requesting Staff:</b>	Tom Parent, Senior Operations Officer ▾
<b>Term:</b>	03/10/2026-12/31/2027
<b>Total Fiscal Obligation:</b>	\$838,000 (\$921,800 with 10% construction contingency)
<b>Amendment Amount:</b>	N/A
<b>Funding Sources:</b>	<ul style="list-style-type: none"><li>● Fund 06</li></ul>
<b>Contract Template:</b>	MPS ▾

### Summary of Services, Purpose, and Terms

1. Construction services bid per OP #26-2613.
2. Labor, materials, equipment, and incidentals to complete window replacement and structural lintel repairs at Longfellow Alternative High School.
3. Due to the potential impact to schedule and costs due to unforeseen conditions or other changes to the work during construction, an amount of 10% of the original contract is prudent to be established as a construction contingency fund.

### Recommendation

Authorize the Senior Operations Officer to execute a contract with Construction Results Corporation for construction services in an amount of \$838,000. Furthermore, authorize the Senior Operations Officer to administer

# Request for Board Action (RBA)

## Contracts Memo



a 10% construction contingency appropriation of \$83,800 in the performance of this contract, for a total fiscal obligation of \$921,800.

# Request for Board Action (RBA)

## Contracts Memo



### Item Overview

<b>Vendor Name:</b>	Construction Results Corporation
<b>Type:</b>	New Master Contract ▾
<b>Meeting Date:</b>	3/10/2026
<b>Contract Number:</b>	4400003616
<b>Requesting Staff:</b>	Tom Parent, Senior Operations Officer ▾
<b>Term:</b>	3.10.2026 - 12.31.2026
<b>Total Fiscal Obligation:</b>	\$494,000 (\$543,400 with 10% construction contingency)
<b>Amendment Amount:</b>	N/A
<b>Funding Sources:</b>	<ul style="list-style-type: none"><li>● Fund 06</li></ul>
<b>Contract Template:</b>	MPS ▾

### Summary of Services, Purpose, and Terms

1. This contract is for upgrading the dry-pipe sprinkler system serving the 2<sup>nd</sup> level and attic at Windom Elementary, procured via public bid OP #26-2610.
2. The existing sprinkler system shows significant signs of wear and tear and does not follow current industry standards.
3. Due to the potential impact to schedule and costs due to unforeseen conditions or other changes to the work during construction, an amount of 10% of the original contract is prudent to be established as a construction contingency fund.

# Request for Board Action (RBA)

## Contracts Memo



### Recommendation

Authorize the Senior Operations Officer to execute a contract with Construction Results Corporation for upgrading the sprinkler system at Windom Elementary in the amount of \$494,000. Furthermore, authorize the Senior Operations Officer to administer a 10% construction contingency appropriation of \$49,400 in the performance of this contract, for a total fiscal obligation of \$543,400.

# Request for Board Action (RBA)

## Contracts Memo



### Item Overview

<b>Vendor Name:</b>	Chef's Depot DBA Culinary Depot
<b>Type:</b>	New Master Contract ▾
<b>Meeting Date:</b>	03/10/2026
<b>Contract Number:</b>	4400003617
<b>Requesting Staff:</b>	Tom Parent, Senior Operations Officer ▾
<b>Term:</b>	3.10.2026 - 12.31.2026
<b>Total Fiscal Obligation:</b>	\$176,766 (\$194,443 with 10% construction contingency)
<b>Amendment Amount:</b>	N/A
<b>Funding Sources:</b>	<ul style="list-style-type: none"><li>● Fund 06</li></ul>
<b>Contract Template:</b>	MPS ▾

### Summary of Services, Purpose, and Terms

1. This contract is for replacing the existing dishwasher at the Nutrition Center, procured via a Cooperative Purchasing Venture.
2. The existing dishwasher shows significant signs of wear and tear and should be replaced to avoid disruption to the Nutrition Center's operation.
3. Due to the potential impact to schedule and costs due to unforeseen conditions or other changes to the work during construction, an amount of 10% of the original contract is prudent to be established as a construction contingency fund.

# Request for Board Action (RBA)

## Contracts Memo



### **Recommendation**

Authorize the Senior Operations Officer to execute a contract with Culinary Depot for replacing the dishwasher at the Nutrition Center in an amount of \$176,766. Furthermore, authorize the Senior Operations Officer to administer a 10% construction contingency appropriation of \$17,676 in the performance of this contract, for a total fiscal obligation of \$194,443.

# Request for Board Action (RBA)

## Contracts Memo



### Item Overview

<b>Vendor Name:</b>	City of Minneapolis Elections & Voter Services
<b>Type:</b>	Amendment ▾
<b>Meeting Date:</b>	3/10/2026
<b>Contract Number:</b>	Amendment #4 to Contract Number COM0001489
<b>Requesting Staff:</b>	Ryan Strack, Senior Executive Officer ▾
<b>Term:</b>	December 31, 2025 to December 31, 2026
<b>Total Fiscal Obligation:</b>	\$103,524
<b>Amendment Amount:</b>	Same amount for the added year
<b>Funding Sources:</b>	<ul style="list-style-type: none"><li>● General fund (100%)</li></ul>
<b>Contract Template:</b>	Vendor ▾

### Summary of Services, Purpose, and Terms

1. The City of Minneapolis Elections & Voter Services Department provides all services, equipment, and supplies required to perform, on behalf of MPS, all election-related duties for school board seats and referendums under Minnesota election law, and other relevant state and federal laws.
2. The Elections & Voter Services Department, on behalf of MPS, also accepts and maintains affidavits of candidacy, Statements of Economic Interest and petitions filed by all school board candidates and elected officials in the district.
3. This would be the fourth amendment to the contract, which was originally executed in 2015.
4. The contract value of \$103,524 annually will remain the same with this amendment.

RBA: 2026-COM0001489-4

# Request for Board Action (RBA)

Contracts Memo



## **Recommendation**

Authorize the Senior Executive Officer to execute an amendment to contract COM0001489 with the City of Minneapolis Elections & Voter Services to extend the end date of the contract to December 31, 2026.

# Request for Board Action (RBA)

## Contracts Memo



### Item Overview

<b>Vendor Name:</b>	Davis Mechanical Systems
<b>Type:</b>	New Master Contract ▾
<b>Meeting Date:</b>	3/10/2026
<b>Contract Number:</b>	4400003604
<b>Requesting Staff:</b>	Tom Parent, Senior Operations Officer ▾
<b>Term:</b>	3.10.2026 - 12.31.2026
<b>Total Fiscal Obligation:</b>	\$468,500 (\$515,350 with 10% construction contingency)
<b>Amendment Amount:</b>	NA
<b>Funding Sources:</b>	<ul style="list-style-type: none"><li>● Fund 06</li></ul>
<b>Contract Template:</b>	MPS ▾

### Summary of Services, Purpose, and Terms

1. This contract is for the installation of owner-supplied high-efficiency condensing boilers at Andersen, Green Central, Jenny Lind, Pillsbury, and Sullivan / Anishinabe Academy in accordance with the approved Capital Plan.
2. This work will improve energy efficiency and enhance redundancy in critical HVAC infrastructure.
3. Due to the energy efficiency nature of the work, utility rebates will be applied for.
4. Due to the potential impact to schedule and costs due to unforeseen conditions or other changes to the work during construction, an amount of 10% of the original contract is prudent to be established as a construction contingency fund.

# Request for Board Action (RBA)

## Contracts Memo



### **Recommendation**

Authorize the Senior Operations Officer to execute a contract with Davis Mechanical Systems for boiler installations at several sites, for a term of one-year for an amount not-to-exceed \$468,500. Furthermore, authorize the Senior Operations Officer to administer a 10% construction contingency appropriation of \$46,850 in the performance of this contract, for a total fiscal obligation of \$515,350.

# Request for Board Action (RBA)

## Contracts Memo



### Item Overview

<b>Vendor Name:</b>	GardaWorld Security Services
<b>Type:</b>	Amendment ▾
<b>Meeting Date:</b>	3/10/2026
<b>Contract Number:</b>	4400003101
<b>Requesting Staff:</b>	Ty Thompson, Deputy Superintendent ▾
<b>Term:</b>	2/27/26 - 2/27-27
<b>Total Fiscal Obligation:</b>	\$176,655.07
<b>Amendment Amount:</b>	Increase of \$30,000.00
<b>Funding Sources:</b>	<ul style="list-style-type: none"><li>● General fund (100%)</li></ul>
<b>Contract Template:</b>	MPS ▾

### Summary of Services, Purpose, and Terms

1. One year term.
2. During the review of projected expenses for the period of February 1, 2026, through June 30, 2026, we identified a shortfall totaling \$30,000. This variance is the result of several cost factors that were not fully captured in the initial estimate.
3. This contract was originally approved June 2025.

### Recommendation

Authorize the Deputy Superintendent to execute an amendment to contract 4400003101 with Gardaworld Security for security services, for a term of one year, for a cumulative amount not to exceed \$176,655.07.

# Request for Board Action (RBA)

## Contracts Memo



### Item Overview

<b>Vendor Name:</b>	Institute for Environmental Assessment, Inc. (IEA)
<b>Type:</b>	Amendment ▾
<b>Meeting Date:</b>	3/10/2026
<b>Contract Number:</b>	To be assigned
<b>Requesting Staff:</b>	Tom Parent, Senior Operations Officer ▾
<b>Term:</b>	5/1/2026 - 12/31/2030
<b>Total Fiscal Obligation:</b>	\$148,000.00
<b>Amendment Amount:</b>	Increase of \$141,700.00
<b>Funding Sources:</b>	<ul style="list-style-type: none"><li>● Fund 6</li></ul>
<b>Contract Template:</b>	MPS ▾

### Summary of Services, Purpose, and Terms

1. Commissioning Consultant for Southwest H.S. HVAC & LED Upgrades, Phases 1-5, including construction phase, start-up phase, and turnover.
2. Original contract, dated March 14, 2025 was for just the Predesign work (Phase 1). The Amendment is for Phases 2-5, which include the next 5 years of the project through the end of the work.
3. The Commissioning services follow the procedures, format and guidelines, established by Minnesota Department of Education's School/Facility Commissioning Guidelines and applicable building codes.

# Request for Board Action (RBA)

## Contracts Memo



### Recommendation

Authorize the Senior Operations Officer to execute an amendment to the contract with IEA for Commissioning Consultant, to increase the contract amount by \$141,700.00, for the term of for a term of 5/1/2026 - 12/31/2030 to incorporate Phases 2-5 of the project. The cumulative contract amount with the amendment is \$148,000.00.

# Request for Board Action (RBA)

## Contracts Memo



### Item Overview

<b>Vendor Name:</b>	Johnson Litho Printing
<b>Type:</b>	Amendment ▾
<b>Meeting Date:</b>	3/10/2026
<b>Contract Number:</b>	4400003377
<b>Requesting Staff:</b>	Melissa Sonnek, Senior Academic Officer ▾
<b>Term:</b>	10/1/2025 to 9/30/2026
<b>Total Fiscal Obligation:</b>	\$237,517.00
<b>Amendment Amount:</b>	Increase of \$107,517.00
<b>Funding Sources:</b>	<ul style="list-style-type: none"><li>● Fund 4 (100%)</li></ul>
<b>Contract Template:</b>	MPS ▾

### Summary of Services, Purpose, and Terms

1. Johnson Litho Graphics will provide the printing and mailing services for four (4) Community Education brochures and postcards and two (2) Early Childhood Family Education brochures and postcards for Minneapolis Community Education and Early Childhood Family Education.
2. Johnson Litho emphasizes building lasting relationships and tailoring services to meet each client's specific needs. For Minneapolis Community Education, partnering with a dependable print provider that understands our mission, audience, and materials helps streamline annual and recurring projects while ensuring consistency in quality.
3. Johnson Litho has demonstrated the ability to meet strict deadlines, manage high-volume production, and provide reliable delivery with professional-quality results. This level of service is especially important for community education

RBA: 4400003377-1

# Request for Board Action (RBA)

## Contracts Memo



programs, where printed materials play a central role in communication, enrollment, and community outreach.

### **Recommendation**

Authorize the Senior Academic Officer to execute an amendment to contract 4400003377 with Johnson Litho Printing to increase the contract amount by \$107,517.00, for the term of 10/1/2025 to 9/30/2026. The cumulative contract amount with the amendment is \$237,517.00.

# Request for Board Action (RBA)

## Contracts Memo



### Item Overview

<b>Vendor Name:</b>	Project For Pride In Living- LNAS
<b>Type:</b>	Amendment ▾
<b>Meeting Date:</b>	3/10/2026
<b>Contract Number:</b>	4400003403
<b>Requesting Staff:</b>	Ty Thompson, Deputy Superintendent ▾
<b>Term:</b>	7/1, 2025 to 6/30, 2026
<b>Total Fiscal Obligation:</b>	\$717,029.11
<b>Amendment Amount:</b>	Increase of \$120,121.36)
<b>Funding Sources:</b>	<ul style="list-style-type: none"><li>● General fund (100%)</li></ul>
<b>Contract Template:</b>	Vendor ▾

### Summary of Services, Purpose, and Terms

1. Minneapolis Public Schools (MPS) has entered into multi-year contracts with select non-profit organizations to provide alternative educational programs for students who have experienced or are experiencing difficulty in meeting goals in traditional schools. These programs are specifically designed for students who qualify under Minnesota Statute 124D.68, the Graduation Incentives Program. The current contract, which began in July 2023, is a three-year agreement that requires annual amendments to Appendix A, which outlines the financial obligations based on student enrollment for the year. The financial support is determined using projected enrollment figures, which are used to set the budget and determine the amount MPS will pay to the non-profit organizations. Once the Minnesota Department of Education (MDE) posts the final Average Daily Membership (ADM) data, MPS reconciles the total amount paid with the actual enrollment figures, and any necessary adjustments, either a payment or refund,

RBA: 4400003403-1

# Request for Board Action (RBA)

## Contracts Memo



are made to the non-profit organization. These amendments ensure that the financial support aligns with the actual ADM generated by eligible students, and the final budget allocation is adjusted based on the actual enrollment and compensatory education (Comp Ed) funding.

2. The purpose of the contract with non-profit organizations is to provide high-quality alternative educational services to MPS students who may not thrive in traditional school settings. These services are especially important for students who qualify under the Graduation Incentives Program, helping them stay engaged and succeed in their educational goals. Each year, MPS uses projected enrollment figures to set the initial financial support for the non-profit organizations. However, as the actual enrollment data (ADM) becomes available, MPS must reconcile the payments to ensure that the amount paid aligns with the actual number of students served. For the 2024-2025 school year (SY25), it was determined that the ADM was higher than initially projected, which means that the final adjustment will require MPS to make a payment to the non-profit organization based on the increased enrollment. This process ensures that MPS's financial commitments reflect the actual services provided and that the funding remains aligned with student needs.
3. The board has previously approved the multi-year contract with non-profit organizations to provide educational services for MPS students who require alternative educational settings. These contracts have been in place for several years, with annual amendments made to adjust the financial terms based on the projected and actual student enrollment figures. In past board meetings, similar amendments have been reviewed and approved to ensure that payments align with the services provided, with final adjustments made once the ADM data is finalized by the Minnesota Department of Education. The current amendment, which addresses the higher-than-expected ADM for SY25, is part of the ongoing process of reconciling payments to ensure MPS is meeting its contractual obligations to the non-profit organizations while accurately reflecting the actual enrollment and compensatory education needs of students.

