Regular Business Meeting

Tuesday, November 10, 2026 5:30 PM
Board Assembly Room, 1250 West Broadway Avenue, Minneapolis, Minnesota 55411

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

2) **Adoption of the Agenda**

3) **Canvass November 3, 2026 General Election Results**

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 3312

8)b. Resolution Amending Policy 8115

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. Oct. 13, 2026 Regular Business Meeting

9)a.2. Human Resources Transactions

9)a.2.a. Approval of List A personnel matters (2026-11-ER-A)

9)a.2.b. Approval of List B personnel matters (2026-11-ER-B)

9)a.3. Acceptance of Gifts and Donations (2026-0084)

9)a.4. Contracts

9)a.4.a. Contract 4400004142 with Archer Mechanical

9)a.4.b. Contract 4400004144 with Archer Mechanical

9)a.4.c. Contract 4400004143 with Archer Mechanical

9)a.4.d. Contract 4400004141 with Archer Mechanical

9)a.4.e. Amendment to contract 4400003250 with Bolton & Menk

9)a.4.f. Amendment to contract 4400003493 with H&B Specialized Products, Inc.

9)a.4.g. Amendment to contract 4400003107 with H&B Specialized Products, Inc.

9)a.4.h. Amendment to contract 4400004017 with Learning Disabilities Association of Minnesota (LDA).

9)a.4.i. Amendment to contract 4400003046 with Parallel Technologies

9)a.4.j. Contract 4400004139 with Premier Electrical Corporation

9)a.4.k. Amendment to contract 4400003821 with Miller Dunwiddie

9)a.4.l. Contract 4400004155 with Minneapolis Park & Recreation Board (City of Mpls)

9)a.4.m. Contract 4400004146 with Premier Electrical Corporation

9)a.4.n. Amendment to contract 4400001966 with Rimini Street, Inc.

9)a.4.o. Amendment to contract 4400003460 with T-Mobile

9)a.4.p. Amendment to contract 4400002204 with Wold Architects & Engineers

9)a.5. Agreements/Authorizations

9)a.5.a. Amendment to Lease Agreement with Fraser

9)a.5.b. City of Minneapolis Easement and Access agreement at Green Central Community

9)b. Authorizing the Creation of a 501(c)(9) Trust Account Relating to the District’s Self-Funded Health Insurance Plan

9)c. Approval of the 2026-2028 Bargaining Agreement between MPS and the American Federation of State, County, and Municipal Employees, Local 56, Council 5 (AFSCME)

10) **New Business**

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

12) **Adjournment**



Superintendent's Report

Regular Business Meeting

November 10, 2026

MINNEAPOLIS PUBLIC SCHOOLS

Superintendent's Update

Superintendent Dr. Lisa Sayles-Adams

MINNEAPOLIS PUBLIC SCHOOLS

Enrollment Update

Overview and Data Notes

- Initial data shows a decrease in enrollment from 2025-26 October 1 counts and from 2026-27 enrollment projections
    - Decreased enrollment is attributed to lower than anticipated English Learner students and students who speak a language other than English at home as a result of immigration enforcement in Minneapolis and surrounding areas in the spring of 2025-26
- October 1 counts are an unduplicated snapshot of student enrollments
- October 1 counts will continue to change throughout the year as records are updated
- Applications for Educational Benefits, which inform free or reduced lunch (FRL) status, can be submitted all year
    - Applications received by December 15 will be included in October 1 counts and will determine future funding amounts and school Title I eligibility

Schools Included

Elementary

- Anishinabe Academy Elementary
- Armatage Elementary
- Bancroft Elementary
- Barton Elementary
- Bethune Elementary
- Bryn Mawr Elementary
- Burroughs Elementary
- Cityview Elementary
- Dowling Elementary
- Ella Baker PreK-8
- Emerson Elementary
- Field Elementary
- Folwell Elementary
- Green Central Elementary
- Hale Elementary
- Hall Academy Elementary
- Hiawatha Elementary
- Hmong International Academy
- Howe Elementary
- Jenny Lind Elementary
- Kenny Elementary
- Kenwood Elementary
- Lake Harriet Lower Elementary
- Lake Harriet Upper Elementary
- Lake Nokomis Keewaydin Elementary
- Lake Nokomis Wenonah Elementary
- Las Estrellas Elementary
- Loring Elementary
- Lucy Laney Elementary
- Lyndale Elementary
- Marcy Elementary
- Nellie Stone Johnson Elementary
- Northrop Elementary
- Pillsbury Elementary
- Pratt Elementary
- Seward Elementary
- Sullivan PreK-8
- Waite Park Elementary
- Webster Elementary
- Whittier Elementary
- Windom Elementary

Middle

- Andersen Middle
- Anthony Middle
- Anwatin Middle
- Franklin Middle
- Justice Page Middle
- Northeast Middle
- Olson Middle
- Sanford Middle

High

- Camden High
- Edison High
- FAIR High
- Heritage Academy High
- Longfellow Alternative High
- MACC
- North High
- Roosevelt High
- South High
- Southwest High
- Washburn High
- Wellstone International High

Specialty Schools and Programs

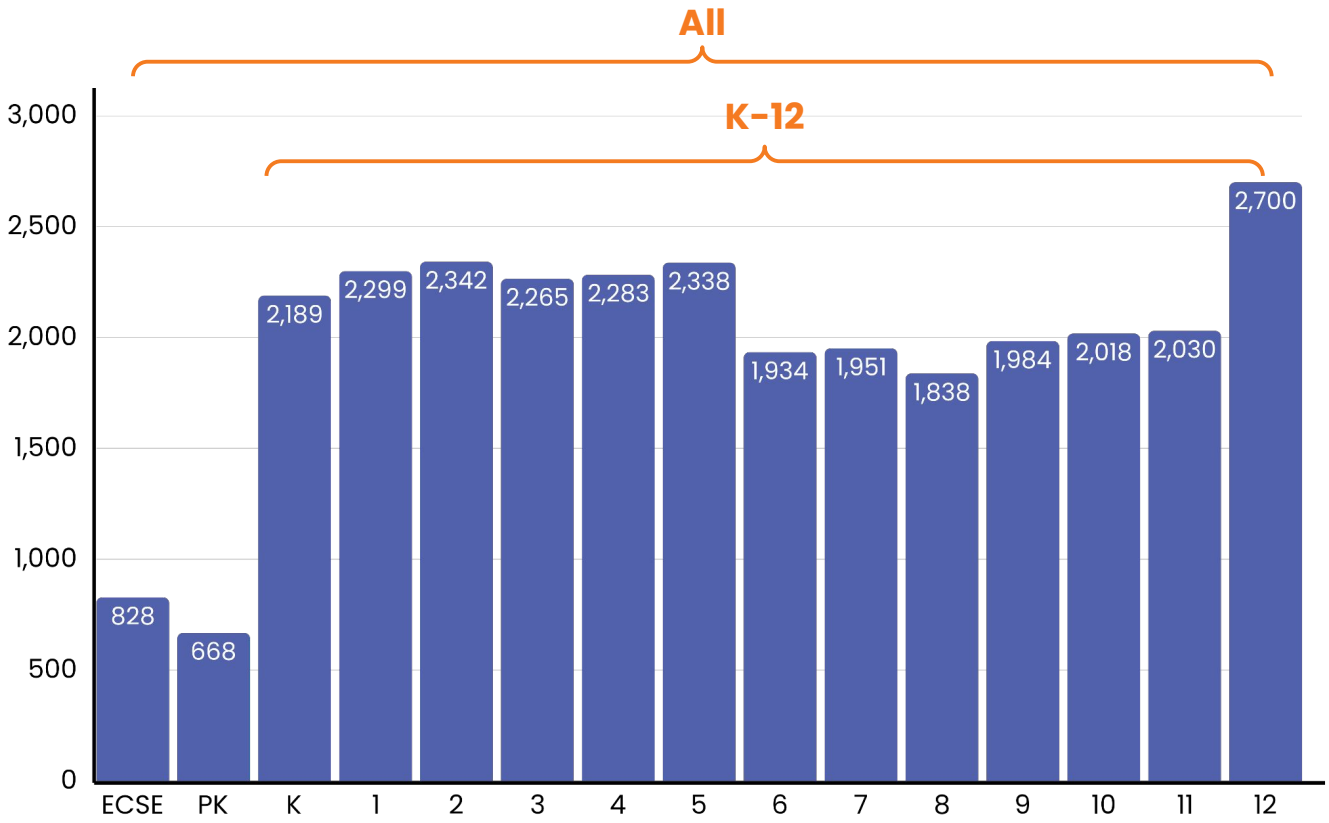
- MPS Online 6-12
- MPS Metro
- Stadium View
- Early Childhood Special Ed
- River Bend Educational Center
- Harrison Education Center
- Transition Plus Services

Contract Alternative Programs

- Center School
- Loring-Nicollet
- Menlo Park
- MERC
- Plymouth Youth Center
- Ronald McDonald House
- Takoda Prep
- VOA

MINNEAPOLIS PUBLIC SCHOOLS

Preliminary 2026-27 October 1 Enrollments by Grade



2026-27 Enrollments*

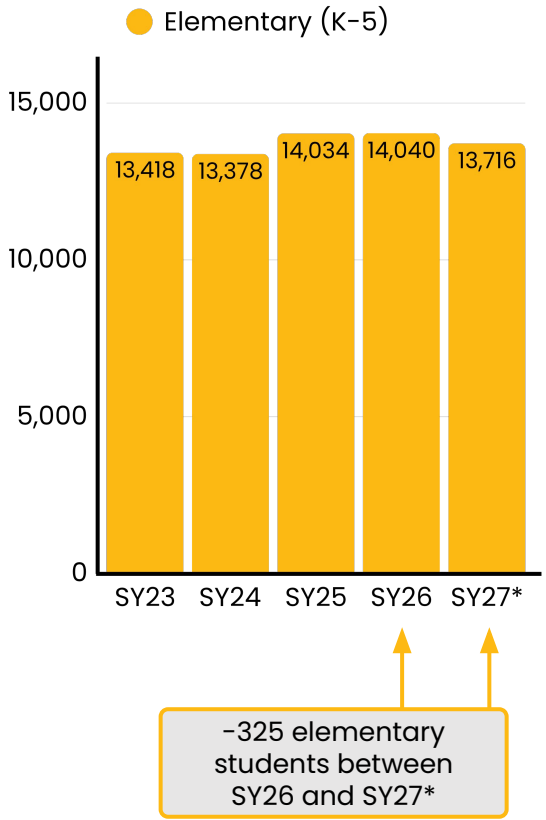
K-12: 28,171

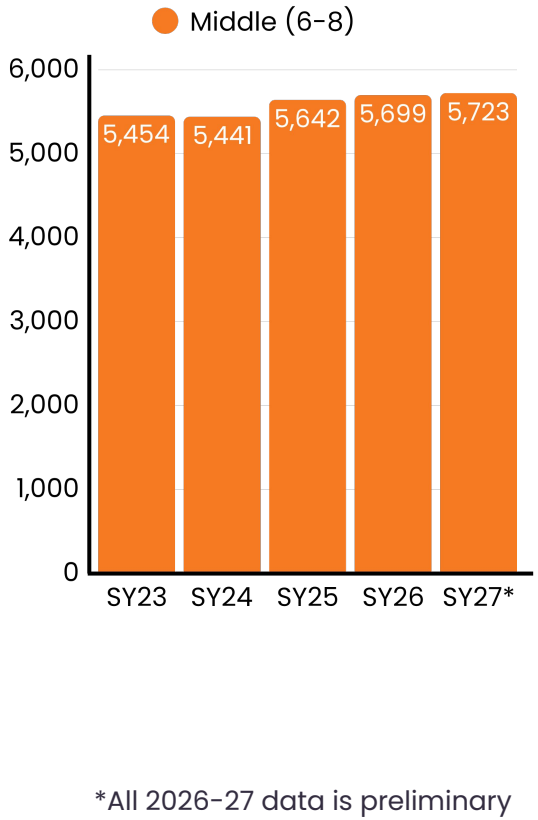
All: 29,677

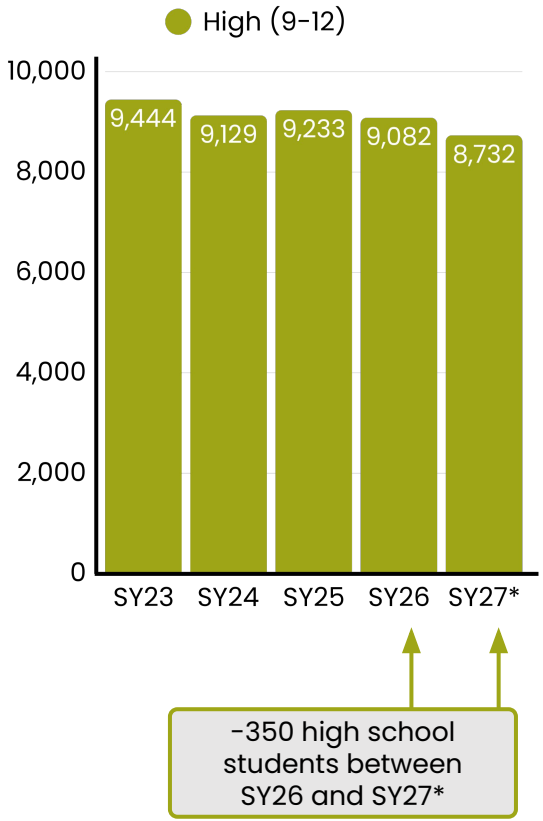
*All 2026-27 data is preliminary

MINNEAPOLIS PUBLIC SCHOOLS

5-Year Enrollment History by Grade Level





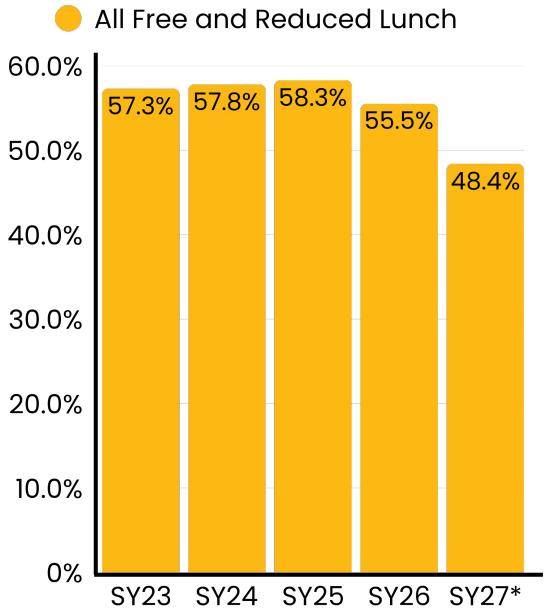


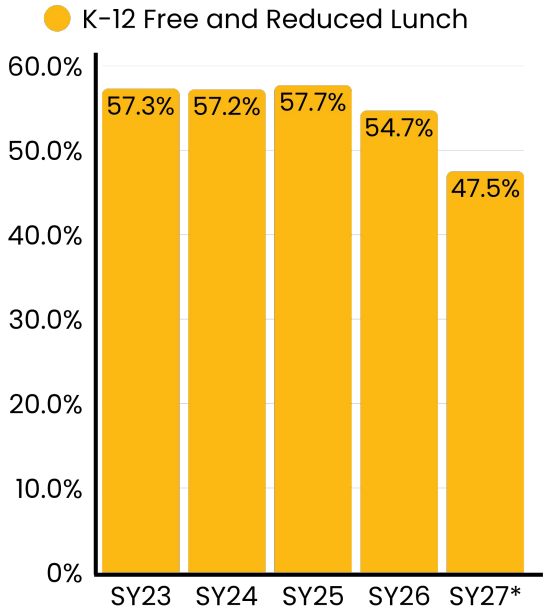
*All 2026-27 data is preliminary

5-Year Enrollment History by Educational Benefits Status

Note: Data for students qualifying for Educational Benefits, also known as free and reduced lunch (FRL), will change frequently at the beginning of the year as students are identified and information is updated.

All includes ECSE and PreK





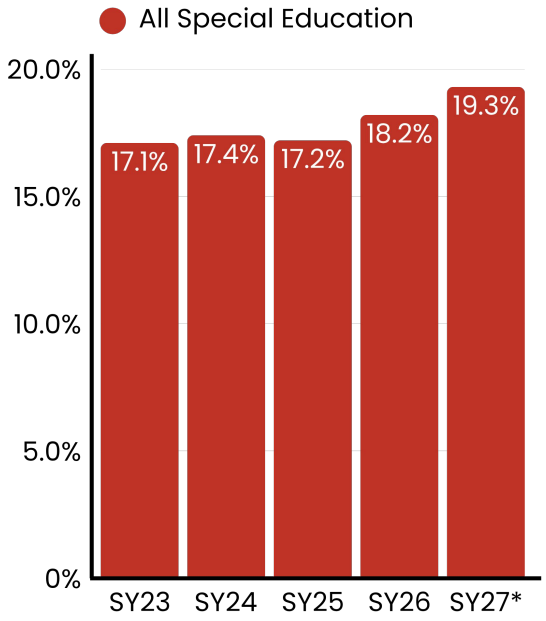
*All 2026-27 data is preliminary

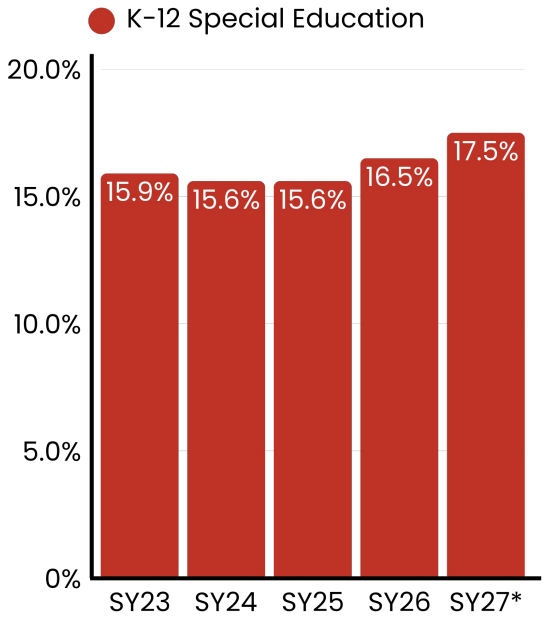
MINNEAPOLIS PUBLIC SCHOOLS

5-Year Enrollment History by Special Education Status

Note: December 1 is the official Special Education enrollment snapshot date, not October 1.

All includes ECSE and PreK





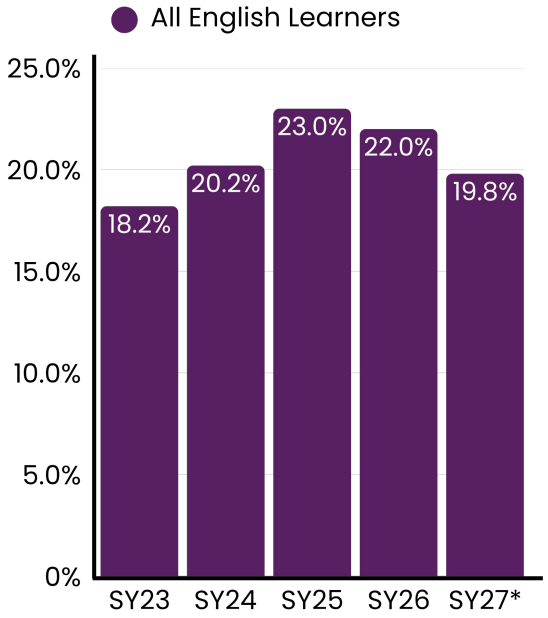
*All 2026-27 data is preliminary

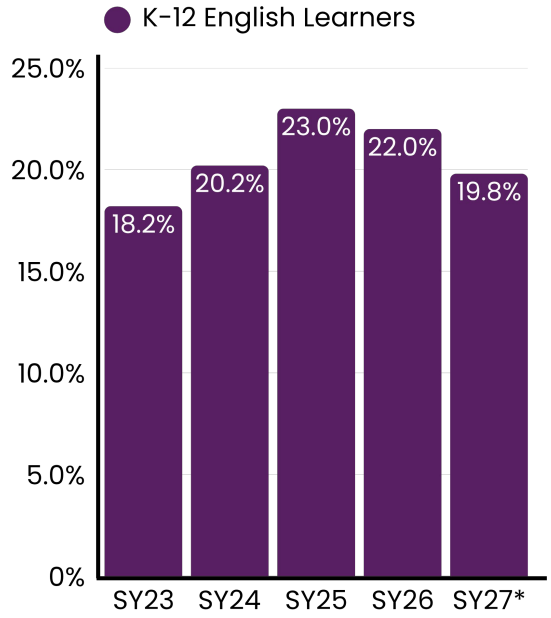
MINNEAPOLIS PUBLIC SCHOOLS

5-Year Enrollment History by English Learner (EL) Status

Note: English Learner student data will change frequently throughout the year as students are identified and information is updated.

