Business Meeting

Tuesday, June 9, 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) **Recognitions**

4) **Recess**

5) **Public Comments**

6) **Recess**

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

7)a. Presentations and Updates

8) **Policy Committee Report**

8)a. Resolution Amending Policy 6690 (Wellness Policy)

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

9)a. Approval of the Consent Agenda

9)a.1. Acceptance of Minutes

9)a.1.a. May 12, 2026 Regular Business Meeting

9)a.2. Human Resources Transactions

9)a.2.a. Approval of List A personnel matters (2026-06-ER-A)

9)a.2.b. Approval of List B personnel matters (2026-06-ER-B)

9)a.3. Acceptance of Gifts and Donations (2026-0052)

9)a.4. Contracts

9)a.4.a. Contract 4400003819 with Absence Soft

9)a.4.b. Contract 4400003778 with Adam's Pest Control

9)a.4.c. Contract 4400003702 with Amergis Healthcare Staffing Services

9)a.4.d. Contract 4400003775 with Bille Bus

9)a.4.e. Contract 4400003785 with Bille Bus

9)a.4.f. Contract 4400003791 with Bix Produce

9)a.4.g. Amendment to contract 2025-4400002322 with Brown & Brown

9)a.4.h. Contract 4400003757 with Cadenza Music

9)a.4.i. Contract 440000TBD with CorVel Corporation

9)a.4.j. Contract 4400003769 with Cybersoft

9)a.4.k. Contract 4400003733 with Discovery Education

9)a.4.l. Contract 440000TBD with Dorsey & Whitney, LLP

9)a.4.m. Contract 4400003747 with English Learning Center

9)a.4.n. Contract 4400003792 with Ferndale Market

9)a.4.o. Contract 4400003781 with Frontier Transportation

9)a.4.p. Contract 4400003762 with Great Minds

9)a.4.q. Contract 4400003786 with Indianhead Foodservice Distributors

9)a.4.r. Contract 4400003726 with Insight Public Sector

9)a.4.s. Contract 4400003802 with Introdec

9)a.4.t. Contract 4400003783 with ITC

9)a.4.u. Contract 4400003800 with KFI Engineers

9)a.4.v. Contract 4400003701 with Language Line

9)a.4.w. Contract 4400003750 with Learning in Style/ACCOLA

9)a.4.x. Contract 4400003760 with Lexia Learning Systems LLC

9)a.4.y. Contract 4400003014 with Maertens Brenny Construction

9)a.4.z. Contract 4400003809 with Mackin Educational Resources

9)a.4.aa. Contract 4400003821 with Mille Dunwiddie

9)a.4.bb. Contract 4400003784 with MMA

9)a.4.cc. Contract 4400003777 with Monarch Bus Company

9)a.4.dd. Contract 4400003771 with MTN

9)a.4.ee. Contract 4400003773 with MTN

9)a.4.ff. Contract 4400003789 with Pan o Gold Baking

9)a.4.gg. Amendment to Contract 4400003329 with Project For Pride In Living- MERC

9)a.4.hh. Contract 4400003710 with Project Wayfinder, Inc

9)a.4.ii. Contract 4400003751 with Public Consulting Group

9)a.4.jj. Contract 440000TBD with Raptor Technologies
9)a.4.kk. Contract 4400003780 with RIFT VALLEY

9)a.4.ll. Contract 4400003748 with Riverside Plaza Tenants Association
9)a.4.mm. Contract 440000TBD with Ratwik, Roszak & Maloney, PA
9)a.4.nn. Contract 4400003813 with Renaissance Learning, Inc.
9)a.4.oo. Contract 4400003818 with Rochon Corporation
9)a.4.pp. Contract 4400003787 with Russ Davis Wholesale
9)a.4.qq. Contract 4400003815 with SAVVAS Learning Company
9)a.4.rr. Contract 4400002328 with School Specialty, LLC
9)a.4.ss. Contract 4400003765 with Seesaw Learning Inc.
9)a.4.tt. Contract 4400003746 with Somali Success School
9)a.4.uu. Contract 4400003749 with Summit Academy OIC
9)a.4.vv. Amendment to Contract 4400003093 with TeamDynamix
9)a.4.ww. Contract 4400003810 with Mackin Educational Resources
9)a.4.xx. Contract 4400003758 with The Math Learning Center
9)a.4.yy. Contract 4400002981 with Trane US, Inc.

9)a.4.zz. Contract 4400003782 with Transit Team Inc.
9)a.4.aaa. Contract 4400003788 with Trio Supply

9)a.4.bbb. Contract 440003729 with Twig Education

9)a.4.ccc. Contract 4400003801 with Veritiv Operating Company
9)a.4.ddd. Contract 4400003776 with Waste Management of Minnesota, LLC
9)a.4.eee. Contract 4400003812 with Witzel Electric

9)a.4.fff. Amendment to Contract 4400003102 with Young Dance
9)a.5. Resolutions

9)a.5.a. Resolution to Approve Recertification of the School District's Population Estimate (2026-0055)
9)a.5.b. Authorizing 2025-2026 Minnesota State High School League (MSHSL) membership (2026-0051)
9)a.6. Agreements

9)a.6.a. Memorandum of Agreement with Achieve Twin Cities for Funds Management (Foundation Services)

9) a.6.b. Authorization of Lease with University of Minnesota for Air Quality Monitoring Project

9) a.6.c. Approval of Lease Between Wellstone International High School & Minneapolis Community & Technical College (2026-0053)

9) b. Resolution Approving the Next Steps for the Future Home of Anishinabe Academy (2026-0047)

9) c. Resolution approving the parameters and process for the next phase of MPS School Transformation (2026-0050)

9) d. Resolution Approving the District's Fiscal Year 2025-2026 Second Budget Amendment (2026-0046)

9) e. Resolution Approving the 2026-2027 Budget (2026-0036)

9) f. Resolution Approving the Fiscal Year 2027 Capital Plan, Budget and Bonding (2026-0039)

9) g. Resolution Relating to General Obligation Long-Term Facilities Maintenance Bonds; Declaring Intent to Issue Bonds To Finance A Facilities Plan; Providing for Approval of the Plan and Bonds By The Board and The Commissioner of Education; And Authorizing the Publication of Notice (2026-0038)

9) h. Adopting a Language Access Plan (2026-0048)

9) i. Resolution Updating Expectations and Guidelines for Public Comments During Board Meetings (2026-0056)

10) **New Business**

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

12) **Adjournment**



Superintendent's Report

Regular Business Meeting

June 9, 2026

MINNEAPOLIS PUBLIC SCHOOLS

Superintendent's Update

Superintendent Dr. Lisa Sayles-Adams

MINNEAPOLIS PUBLIC SCHOOLS

Strategic Plan Update

Year 4: 2025-26

MINNEAPOLIS PUBLIC SCHOOLS

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

Concluding Year 4 of 5 of Our Strategic Plan

- Year 1: 2022-23
- Year 2: 2023-24
- Year 3: 2024-25
- **Year 4: 2025-26**
- Year 5: 2026-27



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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.

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Full Year 4 Report Available

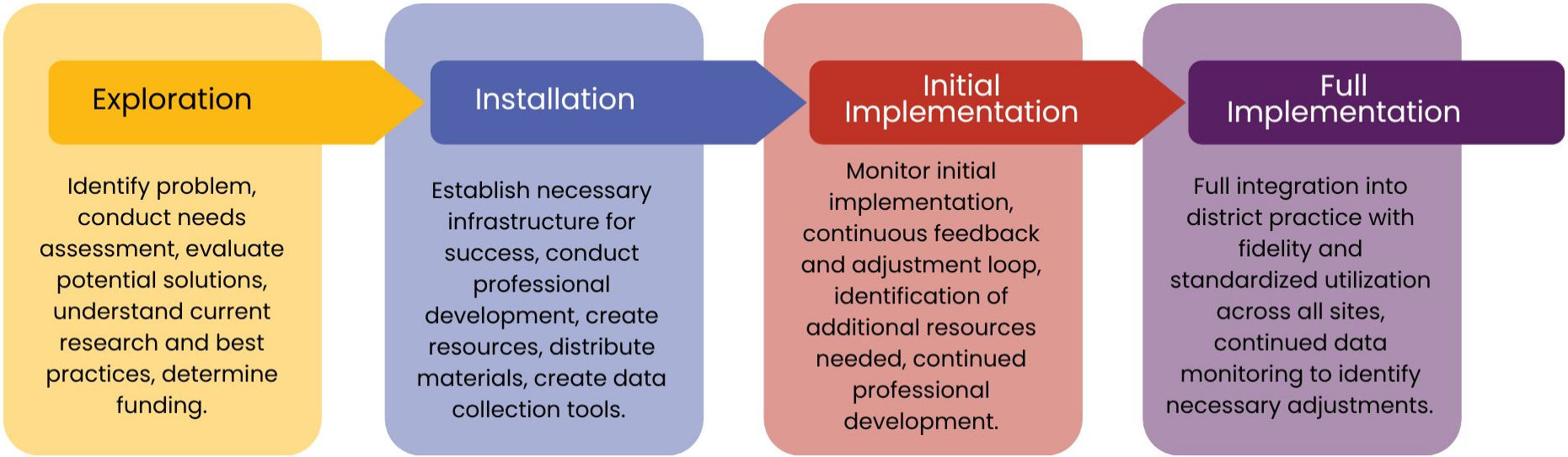


Full Year 4 Report Includes:

- Progress update on all strategies
- Longitudinal metrics for each goal, detailed by demographic and service group where appropriate

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MPS Strategic Plan Alignment with Implementation Science



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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 UFLI Curriculum Implementation K-5 Knowledge Building ELA Curriculum Adoption 8 Culturally Sustaining Math Practices 6-12 Math Curriculum Implementation (iReady/Open Up) Anti-Racist Culturally Sustaining (ARCS) Review Process SOEI Task Force

READ Act Literacy Training

Success would be: 100% of staff have completed LETRS or CORE Learning Online Literacy and Language Academy (OL&LA) training by June 30th, 2026 with at least 80 mastery.

Current Status	Initial Implementation (Strengthening Practices)
Progress Update	Almost 100% of required staff have been registered for LETRS or CORE. (1,310 total) **LETRS:** 82% of participants are "on track" or "partially on track" to complete training. **CORE:** Almost 100% of participants who started last year finished on time Action Steps: • Data was compiled and shared with principals for teachers who are on track, partially, on track and not on track to complete LETRS. • Our K-5 Literacy Content Lead supports and consistently communicates with teachers in LETRS and CORE. • MPS is are offering each of the live LETRS session in June, providing additional opportunities for teachers to complete the live LETRS training.
Opportunities for Improvement	Clear communication and expectations for training in the Science of Reading for SY 26-27
Next Steps	• We have two waves of staff who are scheduled to complete LETRS in 2027. • Starting in the fall, training in the Science of Reading for elementary teachers will be CORE and for secondary teachers will be Neuhaus. • When staff begin, MPS will hold a professional development informational meeting to provide clear direction, expectations, and support for teachers.

UFLI Literacy Curriculum Implementation

Success would be: 80% of all UFLI Classrooms are successfully implementing all elements of the lesson.

Current Status	Initial Implementation (Strengthening Practices)
Progress Update	**100% of all 44 sites have initially implemented UFLI across classrooms K-2** • Evidenced by: walkthrough, progress monitoring, and observational data. **Training** • August 22nd full day teacher PD sessions for Year 1 and Year 2 UFLI Staff • Professional Development for elementary principals during monthly principal PD.
Opportunities for Improvement	Limited opportunities for professional development
Next Steps	• Project UFLI Implementation • Continued focused professional development for elementary school leaders and elementary staff will continue.



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Literacy: LETRS/CORE & UFLI Update



"LETRS provides essential understandings about *why* students need explicit instruction for word recognition skills, and UFLI provides teachers with an explicit and systematic program for *how* to introduce, build, and monitor students' word recognition skills.

- Kenwood Literacy Interventionist

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8 Culturally Sustaining Math Practices

Success would be: Teachers use ≥ 2/8 culturally sustaining mathematical practices. ≥ 80% of K-5 teachers use the *Bridges* unit assessments.

Current Status	Initial Implementation (Strengthening Practices)
Progress Summary	• Data collection for math practices was limited this year. • Initial observations suggest emerging use of select practices • implementation across classrooms is still developing.
Opportunities for Improvement	• Need for stronger systems to capture, store, and analyze implementation data. • Continued need for professional development to support integration of culturally sustaining practices within the Bridges curriculum and daily instruction. • Limited time for teachers to assess, reflect on, and refine practice.
Next Steps	• Unveil and unpack the MN 2022 Math Standards, with a focus on the Standards for Mathematical Practice as Contexts for learning. Deepen intentional integration of Native American contexts and culturally sustaining approaches within mathematics instruction. • Expand professional learning to support consistent implementation of all 8 practices across classrooms. • Develop stronger systems for collecting and analyzing implementation data to inform next steps.

FastBridge Universal Screening Math Results for K-8

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	--	--	--	63%	60%	59%	62%	60%	60%	61%	64%	58%
Grades 2-5 Overall	43%	43%	40%	44%	43%	41%	43%	42%	40%	42%	45%	42%
Grades 6-8 Overall	38%	34%	33%	40%	31%	31%	40%	34%	34%	41%	43%	42%

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

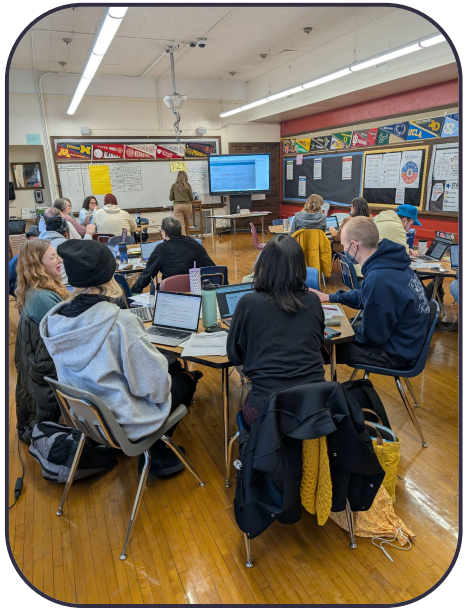
	Year 1 22-23		Year 2 23-24		Year 3 24-25		Year 4 25-26	
	F-W	F-S	F-W	F-S	F-W	F-S	F-W	F-S
Grades K-1 Overall	--	--	57%	53%	52%	51%	54%	51%
Grades 2-5 Overall	52%	47%	52%	47%	49%	43%	50%	45%
Grades 6-8 Overall	38%	38%	32%	36%	34%	41%	38%	46%

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). Student groups with fewer than 10 students are not shown to protect student confidentiality. MPS began using earlyMath in the 23-24 school year.

6-8 iReady Math Curriculum Implementation

Definition of success: ≥ 80% of 6-8 teachers use the unit assessments.

Current Status	Initial Implementation (Strengthening Practices)
Progress Summary	• Met with site leaders to go over data and talk about next steps. • Planned with teachers at each site to deepen their understanding of the curriculum.
Opportunities for Improvement	• Balancing testing time and wanting sites to administer the third diagnostic. • Getting time for teachers to participate in the extra PD.
Next Steps	Strengthening Tier 1 instruction via targeted site based PD and continued support for sites.



6-8 iReady Math Curriculum Implementation



Alex Ehrich - Special Education Resource Teacher

"iReady is legit. I love it. The amount of growth that students are showing is insane."



Joanne Jongsma - Grade 7 Math Teacher

"Of my math 7 students 60% made growth. Of my telescope students, 90% made growth this year. iReady creates the opportunity for students to narrow the academic gaps that they are missing."



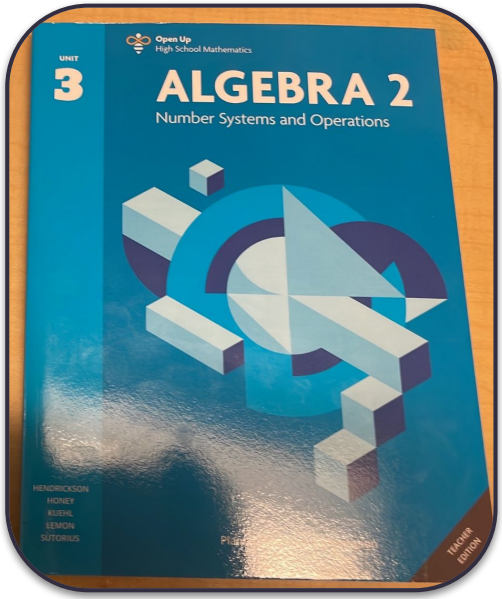
Jodie Rose-Harkness - Grade 6 Math Teacher

"95% of my students made growth this year!"

Open Up Math Curriculum Implementation

Definition of success: ≥ 80% of Intermediate Algebra, Geometry, Advanced Algebra teachers link their common site based unit assessments.

Current Status	Initial Implementation (Strengthening Practices)
Progress Summary	• Quarterly survey feedback remains positive, with the exception of a few voicing the desire to collaborate more across the district. • Teachers are continuing to dive deeper into the curriculum and helping identify areas that need strengthening to better align to MN Standards.
Opportunities for Improvement	• Requiring common site base summative assessments; many of the representatives expressed some concern with the logistals of this as they do not have any common planning time. • Lack of common time with their colleagues across the district to collaborate.
Next Steps	Content Lead will continue to link the summatives sites have shared onto the Course Guides to encourage collaboration and resource sharing. August PD will have structured collaborative time for teachers.



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ARCS Curriculum Review Rubric

Definition of success: Curriculum review/adoption teams use the ARCS Rubric to review new and existing curriculum to ensure instructional materials are anti-racist and culturally sustaining in nature.

Current Status	Full Implementation (Integrated into Practice)
Progress Summary	The ARCS Rubric has been or is currently being used in HS Science, K-5 Social Studies, K-5 Literacy & Pre-K Literacy
Opportunities for Improvement	• Time for educators and other staff to complete the ARCS rubric with fidelity • Need to increase number of people reviewing each component of the curriculum → ensure multiple perspectives
Next Steps	Continue implementation in all curriculum adoption processes district-wide, including the Post-Pilot ARCS Survey for educators and students Use the data from the rubric to mitigate yellow and red flags encountered in the process to ensure we have ARCS supplemental materials and modifications when needed

9-12 Open Up Math Curriculum Implementation

Abir Ismail
MPS Online

"Open Up materials honor diverse strengths and provide flexible structures that work in person or online, making it easy to implement while still **centering student thinking and equitable access** to meaningful mathematics."

Junior Webb
FAIR School for Arts

One of the aspects I most appreciate about Open Up is the intentionality with how previous topics/skills are including in the curriculum…

I also appreciate the use of patterns as a basis for lessons—**it's an easy access point for students, even those who don't feel strongly about their math abilities,** to describe how a pattern changes and extend it forward/backward.

SOEI (Standards of Effective Instruction) Task Force

Definition of success: Implement district-wide the revised Standards of Effective Instruction (SOEI) rubric and classroom observation model as part of MPS' teacher evaluation process

Current Status	Full Implementation (Integrated into Practice)
Progress Summary	• 2025-26 marks the first year of district-wide implementation of the revised Standards of Effective Instruction (SOEI) rubric and observation process as part of MPS' teacher evaluation process.
Opportunities for Improvement	• Continue supporting awareness and professional development about the changes in the SOEI for teachers, coaches and administrators • Improve fidelity and increase implementation of best practices to support high quality observations, feedback and coaching to increase teacher effectiveness
Next Steps	The labor-management committee will gather and analyze end-of-year data from 2025-26 (implementation year 1) to determine goals and strategies to improve SOEI implementation in year 2 (2026-27.)

Progress Report on Prioritized Strategy 2.1

Strategic Goal	Prioritized Strategy	Planned Initiatives/Work
Goal 2 Student Well-Being	**2.1** Provide equitable student access to culturally responsive counseling and mental health services.	Comprehensive School-Based Mental Health System (CSMHS) Tiers of Supports for Students Aligned Social-Emotional Learning (SEL) Supports

Development of a Comprehensive School-Based Mental Health System

Success would be: MPS provides a continuum of culturally responsive and healing-centered mental health services including early identification and interventions for students at risk and indicated support for students with more intense needs.

Current Status	Initial Implementation (Strengthening Practices)
Progress Update	• Initiated planning for 25–26 professional development for all student support personnel (MHSS, School Social Workers, Counselors, Nursing, and School Psychologists). • Collaborative development with the School Social Work Department to create professional learning modules for Related Service Professionals (RSPs) focused on therapeutic processes, culturally affirming practices, and the integration of mental health tools • Designed a systematic process to enhance access, efficacy, and efficiency of mental health interventions across the district.
Opportunities for Improvement	• Continued alignment for school sites staff to work collaboratively with students and families on mental health support. Focus on group and direct supports for students. • Selecting intervention topics and resources.
Next Steps	• Continued professional develop plans and obtaining resources. • Continued work with social workers and counselors providing direct supports for student mental health supports

Aligned Social-Emotional Learning & Supports

Success would be: An aligned and tiered approach to SEL supports.

Current Status	Installation (Building the Foundation)
Progress Update	The multi-tiered system of supports (MTSS) team partnered with District Social Emotional Behavior Student Support Team to establish a clear and cohesive understanding of Tier 1, Tier 2, and Tier 3 SEL/mental health supports across schools.
Opportunities for Improvement	Avoid duplication and fragmentation of SEL supports
Next Steps	The districtwide MTSS team will continue to lead strategic partnerships to strengthen systems and improve outcomes for students.

Tier 1: Social Emotional Learning & Supports for <u>All</u>



Increased number of active users of Wayfinder:
2024-25: **3,664**
2025-26: **5,156**

Tier 1 Core Instruction
<u>Required</u> **Core Lessons - 30-minute lessons (can be done at one time or broken up across days); Full curriculum: 23 lessons** • 1-2 days/week in Morning Meeting or dedicated SEL time
<u>Optional</u> **Activities- Over 2,000 activities between 2-30 min, used across the school day** **Collections - pre-made or custom sequence of lessons and/or activities organized by topic** • Activities range from 2-60 minutes, offering flexibility in implementation • Pre-made topics include: • Building Belonging • Restorative Practices • Anti-Bullying (Prevention + Response) • Executive Functioning • Back to School/After Break/ End of School • Digital Life + Social Media • Mental Health + Well-Being • And more! • Users can create custom Collections and share them with other staff in the building

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Tier 2: Social Emotional Learning & Supports for ***SOME***



Curricular Resources provided by School Social Workers:

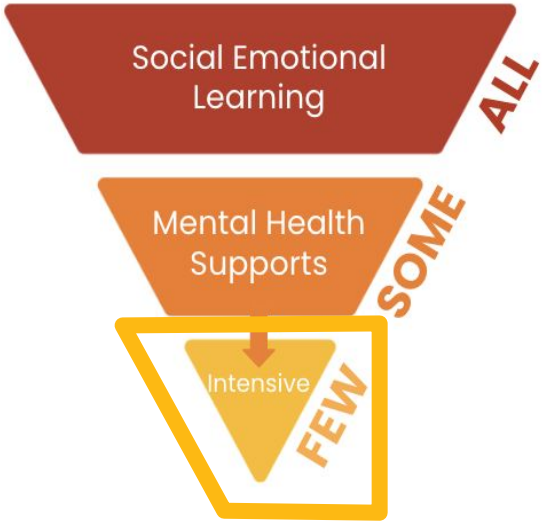
1. Strong Curriculum
    a. General Social Skills Curriculum
2. Be Good People
    a. Curriculum aligned to CASEL SEL competencies and framework
3. Coping Cat
    a. Anxiety based curriculum

Models of Supports:

- Small-group interventions for students with a higher level of social, emotional, or behavioral needs.
- Individual group interventions for students with individual needs to support their SEL

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Tier 3: Social Emotional Learning & Supports for Few



Targeted supports for specific student backgrounds, ensuring services are delivered:

1) MPS Social Worker: Provides direct, intensive supports through targeted small-group and individual interventions led by the school social worker.

2) Outside Mental Health Providers: Serve approximately 8% of students, offering clinical mental health, and therapeutic services.

Coherent Tiered System of Support



Coherent Tiered System of Support

- Establish a clear, shared understanding of SEL and mental health supports for all, some, and few across all schools
- Reduce over-reliance on intensive services by strengthening Tier 1 and Tier 2 supports

Effective Targeted & Intensive Supports (Tiers 2 & 3)

- Align interventions across roles to reduce duplication and fragmentation
- Ensure students receive the right support at the right time

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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-12 Academic & Behavioral Strategist (SPED) or Pre K-6 Elementary

Program Length
2-year undergraduate program

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 no a teaching license

Degree Required
Bachelor's degree

Licensure
K-12 Academic & Behavioral Strategist (SPED) or K-6 Elementary

Program Length
15 Months

Program Outcome
Master's Degree & Tier 3 License

MPS Academy

Who is this program for?
MPS teachers with a Tier 1 or Tier 2 teaching license

Degree Required
Bachelor's degree

Licensure
K-12 Academic & Behavioral

Program Length
15 Months

Program Outcome
Tier 3 License

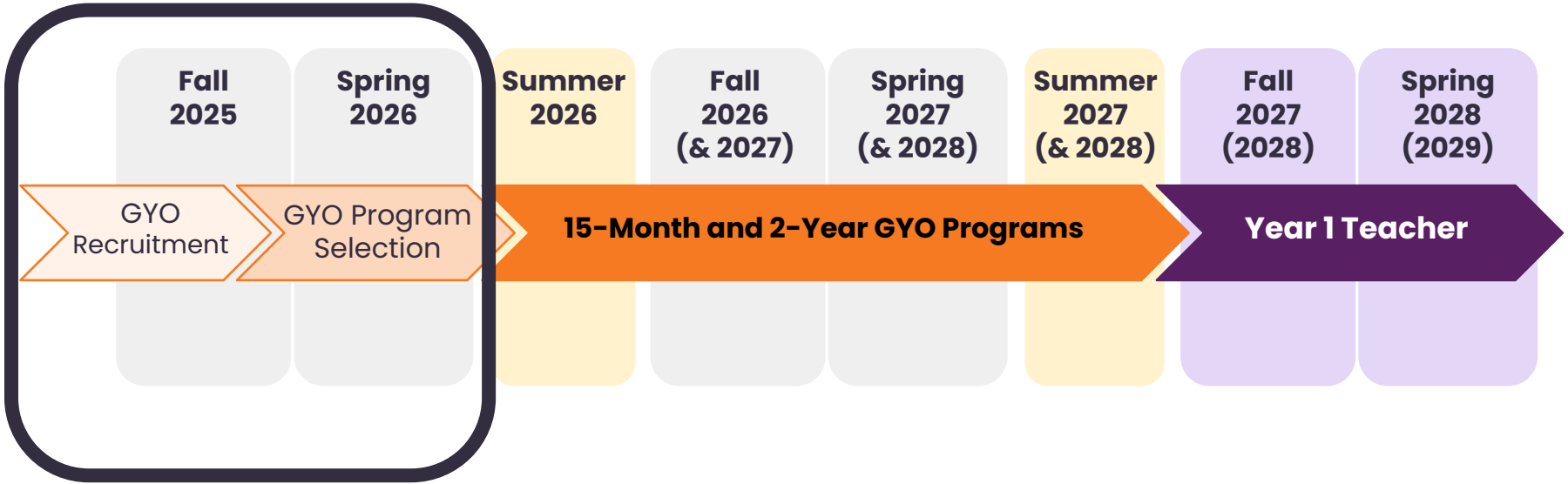
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MPS' GYO Pathways to Teaching



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MPS' GYO Pathways to Teaching



2025-26 Recruitment Efforts

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Summary: Grow Your Own Recruitment

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

Current Status	• Recruitment in 2025-26: Full Implementation; completed for 2026-27 GYO Cohorts • Future recruitment efforts: Installation (planning and resourcing)
Progress Update	**Q4:** A total of 40 out of 42 offers were accepted by new GYO candidates to participate in GYO cohorts beginning in 2026-27, including the following candidates from underrepresented groups in teaching: • 53% (21/40) new GYO candidates of color • 35% (14/40) new male GYO candidates • 8% (3/40) new non-binary GYO candidates
Opportunities for Improvement	Continued need to increase interest and GYO applications from underrepresented groups, particularly MPS staff who identify as American Indian, Asian, Latine, male and non-binary.
Next Steps	• Increase collaboration with American Indian Education (AIE) & Office of Latine Achievement (OLA) departments • Explore new collaborations, including with MPS Parent Advisory Committees (PACs) • Pilot expansion through partnerships with externally-sponsored GYO programs, including the Education Minnesota (EdMN) Native Teacher Apprenticeship

Final Selection for 2026-27 GYO Cohorts

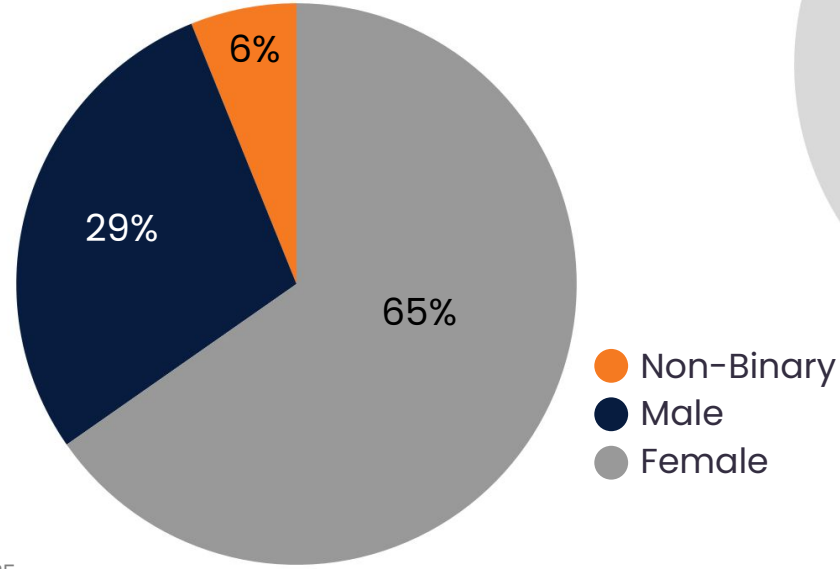
Teacher Apprenticeship	MPS-St. Thomas Residency	MPS Academy	TOTAL New GYO Candidates
19 applicants	43 applicants	25 applicants	**87 applicants**
9/11 (82%) offers accepted 9 Special Education	**14/14 (100%) offers accepted** 11 Special Education 3 Elementary	**17/17 (100%) offers accepted** 17 Special Education	**40/42 (95%) extended GYO offers accepted** 37 Special Education 3 Elementary
44% (4/9) Apprentices of color **22% (2/9) male** **0% (0/9) non-binary**	**64% (9/14) Residents of color** **36% (5/14) male** **14% (2/14) non-binary**	**47% (8/17) Candidates of color** **41% (7/17) male** **6% (1/17) non-binary**	**53% (21/40) candidates of color** **35% (14/40) male** **8% (3/40) non-binary**

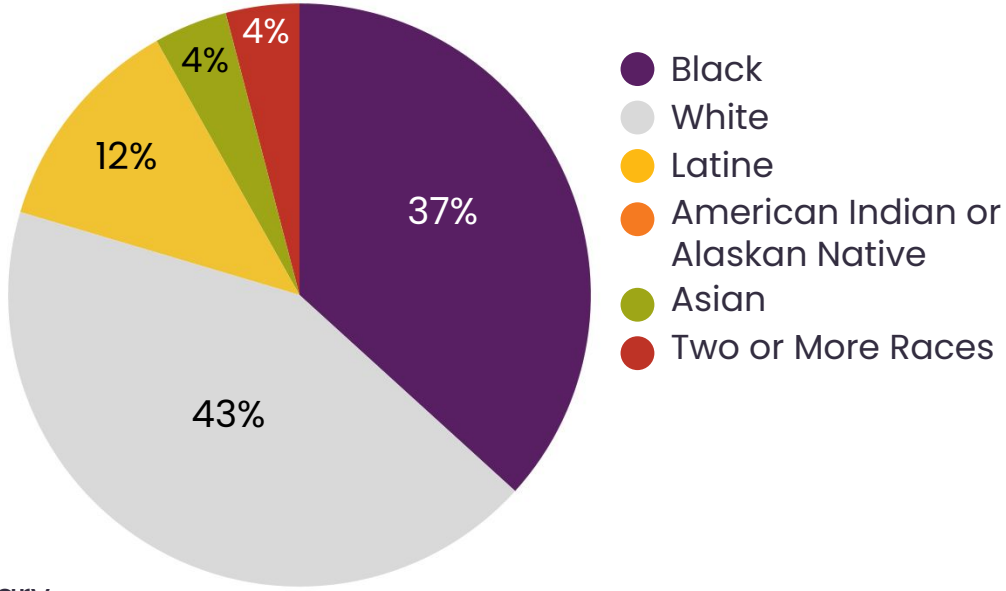
Final Impact: Grow Your Own Recruitment for 2026-27

49 GYO Candidates in 2026-27

40 new GYO candidates

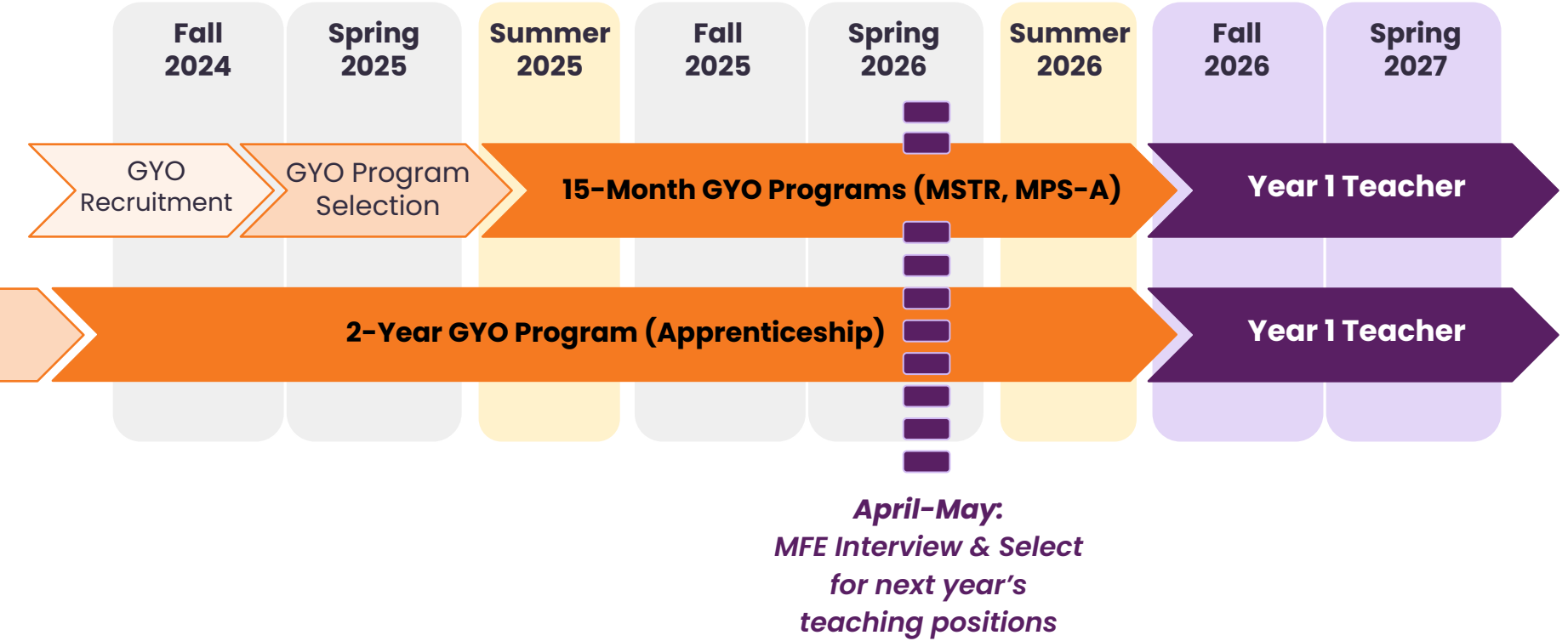
+ 9 PreK-6 Apprentices in Year 2





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GYO Spring Graduation & Hiring Into Teaching Positions



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Summary: 39 Graduating GYO Candidates

	Teacher Apprenticeship Cohort 1 Graduate May 2026	**MPS-St. Thomas Residency** Cohort 9 Graduate May 2026	**MPS Academy** Cohort 2 Graduate August 2026
Number of graduating candidates participating in Interview & Select	**13**	**17**	**N/A** 9 MPS-A candidates currently serve in a teaching position with a Tier 2 license
Number of candidates who secured an MPS teaching position as of May 27, 2026	**13/13 (100%)** Secured teaching positions after Rounds 1 and 2 of Interview & Select	**14/17 (82.4%)** Secured teaching positions after Rounds 1 and 2 of Interview & Select *3 remaining graduates will apply for open teaching positions after MFE Placement*	**9/9 (100%)** Will continue in current teaching positions with a Tier 3 license

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

Continuing Implementation of the Climate Framework

Success would be: All staff and students will have an understanding of the four climate values and their personal impact on school and district climate.

Current Status	Full Implementation (Integrated into Practice)
Progress Update	Climate Framework professional development is provided to all new staff during New Employee Orientation (NEO) and during staff professional development. Climate Framework professional development is also available via principal request.
Opportunities for Improvement	Continue to deepen conversations and incorporate student feedback from the School Climate Student Survey and Citywide.
Next Steps	Incorporate student feedback into Climate Framework professional development.

Refining the Equity & School Climate Teams

Success would be: 95% of schools have formed an Equity & School Climate Team (ESCT) that meets at least once a month.

Current Status	Initial Implementation (Strengthening Practices)
Progress Update	Equity and Climate Team guidance is finalized and has been shared with schools for implementation. This work is led by the Equity and School Climate Coordinators.
Opportunities for Improvement	Better mechanisms of gathering updates from schools on their Equity and School Climate Teams and the work that each team is doing.
Next Steps	• Monitor monthly Equity and School Climate Team meetings • Support guidance utilization and data based decision making

Implementation of a District-Wide Climate Survey

Success would be: The School Climate Student Survey (SCSS) informs the work of the school-based Equity and School Climate Team which improves building climate.

