



# ANISHINABE ACADEMY

Cunningham PR25-0111  
MPS Project#26COOP001  
Minneapolis Public Schools  
**Pre-Design Study**  
February 13, 2026





All-day listening session and Orange Shirt Day student engagement

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Idea + storytelling engagement event

# ACKNOWLEDGEMENTS

## PRE-DESIGN STUDY MEMBERS

The following list includes those individuals who participated in this process. We wish to thank everyone for your commitment of time and energy to ensuring a successful Pre-Design Study.

*\* Over the course of pre-design, we have hosted or attended 12 events where we have engaged about 220 students, about 30 staff, and more than 120 community leaders, current & former parents, & Longfellow neighbors.*

- Steering Committee
- Anishinabe Academy Staff and Students at Fall Gatherings\*
- Neighbors at Longfellow Fall Gatherings\*
- Community Members\*
- Minneapolis Public Schools

### Design Team:

- Full Circle Indigenous Design + Planning, Design Architect
- Urban Ecosystems, Landscape Architect
- Cunningham, Architect of Record
- H+U Construction, Construction Manager
- KFI Engineers, MEP Engineer
- MBJ Engineering, Structural Engineer
- True North Consulting, AV/IT Consultant
- Loucks, Civil Engineer



# 01 EXECUTIVE SUMMARY

This project envisions a new home for Anishinabe Academy, a school within Minneapolis Public Schools (MPS) that centers Indigenous culture, knowledge, and ways of knowing and being. The design process is guided by the values, teachings, and relationships that ground the school's mission and shape its community.

**Concept 2A:** renovating the existing 1922, two-story (above grade) Cooper School building, and constructing an addition to create a new PK-5 facility. Three sections were provided per grade level. Demolition of the newer 5,635 SF addition, which was constructed at a lower grade, is included as part of this scope.

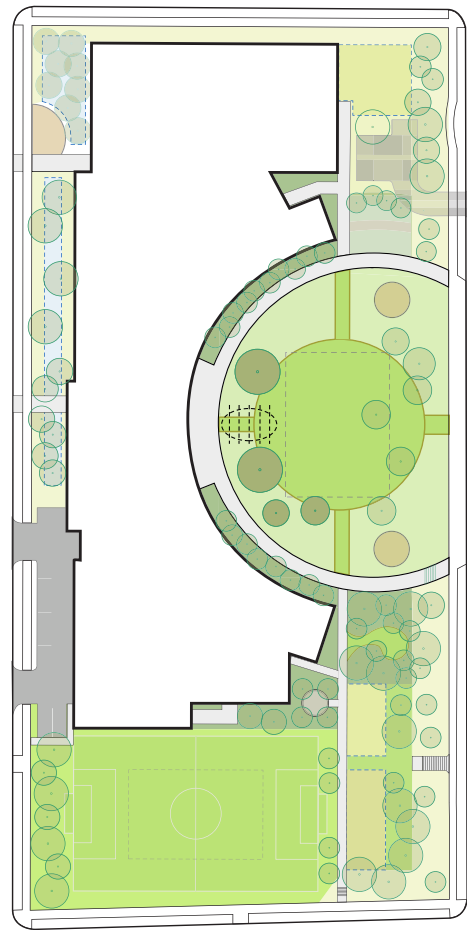
The proposed school will be located at the site of the former Cooper Elementary School, 3239 44th Ave S, Minneapolis, MN 55406, a MPS property that has been vacant for the past 20 years.

**Concept 2B:** renovating the existing 1922, two-story (above grade) Cooper School building, and constructing an addition to create a new PK-8 school.

This pre-design exploration evaluated programming, floor plans, and building massing for four potential concepts:

**Concept 1A:** a new construction school serving grades PK-5. Three sections are provided per grade.

**Concept 1B:** a new construction school serving grades PK-8, expanding upon concept 1A to include grades 6-8.



<b>PK-5 NEW CONSTRUCTION CONCEPT 1A</b>	
ELEMENTARY SCHOOL	3 SECTIONS PER GRADE
MIDDLE SCHOOL	N/A ON SITE*
	*proposed investment at Sanford MS
TOTAL SF	92,000 SF + rooftop mech. penthouse
COMMUNITY PARTNERS SF	3,620 SF
NEW OUTDOOR SPACE AREA	101,200 SF
EXISTING OUTDOOR AREA	111,105 SF
TOTAL PROJECT COST RANGE	\$72 M - \$80 M

Plan Diagrams for Concept 1A: PK-5 New Construction. See Chapter 2 for conceptual plans.

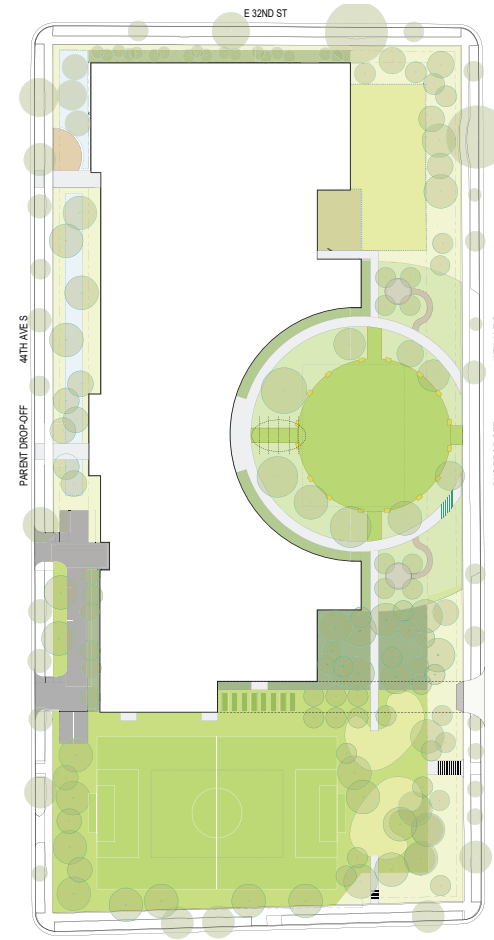
**PK-5 New Construction Concept 1A:**

Pros:

- Smaller building footprint, which allows for increased opportunities for on-site nature integration and outdoor learning.
- More limited age range, which can simplify the alignment of playground design, daily schedules, and behavioral expectations.
- Greater flexibility in outdoor space planning, as fewer students are typically using the site at the same time.
- Outdoor space includes open gathering space, medicine gardens, elder parking, small council spaces, rainwater classroom, 6v6 lacrosse/soccer field. Lacrosse is a priority for Anishinabe Academy; soccer is a priority for the Longfellow neighborhood, which regularly uses the open field and soccer area.

Cons:

- Introduces a transition at Grade 5, which reduces continuity in cultural learning, language development, and long-standing relationships that support student stability and identity.
- Community feedback included requests for dedicated middle school spaces within the community school setting.
- The shift may affect the continuity of the “village” model, with potential impacts to coordinated family, community, and partner supports.



<b>PK-8 NEW CONSTRUCTION CONCEPT 1B</b>	
ELEMENTARY SCHOOL	3 SECTIONS PER GRADE
MIDDLE SCHOOL	2 STD. CLASSROOMS PER GRADE
TOTAL SF	128,200 SF
COMMUNITY PARTNERS SF	3,200 SF
NEW OUTDOOR SPACE AREA	102,000 SF
EXISTING OUTDOOR AREA	111,105 SF
TOTAL PROJECT COST RANGE	\$90 M - \$105 M

Plan Diagrams for Concept 1B: PK-8 New Construction. See Chapter 2 for conceptual plans.

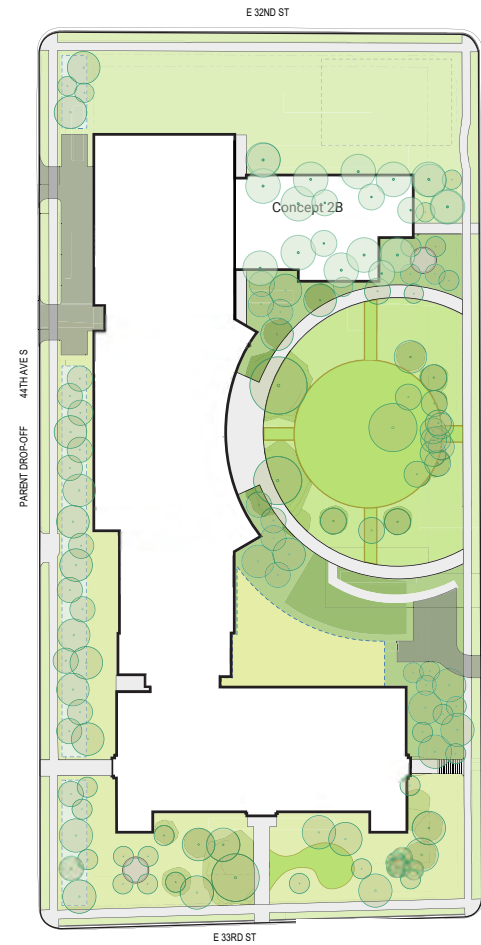
**PK-8 New Construction Concept 1B:**

Pros:

- Fewer school transitions
- Greater continuity with familiar educators and support staff over multiple years.
- Allows more opportunities for mixed-age knowledge sharing.
- Extended opportunity for students to remain within a culturally specific school community, supporting language development, identity, and long-term relationships.
- Student feedback included interest in having middle school spaces within the community school setting.
- Community feedback in support of PK-8 model.

Cons:

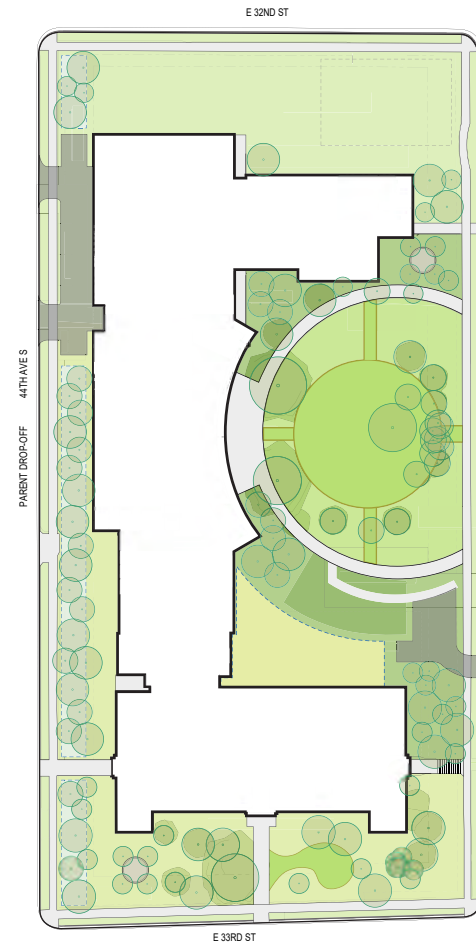
- Staffing considerations related to recruiting and retaining Indigenous educators and support staff for a larger PK–8 program.
- Transportation, traffic, and site capacity implications associated with serving additional grades and higher enrollment. Underground parking could be a solution but would add significant costs to the total project cost range and raises potential security challenges.



<b>PK-5 RENOVATION AND ADDITION CONCEPT 2A</b>	
ELEMENTARY SCHOOL	3 SECTIONS PER GRADE
MIDDLE SCHOOL	N/A ON SITE
TOTAL SF	92,000 SF
COMMUNITY PARTNERS SF	3,620 SF
OUTDOOR AREA	109,345 SF
EXISTING OUTDOOR PLAY AREA	111,105 SF
TOTAL PROJECT COST RANGE	\$63 M - 70 M

Plan Diagrams for Conce

Addition. See Chapter 2 for conceptual plans.



<b>PK-8 RENOVATION AND ADDITION CONCEPT 2B</b>	
ELEMENTARY SCHOOL	3 SECTIONS PER GRADE
MIDDLE SCHOOL	2 STD. CLASSROOMS PER GRADE
TOTAL SF	112,000 SF
COMMUNITY PARTNERS SF	3,620 SF
OUTDOOR AREA	100,245 SF
EXISTING OUTDOOR PLAY AREA	111,105 SF
TOTAL PROJECT COST RANGE	\$77 M - \$85 M

Plan Diagrams for Concept 2B: PK-8 Renovation + New Addition. See Chapter 2 for conceptual plans.

