

Work Session/Retreat

Tuesday, May 19, 2026 6:00 PM

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

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

2) **Topics and Discussions**

2)a. School Transformation

2)a.1. Parameter Executive Summaries

3) **Adjournment**
















**May 19, 2026
Work Session**

Transformation
Parameters

Where we've been and what's next

Requested information provided

-  1 Physical space cost/benefit
-  2 Consolidations of schools/sites/programs
-  3 Closing of school sites
-  4 Repurposing of schools/sites
-  5 Building spaces for inclusive special education
-  6 K-8 advantages/disadvantages
-  7 Enrollment pathways
-  8 Enrollment strategies
-  9 Academic pathways
-  10 Creative community engagement
-  11 Examine area meetings
-  12 Citywide conversation starters
-  13 Direct conversations with groups

What happens next



Opportunity to discuss:

1

School Board values and priorities and provide guidance for Parameters 1-3

1. enrollment growth and retention strategies
 2. holistic educational experience
 3. programming and pathways
-

2

Transformation timeline

To inform a draft resolution for the June 9 meeting that directs the Superintendent on next steps

Discussion protocol

1 Review Administrative Analysis

Ms. Deborah Keys Write will help facilitate steps 2-4

2 Individual Reflection and Information Review

- Review the data provided and administrative analysis

3 Whole Group Share

- Each director shares about values and priorities for the parameter
- Connection to key data points

4 Synthesis

- What themes are emerging
- Where is there alignment
- Where do perspectives differ

Parameter 1: Enrollment Growth & Retention

Parameter 1: Administrative Analysis (Enrollment)

1

Prioritize Early Entry

Increase Kindergarten Enrollment

Enroll more Minneapolis families at entry point

2

Enroll Residents

Enroll More Minneapolis Residents

Students new to MPS & those returning from charter schools, non-public schools, or other districts

3

Bridge Transitions

Strengthen Elem. → Middle Transition

Address the largest loss point in the system

4

Stabilize Grade-to-Grade

Improve Year-to-Year Retention

Reduce losses between grade levels

Parameter 1: Individual Reflection and Information Review

1

**Review
the data
provided**



2

Prepare for Board discussion:

- Does the Administrative analysis align with your values & priorities on this parameter?

Parameter 1: Whole Group Discussion

Each Board Member shares:

**Values &
priorities for the
parameter**



**1-2 data points that
informed your
recommendation**

Parameter 1: Synthesis

?

**What
themes are
emerging?**

?

**Where is
there
alignment?**

?

**Where do
perspectives
differ?**

Parameter 2: Holistic Educational Experience

Parameter 2: Administrative Analysis (MPS Student Experience)



Social and Emotional: Skills & Needs are Met

THE CORE

Each MPS graduate is both **academically prepared** for their post-secondary path and has the **skills** necessary to successfully navigate an information-rich, culturally-diverse world.

BEYOND THE CORE

The **opportunities** and **experiences** for students to choose their individualized path that creates a sense of pride in themselves as they prepare to be contributing adult citizens.

Parameter 2: Administrative Analysis (MPS Student Experience)

THE CORE



Enrichment

- Opportunities to go deeper and extend learning
- Advanced challenges and interest-based exploration

Intervention

- Targeted support to stay on track
- Responsive instruction based on student progress

Special Education

- Instruction aligned to IEP goals
- Accommodations and specialized support within core learning

English Learner Services

- Language support embedded in classroom instruction
- Development of academic language skills

Parameter 2: Administrative Analysis (MPS School Experience)

Academics

- All MDE grade-level requirements are met, including core courses and the arts
- Math and reading intervention at all sites
- A schedule that ensures access to a diverse selection of exploratory and elective options grades 6-12

Student Social-Emotional Support

- Consistent access to counselors and social workers
- A welcoming, culturally responsive school environment
- Intentional social-emotional skill development
- Connection between schools within the pathway

Safe and Welcoming Schools

Buildings are staffed to support safe, welcoming schools through:

- Welcome desk staff
- Comprehensive student support teams PreK-12
- Security staff in grades 6-12

Parameter 2: Individual Reflection and Information Review

1

**Review
the data
provided**



2

Prepare for Board discussion:

- Does the Administrative analysis align with your values & priorities on this parameter?

Parameter 2: Whole Group Discussion

Each Board Member shares:

**Values &
priorities for the
parameter**



**1-2 data points that
informed your
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Parameter 2: Synthesis

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**What
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**Where is
there
alignment?**

?

**Where do
perspectives
differ?**

Parameter 3: Programming & Pathways

Parameter 3: Administrative Analysis (Choice in Pathways)

Different Paths.
Same Strong Finish.

Community Schools
Location-Based Pathway

Community schools are neighborhood-rooted, offering strong academics and a seamless K-12 pathway.



Citywide Schools
Interest-Based Pathway

Citywide magnet & program schools connect strong academics to student interests through themed learning.

The MPS Experience



Parameter 3: Administrative Analysis (Pathway Commitment)

THE MPS COMMITMENT

is a guaranteed experience in everything we offer



Parameter 3: Individual Reflection and Information Review

1

**Review
the data
provided**



2

Prepare for Board discussion:

- Does the Administrative analysis align with your values & priorities on this parameter?

Parameter 3: Whole Group Discussion

Each Board Member shares:

**Values &
priorities for the
parameter**



**1-2 data points that
informed your
recommendation**

Parameter 3: Synthesis

?

**What
themes are
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?

**Where is
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?

**Where do
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differ?**

Timeline

Timeline: Administrative Analysis

For implementation in the 2027–2028 school year, the following timeline has been suggested as possible:

June 2026	Board adopts parameters and directs administration to come up with recommended options
Sept. 2026	Administration presents options to the Board and community
Sept. – Nov.	Community feedback & consultation
Nov. 2026	Board decisions for any program changes for implementation in the 2027–2028 school year

Timeline: Individual Reflection and Recommendation

1

**Review
the data
provided**



2

Prepare for Board discussion:

- Does the Administrative analysis align with your values & priorities on this parameter?

Timeline: Whole Group Discussion

Each Board Member shares:

**Values &
priorities for the
parameter**



**1-2 data points that
informed your
recommendation**

Timeline: Synthesis

?

**What
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**Where is
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?

**Where do
perspectives
differ?**

What's next

1	Synthesis of the Board's values and priorities for parameters 1-3 and timeline
2	Board Chair will take that information and draft a resolution for the June 9 meeting that will direct the Superintendent to develop recommendation options

Parameter Summary Guide

Parameter #1: Enrollment Targets


Values and priorities for Parameter 1.

Does the board agree with the administrative analysis that our district needs to focus on the key strategies below to increase enrollment and retention?

