Work Session Meeting

Tuesday, April 7, 2026 6:00 PM
Board Assembly Room, 1250 West Broadway Avenue, Minneapolis, Minnesota 55411

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

2) **Topics and Discussions**

2)a. School Transformation Process Update

3) **Adjournment**

April Transformation Update:

Projections & Parameters

Enrollment growth and building alignment

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Transformation Resolutions Timeline

	Engagement	Enrollment	Physical Space	Programming
December 2023 **Board resolution** Initiating school transformation process *Data compiled 2024-2025*	• Caregiver Priorities Survey • Community Engagement Summary Report (review of feedback over the past 10 years) • MPS Data Dashboard • Supt. 100 Day Plan Listening Tour	• June 2025 Enrollment Projections Presentation	• Physical Space Study	• Priority-based budgeting • Spanish Dual Language Task Force Recommendation
October 2025 **Board resolution** Defining next steps & Direction *Data compiled Dec. 2025-May 2026*	• Area Budget & Transformation Mtgs., 1:1 phone calls & interviews with MPS caregivers • CityWide student engagement sessions	• Enrollment strategy - lower class sizes (2025-27 MFE/MPS Collective Bargaining Agreement) • Updated demography report		• Nov. 2025 Defining Transformation • Jan. 2026 Transformation & the MPS Student Experience "Impacts on Class Sizes & Programming" Presentation

Supporting Inputs

- Anishinabe Academy Facility Advisory Committee Recommendation
- Program Updates: Career and Technical Education, Community Education, and Special Education
- Resolution Modifying the Grade Level of Seward Montessori Elementary School

Transformation Resolutions Timeline

	Engagement	Enrollment	Physical Space	Programming
	April 2026 - *Planning and analysis*			
October 2025 cont'd **Board resolution** Defining next steps & Direction *Data compiled Dec. 2025-May 2026*	• Continue Area Budget & Transformation Mtgs., 1:1 phone calls & interviews with MPS caregivers, and Citywide student engagement sessions	• **Enrollment vs. Retention opportunities** • **Strategies to increase enrollment and attract new families (music, arts, dual language, IB, etc.)**	• **Cost/ benefit analysis for physical changes** • **Repurposing existing buildings** • **Feasibility for inclusive special education spaces**	• K-8 advantages & challenges

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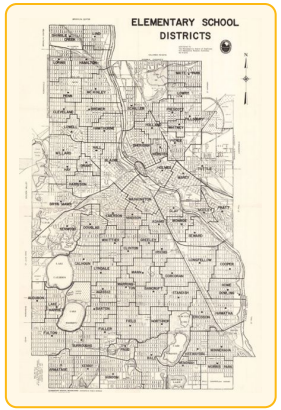
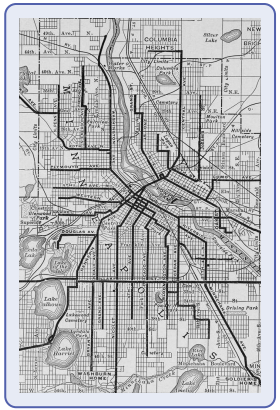
Context of Minneapolis Public Schools

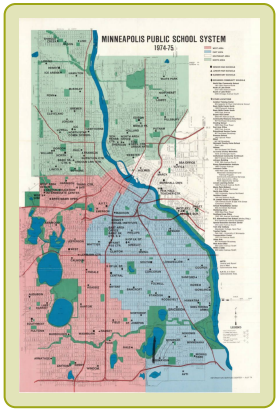
Minneapolis Schools Evolved with a Changing City

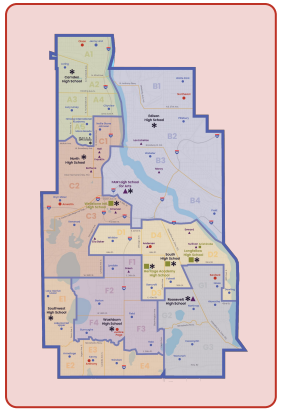
The locations, sizes, attendance areas, and enrollments of Minneapolis schools are a product of urban development and legislation.

Proximity	Transportation	Desegregation	Choice
1850-1930	1930-1970	1970-1990	1990-Present









Proximity Era: Neighborhood-Based Schools

Proximity
1850-1930

Transportation
1930-1970

Desegregation
1970-1990

Choice
1990-Present

Minneapolis Context

- ❏ Development centered along the Mississippi River and streetcar lines.
- ❏ Population concentrated in dense neighborhoods.
- ❏ Limited transportation; movement primarily on foot or horse.

Minneapolis Public Schools

- ❏ Small neighborhood schoolhouses develop near residential clusters.
- ❏ Students attend schools within walking distance.
- ❏ Secondary access limited; fewer centralized options.

Transportation Era: Schools Expand Beyond Neighborhoods

Proximity 1850-1930 | **Transportation 1930-1970** | Desegregation 1970-1990 | Choice 1990-Present

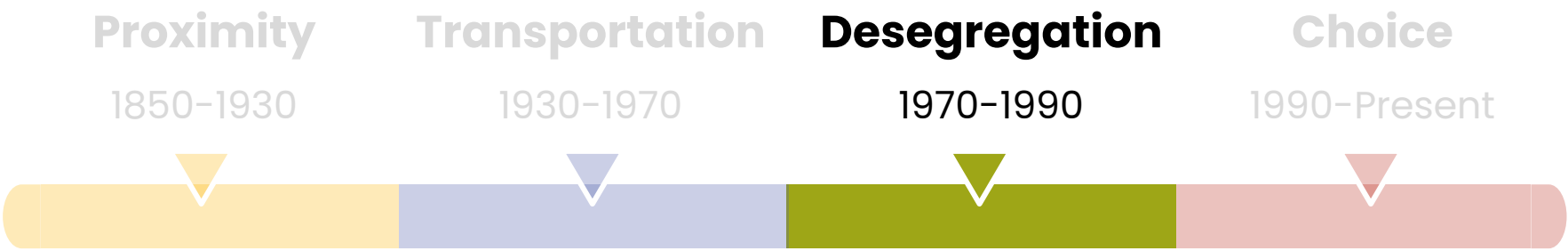
Minneapolis Context

- Southward expansion was focused around parks and grid system.
- Regional growth extends into suburbs.
- Baby Boomer generation was school-aged.