## **Recommendation**

RBA: 4400003403-1

Page 2 of 3

# Request for Board Action (RBA)

## Contracts Memo



Authorizing the Deputy Superintendent to execute an amendment to contract 4400003403 with LNAS High School to increase the contract amount by \$120,121.36, for the term of 7/1/2025 through 6/30/2026. The cumulative contract amount with the amendment is \$717,029.11.

# Request for Board Action (RBA)

## Contracts Memo



### Item Overview

<b>Vendor Name:</b>	Project For Pride In Living- MERC
<b>Type:</b>	Amendment ▾
<b>Meeting Date:</b>	3/10/2026
<b>Contract Number:</b>	4400003329
<b>Requesting Staff:</b>	Ty Thompson, Deputy Superintendent ▾
<b>Term:</b>	7/1, 2025 to 6/30, 2026
<b>Total Fiscal Obligation:</b>	\$801,972.48
<b>Amendment Amount:</b>	Increase of \$70,609.13 <i>(or write N/A if not an amendment)</i>
<b>Funding Sources:</b>	<ul style="list-style-type: none"><li>● List and include percents</li><li>● General fund (100%)</li></ul>
<b>Contract Template:</b>	Vendor ▾

### Summary of Services, Purpose, and Terms

1. Minneapolis Public Schools (MPS) has entered into multi-year contracts with select non-profit organizations to provide alternative educational programs for students who have experienced or are experiencing difficulty in meeting goals in traditional schools. These programs are specifically designed for students who qualify under Minnesota Statute 124D.68, the Graduation Incentives Program. The current contract, which began in July 2023, is a three-year agreement that requires annual amendments to Appendix A, which outlines the financial obligations based on student enrollment for the year. The financial support is determined using projected enrollment figures, which are used to set the budget and determine the amount MPS will pay to the non-profit organizations. Once the Minnesota Department of Education (MDE) posts the final Average Daily Membership (ADM) data, MPS reconciles the total amount paid with the actual

RBA: 4400003329-1

# Request for Board Action (RBA)

## Contracts Memo



enrollment figures, and any necessary adjustments, either a payment or refund, are made to the non-profit organization. These amendments ensure that the financial support aligns with the actual ADM generated by eligible students, and the final budget allocation is adjusted based on the actual enrollment and compensatory education (Comp Ed) funding.

2. The purpose of the contract with non-profit organizations is to provide high-quality alternative educational services to MPS students who may not thrive in traditional school settings. These services are especially important for students who qualify under the Graduation Incentives Program, helping them stay engaged and succeed in their educational goals. Each year, MPS uses projected enrollment figures to set the initial financial support for the non-profit organizations. However, as the actual enrollment data (ADM) becomes available, MPS must reconcile the payments to ensure that the amount paid aligns with the actual number of students served. For the 2024-2025 school year (SY25), it was determined that the ADM was higher than initially projected, which means that the final adjustment will require MPS to make a payment to the non-profit organization based on the increased enrollment. This process ensures that MPS's financial commitments reflect the actual services provided and that the funding remains aligned with student needs.
3. The board has previously approved the multi-year contract with non-profit organizations to provide educational services for MPS students who require alternative educational settings. These contracts have been in place for several years, with annual amendments made to adjust the financial terms based on the projected and actual student enrollment figures. In past board meetings, similar amendments have been reviewed and approved to ensure that payments align with the services provided, with final adjustments made once the ADM data is finalized by the Minnesota Department of Education. The current amendment, which addresses the higher-than-expected ADM for SY25, is part of the ongoing process of reconciling payments to ensure MPS is meeting its contractual obligations to the non-profit organizations while accurately reflecting the actual enrollment and compensatory education needs of students.

# Request for Board Action (RBA)

## Contracts Memo



### Recommendation

Authorize the Deputy Superintendent to execute an amendment to contract 4400003329 with MERC High School to increase the contract amount by \$70,609.13, for the term of 7/1/2025 through 6/30/2026. The cumulative contract amount with the amendment is \$801,972.48.

# Request for Board Action (RBA)

## Contracts Memo



### Item Overview

<b>Vendor Name:</b>	SVL
<b>Type:</b>	New Master Contract ▾
<b>Meeting Date:</b>	3/10/2026
<b>Contract Number:</b>	4400003602
<b>Requesting Staff:</b>	Tom Parent, Senior Operations Officer ▾
<b>Term:</b>	3/10/2026 - 12/31/2026
<b>Total Fiscal Obligation:</b>	\$422,625
<b>Amendment Amount:</b>	N/A
<b>Funding Sources:</b>	<ul style="list-style-type: none"><li>● Fund 6</li></ul>
<b>Contract Template:</b>	MPS ▾

### Summary of Services, Purpose, and Terms

1. Mechanical systems construction project as part of our Long Term Facilities Maintenance program, procured via Cooperative Purchasing Venture.
2. Scope includes the renewal of rooftop air handling units at Washburn High School.

### Recommendation

Authorize the Senior Officer of Operations to execute a contract with SVL for renewing the rooftop air handling units at Washburn High School for an amount not to exceed \$422,625.

# Request for Board Action (RBA)

## Contracts Memo



### Item Overview

<b>Vendor Name:</b>	SVL
<b>Type:</b>	New Master Contract ▾
<b>Meeting Date:</b>	3/10/2026
<b>Contract Number:</b>	4400003613
<b>Requesting Staff:</b>	Tom Parent, Senior Operations Officer ▾
<b>Term:</b>	3/10/2026 - 12/31/2026
<b>Total Fiscal Obligation:</b>	\$134,569
<b>Amendment Amount:</b>	N/A
<b>Funding Sources:</b>	<ul style="list-style-type: none"><li>● Fund 6</li></ul>
<b>Contract Template:</b>	MPS ▾

### Summary of Services, Purpose, and Terms

1. Mechanical systems construction project as part of our Long Term Facilities Maintenance program, procured via Cooperative Purchasing Venture.
2. Scope includes the renewal of air handling unit components at Hiawatha.

### Recommendation

Authorize the Senior Officer of Operations to execute a contract with SVL for the renewal of air handling unit components at Hiawatha, for an amount not to exceed \$134,569.

# Request for Board Action (RBA)

## Contracts Memo



### Item Overview

<b>Vendor Name:</b>	VOA High School
<b>Type:</b>	Amendment ▾
<b>Meeting Date:</b>	3/10/2026
<b>Contract Number:</b>	4400003328
<b>Requesting Staff:</b>	Ty Thompson, Deputy Superintendent ▾
<b>Term:</b>	7/1, 2025 to 6/30, 2026
<b>Total Fiscal Obligation:</b>	\$884,874.93
<b>Amendment Amount:</b>	Increase of \$49,493.73
<b>Funding Sources:</b>	<ul style="list-style-type: none"><li>● General fund (100%)</li></ul>
<b>Contract Template:</b>	Vendor ▾

### Summary of Services, Purpose, and Terms

1. Minneapolis Public Schools (MPS) has entered into multi-year contracts with select non-profit organizations to provide alternative educational programs for students who have experienced or are experiencing difficulty in meeting goals in traditional schools. These programs are specifically designed for students who qualify under Minnesota Statute 124D.68, the Graduation Incentives Program. The current contract, which began in July 2023, is a three-year agreement that requires annual amendments to Appendix A, which outlines the financial obligations based on student enrollment for the year. The financial support is determined using projected enrollment figures, which are used to set the budget and determine the amount MPS will pay to the non-profit organizations. Once the Minnesota Department of Education (MDE) posts the final Average Daily

# Request for Board Action (RBA)

## Contracts Memo



Membership (ADM) data, MPS reconciles the total amount paid with the actual enrollment figures, and any necessary adjustments, either a payment or refund, are made to the non-profit organization. These amendments ensure that the financial support aligns with the actual ADM generated by eligible students, and the final budget allocation is adjusted based on the actual enrollment and compensatory education (Comp Ed) funding.

2. The purpose of the contract with non-profit organizations is to provide high-quality alternative educational services to MPS students who may not thrive in traditional school settings. These services are especially important for students who qualify under the Graduation Incentives Program, helping them stay engaged and succeed in their educational goals. Each year, MPS uses projected enrollment figures to set the initial financial support for the non-profit organizations. However, as the actual enrollment data (ADM) becomes available, MPS must reconcile the payments to ensure that the amount paid aligns with the actual number of students served. For the 2024-2025 school year (SY25), it was determined that the ADM was higher than initially projected, which means that the final adjustment will require MPS to make a payment to the non-profit organization based on the increased enrollment. This process ensures that MPS's financial commitments reflect the actual services provided and that the funding remains aligned with student needs.
3. The board has previously approved the multi-year contract with non-profit organizations to provide educational services for MPS students who require alternative educational settings. These contracts have been in place for several years, with annual amendments made to adjust the financial terms based on the projected and actual student enrollment figures. In past board meetings, similar amendments have been reviewed and approved to ensure that payments align with the services provided, with final adjustments made once the ADM data is finalized by the Minnesota Department of Education. The current amendment, which addresses the higher-than-expected ADM for SY25, is part of the ongoing process of reconciling payments to ensure MPS is meeting its contractual obligations to the non-profit organizations while accurately reflecting the actual enrollment and compensatory education needs of students.

RBA: 4400003328

# Request for Board Action (RBA)

## Contracts Memo



### Recommendation

Authorizing the Deputy Superintendent to execute an amendment to contract 4400003328 with VOA High School to increase the contract amount by \$49,493.73, for the term of 7/1/2025 through 6/30/2026. The cumulative contract amount with the amendment is \$884,874.93.

# Request for Board Action (RBA)

## Contracts Memo



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### Item Overview

<b>Vendor Name:</b>	Wendel Architecture, PC
<b>Type:</b>	New Master Contract ▾
<b>Meeting Date:</b>	3/10/2026
<b>Contract Number:</b>	4400003611
<b>Requesting Staff:</b>	Tom Parent, Senior Operations Officer ▾
<b>Term:</b>	March 10, 2026 to September 20, 2027
<b>Total Fiscal Obligation:</b>	\$204,325
<b>Amendment Amount:</b>	N/A
<b>Funding Sources:</b>	<ul style="list-style-type: none"><li>● Fund 06</li></ul>
<b>Contract Template:</b>	MPS ▾

### Summary of Services, Purpose, and Terms

1. MPS Department of Facilities-Planning Design & Construction obtained a proposal from Wendel Architecture, PC for design services for a renovation of the North entry of Dowling Elementary School to develop a Safe & Welcoming Entrance.
2. This project involves the interior renovation and relocation of the school's administrative offices and classrooms in the affected area to accommodate the new entrance.
3. When commenced, the design will be developed with the school's stakeholders in 2026 in preparation for construction in 2027.

# Request for Board Action (RBA)

Contracts Memo



## Recommendation

Authorize the Senior Operations Officer to execute a contract with Wendel Architecture, PC for Design Services for the Dowling Elementary School Safe & Welcoming Entrance for an amount not to exceed \$204,325.

# Request for Board Action (RBA)

## Contracts Memo



### Item Overview

<b>Vendor Name:</b>	Wold Architects and Engineers
<b>Type:</b>	New Master Contract ▾
<b>Meeting Date:</b>	3/10/2026
<b>Contract Number:</b>	2026-4400003605
<b>Requesting Staff:</b>	Tom Parent, Senior Operations Officer ▾
<b>Term:</b>	03/10/2026-10/31/2027
<b>Total Fiscal Obligation:</b>	\$140,525.00
<b>Amendment Amount:</b>	N/A
<b>Funding Sources:</b>	<ul style="list-style-type: none"><li>● Capital Fund 06</li></ul>
<b>Contract Template:</b>	MPS ▾

### Summary of Services, Purpose, and Terms

1. Construction project design services, construction administration, and closeout management.
2. Replacement of clocks, PA, and fire alarm systems that have reached end of life at Roosevelt High School and Justice Page Middle School.

### Recommendation

Authorize the Senior Operations Officer to execute a contract with Wold Architects and Engineers for construction design services, for a term of 3/10/2026 to 10/31/2026, for an amount not to exceed \$140,525.00.

# Request for Board Action (RBA)

Memo



## Item Overview

<b>Name:</b>	Lease Renewal for Minneapolis Nature Preschool at Bryn Mawr Elementary School for 2026-2027 school year.
<b>Type:</b>	Lease Renewal ▾
<b>Meeting Date:</b>	03/10/2026
<b>File Number:</b>	Entered by Board office staff
<b>Requesting Staff:</b>	Tom Parent, Senior Operations Officer ▾

## Background and Pertinent Facts

1. Minneapolis Nature Preschool (tenant) is currently renting space from Special School District No. 1 (landlord) at Bryn Mawr Elementary School located at 252 Upton Avenue S. The parties entered into a Lease Agreement dated August 1, 2023.
2. The term of the current lease expires on August 31, 2026 with a renewal option for three (3) additional three (3) year terms.
3. Minneapolis Nature Preschool has requested to renew the lease for one (1) additional one (1) year term for the 2026-2027 school year commencing on September 1, 2026 and expiring on August 31, 2027. This is the first of the three possible renewal terms.
4. Bryn Mawr Elementary School Principal, Kevin Oldenburg, has confirmed support to renew the lease with Minneapolis Nature Preschool.
5. All other terms of the lease shall remain unchanged.

# Request for Board Action (RBA)

Memo



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## **Recommendation**

Authorize the Senior Operations Officer to renew the lease between Minneapolis Nature Preschool (tenant) and Special School District No. 1 (landlord) Bryn Mawr Elementary School (252 Upton Avenue S) for an additional one (1) year term commencing on September 1, 2026 and expiring on August 31, 2027.

## **Attachments and Relevant Links**

1. Signed lease agreement (August 1, 2023) between Minneapolis Nature Preschool and Special School District No. 1.
2. Renewal of Lease (February 23, 2026) signed by Alyson K Quinn, Director, Minneapolis Nature Preschool.

# Request for Board Action (RBA)

Memo



## Item Overview

<b>Name:</b>	Third Amendment to the Tuttle Purchase Agreement
<b>Type:</b>	Amendment to Purchase Agreement ▾
<b>Meeting Date:</b>	03/10/2026
<b>File Number:</b>	2026-0023
<b>Requesting Staff:</b>	Tom Parent, Senior Operations Officer ▾

## Background and Pertinent Facts

1. Special School District No. 1, Minneapolis Public Schools (Seller) entered into a Real Estate Purchase and Sale Agreement with Mark Vanelli & Joel Hussong (Purchaser) in November 2024 for the sale of the Tuttle property located at 1042 18th Avenue Southeast, Minneapolis, MN, 55414.
2. As part of the Purchaser's Contingencies, a Due Diligence Period was established for the Purchaser to do testing, inspections, studies, investigations, including without limitation oil tanks, environmental issues, roof inspections, and feasibility of residential re-use of the Property.
3. The first amendment to the Purchase Agreement was made and entered into as of August 15, 2025 to extend the Due Diligence Period to expire on July 14, 2025.
4. The second amendment to the Purchase Agreement was made and entered into as of July 14, 2025 to extend the Due Diligence Period to expire on November 14, 2025.
5. The Purchaser provided timely notification to the Seller of their intent to exercise an extension to the Due Diligence once again. This extension would extend the Due Diligence Period to expire on June 1 2026.

# Request for Board Action (RBA)

Memo



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6. As per article 6, section 6.2, of the Purchase Agreement, MPS has cooperated with the Purchaser to secure funding through Minnesota Brownfields Gap Financing Program (BGFP) to provide financial assistance for the environmental assessment required as part of the due diligence investigation. Activities related to the grant funding secured will be completed by June 1, 2026.

## **Recommendation**

Authorize the signature of the Third Amendment to the Purchase Agreement extending the Due Diligence Period to June 1, 2026.