Parameter 1: Administrative Analysis (Enrollment)

1 Prioritize Early Entry Increase Kindergarten Enrollment <small>Enroll more Minneapolis families at entry point</small>	2 Enroll Residents Enroll More Minneapolis Residents <small>Students new to MPS & those returning from charter schools, non-public schools, or other districts</small>
3 Bridge Transitions Strengthen Elem. → Middle Transition <small>Address the largest loss point in the system</small>	4 Stabilize Grade-to-Grade Improve Year-to-Year Retention <small>Reduce losses between grade levels</small>

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Data points that inform your decision:

Parameter Summary Guide

Parameter #2: Program Size for Holistic Education

Values and priorities for Parameter 2.

Does the Board agree that the guaranteed MPS student experience, shaped by parent and caregiver feedback, captures a well-rounded, holistic education?

Does the Board acknowledge that there is a minimum enrollment size needed to ensure equitable access to the guaranteed MPS student experience for all students districtwide?

Data points that inform your decision:

Parameter 2: Administrative Analysis (MPS Student Experience)



Social and Emotional: Skills & Needs are Met

THE CORE

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BEYOND THE CORE

The **opportunities** and **experiences** for students to choose their individualized path that creates a sense of pride in themselves as they prepare to be contributing adult citizens.

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Parameter 2: Administrative Analysis (MPS Student Experience)



Enrichment

- Opportunities to go deeper and extend learning
- Advanced challenges and interest-based exploration

Intervention

- Targeted support to stay on track
- Responsive instruction based on student progress

Special Education

- Instruction aligned to IEP goals
- Accommodations and specialized support within core learning

English Learner Services

- Language support embedded in classroom instruction
- Development of academic language skills

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Parameter 2: Administrative Analysis (MPS School Experience)

Academics

- All MDE grade-level requirements are met, including core courses and the arts
- Math and reading intervention at all sites
- A schedule that ensures access to a diverse selection of exploratory and elective options grades 6-12

Student Social-Emotional Support

- Consistent access to counselors and social workers
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- Intentional social-emotional skill development
- Connection between schools within the pathway

Safe and Welcoming Schools

Buildings are staffed to support safe, welcoming schools through:

- Welcome desk staff
- Comprehensive student support teams PreK-12
- Security staff in grades 6-12

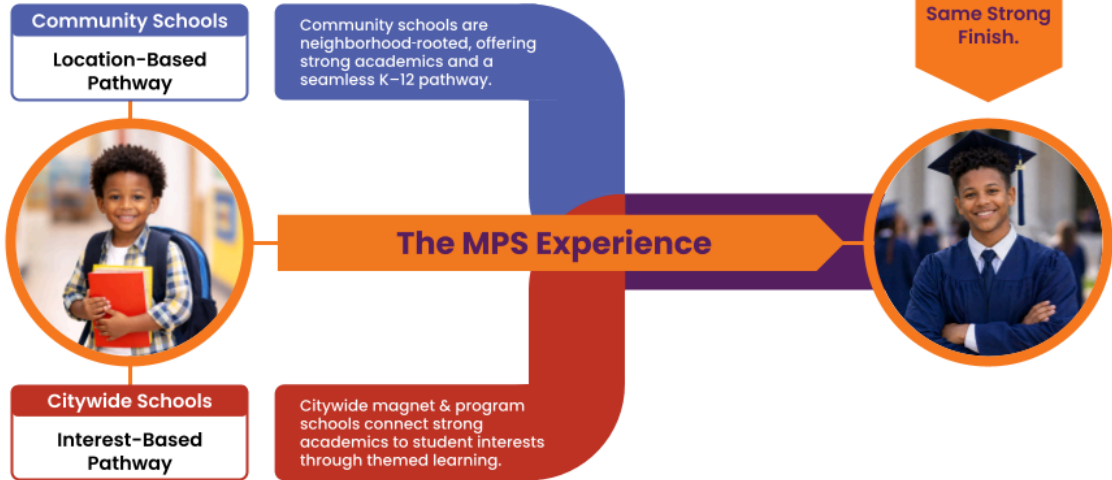
Parameter Summary Guide
Parameter #3: Program Types

Values and priorities for Parameter 3:

Does the Board agree with the administrative analysis that we must provide cohesive and reliable pathways by repairing current interrupted pathways and expanding access?

Data points that inform your decision:

Parameter 3: Administrative Analysis (Choice in Pathways)



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Parameter 3: Administrative Analysis (Pathway Commitment)

THE MPS COMMITMENT

is a guaranteed experience in everything we offer



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Parameter #1: Enrollment Targets

Executive Summary

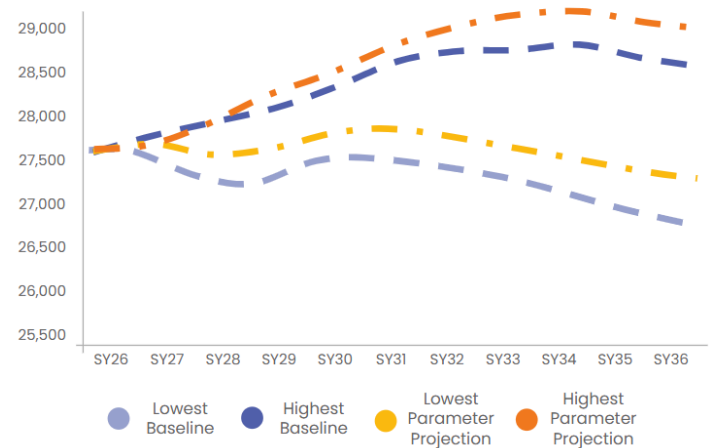
Purpose

To determine the 10-year districtwide enrollment growth targets we will plan for.

Intended Use

This parameter will establish a consistent understanding of the enrollment we will plan for over the coming decade, providing the foundational data to assess if MPS has the right number of programs that offer a holistic education and how those programs align with our physical space and the demographics of the city. Resulting in a projected range of enrollment, these parameters will be used to align school sizes to educational goals (using the low end of the range) and the physical spaces that will house them (using the high end of the range). This parameter is comprised of four interrelated subparameters:

- Parameter 1.1: Kindergarten Enrollment Rate
- Parameter 1.2: Overall K-12 Enrollment Rate
- Parameter 1.3: 5th to 6th Grade Retention Rate
- Parameter 1.4: Overall Grade-to-Grade Retention Rate



Data & Context

The following Givens (factors that are immutable in this process, either by strategic Board direction or external factors outside of the control of MPS) and Additional Data are shared to provide additional information and context as the Board works to set this parameter.

Givens

1. As was reported by our independent demography expert earlier in this process, the city of Minneapolis has experienced a 21% decrease in the number of children being born over the last 16 years and it will continue to decline for the next 10 years. Much like there were more than 1,200 less children born in the city of Minneapolis in 2024 compared with 2014, the pool of kindergarten-aged children 10 years from now is projected to have 500 fewer children than this year’s pool. In order to maintain the same size kindergarten class that we have currently, MPS would need to increase our kindergarten enrollment rate from its current 44% to 48% in the next 10 years.