Minneapolis Public Schools

- Attendance boundaries align to transportation networks.
- Elementary schools remain neighborhood-based.
- Secondary schools consolidate and draw from larger areas.

Desegregation Era: Policy Shapes School Access



Minneapolis Context

- ❏ Increased racial and economic segregation across neighborhoods.
- ❏ Urban-suburban dynamics intensify as low-income housing is intentionally centralized in urban areas.
- ❏ Continued suburban expansion.

Minneapolis Public Schools

- ❏ School pairing and busing implemented to combat segregation caused by racial covenants and redlining.
- ❏ Students travel across neighborhoods and regions.

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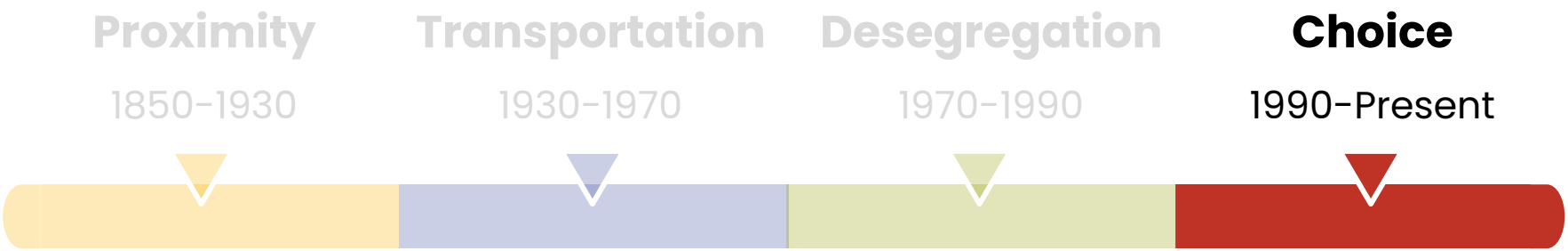
Choice Era: Expanding Options for Students



Minneapolis Context

- Slower population growth and shifting housing patterns.
- Increased mobility.

Minneapolis Public Schools

- Enrollment driven by family decision-making.
- Many more choices:
  - Open enrollment
  - Charter schools
  - Non-public schools

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Where We Are Today: Overlapping Systems = Increasing Complexity

The locations, sizes, attendance areas, and enrollments of Minneapolis schools are a product of urban development and legislation.

Proximity	Transportation	Desegregation	Choice
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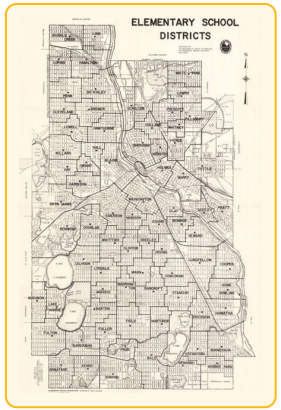
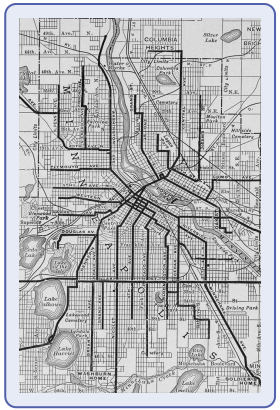
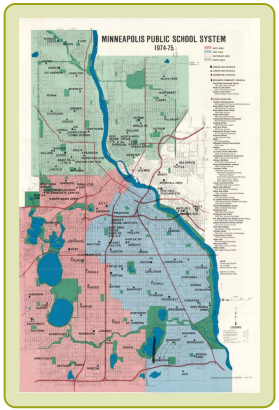
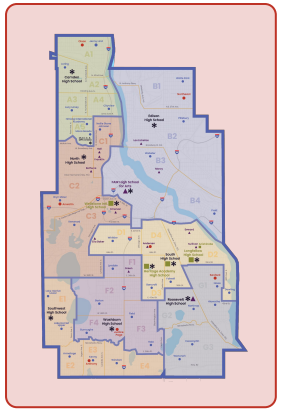




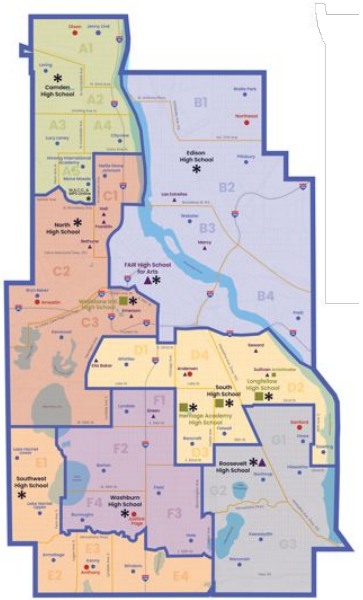




Enrollment Projections

Overview of Enrollment Projection Models

Most recent K–12 Projection models (Community & Magnet Schools)



Model 1

- K-12
- Community and magnet schools
- 2020-21 through 2025-26

Model 2

- K-12
- Community and magnet schools
- 2020-21 through 2025-26
- Enrollments analyzed by MPLS community

Find the full report here:

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Building Blocks of Enrollment Projections

Analyzing demographics, citywide trends, and historical enrollment to forecast future K–12 enrollments.

Demographic Inputs

~53,000 school-age children live in Minneapolis.

Resident live birth rates declined drastically from 2008 to 2024:

- -14.3% Minnesota
- -14.4% Hennepin County
- -21.4% Minneapolis

Citywide Patterns

- Housing market and types of available housing.
- Aging population.
- Movement of families with children under 18 years.
- Migration & immigration.

