

Transformation Site Meeting

Process History

Resolution: 2026-0050

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

2023

2026

Resolution 1

- Set vision
- Physical space study
- Community engagement
- Spanish dual language task force
- Priority-based budgeting

Resolution 2

- Refined vision
- Requested information on:
 - Enrollment and demographic data
 - Cost/benefit analyses of closing or consolidation of schools
 - K-8 schools
 - Enrollment strategies
 - Programming and pathways

Resolution 3

- Enrollment strategy & targets
- Program size for a guaranteed student experience
- Cohesive and reliable pathways
- Flexibility in choice options
- 3 program options
- Timeline

Contributing factors across all options

The 3 options are NOT about school performance

Resolution Requirements

Three options for program change that include:

- ✓ Enrollment strategy & targets
- ✓ Program size for a holistic student experience
- ✓ Cohesive and reliable pathways
- ✓ Flexibility & choice

Contributing Factors in the Three Options

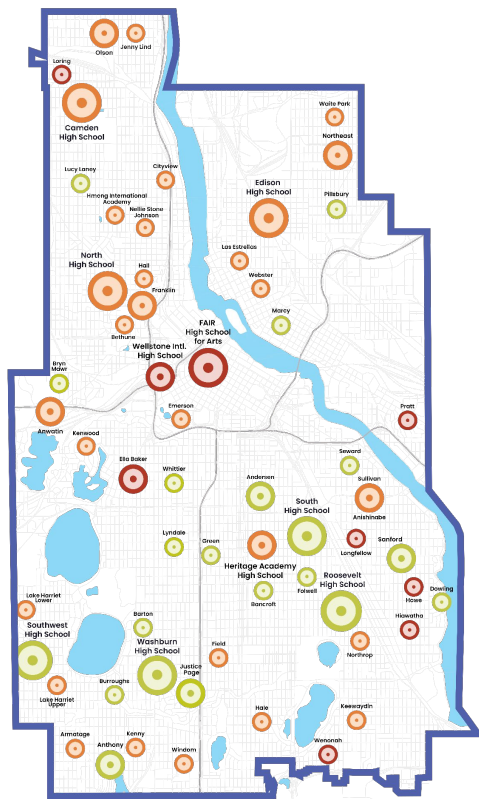
Capacity & Impact Considerations

- Comprehensive High School experience
- Current number of schools
- Number of schools needed for projected growth
- Existing buildings' capacity
- Number of students impacted

Attendance Boundary Changes

- Boundary changes needed to reach optimal size
- Minneapolis geography considered when making necessary boundary changes
- Number of students impacted

Current MPS Footprint



Number of Buildings by Status

- 9 Red
- 29 Orange
- 21 Green

- ### Number of Buildings by Status
- 9 Red
 - 29 Orange
 - 21 Green

- Too small for MPS student experience
- Large enough for MPS student experience, approaching optimal enrollment
- Large enough for MPS student experience, optimal enrollment

- Elementary

Middle / K-8

High School

Current Reality to Transformed Future

Current

Future

Inefficient footprint



Aligned and optimized

Resources spread thin



Resources focused on students

Programs fragmented



Strong programs

Different experiences



Consistent experiences

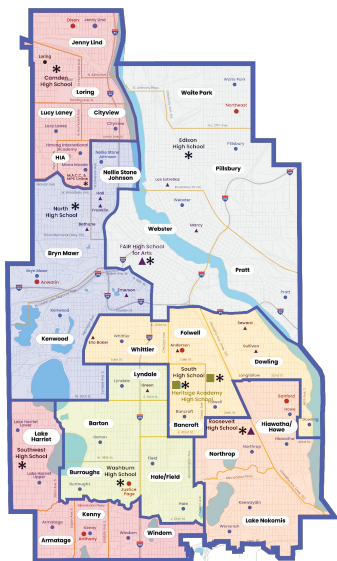
Unequal/uneven opportunity



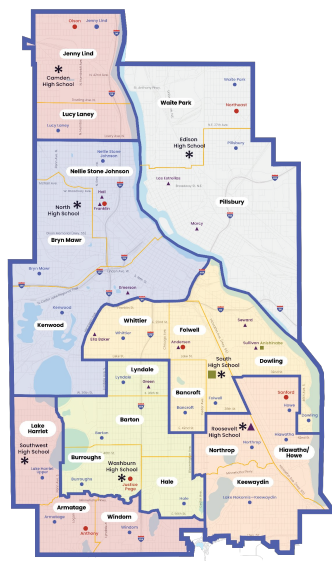
MPS Graduate: prepared,
connected, purpose-driven