All includes ECSE and PreK

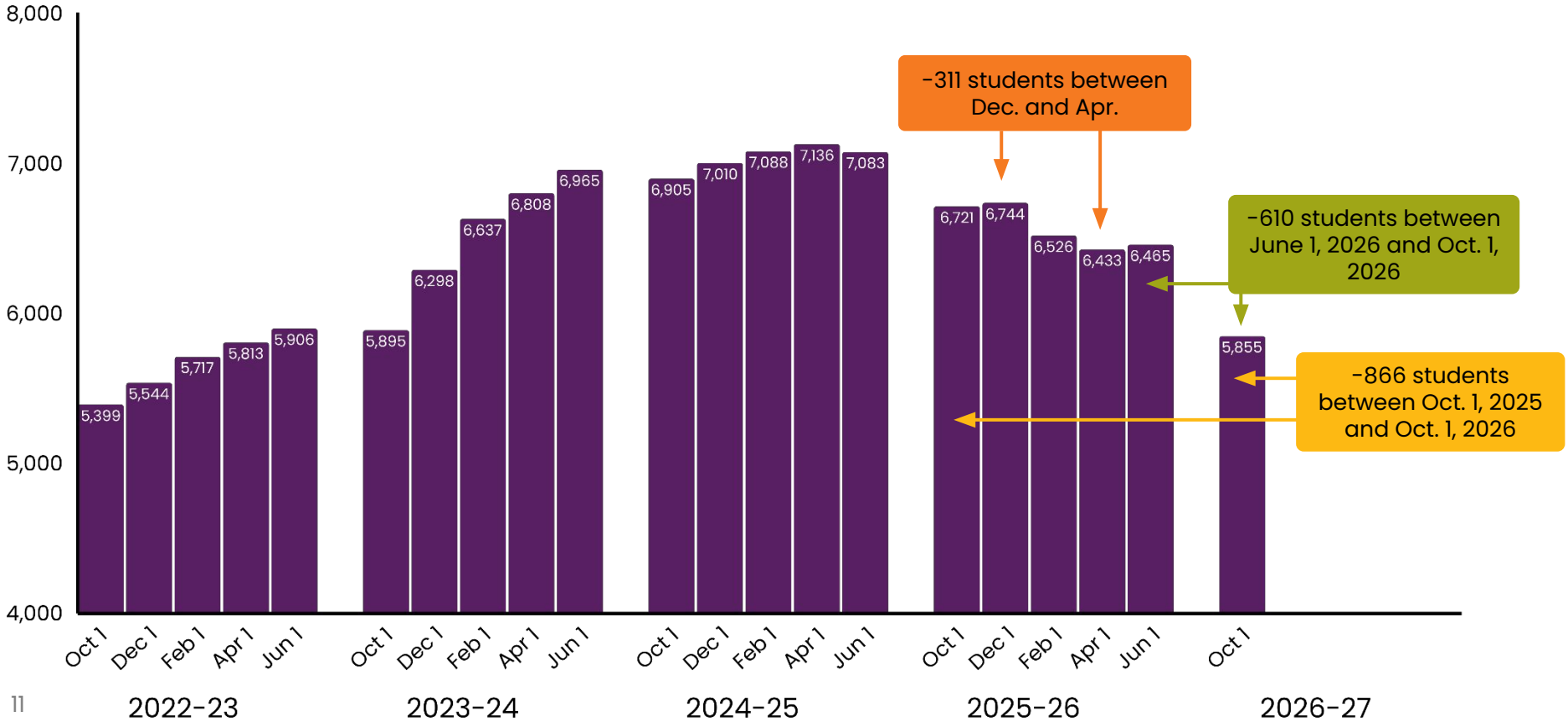




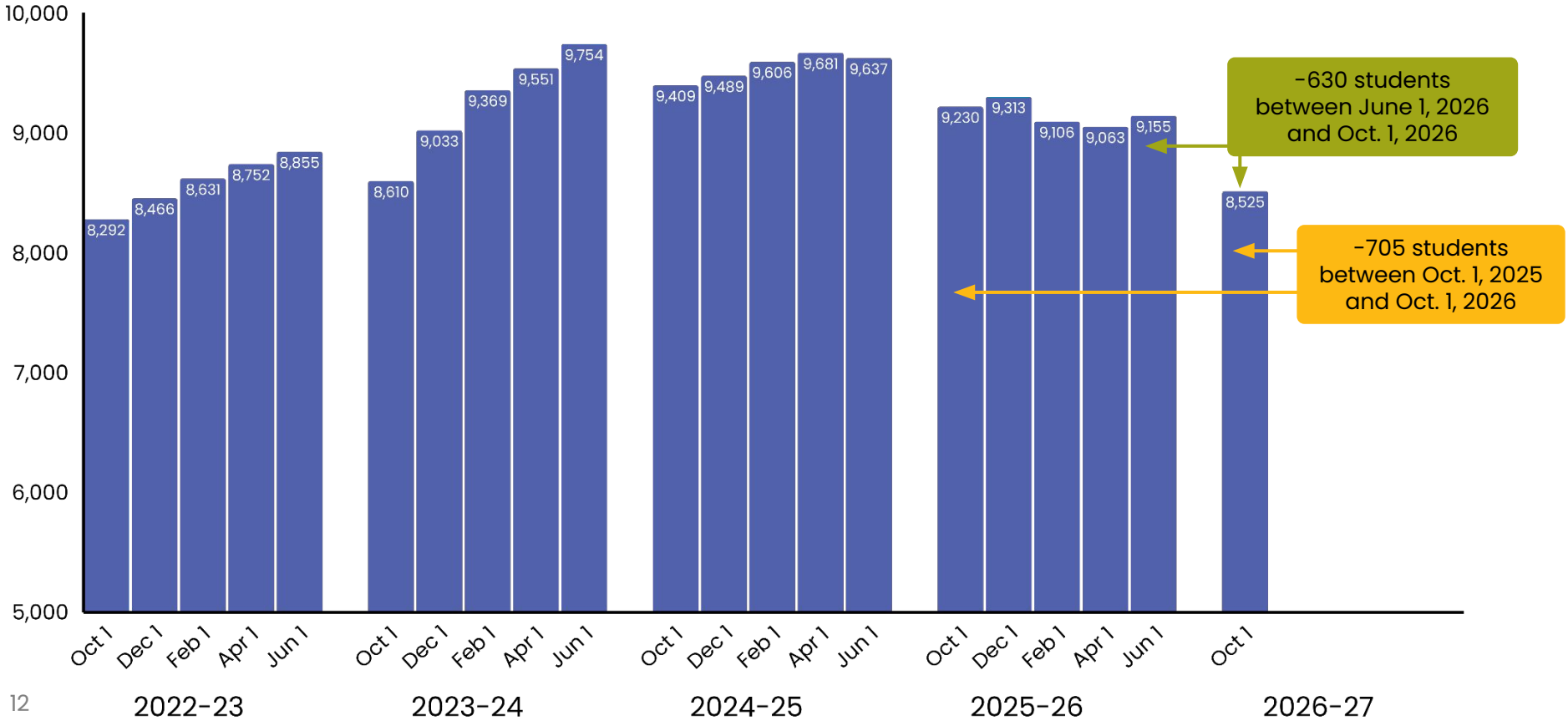
*All 2026-27 data is preliminary

MINNEAPOLIS PUBLIC SCHOOLS

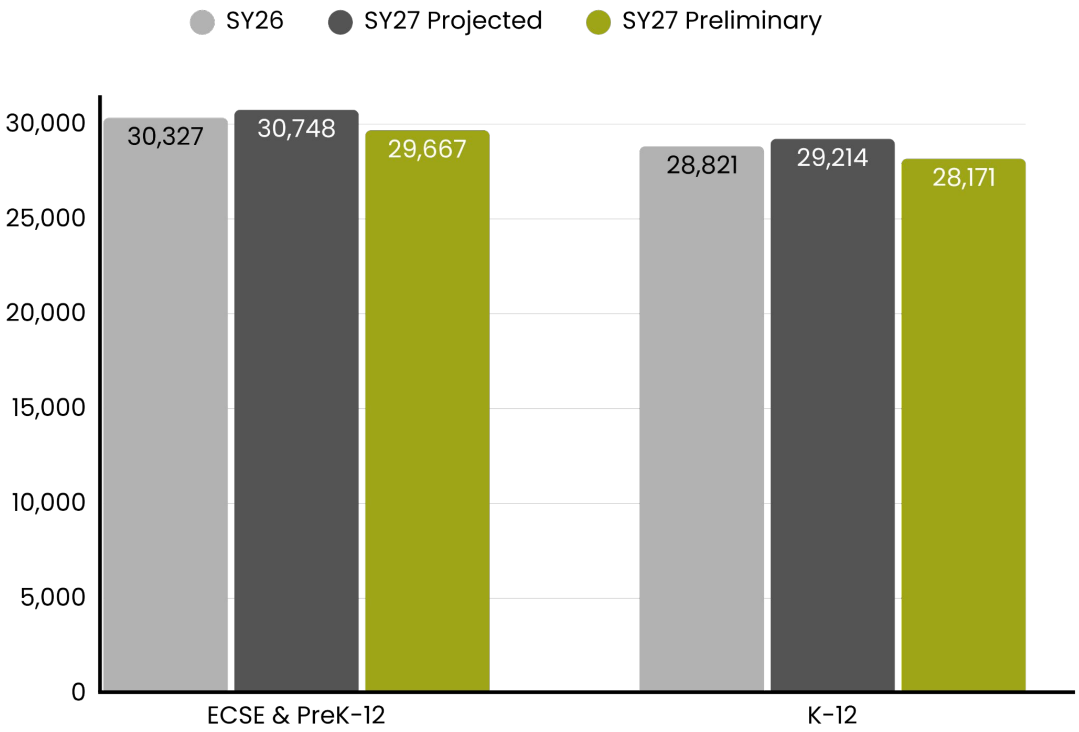
Enrollment History of English Learner Students by Month



Enrollment History of Non-English Home Language Students by Month



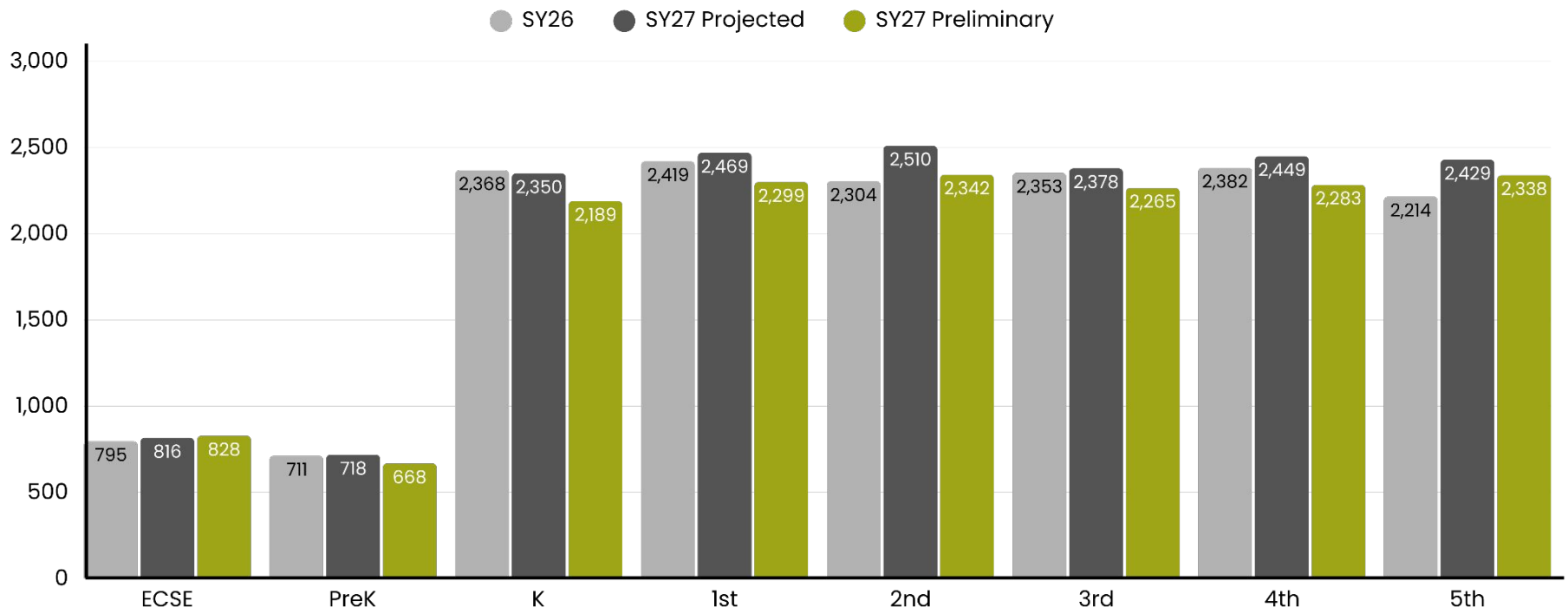
Projected and Actual Enrollments



- Projected enrollments are used for budgeting
- We projected a modest enrollments increase of 1.4% from SY26 to SY27
- Preliminary enrollment data for SY27 indicate a difference of -3.5% from SY27 projections.

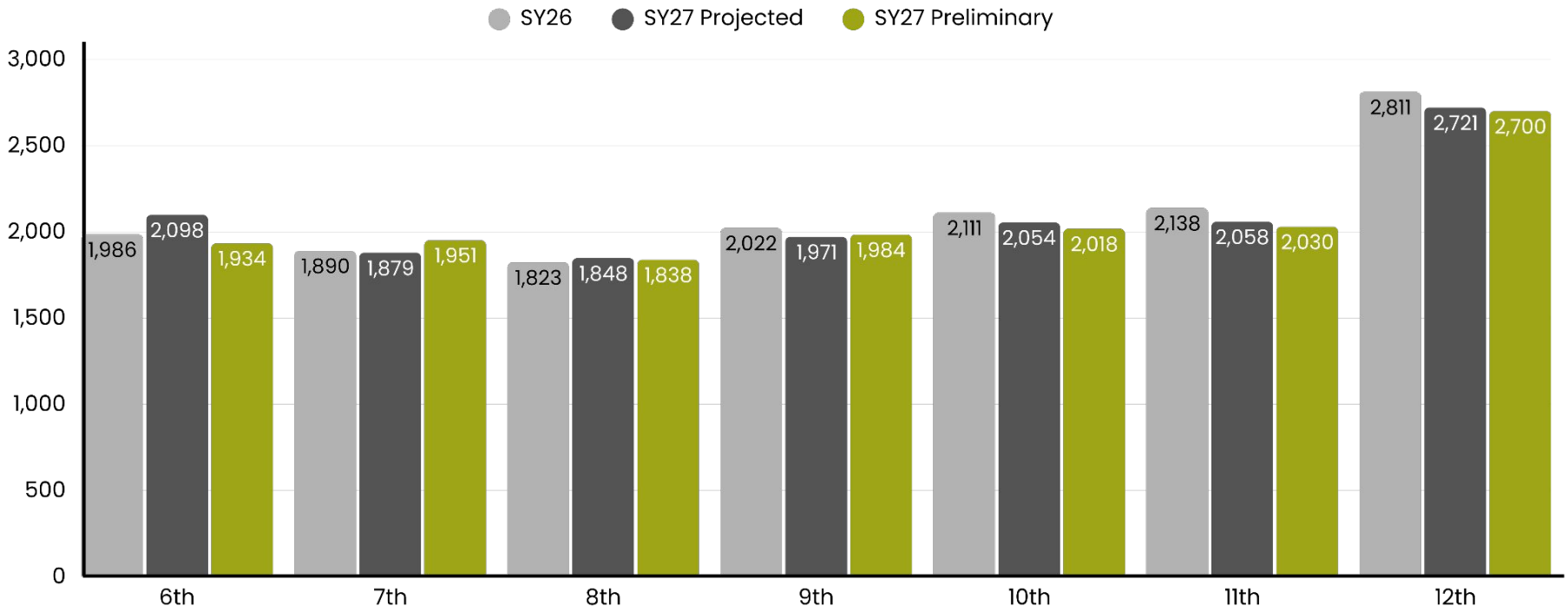
MINNEAPOLIS PUBLIC SCHOOLS

Projected and Actual Enrollments, ECSE & PreK-5



MINNEAPOLIS PUBLIC SCHOOLS

Projected and Actual Enrollments, 6-12



MINNEAPOLIS PUBLIC SCHOOLS

Short-Term Enrollment Growth Strategies

- Partnering with schools that have room to grow on targeted enrollment marketing and growth plan
- Launched 'MPS Ambassadors' program to build community network of volunteers to support enrollment marketing efforts
- Considering an earlier decision date for lottery placement notifications to compete with the acceptance timelines of other schools and districts
- Reviewing current early childhood programming offerings to determine potential changes for next school year that would expand access
- Continuing with annual activities like mailers, School Finder Fair, and promoting school tours and open houses across MPS platforms
- Launching a new exit survey to begin capturing the feedback of families who transfer schools or exit MPS

Questions

MINNEAPOLIS PUBLIC SCHOOLS

Draft 2027 Legislative Agenda

2026 Election Shapes 2027 Legislative Session

- First female Governor in state history - Governor-elect Amy Klobuchar
- Pending recounts, Minnesota House controlled by Democrats 77-57
- Pending recounts, Minnesota Senate controlled by Democrats 39-28
- Permanent School Fund constitutional amendment passes with 70% yes votes
- Senator-elect Simon Trautmann Cordova will represent the far southern edge of Minneapolis along with Richfield and Bloomington

Pre-Session Milestones

- New Governor's transition team named - Former Human Services Commissioner Cindy Jesson will lead the transition
- House Democrats elect Zack Stephenson as Speaker and Jamie Long as Majority Leader
- Senate Democrats elect Erin Murphy as Majority Leader and Bobby Joe Champion as Senate President
- November state budget forecast - last week of November
- House and Senate committees announced
- 2027 budget setting session begins on January 12, 2027

Proposed Legislative Agenda – Funding

- Rescind the $250 million cut to state special education funding
- Address the undercounting of students eligible for compensatory revenue
- Allow elected school boards to renew existing capital projects levies
- Provide districts impacted by federal immigration policies with bridge funding
- Fund ongoing unemployment insurance costs for hourly school workers

Proposed Legislative Agenda – Special Education

- Address the mismatch of open enrollment, charter school and special education tuition billing statutes so resident district budgets do not take a disproportionate share of the cost
- Address the rapidly rising cost of special education tuition billing due to some schools' ability to bill back 100% of their costs
- Transfer district of residence to the serving district after one year for students who open enroll

Proposed Legislative Agenda – Additional Issues

- Holistically address school and community safety by banning assault style weapons, large magazines and binary triggers, support safe gun storage and investing in supports for students
- Enhance protections for newcomer students
- Support funding for the principals' survey
- Seek state support for rapidly rising health care costs
- Align district's budget deadline with all other districts in the state

Questions

MINNEAPOLIS PUBLIC SCHOOLS

Comprehensive Achievement and Civic Readiness and Achievement and Integration Plan Updates

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

Aligned Student-Centered Outcomes



Strategic Plan

Aligns priorities, resources, and actions with our MPS mission, vision, commitments, and values

Comprehensive Achievement and Civic Readiness (CACR)

Formerly World's Best Workforce (WBWF)

Students are career- and college-ready at graduation

Achievement & Integration (A&I)

Increase racial and economic integration of students and increase academic achievement

School Improvement Plans (SIPs)

Continuous improvement process focused on improving outcomes for all students through evidence-based practices

Aligned Student-Centered Outcomes



Strategic Plan

Aligns priorities, resources, and actions with our MPS mission, vision, commitments, and values

Comprehensive Achievement and Civic Readiness (CACR)

Formerly World's Best Workforce (WBWF)

Students are career- and college-ready at graduation

Achievement & Integration (A&I)

Increase racial and economic integration of students and increase academic achievement

Comprehensive Achievement & Civic Readiness

Comprehensive Achievement and Civic Readiness (CACR)

What is the CACR Committee?

- Required by MN Statute.
- Serves as the School Board's advisory committee on Academic Achievement and Civic Readiness.
- Engages students, families, teachers, staff, and community members in district improvement efforts.
- Reviews data, gathers community feedback, and makes recommendations to the Board regarding Student Achievement and Outcomes.
- Members are appointed by Board directors (students, caregivers, teachers, etc.).

What Roles Does the CACR Committee Have?

- **Advisory Only:** Does not set policy or make final decisions.
- **Provides Recommendations:** Advises the School Board on goals, policies, plans, and implementation, while final decision-making authority remains with the Board.
- **Community Bridge:** Serves as a vital link between schools, families, students, staff, and the broader community.

2025-26 and 2026-27 CACR Goals

All children are ready for school.

- Goal: 50% of all MPS students who participated in PreK (High-5) will be proficient in FastBridge early Reading in the fall of their kindergarten year.

All racial and economic achievement gaps between students are closed.

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

All students are ready for career and college.

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

All students graduate from high school.

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

All students are prepared to be lifelong learners.

- Successful attainment of the above CACR goals indicates that students are prepared to be lifelong learners.

CACR Committee for 2026-27

Meeting Frequency

Planning Meetings

MPS CACR Facilitators + Co-Leads

Sept, Nov, Jan, March, May

CACR Meeting Dates

Full Committee Meetings

Oct, Dec, Feb, April, End of May/June

Meeting Format

Structure & Logistics

Standing agenda items at each meeting:

- CACR Goal Updates- progress monitoring
- Academic Updates
- Strategies happening to positively impact trajectories seen in the data

Area(s) of Focus

CACR Goals

Key strategic objectives and targeted outcomes for 2026-27:

- Understanding specific strategies aligned to the CACR goals
- Report on strategies to support ongoing professional development of teachers.
- Identifying the scope of advisory/influence of the committee
- Expanding opportunities for all students across the district

All Children are Ready for School

MPS Goal

50% of all MPS students who participated in PreK (High-5) will be proficient in FastBridge early Reading in the fall of their kindergarten year.

Results Overview

Kindergarten readiness is measured by the percentage of students attending PreK in MPS (High 5) who scored "at benchmark" on FastBridge earlyReading and earlyMath in fall.

Prioritization applies to eligible families; comparisons by service group are often most informative. Non-MPS PreK data is unrecorded.

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.

MPS PreK = a student attended PreK (or High 5) in MPS prior to their KG year
No MPS PreK = a student who did not attend PreK in MPS, including students who did not attend any PreK programming or students who attend PreK programming elsewhere

MINNEAPOLIS PUBLIC SCHOOLS

All Racial & Economic Achievement Gaps between Students are Closed

Reading Goal

50%

TARGET STUDENT GROWTH

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

CACR Literacy K-8
Students Below Benchmark in the Fall (n)
Making Typical or Aggressive Growth from Fall to Spring (%)

	Year 1 22-23		Year 2 23-24		Year 3 24-25		Year 4 25-26		Year 5 26-27	
	n	%	n	%	n	%	n	%	n	%
Overall	**6489**	**49%**	**6582**	**46%**	**7688**	**47%**	**8113**	**46%**		
American Indian	499	43%	565	40%	595	42%	603	40%		
Asian	316	45%	294	47%	291	48%	279	45%		
Black or African American	2402	45%	2157	42%	2447	42%	2610	43%		
Hawaiian/Pacific Islander	<10	<10	<10	<10	<10	<10	<10	<10		
Hispanic	1449	44%	1750	41%	2537	46%	2690	45%		
Two or More Races	448	54%	424	50%	417	48%	441	46%		
White	1373	62%	1383	58%	1395	60%	1483	59%		
English Learner Services	1835	47%	2118	43%	2874	48%	3001	45%		
Special Education Services	1219	47%	1426	40%	1774	42%	2026	40%		
Free or Reduced Lunch	5087	45%	4936	42%	5944	44%	5972	44%		
Homeless or Highly Mobile	576	43%	806	40%	1,053	43%	1,204	41%		

FastBridge earlyReading is a universal screening assessment for students in grades K and 1. FastBridge aReading is a universal screening assessment for students in grades 2-8. These tests 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.

All Racial & Economic Achievement Gaps between Students are Closed

Math Goal

50%

Target Student Growth

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

CACR Math K-8
Students Below Benchmark in the Fall (n)
Making Typical or Aggressive Growth from Fall to Spring (%)

	Year 1 22-23		Year 2 23-24		Year 3 24-25		Year 4 25-26		Year 5 26-27	
	n	%	n	%	n	%	n	%	n	%
Overall	**5517**	**52%**	**7184**	**54%**	**7511**	**52%**	**8090**	**52%**		
American Indian	436	49%	597	50%	566	45%	644	47%		
Asian	243	56%	288	59%	253	55%	266	58%		
Black or African American	2105	49%	2289	49%	2379	48%	2670	49%		
Hawaiian/Pacific Islander	<10	<10	<10	<10	<10	<10	<10	<10		
Hispanic	1295	53%	2156	54%	2641	54%	2591	52%		
Two or More Races	362	56%	445	54%	409	52%	478	50%		
White	1074	56%	1401	60%	1256	58%	1434	60%		
English Learner Services	1541	56%	2401	56%	2866	54%	2817	53%		
Special Education Services	1030	54%	1452	50%	1614	47%	1877	47%		
Free or Reduced Lunch	4388	51%	5405	52%	5881	50%	5913	50%		
Homeless or Highly Mobile	452	50%	856	53%	1,003	50%	1,126	48%		

FastBridge earlyMath is a universal screening assessment for students in grades K and 1. FastBridge aMath is a universal screening assessment for students in grades 2-8. These tests 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.

MINNEAPOLIS PUBLIC SCHOOLS

All Students are Ready for Career and College

Career & College Goal

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

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 2022-23 and 2023-24 reflects a temporary shift as new CTE centers opened. The table shows a steady rebound as the system adjusts.

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.

All Students Graduate from High School

Graduation Goal

90%

TARGET GRADUATION RATE

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

Graduation Rate Results Overview

The four-year graduation rate is a state and federal accountability measure based on 9th grade entry, expecting graduation within four years.

The overall 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.