**Existing building (either PK-5 or PK-8 organizations) Concepts 2A and 2B:**

Pros:

- Retains and reuses existing building resources.
- Aligns with some neighbors' preference to save/re-purpose the existing building

Cons:

- Existing building design reflects earlier educational models that may not align with Indigenous identity or contemporary Indigenous ways of learning.
- Engagement feedback indicated concern about the building's ability to support Indigenous pedagogy, including indoor-outdoor learning and flexible cultural spaces.
- Building condition issues were frequently noted, including aging systems, deferred maintenance, and spaces that do not function as intended.
- Indigenous Community perception that a renovated building would not communicate value to Indigenous families.

**EXECUTIVE SUMMARY**

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**Recommendation: PK-8 New Construction Concept 1B**

The Facility Steering Committee evaluated both PK-5 and PK-8 organizational models for the former Cooper Elementary site, including options that reused the existing building with additions as well as new construction. As part of its recommendation to the Board in March 2025, the Committee endorsed a new PK-8 school. This recommendation was further reinforced through extensive community engagement with staff, students, and members of the Indigenous community, all of whom expressed strong support for a PK-8 model.

Concept 1B best realizes this vision. The concept provides generous ground-level outdoor space, along with access to outdoor learning and gathering areas on levels two and three. It offers an organizational framework that supports long-term academic continuity, cultural connection, and meaningful partnerships—creating the conditions the Minneapolis Public Schools Indigenous Community needs to thrive. Rooted in the founding vision of the Four Winds, the school is envisioned as a beacon of hope—reclaiming and revitalizing American Indian identities, cultures, and languages through authentic academic experiences.

- A place where:
- Children see themselves reflected in their education
- Culture is woven into learning, not treated as separate
- Language is honored and reclaimed as a living connection to identity
- Families feel valued, seen, and supported by Minneapolis Public Schools

**PK-8 NEW CONSTRUCTION CONCEPT 1B**

ELEMENTARY SCHOOL	3 SECTIONS PER GRADE
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**EXECUTIVE SUMMARY**



# 02 ENGAGEMENT + DESIGN STORY

## INTRODUCTION

Anishinabe Academy is a Minneapolis Public Schools (MPS) facility dedicated to serving and educating students through an American Indian, Indigenous lens with a Native-centered curriculum, and through Ojibwe and Dakota Language.

This school has experienced a lot of change and instability over the past several years, including reducing from a PK-8 model to a PK-5 model and changing locations. Currently, Anishinabe Academy shares a facility with Sullivan School, another MPS facility. The Anishinabe Academy community has been advocating for a school of their own for several years. The school is seeking a change that will allow them to return to a PK-8 model, enhance their sense of community, and provide a safe learning environment for their students. The school is seeking to have their own building, a safe, culturally rich environment that nurtures academic success.

This project seeks to advance Anishinabe Academy's vision of "educating and empowering through cultural revitalization" by creating a

dedicated home rooted in their values and reflecting how they teach and learn. Before our team was engaged, the district undertook a process to develop a recommendations report for the School Board with the goal of identifying a permanent school site for Anishinabe Academy by the 2025–2026 school year. A committee was convened that included voting members Shane Desjarlais, Diane Stand, Eileen Stand, Josh Gilbert, Sharon Buckanaga, Danielle Grant, Louise Matson, Nation Wright, and Laura Sullivan. The work was supported by Board liaisons Director Skjefte and Director Jourdain, as well as MPS staff liaisons Tom Parent, Dan Goemann, and Jennifer Simon. Additional assistance was provided by Yusuf Abdullah and Makylah Woods, creating a broad and representative team to guide the district's early decision-making efforts.

A recommendation to study the former Cooper Elementary site was approved, with PK-5 and PK-8 organizations. They crafted this vision statement that guides our work:



Above: idea and storytelling event

### A BEACON OF HOPE FOR THE FUTURE:

*Rooted in the founding vision of the Four Winds, this school is a beacon of hope, reclaiming and revitalizing American Indian identities, cultures, and languages through authentic academic experiences.*

### A place where:

- Children see themselves reflected in their education.
- Culture is woven into learning, not separate from it.
- Language is honored and reclaimed as a living connection to identity.
- Families feel valued, seen, and supported by MPS.

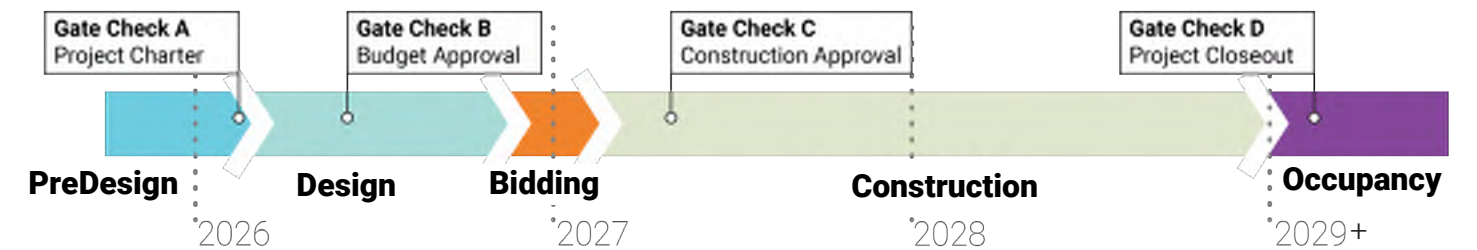
*MPS reaffirms its commitment to American Indian students - not just acknowledging their heritage, but uplifting and celebrating it for future generations.*

### Purpose of the Study

Minneapolis Public Schools tasked Cuningham + Full Circle Indigenous Planning (FCIP) with engaging the Anishinabe Academy community and evaluating PreK–5 and PreK–8 programmatic organizations at the site of the former Cooper Elementary School in the Longfellow neighborhood. The work included educational program studies, site capacity testing, and development of a preferred direction aligned with the community's and district's goals.



Students gathered in three groups by age level (PK-1; 2-3; 4-5) to design with the design team. Each was provided their own design notebook and welcomed to the design team.



This schedule guides the design team

## ENGAGEMENT

The Pre-Design process was deeply grounded in community engagement and feedback. In order to develop and deliver a Project Charter, the design team hosted a variety of meetings and listening sessions.

### Steering Committee Meetings

Regular meetings were held with the Steering Committee. This group was comprised of Anishinabe Academy leaders, MPS staff, and community members. These meetings provided regular progress updates and opportunities for sharing feedback. The Steering Committee also served as key decision-makers, hearing the feedback from the community and working to align the needs of the school and MPS.

### Community Engagement Listening Sessions

A variety of engagement activities were hosted to create opportunities for the stakeholders to learn about the project and provide feedback. These activities ranged from student listening sessions, to building tours, to simply being present at community events.

Across all engagement sessions, participants shared a clear and deeply aligned vision for a new Anishinabe Academy—one grounded in **land, culture, healing, safety, and community connection**. They described a school environment shaped by Dakota and Ojibwe worldviews, where learning happens through relationships, sensory experience, storytelling, and connection to the natural world. Many noted that the site itself is a teacher; its ties to the Mississippi River, oak savanna, and long-standing trees on site provide powerful opportunities for outdoor learning, cultural practices, food sovereignty, and understanding place-based history. Participants repeatedly emphasized the importance of creating a school that not only serves students and community but **reflects, honors, and strengthens Indigenous identity** in every space.

Students contributed a wide range of imaginative, specific, and consistent ideas. They described wanting a BIG school—bigger playgrounds, gyms, indoor play areas, tall windows, bright colors, and spaces that feel inviting and joyful. They asked for nature-rich features such as gardens,



Above: feedback heard during all-day listening session and Orange Shirt Day student engagement

tree houses, hammocks, animals, berry bushes, water elements, and places to see the stars. Their suggestions for learning centered on movement, creativity, and hands-on experiences: cooking classes, game rooms, sewing and regalia-making rooms, maker spaces, science experiments, gym time, and opportunities to design their own learning environments. Their favorite places today—recess, playground, art, library, gym—signal how much they value freedom, exploration, and creativity in their day. **A reflection of being the first scientists on Turtle Island, their ideas show a natural drive toward inquiry, experimentation, and learning through the land.**

Teachers and staff offered detailed insight into the functional needs of the building. They described classrooms that are flexible, calming, and well-equipped: low windows for connection to land, ample storage, sensory rooms, quiet spaces, and strong indoor-outdoor links for science, art, and maker activities. They highlighted the need for **specialized spaces**—science labs, cultural arts rooms, language areas, collaborative specialist



zones, and community partner spaces that allow for co-teaching and wraparound support. Safety and wellbeing were recurring themes, expressed through desires for smudging spaces, trauma-informed design, daylight, views to nature, predictable transitions, and spaces where students can reset and feel grounded.

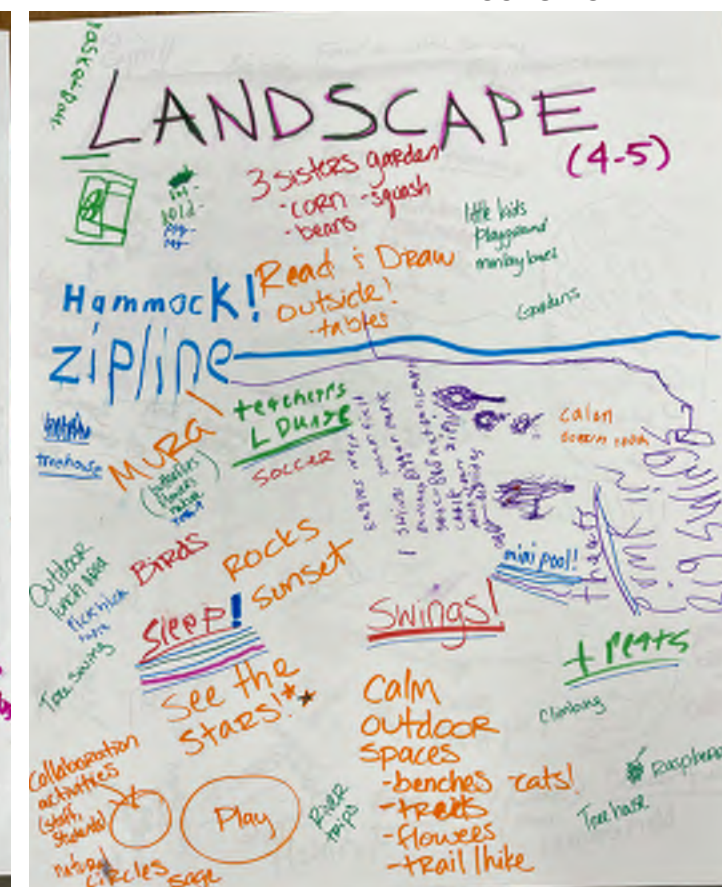
Families and community partners—including DIW, Indian Health Board, NACC, Baby Space, and Achieve Twin Cities—stressed the importance of a **full-service community school**. They described the need for therapy rooms, medical and behavioral health support, flexible gathering spaces, and welcoming areas where community members can hold meetings, access resources, or participate in school life. Many shared hopes for a building that communicates value to Indigenous students and families—a durable, 100-year school built with care, beauty, and respect. Several emphasized that schools have historically been colonized spaces, and this project is an opportunity to create something fundamentally different: a place where Indigenous pedagogy,



intergenerational learning, and experiential education guide the design.

The broader Longfellow and Cooper neighborhood contributed important context. With the building vacant for 20 years, neighbors have used the site as a **park-like community space**, relying on the playground, soccer field, and open green areas daily. They expressed enthusiasm for bringing the site back to life as a school, with a strong desire to preserve trees, maintain access to outdoor areas, and strengthen ties between the school and neighborhood. Neighbors expressed concern over a PK-8 school being too large for this site and preference for a smaller, PK-5 school. Alumni and local historians also expressed interest in honoring Cooper's legacy and hoping for a chance to see the building before new construction begins.

Across all groups—students, staff, families, partners, and neighbors—the message was clear: the new Anishinabe Academy should be a **beautiful, durable, culturally immersive, nature-**



**connected place** that nurtures identity, belonging, curiosity, and wellness. It should serve as a village—supporting intergenerational learning, community presence, language and cultural expression, and the confidence students carry into the world.

