



Proposed Fiscal Year 2025–26 Budget

June 2025

Table of Contents

Letter from the Superintendent	3
Letter from the Senior Finance Officer	4
Board of Education (School Board)	5
Leadership Organizational Chart	6
Vision, Mission and Strategic Plan	6
Executive Summary	8
Budget Development Process and Timeline	9
Budget Values and Priorities	10
Guiding Principles and Approach	11
Community Engagement and Feedback	12
Alignment to Board Budget Values and Priorities	14
Proposed Budget Summary	19
Projected Revenue by Source	21
Expenditures by Type	21
Property Tax Levy	22
Fund Balance Summary	23
Student Enrollment Projections	24
Predictable School Staffing Model	29
School-Based Staff Positions Average Salary	35
School Allocations	36
Department Allocations	42
Capital Plan Budget	47
Resource Links	49

Letter from the Superintendent



Dear School Board,

Minneapolis Public Schools (MPS) serves as a cornerstone of our community. As we strive to support students throughout their educational journey, it is essential that we make the most of our resources to deliver high-quality programs and services—both for today’s students and future generations.

Throughout this year’s budget process, we grounded our decisions in the board’s values and priorities, along with insights from the Caregiver Priorities Survey. This year, we received a record number of parent responses, with data that more accurately represents our MPS community. Both sources were instrumental in guiding the difficult decisions we face—choices we wish weren’t necessary, but ones we are responsible for making.

A large share of reductions are happening at the administrative level and within department allocations. While like most school districts, we are reckoning with what it means to have fewer resources, it is important to note that there weren’t enough resources to begin with. In spite of this challenge, MPS has many programs, services and experiences to offer our students.

Together,

Dr. Lisa Sayles-Adams
Superintendent

Letter from the Senior Finance Officer



Dear Minneapolis Public Schools Community,

When I joined Minneapolis Public Schools during the 2015-16 academic year, my goal was to improve the district's financial practices in order to ensure that we have well-resourced schools to meet the needs of our students and staff. A key component of that strategy has been to decrease the district's reliance on one-time options to balance the budget including the overreliance on fund balance.

When the school board passed the December 2023 school transformation resolution, one area of focus was the district's finances with a directive to "find operational efficiencies and to utilize priority based budgeting." The FY26 budget meets the standards for both directives as we have completely eliminated our reliance on vacancy savings and found significant efficiencies within administrative and department allocations primarily, thereby mitigating the deep impact that closing a \$75 million dollar budget gap could have on schools.

While we still have quite a bit of work to do as it relates to improving the district's sustainability and financial health, Fiscal Year 2025-26 (FY26) represents significant strides toward achieving those fiscal outcomes.

Sincerely,

Ibrahima Diop
Senior Finance Officer

Board of Education (School Board)



Collin Beachy

Chair



Kim Ellison

Vice-Chair



Lori Norvell

Clerk



Abdul Abdi

Treasurer



Sharon El-Amin

Director



Lucie Skjefte

Director



Adriana Cerrillo

Director



Greta Callahan

Director

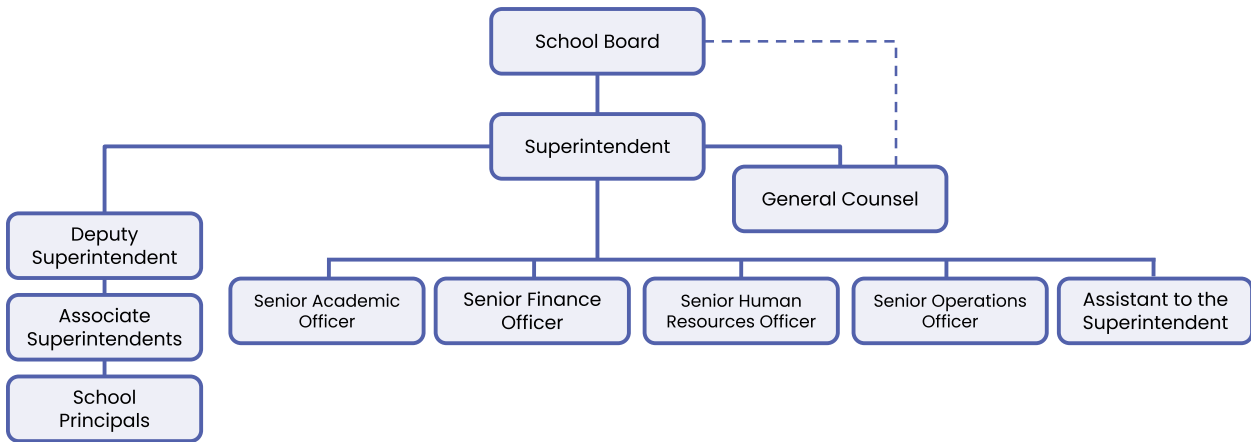


Joyner Emerick

Director

Leadership Organizational Chart

Below is the leadership organizational chart for Minneapolis Public Schools.



Vision, Mission and Strategic Plan

Our strategic plan, adopted by our school board in February 2022, serves as our road map, clearly identifying where we want to go (our vision), the checkpoints along the way (our strategies with associated metrics) that confirm we are going in the right direction and the rules of the road (our values). On at least a quarterly basis, we update the school board and our broader community about the progress we are making as we work toward becoming the school district that our students need us to be.

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 and anti-racism
- Physical and emotional safety and well-being
- Relationships, trust and communication
- Shared decision making and voice
- Transparency and accountability
- Evidence-based strategies

Strategic Plan Goals

Goal 1: **Academic Achievement**

Every student achieves their full potential through equal access to programming that is academically rigorous and connects learning in schools with students' experiences at home.

Goal 2: **Student Well-Being**

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

Goal 3: **Effective Staff**

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

Goal 4: **School & District Climate**

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

Executive Summary

Introduction and Document Overview

Minneapolis Public Schools remains committed to providing high quality programs and services to all students, ensuring that they have what they need to be successful in the future. In order to provide those programs and services, resources are critical. Our annual budget process is critical because it is the process by which we prioritize investments, engage our stakeholders and prepare financially – based on the best information that we have available for the following school year.

The goal of this budget book is to provide as much information as possible about how our budget process works, the guiding principles and values used to make decisions and detailed information about expenses, revenue sources and proposed financial plans. Once the school board votes in June, that signals the end of the annual budget process.



[View a glossary that explains MPS budget terms and acronyms](#)

Background and Context

Minneapolis Public Schools, like so many school districts, is facing financial challenges due to increasing costs that are not keeping pace with revenue. While our commitment to providing students with what they need has been unwavering, we are stretched too thin, having to make really difficult decisions that we wish we were not in a position to have to make in the first place. As we've employed a multiple-tiered approach to attempting to address this structural imbalance – increasing revenue through the tech levy, advocating for more funding from the state and federal government, increasing enrollment – we still have significant work to do to achieve financial stability. Another primary consideration when reviewing school district budgets is the restricted and specific use of certain funds and funding times. A significant share of the funding MPS and other school districts receive has specific purposes and requirements.