Historical Enrollment Data

Five-year historical analysis informed by Covid-19 and the Comprehensive District Design (CDD).

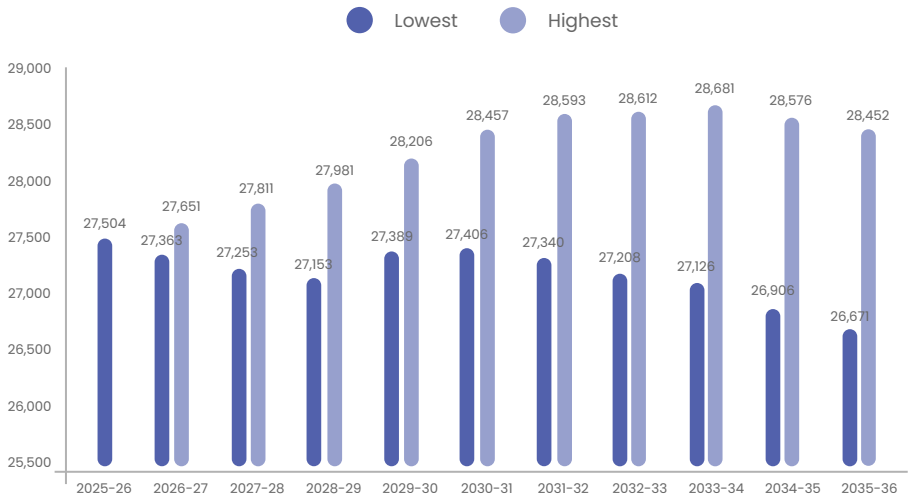
School configurations.

- Community schools
- City-wide magnets

Inputs flow into a statistical model called a "Cohort Survival Model" which follows groups of students (cohorts) over time and estimates how many will remain in the system as they progress through grades.

Projection Results

Projections using K-12 community schools and magnets indicate a range of future enrollments.



High-end (light blue):
Enrollment could **grow** slightly, increasing by about **950 students** (+3.4%) by 2035–36.

Low-end (dark blue):
Enrollment could **decline** modestly, decreasing by about **830 students** (-3.0%).

Most probable outcome: Enrollment will land somewhere between these two paths, resulting in little overall growth or decline.

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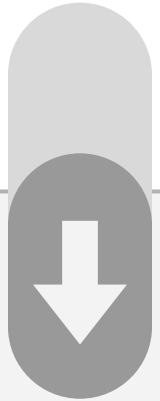
How can we increase enrollment long-term?



Availability

Fewer births in Minneapolis mean fewer future students.

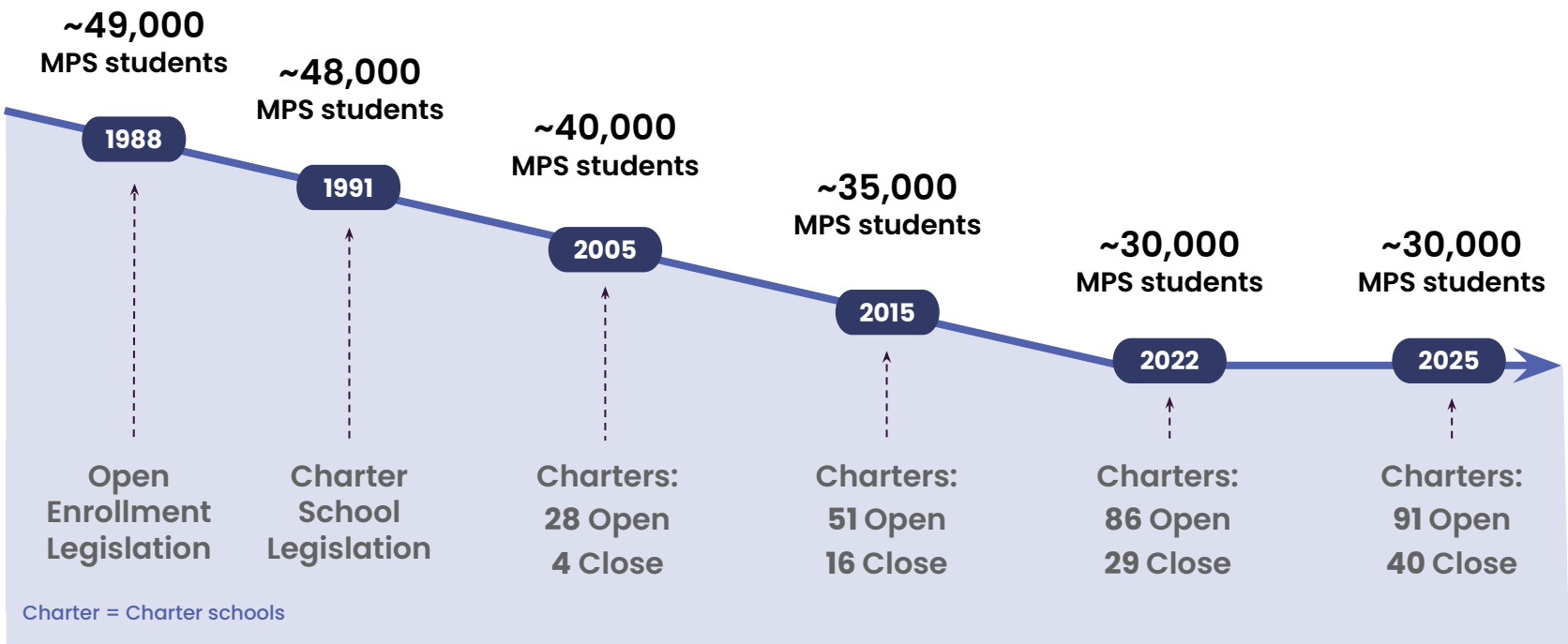
Opportunity

More than 20,000 students live within MPS boundaries and are not currently enrolled in MPS.