**Throughout engagement with the Indigenous community, a strong, repeated preference emerged for a PK-8 model—expressed in the Powwow, public hearing, student engagement, and PIE meeting—reflecting the community's desire for continuity, fewer transitions, and a school structure aligned with Indigenous ways of learning and growing together.**

Refer to next page for additional key feedback heard from the community, separated by event. In total, more than 220 people were engaged across 12 events. Engagement will continue in schematic design, prioritizing Indigenous voices.



September 30

Teacher listening sessions and Orange Shirt Day student engagement



October 8

Gathering feedback at MPS's Let's Roll event



October 13

Gathering feedback at Longfellow Chili Cook-off



October 15

Idea and storytelling event with community meal



October 27

Tours of American Indian Magnet School (AIMS) and Red Lake Nation College  
*Outdoor learning + gathering, tribal flags, circle room, Indigenous art, and daylight were noted as highlights*



November 7

Phillips Indian Education (PIE) meeting



November 21

Fall Feast and Powwow at North High School  
*Both nature integration and PK-8 model are important, find a way to balance the two priorities*

January 30

Steering Committee meeting

December 5  
Steering Committee meeting

November 12  
Public Hearing  
*Overwhelming desire for PK-8 organization over PK-5*

October 31  
Steering Committee meeting

October 23  
Listening session at AIPAC dinner

October 16  
Indigenous People's Day Powwow

October 10  
Steering Committee Meeting

September 19  
Process Discussion  
*What would the process look like if it truly centered Indigenous voices?*

September 10  
Kick off meeting with Longfellow Community  
*How might we engage with the Longfellow Community?*

Community members emphasized the importance of long-term playground access and **expressed interest in gardening partnerships as meaningful ways to build cohesion and strengthen their relationship with the Anishinabe Academy school community.** Residents—particularly alumni and local historians with ties to the former Cooper School—also expressed a desire to tour the building before construction begins. Their comments reflect both an interest in honoring the school's history and a willingness to support its transition into a new chapter.

Students imagined a BIG new school—one with more room to move, play, create, and celebrate Native pride through meaningful cultural expression. They shared that learning becomes more fun when there are bigger playgrounds and gyms, indoor play areas, better food, cooking classes, game rooms, and cozy spaces to settle in. Their favorite parts of school today—recess, the playground, the gym, art, and the library—show how much they value play, creativity, and exploration. **Across every grade band, students lit up when talking about nature: gardens full of berries and flowers, animals to care for, tree houses and hammocks, water and stars, and outdoor spaces where they can learn, imagine, and feel safe.**

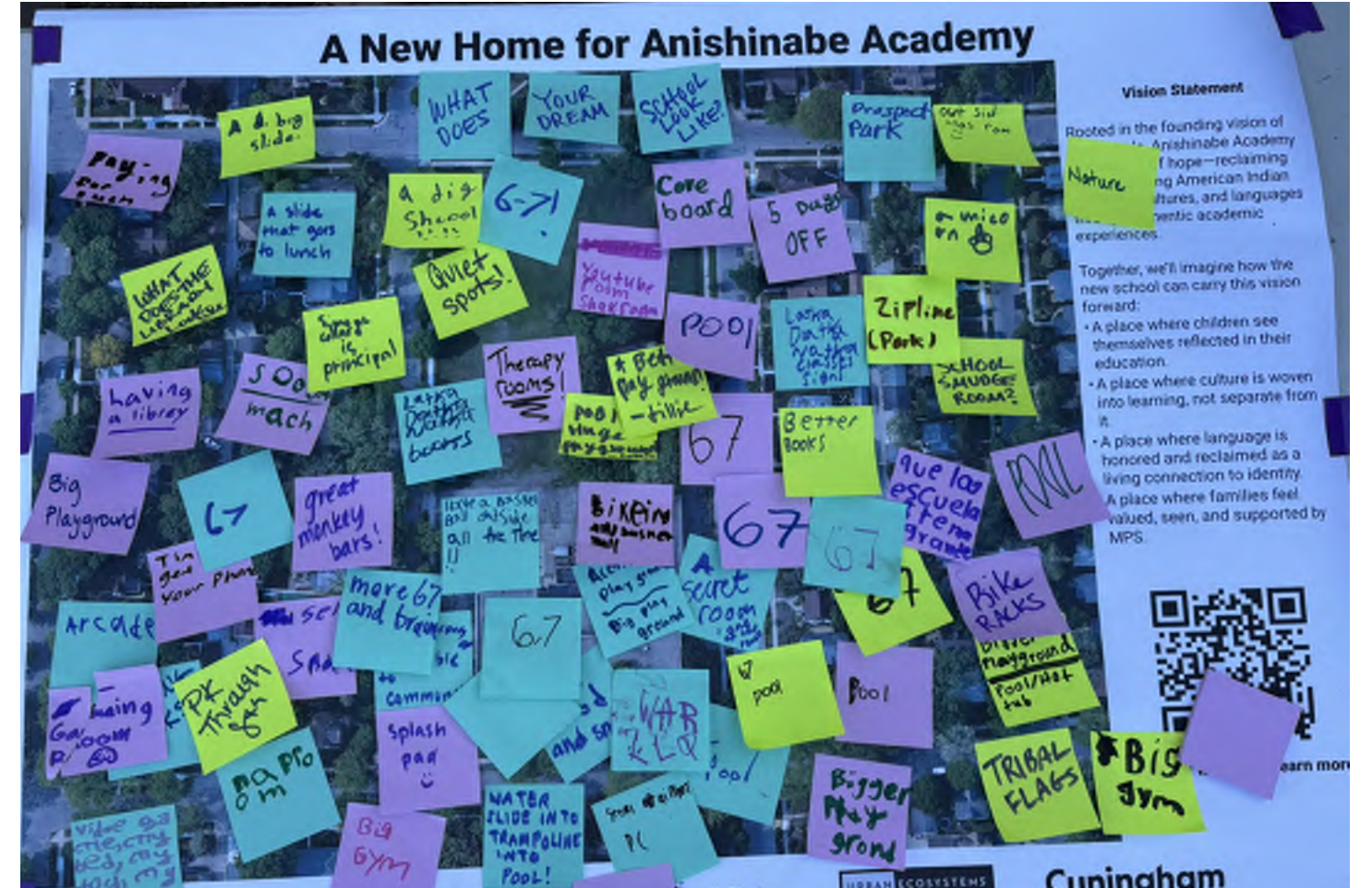
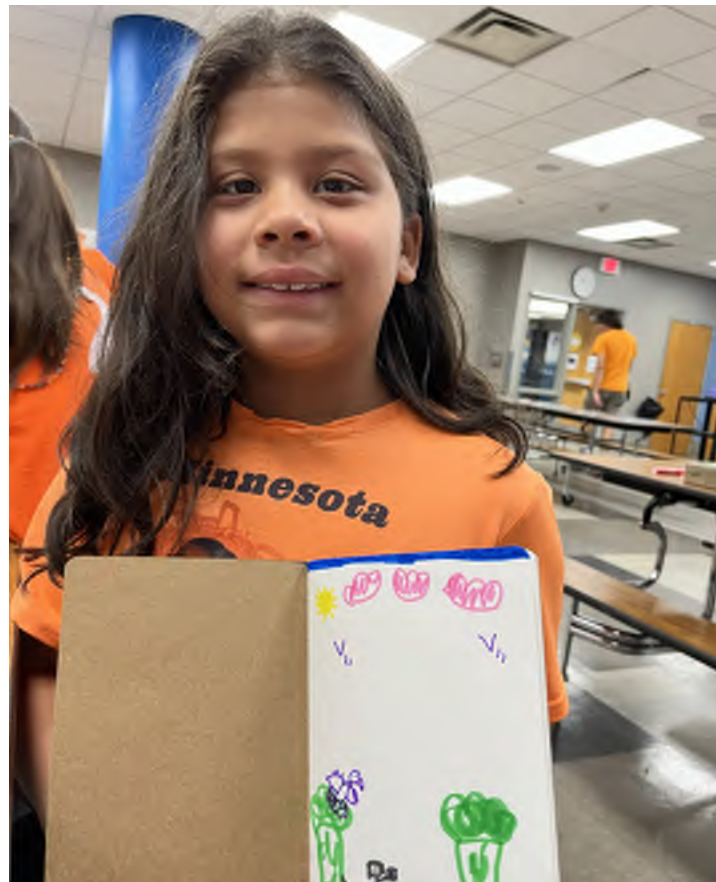
Teachers envisioned a school deeply connected to culture and the natural world—with gardens for sage, sweetgrass, and food sovereignty, and outdoor landscapes that support STEM learning, observation, and cultural practices. They emphasized the need for functional, flexible learning environments: well-designed science and maker spaces, collaborative specialist areas, sensory and calm-down rooms, ample storage, and classrooms with low windows, calming colors, and strong indoor-outdoor connections. Safety, grounding, and wellbeing were recurring themes, from places to smudge and framed views of nature to secure entries, clear sightlines, and welcoming spaces for students, families, Elders, and community partners. **Teachers ultimately described a school that honors Indigenous identity, supports healing, and strengthens relationships through art, language, storytelling, food, and daily experiences that reflect their students' cultures.**

**Participants envisioned a school deeply connected to the land, drawing on the Mississippi River, oak savanna, and long-standing trees as peaceful, sacred teaching places.** They imagined outdoor spaces for powwows, gathering circles, storytelling, gardens, and trails that express Indigenous identity while moving away from the colonial character of the existing building. With the school vacant for two decades, neighbors—who have been using the site informally as a park—expressed enthusiasm for reactivating it in a way that preserves green space and welcomes the community.

Participants envisioned a new school as a beautiful, durable, 100-year home where Indigenous children feel cherished, seen, and grounded in culture, language, and community connection. **They emphasized the need for land-based, experiential, and intergenerational learning, with spaces for healing, ceremony, behavioral health supports, community partners, and culturally immersive environments that reflect Indigenous pedagogy.** Across the conversation, there was a clear call for a wholly Indigenous-designed village-like school—a place that centers belonging, offers consistent access for families and community, and signals that Anishinabe students are worth investing in.



above + below: All-day listening sessions and Orange Shirt Day student engagement



above: Let's Roll listening session

below: idea and storytelling event with community meal





All-day listening session and Orange Shirt Day student engagement

### DESIGN OBJECTIVES

- Foster a culturally immersive learning environment in built form
- Create spaces that support specific cultural learning activities and ceremony
- Create a welcoming environment rooted in cultural identity
- Utilize art to foster place making and cultural expression
- Create spaces that honor Indigenous ways of learning (group teaching, 1:1 teaching)
- Learn by experience and opportunities
- Honor the new ways of being scientists and/or ecologists
- Feel like home
- A place to imagine and dream



All-day listening session and Orange Shirt Day student engagement

### DESIGN GUIDING PRINCIPLES

- Indigenous culture and values drive design decisions and strategies
- Voice of Native community is first
- Principles of cultural learning
- Embrace contemporary Indigenous society and needs
- Generational learning
- Sense of welcome and identity
- Healing and connection to culture through design
- Community
- Authenticity
- Indoor/outdoor experiential learning
- Embrace seasonal patterns
- Listen to the land
- Listening to sun, trees, topography, and culture

### DESIGN STRATEGIES

#### Nature and Connection to Outdoors

- No trees in straight lines
- Community of plants from ground, shrub, sub canopy to canopy. That is the most complex and most life giving
- Space for outdoor activities
- Preserve all trees
- Collect seeds from Elder trees
- Doors and openings to the exterior to create connections

#### Community Scale and Welcoming Design

- Nested approach to design
- Appropriate scale of gathering spaces accommodating a range from individual to whole community
- Layers of structure
- Create a sense of arrival, sequence

#### Centering Indigenous Culture and Learning

- Centering is an Indigenous Concept. Being alone and contemplative.
- Places to smudge
- Powwow circle integrating with outdoor play and learning
- Places to sing and dance throughout site
- Freedom of Expression
- Maker space indoor and outdoor

Based on the feedback heard during the engagement sessions, the following design story was created:



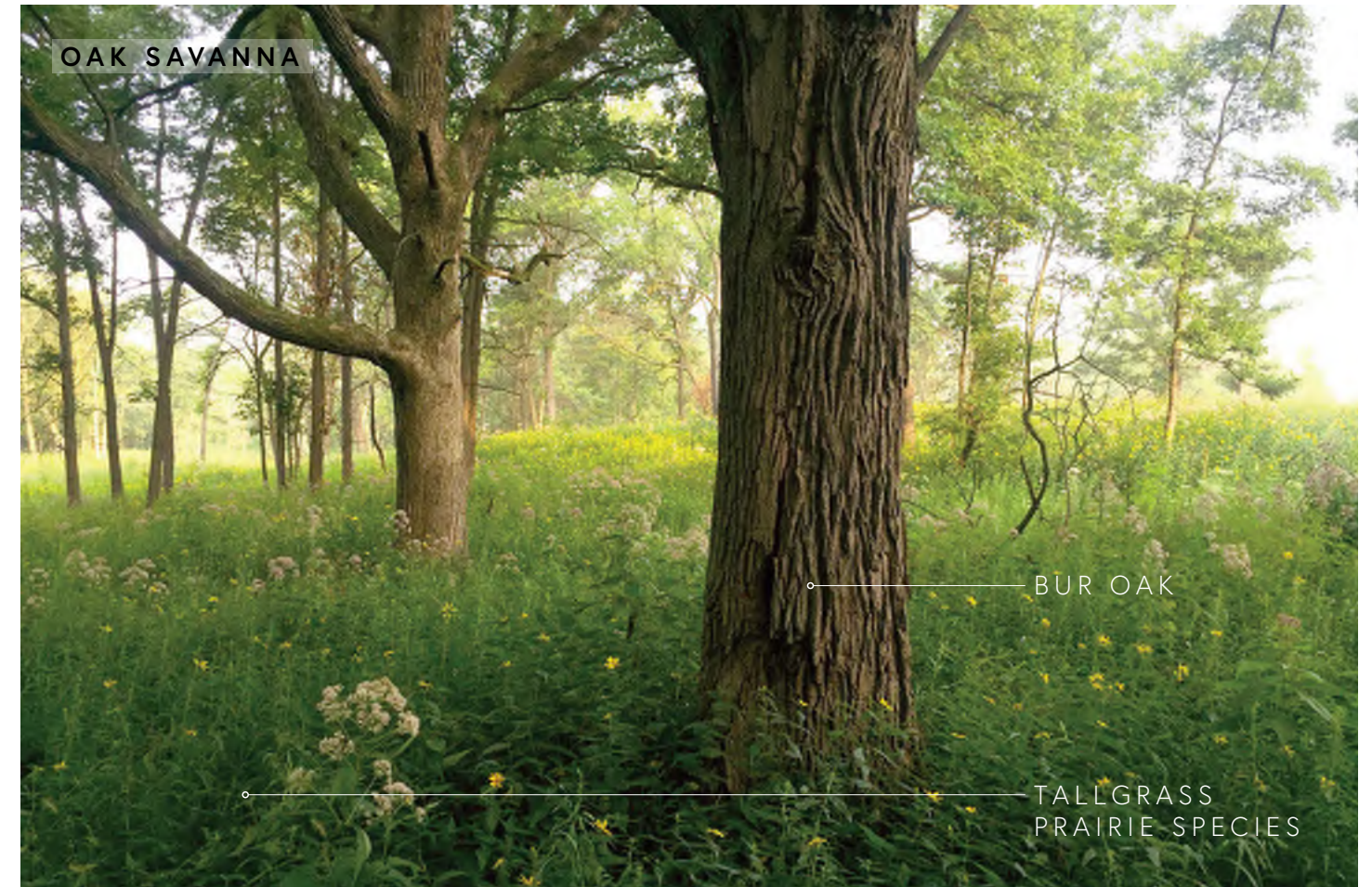
You arrive through a quiet grove of burr oak trees reminiscent of pre-settlement vegetation, where the land greets you and Elders guide your steps. The air carries the scent of cedar; Ojibwe and Dakota words welcome you home. Before you even cross the threshold, you know: this place was made with care, for community, by community.

The new Anishinabe Academy is imagined as a living village—a place alive with the rhythms of land and season, of growth and rest, it is a place to: learn, make, heal, and gather. At its center is the heart of the school: a luminous gathering place filled with warmth and movement. A place where families and Elders share stories; children play and rest; community gathers in belonging. From this heart, the school unfolds like a village—spaces for making, movement, and medicine radiating outward in balance.

Outdoors, the land continues the teaching. Gardens of sweetgrass, sage, cedar, and berries trace the turning of the year. Paths wind through prairie and forest, leading to places for reading, ceremony, play, and quiet.

As you ascend in the school, pre-k students are mentored by their elementary and middle school peers. Middle schoolers inhabit their own house within the school, on the highest level, with a view of the River Gorge – a teacher in and of itself.

Built of durable, beautiful materials, the new Anishinabe Academy is designed to last a century and to carry forward the confidence of future generations. It is a visible message of belonging—a place where Indigenous education and identity are honored, a place where you are sacred, valuable, indispensable, irreplaceable.



The design story takes cues from pre-settlement vegetation and geology.





Listening session at neighborhood chili cook-off event

# 03 CONCEPT WORK

**Purpose of the Study:**

Minneapolis Public Schools tasked Cuningham + Full Circle Indigenous Planning (FCIP) with engaging the Anishinabe Academy community and evaluating PK-5 and PK-8 programmatic organizations at the site of the former Cooper Elementary School in the Longfellow neighborhood. The work included educational program studies, site capacity testing, and development of a preferred direction aligned with the community's and district's goals.

**Programmatic Variations Studied:**

A full range of size and grade-based models were analyzed to understand space needs, site feasibility, operational implications, and alignment with long-term district pathways.

The following program options were tested:

**PreK-5 Organizations:**

- 2-section PK-5: 73,008 GSF (gross square feet)
- 3-section PK-5: 92,000 GSF

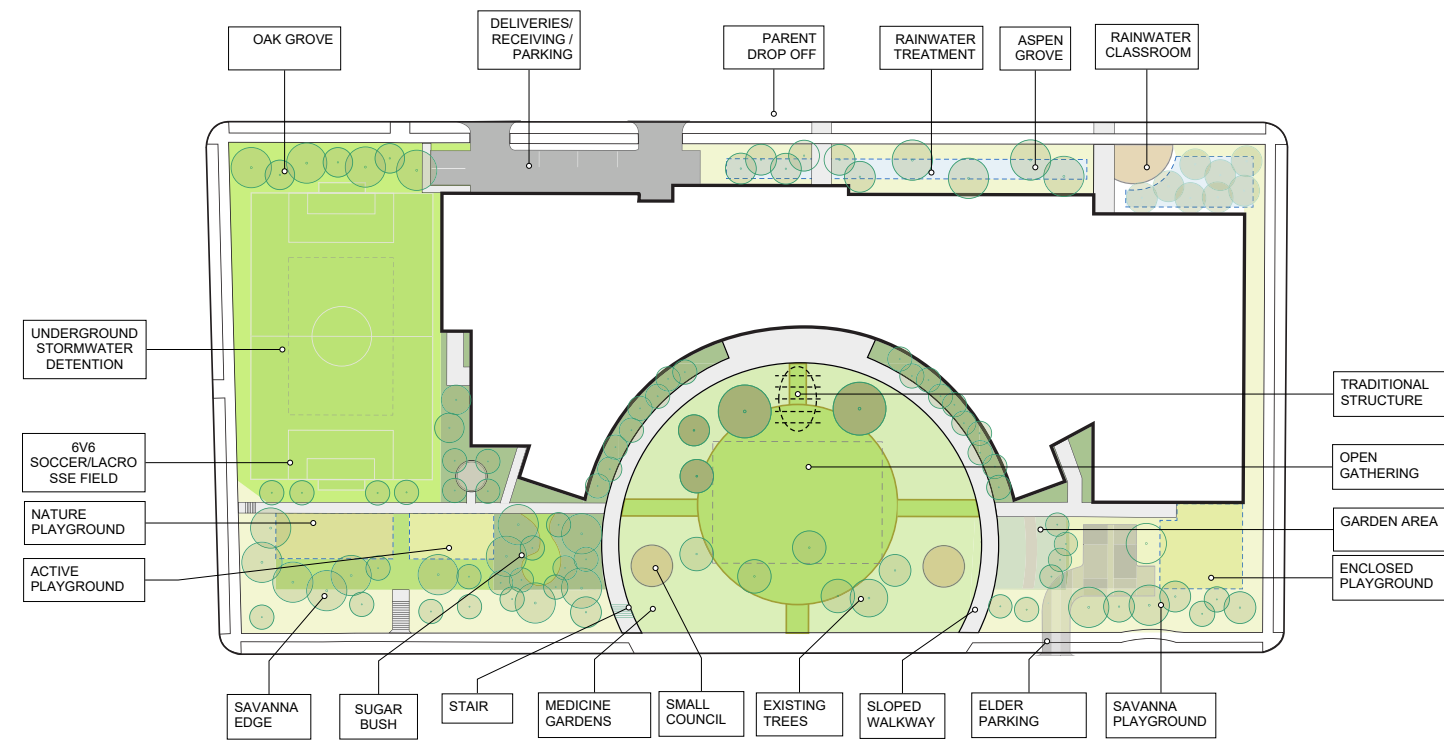
**PreK-8 Organizations:**

- 2-section PK-8: 118,073 GSF
- 3-section PK-8: 135,000 GSF
- 3-section PK-5 with 2-section grades 6-8 (hybrid model): 112,000 GSF
- 3-section PK-5 with 2-section grades 6-8 (hybrid model) at 3 stories: 128,200 GSF

Each option was translated into detailed program square footages, site requirements, and massing/block diagram analyses to understand feasibility on the current site. The City Planner assigned to this project affirmed FAR (floor area ratio) requirements, which result in a cap on built square footage to be 128,312 allowable GSF.

Additional planning parameters confirmed as follows:

- 3 front yard setbacks on east, south, west side of the property at 20'
- 1 corner side yard setback on north side of the property at 8'
- Maximum height is 3 stories or 42 feet.
- Below grade space is excluded from FAR calculations, provided the basement does not have half of its height above natural grade for more than 50% of the perimeter
- Lot coverage: 45% lot coverage, maximum by structure
- Impervious surface: 60% maximum impervious surface area
- 2 small parking lot loading spaces. These are designed to accommodate commercial van or smaller box truck, it is required to be off-street. Site planning to accommodate a box truck on site to turn around with no backups across the sidewalk.
- The City discourages more than 2 curb cuts.



above: conceptual site plan of Concept 1A  
below: conceptual massing of Concept 1B



## CONCEPTS 1A + 1B

### Concept 1A

This concept proposes an entirely new construction facility for Anishinabe Academy, and demolishing the existing Cooper School. The building will serve Pre-K through 5th grade, with 3 sections per grade. This accommodates a similar age range to the current Anishinabe Academy, but provides room for growth.

The building massing features native planning principles including entering from the east, a circular gathering space, and connection to nature and indigenous plants. The building form curves around the entrance and embraces the central gathering space, reinforcing and sheltering the circular space.

Conceptually, the building is broken into smaller programmatic areas, creating a “village” of learning spaces. This allows the building mass to break down into smaller components, more closely matching the scale of the adjacent single-family residential properties. Gathering spaces such as the cafetorium and gymnasium are located near the entrance for ease of way-finding and community use.

The design team received many requests from staff, students, and community to incorporate a strong connection to nature with opportunities to learn, play, and connect outdoors. The site plan honors that request by incorporating multiple types and scales of play areas, indigenous plantings, educational gardens, and a robust storm water management system. An effort was made to preserve established trees on the site, particularly a grove of large trees near the new entrance. Any felled trees will be re-purposed and incorporated into natural play areas. The central gathering circle can be a place to host powwows, and a traditional native structure will be both a learning opportunity and a space for cultural connection.

The proposed building is two stories with a total area of 91,000 SF, plus rooftop mechanical.