Additional Data

A. 10-Year Parameter History

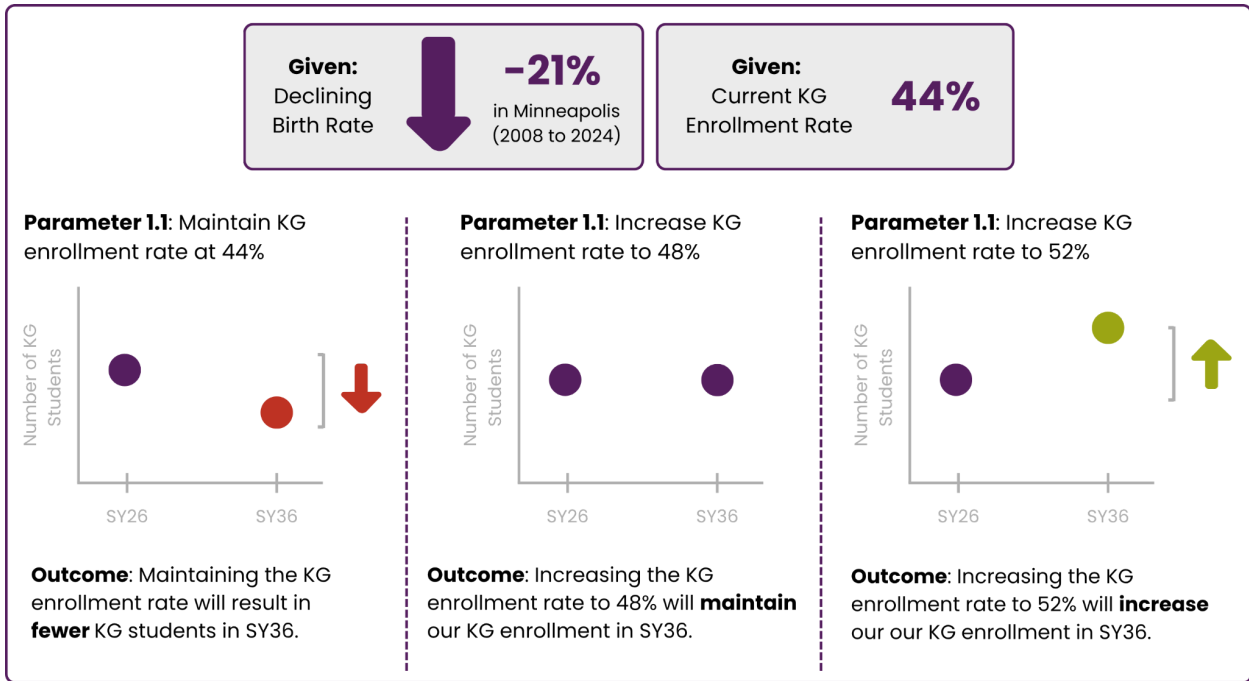
1 Prioritize Early Entry Increase Kindergarten Enrollment Enroll more Minneapolis families at entry point	2 Enroll Residents Enroll More Minneapolis Residents Students new to MPS & those returning from charter schools, non-public schools, or other districts
3 Bridge Transitions Strengthen Elem. → Middle Transition Address the largest loss point in the system	4 Stabilize Grade-to-Grade Improve Year-to-Year Retention Reduce losses between grade levels

School Year	Parameter 1.1 Kindergarten Enrollment Rate (based on birth rate)	Parameter 1.2 Overall Enrollment Rate (based on MDE records)	Parameter 1.3 5th-6th Retention Rate (based on MDE records)	Parameter 1.4 Overall Retention Rate (based on MDE records)
2025-26	44.0%	53.3%	88.0%	100.4%
2024-25	43.4%	52.5%	91.8%	103.5%
2023-24	38.8%	52.4%	86.3%	100.4%
2022-23	39.9%	52.9%	87.4%	97.1%
2021-22	39.1%	53.8%	81.2%	91.0%
2020-21	39.6%	56.2%	87.1%	94.9%
2019-20	47.1%	57.1%	88.5%	96.0%
2018-19	47.9%	58.6%	88.1%	96.8%
2017-18	48.3%	59.5%	92.2%	98.6%
2016-17	48.4%	59.7%	88.5%	98.1%

Notes: Overall enrollment in Parameter 1.2 includes K-12 students enrolled on October 1 of each year. Contract alternative schools, ECSE, and PreK are not included in this table. For parameters 1.3 and 1.4, a higher than 100% retention rate means more students were enrolled than were enrolled in the previous year.

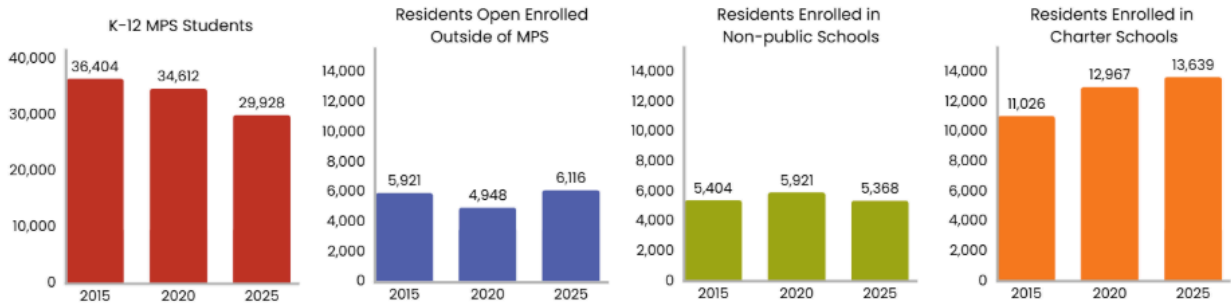
Highest %	48.4%	59.7%	92.2%	103.5%
Lowest %	38.8%	52.4%	81.2%	91.0%

Parameter 1.1 Supporting Visual



Parameter 1.2 Supporting Visual

Enrollment Trend in "The Choice Era"