## **Attachments and Relevant Links**

1. Signed Purchase Agreement (November 2024) between Special School District No. 1, Minneapolis Public Schools (Seller) and Mark Vanelli & Joel Hussong (Purchaser).
2. Third Amendment to the Purchase Agreement signed by Purchaser.

# Request for Board Action (RBA)

Memo



## Item Overview

<b>Name:</b>	Radon Testing Summary
<b>Type:</b>	Annual Update ▾
<b>Meeting Date:</b>	3.10.2026
<b>File Number:</b>	2026-0025
<b>Requesting Staff:</b>	Tom Parent, Senior Operations Officer ▾

## Background and Pertinent Facts

Minnesota Statute 123B.571 encourages radon testing in school buildings serving students in kindergarten through grade 12. Environmental Health and Safety initiated radon in 2017. Radon testing has been completed for all schools and the reports have been submitted to the Minnesota Department of Health. Radon testing reports are available for review by the public on the MPS website or by contacting EH&S. Radon testing is performed every five years at each MPS school in accordance with the MPS Radon Safety Management Plan. During the 2025/2026 school year, MPS tested 13 buildings (Adult Education/Transition Plus, Camden, Davis Center, Edison, Harrison, Plant Maintenance & Operations, North, Nutrition Center, South, Southwest, Transportation Center, Washburn, Wilder Complex). Radon levels at all locations were below the 4.0 pCi/L standard.

## Recommendation

Accept the 13 new radon testing reports submitted for the 2025/2026 school year.

# Request for Board Action (RBA)

Memo



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## **Attachments and Relevant Links**

1. [Environmental Health & Safety - Minneapolis Public School District](#)
2. [MPS' Radon Safety Management Plan](#)
3. Radon testing reports for the following locations:
  - a. [Adult Education-Transition Plus](#)
  - b. [Camden](#)
  - c. [Davis Center](#)
  - d. [Edison](#)
  - e. [Harrison](#)
  - f. [Plant Maintenance & Operations](#)
  - g. [North](#)
  - h. [Nutrition Center](#)
  - i. [South](#)
  - j. [Southwest](#)
  - k. [Transportation Center](#)
  - l. [Washburn](#)
  - m. [Wilder Complex](#)

# Request for Board Action (RBA)

Memo



## Item Overview

<b>Name:</b>	2025-2027 Bargaining Agreement between MPS and the Association of Minneapolis District Professional Employees
<b>Type:</b>	Collective Bargaining Agreement ▾
<b>Meeting Date:</b>	03/10/2026
<b>File Number:</b>	2026-03-ER-CBA-AMP
<b>Requesting Staff:</b>	Alicia Miller, Senior Human Resources Officer ▾

## Background and Pertinent Facts

1. This bargaining agreement contained the terms and conditions of employment for the Association of Minneapolis District Professional Employees for the years 2025-2027.
2. The two-year total package aggregate cost of the combined AMP-MAAS-MACA tentative agreements is \$3,273,000, which represents a 5.0 % increase in annual costs spread over two years.

## Recommendation

Approve the 2025-2027 Collective Bargaining Agreement between Special School District No. 1 and the Association of Minneapolis District Professional Employees as presented.

## Attachments and Relevant Links

1. Resolution approving the 2025-2027 Collective Bargaining Agreement between Special School District No.1 and Association of Minneapolis District Professional Employees
2. AMP 2025-2027 Tentative Agreement

RBA: 2026-03-ER-CBA-AMP

**Special School District Number 1  
Board of Education Resolution**



MINNEAPOLIS  
PUBLIC SCHOOLS

Resolution: 2026-0022

March 10, 2026

**Resolution approving the 2025-2027 Collective Bargaining Agreement between Special School District No.1 and Association of Minneapolis District Professional Employees**

**WHEREAS**, Special School District No. 1 (District) and the Association of Minneapolis District Professional Employees (Union) were parties to a collective bargaining agreement for the period of July 1, 2023, through June 30, 2025; and

**WHEREAS**, the collective bargaining agreement between the District and Union expired on June 30, 2025; and

**WHEREAS**, the District and Union engaged in collective bargaining negotiations, and reached a tentative agreement on a successor agreement through June 30, 2027; and

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

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Directors of Special School District No. 1 hereby approves the collective bargaining agreement between Special School District No. 1, and the Association of Minneapolis District Professional Employees, effective July 1, 2025, through June 30, 2027.

**ADOPTED this tenth day of March 2026**

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Collin Beachy, Chair

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Lori Norvell, Clerk

**Special School District Number 1  
Board of Education Resolution**



Resolution: 2026-0022

March 10, 2026

**MINNEAPOLIS  
PUBLIC SCHOOLS**

**RECORD OF BOARD VOTE**

DIRECTOR	MOVE	SECOND	AYE	NAY	ABSTAIN	ABSENT
Abdi						
El-Amin						
Skjefte						
Cerrillo						
Norvell						
Callahan						
Beachy						
Ellison						
Emerick						

## Tentative Agreement

**Association of Minneapolis District Professional Employees (AMP);  
Minneapolis Association of Administrators and Supervisors (MAAS); and  
Minneapolis Association of Confidential Administrators (MACA)**

*July 1, 2025 - June 30, 2027*

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In the following proposals: (1) underlined language is new language that would be added to the contract; (2) ~~struck-through language~~ is current language that would be removed from the contract; and (3) plain language is current contract language that would remain in the contract.

Unless otherwise noted all proposals are effective July 1, 2025.

The Union reserves the right to delete, amend, or add to any of its proposals.

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## Summary of Tentative Agreements

### 1. Wages

#### a. General Wage

- i. 0% on the wage grid effective July 1, 2025
- ii. 2% on the wage grid effective January 1, 2027

#### b. Steps

- i. Step on July 1, 2025, for all eligible employees
- ii. Step on January 1, 2027, for all eligible employees
  1. Eligible shall be defined as in their current role by June 1, 2026
- iii. Effective June 30, 2027, add two steps at the top to make it a 12-step schedule (new steps 2.5% apart, consistent with current wage grid)

#### c. Longevity

- i. Add \$250 to the 25-year longevity level, effective July 1, 2026

#### d. Deferred Comp

- i. Add \$250 to deferred comp match, effective January 1, 2027

### 2. On Call

- a. Change eligibility language to make more clear and concrete
- b. Will meet and discuss in contract admin
- c. Notice to all employees and supervisors in August for the 2026-27 year
- d. Starting September 1, 2026, staff must be notified 30 calendar days in advance if there are changes in on-call status for a person (i.e., added or removed)

### 3. Leaves

- a. **Personal and Religious:** Clarify personal and religious leave is not pro-rated for less 52-week employees
- b. **Minnesota Paid Family Leave:** Memorandum of Agreement (MOA) documenting that employees will contribute 50% of the PFL premium. MPS will allow the use of supplemental leave to top off benefits. Employees are responsible for applying directly for the state PFML benefit and for coordinating the use of accrued paid leave to supplement it. This MOA will be included in the back of the contract.

### 4. Layoff

- a. **Finance (non-contract language):** HR will meet with Union leadership to discuss any planned notifications to finance employees regarding excess staffing for the 2026 budget cycle. This process does not alter or modify any existing contract language.
- b. **Off-Cycle Layoff:** Increase off-cycle notice period to employees to 60 days; decrease off cycle Union-notice to 5 days

### 5. Contract Administration Meetings (non-contract language)

- a. The District and Union leadership agree to continue meeting periodically to foster open communication and collaborative problem-solving on matters affecting both parties. The parties further agree to include the following topics in Contract Administration Meetings:
  - i. Audit of on-call stipends and notification to employees/departments (scheduled for Summer 2026)
  - ii. Professional development addressing both unique areas of responsibility and duties specific to supervisory employees
  - iii. Culture and climate concerns, and strategies for support across the District
  - iv. Recognition and support for employees who voluntarily use second language skills on duty
  - v. Pay equity-related concerns

## Language Changes

**Note:** This portion of the document references the Minneapolis Association of Confidential Administrators (MACA) for contract language; however, corresponding changes are also agreed upon and should be applied to the Association of Minneapolis Professional Employees (AMP) and the Minneapolis Association of Administrators and Supervisors (MAAS).

### Article 9 Leaves - Other

9.2 **Personal Leave:** Two (2) non-cumulative personal leave days, which shall not be pro-rated for employees who work a partial year (i.e, 41 weeks), and shall not deducted from other accrued leave types sick leave, may be used for absences due to special obligations or emergencies, which cannot be scheduled on non-duty days and are not authorized under other leave provisions. A satisfactory explanation and prior approval by the supervisor shall be necessary. The employee shall state in writing that the leave is to be taken for important personal business, not of a recreational nature, that cannot be conducted on a non-duty day.

9.3 **Religious Leave:** Two (2) non-cumulative days per year, which shall not be pro-rated for employees who work a partial year (i.e, 41 weeks) non-cumulative, may be used for religious observance. Such days will not be charged to other accrued leave types sick leave or personal leave.

### Article 12 Changes in Classification or Position, Layoff

#### 12.1.3 Notification:

- a. At the time of notification by their supervisor, affected employees will receive the Notification of Preliminary Status Change Form
  1. A signature will not be required from the impacted employee on the Notification of Preliminary Status Change Form.
- b. The District shall notify the union of potentially affected employees within one (1) week of Human Resources receiving completed budget information from sites and/or departments during the Budget Tie-Out process.
- c. The union must be notified at least 10 days prior to notifying employees of layoff. For layoffs occurring outside the normal Budget Tie-Out process, the Union notification requirement shall be reduced to five (5) days.

- d. Employees must be notified at least 45 days in advance of the layoff. For layoffs occurring outside the normal Budget Tie-Out process, the employee notification period shall be increased to 55 days.
- e. The District will send Layoff Notices via email and certified mail.
- f. The District will notify the Union in writing prior to an employee being escorted out for security reasons related to the employee's job status, performance, or conduct, except for emergency situations outside of the District's control, in which case, notification shall be as soon as reasonably practical.

## Article 14 Pre-Tax Benefits

### 14.4.4 Match Requirements:

- a. The District will pay an annual match payment of up to ~~\$2,000.00~~ \$3,000.00 for employees participating in the public retirement pension plans.
- b. Effective January 1, ~~2027~~ 2025, the District shall increase the annual match payment to ~~\$3,000~~ \$3,250.00.
- c. Tax-deferred savings plan participants will be matched on a per pay period basis while they are deferring into the plan(s) until they reach their match for the calendar year.
- d. Only deductions that employees defer during the match period shall be matched by the District.
- e. The employee must have enrolled, elected to defer, and in fact deferred a qualifying amount during the calendar year, to qualify for the match.
- f. Student Loan Repayments: Depending on pending legislative action, the parties agree to explore options surrounding deferred compensation match based on student loan repayments.

## Article 15 Salary and Compensation

15.1 **Salary Schedules:** The salary of each classification included within the Association shall be the amounts shown in Appendices A-B attached to this Agreement. It is understood and agreed that these salary schedules supersede any other salary schedule previously in effect. Positions are as shown in Appendices F-H.

### 15.2 General Increases:

#### 15.2.1 Salary Schedule

~~2023-2024~~ 2025-2026

- a. Step increase for all eligible employees, effective July 1, ~~2023-2025~~
- b. No schedule increases

**2024-2025-2026-2027**

- a. Step increase for all eligible employees, effective January 1, 2027 ~~July 1, 2024~~

- For the 2026-27 year only, to qualify for step advancement on the above date, an employee must be in their position as of June 1, 2026

- B. 2.0% salary schedule increase, effective January 1, 2027

Salary Schedule Increases:

- ~~2.5%, effective July 1, 2024~~
- ~~2.5%, effective November 1, 2024~~
- ~~2.5%, effective February 1, 2025~~

- c. Salary Schedule Restructure:

- June 30, ~~2027-2025~~ – Add two steps to the top of the salary schedule. The steps shall be equidistant, consistent with the cadence of the existing schedule, and rounded as necessary to the nearest decimal.
- ~~June 30, 2025 – Remove two steps from the bottom of the salary schedule.~~
- ~~Renumber the steps accordingly.~~

**15.4 Longevity Pay:**

~~Effective July 1, 2016,~~ Employees ~~will~~ shall qualify for the following amounts effective July 1<sup>st</sup> at the beginning of the year in which they will have completed the years of service listed below:

<u>Years of Service</u>	<u>Salaried</u>	<u>Hourly</u>
15 years of service	\$1,000 annually	\$0.48 per hour
20 years of service	\$2,000 annually	\$0.96 per hour
25 years of service	\$3,000 annually	\$1.44 per hour

Effective July 1, 2026, employees shall qualify for the following amounts effective July 1<sup>st</sup> at the beginning of the year in which they will have completed the years of service listed below:

<u>Years of Service</u>	<u>Salaried</u>	<u>Hourly</u>
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<u>15 years of service</u>	<u>\$1,000 annually</u>	<u>\$0.48 per hour</u>
<u>20 years of service</u>	<u>\$2,000 annually</u>	<u>\$0.96 per hour</u>
<u>25 years of service</u>	<u>\$3,250 annually</u>	<u>\$1.56 per hour</u>

**15.5 On-Call Pay:**

**15.5.1 Definition of On-Call:** “On-call” status means the employee must be available to answer phone calls and work outside scheduled hours for a designated period. Compensation is provided not for additional scheduled work, but for the restriction on personal time during the on-call period. Employees shall be notified in writing and individually prior to a change in on-call status.

**15.5.2 Stipend Amounts:**

- a. An on-call stipend for eligible employees shall be paid out in twenty (20) payments, following the District benefits schedule ~~nine payments during the school year:~~
  - 1) Exempt employees shall be eligible for an annual on-call stipend of \$4,000.444 per payment.
  - 2) Non-exempt employees shall be eligible for an annual on-call stipend of \$2,000.22 per payment.

**15.5.32 Conditions of Eligibility:** Eligibility for the on-call stipends is contingent upon the following conditions:

- a. On a regular basis, the employee is expected to ~~be called back into work after normal work hours, or~~ immediately work remotely to address emergencies.
- b. The employee has no freedom to disregard the call and have the task passed along to another staff member.
- c. Employee eligibility for on-call pay shall be determined by the employee’s department head in consultation with the Department of Human Resources Business Partners.
- d. ~~The District will provide an updated list to the Union annually of individuals determined by the District who will be required to be on call as an essential function of their job.~~

**15.5.4 Expectations to Respond**

- a. **Rotating On-Call Employees:** Employees who share on-call responsibilities on a rotating basis are expected to answer calls and respond immediately.
- b. **Limited-Coverage Employees:** Employees responsible for an on-call function with little or no rotation are required to be available and respond within a reasonable timeframe during scheduled on-call periods, as defined by their supervisor.
- c. **Work Performed While On Call:** Any work completed in response to on-call requests shall be considered work time and compensated according to the employee's exempt or non-exempt status, consistent with the Contract's sections on work hours and compensatory time.