Current Status	Full Implementation (Integrated into Practice)
Progress Update	Mid-October: • The SCSS is administered. April – May: • The SCSS is administered for the second time. Summer 2026: • Principals and Equity and School Climate Coordinators review SCSS data.
Opportunities for Improvement	Integrating the work of improving school climate into existing school structures.
Next Steps	Schools will develop strategies and engage in a continuous improvement process to improve climate at their sites.

School Climate Student Survey Highlights

Overall Participation

We met our target of at least 70% of students providing their feedback.

Positive Relationships

Adult to Student: Increased to 87.8% (from 87.4% last spring)

Peer to Peer: Increased to 80.8% (from 79.4% last year)

Underrepresented Group Response Rates Increased:

Special Education: 58% (up from from spring of 2025)

English Language Learners: 70% (up from spring of 2025)

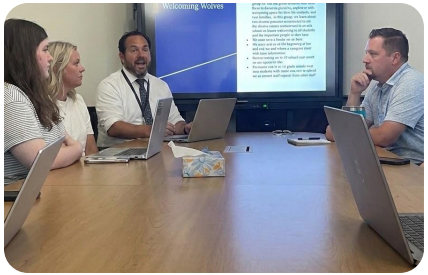
Homeless or Highly Mobile: 60% (up from spring of 2025)

Educational Benefits (Free/Reduced Lunch): 67% (up from spring of 2025)

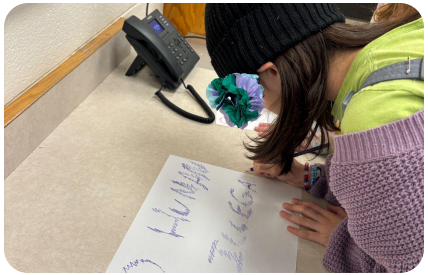
Strategy 4.1: Implementation Highlights

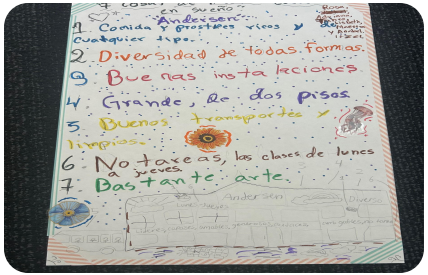












Pictures highlighting the work around prioritized strategy 4.1

MINNEAPOLIS PUBLIC SCHOOLS

Concluding Year 4 of 5 of Our Strategic Plan

- Year 1: 2022-23
- Year 2: 2023-24
- Year 3: 2024-25
- **Year 4: 2025-26**
- Year 5: 2026-27



MINNEAPOLIS PUBLIC SCHOOLS

Questions and Discussion

MPS Reads

K-5 English Language Arts (ELA) Knowledge Building Curriculum Update



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K-5 ELA Knowledge Building Curriculum Adoption Process

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Knowledge-Building Curriculum?

What is a Knowledge-Building Curriculum?

- A Knowledge-Building Curriculum helps students build strong understanding in subjects like history, science, and the arts. Instead of focusing mostly on abstract reading "skills," students learn meaningful content and use that knowledge to read, talk, and write with confidence, as they are learning reading and writing.

Grades: Kindergarten - 5th Grade

- Students in grades K-5 will engage in 60 minutes of daily instruction

Example:

- In 3rd grade, students learn about outer space. They read texts, build background knowledge, and write about what they've learned. This background knowledge helps students make sense of what they read, which is a key part of becoming strong, confident readers.

"The more knowledge a child starts with, the more likely she is to acquire yet more knowledge. She'll read more and understand and retain information better. BECAUSE KNOWLEDGE, LIKE VELCRO, STICKS BEST TO OTHER KNOWLEDGE."

- Natalie Wexler

Background & Context

In **SY2023–24,** MPS reviewed our K-5 literacy curriculum to ensure it aligned with our mission and values.

The review found that our current literacy curriculum was not in alignment. UFLI was selected for foundational skills; however, the committee did not reach consensus on a knowledge-building curriculum, despite Benchmark (the current K-5 literacy curriculum) not meeting our goals:

- Texts did not consistently reflect the diversity of MPS students.
- Units were excerpts rather than full texts and disconnected to build the background knowledge needed for comprehension.
- Instruction focused heavily on isolated reading skills rather than building knowledge through rich content.
- Materials lacked strong supports for students developing their English skills, especially in vocabulary and background knowledge.

In **SY2024–25,** MPS conducted a second review of knowledge-building ELA materials. Again, no consensus was reached and as such, the process stalled.

FastBridge Universal Screening Literacy Results for K-8

Literacy 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	53%	45%	50%	52%	45%	49%	48%	44%	47%	48%	46%	45%
Grades 2-5 Overall	47%	46%	44%	48%	42%	43%	46%	43%	43%	46%	45%	45%
Grades 6-8 Overall	50%	49%	47%	51%	48%	51%	48%	47%	42%	50%	57%	55%

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%	44%	46%
Grades 2-5 Overall	53%	44%	45%	40%	47%	42%	47%	43%
Grades 6-8 Overall	55%	33%	38%	31%	42%	31%	42%	34%

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). Student groups with fewer than 10 students are not shown to protect student confidentiality.

ELA Steering Committee

The K-5 ELA Steering Committee consisted of approximately 60 members, including:

- Caregivers
- Community Members
- Principals
- Teachers
  - English Language
  - Spanish Dual Language
  - Special Education
- Central Office staff

They met throughout the school year and made their recommendation in April.

Recommendation

As we look ahead to **SY2026–27**, MPS needs a Knowledge-Building Curriculum that aligns with our mission and supports strong reading development.

97%

Strong Consensus

The K-5 ELA Curriculum Adoption Steering Committee recommended **Arts & Letters** as the Knowledge-Building Curriculum for MPS.

Full K-5 ELA Rollout

Target: SY26-27

Full rollout to ensure consistency across all schools.

Requested Board Action: Authorize the contract with Arts & Letters on tonight's consent agenda

ELA Steering Committee Caregiver Testimony

"Arts and Letters aligns with what parents have been asking for: Students reading authentic whole books that represent our diverse community while taking a journey through exciting topics that let them explore the world."

- K-5 ELA Steering Committee Member & MPS Caregiver





"I am so thrilled that students across our district will have the tools they need to become voracious readers! I am grateful for the thoughtful and intentional steps taken by MPS and the members of the K-5 ELA Steering Committee to ensure we are putting high-quality curriculum into our classrooms that is inclusive and engaging for our developing K-5 readers."

- K-5 ELA Steering Committee Member & MPS Caregiver

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Reshaping Literacy Instruction: Research to Practice

The shift to **Arts & Letters** reflects our commitment to a literacy curriculum grounded in the *Science of Reading*, ensuring instruction that is more explicit, systematic, and aligned with how students learn to read most effectively.

Where we have been (Benchmark)	Where we are going (Arts & Letters)
Learning to read based on comprehension strategies.	Building knowledge in Arts, Science, and History/Social Studies.
Students reading excerpts of texts.	Students reading full texts.
Teachers having to supplement outdated curriculum.	Teachers provided with the curricula they need.
Fragmented support for non-classroom staff.	Co-created vision to support MLL, Intervention, and SPED.

MPS Reads (K–5) Literacy Framework



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MPS Reads (K-5) Literacy Framework

Resource(s)	Elements of Literacy	Focus	Implementation
UFLI	**Phonics & Phonemic Awareness**	Letters, sounds, decoding	• **Early Adopters:** July 1, 2024 • **All of MPS:** July 1, 2025
UFLI & Arts & Letters	**Word Study (3–5)**	Morphology and spelling patterns	• **UFLI Early Adopters:** July 1, 2024 • **All of MPS:** July 1, 2025 • **Arts & Letters:** July 1, 2026
Arts & Letters	**Knowledge-Building Curriculum**	Background knowledge & comprehension	• **All of MPS:** July 1, 2026
Arts & Letters	**Comprehension**	Using language, vocabulary, and world knowledge to make sense of words	• **All of MPS:** July 1, 2026
Arts & Letters	**Vocabulary**	Expanding word understanding	• **All of MPS:** July 1, 2026
UFLI & Arts & Letters	**Fluency**	Accuracy and expression for meaning-making	• **All of MPS:** July 1, 2026
Arts & Letters	**Language Development**	Listening, speaking, viewing	• **All of MPS:** July 1, 2026
Arts & Letters	**Writing**	Genres, grammar, inquiry, process	• **All of MPS:** July 1, 2026
Arts & Letters	**Culturally Responsive Curriculum**	Reflecting students' identities, languages, and experiences through literacy	• **All of MPS:** July 1, 2026

What Students and Teachers will Receive

Arts and Letters: A research-based ELA curriculum that builds knowledge, strengthens comprehension, and supports all teachers and students with coherent design and teacher-ready materials.

Students will receive.....

- Science-of-Reading-aligned, knowledge-based, more culturally responsive curriculum.
- "Learn books" with graphic organizers and activities to keep students engaged.
- Volume of Reading books and articles to deepen understanding of core topics.
- Videos, pictures, and other media for multi-modal learning.
- Family resources to support reading and learning at home.

Teachers will receive....

- MPS-created Arts & Letters Landing Page with grade-level links and resources.
- Physical and online "Teach book" with daily lesson plans and instructional support.
- Prologue sections designed specifically for multilingual learners.
- Ready-to-use, adjustable presentation slides for each lesson.
- Classroom posters connecting routines to knowledge building.

Next Steps & Resources

Communication to Teachers: June 5: Announcement of Arts & Letters for K-5 ELA (SY2026-27) and which also included:

June 11: Optional Webinar

Early learning session for Arts & Letters. The session will be recorded for later viewing.

Professional Development Communication

Communication on high-level details on support for K–5 staff, including Associate Educators, with UFLI and Arts & Letters in August and November.

Materials Management

Clear directions for removing obsolete materials to ensure classrooms stay updated.

Early August Training

Additional optional 2-day training with extended time compensation. Spend Aug 27 PD day in classrooms.

Questions

Minneapolis Public Schools

Strategic Plan for 2023-2027

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

MINNEAPOLIS
PUBLIC SCHOOLS

Year 4 Progress Report

2025-26

MPS Vision, Mission, Commitment and Values

Vision

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

Mission

Minneapolis Public Schools exist 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

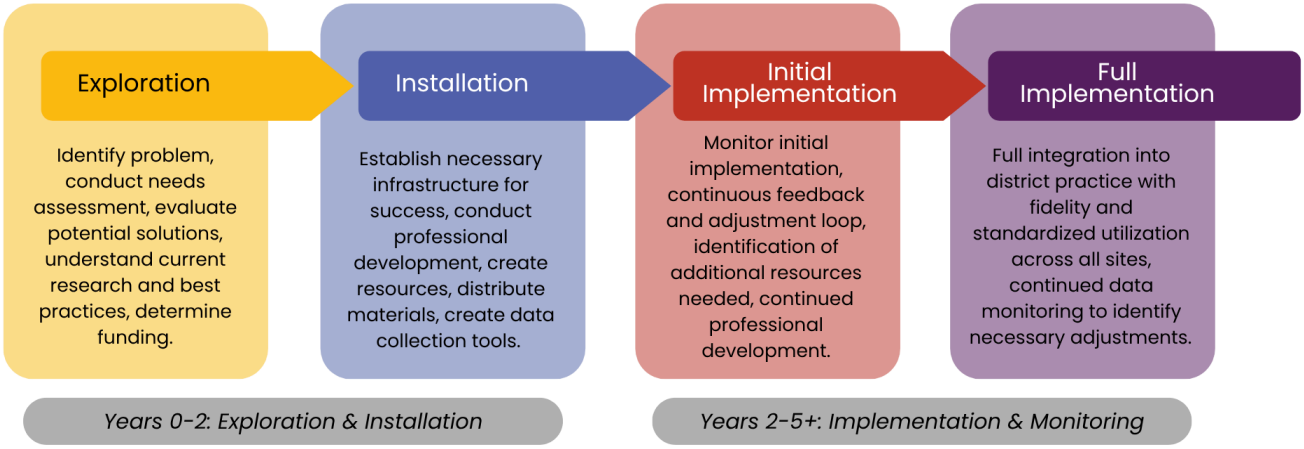
- Equity, Representation & Anti-Racism
- Physical and Emotional Safety & Well-being
- Relationships, Trust & Communication
- Shared Decisionmaking & Voice
- Transparency & Accountability
- Evidence-Based Strategies

Strategic Plan Goals

Goal 1: Academic Achievement	**Goal 2: Student Well-being**
Every student achieves their full potential through equal access to programming that is academically rigorous and connects learning with students' experiences.	Every student's physical and mental well-being is addressed as an integral part of their education.
Goal 3: Effective Staff	**Goal 4: School and District Climate**
School and district staff approach all work centered on students and equity.	MPS is seen by our community as welcoming, responsive and connected.

Implementation Science

MPS reports strategic plan updates in alignment with the phases of implementation from implementation science. In years 1-2 (Installation), the focus is on setting up the infrastructure necessary to ensure success once implementation begins. Examples of infrastructure considerations include creating staff training, designing data collection tools and updating organizational policies. In years 2-4 (Initial Implementation), practices are implemented with continuous monitoring to ensure fidelity and identify areas where additional resources are necessary to overcome barriers and challenges. By years 4-5 (Full Implementation), the strategy becomes an integrated part of district practice and we should begin to see the intended outcomes in related data.



MPS | Learns

Goal 1:

Academic Achievement

Every student achieves their full potential through equal access to programming that is academically rigorous and connects learning with student experiences.

Goal 1: Academic Achievement

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

Structured Literacy Training Aligned with the READ Act

Current Status: Initial Implementation (Strengthening Practices)

Progress: In MPS, all teachers complete either the Language Essentials for Teachers of Reading and Spelling (LETRS) or Consortium on Reading Excellence (CORE) series of professional development. These trainings provide teachers direct and comprehensive training in evidence-based reading instruction, in alignment with the Minnesota READ Act. At this time 82% of all MPS staff are on track to complete their training on-time within the year.

Next Steps: For teachers who are not on track to complete LETRS or CORE professional development within the allotted time, district-level staff and school leadership collaborate to provide individualized support. Additional plans will be developed to support secondary teachers and ensure access to required training for educators who join MPS in the future.

Elementary Literacy Curriculum

Current Status: Initial Implementation (Strengthening Practices)

Progress: During the 2024-25 school year, MPS adopted a new literacy curriculum, UFLI (University of Florida Literacy Institute), which aligns with the Minnesota English Language Arts standards and evidence-based best practices. UFLI provides a structured, systematic approach to teaching phonics and foundational reading skills, and it is grounded in research and the science of reading.

During the 2025-26 school year, all K-2 classroom teachers are either in their first or second year of implementing the UFLI curriculum.

Next Steps: Focused professional development for elementary school leaders and elementary staff will continue. In August 2026, there will be required professional development for teachers in UFLI that will be differentiated for teachers who are novice, developing and proficient in teaching UFLI. The various components of the curriculum will be further explored, digging deeper into how this curriculum works to develop reading skills in alignment with READ Act requirements and the Science of Reading.

Adoption of Elementary Literacy Knowledge Building Curriculum

Current Status: Installation (Building the Foundation)

Progress: In the spring of the 2025-26 school year, MPS selected a knowledge building curriculum to begin initial implementation during the 2026-27 school year. A knowledge-building curriculum helps students build strong understanding in subjects like history, science and the arts. This will also provide a foundation that fits magnet themes, giving schools the opportunity to expand theme-specific projects and experiences without rewriting the core lessons or disrupting the intentional sequence of literacy skills.

Next Steps: The Literacy Department will begin implementing the curriculum for all K-5 teachers during the 2026-27 school year. A group of leaders and educators are co-creating a vision and rollout plan to support programming for magnets, dual language immersion, IB Primary Years, reading intervention, multilingual learners and special education.

Secondary Literacy Anchor Texts

Current Status: Full Implementation (Integrated into Practice)

Progress: All MPS secondary schools are using anchor texts reviewed through the Anti-Racist Culturally Sustaining (ARCS) review process and common summative assessments including an increased representation of authentic Minnesota American Indian authors.

Next Steps: Any new anchor texts considered for secondary literacy will go through the ARCS review process.

Secondary Math Curriculum

Current Status: Initial Implementation (Strengthening Practices)

Progress: MPS adopted the iReady math curriculum for grades 6-8 and the Open Up math curriculum for Intermediate Algebra, Geometry and Advanced Algebra in grades 9-12. Both of these curricular resources align with the most recently adopted Minnesota mathematics standards. During the 2025-26 school year, middle school teachers received individualized feedback on how to use the math diagnostic data and instructional reports that accompany the iReady curriculum. High school teachers continued work on common site-based summative assessments which will support alignment across all schools.

Next Steps: Targeted support for schools and teachers will be provided based on identified needs, with content leads coordinating and delivering differentiated guidance, resources and professional learning to support successful implementation.

Goal 1: Academic Achievement

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

8 Culturally Sustaining Math Practices

Current Status: Initial Implementation (Strengthening Practices)

Progress: MPS continues to strengthen implementation of culturally sustaining mathematics practices by supporting educators in creating inclusive, relevant and affirming learning experiences that build on students' identities, experiences and strengths. Ongoing professional learning, collaboration and instructional support will help ensure equitable access to high-quality mathematics instruction for all learners.

Next Steps: Each year, two culturally sustaining mathematical practices will be focused on. By the end of 2026-27, math educators have received professional development in four of the eight practices.

Anti-Racist Culturally Sustaining (ARCS) Review Process

Current Status: Full Implementation (Integrated into Practice)

Progress: The ARCS process has been embedded within the curriculum adoption process to ensure that all curricula and supplemental materials are evaluated prior to reaching students so that any concerns can be addressed, mitigated or substituted.

Four curricular resources have been reviewed through ARCS this school year: (1) K-5 literacy knowledge building curriculum; (2) Early Childhood and Pre-K foundational literacy curriculum; (3) 10-12 science curriculum for physics, chemistry and biology; and (4) components of the K-5 social studies curriculum developed by MPS staff in partnership with the Minnesota Historical Society and Minnesota Department of Education. The ARCS review process has also been used for books used in the MPS Reads program as well as the Genius and Joy curriculum used in summer programming.

Next Steps: All curricula being considered and/or adopted by MPS will go through the ARCS review process.

Standards of Effective Instruction (SOEI) Task Force

Current Status: Full Implementation (Integrated into Practice)

Progress: School year 2025-26 marks the first year of districtwide implementation of the revised Standards of Effective Instruction (SOEI) rubric and observation process as part of MPS' teacher evaluation process. A major change implemented this year is utilizing only two out of four SOEI domains during formal classroom observations: Classroom Environment (SOEI Domain 2) and Classroom Instruction (SOEI Domain 3). In an additional effort to streamline and target observations, the number of individual elements in these domains were reduced from 14 elements to 11 elements. The revised SOEI Classroom Environment and Classroom Instruction provides the definition and focus for MPS' Tier 1 core instructional practices as described in the Minnesota Multi-tiered System of Supports (MnMTSS).

Next Steps: The labor-management committee is gathering end-of-year data from the first year of implementation and will determine goals and strategies to improve SOEI implementation in year 2 (2026-27).

Goal 1: Academic Achievement

Strategy 1.3: Ensure all community schools provide access to STEM, music, art, language, and for high schools, ethnic studies and college credit courses.

Academic Planning for High School

Current Status: Installation (Building the Foundation)

Progress: MPS provided centralized support this year for course selection and academic planning in Infinite Campus, our student information system. Counseling and IT teams partnered with pilot schools to implement tools for the 2026–27 course selection process. These tools improve access to real-time data on credit attainment, course options and on-track status, helping students and caregivers plan more effectively while increasing efficiency in scheduling. While funding limitations still affect course availability across sites, this work supports more equitable planning, transparency and informed decision-making about future programming and resource allocation.

Next Steps: All high schools will use the academic planning tools within Infinite Campus next year with continued support from district-level counseling and IT staff. Implementation of a districtwide course catalog to provide greater visibility of course offerings and identify gaps in access and programming.

Ethnic Studies Coursework as MPS Graduation Requirement

Current Status: Full Implementation (Integrated into Practice)

Progress: All high school students will take a semester-long (0.5 credit) Ethnic Studies course as a requirement to graduate from Minneapolis Public Schools. This requirement went into effect for the 2025 graduating class, and our current 2026 graduates will also have completed this learning. Each high school decides which course(s) from the Ethnic Studies course offerings would work best for their student population.

Next Steps: MPS will continue to require completion of an ethnic studies course for all graduates in alignment with district policy and our commitment to ensuring students engage in learning experiences that reflect diverse histories, perspectives and cultures.

Goal 1: Academic Achievement

Strategy 1.4: Implement Professional Learning Communities to ensure all students' needs are met through a system of academic support and intervention.

Professional Learning Communities (PLCs)

Current Status: Initial Implementation (Strengthening Practices)

Progress: Under the READ Act Memorandum of Agreement (MOA) between MPS and the Minneapolis Federation of Teachers (now the Minneapolis Federation of Educators), designated PLC time was largely discontinued to provide additional time for teachers to complete the required READ Act training.

Dual-language and secondary teachers were assigned a one-year training, which the vast majority – with the exception of new hires – completed during the 2024–25 school year. As a result, PLCs largely resumed at those sites this school year. Elementary teachers, however, were assigned a two-year READ Act training. Because their training continued into the 2025–26 school year, elementary sites did not resume PLCs this school year.

Next Steps: With the majority of elementary teachers having completed their required READ Act training, PLCs will restart at elementary schools during the 2026-27 school year with dedicated support from the departments of Academics, Talent Development & Management and Multi-tiered Systems of Support (MTSS).

Goal 1: Academic Achievement

Strategy 1.5: Provide magnet school pathways that offer innovative thematic instruction and integrated learning opportunities.

Marketing and Communication for Magnet School Programming

Current Status: Full Implementation (Integrated into Practice)

Progress: MPS continues to implement robust outreach and marketing efforts to increase awareness of magnet programs and school choice opportunities, including events such as the School Finder Fair, family engagement opportunities and expanded communication campaigns. These efforts are designed to help students and families better understand available program options and access pathways aligned to their interests and goals.

Next Steps: Address gaps in magnet pathways where programs end early or require reapplication, while continuing to explore opportunities to expand and strengthen offerings based on student needs and community interest.

MPS | Supports

Goal 2:

Student Well-being

Every student's physical and mental well-being is addressed as an integral part of their education.

Goal 2: Student Well-being

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

Comprehensive School-based Mental Health System

Current Status: Initial Implementation (Strengthening Practices)

Progress: The Comprehensive School-based Mental Health System (CSMHS) provides an effective and broad multi-tiered approach to caring for the needs of all students when at school. Schools provide supportive resources that promote student well-being and support prevention, early identification and prevention. Culturally responsive practices are woven into the CSHMS model by honoring a student's background, language and tradition to build trust.

Next Steps: Cross-departmental work will continue to meet the unique needs of students through tailored interventions and support well-being. All efforts prioritize culturally responsive care and seamless resource navigation.

Aligned Social-Emotional Learning (SEL) Supports

Current Status: Installation (Building the Foundation)

Progress: This year, the multi-tiered system of supports (MTSS) team partnered with special education staff to establish a clear and cohesive understanding of Tier 1, Tier 2 and Tier 3 SEL/mental health supports across schools. This work will have several key benefits: (1) strengthening Tier 1 and Tier 2 supports, thereby reducing reliance on intensive Tier 3 services; (2) aligning interventions and supports performed by various roles (counselors, social workers, teachers, interventionists, associate educators, special education assistants) to avoid duplication and fragmentation; and (3) ensuring students receive the right support at the right time.

Next Steps: The districtwide MTSS team will continue to lead strategic partnerships to strengthen systems and improve outcomes for students.

Counselor Time Study

Current Status: Installation (Building the Foundation)

Progress: A time study for counselors was ongoing for the 2025-26 school year with the goal of increasing time spent in direct service towards students. There was cross-departmental collaboration to analyze the results.

Next Steps: The counseling team will continue to use the results of their time study to best support students.

Goal 2: Student Well-being

Strategy 2.2: Fully implement a restorative approach to student support.

Districtwide Restorative Practices

Current Status: Initial Implementation (Strengthening Practices)

Progress: On-going professional development for restorative practices was provided across schools throughout the school year, both with professional development sessions and targeted reading resources. All principals and assistant principals were trained in the Racial and Bias Harm Protocol which centers restorative practices at the school-level. All equity and school climate staff were trained in restorative services. In addition, social workers, counselors and equity and school climate coordinators had the opportunity to participate in training for Healing Circles and Story Circles with the Minnesota Humanities Center.

Next Steps: Restorative services will continue to be a focal point for equity and school climate across the district. Additionally, MPS is working on a collaborative grant with the non-profit Mediation and Restorative Services which will provide funding and training in restorative services.

Goal 2: Student Well-being

Strategy 2.3: Integrate social and emotional practices into all classrooms and Out of School Time activities.

Wayfinder K-12 Social Emotional Learning (SEL) Curriculum

Current Status: Initial Implementation (Strengthening Practices)

Progress: Wayfinder is a Tier 1 social emotional learning (SEL) curriculum that has been implemented across the district for lessons and activities that build a sense of belonging and purpose in the classroom. The core skills within Wayfinder (i.e., self-awareness, adaptability, empathy, collaboration, agency and purpose) align to the SEL framework in MPS which includes the focal areas of agency, belonging, collaborative problem solving, curiosity and identity. During the 2025-26 school year, the number of active users nearly doubled throughout the year, particularly in response to student needs during temporary online learning this winter.

Next Steps: Continued expansion of Wayfinder is planned for next year, with an emphasis on integration into student support services, special education, Minneapolis Kids (a Community Education program) and athletics. Partnership with the American Indian Education Department will also focus on how Wayfinder can partner with the Ways of Being lessons. Learning walks throughout the 2026-27 school year will guide areas of need for strengthening implementation practices.

AmazeWorks Anti-bias Curriculum in PreK-5

Current Status: Initial Implementation (Strengthening Practices)

Progress: AmazeWorks is an anti-bias, equity and belonging-focused curriculum that builds inclusive classroom environments and social-emotional learning for grades PreK-5. A select number of MPS schools were provided AmazeWorks materials in the 2024-25 school year. During the 2025-26 school year, district-level staff provided support as needed to these schools.

Next Steps: Continued support of AmazeWorks implementation at select schools will be provided based on each schools' School Improvement Plan strategies.

Goal 2: Student Well-being

Strategy 2.4: Provide physically safe and welcoming school environments through strategic shortening of walk zones, building cleanliness, building improvements, landcare and strong emergency management practices.

Examining Walk Zone Reductions

Current Status: Full Implementation (Integrated into Practice)

Progress: A comprehensive analysis of examining walk zones was concluded in 2024-25. Walk distances by elementary, middle, high and magnet schools were considered. For school year 2025-26, the mean and median walk zones for elementary and middle school students was 0.12 and 0.10 of a mile, respectively. These are significantly below the maximum walk distances allowed in policy of 0.25 of a mile for elementary students and 0.50 of a mile for middle school students.

Next Steps: Continued monitoring and assessment of walk zones on an ongoing basis, responding to changing needs, site-specific feedback and safety considerations. Additional focus will be brought on potential high school walk zone reductions based on the School Transformation process.

Safe Entrance Design and Construction

Current Status: Full Implementation (Integrated into Practice)

Progress: Construction projects concluded at Las Estrellas and the Wilder Complex this year, with work at South High School concluding later this summer. MPS has nine buildings that do not yet have a safe and welcoming entrance, and plans for three of them are incorporated in the MPS Capital Plan in the next 3 years. The others will be incorporated in the Capital Plan as funding allows.

Next Steps: Maintain ongoing monitoring of entrance design effectiveness and building conditions, making adjustments as needed to respond to safety considerations, operational feedback and evolving best practices.

Providing Physically Safe School Environments

Current Status: Full Implementation (Integrated into Practice)

Progress: Under the supervision of the Environmental Health and Safety Department, MPS continues to meet all inspection and testing requirements for asbestos, radon, indoor air quality, lead in water, hazardous materials, A Workplace Accident and Injury Reduction Program (AWAIR), Career and Technical Education (CTE) programming, playgrounds, science programs, fire & life safety systems, hoists, stage rigging, bleachers, athletic fields and the State Fire Marshal.

Next Steps: Continue to monitor implementation across all sites.

Providing Strong Emergency Management Practices

Current Status: Full Implementation (Integrated into Practice)

Progress: All school evacuation plans have been reviewed, updated and made readily accessible to staff to ensure clarity, consistency and preparedness across all school sites.

Next Steps: The Emergency Management, Safety & Security Department will continue to review and update emergency management practices on an ongoing basis, incorporating new technologies and tools to enhance safety, communication and responsiveness.

Replacing Aging Equipment at Schools

Current Status: Full Implementation (Integrated into Practice)

Progress: The Facilities Department manages replacement of aging equipment, including mechanical, electrical, plumbing and other building systems equipment through the district's Long-term Facilities Maintenance Plan.

Next Steps: MPS will continue to replace aging equipment in order of priority based on the condition and criticality of the assets as outlined in the Long-term Facilities Maintenance Plan.

Goal 2: Student Well-being

Strategy 2.5: Support healthy child development through nutritious meals and promotion of physical activity.

Wellness Policy 6690 per USDA Healthy, Hunger Free Kids Act

Current Status: Initial Implementation (Strengthening Practices)

Progress: The District Wellness Policy is currently being updated, with recommended revisions shared with the School Board in the spring of 2026. The Wellness Team successfully completed the required triennial Wellness Policy Assessment and strengthened policy language, particularly in areas related to mental health, health education requirements and guidance on food as part of personal celebrations. Implementation of wellness practices continues across the district, including the daily provision of nutritious meals and snacks through breakfast, lunch, afterschool programs and the Fresh Fruit and Vegetable Program at applicable sites. Physical activity opportunities remain a priority, supported through Safe Routes to School initiatives and successful annual Let's Roll events.

Next Steps: The next triennial assessment is scheduled for the 2028–29 school year.

MPS | Works

Goal 3:

Effective Staff

School and district staff approach all work centered on students and equity.

Goal 3: Effective Staff

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

MPS Grow Your Own Staff Recruitment

Current Status: Full Implementation (Integrated into Practice)

Progress: Grow Your Own (GYO) programs provide aspiring teachers with job-embedded training, professional learning opportunities and aligned coursework. The 2025–26 school year marked several key milestones for GYO programming in MPS. It represented the second year of implementation for MPS's three job-embedded GYO teacher preparation programs and, notably, the first year in which graduates from all three programs became eligible to transition into teaching positions within MPS. GYO recruitment efforts resulted in a total of 40 MPS staff accepting offers to join new GYO cohorts in 2026-27.

Next Steps: With the continuation of nine teacher apprentices from cohort 2 into their second and final year of the program, MPS will support a total of 49 GYO candidates in 2026-27, including the following proportions of GYO candidates from underrepresented groups in the teaching profession: 33 candidates of color, 14 male candidates and 3 non-binary candidates. MPS will also increase efforts to further recruit candidates from underrepresented groups, including Grow Your Own candidates who identify as American Indian, Asian and Latine.

Goal 3: Effective Staff

Strategy 3.3: Deepen strategic recruitment of high quality, diverse teachers and staff.

Strategic Recruitment of Diverse Staff

Current Status: Full Implementation

Progress: Due to strong teacher retention across our schools, there was a decreased need during this school year for external recruitment efforts.

Next Steps: Continue to explore and register for recruiting opportunities and market our available vacancies as needed.

Due to evolving priorities and the conclusion of time-limited funding streams, the following strategies are no longer active within the MPS Strategic Plan: Strategy 3.2, 3.4, 3.5.

MPS | Together

Goal 4:

School & District Climate

MPS is known by our community as welcoming, responsive and connected.

Goal 4: School & District Climate

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

Districtwide Climate Framework

Current Status: Full Implementation (Integrated into Practice)

Progress: As of the 2025-26 school year, the Climate Framework is embedded into New Employee Orientation (provided every two weeks). It is also embedded into all Equity and School Climate Team meetings at schools. District-level equity and school climate staff provide dedicated support to principals and school sites upon request.

Next Steps: Continue to refine professional development on the Climate Framework to meet site-specific needs.

Equity and School Climate Teams

Current Status: Initial Implementation (Strengthening Practices)

Progress: The majority of all MPS schools have an Equity and School Climate team, and within each team, there is an Equity Lead. Equity and School Climate guidance has been shared with Equity Leads at all schools. Many schools are implementing the guidance with fidelity, while others are still building capacity.

Next Steps: Continue implementation with dedicated training for Equity Leads.

Goal 4: School & District Climate

Strategy 4.2: Utilize district equity competencies to inform district hiring and retention practices, professional development opportunities and professional support systems.

Anti-Bias and Anti-Racist Framework

Current Status: Initial Implementation (Strengthening Practices)

Progress: There have been four Anti-bias and Anti-racist (ABAR) Council meetings with a focus on retention. ABAR provided "wellness bags" to staff that have been supported by ABAR throughout the year. ABAR increased staff support at targeted school sites. As planned from last year, the ABAR team provided a professional development session called "Start Here, Start Now: A Guide to ABAR Work."

Next Steps: Develop a Retention Framework.

Goal 4: School & District Climate

Strategy 4.3: Provide consistent opportunities for youth, parents and community members to provide feedback on district policies and practices.

School Climate Student Survey

Current Status: Full Implementation (Integrated into Practice)

Progress: The School Climate Student Survey is our districtwide survey to gauge the experiences of MPS students 3rd to 12th grade students in each of their schools, once at the beginning of the year and once at the end of the year. The survey collects information about students' experiences in three areas: adult-student relationships, peer-peer relationships, student self-development.

Next Steps: Longitudinal data analysis over the last four administrations of the School Climate Student Survey will be conducted and used to provide specific support for schools.

Equity Considerations for Budgeting

Current Status: Full Implementation (Integrated into Practice)

Progress: Equity Considerations for Budgeting documents were completed at the school and district level as a part of the Budget Tie-out process for the upcoming 2026-27 school year. The school and division level summaries are publicly available on the MPS website.

Next Steps: Continued exploration for streamlining processes and improving efficiency in documenting and communicating equity considerations within the budgeting cycle.

School Transformation Feedback

Current Status: Full Implementation (Integrated into Practice)

Progress: Caregiver feedback from surveys as well as in-person area meetings conducted across Minneapolis were compiled and presented to the School Board during School Transformation updates.

Next Steps: MPS will continue to foster engagement in the School Transformation process with students, caregivers, staff and community members.

Goal 4: School & District Climate

Strategy 4.4: Ensure student placement practices support integrated learning opportunities and increased enrollment and retention.

Increasing Enrollment and Equity by Moving Waitlists Sooner

Current Status: Full Implementation (Integrated into Practice)

Progress: Waitlists across all community schools and magnet schools were monitored sooner and more often, with waitlist movement occurring early in the spring. More families have received their requested school and they have learned about their placement sooner than in previous years.

Next Steps: The enrollment team will continue to receive and process school requests and closely monitor openings with the goal of filling – but not over-filling – schools to their enrollment targets. Enrollment staff will attend community events such as fairs, Open Streets, cultural celebrations, etc. to meet families where they are to encourage new enrollments.

Goal 4: School & District Climate

Strategy 4.5: Support community partnerships to enhance student experiences and learning opportunities.

Strengthening Relationships with External Stakeholders

Current Status: Initial Implementation (Strengthening Practices)

Progress: The External Relations team has been working over the past school year to gather information about how Community Partners are working in our schools and departments and where there is room to improve practices. During the 2025-26 school year, we launched a new process for Community Partners to apply to work with MPS. This new process will create clearer partnership types, expectations, goals and evaluation plans; highlight the impact partners are making; and help us to use partnerships more strategically to support needs and advance the mission, vision, values and goals of MPS. The new process also includes a more thoughtful review process and an annual renewal requirement to ensure all partners are fully compliant with MPS policies.

Next Steps: By the end of 2026-27, this new process will be executed across all MPS departments, schools and external partners. We will develop an evaluation process for partnerships to be launched in the spring of 2027.

Goal 1: Academic Achievement

Indicators of Success

Universal Screener Results: Universal screeners are assessments that measure a student's skills and abilities within a certain area. A universal screener is administered two to three times per year to identify potential gaps in learning, measure student growth over time and inform decisions such as intervention placement or gifted and talented identification.

For English literacy, MPS uses the FastBridge suite of assessments (earlyReading, aReading, CBMR, AUTOreading). For Spanish literacy, MPS uses the Star and FastBridge suite of assessments (Star Alfabetización Temprana, Star Lectura, Fastbridge CBMR-Spanish). This suite of literacy assessments for English and Spanish provide valuable information on each student in their foundational skill, fluency and comprehension acquisition. For math, MPS uses the FastBridge suite of assessments (earlyMath, aMath).

After a student takes any of these assessments they receive an overall score which estimates how they performed relative to their same-grade peers at that point in time. When a student takes the same assessment multiple times in a year (e.g., fall and winter, or fall and spring) they receive a growth score which estimates how much progress they have made in that timeframe. These scores are used to determine whether students are meeting or exceeding grade-level benchmarks at any single time point and whether students are making expected growth throughout the school year compared to their grade-level peers. Using measures such as the percentage of students scoring at benchmark and making expected growth help inform educators about the effectiveness of instruction and to target supports for students.

English Literacy Universal Screener Results Overview: FastBridge earlyReading measures student skills in the foundational building blocks of English literacy, including letter names, letter sounds, onset sounds, word segmenting, decodable/nonsense words, sight words and sentence reading. FastBridge aReading is a more broad measure of a student's English reading skills and comprehension.

The K-8 literacy results, as measured by FastBridge earlyReading for grades K and 1 and FastBridge aReading for grades 2-8, indicate relatively stable performance over the past four years, with some fluctuations across grade bands and testing seasons. Persistent outcome gaps continue to be observed between historically underserved student populations and their white peers.