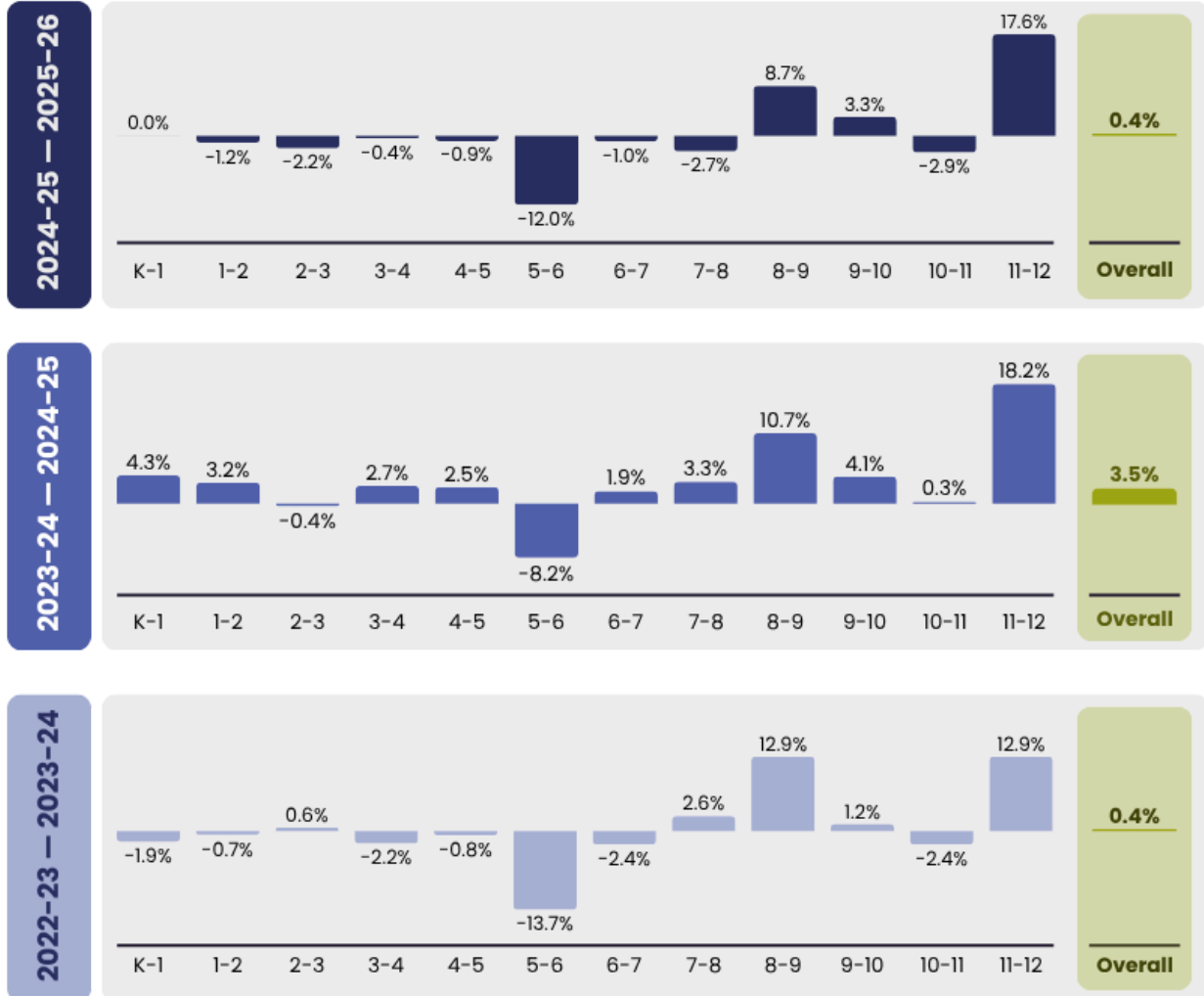


Note: K-12 MPS enrollment, open enrollment, and non-public enrollment can be found in publicly available reports from Minnesota Department of Education's Data Center under Reports and Analytics. Charter school enrollments are from local MARSS reports.

Parameter 1.3 and 1.4 Supporting Visual

3-Year History of Grade-to-Grade Enrollment Changes

Note: A positive percentage means more students enrolled in the next grade level.



B. 3-Year Total Resident Student Count. This tallies all students (Public, Charter, Non-Public, Open Enrolled) who live in the city of Minneapolis. Please note the general decrease of school-aged children in elementary grades K-5 compared to middle school grades 6-8, indicating a general trend of families moving out of the city as children age. Please also note that while the “Kindergarten Enrollment Rate” in the table above is based off the number of children born in the city of Minneapolis, the actual number of students who attend kindergarten (in any setting; table below) is significantly less than the total birth pool (approximately

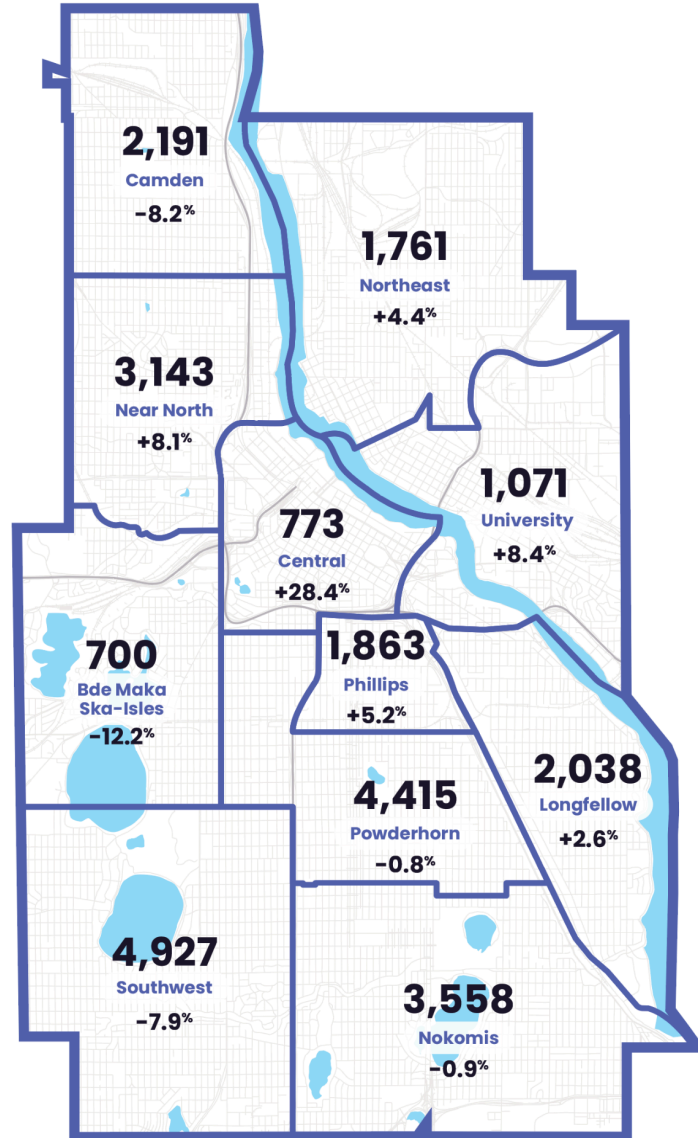
26% in from the birth years 2019 and 2020, that form the SY2025-2026 kindergarten pool), indicating that a significant number of families move out of the city before their children even start school.