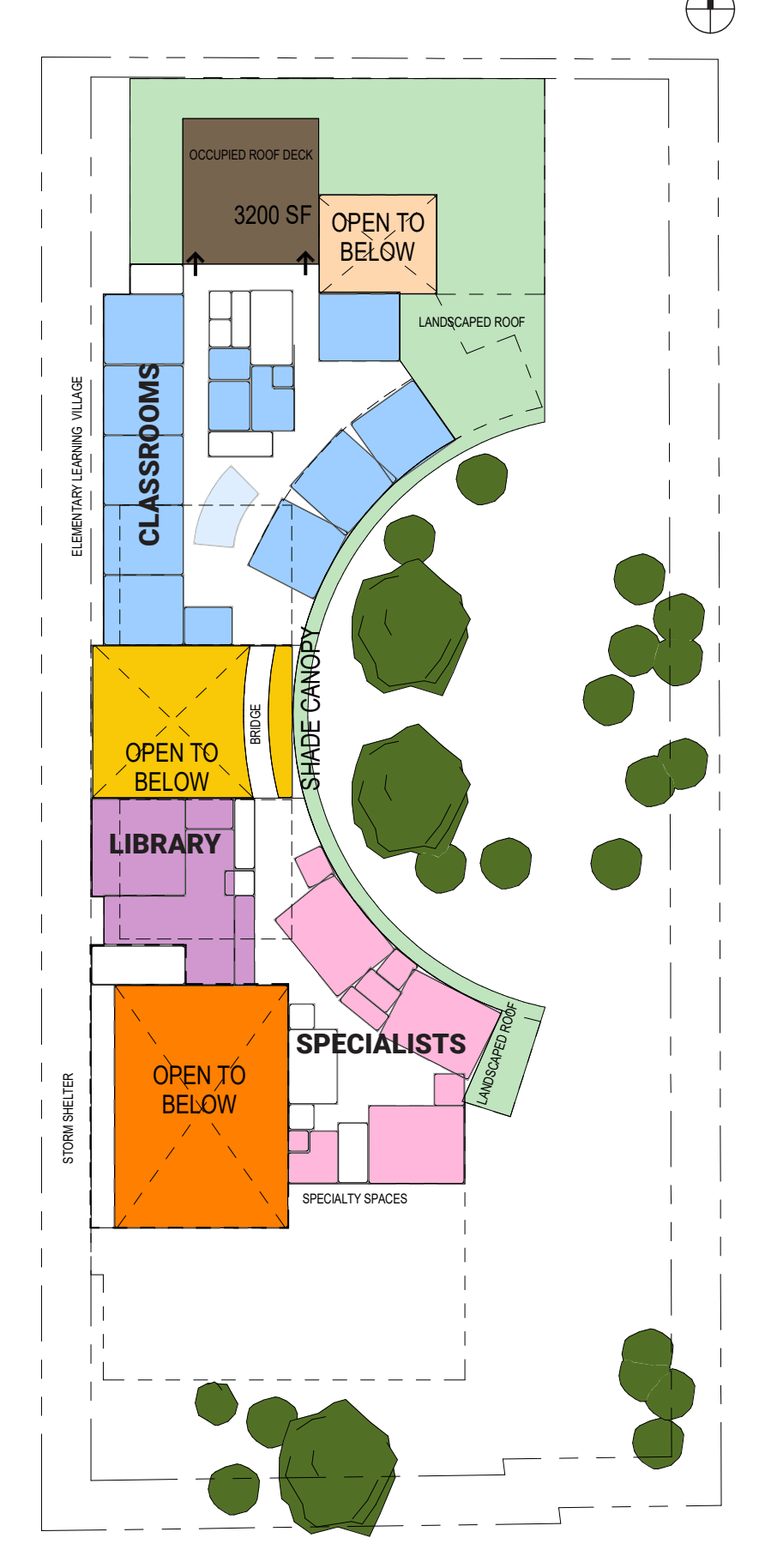
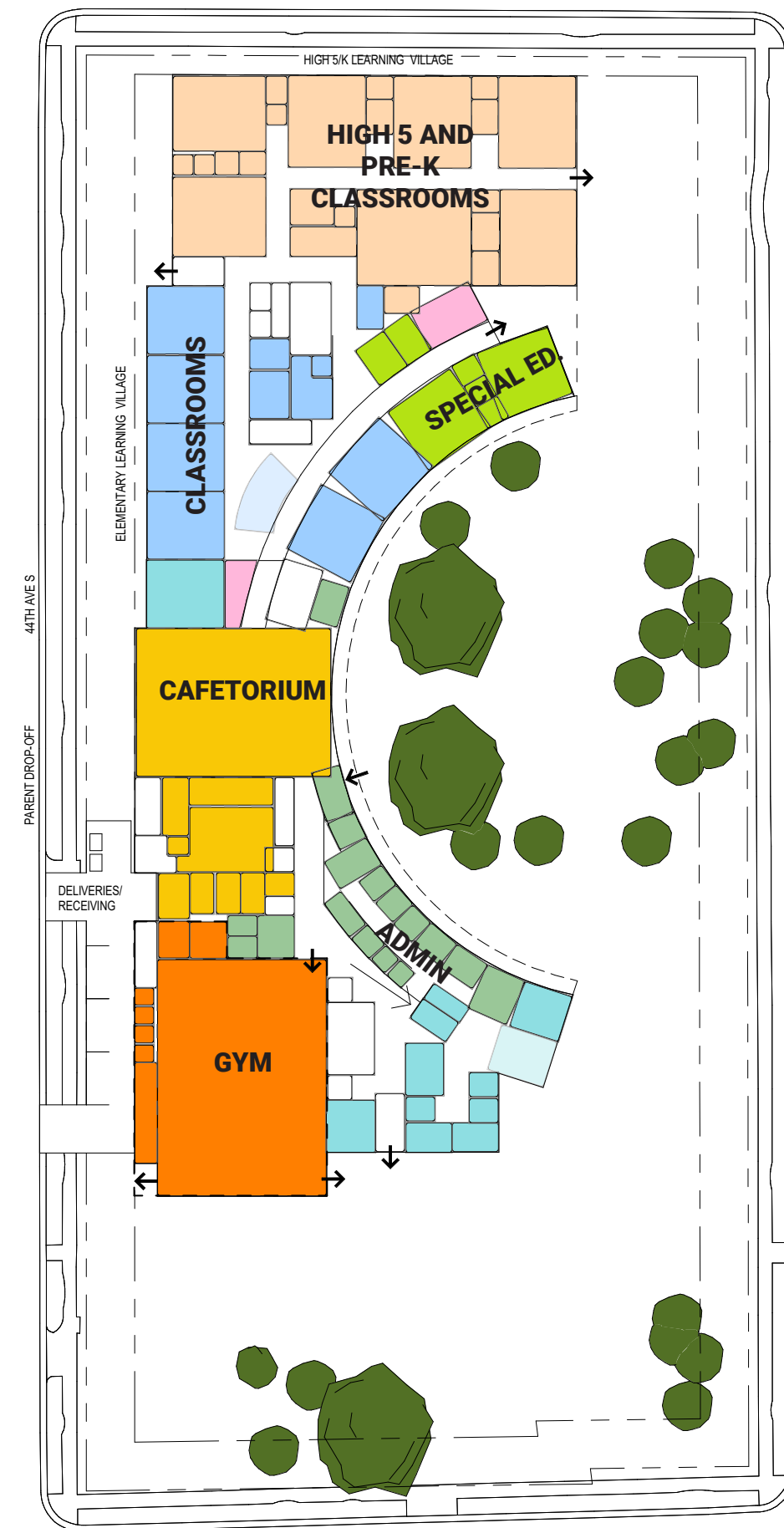
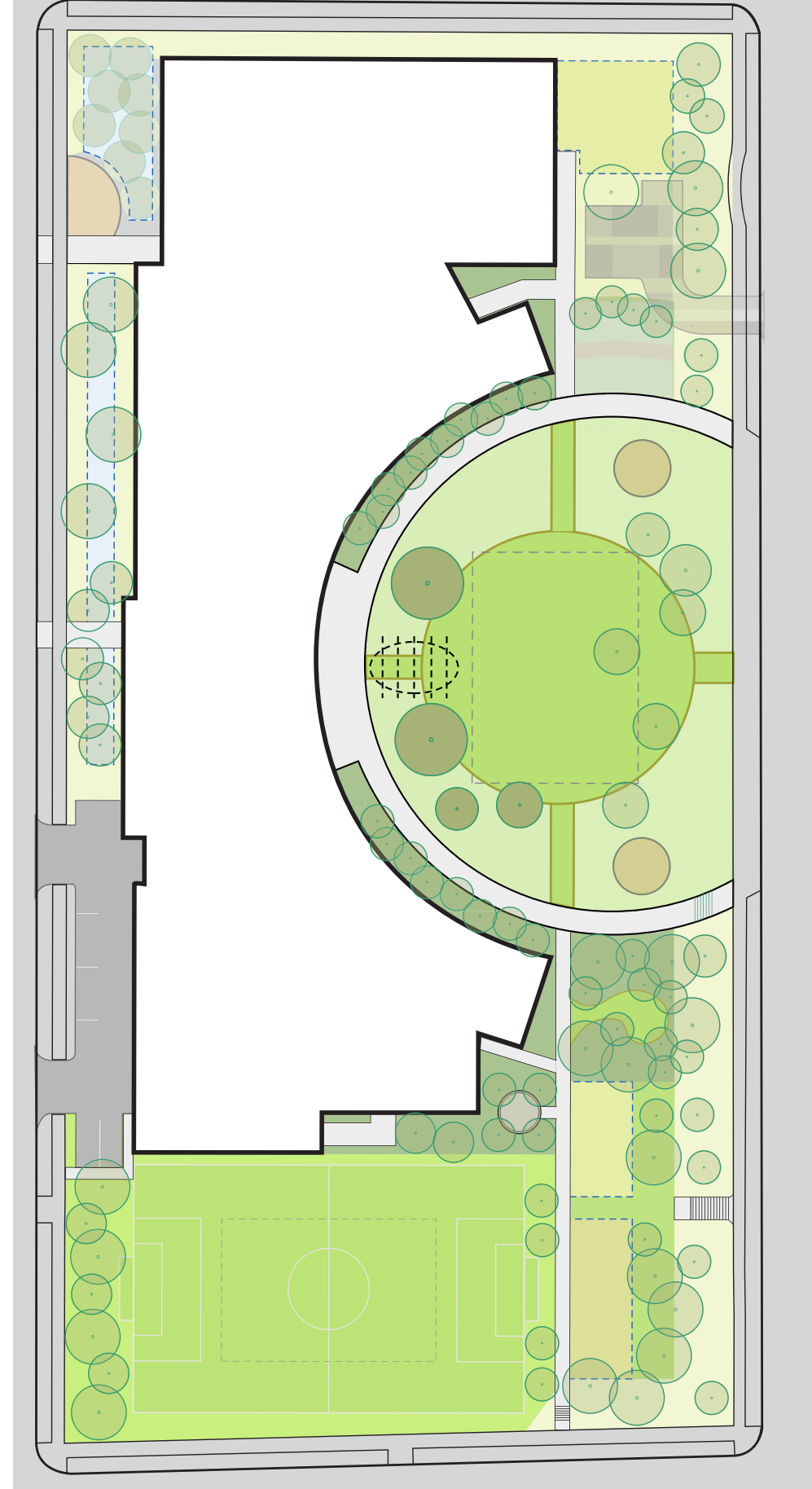
### Concept 1B

This concept proposes an entirely new construction facility for Anishinabe Academy, and demolishing the existing Cooper School. The building will serve Pre-K through 8th grade, with 3 sections for Pre-K through 5th grade and 2 sections for grades 6 through 8. The larger class sizes for middle school allows the same population to be accommodated within fewer sections. This responds to overwhelming community preference for a new Anishinabe Academy that keeps students and families together through middle school.

The design approach for massing, parti, and program are very similar to Concept 1A, but provides additional classroom spaces for grades 6-8. Additional specialist spaces are provided as well, including science labs and an instrumental music classroom.

Similar to Concept 1A, the design works to provide as much outdoor space as possible to accommodate the requested play, learning, and gathering areas. An option for underground parking was also explored.

The proposed building is three stories with a total area of 128,200 SF including mechanical, with an optional 30,600 SF below grade parking.