Proposed Budget

The Minneapolis Public Schools budget for Fiscal Year 2025-26 (FY26) is designed to allocate resources effectively to support student achievement, maintain fiscal responsibility and ensure operational efficiency as we move toward long term sustainability. This budget reflects our commitment to providing a high-quality education for all MPS students while adhering to state and federal funding guidelines. Like most school districts, MPS has to address the fact that the district's expenses are greater than available revenue, so the district has to address a \$75 million dollar budget shortfall. The proposed budget moves the impact of reductions as far away from students and the classroom as possible while continuing all direct-service programs for students.

Future Considerations

As we look to the future, our ongoing structural imbalance, the availability of fund balance/one-time uses, uncertainty of federal and state funding, a changing tax base, shifting demographics and increases in employee contracts are factors that must be considered as we continue to make strides so that we can be prepared to address the challenges of tomorrow while we mitigate and minimize the impact on students. We have to rebuild our fund balance, adjust how we are operating and continue to be more efficient stewards as we ensure that our resources are having the intended positive impact on our students, families and communities.

Budget Development Process and Timeline

MPS utilized a priority-based budgeting process for FY26. The school board's values and priorities, along with community feedback as expressed in the Caregiver Priorities Survey, informed and guided the decisions that were made. Additionally, in the school board's December 2023 resolution regarding school transformation, the district was directed to "find operational efficiencies," which started with FY25 and will be a guiding practice for multiple budget years as the district decreases its reliance on one-time cost savings to be more sustainable and financially prepared for the unknown challenges of tomorrow.

Process

1. The budget team determines revenue estimates so we know how much money is available and projects salary and non-salary expenses so we know how much we would spend if there were no changes.
2. If the sum of projected schools and department allocations is greater than the available revenue, reductions and/or additional revenue sources must be identified.
3. Proposed school and department allocations within available revenue are developed using board budget values and priorities.
4. Allocations are provided to principals (schools) and budget managers (departments) to build a proposed budget that follows given budget parameters and board values and priorities. Principals work with their school communities, including site councils, to incorporate feedback.
5. Department leaders and school principals submit their proposed budget and enter the information into the budget tie out system. Any further needed reductions to department allocations are identified.
6. Following review and any school board-directed changes throughout the process, the school board must approve the budget prior to June 15, as a balanced budget is required by state law.

Budget Values and Priorities

Each year, the school board establishes budget values and priorities to guide the administration's proposed budget for the following school year. These budget values and priorities are informed by the school board's engagement with their constituents and the feedback received from the community. The school board establishes budget values and priorities to guide the administration's proposed budget.

Fiscal Year 2025-26 School Board Budget Values and Priorities

- Evidence- and standards-based programming and instructional strategies, focused staff professional development and accountability, adequate school staffing models that improve student academic outcomes, especially on literacy and math

- Using the budgeting process and changes to enrollment management practices, ensure class sizes adhere to the allocated and approved ratios.
- Fiscal and programmatic equity in support of Students of Color, Indigenous Students, students receiving special education services, and students learning English
- Adequately fund a holistic set of programmatic and academic offerings (i.e., the arts, music, languages, specialized programs, activities) that attract and retain students while recognizing that our financial situation necessitates an analysis of the impact and number of students served by our programs (must consider viability, sustainability, and efficiency of programs and services)
- A comprehensive system of supporting student mental health and well-being with a focus on culturally responsive supports and services.
- A comprehensive system of supporting student and staff safety
- Minimize the impact on students, classrooms, and schools by reducing central office functions and budget allocations
- Focus central office-allocated resources first on core operations and key strategic functions before considering optional investments; reduce the number of non-school based FTE
- Increase the allocated amount of restricted and dedicated funding towards direct student services and school-based supports.
- Reduce the amount of contracted/purchased services
- Align and utilize external financial and programmatic support in ways that supports the above-mentioned priorities, rather than creating new initiatives or programs



[View the school board's budget priorities resolution](#)

Guiding Principles and Approach

As MPS focuses on pursuing its mission and vision, the annual budget process allocates the appropriate and available resources to support the district's work.

Below are the key guiding principles that inform the administrative decision-making processes related to the proposed allocations of resources.

- **Board values and priorities:** The school board establishes its annual values and priorities that help guide the budget process.
- **Equity:** As a diverse school district, MPS seeks to meet the needs of all students. The school district receives some restricted funding from the state and federal government generated by students including compensatory education funding, achievement and integration, federal Title funding, and English learner and special education allocations.
- **Focus on core functions and operations:** One of the board priorities as it relates to priority-based budgeting was focusing on core functions and operations. Many of the reductions were made based on this priority.
- **Ensure compliance functions can be fulfilled (items required by law, policy, and contracts):** In addition to core functions and operations, the district is also required to ensure compliance as it relates to law, policy and contracts.
- **Provide adequate support to schools and staff:** One of the goals of the strategic plan is “effective staff,” and in order to recruit and retain staff, it is important that our staff are adequately supported.
- **Positioned to continue progress on the strategic plan goals:** Our strategic plan is our guiding document that represents our aspirational goals. The strategic plan is in place through 2027 and MPS needs to continue pursuing the goals and outcomes expressed in our strategic plan.

Community Engagement and Feedback

Minneapolis Public Schools aims to be a place where our students, families, staff and community feel and experience a sense of belonging, safety, wellness and respect. Every connection with students, families and the broader community is an opportunity to gather and share information and feedback and there are multiple opportunities for engagement. Engagement around the annual budget happens primarily through site councils, parent advisory councils, and for FY26 we launched a districtwide Caregiver Priorities Survey. The survey was open Dec. 18, 2024 to March 3,

2025. During this period, MPS staff had access to real-time results which were utilized to inform budget decisions and increase outreach to specific communities.

MPS staff attended more than 35 school events and meetings during the school day, after school and on weekends to connect with caregivers about their priorities. As a result of that engagement, the Caregiver Priorities Survey includes the most representative data MPS has ever had. We received a total of 10,161 responses with 7,139 of those responses being actionable. This represented 10,739 MPS students (approximately 35% of students in early childhood – transition services). The demographic breakdown of those responses is as follows (survey respondents were able to select more than one race):

- 29% American Indian/Alaskan Native
- 56% Asian
- 16% Black
- 21% Hispanic
- 50% White

Caregivers identified the following as their top three priorities in the areas listed:

- **Academic:** Advanced learner services, academic interventions, diverse elective options
- **Wrap-around services:** Mental health support, family engagement, before- and after-school care
- **School climate:** Safety at school, schools having a welcoming environment, student well-being
- **Staffing:** Social-emotional learning support, academic enrichment support, academic intervention support
- **Language and culture:** Multicultural representation in buildings, ethnic studies programming, staff training related to students' home languages and culture
- **Student safety, discipline and behavior:** Reduced class sizes, school safety improvements, consequences for student behavior incidents.

In addition to board priorities and values, feedback from caregivers has been incorporated into both school and department allocations. For a more detailed summary of the Caregiver Priorities Survey, please see the link below.