Stability

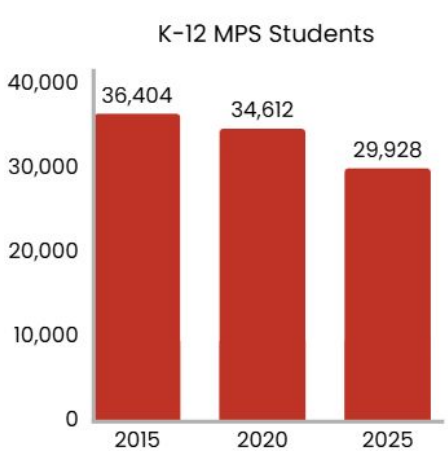
Several hundred MPS students do not return the following school year.

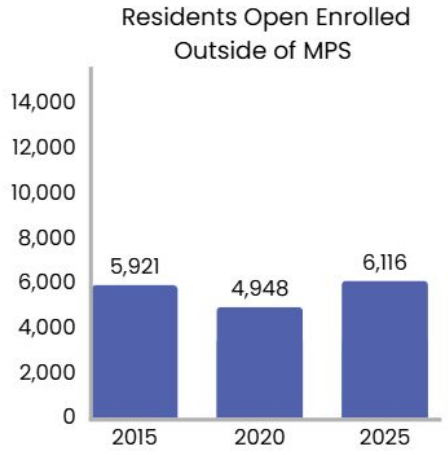
Enrollment Trend in “The Choice Era”

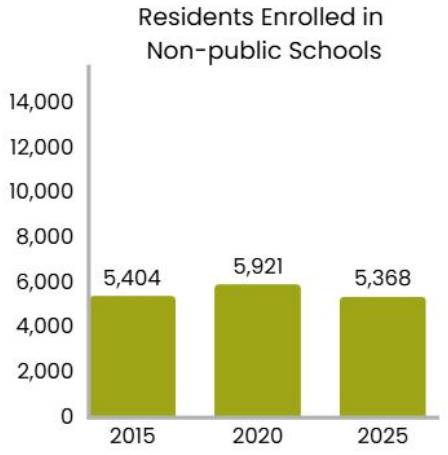


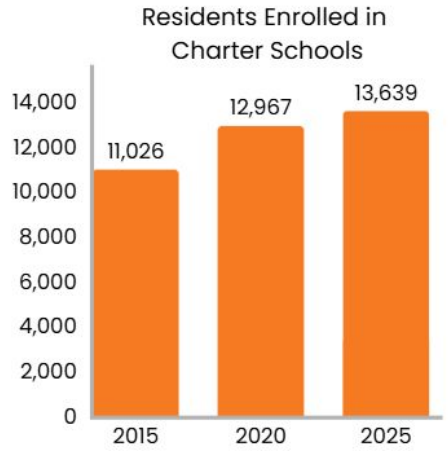
Note: Enrollment numbers shown here are for grades PreK-12, all schools. Figures have been rounded for readability, though they derive from actual historical enrollment data. *OE means “open enrollment”

Enrollment Trend in “The Choice Era”









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

Four Ways to Increase Enrollment Now

Areas to Increase Enrollment

1

Prioritize Early Entry

Increase Kindergarten Enrollment

Enroll more Minneapolis families at entry point

2

Enroll Residents

Enroll More Minneapolis Residents

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

3

Bridge Transitions

Strengthen Elem. → Middle Transition

Address the largest loss point in the system

4

Stabilize Grade-to-Grade

Improve Year-to-Year Retention

Reduce losses between grade levels

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1 Increase Kindergarten Enrollment

Enrollment analyses indicate one of the best opportunities to increase enrollment is to start in kindergarten.

Example Scenario:

44%

Kindergarten entry rate

Current share of Minneapolis resident kindergarten students enrolled in MPS.

45%

Proposed kindergarten entry rate

A modest increase at entry point has a great impact on future enrollment.

+1,865

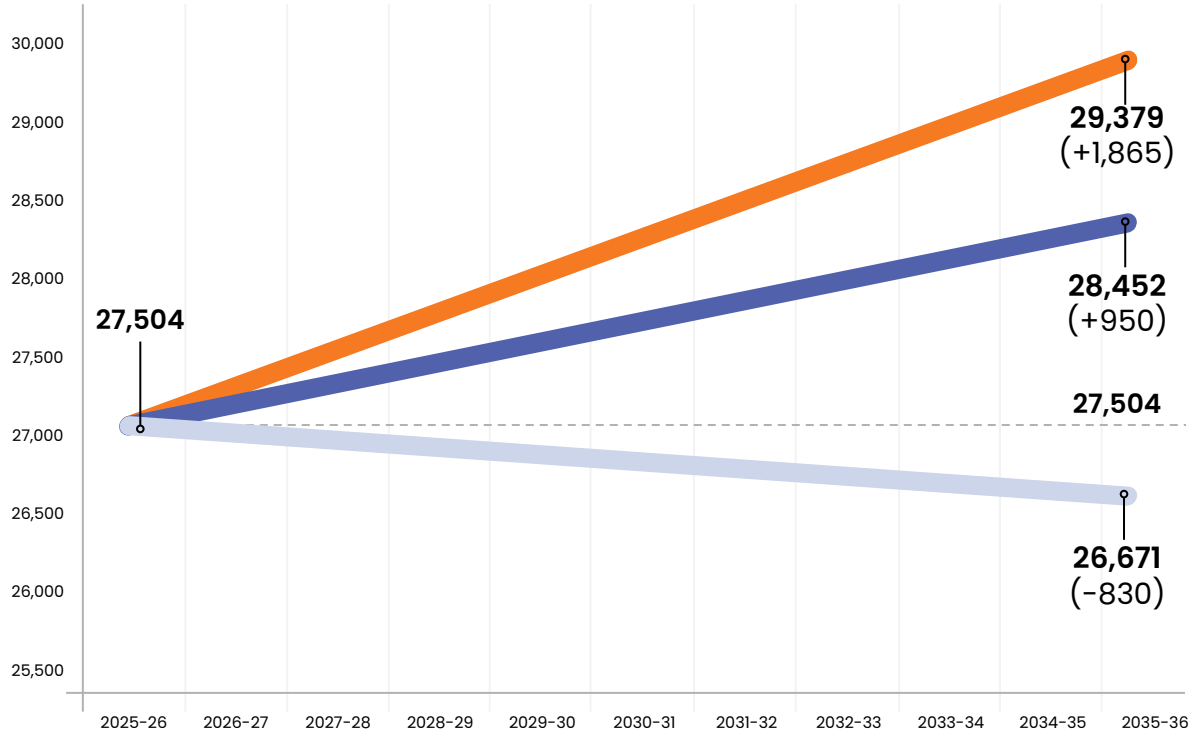
Students added over 10 years

Predicted enrollment with increasing kindergarten entry rate to 45%. Gains carry forward across grades.