Literacy 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	53%	45%	50%	52%	45%	49%	48%	44%	47%	48%	46%	44%
Grades 2-5 Overall	47%	46%	44%	48%	42%	43%	46%	43%	43%	46%	45%	45%
Grades 6-8 Overall	50%	49%	47%	51%	48%	51%	48%	47%	42%	50%	57%	54%

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%	44%	45%
Grades 2-5 Overall	53%	44%	45%	40%	47%	42%	47%	43%
Grades 6-8 Overall	55%	33%	38%	31%	42%	31%	42%	34%

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). Student groups with fewer than 10 students are not shown to protect student confidentiality.

Literacy K-1: FastBridge earlyReading

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%**	**46%**	**44%**
American Indian	29%	20%	26%	31%	25%	26%	27%	25%	26%	35%	27%	21%
Asian	45%	33%	40%	45%	33%	41%	46%	37%	39%	40%	39%	39%
Black or African American	36%	28%	34%	40%	30%	33%	37%	31%	33%	39%	32%	32%
Hawaiian/Pacific Islander	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
Hispanic	25%	24%	26%	25%	18%	23%	16%	15%	19%	20%	20%	17%
Two or More Races	55%	49%	52%	54%	49%	52%	60%	56%	57%	62%	59%	56%
White	72%	62%	68%	70%	66%	71%	70%	65%	69%	68%	67%	68%
English Learner Services	26%	22%	27%	24%	19%	23%	16%	16%	18%	17%	18%	14%
Special Education Services	38%	27%	29%	34%	26%	30%	33%	26%	26%	33%	26%	24%
Free or Reduced Lunch	33%	27%	32%	35%	27%	31%	32%	27%	29%	32%	29%	27%
Homeless or Highly Mobile	19%	12%	20%	20%	13%	16%	21%	14%	18%	21%	18%	16%

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). Student groups with fewer than 10 students are not shown to protect student confidentiality.

Literacy K-1: FastBridge earlyReading

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%**	**44%**	**45%**
American Indian	30%	38%	36%	32%	32%	41%	30%	29%
Asian	41%	44%	47%	57%	34%	40%	36%	44%
Black or African American	38%	45%	41%	41%	39%	37%	34%	36%
Hawaiian/Pacific Islander	<10	<10	<10	<10	<10	<10	<10	<10
Hispanic	39%	47%	38%	39%	32%	36%	31%	28%
Two or More Races	54%	59%	51%	52%	47%	50%	48%	49%
White	55%	65%	63%	66%	57%	61%	57%	60%
English Learner Services	38%	47%	40%	40%	33%	35%	29%	27%
Special Education Services	36%	41%	38%	38%	35%	35%	32%	32%
Free or Reduced Lunch	38%	45%	41%	41%	37%	38%	34%	34%
Homeless or Highly Mobile	28%	39%	32%	29%	27%	27%	27%	30%

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). Student groups with fewer than 10 students are not shown to protect student confidentiality.

Literacy 2-5: FastBridge aReading

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 2-5 Overall	**47%**	**46%**	**44%**	**48%**	**42%**	**43%**	**46%**	**43%**	**43%**	**46%**	**45%**	**45%**
American Indian	26%	21%	22%	26%	19%	20%	29%	22%	24%	30%	26%	26%
Asian	32%	30%	26%	31%	29%	27%	33%	25%	28%	32%	29%	30%
Black or African American	25%	22%	20%	26%	18%	20%	24%	19%	18%	24%	19%	20%
Hawaiian/Pacific Islander	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
Hispanic	23%	20%	17%	18%	14%	13%	16%	13%	15%	17%	17%	15%
Two or More Races	54%	54%	52%	57%	53%	54%	57%	53%	53%	56%	51%	52%
White	76%	76%	76%	78%	75%	78%	77%	76%	78%	77%	76%	79%
English Learner Services	11%	8%	7%	8%	5%	4%	6%	4%	5%	7%	6%	6%
Special Education Services	23%	21%	21%	24%	22%	24%	25%	24%	23%	26%	23%	23%
Free or Reduced Lunch	26%	23%	21%	25%	19%	20%	25%	19%	20%	25%	21%	20%
Homeless or Highly Mobile	14%	10%	8%	8%	7%	6%	13%	10%	9%	11%	10%	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). Student groups with fewer than 10 students are not shown to protect student confidentiality.

Literacy 2-5: FastBridge aReading

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 2-5 Overall	**53%**	**44%**	**45%**	**40%**	**47%**	**42%**	**47%**	**43%**
American Indian	40%	38%	38%	31%	38%	33%	38%	36%
Asian	44%	34%	36%	32%	40%	34%	43%	36%
Black or African American	44%	34%	38%	32%	40%	33%	39%	36%
Hawaiian/Pacific Islander	<10	<10	<10	<10	<10	<10	<10	<10
Hispanic	43%	38%	39%	36%	41%	40%	40%	39%
Two or More Races	55%	43%	46%	43%	46%	40%	45%	41%
White	64%	54%	52%	46%	56%	51%	55%	51%
English Learner Services	41%	38%	41%	36%	41%	41%	39%	39%
Special Education Services	45%	46%	41%	38%	45%	39%	41%	40%
Free or Reduced Lunch	44%	37%	40%	34%	41%	37%	40%	38%
Homeless or Highly Mobile	38%	36%	38%	35%	42%	39%	38%	37%

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). Student groups with fewer than 10 students are not shown to protect student confidentiality.

Literacy 6-8: FastBridge aReading
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 6-8 Overall	**50%**	**49%**	**47%**	**51%**	**48%**	**51%**	**48%**	**47%**	**42%**	**50%**	**57%**	**54%**
American Indian	27%	29%	31%	36%	28%	32%	30%	31%	28%	34%	33%	33%
Asian	45%	39%	37%	40%	39%	38%	38%	35%	28%	42%	44%	39%
Black or African American	24%	24%	22%	26%	22%	25%	25%	22%	22%	24%	27%	28%
Hawaiian/Pacific Islander	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
Hispanic	22%	21%	20%	20%	19%	18%	15%	15%	15%	19%	30%	24%
Two or More Races	58%	56%	55%	66%	63%	69%	62%	64%	60%	63%	66%	66%
White	81%	82%	79%	83%	82%	82%	82%	82%	79%	85%	86%	86%
English Learner Services	3%	3%	4%	3%	3%	3%	2%	2%	2%	2%	9%	7%
Special Education Services	18%	18%	17%	22%	20%	24%	23%	22%	17%	27%	31%	31%
Free or Reduced Lunch	25%	25%	25%	28%	24%	26%	24%	23%	21%	26%	30%	28%
Homeless or Highly Mobile	13%	11%	13%	14%	9%	13%	11%	10%	11%	10%	18%	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). Student groups with fewer than 10 students are not shown to protect student confidentiality.

Literacy 6-8: FastBridge aReading

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 6-8 Overall	**55%**	**33%**	**38%**	**31%**	**42%**	**31%**	**42%**	**34%**
American Indian	41%	34%	30%	25%	36%	24%	36%	25%
Asian	49%	30%	34%	32%	38%	40%	42%	35%
Black or African American	39%	27%	31%	25%	36%	25%	34%	30%
Hawaiian/Pacific Islander	<10	<10	<10	<10	<10	<10	<10	<10
Hispanic	40%	27%	32%	28%	37%	35%	43%	38%
Two or More Races	59%	30%	43%	31%	45%	27%	43%	30%
White	72%	40%	45%	34%	47%	32%	46%	36%
English Learner Services	33%	25%	28%	30%	37%	36%	40%	39%
Special Education Services	41%	34%	27%	25%	31%	27%	35%	29%
Free or Reduced Lunch	41%	29%	32%	26%	37%	29%	37%	31%
Homeless or Highly Mobile	35%	32%	29%	29%	33%	29%	35%	28%

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). Student groups with fewer than 10 students are not shown to protect student confidentiality.

Spanish Literacy Universal Screener Results Overview: K-8 students in our Spanish dual language program also take universal screeners in Spanish to assess their Spanish foundational literacy skills, comprehension and fluency.

Star Alfabetización Temprana measures student skills in the foundational building blocks of Spanish literacy, including letter names, letter sounds, onset sounds, word blending and segmenting, vocabulary, sight words and sentence reading. Star Lectura is a more broad measure of a student's Spanish reading skills and comprehension.

The K-8 Spanish literacy results, as measured by Star Alfabetización Temprana for grades K and 1 and Star Lectura for grades 2-8, indicate strong within-year improvements for our DL students, especially across our 2-5 and 6-8 grade bands. While we do still continue to see an outcome gap between white students and students who have been historically marginalized, the outcome gap is lower in our Spanish assessments given to dual language students than our English assessments given to all students.

Spanish Literacy 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	--	--	--	--	--	--	49%	57%	57%	67%	72%	65%
Grades 2-5 Overall	--	--	--	--	--	--	47%	52%	54%	49%	55%	53%
Grades 6-8 Overall	--	--	--	--	--	--	60%	65%	61%	58%	69%	69%

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	--	--	--	--	41%	45%	45%	43%
Grades 2-5 Overall	--	--	--	--	51%	56%	51%	48%
Grades 6-8 Overall	--	--	--	--	56%	56%	61%	63%

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). Student groups with fewer than 10 students are not shown to protect student confidentiality. MPS began using Star Spanish assessments in the 24-25 school year.

Spanish Literacy K-1: Star Alfabetización Temprana

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	**--**	**--**	**--**	**--**	**--**	**--**	**49%**	**57%**	**57%**	**67%**	**72%**	**63%**
American Indian	--	--	--	--	--	--	<10	<10	<10	<10	<10	<10
Asian	--	--	--	--	--	--	<10	<10	<10	<10	<10	<10
Black or African American	--	--	--	--	--	--	35%	32%	44%	45%	35%	48%
Hawaiian/Pacific Islander	--	--	--	--	--	--	<10	<10	<10	<10	<10	<10
Hispanic	--	--	--	--	--	--	43%	51%	49%	63%	70%	57%
Two or More Races	--	--	--	--	--	--	64%	79%	71%	86%	82%	78%
White	--	--	--	--	--	--	66%	75%	82%	81%	84%	84%
English Learner Services	--	--	--	--	--	--	38%	47%	44%	60%	67%	52%
Special Education Services	--	--	--	--	--	--	30%	40%	35%	52%	54%	38%
Free or Reduced Lunch	--	--	--	--	--	--	41%	50%	51%	62%	67%	56%
Homeless or Highly Mobile	--	--	--	--	--	--	17%	48%	45%	36%	65%	55%

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). Student groups with fewer than 10 students are not shown to protect student confidentiality. MPS began using Star Spanish assessments in the 24-25 school year.

Spanish Literacy K-1: Star Alfabetización Temprana

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	**--**	**--**	**--**	**--**	**41%**	**45%**	**45%**	**43%**
American Indian	--	--	--	--	<10	<10	<10	<10
Asian	--	--	--	--	<10	<10	<10	<10
Black or African American	--	--	--	--	14%	39%	18%	25%
Hawaiian/Pacific Islander	--	--	--	--	<10	<10	<10	<10
Hispanic	--	--	--	--	38%	40%	42%	38%
Two or More Races	--	--	--	--	57%	57%	50%	29%
White	--	--	--	--	50%	61%	56%	61%
English Learner Services	--	--	--	--	37%	37%	35%	32%
Special Education Services	--	--	--	--	28%	32%	32%	28%
Free or Reduced Lunch	--	--	--	--	38%	38%	39%	35%
Homeless or Highly Mobile	--	--	--	--	57%	41%	50%	32%

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). Student groups with fewer than 10 students are not shown to protect student confidentiality. MPS began using Star Spanish assessments in the 24-25 school year.

Spanish Literacy 2-5: Star Lectura

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 2-5 Overall	**--**	**--**	**--**	**--**	**--**	**--**	**47%**	**52%**	**54%**	**49%**	**55%**	**53%**
American Indian	--	--	--	--	--	--	31%	26%	43%	31%	36%	38%
Asian	--	--	--	--	--	--	<10	<10	<10	<10	<10	<10
Black or African American	--	--	--	--	--	--	11%	30%	21%	25%	21%	25%
Hawaiian/Pacific Islander	--	--	--	--	--	--	<10	<10	<10	<10	<10	<10
Hispanic	--	--	--	--	--	--	45%	50%	51%	48%	52%	51%
Two or More Races	--	--	--	--	--	--	39%	40%	48%	39%	39%	46%
White	--	--	--	--	--	--	59%	66%	66%	57%	68%	64%
English Learner Services	--	--	--	--	--	--	42%	46%	48%	43%	48%	48%
Special Education Services	--	--	--	--	--	--	19%	23%	21%	26%	32%	27%
Free or Reduced Lunch	--	--	--	--	--	--	39%	43%	45%	42%	48%	46%
Homeless or Highly Mobile	--	--	--	--	--	--	48%	34%	47%	42%	50%	55%

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). Student groups with fewer than 10 students are not shown to protect student confidentiality. MPS began using Star Spanish assessments in the 24-25 school year.

Spanish Literacy 2-5: Star Lectura

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 2-5 Overall	**--**	**--**	**--**	**--**	**51%**	**56%**	**51%**	**48%**
American Indian	--	--	--	--	31%	43%	31%	44%
Asian	--	--	--	--	<10	<10	<10	<10
Black or African American	--	--	--	--	44%	32%	42%	33%
Hawaiian/Pacific Islander	--	--	--	--	<10	<10	<10	<10
Hispanic	--	--	--	--	51%	56%	51%	48%
Two or More Races	--	--	--	--	44%	55%	40%	46%
White	--	--	--	--	57%	59%	57%	50%
English Learner Services	--	--	--	--	50%	56%	50%	50%
Special Education Services	--	--	--	--	42%	36%	45%	40%
Free or Reduced Lunch	--	--	--	--	48%	52%	52%	47%
Homeless or Highly Mobile	--	--	--	--	32%	49%	65%	49%

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). Student groups with fewer than 10 students are not shown to protect student confidentiality. MPS began using Star Spanish assessments in the 24-25 school year.

Spanish Literacy 6-8: Star Lectura

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 6-8 Overall	**--**	**--**	**--**	**--**	**--**	**--**	**60%**	**65%**	**61%**	**58%**	**69%**	**69%**
American Indian	--	--	--	--	--	--	<10	<10	<10	<10	<10	<10
Asian	--	--	--	--	--	--	<10	<10	<10	<10	<10	<10
Black or African American	--	--	--	--	--	--	18%	<10	20%	<10	<10	<10
Hawaiian/Pacific Islander	--	--	--	--	--	--	<10	<10	<10	<10	<10	<10
Hispanic	--	--	--	--	--	--	58%	62%	61%	58%	67%	68%
Two or More Races	--	--	--	--	--	--	<10	<10	<10	58%	58%	54%
White	--	--	--	--	--	--	76%	78%	71%	62%	79%	79%
English Learner Services	--	--	--	--	--	--	56%	58%	55%	55%	68%	68%
Special Education Services	--	--	--	--	--	--	29%	25%	18%	15%	36%	42%
Free or Reduced Lunch	--	--	--	--	--	--	57%	63%	60%	56%	62%	65%
Homeless or Highly Mobile	--	--	--	--	--	--	57%	46%	60%	67%	54%	64%

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). Student groups with fewer than 10 students are not shown to protect student confidentiality. MPS began using Star Spanish assessments in the 24-25 school year.

Spanish Literacy 6-8: Star Lectura

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 6-8 Overall	**--**	**--**	**--**	**--**	**56%**	**56%**	**61%**	**63%**
American Indian	--	--	--	--	<10	<10	<10	<10
Asian	--	--	--	--	<10	<10	<10	<10
Black or African American	--	--	--	--	<10	<10	<10	<10
Hawaiian/Pacific Islander	--	--	--	--	<10	<10	<10	<10
Hispanic	--	--	--	--	56%	58%	57%	63%
Two or More Races	--	--	--	--	<10	<10	67%	54%
White	--	--	--	--	60%	47%	66%	62%
English Learner Services	--	--	--	--	53%	54%	58%	66%
Special Education Services	--	--	--	--	50%	41%	57%	61%
Free or Reduced Lunch	--	--	--	--	56%	56%	56%	62%
Homeless or Highly Mobile	--	--	--	--	42%	50%	45%	82%

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). Student groups with fewer than 10 students are not shown to protect student confidentiality. MPS began using Star Spanish assessments in the 24-25 school year.

Mathematics Universal Screener Results Overview: Similar to literacy, foundational mathematical skills can be measured through universal screeners. In MPS, we use the FastBridge suite of assessments for elementary and middle schoolers to monitor student math skill growth, identify instructional needs and inform targeted academic support and intervention across grades K–8.

The K-8 math results, as measured by FastBridge earlyMath for grades K and 1 and FastBridge a Math for grades 2-8, indicate relatively stable performance over the past three/four years, with some fluctuations across grade bands and testing seasons. Persistent outcome gaps continue to be observed between historically underserved student populations and their white peers.

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	--	--	--	63%	60%	59%	62%	60%	60%	61%	64%	58%
Grades 2-5 Overall	43%	43%	40%	44%	43%	41%	43%	42%	40%	42%	45%	42%
Grades 6-8 Overall	38%	34%	33%	40%	31%	31%	40%	34%	34%	41%	43%	42%

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	--	--	57%	53%	52%	51%	54%	51%
Grades 2-5 Overall	52%	47%	52%	47%	49%	43%	50%	45%
Grades 6-8 Overall	38%	38%	32%	36%	34%	41%	38%	46%

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). Student groups with fewer than 10 students are not shown to protect student confidentiality. MPS began using earlyMath in the 23-24 school year.

Math K-1: FastBridge earlyMath

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	**--**	**--**	**--**	**63%**	**60%**	**59%**	**62%**	**60%**	**60%**	**61%**	**64%**	**58%**
American Indian	--	--	--	51%	47%	42%	46%	44%	41%	46%	45%	36%
Asian	--	--	--	57%	49%	53%	55%	55%	53%	51%	55%	62%
Black or African American	--	--	--	52%	42%	41%	48%	43%	42%	48%	46%	39%
Hawaiian/Pacific Islander	--	--	--	<10	<10	<10	<10	<10	<10	<10	<10	<10
Hispanic	--	--	--	33%	33%	37%	33%	38%	39%	37%	42%	39%
Two or More Races	--	--	--	69%	66%	66%	77%	72%	69%	72%	75%	69%
White	--	--	--	83%	85%	83%	83%	84%	83%	83%	85%	82%
English Learner Services	--	--	--	32%	29%	33%	29%	33%	35%	31%	37%	33%
Special Education Services	--	--	--	44%	35%	39%	43%	43%	42%	44%	41%	37%
Free or Reduced Lunch	--	--	--	46%	40%	41%	45%	43%	43%	45%	45%	41%
Homeless or Highly Mobile	--	--	--	31%	29%	28%	30%	33%	32%	35%	34%	32%

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). Student groups with fewer than 10 students are not shown to protect student confidentiality. MPS began using earlyMath in the 23-24 school year.

Math K-1: FastBridge earlyMath

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	**--**	**--**	**57%**	**53%**	**52%**	**51%**	**54%**	**51%**
American Indian	--	--	48%	44%	45%	41%	36%	27%
Asian	--	--	52%	53%	46%	45%	52%	63%
Black or African American	--	--	42%	37%	40%	40%	42%	37%
Hawaiian/Pacific Islander	--	--	<10	<10	<10	<10	<10	<10
Hispanic	--	--	53%	53%	48%	47%	46%	45%
Two or More Races	--	--	58%	54%	54%	54%	57%	53%
White	--	--	66%	62%	62%	60%	66%	63%
English Learner Services	--	--	50%	50%	45%	46%	45%	41%
Special Education Services	--	--	41%	42%	42%	42%	45%	37%
Free or Reduced Lunch	--	--	47%	44%	44%	44%	43%	41%
Homeless or Highly Mobile	--	--	42%	38%	38%	38%	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). Growth is calculated between Fall and Winter (F-W) and Fall and Spring (F-S). MPS began using earlyMath in the 23-24 school year.

Math 2-5: FastBridge aMath

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 2-5 Overall	**43%**	**43%**	**40%**	**44%**	**43%**	**41%**	**43%**	**42%**	**40%**	**42%**	**45%**	**42%**
American Indian	17%	18%	15%	19%	18%	17%	21%	19%	20%	19%	20%	18%
Asian	29%	31%	31%	30%	33%	34%	33%	33%	33%	33%	36%	39%
Black or African American	16%	16%	15%	17%	16%	16%	16%	16%	15%	15%	16%	16%
Hawaiian/Pacific Islander	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
Hispanic	19%	19%	17%	17%	16%	15%	16%	15%	15%	16%	20%	16%
Two or More Races	48%	50%	47%	52%	50%	49%	52%	50%	47%	48%	50%	49%
White	75%	75%	72%	76%	78%	76%	76%	76%	75%	76%	77%	76%
English Learner Services	9%	11%	11%	10%	10%	10%	8%	9%	9%	8%	11%	10%
Special Education Services	21%	22%	20%	24%	24%	25%	25%	26%	24%	25%	27%	25%
Free or Reduced Lunch	19%	19%	18%	20%	19%	19%	19%	19%	17%	19%	19%	19%
Homeless or Highly Mobile	8%	6%	5%	5%	4%	6%	10%	8%	7%	8%	7%	8%

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). Student groups with fewer than 10 students are not shown to protect student confidentiality.

Math 2-5: FastBridge aMath

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 2-5 Overall	**52%**	**47%**	**52%**	**47%**	**49%**	**43%**	**50%**	**45%**
American Indian	39%	40%	40%	41%	36%	34%	38%	41%
Asian	44%	52%	48%	54%	46%	50%	56%	48%
Black or African American	41%	42%	44%	41%	40%	38%	41%	41%
Hawaiian/Pacific Islander	<10	<10	<10	<10	<10	<10	<10	<10
Hispanic	46%	49%	47%	48%	44%	43%	38%	41%
Two or More Races	52%	48%	53%	48%	47%	41%	50%	41%
White	63%	50%	61%	51%	60%	47%	60%	49%
English Learner Services	44%	53%	47%	48%	44%	45%	40%	44%
Special Education Services	46%	49%	46%	46%	46%	40%	45%	43%
Free or Reduced Lunch	43%	44%	46%	44%	42%	40%	41%	41%
Homeless or Highly Mobile	35%	40%	43%	45%	41%	43%	38%	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). Student groups with fewer than 10 students are not shown to protect student confidentiality.

Math 6-8: FastBridge aMath

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 6-8 Overall	**38%**	**34%**	**33%**	**40%**	**31%**	**31%**	**40%**	**34%**	**34%**	**41%**	**43%**	**42%**
American Indian	12%	11%	11%	15%	11%	10%	15%	10%	14%	16%	15%	16%
Asian	36%	28%	32%	38%	30%	25%	39%	31%	30%	37%	31%	41%
Black or African American	11%	8%	9%	13%	7%	9%	14%	9%	11%	14%	11%	14%
Hawaiian/Pacific Islander	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
Hispanic	14%	12%	10%	14%	10%	10%	14%	10%	12%	16%	20%	18%
Two or More Races	43%	37%	37%	48%	39%	38%	52%	47%	48%	50%	49%	50%
White	68%	64%	63%	71%	61%	62%	73%	66%	69%	75%	71%	73%
English Learner Services	2%	2%	1%	4%	2%	3%	4%	2%	2%	4%	6%	8%
Special Education Services	12%	10%	9%	14%	10%	11%	18%	14%	13%	21%	20%	22%
Free or Reduced Lunch	14%	11%	11%	16%	10%	11%	16%	12%	13%	17%	16%	18%
Homeless or Highly Mobile	5%	4%	5%	8%	2%	3%	6%	4%	6%	4%	6%	8%

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). Student groups with fewer than 10 students are not shown to protect student confidentiality.

Math 6-8: FastBridge aMath

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 6-8 Overall	**38%**	**38%**	**32%**	**36%**	**34%**	**41%**	**38%**	**46%**
American Indian	28%	26%	32%	30%	25%	27%	31%	33%
Asian	42%	38%	40%	37%	43%	41%	42%	43%
Black or African American	37%	30%	34%	29%	34%	32%	39%	35%
Hawaiian/Pacific Islander	<10	<10	<10	<10	<10	<10	<10	<10
Hispanic	34%	29%	37%	31%	36%	38%	43%	42%
Two or More Races	38%	47%	33%	38%	31%	39%	38%	45%
White	41%	46%	28%	42%	34%	50%	36%	54%
English Learner Services	35%	28%	41%	33%	40%	38%	48%	47%
Special Education Services	36%	32%	33%	29%	33%	36%	36%	39%
Free or Reduced Lunch	36%	30%	35%	30%	34%	34%	40%	38%
Homeless or Highly Mobile	32%	36%	40%	33%	38%	32%	41%	38%

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). Student groups with fewer than 10 students are not shown to protect student confidentiality.

Kindergarten Readiness Results Overview: Kindergarten readiness is measured by the percentage of students who attended PreK in MPS (also known as High 5) who scored in the "at benchmark" range on FastBridge earlyReading and FastBridge earlyMath in the fall of their kindergarten year. It is important to note that families who meet eligibility criteria for PreK programming are prioritized for PreK placement; therefore, comparisons by student service group are often more informative than overall comparisons. Additionally, we do not have data on PreK attendance outside of MPS, so a lack of MPS PreK enrollment does not necessarily indicate no prior PreK experience.

Kindergarten Readiness - Literacy

	Year 1 22-23		Year 2 23-24		Year 3 24-25		Year 4 25-26	
	MPS PreK	No MPS PreK	MPS PreK	No MPS PreK	MPS PreK	No MPS PreK	MPS PreK	No MPS PreK
Overall	**54%**	**63%**	**53%**	**65%**	**47%**	**58%**	**42%**	**60%**
American Indian	46%	38%	36%	42%	50%	24%	54%	34%
Asian	51%	50%	58%	46%	58%	50%	44%	45%
Black or African American	54%	36%	55%	39%	52%	36%	55%	41%
Hawaiian/Pacific Islander	<10	<10	<10	<10	<10	<10	<10	<10
Hispanic	32%	31%	24%	30%	12%	22%	17%	29%
Two or More Races	60%	58%	57%	71%	61%	76%	64%	72%
White	70%	81%	75%	83%	72%	77%	65%	77%
English Learner Services	41%	21%	36%	13%	21%	12%	22%	16%
Special Education Services	38%	42%	43%	43%	40%	42%	38%	42%
Free or Reduced Lunch	48%	38%	46%	39%	41%	33%	41%	35%
Homeless or Highly Mobile	38%	17%	32%	23%	40%	21%	37%	16%

FastBridge earlyReading is a universal screening assessment for students in kindergarten. Student groups with fewer than 10 students are not shown to protect student confidentiality.

Kindergarten Readiness - Math

	Year 1 22-23		Year 2 23-24		Year 3 24-25		Year 4 25-26	
	MPS PreK	No MPS PreK	MPS PreK	No MPS PreK	MPS PreK	No MPS PreK	MPS PreK	No MPS PreK
Overall	**--**	**--**	**60%**	**69%**	**57%**	**66%**	**55%**	**67%**
American Indian	--	--	53%	54%	61%	41%	70%	43%
Asian	--	--	68%	48%	79%	55%	54%	53%
Black or African American	--	--	66%	51%	63%	46%	66%	46%
Hawaiian/Pacific Islander	--	--	<10	<10	<10	<10	<10	<10
Hispanic	--	--	39%	30%	34%	33%	37%	40%
Two or More Races	--	--	67%	76%	74%	85%	72%	78%
White	--	--	76%	87%	73%	82%	70%	83%
English Learner Services	--	--	45%	19%	36%	19%	38%	27%
Special Education Services	--	--	39%	52%	47%	44%	45%	49%
Free or Reduced Lunch	--	--	56%	46%	53%	42%	55%	46%
Homeless or Highly Mobile	--	--	45%	30%	45%	27%	54%	26%

FastBridge earlyMath is a universal screening assessment for students in kindergarten. Student groups with fewer than 10 students are not shown to protect student confidentiality. MPS began using earlyMath in the 23-24 school year.

Graduation Rate Results Overview: The four-year graduation rate is a state and federal accountability measure. It is based on when a student enters 9th grade, and the expectation is that each student graduates within four years.

The overall four-year graduation rate in MPS has remained steady for the last three years, and our American Indian graduation rate has increased by 8% since the beginning of this strategic plan.

Four-year Graduation Rate

	Year 1 Class of 2022	Year 2 Class of 2023	Year 3 Class of 2024	Year 4 Class of 2025
Overall	**77%**	**74%**	**74%**	**73%**
American Indian	50%	50%	46%	58%
Asian	87%	85%	85%	85%
Black or African American	72%	69%	67%	69%
Hawaiian/Pacific Islander	<10	<10	<10	<10
Hispanic	61%	58%	59%	58%
Two or More Races	78%	72%	84%	78%
White	92%	89%	91%	89%
English Learner Services	64%	57%	59%	56%
Special Education Services	52%	50%	51%	49%
Free or Reduced Lunch	70%	66%	67%	67%
Homeless or Highly Mobile	51%	50%	53%	45%

Student groups with fewer than 10 students are not shown to protect student confidentiality.

Advanced Coursework Overview: Advanced coursework includes Advanced Placement (AP), International Baccalaureate (IB), College in the Schools (CIS), Career and Tech Education (CTE) and Post-Secondary Enrollment Options (PSEO).

Overall, just over half of students earn credit in advanced coursework each year. The dip between the 2022-23 school year and the 2023-24 school year reflects a temporary shift in enrollment as new CTE centers opened. The table below shows a steady rebound as the system adjusts to those changes.

Students Earning Credit in Advanced Coursework

	Year 1 22-23	Year 2 23-24	Year 3 24-25	Year 4 25-26
Overall	**57%**	**50%**	**51%**	**53%**
American Indian	40%	31%	31%	35%
Asian	63%	51%	56%	56%
Black or African American	45%	40%	41%	42%
Hawaiian/Pacific Islander	<10	<10	<10	<10
Hispanic	46%	34%	36%	45%
Two or More Races	59%	47%	52%	56%
White	74%	68%	69%	67%
English Learner Services	36%	26%	27%	35%
Special Education Services	36%	24%	28%	35%
Free or Reduced Lunch	46%	38%	40%	44%
Homeless or Highly Mobile	32%	18%	23%	29%

Advanced coursework includes Advanced Placement (AP), International Baccalaureate (IB), College in the Schools (CIS), Career and Tech Education (CTE), and Post-Secondary Enrollment Options (PSEO). Student groups with fewer than 10 students are not shown to protect student confidentiality.

Goal 2: Student Well-being

Indicators of Success

Student Perceptions Overview: Student perception feedback was gathered through the School Climate Student Survey (SCSS). The SCSS was first administered in the 2024-25 school year. It is given to students twice a year – once in the fall and once in the spring.

Student Feedback on their Well-being: Select questions were identified from the SCSS to identify overall student well-being. The percentage of favorable responses from students on the selected questions has either stayed consistent or increased from 2024-25 to 2025-26.

	Year 1 22-23	Year 2 23-24	Year 3 24-25	Year 4 25-26
In school, I learn how to deal with my feelings in a healthy way (for example, things I can do when I am angry, sad, worried, or stressed).	--	--	76%	78%
In school, I am able to deal with my feelings in a healthy way (for example, calm myself when I am angry or stressed).	--	--	83%	84%
I can find words to describe how I am feeling.	--	--	81%	81%
When there is conflict, I know how to help solve it.	--	--	77%	79%

The School Climate Student Survey was first administered during the 24-25 school year. Results shown are from the spring administration of the survey. Values are reported as the percentage of favorable responses on a likert scale.

Goal 3: Effective Staff

Indicators of Success

Staff Retention: One way to measure the retention of MPS staff is by different groups, such as teachers, school leaders and education support professionals.

Retention of principals and assistant principals as well as education support professionals have increased since year 1 of the strategic plan.

Staff Retention

		Year 1 22-23	Year 2 23-24	Year 3 24-25	Year 4 25-26
All Staff	**Overall**	**89%**	**83%**	**88%**	**88%**
	White Staff	90%	84%	90%	91%
	Staff of Color	85%	80%	85%	85%
Teachers	**Overall**	**93%**	**83%**	**90%**	**91%**
	White Staff	93%	84%	91%	93%
	Staff of Color	92%	81%	87%	86%
Principals/ Assistant Principals	**Overall**	**93%**	**88%**	**89%**	**97%**
	White Staff	91%	94%	88%	97%
	Staff of Color	96%	79%	91%	98%
Education Support Professionals	**Overall**	**79%**	**80%**	**85%**	**86%**
	White Staff	79%	80%	87%	87%
	Staff of Color	80%	80%	84%	85%

Staff of color is a broad descriptor for staff who identify with federally defined racial or ethnic groups and who have been historically marginalized. We recognize that this term, as well as the racial and ethnic categories contained within, are not fully inclusive and that no single term fully captures the diversity of identities and experiences represented in MPS.

Teacher Vacancies: The percentage of teacher vacancies at the beginning of each school year provides another look at retention across a key staffing area.

The number of teacher vacancies at the start of each year has drastically reduced from year 1 of the strategic plan through year 4.

Teacher Vacancies

	Year 1 22-23	Year 2 23-24	Year 3 24-25	Year 4 25-26
Overall	11.0%	8.4%	2.6%	1.4%

Staff Diversity: One way to measure the diversity of MPS staff is by different groups, such as teachers, school leaders and education support professionals.

The percentage of staff of color has increased across all staffing groups identified below.

Staff Diversity

		Year 1 22-23	Year 2 23-24	Year 3 24-25	Year 4 25-26
All Staff	White Staff	64%	62%	62%	60%
	Staff of Color	36%	38%	39%	40%
Teachers	White Staff	81%	79%	79%	78%
	Staff of Color	19%	21%	22%	22%
Principals/ Assistant Principals	White Staff	62%	59%	59%	58%
	Staff of Color	38%	41%	41%	42%
Education Support Professionals	White Staff	46%	43%	40%	39%
	Staff of Color	54%	56%	60%	61%

Staff of color is a broad category that encompasses staff who are members of a protected class and/or who have been historically marginalized. We recognize that this term is not fully inclusive and that no single term perfectly captures the diversity of identities and experiences represented. It is used here for clarity and consistency in reporting.

Diversity of New Hires: The effect of targeted recruitment efforts will show up strongly in the diversity of new staff hires.

Diversity of Newly Hired Staff

	Year 1 22-23	Year 2 23-24	Year 3 24-25	Year 4 25-26
All Staff	48%	53%	55%	52%
Teachers	26%	32%	34%	32%
Principals/ Assistant Principals	67%	67%	42%	75%
Education Support	64%	66%	71%	62%

Grow Your Own Staff Recruitment: The effect of targeted recruitment efforts will show up strongly in the diversity of new staff hires.

Grow Your Own Staff Recruitment

	Teacher Apprenticeship Cohort 1 (2024-26) Graduate May 2026	**MPS-St. Thomas Residency** Cohort 9 (2025-26) Graduate May 2026	**MPS Academy** Cohort 2 (2025-26) Graduate August 2026
Number of graduating candidates participating in Interview & Select	**13**	**17**	**9** MPS-A candidates serve in a teaching position with a Tier 2 license
Number of candidates who secured an MPS teaching position as of May 27, 2026	**13/13 (100%)** Secured teaching positions after Rounds 1 and 2 of Interview & Select	**14/17 (82%)** Secured teaching positions after Rounds 1 and 2 of Interview & Select (3 remaining graduates will apply for open teaching positions after MFE Placement in June 2026)	**9/9 (100%)** Will continue in current teaching positions with a Tier 3 license

Goal 4: School & District Climate

Indicators of Success

Student Perceptions Overview: Student perception feedback was gathered through the School Climate Student Survey (SCSS). The SCSS was first administered in the 2024-25 school year. It is given to students twice a year – once in the fall and once in the spring.

Adult-Student Relationships: Favorable responses across all student groups regarding the quality of their relationships with adults at school remained consistent or increased from 2024-25 to 2025-26.

Student Perceptions of Adult-Student Relationships

	Year 1 22-23	Year 2 23-24	Year 3 24-25	Year 4 25-26
Overall	**--**	**--**	**87%**	**88%**
American Indian	--	--	84%	86%
Asian	--	--	88%	90%
Black or African American	--	--	87%	87%
Hawaiian/Pacific Islander	--	--	<10	<10
Hispanic	--	--	86%	87%
Two or More Races	--	--	87%	88%
White	--	--	89%	89%
English Learner Services	--	--	86%	88%
Special Education Services	--	--	87%	87%
Free or Reduced Lunch	--	--	86%	87%
Homeless or Highly Mobile	--	--	85%	86%

The School Climate Student Survey was first administered during the 24-25 school year. Results shown are from the spring administration of the survey. Values are reported as the percentage of favorable responses on a likert scale, aggregated across all questions within the topic.

Peer-Peer Relationships: Favorable responses across all student groups regarding the quality of their relationships with peers at school remained consistent or increased from 2024-25 to 2025-26.

Student Perceptions of Peer-Peer Relationships

	Year 1 22-23	Year 2 23-24	Year 3 24-25	Year 4 25-26
Overall	--	--	**72%**	**74%**
American Indian	--	--	65%	68%
Asian	--	--	70%	72%
Black or African American	--	--	71%	71%
Hawaiian/Pacific Islander	--	--	<10	<10
Hispanic	--	--	68%	73%
Two or More Races	--	--	71%	74%
White	--	--	75%	78%
English Learner Services	--	--	68%	72%
Special Education Services	--	--	69%	70%
Free or Reduced Lunch	--	--	69%	71%
Homeless or Highly Mobile	--	--	66%	68%

The School Climate Student Survey was first administered during the 24-25 school year. Results shown are from the spring administration of the survey. Values are reported as the percentage of favorable responses on a likert scale, aggregated across all questions within the topic.

Student Self-Development: Favorable responses across all student groups regarding their self-development at school remained increased from 2024-25 to 2025-26.