[View a summary of the caregiver survey results](#)

Alignment to Board Budget Values and Priorities

As MPS focuses on pursuing its mission and vision, the annual budget process allocates the appropriate and available resources aligned to the board's budget values and priorities.

Figure 1: Examples of Alignment to Board Budget Values and Priorities

Evidence- and standards-based programming and instructional strategies, focused staff professional development and accountability, and adequate school staffing models that improve student academic outcomes, especially on literacy and math

- Focus on Multi-Tiered Systems of Supports (MTSS) under the division of Academics, with dedicated leadership to refine the framework. Will include Instructional Specialists (ISs), School Improvement Specialists (SISs), and PAR mentors to provide focused instructional coaching at the classroom level and consistent support at the building level
- Maintenance of current literacy and math content leads
- Continued support for the University of Florida Literacy Institute (UFLI) foundational skills resources implementation, with all elementary schools implementing the resources in SY 2025-26
- Continued dedicated support for professional learning with the secondary implementation of iReady (middle school) and Open Up (high school) math curriculum. Dedicated funding for the creation of a compacted high school course providing students with the opportunity to advance to higher levels of math prior to senior year
- Continued funding of the predictable school staffing model and funding for intervention staff at Title I schools

Figure 1: Examples of Alignment to Board Budget Values and Priorities

Using the budgeting process and changes to enrollment management practices, ensure class sizes adhere to the allocated and approved ratios

- We are examining the budgeting process through which schools are allocated resources, as well as enrollment management practices, to ensure class sizes adhere to the allocated and approved ratios.
- In instances where MPS was not able to support smaller class size due to budgetary constraints, Title II funds were used to reduce class size and avoid grade level splits in grades K-2.

Fiscal and programmatic equity in support of Students of Color, Indigenous Students, students receiving special education services, and students learning English

- Even though our financial reality necessitates reductions in budget allocations to departments without dedicated funding or grants, MPS proudly remains one of, if not the only, school district in Minnesota with investments into departments funded specifically to focus on the achievement of both Black students (Office of Black Student Achievement: OBSA) and Latine students (Office of Latine Student Achievement: OLA).
- State law requires districts to have a 1.0 FTE leader for the work of Indian Education, and the department is allocated state and federal formula dollars which are matched by the district. We currently have a Memorandum of Agreement (MOA) with the Metro Urban Indian Directors/Phillips Indian Educators (MUID/PIE) and an agreement with the American Indian Parent Advisory Committee (AIPAC) regarding service for our Indigenous students. In this budget cycle, the Department of Indian Education has also received a grant from the Minnesota Department of Education for Native Language Revitalization, which will offer additional courses in Native languages at some schools.
- With regard to service for our identified English learners (ELs), while we have increased staffing ratios to bring them more in alignment with districts

Figure 1: Examples of Alignment to Board Budget Values and Priorities

across the state, we will still be averaging 1:37–38 when most comparable districts are at 1:50–55. We continue to fund an EL lead at each school and have weighted our secondary students whose language acquisition score is a Level 1 at a 1.5 in order to lower staffing ratios and provide accelerated service to those older students.

- With regard to special education services, while we have increased staffing ratios, we are still well under the staffing ratios for Special Education Resource Teachers (SERTs) outlined in the MFT contract, and continue to be under staffing ratios outlined in the state guidelines. We have more than 100 speech language pathologists and approximately 120 social workers. Finally, we have invested in a team of interpreters within our special education department to support language needs, especially with regard to difficult terms on IEPs.
- We employ dedicated engagement staff to support facilitating parent advisory councils organized by demographic groups, including Black Parent Advisory Council, Latino Parent Advisory Council, Somali Parent Advisory Council, Hmong Parent Advisory Council, Special Education Advisory Council, American Indian Parent Advisory Council and Queer Parent Advisory Council.
- We support cultural programming and community engagement initiatives through non-salary funding.

Adequately fund a holistic set of programmatic and academic offerings (i.e., the arts, music, languages, specialized programs, activities) that attract and retain students while recognizing that our financial situation necessitates an analysis of the impact and number of students served by our programs (must consider viability, sustainability, and efficiency of programs and services)

- Continuation of fifth grade instrumental music programming
- Continuation of the AVID program with current FTE of AVID tutors
- Minimal reduction in IB and AP coordination (only based on enrollment)
- Continuation of library media specialists in all buildings to support literacy,

Figure 1: Examples of Alignment to Board Budget Values and Priorities

research and a love of books

- Continued funding for intervention staff, mental health therapists, counselors and social workers
- Continued investment in CTE courses and transportation to districtwide Career and Technical Education Centers (CTE)

A comprehensive system of supporting student mental health and well-being with a focus on culturally responsive supports and services

- Student Support Services has prioritized maintaining school-based supports across all programs, including ensuring school counselors, social workers and nurses are present in every building.
- We are continuing to develop a comprehensive, school-based mental health program that is focused on ensuring all students have access to culturally responsive counseling and mental health services. This includes alignment of staffing, training and services with the diverse cultural needs of our students.
- We are supporting community partners who provide therapy services in schools, targeted in areas where students and families face barriers to accessing care outside of school.

A comprehensive system of supporting student and staff safety

- We are maintaining our Emergency Management and School Safety (EMSS) model, even with reduced FTEs. Positions have been realigned to the associate superintendent portfolios of schools to continue delivering a strong, coordinated approach to school safety.
- District behavior support is being sustained through strategic realignment of resources and the use of restricted funds. This ensures staff continue to receive guidance and training on district behavior standards and expectations.
- The Family Resource Center and district homeless programming are being

Figure 1: Examples of Alignment to Board Budget Values and Priorities

maintained, though with reduced weeks of operation. These services remain essential to supporting the safety and well-being of our most vulnerable students and families.

Minimize the impact on students, classrooms, and schools by reducing central office functions and budget allocations

- A significant reduction (94.0 FTE or 13.84%) in staff assigned to the Davis Center was made to minimize the impact on students, classrooms and schools.
- The largest reduction by percentage to an employee unit was a 16.67% decrease in the number of budgeted non-represented administrative leadership positions.

Focus central office-allocated resources first on core operations and key strategic functions before considering optional investments; reduce the number of non-school based FTE

- 11.74% reduction (66.64 FTE) in budgeted positions within primarily administrative and managerial employee groups classifications
- 13.84% reduction (94.0 FTE) in positions assigned to the Davis Center
- Streamlining leadership structures in the Division of Operations, with a net reduction of 20% in Executive Director, Director, Manager, and Supervisor titles

Increase the allocated amount of restricted and dedicated funding towards direct student services and school-based supports

- Additional school counselor support to all Racially Identifiable elementary schools (Achievement and Integration funds)
- Increased site based allocation to support magnet schools (Achievement and Integration funds)
- Decreasing the threshold to receive Title I funds from 45% to 35% of students

Figure 1: Examples of Alignment to Board Budget Values and Priorities

eligible for education benefits which will allow 5 more schools access to Title I funds

- Realignment of multiple central office departments (including Equity and School Climate, Engagement, Communications, etc.) to the associate superintendent school portfolios to provide more coordinated and targeted support to schools

Reduce the amount of contracted/purchased services

- Reductions of contracted services and other non-salary items within several other divisions including Finance, Office of the Superintendent and Office of General Counsel
- Human Resources reduced nearly one million dollars in contracted services by bringing functions like leave management in-house, utilizing existing service platforms to improve customer service, and consolidating contracts with similar functions for additional cost savings.