Grade	School Year 2023-24	School Year 2024-25	School Year 2025-26
K	3,922	4,111	3,973
1	4,036	4,057	4,078
2	4,230	4,226	4,012
3	4,003	4,248	4,127
4	4,051	4,126	4,193
5	4,057	4,181	4,004
6	3,766	3,949	3,976
7	3,789	3,944	3,796
8	3,888	3,906	3,872
9	4,058	4,155	3,996
10	4,225	4,233	4,184
11	4,212	4,261	4,180
12	4,595	4,817	4,945

C. 10-Year Mobility. This tallies the overall percentage change in enrollment in MPS, which is shared as a historic perspective on what percentage of families make an active choice to change educational options as a means to give context to the amount of change that is possible in a single year.

School Years	Overall Enrollment % Change	Overall Enrollment Change
2024-25 to 2025-26	-0.14%	-41
2023-24 to 2024-25	+2.81%	+779
2022-23 to 2023-24	-0.38%	-105
2021-22 to 2022-23	-3.12%	-896
2020-21 to 2021-22	-8.39%	-2,630
2019-20 to 2020-21	-4.85%	-1,596
2018-19 to 2019-20	-3.03%	-1,028
2017-18 to 2018-19	-2.19%	-761
2016-17 to 2017-18	-0.11%	-37
2015-16 to 2016-17	+0.10%	+36
<i>10-year Average</i>	<i>-1.93%</i>	<i>-628</i>
<p>Note: Overall enrollment includes K-12 students enrolled on October 1 of each year. Contract alternative schools, ECSE, and PreK are not included in this table.</p>		

D. K-12 MPS Enrollment by Community of Residence. Map of the number of MPS K-12 students enrolled in community and magnet schools who live in each of the 11 communities of Minneapolis and a 5-year percent change of that figure. Map does not include non-Minneapolis resident enrollments.



Parameter 2: Holistic Program Size

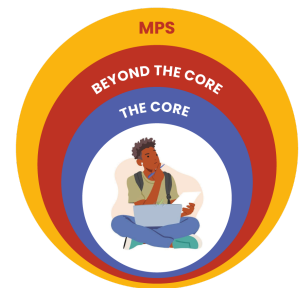
Executive Summary

Purpose

To determine the minimum enrollment that all programs must achieve and maintain in order to provide the opportunities MPS believes are necessary. The transformation process has been anchored in the caregiver-informed MPS guaranteed student experience, and this parameter is the commitment to the school attributes necessary for equitable access districtwide, across all programs, to that student experience.

Intended Use

This parameter will establish the minimum size for all different program types so that they can sustainably provide the full MPS experience for their students. This parameter will be used to apportion the future enrollment defined in Parameter #1 so that the school district is not spreading its resources too thin to adequately provide all of the academic rigor and choices that families have asked for.



Data & Context

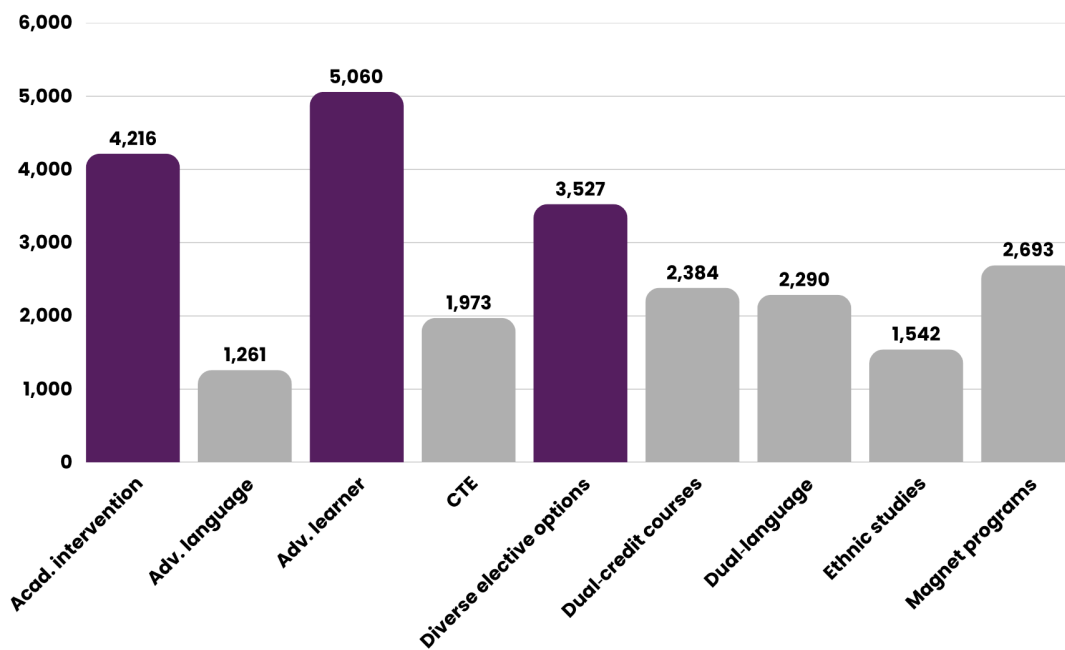
The following Givens (factors that are immutable in this process, either by strategic Board direction or external factors outside of MPS' control) and Additional Data are shared to provide additional information and context as the Board works to set this parameter.

Givens

1. Each minimum holistic size represents inclusive specialized learning needs and programs at all sites, even though the specifics of each program may vary.
2. This parameter assumes largely a status quo school district funding paradigm at both a state and federal level. Significant changes of either would require a revisiting of this parameter.
3. All modeling for this parameter must respect contractual obligations and recent investments in smaller class sizes – a consistent priority we’ve heard from caregivers.

Additional Data

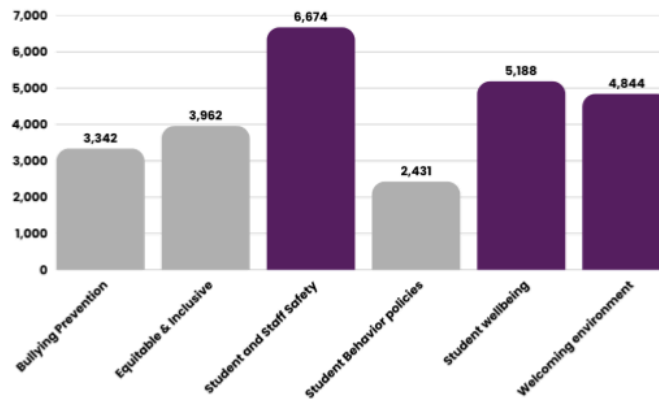
A. Caregiver Top Priorities



Caregiver Feedback: School Climate Priorities



Top three priorities:
Safety, student wellbeing, and a welcoming environment.