Optimizing the MPS Footprint

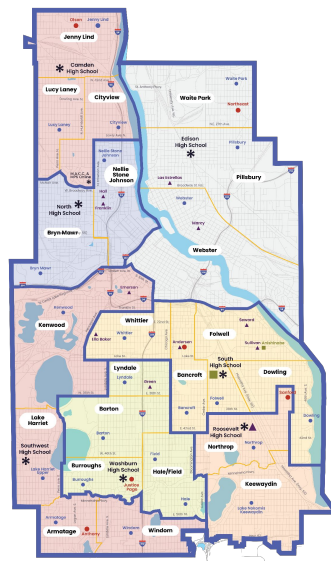
Current



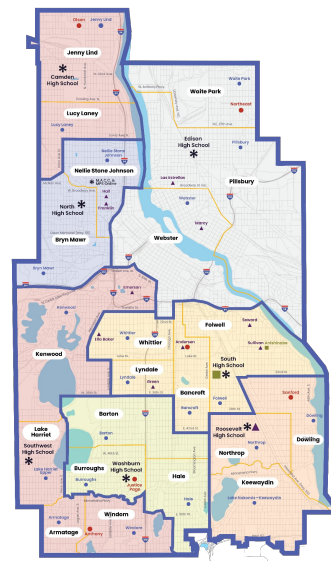
Option 1



Option 2

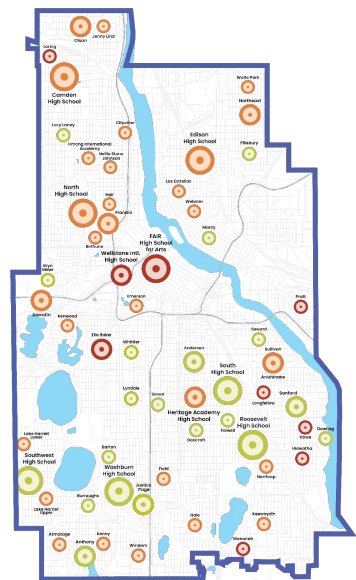


Option 3



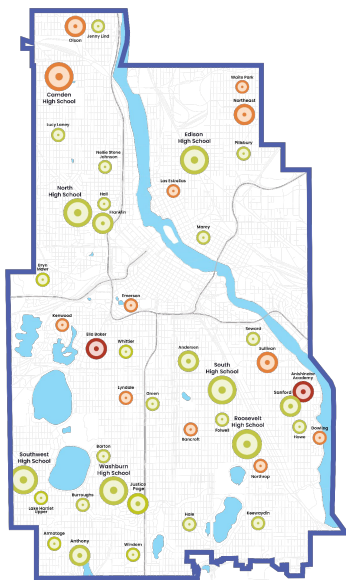
Optimized MPS Footprint

Current



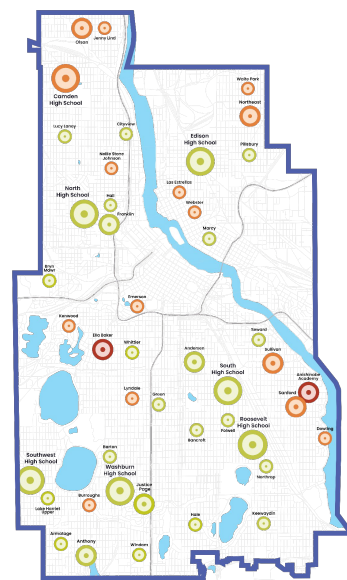