Cumulative Impact of Increased Kindergarten Enrollment

Blue represents high and low status-quo enrollment projections over a 10-year time span based on current K–12 community school and magnet patterns.

Orange represents our target enrollment from a 1% increase in kindergarten enrollment, demonstrating the long-term impact of a small shift at entry.



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2 Enroll More Minneapolis Resident Students

Enrollment analyses indicate opportunity to enroll students attending charter schools and open enrolling elsewhere.

Example Scenario:

~25,000

MPS resident students enrolled elsewhere

Current number of K-12 MPS resident students enrolled in charter schools, non-public schools, or other districts.

+10's

Proposed additional MPS resident students enrolled

Estimated interest based on enrollment requests.

+100's

Students added over 10 years

Predicted enrollment with increasing MPS resident enrollments. Gains are driven by charter and open-enrolled students.

Potential enrollment gain is most likely driven by charter and open-enrolled students, not non-public enrollment.

3 Strengthen Elementary → Middle Transition

Enrollment analyses indicate one of the best ways to stabilize enrollment is to increase retention between grades 5 and 6.

Example Scenario:

88%

Current elementary to middle school retention rate

Current share of Grade 5 MPS students who continue into Grade 6.

94%

Proposed elementary to middle school retention rate

Increased share of Grade 5 MPS students who continue into Grade 6.

+956

Students added over 10 years

Predicted enrollment with increasing retention rate to 94%.

Figures are calculated using enrollment transition data from 2021–22 to 2025–26.

4 Improve Year-to-Year Retention

Enrollment analyses indicate increasing retention between grades could increase enrollment.

Example Scenario:

~240

Students leave during grade transitions annually

Average number of K-12 enrollments lost each year as students transition grade levels.

+10's

Proposed increase in students retained during transitions

Increased share of students who continue grade to grade.

+100's

Students added over 10 years

Predicted enrollment with increasing retention at all grade levels.

Averages are calculated using enrollment transition data from 2021–22 to 2025–26.

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The MPS Experience Our Students Deserve

Small Class Sizes

Strong School Pathways

Academic Enrichment & Support

Stable Student Supports

Parameters for Physical Space Alignment

Transformation's Input Into Physical Space

The transformation process defines the student experience and program model for Minneapolis Public Schools.

Transformation	Program Decisions	Facilities Planning
• the educational experience we seek for students	• program needs across the district • school size and configuration • program locations	• Align buildings and programs at a large scale • Targets capital investments to support program decisions

Transformation gives key guiding input on how the built environment can better support our mission.

Board Decisions For Transformation

City Context Considerations

- Large scale demography patterns (e.g. birth rate)
- Housing patterns across neighborhoods
- Transportation Network
- Educational marketplace competition (e.g. capture rate)

Strategic Direction on Student Experience

- Definition of holistic student experience model
- School size needed to support programs
- Programmatic changes or expansions
- New, merged, or adjusted program locations

Defining Parameters

Parameter /pəˈraməd͡ər/, noun

A chosen value that sets the conditions for a system.

Definition from Oxford Languages dictionary

The orange parameters define and quantify the district's proposed enrollment and program strategy.

The purple parameters ensure that strategy is consistently assessed in relation to our buildings and neighborhoods.

Board decisions

1. Enrollment Targets
2. Program Size Standards
3. Program Types & Mix

Administration planning

4. Building Utilization
5. Community Alignment

1 Parameter 1: Districtwide Enrollment Target

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

Givens:

- The 10-year demographic projections from the baseline
- The community-level demographic analysis breaks that down by area of the city

Board Decisions:

1. Five and ten-year targets for increasing kindergarten enrollment capture rate
2. Five and ten-year targets for increasing overall K-12 market capture rate
3. Five and ten-year targets for increasing overall grade-to-grade retention
4. Five and ten-year targets for increasing 5th to 6th grade retention

2 Parameter 2: Program Size for Holistic Education

Purpose: To determine the minimum enrollment that all programs must achieve and maintain in order to provide the opportunities MPS believes are necessary

Givens:

- The January 20, 2026 presentation on holistic education

Board Decisions:

1. The minimum enrollment needed, broken down by school type:
   a. Grade level bands (K-5, K-8, 6-8, 9-12)
   b. Programmatic model (e.g. community school, magnet, etc)
   c. Inclusive special education throughout

3 Parameter 3: Program Types & Quantities

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

Givens:

- Current MPS magnet programming and enrollment trends
- Caregiver & student input from survey, community listening sessions, Dual Language Task Force

Board Decisions:

1. The number and type of regional and city-wide magnet schools, based on holistic school size parameter
   a. Magnets (e.g. Immersion, Montessori, Creative & Performing Arts, etc.)
   b. Specialty programming (e.g. Alternative Learning Centers, Special Education programming)

4 Parameter 4: Building Size & Utilization Target

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

Givens:

- The 2024 Transformation Physical Space Study
- Parameter #2: Program Size for Holistic Education
- MPS Special Education programming and philosophy

Recommendation:

1. Planning targets for 10-year building enrollment and utilization. Examples could include:
   a. Minimum: no building has less than minimum holistic size determined by Parameter #2 by SY2030-2031 (5-year)
   b. Target: Building utilization to be at 80% - 90% of operating capacity
   c. Maximum: No building to be projected to operate above capacity in the 10-year horizon

5 Parameter 5: Community School Alignment

Purpose: Establish consistent and understandable measures to demonstrate a reasonable alignment between district programming and neighborhood patterns.