Align and utilize external financial and programmatic support in ways that supports the above-mentioned priorities, rather than creating new initiatives or programs

- MPS is grateful for funding from the Minneapolis Foundation to support our continued work in our the Grow Your Own program and with our literacy work, which are both key focus areas in our strategic plan.

Proposed Budget Summary

Minnesota school districts are required to have an annual board-approved balanced budget. While most independent school districts must take this action prior to June 30 of each year, MPS has a deadline of June 15. Figure 2 shows the projected revenue and expenditures and the difference, which must be balanced by the use of fund balance or other means. The \$25.2 million difference in the general fund should

be considered as the starting point for a budget shortfall for FY27, which would then increase with additional difference between expense and revenue growth.

Balance Sheet

Figure 2: Revenue and Expenditures				
Fund Name	Fund #	Revenue	Expenditures	Difference
General	01	\$703.9M	\$728.4M	(\$24.5M)
Food Service	02	\$23.6M	\$25.1M	(\$1.5M)
Community Service	04	\$35.3M	\$38.9M	(\$3.6M)
Capital/Construction	06	\$90.0M	\$155.4M	(\$65.4M)
Debt Service	07	\$101.2M	\$101.2M	\$0.0M
Totals		\$954.1M	\$1,049.0M	(\$95.0M)

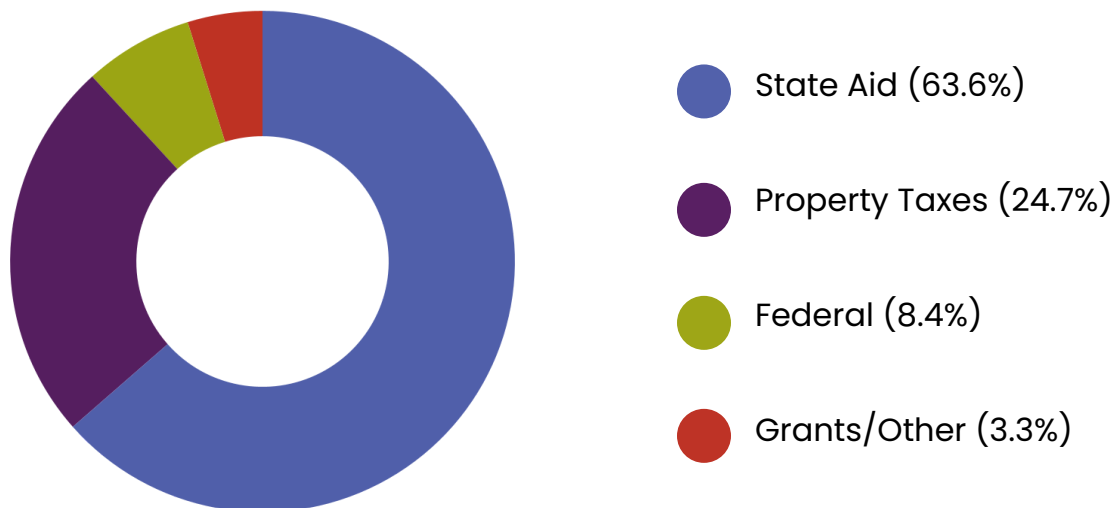
Figure 3: Other Uses and Sources to Balance Budget					
Type	Fund 01	Fund 02	Fund 04	Fund 06	Total
Fund Transfers	(\$1.0M)	\$1.5M	(\$0.5M)	\$0.0M	\$0.0M
Planned Assigned Fund Balance Use	\$11.8M	\$0.0M	\$4.1M	\$65.4M	\$81.3M
Expense Reduction Carryover from Prior Year	\$5.3M	\$0.0M	\$0.0M	\$0.0M	\$5.3M
OPEB Trust Fund Reimbursement	\$8.4M	\$0.0M	\$0.0M	\$0.0M	\$8.4M
Totals	\$24.5M	\$1.5M	\$3.6M	\$65.4M	\$95.0M

Projected Revenue by Source

MPS receives revenue primarily from state aid, followed by property taxes, federal funding and grants or other sources. Many of the state and federal funding formulas are driven by enrollment and the needs of the students enrolled (for example compensatory education, English learner, or special education funding).

As previously mentioned, portions of the funding MPS receives are restricted in nature across all of the revenue sources listed in Figure 4.

Figure 4: Revenue Summary by Funding Source Type



Expenditures by Type

Figure 5 shows the general fund breakdown by standard expenditure reporting types. As is the case for most school districts, the vast majority of MPS expenses are employee salaries and benefits.

Figure 5: Expenditures by Type (General Fund Only)

Expense Type	Amount	%
Salaries and Benefits	\$551,335,773	76%

Figure 5: Expenditures by Type (General Fund Only)

Expense Type	Amount	%
Purchased Services	\$115,438,805	16%
Supplies & Materials	\$42,225,462	6%
Capital Expenditures	\$9,708,762	1%
Other Expenditures	\$9,807,869	1%
Total	\$728,516,671	100%

Property Tax Levy

School districts in Minnesota have the authority, as granted by state law, to levy local property taxes. Some of this authority is automatic and is determined by state formulas. Districts also have the ability to call elections to ask voters to approve additional levy authorities, such as is the case with MPS. As noted in Figure 6 below, property taxes makeup a substantial portion of the district's overall revenue, though a large portion is reserved for debt service payments and is therefore not available for operating uses. The property tax levy, payable 2025, which provides funding for the fiscal year 2025-26 budget, was certified by the school board on Dec. 10, 2024. The total levy was \$279,107,854.54, which represented a 12.59% increase from the prior year levy, primarily due to voter-approved increase to the capital projects levy (tech levy).



[View the school board's 2025 property tax levy resolution](#)

Figure 6: Certified Levy for Taxes Payable 2025

Levy Component	Amount
General Referendum Market Value (RMV); Voter	\$70,450,513.59

General RMV; Other	\$28,451,103.08
General Net Tax Capacity (NTC); Voter	\$38,142,202.00
General NTC; Other	\$35,397,743.34
Community Service	\$5,417,372.67
Debt Service	\$101,248,919.86
Total Levy	\$297,107,854.54

Fund Balance Summary

A fund balance is like a government entity's savings or reserve account. When needed, these funds can be used for emergencies, to make targeted (and often one-time) investments or to close a projected budget gap. However, like a savings account, once the money in the fund balance is used, it is gone until it is replenished.