Achievement & Integration

Minnesota's Achievement and Integration Program

PROGRAM PURPOSE

The purpose of the Achievement and Integration (A&I) program is to pursue racial and economic integration, increase student achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools.

STATE LAW & GOVERNANCE

Statutory Authority

Minnesota Statutes 124D.861 and 124D.862

The Minnesota Department of Education requires 3 Goal Areas

01

Reduce Achievement Disparities

02

Increase Racial and Economic Integration

03

Increase Access to Effective and Diverse Teachers

MDE required Strategies

01 **Innovative and Integrated Pre-K to Grade 12 Learning Environments**
MPS: Magnet programs, Magnet school transportation

02 **Career/College Readiness and Rigorous Coursework**
MPS: AP, IB, CIS, PSEO, AVID

03 **Recruitment and Retention of Racially and Ethnically Diverse Teachers and Administrators**
MPS: Grow Your Own, ABAR

04 **Family Engagement Initiatives to Increase Student Achievement**
MPS: FEST training, family liaisons

05 **Professional Development Opportunities Focused on Academic Achievement**
MPS: LETRS, UFLI, culturally responsive math

Achievement and Integration Goals SY 26-29

Achievement Gaps: Math & Reading

- **Math (K-8):** 50% of protected class students scoring below benchmark will make 1+ year growth on FastBridge (earlyMath/aMath).
- **Reading (K-8):** 50% of protected class students scoring below benchmark will make 1+ year growth on FastBridge (earlyReading/aReading).

Career & College Readiness

- **Advanced Coursework:** The proportion of protected class high school students completing at least one advanced course (AP, IB, CIS, Advanced, CTE, PSEO) by end of 12th grade will reflect the MPS student body within 10%.

High School Graduation

- **Graduation Rate:** 90% of seniors will graduate or continue into an approved diploma-seeking transition or language support program.

Integration & Teacher Equity

- **Engagement:** Increase student & family participation in integrated experiences by 25% annually (cross-cultural RIS/non-RIS).
- **Magnet Recruitment:** Increase Magnet School recruitment, retention, and integration by 15% by end of 2028-29.
- **Staff Retention:** Retain 85% of protected class staff.

Questions

Strategic Plan Update

Concluding Year 5 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

MPS Strategic Plan Prioritized Strategies 2026-27

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.

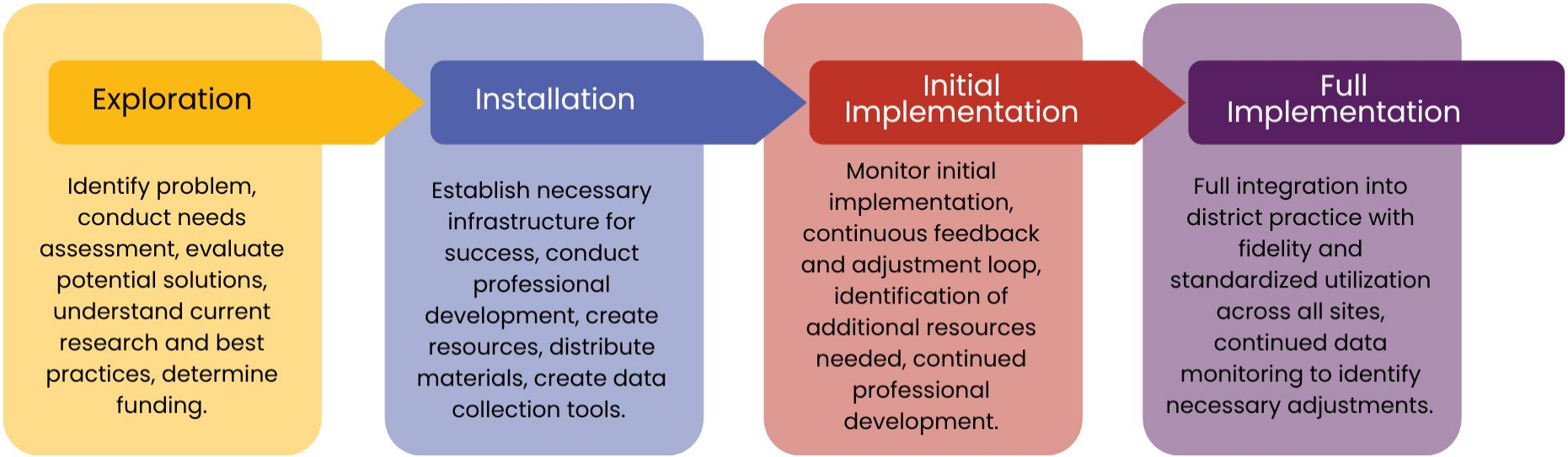
Goal 4
School & District Climate



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

MINNEAPOLIS PUBLIC SCHOOLS

MPS Strategic Plan Alignment with Implementation Science



MINNEAPOLIS PUBLIC SCHOOLS

2026-27 Beginning of Year Baseline Data

1. **Important note!** Moving forward, MPS will use the nationally recommended threshold cutoffs that determine whether students are on track to meet or at risk of not meeting end-of-year targets. Previously, MPS used district-specific thresholds. More information is available in Appendix A.

2. Beginning of year fall data used to measure academic achievement is available in Appendix B.

Transition Year: Reporting Both Threshold Measures

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

	MPS-Specific Benchmark Thresholds															Nationally Recommended Thresholds		
	Year 1 22-23			Year 2 23-24			Year 3 24-25			Year 4 25-26			Year 5 26-27			Year 5 26-27		
	F	W	S	F	W	S	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%	46%			46%		
Grades 2-5 Overall	47%	46%	44%	48%	42%	43%	46%	43%	43%	46%	45%	45%	47%			53%		
Grades 6-8 Overall	50%	49%	47%	51%	48%	51%	48%	47%	42%	50%	57%	54%	55%			59%		

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).

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.	UFLI Literacy Curriculum Implementation Arts & Letters Literacy Curriculum Implementation 6-8 ELA Literacy Curriculum Review K-5 Spanish Language Arts Curriculum Review 8 Culturally Sustaining Math Practices 6-8 Math Curriculum Implementation



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 implemented UFLI in K-2** • Evidenced by walkthrough, progress monitoring, and observational data. **Training** • Differentiated Teacher PD was offered on August 28th • Principals will get two UFLI PD sessions this year
Opportunities for Improvement	Site-Based PD for UFLI
Next Steps	• Targeted Support for schools who show need • PD Video Library where teachers can go to get training / PD on UFLI



MINNEAPOLIS PUBLIC SCHOOLS

K-5 Knowledge Building ELA Curriculum Adoption

Definition of success: 80% of all UFLI Classrooms are successfully implementing all elements of the lesson.

Current Status	Initial Implementation (Strengthening Practices)
Progress Update	**100% of K-5 Classrooms have implemented Arts & Letters** • Evidenced by walkthroughs and observational data **Training** • **Teachers**: August 27th & November 3rd (plus early August option) • **Principals**: Monthly Literacy PD, site visits, coaching consultancies
Opportunities for Improvement	Literacy Department will facilitate school-based Arts & Letters PD in winter and spring.
Next Steps	• Guided Observations for Leaders • Building-level Coaching (either Principal or Literacy Specialist)

Middle School ELA Curriculum Selection

Definition of success: By April of 2027, the 6-8 ELA Curriculum Adoption Steering Committee will make a recommendation for the adoption of a High-Quality Instructional Material (HQIM) that aligns with MN Standards and Structured Literacy to ensure equitable access for every student, across all classrooms.

Current Status	Exploration
Progress Update	• Steering Committee has been formed • Dates Set (5 days) • First Meeting was Oct 27th • Request for Proposals was published, vendor questions answered
Opportunities for Improvement	• Anticipated challenge of planning Professional Learning for implementing with integrity with limited days
Next Steps	• Next Meetings: December, January, February, March • Recommendation by April 2027

K-5 Spanish Language Arts Curriculum Selection

Definition of success: By May of 2027, the K-5 Spanish Language Arts Curriculum Adoption Steering Committee will make a recommendation for the adoption of a high-quality instructional material that aligns with MN Standards and Structured Literacy to ensure equitable access for every student, across all classrooms.

Current Status	Exploration
Progress Update	• This is a cross departmental project between the Literacy Department and the Department of Multilingual and Magnet Programming • Steering Committee is in the process of being formed • First meeting will take place in December
Opportunities for Improvement	• Consideration of the capacity of Dual Language Spanish teachers implementing curricular resources in both English and Spanish
Next Steps	• Schedule meetings • Recommendation by May 2027

8 Culturally Sustaining Mathematical Practices

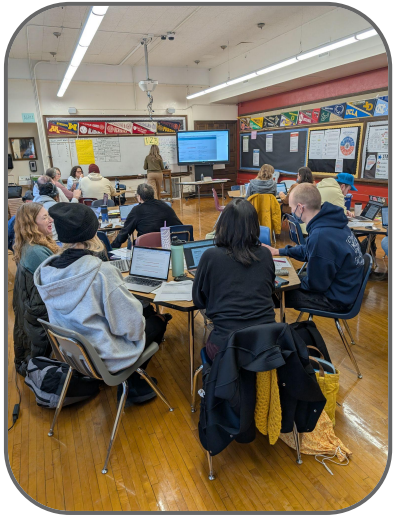
Success would be: By the end of 2026-27, grades 6-12 mathematics teachers will identify the culturally sustaining mathematical practices embedded within each unit and lesson and develop instructional opportunities that support those practices.

Current Status	Initial Implementation (Strengthening Practices)
Progress Summary	• Unpacking MN 2022 Math Standards in preparation for SY27-28 full implementation • District Professional Development for 6-12 mathematics teachers • School Improvement Plans using evidence-based strategies that align with the mathematical practices • Strengthening Tier 1 instruction via targeted site based PD
Opportunities for Improvement	• Support 6-12 teachers to develop a shared resource library that supports the mathematical practices embedded in the curriculum.
Next Steps	• 6-12 teachers will collaborate with the Math Department to curate a resource library that supports the mathematical practices • Math Content Lead will continue working with administrators and teachers to strengthen evidence-based instructional strategies

6-8 iReady Math Curriculum Implementation

Definition of success: ≥ 80% of 6-8 teachers use the curriculum with fidelity.

Current Status	Initial Implementation (Strengthening Practices)
Progress Summary	• Fall Leadership Consultancies with all site leaders to help them understand their data and partner on making goals/plans of action • Planned with teachers at each site to deepen their understanding of the curriculum. • Strengthening Tier 1 instruction via individualized teacher support.
Opportunities for Improvement	• Increase 6-8 curriculum fidelity
Next Steps	• Mid Year Leadership Consultancies with all site leaders to help them understand their data and partner on making goals/plans of action • Continue strengthening Tier 1 instruction via targeted teacher support.



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	• SY25-26 School Counselor time study focused on Middle School to identify and address barriers to 80/20 ratio of 80% direct service to student, 20% indirect student support service • 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 • Updating a framework for comprehensive school based mental health supports
Opportunities for Improvement	• Continued clarification of School Counselor and Social Work roles to maximize direct student services • Continue alignment of direct supports and professional development for Social Workers and School Counselors
Next Steps	• Districtwide MTSS alignment • Alignment of MTSS professional development • Reviewing each site and support plan needs

Aligned Social-Emotional Learning & Supports

Success would be: A coherent, districtwide system of SEL and behavior instruction and supports that meets the needs of all students.

CURRENT STATUS

Installation

Building the Foundation

The MTSS Department is facilitating alignment across eight departments: MTSS, Social Work, School Psychology, School Counseling, Mental Health, Climate & Equity, Student Retention & Recovery, and Early Childhood.

PROGRESS UPDATE

Cross-Department Collaboration: Continued coordination across eight departments to develop aligned SEL and behavior practices

.

Common Language: Established agreement on key terminology districtwide.

Student-Centered Focus: Developing PreK–12 progression of essential student skills.

Multilayered Practices: Initiated SEL/Behavior guidance using MnMTSS framework.

Behavior Data Collection: Identifying a more streamlined, user-friendly process for documenting behavioral incidents and improving data collection

Coherent Tiered System of Support For ***ALL***

OPPORTUNITIES FOR IMPROVEMENT

Strengthen alignment of practices, resources, and responsibilities across departments.

Establish consistent processes for implementing multilayered SEL and behavior supports across schools.

NEXT STEPS

- ❑ Creating a PreK–12 progression of essential SEL skills.
- ❑ Aligning instructional materials, programs, and staff roles.
- ❑ Defining tiers of support and processes for intervention and documentation.
- ❑ Finalizing the SEL/Behavior Multilayered Practices Guide to support consistent implementation across schools.

Progress Report on Prioritized Strategy 3.1

Strategic Goal	Prioritized Strategy	Planned Initiatives and Work in 2026-27
Goal 3 Effective Staff	**3.1** Strengthen pathways and reduce barriers for talented and diverse MPS employees and potential employees to become teachers.	Critically examine current and anticipated needs to develop a 5-year GYO approach for 2027-2032. Increase targeted engagement and recruitment of underrepresented groups in teaching.



Our Mission to “Grow Our Own”

MPS is growing our own staff to:

1. Establish embedded career pathways to recruit, develop and retain the most effective educators
2. Diversify licensed staff to reflect the diversity of the students and community we serve
3. Proactively meet nationwide teacher shortages and declines in traditional teacher prep enrollment

1

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

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

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

Mpls-St. Thomas Residency

Who is this program for?
ESPs and other staff with a Bachelor's degree but not a teaching license

Degree Required
Bachelor's degree

Licensure
K-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

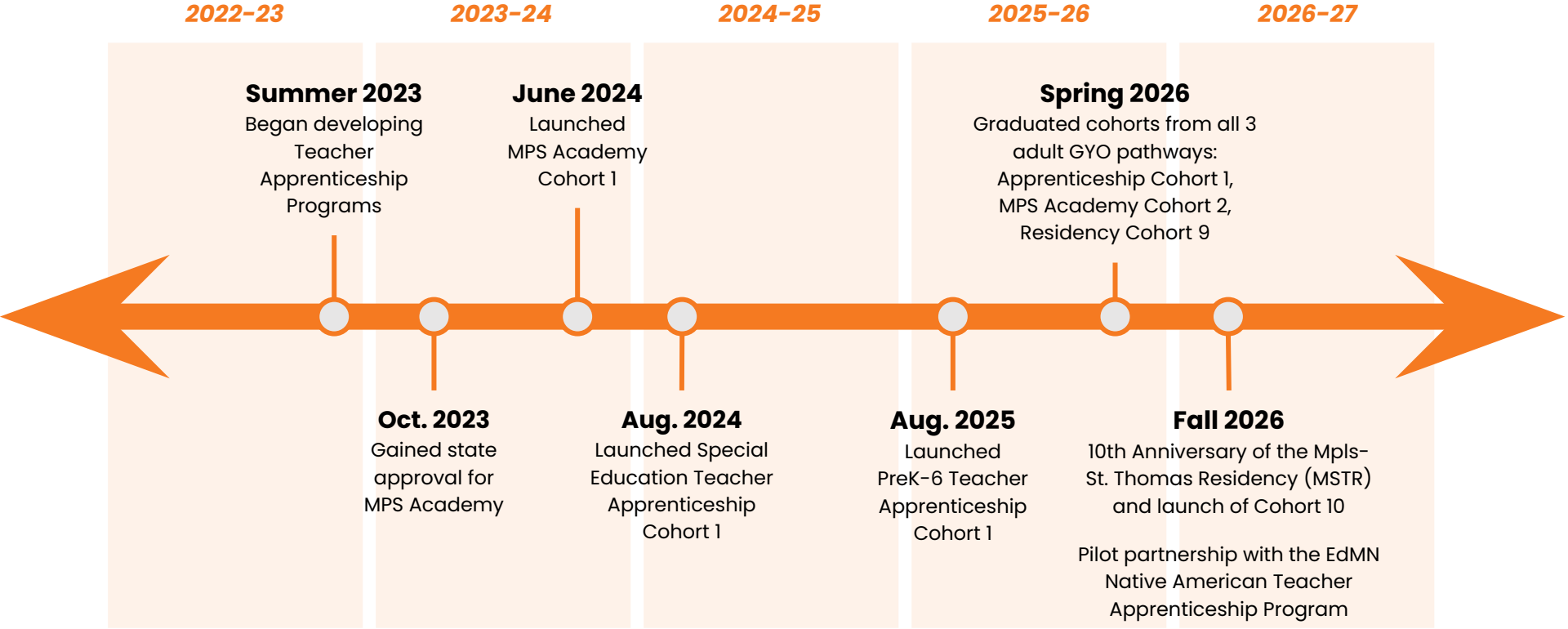
Degree Required
Bachelor's degree

Licensure
K-12 Academic & Behavioral

Program Length
15 Months

Program Outcome
Tier 3 License

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



MINNEAPOLIS PUBLIC SCHOOLS

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

2022-23	2023-24	2024-25	2025-26	2026-27
MSTR Cohort 6: 15 Residents	MSTR Cohort 7: 16 Residents	MSTR Cohort 8: 19 Residents	MSTR Cohort 9: 18 Residents	MSTR Cohort 10: 14 Residents
15 candidates	**16 candidates**	MPS-A Cohort 1: 6 Candidates	MPS-A Cohort 2: 9 Candidates*	MPS-A Cohort 3: 16 Candidates
		Apprenticeship* Cohort 1: 13 Apprentices	Apprenticeship* Cohort 2: 9 Apprentices**	Apprenticeship* Cohort 3: 9 Apprentices
		38 candidates	**36 candidates**	EdMN Native Apprenticeship* Cohort 1: 1 Apprentice
				40 candidates**

145

GYO Candidates have successfully completed or are on track to complete their GYO Program over the last 5 years

** Denotes the year the cohort began, as Apprenticeships are multi-year programs*

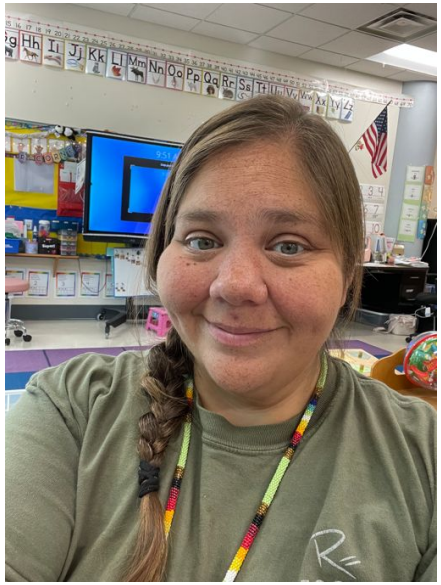
*** Candidates currently enrolled in a GYO program*

MINNEAPOLIS PUBLIC SCHOOLS

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

*As a member of the **Red Lake Nation**, this Native American Teacher Apprentice Program is an opportunity to give back to my community by becoming a teacher who understands and values our culture, traditions, and experiences. I am excited to develop the skills needed to support future generations of Native students and help them see themselves reflected in their education. Thank you for this opportunity! It has been a great start to the school year. I am working with an amazing Kindergarten classroom.*

I can't wait to see what these next few years bring!



Michelle Koland,
Teacher Apprentice, EdMN
state-wide Native American
Teacher Apprenticeship