Student Perceptions of their Self-Development

	Year 1 22-23	Year 2 23-24	Year 3 24-25	Year 4 25-26
Overall	--	--	**79%**	**81%**
American Indian	--	--	74%	75%
Asian	--	--	82%	84%
Black or African American	--	--	80%	80%
Hawaiian/Pacific Islander	--	--	<10	85%
Hispanic	--	--	79%	80%
Two or More Races	--	--	79%	80%
White	--	--	80%	82%
English Learner Services	--	--	81%	82%
Special Education Services	--	--	78%	78%
Free or Reduced Lunch	--	--	79%	79%
Homeless or Highly Mobile	--	--	77%	78%

The School Climate Student Survey was first administered during the 24-25 school year. Results shown are from the spring administration of the survey. Values are reported as the percentage of favorable responses on a likert scale, aggregated across all questions within the topic.

Site Council Demographic Representation: It is a priority that each school's Site Council reflects the demographic composition of its student population, which helps to ensure representative and inclusive decision-making.

Representation in Site Councils

	Year 1 22-23	Year 2 23-24	Year 3 24-25	Year 4 25-26
Overall	--	30%	21%	27%

Representation of Site Councils was first collected during the 2023-24 school year.

Discontinued Reporting and Reporting Formats (Included for Reference)

Goal 1: Academic Achievement – Literacy

1.1: % of 2nd-8th grade students measured as proficient by Fall FastBridge aReading		Baseline 2021-22	Year 1: 2022-23	Year 2: 2023-24	Year 3: 2024-25
1.1.A.	Overall	48%	48%	49%	47%
1.1.B.	American Indian or Alaska Native	26% n = 526	26% n = 763	29% n = 795	30% n = 829
1.1.i	Students receiving English Learner services	9%	9%	6%	5%
1.1.I.a	American Indian students receiving EL services	n/a n = 5	12% n = 17	11% n = 19	7% n = 30
1.1.J	Students receiving SpEd services	18%	21%	23%	24%
1.1.J.a	American Indian Students receiving SpEd services	9% n = 109	6% n = 177	8% n = 173	13% n = 206
1.1.K.	Students identified as HHM	10%	14%	9%	12%
1.1.K.a	American Indian students identified as HHM	17% n = 30	25% n = 63	12% n = 58	13% n = 55

Goal 1: Academic Achievement – Math

1.2: % of 2nd-8th grade students scoring in the proficient range as measured by Fall FastBridge aMath		Baseline 2021-22	Year 1: 2022-23	Year 2: 2023-24	Year 3: 2024-25
1.2.A	Overall	40%	41%	43%	42%
1.2.B	American Indian or Alaska Native	14% n = 520	15% n = 754	18% n = 796	19% n = 809
1.2.i.	Students receiving EL services	6%	7%	8%	7%
1.2.i.a.	American Indian students receiving EL services	n/a n = 5	0% n = 18	0% n = 21	10% n = 29
1.2.J.	Students receiving SpEd services	15%	17%	20%	29%
1.2.J.a.	American Indian Students receiving SpEd services	2% n = 110	6% n = 180	5% n = 174	8% n = 199
1.2.K	Students identified as HHM	6%	7%	6%	9%
1.2.K.a.	American Indian students identified as HHM	7% n = 29	8% n = 60	2% n = 61	19% n = 57

Goal 1: Academic Growth – Literacy

1.4: % of 2nd-8th grade students meeting or exceeding expected growth targets in reading as measured by Fall to Winter growth on FastBridge aReading		Baseline 2021-22	Year 1: 2022-23	Year 2: 2023-24	Year 3: 2024-25
1.4.A.	Overall	60%	53%	42%	45%
1.4.B.	American Indian or Alaska Native	54% n = 411	40% n = 637	36% n = 698	37% n = 729
1.4.i.	Students receiving EL services	47%	39%	37%	40%
1.4.I.a	American Indian students receiving EL services	n/a n = 1	63% n = 16	42% n = 19	33% n = 21
1.4.J.	Students receiving SpEd services	49%	44%	36%	40%
1.4.J.a	American Indian students receiving SpEd services	46% n = 76	42% n = 145	33% n = 153	36% n = 174
1.4.k.	Students identified as HHM	48%	37%	36%	40%
1.4.K.a	American Indian students identified as HHM	67% n = 18	27% n = 79	32% n = 79	36% n = 76

Goal 1: Academic Growth – Math

1.5: % of 2nd-8th grade students meeting or exceeding expected growth targets in math as measured by Fall to Winter growth on FastBridge aMath		Baseline 2021-22	Year 1: 2022-23	Year 2: 2023-24	Year 3: 2024-25
1.5.A.	Overall	54%	47%	45%	44%
1.5.B.	American Indian or Alaska Native	49% n = 389	36% n = 627	37% n = 707	32% n = 715
1.5.i.	Students receiving EL services	50%	42%	45%	43%
1.5.I.a	American Indian students receiving EL services	n/a n = 2	59% n = 17	41% n = 22	41% n = 22
1.5.J.	Students receiving SpEd services	48%	42%	41%	42%
1.5.J.a.	American Indian Students receiving SpEd services	55% n = 77	37% n = 147	34% n = 151	31% n = 172
1.5.K.	Students identified as HHM	43%	34%	42%	41%
1.5.K.a.	American Indian Students identified as HHM	53% n = 19	29% n = 83	31% n = 80	39% n = 75

Goal 1: Kindergarten Readiness in Literacy

1.6: % of Kindergarten students scoring in the proficient range as measured by Fall FastBridge earlyReading		Baseline 2021-22	Year 1: 2022-23	Year 2: 2023-24	Year 3: 2024-25
1.6.A.	Overall	59%	60%	61%	55%
1.6.C.	American Indian or Alaska Native	29% n = 80	41% n = 100	39% n = 99	31% n = 93
1.6.Q.	Students receiving EL services	26%	31%	25%	16%
1.6.Q.a.	American Indian Students receiving EL services	n/a n = 2	n/a n = 1	n/a n = 1	n/a n = 6
1.6.S.	Students receiving SpEd services	44%	41%	43%	41%
1.6.S.a.	American Indian Students receiving SpEd services	40% n = 174	31% n = 207	20% n = 167	n/a n = 256
1.6.U.	Students identified as HHM	24%	25%	27%	31%
1.6.U.a	American Indian Students identified as HHM	n/a n = 9	25% n = 12	n/a n = 9	n/a n = 8

Goal 1: Kindergarten Readiness in Math

1.7: % of Kindergarten students measured as proficient by the Fall FAST earlyMath.		Baseline 2023-24	Year 1: 2024-25
1.7.A.	Overall	66%	63%
1.7.C.	American Indian or Alaska Native	53% n = 101	46% n = 84
1.7.Q.	Students receiving EL services	34%	28%
1.7.Q.a.	American Indian Students receiving EL services	n/a n = 0	n/a n = 6
1.7.S.	Students receiving SpEd services	44%	45%
1.7.S.a.	American Indian Students receiving SpEd services	33% n = 15	n/a n = 7
1.7.U.	Students identified as HHM	37%	37%
1.7.U.a.	American Indian Students identified as HHM	n/a n = 9	n/a n = 8

Goal 1: Advanced Coursework

1.9. % of students who enroll in at least one advanced course and receive a 'C' or above (AP, IB, CIS, Advanced CTE, PSEO)		Baseline 2021-22	Year 1: 2022-23	Year 2: 2023-24	Year 3: 2024-25	Year 4: 2025-26	Year 5: 2026-27	Baseline Target +/-
Achievement Gap between BIPOC and White Students		**-28%**	**-30%**	**-29**			**16%**	**-16 pp**
1.9.A.	**Overall**	**57% n=8332**	**57% n=8037**	**55% n=7967**			**78%**	**15%**
1.9.B.	American Indian or Alaska Native	40% n=275	35% n=301	38% n=325				
1.9.C.	Black or African American	42% n=2720	42% n=2459	43% n=2250				
1.9.D.	Asian	61% n=521	62% n=485	52% n=399				
1.9.E.	Native Hawaiian or Other Pacific Islander	n/a n<10	n/a n<10	n/a n<10				
1.9.F.	**White**	76% n=3252	75% n=3144	73% n=2967			**88%**	**5%**
1.9.G.	Hispanic	47% n=1464	44% n=1539	44% n=1608				
1.9.H.	Two or more	53% n=252	53% n=284	55% n=263				
1.9.i	Students receiving EL services	34% n=1445	33% n=1420	36% n=1706				
1.9.J.	Students receiving SpEd services	29% n=1184	29% n=1129	30% n=1149				
1.9.K.	Students identified as HHM	28% n=312	25% n=315	24% n=447				
	BIPOC	**46% n=5080**	**45% n=4893**	**44% n=4998**			**72%**	**21%**

Goal 2: Student Suspension Disparties

2.6 Risk ratio for BIPOC students being suspended one or more times compared to white students (n=number of students suspended at least once)		Baseline 2021-22	Year 1: 2022-23	Year 2: 2023-24	Year 3: 2024-25	Year 4: 2025-26	Year 5: 2025-26	Baseline Target +/-
2.6.A.	**BIPOC Students**	**4.7 n=1451**	**5.3 n=1734**	**5.2 n=1665**			**2.8**	**-1.9**
2.6.B.1	American Indian	5.8 n=92	5.9 n=120	6.4 n=116				
2.6.C.	Black or African American	6.9 n=1075	8.0 n=1253	7.9 n=1076				
2.6.D.	Asian	0.8 n=15	0.9 n=18	0.9 n=16				
2.6.E.	Native Hawaiian or Other Pacific Islander	0.0 n=0	3.0 n=1	0.0 n=0				
2.6.F.	Hispanic	1.8 n=152	1.7 n=161	2.6 n=295				
2.6.G.	Two or more races	3.6 n=117	4.9 n=181	4.6 n=162				
2.6.H.	Students receiving EL services	2.0 n=170	2.1 n=198	2.8 n=306				
2.6.I.	Students receiving SpEd services	6.1 n=540	6.5 n=620	5.7 n=564				
2.6.J.	Students identified as HHM	8.4 n=236	8.7 n=322	8.6 n=398				

Goal 3: Effective Staff

3.5: % racial diversity of new hires in each fiscal year (July 1 – June 30) not including rehires [Note: Hiring of teachers, principals, APs and ESPs for 2025-26 will begin late spring 2025]		Baseline 2021-22	Year 1: 2022-23	Year 2: 2023-24	Year 3: 2024-25
% of all new hires were American Indian		1.25%	1.33%	1.85%	1.64%
3.5.A.	% of newly hired teachers were American Indian	0.48%	0.85%	0.65%	1.44%
3.5.B.	% of newly hired principals and assistant principals were American Indian	0.00%	0.00%	0.00%	0.00%
3.5.C	% of newly hired Educational Support Professionals were American Indian	1.98%	2.71%	3.38%	0.50%

Goal 4: School and District Climate

4.1. % of responses indicating a positive adult-student relationships as measured in the School and District Climate Survey		Baseline Dec: 2024-25
4.1.A.	All MPS Students	87.5%
4.1.B.	American Indian or Alaska Native	85.3%
4.1.C.	Students receiving EL services	86.5%
4.1.D.	American Indian Students receiving EL services	86.8%
4.1.E.	Students receiving SpeEd services	87.5%
4.1.F.	American Indian Students receiving SpeEd services	84.7%
4.1.G.	Students identified as HHM	85.9%
4.1.H.	American Indian Students identified as HHM	86.8%

4.2. % of responses indicating positive peer-peer relationships as measured in the School and District Climate Survey		Baseline Dec: 2024-25
4.2.A.	All MPS Students	72.5%
4.2.B.	American Indian or Alaska Native	66.0%
4.2.C.	Students receiving EL services	69.7%
4.2.D.	American Indian Students receiving EL services	62.1%
4.2.E.	Students receiving SpeEd services	68.7%
4.2.F.	American Indian Students receiving SpeEd services	65.7%
4.2.G.	Students identified as HHM	66.7%
4.2.H.	American Indian Students identified as HHM	66.4%

4.3. % of responses indicating positive self-development as measured in the School and District Climate Survey		Baseline Dec: 2024-25
4.3.A.	All MPS Students	80.4%
4.3.B.	American Indian or Alaska Native	75.3%
4.3.C.	Students receiving EL services	81.5%
4.3.D.	American Indian Students receiving EL services	79.6%
4.3.E.	Students receiving SpeEd services	79.0%
4.3.F.	American Indian Students receiving SpeEd services	76.5%
4.3.G.	Students identified as HHM	79.6%
4.3.H.	American Indian Students identified as HHM	77.8%

SECTION 1: **AMENDMENT** "Policy 6690: Wellness Policy" of the Minneapolis Public Schools Policies & Regulations is hereby *amended* as follows:

BEFORE AMENDMENT

Policy 6690: Wellness Policy

1. **PURPOSE**
   Minneapolis Public Schools recognizes that the responsibility for the total health and wellness of the student is the joint responsibility of the parents, staff, schools, the community, and students themselves. An important part of the mission of the district is to equip students to make healthy choices to prepare them to be skilled and confident citizens capable of succeeding in their work, personal and family lives. Through education in nutrition, physical activity, and other life choices we strive to empower students to build healthy bodies and minds Overall wellness contributes to academic readiness, attendance, and academic success. Ancillary services provided or available to students must be aligned with the content standards and support the total health and wellness of the student. The purpose of this policy is to develop health learners through a school environment that promotes and protects students' and staff's health, well-being, and ability to learn.
2. **GENERAL STATEMENT OF POLICY**
   a. Health and Physical Education shall be based on content standards and shall include educational experiences to promote good mental and physical health for all students at all age levels served by Minneapolis Public schools.
   b. The district shall provide or partner with external organizations to provide an employee wellness program that supports the overall well-being of all employees.
   c. The school meal program is not only a service provided or available to students, but shall serve as an integral part of the District's nutrition promotion and education goals by:
      i. encouraging good nutrition through ongoing and seasonal promotion opportunities such as Farm to School Month, National Nutrition Month, Harvest of the Month, National School Lunch Week and other opportunities;
      ii. serving fresh and local food in school meals year-round;
      iii. Offering experiential learning opportunities such as taste tests, education farm field trips, and school gardens for students to explore, taste, and grow food; and
      iv. incorporating nutrition promotion into the classroom through stand-alone lessons or combined with other core subjects to meet Health Education Standards.
   d. School environments shall promote and protect students' health, well-being and ability to learn by:

i. providing opportunities, support and encouragement for all students to be physically active on a regular basis through standards-based physical education classes, extracurricular activities, and classroom and other opportunities for physical activity;
ii. providing all elementary school children a minimum of thirty (30) minutes of daily recess in all elementary schools.
iii. prohibiting the imposition of physical activity or exclusion from physical activity as a response to behavior in violation of the district's behavior standards;
iv. prohibiting the unreasonable delay or denial of meals, or the unreasonable limitation of daily menu options as a response to behavior in violation of the district's behavior standards;
v. supporting Safe Routes to Schools or other, similar programs and curricula that promote walking, biking, and rolling to, from, and while at school and work by students and staff.
vi. providing access to a variety of affordable, nutritious and appealing foods that meet student health and nutrition needs by full participation in the federal school meal programs to the maximum extent practicable, and by thoughtful sourcing, preparation and presentation of the school meal programs;
vii. respecting religious, ethnic and cultural diversity in healthy food choices offered through the nutrition services program as well as through the curriculum;
viii. respecting religious, ethnic and cultural diversity in offering appropriate opportunities and accommodations for physical education and physical activity;
ix. being aware of food allergies and sensitivities in the food choices offered to students through the school meal programs and the curriculum;
x. providing clean, safe and adequate settings and schedules to eat meals at school;
xi. applying USDA standards for healthy choice in foods offered or made available to students through non-school meal program opportunities such as, but not limited to:
    (1) school celebrations,
    (2) snacks offered in the classroom, and
    (3) food included in the curriculum;
xii. applying USDA standards for healthy choice in foods offered for sale to students during the defined school day through non-school meal program opportunities such as, but not limited to:
    (1) Concessions
    (2) School stores
    (3) Vending machines available to students
    (4) fundraising efforts by the school or school activities
xiii. planning for students and staff who bike and walk to, from or while at

school or work.

e. Schools shall encourage parents to promote and support healthy eating and physical activity by:
    i. encouraging the provision and packing of healthy meals and snacks for individual students who do not participate in the school meal programs, and encouraging parents to refrain from providing beverages and foods without nutritional value in meals or snacks provided by the home;
    ii. informing parents of extracurricular activities that promote healthy lifestyles and physical activity;
    iii. encouraging parents to choose safe and appropriate walking or biking to, from or while at school;
    iv. encouraging parents to apply for the reduced price or free school meal program;
    v. assuring parents the confidentiality of student status as qualifying for free or reduced price school meal participation.
f. District student support services shall promote awareness of mental health with students and parents, and coordinate services provided to students by third parties with district services. Provision of direct mental health services to students is the responsibility of student families, the medical community, and governmental agencies.
g. Marketing of food and beverages, except as otherwise provided herein, is limited to promotion of the school meal programs. Marketing of brands that offer food and beverages that comply with the criteria for competitive food under Federal law and district standards for such advertising, is permitted in school gymnasiums, ice rinks and sports areas on large equipment, fences, and score boards.

3. **RESPONSIBILITY**
    a. The Superintendent is authorized to promulgate regulations for the implementation of this policy.
    b. The District shall complete the federally required assessment and make a public report at least every three years on the compliance of each school with this policy.
    c. The Superintendent shall designate an appropriate district staff position which has the responsibility and authority to ensure the implementation of this policy and to lead the required assessment of compliance. The appropriate staff shall prepare and execute a plan for assessing the implementation of and compliance with the policy, and measuring progress toward district goals.
    d. The Superintendent shall establish a committee including parents, students, teachers of physical education, school health professionals, representatives of the nutrition services program, school administrators and representation from the school board to review and update this policy, which review shall occur no less than every three years, or as required by law.
    e. The District shall inform parents, student and staff of the terms of this policy on an annual basis.

f. Principals shall communicate with parents and the school community regarding school wellness activities, goals, and plans. Input from parents shall be sought in the creation of individual school wellness plans. Principals and site administrators are responsible for the implementation of this policy at their school.

Original Adoption:
09/25/1973

Revision Dates:
09/30/1975, 12/16/1975, 08/13/1985, 08/29/2006, 06/13/2017

Legal References:

- 7 U.S.C. § 5341 (Establishment of Dietary Guidelines)
- 42 U.S.C. § 1751 et seq. (National School Lunch Act)
- 42 U.S.C. § 1771 et seq. (Child Nutrition Act of 1966)
- 42 U.S.C. §1758b (Local Wellness Policy)
- 7 C.F.R. § 210.10 (School Lunch Program Regulations)
- 7 C.F.R. § 220.8 (School Breakfast Program Regulations)
- Minn. Stat. §120A.22, Subd 9. (Compulsory Education, required curriculum)
- Minn. Stat. §121A.215 (Local School District Wellness Policy on Website)

MPS Policy Cross References:

- Policy 4200 (Personnel Data)
- Policy 5690 (Student Data)
- Policy 1100 (Advertising in the Schools)
- Policy 1600 (Use of School Facilities)
- Policy 2305 (Superintendent Advisories)
- Policy 3261 (Vending Machines)
- Policy 3550 (Nutrition Services)
- Policy 5000 (Equal Education Opportunity)
- Policy 5220 (Tobacco Use, Student)
- Policy 5350 (Student Records)
- Policy 5540 (Fundraising)
- Policy 5630 (Health Examinations, Health Screening, Immunizations and Services)
- Policy 5631 (Drug Free Schools)
- Policy 5750 (Disability Non-Discrimination – Section 504)
- Policy 5800 (Family Engagement)
- Policy 6200 (Curriculum)
- Policy 6411 (Learning Materials and Resources)
- Policy 6680 (Safety, Security and Emergency Preparedness)
- Policy 6681 (Accident Prevention and Reporting)
- Policy 6682 (Emergency Health Care)
- Policy 6692 (Student Medication)

- Policy 7010 (Environmental Health and Safety)
- Regulation 6690 A (School Meal Programs)
- Regulation 6690 B (Health Education and Staff Well-being)
- Regulation 6690 C (Non-Meal Program Food)
- Regulation 6690 D (School Health Services)
- Regulation 6690 E (Planning for Active Commuting)

AFTER AMENDMENT

Policy 6690: Wellness Policy

1. **PURPOSE**
   Minneapolis Public Schools recognizes that the responsibility for the total health and wellness of the student is the joint responsibility of the ~~parents~~caregivers, staff, schools, the community, and students themselves. An important part of the mission of the district is to equip students to make healthy choices to prepare them to be skilled and confident citizens capable of succeeding in their work, personal, and family lives. Through education in nutrition, physical activity, safe and supportive environments, resources supporting whole child health,~~and other life choices~~ we strive to empower students to build healthy bodies and minds. The district recognizes mental and behavioral health as a continuum ranging from wellness to illness and will provide an environment that promotes the social, emotional, and psychological well-being of students and staff. Overall wellness contributes to academic readiness, attendance, and academic success. Ancillary services provided or available to students must be aligned with the content standards and support the total health and wellness of the student. The purpose of this policy is to develop healthy learners through a positive social-emotional school environment that promotes and protects students' and staff's health, well-being, and ability to learn.
2. **GENERAL STATEMENT OF POLICY**
   a. Health and Physical Education shall be based on Minnesota K-12 content standards and shall include educational experiences to support~~promote good~~ mental, emotional, social, and physical health for all students at all age levels served by Minneapolis Public schools.
      i. School districts must provide health education in grades K-8, with at least one offering in high school.
         (1) Instruction must include required content areas:
            (A) Mental Health: Suicide/self-harm prevention for grades 4–12.
            (B) STI/HIV Prevention: Comprehensive prevention education.
            (C) CPR/AED: One-time training in grades 7–12.
            (D) Vaping awareness and prevention in grades 6-12
            (E) Cannabis use and substance use, including but not limited to fentanyl or mixtures containing fentanyl for students in middle school and high school

ii. All students K-8 must receive instruction in physical education every year and instruction must include all of the Minnesota K–8 Academic Standards and benchmarks in Physical Education. High school students must receive instruction in physical education at least once. All courses at the high school level through which students meet physical education graduation requirements must include all the Minnesota Academic Standards and benchmarks in Physical Education.

iii. Nutrition education and promotion should be incorporated into the classroom through stand-alone lessons or combined with other core subjects.

b. The district shall provide or partner with external organizations to provide an employee wellness program that supports the overall well-being of all employees.

~~c. The school meal program is not only a service provided or available to students, but shall serve as an integral part of the District's nutrition promotion and education goals by:~~

~~i. encouraging good nutrition through ongoing and seasonal promotion opportunities such as Farm to School Month, National Nutrition Month, Harvest of the Month, National School Lunch Week and other opportunities;~~

~~ii. serving fresh and local food in school meals year-round;~~

~~iii. Offering experiential learning opportunities such as taste tests, education farm field trips, and school gardens for students to explore, taste, and grow food; and~~

~~iv. incorporating nutrition promotion into the classroom through stand-alone lessons or combined with other core subjects to meet Health Education Standards.~~

d. The district's school meal program and school sites support nutrition promotion and education by:

i. offering experiential learning opportunities such as taste tests and food education in the classroom;

ii. promoting Farm to School and the Fresh Fruit & Vegetable Program (where applicable) for students to taste and explore food; and

iii. serving fresh and local food in school meals year-round including self-serve fruits and vegetables during meals.

e. School environments shall promote and protect students' health, well-being and ability to learn by:

i. providing opportunities, support and encouragement for all students to be physically active on a regular basis through standards-based physical education classes, extracurricular activities, and classroom and other opportunities for physical activity;

ii. providing all elementary school children a minimum of thirty (30) minutes of daily recess in all elementary schools.

iii. prohibiting the imposition of physical activity or exclusion from

physical activity as a response to behavior in violation of the district's behavior standards;

iv. prohibiting the unreasonable delay or denial of meals, or the unreasonable limitation of daily menu options as a response to behavior in violation of the district's behavior standards;

v. supporting Safe Routes to Schools or other, similar programs and curricula that promote walking, biking, and rolling to, from, and while at school and work by students and staff.

vi. providing access to a variety of affordable, nutritious and appealing foods that meet student health and nutrition needs by full participation in the federal school meal programs to the maximum extent practicable, and by thoughtful sourcing, preparation and presentation of the school meal programs;

vii. respecting religious, ethnic and cultural diversity in healthy food choices offered through the nutrition services program as well as through the curriculum;

viii. respecting religious, ethnic and cultural diversity in offering appropriate opportunities and accommodations for physical education and physical activity;

ix. being aware of food allergies and sensitivities in the food choices offered to students through the school meal programs and the curriculum;

x. providing clean, safe and adequate settings and schedules to eat meals at school and tend to personal hygiene;

xi. Food shall not be served as a reward, incentive, or as part of a personal celebration whether prepared by the teacher or by a student or student's family, unless the food served is part of a student's IEP (Individual Education Plan) or IAP (Individual Accommodation Plan);

xii. applying USDA standards for healthy choice in all foods offered or made available to students during the defined school day through non-school meal program opportunities such as, but not limited to:

(1) school celebrations,
(2) snacks offered in the classroom, and
(3) food included in the curriculum;

xiii. applying USDA standards for healthy choice in all foods offered for sale to students during the defined school day through non-school meal program opportunities such as, but not limited to:

(1) Concessions
(2) School stores
(3) Vending machines available to students
(4) fundraising efforts by the school or school activities

xiv. planning for students and staff who bike and walk to, from or while at school or work.

xv. offering counseling, psychological, and social services to support the

social, emotional, and/or behavioral (SEB) needs of students and promote success in the learning process

f. Schools shall encourage ~~parents~~caregivers to promote and support healthy eating and physical activity by:
    i. ~~encouraging the provision and packing of healthy meals and snacks for individual students who do not participate in the school meal programs, and encouraging parents to refrain from providing beverages and foods without nutritional value in meals or snacks provided by the home;~~supporting access to nutritious, balanced meals by encouraging families to participate in school meal programs, which are designed to meet established nutrition standards and support student learning and well-being.
    ii. informing ~~parents~~caregivers of extracurricular activities that promote healthy lifestyles and physical activity;
    iii. encouraging ~~parents~~caregivers to choose safe and appropriate walking or biking to, from or while at school;
    iv. encouraging ~~parents~~caregivers to apply for the reduced price or free school meal program;
    v. assuring ~~parents~~caregivers the confidentiality of student status as qualifying for free or reduced price school meal participation.
g. District student support services shall promote awareness of mental health with students and ~~parents~~caregivers, and coordinate services provided to students by third parties with district services. Provision of direct mental health services to students is the responsibility of student families, the medical community, and governmental agencies.
h. Marketing of food and beverages, except as otherwise provided herein, is limited to promotion of the school meal programs. Marketing of brands that offer food and beverages that comply with the criteria for competitive food under Federal law and district standards for such advertising, is permitted in school gymnasiums, ice rinks and sports areas on large equipment, fences, and score boards.

3. **RESPONSIBILITY**
    a. The Superintendent is authorized to promulgate regulations for the implementation of this policy.
    b. The District shall complete the federally required assessment and make a public report at least every three years on the compliance of each school with this policy.
    c. ~~The Superintendent shall designate an appropriate district staff position which has the responsibility and authority to ensure the implementation of this policy and to lead the required assessment of compliance.~~The Senior Operations Officer is responsible for district-wide oversight and compliance. Principals and site administrators, with support from the Deputy Superintendent, are responsible for the implementation of this policy at their school. The appropriate staff shall prepare and execute a plan for assessing the implementation of and compliance with the policy, and measuring progress

toward district goals.

d. The Superintendent shall establish a committee including ~~parents~~caregivers, students, teachers of physical education, school health professionals, representatives of the nutrition services program, school administrators and representation from the school board to review and update this policy, which review shall occur no less than every three years, or as required by law.

e. The District shall inform ~~parents~~caregivers, student and staff of the terms of this policy on an annual basis.

f. Principals shall communicate with ~~parents~~caregivers and the school community regarding school wellness activities, goals, and plans. Input from parents shall be sought in the creation of individual school wellness plans. Principals and site administrators are responsible for the implementation of this policy at their school.

Original Adoption:
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Revision Dates:
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- 42 U.S.C. §1758b (Local Wellness Policy)
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- Regulation 6690 E (Planning for Active Commuting)









Wellness Policy (6690) Updates

CWS Team

MINNEAPOLIS PUBLIC SCHOOLS

Wellness Policy Updates

History of the Wellness Policy

- Mandated by USDA in 2010 Healthy Hunger-Free Kids Act
- Must be evaluated and updated triennially
  - Utilized a variation of the WellSAT 3.0 for analysis
  - 2024-2025 **Wellness Policy Assessment Survey Results**
- Current Wellness team includes administrators, teachers, caregivers, Culinary & Wellness Services staff, and a student
- Prior administrative review mandated that the policy be strengthened in certain areas



Wellness Achievements

- Food Education
- Safe Routes to School









MINNEAPOLIS PUBLIC SCHOOLS

Major Changes

- Addition of language surrounding mental and behavioral health as goals and the resources offered
- Addition of new health education requirements
- Revision and strengthening of the nutrition promotion and education plan
- Addition of language surrounding food as part of personal celebrations
- Removing language that could be perceived as food shaming
- Addition of Senior Operations Officer as responsible for policy adherence

Minor Changes

- Editing throughout and reorganization to help with the document's flow
- Conversion of "parent" to caregiver throughout
- Reframing the purpose to encompass whole child rather than solely focusing on nutrition and physical activity

Next Steps

- Wellness committee will meet quarterly next year - Oct, Dec, Feb, April
- Committee is looking for new members particularly in the areas of student leaders, caregivers, teachers, school administrators, mental health professionals, physical education and health teachers, anyone interested in the wellness of our students and staff!
- Regulations will be updated as needed
- Invitation to participate will be sent in the Family Weekly Update in September
- Next assessment: 2028

Questions?



MINNEAPOLIS PUBLIC SCHOOLS

OFFICIAL MINUTES
MINNEAPOLIS BOARD OF EDUCATION (SPECIAL SCHOOL DISTRICT NO. 1)

REGULAR BUSINESS MEETING
May 12, 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 May 12, 2026.

The meeting was called to order at 5:30 p.m. by Chair Beachy, a quorum being present.

ROLL CALL

Present: Abdul Abdi, Lori Norvell, Greta Callahan, Kim Ellison, Joyner Emerick, Collin Beachy (6); Ex Officio member Superintendent Dr. Lisa Sayles-Adams (1)

Absent: Sharon El-Amin, Lucie Skjefte, Adriana Cerrillo (3)

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, Norvell, Callahan, Ellison, Emerick, Beachy (6)
Nay: (0)
Abstain: (0)
Absent: El-Amin, Skjefte, Cerrillo (3)

PUBLIC COMMENTS

Comments were heard from members of the public.

RECESS

A recess was taken.

Draft

REPORTS AND RECOMMENDATIONS FROM THE SUPERINTENDENT OF SCHOOLS

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

- Superintendent's Update
- Anishinabe Academy Facility Process Update
- School Transformation Process

No action was taken on these informational items.

RECOMMENDATIONS AND FIRST READINGS

A first reading of the Proposed Fiscal Year 2026-2027 Budget (2026-0036) and the Proposed Fiscal Year 2026-2027 Capital Plan and Budget (2026-0038 and 2026-0039) were conducted.

POLICY COMMITTEE REPORT

Discussion of Potential Updated Meeting Public Comment Guidelines

The board discussed Potential Updates to Meeting Public Comment Guidelines. The Policy Committee may bring a recommendation to the board at a future meeting.

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:

<u>Acceptance of Minutes</u>

- April 14, 2026 Regular Business Meeting

<u>Human Resources Transactions</u>

- Approval of List A personnel matters (2026-05-ER-A)
- Approval of List B personnel matters (2026-05-ER-B)

<u>Acceptance of Gifts and Donations</u>

- Acceptance of Gifts and Donations May 12, 2026 (2026-0042)

<u>Contracts</u>

- Contract with Active Internet Technologies (Finalsite) 4400003618
- Contract 4400003694 with Cal Interpreting & Translations
- Contract 4400003723 with Innovative Office Solutions

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- Contract 4400003722 with Innovative Office Solutions
- Contract 4400003721 with Innovative Office Solutions
- Amendment to Contract 4400003236 with Introdec
- Amendment to Contract 4400003239 with Introdec
- Amendment to Contract 4400003429 with Genesis Consulting
- Amendment to Contract 4400002214 with Kraus Anderson Construction
- Amendment to Contract 4400003062 with Lawson Scott Ericson Architects (LSE)
- Amendment to Contract 4400003440 with MN Urban Debate League
- Contract 440000TBD with Park Construction
- Contract 4400003648 with Propio
- Contract with Open Up Resources 4400003711
- Contract 4400003698 with SAP America, Inc.
- Contract 4400003725 with Versacon, Inc.
- Contract with Versacon Inc. 4400003696
- Amendment to Contract 4400003051 with Wold Architects and Engineers

Resolutions

- Resolution to Approve Equal Treatment in Transporting Students Funding to Non-Public Schools (2026-0040)

Authorizations

- Yellow Bus Pupil Transportation Services Master Contract 2026-2029
- Type III Vehicle Pupil Transportation Services Master Contract 2026-2029

On a roll call vote, the motion to approve the consent agenda was adopted with the following result:

Aye: Abdi, Norvell, Callahan, Ellison, Emerick, Beachy (6)
Nay: (0)
Abstain: (0)
Absent: El-Amin, Skjefte, Cerrillo (3)

Resolution Amending Policy 5635 (Mandated Reporting Of Child Neglect Or Physical Or Sexual Abuse) (2026–0037)

Director Norvell moved to approve Resolution 2026-0037. Ellison seconded the motion.

On a roll call vote, the motion was approved with the following result:

Aye: Abdi, Norvell, Callahan, Ellison, Emerick, Beachy (6)
Nay: (0)
Abstain: (0)
Absent: El-Amin, Skjefte, Cerrillo (3)

Resolution Adopting Policy 4018 (Minnesota Paid Leave) (2026-0020)

Director Norvell moved to approve Resolution 2026-0020. Ellison seconded the motion.

On a roll call vote, the motion was approved with the following result:

Aye: Abdi, Norvell, Callahan, Ellison, Emerick, Beachy (6)
Nay: (0)
Abstain: (0)
Absent: El-Amin, Skjefte, Cerrillo (3)

Approval of the 2025-2027 Bargaining Agreement between MPS and the Service Employees International Union (SEIU) Local 284, for custodial and certain physical plant and facilities employees (2026-0043)

Director Ellison moved to approve Resolution 2026-0043. Abdi seconded the motion.

On a roll call vote, the motion was approved with the following result:

Aye: Abdi, Norvell, Callahan, Ellison, Emerick, Beachy (6)
Nay: (0)
Abstain: (0)
Absent: El-Amin, Skjefte, Cerrillo (3)

REPORTS FROM BOARD OF EDUCATION DIRECTORS

The following directors and student representatives provided reports:

- Emerick
- Ellison
- Norvell
- Beachy
- Abdi

ADJOURNMENT

Without objection, Chair Beachy adjourned the meeting at 8:49 p.m.

Draft

Secretary Notations:

- Minutes submitted by Nandi Solórzano O'Brien, Assistant Clerk
- Meeting materials: https://meetings.boardbook.org/Public/Agenda/1807?meeting=743607
- Minutes approved: June 9, 2026.

Approvals:

[redacted]
Collin Beachy, Chair

[redacted]
Lori Norvell, Clerk

Draft

Request for Board Action (RBA)

Memo

Item Overview

Name:	Human Resources Transactions
Type:	HR Transaction Items
Meeting Date:	05/12/2026
File Number:	2026-05-ER-A, 2026-05-ER-B
Requesting Staff:	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. 2026-05-ER-A, 2026-05-ER-B.

Minneapolis Public Schools
List A: All Employees: Tuesday, June 9, 2026

Hiring - Licensed

No licensed hires

Hiring - Non Licensed

Robert Peterson	Engineers, Zone 1	Custodian	5/18/2026

Discharges

Licensed

Non-Licensed

Special Education Assistant	05-04-2026	2026-06-ER-8417
Associate Educator	05-22-2026	2026-06-ER-8542
Food Service Coordinator	05-18-2026	2028-06-ER-8505
Custodian	05-05-2026	2026-06-ER-8039
Associate Educator	05-26-2026	2025-06-ER-8450
Custodian	05-04-2026	2026-06-ER-8447

Non-Represented

Probationary Separations

Licensed

Non-Licensed

Special Education Assistant	05-08-2026	2026-06-ER-8513
Special Education Assistant	05-12-2026	2026-06-ER-8499
School Secretary, Senior	05-26-2026	2026-06-ER-8556
Food Service Assistant	05-27-2026	2026-06-ER-8606
School Bus Driver	05-29-2026	2026-06-ER-8444
Security Monitor	05-28-2026	2026-06-ER-8590
Special Education Assistant	05-21-2026	2026-06-ER-8597

Staff Reduction, Licensed

Staff Reduction, Non-Licensed

Discontinuance of Contract

Discontinuance of Contract, Licensed,

Discontinuance of Contract, Non-Licensed,

Layoffs

Licensed

Non-Licensed

Administrative Contract Non-Renewals

Acceptance of Gifts and Donations

June 9, 2026

Description	Value	Terms/Restrictions	Donor	ID
Cash gift to KBEM	$515.30	For KBEM	First Avenue	KBEM-308
Cash gift to KBEM	$500.00	For KBEM	Linnehan Foy Advertising	KBEM-309
Cash gift to KBEM	$1,500.00	For KBEM	Anonymous	KBEM-310
Cash gift to KBEM	$500.00	For KBEM	Dean Armstrong	KBEM-311
Cash gift to KBEM	$1,254.95	For KBEM	Emmett Carpel	KBEM-312
Cash gift to KBEM	$1,000.00	For KBEM	Matthew Hanzlik	KBEM-313
Cash gift to KBEM	$515.00	For KBEM	Eric Hubbard	KBEM-314
Cash gift to KBEM	$2,000.00	For KBEM	Carrie Macleod	KBEM-315
Cash gift to KBEM	$515.30	For KBEM	Denise Novak	KBEM-316
Cash gift to KBEM	$550.00	For KBEM	Charles Underbrink	KBEM-317
Cash gift to KBEM	$500.00	For KBEM	Bruce Bruemmer	KBEM-318
Cash gift to KBEM	$500.00	For KBEM	Larry Hill and Linda Mohr	KBEM-319
Cash gift to KBEM	$500.00	For KBEM	Robert and Stacy Boucher	KBEM-320
Cash gift to MPS	$8,867.00	For Anthony Middle School budget	Anthony PTA	MPS-79

Cash gift to MPS	$6,000.00	For Anthony Middle School printing	Anthony PTA	MPS-80
Cash Gift to MPS	$1,000.00	For Camden Girls Flag Football Program	Minnesota Vikings	MPS-83

Request for Board Action (RBA)

Contracts Memo

MINNEAPOLIS PUBLIC SCHOOLS

Item Overview

Vendor Name:	Absence Soft
Type:	New Master Contract
Meeting Date:	06/09/2026
Contract Number:	4400003819
Requesting Staff:	Alicia Miller, Senior Human Resources Officer
Term:	7/1/2026 to 6/30/2029
Total Fiscal Obligation:	$293,134.00 FY27 - $91,784.00 FY28 - $97,268.00 FY29 - $104,082.00
Amendment Amount:	n/a
Funding Sources:	● Tech Levy FY27 $91,784.00 (31.31% of total contract)
Contract Template:	Vendor

Summary of Services, Purpose, and Terms

1. MPS last entered into a contract with Absence Soft FY24 for a term of three years. This contract is expiring June 30, 2026. Absence Soft provides MPS leave management software. The continuation of this software is essential to MPS' Human Resources operations, especially in light of the MN Paid Leave Program.
2. Therefore, the parties have agreed to enter into a new contract for another three-year term.
3. The Board last authorized the Senior Human Resources Officer to contract with AbsenceSoft at the June 13, 2023 Business Meeting.