**MEMORANDUM OF AGREEMENT**

**between Minneapolis Public Schools, Special School District No. 1**

**and**

**Association of Minneapolis District Professional Employees (AMP)**

**and**

**Minneapolis Association of Administrators And Supervisors (MAAS)**

**and**

**Minneapolis Association of Confidential Administrators (MACA)**

**WHEREAS**, Minneapolis Public Schools ( District") and Association of Minneapolis Professionals (AMP), Minneapolis Association of Administrators and Supervisors (MAAS), and Minneapolis Association of Confidential Administrators (MACA), hereafter referred to as have entered into collective bargaining agreements covering the terms and conditions of employment; and

**WHEREAS**, the State of Minnesota has enacted a Paid Family and Medical Leave (PFML) program that provides eligible employees with partial wage replacement benefits for qualifying family and medical leave reasons;

**NOW, THEREFORE, BE IT RESOLVED**, that the District and Unions agree to the following terms:

1. **Premium Contributions:** The Employee shall be responsible for contributing fifty percent (50%) of the Paid Family Leave insurance premium through payroll deductions.
2. **Employer Supplemental Leave:** The Employer agrees to allow the Employee to use accrued paid leave (such as sick leave, personal leave, or vacation, as applicable) to supplement ("top off") the State Paid Family Leave benefit, up to the Employee's regular rate of pay, in accordance with applicable laws and policies.
3. **Employee Responsibility:**

It shall be the Employee's responsibility to:

- Apply for leave with the District through MPS through District leave process at least thirty (30) days in advance, when practicable, and prior to

or concurrently with the State Paid Family Leave application; and

- Apply for any additional leave benefits through MPS (such as Short-Term Disability) they may be eligible for.
  - Request and utilize accrued paid leave, if desired, to supplement the State benefit.
4. **No Additional Benefits:** This MOA does not create, expand, or guarantee any benefits, rights, or leave entitlements beyond those prescribed by State or federal law or those expressly and clearly articulated within collective bargaining agreement or this MOA. All Paid Family Leave usage shall be subject to applicable State regulations and Employer procedures.

This Memorandum of Agreement shall expire on June 30, 2027.

# Request for Board Action (RBA)

Memo



## Item Overview

<b>Name:</b>	2025-2027 Bargaining Agreement between MPS and the Minneapolis Association of Administrators and Supervisors
<b>Type:</b>	Collective Bargaining Agreement ▾
<b>Meeting Date:</b>	03/10/2026
<b>File Number:</b>	2026-03-ER-CBA-MAAS
<b>Requesting Staff:</b>	Alicia Miller, Senior Human Resources Officer ▾

## Background and Pertinent Facts

1. 2025-2027 Bargaining agreement between MPS and the Minneapolis Association of Administrators and Supervisors
2. This bargaining agreement contained the terms and conditions of employment for the Association of Minneapolis Association of Administrators and Supervisors for the years 2025-2027.
3. The two-year total package aggregate cost of the combined AMP-MAAS-MACA tentative agreements is \$3,273,000, which represents a 5.0 % increase in annual costs spread over two years.

## Recommendation

Approve the 2025-2027 Collective Bargaining Agreement between Special School District No. 1 and the Minneapolis Association of Administrators and Supervisors as presented.

## Attachments and Relevant Links

1. Resolution approving the 2025-2027 Collective Bargaining Agreement between Special School District No.1 and the Minneapolis Association of Administrators and Supervisors (2026-0027)
2. Professional Group Tentative Agreement, 2025-2027

**Special School District Number 1  
Board of Education Resolution**



MINNEAPOLIS  
PUBLIC SCHOOLS

Resolution: 2026-0027

March 10, 2026

**Resolution approving the 2025-2027 Collective Bargaining Agreement between Special School District No.1 and Minneapolis Association of Administrators and Supervisors**

**WHEREAS**, Special School District No. 1 (District) and the Minneapolis Association of Administrators and Supervisors (Union) were parties to a collective bargaining agreement for the period of July 1, 2023, through June 30, 2025; and

**WHEREAS**, the collective bargaining agreement between the District and Union expired on June 30, 2025; and

**WHEREAS**, the District and Union engaged in collective bargaining negotiations, and reached a tentative agreement on a successor agreement through June 30, 2027; and

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

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Directors of Special School District No. 1 hereby approves the collective bargaining agreement between Special School District No. 1, and the Association of Minneapolis Professional Employees, effective July 1, 2025, through June 30, 2027.

**ADOPTED this tenth day of March 2026**

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Collin Beachy, Chair

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Lori Norvell, Clerk

**Special School District Number 1  
Board of Education Resolution**



**MINNEAPOLIS  
PUBLIC SCHOOLS**

Resolution: 2026-0027

March 10, 2026

**RECORD OF BOARD VOTE**

DIRECTOR	MOVE	SECOND	AYE	NAY	ABSTAIN	ABSENT
Abdi						
El-Amin						
Skjefte						
Cerrillo						
Norvell						
Callahan						
Beachy						
Ellison						
Emerick						

## Tentative Agreement

**Association of Minneapolis District Professional Employees (AMP);  
Minneapolis Association of Administrators and Supervisors (MAAS); and  
Minneapolis Association of Confidential Administrators (MACA)**

*July 1, 2025 - June 30, 2027*

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In the following proposals: (1) underlined language is new language that would be added to the contract; (2) ~~struck-through language~~ is current language that would be removed from the contract; and (3) plain language is current contract language that would remain in the contract.

Unless otherwise noted all proposals are effective July 1, 2025.

The Union reserves the right to delete, amend, or add to any of its proposals.

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## Summary of Tentative Agreements

### 1. Wages

#### a. General Wage

- i. 0% on the wage grid effective July 1, 2025
- ii. 2% on the wage grid effective January 1, 2027

#### b. Steps

- i. Step on July 1, 2025, for all eligible employees
- ii. Step on January 1, 2027, for all eligible employees
  1. Eligible shall be defined as in their current role by June 1, 2026
- iii. Effective June 30, 2027, add two steps at the top to make it a 12-step schedule (new steps 2.5% apart, consistent with current wage grid)

#### c. Longevity

- i. Add \$250 to the 25-year longevity level, effective July 1, 2026

#### d. Deferred Comp

- i. Add \$250 to deferred comp match, effective January 1, 2027

### 2. On Call

- a. Change eligibility language to make more clear and concrete
- b. Will meet and discuss in contract admin
- c. Notice to all employees and supervisors in August for the 2026-27 year
- d. Starting September 1, 2026, staff must be notified 30 calendar days in advance if there are changes in on-call status for a person (i.e., added or removed)

### 3. Leaves

- a. **Personal and Religious:** Clarify personal and religious leave is not pro-rated for less 52-week employees
- b. **Minnesota Paid Family Leave:** Memorandum of Agreement (MOA) documenting that employees will contribute 50% of the PFL premium. MPS will allow the use of supplemental leave to top off benefits. Employees are responsible for applying directly for the state PFML benefit and for coordinating the use of accrued paid leave to supplement it. This MOA will be included in the back of the contract.

### 4. Layoff

- a. **Finance (non-contract language):** HR will meet with Union leadership to discuss any planned notifications to finance employees regarding excess staffing for the 2026 budget cycle. This process does not alter or modify any existing contract language.
- b. **Off-Cycle Layoff:** Increase off-cycle notice period to employees to 60 days; decrease off cycle Union-notice to 5 days

### 5. Contract Administration Meetings (non-contract language)

- a. The District and Union leadership agree to continue meeting periodically to foster open communication and collaborative problem-solving on matters affecting both parties. The parties further agree to include the following topics in Contract Administration Meetings:
  - i. Audit of on-call stipends and notification to employees/departments (scheduled for Summer 2026)
  - ii. Professional development addressing both unique areas of responsibility and duties specific to supervisory employees
  - iii. Culture and climate concerns, and strategies for support across the District
  - iv. Recognition and support for employees who voluntarily use second language skills on duty
  - v. Pay equity-related concerns

## Language Changes

**Note:** This portion of the document references the Minneapolis Association of Confidential Administrators (MACA) for contract language; however, corresponding changes are also agreed upon and should be applied to the Association of Minneapolis Professional Employees (AMP) and the Minneapolis Association of Administrators and Supervisors (MAAS).

### Article 9 Leaves - Other

9.2 **Personal Leave:** Two (2) non-cumulative personal leave days, which shall not be pro-rated for employees who work a partial year (i.e, 41 weeks), and shall not deducted from other accrued leave types sick leave, may be used for absences due to special obligations or emergencies, which cannot be scheduled on non-duty days and are not authorized under other leave provisions. A satisfactory explanation and prior approval by the supervisor shall be necessary. The employee shall state in writing that the leave is to be taken for important personal business, not of a recreational nature, that cannot be conducted on a non-duty day.

9.3 **Religious Leave:** Two (2) non-cumulative days per year, which shall not be pro-rated for employees who work a partial year (i.e, 41 weeks) non-cumulative, may be used for religious observance. Such days will not be charged to other accrued leave types sick leave or personal leave.

### Article 12 Changes in Classification or Position, Layoff

#### 12.1.3 Notification:

- a. At the time of notification by their supervisor, affected employees will receive the Notification of Preliminary Status Change Form
  1. A signature will not be required from the impacted employee on the Notification of Preliminary Status Change Form.
- b. The District shall notify the union of potentially affected employees within one (1) week of Human Resources receiving completed budget information from sites and/or departments during the Budget Tie-Out process.
- c. The union must be notified at least 10 days prior to notifying employees of layoff. For layoffs occurring outside the normal Budget Tie-Out process, the Union notification requirement shall be reduced to five (5) days.

- d. Employees must be notified at least 45 days in advance of the layoff. For layoffs occurring outside the normal Budget Tie-Out process, the employee notification period shall be increased to 55 days.
- e. The District will send Layoff Notices via email and certified mail.
- f. The District will notify the Union in writing prior to an employee being escorted out for security reasons related to the employee's job status, performance, or conduct, except for emergency situations outside of the District's control, in which case, notification shall be as soon as reasonably practical.

## Article 14 Pre-Tax Benefits

### 14.4.4 Match Requirements:

- a. The District will pay an annual match payment of up to ~~\$2,000.00~~ \$3,000.00 for employees participating in the public retirement pension plans.
- b. Effective January 1, ~~2027~~ 2025, the District shall increase the annual match payment to ~~\$3,000~~ \$3,250.00.
- c. Tax-deferred savings plan participants will be matched on a per pay period basis while they are deferring into the plan(s) until they reach their match for the calendar year.
- d. Only deductions that employees defer during the match period shall be matched by the District.
- e. The employee must have enrolled, elected to defer, and in fact deferred a qualifying amount during the calendar year, to qualify for the match.
- f. Student Loan Repayments: Depending on pending legislative action, the parties agree to explore options surrounding deferred compensation match based on student loan repayments.

## Article 15 Salary and Compensation

15.1 **Salary Schedules:** The salary of each classification included within the Association shall be the amounts shown in Appendices A-B attached to this Agreement. It is understood and agreed that these salary schedules supersede any other salary schedule previously in effect. Positions are as shown in Appendices F-H.

### 15.2 General Increases:

#### 15.2.1 Salary Schedule

~~2023-2024~~ 2025-2026

- a. Step increase for all eligible employees, effective July 1, ~~2023-2025~~
- b. No schedule increases

**2024-2025-2026-2027**

- a. Step increase for all eligible employees, effective January 1, 2027 ~~July 1, 2024~~

- For the 2026-27 year only, to qualify for step advancement on the above date, an employee must be in their position as of June 1, 2026

- B. 2.0% salary schedule increase, effective January 1, 2027

Salary Schedule Increases:

- ~~2.5%, effective July 1, 2024~~
- ~~2.5%, effective November 1, 2024~~
- ~~2.5%, effective February 1, 2025~~

- c. Salary Schedule Restructure:

- June 30, ~~2027-2025~~ – Add two steps to the top of the salary schedule. The steps shall be equidistant, consistent with the cadence of the existing schedule, and rounded as necessary to the nearest decimal.
- ~~June 30, 2025 – Remove two steps from the bottom of the salary schedule.~~
- ~~Renumber the steps accordingly.~~

**15.4 Longevity Pay:**

~~Effective July 1, 2016,~~ Employees ~~will~~ shall qualify for the following amounts effective July 1<sup>st</sup> at the beginning of the year in which they will have completed the years of service listed below:

<u>Years of Service</u>	<u>Salaried</u>	<u>Hourly</u>
15 years of service	\$1,000 annually	\$0.48 per hour
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25 years of service	\$3,000 annually	\$1.44 per hour

Effective July 1, 2026, employees shall qualify for the following amounts effective July 1<sup>st</sup> at the beginning of the year in which they will have completed the years of service listed below:

<u>Years of Service</u>	<u>Salaried</u>	<u>Hourly</u>
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<u>25 years of service</u>	<u>\$3,250 annually</u>	<u>\$1.56 per hour</u>

**15.5 On-Call Pay:**

**15.5.1 Definition of On-Call:** “On-call” status means the employee must be available to answer phone calls and work outside scheduled hours for a designated period. Compensation is provided not for additional scheduled work, but for the restriction on personal time during the on-call period. Employees shall be notified in writing and individually prior to a change in on-call status.

**15.5.2 Stipend Amounts:**

- a. An on-call stipend for eligible employees shall be paid out in twenty (20) payments, following the District benefits schedule ~~nine payments during the school year:~~
  - 1) Exempt employees shall be eligible for an annual on-call stipend of \$4,000.444 per payment.
  - 2) Non-exempt employees shall be eligible for an annual on-call stipend of \$2,000.22 per payment.

**15.5.32 Conditions of Eligibility:** Eligibility for the on-call stipends is contingent upon the following conditions:

- a. On a regular basis, the employee is expected to ~~be called back into work after normal work hours, or~~ immediately work remotely to address emergencies.
- b. The employee has no freedom to disregard the call and have the task passed along to another staff member.
- c. Employee eligibility for on-call pay shall be determined by the employee’s department head in consultation with the Department of Human Resources Business Partners.
- d. ~~The District will provide an updated list to the Union annually of individuals determined by the District who will be required to be on call as an essential function of their job.~~

**15.5.4 Expectations to Respond**

- a. **Rotating On-Call Employees:** Employees who share on-call responsibilities on a rotating basis are expected to answer calls and respond immediately.
- b. **Limited-Coverage Employees:** Employees responsible for an on-call function with little or no rotation are required to be available and respond within a reasonable timeframe during scheduled on-call periods, as defined by their supervisor.
- c. **Work Performed While On Call:** Any work completed in response to on-call requests shall be considered work time and compensated according to the employee's exempt or non-exempt status, consistent with the Contract's sections on work hours and compensatory time.

**MEMORANDUM OF AGREEMENT**

**between Minneapolis Public Schools, Special School District No. 1**

**and**

**Association of Minneapolis District Professional Employees (AMP)**

**and**

**Minneapolis Association of Administrators And Supervisors (MAAS)**

**and**

**Minneapolis Association of Confidential Administrators (MACA)**

**WHEREAS**, Minneapolis Public Schools ( District") and Association of Minneapolis Professionals (AMP), Minneapolis Association of Administrators and Supervisors (MAAS), and Minneapolis Association of Confidential Administrators (MACA), hereafter referred to as have entered into collective bargaining agreements covering the terms and conditions of employment; and

**WHEREAS**, the State of Minnesota has enacted a Paid Family and Medical Leave (PFML) program that provides eligible employees with partial wage replacement benefits for qualifying family and medical leave reasons;

**NOW, THEREFORE, BE IT RESOLVED**, that the District and Unions agree to the following terms:

1. **Premium Contributions:** The Employee shall be responsible for contributing fifty percent (50%) of the Paid Family Leave insurance premium through payroll deductions.
2. **Employer Supplemental Leave:** The Employer agrees to allow the Employee to use accrued paid leave (such as sick leave, personal leave, or vacation, as applicable) to supplement ("top off") the State Paid Family Leave benefit, up to the Employee's regular rate of pay, in accordance with applicable laws and policies.
3. **Employee Responsibility:**

It shall be the Employee's responsibility to:

- Apply for leave with the District through MPS through District leave process at least thirty (30) days in advance, when practicable, and prior to

or concurrently with the State Paid Family Leave application; and

- Apply for any additional leave benefits through MPS (such as Short-Term Disability) they may be eligible for.
  - Request and utilize accrued paid leave, if desired, to supplement the State benefit.
4. **No Additional Benefits:** This MOA does not create, expand, or guarantee any benefits, rights, or leave entitlements beyond those prescribed by State or federal law or those expressly and clearly articulated within collective bargaining agreement or this MOA. All Paid Family Leave usage shall be subject to applicable State regulations and Employer procedures.