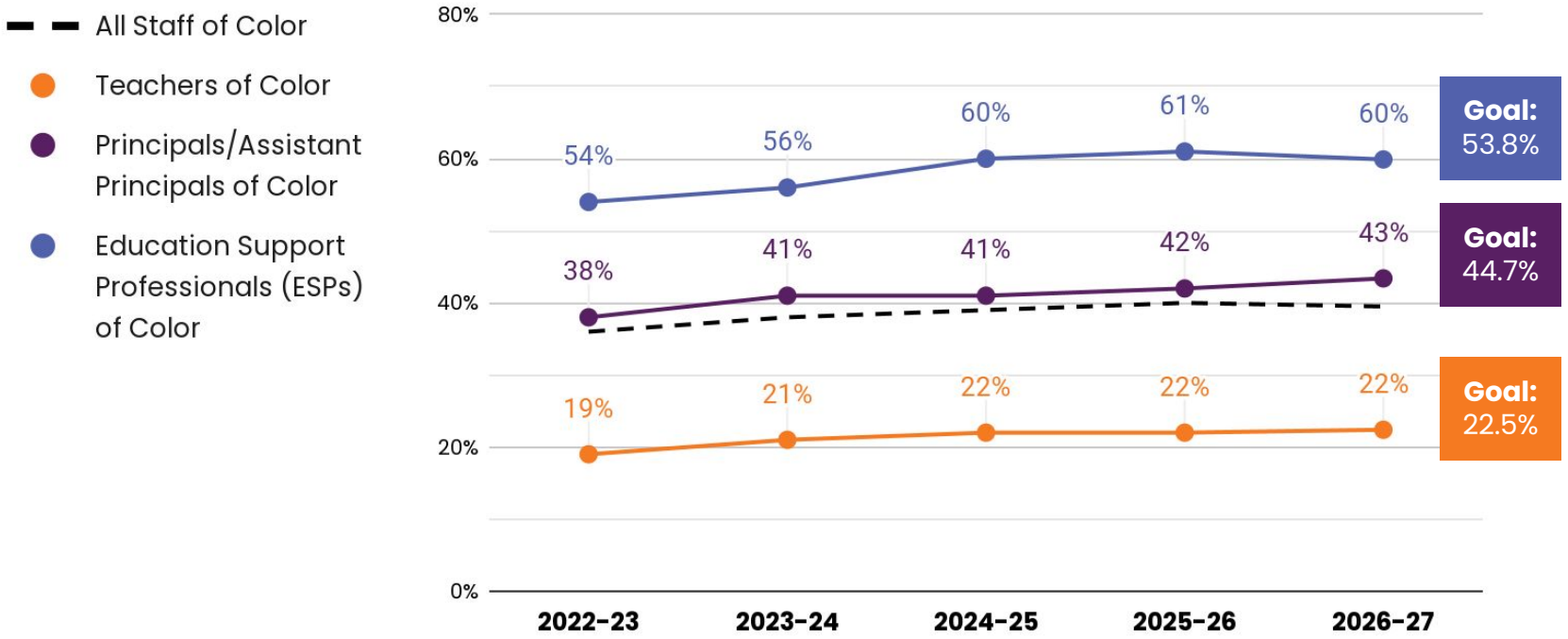
MINNEAPOLIS PUBLIC SCHOOLS

2

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

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

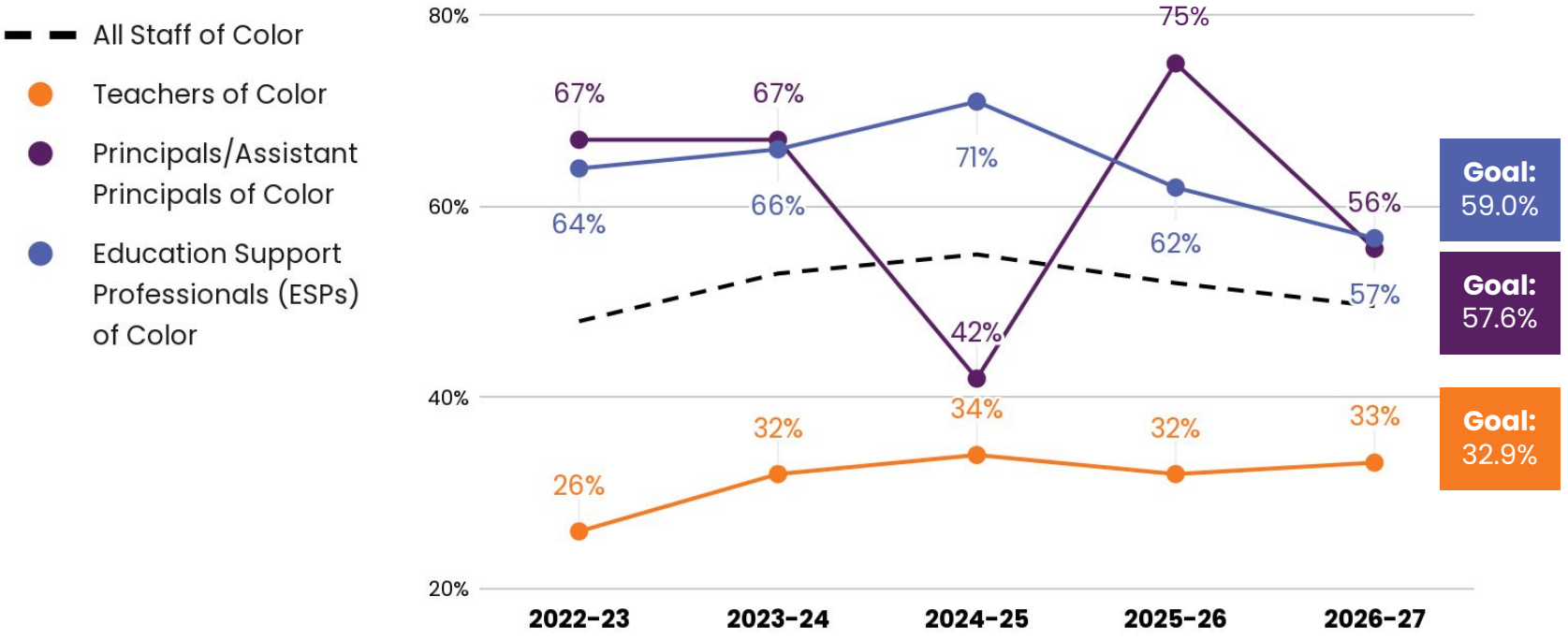
Staff Diversity Over Time



MINNEAPOLIS PUBLIC SCHOOLS

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

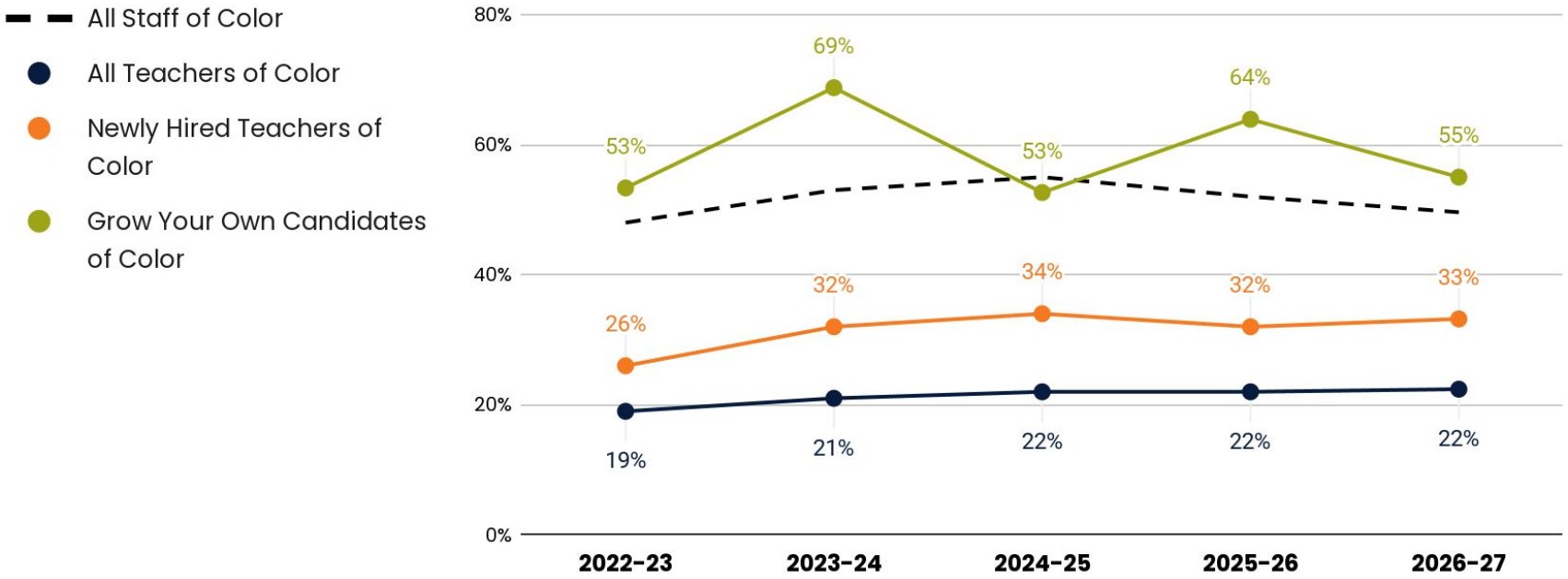
Diversity of New Hires Over Time



MINNEAPOLIS PUBLIC SCHOOLS

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

Diversity of Teachers and Grow Your Own Candidates Over Time



MINNEAPOLIS PUBLIC SCHOOLS

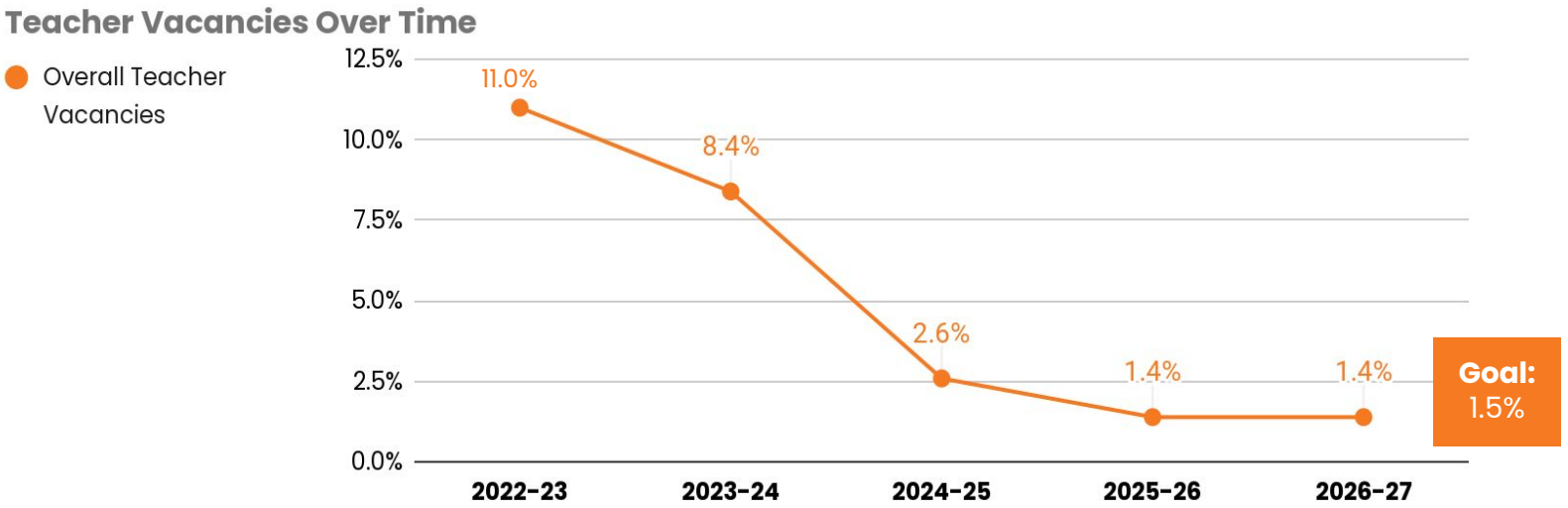
3

Proactively meet nationwide teacher shortages & enrollment declines in traditional teacher prep programs

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

Teacher Vacancies

	Year 1 22-23	Year 2 23-24	Year 3 24-25	Year 4 25-26	Year 5 26-27	GOAL By 26-27
Overall	11.0%	8.4%	2.6%	1.4%	1.39%	**1.50%**



MINNEAPOLIS PUBLIC SCHOOLS

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

	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
94.6% of GYO candidates secured an MPS classroom teaching position as of May 27, 2026	**13/13 (100%)** Secured teaching positions after Rounds 1 and 2 of Interview & Select	**15/17 (88%)** Secured teaching positions after Rounds 1 and 2 of Interview & Select	**9/9 (100%)** Will continue in current teaching positions with a Tier 3 license
94.6% of GYO alums serving in 2026-27 MPS Teaching positions as of November 3, 2026	**13/13 (100%)** Serving in MPS teaching positions	**15/17 (88%)** 15/17 in MPS teaching positions 1 in MPS Reserve position 1 applying for MPS positions	**9/9 (100%)** Serving in MPS teaching positions

MINNEAPOLIS PUBLIC SCHOOLS

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.	Embedding the Climate Framework into Daily Practice Aligning the work of Equity & School Climate Teams Actionizing the School Climate Student Survey (SCSS) Results



Embedding the Climate Framework into Daily Practice

Success would be: All staff and students are living out the four climate framework values daily.

Current Status	Full Implementation (Integrated into Practice)
Progress Update	• Climate Framework professional development continues to be provided to all new staff during New Employee Orientation (NEO) and by request from building leadership. • Professional Development based on the Climate Framework Values.
Opportunities for Improvement	• Continue to deepen conversations and incorporate student feedback from the School Climate Student Survey into Equity and School Climate team meetings.
Next Steps	• Site based coaching by Equity and School Climate Department

Aligning the work of the Equity & School Climate Team

Success would be: 95% of schools maintain active Equity & School Climate Teams (ESCT), which address site specific SCSS results and climate goals proactively

Current Status	Initial Implementation (Strengthening Practices)
Progress Update	• Equity and Climate Team Guidance is in the process of being implemented in school sites. • Every site has a workbook, and structured agendas, that help them track their work throughout the year. • Updated the Equity and School Climate Coordinator schedules to prioritize the ESCT meetings.
Opportunities for Improvement	• Using the climate framework within the Equity and School Climate Teams • Tailoring building climate work directly to the SCSS results.
Next Steps	• Continue to monitor monthly and bi-monthly Equity and School Climate Team meetings. • Support guidance utilization and data based decision making.

Actionizing the School Climate Student Survey (SCSS) Results

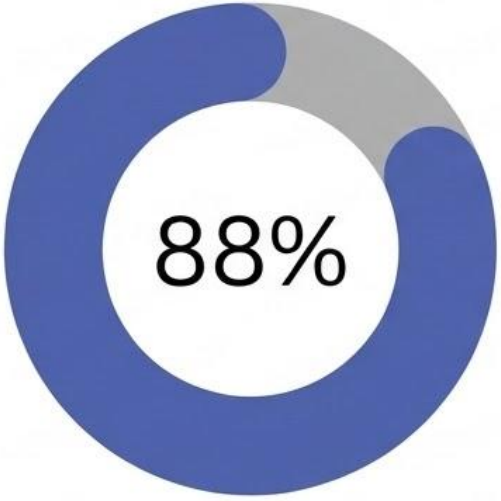
Success would be: School sites are actively transferring the SCSS results into site specific actions that positively impact the building culture and climate.

Current Status	Full Implementation (Integrated into Practice)
Progress Update	• August: District Wide Professional Development (The Relational School: Turning Student Voice into Stronger School Communities) led by Dr. Anton Treuer used the SCSS results as a focal point. • The SCSS data has been integrated into the ESCT guidance and site based work.
Opportunities for Improvement	• Integrating the work of improving school climate into existing school structures.
Next Steps	• Schools will engage in a continuous improvement process to impact climate and culture at their sites.

2026 Fall Unofficial Survey Results

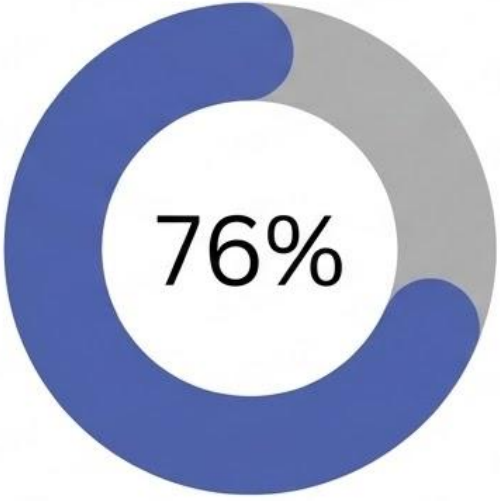
Adult-Student Relationships

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



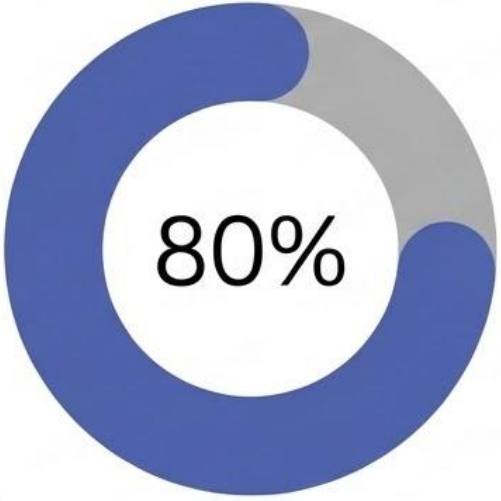
Peer-Peer Relationships

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



Student Self-Development

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



MINNEAPOLIS PUBLIC SCHOOLS

Implementation Highlight: Transition Plus

Feature Highlight

Transition Plus

Transition Plus will share how they modified the School Climate Student Survey to be inclusive for their students.

Representation

Increasing Student Representation

In June, we shared that we had increased representation of all student groups taking the School Climate Student Survey.

Completion Rate for Students Receiving Special Education Services

58%

Strengthening the SCSS for All Students at Transition Plus

Success would be: 90% of students at Transition Plus participate in the School Climate Student Survey

Current Status	Initial Implementation
Progress Update	• Transition Plus' Equity & School Climate Team adapted the survey to provide students with disabilities greater access for participation. • Student Leadership Team and Related Service Providers were consulted for additional input. • Two versions of the School Climate Student Survey were proctored. • The way in which the survey was proctored was individualized to meet the student's communication needs. • Implementation plan and modified surveys were shared with Transition Plus Staff at a meeting
Opportunities for Improvement	• Consider how to implement the School Climate Student Survey grade 6-12 additional questions. • Continue to explore how assistive technology will provide greater access to students who were not able to participate. • Implement a caretaker survey to capture feedback for students who are not able to participate.
Next Steps	• Engage in a continuous improvement process to determine what changes to survey and proctoring are needed. • Tailoring building climate work directly to the School Climate Student Survey results • Collaborate with other buildings to implement modified School Climate Student Survey for greater student input.

Implementation Highlights at Transition Plus

Self-Development

7. I can tell people how I feel.

8. When I feel bad, people at school help me feel better.

9. When I feel bad, I know how to help myself feel better.

10. I can solve my problems.

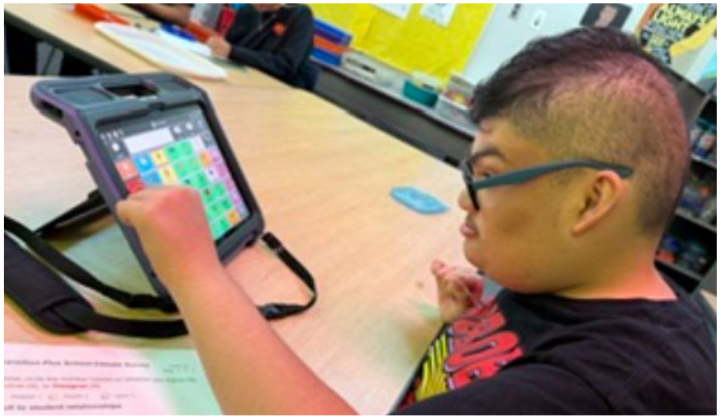
11. I know who to go to when I need help.

Comment:



MINNEAPOLIS PUBLIC SCHOOLS

Implementation Highlights at Transition Plus



Please circle the number based on whether you **Agree (3)**, **Neutral (2)**, or **Disagree (1)**

Disagree- 1 Neutral- 2 Agree- 3

Adult to student relationships

1. My teachers care about me.	1	2	3
2. My teachers ask how I'm feeling.	1	2	3
3. My teachers say nice things to me.	1	2	3

Year 5 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

School Start & End Time Project

MINNEAPOLIS PUBLIC SCHOOLS

School Start / End Time Discussions

In support of Resolution #2026-0078, MPS is ready to convene discussions regarding school start and end times. What follows is a preliminary proposed structure for those discussions and key questions to foster Board direction to ensure the outcome of discussions support the broader school Transformation work.

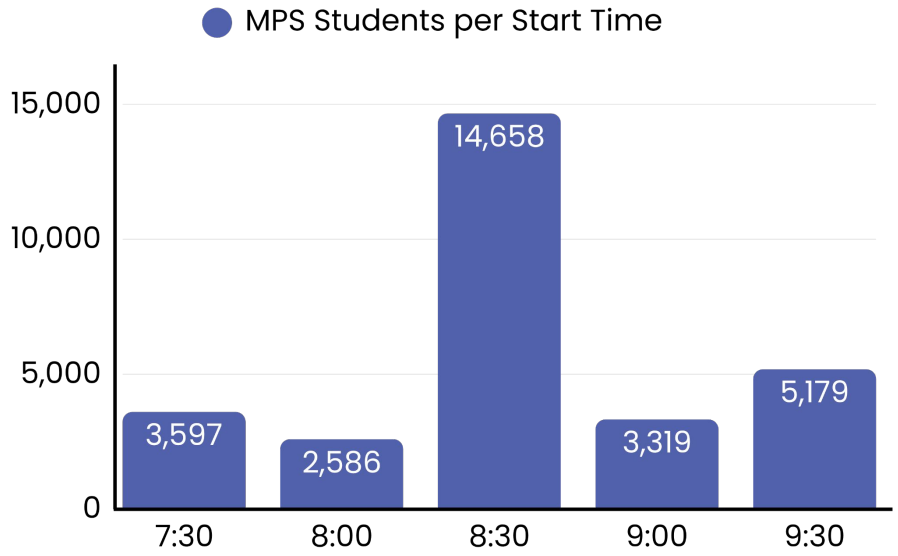
School Start / End Time Discussions

The 3 key components of any discussion about school start and end times:

1. What works best for students?
2. What works best for families?
3. What provides the greatest operational efficiency?

Current State

Current State of Start & End Times in MPS



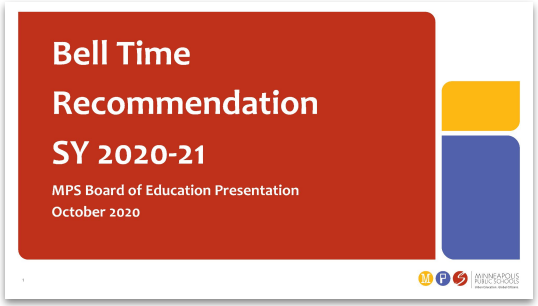
Notes:

- Start times are shown rounded to the nearest half hour for clarity.
- Justice Page (8:45 a.m. start) rounded down to match intent of aligned middle school and high schools.
- See school-by-school start and end times here.
- Enrollments shown do not include Contract Alternatives and Care & Treatment sites.

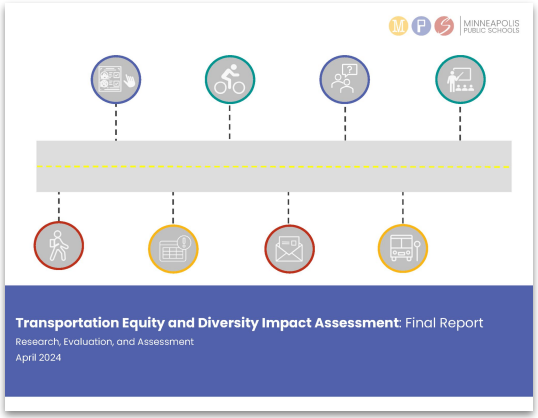
- 15 different school start and end times
- 5 transportation tiers
- All middle and high schools start at (approximately) 8:30
- Generally speaking, there is a north-to-south correlation to start times (early-to-late)
- Magnet schools are spread across multiple tiers

MINNEAPOLIS PUBLIC SCHOOLS

Current State of Start & End Times in MPS



- Current bell times have largely been in place since the 2021-2022 school year
  - Feedback from that time remains relevant



- In 2024 MPS did an in-depth Transportation Equity and Diversity Impact Analysis
  - School start and end times were not a significant focus of feedback or the report, but much information from the process remains relevant to this discussion

MINNEAPOLIS PUBLIC SCHOOLS

Discussion Structure

Discussion Structure

Given the adaptive and multi-faceted nature of discussions about school start and end times, a consultative process that includes many different stakeholders is necessary. This would entail multiple means of engagement across many audiences, but a primary Core Group would be central in managing the process.

It is envisioned that a Core Group would:

- Co-design the process to answer the Board's key questions, including identifying broader stakeholder engagement
- Synthesize information and discussion into a leading recommendation for the Board to consider

Proposed Core Group

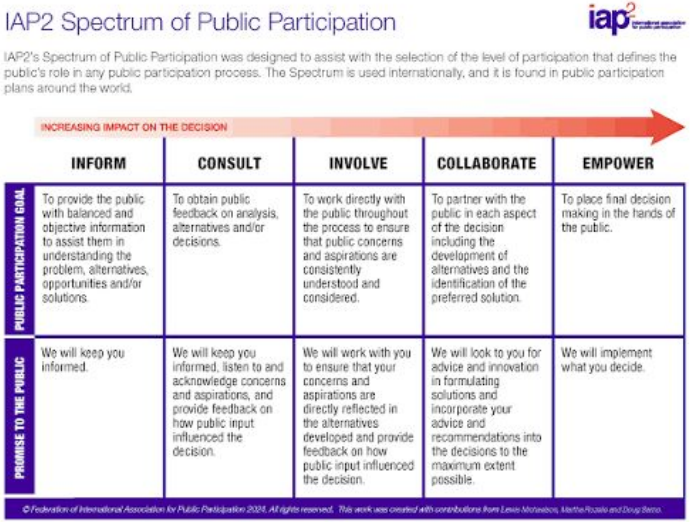
- Principals
  - 4 Community Elementary
  - 1 Magnet Elementary
  - 2 Secondary
- 4-6 High School Students
- Extended Learning Lead
- School-Based Staff:
  - 2-4 Teachers
  - Transportation Coordinator
- Caregivers
  - 2 PAC Representatives
  - 4 community elementary
- Transportation leadership
- Transportation Router
- Special Education leadership
- Community Engagement Spec.
- Athletics / Activities Rep.
- Before- / After-school Care Lead

- Project Sponsor: Tom Parent, Senior Operations Officer
- Project Manager: Katee Brown, Transportation Management Analyst
- IAP2 Participation Level: “Collaborate”

Additional Engagement

The Core Group will help identify other opportunities to solicit feedback from caregivers and staff, including:

- Early input that helps inform the discussions (IAP2 level: “Consult”)
- Pre-recommendation feedback on option(s) (IAP2 level: “Consult”)
- Post-recommendation sharing of the recommendation and how feedback was used (IAP2 level: “Inform”)



IAP2 Spectrum of Public Participation

IAP2's Spectrum of Public Participation was designed to assist with the selection of the level of participation that defines the public's role in any public participation process. The Spectrum is used internationally, and it is found in public participation plans around the world.