9 29 21

Option 1



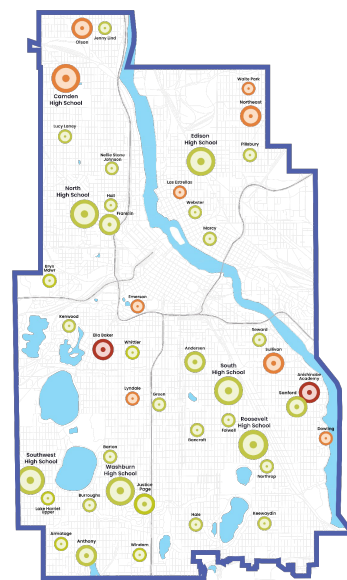
2 12 30

Option 2



2 15 28

Option 3



2 9 33

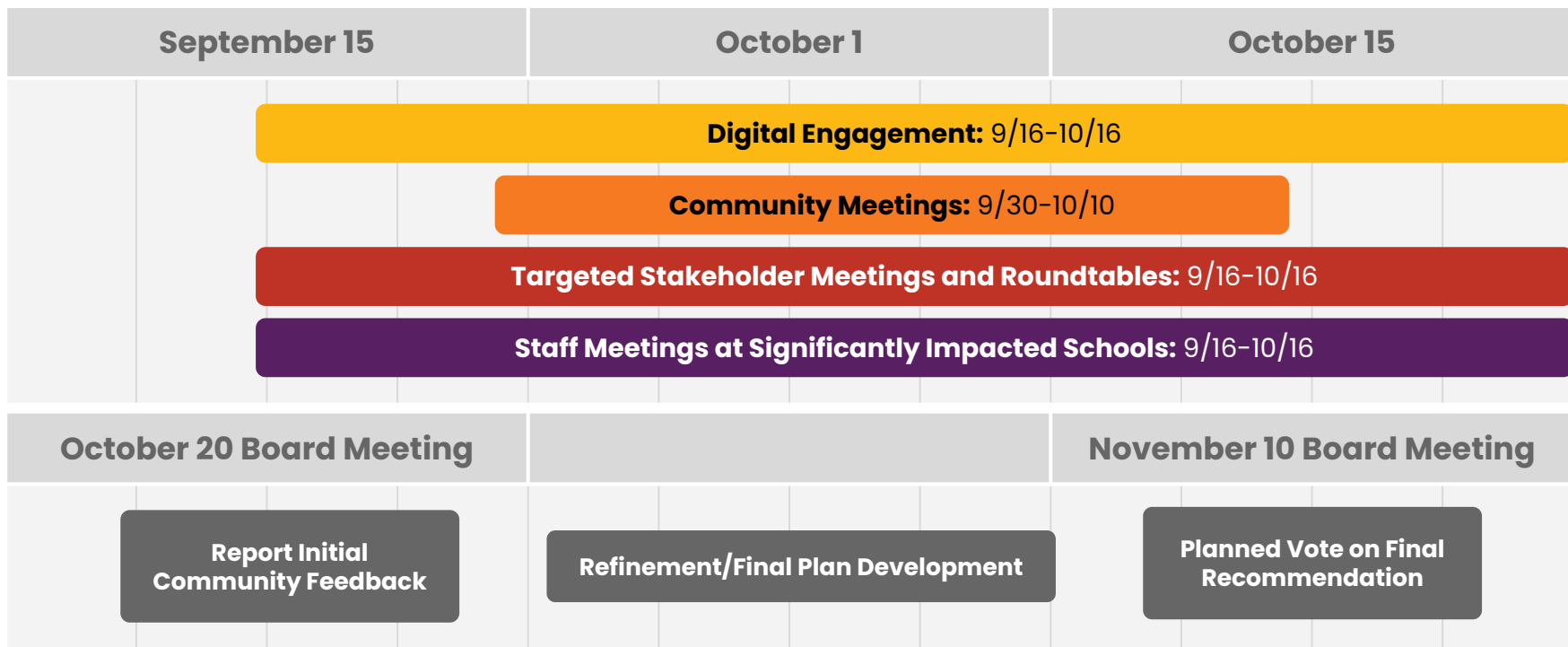
● Building too small for student experience
 ● Building large enough, approaching optimal enrollment
 ● Building large enough, optimal enrollment