This Memorandum of Agreement shall expire on June 30, 2027.

# Request for Board Action (RBA)

Memo



## Item Overview

<b>Name:</b>	2025-2027 Bargaining Agreement between MPS and the Minneapolis Association of Confidential Administrators
<b>Type:</b>	Collective Bargaining Agreement ▾
<b>Meeting Date:</b>	03/10/2026
<b>File Number:</b>	2026-03-ER-CBA-MACA
<b>Requesting Staff:</b>	Alicia Miller, Senior Human Resources Officer ▾

## Background and Pertinent Facts

1. This bargaining agreement contained the terms and conditions of employment for the Minneapolis Association of Confidential Administrators for the years 2025-2027.
2. The two-year total package aggregate cost of the combined AMP-MAAS-MACA tentative agreements is \$3,273,000, which represents a 5.0 % increase in annual costs spread over two years.

## Recommendation

Approve the 2025-2027 Collective Bargaining Agreement between Special School District No. 1 and the Minneapolis Association of Confidential Administrators as presented.

## Attachments and Relevant Links

1. Resolution approving the 2025-2027 Collective Bargaining Agreement between Special School District No.1 and Minneapolis Association of Confidential Administrators (2026-0028)
2. Professional Group Tentative Agreement, 2025-2027

RBA: 2026-03-ER-CBA-MACA

**Special School District Number 1  
Board of Education Resolution**



MINNEAPOLIS  
PUBLIC SCHOOLS

Resolution: 2026-0028

March 10, 2026

**Resolution approving the 2025-2027 Collective Bargaining Agreement between Special School District No.1 and Minneapolis Association of Confidential Administrators**

**WHEREAS**, Special School District No. 1 (District) and the Minneapolis Association of Confidential Administrators (Union) were parties to a collective bargaining agreement for the period of July 1, 2023, through June 30, 2025; and

**WHEREAS**, the collective bargaining agreement between the District and Union expired on June 30, 2025; and

**WHEREAS**, the District and Union engaged in collective bargaining negotiations, and reached a tentative agreement on a successor agreement through June 30, 2027; and

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

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Directors of Special School District No. 1 hereby approves the collective bargaining agreement between Special School District No. 1, and the Minneapolis Association of Confidential Administrators, effective July 1, 2025, through June 30, 2027.

**ADOPTED this tenth day of March 2026**

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Collin Beachy, Chair

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Lori Norvell, Clerk

**Special School District Number 1  
Board of Education Resolution**



Resolution: 2026-0028

March 10, 2026

MINNEAPOLIS  
PUBLIC SCHOOLS

**RECORD OF BOARD VOTE**

DIRECTOR	MOVE	SECOND	AYE	NAY	ABSTAIN	ABSENT
Abdi						
El-Amin						
Skjefte						
Cerrillo						
Norvell						
Callahan						
Beachy						
Ellison						
Emerick						

## Tentative Agreement

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**between Minneapolis Public Schools, Special School District No. 1**

**and**

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This Memorandum of Agreement shall expire on June 30, 2027.

# Request for Board Action (RBA)

Memo



## Item Overview

<b>Name:</b>	Approval of the 2026-2029 Achievement and Integration (A&I) Plan and Budget
<b>Type:</b>	Resolution ▾
<b>Meeting Date:</b>	03/10/2026
<b>File Number:</b>	2026-2
<b>Requesting Staff:</b>	Ty Thompson, Deputy Superintendent ▾

## Background and Pertinent Facts

1. The district is preparing to transition into the 2026–29 Achievement and Integration (A&I) Plan. The new plan prioritizes direct student investments and is aligned with the Comprehensive Achievement and Civic Readiness (CACR) goals to ensure integration efforts drive academic and post-secondary success.
2. Fiscal Impact: The \$13.1 million budget is primarily allocated to site-based programming as defined and in accordance with the funding parameters established by the Minnesota Department of Education.
3. Key focus areas:
  - a. Magnet Schools as Integration Strategy: The plan utilizes Magnet schools as the primary focus for integration efforts.
  - b. Career & College Readiness: Informed by School Climate Student Survey data, the plan uses AVID and other advanced coursework options to increase peer-to-peer relational time and provides proactive outreach to students in protected classes regarding advanced course selection.
  - c. CTE & Magnet Transportation: Funding provides citywide transportation for Magnet and CTE programming. This eliminates geographic barriers, ensuring all students have access to specialized magnet school programming and career pathways regardless of their neighborhood.

RBA: 2026-0030

Page 1 of 2

# Request for Board Action (RBA)

## Memo



- 
- d. Academic Achievement and Closing of Gaps: MPS will use Fastbridge as the universal diagnostic tool to track and accelerate student growth. We will leverage this data alongside targeted professional development, specialized staff expertise, and evidence based interventions to move students towards proficiency.
  4. Collaborative Development: To ensure transparency and broad stakeholder engagement in the development of the plan, district leaders met with the Comprehensive Achievement and Civic Readiness advisory committee. The Equity Department also convened and consulted with a district-level planning team that included school principals, department leaders, community partners, and a parent representative. Updates were shared with the American Indian Parent Advisory Committee (AIPAC), the Minnesota Department of Education, and Robbinsdale Area Schools to ensure alignment with state expectations and regional priorities.
  5. Prior Board Action: The Board of Education previously approved the 2023–2026 Achievement and Integration Plan in March 2023.

### **Recommendation**

Approve Achievement and Integration plan as presented.

### **Attachments and Relevant Links**

1. Minneapolis Public Schools Achievement and Integration Plan (2026-0031)
2. Summary of A&I Plan goals 2026-29
3. Resolution 2026-0030

**Special School District Number 1  
Board of Education Resolution**



MINNEAPOLIS  
PUBLIC SCHOOLS

Resolution: 2026-0030

March 10, 2026

**Resolution Approving the 2026-2029 Achievement and Integration Plan and  
Budget**

**WHEREAS**, pursuant to Minnesota Statutes Section 124D.861, "The 'Achievement and Integration for Minnesota' program is established to pursue racial and economic integration and increase student academic achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools"; and

**WHEREAS**, MPS is preparing to transition into the 2026–29 Achievement and Integration (A&I) Plan, which prioritizes direct student investments and is aligned with the Comprehensive Achievement and Civic Readiness (CACR) goals to ensure integration efforts drive academic and post-secondary success; and

**WHEREAS**, a plan and budget must be approved and submitted to the Minnesota Department of Education prior to March 15, 2026.

**NOW THEREFORE BE IT RESOLVED**, that the Board of Directors of Special School District No. 1 (Minneapolis Public Schools) hereby approves the proposed 2026-2029 Achievement and Integration Plan and Budget (2026-0031) and authorizes submission to the Minnesota Department of Education.

**ADOPTED this 10th day of March 2026.**

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Collin Beachy, Chair

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Lori Norvell, Clerk

**Special School District Number 1  
Board of Education Resolution**



Resolution: 2026-0030

March 10, 2026

**MINNEAPOLIS  
PUBLIC SCHOOLS**

**RECORD OF BOARD VOTE**

DIRECTOR	MOVE	SECOND	AYE	NAY	ABSTAIN	ABSENT
Abdi						
El-Amin						
Skjefte						
Cerrillo						
Norvell						
Callahan						
Beachy						
Ellison						
Emerick						



**All racial and economic achievement gaps between students are closed.**

- 50% of MPS students who are members of a protected class and who score below benchmark in the fall on FastBridge earlyMath (K-1) or FastBridge aMath (2-8) will make one-year's worth of growth or more within the school year.
- 50% of MPS students who are members of a protected class and who score below benchmark in the fall on FastBridge earlyReading (K-1) or FastBridge aReading (2-8) will make one-year's worth of growth or more within the school year.

**All students are ready for career and college.**

- The proportion of high school students who are members of a protected class and who complete at least one advanced course (AP, IB, CIS, Advanced, CTE, PSEO) by the end of 12th grade will be reflective of the MPS student body as a whole within 10%.

**All students graduate from high school.**

- 90% of MPS seniors will graduate or continue into an approved diploma-seeking transition or language support program.

**All students are prepared to be lifelong learners.**

- MPS will increase student and family participation in integrated experiences by 25% by the end of SY29, with a focus on cross-cultural interaction between RIS and non-RIS sites.
- MPS will retain 85% of protected class staff.
- MPS will increase Magnet School student recruitment, retention, and Integration by 15% by the end of SY 29 to ensure that all students have access to the programs.



**Achievement and Integration Plan**  
**July 1, 2026 to June 30, 2029**

**District ISD# and Name:** #1 Minneapolis Public Schools

Email: mpssup@mpls.k12.mn.us

**District Integration Status:** Racially Isolated District  
/Racially Identifiable School (RI/RIS)

**Plan submitted by:** Tamuriel L. Grace

Title: Executive Director of Equity and School Climate

Phone: Enter phone number.

Email: Tamuriel.grace@mpls.k12.mn.us

**Superintendent:** Dr. Lisa Sayles- Adams

Phone: 612.668.0643

**Partnering Districts**

Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed.

- **Robbinsdale Area School District A -**  
Adjoining
- **ISD #281 Robbinsdale Area Schools.**  
**Robbinsdale Area Schools (RAS) will be**

**Minneapolis Public Schools' (MPS)**  
**cross district collaborative. MPS and**  
**RAS will collaborate and partner on**  
**student leadership initiatives including**  
**Citywide Youth Leadership.**

**Racially Identifiable Schools within District**

If you have been notified by the Minnesota Department of Education (MDE) that your district has a Racially Identifiable School (RIS), please list each of those schools below. Add additional lines as needed. You will complete one RIS plan, one per RIS, at the end of the form.

- Anishinabe Academy
- Anwatin Middle School
- Bethune Elementary School
- Bryn Mawr Elementary School
- Camden High School
- Cityview Community School
- Ella Baker Middle School
- Folwell Arts Magnet
- Franklin Middle School
- Hall Elementary School
- Hmong International Academy
- Heritage Stem Academy
- Jenny Lind Elementary
- Las Estrellas Elementary School
- Lucy Laney Elementary School
- Lyndale Elementary School
- Nellie Stone Johnson Elementary
- North Community High School
- Olson Middle School

- Pratt Elementary School
- Sullivan STEAM School
- Whittier Elementary School
- Webster Elementary School

## School Board Approval:

### School

- We certify that we have approved this Achievement and Integration plan (Minn. Stat. § 124D.861, subd. 4).
- We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by Minnesota Rules 3535.0160, subpart 2, and Minnesota Rules 3535.0170, subparts 2-5.

Superintendent: **Enter name.**

Signature:

Date Signed: Enter date.

School Board Chair: **Enter name.**

Signature:

Date Signed: Enter date.

## Plan Input:

Tamuriel Grace Donnie Belcher Courtney Johnson Sung Ja Shin Pia Payne Shannon	Jennifer Simon Dr. Heather Mac Murray Ty Thompson John Bjoraker Yusuf Abdullah	Sherrill Lindsey Heather Frye Daniel Goeman Dr. Edgar Alfonzo Courtney McCormick
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**Multidistrict Collaboration Council:** The combined multidistrict and community collaboration council met several times throughout the 2025-2026 school year. There were large council meetings and smaller subcommittee meetings to gather as much feedback and input as possible. Ultimately, it was determined to keep the Comprehensive Achievement and Civic Readiness (CACR) Goals and the Achievement and Integration Goals totally aligned and the same to foster coherence and cohesion in the district.

Date	Meeting Type	Focus
November 6	Council Meeting	Large Council Meeting

November 20	Council Meeting	Large Council Meeting
December 4	Council Meeting	Large Council Meeting
December 5	Subcommittee Meeting	Facilities/Operation
December 17	Subcommittee Meeting	CACR and A&I Alignment Meeting
January 16	Collaborative Meeting	Goals/Strategies sharing with Robbinsdale Area Schools
January 28	Subcommittee Meeting	Attendance and A&I Alignment
February 5	Presentation	CACR Advisory Group Presentation
February 9	Subcommittee Meeting	A&I and CACR Alignment Planning
February 12	Subcommittee Meeting	A&I and American Indian Education
February 19	Council Meeting	Planning Council Meeting
February 24	Collaborative Meeting	Meeting with Robbinsdale Area Schools
February 26	Presentation	AIPAC Presentation of Goals and Strategies

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## **Achievement and Integration Goals:**

**Goal #1:** By the end of FY2029: 50% of students who are members of the protected class and who score below benchmark in the fall on FastBridge earlyReading (K-1) or FastBridge aReading (2-8) will make one year’s worth of growth or more within the school year.

**Goal type:** Achievement Disparity

### **Strategies:**

**Strategy Name and # 1.1:** Continue implementation of University of Florida Literacy Institute (UFLI) Foundations

**Type of Strategy:** Professional development opportunities focused on academic achievement of all students.

MPS will continue to implement UFLI Foundations as the Tier 1 phonics program across elementary schools. Teachers and principals will receive targeted professional development to support effective implementation. The district will monitor fidelity of use through classroom observations and walkthroughs to ensure consistency across schools. Fidelity data will be used to guide coaching and continuous improvement.

Location of services: All Elementary Schools

**Strategy Name and # 1.2: Ensure all teachers successfully complete Language Essentials for Teachers of Reading and Spelling (LETRS) training**

**Type of Strategy:** Equitable access to effective and more diverse teachers.

**Narrative description of this strategy.**

LETRS professional development builds teacher knowledge of the science of reading and supports strong instructional decision making. By completing this training, teachers will be better equipped to make intentional connections between literacy theory and classroom practice. The students will benefit from teachers who have additional skills and knowledge based in the science of reading thus allowing them to have exposure to more effective teaching practices. The district will monitor completion and use of LETRS learning to support improved instructional practices and increased student achievement.

Location of services: Districtwide

**Strategy Name and # 1.3: Update Instructional Model in Schools including magnet schools**

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

**Narrative description of this strategy.**

MPS will update the instructional model in all magnet schools to integrate literacy skills and communication concepts and competencies into specialized curriculum areas (technical writing, digital storytelling, and critical analysis of texts) to provide differentiated, high quality, high interest learning experiences and opportunities for students, utilizing the skills and knowledge of the content leads to develop and lead this work within their magnet school portfolios and within their content areas.

Location of services: All magnet schools

### Strategy Name and # 1.4: Monitor Student Growth Data

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

#### **Narrative description of this strategy.**

Instructional leadership teams at the school, department, and district level will effectively monitor student growth data using a data visualization tool, such as Tableau. This tool will be used to monitor student progress across the school site and district. This tool will allow building and district staff to continuously monitor student progress and customize the instructional interventions based on student needs.

Location of services: Districtwide

### Strategy Name and # 1.5: Multi-Tiered System of Support

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

**Narrative description of this strategy.**

Minneapolis Public Schools (MPS) utilizes a Multi-Tiered System of Supports (MTSS) framework to meet the literacy and academic needs of all students, ensuring every learner has access to high-quality, evidence-based instruction. Our priority is providing all students with highly effective Tier 1 core instruction that is aligned with the Minnesota English Language Arts standards and rooted in the Science of Reading. To meet the needs of students requiring additional support to reach grade level standards, teachers and interventionists will provide Tier 2 and Tier 3, research-based interventions and engage in regular progress monitoring to ensure growth in reading proficiency. Ongoing professional development will also be critical for maintaining rigorous research informed and sound instructional practices.