Givens:

- Parameter #2: Program Size for Holistic Education
- Parameter #3: Program Types and Quantities

Recommendation:

1. Determine the characteristics of school attendance areas that will inform boundary adjustments and be reported on publicly. Likely to include:
   a. Current MPS student residences
   b. The number of housing units (weighted by housing type for students generated)
   c. Census data on school-aged children
   d. Transportation access (motorized and non-motorized)

Timeline

Transformation Phase 1	Transformation Phase 2	Finalize Transformation Plan	Transformation Implementation
Dec. 2023	**Oct. 2025**	**May. 2026**	**Fall 2026** — **Fall 2027**
• Physical Space Study • Community Engagement • Central Office Efficiencies • Dual Language	• Initial Information on 13 areas • **Board explores parameters for program changes to align with Transformation learnings**	• Bord receives proposed options from Administration on ways to implement those changes	• Program and site changes

Proposed

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Inclusive Special Education Feasibility

SEAC Input to Transformation

The district engaged the Special Education Advisory Council (SEAC) in order to

- share information and perspective gathered during the physical space study
- gather initial feedback on key themes about inclusivity in the built environment
- share how school environments can better support inclusive learning, both in the short- and long-term.

The resulting conversation yielded insights both grand and granular.

Flexible Learning Environments	Specialized Support Spaces	Least Restrictive Environment	Connections to Adults and Peers
Spaces that support multiple learning styles and group sizes.	Sensory rooms, therapy spaces, and areas for individualized learning.	Spaces that allow students to learn alongside peers whenever possible.	Design that supports relationship building and a culture of belonging.

Short-Term Implementation Approach

Program changes resulting from the transformation process may require short-term facility adjustments.

Last year's physical space study provides a baseline for understanding how specialized learning programs affect building space and usage.

When programs change or move locations, the district will:

- evaluate how specialized programs fit within existing buildings
- align program placement with buildings that best support those needs
- identify small construction or space adjustments required for implementation

These changes may include:

- classroom reconfiguration
- creation of sensory or support spaces
- accessibility improvements
- relocating programs to buildings with appropriate space

Where facility adjustments are needed, they will be incorporated into the district's capital plan and implemented when construction opportunities arise.

The approved capital plan already includes $5 million over the next three years to support implementation of transformation-related program changes.

Long-Term Inclusive Design Strategy

Long-term facilities planning supports inclusive education by designing school environments that accommodate the full range of student learning needs. Inclusive design recognizes that special education is a service, not simply a space.

Future facilities planning will consider:

Flexible Design (UDL)	Purposeful Learning Environments	Integrated Student Supports
Universal Design for Learning principles, allowing flexibility for different learning styles	learning environments that support collaboration, small-group learning, and individualized instruction	support spaces integrated throughout the building rather than isolated in one location

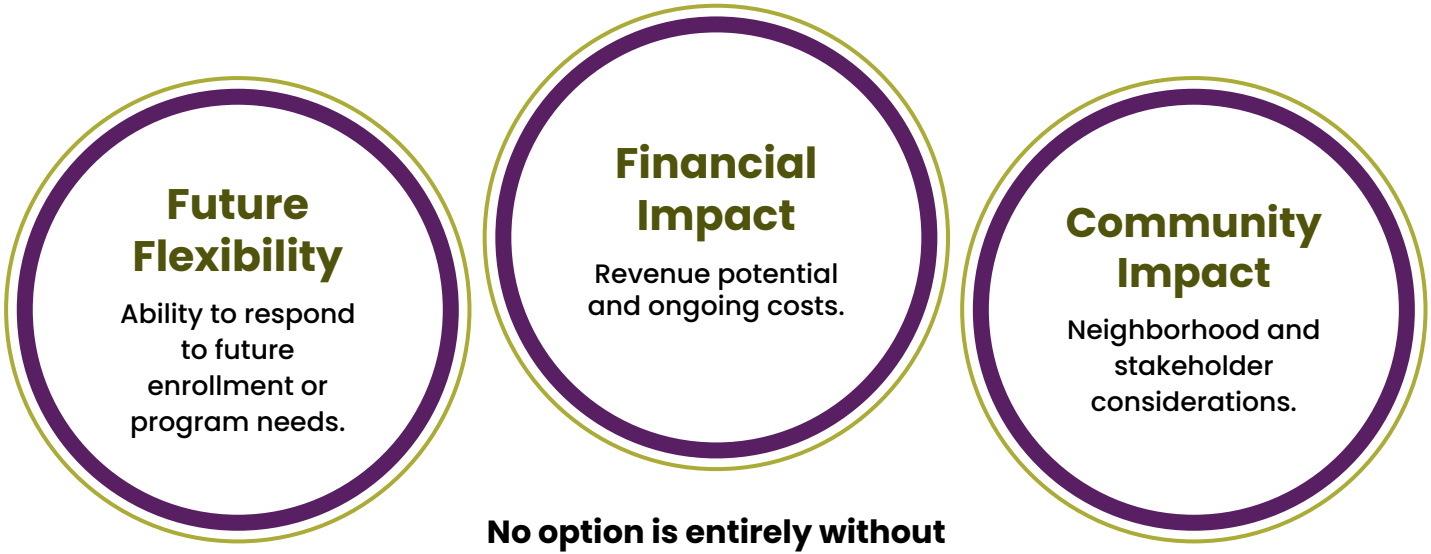
Cost / Benefit Context

Cost Indicators

$4.3 Billion portfolio	$110-145 Million Annual Capital Replacement	Carrying Costs
The cost to construct all MPS facilities is approximately $4.3 billion.	An industry benchmarks indicates we should expect to invest $110–$145 million annually simply to replace buildings systems as they reach the end of their life with 8.5 million square feet of buildings. **This does not factor in anything new, like air conditioning or other capital improvements.**	It is expensive to have more properties that you need. It is also expensive to sell a building only to have to buy a new one when a new need arises in the future.