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B. MPS student and school experience based on caregiver feedback

MPS Student Experience



Social and Emotional: Skills & Needs are Met

THE CORE

Each MPS graduate is both **academically prepared** for their post-secondary path and has the **skills** necessary to successfully navigate an information-rich, culturally-diverse world.

BEYOND THE CORE

The **opportunities** and **experiences** for students to choose their individualized path that creates a sense of pride in themselves as they prepare to be contributing adult citizens.

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MPS Student Experience



- Enrichment**
 - Opportunities to go deeper and extend learning
 - Advanced challenges and interest-based exploration
- Intervention**
 - Targeted support to stay on track
 - Responsive instruction based on student progress
- Special Education**
 - Instruction aligned to IEP goals
 - Accommodations and specialized support within core learning
- English Learner Services**
 - Language support embedded in classroom instruction
 - Development of academic language skills

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MPS Guaranteed School Experience

Academics

- All MDE grade-level requirements are met, including core courses and the arts
- Math and reading intervention at all sites
- A schedule that ensures access to a diverse selection of exploratory and elective options grades 6-12

Student Social-Emotional Support

- Consistent access to counselors and social workers
- A welcoming, culturally responsive school environment
- Intentional social-emotional skill development
- Connection between schools within the pathway

Safe and Welcoming Schools

Buildings are staffed to support safe, welcoming schools through:

- Welcome desk staff
- Comprehensive student support teams PreK-12
- Security staff in grades 6-12

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- C. Student experience by grade band and size
- a. Please see information about each grade level band below. Areas of the MPS experience with yellow or red indicators in the tables signify the financial inability to provide those components in a stable and sustainable way.

Elementary School Years Experience



Guaranteed MPS experience that ensures foundational academic, social and emotional skills

Community Pathway

- Community PreK
- Social-emotional skill development
- Core instruction with appropriate supports
 - Math
 - Science
 - English Language Arts
 - Social Studies
- Specialist experiences
 - The Arts
 - Physical Education
 - Health

Citywide Magnet Pathway

- Commitment to magnet theme
- PreK in the magnet theme
- Social-Emotional skill development
- Core instruction with appropriate supports
 - Math
 - Science
 - English Language Arts
 - Social Studies
- Specialist experiences
 - The Arts
 - Physical Education
 - Health

Enrollment	Core Academics (includes SPED, EL supports)	Specialist experience	Consistent intervention access	Consistent SEL support
Community School				
Below optimal size	● (varies by school)	● (varies by school)	● (staffing limitations)	● (staffing limitations)
>=70% FRL: 360 to 408 students <=70% FRL: 432 to 477 students	●	●	●	●
Magnet School				
Below optimal size	● (varies by school)	● (incomplete magnet experience)	● (staffing limitations)	● (staffing limitations)
>=70% FRL: 424 to 544 students <=70% FRL: 485 to 795 students	●	●	●	●

● Reliable student access ● Reduced or inconsistent access ● Experience cannot reliably be provided

Middle School Years Experience



Guaranteed MPS experience that ensures adolescent learner specific social and emotional developmental needs are met

Community Pathway (6-8)

- Core instruction
 - Math
 - Science
 - English Language Arts
 - Social Studies
 - The Arts
 - Physical Education & Health
 - Advisory
- Robust exploratory courses
- High school readiness

Citywide Magnet Pathway (K-8)

- Commitment to magnet theme
- Core instruction
 - Math
 - Science
 - English Language Arts
 - Social Studies
 - The Arts
 - Physical Education & Health
 - Advisory
- Robust exploratory courses in the magnet theme
- High school readiness

Enrollment	Core Academics (includes SPED, EL supports)	Exploratory learning/ electives	Consistent intervention access	Safe & Welcoming /SEL support
Community School & Citywide Magnet				
Below optimal size	● (varies by school)	● (limited)	● (staffing limitations)	● (staffing limitations)
6 period day >=70% FRL: Min 594 <=70% FRL: Min 648	●	● (schedule constraints)	●	●
7 period day >=70% FRL: Min 693 <=70% FRL: Min 756	●	●	●	●
K-8 - Minimum total enrollment K-8: 1018-1113				
Below optimal size	● (varies by school)	● (incomplete magnet experience)	● (staffing limitations)	● (staffing limitations)
Grades 6-8 >=70% FRL: Min 594 <=70% FRL: Min 648	●	● (6 period)	●	●

● Reliable student access ● Reduced or inconsistent access ● Experience cannot reliably be provided

High School Years Experience



Guaranteed MPS experience that ensures individualized post-secondary path readiness

Community Pathway

- Multiple paths for core graduation requirements
- Social-emotional skill development to thrive as adults
- Robust elective offerings
 - Including access to CTE, Early College Credit
- Unique to individual school: Athletics, Activities & Clubs

Citywide Magnet Pathway

- Commitment to magnet theme
- Multiple paths for core graduation requirements
- Social-emotional skill development to thrive as adults
- Robust elective offerings
 - Including access to CTE, Early College Credit
- Unique to individual school: Athletics, Activities & Clubs

Enrollment	Multiple paths for graduation requirements (includes SPED, EL supports)	Robust elective/beyond the core opportunities	Consistent intervention access	Safe & Welcoming /SEL support
Community School & Citywide Magnet				
Below optimal size	● (varies by school)	● (limited offerings)	● (staffing limitations)	● (staffing limitations)
6 period day >=70% FRL: Min 888 <=70% FRL: Min 912	●	● (schedule constraints)	●	●
7 period day >=70% FRL: Min 1,036 <=70% FRL: Min 1,064	●	●	●	●

● Reliable student access ● Reduced or inconsistent access ● Experience cannot reliably be provided

Parameter #3: Program Types

Executive Summary

Purpose

To determine the types of programs MPS will invest in, in order to offer students a holistic education in their chosen model.

Intended Use

Taking Parameters #1 and #2 In tandem, identifying the program types that offer sufficient choice and rigor for families will enable us to model ways to align those offerings at a holistic scale. As a general approach, this will allow MPS to take the overall enrollment targets of Parameter #1, model regional and citywide interest pathways at a holistic size, and then provide for the balance of families that would choose comprehensive community options in an equally sustainable scale. This parameter would also establish an expectation that all identified programs have a connected PreK-12 pathway so that families have a consistent and reliable progression between grade bands throughout their 13+ year journey within MPS.

Data & Context

The following Givens (factors that are immutable in this process, either by strategic Board direction or external factors outside of MPS' control) and Additional Data are shared to provide additional information and context as the Board works to set this parameter.