Location of services: Districtwide

**Key Indicators:**

**Key Indicators of Progress (KIP)**

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
The % of students in protected classes scoring below benchmark in the fall who achieve one year of growth or more on FastBridge (earlyReading /aReading) between fall and winter.	Establish baseline	Baseline+ 2%	50%

**Achievement and Integration Goals:**

**Goal #2:**

**By the End of FY2029: 50% of students who are members of a protected class and who score below benchmark in the fall on FastBridge earlyMath (K-1) or FastBridge aMath (2-8) will make one year’s worth of growth or more within the school year.**

**Goal type:** Achievement Disparity

**Strategies:**

**Strategy Name and # 2.1: Continue to conduct the culturally responsive\_math professional development series**

**Type of Strategy:** Professional development opportunities focused on academic achievement of all students.

**Narrative description of this strategy.**

MPS will continue to conduct the professional development series focused on implementing culturally responsive and appropriate math instruction and utilizing project-based instruction for all students to make real world connections for all students including those students in the protected class. Ongoing professional development is crucial for maintaining rigorous, research-informed instructional strategies. This support is provided throughout the year through job-embedded coaching and school-based professional development

Location of services: Districtwide

**Strategy Name and # 2.2: Update the instructional model in magnet schools**

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

**Narrative description of this strategy.**

MPS will update the instructional model in all magnet schools to integrate math skills, concepts and the conceptual framework into the specialized curriculum areas (coding, engineering, music theory) to provide differentiated, high quality, high interest learning experiences and opportunities for students, utilizing the skills and knowledge of the content leads to develop and lead this work within their magnet school portfolios and within their content areas.

Location of services: Districtwide Magnet Schools

**Strategy Name and # 2.3: Monitor Student Growth Data**

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

**Narrative description of this strategy.**

Instructional leadership teams at the school, department, and district level will effectively monitor student growth data using a data visualization tool, such as Tableau. This tool will be used to monitor student progress across the school site and district. This tool will allow building and district staff to continuously monitor student progress and customize the instructional interventions based on student needs.

Location of services: Districtwide

**Strategy Name and #2.4 MTSS and Math**

**Type of Strategy:** Professional development opportunities focused on academic achievement of all students.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

**Narrative description of this strategy.** Minneapolis Public Schools (MPS) utilizes a Multi-Tiered System of Supports (MTSS) framework to meet the mathematical and academic needs of all students, ensuring every learner has access to high-quality, evidence-based instruction. MPS’s priority is providing all students with highly effective Tier 1 core instruction that is aligned with the Minnesota Academic Standards in Mathematics and fosters conceptual understanding, procedural skill and fluency, and application. To meet the needs of students requiring additional support to reach grade-level standards, teachers provide targeted Tier 2 and Tier 3 research-based interventions and engage in regular progress monitoring to ensure accelerated growth toward mathematical proficiency.  
Location of services: Enter location.

**Key Indicators:**

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
The % of students in protected classes scoring below benchmark in the fall who achieve one year of growth or more on FastBridge (earlyMath/aMath) between fall and winter.	Establish Baseline	Baseline +2%	50%

**Achievement and Integration Goals:**

**Goal #3:**

**By the end of FY 2029: the proportion of high school students who are members of the protected class and who complete at least one advanced course (AP, IB, CIS, Advanced CTE, PSEO) by the end of 12th grade will be reflective of the MPS student body within 10%. (For example, if 60% of MPS students are in a protected class, the proportion of students completing an advanced course would be 60% +/- 10%).**

**Goal type:** Achievement Disparity

**Strategies:**

**Strategy Name and # 3.1: Strengthen the existing college and career readiness participation in middle and high school**

**Type of Strategy:** Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

**Narrative description of this strategy.**

MPS will strengthen the existing college and career readiness participation in middle and high schools with a focus on core and magnet school integration. This will include proactive outreach, communication, and advertising to all students, including those in the protected class regarding advanced middle, and high school course selection. MPS is committed to eliminating the "expectation gap" by shifting from a passive to a proactive recruitment model for advanced coursework (e.g., AP, IB, and CTE).

- Data-Driven Communication: We will utilize analytics from recruitment events and enrollment data to refine our advertising and outreach, ensuring that information regarding advanced middle and high school course selection reaches every household.
- Targeted Advocacy: School counselors, AVID coordinators and other building support staff will conduct intentional outreach to students and their caregivers in protected classes to encourage enrollment in rigorous courses, providing the nudge and support needed to overcome historical barriers to access.

Location of services: Districtwide

### **Strategy Name and # 3.2: Cross Departmental professional development for student support staff**

**Type of Strategy:** Professional development opportunities focused on academic achievement of all students.

#### **Narrative description of this strategy.**

MPS will provide cross departmental professional development for all student support staff who advise students and caregivers, (including school counselors), focused on eliminating implicit bias in advanced course placement and proactively identifying and enrolling qualified protective class students based on multiple measures (student performance, teacher recommendation, and family interest), which will also increase access to effective and diverse teachers

Location of services: Districtwide

### **Strategy Name and # 3.3: School Counselors in RIS elementary school sites**

**Type of Strategy:** Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

#### **Narrative description of this strategy.**

To help promote academic achievement and student well-being (MPS Strategic Plan Goals 1&2), school counselors will continue to provide support and early college and career readiness lessons to elementary students at RIS school sites if selected by the building principal. The elementary school years set the foundation for developing the knowledge, attitudes and skills necessary for children to become healthy, competent, and confident learners. Elementary school counselors have had an impact on these years by implementing a school counseling program and collaborating with school staff, parents, and the community to create a safe and respectful learning environment. By providing education, prevention, early identification and intervention, elementary school counselors help Students achieve academic success, develop an understanding of career opportunities, and develop social/ emotional skills in response to issues they face. Tier 1: My Life Plan Elementary Classroom Curriculum: Elementary students with school counselors will receive My Life Plan curriculum. This consists of 12 grade specific classroom lessons (4 units). That includes 3 lessons (1 unit) of college career readiness.

- The ASCA National Model Implementation Guide identifies robust questions for assessing useful perception data, including "I believe," "I know" and "I can" type questions, which focus on the attitudes, knowledge and skills that make up the ASCA Mindsets & Behaviors for Student Success. Examples include collecting data before and after the intervention using questions like, "I believe my study habits and time spent studying affects my grade on tests," "I know what I need to do to help me do my best on a test" and "I can create a plan with steps for what I need to do to do well on tests." One way to structure perception data is by using a Likert scale.

- Tier 2: 1 on 1 Student Advising/Interventions:
- To help support students to stay on track with their academic goals and positive school climate, school counselors and family liaisons will support students either on 1:1 or small group settings with customized interventions that can address: attendance, academic struggles, absenteeism or referrals.

Location of services: Select RIS Elementary Schools

**Strategy Name and # 3.4 Remove Barriers to Access**

**Type of Strategy:** Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

**Narrative description of this strategy.**

MPS will implement and integrate a comprehensive Academic Planning Tool within the existing Student Information System. This tool will serve as a transparent, multi-year roadmap for students and families, digitizing the course selection process and moving away from traditional "gatekeeper" models of course selection and enrollment. Historical data suggests that students of color and those from the protected class are often under-enrolled in Honors, AP, and PSEO courses due to a lack of information, or systemic scheduling barriers. By automating the tracking of graduation requirements and highlighting advanced opportunities based on student interests rather than just teacher recommendations or counselor selection, we aim to eliminate the subjective barriers that often prevent protected class students from accessing high-rigor, integrated learning environments.

Location of services: Middle and High School

**Strategy Name and # 3.5: Increase access to Career and College Readiness**

**Type of Strategy:** Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

**Narrative description of this strategy**

MPS will increase access to Career and College Readiness programs at the middle and high school levels. MPS will remove barriers to student participation through increased academic coaching with students and their caregivers and through increased offerings. This includes enhancing participation in IB, AP, CE, and College in the Schools (CIS) programming. Increasing participation of students from the protected class with the necessary supports (including but not limited to advising, tutoring, and experiential learning opportunities) in place for their academic achievement and

success in those courses, thus allowing the students the opportunity to thrive and accomplish their desired life goals whether it is a high wage career or attending the college of their choice.

Location of services: Middle and High Schools

### **Strategy Name and # 3.6 Increased AVID Implementation and Alignment**

**Type of Strategy:** Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

**Narrative description of this strategy.** Advancement Via Individual Determination (AVID) is a district-wide college and career readiness system in Minneapolis Public Schools (MPS), specifically focused on empowering students in middle and high school. AVID is designed to increase the number of students who enroll and succeed in higher education and careers beyond high school.

**Data-Driven Strategies to Close Access Gaps** Leveraging data from the recent School Climate Student Survey; MPS is utilizing AVID to directly address student-identified needs. Middle school results indicated a critical need for more peer-to-peer relational time and deeper guidance regarding skill development and career/college opportunities.

AVID serves as a catalyst for developing a school culture that closes the achievement, expectation, and opportunity gaps many students face, with an intentional focus on students in protected classes. Implementation includes:

- **Instructional Practices:** AVID instructional practices are used school-wide at the secondary level to increase rigor in all classrooms. Students are expected to take college level coursework and are given the necessary support and guidance to be successful in the classes.
- **AVID Elective:** The AVID Elective class is utilized as a strategic intervention for students to provide a collaborative peer group, mentorship, and intensive guidance on post-secondary planning.
- **Strategic Activities:** AVID program costs support high-impact activities, including college visits to expose students to various post-secondary environments and tutor-led tutorials that foster peer-to-peer, near peer and intergenerational collaboration and critical thinking.
- **Professional Learning:** There are various AVID resources to help teachers improve student performance by embedding best teaching practices, encouraging self-advocacy, and building relationships that increase student engagement thus improving the school climate and culture and creating a sense of belonging for the students.

Location of services: All Middle and High Schools

### **Strategy Name and # 3.7 CTE Transportation**

**Type of Strategy:** Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

#### **Narrative description of this strategy**

Minneapolis Public Schools (MPS) recognizes that a student's ZIP code should never dictate their career potential or ability to access opportunities in Career and Technical Education. Central to our commitment to Career and College Readiness is the ability to provide citywide transportation for our Career and Technical Education (CTE) programs. By mirroring our successful magnet school transportation model, we utilize transit as a deliberate integration and desegregation strategy.

Our CTE centers offer specialized, high-demand career pathways, ranging from healthcare to broadcasting, that are located at specific sites across the city. Without district-provided transportation, these programs would inadvertently become community schools for the few, rather than opportunity hubs for all students. By providing transportation

services across attendance boundaries, MPS removes the "access barrier," ensuring that our CTE programs reflect the rich racial and socioeconomic diversity of the entire city.

This strategy ensures that students living on the North, South, East, or West sides of Minneapolis have the same ability to enroll in specialized programming, regardless of where the center is located.

For many students in protected classes, private transportation is a prohibitive barrier. By funding transportation that exceeds standard traditional funding, we ensure that specialized career training is a reality for all students.

When students from across the city converge at a CTE center, they build social capital and engage in peer-to-peer relational time with a diverse group of students. This fosters an integrated experience that prepares students for the diverse, global workforce.

Like our magnet recruitment, we utilize participation analytics to ensure our transportation routes are effectively serving underrepresented communities, allowing us to refine outreach and ensure that choice is a functional reality for every family.

Location of services: Districtwide

## Key Indicators:

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
Students in the protected class who complete one or more advanced academic class will be reflective of MPS population +/-10%	Establish Baseline	Narrow gap by 30%	Narrow gap by 60%

## Achievement and Integration Goals:

**Goal #4:** By the end of FY2029: 90% of seniors will graduate or continue into an approved diploma-seeking transition or language support program.

**Goal type:** Achievement Disparity

## Strategies:

**Strategy Name and # 4:1: Review and revise district-wide attendance procedures**

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

### Narrative description of this strategy.

MPS will review and revise district-wide attendance procedures and protocols to ensure they are culturally responsive and trauma-informed, reducing punitive measures and focusing on supportive, family-centered solutions. The Equity

and School Climate Coordinators and the ABAR (Anti-Racist/Anti-Bias) team will work with site-based Equity and School Climate Teams and teachers to analyze site-specific data on a continuous improvement cycle including attendance practices and procedures, and actively working with the teams to make sure they are equitable, support student wellbeing, and are aligned with any revised district-wide policies.

Location of services: Districtwide

### **Strategy Name and # 4.2: Attendance and School Climate interventions**

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

#### **Narrative description of this strategy.**

Minneapolis Public Schools will continue to implement a district-wide, culturally responsive Tier 3 system of support for attendance and school climate interventions, such as a Check and Connect and/ or the Mentorship Model, specifically tailored to engage chronically absent students in the protected class. This system will provide trained adult advocates (including non-teaching staff and diverse community mentors) to build strong daily connections and systematically monitor academic progress alongside attendance and behavioral data. Continue cross departmental collaboration with the departments that work specifically with students in the protected class to engage with staff, students, families and the community to assist with the implementation of strategy 2. Those departments include but are not limited to, American Indian Education, Enrollment, Office of Black Student Achievement, Engagement, Office of Latine Achievement, and Student Supports.

Location of services: Districtwide

### **Strategy Name and # 4.3: Monitoring of Student Progress**

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

### Narrative description of this strategy.

Instructional leadership teams at the school, department, and district level will effectively monitor student progress towards graduation data using a data visualization tool, such as Tableau.

Location of services: Districtwide

## Key Indicators:

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
90% of students in high school will be on-track to graduate status determined by credit attainment .	Baseline	Half way between baseline and 90%	90%

## Achievement and Integration Goals:

### Goal #5:

**By the end of FY 2029, we will increase student and caregiver participation in MPS integrated experiences by 25% with a focus on cross cultural interaction.**

Goal type: Integration

## Strategies:

### Strategy Name and # 5.1: Cross Departmental Professional Development

**Type of Strategy:** Family engagement initiatives to increase student achievement.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices.  | <input checked="" type="checkbox"/> Increases graduation rates.                   |
|   | <input type="checkbox"/> Increases access to effective and diverse teachers.      |

### Narrative description of this strategy

The Equity and School Climate Department along with the Engagement Department will continue to provide cross-departmental professional development (PD) opportunities for site leaders and their Equity and School Climate teams. These learning opportunities highlight ways they can create data-driven integration strategies, recruitment, and retention strategies, and review data on school climate, attendance and other pertinent data thus, ensuring all staff are trained advocates for integration and welcoming school environments.

Location of services: **Districtwide**

### **Strategy Name and # 5.2: FEST Training**

**Type of Strategy:** Family engagement initiatives to increase student achievement.

#### **Narrative description of this strategy**

The FEST (Family Engagement Support Team) professional development training strengthens MPS's ability to build equitable, trusting partnerships with families and to improve Family Engagement practices at every level. Using a cocreated, equity centered framework, FEST equips staff and leaders with tools for structured dialogue, shared ownership, and collaborative problem solving. It reinforces how meaningful family engagement improves school climate, student belonging, and cultural transformation aligned with A&I goals. The FEST training will be utilized throughout MPS by centering the needs of families and caregivers as the experts in their children's lives and measuring success through the lens of partnership with the families and caregivers. FEST will be shared with family liaisons through the Engagement Department for monthly training for implementation at building sites. The work of family liaisons centers many students and caregivers from the protected class and by utilizing the FEST professional development, we are strengthening the relationship between our school community and student homes, thus improving student outcomes. FEST teaches school teams practical ways to elevate family voice, use culturally responsive engagement strategies, and create collaborative, school specific action plans. By empowering staff and families to co-lead culture building efforts, the training promotes inclusive decision making and stronger cross-cultural relationships. - It reinforces how meaningful family engagement improves school climate, student belonging, and cultural transformation aligned with A&I goals. ----

Location of services: Districtwide.