School districts report fund balances in classification that disclose constraints for which amounts in those funds can be spent. These classification are as follows:

- **Non-spendable:** Portions of fund balance related to prepaids, inventory, long-term receivables and corpus on any payment fund.
- **Restricted:** Funds constrained from outside parties (statue, grantor, bond agreements, etc.).
- **Committed:** Funds established and modified by a resolution approved by the school board.
- **Assigned:** Consists of internally imposed constraints; school board policy authorized the superintendent and administration to assign fund balances and their intended uses.
- **Unassigned:** Residual classification for the general fund; also reflects negative residual amounts in other funds

The school board has established a fund balance policy for the general fund. The policy requires a year-end minimum unassigned fund balance of no less than 8% of the estimated general fund expenditure for the following year.

As seen in Figure 7, the amount of available fund balance has decreased significantly in the past few years as it has been used to balance operating budgets when expenditures exceed available revenue.

Figure 7: General Fund Balance Summary by Fiscal Year			
Fiscal Year	Assigned Fund Balance	Unassigned Fund Balance	Total Fund Balance
FY20	\$43,737,399	\$52,573,025	\$107,173,682
FY21	\$57,295,506	\$55,149,040	\$126,073,756
FY22	\$68,347,003	\$53,613,743	\$144,954,221
FY23	\$54,915,232	\$60,025,539	\$143,285,449
FY24	\$58,679,416	\$62,418,131	\$152,225,438
FY25*	\$22,245,136	\$57,187,907	\$79,433,043
FY26*	\$11,245,136	\$56,641,921	\$67,887,057

*Projected

Student Enrollment Projections

Student enrollment is the primary factor in determining school district budgets, and how much funding is provided to individual schools.

Kindergarten through T-Plus student enrollment projections for the 2025-26 school year were calculated using a method called *The Cohort Survival Methodology*. This data-driven method (or a version of it) is also used by St. Paul Public Schools and the University of Minnesota because it provides accurate enrollment projections.

Through this method we seek to answer the following questions to calculate enrollment projections for students in grades K-12:

Historical data:

- How many MPS students are enrolled in each grade at each school as of Oct. 1, 2024?
- On average, what percentage of MPS students stay in each grade level at each school between Oct. 1 and June 30?
- On average, what percentage of MPS students who stay at MPS when they move grades attend which school?
- On average, what percentage of students leave MPS when moving grades?
- On average, how many new students enroll in MPS per grade per school?

Using the above historical data, MPS projected the answers to the following questions, which determined each school's enrollment projections:

- How many of the current students will still be enrolled with MPS on June 30, 2025?
- Of those MPS students, how many will still be with MPS on Oct. 1, 2025 – at the beginning of the new school year?
- Of those students, how many will enroll in which MPS schools?
- In addition to those students, how many new students will attend which MPS schools next year?

For the 2025–26 school year, MPS has distributed Title I funding to all MPS schools with student populations (per MDE's official Oct. 1 student counts) where 35% or more of the students qualify for Educational Benefits (formerly known as "free and reduced-price lunch"). MPS receives funding per pupil based on the official counts for this federal pass through grant on a one year delay, as the data used by MDE is from the year prior to the year in which the funding is allocated (specifically, our student population at each school as of Oct. 1, 2024 is the data that is used for the 2025–26 school year).

Figure 8: SY26 Student Enrollment Projections (K–12)			
School Name	School Grade Span	Projected Enrollment	Students Eligible for Educational Benefits
Andersen	6–8	1,062	70.8%

Figure 8: SY26 Student Enrollment Projections (K-12)

School Name	School Grade Span	Projected Enrollment	Students Eligible for Educational Benefits
Anishinabe	K-5	185	91.3%
Anthony	6-8	746	24.9%
Anwatin	6-8	327	79.0%
Armatage	K-5	417	20.2%
Bancroft	K-5	490	56.4%
Barton	K-5	507	31.7%
Bethune	K-5	242	88.3%
Bryn Mawr	K-5	426	83.1%
Burroughs	K-5	471	9.8%
Camden	9-12	754	72.4%
Cityview	K-5	229	90.0%
Dowling	K-5	423	39.3%
Edison	9-12	848	70.3%
Ella Baker	K-8	551	82.6%
Emerson	K-5	517	57.4%
FAIR	9-12	321	59.6%
Field	3-5	321	17.4%
Folwell	K-5	413	89.8%
Franklin	6-8	292	83.5%
Green Central	K-5	573	54.9%

Figure 8: SY26 Student Enrollment Projections (K-12)

School Name	School Grade Span	Projected Enrollment	Students Eligible for Educational Benefits
Hale	K-2	328	17.2%
Hall	K-5	206	94.0%
Harrison	9-12	46	94.0%
Heritage	9-12	89	88.7%
Hiawatha	K-2	184	34.8%
Hmong International	K-5	235	92.2%
Howe	3-5	258	30.4%
Jenny Lind	K-5	242	83.1%
Justice Page	6-8	1,009	35.7%
Kenny	K-5	320	11.5%
Kenwood	K-5	365	52.3%
Lake Harriet Lower	K-2	328	12.6%
Lake Harriet Upper	3-5	298	13.7%
Lake Nokomis Keewaydin	2-5	339	33.5%
Lake Nokomis Wenonah	K-1	162	33.6%
Las Estrellas	K-5	398	78.6%
Longfellow	9-12	57	92.0%
Loring	K-5	308	68.5
Lucy Laney	K-5	378	88.1%
Lyndale	K-5	411	79.2%

Figure 8: SY26 Student Enrollment Projections (K-12)

School Name	School Grade Span	Projected Enrollment	Students Eligible for Educational Benefits
MACC	10-12	56	82.9%
Marcy	K-5	419	68.9%
MPS Online	K-12	432	73.9%
Nellie Stone Johnson	K-5	285	96.7%
North	9-12	566	75.6%
Northeast	6-8	526	63.6%
Northrop	K-5	398	16.5%
Olson	6-8	311	76.6%
Pillsbury	K-5	423	72.4%
Pratt	K-5	199	76.5%
River Bend	K-8	60	95.4%
Roosevelt	9-12	1,235	47.3%
Sanford	6-8	732	34.3%
Seward	K-6	608	47.7%
South	9-12	1,200	65.1%
Southwest	9-12	1,144	25.6%
Stadium View	7-12	45	72.1%
Sullivan	K-8	611	84.8%
Transition Plus	12	260	66.3%
Waite Park	K-5	304	82.6%

Figure 8: SY26 Student Enrollment Projections (K-12)

School Name	School Grade Span	Projected Enrollment	Students Eligible for Educational Benefits
Washburn	9-12	1,505	38.3%
Webster	K-5	235	84.1%
Wellstone	9-12	214	51.2%
Whittier	K-5	479	85.3%
Windom	K-5	367	37.7%

Predictable School Staffing Model

Predictable staffing is a budgeting approach that ensures all schools receive a consistent, baseline level of staffing to support core instruction and essential student services, regardless of fluctuations in enrollment or other funding sources. It provides stability and equity by assigning positions — such as classroom teachers, counselors and administrators — based on standardized formulas tied to school type and size. Predictable staffing is measured in full-time employees (FTEs), which represent the full-time positions assigned to a school. While predictable staffing covers foundational roles, other critical positions — such as nurses, psychologists and custodians — are allocated and budgeted centrally through departments to ensure consistent support across the district.