Request for Board Action (RBA)

Contracts Memo

Recommendation

Authorize the Senior Human Resources Officer to execute a contract with Absence Soft for Absence Management Software, for a term of 7/1/2026 to 6/30/2029, for an amount not to exceed $293,134.00.

Request for Board Action (RBA)

Contracts Memo

Item Overview

Vendor Name:	Adam's Pest Control
Type:	New Master Contract
Meeting Date:	06/09/2026
Contract Number:	4400003778
Requesting Staff:	Tom Parent, Senior Operations Officer
Term:	07/01/2026 - 06/30/2027
Total Fiscal Obligation:	$103,330
Amendment Amount:	N/A
Funding Sources:	• General fund (100%)
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. This contract provides district-wide pest control services as part of our Integrated Pest Management program.
2. These services are procured via RFP 24-31, with FY27 representing year 3 of 4

Recommendation

Authorize the Senior Operations Officer to execute a contract with Adam's Pest Control for pest control services , for a term of 07/01/2026 to 06/30/2027, for an amount not to exceed $103,330.

Request for Board Action (RBA)

Contracts Memo

Item Overview

Vendor Name:	Amergis Healthcare Staffing Services
Type:	New Master Contract
Meeting Date:	6/9/2026
Contract Number:	4400003702
Requesting Staff:	Ty Thompson, Deputy Superintendent
Term:	07/01/2026-06/30/2027
Total Fiscal Obligation:	$800,000.00
Amendment Amount:	NA
Funding Sources:	● Funded by Special Ed and and fund 1
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. Amergis provides school health services, related services, and /or special education services and is responsible for recruiting, screening, and hiring its personnel to provide temporary staffing services to MPS.

Recommendation

Authorize the Deputy Superintendent to execute a contract with Amergis Healthcare Staffing Services for school health services, related services, and /or special education services , for a term of one year, for an amount not to exceed $800,000.00.

Request for Board Action (RBA)

Contracts Memo

Item Overview

Vendor Name:	Bille Bus
Type:	New Master Contract
Meeting Date:	6/9/2026
Contract Number:	4400003775
Requesting Staff:	Tom Parent, Senior Operations Officer
Term:	7/1/2026 - 6/30/2027
Total Fiscal Obligation:	$3,055,895
Amendment Amount:	NA
Funding Sources:	• General fund (100%)
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. This contract provides Type III Pupil Transportation Services for the term of 7/1/2026 - 6/30/2027
2. This fiscal year obligation is predicated on the three year master contract (FY27 - FY29), based on RFP 26-12, approved by the School Board on 5/12/2026.
3. Final costs will be determined by the actual transportation routes assigned and performed. As that is a dynamic process, the total fiscal obligation may be subject to revisions at key points in the fiscal year.

Request for Board Action (RBA)

Contracts Memo

Recommendation

Authorize the Senior Office Operations to execute a contract with Bille Bus for Type III Pupil Transportation Services, for a term of 7/1/2026 - 6/30/2027, for an amount not to exceed $3,055,895.

Request for Board Action (RBA)

Contracts Memo

MINNEAPOLIS PUBLIC SCHOOLS

Item Overview

Vendor Name:	Bille Bus
Type:	New Master Contract
Meeting Date:	06/09/2026
Contract Number:	4400003785
Requesting Staff:	Tom Parent, Senior Operations Officer
Term:	37/1/2026 - 6/30/2027
Total Fiscal Obligation:	$8,559,232
Amendment Amount:	NA
Funding Sources:	• General fund (100%)
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. This contract provides Yellow Bus (both General and Special Education) Pupil Transportation Services for the term of 7/1/2026 - 6/30/2027
2. This fiscal year obligation is predicated on the three year master contract (FY27 - FY29), based on RFP 26-11, approved by the School Board on 5/12/2026.
3. Final costs will be determined by the actual transportation routes assigned and performed. As that is a dynamic process, the total fiscal obligation may be subject to revisions at key points in the fiscal year.

Request for Board Action (RBA)

Contracts Memo

Recommendation

Authorize Senior Officer Operations to execute a contract with Bille Bus for Yellow Bus Pupil Transportation Services for the term of 7/1/2026 - 6/30/2027, for an amount not to exceed $8,559,232.

Request for Board Action (RBA)

Contracts Memo

Item Overview

Vendor Name:	Bix Produce
Type:	New Master Contract
Meeting Date:	06/09/2026
Contract Number:	4400003791
Requesting Staff:	Tom Parent, Senior Operations Officer
Term:	7/1/2026 - 6/30/2027
Total Fiscal Obligation:	$300,000.00
Amendment Amount:	*N/A*
Funding Sources:	• Nutrition Services 2002 - 100%
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. Bix Produce acts as a supplier for the Fresh Fruit and Vegetable Program (FFVP) managed by CWS supplying a variety of produce items.
2. This contract covers the purchasing distribution and customer service of this activity as awarded through RFP 26-17.

Recommendation

Authorize the Senior Operations Officer to execute a contract with Bix Produce for FFVP Goods, for a term of 7/1/2026 - 6/30/2027, for an amount not to exceed $300,000.00.

Request for Board Action (RBA)

Contracts Memo

Item Overview

Vendor Name:	Brown & Brown
Type:	Amendment
Meeting Date:	06/09/2026
Contract Number:	2025-4400002322
Requesting Staff:	Tom Parent, Senior Operations Officer
Term:	July, 1, 2024 to June, 30, 2029
Total Fiscal Obligation:	$1,937,339.00
Amendment Amount:	*N/A*
Funding Sources:	• General fund (100%)
Contract Template:	Vendor

Summary of Services, Purpose, and Terms

1. Brown & Brown is the listed agent on record which assists the District in placing insurance coverages for different lines of coverage. Brown & Brown also plays the role of a liaison between the District and the insurance carriers for all lines of coverage.
2. The lines of coverages covered include Property, Package Casualty, Cyber, Crime, and Active Assailant insurance policies.
3. The original contract set a maximum total fiscal obligation of $1,050,000 per year. This amendment would increase that amount to $1,937,339 per year.

Request for Board Action (RBA)

Contracts Memo

Recommendation

Authorize the Senior Officer of Operations to amend contract 2025-4400002322 with Brown & Brown Insurance Services for placement of insurance carriers for a term of July, 1, 2024 to June, 30, 2029, for an amount not to exceed $1,937,339.00per year.

Request for Board Action (RBA)

Contracts Memo

Item Overview

Vendor Name:	Cadenza Music
Type:	New Master Contract
Meeting Date:	06/09/2026
Contract Number:	4400003757
Requesting Staff:	Melissa Sonnek, Senior Academic Officer
Term:	July 1, 2026 to June 30, 2029
Total Fiscal Obligation:	$300,000
Amendment Amount:	N/A
Funding Sources:	General fund (100%)
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. Comprehensive musical instrument repair support: including collecting instruments, supplying detailed repair estimates, completing all necessary repairs, and returning instruments to appropriate schools/sites.
2. RFP Award: MPS RFP 26-21 Title Musical Instrument Repair

Recommendation

Authorize the Senior Academic Officer to execute a contract with Cadenza Music for music instrument repairs, for a term of 7/1/2026 - 6/30/2029, for an amount not to exceed $300,000.

Request for Board Action (RBA)

Contracts Memo

MINNEAPOLIS PUBLIC SCHOOLS

Item Overview

Vendor Name:	CorVel Corporation
Type:	Amendment
Meeting Date:	06/09/2026
Contract Number:	440000TBD
Requesting Staff:	Tom Parent, Senior Operations Officer
Term:	July 1, 2019 to June 30, 2027
Total Fiscal Obligation:	$5,000,000
Amendment Amount:	*N/A*
Funding Sources:	• General fund (100%)
Contract Template:	Vendor

Summary of Services, Purpose, and Terms

1. CorVel Corporation is the third party administrator (TPA) that assists MPS to process and manage all claims resulting from incidents sustained by District community members. As MPS is a self-insured entity, the TPA plays a vital role in coordinating every aspect of the claims management process on behalf of the District.
2. This contract was originally approved on June 11, 2019. This amendment extends the term of service (1) additional year, to June 30, 2027.
3. The TPA provides services on a per claim or per service basis, so costs fluctuate based on actual claims. Additionally, the TPA administers Workers Compensation and Liability payments on MPS' behalf.

4. Based on historical claim information, staff estimate TPA fees will not exceed $150,000 and the balance of the approved obligation will go directly towards claims and reinsurance.

Recommendation

Authorize the Senior Officer of Operations to execute a contract amendment with CorVel Corporation for third party administration services on behalf of MPS, for a term of one policy year for an amount not to exceed $5,000,000

Request for Board Action (RBA)

Contracts Memo

MINNEAPOLIS PUBLIC SCHOOLS

Item Overview

Vendor Name:	Cybersoft
Type:	New Master Contract
Meeting Date:	06/09/2026
Contract Number:	4400003769
Requesting Staff:	Tom Parent, Senior Operations Officer
Term:	July 1, 2026 - June 30, 2027
Total Fiscal Obligation:	$128,290,00
Amendment Amount:	*N/A*
Funding Sources:	• Nutrition Services - 100%
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. Cybersoft is the provider of PrimeroEdge, the Child Nutrition compliant operations software used by CWS to run daily operations including menu planning, service, and the Nutrition Center.
2. This contract covers the software, service and customer service around these activities as awarded in RFP 25-01

Recommendation

Authorize the Senior Operations Officer to execute a contract with Cybersoft for operations software, for a term of 7/1/2026 - 6/30/27, for an amount not to exceed $128,290.00.

Request for Board Action (RBA)

Contracts Memo

MINNEAPOLIS PUBLIC SCHOOLS

Item Overview

Vendor Name:	Discovery Education
Type:	New Master Contract
Meeting Date:	06/09/2026
Contract Number:	4400003733
Requesting Staff:	Melissa Sonnek, Senior Academic Officer
Term:	07/12/2026 - 07/11/2027
Total Fiscal Obligation:	$256,288.00
Amendment Amount:	n/a
Funding Sources:	General Fund - 100%
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. Discovery Education Dreambox App.

Recommendation

Authorize the Senior Academic Officer to execute a contract with Discovery Education for Discovery Education Dreambox App, for a term of 07/12/2026 - 07/11/2027, for an amount not to exceed $256,288.

Request for Board Action (RBA)

Contracts Memo

MINNEAPOLIS PUBLIC SCHOOLS

Item Overview

Vendor Name:	Dorsey & Whitney, LLP
Type:	New Master Contract
Meeting Date:	6/9/2026
Contract Number:	440000TBD
Requesting Staff:	Ryan Strack, Senior Executive Officer
Term:	July 1, 2026 to June 30, 2027
Total Fiscal Obligation:	Up to $195,000
Amendment Amount:	N/A
Funding Sources:	● Bond proceeds for bond counsel services ● General Fund for tax-related and legal services
Contract Template:	TBD

Summary of Services, Purpose, and Terms

1. The Dorsey & Whitney LLP law firm provides legal services in connection with IRS and SEC audits, compliance, and investigations and public offerings; state tax matters; legal services in connection with MDE applications and approvals, and other state law financing matters; and legal services as bond and disclosure counsel in connection with debt and lease financing obligations.

Recommendation

Authorize the Senior Executive Officer to negotiate and execute a contract with Dorsey & Whitney, LLP to provide bond and disclosure counsel and other legal services, for a term of July 1, 2026 to June 30, 2027, for an amount not to exceed $195,000.

Request for Board Action (RBA)

Contracts Memo

Item Overview

Vendor Name:	English Learning Center
Type:	New Master Contract
Meeting Date:	6/09/2026
Contract Number:	4400003747
Requesting Staff:	Melissa Sonnek, Senior Academic Officer
Term:	7/1/2026, to 6/30/2027
Total Fiscal Obligation:	$450,000.00
Amendment Amount:	N/A
Funding Sources:	• Community Education Fund 2004 (100%)
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. English Learning Center is one of the eight Adult Basic Education (ABE) Consortium Members that provides Adult Education and English Language Services to the significant adult immigrant population, English Language Learners (level 0-6), and native speakers without a secondary credential.
2. The Contract amount has been estimated based on the contact hours submitted by the Consortium member from May 1 to April 30, 2026, and an estimated contact hour rate of $8.50. The final funding amounts from the Minnesota Department of Education (MDE) will be confirmed through an official award letter by August 2026.
3. MPS, as the Fiscal Agent, is legally responsible for receiving state aid from MDE on behalf of the entire consortium; it must establish formal contracts and purchase

orders to bridge the gap between state funding and community-based instruction.

Recommendation

Authorize the Senior Academic Officer to execute a contract with English Learning Center for Adult Education and English Language Services, for a term of 7/1/2026, to 6/30/2027, for an amount not to exceed $450,000.00.

Request for Board Action (RBA)

Contracts Memo

MINNEAPOLIS PUBLIC SCHOOLS

Item Overview

Vendor Name:	Ferndale Market
Type:	New Master Contract
Meeting Date:	06/09/2026
Contract Number:	4400003792
Requesting Staff:	Tom Parent, Senior Operations Officer
Term:	7/1/2026 - 6/30/2027
Total Fiscal Obligation:	$150,000.00
Amendment Amount:	*N/A*
Funding Sources:	• Nutrition Services 2002 - 100%
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. Ferndale Market supplies fresh, locally grown turkey products to CWS operations.
2. This contract covers the purchase, delivery and customer service surrounding this activity as awarded through RFP 26-19.

Recommendation

Authorize the Senior Operations Officer to execute a contract with Ferndale Market for turkey goods procurement, for a term of 7/1/2026 - 6/30/2027, for an amount not to exceed $150.000.00.

Request for Board Action (RBA)

Contracts Memo

Item Overview

Vendor Name:	Frontier Transportation
Type:	New Master Contract
Meeting Date:	06/09/2026
Contract Number:	400003781
Requesting Staff:	Tom Parent, Senior Operations Officer
Term:	7/1/2026 - 6/30/2027
Total Fiscal Obligation:	$3,918,877
Amendment Amount:	NA
Funding Sources:	● General fund (100%)
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. This contract provides Type III Pupil Transportation Services for the term of 7/1/2026 - 6/30/2027
2. This fiscal year obligation is predicated on the three year master contract (FY27 - FY29), based on RFP 26-12, approved by the School Board on 5/12/2026.
3. Final costs will be determined by the actual transportation routes assigned and performed. As that is a dynamic process, the total fiscal obligation may be subject to revisions at key points in the fiscal year.

Request for Board Action (RBA)

Contracts Memo

Recommendation

Authorize Senior Officer Operations to execute a contract with Frontier Transportation for Type III Pupil Transportation Services for the term of 7/1/2026 - 6/30/2027, for an amount not to exceed 3,918,877.

Request for Board Action (RBA)

Contracts Memo

Item Overview

Vendor Name:	Great Minds
Type:	New Master Contract
Meeting Date:	06/01/2026
Contract Number:	4400003762
Requesting Staff:	Melissa Sonnek, Senior Academic Officer
Term:	7/ 1/20206 - 6/30/2027
Total Fiscal Obligation:	Up to $3,500,000.00
Amendment Amount:	n/a
Funding Sources:	Fund 01 100%
Contract Template:	MPS

Summary of Services, Purpose, and Term

1. Elementary reading curriculum and professional development
2. Awarded through RFP 26-08 K5 Literacy Curriculum
3. Contract value up to $3,500,000 to authorize Senior Academic Officer to purchase curricular materials for SY26-27 and/or to include additional student materials as needed.

Recommendation

Authorize the Senior Academic Officer to execute a contract with Great Minds for Elementary reading curriculum and professional development, for a term of 07/01/2026 - 06/30/2027, for an amount not to exceed $3,500,000.00.

Request for Board Action (RBA)

Contracts Memo

MINNEAPOLIS PUBLIC SCHOOLS

Item Overview

Vendor Name:	Indianhead Foodservice Distributors
Type:	New Master Contract
Meeting Date:	06/09/2026
Contract Number:	4400003786
Requesting Staff:	Tom Parent, Senior Operations Officer
Term:	7/1/2026 - 6/30/2027
Total Fiscal Obligation:	$7,500,000.00
Amendment Amount:	N/A
Funding Sources:	• Nutrition Services 100%
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. Indianhead Foodservice Distributors acts as the prime distributor for food products to CWS encompassing the majority of materials for student meals.
2. The contract covers the purchase, distribution and customer service activities for the 2026-27 school year as awarded through RFP 23-30.

Recommendation

Authorize the Senior Operations Officer to execute a contract with Indianhead Foodservice Distributors for CWS Prime Distributor functions, for a term of one year, for an amount not to exceed $7,500,000.00.

Request for Board Action (RBA)

Contracts Memo

MINNEAPOLIS PUBLIC SCHOOLS

Item Overview

Vendor Name:	Insight Public Sector
Type:	Renewal of Expiring Contract
Meeting Date:	06/09/2026
Contract Number:	4400003726
Requesting Staff:	Tom Parent, Senior Operations Officer
Term:	07/01/2026 - 06/30/2027
Total Fiscal Obligation:	$781,172.14
Amendment Amount:	NA
Funding Sources:	• Fund 1097 - 100%
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. Annual renewal of Microsoft licenses for MPS.

Recommendation

Authorize the Senior Operations Officer to execute a contract with Insight Public Sector for Microsoft Licenses renewal, for a term of 07/01/2026 - 06/30/2027, for an amount not to exceed $781,172.14.

Request for Board Action (RBA)

Contracts Memo

MINNEAPOLIS PUBLIC SCHOOLS

Item Overview

Vendor Name:	Indrotec
Type:	New Master Contract
Meeting Date:	06/09/2026
Contract Number:	4400003802
Requesting Staff:	Tom Parent, Senior Operations Officer
Term:	7/1/2026 - 6/30/2027
Total Fiscal Obligation:	$300,000.00
Amendment Amount:	*N/A*
Funding Sources:	• Nutrition Services 2002 - 100%
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. Indrotec is the primary supplier of skilled temporary and temporary-to-hire staffing for CWS operations.
2. This contract covers the service, expectations, responsibilities and customer service around this activity as awarded in RFP 24-26

Recommendation

Authorize the Senior Operations Officer to execute a contract with Indrotec for contract labor, for a term of 7/1/2026 - 6/30/2027, for an amount not to exceed $300,000.00.

Request for Board Action (RBA)

Contracts Memo

Item Overview

Vendor Name:	ITC
Type:	New Master Contract
Meeting Date:	6/9/2026
Contract Number:	4400003783
Requesting Staff:	Tom Parent, Senior Operations Officer
Term:	7/1/2026 - 6/30/2027
Total Fiscal Obligation:	$1,114,772
Amendment Amount:	NA
Funding Sources:	● General fund (100%)
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. This contract provides Type III Pupil Transportation Services for the term of 7/1/2026 - 6/30/2027
2. This fiscal year obligation is predicated on the three year master contract (FY27 - FY29), based on RFP 26-12, approved by the School Board on 5/12/2026.
3. Final costs will be determined by the actual transportation routes assigned and performed. As that is a dynamic process, the total fiscal obligation may be subject to revisions at key points in the fiscal year.

Request for Board Action (RBA)

Contracts Memo

Recommendation

Authorize Senior Office Operations to execute a contract with ITC for Type III Pupil Transportation Services for the term of 7/1/2026 - 6/30/2027, for an amount not to exceed $1,114,722.

Request for Board Action (RBA)

Contracts Memo

Item Overview

Vendor Name:	KFI Engineers
Type:	New Master Contract
Meeting Date:	06/09/2026
Contract Number:	4400003800
Requesting Staff:	Tom Parent, Senior Operations Officer
Term:	06/09/2026 - 12/31/2027
Total Fiscal Obligation:	$168,000
Amendment Amount:	N/A
Funding Sources:	• Fund 6
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. This contract is for professional services related to the replacement of aging fuel storage tanks and dispensing system and replacement with new equipment serving the Transportation Center, procured via public bid RFP 25-06.

Recommendation

Authorize the Senior Operations Officer to execute a contract with KFI Engineers for professional services for design of fuel dispensing system at Transportation Center in the amount of $168,000.

Request for Board Action (RBA)

Contracts Memo

Item Overview

Vendor Name:	Language Line
Type:	New Master Contract
Meeting Date:	06/09/2026
Contract Number:	4400003701
Requesting Staff:	Ryan Strack, Senior Executive Officer
Term:	8/4/2026 to 6/30/2027
Total Fiscal Obligation:	$103,500.00
Amendment Amount:	NA
Funding Sources:	• Funded by several sources across multiple departments and schools based on usage
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. Provide language interpretation services when requested by district or school staff.
2. MPS is a diverse multilingual community (representing 93 different home languages). MPS contracts with these translation and interpretation vendors to ensure students and families can access information from their schools and the district.
3. MPS went through an RFP process in order to gain an understanding of the service capability to implement and operate translation and interpretation services and costs as well as to find vendors that align with our mission, needs

and values which include accuracy, impartiality, cultural competence, confidentiality, reliability, timeliness and integrity.

Recommendation

Authorize the Senior Executive Officer to execute a contract with Language Line to provide language translation services for a term of 08/04/2026 to 06/30/2027, for an amount not to exceed $103,500.00.

Request for Board Action (RBA)

Contracts Memo

Item Overview

Vendor Name:	Learning in Style/ACCOLA
Type:	New Master Contract
Meeting Date:	6/09/2026
Contract Number:	4400003750
Requesting Staff:	Melissa Sonnek, Senior Academic Officer
Term:	7/1/2026, to 6/30/2027
Total Fiscal Obligation:	$140,000.00
Amendment Amount:	N/A
Funding Sources:	• Community Education Fund 2004 (100%)
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. Learning in Style/Accola is an Adult Basic Education (ABE) Consortium Members who provides Adult Education and English Language Services to the significant adult immigrant population, English Language Learners (level 0-6), and native speakers without a secondary credential.

2. The Contract amount has been estimated based on the contact hours submitted by the Consortium member from May 1 to April 30, 2026, and an estimated contact hour rate of $8.50. The final funding amounts from the Minnesota Department of Education (MDE) will be confirmed through an official award letter by August 2026.

3. MPS, as the Fiscal Agent, is legally responsible for receiving state aid from MDE on behalf of the entire consortium; it must establish formal contracts and purchase

orders to bridge the gap between state funding and community-based instruction.

Recommendation

Authorize the Senior Academic Officer to execute a contract with Learning in Style/ACCOLA for Adult Education and English Language Services, for a term of 7/1/2026 to 6/30/2027 for an amount not to exceed $140,000.00.

Request for Board Action (RBA)

Contracts Memo

Item Overview

Vendor Name:	Lexia Learning Systems LLC
Type:	New Master Contract
Meeting Date:	06/09/2026
Contract Number:	4400003760
Requesting Staff:	Melissa Sonnek, Senior Academic Officer
Term:	07/01/2026 - 06/30/2027
Total Fiscal Obligation:	$513,800
Amendment Amount:	n/a
Funding Sources:	Tech Levy 100%
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. Lexia Core5 and PowerUp platforms

Recommendation

Authorize the Senior Academic Officer to execute a contract with Lexia Learning Systems LLC for Lexia Core5 and PowerUp platforms, for a term of 07/01/2026 - 06/30/2027, for an amount not to exceed $513,800.

Request for Board Action (RBA)

Contracts Memo

MINNEAPOLIS PUBLIC SCHOOLS

Item Overview

Vendor Name:	Maertens Brenny Construction
Type:	Amendment
Meeting Date:	6/9/2026
Contract Number:	4400003014
Requesting Staff:	Tom Parent, Senior Operations Officer
Term:	3/8/2025 - 12/31/2026
Total Fiscal Obligation:	$3,691,845.35 (Original Contract Amount: $3,333,300.00)
Amendment Amount:	$358,545.35
Funding Sources:	Fund 6
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. This Amendment is for General Construction for the New Safe & Welcoming Entrance addition at Wilder Complex and includes Change Orders #1-#6 totalling $358,545.35.

2. Original Contract of $3,333,300 ($3,666,630 including 10% contingency) approved at MPS Board Meeting on 4/15/2025.

Recommendation

Authorize the Senior Operations Officer to execute an amendment to contract 4400003014 with Maertens Brenny Construction to increase the contract amount by $358,545.35, for a term of 3/8/2025 to 12/31/2026. The cumulative contract amount with this amendment is $3,691,845.35.

Request for Board Action (RBA)

Contracts Memo

Item Overview

Vendor Name:	Mackin Educational Resources
Type:	New Master Contract
Meeting Date:	06/09/2026
Contract Number:	4400003809
Requesting Staff:	Melissa Sonnek, Senior Academic Officer
Term:	07/01/2026 - 06/30/2027
Total Fiscal Obligation:	$462,915
Amendment Amount:	n/a
Funding Sources:	● 1097 - 79% ● 1001 - 21%
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. Mackin Library Book Subscription Boxes

Recommendation

Authorize the Senior Academic Officer to execute a contract with Mackin Educational Resources for Mackin Library Book Subscription Boxes, for a term of 7/1/2026 - 6/30/2027, for an amount not to exceed $462,915.

Request for Board Action (RBA)

Contracts Memo

MINNEAPOLIS PUBLIC SCHOOLS

Item Overview

Vendor Name:	Mille Dunwiddie
Type:	New Master Contract
Meeting Date:	06/09/2026
Contract Number:	4400003821
Requesting Staff:	Tom Parent, Senior Operations Officer
Term:	06/10/2026 to 10/31/2028
Total Fiscal Obligation:	$277,500
Amendment Amount:	N/A
Funding Sources:	• Fund 6
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. This contract is for consulting services to update the student dining area and kitchen at Olson Middle School.
2. Procured via RFP25-05

Recommendation

Authorize the Senior Operations Officer to execute a contract with Miller Dunwiddie for consulting services at Olson Middle School for a total fiscal obligation of $277,500 for a term of 06/10/2026 - 10/31/28.

Request for Board Action (RBA)

Contracts Memo

MINNEAPOLIS PUBLIC SCHOOLS

Item Overview

Vendor Name:	MMA
Type:	New Master Contract
Meeting Date:	06/09/2026
Contract Number:	4400003784
Requesting Staff:	Tom Parent, Senior Operations Officer
Term:	7/1/2026 - 6/30/2027
Total Fiscal Obligation:	$1,199,478
Amendment Amount:	NA
Funding Sources:	• General fund (100%)
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. This contract provides Yellow Bus (both General and Special Education) Pupil Transportation Services for the term of 7/1/2026 - 6/30/2027
2. This fiscal year obligation is predicated on the three year master contract (FY27 - FY29), based on RFP 26-11, approved by the School Board on 5/12/2026.
3. Final costs will be determined by the actual transportation routes assigned and performed. As that is a dynamic process, the total fiscal obligation may be subject to revisions at key points in the fiscal year.

Recommendation

Authorize the Senior Officer Operations to execute a contract with MMA for Yellow Bus Pupil Transportation Services for the term of 7/1/2026 - 6/30/2027, for an amount not to exceed $1,199,478.

Request for Board Action (RBA)

Contracts Memo

MINNEAPOLIS PUBLIC SCHOOLS

Item Overview

Vendor Name:	Monarch Bus Company
Type:	New Master Contract
Meeting Date:	06/09/2026
Contract Number:	4400003777
Requesting Staff:	Tom Parent, Senior Operations Officer
Term:	7/1/2026 - 6/30/2027
Total Fiscal Obligation:	$10,949,392
Amendment Amount:	NA
Funding Sources:	● General fund (100%)
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. This contract provides Yellow Bus (both General and Special Education) Pupil Transportation Services for the term of 7/1/2026 - 6/30/2027
2. This fiscal year obligation is predicated on the three year master contract (FY27 - FY29), based on RFP 26-11, approved by the School Board on 5/12/2026.
3. Final costs will be determined by the actual transportation routes assigned and performed. As that is a dynamic process, the total fiscal obligation may be subject to revisions at key points in the fiscal year.

Recommendation

Authorize the Senior Office Operations to execute a contract with Monarch Bus Company for Yellow Bus Pupil Transportation Services, for a term of 7/1/2026 - 6/30/2027, for an amount not to exceed $10,949,392.

Request for Board Action (RBA)

Contracts Memo

MINNEAPOLIS PUBLIC SCHOOLS

Item Overview

Vendor Name:	MTN
Type:	New Master Contract
Meeting Date:	06/09/2026
Contract Number:	4400003771
Requesting Staff:	Tom Parent, Senior Operations Officer
Term:	7/1/2026 - 6/30/2027
Total Fiscal Obligation:	$6,248,359
Amendment Amount:	NA
Funding Sources:	● General fund (100%)
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. This contract provides Yellow Bus (both General and Special Education) Pupil Transportation Services for the term of 7/1/2026 - 6/30/2027
2. This fiscal year obligation is predicated on the three year master contract (FY27 - FY29), based on RFP 26-11, approved by the School Board on 5/12/2026.
3. Final costs will be determined by the actual transportation routes assigned and performed. As that is a dynamic process, the total fiscal obligation may be subject to revisions at key points in the fiscal year.

Recommendation

Authorize Senior Officer Operations to execute a contract with MTN for Yellow Bus Pupil Transportation Services for the term of 7/1/2026 - 6/30/2027, for an amount not to exceed $6,248,359.

Request for Board Action (RBA)

Contracts Memo

MINNEAPOLIS PUBLIC SCHOOLS

Item Overview

Vendor Name:	MTN
Type:	New Master Contract
Meeting Date:	06/09/2026
Contract Number:	4400003773
Requesting Staff:	Tom Parent, Senior Operations Officer
Term:	7/1/2026 - 6/30/2027
Total Fiscal Obligation:	$2,230,376.40
Amendment Amount:	NA
Funding Sources:	• General fund (100%)
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. This contract provides Type III Pupil Transportation Services for the term of 7/1/2026 - 6/30/2027
2. This fiscal year obligation is predicated on the three year master contract (FY27 - FY29), based on RFP 26-12, approved by the School Board on 5/12/2026.
3. Final costs will be determined by the actual transportation routes assigned and performed. As that is a dynamic process, the total fiscal obligation may be subject to revisions at key points in the fiscal year.

Recommendation

Authorize the Senior Office Operations to execute a contract with MTN for Type III Pupil Transportation Services for the term of 7/1/2026 - 6/30/2027, for an amount not to exceed $2,230,376.40.

Request for Board Action (RBA)

Contracts Memo

MINNEAPOLIS PUBLIC SCHOOLS

Item Overview

Vendor Name:	Pan o Gold Baking
Type:	New Master Contract
Meeting Date:	06/09/2026
Contract Number:	4400003789
Requesting Staff:	Tom Parent, Senior Operations Officer
Term:	7/1/2026 - 6/30/2027
Total Fiscal Obligation:	$250,000.00
Amendment Amount:	*N/A*
Funding Sources:	• Nutrition Services 100%
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. Pan o Gold Baking acts as a prime producer and distributor of fresh bread products for CWS operations.
2. This contract covers the purchase, distribution and customer service related to these activities as awarded through RFP 26-17.

Recommendation

Authorize the Senior Operations Officer to execute a contract with Pan o Gold Baking for CWS fresh bread service, for a term of 7/1/2026 - 6/30/2027, for an amount not to exceed $250,000.00.

Request for Board Action (RBA)

Contracts Memo

Item Overview

Vendor Name:	Project For Pride In Living- MERC
Type:	Amendment
Meeting Date:	6/09/2026
Contract Number:	4400003329
Requesting Staff:	Ty Thompson, Deputy Superintendent
Term:	7/1, 2025 to 6/30, 2026
Total Fiscal Obligation:	$952,660.02
Amendment Amount:	Increase of $70,609.13 (*or write N/A if not an amendment*)
Funding Sources:	• List and include percents • General fund (100%)
Contract Template:	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, 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 $952,660.02.

Request for Board Action (RBA)

Contracts Memo

MINNEAPOLIS PUBLIC SCHOOLS

Item Overview

Vendor Name:	Project Wayfinder, Inc
Type:	New Master Contract
Meeting Date:	06/09/2026
Contract Number:	4400003710
Requesting Staff:	Melissa Sonnek, Senior Academic Officer
Term:	07/01/2026 - 07/31/2029
Total Fiscal Obligation:	$972,594.93
Amendment Amount:	n/a
Funding Sources:	General Fund - 100%
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. Comprehensive curriculum district-wide

Recommendation

Authorize the Senior Academic Officer] to execute a contract with Project Wayfinder, Inc for Comprehensive curriculum district-wide, for a term of 7/1/2026 - 07/31/2029, for an amount not to exceed $972,594.93.

Request for Board Action (RBA)

Contracts Memo

Item Overview

Vendor Name:	Public Consulting Group
Type:	Renewal of Expiring Contract
Meeting Date:	06/09/2026
Contract Number:	4400003751
Requesting Staff:	Ty Thompson, Deputy Superintendent
Term:	07/01/2026 - 06/30/2028
Total Fiscal Obligation:	$387,860.00 per year
Amendment Amount:	N/A
Funding Sources:	• Third Party Billing (100%)
Contract Template:	MPS

Summary of Services, Purpose, and Terms

Public Consulting Group provides an automated web-based system, EasyIEP, to facilitate the management of Special Education records including Individual Education Plans (IEP), Individual Service Plans (ISP), and Individual Family Service Plans (IFSP). This system assists the District in maintaining compliance with state and federal special education due process requirements. Additionally, the vendor provides third-party billing services for Medicaid cost recovery. The integrated platform ensures accountability for audits while providing an efficient, multi-user interface for staff documentation. For the initial term from 7/1/2026 through 6/30/2027 the District shall compensate the Contractor a base amount of $156,425.00 annually for EasyIEP services. Specific service components include:

- Evaluation Process;
- PaperClip (60GB annual upload capacity);

- Student Behavior Module;
- Goal Builder;
- Single-Sign-On Integration; and
- EDPlan Connect Parent Engagement Portal.

The Section 504 module is invoiced at an annual rate of $7,000.00, with optional additional programming not to exceed $188,500.00. The District retains the sole option to extend the agreement for two additional one-year terms, with each renewal priced at 103% of the previous year's rate.

Furthermore, Medicaid billing services are compensated at a rate of $7.80 per paid claim per student, with an estimated annual cost of $190,000.00. The Contractor shall bill for only one service per month per student and remains obligated to the terms set forth in the Standard Assurances.

Recommendation

Authorize the Deputy Superintendent to execute a contract with Public Consulting Group for an internet- based system for Special Education Services for all due process documentation and third party billing, for a term of 07/01/2026 - 06/30/2028, for an amount not to exceed $775,720.

Request for Board Action (RBA)

Contracts Memo

MINNEAPOLIS PUBLIC SCHOOLS

Item Overview

Vendor Name:	Raptor Technologies
Type:	New Master Contract
Meeting Date:	6/9/2026
Contract Number:	TBD
Requesting Staff:	Ty Thompson, Deputy Superintendent
Term:	7/1/2026 to 6/ 30/2028
Total Fiscal Obligation:	Up to $301,000
Amendment Amount:	N/A
Funding Sources:	● General Fund (100%)
Contract Template:	TBD

Summary of Services, Purpose, and Terms

1. A fully integrated, district-wide tool is needed to provide standardized emergency response, real-time communication and coordination, and secure visitor management across all school sites.
2. Following a request for proposal (RFP) for an emergency management software platform, Raptor Technologies' system was selected.

Recommendation

Authorize the Deputy Superintendent to negotiate and execute a contract with Raptor Technologies to provide an emergency management software platform, for a term of 7/1/2026 to 6/30/2028, for an amount not to exceed $301,000.

Request for Board Action (RBA)

Contracts Memo

MINNEAPOLIS PUBLIC SCHOOLS

Item Overview

Vendor Name:	RIFT VALLEY
Type:	New Master Contract
Meeting Date:	06/09/2026
Contract Number:	4400003780
Requesting Staff:	Tom Parent, Senior Operations Officer
Term:	7/1/2026 - 6/30/2027
Total Fiscal Obligation:	$3,881,531
Amendment Amount:	NA
Funding Sources:	• General fund (100%)
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. This contract provides Type III Pupil Transportation Services for the term of 7/1/2026 - 6/30/2027
2. This fiscal year obligation is predicated on the three year master contract (FY27 - FY29), based on RFP 26-12, approved by the School Board on 5/12/2026.
3. Final costs will be determined by the actual transportation routes assigned and performed. As that is a dynamic process, the total fiscal obligation may be subject to revisions at key points in the fiscal year.