### **Strategy Name and # 5.3: Continue to champion student voice and leadership**

**Type of Strategy:** Professional development opportunities focused on academic achievement of all students.

#### **Narrative description of this strategy**

MPS will continue to champion student voice and leadership by utilizing the Citywide Student Leadership Board and/or site-based student leadership groups to co-design and review the strategies and goals that Equity and School Climate Teams create that are based on the results of site-based school climate student survey results, ensuring the strategies in the School Improvement Plan (Goal 4) are meaningful to the students they serve. The students will then share their recommendations and suggestions with the site-based teams (this is considered professional learning) to allow the student voices to be amplified, and the adults to learn from the students based on the results of the school climate student survey data. This allows adults to make informed data driven decisions based on active student participation and input, centering student voice and leadership.

Location of services: Middle and High School with a focus on high schools mentoring the middle school students

### **Strategy Name and # 5.4: Cross District learning/ leadership opportunity**

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

**Narrative description of this strategy**

MPS will continue to implement and co-create at least one, cross district learning/leadership opportunity that requires collaborative work between students from RIS and non-RIS sites at the elementary, and middle school level to promote shared ownership and deepen cultural interaction.

Location of services: Done through the three pathways within MPS

**Strategy Name and # 5.5 Robbinsdale Collaboration**

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

**Narrative description of this strategy**

Robbinsdale Partnership: Establish a structured, high school student leadership cohort for students in the protected class in collaboration with Robbinsdale Area Schools and community organizations. This program will focus on advocacy, civic engagement, and leadership development, culminating in an annual, cross-district activity or engagement opportunity.

Location of services: MPS High Schools

**Key Indicators:**

**Key Indicators of Progress (KIP)**

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
Increase the community engagement events and integrated opportunities from 0 to 2 for RIS and non-RIS sites	2	2	2

**Achievement and Integration Goals**

## Goal #6:

MPS will retain 85% of protected class staff

Goal type: Teacher Equity

## Strategies

### Strategy Name and #6.1 Continue Professional Development

**Type of Strategy:** Equitable access to effective and more diverse teachers.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- |  |  |
|--|--|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input checked="" type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices.   | <input checked="" type="checkbox"/> Increases graduation rates.                              |
|  | <input type="checkbox"/> Increases access to effective and diverse teachers.                 |

#### **Narrative description of this strategy**

MPS will continue to provide CEU approved professional learning opportunities for licensed and non-licensed educators that work to strengthen their ability, earn hours toward re-licensure, improve their craft, and increase retention for protected class staff. MPS will also continue to Implement district-wide, cross-site programming (ABAR) that pairs experienced diverse teachers with new or non-diverse staff to embed culturally responsive teaching practices and create a climate of retention for teachers who are members of the protected class. Professional development will be provided to all staff to support cultural humility, equitable leadership, and an inclusive school and classroom environment. Equity and Climate coordinators and Engagement Specialists will receive professional development and collaborate to develop training that will support schools within their portfolio.

Through this training, staff will gain knowledge of inclusive educational practices and inclusive ways to support families and their communities. These equitable learning opportunities will support eliminating racial disparities and focus on student academic achievement as each training will support those areas needed for increased student outcomes.

These training courses will prepare all staff with knowledge of how to better engage and involve families with decision making, partnerships, and understanding ways to create inclusive educational environments for everyone. Therefore, implementing the MPS climate framework and uplifting families' voice and feedback.

Location of services: Districtwide

### Strategy Name and # 6.2 MPS Reads

**Type of Strategy:** Recruitment and retention of racially and ethnically diverse teachers and administrators.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

**Narrative description of this strategy**

MPS will continue to implement and expand MPS Reads, a cross-site literacy program, with Camden High School (Loring Elementary) & North High School (Nellie Stone Johnson & Mona Moede) students and expand to other high schools (additional high school added yearly) with an elementary partner. This exciting literacy program trains high school juniors and seniors in College in the Schools (CIS) classes to become reading ambassadors, develop positive strategies and relationships rooted in literacy best practices with younger students, engages families and communities, and creates a pipeline to MPS’ Grow Your Own program. MPS partners with Preface a non-profit based in Georgia that provides training for the high school ambassadors. Preface also provides book gifts to elementary schools. Ambassadors are eligible for scholarships through Preface. Through MPS Reads, the goal is to expand opportunities for students to become educators in MPS.

Location of services: North High School, Camden, Loring, Nellie Stone, Mona Moede and other MPS high schools and elementary schools

**Strategy Name and # 6.3 ABAR Retention**

**Type of Strategy:** Recruitment and retention of racially and ethnically diverse teachers and administrators.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

**Narrative description of this strategy**

ABAR (Anti-Bias, Anti Racist) staff will continue to provide retention events that meet the needs of staff of color (all staff are invited) and provide a space for them to come together, share experiences, resources, and create a community within MPS. These events are held two to three times a year and may include guest speakers, wellness providers, and several other departments to partner with ABAR in these efforts. These efforts will expand to include an ABAR newsletter to staff and monthly virtual drop-in sessions for staff looking to collaborate and connect with others.

Location of services: Various MPS buildings

## Key indicators of Progress:

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
Increase protected class retention to 85%	65%	75%	85%
Two ABAR retention and networking events	2	2	2
Create virtual drop-in sessions	3	3	3

## Achievement and Integration Goals:

### Goal #7:

MPS will increase Magnet School student recruitment, retention, and Integration by 15% by the end of SY 29 to ensure that all students have access to the programs.

Goal type: Integration

### Strategies:

#### Strategy Name and # 7.1 Magnet Specific Professional Development

Type of Strategy: Professional development opportunities focused on academic achievement of all students.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- |  |   |
|--|---|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input checked="" type="checkbox"/> Provides school enrollment choices.  | <input type="checkbox"/> Increases graduation rates.                              |
|  | <input type="checkbox"/> Increases access to effective and diverse teachers.      |

#### Narrative description of this strategy

MPS centralized twelve magnet schools several years ago. This centralization prioritized both location and schools with students who had a variety of needs. Many of the magnet schools were already identified as Racially Identified. Transitioning their programming to magnet focused allows for a systemic focus on recruitment, integration and retention, thus decreasing the overall number of Racially Identified Schools in Minneapolis Public Schools. Magnet schools are defined as schools with thematic instruction designed to draw students from other parts of the district for purposes of greater student racial and economic integration. Magnet schools' welcome students from all neighborhoods across Minneapolis based on their interest in each unique academic theme: arts, global studies, and humanities, STEM (Science, Technology, Engineering, and Math), STEAM (Science, Technology, Engineering, Art and Math), dual language and Montessori. Professional development will be required for magnet schools or pathway schools to emphasize cultural awareness, competency, and pedagogy. This awareness will provide a better understanding of cultural competency and interaction which will influence educators' practices and the climate and culture of academic settings. Funding will support the additional programming enrichment offerings and professional development necessary to sustain strong magnet schools that value student and community assets that are relevant to improving academic outcomes.

Location of services: MPS Magnet Schools

## Strategy Name and # 7.2 Magnet School Site Support

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input checked="" type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices.  | <input type="checkbox"/> Increases graduation rates.   |
|   | <input checked="" type="checkbox"/> Increases access to effective and diverse teachers.      |

### Narrative description of this strategy

Expand site support of the magnet school content lead - The support provided by the K-12 Magnet Content Lead Team includes program structure, curriculum, instruction, assessment and accountability, coaching, classroom instruction modeling, professional development, family and community partnership, and staff recruitment and retention collaboration. Support will be individualized to meet the unique needs of each magnet school in collaboration with the school leader; structures will vary from school to school. The content leads will continue to hold in-depth planning conversations with school leadership teams to get insight into the goals, mission and vision of their programs while ensuring that effective instructional and learning strategies are applied to the necessary magnet program. We will continue to hold in-depth planning conversations with school leadership teams to gain insight into the goals, missions, and vision of the various magnet school programs.

Location of services: MPS Magnet Schools

## Strategy Name and # 7.3 Magnet School Transportation

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

### Narrative description of this strategy

MPS will provide transportation options that ensure all students regardless of their neighborhood can equitably access the magnet school of their choice. MPS will expand transportation opportunities for students who need equitable access to the magnet school of their choice. Minneapolis Public Schools is committed to providing students and families with equitable access to specialized, high-quality programming regardless of their neighborhood of residence. Central to our district priorities is the use of magnet schools, including specialized programs in STEAM, Montessori, Spanish Dual Language, and Global Humanities, as a primary tool for voluntary desegregation and racial integration.

Citywide transportation services are the backbone of this integration strategy. Without robust, district-funded transportation, access to specialized programs would be limited by a family's ability to provide their own transit, inadvertently reinforcing historical patterns of segregation and economic disparity. By providing yellow bus service across attendance boundaries, MPS removes the "access barrier," ensuring that our magnet schools can achieve a student body that reflects the rich racial and socioeconomic diversity of the entire city.

These transportation services exceed the standard neighborhood school funding models. Currently, the district invests significant resources beyond general education transportation aid to maintain this citywide network. Providing these "integration routes" allows families to choose high-demand programs that might be located outside their immediate community, directly contributing to the district's mission of closing the opportunity gap for students in protected classes. By facilitating a diverse learning environment, we increase cultural fluency and prepare all students to thrive in a global society.

Location of services: Districtwide

### **Strategy Name and # 7.4 Increase Engagement**

**Type of Strategy:** Family engagement initiatives to increase student achievement.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

### **Narrative description of this strategy**

Minneapolis Public Schools recognizes that true integration extends beyond the classroom and into the heartbeat of the community. We are shifting from a school-by-school model to a unified magnet ecosystem that bridges the gap between different neighborhoods and demographic groups. By co-hosting engagement events and co-creating aligned learning opportunities, we foster a sense of shared belonging and collective investment in student success across the entire district. By intentionally integrating students, families, and the community through these collaborative events, we move beyond statistical integration toward meaningful inclusion. This strategy strengthens the overall magnet school collective and expands school choice for families, ensuring that every magnet school, regardless of its RIS status, provides a rigorous, diverse, and socially connected environment that closes the opportunity and access gaps for all students.

Location of services: MPS Magnet Schools

## Strategy Name and # 7.5 Magnet School Data

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

### Narrative description of this strategy

Data-Driven Recruitment & Engagement, to ensure our magnet schools achieve true racial and economic integration, we will employ a Data-Driven Recruitment & Engagement model.

- Analytics-Informed Outreach: We will use analytics from open houses, tours, curriculum nights, and recruitment events to understand participation patterns and refine outreach to families and the community. This will be site specific and based on each site's profile and demographics.
- Refining Participation: By identifying which communities are underrepresented in the enrollment pipeline, we adjust our strategies to ensure families in protected classes have equitable access to information and registration support.

Location of services: MPS Magnet Schools

## Key Indicators:

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
Increase magnet school retention by 15%	5%	10%	15%
Increase magnet school integration by 15%	5%	10%	15%

## Creating Efficiencies and Eliminating Duplicative Programs

Minneapolis Public Schools (MPS) will achieve operational efficiency by fully aligning all Achievement and Integration (A&I) strategies with the district's Comprehensive Achievement and Civic Readiness (CACR) goals. This transition ensures that integration efforts are not siloed but are integrated into a single, unified district academic framework. MPS has eliminated the use of fragmented, site-specific assessment tools in favor of a unified Fast Bridge system for all K-8 sites. By using a single diagnostic for math and literacy across all K-8 school sites, the district eliminates the cost of duplicative software licenses and streamlines the data-reporting process for state compliance. For all other areas, including advanced coursework, graduation rates, and academic growth, FY 2027 is designated as a baseline year of data collection. This phased approach prevents the district from funding redundant or unproven "pilot" programs. Instead,

this baseline year allows the district to audit current gaps and ensure the \$13.1 million is utilized with precision, avoiding the waste of resources on overlapping services that do not yield measurable outcomes. MPS has moved away from maintaining multiple, independent programs at various sites that are not inclusive of all students. MPS will also reduce duplicative professional development costs and ensure that staff at both RIS and non-RIS sites are trained in a single, high-leverage set of academic strategies that center students.

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### **Racially Identifiable School(s) (RIS)**

### **Achievement and Integration Plan**

**July 1, 2026-June 30, 2029**

**District ISD# and Name: #1 Minneapolis Public Schools**

**RIS Name: Anishibabe, Bethune, Bryn Mawr, Cityview, Ella Baker, Folwell, Hall, Hmong, Jenny Lind, Las Estrellas, Lucy Laney, Lyndale, Nellie Stone Johnson, Pratt, Sullivan, Webster, Whitter, Franklin, Olson, Awatin, Camden, Heritage, North**

**Program Contact: Dr. Lisa Sayles- Adams**

**Phone: 612.668.0643**

**Email [mpssup@mpls.k12.mn.us](mailto:mpssup@mpls.k12.mn.us)**

### **RIS Plan Input:**

#### **Community Collaboration Council for Racially Identifiable School(s):**

The combined multidistrict and community collaboration council met several times throughout the 2025-2026 school year. There were large council meetings and smaller subcommittee meetings to gather as much feedback and input as possible. Ultimately, it was determined to keep the Comprehensive Achievement and Civic Readiness (CACR) Goals and the Achievement and Integration Goals totally aligned and the same to foster coherence and cohesion in the district.

## RIS Achievement and Integration Goals – Elementary Schools

**RIS Goal # 1:** By the end of FY2029: 50% of students who are members of the protected class and who score below benchmark in the fall on FastBridge earlyReading (K-1) or FastBridge aReading (2-8) will make one year’s worth of growth or more within the school year.

**Goal type:** Achievement Disparity

### RIS Strategies – Elementary

#### **Strategy # 1.1 interventionist**

**Type of Strategy:** Equitable access to effective and more diverse teachers.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- |  |   |
|--|---|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices.   | <input checked="" type="checkbox"/> Increases graduation rates.                   |
|  | <input type="checkbox"/> Increases access to effective and diverse teachers.      |

#### **Narrative description of this strategy**

Interventionists are skilled teachers, highly trained in math or Literacy instruction, that work within MPS elementary schools with high concentrations of protected students to provide focused interventions to students in grades Kindergarten to 5th grade who are identified within the “Strategic” or “Intensive” ranges of the MTSS (Tier 2), as measured by FastBridge assessments. The Interventionists will utilize culturally responsive strategies and curricular materials to ensure validation of the cultural identity and racial identity of the students served. Data-based decision making is utilized to collaborate with classroom teachers and support staff to ensure students are receiving necessary interventions to improve academic proficiency in areas of literacy. The Interventionists will be determined by the needs of each MPS RIS elementary school and principals' selection.

Location of services: All Elementary RIS School Sites have an option to select an interventionist

### Key Indicators:

#### **Key Indicators of Progress (KIP)**

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
The % of students in protected classes scoring below benchmark in the fall who achieve one year of growth or more on FastBridge (earlyReading/aReading) between fall and winter.	Establish Baseline	Baseline +2%	50%

## RIS Achievement and Integration Goals – Elementary

**RIS Goal # 2** By the end of FY2029, we will increase student and family participation in MPS integrated learning experiences by 25% annually, with a focus on cross-cultural interaction between RIS and non-RIS sites

Goal type: Integration

## RIS Strategies – Elementary

### **Strategy #2.1 FEST Training for Family Liaisons at RIS school sites**

**Type of Strategy:** Family engagement initiatives to increase student achievement.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- |  |  |
|--|--|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input checked="" type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices.   | <input type="checkbox"/> Increases graduation rates.   |
|  | <input type="checkbox"/> Increases access to effective and diverse teachers.                 |

#### **Narrative description of this strategy**

FEST Training: The FEST (Family Engagement Support Team) professional development training strengthens our district's ability to build equitable, trusting partnerships with families and to improve Family Engagement practices at every level. Using a cocreated, equity centered framework, FEST equips staff and leaders with tools for structured dialogue, shared ownership, and collaborative problem solving. It reinforces how meaningful family engagement improves school climate, student belonging, and cultural transformation aligned with A&I goals.