Figure 9: School Size Tiers

Tier	Elementary	Middle	High
Small	249 and below	399 and below	499 and below
Medium	250-649	400-759	500-999
High	650+	800+	1,000+

Figure 10: Elementary Schools by Tiers (includes K-8)

Small	Medium	Large
Anishinabe Bethune Cityview Hall Hiawatha Hmong International Howe Jenny Lind Lk. Nokomis Wenonah MPS Metro Pratt River Bend	Armatage Bancroft Barton Bryn Mawr Burroughs Dowling Ella Baker Emerson Field Folwell Green Central Hale Kenny Kenwood Las Estrellas Lk. Harriet Lower Lk. Harriet Upper Lk. Nokomis Keewaydin Loring Lucy Laney Lyndale MPS Online Marcy Nellie Stone Johnson Northrop Pillsbury Seward Sullivan Waite Park Webster	None

Figure 11: Middle Schools by Tier

Small	Medium	Large
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Anwatin Franklin Olson	Anthony Northeast Sanford	Andersen Justice Page
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Figure 12: High Schools by Tier		
Small	Medium	Large
FAIR Harrison Heritage Longfellow MACC Stadium View Transition Plus Wellstone	Camden Edison North	Roosevelt South Southwest Washburn

Classroom and Teacher Prep Allocation Methodology

Using the ratios in Figure 13, a 1.0 FTE classroom teacher is allocated and then 0.2 FTE is added for a specialist to every classroom. For example, one second grade classroom is allocated 1.2 FTE to cover the class and specialist time. Secondary schools are allocated 0.2 FTE for every fifty students.

Figure 13: Classroom Sizes for Allocating Teacher FTE		
Grade	Over 70% of students eligible for educational benefits	Under 70% of students eligible for educational benefits
K-1	22	27
2	22	28
3	25	29
4-5	28	31
6-8	32	35

Figure 13: Classroom Sizes for Allocating Teacher FTE

Grade	Over 70% of students eligible for educational benefits	Under 70% of students eligible for educational benefits
9-12	36	36

Figure 14: Other Predictable Staffing Parameters

Position	School Type	Requirement/Allocation
Principal	All Schools	Actual salary allocated to school
Assistant Principal	Certain Schools	Actual salary allocated to school

Position	School Type	Requirement/Allocation	
School Secretary	Elementary	Secretary	
	Middle	Secretary	
	High	Small	Secretary
		Medium	Senior Secretary
		Large	Senior Secretary

Position	School Type	Requirement/Allocation
Office Assistant	Middle and High with enrollment over 500	40 hours per week

Position	School Type	Requirement/Allocation
Health Service Assistant	All Schools	32.75 hours

Position	School Type	Requirement/Allocation	
Counselor	Elementary	No requirement or allocation	
	Middle	Small	0.5 FTE
		Medium	1.0 FTE
		Large	1.5 FTE
	High	Small	1.0 FTE
		Medium	2.0 FTE
		Large	3.0 FTE

Position	School Type	Requirement/Allocation	
Security Monitor	Elementary	No requirement or allocation	
	Middle	Based on safe and welcoming entrance	
	High	Small	1.0 FTE (except Stadium View, MPS Online, and MAAC)
		Medium	1.0 FTE
		Large	1.0 FTE

Position	School Type	Requirement/Allocation	
Transportation Coordinator	Elementary and Middle	Number of Vehicles	FTE
		0-8	0 FTE
		9-16	0.05 FTE
		7-20	0.1 FTE
		21+	0.2 FTE

Position	School Type	Requirement/Allocation	
Social Worker	Elementary	1.0 FTE	
	Middle	Small and Medium	1.0 FTE
		Large	1.5 FTE
	High	Small	1.0 FTE
		Medium	1.5 FTE
		Large	2.0 FTE

Item	School Type	Requirement/Allocation
Principal Discretion	All Schools	Equivalent of 5 Associate Educators hours per 100 students (no less than 37.5 hours per school is required)

Item	School Type	Requirement/Allocation
Supplies	All Schools	\$50 per student

The following positions are allocated to the school via department allocations.

Position	School Type	Requirement/Allocation
Adaptive Physical Education Teachers	All Schools	As determined by the Special Education Department
Custodians	All Schools	As determined by the Plant Operations Department
Occupational Therapists	All Schools	As determined by the Special Education Department
Physical Therapists	All Schools	As determined by the Special Education Department

School Psychologists	All Schools	As determined by the Special Education Department
School Nurses	All Schools	As determined by the Nursing/Health Department
Speech Language Clinicians	All Schools	As determined by the Special Education Department

School-Based Staff Positions Average Salary

School-based positions are budgeted using an average salary method within each job classification. For example, teachers working the standard 191-day school year are grouped into one classification, except for TOSAs and DPFs, which are considered promotional teacher positions and thereby tend to have a higher average salary. Related service providers, such as counselors and library media specialists, who work beyond the standard 191 days, are classified separately due to their higher average salary, which reflects the additional days required by their contracts.

A cost of living adjustment is then applied to the average salary to account for automatic contractual and negotiated salary increases, as well as variations in contractual days. Additionally, a 36% rate is included to cover the district's obligations for benefits including taxes, pension contributions and health insurance.

Positions that are part of a department rather than a school are budgeted by the actual salary, not an average.

Figure 15: Average Salary of School-Based Positions			
Position	Salary	Fringe	Total
Associate Educator (AE)	\$49,097	\$17,675	\$66,772
Bilingual Program Assistant	\$49,097	\$17,675	\$66,772
Counselor	\$96,473	\$34,730	\$131,203
Family & Community Liaison	\$49,097	\$17,675	\$66,772

Figure 15: Average Salary of School-Based Positions

Position	Salary	Fringe	Total
Health Services Assistant (HSA)	\$38,599	\$13,896	\$52,495
Library Media Specialist	\$89,308	\$32,151	\$121,459
Licensed Practical Nurse (LPN)	\$55,233	\$19,884	\$75,117
School Nurse	\$91,586	\$32,971	\$124,557
Security Monitor	\$31,929	\$11,494	\$43,423
School Secretary	\$44,424	\$15,993	\$60,417
School Secretary, Senior	\$44,463	\$16,007	\$60,470
School Success Program Assistant (SSPA)	\$58,748	\$21,149	\$79,897
Special Education Assistant (SEA)	\$49,097	\$17,675	\$66,772
Teacher	\$87,585	\$31,531	\$119,116
Teacher on Special Assignment (TOSA)	\$95,655	\$34,436	\$130,091

School Allocations

The MPS expense budget has two main components: school allocations and department allocations. School allocations are budgets provided directly to school principals to assign the staff and non-salary items accordingly, as well as make any determinations about how available discretionary funds will be used.