**CONCEPT WORK  
CONCEPT 1B**

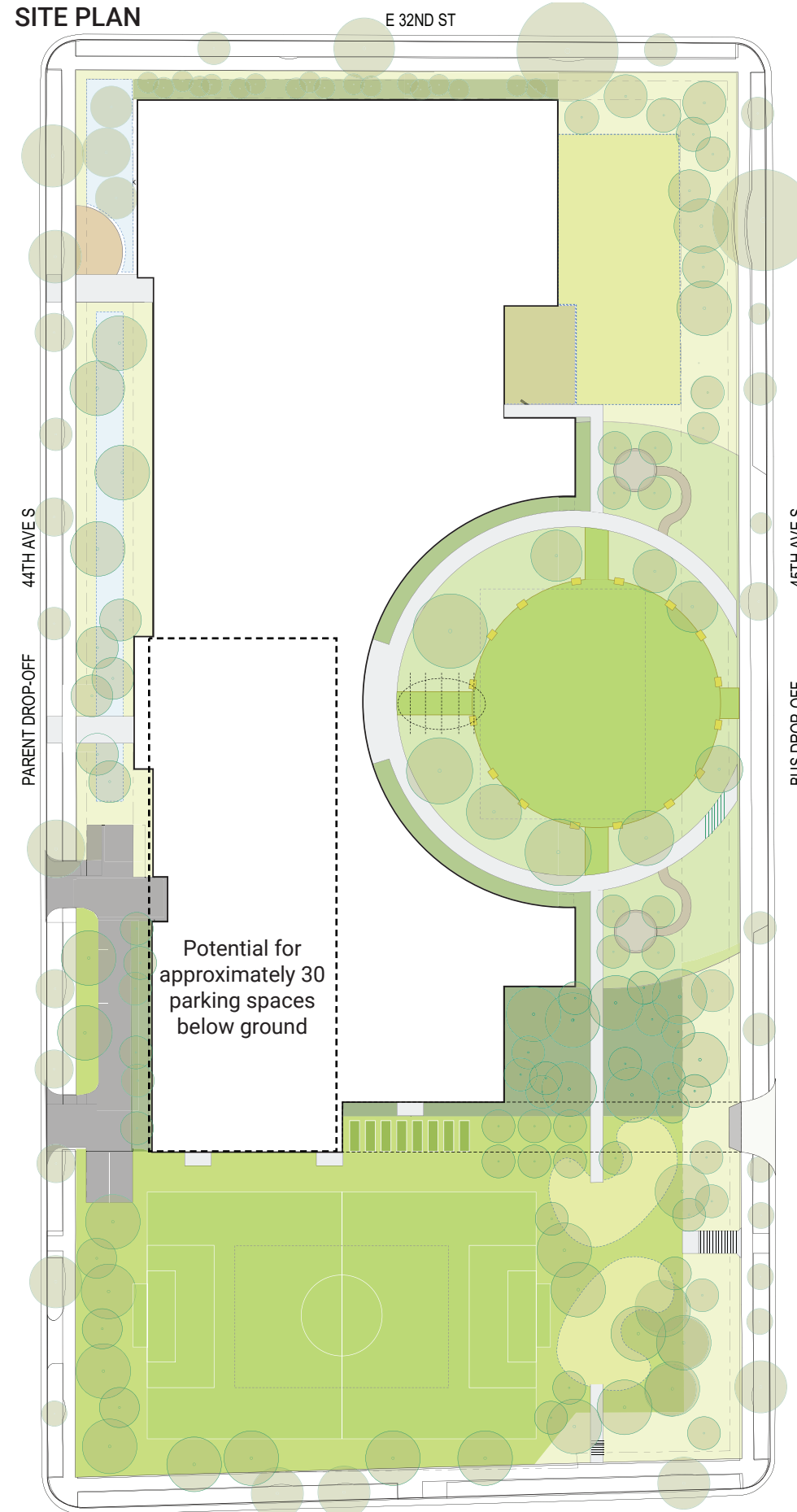


above + below: conceptual massing of Concept 1B

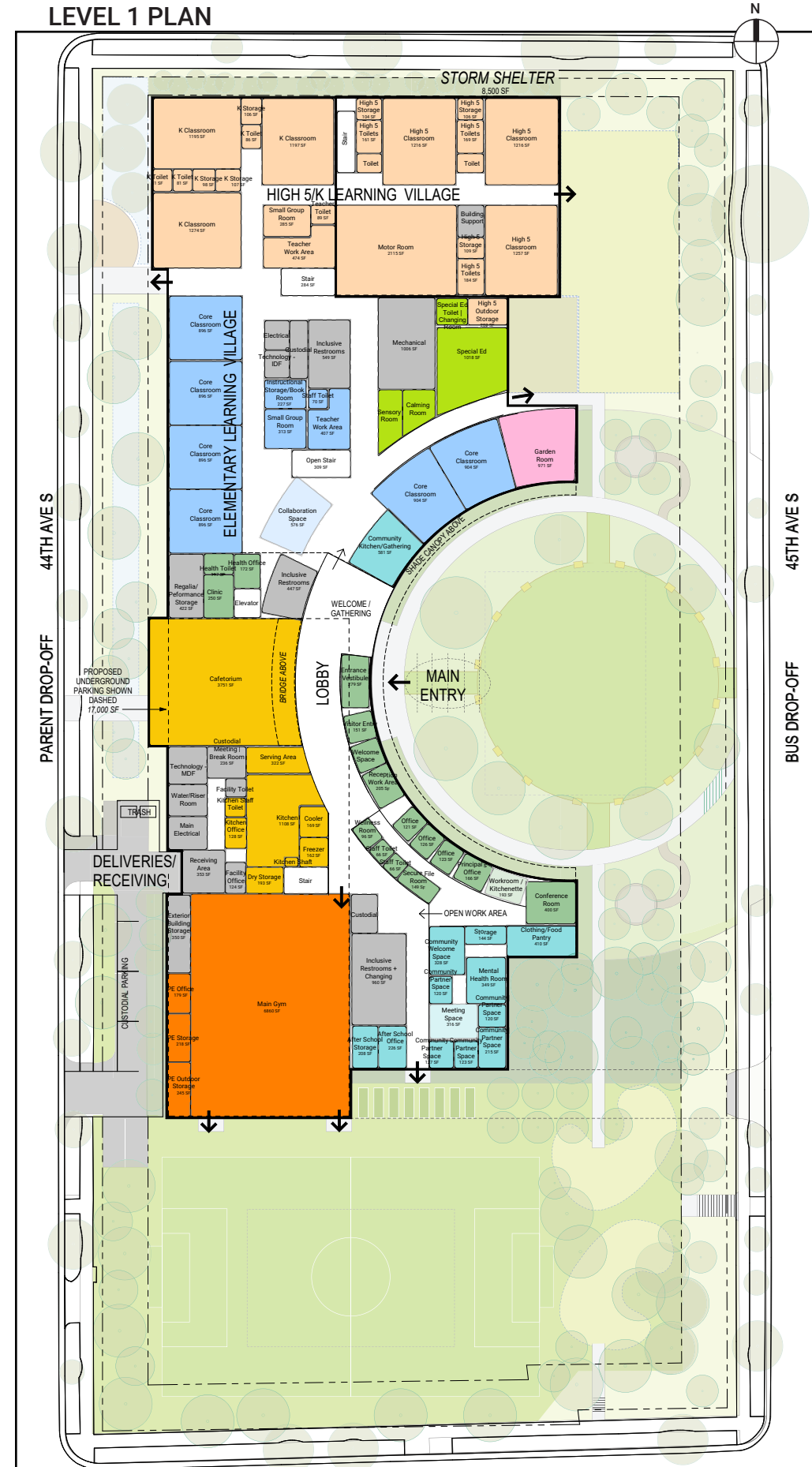


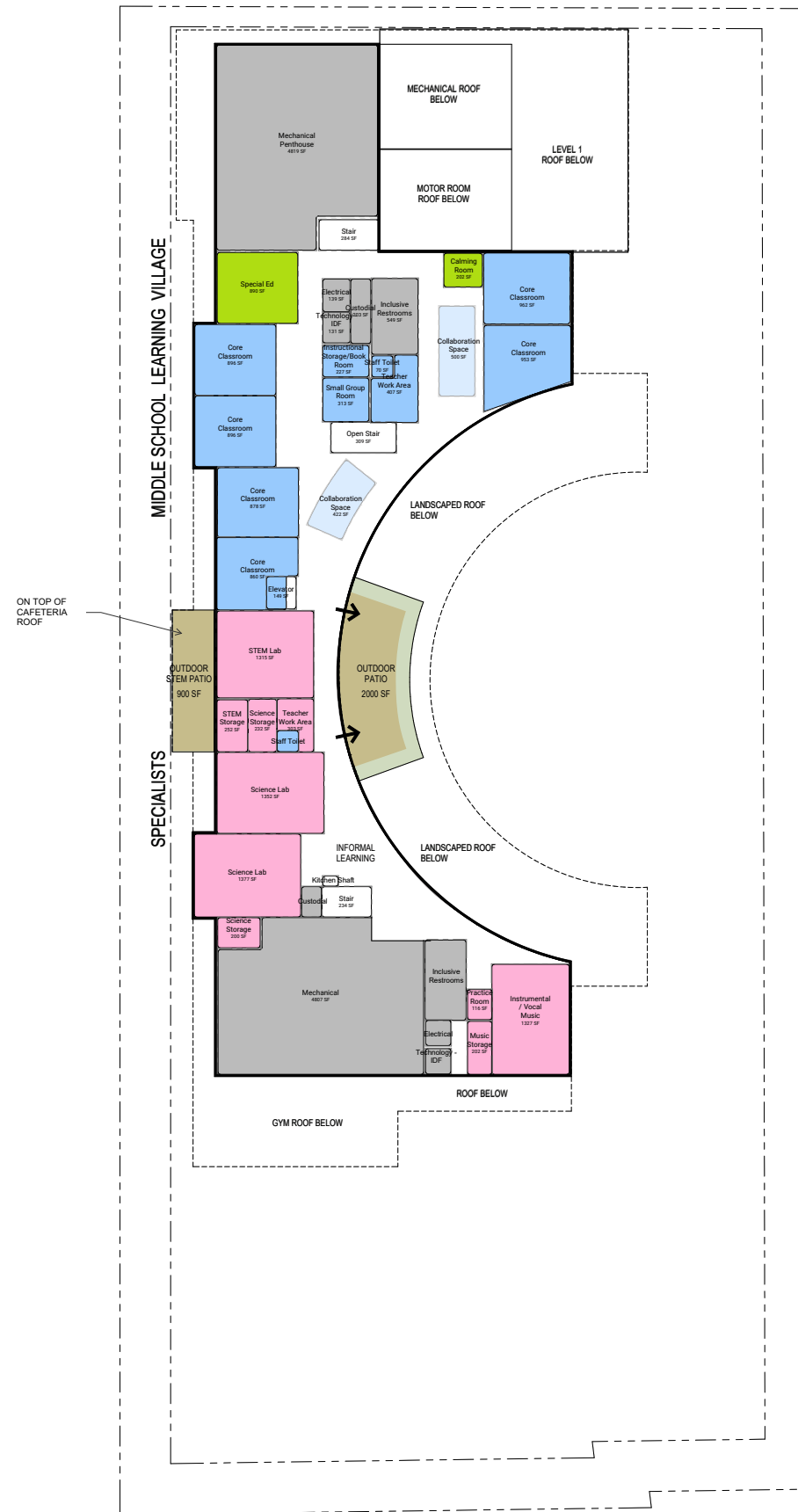
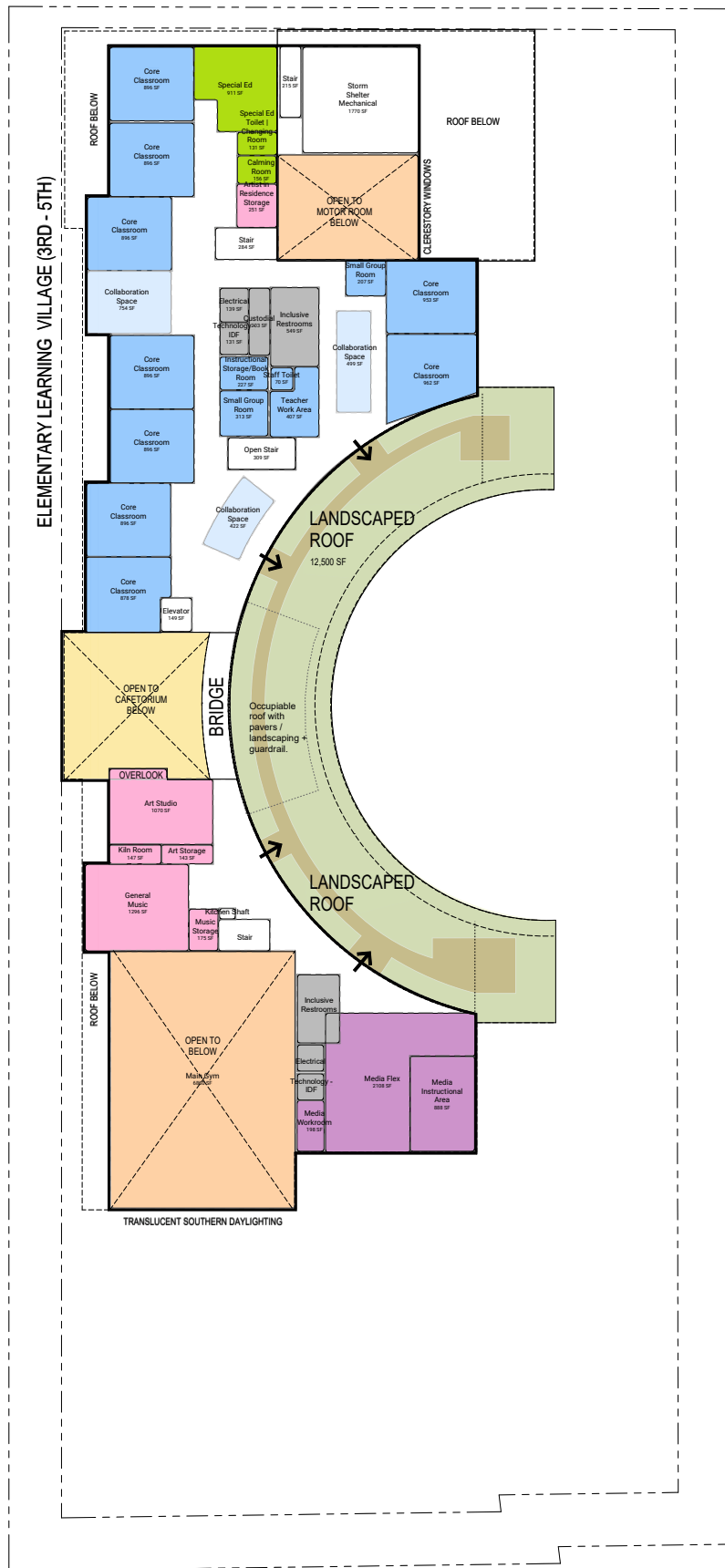
**CONCEPT WORK  
CONCEPT 1B**