Recommendation

Authorize Senior Officer Operations to execute a contract with Rift Valley for Type III Pupil Transportation Services for the term of 7/1/2026 - 6/30/2027, for an amount not to exceed $3,881,531.

Request for Board Action (RBA)

Contracts Memo

Item Overview

Vendor Name:	Riverside Plaza Tenants Association
Type:	New Master Contract
Meeting Date:	6/09/2026
Contract Number:	4400003748
Requesting Staff:	Melissa Sonnek, Senior Academic Officer
Term:	7/1/2026 - 6/30/2027
Total Fiscal Obligation:	$460,000.00
Amendment Amount:	N/A
Funding Sources:	• Community Education Fund 2004 (100%)
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. Riverside Plaza Tenants Association is one of the eight Adult Basic Education (ABE) Consortium Members that provide Adult Education and English Language Services to the significant adult immigrant population, English Language Learners (level 0-6), and native speakers without a secondary credential.

2. The Contract amount has been estimated based on the contact hours submitted by the Consortium member from May 1 to April 30, 2026, and an estimated contact hour rate of $8.50. The final funding amounts from the Minnesota Department of Education (MDE) will be confirmed through an official award letter by August 2026.

3. MPS, as the Fiscal Agent, is legally responsible for receiving state aid from MDE on behalf of the entire consortium; it must establish formal contracts and purchase

orders to bridge the gap between state funding and community-based instruction.

Recommendation

Authorize the Senior Academic Officer to execute a contract with Riverside Plaza Tenants Association for Adult Education and English Language Services, for a term of 7/1/2026 to 6/30/2027, for an amount not to exceed $460,000.00.

Request for Board Action (RBA)

Contracts Memo

MINNEAPOLIS PUBLIC SCHOOLS

Item Overview

Vendor Name:	Ratwik, Roszak & Maloney, PA
Type:	New Master Contract
Meeting Date:	6/9/2026
Contract Number:	TBD
Requesting Staff:	Jamie Jonassen, General Counsel
Term:	July 1, 2026 to June 30, 2027
Total Fiscal Obligation:	Up to $180,000
Amendment Amount:	N/A
Funding Sources:	● General fund (100%) ● Budgeted in the Office of the General Counsel and the Office for Civil Rights departments
Contract Template:	TBD

Summary of Services, Purpose, and Terms

1. The Ratwik, Roszak & Maloney, PA law firm provides legal services and conducts investigations as requested by authorized District officials.

Recommendation

Authorize the General Counsel to negotiate and execute a contract with Ratwik, Roszak & Maloney, PA to provide general legal services and conduct requested investigations, for a term of 7/1/2026 to 6/30/2027, for an amount not to exceed $180,000.

Request for Board Action (RBA)

Contracts Memo

MINNEAPOLIS PUBLIC SCHOOLS

Item Overview

Vendor Name:	Renaissance Learning, Inc.
Type:	New Master Contract
Meeting Date:	06/09/2026
Contract Number:	4400003813
Requesting Staff:	Melissa Sonnek, Senior Academic Officer
Term:	07/01/2026 - 09/30/2027
Total Fiscal Obligation:	$443,589.35
Amendment Amount:	na
Funding Sources:	General Fund - 92% Community Service Fund - 1% Integration Fund - 7%
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. Renaissance Products: DnA, Fastbridge, Educator Academy, Inspect Premium, eduClimber, Advance Professional Learning, myIGDIs, Star Assessments, All Product Hosting

Recommendation

Authorize the Senior Academic Officer to execute a contract with Renaissance Learning, Inc. for Renaissance products, for a term of 07/01/2026 - 09/30/2027, for an amount not to exceed $443,589.35.

Request for Board Action (RBA)

Contracts Memo

Item Overview

Vendor Name:	Rochon Corporation
Type:	New Master Contract
Meeting Date:	6/09/2026
Contract Number:	4400003818
Requesting Staff:	Tom Parent, Senior Operations Officer
Term:	June 9, 2026,to August 2028
Total Fiscal Obligation:	$10,155,000 ($11,170,500 with10% construction contingency)
Amendment Amount:	N/A
Funding Sources:	• Fund 6
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. This contract is for the continuation (Phase 2) of improvements to selected areas at Roosevelt High School Career & Technical Education (CTE) including renovations to the welding and small engines spaces, an expansion of the auto shop, and an expansion to the building to accommodate a new safe and welcoming entrance, commons area and classrooms.
2. This work is procured via public bid OP#26-2623.
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 Rochon Corporation for Phase 2 of the Roosevelt High School Career & Technical Education (CTE) Improvements, for a term of June 9, 2026 to August 2028, for an amount not to exceed $10,155,000. Furthermore, authorize the Senior Operations Officer to administer a 10% construction contingency appropriation of $1,015,500 in the performance of this contract, for a total fiscal obligation of $11,170,500.

Request for Board Action (RBA)

Contracts Memo

Item Overview

Vendor Name:	Russ Davis Wholesale
Type:	New Master Contract
Meeting Date:	06/09/2026
Contract Number:	4400003787
Requesting Staff:	Tom Parent, Senior Operations Officer
Term:	7/1/2026 - 6/ 30/2027
Total Fiscal Obligation:	$2,000,000.00
Amendment Amount:	*N/A*
Funding Sources:	• Nutrition Services 100%
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. Russ Davis acts as the prime produce distributor and Farm to School processing partner for CWS operations.
2. This contract covers the purchase, distribution, customer service and other related activity for these services as awarded through RFP 24-24.

Recommendation

Authorize the Senior Operations Officer to execute a contract with Russ Davis Wholesale for Prime Produce Distribution to CWS, for a term of one year, for an amount not to exceed $2,000,000.00.

Request for Board Action (RBA)

Contracts Memo

MINNEAPOLIS PUBLIC SCHOOLS

Item Overview

Vendor Name:	SAVVAS Learning Company
Type:	New Master Contract
Meeting Date:	06/09/2026
Contract Number:	4400003815
Requesting Staff:	Melissa Sonnek, Senior Academic Officer
Term:	07/01/2026 - 06/30/2031
Total Fiscal Obligation:	$496,727.60
Amendment Amount:	n/a
Funding Sources:	General Funds - 100%
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. Biology, Chemistry, and Physics Curriculum and Professional Learning

Recommendation

Authorize the Senior Academic Officer to execute a contract with SAVVAS Learning Company for Biology, Chemistry, and Physics Curriculum and Professional Learning, for a term of 07/01/2026 - 06/30/2031, for an amount not to exceed $496,727.60.

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Request for Board Action (RBA)

Contracts Memo

MINNEAPOLIS PUBLIC SCHOOLS

Item Overview

Vendor Name:	School Specialty, LLC
Type:	Amendment
Meeting Date:	06/09/2026
Contract Number:	4400002328
Requesting Staff:	Melissa Sonnek, Senior Academic Officer
Term:	07/01/2024 - 06/30/2029
Total Fiscal Obligation:	$863,189.10
Amendment Amount:	Increase of $275,074.10
Funding Sources:	General Fund 1001 - 68% Private Grant Fund 5028 - 32%
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. K-5 Science Curriculum and Materials - Foss Kits

Recommendation

Authorize the Senior Academic Officer to execute an amendment to contract 4400002328 with School Specialty, LLC to increase the contract amount by $275,074.10, for the term of 07/01/2024 - 06/30/2029. The cumulative contract amount with the amendment is $863,189.10.

Request for Board Action (RBA)

Contracts Memo

Item Overview

Vendor Name:	Seesaw Learning, Inc.
Type:	New Master Contract
Meeting Date:	06/09/2026
Contract Number:	4400003765
Requesting Staff:	Melissa Sonnek, Senior Academic Officer
Term:	07/01/2026 - 06/30/2029
Total Fiscal Obligation:	$449,490
Amendment Amount:	n/a
Funding Sources:	General Fund - 100%
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. Seesaw Instruction & Insights and Early Literacy products suites

Recommendation

Authorize the Senior Academic Officer to execute a contract with Seesaw Learning, Inc. for Seesaw Instruction & Insights and Early Literacy products suites, for a term of 07/01/2026 - 06/30/2029, for an amount not to exceed $449,490.

Request for Board Action (RBA)

Contracts Memo

Item Overview

Vendor Name:	Somali Success School
Type:	New Master Contract
Meeting Date:	6/09/2026
Contract Number:	4400003746
Requesting Staff:	Melissa Sonnek, Senior Academic Officer
Term:	7/1/2026 to 6/ 30/2027
Total Fiscal Obligation:	$1,100,000.00
Amendment Amount:	N/A
Funding Sources:	• Community Education Fund 2004 (100%)
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. Somali Success School is one of the eight Adult Basic Education (ABE) Consortium Members that provides Adult Education and English Language Services to the significant adult immigrant population, English Language Learners (level 0-6), and native speakers without a secondary credential.

2. The Contract amount has been estimated based on the contact hours submitted by the Consortium member from May 1 to April 30, 2026, and an estimated contact hour rate of $8.50. The final funding amounts from the Minnesota Department of Education (MDE) will be confirmed through an official award letter by August 2026.

3. MPS, as the Fiscal Agent, is legally responsible for receiving state aid from MDE on behalf of the entire consortium; it must establish formal contracts and purchase

orders to bridge the gap between state funding and community-based instruction.

Recommendation

Authorize the Senior Academic Officer to execute a contract with Somali Success School for Adult Education and English Language Services, for a term of 7/1/2026 to 6/ 30/2027, for an amount not to exceed $1,100,000.00.

Request for Board Action (RBA)

Contracts Memo

Item Overview

Vendor Name:	Summit Academy OIC
Type:	New Master Contract
Meeting Date:	6/09/2026
Contract Number:	4400003749
Requesting Staff:	Melissa Sonnek, Senior Academic Officer
Term:	7/1/2026 - 6/30/2027
Total Fiscal Obligation:	$110,000.00
Amendment Amount:	N/A
Funding Sources:	● Community Education Fund 2004 (100%)
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. Summit Academy OIC is an Adult Basic Education (ABE) Consortium member that provides contextualised instruction to individuals without a secondary credential. Students will participate in classes as well as hands-on training to prepare them for the GED and entry into a certified job training program.

2. The Contract amount has been estimated based on the contact hours submitted by the Consortium member from May 1 to April 30, 2026, and an estimated contact hour rate of $8.50. The final funding amounts from the Minnesota Department of Education (MDE) will be confirmed through an official award letter by August 2026.

3. MPS, as the Fiscal Agent, is legally responsible for receiving state aid from MDE on behalf of the entire consortium; it must establish formal contracts and purchase

orders to bridge the gap between state funding and community-based instruction.

Recommendation

Authorize the Senior Academic Officer to execute a contract with Summit Academy OIC for Adult Education and English Language Services, for a term of 7/1/2026, to 6/30/2027, for an amount not to exceed $110,000.00.

Request for Board Action (RBA)

Contracts Memo

MINNEAPOLIS PUBLIC SCHOOLS

Item Overview

Vendor Name:	TeamDynamix
Type:	Amendment
Meeting Date:	06/09/2026
Contract Number:	4400003093
Requesting Staff:	Tom Parent, Senior Operations Officer
Term:	05/30/2025 - 09/02/2030
Total Fiscal Obligation:	$363,792.38 (original contract amount $217,365.43)
Amendment Amount:	Increase of $146,426.95
Funding Sources:	• Fund 1097 - 100%
Contract Template:	Vendor

Summary of Services, Purpose, and Terms

1. This amendment adds iPaaS (integration & licenses) to our current contract with TeamDynamix, our IT Service Management platform.
2. iPaaS adds the ability to connect other systems (i.e. SAP) to TeamDynamix.
3. The original contract was approved by the Board on May 13, 2025.

Recommendation

Authorize the Senior Operations Officer to execute an amendment to contract 4400003093 with TeamDynamix to increase the contract amount by $146,426.95, for the term of 05/30/2025 - 09/02/2030. The cumulative contract amount with the amendment is $363,792.38.

Request for Board Action (RBA)

Contracts Memo

Item Overview

Vendor Name:	Mackin Educational Resources
Type:	New Master Contract
Meeting Date:	06/09/2026
Contract Number:	4400003810
Requesting Staff:	Melissa Sonnek, Senior Academic Officer
Term:	07/01/2026 - 06/30/2031
Total Fiscal Obligation:	$480,792.00
Amendment Amount:	n/a
Funding Sources:	Tech Levy 100%
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. Mackin Vision Library Manager License

Recommendation

Authorize the Senior Academic Officer to execute a contract with Mackin Educational Resources for Mackin Vision Library Manager License, for a term of 7/1/2026 - 6/30/2031, for an amount not to exceed $480,792.00.

Request for Board Action (RBA)

Contracts Memo

Item Overview

Vendor Name:	The Math Learning Center
Type:	New Master Contract
Meeting Date:	06/09/2026
Contract Number:	4400003758
Requesting Staff:	Melissa Sonnek, Senior Academic Officer
Term:	07/01/2026 - 06/30/2027
Total Fiscal Obligation:	$296,230
Amendment Amount:	na
Funding Sources:	General fund (100%)
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. Math workbooks for K-5 students

Recommendation

Authorize the Senior Academic Officer to execute a contract with The Math Learning Center for Math workbooks for K-5 students, for a term of 7/1/2026 - 06/30/2027, for an amount not to exceed $296,230.00.

Request for Board Action (RBA)

Contracts Memo

Item Overview

Vendor Name:	Trane US, Inc. dba Trane
Type:	Amendment
Meeting Date:	6/9/2026
Contract Number:	4400002981
Requesting Staff:	Tom Parent, Senior Operations Officer
Term:	7/1/2023-12/31/2027
Total Fiscal Obligation:	$1,110,751.48 ($786,144.00 original contract)
Amendment Amount:	Increase of $324,607.48
Funding Sources:	● 100% from Fund 4251
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. This contract is for services related to start-up and shut-down, maintenance, and inspections on chillers District wide. This multi-year contract was originally made for $786,144.00.
2. This amendment extends the term of the contract (1) year and increases the total fiscal obligation by $324,607.38 .
3. This contract was originally approved in 2023, with the work procured via OMNIA contract #3341.

Request for Board Action (RBA)

Contracts Memo

Recommendation

Authorize the Senior Operations Officer to execute an amendment to contract 4400002981 with Trane US, Inc. to increase the contract amount by $324,607.48, for the term of July 1, 2023 through December 31, 2027. The cumulative contract amount with the amendment is $1,110,751.48.

Request for Board Action (RBA)

Contracts Memo

MINNEAPOLIS PUBLIC SCHOOLS

Item Overview

Vendor Name:	Transit Team Inc.
Type:	New Master Contract
Meeting Date:	6/9/2026
Contract Number:	4400003782
Requesting Staff:	Tom Parent, Senior Operations Officer
Term:	7/1/2026 - 6/30/2027
Total Fiscal Obligation:	$10,000,576
Amendment Amount:	NA
Funding Sources:	● General fund (100%)
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. This contract provides Yellow Bus (both General and Special Education) Pupil Transportation Services for the term of 7/1/2026 - 6/30/2027
2. This fiscal year obligation is predicated on the three year master contract (FY27 - FY29), based on RFP 26-11, approved by the School Board on 5/12/2026.
3. Final costs will be determined by the actual transportation routes assigned and performed. As that is a dynamic process, the total fiscal obligation may be subject to revisions at key points in the fiscal year.

Request for Board Action (RBA)

Contracts Memo

Recommendation

Authorize the Senior Officer Operations to execute a contract with Transit Team Inc for Yellow Bus Pupil Transportation Services for the term of 7/1/2026 - 6/30/2027, for an amount not to exceed $10,000,576.

Request for Board Action (RBA)

Contracts Memo

Item Overview

Vendor Name:	Trio Supply
Type:	New Master Contract
Meeting Date:	06/09/2026
Contract Number:	4400003788
Requesting Staff:	Tom Parent, Senior Operations Officer
Term:	7/1/2026 - 6/30/2027
Total Fiscal Obligation:	$600,000.00
Amendment Amount:	*N/A*
Funding Sources:	• Nutrition Services 100%
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. Trio Supply is the primary distributor of consumable and disposable serviceware and material for CWS.
2. This contract covers the purchase, delivery and customer service around this activity and was awarded through RFP 24-25.

Recommendation

Authorize the Senior Operations Officer to execute a contract with Trio Supply for disposable serviceware and materials, for a term of 7/1/2026 - 6/30/2027, for an amount not to exceed $600,000.00.

Request for Board Action (RBA)

Contracts Memo

Item Overview

Vendor Name:	Twig Education
Type:	New Master Contract
Meeting Date:	06/09/2026
Contract Number:	4400003729
Requesting Staff:	Melissa Sonnek, Senior Academic Officer
Term:	07/01/2026 - 06/30/2031
Total Fiscal Obligation:	$786,587.40
Amendment Amount:	*N/A*
Funding Sources:	General Fund - 100%
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. 6-8 Grade Science Curriculum and Materials

Recommendation

Authorize the Senior Academic Officer to execute a contract with Twig Education for 6-8 Grade Science Curriculum and Materials, for a term of 07/01/2026 - 06/30/2031, for an amount not to exceed $786,587.40.

Request for Board Action (RBA)

Contracts Memo

MINNEAPOLIS PUBLIC SCHOOLS

Item Overview

Vendor Name:	Veritiv Operating Company
Type:	New Master Contract
Meeting Date:	06/09/2026
Contract Number:	4400003801
Requesting Staff:	Tom Parent, Senior Operations Officer
Term:	07/01/2026-06/30/2027
Total Fiscal Obligation:	$750,000.00
Amendment Amount:	*N/A*
Funding Sources:	• Nutrition Services - 100%
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. Veritiv is the prime distributor of packaging materials and chemicals for CWS operations across the district.
2. This contract covers purchase, distribution and customer service related to this activity as awarded in RFP 24-25

Recommendation

Authorize the Senior Operations Officer to execute a contract with Veritiv Operating Company for Packaging and Chemical distribution to CWS, for a term of one year, for an amount not to exceed $750,000.00.

Request for Board Action (RBA)

Contracts Memo

MINNEAPOLIS PUBLIC SCHOOLS

Item Overview

Vendor Name:	Waste Management of Minnesota, LLC.
Type:	New Master Contract
Meeting Date:	06/09/2026
Contract Number:	4400003776
Requesting Staff:	Tom Parent, Senior Operations Officer
Term:	07/01/2026 to 06/30/2027
Total Fiscal Obligation:	$863,316
Amendment Amount:	N/A
Funding Sources:	● General fund (100%)
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. This contract provides district-wide recycling and solid waste management services.
2. These services are procured via RFP 24-21.

Recommendation

Authorize the Senior Operations Officer to execute a contract with Waste Management of Minnesota, LLC for recycling and solid waste management services, for a term of 07/01/2026 to 06/30/2027, for an amount not to exceed $863,316.00.

Request for Board Action (RBA)

Contracts Memo

Item Overview

Vendor Name:	Witzel Electric, LLC
Type:	New Master Contract
Meeting Date:	6/09/2026
Contract Number:	4400003812
Requesting Staff:	Tom Parent, Senior Operations Officer
Term:	July 1, 2026 to June 30, 2027
Total Fiscal Obligation:	$617,314.20
Amendment Amount:	N/A
Funding Sources:	● Fund 06 ● Fund 01
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. Districtwide renewal of electrical devices and infrastructure, and electrical repairs. Assets being renewed include motors, variable frequency drives, panels, breakers, light fixtures, obsolete switches and receptacles, deficient wire/conduit, etc.

Recommendation

Authorize the Senior Operations Officer to execute a contract with Witzel Electric for districtwide electrical maintenance and asset renewal, for a term of 7/1/2026 - 6/30/2027, for an amount not to exceed $617,314.20.

Request for Board Action (RBA)

Contracts Memo

Item Overview

Vendor Name:	Young Dance
Type:	Amendment
Meeting Date:	06/09/2026
Contract Number:	4400003102
Requesting Staff:	Melissa Sonnek, Senior Academic Officer
Term:	05/11/2026 - 12/31/2025
Total Fiscal Obligation:	$1,050,000.00
Amendment Amount:	Increase of $700,000
Funding Sources:	● Local Grant
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. Amend contract 4400003102 to align with grant award. Grant award total is $1,050,000; 5/11/2025 to 12/31/2027.
2. Contract is funded with a local grant between MPS and Minneapolis City of Lakes.

Recommendation

Authorize the Senior Academic Officer to execute an amendment to contract 4400003102 with Young Dance to increase the contract amount by $700,000, for the term of 5/11/2025 - 12/31/2027. The cumulative contract amount with the amendment is $1,050,000.

Request for Board Action (RBA)

Memo

Item Overview

Name:	2026 Recertification of Census Resolution
Type:	Resolution
Meeting Date:	06/09/2026
File Number:	2026-0055
Requesting Staff:	Melissa Sonnek, Senior Academic Officer

Background and Pertinent Facts

1. Provide Recertification of the School District Population: Pass a board resolution to certify the updated population of Special School District No. 1 as determined by the Minnesota State Demographer.

2. Population Growth: According to estimates from the state demographer, the district population increased from 429,956 in 2020 to 435,369 in 2025. This represents a net population increase of 5,413 residents. In 2025 we increased the population to 435,236 based on the 2024 estimates from the state demographer. Therefore, the year over year net increase in population is 163.

3. Statutory Authority: Minnesota Statutes § 275.14 dictates that a school district's population must be certified by the Department of Education using the most recent federal census. In years where no federal census is taken, a population estimate may be made and submitted to the state demographer for approval. The school board must pass a resolution certifying this updated population by June 30, 2026.

4. Financial Impact: This population increase of 163 will impact the revenue that community education programs receive based on current state funding

calculations (below), which utilize the total district population. The total revenue increase across programs is $1,152.11.

5. The funding adjustments based on the census increase are broken down as follows:
    - General Community Education: *Census Increase x $6.35*
    - Youth Service: *Census Increase x $1.00*
    - Adults With Disabilities: *Census Increase x $0.34*
    - Youth After-School Enrichment:
        - *(1) $1.85 x the greater of 1,335 or the district population up to 10,000 and*
        - *(2) $0.43 x the population of the district in excess of 10,000.*

Recommendation

The Board of Directors of Special School District No. 1 approves the resolution to recertify the school district's population estimate to 435,369 as determined by the state demographer, updating the district's community education funding allocations for the upcoming fiscal cycle.

Attachments and Relevant Links

1. Resolution to Approve Recertification of the School District Population Estimate (2026-0041)
2. Minnesota State Demographer School District Data

Resolution to Approve Certification of Updated District Population Estimate (2026-0055)

WHEREAS, the Special School District No. 1 has experienced an increase in population from the 2020 census figure of 429,956, to the current census figure of 435,369 as determined by the State Demographer.

BE IT RESOLVED, by the School Board of Special School District No. 1 that the census figure of 435,369 be certified to the State Demographer for approval of use in the 2026 payable 2027 revenue calculations.

For the adoption of the foregoing resolution was duly seconded by Member _____ and upon vote being taken thereon, the following voted in favor thereof: _____

And the following voted against:_____

Whereupon said resolution was declared duly passed and adopted.

Date: _____

BY ORDER OF THE SCHOOL BOARD

_____ (Clerk Signature)
_____ (Clerk Name)
School Board Clerk

_____

_____

Once the resolution is formally approved at a June 2026 school board meeting, please scan and email the signed copy to.
Eric.Guthrie@state.mn.us
and
susan.brower@state.mn.us

Request for Board Action (RBA)

Memo

MINNEAPOLIS PUBLIC SCHOOLS

Item Overview

Name:	Authorizing 2026-2027 Minnesota State High School League (MSHSL) membership
Type:	Resolution
Meeting Date:	6/9/2026
File Number:	2026-0051
Requesting Staff:	Ty Thompson, Deputy Superintendent

Background and Pertinent Facts

1. The Resolution for Membership is an annual resolution adopted by MSHSL member schools to renew their membership with the Minnesota State High School League.
2. Each school's governing board must agree to adopt the Constitution, Bylaws, Policies and Regulations of the League and all amendments as the minimum standards governing participation in said League-sponsored activities and athletics.
3. Member schools are Camden, Edison, FAIR, Heritage, North, Roosevelt, South, Southwest, Washburn, Wellstone.
4. Authorizing the respective board members and board clerk to execute the resolutions, to be signed electronically.
5. The budget amendment may also propose, if necessary, a corresponding increase

Recommendation

Authorize board members and staff to execute and submit the respective resolutions.

Attachments and Relevant Links

1. Sample Resolution
2. Letter from the MSHSL Executive Director

Docusign Envelope ID: A389E2E6-3C31-82B1-8065-995DA8A97062

2026-2027 RESOLUTION FOR MEMBERSHIP IN THE MINNESOTA STATE HIGH SCHOOL LEAGUE
Membership Renewal Form

This form must be completed once for each school in the district.

Must be completed and submitted to MSHSL NOT LATER THAN JULY 31, 2026. Retain one copy for the school files.

RESOLVED, that the Governing Board or Entity of_____ (Name of School) located in the State of Minnesota delegates the control, supervision and regulation of interscholastic activities and athletics (referred to in MN Statutes, Section 128C.01) to the Minnesota State High School League, and so hereby certifies to the State Commissioner of Education as provided for by Minnesota Statutes.

FURTHER RESOLVED, that the school listed is authorized by this, the Governing Board of said school district or school to renew its membership in the Minnesota State High School League; and to participate in the approved interscholastic activities and athletics sponsored by said League and its various subdivisions.

FURTHER RESOLVED, that this Governing Board or Entity hereby adopts the Constitution, Bylaws, Policies, Rules and Regulations of said League and all amendments thereto as the same as are published in the latest edition of the League's *Official Handbook*, on file at the office of the school district or school, or as appears on the League's website, as the minimum standards governing participation in said League-sponsored activities and athletics. Further, the administration and responsibility for determining student eligibility and for the supervision of such activities and athletics are assigned to the official representatives identified by this Governing Board or Entity.

Signing this Resolution for Membership affirms that this Governing Board has reviewed all required membership materials provided by the League which defines the purpose and value of education-based activity and athletic and programs and defines each member school's responsibilities.

Member schools must develop and publicize administrative procedures to address eligibility suspensions related to Student Code of Responsibilities (Bylaw 206.2) violations for students participating in activity and athletic programs by member schools.

The above Resolution was adopted by the Governing Board or Entity of this school or district and is recorded in the official minutes of said Board and hereby is certified to the State Commissioner of Education as provided for by law.

The following is taken from the MSHSL Constitution:

208.00 LOCAL CONTROL

208.01 Designated School Representatives
At the beginning of the League's fiscal year, the governing board of each member school shall designate two (2) representatives who are authorized to vote for the member school at all district, region and section meetings and on mail ballots where member schools are called upon to vote.

One of the designated representatives shall be a member of the school's governing board and the other shall be an administrator or full-time faculty member of the member school.

In school districts with multiple schools, the designated representative from the school district's governing body may represent more than one school and is entitled to one vote for each school they represent.

208.02 Designated Activity Representatives
At the beginning of the League's fiscal year, the governing board of each member school shall select individuals to represent its school in the following areas: (a) boys sports; (b) girls sports; (c) speech; and (d) music.

208.03 Local Advisory Committee
Each school is urged to form an advisory committee for League activities. Committee membership is not limited to but shall include a school board member, a student, a parent, and a faculty member, to advise the designated school representatives on all matters relating to the school's membership in the MSHSL.

Docusign Envelope ID: A389E2E6-3C31-82B1-8065-995DA8A97062

_____

Name of School (Please Print)

208.01 VOTE ON BEHALF OF THE HIGH SCHOOL

_____ _____

(Designated School Board Member – please print) (Designated School Representative – please print)

_____ _____

Email Address Email Address

208.02 ACTIVITY REPRESENTATIVES

_____ _____

(Boys Sports – please print) (Girls Sports – please print)

_____ _____

(Speech – please print) (Music – please print)

208.03 LOCAL ADVISORY COMMITTEE MEMBERS

_____ _____

(Board Member—please print) (Student—please print)

_____ _____

(Parent—please print) (Faculty Member—please print)

_____

(Mailing Representative—please print)

The Mailing Representative is the person to whom mailings go. This is usually the Activity Director.

Print Name: _____ Print Name: _____

(Clerk/Secretary - Local Governing Board) (Superintendent or Head of School)

Signed: _____ Signed: _____

(Clerk/Secretary - Local Governing Board) (Superintendent or Head of School)

Date: _____ Date: _____

Education and Leadership for a Lifetime

2100 Freeway Boulevard, Brooklyn Center, Minnesota 55430-1735 | (763) 560-2262, FAX (763) 569-0499 | www.mshsl.org

Summer 2026

Dear Head of School and Board Members,

The League is excited to invite you to continue your membership in the Minnesota State High School League or join our League for the first time. The athletic programs and fine arts activities, along with the presenting partnerships we offer, are incredibly important to so many, and we look forward to partnering with your school in maintaining outstanding opportunities for students. Please read on to learn more about what it means to approve your Resolution for Membership.

This past year, the League made one of the most monumental changes in its history in expanding programming to all 9th grade students and programs. Throughout the year, our Member Schools did great work in implementing this new requirement and expanding the reach of our programming. In confirming your membership, your school leadership commits to full implementation and compliance with all bylaws, policies and rules. You also commit to the primary principle that all activities are to be fully education-based. This means that the purpose of the activities is to educate and develop students above all else and to have all who participate in the programs be full-time students. As a result, your students, coaches, directors and community members enjoy the opportunity to participate with over 600 other Member Schools in as many as 51 different programs.

In preparation for approval and completion of your Resolution for Membership, please take a few minutes to review the League's founding purposes, mission and beliefs, as these are the glue that holds all Member Schools together. Please see the attached document that has been a standard in the League for many years. These important pillars are more than just words on a page; they drive the actions of all members of the League and provide the foundation for the decisions and the leadership choices the League makes every year.

The Minnesota State High School League is focused on support and leadership for our Member Schools. Beyond our state tournaments and fine arts festivals and competitions, this past year the League provided education to over 25,000 coaches and fine arts directors and certified eligibility for over 8,000 officials and fine arts judges. At the same time, the League continues to provide leadership in establishing new and updated bylaws, policies and rules with the support of its membership. Together, our membership remains strong and is a supportive network to all Member Schools. The appetite in our communities for education-based activities continues to be incredible and reinforces the fact that the ultimate goal of providing opportunities for as many students as possible is the right path.

This past year has been filled with incredible excitement in all League programs. The spotlight on Debate as it celebrated its 125th Annual Debate State Tournament highlights the lengthy traditions that are part of the League. We also expanded the wrestling tournament by an additional half day to grow the number of girls participants and provide full wrestlebacks for our qualifiers. Highlighting 50 years of girls basketball is another marker in the growing traditions of many of our girls sports. With a robust and equitable offering of programs, girls in our schools have more choices than they ever have.

As we prepare for the coming year, it's important to know that the League has a strong foundational financial base and yet, it should be no surprise to our schools that the rising costs in many areas create additional challenges in meeting budgets. The League aggressively negotiates with our excellent venue partners to have access to great facilities at the most affordable price. The cost of insurance is also growing significantly and given that the League provides catastrophic accident, postseason medical and concussion insurance to all participants, this is also significant in our budget.

Through the work of an excellent financial committee, the League established a clear model for identifying the membership support required of our Member Schools. Within that plan, the League credits membership dues when revenues exceed expenses. Through this plan the League has been able to reduce membership dues, each of the last four years. With attendance at our state tournaments being slightly less than the recent record-setting numbers, the increasing cost of venues, insurance and operations are having an impact. While we again expect a membership credit, it is projected to be less than last few years' amount. At the same time, we see the majority of our administrative regions providing financial support back to schools at year end, which is also helpful to Member Schools.

The League recognizes the changing landscape in education, as the number of educational models for students across the state continues to grow. We actively study and establish governance for these education approaches, regardless of the model. Recent work in this space indicates that a change is scheduled for the 2027-2028 school year with enrolled online students in public districts being eligible in their district of enrollment.

The leadership that the League provides also extends to our students as we look forward to our fifth year of statewide leadership and character events titled "Together We Make a Difference." Thanks to the committed partnership of our state associations; MSBA, MASA, MASSP, MNIAAA, and MSHSCA we have provided behavioral expectations for students and schools and energized student and staff leaders in making these a reality in our events. These highly engaging, student-energized conferences are designed to bring students together and establish safe, respectful and inclusive contests and events for all participants. In addition, we expect these current and future leaders to bring the concepts and approaches back to their school and community and improve the culture in their school, also expect that these current and future leaders will bring the concepts and approaches back to their school and community and improve the culture in their school, at their contests and within their programs.

We truly appreciate all of our Member Schools and recognize that, even as some schools are consolidating or encountering challenges, our membership now exceeds 600 Member Schools annually. This signals the strength of our League and the quality of the experiences that our students have. We greatly appreciate all those in your school who make these opportunities for your students a reality. We appreciate our longtime members and our newest members equally and welcome all to the Minnesota State High School League, a statewide community that shares the same beliefs, responsibilities and opportunities and also moves us forward.

As you prepare to declare your commitment to membership and provide access to over 50 available fine arts and sports through the Minnesota State High School League, we ask each Member School and board to more clearly understand the depth of the League and recognize your role in leading within your school, your community, your conference and your section as we prepare for an outstanding 2026–2027 school year. Should you have any questions related to participation in the Minnesota State High School League, please reach out to our League Office or to me personally and we will do our best to serve our members. Thank you for all you have done to make the 2025-2026 school year a great one and the League is looking forward to beginning our new school year with the first day of practice on August 17.

Have an outstanding year!

Sincerely,



Erich Martens
Executive Director

FOUNDING PURPOSES

The Minnesota State High School League is organized for the following educational purposes:

1. To provide, promote, extend, manage and administer a program of activities for youth of the schools of the state on subsection, section and state levels in the fields of athletics, speech, music and dramatics on a competitive basis, as well as such other curricular and extracurricular activities as may from time to time be sponsored
   by the schools of Minnesota.
2. To establish uniform and equitable rules for youth in inter-school activities.
3. To elevate standards of sportsmanship and to encourage the growth of responsible citizenship among the students, member schools and their personnel.
4. To protect youth, member schools and their personnel from exploitation by special interest groups.
5. To provide mutual benefit and relief plans for the assistance of school students injured in athletic events or supervised school activities in meeting medical and hospital expenses incurred by reason of such injuries.
6. To serve the best interests of member schools and their students by providing a medium of cooperation and coordination in educational fields of endeavor and a series of related activities on a state-wide basis, which they individually could not achieve or accomplish for their students and which aid and assist the schools in maintaining a constantly improved program.

MISSION STATEMENT

The Minnesota State High School League provides educational opportunities for students through interscholastic athletic and fine arts programs and provides leadership and support for member schools.

Education and Leadership for a Lifetime

BELIEFS

We believe that...

- Participation in school activity programs is a privilege and not a right.
- Sportsmanship needs to have a constant presence in all school-based activity programs.
- Students should have an equal opportunity to participate in all activities offered by their school.
- Ethical behavior, dignity and respect are non-negotiable.
- Student participants who choose to be chemically free must be supported.
- Collaborative relationships with parents enhance a school's opportunity to positively impact student success.
- Academic priorities must come before participation in athletic or fine arts activities.
- Positive role models and an active involvement in a student's life by parents and others are critical to student success.
- High school activity programs are designed for student participants, and adults must serve in a supportive role.
- The success of the team is more important than individual honors.
- Compliance with school, community and League rules is essential for all activity participants.
- Participation in school-sponsored activities must be inclusive, not exclusive.
- Ethical behavior, fairness, and embracing diversity best serve students and school communities.

Request for Board Action (RBA)

Memo

Item Overview

Name:	Memorandum of Agreement with Achieve Twin Cities for Funds Management (Foundation Services)
Type:	Memorandum of Agreement/Understanding
Meeting Date:	6/9/2026
File Number:	2026-0049
Requesting Staff:	Ryan Strack, Senior Executive Officer

Background and Pertinent Facts

1. Achieve Twin Cities is a 501(c)3 non-profit that provides foundation and fundraising services for MPS.
2. Minneapolis Public Schools ("MPS") and Achieve Twin Cities ("Achieve") (collectively known as "Parties") have had a Memorandum of Agreement ("Agreement") in place since at least 2009 to establish terms and conditions of the partnership.
3. The Agreement is proposed for a one-year term (July 1, 2026 to June 30, 2027) as the Parties have agreed to a comprehensive review of the partnership terms during the 2026-2027 fiscal year.
4. Key services that Achieve provides to MPS includes management of school funds, department/program funds, scholarships, and private donation development.
5. Terms of the Agreement are similar to the most recent iteration, with the following agreed upon changes:
    a. Achieve will begin charging a 5% fee to incoming donations to school and department funds to offset credit card and other system processing fees.

b. The flat fee for services is increasing from $210,000 to $215,500.

Recommendation

Authorize the Senior Executive Officer to execute and administer the Agreement as presented.

Attachments and Relevant Links

1. Memorandum of Agreement with Achieve Twin Cities for Funds Management (2026-0049A)

Memorandum of Agreement
Achieve Twin Cities and Special School District No. 1

I. Purpose

The Agreement defines the relationship between the School District and Achieve Twin Cities as it relates to private grants and gifts management; support for school funds, scholarships, and department funds; community engagement and partnership development and targeted program administration.

II. Term of Agreement

This Agreement will be in effect from July 1, 2026 until June 30, 2027. It continues the relationship between the School District and Achieve Twin Cities that has been reflected in seven previous Memoranda of Agreement which went into effect on June 9, 2009, July 1, 2012, July 1, 2015, July 1, 2018, July 1, 2020, July 1, 2021, and July 1, 2024

III. Organizational Relationship

A. The School District Superintendent and Achieve Twin Cities President & CEO will meet monthly and jointly determine how Achieve Twin Cities may align its funds management, partnership development, and community engagement activities in support of district priorities.