Figure 16 shows the primary funding allocation types that are provided in school allocations and includes each school's direct budget allocation and FTE count. It is important to note that school allocations do not include every staff person or expenditure that supports a school as many additional school-based staff and non-salary items are budgeted for in department allocations. Therefore, the per pupil funding number in Figure 16 is lower than the actual per pupil spending in a school.



[View a spreadsheet of school allocations](#)

Base funding from every student funds **predictable staffing**.



Additional funds may be allocated based on **student need**.

Qualify for
**Special
Education**
services

Are identified
as **English
Learners**

Receive **Education
Benefits** (eg., Title I,
Compensatory
Education)

Attend a **Racially
Isolated School**
(Achievement and
Integration funding)

Figure 16: School Allocation Funding Areas

Funding Type/Program	\$	%
Classroom Staffing	\$136.1M	35%
Other Predictable Staffing	\$43.3M	11%
Special Education Services	\$106.3M	27%
English Learner Services	\$22.1M	6%
Preschool	\$8.9M	2%
Federal Title (includes Title I-funded intervention staff)	\$18.0M	5%
Compensatory Education	\$37.8M	10%

Figure 16: School Allocation Funding Areas

Funding Type/Program	\$	%
Achievement and Integration	\$3.7M	1%
Other (grants, AVID, library, etc.)	\$16.2M	4%
Total	\$392.4M	100%

Figure 17: Direct School Budget Allocations

School Name	Budget Allocation*	Per Pupil Funding*	FTE*
Andersen	\$12,382,688	\$11,660	110.58
Anishinabe	\$3,901,625	\$21,090	37.04
Anthony	\$5,872,753	\$7,872	51.88
Anwatin	\$5,567,215	\$17,046	50.94
Armatage	\$4,196,271	\$10,063	39.17
Bancroft	\$6,143,113	\$12,537	56.84
Barton	\$4,908,911	\$9,682	45.63
Bethune	\$4,839,909	\$20,000	47.63
Bryn Mawr	\$8,351,358	\$19,604	80.32
Burroughs	\$4,159,630	\$8,684	37.23
Camden	\$11,387,479	\$15,103	106.70
Cityview	\$5,360,640	\$23,409	52.17
Dowling	\$4,479,753	\$10,590	42.23
ECSE	\$10,217,403	N/A	85.74

Figure 17: Direct School Budget Allocations

School Name	Budget Allocation*	Per Pupil Funding*	FTE*
Edison	\$11,572,070	\$13,646	108.82
Ella Baker	\$8,835,307	\$16,035	82.11
Emerson	\$5,671,414	\$10,970	51.90
FAIR	\$3,818,113	\$11,894	32.34
Field	\$2,897,193	\$9,026	26.23
Folwell	\$7,278,465	\$17,623	68.89
Franklin	\$4,795,647	\$16,423	43.39
Green Central	\$6,515,325	\$11,371	59.24
Hale	\$2,897,004	\$8,832	26.19
Hall	\$4,970,820	\$24,130	48.55
Harrison	\$4,426,018	\$96,218	48.26
Heritage	\$1,783,938	\$20,044	15.81
Hiawatha	\$2,143,168	\$11,667	19.91
Hmong International	\$4,918,394	\$20,929	46.79
Howe	\$2,600,368	\$10,079	23.71
Jenny Lind	\$4,978,078	\$20,571	47.57
Justice Page	\$8,840,316	\$8,761	80.78
Kenny	\$2,880,305	\$9,001	26.03
Kenwood	\$4,356,771	\$11,936	40.12
Lake Harriet Lower	\$2,851,351	\$8,685	25.57

Figure 17: Direct School Budget Allocations

School Name	Budget Allocation*	Per Pupil Funding*	FTE*
Lake Harriet Upper	\$2,744,133	\$9,209	24.86
Lake Nokomis Keewaydin	\$3,260,925	\$9,608	30.06
Lake Nokomis Wenonah	\$1,873,281	\$11,563	17.54
Las Estrellas	\$6,470,761	\$16,258	60.23
Longfellow	\$1,816,163	\$31,863	16.62
Loring	\$4,565,805	\$14,824	42.96
Lucy Laney	\$6,918,841	\$18,304	65.17
Lyndale	\$7,099,349	\$17,273	67.19
MACC	\$1,408,715	\$25,156	12.00
Marcy	\$6,076,785	\$14,503	57.02
MPS Metro	\$2,521,224	\$76,401	23.94
MPS Online (K-5)	\$1,712,697	\$17,657	15.13
MPS Online (6-12)	\$4,260,937	\$12,719	38.01
Nellie Stone Johnson	\$6,047,217	\$21,218	56.44
North	\$7,964,156	\$14,071	74.68
Northeast	\$6,676,622	\$12,693	61.82
Northrop	\$3,455,525	\$8,682	30.81
Olson	\$5,551,870	\$17,852	51.44
Pillsbury	\$7,003,270	\$16,556	66.75
Pratt	\$4,158,800	\$20,898	39.78

Figure 17: Direct School Budget Allocations

School Name	Budget Allocation*	Per Pupil Funding*	FTE*
River Bend	\$4,367,575	\$72,793	46.72
Roosevelt	\$11,849,200	\$9,594	104.33
Sanford	\$6,766,247	\$9,244	62.29
Seward	\$6,686,696	\$10,998	61.98
South	\$14,643,250	\$12,203	134.29
Southwest	\$9,261,311	\$8,096	81.23
Stadium View	\$1,186,823	\$26,374	10.40
Sullivan	\$10,699,962	\$17,512	99.33
Transition Plus	\$9,240,816	\$35,542	100.84
Waite Park	\$2,971,205	\$9,774	27.04
Washburn	\$13,289,389	\$8,830	120.19
Webster	\$5,004,221	\$21,295	48.69
Wellstone	\$2,824,714	\$13,200	25.26
Whittier	\$7,697,901	\$16,071	71.22
Windom	\$3,519,759	\$9,591	32.37

*Does not include positions that work in the school but are budgeted centrally and are assigned to work exclusively at the school, including adaptive physical education teachers, custodians, occupational therapists, physical therapists, school psychologists, school nurses and speech language clinicians. Therefore, these figures do not represent the total budget or staffing directly supporting a school.

Department Allocations

While school allocations represent the budgets provided directly to schools, department allocations consist of several components including funding for central office functions, districtwide supports and services, some school-based staffing and non-salary expenses and other district obligations.