Givens

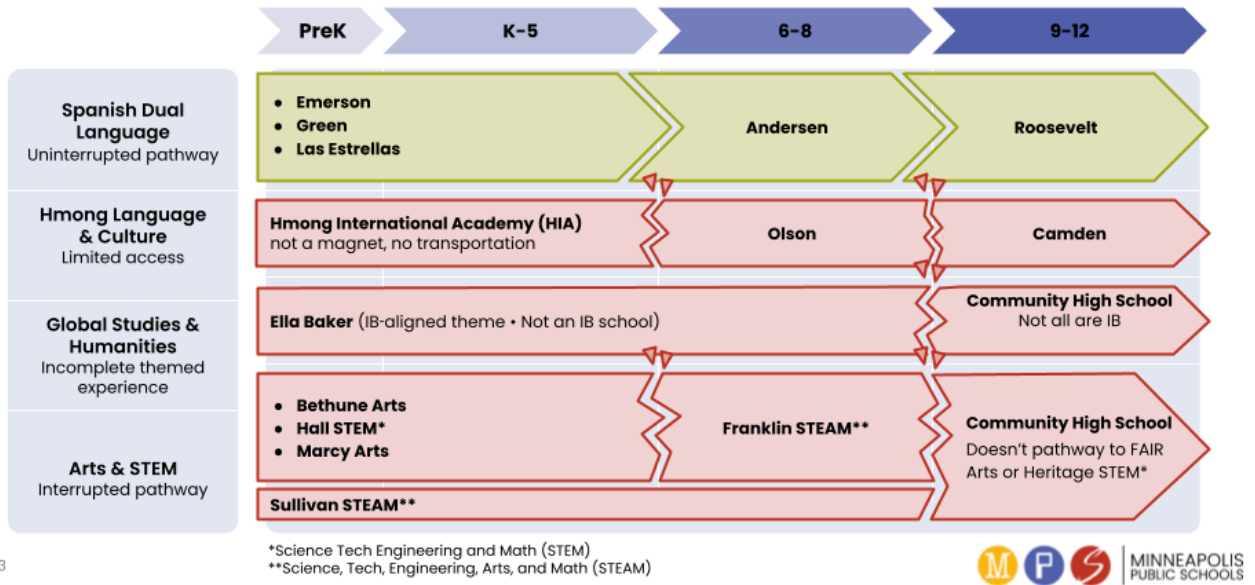
1. Caregivers have provided consistent feedback about the value of our existing programs. They value the current pathways and want them to be stable and uninterrupted.

2. If the full PreK-12 pathway for a particular program model cannot sustain minimum holistic size standards established in Parameter #2, certain grade bands of that program might have to be colocated with other programming in order to maintain academic requirements for students.
3. The unique needs of each learner (IEP supports, EL services, intervention, enrichment) are supported in the core academic experience.

Additional Data

- A. The list of existing MPS program types are as follows:
 - a. Citywide Magnets
 - i. Currently in connected K-12 pathways
 1. American Indian Culture and Language
 2. Spanish Dual Language
 - ii. Currently NOT in connected K-12 pathways
 1. Arts
 2. Global Studies and Humanities
 3. Montessori
 4. Science, Technology, Engineering, and Math (STEM)
 5. Science, Technology, Engineering, Arts, and Math (STEAM)
 - b. Interest-based Regional Draws
 - i. Hmong Language and Culture
 - ii. Somali Heritage Language and Culture
 - c. Community-based Comprehensive Schools
 - i. Reflecting the culture and fabric of our neighborhoods across the city
 - d. Alternative and Specialized Programming
 - i. Alternative Learning Centers (ALCs)
 - ii. Dedicated Special Education and Transition Programs
 - iii. Care & Treatment Programs
 - iv. Juvenile & Adult Detention Center services
- B. Current interest-based pathway examples

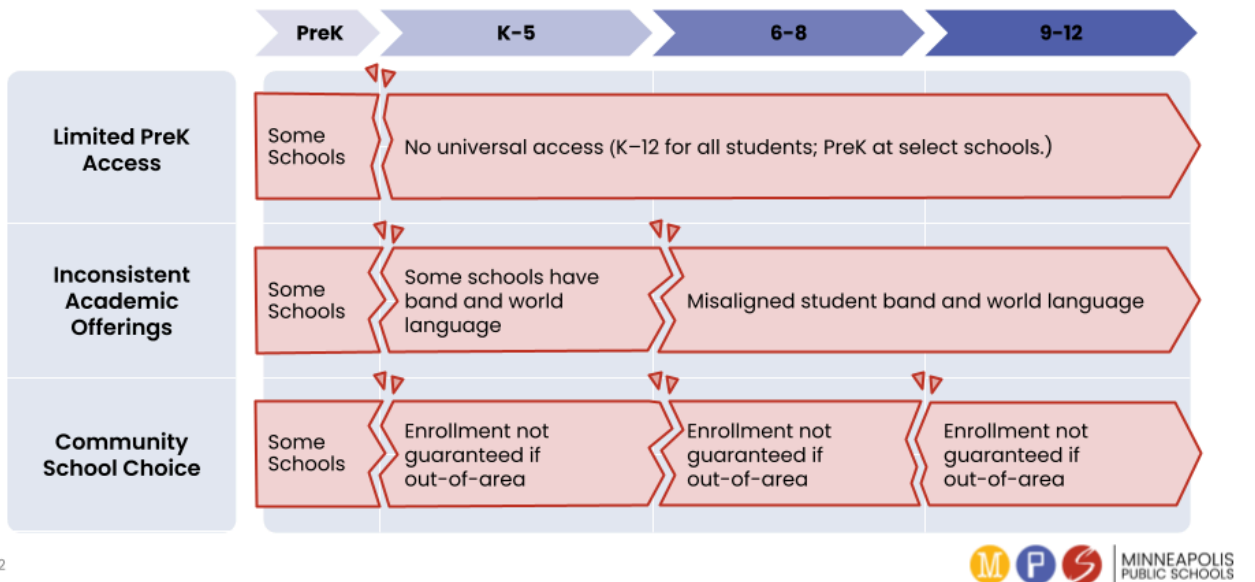
Interest-based pathways through MPS



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C. Current community pathway examples

Community School Pathway through MPS



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D. Spanish Dual Language Task Force Information (see full presentation [here](#))

a. Support for Dual Language Teachers

- i. Recommendations on recruitment, retention, and development strategies for dual language staff
- b. Provide additional pathways and options for families
 - i. Expand programs to address waitlists, suggesting the creation of a new elementary school to do so
 - ii. Suggestion of an additional high school pathway on the North side
 - iii. Increase PreK opportunities
- c. Align and monitor academic programming
 - i. Adoption of aligned bilingual assessments and investment in curriculum and resources
- d. Revise enrollment practices
 - i. Change enrollment practices to better support families
 - ii. Suggestion to increase transportation options
- e. Ensure proactive future planning
 - i. Suggestions for how to ensure long-range planning and support

Timeline Background & Factors

Executive Summary

Purpose

The following information is intended to provide information and greater context around the potential timelines for implementing recommendations stemming from the Transformation process. The intent is that this information can be of use in setting actionable milestones and timeframes for implementing any programmatic changes that may impact families' school selection process or programmatic changes.