**SITE PLAN**

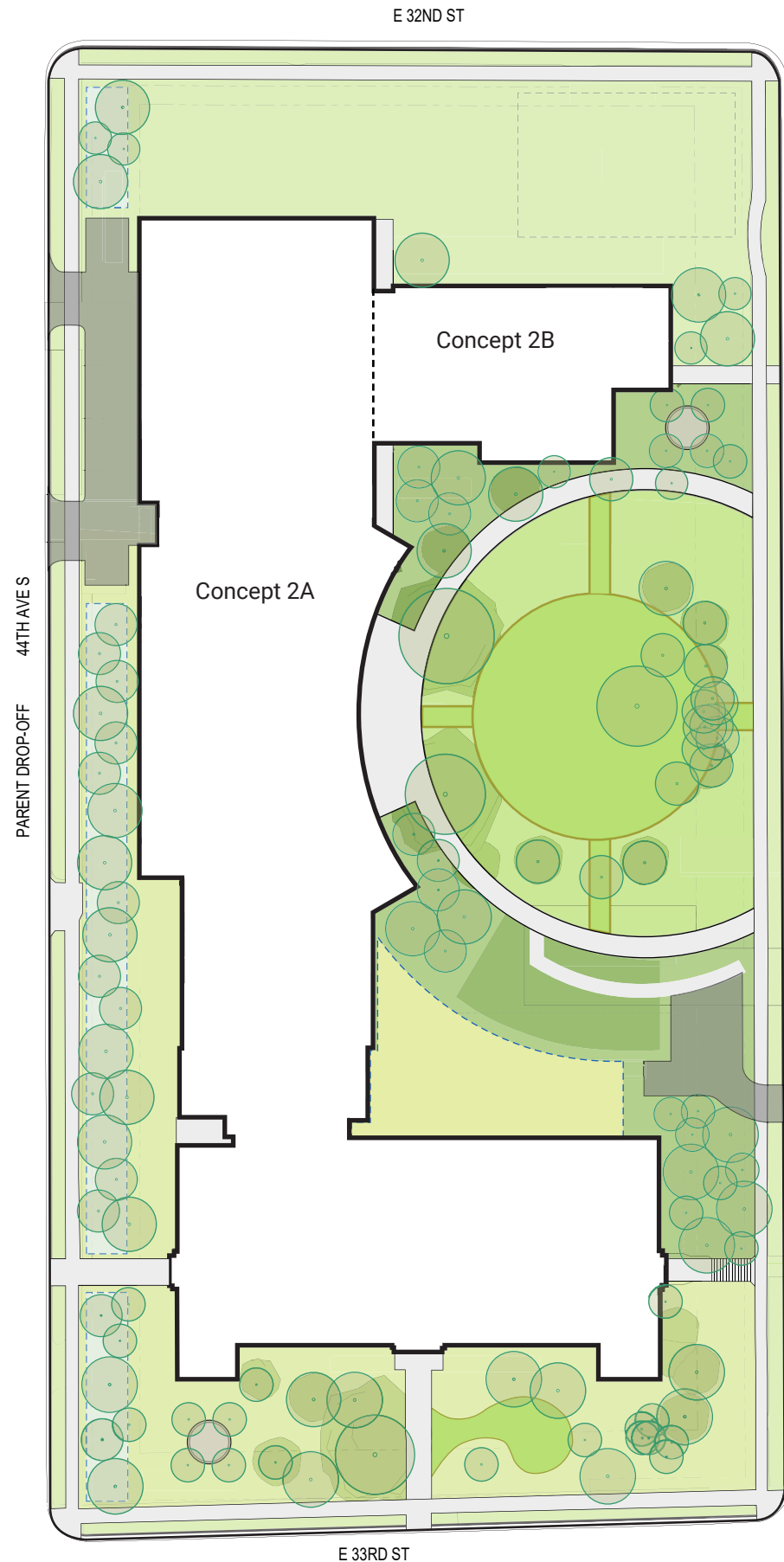


**LEVEL 1 PLAN**





SITE PLAN



CONCEPTS 2A + 2B

**Concept 2A**

This concept proposes renovating the existing Cooper School and creating an addition to reach the target area for the new Anishinabe Academy. The existing building has two components: the original school built in 1922, and an addition built in 1957. MPS has stated that the 1957 addition was poorly constructed and lacks accessibility. Therefore, this concept proposes demolition of the addition and a full renovation of the original structure. Renovation scope will include hazardous material abatement, a full gut of interior walls and finishes, and renovation to accommodate the proposed plan. It is assumed that all MEP systems will require replacement.

The proposed new building will accommodate PK-5th grade, with 3 sections per grade. The design abandons the existing main entrance, and provides a new east-facing entrance in alignment with native design principles. Key community and gathering spaces are located adjacent to this main entrance, both on the interior and exterior of the building.

The building massing is arranged such that the exterior spaces remain as continuous as possible. In response to community feedback, the site design incorporates a variety of space types, from play areas to educational gardens to community gathering spaces. Although the school and community would like athletic fields, there is not enough available space to provide full-sized competition fields. However, smaller-scale multi-use play fields may be provided.

The proposed design is a two-story building with a total area of 92,000 SF, plus mechanical. Conceptual plan diagrams can be found on the following pages.

**Concept 2B**

This concept also proposed a renovation of and addition to the existing Cooper School, but accommodates PK-8th grade. Three sections are provided for PK-5th grade, and 2 sections are provided for 6th-8th grade. The larger class sizes for middle school allows the same population to be accommodated within fewer sections.

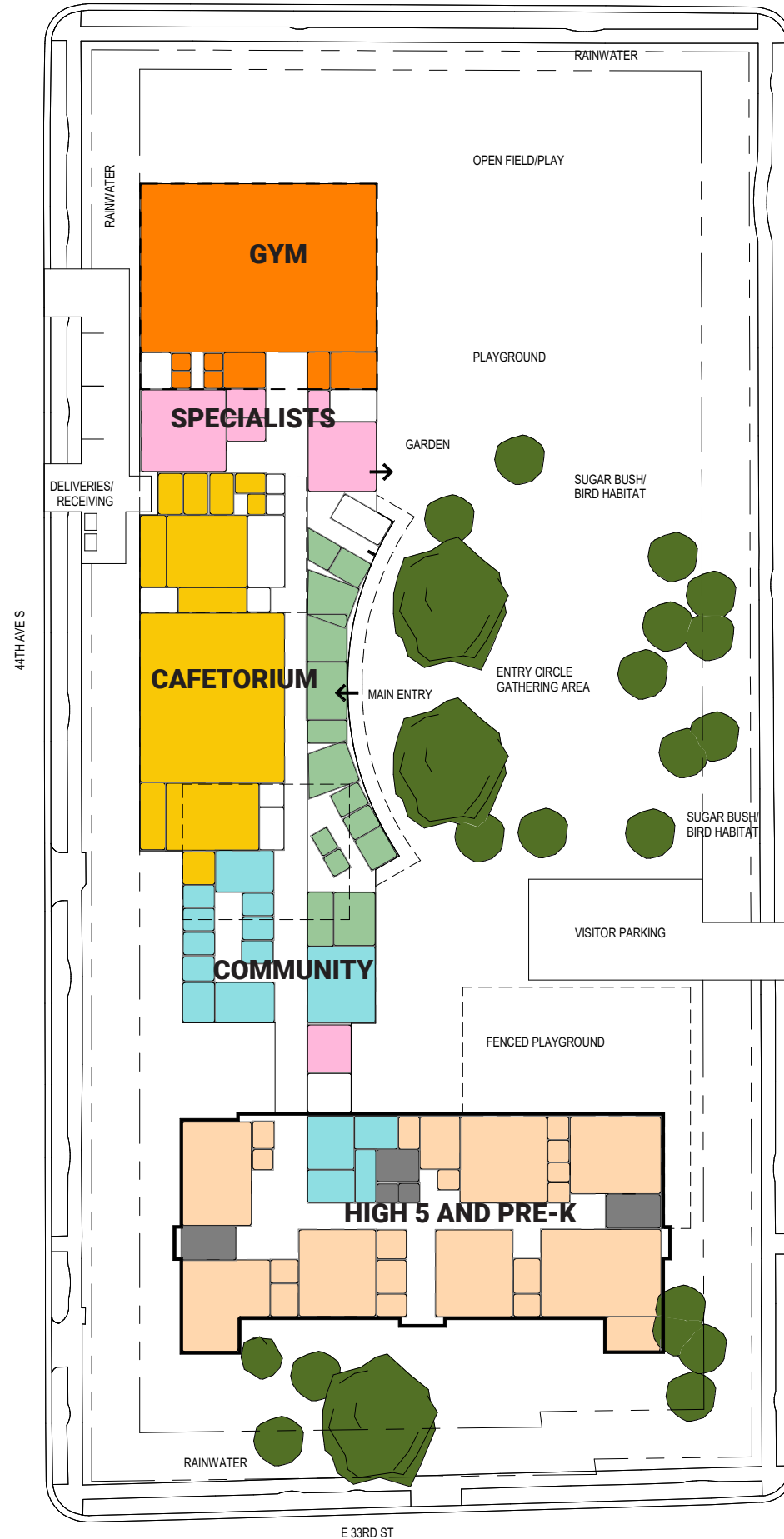
Similar to concept 2A, the design is based on abandoning the existing building entrance and providing an east-facing main entrance at the center of the site, adjacent to a circular exterior gathering space. Public-facing programs will be located near this new entrance, while classroom spaces are located in wings to the north and south.