INCREASING IMPACT ON THE DECISION

	INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
PUBLIC PARTICIPATION GOAL	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision making in the hands of the public.
PROMISE TO THE PUBLIC	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.

© Federation of International Association for Public Participation 2024. All rights reserved. This work was created with contributions from Lewis Michaelson, Martha Rozelle and Doug Sarno.

MINNEAPOLIS PUBLIC SCHOOLS

Board Guidance

Board Inputs

To maximize the benefit of these discussions, guidance from the Board on desired outcomes is a critical input to the process.

This would take the form of:

1. Guiding parameters
2. Key questions
3. Givens / non-negotiables

Guiding Parameters

Guiding Parameters: What is the charge of the Core Group and what does it need to know in order to be successful?

- Objective
  - Purpose
  - Timeline
- In-Scope / Out-of-Scope:
- Minimum thresholds

Guiding Parameters – Objective

Objective: The purpose of the start and end time discussions is to develop a recommendation for adjusted school bell times, if any, necessary to better align with student development, family choice, and operational efficiency.

Options to include in the objective:

- Guidance on whether this recommendation is for the 2027-2028 school year, the 2028-2029 school year, or at the recommendation of the Core Group
- Whether to explicitly name general education transportation cost savings and a reduction in external contracts as a primary objective

Guiding Parameters – Scope

Scope: Clear definition of what is - and is not - part of the discussions and resulting recommendation.

In-Scope:

- School start and end times
- Grade-specific walk zones (i.e. no transportation provided)
- Grade-specific transportation walk-to-stop distances

Out-of-Scope:

- Specific before- and after-school programming / activities
- School attendance boundaries or placement policy
- School year / calendar

Minimum Threshold for Action

Given the disruption to student, families, and staff that prospective changes to school start / end times may mean, it is prudent to establish thresholds below which it is not worth pursuing any changes. Based on previous feedback and analysis, thresholds could be:

Impact	Possible Qualitative Goal	Possible Metric
Benefit to Students	Shorter ride times	Average student ride times reduced
	Greater bus on-time performance	No measurable metric available during analysis phase
Benefit to Families	No goal pre-established	n/a
Operational Efficiency	Operational savings	Percentage cost reduction (suggestion: no more than 10% reduction as a minimum)

Key Questions

Key Questions: What must the Core Group ensure is discussed and addressed in any recommendation to come from the group? Examples could include:

- How could the balance of student impact, family choice, and operational efficiency inherent in school start and end times better align with our current community values?
- How might changes in school start and end times enhance choices for families and potentially act as a recruitment strategy?
- Does the equity lens in school start and end times from 2020 continue to represent our best thinking?
- How can we ensure an efficient, resilient transportation system?

Givens

Givens / Non-Negotiables: What must the Core Group understand as immutable as they have conversations and develop a recommendation to the Board? Examples could include:

- Statutory and contract requirements about the length of the school day
- Middle and high schools to continue to start at ~8:30 a.m. in order to support developmentally appropriate sleep cycles and access to after school activities and athletics
- No recommendation can increase the cost of providing transportation

Next Steps

Next Steps

1. Board adopts guiding parameters, definitions, key questions, and non-negotiables.
2. Project Sponsor works with Community Engagement staff to identify individuals to be part of the Core Group
3. Primary engagement of the Core Group would be from December - February
4. Core Group could have a recommendation to the Board for consideration by the end of February.



Questions

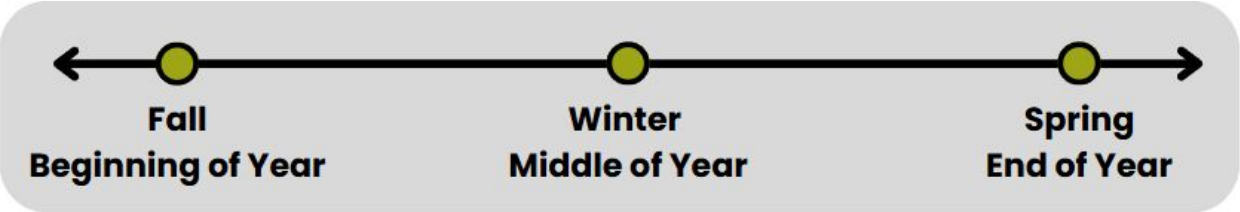
Appendix A

Updates to FastBridge Benchmark Thresholds

Universal Screeners and Norm-Referenced Results

What is a universal screener?

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



How are universal screener results used?

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

Universal screeners are useful for setting student outcome goals because they are valid and reliable.

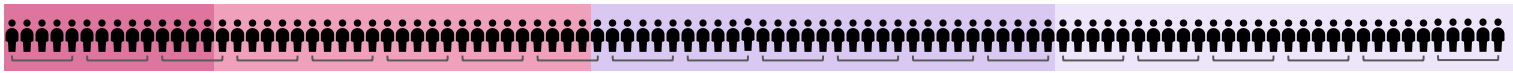
FastBridge Default for Norm-Referenced Results

How are universal screeners scored?

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

FastBridge Defaults

Lowest Scale Score ← **Norm Percentiles** → ***Highest Scale Score***



1st | 14th | 40th | 71st | 99th

Students at **high risk** of not meeting end of year targets.	Students at **some risk** of not meeting end of year targets.	Students at **low risk** of not meeting end of year targets.	Students who are **exceeding** end of year targets.

Below Benchmark ("Not Proficient") | At or Above Benchmark ("Proficient")

Universal Screeners and Norm-Referenced Results

← Norm Percentiles →

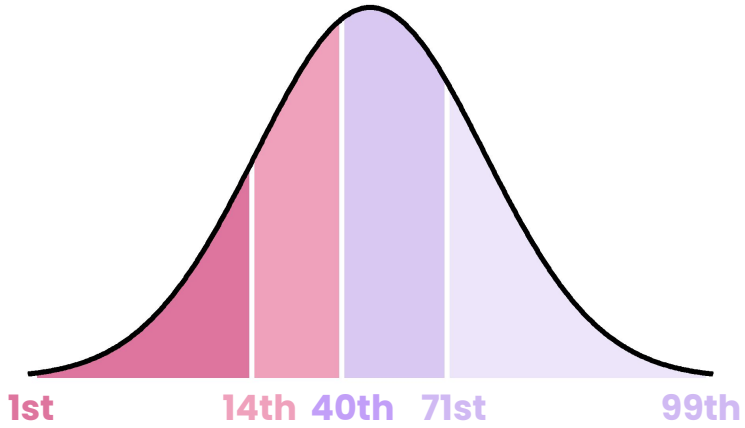
Lowest Scale Score

Highest Scale Score



1st 14th 40th 71st 99th

Below Benchmark ("Not Proficient") | At or Above Benchmark ("Proficient")



Key Takeaway:

On FastBridge norm-referenced assessments, we expect about 60% of students nationally to score at or above benchmark *when we use the recommended national benchmark defaults*.

60% at or above benchmark is a reasonable comparison point when analyzing MPS results.

MINNEAPOLIS PUBLIC SCHOOLS

Updated FastBridge Benchmark Thresholds

What is happening to benchmark thresholds beginning 2026-27?

MPS will no longer be using MPS-specific thresholds for FastBridge risk categories.

What does this mean?

We will see noticeable changes in FastBridge aggregate results, especially by grade-level and school. Grades 2-12 will be impacted.

How do we interpret the changes?

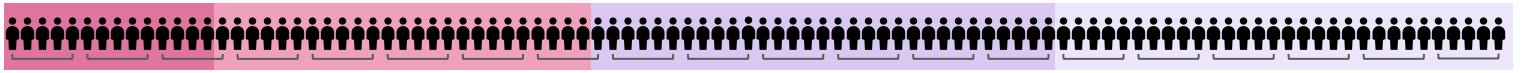
Student scale scores and percentiles are unaffected by this change. The risk category thresholds have changed (e.g., cutoff between some risk and low risk).

MINNEAPOLIS PUBLIC SCHOOLS

MPS-Specific vs. Nationally Recommended Thresholds

FastBridge Gr. 4 Recommendation

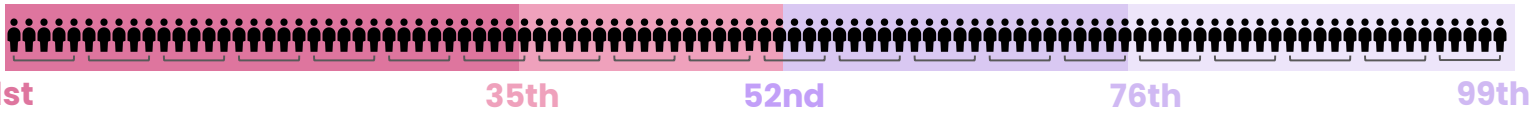
← Norm Percentiles →



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

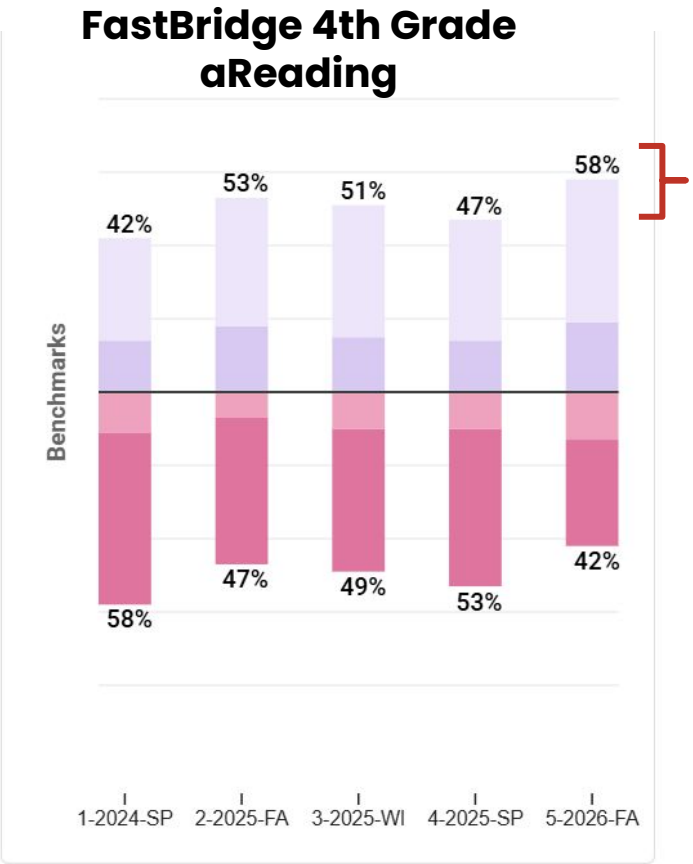
Students at **high risk** of not meeting end of year targets.	Students at **some risk** of not meeting end of year targets.	Students at **low risk** of not meeting end of year targets.	Students who are **exceeding** end of year targets.

MPS-Specific Gr. 4



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

What we will likely see in our FastBridge results this year



Be cautious about interpreting results from previous years to this year!

1. We will see fewer students at high risk.
   - High risk band was 1st percentile to ~35th percentile using MPS thresholds.
   - FastBridge recommended thresholds are 1st to 14th percentile.

2. We will see more students at some risk and low risk.
   - Some risk band was ~35th percentile to ~50th percentile.
   - Low risk band was ~50th percentile to ~75th percentile.

The MPS thresholds varied by grade level previously. It will be consistent for all tests and all grades moving forward.

Appendix B

Beginning of Year Reading and Math FastBridge Results

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

	MPS-Specific Benchmark Thresholds															Recommended National Thresholds		
	Year 1 22-23			Year 2 23-24			Year 3 24-25			Year 4 25-26			Year 5 26-27			Year 5 26-27		
	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S
Grades K-8 Overall	**49%**	**46%**	**46%**	**50%**	**44%**	**46%**	**47%**	**44%**	**44%**	**48%**	**49%**	**47%**	**49%**			**53%**		
American Indian	27%	23%	25%	30%	23%	24%	29%	25%	26%	32%	28%	27%	29%			35%		
Asian	39%	33%	32%	37%	33%	33%	38%	31%	31%	37%	35%	35%	38%			45%		
Black or African American	27%	24%	24%	29%	22%	24%	28%	23%	23%	27%	24%	25%	27%			33%		
Hawaiian/Pacific Islander	70%	60%	<10	<10	31%	25%	33%	30%	<10	36%	31%	27%	40%			40%		
Hispanic	23%	21%	19%	20%	16%	16%	16%	14%	16%	19%	21%	18%	20%			23%		
Two or More	55%	53%	52%	58%	54%	57%	59%	56%	55%	59%	57%	57%	58%			62%		
White	77%	74%	74%	77%	74%	77%	77%	75%	76%	77%	77%	78%	79%			82%		
English Learner Services	12%	10%	11%	10%	8%	8%	7%	6%	7%	9%	10%	8%	8%			11%		
Special Education Services	24%	21%	22%	25%	22%	25%	26%	24%	22%	28%	26%	26%	27%			31%		
Free or Reduced Lunch	27%	24%	24%	28%	22%	24%	26%	22%	23%	27%	25%	24%	26%			31%		
Homeless or Highly Mobile	15%	11%	12%	12%	9%	10%	14%	11%	12%	13%	14%	12%	16%			19%		

FastBridge earlyReading is a universal screening assessment for students in grades K and 1. FastBridge aReading is a universal screening assessment for students in grades 2-8. These tests are 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.

Note: We will report both benchmark thresholds (MPS-specific and recommended national) for the 26-27 year.

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

	MPS-Specific Benchmark Thresholds															Recommended National Thresholds		
	Year 1 22-23			Year 2 23-24			Year 3 24-25			Year 4 25-26			Year 5 26-27			Year 5 26-27		
	F	W	S	F	W	S	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%**	**46%**			**46%**		
American Indian	29%	20%	26%	31%	25%	26%	27%	25%	26%	35%	27%	21%	29%			29%		
Asian	45%	33%	40%	45%	33%	41%	46%	37%	39%	40%	39%	39%	46%			46%		
Black or African American	36%	28%	34%	40%	30%	33%	37%	31%	33%	39%	32%	32%	32%			32%		
Hawaiian/Pacific Islander	<10	<10	<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%	19%			19%		
Two or More Races	55%	49%	52%	54%	49%	52%	60%	56%	57%	62%	59%	56%	57%			57%		
White	72%	62%	68%	70%	66%	71%	70%	65%	69%	68%	67%	68%	69%			69%		
English Learner Services	26%	22%	27%	24%	19%	23%	16%	16%	18%	17%	18%	14%	13%			13%		
Special Education Services	38%	27%	29%	34%	26%	30%	33%	26%	26%	33%	26%	24%	27%			27%		
Free or Reduced Lunch	33%	27%	32%	35%	27%	31%	32%	27%	29%	32%	29%	27%	28%			28%		
Homeless or Highly Mobile	19%	12%	20%	20%	13%	16%	21%	14%	18%	21%	18%	16%	20%			20%		

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

Note: MPS-specific benchmark thresholds are the same as the recommended national thresholds for grades K and 1.

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

	MPS-Specific Benchmark Thresholds															Recommended National Thresholds		
	Year 1 22-23			Year 2 23-24			Year 3 24-25			Year 4 25-26			Year 5 26-27			Year 5 26-27		
	F	W	S	F	W	S	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%**	**47%**			**53%**		
American Indian	26%	21%	22%	26%	19%	20%	29%	22%	24%	30%	26%	26%	28%			34%		
Asian	32%	30%	26%	31%	29%	27%	33%	25%	28%	32%	29%	30%	35%			44%		
Black or African American	25%	22%	20%	26%	18%	20%	24%	19%	18%	24%	19%	20%	24%			32%		
Hawaiian/Pacific Islander	<10	<10	<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%	18%			22%		
Two or More Races	54%	54%	52%	57%	53%	54%	57%	53%	53%	56%	51%	52%	57%			63%		
White	76%	76%	76%	78%	75%	78%	77%	76%	78%	77%	76%	79%	78%			84%		
English Learner Services	11%	8%	7%	8%	5%	4%	6%	4%	5%	7%	6%	6%	7%			13%		
Special Education Services	23%	21%	21%	24%	22%	24%	25%	24%	23%	26%	23%	23%	25%			30%		
Free or Reduced Lunch	26%	23%	21%	25%	19%	20%	25%	19%	20%	25%	21%	20%	25%			32%		
Homeless or Highly Mobile	14%	10%	8%	8%	7%	6%	13%	10%	9%	11%	10%	11%	14%			19%		

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.

Note: We will report both benchmark thresholds (MPS-specific and recommended national) for the 26-27 year.

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

	MPS-Specific Benchmark Thresholds															Recommended National Thresholds		
	Year 1 22-23			Year 2 23-24			Year 3 24-25			Year 4 25-26			Year 5 26-27			Year 5 26-27		
	F	W	S	F	W	S	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%**	**55%**			**59%**		
American Indian	27%	29%	31%	36%	28%	32%	30%	31%	28%	34%	33%	33%	33%			40%		
Asian	45%	39%	37%	40%	39%	38%	38%	35%	28%	42%	44%	39%	37%			46%		
Black or African American	24%	24%	22%	26%	22%	25%	25%	22%	22%	24%	27%	28%	28%			34%		
Hawaiian/Pacific Islander	<10	<10	<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%	26%			29%		
Two or More Races	58%	56%	55%	66%	63%	69%	62%	64%	60%	63%	66%	66%	61%			65%		
White	81%	82%	79%	83%	82%	82%	82%	82%	79%	85%	86%	86%	88%			91%		
English Learner Services	3%	3%	4%	3%	3%	3%	2%	2%	2%	2%	9%	7%	4%			6%		
Special Education Services	18%	18%	17%	22%	20%	24%	23%	22%	17%	27%	31%	31%	30%			33%		
Free or Reduced Lunch	25%	25%	25%	28%	24%	26%	24%	23%	21%	26%	30%	28%	28%			34%		
Homeless or Highly Mobile	13%	11%	13%	14%	9%	13%	11%	10%	11%	10%	18%	11%	15%			19%		

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.

Note: We will report both benchmark thresholds (MPS-specific and recommended national) for the 26-27 year.

Math K-8: FastBridge Overall Math
Students At or Above Benchmark (%)

	MPS-Specific Benchmark Thresholds															Recommended National Thresholds		
	Year 1 22-23			Year 2 23-24			Year 3 24-25			Year 4 25-26			Year 5 26-27			Year 5 26-27		
	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S
Grades K-8 Overall	--	--	--	**48%**	**44%**	**44%**	**46%**	**44%**	**44%**	**46%**	**49%**	**46%**	**48%**			**57%**		
American Indian	--	--	--	25%	22%	22%	24%	22%	23%	23%	25%	21%	22%			33%		
Asian	--	--	--	38%	36%	36%	40%	38%	38%	39%	40%	45%	41%			51%		
Black or African American	--	--	--	24%	20%	20%	23%	21%	21%	23%	22%	21%	22%			33%		
Hawaiian/Pacific Islander	--	--	--	<10	31%	25%	33%	<10	<10	45%	33%	36%	30%			40%		
Hispanic	--	--	--	20%	18%	20%	19%	19%	21%	21%	26%	22%	23%			32%		
Two or More Races	--	--	--	56%	52%	51%	58%	55%	53%	54%	56%	54%	55%			66%		
White	--	--	--	77%	75%	75%	77%	75%	76%	77%	77%	76%	79%			86%		
English Learner Services	--	--	--	14%	13%	14%	12%	14%	15%	13%	17%	16%	14%			20%		
Special Education Services	--	--	--	25%	22%	25%	27%	27%	26%	28%	28%	27%	29%			35%		
Free or Reduced Lunch	--	--	--	25%	22%	23%	24%	23%	23%	24%	25%	24%	25%			34%		
Homeless or Highly Mobile	--	--	--	13%	10%	12%	14%	14%	14%	13%	14%	14%	16%			23%		

FastBridge earlyMath is a universal screening assessment for students in grades K and 1. FastBridge aMath is a universal screening assessment for students in grades 2-8. These tests are 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.

Note: We will report both benchmark thresholds (MPS-specific and recommended national) for the 26-27 year.

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

	MPS-Specific Benchmark Thresholds															Recommended National Thresholds		
	Year 1 22-23			Year 2 23-24			Year 3 24-25			Year 4 25-26			Year 5 26-27			Year 5 26-27		
	F	W	S	F	W	S	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%**	**61%**			**61%**		
American Indian	--	--	--	51%	47%	42%	46%	44%	41%	46%	45%	36%	44%			44%		
Asian	--	--	--	57%	49%	53%	55%	55%	53%	51%	55%	62%	62%			62%		
Black or African American	--	--	--	52%	42%	41%	48%	43%	42%	48%	46%	39%	46%			46%		
Hawaiian/Pacific Islander	--	--	--	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10			<10		
Hispanic	--	--	--	33%	33%	37%	33%	38%	39%	37%	42%	39%	38%			38%		
Two or More Races	--	--	--	69%	66%	66%	77%	72%	69%	72%	75%	69%	74%			74%		
White	--	--	--	83%	85%	83%	83%	84%	83%	83%	85%	82%	83%			83%		
English Learner Services	--	--	--	32%	29%	33%	29%	33%	35%	31%	37%	33%	30%			30%		
Special Education Services	--	--	--	44%	35%	39%	43%	43%	42%	44%	41%	37%	40%			40%		
Free or Reduced Lunch	--	--	--	46%	40%	41%	45%	43%	43%	45%	45%	41%	44%			44%		
Homeless or Highly Mobile	--	--	--	31%	29%	28%	30%	33%	32%	35%	34%	32%	38%			38%		

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.

Note: MPS-specific benchmark thresholds are the same as the recommended national thresholds for grades K and 1.

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

	MPS-Specific Benchmark Thresholds															Recommended National Thresholds		
	Year 1 22-23			Year 2 23-24			Year 3 24-25			Year 4 25-26			Year 5 26-27			Year 5 26-27		
	F	W	S	F	W	S	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%**	**44%**			**54%**		
American Indian	17%	18%	15%	19%	18%	17%	21%	19%	20%	19%	20%	18%	18%			29%		
Asian	29%	31%	31%	30%	33%	34%	33%	33%	33%	33%	36%	39%	36%			47%		
Black or African American	16%	16%	15%	17%	16%	16%	16%	16%	15%	15%	16%	16%	15%			28%		
Hawaiian/Pacific Islander	<10	<10	<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%	18%			28%		
Two or More Races	48%	50%	47%	52%	50%	49%	52%	50%	47%	48%	50%	49%	50%			63%		
White	75%	75%	72%	76%	78%	76%	76%	76%	75%	76%	77%	76%	77%			86%		
English Learner Services	9%	11%	11%	10%	10%	10%	8%	9%	9%	8%	11%	10%	9%			18%		
Special Education Services	21%	22%	20%	24%	24%	25%	25%	26%	24%	25%	27%	25%	26%			34%		
Free or Reduced Lunch	19%	19%	18%	20%	19%	19%	19%	19%	17%	19%	19%	19%	19%			31%		
Homeless or Highly Mobile	8%	6%	5%	5%	4%	6%	10%	8%	7%	8%	7%	8%	11%			19%		

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.

Note: We will report both benchmark thresholds (MPS-specific and recommended national) for the 26-27 year.