[View a spreadsheet of department allocations](#)

Figure 18: School Board Division Allocation

Department	Total Budget Allocation	FTE
School Board	\$610,900	10.0
School Board Division Total	\$610,900	10.0

Figure 19: Office of the Superintendent Division Allocations

Department	Total Budget Allocation	FTE
Communications and Marketing	\$1,574,069	9.00
Engagement	\$1,181,018	8.60
Office of the Assistant to the Superintendent	\$1,301,156	4.00
Office of Civil Rights	\$394,793	2.00
Office of the Ombudsperson	\$362,078	2.00
Office of the Superintendent	\$570,924	2.00
Office of the Superintendent Division Total	\$5,384,038	27.60

Figure 20: Office of the Deputy Superintendent Division Allocations

Department	Total Budget Allocation	FTE
Athletics	\$2,682,969	2.00
Check and Connect	\$1,516,921	14.00
Contract Alternatives	\$7,125,823	9.40
Emergency Management, Safety, and Security (EMSS)	\$2,994,981	20.00
Equity & School Climate	\$2,722,101	13.54
Family Resource Center	\$477,694	5.25
GEAR UP	\$2,734,708	11.60
Guidance & Counseling Services	\$1,754,288	7.40
Health Services	\$6,500,658	52.59
Homeless & Highly Mobile Student Services	\$738,162	5.31
Mental Health Services	\$1,101,008	7.60
Office of the Associate Superintendents	\$1,068,514	3.00
Office of the Deputy Superintendent	\$1,248,751	2.00
Research, Evaluation, and Assessment (REA)	\$1,241,145	8.00
Social Work Services	\$300,143	2.00
Special Education	\$48,010,055	285.10
Stable Homes, Stable Schools	\$765,611	6.31
Strategic Planning	\$218,573	1.00
Student Accounting	\$572,363	4.00
Student Placement	\$899,276	8.75

Figure 20: Office of the Deputy Superintendent Division Allocations

Department	Total Budget Allocation	FTE
Student Support Services	\$514,864	3.00
Office of the Deputy Superintendent Division Total	\$85,188,608	471.85

Figure 21: Academics Division Allocations

Department	Total Budget Allocation	FTE
Academic Programs	\$7,026,868	5.00
American Indian Education	\$3,172,170	22.75
AVID	\$592,385	6.96
Career & Technical Education	\$4,798,150	33.91
Community Education	\$35,409,284	303.76
Core Academics	\$6,416,293	6.75
Core Instruction	\$2,569,048	5.00
Division of Academics	\$316,469	1.00
Extended Learning	\$8,153,925	10.80
Instructional Specialists	\$2,618,320	20.00
KBEM Radio	\$1,190,819	10.50
Literacy	\$5,151,242	12.00
Math	\$1,299,568	3.00
Multilingual and Magnets	\$2,961,215	15.50
Multi-Tiered Systems of Support (MTSS)	\$1,936,356	12.00

Figure 21: Academics Division Allocations

Department	Total Budget Allocation	FTE
Office of Black Student Achievement	\$1,572,469	11.00
Office of Latine Achievement	\$832,922	8.00
PAR Mentors	\$2,708,088	20.00
PreK	\$2,423,060	17.61
Student Activities/CityWide Student Leadership Board	\$444,071	1.80
Academics Division Total	\$91,592,722	527.33

Figure 22: Finance Division Allocations

Department	Total Budget Allocation	FTE
Accounting	\$1,771,748	9.00
Accounts Payable	\$800,255	6.00
Budget Operations	\$1,054,997	8.50
Division of Finance	\$901,990	1.00
Finance Administration	\$838,663	1.00
Financial Systems	\$444,134	3.00
Grants Accounting	\$656,926	5.00
Payroll	\$720,175	6.00
Procurement	\$876,257	6.00
Resource Development and Innovation	\$260,159	2.00
Finance Division Total	\$8,325,304	47.50

Figure 23: Human Resources Division Allocations

Department	Total Budget Allocation	FTE
Design and Training	\$792,053	6.00
Division of Human Resources	\$734,615	3.00
Grow Your Own Residency	\$4,832,225	45.19
Human Resources Business Services	\$5,191,873	12.00
Human Resources Business Partners	\$1,036,975	7.00
Human Resources Information Systems	\$1,705,457	7.00
Talent Management	\$470,243	3.00
Teacher Development	\$3,821,833	6.00
Total Compensation	\$1,699,698	6.00
Union Leadership	\$562,488	4.50
Human Resources Division Total	\$20,847,460	99.69

Figure 24: Operations Division Allocations

Department	Total Budget Allocation	FTE
Culinary and Wellness Services	\$24,846,315	223.43
Division of Operations	\$343,188	1.0
Facilities Planning, Design, and Construction	\$140,338,146	18.00
Facilities Maintenance & Operations	\$54,823,253	348.50
Information Technology	\$33,086,248	62.00

Figure 24: Operations Division Allocations		
Department	Total Budget Allocation	FTE
Risk Management & Environmental Health & Safety	\$3,672,204	6.00
Transportation, Warehouse, and Fleet Services	\$83,483,242	141.90
Operations Division Total	\$340,592,596	800.83

Figure 25: Office of the General Counsel Division Allocation		
Department	Total Budget Allocation	FTE
Office of the General Counsel	\$1,145,643	3.0
Data Practices and Records Management	\$386,674	2.0
Office of the General Counsel Division Total	\$1,532,317	5.0

Capital Plan Budget

The capital plan is guided by Policy 3170 which requires a specific multi-year capital plan covering a minimum of three years, and a rolling long-term maintenance and repair plan covering ten years. The purpose of the plan is to identify and prioritize needs of the built environment to further the mission of the school district. This includes deferred maintenance and replacement of existing systems, as well as larger capital improvement projects that support the MPS strategic plan.

The capital plan is a living document that is reviewed and updated annually and establishes timelines for completion of projects. Funding sources to support the capital plan include general obligation bonds, long term facilities maintenance revenue and capital levies. The focus of the plan continues to be centered around student well-being and academic achievement, including safe and welcoming entrances, building cooling, athletics and student dining experience.



[Learn more about the capital planning process](#)

Figure 26: Proposed 2025-26 Capital Plan Projects and Budget

Location/Department	Improvement	Project Amount
Bryn Mawr	Cooling	\$4,535,000
Camden	Turf Field	\$8,923,000
Dowling	Entrance	\$2,279,000
Lake Harriet Lower	Cooling	\$1,200,000
Multi-Site	Furniture	\$900,000
Multi-Site	Small Projects	\$1,373,000
Multi-Site	Technology	\$2,105,000
Multi-Site	Title IX Compliance	\$3,000,000
Multi-Site	Strategic Direction/Transformation	\$1,000,000
Multi-Site	Security Camera Renewal	\$1,000,000
Multi-Site	Summer Boilers	\$1,000,000
Olson	Student Dining	\$3,430,000
Plant Maintenance	Fleet & Equipment	\$250,000
Plant Maintenance	LTFM	\$42,000,000
Plant Maintenance	Repairs	\$9,000,000
Roosevelt	CTE Renovations	\$6,864,000
Transportation	Fleet	\$1,250,000
Total		\$90,109,000

Resource Links

- [Budget Terms and Acronyms Guide](#)
- [Caregiver Survey Results Summary](#)
- [Department Budget Allocations Spreadsheet](#)
- [Detailed Department Budget Summaries](#)
- [Equity Consideration Analysis Summary \(Departments\)](#)
- [Equity Consideration Analysis Summary \(Schools\)](#)
- [FY26 Budget Website](#)
- [Minnesota School Finance: A Guide for Legislators](#)
- [MPS School Board Website](#)
- [School Budget Allocations Spreadsheet](#)