Like Concept 2A, a variety of programmatic exterior spaces are included on the site. However, the larger building program reduces the available site area.

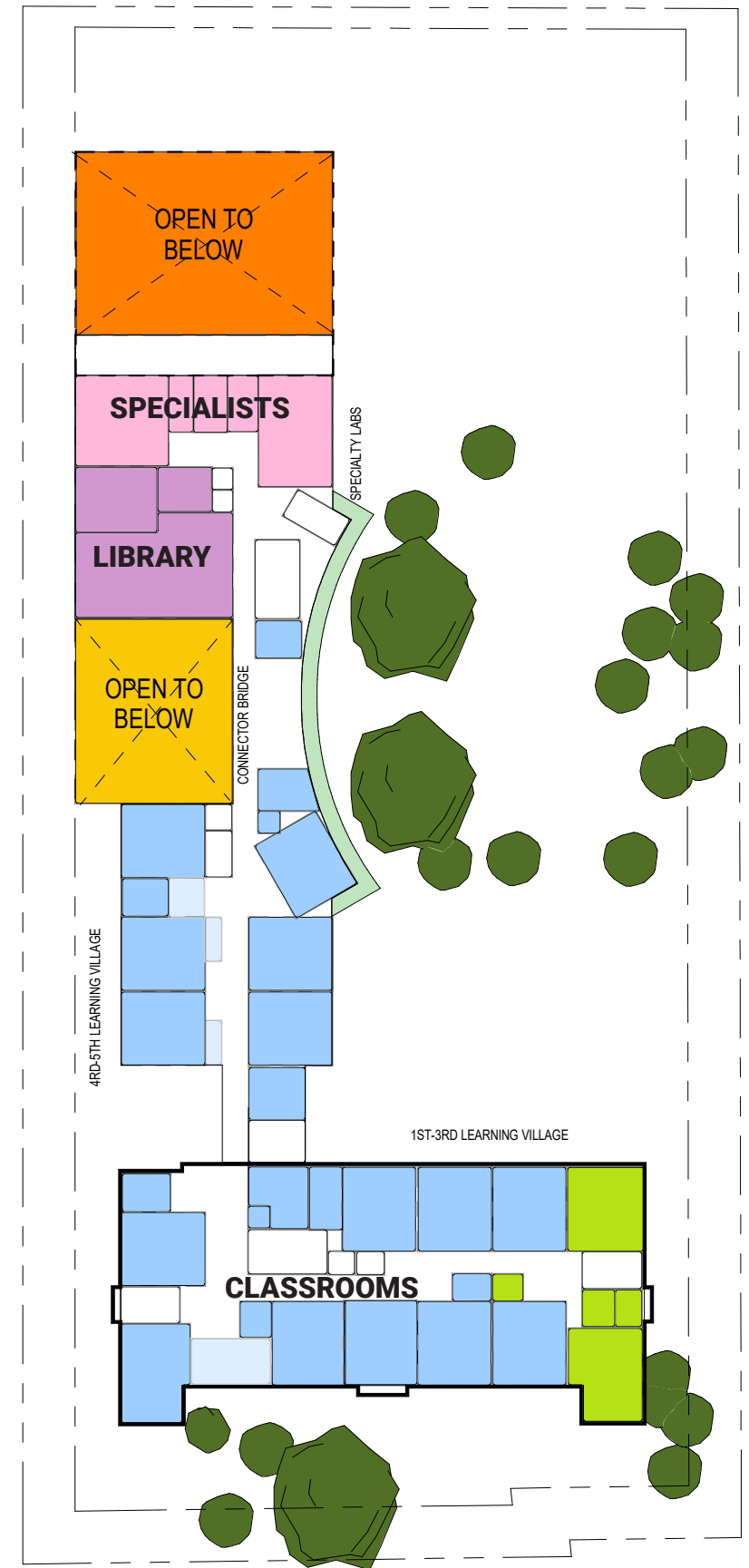
The proposed design is a two-story building with a total area of 109,100 SF, plus mechanical. Conceptual plan diagrams can be found on the following pages.

LEVEL 1 PLAN

E 32ND ST

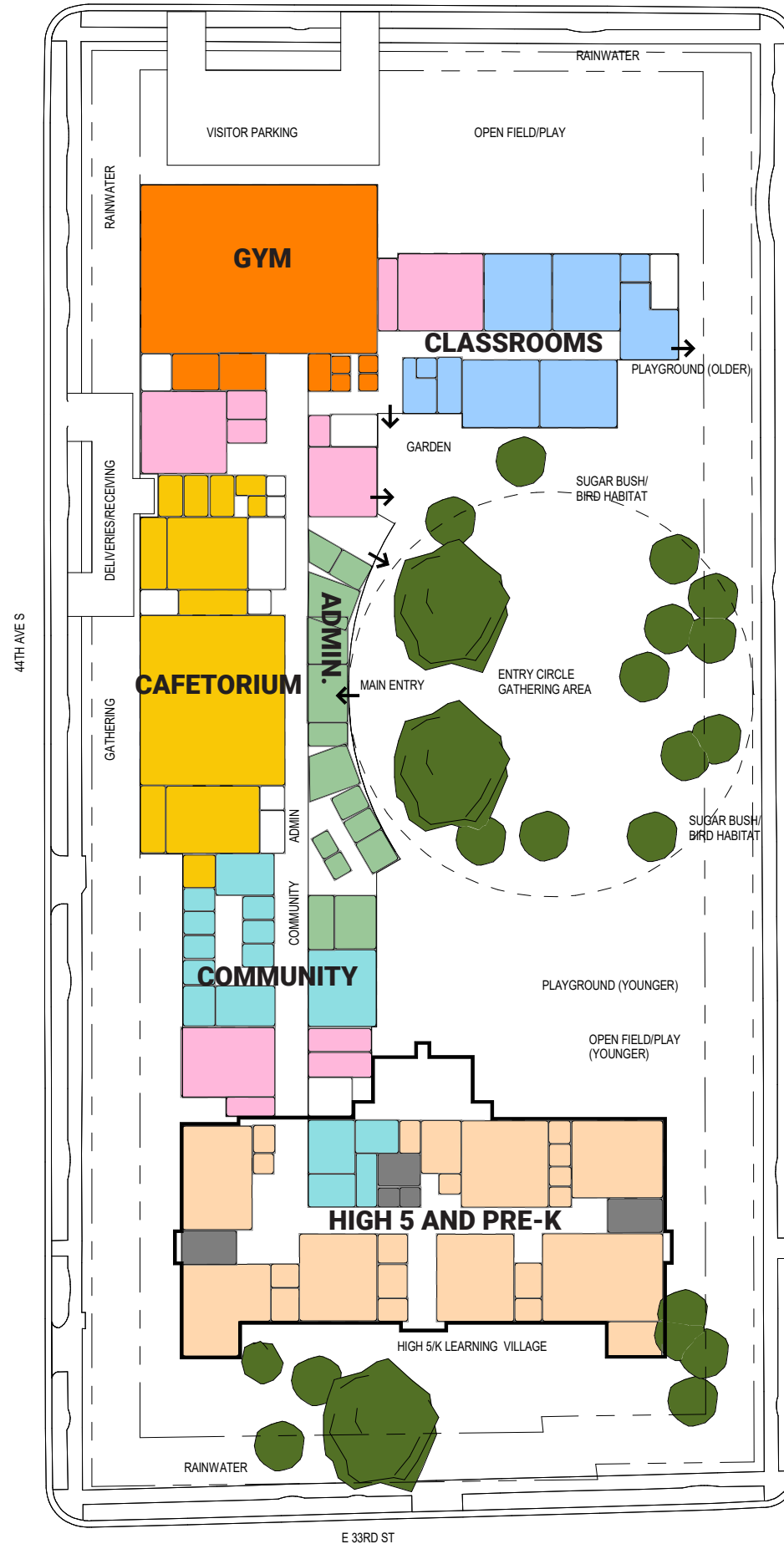


LEVEL 2 PLAN

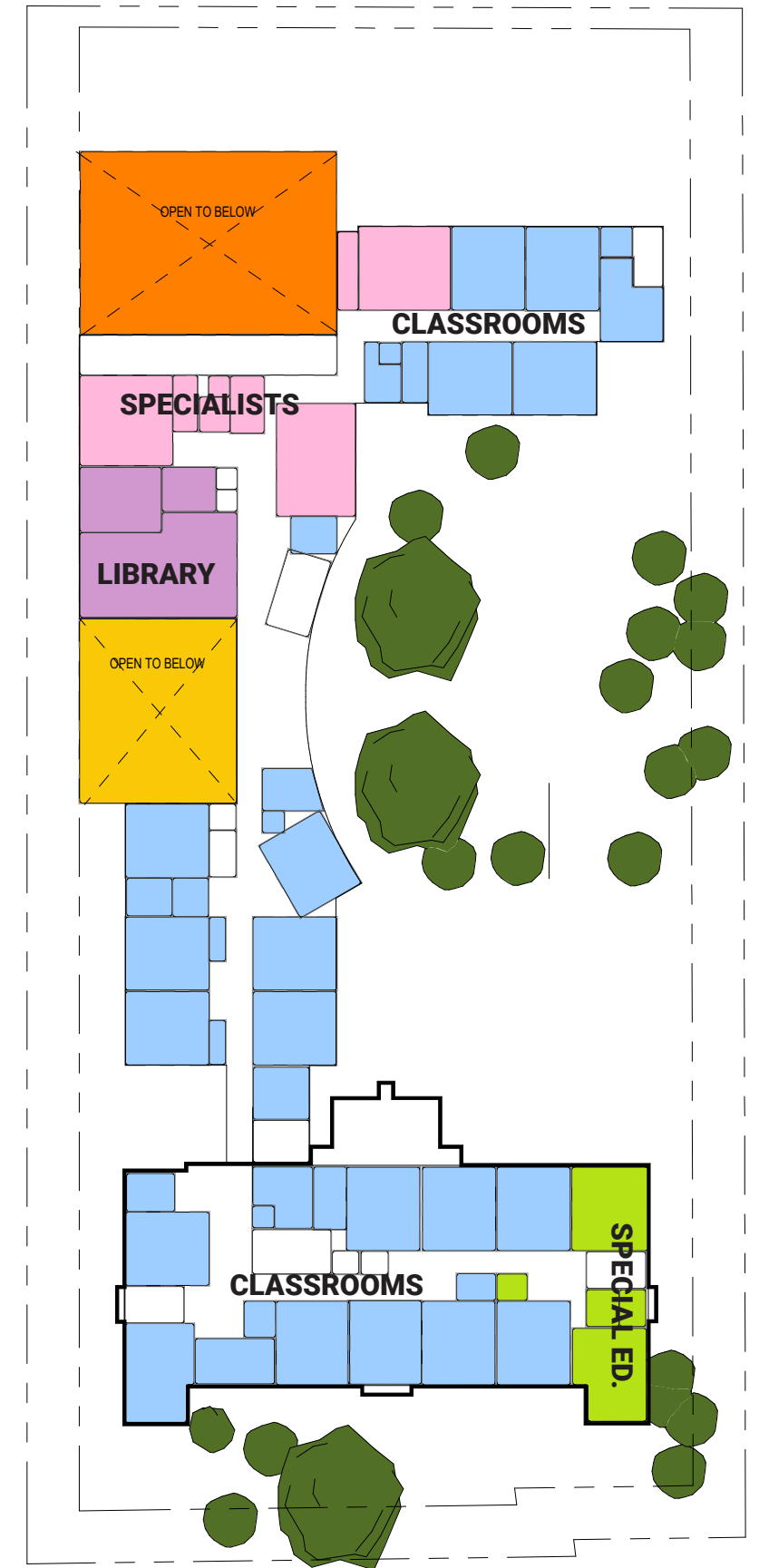


LEVEL 1 PLAN

E 32ND ST



LEVEL 2 PLAN





ANISHINABE  
ACADEMY

**Wopida Tanka  
Chi Miigwech  
Thank you**