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

	MPS-Specific Benchmark Thresholds															Recommended National Thresholds		
	Year 1 22-23			Year 2 23-24			Year 3 24-25			Year 4 25-26			Year 5 26-27			Year 5 26-27		
	F	W	S	F	W	S	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%**	**44%**			**58%**		
American Indian	12%	11%	11%	15%	11%	10%	15%	10%	14%	16%	15%	16%	14%			32%		
Asian	36%	28%	32%	38%	30%	25%	39%	31%	30%	37%	31%	41%	34%			52%		
Black or African American	11%	8%	9%	13%	7%	9%	14%	9%	11%	14%	11%	14%	15%			32%		
Hawaiian/Pacific Islander	<10	<10	<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%	20%			32%		
Two or More Races	43%	37%	37%	48%	39%	38%	52%	47%	48%	50%	49%	50%	49%			64%		
White	68%	64%	63%	71%	61%	62%	73%	66%	69%	75%	71%	73%	78%			90%		
English Learner Services	2%	2%	1%	4%	2%	3%	4%	2%	2%	4%	6%	8%	7%			14%		
Special Education Services	12%	10%	9%	14%	10%	11%	18%	14%	13%	21%	20%	22%	24%			33%		
Free or Reduced Lunch	14%	11%	11%	16%	10%	11%	16%	12%	13%	17%	16%	18%	17%			33%		
Homeless or Highly Mobile	5%	4%	5%	8%	2%	3%	6%	4%	6%	4%	6%	8%	6%			17%		

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.

Note: We will report both benchmark thresholds (MPS-specific and recommended national) for the 26-27 year.

Spanish Literacy K-8: Star Alfabetización Temprana (K-1) & Lectura (2-8)
Students At or Above Benchmark (%)

	Year 1 22-23			Year 2 23-24			Year 3 24-25			Year 4 25-26			Year 5 26-27		
	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S
Grades K-8 Overall	--	--	--	--	--	--	**51%**	**56%**	**57%**	**56%**	**62%**	**60%**	**51%**		
American Indian	--	--	--	--	--	--	37%	37%	35%	42%	43%	33%	32%		
Asian	--	--	--	--	--	--	<10	<10	<10	<10	<10	<10	<10		
Black or African American	--	--	--	--	--	--	21%	29%	29%	31%	25%	36%	27%		
Hawaiian/Pacific Islander	--	--	--	--	--	--	<10	<10	<10	<10	<10	<10	<10		
Hispanic	--	--	--	--	--	--	48%	53%	53%	55%	60%	57%	49%		
Two or More Races	--	--	--	--	--	--	50%	55%	58%	54%	55%	58%	42%		
White	--	--	--	--	--	--	65%	71%	72%	64%	74%	72%	62%		
English Learner Services	--	--	--	--	--	--	44%	50%	49%	51%	58%	54%	45%		
Special Education Services	--	--	--	--	--	--	25%	30%	26%	33%	39%	33%	30%		
Free or Reduced Lunch	--	--	--	--	--	--	45%	50%	51%	51%	56%	53%	43%		
Homeless or Highly Mobile	--	--	--	--	--	--	37%	42%	50%	45%	55%	57%	38%		

Star Alfabetización Temprana is a universal screening assessment for students in grades K and 1. Star Lectura is a universal screening assessment for students in grades 2-8. These tests are 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.

Note: MPS-specific benchmark thresholds are the same as the recommended national thresholds for Star assessments.

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			Year 5 26-27		
	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S
Grades K-1 Overall	--	--	--	--	--	--	**49%**	**57%**	**57%**	**67%**	**72%**	**63%**	**48%**		
American Indian	--	--	--	--	--	--	<10	<10	<10	<10	<10	<10	18%		
Asian	--	--	--	--	--	--	<10	<10	<10	<10	<10	<10	<10		
Black or African American	--	--	--	--	--	--	35%	32%	44%	45%	35%	48%	39%		
Hawaiian/Pacific Islander	--	--	--	--	--	--	<10	<10	<10	<10	<10	<10	<10		
Hispanic	--	--	--	--	--	--	43%	51%	49%	63%	70%	57%	45%		
Two or More Races	--	--	--	--	--	--	64%	79%	71%	86%	82%	78%	50%		
White	--	--	--	--	--	--	66%	75%	82%	81%	84%	84%	61%		
English Learner Services	--	--	--	--	--	--	38%	47%	44%	60%	67%	52%	40%		
Special Education Services	--	--	--	--	--	--	30%	40%	35%	52%	54%	38%	31%		
Free or Reduced Lunch	--	--	--	--	--	--	41%	50%	51%	62%	67%	56%	39%		
Homeless or Highly Mobile	--	--	--	--	--	--	17%	48%	45%	36%	65%	55%	31%		

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.

Note: MPS-specific benchmark thresholds are the same as the recommended national thresholds for Star assessments.

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			Year 5 26-27		
	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S
Grades 2-5 Overall	--	--	--	--	--	--	**47%**	**52%**	**54%**	**49%**	**55%**	**53%**	**48%**		
American Indian	--	--	--	--	--	--	31%	26%	43%	31%	36%	38%	27%		
Asian	--	--	--	--	--	--	<10	<10	<10	<10	<10	<10	<10		
Black or African American	--	--	--	--	--	--	11%	30%	21%	25%	21%	25%	18%		
Hawaiian/Pacific Islander	--	--	--	--	--	--	<10	<10	<10	<10	<10	<10	<10		
Hispanic	--	--	--	--	--	--	45%	50%	51%	48%	52%	51%	45%		
Two or More Races	--	--	--	--	--	--	39%	40%	48%	39%	39%	46%	36%		
White	--	--	--	--	--	--	59%	66%	66%	57%	68%	64%	60%		
English Learner Services	--	--	--	--	--	--	42%	46%	48%	43%	48%	48%	41%		
Special Education Services	--	--	--	--	--	--	19%	23%	21%	26%	32%	27%	28%		
Free or Reduced Lunch	--	--	--	--	--	--	39%	43%	45%	42%	48%	46%	41%		
Homeless or Highly Mobile	--	--	--	--	--	--	48%	34%	47%	42%	50%	55%	35%		

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.

Note: MPS-specific benchmark thresholds are the same as the recommended national thresholds for Star assessments.

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			Year 5 26-27		
	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S
Grades 6-8 Overall	--	--	--	--	--	--	**60%**	**65%**	**61%**	**58%**	**69%**	**69%**	**63%**		
American Indian	--	--	--	--	--	--	<10	<10	<10	<10	<10	<10	<10		
Asian	--	--	--	--	--	--	<10	<10	<10	<10	<10	<10	<10		
Black or African American	--	--	--	--	--	--	18%	<10	20%	<10	<10	<10	<10		
Hawaiian/Pacific Islander	--	--	--	--	--	--	<10	<10	<10	<10	<10	<10	<10		
Hispanic	--	--	--	--	--	--	58%	62%	61%	58%	67%	68%	62%		
Two or More Races	--	--	--	--	--	--	<10	<10	<10	58%	58%	54%	44%		
White	--	--	--	--	--	--	76%	78%	71%	62%	79%	79%	71%		
English Learner Services	--	--	--	--	--	--	56%	58%	55%	55%	68%	68%	61%		
Special Education Services	--	--	--	--	--	--	29%	25%	18%	15%	36%	42%	33%		
Free or Reduced Lunch	--	--	--	--	--	--	57%	63%	60%	56%	62%	65%	52%		
Homeless or Highly Mobile	--	--	--	--	--	--	57%	46%	60%	67%	54%	64%	53%		

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.

Note: MPS-specific benchmark thresholds are the same as the recommended national thresholds for Star assessments.

Appendix C

Data Tables for Strategic Plan Strategy 3.1

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

Staff Diversity Over Time

		Year 1 22-23	Year 2 23-24	Year 3 24-25	Year 4 25-26	Year 5 26-27	GOAL By 26-27
All Staff	White Staff	64%	62%	62%	60%	60.5%	**63.2%**
	Staff of Color*	36%	38%	39%	40%	39.5%	**36.8%**
Teachers	White Staff	81%	79%	79%	78%	77.6%	**77.5%**
	Staff of Color*	19%	21%	22%	22%	22.4%	**22.5%**
Principals/ Assistant Principals	White Staff	62%	59%	59%	58%	56.6%	**55.3%**
	Staff of Color*	38%	41%	41%	42%	43.4%	**44.7%**
Education Support Professionals	White Staff	46%	43%	40%	39%	40.1%	**46.2%**
	Staff of Color*	54%	56%	60%	61%	59.9%	**53.8%**

**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.*

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

Diversity of Newly Hired Staff*

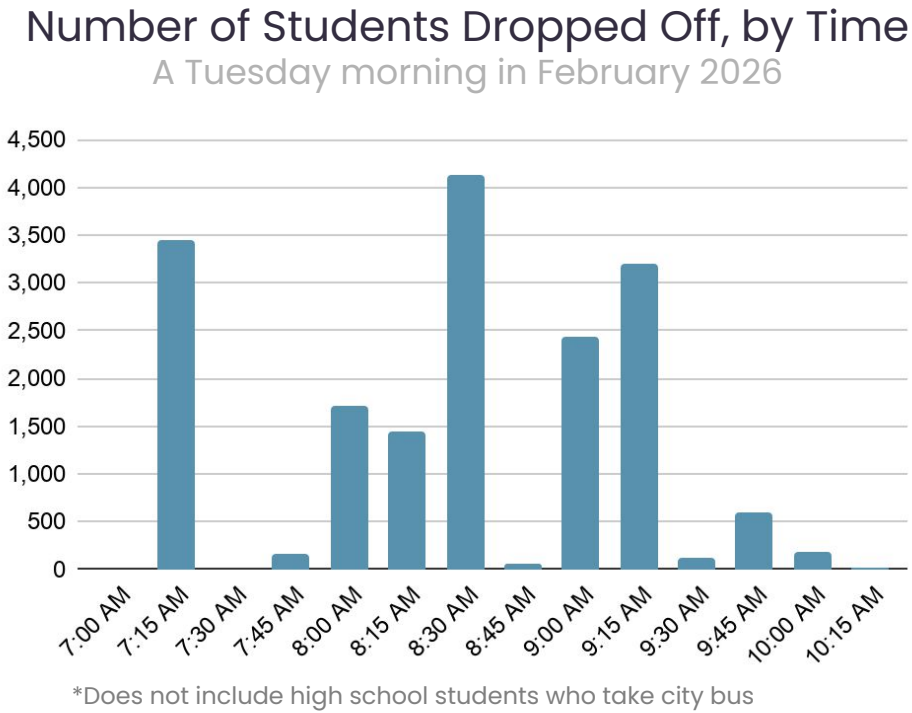
	Year 1 22-23	Year 2 23-24	Year 3 24-25	Year 4 25-26	Year 5 26-27	GOAL By 26-27
All Staff of Color	48%	53%	55%	52%	49.6%	**54.3%**
Teachers of Color	26%	32%	34%	32%	33.2%	**32.9%**
Principals/ Assistant Principals of Color	67%	67%	42%	75%	55.6%	**57.6%**
Education Support Professionals of Color	64%	66%	71%	62%	56.7%	**59.0%**

**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.*

Appendix D

School Start & End Times

Current Transportation Snapshot



*Does not include high school students who take city bus

Transportation Goals:

- All students routed within policy
  - Walk-to-Stop requirements
    - Distance from home
    - "Hazard street" crossings
    - Safety at stop
  - Length of ride limits
- Multiple "runs" per "route"
  - 2-3 schools in the morning, 2-3 schools in the afternoon
- Fewest vehicles on the road

MINNEAPOLIS PUBLIC SCHOOLS

High School City Bus Travel Time (AM)

Metro Transit's analysis of total travel time (door-to-door) for all high school students to get to school on-time via city bus.

School	No Possible Trip	Walkable	<10 mins	10 to 19 mins	20 to 29 mins	30 to 45 mins	>45 mins
Camden	2%	1%	2%	52%	24%	11%	8%
Edison	2%	0%	7%	36%	16%	26%	13%
North	2%	1%	3%	57%	13%	12%	12%
Roosevelt	1%	1%	11%	44%	20%	12%	10%
South	1%	1%	5%	38%	32%	16%	9%
Southwest	4%	2%	2%	34%	16%	31%	11%
Washburn	0%	1%	6%	52%	22%	12%	6%
FAIR	2%	0%	2%	23%	37%	31%	6%
Harrison	4%	2%	0%	8%	13%	37%	37%
Heritage	0%	0%	5%	13%	32%	33%	17%
Longfellow	3%	0%	0%	3%	22%	19%	53%
MACC	0%	0%	13%	30%	4%	13%	39%
Transition Plus	3%	0%	4%	21%	11%	27%	34%
Wellstone	1%	0%	0%	14%	20%	52%	12%

SECTION 1: **AMENDMENT** "Policy 3312: Bidding Requirements" of the Minneapolis Public Schools Policies & Regulations is hereby *amended* as follows:

BEFORE AMENDMENT

Policy 3312: Bidding Requirements

1. **PURPOSE**
   The purpose of this policy is to establish the rules for purchasing goods and services for District purposes through bidding procedures, requests for proposals, and when these processes are not required.
2. **GENERAL STATEMENT OF POLICY**
   a. Competitive bidding shall be practiced by securing oral, written or electronic quotations from suppliers and by making awards to the lowest responsible bidder meeting specifications when required.
   b. As an alternative to the procurement methods described above, the Board of Directors may award a contract for construction, alteration, repair or maintenance work to the vendor or contractor offering the best value under a request for proposals as described in Minnesota Law.
   c. For any contract estimated to be in excess of Twenty-Five Thousand Dollars ($25,000.00), the Superintendent or Superintendent's designee must determine whether or not a state cooperative purchasing venture exists regarding the items to be purchased, and if such a cooperative purchasing venture exists must first evaluate if the state's venture meets the availability, price and quality standards required by the District. If the standards are met, the District must use the state's cooperative purchasing venture for procurement. In all covered events the determination and evaluation must occur prior to proceeding to purchase the items otherwise.
   d. No contract for work, labor or materials, except as to professional services or books registered under the copyright laws, the estimated cost or value of which shall exceed One Hundred Thousand Dollars ($100,000.00), shall be made by the Board of Directors without first advertising for bids or proposals by two weeks' published notice in the official newspaper. Such notice shall state the time and place of receiving bids and contain a brief description of the subject matter. In the alternative, as permitted by law, contracts may be awarded through a request for proposals process.
   e. If the amount of the contract for work, labor, or materials except as to professional services or books registered under the copyright laws, is estimated to exceed TwentyFive Thousand Dollars ($25,000.00) but not to exceed One Hundred Thousand Dollars ($100,000.00), the contract may be made upon any of the following methods agreed to in advance by the requesting school or department and the Superintendent or Superintendent's designee:

i. by sealed bids, advertised as required by law, or
ii. through a request for proposals process, or
iii. by direct negotiation, or
iv. by obtaining two or more quotations for the purchase or sale when possible. All quotations obtained shall be kept on file for a period of at least one year after receipt thereof.

f. If the amount of the contract is estimated to be less than Twenty-Five Thousand Dollars ($25,000.00), the contract may be made either upon quotation or in the open market, but, so far as practicable, shall be based on at least two quotations which shall be kept on file for a period of at least one year after receipt thereof.

g. Notwithstanding other sections of this policy, a contract for the transportation of students or for the purchase of petroleum heating fuel or fuel for district vehicles may be made by direct negotiation, by obtaining two or more written quotations for the service when possible or upon sealed bids.
    i. At least thirty (30) days before awarding a directly negotiated contract the Superintendent or Superintendent's designee shall, by published notice, request quotations for the service to be provided.
    ii. All quotations obtained must be kept on file for a period of at least one year after receipt.
    iii. If a contract is made by direct negotiation, all quotations shall be public information.
    iv. If a contract is made by sealed bids, the procedure for advertising and awarding bids shall conform to the methods used in Paragraph 2.A.

h. A "contract" means an agreement entered into by the Board of Directors for the sale or purchase of supplies, materials, equipment or for the rental thereof, or for the construction, alteration, repair or maintenance of real or personal property.

3. **RESPONSIBILITY**
The Superintendent is authorized to promulgate regulations to implement this policy.

Original Adoption:
04/25/1967

Revision Dates:
02/29/1972, 10/09/1973, 03/14/1978, 12/10/1985, 10/13/1992, 08/11/2009, 02/11/2014

Legal References:

- Minn. Stat. § 16C.28, subd.1, paragraph (a), clause (2) and paragraph (c) (Contracts; Award)
- Minn. Stat. § 123B.52 (Contracts)
- Minn. Stat. § 471.345 (Uniform Municipal Contracting Law)

MPS Policy Cross References:

- Policy 3300 (Purchasing)
- Policy 3313 (Vendor Relations)
- Policy 3323 (Evaluation of Bids)

AFTER AMENDMENT

Policy 3312: Bidding Requirements

1. **PURPOSE**
   The purpose of this policy is to establish the rules for purchasing goods and services for District purposes through bidding procedures, requests for proposals, and when these processes are not required.
2. **GENERAL STATEMENT OF POLICY**
   a. Competitive bidding shall be practiced by securing oral, written or electronic quotations from suppliers and by making awards to the lowest responsible bidder meeting specifications when required.
   b. As an alternative to the procurement methods described above, the Board of Directors may award a contract for construction, alteration, repair or maintenance work to the vendor or contractor offering the best value under a request for proposals as described in Minnesota Law.
   c. For any contract estimated to be in excess of Twenty-Five Thousand Dollars ($25,000.00), the Superintendent or Superintendent's designee must determine whether or not a state cooperative purchasing venture exists regarding the items to be purchased, and if such a cooperative purchasing venture exists must first evaluate if the state's venture meets the availability, price and quality standards required by the District. If the standards are met, the District must use the state's cooperative purchasing venture for procurement. In all covered events the determination and evaluation must occur prior to proceeding to purchase the items otherwise.
   d. No contract for work, labor or materials, except as to professional services or books registered under the copyright laws, the estimated cost or value of which shall exceed One Hundred and Seventy-Five Thousand Dollars ($175,000)~~One Hundred Thousand Dollars ($100,000.00)~~, shall be made by the Board of Directors without first advertising for bids or proposals by two weeks' published notice in the official newspaper. Such notice shall state the time and place of receiving bids and contain a brief description of the subject matter. In the alternative, as permitted by law, contracts may be awarded through a request for proposals process.
   e. If the amount of the contract for work, labor, or materials except as to professional services or books registered under the copyright laws, is estimated to exceed Twenty-Five Thousand Dollars ($25,000.00) but not to exceed One Hundred and Seventy-Five Thousand Dollars ($175,000)~~One Hundred Thousand Dollars ($100,000.00)~~, the contract may be made upon any of the following methods agreed to in advance by the requesting school or department and the Superintendent or Superintendent's designee:

i. by sealed bids, advertised as required by law, or
ii. through a request for proposals process, or
iii. by direct negotiation, or
iv. by obtaining two or more quotations for the purchase or sale when possible. All quotations obtained shall be kept on file for a period of at least one year after receipt thereof.

f. If the amount of the contract is estimated to be less than Twenty-Five Thousand Dollars ($25,000.00), the contract may be made either upon quotation or in the open market, but, so far as practicable, shall be based on at least two quotations which shall be kept on file for a period of at least one year after receipt thereof.

g. Notwithstanding other sections of this policy, a contract for the transportation of students or for the purchase of petroleum heating fuel or fuel for district vehicles may be made by direct negotiation, by obtaining two or more written quotations for the service when possible or upon sealed bids.
    i. At least thirty (30) days before awarding a directly negotiated contract the Superintendent or Superintendent's designee shall, by published notice, request quotations for the service to be provided.
    ii. All quotations obtained must be kept on file for a period of at least one year after receipt.
    iii. If a contract is made by direct negotiation, all quotations shall be public information.
    iv. If a contract is made by sealed bids, the procedure for advertising and awarding bids shall conform to the methods used in Paragraph 2.A.

h. A "contract" means an agreement entered into by the Board of Directors for the sale or purchase of supplies, materials, equipment or for the rental thereof, or for the construction, alteration, repair or maintenance of real or personal property.

3. **RESPONSIBILITY**
The Superintendent is authorized to promulgate regulations to implement this policy.

Original Adoption:
04/25/1967

Revision Dates:
02/29/1972, 10/09/1973, 03/14/1978, 12/10/1985, 10/13/1992, 08/11/2009, 02/11/2014

Legal References:

- Minn. Stat. § 16C.28, subd.1, paragraph (a), clause (2) and paragraph (c) (Contracts; Award)
- Minn. Stat. § 123B.52 (Contracts)
- Minn. Stat. § 471.345 (Uniform Municipal Contracting Law)

MPS Policy Cross References:

- Policy 3300 (Purchasing)
- Policy 3313 (Vendor Relations)
- Policy 3323 (Evaluation of Bids)

SECTION 1: **AMENDMENT** "Policy 8115: Membership And Quorum" of the Minneapolis Public Schools Policies & Regulations is hereby *amended* as follows:

BEFORE AMENDMENT

Policy 8115: Membership And Quorum

1. **PURPOSE**
   The purpose of this policy is to establish who qualifies as a director of the school board, and what constitutes a quorum.
2. **GENERAL STATEMENT OF POLICY**
   a. The membership of the Board consists of the duly elected Directors, and any duly appointed persons who replace a duly elected Director who has left the Board through resignation, death, relocation or any other cause.
   b. The Superintendent is an ex officio member of the Board.
   c. A majority of voting members constitutes a quorum. The act of the majority of a quorum is the act of the Board.
   d. Once quorum has been established it remains in force and effect until the meeting is properly adjourned.
   e. The Board may appoint a student representative to the Board of Directors from tenth or eleventh grade currently enrolled Minneapolis Public School students from the Student City-Wide Government. Annual appointments shall be made in January at the annual meeting.
      i. The student representative shall not be a voting member of the board, but may be recognized in board discussions in the same manner as directors.
      ii. The student representative shall not be present at board executive sessions.
      iii. The student representative shall not be included for the purposes of determining quorum.
      iv. The Board may provide a stipend or other financial benefit to the student representative from district funds.
3. **DEFINITIONS**
   a. "ex officio member" means a member who sits due to the position the person holds. An ex officio member does not vote on resolutions or motions.
   b. "quorum" means that number of Directors necessary to hold a legal meeting of the board.

Original Adoption:
04/25/1967 (as Policy 9334)

Revision Dates:
12/12/1972, 09/09/1975, 08/11/2009, 04/13/2010

Legal References:
Minn. Stat. §123B.02 (General Powers of Independent School Districts)
Minn. Stat. §123B.09 (Boards of Independent School Districts)
Minn. Stat. §120A.05 (Definitions)
Minn. Stat. §128D.02 (Board of Education Like Independent District's)
Minn. Stat. §128D.01 (Special Independent District: Minneapolis)
Minn. Stat. §128D.04 (District Like Independent District; Exception)

MPS Policy Cross References:
Policy 8112 (Governing Rules)
Policy 8116 (Vacancies on the Board)

AFTER AMENDMENT

Policy 8115: Membership And Quorum

1. **PURPOSE**
   The purpose of this policy is to establish who qualifies as a director of the school board, and what constitutes a quorum.
2. **GENERAL STATEMENT OF POLICY**
   a. The membership of the Board consists of the duly elected Directors, and any duly appointed persons who replace a duly elected Director who has left the Board through resignation, death, relocation or any other cause.
   b. The Superintendent is an ex officio member of the Board.
   c. A majority of voting members constitutes a quorum. The act of the majority of a quorum is the act of the Board.
   d. Once quorum has been established it remains in force and effect until the meeting is properly adjourned.
   e. The Board may appoint up to two ~~a~~ student representatives to the Board of Directors from tenth, ~~or~~ eleventh, or twelfth grade currently enrolled Minneapolis Public School students ~~from the Student City-Wide Government~~. ~~Annual appointments shall be made in January at the annual meeting.~~
      i. The student representative shall not be a voting member of the board, but may be recognized in board discussions in the same manner as directors.
      ii. The student representative shall not be present at board executive sessions.
      iii. The student representative shall not be included for the purposes of determining quorum.
      iv. The Board may provide a stipend or other financial benefit to the student representative from district funds.
      v. The student representative term shall be the same as the school year.
3. **DEFINITIONS**
   a. “ex officio member” means a member who sits due to the position the person holds. An ex officio member does not vote on resolutions or motions.
   b. “quorum” means that number of Directors necessary to hold a legal meeting of

the board.