Background: Unprogrammed Buildings

As part of the requested cost / benefit analysis and general background , we have put together a white paper on strategies for a school district to manage its unprogrammed (i.e. vacant) buildings in its property portfolio.



No option is entirely without risk or tradeoffs.

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Background: Unprogrammed Buildings

Option	Cost / Revenue	Timeline	Future Flexibility	Risk Category
Disposition / Sale The property is sold and is permanently removed from the school district's property portfolio.	Revenue quickly, but it largely goes into paying down existing debt	2-5 years	None	High
Strategic Hold The property sits vacant or has minimal use for a period of years until new programming is identified, with the school district expending resources to maintain the building and grounds in order to preserve the opportunity to reuse them in future.	Expensive to maintain, but avoids potential future acquisition costs	<15 years	High	Medium
Co-Development The property is developed into a new use, with the school district maintaining interest or control of the property in some manner in order to preserve the opportunity to revert it back to a school district purpose at some point in the distant future.	Possibly revenue neutral or positive	50+ years	Low	High

Physical Space Planning After Transformation

Taking the Spirit of Transformation to Scale

A Long-Range Facilities Master Plan (LRFMP) is the means to take Transformation and several other strategic inputs to the their fullest impact across all MPS sites.

Planning Data

1. Transformation decisions
2. MPS strategic plan
3. Holistic education model
4. Enrollment projections
5. Housing and demographic studies
6. Facility condition assessment
7. Sustainability / decarbonization goals
8. District debt policy

Engagement

Using the Planning Data, gather broad, inclusive input from students, families, staff, and community partners to shape districtwide insights and tailor vision for each school.

Outcome

Long Range Facility Master Plan.

A comprehensive facilities strategy structure for the next decade. that aligns programs, buildings, and investments and is implemented through the district's annual capital plan.

What is a Long-Range Facility Master Plan?

After initial implementation of Transformation's directions, a Long-Range Facility Master Plan (LRFMP) turns the direction set by Transformation into a sequenced, districtwide facilities strategy to realize a truly holistic impact. This defines a comprehensive vision for how MPS facilities will support a holistic education for students into the future by way of a data- and community-centered process

It's the tool that determines what, where, and when we invest in our buildings for years to come.

Students
Speaks to the whole student experience in our buildings

Programs
Aligns facilities with district strategy and incorporates community engagement

Facilities
Provides a consistent framework to guide capital investment decisions

LRFMP

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The MPS Experience Our Students Deserve

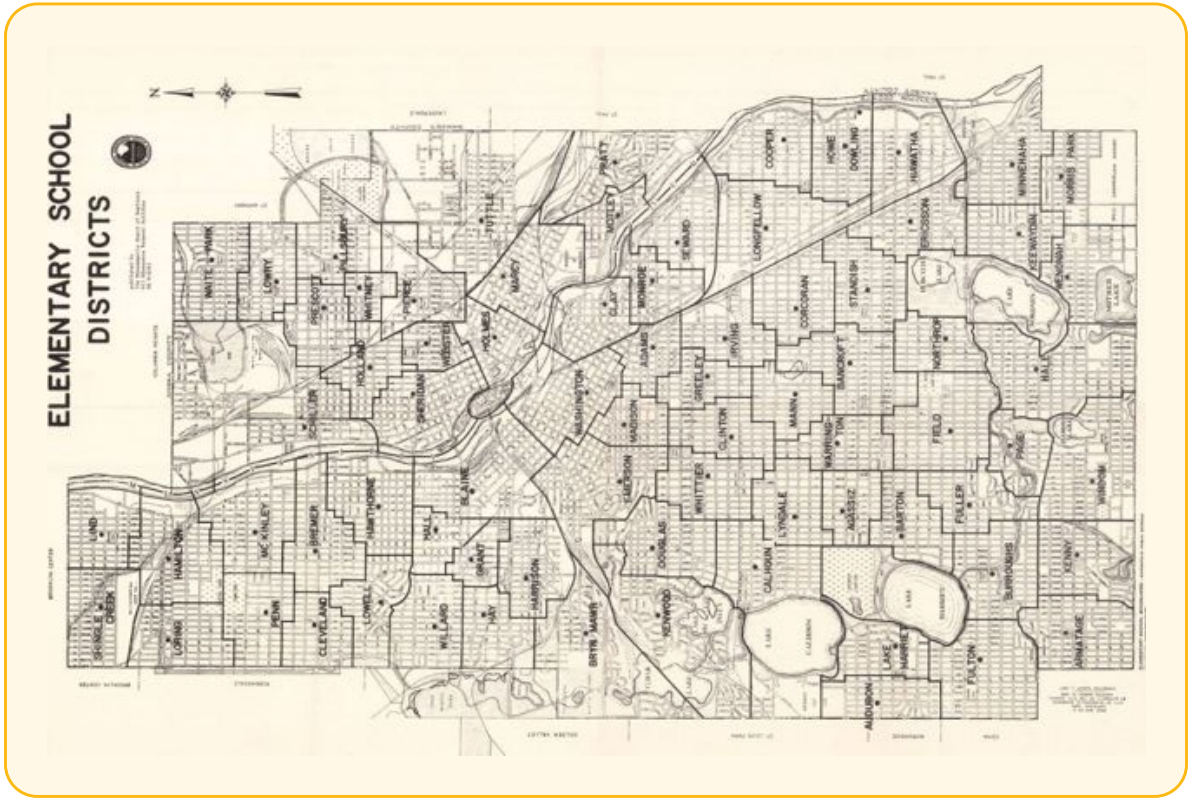
Small Class Sizes	**Strong School Pathways**	**Academic Enrichment & Support**	**Stable Student Supports**

As we plan for future enrollments, our next steps will depend on both budget realities and the physical space available across buildings.