B. Achieve Twin Cities and the School District shall establish and maintain close collaborative ties and relationships. The Superintendent and Chair of the School District Board of Education shall serve as ex-officio members of the Achieve Twin Cities Board of Directors with voting privileges. Designees may attend on behalf of ex-officio members but do not have voting privileges.

C. Achieve Twin Cities shall be authorized and licensed to use the name, insignia, logo or other references, including Minneapolis Public Schools, Special School District No. 1, Minneapolis School District or the name of any individual school for the purpose of raising funds for the School District and presenting to the public the joint, supportive and collaborative relationship between the School District and Achieve Twin Cities. Achieve Twin Cities may not assign or sublicense this right without the prior written consent of the Superintendent

D. Achieve Twin Cities will appear on the School District website as a strategic partner of the School District. The School District will appear on the Achieve Twin Cities website as a partner and recipient of resources raised on its behalf. Achieve Twin Cities is authorized to solicit contributions for the School District using both the Achieve Twin Cities and the School District web site.

E. The Finance Divisions of the Minneapolis Public Schools and Achieve Twin Cities will meet on a quarterly basis and work collaboratively to monitor compliance with all private District funds held at Achieve Twin Cities. Achieve Twin Cities provides summary reports on all District private funds on a quarterly basis to the School District Finance Division Representative(s).

F. The Communications Department of Minneapolis Public Schools and the Communications Department at Achieve Twin Cities will coordinate media strategies, share media contacts and information, jointly

plan and produce Achieve Twin Cities segments for School District communications outlets, collaborate on messaging and strive to have their communications aligned.

G. Nothing in this agreement shall limit Achieve Twin Cities' ability to raise funds to support its activities connected to other school districts.

IV. Financial Relationship

A. The Board of Education has the ultimate authority to accept or deny acceptance of gifts to the School District in accordance with board policy and state and federal law.

B. Achieve Twin Cities has the ultimate authority to accept or deny acceptance of gifts to Achieve Twin Cities in accordance with its mission and state and federal law.

C. All requests for private grants for Minneapolis Public Schools which the grantor requires the grantee to be a 501(c)3 organization shall be administered by Achieve Twin Cities. Otherwise, unless approved by the School District grants team, all private grants should be received and held by Minneapolis Public Schools in accordance with district policies.

D. Achieve Twin Cities is authorized to receive on behalf of the Minneapolis Public Schools gifts, contributions, donations, grants and bequests made to the School District or to a particular school or program operating in the School District per donor restriction in accordance with Achieve Twin Cities gift policy. Achieve Twin Cities cannot accept the following: payments on behalf of MPS schools or departments; funds designated for student activities and field trips.

E. The School District Superintendent (or designee) and Achieve Twin Cites President & CEO will be responsible for coordinating grant prospecting and resolving issues of competition for private grant funds that may arise between the School District and Achieve Twin Cities.

F. Each year Achieve Twin Cities shall make available to the Superintendent (or designee) a copy of its Charitable Organization Annual Report and its most current audited Financial Statement.

G. Achieve Twin Cities hereby acknowledges that gifts and contributions that it receives that are intended for a particular school or for other School District programs and activities shall not be used for other purposes. All administration of funds by Achieve Twin Cities shall be consistent with laws governing tax-exempt organizations.

H. If a school, departmental or scholarship fund closes for whatever reason, the Superintendent (or designee) will determine disposition of the remaining funds, according to legal requirements and donor intent.

I. Achieve Twin Cities agrees to abide by and separately execute agreements on the School District's standard assurances related to legal and policy compliance, insurance, and data privacy.

V. Funds Management: Private Grants to the School District

A. Definitions
   1. For the purposes of this agreement, "private" will be defined as nongovernmental entities including foundations, corporations and corporate giving programs, and family funds.

2. For the purposes of this agreement, a “grant” will be defined as external funding where there is an agreement representing the gifting of funds from a grantor to support restricted or unrestricted services and activities, and where an application has been made and reporting and/or deliverables are required.

B. All private District grants that require a 501(c)3 sponsor, shall be processed by Achieve Twin Cities.

C. Private grant activity, from the point of prospect through receipt of funds, will be vetted by the School District grants team and Achieve Twin Cities representative(s).

D. The President & CEO of Achieve Twin Cities will be the primary signer for grant proposals to private entities for private District grants that require a 501(c)3 sponsor. The Superintendent of the School District will co-sign private grant proposals if required by the grant.

E. Standard Private Grant Administration Activities
   1. Achieve Twin Cities shall be fiscally responsible for the stewardship of grant funds it receives, and shall prepare quarterly reports on income and expenses, as well as current fund balances, for the grants that it manages, and shall provide these reports to the School District grants team.
   2. Achieve Twin Cities shall acknowledge donors per IRS regulations.
   3. Achieve Twin Cities shall ensure proper recording of all grants and shall manage the funds in accordance with generally accepted accounting standards. The funds shall be administered subject to audit and in compliance with Minnesota State and Federal requirements.
   4. Achieve Twin Cities and the School District grants team shall ensure that each receives reporting guidelines and timelines for all grants
   5. The School District shall ensure that all required reports are developed and submitted to Achieve Twin Cities or directly to the funder in a timely manner. Achieve Twin Cities shall submit reports to funders, when applicable, and maintain copies of these grant reports on file.
   6. The School District will submit a timely status report to Achieve Twin Cities of current private District grant financial activities as per the terms of the grant.
   7. Achieve Twin Cities will submit a timely status report to the School District Finance Division Representative of current private District grant financial activities as per the terms of the grant.
   8. School District and Achieve Twin Cities shall receive upon request access to private District grant files of the other party.

F. Disbursement of Private Grant Funds
   1. Achieve Twin Cities shall disburse grant funds in accordance with the restrictions set by donors. Achieve Twin Cities shall make disbursements in a reasonable time after qualified written requests are made by the School District.
   2. Qualified written requests include the following elements: Achieve Twin Cities request form with original or electronic signature of a School District authorized grant manager or designee; invoice and W-9 as required (for vendor payment), itemized receipts (for staff reimbursement); or detail of budget expense and account codes (for sending money to the District), as well as approval from the School District Finance Division.
   3. Achieve Twin Cities is authorized to retain and disburse private grant funds restricted for non-educational purposes such as food, household items, clothing, extra-curricular activity fees, etc.
   4. Grant fund disbursements are subject to additional policies set forth by Achieve Twin Cities.
   5. The School District shall not invoice Achieve Twin Cities for amounts less than $250, unless for the purpose of closing an account.

G. Fee for Administrative Services for Private District Grants
    1. Private District grants received directly by Achieve Twin Cities on behalf of the School District will be assessed a one-time, ten percent (10%) fiscal management fee upon receipt of funds. Achieve Twin Cities will assess the 10% fee on the total amount of funds received. The district will not assume any responsibility for fiscal management fees for private grants.
    2. Private District grants received directly by the School District will be assessed a one-time, ten percent (10%) fee made payable to Achieve Twin Cities. The district will not assume any responsibility for fees for private grants.
        a. School District will pay collected fees on private grants quarterly to Achieve Twin Cities.
        b. School District will review with Achieve Twin Cities all private grants collected on an annual basis.
    3. If revenue from fees on private District grants are raised in excess of the annual grants administration and grants management budget, Achieve Twin Cities will reserve those excess funds for the following fiscal year's grants administration and grants management activities for District, school and departmental funds.
    4. Investment income generated on private District grant balances of $50,000 or greater will be retained in the grant account and used for the original grant purposes, unless otherwise agreed with the grantor. Investment earnings for the prior quarter will be reported to the District on a quarterly basis.

H. Funding Priority Areas for Achieve Twin Cities
    1. Achieve Twin Cities shall focus its private District grant, individual District funds management, and donor stewardship activities on priorities determined by the Superintendent and senior staff of the School District, in coordination with Achieve Twin Cities leadership.
    2. Achieve Twin Cities will provide administrative services for private District grants received on behalf of the School District, including: communication with donor; management of solicitation and proposal submission process; review of grant proposals and budgets; coordinating and leading site visits; and press releases when appropriate.

VI. Funds Management: Individual Contributions

A. Definition: Individual contributions include gifts of cash from personal bank accounts or personal credit cards, gifts of publicly traded stock and matching gifts related to individual donations.

B. Standard Individual Contribution Administrative Activities
    1. Both the School District and Achieve Twin Cities shall continue to receive and acknowledge contributions from individuals directed to it.
    2. Achieve Twin Cities and the School District shall ensure proper recording of all gifts and contributions from individuals and shall manage the funds in accordance with generally accepted accounting standards. The funds shall be administered subject to audit and in compliance with Minnesota and Federal requirements.
    3. Individual contributions designated by a donor for a particular school or department fund will be assessed a one-time, five percent (5%) fiscal management fee upon receipt of funds. Third party credit card donation processing fees will be incurred by the same fund as the donation was made.
    4. Achieve Twin Cities will not share its banking information with individual donors for the purpose of accepting private District gifts through electronic funds transfer. Donors may make a secure online gift through the Achieve Twin Cities web site or by mailing a check with the listed District fund designation.

5. Private District contributions received as checks must be promptly mailed directly to and list Achieve Twin Cities as the payee. Checks must also include all documentation from the donor including the fund designation(s) and gift terms if applicable. Achieve Twin Cities will return checks at its discretion that do not include proper documentation.
6. The Achieve Twin Cities Development Department will work with donors to process gifts and has the right to refuse any at its discretion.

VII. Funds Management: School Fund Accounts

A. Definition: School fund accounts are set up at Achieve Twin Cities for gifts restricted to specific School District schools.

B. Achieve Twin Cities does not conduct fundraising activities for schools and departments.

C. Administration of School Fund Accounts
   1. The School District will encourage every school to use an account at Achieve Twin Cities, and Achieve Twin Cities will provide one fund per school.
   2. School District Finance Division representative(s) will provide updated contact lists of School Fund managers by August 1st each year.
   3. Achieve Twin Cities will provide quarterly income and balance statements for school funds with balances greater than $500 to designated fund managers. Achieve Twin Cities will provide an annual statement for all school funds with a balance.
   4. Administration of contributions to school funds will follow the standard administrative guidelines established above.
   5. Achieve Twin Cities will make disbursements in a reasonable time after qualified written requests are approved and received.
   6. Qualified written requests include the following elements: Achieve Twin Cities request form with original or electronic signature of a School District authorized principal or designee; invoice and W-9 as required (for vendor payment), itemized receipts (for staff reimbursement); or detail of budget expense and account codes (for sending money to the District), as well as approval from the School District Finance Division.
   7. Achieve Twin Cities is authorized to retain and disburse school funds restricted for non-educational purposes such as food, household items, clothing, extra-curricular activity fees, etc.
   8. School fund disbursements are subject to additional policies set forth by Achieve Twin Cities.
   9. School funds shall not invoice Achieve Twin Cities for amounts less than $250, unless for the purpose of closing a school fund account.
   10. Principals will notify Achieve Twin Cities and the School District grants team of their upcoming fundraising campaigns when possible.
   11. During fundraising campaigns/activities Achieve Twin Cities will provide a reasonable number of additional reports to the fundraising coordinator for timely record keeping (not to exceed four requests per year)
   12. Public requests for information about school funds will be directed to the school principal or the principal's designee.

VIII. Funds Management: Department and Program Accounts

A. Definition: Department and program accounts are set up at Achieve Twin Cities to accept donations for School District-approved programs, departments and activities.

B. Administration of Department and Program Accounts hosted by Achieve Twin Cities
    1. Achieve Twin Cities will host one fund per School District department and program.
    2. New department and program accounts are established at Achieve Twin Cities with the authorization of the School District Superintendent (or designee).
    3. Each department or program account will have a designated School District fund manager who receives reports, requests payments and has oversight of the fund. The School District Finance Division will provide updated contact lists for Department Fund Managers by August 1st each year.
    4. Administration, reporting and disbursement for department and program accounts will follow the standard administrative guidelines established above.

IX. Funds Management: Scholarships and Award Funds

A. Definition: Achieve Twin Cities administers and manages private scholarship and award funds for students, teachers and administrators of the School District.

B. Management of the scholarship and awards funds includes meeting with donors to match their interest with needs of District students and staff, designing the scholarship and award documents and process, monitoring deadlines, receiving recipient information from schools, acknowledging contributions, providing notification to donors about the scholarship recipients, maintaining communication with students about their college plans, facilitating the process of scholarship and award payments, reporting and stewardship of donors. Achieve Twin Cities will provide scholarship and award balances and availability annually to the School District.

C. Achieve Twin Cities will coordinate scholarship and award review committees to read and score applications. They will disseminate scholarship and award balances, availability, and application materials to committees, facilitate review meetings, and report committee decisions.

D. Achieve Twin Cities accepts, acknowledges and processes gifts made for scholarships and awards.

E. Achieve Twin Cities will assess a fiscal management fee of ten (10%) percent on total scholarships and awards annually, unless there is a prior agreement with the donor.

F. Contributions by donors will be paid out over time until the principal is exhausted.

X. Funds Management: Fees for administration of Scholarship and Award Funds, School Funds, Departmental Funds and Program Funds

A. School District shall pay a flat fee of $215,500 to Achieve Twin Cities for management of school funds, department/program funds, and scholarships and awards funds in FY27.

B. This flat fee is in addition to the fiscal management fees on qualifying grants and gifts as described elsewhere in the agreement.

C. Achieve Twin Cities will invoice the School District on a quarterly basis, and School District shall submit payment within 30 days of receipt of invoice.

XI. Program Administration

A. Purpose: The School District may contract with Achieve Twin Cities for the provision of specific services or program administration, for example for operation of the Career and College Centers in School District high schools and contract alternative schools.

B. Program administration shall be established, defined and governed by individual contracts consistent with the District's annual budget process.

XII. Termination of Agreement

This Agreement may be terminated with or without cause, by either party upon sixty (60) days written notice to the Superintendent of the School District or CEO of Achieve Twin Cities. Termination of this Agreement shall not discharge any liability, responsibility or right of any party that arises from the performance of or failure to adequately perform the terms of this Agreement prior to the effective date of termination. In the event either party notifies the other of its intent to terminate the Agreement, the Parties shall meet to discuss in good faith the expeditious and efficient separation of the Parties' assets and ongoing obligations, consistent with obligations imposed by applicable law, by donors, and by other interested parties.

XIII. General Liability

Each party to this Agreement shall be liable for its own acts and the results thereof and shall not be responsible for the acts of the other party, its officers, employees or agents. The School District is self-insured for General Liability and Workers Compensation exposures. Achieve Twin Cities shall maintain comprehensive general liability insurance, including coverage for death, bodily or personal injury, property damage, liability and automobile coverages, with limits of not less than $1,500,000 each claim and $1,500,000 each occurrence covering claims that arise out of its acts and operations in providing services to the District or at limits established for a municipal corporation by Minnesota Statute Section 466.04. All such certificates evidencing such insurance shall name District as additional insured. Achieve Twin Cities may meet the limits above $1,000,000 per occurrence through umbrella or excess coverage.

Achieve Twin Cities represents that it has worker's compensation insurance to the extent required by law and agrees to furnish proof of such insurance for worker's compensation and the liability insurance, upon request. Achieve Twin Cities also represents that it has professional liability insurance with limits of not less than $1,500,000 each claim and $1,500,000 each occurrence covering claims that arise out of its acts and operations in providing services to the District, but shall not name the District as an additional insured to the coverage.

XIV. Amendments

Modification of this Agreement by the parties shall not be effective except upon a written document evidencing the modification and the mutual consent of the parties.

Agreed to by:

_____		_____	
For Special School District No. 1	Date	For Achieve Twin Cities	Date

Request for Board Action (RBA)

Memo

Item Overview

Name:	Lease with University of Minnesota for Air Quality Monitoring Project
Type:	New Lease
Meeting Date:	06/09/2026
File Number:	
Requesting Staff:	Tom Parent, Senior Operations Officer

Background and Pertinent Facts

1. As part of a collaborative research project between the University of Minnesota and Liberty Church focused on air quality monitoring in North Minneapolis, the University has identified the following five (5) MPS buildings where they'd like to install rooftop air-monitoring sensors to record data:

    - Cityview Elementary School
    - Hmong International Academy
    - Franklin STEAM Middle School
    - Lucy Craft Laney Elementary School
    - North High School

2. The University has worked with the MPS Environmental Health & Safety division to determine appropriate roof-top locations for the air monitoring equipment as per Exhibit A: Leased Premises.

3. Data will be collected for a one (1) year period corresponding with the lease term July 1, 2026 to June 30, 2027.

4. Monthly rental rate of $10/month/site will be charged for a total annual rental rate of $600 to cover utility costs and site access coordination.

Recommendation

Authorize the Senior Operations Officer to sign the lease between Special School District No. 1 (Landlord) and the University of Minnesota (Tenant) for a one (1) year term commencing on July 1, 2026 and expiring on June 30, 2027.

Attachments and Relevant Links

1. Draft Lease between UMN (tenant) and Special School District #1 (Landlord).

Request for Board Action (RBA)

Memo

Item Overview

Name:	Wellstone International High School Lease at Minneapolis Community and Technical College (MCTC)
Type:	Lease Renewal
Meeting Date:	06/09/2026
File Number:	Entered by Board office staff
Requesting Staff:	Tom Parent, Senior Operations Officer

Background and Pertinent Facts

1. Wellstone International High School wishes to continue to lease approximately 18,428 usable square feet (sq. ft.) of space in Kopp Hall located 1501 Hennepin Ave, Minneapolis, MN 55403 from Minneapolis Community and Technical College (MCTC).
2. Minneapolis Public Schools (MPS) has worked with MCTC to obtain a lease for a one (1) year term for the FY26-27 school year starting on July 1, 2026 and expiring on June 30, 2027.
3. The lease is not to exceed $261,708 annually including dedicated spaces ($11.00/sq.ft.), spaces for permitted use ($11.00/sq. ft.) and scheduled use ($11.00-$44.00/hour based on Tier), and parking services.
4. These costs are part of the proposed FY27 budget and are funded by lease levy and fund 1001, as appropriate.

Recommendation

Authorize the Senior Operations Officer to sign the lease between Minneapolis Community & Technical College (Landlord) and Special School District No. 1 (Tenant) at 1501 Hennepin Ave., Minneapolis, MN 55403 for a one (1) year term commencing on July 1, 2026 and expiring on June 30, 2027.

Attachments and Relevant Links

1. Lease Agreement between Minneapolis Community & Technical College (Landlord) and Special School District No. 1 (Tenant).

Special School District Number 1
Board of Education Resolution

MINNEAPOLIS
PUBLIC SCHOOLS

Resolution: 2026-0047
June 9, 2026

Resolution Approving the Next Steps for the Future Home of Anishinabe Academy

WHEREAS, via Resolution No. 2024-0028, the Board of Directors ("Board") of Minneapolis Public Schools (MPS) created an Advisory Committee responsible for making a recommendation to the Board about a dedicated future home for the Anishinabe Academy program; and

WHEREAS, via Resolution No. 2025-0030, the Board directed the Superintendent to further explore and begin to implement the recommendation of the Anishinabe Academy Facility Advisory Committee by developing a comprehensive project plan including multiple phase gate approvals for the Board to consider before proceeding to the next phase of the work, established as:

A. Project Charter Approval, with a description of project scope, schedule, and rough order of magnitude cost;
B. Budget Approval, with a finalized budget and funding structure;
C. Construction Contract Award(s), with specific contracts bid in accordance with District policy and regulations; and
D. Project Closeout, with the acceptance of a final summary report on the delivery of the project.

WHEREAS, the administration engaged Full Circle Indigenous Planning & Design, Cuningham Architects, Urban Ecosystems Landscape Architects and H+U Construction to develop the pre-design report and through engagement with the Steering Committee, the Anishinabe Academy community, the larger American Indian community and with the broader Cooper neighborhood, delivered a written Project Charter to the Board on March 26, 2026 and presented the information to the Board and public at the May 12, 2026 Regular Business representing the Gate Check A deliverable.

NOW THEREFORE BE IT RESOLVED, that the Board of Directors of Special School District No. 1 (Minneapolis Public Schools) hereby authorizes the Superintendent to proceed to Gate Check B for this project, developing the design of the Steering Committee's

recommended option of the construction of a new PK-8 school on the site of the former Cooper Elementary School - while also recognizing that potential alternate MPS sites may arise for consideration through the Transformation process.

FURTHER BE IT RESOLVED, that the administration be authorized to access appropriate restricted funding from the District's approved Capital Plan's category of "Strategic Direction/Transformation" necessary to effectuate the work to Gate Check B, not to exceed the amount appropriated for that category, until the Budget Approval phase gate at which point a comprehensive project-specific financing plan will need to be established.

ADOPTED this 9th day of June 2026.

Collin Beachy, Chair

Lori Norvell, Clerk

RECORD OF BOARD VOTE

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

Special School District Number 1
Board of Education Resolution

Resolution: 2026-0050
June 9, 2026

MINNEAPOLIS
PUBLIC SCHOOLS

Resolution approving the parameters and process for the next phase of MPS School Transformation

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 outlining information and steps necessary for next steps in the transformation process; and

WHEREAS, that approved definition continues to guide the work and reads:

> *MPS' transformation is a district-wide effort to reimagine a district where every student thrives – academically, socially, and emotionally – through a holistic, culturally sustaining education that engages and prepares contributing citizens.*

WHEREAS, the directives provided in the two Resolutions have been completed and the Superintendent and Senior Leadership Team are ready to develop proposals to operationalize the aspirations and vision of the school transformation process.

NOW THEREFORE BE IT RESOLVED, that the Board of Directors of Special School District No. 1 (Minneapolis Public Schools) hereby directs the Superintendent to create three (3) options for program changes that would deliver the intended outcomes of the school transformation process by no later than the end of September 2026; and

FURTHER BE IT RESOLVED, that in the creation of those options the Board direct the Superintendent to use the following planning parameters to develop proposed options:

1. Parameter 1: Enrollment Strategy and Targets
    a. The development of options shall prioritize strategies to increase student enrollment and retention, including Pre-K and kindergarten, enrolling more

Minneapolis resident students, strengthening transitions from elementary to middle school, and improving year-to-year retention.

2. Parameter 2: Program Size for a Guaranteed Student Experience

    a. All options shall reflect the Board's commitment to a guaranteed MPS student experience that ensures a well-rounded, holistic education.
    b. The Board recognizes that in order to provide that holistic education, minimum enrollment sizes similar to those provided must be utilized to ensure equitable access to the guaranteed MPS student experience for all students districtwide.

3. Parameter 3: Cohesive and Reliable Pathways

    a. Options shall ensure cohesive and reliable student pathways by repairing currently interrupted pathways and expanding access to consistent programmatic experiences across grade levels.

FURTHER BE IT RESOLVED, that in the development of options for the Board's consideration, the Superintendent and team shall develop and factor in to the options greater flexibility into families' school choice options, appropriate for the era of educational choice the State of Minnesota is currently in; and

FURTHER BE IT RESOLVED, that the Board directs the Superintendent to develop a recommended timeline to implement each of the options, inclusive of the supports that will be brought to students, caregivers, and staff that may be most impacted by any changes, with the initial expectation that the Board would finalize the direction in the fall of 2026 with changes made in time for the 2027-2028 school year.

Special School District Number 1
Board of Education Resolution

Resolution: 2026-0050
June 9, 2026

MINNEAPOLIS
PUBLIC SCHOOLS

ADOPTED this 9th day of June 2026.

Collin Beachy, Chair

Lori Norvell, Clerk

RECORD OF BOARD VOTE

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

Request for Board Action (RBA)

Memo

MINNEAPOLIS PUBLIC SCHOOLS

Item Overview

Name:	Resolution Approving the District's Fiscal Year 2025-2026 Second Budget Amendment
Type:	Resolution
Meeting Date:	6/9/2026
File Number:	2026-0046
Requesting Staff:	Ryan Strack, Senior Executive Officer

Background and Pertinent Facts

1. A budget amendment is necessary when the expenditures for a particular fund are expected to exceed the board-approved budget authority.
2. The budget amendment may also propose, if necessary, a corresponding increase in revenue or a transfer to ensure balance is maintained.
3. The proposed second 2025-2026 fiscal year budget amendment (first budget amendment was adopted by the Board in November 2025) is being requested to make both revenue and expenditure adjustments in the General Fund, Food Service Fund, and Community Service Fund.
4. The amendment is proposed to adjust for increased State Special Education revenue, a corresponding expenditure for tuition billing, and a transfer from the General Fund to the Food Service Fund, and to increase grants revenue in the Community Service and Food Service funds.

Recommendation

Approve the resolution and budget amendment as presented.

Attachments and Relevant Links

1. Resolution 2026-0046 (Resolution Approving the District's Fiscal Year 2025-2026 Second Budget Amendment)
2. Resolution 2025-0050 (Resolution Approving the District's Fiscal Year 2025-2026 Budget Amendment) ("First Amendment")
3. Resolution 2025-0027 (Resolution Approving the Fiscal Year 2025-2026 Budget) ("Original Adopted Budget")

Special School District Number 1
Board of Education Resolution

Resolution: 2026-0046
June 9, 2026

MINNEAPOLIS
PUBLIC SCHOOLS

Resolution Approving the District's Fiscal Year 2025-2026 Second Budget Amendment

WHEREAS, the District received additional Food Service grant revenue of $9,245; and

WHEREAS, the District received additional Community Service grant revenue of $66,115; and

WHEREAS, the District's state Special Education revenue approximately is $17.8 million higher than originally budgeted; and

WHEREAS, the District is using nearly $7 million in federal Special Education revenue to pay Special Education-related tuition payments; and

WHEREAS, the District's Food Service Fund served fewer meals than expected while students were participating in optional online learning, which has resulted in reduced reimbursement-based revenue and requires a transfer from the General Fund in the amount of just under $3 million.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Directors of Special School District No. 1 (Minneapolis Public Schools) hereby approves the abovementioned changes, which result in the following updated budget.

Amended 2026-2027 Budget:

	Revenue	Expenditures	Fund Transfers	Change in Fund Balances
General Operating Fund	$ 637,917,395	$ 647,024,134	$ (2,446,191)	$ (11,552,930)
General Fund Grants	$ 58,931,642	$ 58,931,642		$ -
General Fund Special Revenue	$ 23,076,612	$ 23,076,612		$ -
Food Service Fund	$ 3,996,769	$ 7,329,053	$ 2,946,191	$ (386,093)
Food Service Fund Grants	$ 17,789,148	$ 17,789,148		$ -
Community Service Fund	$ 33,673,618	$ 38,376,583	$ (500,000)	$ (5,202,965)
Community Service Fund Grants	$ 1,708,645	$ 1,708,645		$ -
FY 26 Operating Budget	**$ 777,093,829**	**$ 794,235,817**	**$ -**	**$ (17,141,988)**
Capital Projects Fund	$ 90,004,525	$ 155,417,464		$ (65,412,939)
Debt Service Fund	$ 101,248,920	$ 101,248,920		$ -
Total All Funds	**$ 968,347,274**	**$ 1,050,902,201**	**$ -**	**$ (82,554,927)**

Special School District Number 1
Board of Education Resolution

Resolution: 2026-0046
June 9, 2026

MINNEAPOLIS
PUBLIC SCHOOLS

ADOPTED this 9th day of June 2026.

Collin Beachy, Chair

Lori Norvell, Clerk

RECORD OF BOARD VOTE

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

Request for Board Action (RBA)

Memo

Item Overview

Name:	Resolution Approving the 2026-2027 Budget
Type:	Resolution
Meeting Date:	6/9/2026
File Number:	2026-0036
Requesting Staff:	Ryan Strack, Senior Executive Officer

Background and Pertinent Facts

1. Minnesota Statutes Sections 128D.06, Subd. 3 and 123B.77, Subd. 4, and MPS Policy 3005 require that a balanced budget be approved for the following year no later than June 15.
2. The recommended budget is available in detail, and itemized by operating and capital fund types, at budget.mpschools.org.
3. In accordance with Minnesota Statutes Sections 126C.15, Subd. 2, no more than 20 percent of any building's compensatory revenue allocation has been reallocated for the plan adopted by the board as part of the recommended budget to fund a portion of school social worker and school counselor positions with compensatory education revenue.
4. Authorizes the Superintendent and delegated designees to obligate and expend funds on behalf of the district within the approved budgeted amounts.
5. Authorizes the Superintendent and delegated designees to transfer funds between schools and departments, and organize administratively within the authorized levels by fund.

Recommendation

Approve the resolution and budget as presented.

Attachments and Relevant Links

1. Resolution 2026-0036 (Resolution Approving the 2026-2027 Budget)
2. Proposed Fiscal Year 2027 Budget Website (budget.mpschools.org)

Special School District Number 1
Board of Education Resolution

Resolution: 2026-0036
June 9, 2026

MINNEAPOLIS
PUBLIC SCHOOLS

Resolution Approving the 2026-2027 Budget

WHEREAS, Minnesota Statutes Sections 128D.06, Subd. 3 and 123B.77, Subd. 4, and MPS Policy 3005 require that a balanced budget be approved for the following year no later than June 15; and

WHEREAS, the recommended budget is available in detail, and itemized by operating and capital fund types, at budget.mpschools.org; and

WHEREAS, the proposed budget includes a planned transfer of $1,113,399 from the General Fund (01) to the Community Service Fund (04); and

WHEREAS, in accordance with Minnesota Statutes Sections 126C.15, Subd. 2, no more than 20 percent of any building's compensatory revenue allocation has been reallocated for the plan adopted by the board as part of the recommended budget to fund a portion of school social worker and school counselor positions with compensatory education revenue; and

WHEREAS, Superintendent recommends adoption of the proposed 2026-2027 budget.

NOW THEREFORE BE IT RESOLVED, that the Board of Directors of Special School District No. 1 (Minneapolis Public Schools) hereby approves the 2026-2027 operating and capital budgets in Table 1 below.

Special School District Number 1
Board of Education Resolution

Resolution: 2026-0036
June 9, 2026

MINNEAPOLIS PUBLIC SCHOOLS

Table 1:

Fund	Revenue	Expenditures	Transfers	Fund Balance Use
General (01)	$737,250,678	$734,664,138	-$2,586,540	$0
Food Service (02)	$24,535,441	$24,535,441	$0	$0
Community Service (04)	$40,245,093	$42,389,002	$1,113,399	-$1,030,510
Sub-Total (Operating Funds)	**$802,031,212**	**$801,588,581**	**-$1,473,141**	**-$1,030,510**
Building Construction (06)	$90,336,000	$148,277,954	$0	-$57,941,954
Debt Service (07)	$102,482,078	$102,482,078	$0	$0
Internal Service (20)	$62,975,850	$65,367,212	$1,473,141	-$918,221
All Funds Total (Operating, Non-Operating, and Proprietary)	**$1,057,825,140**	**$1,117,715,825**	**$0**	**-$59,890,685**

FURTHER BE IT RESOLVED, that the Superintendent and delegated designees are authorized to expend funds on behalf of the district within the approved budgeted amounts.

FURTHER BE IT RESOLVED, that the Superintendent and delegated designees are authorized to transfer funds between schools and departments, and organize administratively within the authorized levels by fund.

Special School District Number 1
Board of Education Resolution

Resolution: 2026-0036
June 9, 2026

MINNEAPOLIS
PUBLIC SCHOOLS

ADOPTED this 9th day of June 2026.

Collin Beachy, Chair

Lori Norvell, Clerk

RECORD OF BOARD VOTE

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

Special School District Number 1
Board of Education Resolution

MINNEAPOLIS
PUBLIC SCHOOLS

Resolution: 2026-0039
June 9, 2026

Resolution Approving the Fiscal Year 2027 Capital Plan, Budget, and Bonding

WHEREAS, School board policy requires a multi-year capital plan to re-evaluate annually based on investment priorities and emerging needs; and

WHEREAS, in the 2027 plan, an additional year will be added for planning purposes; and

WHEREAS, the capital plan priorities include safe and welcoming entrances, building cooling, student dining, athletics, and long-term facilities maintenance.

NOW THEREFORE BE IT RESOLVED, that the Board of Directors (the "Board") of Special School District No. 1 (Minneapolis Public Schools) (the "District") hereby authorizes the FY27 capital plan and related bonding in a par amount of approximately $90,336,000 (including general obligation school building bonds and general obligation long-term facilities maintenance bonds) as outlined in the MPS Capital Plan FY27 to FY29 (2026-0039A).

RESOLVED FURTHER, that the Board hereby authorizes the officers and employees of the District to take all other actions as are necessary or required in connection with the issuance of the above described bonds and any other obligations determined to be issued by the District, including but not limited to submission of a proposal for review and comment by the Commissioner of the Department of Education of the State of Minnesota ("MDE") of all new construction, expansion, or remodeling of an educational facility that requires an expenditure in excess of $500,000 per school site if the District has a capital loan outstanding, or $2,000,000 per school site if the District does not have a capital loan outstanding, as required by Minnesota Statutes, Section 123B.71, subdivision 8. New construction, expansion, or remodeling of an educational facility funded only with general education revenue, capital facilities bond proceeds, or long-term facilities maintenance revenue is exempt from this provision. Such actions are hereby directed, ratified and approved in all respects.

RESOLVED FURTHER, that the resolutions of the District adopted October 13, 2021, relating to the District's participation in the state credit enhancement program under

Special School District Number 1
Board of Education Resolution

Resolution: 2026-0039
June 9, 2026

MINNEAPOLIS
PUBLIC SCHOOLS

Minnesota Statutes, Section 126C.55 for all "debt obligations," are hereby ratified and renewed with respect to the bonds described herein and any other obligations determined to be issued by the District which are eligible for participation in the program, and that the Board hereby directs, ratifies and approves in all respects submission and execution by the officers and employees of the District of all forms, applications and documents required by MDE.

ADOPTED this 9th day of June 2026.

Collin Beachy, Chair

Lori Norvell, Clerk

Special School District Number 1
Board of Education Resolution

Resolution: 2026-0039
June 9, 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						

Request for Board Action (RBA)

Memo

Item Overview

Name:	Resolution Approving the Fiscal Year 2027 Capital Plan and Budget
Type:	Resolution
Meeting Date:	6/9/2026
File Number:	2026-0039
Requesting Staff:	Tom Parent, Senior Operations Officer

Background and Pertinent Facts

1. MPS Policy 3170 - Capital Planning and Budgeting requires the preparation of the following capital plans annually:
    a. A rolling, multi-year capital plan covering a minimum of three (3) years; and
    b. A rolling, long-term maintenance and repair plan covering ten (10) years
2. These plans have been shared and discussed at the following Board meetings:
    a. March 24, 2026 Finance Committee Meeting
    b. May 5, 2026 Special Finance Committee Meeting
    c. May 12, 2026 Regular Business Meeting
3. The approval of these capital plans is an important part of compliance with the Long Term Facilities Maintenance program and generally ensuring that key investments are made in our portfolio of properties.

Recommendation

Approve the resolution and accompanying plan as presented.

Attachments and Relevant Links

1. Resolution 2026-0039 (Resolution Approving the Fiscal Year 2027 Capital Plan and Budget)
2. Capital Plan FY27-29 (2026-0039A)

Special School District No. 1

Proposed FY27 to FY29 Capital Plan

Location	Improvement	FY27	FY28	FY29
	Capital Improvement Projects			
Field	Building Cooling			$12,640,000
Franklin	Safe & Welcoming Entrance	$1,000,000	$4,900,000	
Howe	Safe & Welcoming Entrance	$1,000,000	$4,045,000	
Kenwood	Building Cooling / Safe & Welcoming Entrance		$10,640,000	$6,340,000
Multi-Site	Furniture, Fixtures & Equipment	$900,000	$900,000	$900,000
Multi-Site	Small Capital Projects	$1,500,000	$1,500,000	$1,500,000
Multi-Site	Title IX Compliance	$1,500,000		
Multi-Site	Strategic Direction / Transformation	$3,000,000	$2,500,000	
Multi-Site	Security Camera Renewal	$1,400,000	$1,000,000	$1,000,000
Multi-Site	Playground Improvements	$1,500,000	$1,500,000	$1,500,000
Maintenance & Operations	Self-Performed Improvements	$4,000,000	$4,000,000	$4,000,000
Maintenance & Operations	Fleet & Equipment	$250,000	$250,000	$250,000
Northrop	Building Cooling	$10,680,000		
Southwest	Turf Athletic Field	$9,369,000		
Student Placement Davis Center	Entrance & Security Improvements	$500,000		
Transportation	Fleet Vehicles	$1,500,000	$1,500,000	$1,500,000
	General Obligation Bonds Subtotal	**$38,099,000**	**$32,735,000**	**$29,630,000**
	Long-Term Facilities Maintenance Plan			
Multi-Site	Building Envelope	$5,223,700	$5,626,900	$5,768,200
Multi-Site	Hardware & Equipment	$2,611,850	$2,813,450	$2,884,100
Multi-Site	Electrical Systems	$2,611,850	$2,813,450	$2,884,100
Multi-Site	Interior Surfaces	$7,835,550	$8,440,350	$8,652,300
Multi-Site	Mechanical Systems	$18,282,950	$19,694,150	$20,188,700
Multi-Site	Plumbing Systems	$3,917,775	$4,220,175	$4,326,150
Multi-Site	Professional Services	$3,917,775	$4,220,175	$4,326,150
Multi-Site	Roof Systems	$5,223,700	$5,626,900	$5,768,200
Multi-Site	Site Projects	$2,611,850	$2,813,450	$2,884,100
	LTFM Bonds Subtotal	**$52,237,000**	**$56,269,000**	**$57,682,000**
	Capital Plan Total	**$90,336,000**	**$89,004,000**	**$87,312,000**

Request for Board Action (RBA)

Memo

MINNEAPOLIS PUBLIC SCHOOLS

Item Overview

Name:	Resolution Relating to General Obligation Long-Term Facilities Maintenance Bonds; Declaring Intent to Issue Bonds To Finance A Facilities Plan; Providing for Approval of the Plan and Approval of Bonds By The Commissioner of Education; And Authorizing the Publication of Notice
Type:	Resolution
Meeting Date:	6/9/2026
File Number:	2026-0038
Requesting Staff:	Tom Parent, Senior Operations Officer

Background and Pertinent Facts

1. MPS Policy 3170 - Capital Planning and Budgeting requires the preparation of multi-year capital and long-term maintenance plans annually.
2. The financing to implement the approved capital plans requires separate Board action. This resolution authorizes the issuance of long-term bonds to do so and to take the required steps with the Department of Education to ensure compliance with applicable state law.