Original Adoption:
04/25/1967 (as Policy 9334)

Revision Dates:
12/12/1972, 09/09/1975, 08/11/2009, 04/13/2010

Legal References:
Minn. Stat. §123B.02 (General Powers of Independent School Districts)
Minn. Stat. §123B.09 (Boards of Independent School Districts)
Minn. Stat. §120A.05 (Definitions)
Minn. Stat. §128D.02 (Board of Education Like Independent District's)
Minn. Stat. §128D.01 (Special Independent District: Minneapolis)
Minn. Stat. §128D.04 (District Like Independent District; Exception)

MPS Policy Cross References:
Policy 8112 (Governing Rules)Policy 8116 (Vacancies on the Board)

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

REGULAR BUSINESS MEETING
October 13, 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 October 13, 2026.

The meeting was called to order at 5:31 p.m. by Chair Beachy, a quorum being present.

ROLL CALL

Present: Abdul Abdi, Sharon El-Amin, Lucie Skjefte, Adriana Cerrillo, Lori Norvell, Greta Callahan, Kim Ellison, Joyner Emerick, Collin Beachy (9); Ex Officio member Superintendent Dr. Lisa Sayles-Adams (1)

Absent: (0)

Also Present: Student Representatives Zion Webster and Boisey Corvah.

Directors Cerrillo and Emerick participated by Interactive Technology for an approved reason (pursuant to Minnesota Statutes Section 13D.02).

Before proceeding with the meeting agenda, Chair Beachy invited Superintendent Dr. Sayles-Adams to provide comments regarding School Transformation and community feedback received. Chair Beachy also provided comments regarding the School Transformation proposals and community feedback.

APPROVAL OF AGENDA

Ellison moved to approve the agenda. Abdi seconded the motion. After discussion, Director Callahan made a motion to amend the agenda to include a “Resolution to Require a Comprehensive Enrollment and Facilities Plan Before Final School Closure Decisions” to the New Business portion of the agenda. El-Amin seconded the motion.

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

Draft

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

A short recess was taken to resolve technical difficulties for remote participants.

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

Aye: Abdi, El-Amin, Skjefte, Cerrillo, Norvell, Callahan, Ellison, Emerick, Beachy (9)
Nay: (0)
Abstain: (0)
Absent: (0)

PUBLIC COMMENTS

Comments were heard from members of the public.

RECESS

A recess was taken.

REPORTS AND RECOMMENDATIONS FROM THE SUPERINTENDENT OF SCHOOLS

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

- Superintendent's Update

No action was taken on these informational items.

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>

- September 8, 2026 Regular Business Meeting

<u>Human Resources Transactions</u>

- Approval of List A personnel matters (2026-10-ER-A)

Draft

- Approval of List B personnel matters (2026-10-ER-B)

Acceptance of Gifts and Donations

- Acceptance of Gifts and Donations Oct. 13, 2026 (2026-0075)

Contracts

- Contract 4400004091 with AAA Building Maintenance dba Karin's Services LLC
- Contract 4400004110 with Construction Results Corporation
- Contract 4400003603 with Equifax
- Amendment to contract 4400003611 with Wendel Architecture, PC

Agreements/Authorizations

- Access Agreement with Bassett Creek Watershed Management Commission
- Lease renewal for Catholic Charities Wilder School for 2026-2027 School year
- Master Lease Agreement for County Of Hennepin (NorthPoint Clinic)
- Lease Renewal for Fabric Minneapolis at Field Community School for 2026-2027 School year
- Agreement between MPS Athletics and the Minneapolis Park & Recreation Board (MPRB)
- Lease Renewal for Minneapolis Urban Robotics Alliance at Lincoln School for 2026-2027 School year
- Lease with the State of Minnesota Pollution Control Agency

The consent agenda was adopted with the following result:

Aye: Abdi, El-Amin, Skjefte, Cerrillo, Norvell, Callahan, Ellison, Emerick, Beachy (9)
Nay: (0)
Abstain: (0)
Absent: (0)

Resolution Renewing a Memorandum of Agreement (MOA) with Metro Urban Indian Directors (MUID) Phillips Indian Educators (PIE) (2026-0076)

Director Ellison moved to approve Resolution 2026-0076. Abdi seconded the motion.

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

Aye: Abdi, El-Amin, Skjefte, Cerrillo, Norvell, Callahan, Ellison, Emerick, Beachy (9)
Nay: (0)
Abstain: (0)
Absent: (0)

NEW BUSINESS

Draft

Resolution to Require a Comprehensive Enrollment and Facilities Plan Before Final School Closure Decisions (2026-0078)

After discussion, Director Callahan moved to approve Resolution 2026-0078. Skjefte seconded the motion. Ellison moved to amend Resolution 2026-0078 replacing all parts following the "now therefore be it resolved" clause and replace it with: FURTHER BE IT RESOLVED, that the Board will continue discussion on the following elements:

- Enrollment growth strategies,
- Potential changes to early childhood programing models,
- School start and end times,
- School choice assignment policies and procedures

Skjefte seconded the motion to amend the resolution.

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

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

Emerick moved to amend the resolution by adding the following as a bulletpoint: "Impact analysis of compensatory education and other needs-based state generated funding distribution in the district." Cerrillo seconded the motion to amend the resolution.

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

Aye: Abdi, El-Amin, Skjefte, Cerrillo, Norvell, Emerick, Ellison, Beachy (8)
Nay: (0)
Abstain: (0)
Absent: Callahan, (1)

Callahan moved to approve the amended resolution.
On a roll call vote, the motion to approve the amended resolution was approved with the following result:

Aye: Abdi, El-Amin, Skjefte, Cerrillo, Norvell, Emerick, Ellison, Beachy (9)
Nay: (0)

Draft

Abstain: (0)
Absent: (0)

REPORTS FROM BOARD OF EDUCATION DIRECTORS

The following directors and student representatives provided reports:

- Ellison
- Abdi

ADJOURNMENT

Without objection, Chair Beachy adjourned the meeting at 9:44 p.m.

Draft

Secretary Notations:

- Minutes submitted by Nandi Solórzano O'Brien, Assistant Clerk
- Meeting materials: https://meetings.boardbook.org/Public/Agenda/1807?meeting=770746
- Minutes approved: Nov. 10, 2026.

Approvals:

[redacted]
Collin Beachy, Chair

[redacted]
Lori Norvell, Clerk

Draft

Minneapolis Public Schools

List A: All Employees: Tuesday, November 10, 2026

Hiring - Licensed

Nova Allen	Sullivan PK-8	Teacher, Special Education (SERT)	10/26/2026
Johnathan Harlin	Franklin Middle	Teacher, Art	10/26/2026
Rachel Novacek	Las Estrellas Elementary	Teacher, Elementary	10/5/2026

Hiring - Non Licensed

Ronaiya Bickham	Loring Elementary	Special Education Assistant (Program)	10/20/2026
Antoine Boswell	Wellstone High	Security Monitor	10/20/2026
Keturah Couch	Minneapolis Kids	Child Care Assistant	10/19/2026
Genesis Pinto Marchan	Las Estrellas Elementary	Special Education Assistant (Program)	10/6/2026
Myzel Singleton	Harrison Education Center	Special Education Assistant (Program)	10/19/2026
Amani Wagner	Sanford Middle	Associate Educator	10/26/2026
Cheryll Walker	Minneapolis Kids	Child Care Assistant	10/12/2026
Charles Wheeler	Check & Connect	Student Support Specialist	10/21/2026

Special School District Number 1
Board of Education Resolution

Resolution: 2026-0084
November 10, 2026

MINNEAPOLIS
PUBLIC SCHOOLS

Resolution accepting gifts and donations

WHEREAS, Minnesota Statutes 123B.02, Subd. 6 provides: "The board may receive, for the benefit of the district, bequests, donations, or gifts for any proper purpose and apply the same to the purpose designated. In that behalf, the board may act as trustee of any trust created for the benefit of the district, or for the benefit of pupils thereof, including trusts created to provide pupils of the district with advanced education after completion of high school, in the advancement of education."; and

WHEREAS, Minnesota Statutes 465.03 provides: "Any city, county, school district or town may accept a grant or devise of real or personal property and maintain such property for the benefit of its citizens in accordance with the terms prescribed by the donor. Nothing herein shall authorize such acceptance or use for religious or sectarian purposes. Every such acceptance shall be by resolution of the governing body adopted by a two-thirds majority of its members, expressing such terms in full."; and

NOW THEREFORE BE IT RESOLVED, that the Board of Directors of Special School District No. 1 (Minneapolis Public Schools) hereby accepts the following donations as identified below.

ADOPTED this 10th day of November, 2026.

Collin Beachy, Chair

Lori Norvell, Clerk

Special School District Number 1
Board of Education Resolution

Resolution: 2026-0084
November 10, 2026

MINNEAPOLIS
PUBLIC SCHOOLS

RECORD OF BOARD VOTE

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

Special School District Number 1
Board of Education Resolution

Resolution: 2026-0084
November 10, 2026

MINNEAPOLIS PUBLIC SCHOOLS

ID	Program/building	Donor	Value	Terms/Restrictions
128	For MPS	Xcel Energy	Approximately $27,400	Approximately forty (40) 50" Planar SLP50 LCD 4K display screens. Can be used for classroom instruction, common space signage (halls, cafeterias), administrative conference rooms.
129	Camden High School	Izzy Caputo	$700.00	50 packages of 2 sports bras that we would love to donate to your athletes. Our project is focused on supporting girl's wrestling teams so distribution of sports bras packages should prioritize the school's girl's wrestling team. Any extra packages can be distributed to other teams / athletes as your school sees fit.
130	Loring Elementary School	Carval Investors Foundation	$2,084.00	To support The Loring School in its mission of fostering a safe and inclusive learning environment for students to grow

				academically, socially, and personally.
131	Loring Elementary School	Jason Mumme	$5,000.00	For general support for Loring Elementary School
132	Loring Elementary School	Renaissance Charitable	$1,000.00	Grant to Loring Community Council PTA. Purpose; Unrestricted - Please us as needed
387	For KBEM	Association of Minnesota Public Educational Radio Stations	$3,750.00	For KBEM
388	For KBEM	Dakota Cooks, LLC	$500.00	For KBEM
390	For KBEM	Minnesota Orchestra	$525.00	For KBEM
391	For KBEM	Michael Ahren	$5,000.00	For KBEM
392	For KBEM	James Brand	$1,000.00	For KBEM
393	For KBEM	Tom and Jean Campbell	$500.00	For KBEM
394	For KBEM	Richard and Trudy Cragg Foundation	$500.00	For KBEM
395	For KBEM	Brad and Patricia Engdahl	$5,000.00	For KBEM

396	For KBEM	Rick Graves	$1,030.30	For KBEM
397	For KBEM	Daniel Johnson	$500.00	For KBEM
398	For KBEM	Sarah Juon	$515.30	For KBEM
399	For KBEM	Linda Koebnick	$515.30	For KBEM
400	For KBEM	Jennifer Marrone and David Short Foundation	$1,000.00	For KBEM
401	For KBEM	Newell Wiese Family Fund	$500.00	For KBEM
402	For KBEM	Karen Reid	$1,047.00	For KBEM
403	For KBEM	Laurie and Rich Sathe	$500.00	For KBEM
404	For KBEM	Carol Sather	$2,500.00	For KBEM
405	For KBEM	Scott Smith & Associates LLC	$500.00	For KBEM
406	For KBEM	Eric Sorensen	$3,000.00	For KBEM
407	For KBEM	Fox Cities Oral Surgery	$515.30	For KBEM
408	For KBEM	Tom Umhoefer	$500.00	For KBEM
409	For KBEM	Charitable Adult Rides and Services	$616.24	For KBEM

410	For KBEM	Charitable Adult Rides and Services	$6,143.32	For KBEM
411	For KBEM	Peter Herzog and June Mendoza	$500.00	For KBEM

Request for Board Action (RBA)

Contracts Memo

Item Overview

Vendor Name:	Archer Mechanical
Type:	New Master Contract
Meeting Date:	11/10/2026
Contract Number:	4400004142
Requesting Staff:	Tom Parent, Senior Operations Officer
Term:	11/10/2026-12/31/2027
Total Fiscal Obligation:	$104,905.00
Amendment Amount:	N/A
Funding Sources:	• Fund 06 - 100%
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. The scope of this contract is to remove and replace an industrial combustion burner and draft control on the boiler at Whittier Elementary School, procured via RFP 26-01.

Recommendation

Authorize the Senior Operations Officer to execute a contract with Archer Mechanical for installation of industrial combustion burner and draft control on boiler at Whittier Elementary School, for a term of 11/10/2026-12/31/2027, for an amount not to exceed $104,905.00.

Request for Board Action (RBA)

Contracts Memo

Item Overview

Vendor Name:	Archer Mechanical
Type:	New Master Contract
Meeting Date:	11/10/2026
Contract Number:	4400004144
Requesting Staff:	Tom Parent, Senior Operations Officer
Term:	11/10/2026-12/31/2027
Total Fiscal Obligation:	$162,840.00
Amendment Amount:	N/A
Funding Sources:	• Fund 06 (100%)
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. Remove and replace industrial combustion burner, install lead lag panel and linkage less controls on boiler at Anderson United Middle School, procured via RFP 26-01.

Recommendation

Authorize the Senior Operations Officer to execute a contract with Archer Mechanical for replacing the industrial combustion burner, lead lag panel and linkage less controls on boiler at Anderson United Middle School, for a term of 11/10/2026-12/31/2027, for an amount not to exceed $162,840.00.

Request for Board Action (RBA)

Contracts Memo

Item Overview

Vendor Name:	Archer Mechanical
Type:	New Master Contract
Meeting Date:	11/10/2026
Contract Number:	4400004143
Requesting Staff:	Tom Parent, Senior Operations Officer
Term:	11/10/2026-12/31/2027
Total Fiscal Obligation:	$195,375.00
Amendment Amount:	N/A
Funding Sources:	• Fund 06 (100%)
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. Remove and replace two industrial combustion burners, a gas train and a lead lag panel on a boiler at Sanford Middle School, procured via RFP 26-01.

Recommendation

Authorize the Senior Operations Officer to execute a contract with Archer Mechanical for the replacement of two industrial combustion burners, a gas train and a lead lag panel on a boiler at Sanford Middle School for a term of 11/10/2026-12/31/2027, for an amount not to exceed $195,375.00.

Request for Board Action (RBA)

Contracts Memo

MINNEAPOLIS PUBLIC SCHOOLS

Item Overview

Vendor Name:	Archer Mechanical
Type:	New Master Contract
Meeting Date:	November 10, 2026
Contract Number:	4400004141
Requesting Staff:	Tom Parent, Senior Operations Officer
Term:	11/10/2026 to 12/ 31/2027
Total Fiscal Obligation:	$156,652.00
Amendment Amount:	N/A
Funding Sources:	● Fund 06 - 100%
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. The scope of this contract is to remove and replace one industrial combustion burner and one lead lag panel on the boiler at Hmong International Academy, procured via RFP 26-01.

Recommendation

Authorize the Senior Operations Officer to execute a contract with Archer Mechanical for installation of industrial combustion burner and lead lag panel on boiler at Hmong International Academy, for a term of 11/10/2026 to 12/ 31/2027, for an amount not to exceed $156,652.00.

Request for Board Action (RBA)

Contracts Memo

MINNEAPOLIS PUBLIC SCHOOLS

Item Overview

Vendor Name:	Bolton & Menk
Type:	Amendment
Meeting Date:	11/10/2026
Contract Number:	4400003250
Requesting Staff:	Tom Parent, Senior Operations Officer
Term:	8/5/2025-12/31/2026
Total Fiscal Obligation:	$588,035.00 ($633,365.00 with this amendment)
Amendment Amount:	Increase of $45,330.00
Funding Sources:	Fund 6 (100%)
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. Professional services related to the addition of turf field, running track replacement, site and building improvements at Camden High School Field
2. This amendment is for additional services associated with the required special inspections and testing services.

Recommendation

Authorize the Senior Operations Officer to execute an amendment to contract 4400003250 with Bolton & Menk to increase the contract amount by $45,330.00, for the term of 8/5/2025-12/31/2026. The cumulative contract amount with the amendment is $633,365.00.

Request for Board Action (RBA)

Contracts Memo

Item Overview

Vendor Name:	H&B Specialized Products, Inc.
Type:	Amendment
Meeting Date:	11/10/2026
Contract Number:	4400003493
Requesting Staff:	Tom Parent, Senior Operations Officer
Term:	12/9/2025 - 10/31/2026
Total Fiscal Obligation:	$428, 103.00 (with this amendment $435,319.82)
Amendment Amount:	Increase of $7,216.82
Funding Sources:	● 100% Fund 6
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. The original scope of work for this contract is the replacement of the bleachers at Edison High School.
2. This amendment amends the contract to include City of Minneapolis permitting fees.

Recommendation

Authorize the Senior Operations Officer to execute an amendment to contract 4400003493 with H&B Specialized Products, Inc. to increase the contract amount by $7,216.82, for the term of 12/9/2025 - 10/31/2026. The cumulative contract amount with the amendment is $435,319.82.

Request for Board Action (RBA)

Contracts Memo

Item Overview

Vendor Name:	H & B Specialized Products, Inc.
Type:	Amendment
Meeting Date:	11/10/2026
Contract Number:	4400003107
Requesting Staff:	Tom Parent, Senior Operations Officer
Term:	06/10/2025 to 12/31/2026
Total Fiscal Obligation:	$320,449.00 (with this amendment $326,115.11)
Amendment Amount:	Increase of $5,666.11
Funding Sources:	100% Fund 6
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. The original scope of work for this contract is the replacement of the bleachers at Washburn High School.
2. This amendment amends the contract to include City of Minneapolis permitting fees.

Recommendation

Authorize the Senior Operations Officer to execute an amendment to contract 4400003107-1 with H&B Specialized Products, Inc. to increase the contract amount by $5,666.11, for the term of 06/10/2025 to 12/31/2026. The cumulative contract amount with the amendment is $326,115.11.

Request for Board Action (RBA)

Contracts Memo

Item Overview

Vendor Name:	Learning Disabilities Association of Minnesota (LDA)
Type:	Amendment
Meeting Date:	11/10/2026
Contract Number:	4400004017
Requesting Staff:	Ty Thompson, Deputy Superintendent
Term:	9/14/2026-7/30/27
Total Fiscal Obligation:	● Original Contract Amount: $577,983.00 ● Amendment Amount: $54,230.00 ● New Total Fiscal Obligation: $632, 213. 00 (577,983.00 + $54,230.00)
Amendment Amount:	Increase of $54,230.00
Funding Sources:	Title I
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. This amendment increases the current contract value by $54,230.00 to serve the Minneapolis resident students who qualify for Title I services and attend Immaculate Conception in the Columbia Heights School District.
2. Immaculate Conception School (formerly Pope John Paul II)
3. Title I services will be focused on increasing reading and math skills for students grades K-12. Small group instruction will be provided with groups no larger than 6, but typically 3-4 students. One-to-one instruction may be provided depending on scheduling and availability of students.

Recommendation

Authorize the Deputy Superintendent to execute a contract with Learning Disabilities Association of MN (LDA) for Title I instructional services for eligible K-12 students at Immaculate Conception School. Designed to accelerate student achievement and foster grade-level proficiency in reading and mathematics as measured by standardized assessments, the contract runs from 9/14/2026 through 7/30/2027, in an amount not to exceed $632,213.00

Request for Board Action (RBA)

Contracts Memo

Item Overview

Vendor Name:	Parallel Technologies
Type:	Amendment
Meeting Date:	11/10/2026
Contract Number:	4400003046
Requesting Staff:	Tom Parent, Senior Operations Officer
Term:	5/13/2025-12/31/2026
Total Fiscal Obligation:	$1,387,119.83 ($1,429,273.13 with this amendment)
Amendment Amount:	Increase of $42,153.30
Funding Sources:	Fund 6 (100%)
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. The original scope of work for this contract is the replacement of intrusion detection and access control equipment at Bancroft School, Camden High School, Hale School, Justice Page Middle School, Northrop School, Pillsbury School, Southwest High School and Victory Memorial Ice Arena.
2. This amendment amends the contract to include replacing failed locks at Camden High School and Pillsbury School, proposal request #1 changes at Pillsbury School, additional door release button at Hale School and the addition of an intrusion sub-panel at Camden High School.

Request for Board Action (RBA)

Contracts Memo

Recommendation

Authorize the Senior Operations Officer to execute an amendment to contract 4400003046 with Parallel Technologies, Inc. to increase the contract amount by $42,153.30, for the term of 5/13/2026-12/31/2026 . The cumulative contract amount with the amendment is $1,429,273.13.

Request for Board Action (RBA)

Contracts Memo

MINNEAPOLIS PUBLIC SCHOOLS

Item Overview

Vendor Name:	Premier Electrical Corporation
Type:	New Master Contract
Meeting Date:	11/10/2026
Contract Number:	4400004139
Requesting Staff:	Tom Parent, Senior Operations Officer
Term:	11/10/2026-9/30/2027
Total Fiscal Obligation:	$509,133.08
Amendment Amount:	*N/A*
Funding Sources:	Fund 6 (100%)
Contract Template:	MPS

Summary of Services, Purpose, and Terms

- This contract is for the replacement of the building electrical switchgear equipment at Justice Page Middle School, procured via Minnesota State Contract E-79(5)

Recommendation

- Authorize the Senior Operations Officer to execute a contract with Premier Electricial Corporation for switchgear replacement at Justice Page Middle School in the amount of $462,878.84. Furthermore, authorize the Senior Operations Officer to administer a 10% construction contingency appropriation of $46,254.24 in the performance of this contract, for a total fiscal obligation of $509,133.08.

Request for Board Action (RBA)

Contracts Memo

MINNEAPOLIS PUBLIC SCHOOLS

Item Overview

Vendor Name:	Miller Dunwiddie
Type:	Amendment
Meeting Date:	11/10/202
Contract Number:	4400003821
Requesting Staff:	Tom Parent, Senior Operations Officer
Term:	06/10/2026-12/31/2028
Total Fiscal Obligation:	$277,500 ($300,300 with amendment)
Amendment Amount:	Increase of $22,800
Funding Sources:	● Fund 6 (100%)
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. This amendment is for additional design services for the Olson Student Dining Project. Additional scope was added to include upgrades to the cafetorium area. This amendment is for the additional design services, engineering, and integration into project documents.
2. Procured via prequalified SOQ, RFP 25-05.

Recommendation

Authorize the Senior Operation Officer to execute an amendment to contract 4400003821 with Miller Dunwiddie for consulting services at Olson Middle School, to increase the contract amount by $22,800 for a term of 06/10/2026-12/31/2028. The cumulative contract amount with the amendment is $300,300.