Data and Context

The following Givens (factors that are immutable in this process, either by strategic Board direction or external factors outside of MPS' control) and Additional Data are shared to provide additional information and context as the Board works to set this parameter.

Givens

1. System constraints
 - a. Enrollment timeline

October	Mid-month, enrollment guides are finalized and sent to printers, changes to District enrollment websites and school descriptions are pre-loaded.
November	Mid-month the school enrollment process begins, with families able to submit requests for the coming year.
January	School Finder Fair offers an in-person opportunity for families to explore schools.

February	Deadline for families to submit their school requests to be entered into the lottery for school choice in magnet and out-of-area community schools.
March	1st lottery for school choice. Families notified of school placements.
April	2nd lottery for school choice. Families notified of school placements.
June	Transportation requests completed.

b. High school course selection

- i. Students select courses for the following school year in December/January.
- ii. School and program types have to be determined in conjunction with the timeline above in order to ensure students know where to register and the courses they will have access to.

c. Budget

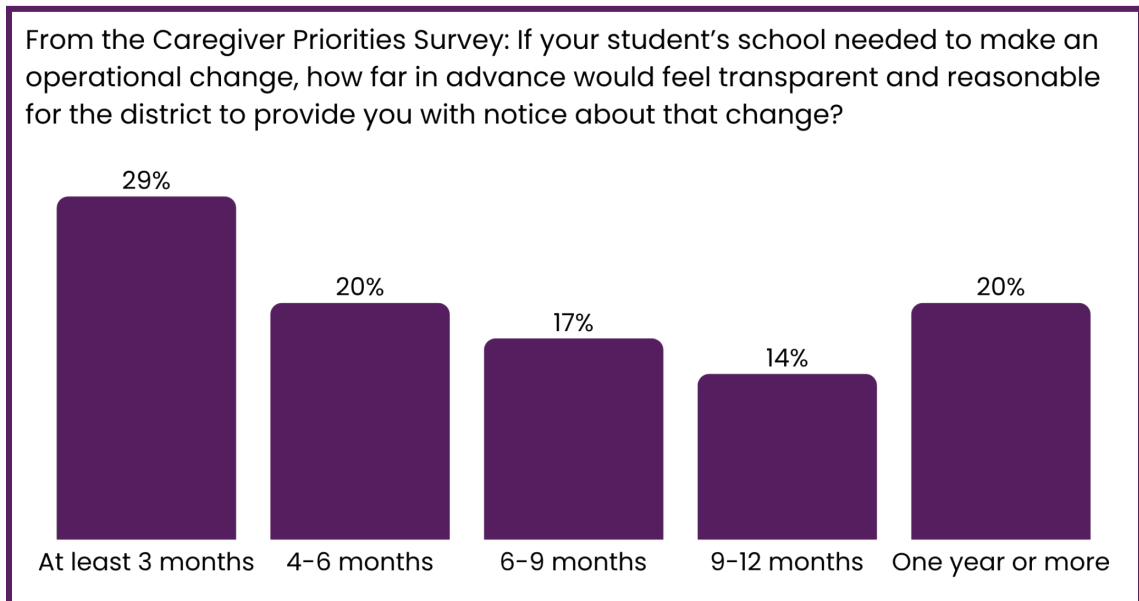
- i. The budgeting process begins in December. Decisions about any potential school changes would need to be made in advance of the budget process in order to ensure accurate resource allocation.

d. Staffing

- i. Typically staffing processes, and the contractual supports and obligations around them, align to the budgeting process, with decisions being made by March. For Transformation, decisions with potential school changes may require additional support and greater lead times to implement changes with the level of care desired.

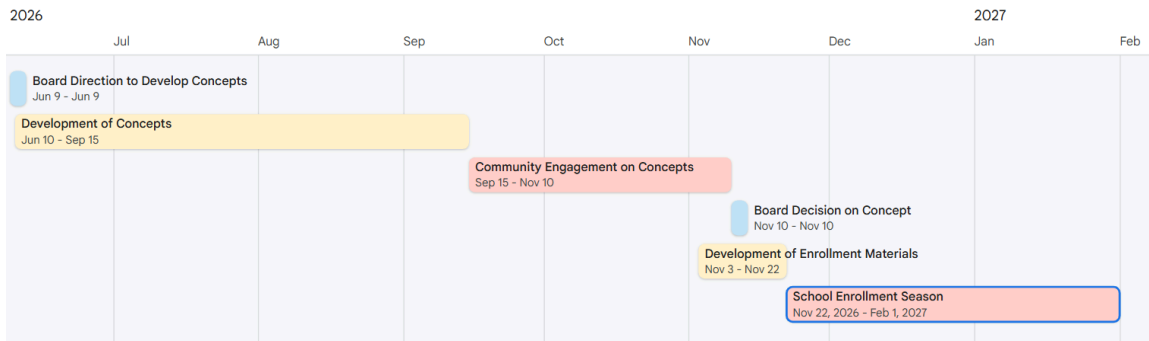
Additional Data

1. Feedback from the caregiver priority survey indicates that the majority of families would prefer *at least* six months' notice if their student's school were to make an operational change (e.g., school hours, new location, etc.), and just over one-third of families would prefer at least nine months' notice.



2. Over the last two years during caregiver feedback collection from the Dr. Sayles-Adams' 100 Days Listening Tour, Caregiver Priorities Feedback, and Transformation, caregivers have emphasized the need for clear direction, timely decision-making, and a sustainable model that protects access to high-quality programming while stabilizing resources for the future. This feedback reflects a desire for decisive action that aligns financial stewardship with caregiver priorities.
3. Based on the Transformation discussions to date, senior leadership believes that it is plausible to have options for how to implement parameters and system change on the following timeline. (see visual representation of this below):
 - a. June 2026: Board adopts parameters and directs administration to come up with options for implementation of them.

- b. September 2026: Administration presents options to the Board and public.
- c. September –November 2026: Student, caregiver, staff, and community engagement
- d. November 2026: Board decisions for any program changes for implementation in the 2027–28 school year.
 - i. Decisions made after November 10, 2026 would likely push implementation of any changes to the 2028–29 school year.



4. Without knowing exactly the type of changes that the implementation of Transformation may take, it is difficult to precisely define the supports – and the timeline for those supports – that we know to be a critical component of a successful rollout of such changes. Generally speaking, we believe it to be critical that by the time the Board makes any final decisions about program changes stemming from Transformation that we have prepared and ready to deploy expansive communications tailored to different audiences (families, staff, community partners, etc.) that both inform of the change(s) as well as provide actionable information about how they will be supported specifically to the way they are impacted. Depending upon the options developed, such communication and supports would require 60–90 days to develop, but that work can happen largely in parallel with options being generated and broader pre-decision community engagement.