FEST teaches school teams practical ways to elevate family voice, use culturally responsive engagement strategies, and create collaborative, school specific action plans. By empowering staff and families to co-lead culture building efforts, the training promotes inclusive decision-making and stronger cross-cultural relationships. All RIS sites who have a family liaison will be required to have the liaison trained in FEST and attend monthly meetings held by the Engagement Department.

- Anishinabe Academy, Bethune Elementary School BrynMawr Elementary, Folwell Elm, Hall, Hmong International Academy, Jenny Lind, Las Estrellas, Lucy Laney, Nellie Stone Johnson, Whitter, Pratt, Cityview, Lyndale, Webster Enter location.

## RIS Strategies – Elementary

### **Strategy # 2.2: Summer Literacy Integrated Programming**

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Provides school enrollment choices.                                 |
|   | <input checked="" type="checkbox"/> Increases cultural fluency, competency, and interaction. |

- Increases graduation rates.
- Increases access to effective and diverse teachers.

- **Narrative description of this strategy**

Minneapolis Public Schools is committed to reversing historical patterns of educational inequity by expanding our Summer Literacy Integrated Arts program. This initiative specifically targets our Racially Identifiable Schools (RIS) and magnet sites that serve as anchors for integration. By centering these programs at RIS and magnet locations, MPS ensures that students in protected classes have priority access to premier enrichment that blends rigorous academic standards with creative expression.

A cornerstone of this strategy is the implementation of culturally and historically affirming curricula, such as the "Genius and Joy" framework by Dr. Ghody Muhammad. This approach moves beyond basic skill acquisition to cultivate five essential pursuits: identity, skills, intellect, criticality, and joy. By utilizing this framework, our summer sites become environments where students see their heritage reflected in their learning, which the School Climate Student Survey suggests is vital for increasing engagement and a sense of belonging.

MPS will continue the very successful summer integrated experience at Hall STEM School which is a RIS site and a magnet school site. We will continue to offer (M-F 8:30-2) Literacy focuses w/ enrichment activities that combine STEM, ART, and other experiential learning opportunities.

- Dates are June and July
- Hall and Bethune are RIS and Marcy and Burroughs are not RIS
- Community partnerships with the local libraries, parks and recreation, and other external partners
- Students will create an urban community garden again and be able to harvest their food
- National Night Out Celebration engages the families of the students who participated in the program
- Pre and Post assessments
- Field trips to learn about engineering, golfing, physics, dance, yoga, etc.
- MPS was the first district in the state of Minnesota to use the Genius and Joy curriculum last summer. We want to continue the momentum and excitement of being able to use this supplemental curriculum in a summer program that impacts student literacy outcomes in a positive way.
- All students receive a book pack of age-appropriate books to add to their home libraries.

**CAMP NORTH STARS**  
Literacy, Arts & STEM Summer School

Monday-Friday  
8:30AM-2:00PM  
June 15<sup>th</sup>-July 24<sup>th</sup> 2026

BREAKFAST AND LUNCH PROVIDED

Please register using this QR code:

Camp Location: Hall STEM Academy  
Contact Rachel Stewart with questions: rachelstewart@mpls.k12.mn.us

Location of services: Hall STEM School

## Key Indicators

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
Increase the community engagement events and integrated opportunities from 0 to 2 for RIS and non- RIS sites	2	2	2

## RIS Achievement and Integration Goals – Elementary

### **RIS Goal #3 We will retain 85% of protected class staff.**

**Goal type:** Teacher Equity

To add goals, copy the two lines directly above and paste them below the strategies supporting RIS Goal #1.

## RIS Strategies

### **Strategy #3.1 Professional development for staff**

**Type of Strategy:** Professional development opportunities focused on academic achievement of all students.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- |  |  |
|--|--|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input checked="" type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices.   | <input type="checkbox"/> Increases graduation rates.   |
|  | <input checked="" type="checkbox"/> Increases access to effective and diverse teachers.      |

### **Narrative description of this strategy**

Professional development will be provided to all staff to support cultural humility, equitable leadership, and an inclusive school and classroom environment. Equity and School Climate coordinators, ABAR staff, and Engagement Specialists will receive professional development and collaborate to develop training that will support schools within their portfolio.

- Through this training, staff will gain knowledge of inclusive educational practices and inclusive ways to support families and their communities. These equitable learning opportunities will support eliminating racial disparities and focus on student academic achievement as each training will support those areas needed for increased student outcomes.
- These training courses will prepare all staff with knowledge of how to better engage and involve families with decision making, partnerships, and understanding ways to create inclusive educational environments for everyone. Therefore, implementing the MPS climate framework and uplifting families voice and feedback.

Location of services: Anishinabe Academy, Bethune Elementary School BrynMawr Elementary, Folwell Elm, Hall, Hmong International Academy, Jenny Lind, Las Estrellas, Lucy Laney, Nellie Stone Johnson, Whitter, Pratt, Cityview, Lyndale, Webster

## Key Indicators

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
Increase protected class retention to 85%	65%	75%	85%
Two ABAR retention and networking events	2	2	2
Create virtual drop-in sessions	3	3	3

## **RIS Achievement and Integration Goals – Middle School**

**RIS Goal # 1** By the end of FY2029, we will increase student and family participation in MPS integrated learning experiences by 25% annually, with a focus on cross-cultural interaction between RIS and non-RIS sites (this includes collaboration with Robbinsdale Area Schools).

**Goal type:** Integration

### **RIS Strategies**

#### **Strategy #1.1 Family Engagement initiatives to Increase Student Achievement**

**Type of Strategy:** Family engagement initiatives to increase student achievement.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

#### **Narrative description of this strategy**

**FEST Training:** The FEST (Family Engagement Support Team) professional development training strengthens our district’s ability to build equitable, trusting partnerships with families and to improve Family Engagement practices at every level. Using a cocreated, equity centered framework, FEST equips staff and leaders with tools for structured dialogue, shared ownership, and collaborative problem solving. It reinforces how meaningful family engagement improves school climate, student belonging, and cultural transformation aligned with A&I goals.

FEST teaches school teams practical ways to elevate family voice, use culturally responsive engagement strategies, and create collaborative, school specific action plans. By empowering staff and families to co-lead culture building efforts, the training promotes inclusive decision-making and stronger cross-cultural relationships. All RIS middle school sites who have a family liaison will be required to have the liaison trained in FEST and attend monthly meetings held by the Engagement Department.

Location of services: Anwatin Middle School, Franklin, Olson Middle School

### **Key Indicators**

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
Increase the community engagement events and integrated opportunities from 0 to 2 for RIS and non- RIS sites	2%	2%	2%

## RIS Achievement and Integration Goals – Middle School

**RIS Goal # 2** By the end of FY2029, the proportion of high school students who are members of a protected class and who complete at least one advanced course (AP, IB, CIS, Advanced, CTE, PSEO) by the end of 12th grade will be reflective of the MPS student body within 10%. (For example, if 60% of MPS students are in a protected class, the proportion of students completing an advanced course would be 60% +/- 10%.)

**Goal type:** Achievement Disparity

### RIS Strategies

#### **Strategy #2.1 Increase and strengthen Access to Career and College Readiness Courses**

**Type of Strategy:** Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

#### **Narrative description of this strategy**

MPS will increase access to Career and College Readiness programs at the middle and high school levels for students in the protected class thus integrating these courses. Remove barriers to student participation through increased offerings and increased academic coaching and tutoring. (This will be done by enhancing AVID, IB, and CIS programming to include the recruitment, retention and integration of students in the protected class. MPS will increase support to students in the protected class with post-secondary application and college visit support through AVID.

Location of services: Anwatin Middle School, Franklin , Olson Middle School

### Key Indicators

#### **Key Indicators of Progress (KIP)**

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
Students in the protected class who complete 1 or more advanced academic class will be reflective of MPS population +/-10%	Establish Baseline	Narrow gap by 30%	Narrow gap by 60%

## RIS Achievement and Integration Goals – Middle Schools

**RIS Goal # 3 We will retain 85% of protected class staff.**

**Goal type:** Teacher Equity

### RIS Strategies

#### **Strategy # 3.1 Staff Retention**

**Type of Strategy:** Recruitment and retention of racially and ethnically diverse teachers and administrators.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- |  |  |
|--|--|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input checked="" type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices.   | <input type="checkbox"/> Increases graduation rates.   |
|  | <input type="checkbox"/> Increases access to effective and diverse teachers.                 |

#### **Narrative description of this strategy**

Professional development will be provided to all staff to support cultural humility, equitable leadership, and an inclusive school and classroom environment. Equity and School Climate coordinators, ABAR staff, and Engagement Specialists will receive professional development and collaborate to develop training that will support schools within their portfolio.

Through this training, staff will gain knowledge of inclusive educational practices and inclusive ways to support families and their communities. These equitable learning opportunities will support eliminating racial disparities and focus on student academic achievement as each training will support those areas needed for increased student outcomes.

These training courses will prepare all staff with knowledge of how to better engage and involve families with decision making, partnerships, and understanding ways to create inclusive educational environments for everyone. Therefore, implementing the MPS climate framework and uplifting families' voice and feedback.

Location of services: Anwatin Middle School, Franklin, Olson Middle School

### Key Indicators

#### **Key Indicators of Progress (KIP)**

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
Increase the community engagement events and integrated opportunities from 0 to for RIS and non-RIS sites	2	2	2

## RIS Achievement and Integration Goals- High Schools

**RIS Goal # 1 We will retain 85% of protected class staff.**

**Goal type:** Teacher Equity

### RIS Strategies

#### **Strategy #1.1 MPS Reads**

**Type of Strategy:** Recruitment and retention of racially and ethnically diverse teachers and administrators.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

**Narrative description of this strategy**

MPS will continue to implement and expand MPS Reads, a cross-site program, with Camden High School (Loring Elementary) & North High School (Nellie Stone Johnson & Mona Moede). This program trains high school juniors and seniors in CIS classes to become reading ambassadors, develop positive strategies and relationships rooted in literacy best practices with younger students, engages families and communities, and creates a pipeline to MPS’ Grow Your Own program.

Location of services: Camden and North High School

**Key Indicators**

**Key Indicators of Progress (KIP)**

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
MPS Reads Student Literacy Events with elementary sites	4	5	6

**RIS Goal # 2** By the end of FY2029, we will increase student and family participation in MPS integrated learning experiences by 25% annually, with a focus on cross-cultural interaction between RIS and non-RIS sites (this includes collaboration with Robbinsdale Area Schools).

**Goal type:** Integration

**RIS Strategies**

**Strategy #2.1** Robbinsdale Collaboration

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

**Narrative description of this strategy**

Robbinsdale Partnership: Establish a structured, high school student leadership cohort for students in the protected class in collaboration with Robbinsdale Area Schools and community organizations. This program will focus on advocacy, civic engagement, and student leadership development, culminating in an annual, cross-district activity or engagement opportunity.

Location of services: Camden, Heritage STEM Academy and North

## Key Indicators

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
Yearly Collaboration Event between Robbinsdale Areas Schools and MPS	1	1	1

## RIS Achievement and Integration Goals – High Schools

### RIS Goal # 3

By the end of FY 2029: the proportion of high school students who are members of the protected class and who complete at least one advanced course (AP, IB, CIS, Advanced CTE, PSEO) by the end of 12th grade will be reflective of the MPS student body as a whole within 10%. (For example, if 60% of MPS students are in a protected class, the proportion of students completing an advanced course would be 60% +/- 10%).

**Goal type:** Achievement Disparity

## RIS Strategies

### **Strategy #3.1** Increase and strengthen Access to Career and College Readiness Courses

**Type of Strategy:** Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- |  |   |
|--|---|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices.   | <input type="checkbox"/> Increases graduation rates.                              |
|  | <input type="checkbox"/> Increases access to effective and diverse teachers.      |

### **Narrative description of this strategy**

MPS will increase access to Career and College Readiness programs at the middle and high school levels for students in the protected class thus integrating these courses. Remove barriers to student participation through increased offerings and increased academic coaching and tutoring. This will be done by enhancing AVID, IB, and CIS programming to include the recruitment, retention and integration of students in the protected class. MPS will increase support to students in the protected class with post-secondary application and college visit support through AVID.

- Location of services: Camden, Heritage STEM Academy, and North

## Key Indicators

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
Students in the protected class who complete one or more advanced academic class will be reflective of MPS population +/-10%	Establish Baseline	Narrow gap by 30%	Narrow gap by 60%

### Creating Efficiencies and Eliminating Duplicative Programs

Minneapolis Public Schools (MPS) will achieve operational efficiency by fully aligning all Achievement and Integration (A&I) strategies with the district's Comprehensive Achievement and Civic Readiness (CACR) goals. This transition ensures that integration efforts are not siloed but are integrated into a single, unified district academic framework. The district has eliminated the use of fragmented, site-specific assessment tools in favor of a unified FastBridge system for all K-8 sites. By using a single diagnostic for math and literacy across all racially identifiable schools (RIS), the district eliminates the cost of duplicative software licenses and streamlines the data-reporting process for state compliance. For all key areas, including advanced coursework, graduation rates, and academic growth, FY 2027 is designated as a baseline year of data collection. This phased approach prevents the district from funding redundant or unproven "pilot" programs. Instead, this baseline year allows the district to audit current gaps and ensure the \$13.1 million is utilized with precision, avoiding the waste of resources on overlapping services that do not yield measurable outcomes. MPS has moved away from maintaining multiple, independent college-readiness programs at various sites that are not inclusive of all students. MPS reduces duplicative professional development costs and ensures that staff at both RIS and non-RIS sites are trained in a single, high-leverage set of academic strategies that center students.

**Special School District Number 1  
Board of Education Resolution**



MINNEAPOLIS  
PUBLIC SCHOOLS

Resolution: 2026-0029

March 10, 2026

**Resolution Extending the Reporting Deadline Related to the Transformation Process**

**WHEREAS**, in December 2023, the Board adopted Resolution 2023-0072 initiating a school transformation process; and

**WHEREAS**, in October 2025, the Board adopted Resolution 2025-0045, defining the transformation process and directing the Superintendent to provide initial information related to that process; and

**WHEREAS**, Resolution 2025-0045 directed the Superintendent to provide the initial information by the end of April 2026; and

**WHEREAS**, the City of Minneapolis has recently experienced events that required district staff to prioritize emergency plans and response; and

**WHEREAS**, the Board wishes to provide additional time for the Superintendent and staff to complete the requested analysis and information outlined in Resolution 2025-0045.

**NOW THEREFORE BE IT RESOLVED**, that the Board of Directors of Special School District No. 1 (Minneapolis Public Schools) hereby extends the deadline for the Superintendent to provide the initial information outlined in Resolution 2025-0045 to the end of May 2026.

**ADOPTED this 10th day of March 2026.**

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Collin Beachy, Chair

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Lori Norvell, Clerk

**Special School District Number 1  
Board of Education Resolution**



**MINNEAPOLIS  
PUBLIC SCHOOLS**

Resolution: 2026-0029

March 10, 2026

**RECORD OF BOARD VOTE**

DIRECTOR	MOVE	SECOND	AYE	NAY	ABSTAIN	ABSENT
Abdi						
El-Amin						
Skjefte						
Cerrillo						
Norvell						
Callahan						
Beachy						
Ellison						
Emerick						