Request for Board Action (RBA)

Contracts Memo

Item Overview

Vendor Name:	Minneapolis Park & Recreation Board (City of Mpls)
Type:	New Master Contract
Meeting Date:	11/10/2026
Contract Number:	4400004155
Requesting Staff:	Melissa Sonnek, Senior Academic Officer
Term:	September 1, 2026 to August 31, 2029
Total Fiscal Obligation:	$623,820.00
Amendment Amount:	N/A
Funding Sources:	• Federal Funds (100%) 21st Century Community Learning Center Cohort 10
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. Minneapolis Public Schools (MPS) has been awarded funding through the Minnesota Department of Education (MDE) under the 21st Century Community Learning Centers (21st CCLC) Cohort 10 Grant. The grant supports the creation and expansion of community learning centers that provide high-quality academic support, enrichment opportunities, and positive youth development programming for students and families during out-of-school time.

2. The Minneapolis Park and Recreation Board (MPRB) will provide ongoing programming at Farview, North Commons, and Whittier Recreation Centers throughout the three-year grant period. MPRB will be responsible for participant registration, attendance tracking, and reporting participation data to Minneapolis Community Education's 21st CCLC Grant Coordinators.

3. Under the federally funded MDE 21st CCLC Cohort 10 Grant (Federal Pass-Through Number 84.287C), MPRB will implement approved grant activities and expenditures in accordance with an annual budget approved by MPS and MDE. Any changes to the program scope or budget will be developed collaboratively with MPS and submitted to MDE as required for approval.

Recommendation

Authorize the Senior Academic Officer to execute a contract with the Minneapolis Park and Recreation Board (City of Minneapolis) to provide high-quality academic support, enrichment opportunities, and youth development programming during out-of-school hours for students and families. The contract term shall be from 9/1/2026, through 8/31/2029, in an amount not to exceed $623,820.00.

Request for Board Action (RBA)

Contracts Memo

Item Overview

Vendor Name:	Premier Electrical Corporation
Type:	New Master Contract
Meeting Date:	11/10/2026
Contract Number:	4400004146
Requesting Staff:	Tom Parent, Senior Operations Officer
Term:	11/10/2026 to 12/31/2027
Total Fiscal Obligation:	$112,176.34 ($123,393.97 with construction contingency)
Amendment Amount:	*N/A*
Funding Sources:	• Fund 6
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. Labor, material, equipment, and incidentals necessary to remove and replace the electrical switchgear at Edison High School Gym Auxiliary Building.
2. This work is procured via State Contract Vendor E-79(5) Swift #243088 (effective 2/1/2026)
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 contract 4400004146 with Premier Electric in the amount of $112,176.34, for a term of 11/10/2026 to 12/31/2027. Furthermore, authorize the Senior Operations Officer to administer a 10% construction contingency appropriation of $11,217.63 in the performance of this contract, for a total fiscal obligation of $123,393.97.

Request for Board Action (RBA)

Contracts Memo

MINNEAPOLIS PUBLIC SCHOOLS

Item Overview

Vendor Name:	Rimini Street, Inc.
Type:	Amendment
Meeting Date:	11/10/2026
Contract Number:	4400001966
Requesting Staff:	Tom Parent, Senior Operations Officer
Term:	12/30/2026-12/31/2028
Total Fiscal Obligation:	$1,077,760.00 (inclusive of proposed amendment)
Amendment Amount:	Increase of $457,760.00
Funding Sources:	• 1097 (100%)
Contract Template:	Vendor

Summary of Services, Purpose, and Terms

1. Rimini Street provides services to the District for SAP software support.
2. The original contract, approved by the Board October 10, 2023, was for the term of 10/11/2023 to 12/30/2026.
3. This amendment extends those services for 2 additional years.

Recommendation

Authorize the Senior Operations Officer to execute an amendment to contract 4400001966 with Rimini Street, Inc. to increase the contract amount by $457,760.00, for the term of 12/30/2026-12/31/2028. The cumulative contract amount with the amendment is $1,077,760.00.

Request for Board Action (RBA)

Contracts Memo

MINNEAPOLIS PUBLIC SCHOOLS

Item Overview

Vendor Name:	T-Mobile
Type:	Amendment
Meeting Date:	11/10/2026
Contract Number:	4400003460
Requesting Staff:	Tom Parent, Senior Operations Officer
Term:	07/01/2025-10/21/2026
Total Fiscal Obligation:	$794,840.00 (inclusive of proposed amendment)
Amendment Amount:	Increase of $157,700.00
Funding Sources:	• 1097 (100%)
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. This amendment is to align the effective dates of the current signed agreement with T-Mobile. On 10/14/2025, the Board approved this contract with the effective dates being 10/1/2025 – 6/30/2026. However, the T-Mobile agreement states the effective dates of 10/22/2025 –10/21/2026. We would like to align these dates and ask for approval on the amount needed for the additional 4 months.

Recommendation

Authorize the Senior Operations Officer to execute an amendment to contract 4400003460 withT-Mobile to increase the contract amount by $157,700.00, for the term of 07/01/2025-10/21/2026. The cumulative contract amount with the amendment is $794,840.00.

Request for Board Action (RBA)

Contracts Memo

MINNEAPOLIS PUBLIC SCHOOLS

Item Overview

Vendor Name:	Wold Architects & Engineers
Type:	Amendment
Meeting Date:	11/10/2026
Contract Number:	4400002204
Requesting Staff:	Tom Parent, Senior Operations Officer
Term:	03/29/2024-10/31/2027
Total Fiscal Obligation:	$186,333.00 (inclusive of amendment)
Amendment Amount:	Increase of $23,842. 00
Funding Sources:	● Fund 6 (100%)
Contract Template:	MPS

Summary of Services, Purpose, and Terms

1. This amendment is for additional reimbursables for consulting services on the Longfellow Window Replacement Phase 2 project.
2. Procured via prequalified SOQ, RFP 25-05.

Recommendation

Authorize the Senior Operation Officer to execute an amendment to contract 4400002204 with Wold A&E for consulting services, to increase the contract amount by $23,842 for a term of 03/29/2024-10/31/2027. The cumulative contract amount with the amendment is $186,333.

Request for Board Action (RBA)

Memo

MINNEAPOLIS PUBLIC SCHOOLS

Item Overview

Name:	Fraser Amendment to Lease Agreement at Hall for 2026-2027 School year
Type:	Lease Amendment
Meeting Date:	11/10/2026
File Number:	Entered by Board office staff
Requesting Staff:	Tom Parent, Senior Operations Officer

Background and Pertinent Facts

1. The original term of this Lease commenced on 2/1/2023 and expired on 6/30/2025. The Tenant executed their right to renew the Lease for an additional three-year term, valid through 6/30/ 2028.
2. The Parties desire to amend the Lease to reflect a change in the designated Leased Premises from Room 119 to Room 113.
3. This Amendment to the Lease Agreement will be made on 11/ 11/2026, and shall expire on 6/30/2027 (the "Term")
4. All other terms of the lease shall remain unchanged.

Recommendation

Authorize the Senior Operations Officer to execute the Amendment to the Lease Agreement between Fraser (Tenant) and Special School District No.1 (Landlord) at Hall Elementary 1601 Aldrich Avenue N., Minneapolis MN 55411) for the term of 11/11/2026 through 6/ 30/2027.

Attachments and Relevant Links

1. Initiation of Amendment to Lease Agreement (November 11, 2026) signed by CFO, Executive Vice President, James Olson.

Request for Board Action (RBA)

Memo

Item Overview

Name:	City of Minneapolis Easement and Access agreement at Green Central Community.
Type:	Authorization
Meeting Date:	11/10/2026
File Number:	Entered by Board office staff
Requesting Staff:	Tom Parent, Senior Operations Officer

Background and Pertinent Facts

1. The City of Minneapolis is reconstructing 35th and 36th Street between Blaisdell and Chicago Avenues. Construction will be broken up along 35th Street into 2 years as follows, Blaisdell to west side of 4th Avenue (April '27 to November '27) and 4th Avenue to Chicago Avenue (April '28 to November '28)

2. There will be temporary disruptions to access from 35th Street during portions of construction; the City has indicated that access from 3rd Avenue will remain available and that the 4th Avenue intersection will remain open through phased construction. The bus loading area is not expected to be impacted.

3. The project is expected to temporarily impact one parking stall adjacent to 35th Street for approximately three months while improvements are tied into the school site.

4. The easement does not appear to result in any permanent loss of access or significant long-term impacts to District operations.

5. The District is being compensated $4850 for the easement.

Request for Board Action (RBA)

Memo

Recommendation

Authorize the Senior Operations Officer to execute Easement Deed and Temporary Construction and Access Easement between Special School District No. 1 (Landlord) and The City Of Minneapolis.

Attachments and Relevant Links

1. Draft Easement Deed and Temporary Construction and Access Easement between The City of Minneapolis and School District No. 1.

Request for Board Action (RBA)

Memo

MINNEAPOLIS PUBLIC SCHOOLS

Item Overview

Name:	Authorizing the creation of a 501(c)(9) trust account relating to the District's self-funded health insurance plan
Type:	Resolution
Meeting Date:	11/10/2026
File Number:	2026-0082
Requesting Staff:	Alicia Miller, Senior Human Resources Officer

Background and Pertinent Facts

1. Special School District No. 1 (District) has operated and administered a fully insured health plan for District employees through a trust since at least 2017.
2. The District desires to operate and administer its fully insured health plan for District employees through a Voluntary Employees' Beneficiary Association (VEBA) trust pursuant to Internal Revenue Service (IRS) Code 501(c)(9).
3. IRS regulations require the creation of a separate legal entity in the form of a trust for the exclusive purpose of providing benefits under the health plan and paying reasonable expenses of the trust.
4. The District intends to create a 501(c)(9) trust account for the purpose of administering assets on behalf of the self-funded health insurance plan.

Recommendation

Adopt the resolution as presented, authorizing the Senior Human Resources Officer to take all necessary steps to effectuate the creation of a 501(c)(9) trust account relating to the District's self-funded health insurance plan, effective on January 1, 2027, or as soon thereafter as is practicable.

Attachments and Relevant Links

1. Resolution authorizing the creation of a 501(c)(9) trust account relating to the District's self-funded health insurance plan (2026-0082)

Special School District Number 1
Board of Education Resolution

Resolution: 2026-0082
November 10, 2026

MINNEAPOLIS
PUBLIC SCHOOLS

Resolution authorizing the creation of a 501(c)(9) trust account relating to the District's self-funded health insurance plan

WHEREAS, Special School District No. 1 (District) has operated and administered a fully insured health plan for District employees through a trust since at least 2017; and

WHEREAS, the District desires to operate and administer its fully insured health plan for District employees through a Voluntary Employees' Beneficiary Association (VEBA) trust pursuant to Internal Revenue Service (IRS) Code 501(c)(9);

WHEREAS, IRS regulations require the creation of a separate legal entity in the form of a trust for the exclusive purpose of providing benefits under the health plan and paying reasonable expenses of the trust; and

WHEREAS, the District intends to create a 501(c)(9) trust account for the purpose of administering assets on behalf of the self-funded health insurance plan.

NOW THEREFORE BE IT RESOLVED, that the Board of Directors of Special School District No. 1 hereby authorize the Senior Human Resources Officer to take all necessary steps to effectuate the creation of a 501(c)(9) trust account relating to the District's self-funded health insurance plan, effective on January 1, 2027, or as soon thereafter as is practicable.

ADOPTED this 10th day of November 2026.

Collin Beachy, Chair

Lori Norvell, Clerk

Special School District Number 1
Board of Education Resolution

Resolution: 2026-0082
November 10, 2026

MINNEAPOLIS
PUBLIC SCHOOLS

RECORD OF BOARD VOTE

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

Special School District Number 1
Board of Education Resolution

Resolution: 2026-0083
November 10, 2026

MINNEAPOLIS
PUBLIC SCHOOLS

Resolution approving the 2026-2028 Bargaining Agreement between MPS and the American Federation of State, County, and Municipal Employees, Local 56, Council 5 (AFSCME).

WHEREAS, Special School District No. 1 ("District") and the American Federation of State, County, and Municipal Employees (AFSCME), Local 56, Council 5 ("Union") are parties to a collective bargaining agreement for the period of July 1, 2024 through June 30, 2026; and

WHEREAS, the collective bargaining agreement between the District and Union expired on June 30, 2026; and

WHEREAS, the District and Union engaged in collective bargaining negotiations, and reached a tentative agreement on a successor agreement effective July 1, 2026 through June 30, 2028; and

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

NOW THEREFORE BE IT RESOLVED, that the Board of Directors of Special School District No. 1 (Minneapolis Public Schools) hereby approves the collective bargaining agreement between Special School District No. 1, and the American Federation of State, County, and Municipal Employees (AFSCME), Local 56, Council 5

ADOPTED this tenth day of November 2026

Collin Beachy, Chair

Lori Norvell, Clerk

Special School District Number 1
Board of Education Resolution

Resolution: 2026-0083
November 10, 2026

MINNEAPOLIS
PUBLIC SCHOOLS

RECORD OF BOARD VOTE

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

Request for Board Action (RBA)

Memo

Item Overview

Name:	Approval of the 2026-2028 Bargaining Agreement between MPS and the American Federation of State, County, and Municipal Employees, Local 56, Council 5 (AFSCME).
Type:	Collective Bargaining Agreement
Meeting Date:	11-10-2026
File Number:	Entered by Board office staff
Requesting Staff:	Alicia Miller, Senior Human Resources Officer

Background and Pertinent Facts

1. List items here

   2026-2028 Bargaining Agreement between MPS and the American Federation of State, County, and Municipal Employees, Local 56, Council 5 (AFSCME).

2. Include key summary information in plain language

   This bargaining agreement contains the terms and conditions of employment for the American Federation of State, County, and Municipal Employees, Local 56, Council 5 (AFSCME)

3. Include summary of related prior board action

   None

4. Note things like fiscal impact, etc.

   The two-year total package cost of the tentative agreement is $2,675,000, representing a 20.85 % increase in annual costs spread over two years.

Recommendation

Approve 2026-2028 Bargaining Agreement between MPS and the American Federation of State, County, and Municipal Employees, Local 56, Council 5 (AFSCME).

Attachments and Relevant Links

1. Attachments:

   AFSCME 2026-2025 contract, Board Resolution.docx

   AFSCME 2026-2028 Board Summary.doc

   AFSCME Tentative Agreement, 10-13-2026.docx

   Wage Reopener MOA, 12-11-2025.pdf

2. Resolution 2026-0083

SPECIAL SCHOOL DISTRICT NO.1

and

AMERICAN FEDERATION OF STATE, COUNTY, AND MUNICIPAL EMPLOYEES
Local No. 56, Council 5

2026-2028

Board meeting – November 10, 2026

Term: Two (2) years, July 1, 2026 through June 30, 2028.

Pay: **Article 8, Salaries**

8.1.2 Salary Schedule Increases:

Year One – 2026-2027

- Effective July 1, 2026, the District shall implement the classification recommendations as contained in a Wage Reopener Memorandum of Agreement adopted on December 11, 2025. These recommendations were the result of a classification and compensation study agreed to during negotiations for the 2024-2026 bargaining agreement and were performed by an outside consulting firm.

Year Two – 2027-2028

- 2.0% across the board increase to the salary schedule, effective July 1, 2027
- $1,000 one-time lump sum payment for all employees in red-circle status

8.2 Step Placement and Advancement.

a. All eligible employees shall receive their regular automatic step increase effective July 1, 2026, consistent with the collective bargaining agreement.

8.3 Longevity.

Per hour increases effective July 1, 2027:

Yrs of Svc	Amount
~~6~~	~~0.15~~
10	~~0.30~~ 0.50
15	~~0.40~~ 1.00
20	~~0.65~~ 1.50

Yrs of Svc	Amount
25	~~0.95~~ 2.25
30	3.25
35	4.50
40	5.00

8.4 Shift Differential. Shift differential pay shall increase from $0.60 to $0.75 per hour for all hours worked during scheduled second- or third-shift assignments.

8.14 Recruitment Incentive. Effective July 1, 2027, the District will provide a $500 incentive to employees new to positions in which proficiency in the language focus of certain schools is required.

Article 11.2 – Work on a Holiday. New language clarifies holiday pay for District Communications Center (DCC) Specialists.

Article 13 – Sick Leave. Substantial language has been added to this article in order to provide clarity and additional specificity to both the sick leave usage and accrual rate sections.

Article 14.6 – Life Insurance.

Effective January 1, 2027, the life insurance benefit amount will increase from $20,000 to $45,000
Effective January 1, 2027, the supplemental life insurance benefit amount will increase from $100,000 to $250,000.

Article 14.10 – Deferred Compensation

January 1, 2027: Increase District's annual deferred compensation match to $1,750.
January 1, 2028: Increase District's annual deferred compensation match to $2,000

Fiscal Impact:

The two-year total package cost of the tentative agreement is $2,675,000, representing a 20.85 % increase in annual costs spread over two years.

MEMORANDUM OF AGREEMENT BETWEEN

MINNEAPOLIS PUBLIC SCHOOLS, SPECIAL DISTRICT NO. 1 AND THE LOCAL NO. 56 AMERICAN FEDERATION OF STATE, COUNTY, AND MUNICIPAL EMPLOYEES, COUNCIL 5

WAGE REOPENER

WHEREAS, Minneapolis Public Schools, Special District No. 1 ("District") and the Local No. 56, American Federation of State, County, and Municipal Employees, Council 5 ("Union") have entered into a collective bargaining agreement that governs the terms and conditions of employment for staff, including wages; and

WHEREAS, the District recognizes that AFSCME-represented employees are essential to the daily functioning, safety, and well-being of our schools, and that their work directly supports and enhances student success; and

WHEREAS, the District deeply values the skill, dedication, and commitment that AFSCME employees bring to serving students, families, staff, and the community, and affirms that equitable and competitive compensation is a critical component of honoring their contributions; and

WHEREAS, in alignment with this commitment, the District has reviewed the classification and compensation recommendations submitted by Evergreen Consulting as part of its effort to ensure that AFSCME employees are compensated fairly for the integral role they play in creating positive learning environments; and

WHEREAS, both the District and AFSCME Council 5 share the goal of implementing a salary schedule that is transparent, equitable, and reflective of employees' experience, service, and the vital impact they have on student learning and school operations; and

THEREFORE, BE IT RESOLVED THAT the parties agree to this Memorandum of Agreement (MOA) jointly agree to the following:

1. **Salary Schedule**
    a. Effective July 1, 2026, the District shall adopt the classification recommendations as proposed by Evergreen.
    b. Effective July 1, 2026, the District shall adopt Evergreen's compensation recommendations regarding the minimum and maximum rates for each classification. A ten-step salary schedule shall be implemented for each classification, with steps equidistant in percentage from minimum to maximum.

2. **Step Placement and Advancement**
    a. Effective July 1, 2026, each employee shall be placed on the step within their new classification that is closest to, but not below, their wage as of June 30, 2026. If an employee's wage as of that date exceeds the new maximum for the classification, the employee shall be placed on the top step of the salary schedule.
    b. After initial placement, employees shall advance additional step(s) based on continuous years of service as of June 30, 2026, as follows. Under no circumstances shall an employee be placed beyond the top step:
        i. Employees with 5–9 years of continuous service in the District: advance 1 additional step
        ii. Employees with 10–14 years of continuous service in the District: advance 2 additional steps
        iii. Employees with 15 or more years of continuous service in the District: advance 3 additional steps

3. **Automatic Step Advancement**
    a. Following the step placement process described above, all eligible employees shall receive their regular automatic step increase effective July 1, 2026, consistent with the collective bargaining agreement.
    b. For purposes of this section, "eligible employees" shall be defined as prescribed in Article 8.2.2 - Eligibility of the Union's collective bargaining agreement

4. No step advancement, as prescribed by this agreement, shall result in placement beyond the top step.

5. **Successor Collective Bargaining Agreement**
    a. The Union and the District agree that, in consideration of the salary schedule implementation outlined in this memorandum, there shall be no cost-of-living adjustment (COLA) applied for the 2026–27 fiscal year as part of the 2026–2028 successor collective bargaining agreement negotiations.
    b. The Union affirms that the compensation structure and wage adjustments established through this MOA fully satisfy any economic adjustments for the 2026–27 year, and no additional COLA shall be sought or applied for that period.

BE IT FURTHER RESOLVED, to the extent that this Memorandum of Agreement may be construed as a deviation from the terms of the 2024-2026 or 2026-2028 Collective Bargaining Agreement between the District and the Union, it shall not set precedent nor form the basis of any grievance that may be filed concerning any alleged violation of the contract.

This Memorandum of Agreement shall expire on June 30, 2026.

FOR THE UNION:

Deborah Zepeda, AFSCME Local 56 President
Deborah Zepeda, AFSCME Local 56 President (Dec 11, 2025 09:16:57 CST)

Deborah Zepeda
President, AFSCME, Local No. 56

David L Bard
David L Bard (Dec 11, 2025 10:04:49 CST)

David Bard
Business Agent, AFSCME, Council 5

FOR THE DISTRICT:

Alicia Miller (Dec 11, 2025 10:42:36 CST)

Alicia Miller
Senior Human Resources Officer
Minneapolis Public Schools

Wage Reopener

Final Audit Report 2025-12-11

Created:	2025-12-11
By:	Allen Cavell (allen.cavell@mpls.k12.mn.us)
Status:	Signed
Transaction ID:	CBJCHBCAABAA8wcOFhNO8vcu3o2biHTyI-iz38qgZuof

"Wage Reopener" History

Document created by Allen Cavell (allen.cavell@mpls.k12.mn.us)
2025-12-11 - 3:10:19 PM GMT- IP address: 205.215.177.1

Document emailed to Deborah Zepeda (deborah.zepeda@mpls.k12.mn.us) for signature
2025-12-11 - 3:11:15 PM GMT

Email viewed by Deborah Zepeda (deborah.zepeda@mpls.k12.mn.us)
2025-12-11 - 3:15:27 PM GMT- IP address: 205.215.177.1

Signer Deborah Zepeda (deborah.zepeda@mpls.k12.mn.us) entered name at signing as Deborah Zepeda, AFSCME Local 56 President
2025-12-11 - 3:16:55 PM GMT- IP address: 205.215.177.1

Document e-signed by Deborah Zepeda, AFSCME Local 56 President (deborah.zepeda@mpls.k12.mn.us)
Signature Date: 2025-12-11 - 3:16:57 PM GMT - Time Source: server- IP address: 205.215.177.1

Document emailed to david.bard@afscmemn.org for signature
2025-12-11 - 3:16:59 PM GMT

Email viewed by david.bard@afscmemn.org
2025-12-11 - 3:17:20 PM GMT- IP address: 135.232.20.102

Signer david.bard@afscmemn.org entered name at signing as David L Bard
2025-12-11 - 4:04:47 PM GMT- IP address: 174.229.183.42

Document e-signed by David L Bard (david.bard@afscmemn.org)
Signature Date: 2025-12-11 - 4:04:49 PM GMT - Time Source: server- IP address: 174.229.183.42

Document emailed to Alicia Miller (alicia.miller@mpls.k12.mn.us) for signature
2025-12-11 - 4:04:51 PM GMT

Email viewed by Alicia Miller (alicia.miller@mpls.k12.mn.us)
2025-12-11 - 4:42:22 PM GMT- IP address: 205.215.177.188

Document e-signed by Alicia Miller (alicia.miller@mpls.k12.mn.us)

Signature Date: 2025-12-11 - 4:42:36 PM GMT - Time Source: server- IP address: 205.215.177.188

Agreement completed.

2025-12-11 - 4:42:36 PM GMT

Adobe Acrobat Sign