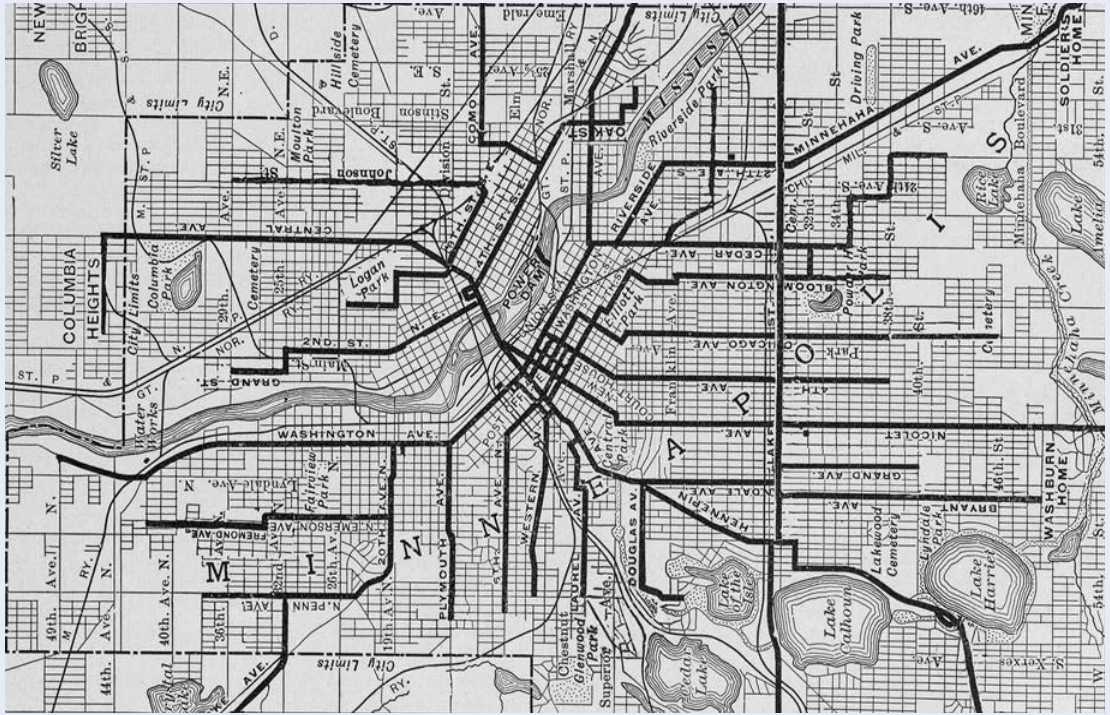
Questions and Discussion

Appendix

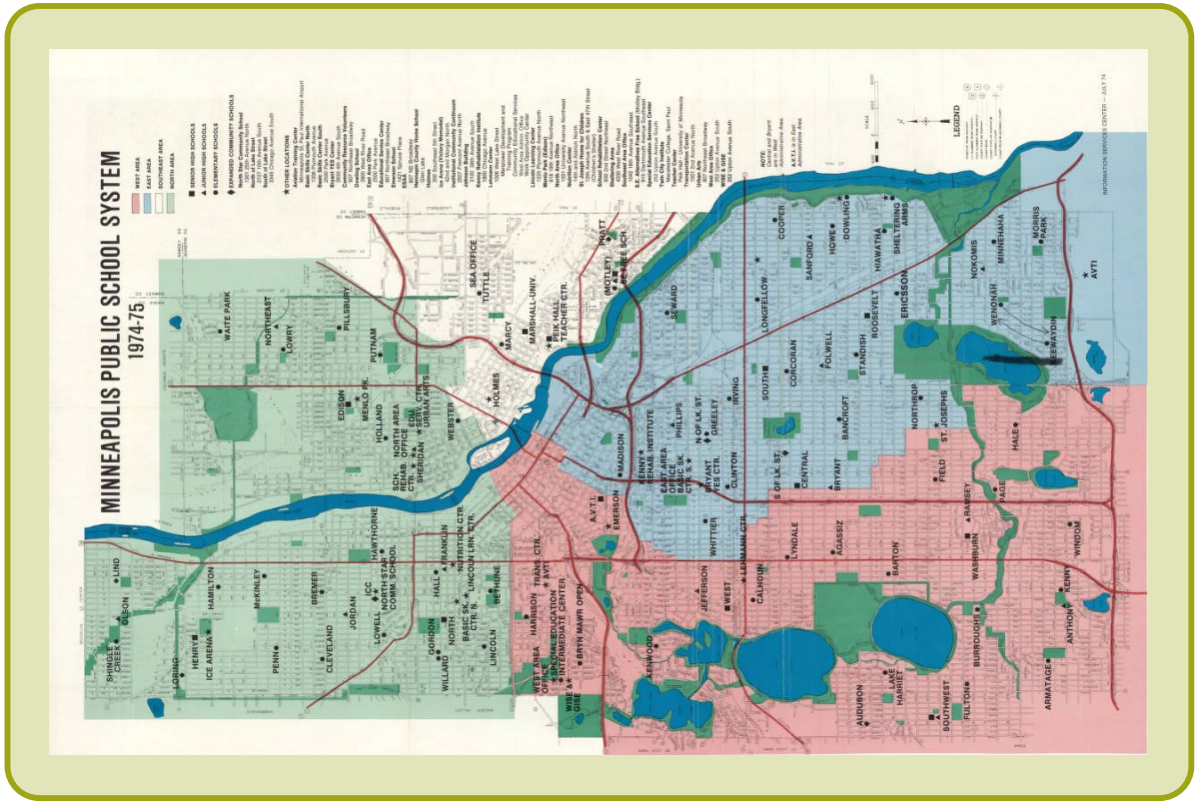
Proximity - 1850-1930



Transportation - 1930-1970



Desegregation – 1970–1990



Choice - 1990-Present