Recommendation

Approve the resolution as presented.

Attachments and Relevant Links

1. Resolution 2026-0038 (Resolution Relating to General Obligation Long-Term Facilities Maintenance Bonds; Declaring Intent to Issue Bonds To Finance A

Facilities Plan; Providing for Approval of the Plan and Approval of Bonds By The Commissioner of Education; And Authorizing the Publication of Notice)

Special School District Number 1
Board of Education Resolution

Resolution: 2026-0038
June 9, 2026

MINNEAPOLIS
PUBLIC SCHOOLS

Resolution Relating to General Obligation Long-Term Facilities Maintenance Bonds; Declaring Intent to Issue Bonds To Finance A Facilities Plan; Providing for Approval of the Plan and f Bonds By The Board and The Commissioner of Education; And Authorizing the Publication of Notice

BE IT RESOLVED, by the Board of Directors (the "Board") of Special School District No. 1 (Minneapolis Public Schools), Minnesota (the "District"), as follows:

Section 1. Authorization and Approval 1.01.

The District is authorized, pursuant to Minnesota Statutes, Section 123B.595 and Chapter 475, to borrow money by the issuance of its general obligation long-term facilities maintenance bonds. This Board hereby determines that it is necessary and desirable and in the best interest of the District to issue a series of general obligation long-term facilities maintenance bonds (the "Bonds"), pursuant to Minnesota Statutes, Section 123B.595 and Chapter 475. The District will issue the Bonds in a par amount of approximately $52,237,000 to finance projects described in the District's ten-year facilities plan hereby approved and adopted by this Board (the "Plan"). As required by Minnesota Statutes, Section 123B.595, subdivision 4, the Plan has been updated annually and includes a debt service schedule demonstrating that the debt service revenue required to pay the principal and interest on the Bonds in each year will not exceed the projected long-term facilities revenue for that year.

1.02. The Plan has been submitted or will be submitted to the Commissioner of the Department of Education of the State of Minnesota by July 31 for approval as required by Minnesota Statutes, Section 123B.595, subdivision 4, and such approval has been or will be received prior to the date on which the Bonds will be issued. Such actions are hereby directed, ratified and approved in all respects.

Section 2. Notice 2.01. The officers and employees of the District are hereby authorized and directed to cause notice of the intended projects, the amount of Bonds to be issued, and the total amount of the District's indebtedness to be published in print and

e-editions (if applicable) of the official newspaper of the District (Finance & Commerce) as required by Minnesota Statutes, Section 123B.595, subdivision 5, Minnesota Statutes, Section 123B.95, and Minnesota Statutes, Section 331A.01, subdivision 12 .

ADOPTED this 9th day of June 2026.

Collin Beachy, Chair

Lori Norvell, Clerk

RECORD OF BOARD VOTE

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

Special School District Number 1
Board of Education Resolution

Resolution: 2026-0038
June 9, 2026

MINNEAPOLIS
PUBLIC SCHOOLS

Certificate of Official Action

The undersigned, being the duly qualified and acting School District Clerk of Special School District No. 1 (Minneapolis Public Schools), Minnesota (the "District"), DOES HEREBY CERTIFY as follow:

Attached hereto is a true and correct copy of a resolution duly adopted by the affirmative vote of a majority of the members of the Board of Education of the District at a lawful meeting duly called and held on June 9, 2026, at which meeting a quorum was present and acting throughout. Such resolution remains in full force and effect in the form in which adopted.

IN WITNESS WHEREOF, the undersigned has hereunto set her/his hand and affixed the official seal of the District, this 9th day of June, 2026.

Lori Norvell, Clerk

Request for Board Action (RBA)

Memo

Item Overview

Name:	Adopting a Language Access Plan
Type:	Plan
Meeting Date:	6/9/2026
File Number:	2026-0048
Requesting Staff:	Ryan Strack, Senior Executive Officer

Background and Pertinent Facts

1. Pursuant to Minnesota Statutes Section 123B.32, school boards, beginning with the 2025-2026 school year, must adopt a language access plan that specifies the district's process and procedures to render effective language assistance to students and adults who communicate in a language other than English or require additional assistance due to a disability.
2. The plan adoption must occur during a regularly scheduled public board hearing.
3. The plan must meet the following requirements:
    a. include how the district and its schools will use trained or certified spoken language interpreters for communication related to academic outcomes, progress, determinations, and placement of students in specialized programs and services, such as special education and related individualized education programs under section 125A.08; and
    b. ensure meaningful participation in the individualized education program process by families where the family speaks a language other than English or has a disability themselves; and

c. how families and communities will be notified of their rights under this plan; and

d. a process to appeal the accommodations of the access plan if needs are not met.

4. The plan must be available to the public and included in the school's handbook.
5. The board must review the plan every two years and update the plan as appropriate.

Recommendation

Approve the language access plan as presented.

Attachments and Relevant Links

1. Language Access Plan (2026-0048A)

MINNEAPOLIS PUBLIC SCHOOLS

Language Access Plan

Supporting Multilingual Families Through Accessible Communication & Services



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Section 1: Policy Directives

This section sets forth the laws, standards, and operating principles that will govern the implementation of the Minneapolis Public Schools language access plan.

Policy Foundation

Federal

- Title VI of the Civil Rights Act of 1964 was enacted as part of the landmark Civil Rights Act of 1964. It prohibits discrimination on the basis of race, color, and national origin in programs and activities receiving federal financial assistance.
- The Equal Educational Opportunity Act (EEOA) requires states and school districts to provide equal educational opportunity to students learning English by taking appropriate actions to overcome language barriers.
- The Individuals with Disabilities Education Act (IDEA) upholds language access rights for bilingual families by requiring that students be tested in their home language and Individual Educational Plans (IEP) be written in the appropriate home language. IEP meetings must be conducted in the family's home language using a highly trained and qualified interpreter.

State

Minnesota Statutes, section 123B.32 states:

- **Subd. 1.** Language access plan required. Starting in the 2025-2026 school year, during a regularly scheduled public board hearing, a school board must adopt a language access plan that specifies the district's process and procedures to render effective language assistance to students and adults who communicate in a language other than English. The language access plan must be available to the public and included in the school's handbook.

- **Subd. 2.** Plan requirements. The language access plan must include how the district and its schools will use trained or certified spoken language interpreters for communication related to academic outcomes, progress, determinations, and placement of students in specialized programs and services; and how families and communities will be notified of their rights under this plan.
- **Subd. 3.** Regular review. The board must review the plan every two years and update the plan as appropriate.
- **Minnesota Learning for English Academic Proficiency (LEAPS) Act of 2014, Chapter 272, H.F No. 2397, Article 1.** Along with Every Student Succeeds Act (ESSA) and World's Best Workforce (recently renamed Comprehensive Achievement and Civic Readiness or CACR) these laws ensure that:
    1. Multilingualism and multiculturalism are positioned as educational and economic assets.
    2. Teachers and administrators receive appropriate preparation and continued professional development to support multilingual learners.
    3. Instruction is differentiated for the diversity of multilingual learners.
    4. Multicultural family voices are engaged and included in the educational process.

Definitions

American Sign Language (ASL) – A visually perceived language based on a naturally evolved system of articulated hand gestures and their placement relative to the body, along with non-manual markers such as facial expressions, head movements, shoulder raises, mouth morphemes, and movements of the body.

Relay – Telephone accessibility services to people who are deaf, deafblind, hard of hearing, or speech disabled.

Screen reader – Software programs that allow blind or visually impaired users to read the text that is displayed on the computer screen with a speech synthesizer or braille display.

Interpretation – The act of listening to a communication in one language (source language) and orally converting it to another language (target language). The interpreter must retain the same meaning as the original message without omitting information,

summarizing or otherwise altering the message and without adding the interpreter's own thoughts or opinions.

Interpreter – A person who provides interpreting services.

Simultaneous interpretation equipment – Equipment that allows a group of people to listen through headsets to information interpreted into their primary language. This method is most appropriate for large group settings and meetings where multiple languages are being interpreted simultaneously.

Language assistance services – Oral, expressive, written, and technological supportive services that help students and families communicate effectively with school staff. These services ensure students and families can participate fully in school services, activities, and programs.

English learner – Individuals whose primary language is not English and who have limited ability to communicate effectively in English, including writing, reading, speaking, and listening comprehension. Federal law uses this term to refer to the intended beneficiaries of language access services.

Emergent multilingual speakers – Individuals whose primary language is not English and who have limited ability to communicate effectively in English but are in the process of developing their English language proficiency. Language access industry leaders and advocates prefer the use of this term when referring to the intended beneficiaries of language access services.

English Learner (EL) – A status assigned to students whose primary language is not English, who lacks the necessary skills to understand, speak, read, and write in English but are receiving English language development instructions in a public school or charter setting.

Home language – The language that is most commonly used in the home by members of a family, or the language that parents use when speaking with their children.

Primary language – An individual's native tongue or the language in which an individual most effectively communicates. (Note: In Infinite Campus the primary home language must be a non-English language if students are identified to receive English Learner services not to be confused with preferred language (see preferred language).

Preferred language - The language that the family prefers to communicate with (Note: In Infinite Campus, this language determines in which language the family will receive communications from the school and the district).

Sight translation – The oral interpretation of a written document. This occurs when an interpreter reads a document and then provides a complete oral interpretation of the information that it contains.

Remote Interpreting – Interpreting that is provided via telephone or video call.

Translator – A person who provides translation services.

Translation – The restating of written text from one language (source language) into an equivalent written text in another language (target language).

Vital document – Materials deemed vital to ensuring access to educational services, programs, and activities, or contain information required by law to translate or provide in audio format.

Code of Ethics and Standards of Practice

The Minnesota Department of Education (MDE) provides guidance on the Codes of Ethics and Standards of Practice for Educational Interpreters of Spoken Language that can be viewed on the MDE English Learner Disability Resources webpage. This guide is only available in English because it was intended for language access practitioners.

Section 2: The Plan

Overview

Minneapolis Public Schools is proud to provide language services to our diverse community. Students speak 93

different languages at home. The most common languages spoken in our district include English, Hmong, Somali and Spanish.

The Minneapolis Public Schools language access plan provides a blueprint for bringing the district into compliance with state and federal language access requirements, including how the district will increase its capacity to address language service and resource needs identified in its self-assessment.

Language Access Plan

Description of Services

MPS provides the following services:

- **Written translation**
- **Interpretation (remote and in-person)**
- **Simultaneous interpretation (including board meetings and events)**
- **Telephonic interpretation**
- **Two-way SMS messaging**
- **Screen readers**
- **American Sign Language**
- **Braille**

Caregivers can request an interpreter in-person or contact our Special Education (for special education-related translation needs), Multilingual or Communications & Engagement departments to access language support services.

Our staff intranet provides a resource page, including a description of all of the language services we provide, an overview of the vendors that support the district in providing these services, costs and a translation request form (as MPS employs full-time translators in the district's most common languages to support translating written communications for schools and departments). Additionally, the Communications & Engagement Department created a professional development video, accessible to all staff, about plain language which supports communicating in an accessible way to all families.

MPS strongly discourages the use of untrained students, staff, or community members to provide language support due to potential misunderstandings or violations of privacy. MPS provides access to on-demand phone or video interpreters as well as family liaisons and engagement, education and outreach specialists to support students and families.

Implementation

The Communications & Engagement Department is responsible for overseeing, developing, and modifying the language access plan, and works closely with other departments including Special Education, Multilingual, and Human Resources to establish and implement operational procedures. Within our schools, principals and their authorized designees (which typically include other administrators and school secretaries and clerks) are provided with access details for our current vendors which include Propio, Language Line, CIT Cal and GBR, and Talking Points.

The district utilizes our family newsletter to promote language services, and we also advertise language services for events (including "interpreters will be available.") All content on our school and district website is also accessible in our district's primary languages using a tool called Weglot. Additionally, we send out reminders about providing language services in our staff newsletters as well as our principal newsletter, especially during traditional high-volume access times like family teacher conferences.

We provide simultaneous interpretation of our regular business and work session school board meetings as well as recordings of those meetings in our most common languages using a tool called Eduvision, and when community members sign up for public comment, we provide interpreters in our most common languages. Our Engagement Department oversees formal community partnerships which include some organizations who may provide targeted support to multilingual families.

Identification and Assessment of Language Assistance Needs

When families enroll in the district, we identify their preferred home language in our student information system. Caregivers automatically receive districtwide and emergency communications in our primary languages.

The Communications & Engagement Department maintains a staff resource page that includes an overview of language services, contact information for each vendor, costs and other considerations. Each school receives an allocation in their budget to support providing language access services, and the Communications & Engagement Department is allocated funding to support any additional language access needs.

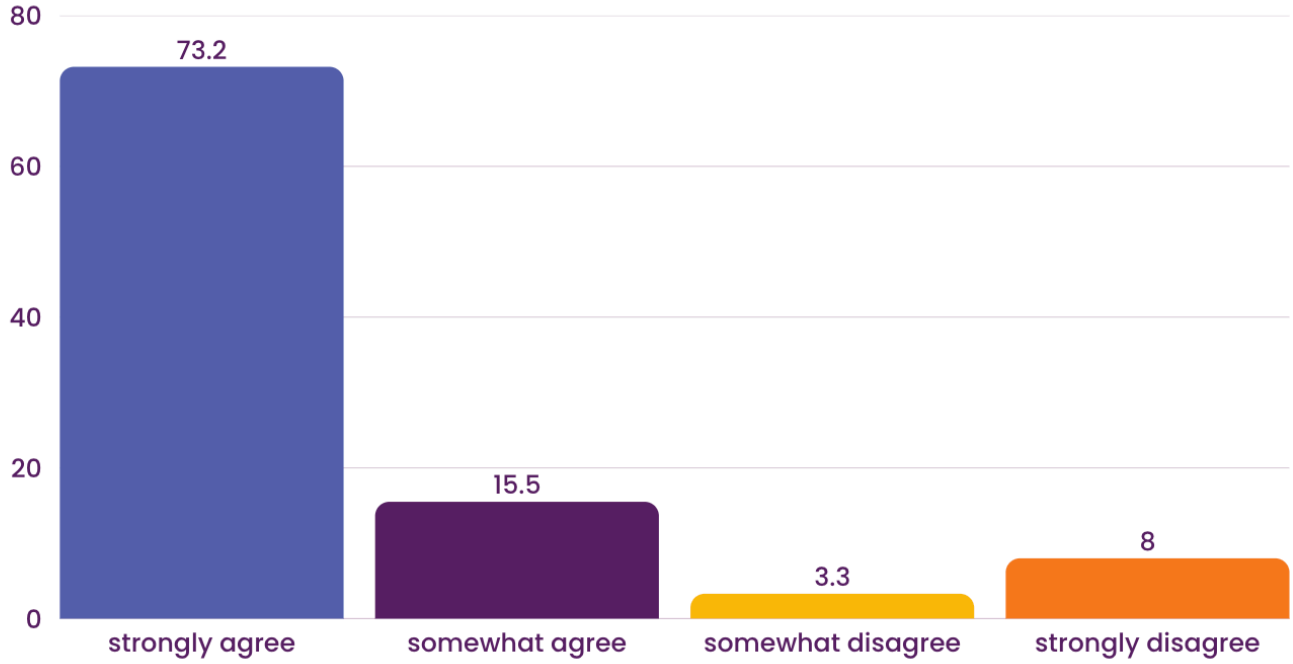
Our Engagement Department oversees formal community partnerships which include some organizations who may provide targeted support to multilingual families.

Our mass communication tool, School Messenger (effective July 1, Finalsite Messages XR), also provides details about our preferred languages and allows texts, emails and robocalls to go out in the district's preferred languages at the same time to ensure families are able to access information at the same time and in the same manner.

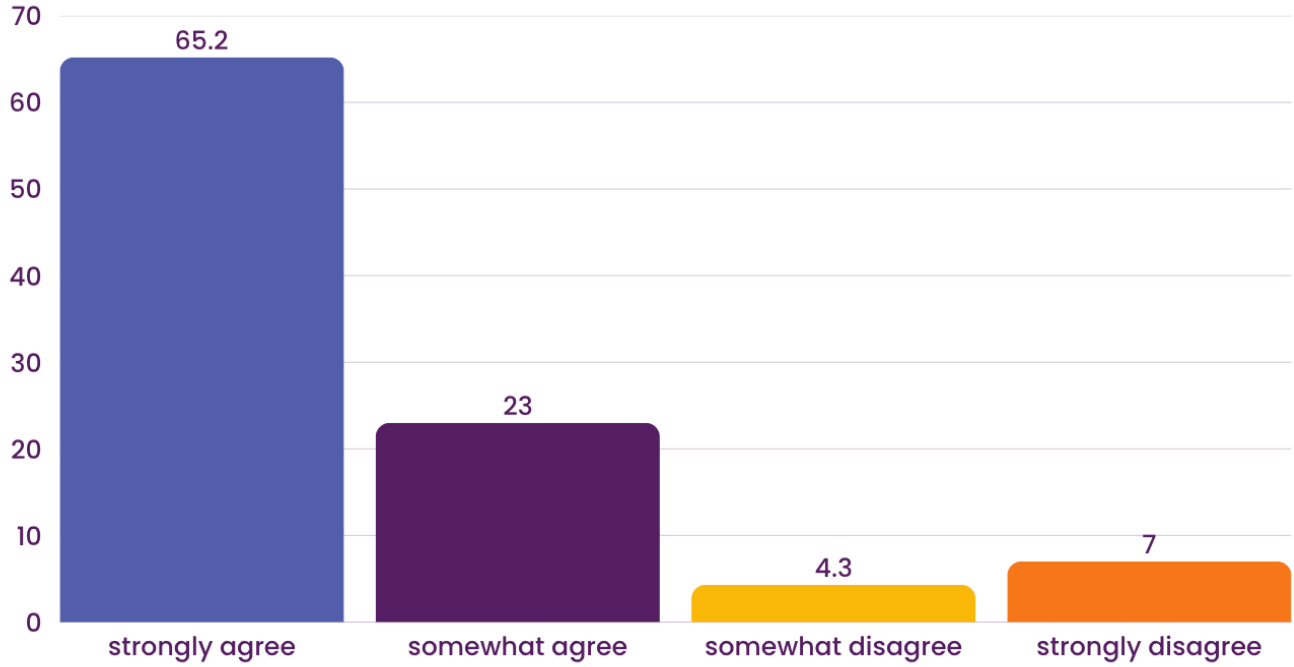
Teachers utilize their credentials to access TalkingPoints, a tool that allows multilingual two-way communication via text messages in over 150 languages. Additionally, through our vendors we are able to support language access in over 200 languages including our most common languages.

During the 2025-26 school year, MPS conducted a Caregiver Priorities Survey with 7,139 respondents. One of the questions asked, "if your home language is Spanish, Somali or Hmong, how much do you agree or disagree with the following statements?"

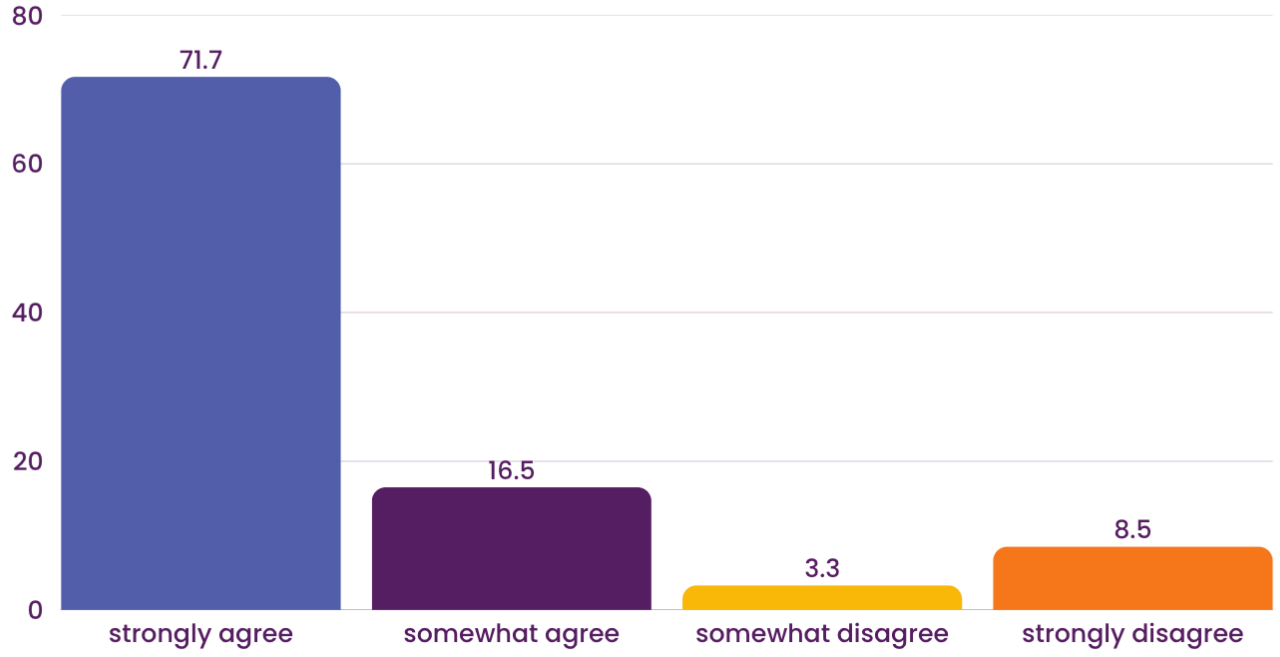
I am able to talk to someone at school in my home language:



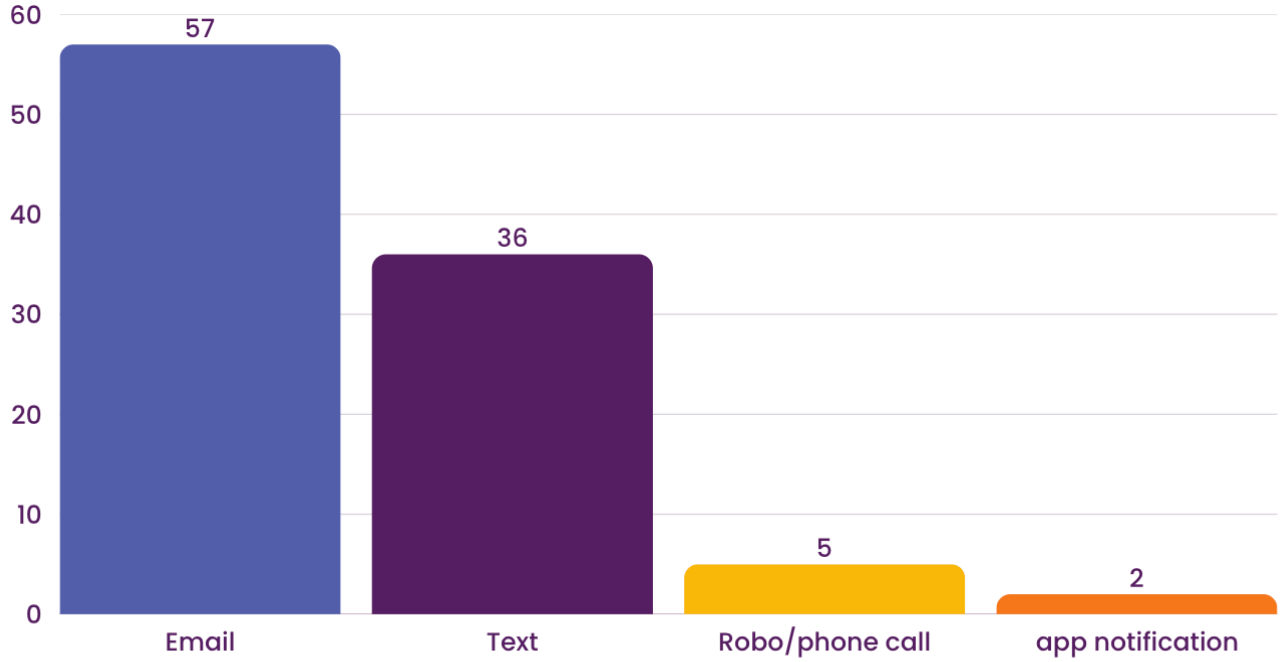
My home language and culture is valued by my child's school



My student(s) learn about their home language and culture at school



This survey also asked about language preferences



Timeline

MPS partners with caregivers through our Parent Advisory Councils (PACs) in order to foster relationship and community building. The following PACs provide ongoing feedback about implementation of our district's language access services: Hmong Parent Advisory Council, Latino Parent Advisory Council, Somali Parent Advisory Council and Special Education Advisory Council. Our parent leaders within our PACs meet monthly with our Superintendent at District Parent Advisory Council (DPAC) which is another opportunity for caregivers to share feedback. Some of this feedback informs the Language Access Plan.

Our Research, Evaluation and Assessment (REA) Department ensures that we include survey questions for multilingual families during districtwide data collection efforts where appropriate in order to receive feedback about implementation of our language services. We also try to pursue representative data based on student demographics when gathering community feedback. Feedback will be gathered on our effectiveness with communicating with multilingual families on an annual basis beginning in the 2026-27 school year, communication strategies will be incorporated based on that feedback and results will be shared and incorporated into the updated Language Access Plan.

Funding and Procurement

On the staff intranet, we include a contact for Procurement to identify any funding or procurement issues. We also have a Senior Translations Lead listed on the staff resource page to help staff navigate any funding or procurement issues.

The Communications & Engagement Department is allocated funding to support language access for emergency or urgent purposes.

Notice of Services

Beginning with the 2026-27 school year, MPS will begin providing notice of language assistance services in the first family newsletter of the year.

The district also provides a notice of language assistance services both to schools and to families leading up to family-teacher conferences.

The district provides automatic translation of districtwide communications including the family newsletter and provides simultaneous interpretation and live streaming in the district's primary languages at regular business and work session board meetings.

Parent Advisory Council (PAC) Meetings are hosted in preferred languages for the language-based PACs, and the District Parent Advisory Council provides interpreters based on language needs.

Training for Staff

In the past, training has been provided to staff whenever a communication tool was adopted with the most recent training happening during the 2024-25 school year. Beginning in the 2026-27 school year, principals, executive directors and directors will train their staff on language access processes. Additionally, information about language access will be added to the employee handbook ensuring that all new employees are trained in supporting multilingual families' language access needs.

Plan Maintenance

The plan will be reviewed and updated by the Minneapolis Public Schools board every two years.

Feedback on language services is collected through surveys, focus groups, our Parent Advisory Councils and staff on an ongoing basis. We value the input of our community and are committed to ensuring that our multilingual families receive access to high-quality support. If you experience challenges or have feedback to share about language services, please contact us via email at communications.department@mpls.k.12.mn.us or by mail at Minneapolis Public Schools ATTN: Communications Department, 1250 W. Broadway Ave., Minneapolis, MN 55411.

Community Engagement and Partnership

MPS frequently partners with community partners, including those who support multilingual communities and specific cultural communities. Beginning in the 2026-2027 school year, all community partners will be reviewed using a fit rubric which includes evaluating an organization's commitment to equity practices and program accessibility, further

integrating practices to support multilingual students and students with additional needs. Additionally, MPS facilitates Parent Advisory Councils, with three PACs operating in preferred languages including our Somali Parent Advisory Council (SPAC) for caregivers whose preferred language is Somali, Latino Parent Advisory Council (LPAC) for caregivers whose preferred language is Spanish, and Hmong Parent Advisory Council (HPAC) for caregivers whose preferred language is Hmong. These PACs are facilitated by MPS Engagement Department staff who provide ongoing opportunities for caregiver feedback and who support continuous improvement for schools and the district. PACs regularly invite community partners to provide information and resources to support students and families, and partners may provide targeted services for multilingual families where possible.

Emergency Communication Protocol

MPS utilizes a variety of tools to communicate with families in the event of an emergency. Notification is sent via voice message, text and email, school and district website, local television news (including multilingual stations) and social media. Emergency communications are sent in the district's primary languages based on a school's population.

Additionally, the district maintains a centralized Engagement Department with multilingual staff who provide additional support as needed during emergencies.

Beginning in 2026-27, MPS will transition to the Standard Response Protocol. Standard Response Protocol is action-based, flexible and easy to learn. Standard Response Protocol has widespread use and is recommended by law enforcement and safety partners.

Hold	Secure	Lockdown	Evacuate	Shelter
is used when hallways need to be kept clear of occupants	is used to safeguard people within a building.	is used to secure individual rooms and keep occupants quiet and in place.	Is used to move people from one location to a different location in or out of the building.	is used for group and safe protection.

Staff and students will be trained on what these protocols mean and what to do when an event is initiated.

School Emergency Response Resources

- An Emergency Response Plan (ERP), which outlines the procedures and responsibilities in case of an emergency. All school staff receive training, and the plans are reviewed and updated on an annual basis.
- A Site Safety Emergency Team (SSET) that meets regularly to address concerns, review processes, discuss areas for improvement and share information as it relates to site safety and emergency management.
- An Emergency Management, Safety & Security (EMSS) Specialist

Emergency Communications

- When emergency protocols are activated at a school, communication is shared with families that details more information about which emergency response protocol was activated, how long it occurred and any other pertinent information that families need to know. This may include reunification information, information about police presence, etc.
- Caregivers are frequently reminded to maintain up-to-date contact information with their school. This information is used to communicate during emergency or crisis situations.
- During emergencies we communicate using voice messages, SMS (text messages), emails, school websites and the district news webpage.
- Our priority is to always communicate with those who may be directly impacted by a situation, and once that occurs or if broader communication is warranted, we then proceed to communicate with others.
- MPS has to navigate state and federal laws around data privacy and may be unable to share or disclose private information without explicit parental consent. Generally any information that makes a student individually identifiable is protected by these laws.

Artificial Intelligence (AI) Translation Services

MPS utilizes in-house human translators for our primary translations needs and when we are unable to utilize our human translators, we work with a variety of vendors who can provide translation services. Additionally, if staff utilize AI translation services, it is recommended to have a human review the translation for accuracy prior to use. MDE recommends that when AI is used to translate documents and flyers, these materials should explicitly provide a call back number so students and parents can contact someone at the district or charter office if they have questions.

Appeals

Those wishing to appeal the accommodations of the access plan because needs are not met can contact the Communications & Engagement Department via email at answers@mpls.k12.mn.us or the district's general phone number at 612-668-0000.

Section 3: Procedures

Overview

This section sets forth guidelines and steps for staff to coordinate, gather data, and deliver uniform services to students, families, and community members.

Procedures

When staff are responding to telephone calls, callers can utilize the phone-tree to be directed to multilingual staff who can help direct their call. One of our vendors exclusively provides on-demand telephonic interpretation. Office staff are trained in utilizing this tool for phone calls when multilingual staff are not available.

Staff should track and record language preferences in Infinite Campus, the student information system (SIS). This ensures that staff have access to that information and that the technology tools are sending information to families in their preferred language.

Staff should inform individuals with language assistance needs about available services through written notice and by ensuring that staff who interface with families have access to our vendor tools including telephonic interpretation and video on-demand services which allow staff to connect to human interpreters within seconds. School administrators and school secretaries have access to calling cards with the necessary information and steps to access these services. Departments can contact the Communications or Engagement Department for support. Schools should request interpreters at least two weeks before a family event, and for family-teacher conferences, interpreters should be requested 3-4 weeks in advance to ensure interpreters are available due to increased requests districtwide. MPS contracts with four vendors to be able to meet the demand during high volume periods, but vendors need enough time to coordinate in-person interpretation. Schools are also encouraged to utilize on-demand services during conferences depending on the number of families who need access to language services.

MPS follows Minnesota Department of Education guidelines of identification of home/primary language using responses from parents or guardians on the Minnesota Language Survey (MLS) completed upon enrollment. This information is stored in our student information system. A family's "home primary language" in the student information system refers to the language other than English used in the home. "Preferred language" of communication in the student information systems identifies the language in which families prefer to receive newsletters, emails, texts, and voice messages.

Staff can respond to correspondence by utilizing multilingual staff who are authorized to provide language access support in buildings including associate educators and family liaisons. Otherwise, staff can reach out to the Communications & Engagement Department for support with translations and responses.

Individuals can also utilize the District Command Center (DCC) phone number (612-668-0000) or the district's general email answers@mpls.k12.mn.us for assistance.

Each school has access to vendors who provide a variety of interpretation services. The information is accessible to staff on the MPS staff intranet and made available through their building leader.

The district provides centralized translation of documents to support districtwide and emergency translation needs in Spanish, Somali and Hmong. Parents are able to contact their school or the Communications Department to identify any issues with translations.

Language access complaints are directed first to the school, and then are escalated as needed. The Communications & Engagement Department is the intermediary between schools and our external vendors. The department handles and follows up on complaints with the vendors.

Professional interpreters are strongly encouraged whenever possible. MPS provides a variety of accessible options to facilitate the use of professional interpreters accessible on the MPS Translation and Interpretation Services intranet page (Note: This page is only accessible to MPS staff). This ensures effective communication and high quality engagement and relationship building between our staff and our families. MPS advises staff to use professional interpreters in sensitive and/or complex situations, when simultaneous interpretation with headsets is needed for a group, and in legal cases requiring highly specialized vocabulary. This practice ensures equitable access to communication and supports better understanding for all parties present.

The following bilingual staff are expected to provide language assistance service: bilingual family and community liaisons; multilingual engagement, education and outreach specialists; and bilingual program assistants. Staff who are authorized to provide language access services have this listed in their job descriptions and contracts with the district. If language services are not listed as a job function, staff should work with colleagues who are authorized, the Communications & Engagement Department, or authorized vendors to provide language services to the students or families who are in need of these services.

Section 4: Contact Information and Resources

Contact Information

The Language Access Plan is overseen by the Communications & Engagement Department. The department can be contacted via email: answers@mpls.k12.mn.us. The department can also be contacted using the district's general phone number: 612-668-0000.

Resources

- Fact Sheet: Information for Limited English Proficient (LEP) Parents and Guardians and for Schools and School Districts that Communicate with Them
- Language Access Legislative language and expectation: Sec. 123B.32 MN Statutes
- MDE's Digital Inclusion "Get Connected" Connectivity Resource
- MDE Translated Documents
- Talking Points
- Working with Language Interpreters

Special School District Number 1
Board of Education Resolution

Resolution: 2026-0056
June 9, 2026

MINNEAPOLIS
PUBLIC SCHOOLS

Resolution Updating Expectations and Guidelines for Public Comments During Board Meetings

WHEREAS, the Board of Education recognizes the importance of meaningful public participation and seeks to ensure that community members have clear and respectful opportunities to provide input on district matters; and

WHEREAS, the Policy Committee has reviewed existing practices and recommends updates to current public participation guidelines to center student voice and uphold decorum.

BE IT RESOLVED, that the Board of Directors of Special School District No. 1 (Minneapolis Public Schools) hereby adopts the following guidelines and expectation for public participation, starting at the September 2026 Business Meeting.

Guidelines and Expectations for Public Participation

Attendees
Members of the public attending School Board meetings should not disrupt the business of the Board.

Placards, banners and signs
Placards, banners, and signs should not obstruct the view of anyone. They must not impede the free flow of movement in the meeting room.

Public Speakers
The School Board will hear up to twenty-five (25) public comments at monthly regular business meetings. Individuals should pre-register to be considered to provide public comment prior to the meeting by filling out the public speaker form (20 slots). There will also be an opportunity to sign up in-person from 5-5:15 p.m. on the day of the meeting (5 slots).

Sign-up Guidelines:

Priority of speakers will be given in the order below. Priority will be given to those who have not spoken in the past three months.

- Current MPS students
- Current caregiver of an MPS student or current MPS staff speaking to a meeting agenda item.
- Current caregiver of an MPS student, current MPS staff or a current Minneapolis resident in the order the request is received.
- Community members in the order the request is received.

Individuals attest that the information provided at the time of signing up is accurate. Board staff may verify information.

- Fill out the pre-registration form (20 slots) or the in-person sign-up form (5 slots) to be considered to provide public comment. You will be asked to provide your name, address, email, the subject you are addressing in your comment, noting if it is related to the meeting agenda and noting if you have provided a comment in the past 3 months. If you need assistance, contact Nandi O'Brien at nandi.obrien@mpls.k12.mn.us or 612-668-2090.
    - Pre-registration will close at 9 a.m. the day before the meeting. Requests received after this time will be considered for the following regular business meeting. Individuals will be notified of their status on the speaking list no later than 6 p.m. that evening via email.
    - Individuals participating in the in-person sign up will learn their status when in-person sign up closes (5:20 p.m.)

Guidelines for Speakers:

- Comments must not reference identifiable information about employees or students and must not use profanity, insults, or threats. Issues related to district employees may be submitted in writing to Human Resources or The School Board and may identify employees by name, title and location.
- Speakers may not transfer or yield their time to a different individual.
- If you have been given a slot to provide public comment in-person, your name will be projected and called to approach the podium.
- Each commenter will have up to two (2) minutes to provide their comment.
- Public commenters should state their name, relationship to MPS, and the topic on which they are commenting.
- By signing up to be considered to provide public comment, you agree to all public comment guidelines and you understand that your comment and information you provide in the registration form may be considered public data under the Minnesota Government Data Practices Act.
- Public comments are an opportunity for the Board to hear feedback and input. Board members will not respond to comments or questions.
- The Board Chair has full discretion over the public comment period and guidelines.
- Persistence in not following the guidelines by an individual may terminate that person's privilege to address the school board.

Special School District Number 1
Board of Education Resolution

Resolution: 2026-0056
June 9, 2026

MINNEAPOLIS
PUBLIC SCHOOLS

ADOPTED this 9th day of June 2026

Collin Beachy, Chair

Lori Norvell, Clerk

RECORD OF BOARD VOTE

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