Add Site specific slides from 9/15 presentation

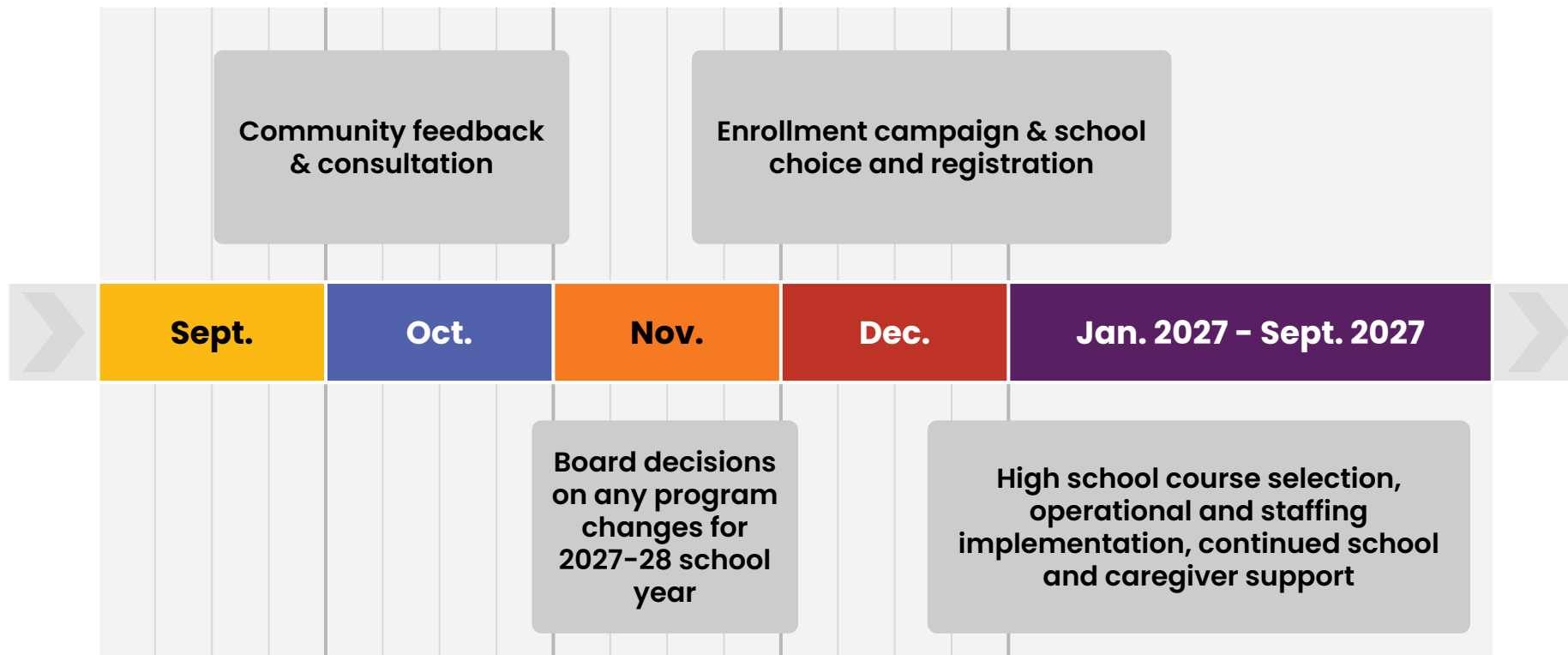
1. Reference [September 15 presentation to the School Board](#)
2. Add slides specific to your site here

Engagement & Feedback Timeline

Scan or click QR
code for details



Timeline: 2026–27



Staff Impact

- It is too soon to know all staffing implications, as any Board vote on next steps relating to School Transformation will likely not occur until November
- The Board's decision on School Transformation, families' enrollment choices, the proposed budget, and school-level decisions will ultimately shape each school's staffing needs.
- As is our process every year, the budget that the staffing processes are predicated on are subject to approval by the Board, which happens each year in June

Budget Timeline

February

- Proposed budgets are distributed to schools and departments

March

- Schools and departments engage with staff and communities
- Preliminary school and department-level staffing decisions are communicated to employees
- Round 1 of Interview & Select (teachers)

April

- Board presentations on the proposed budget
- Round 2 of Interview & Select (teachers)
- Voluntary transfers begin to occur across the AFSCME and ESP bargaining units

May–June

- Matching and Placement for teachers, followed by Placement for AFSCME, ESP, and teachers
- Ongoing Board presentations leading up to the Board's June vote to approve the budget

Related Contract Language

The AFSCME, ESP, and teacher contracts already have language that governs what happens in the case of mergers or program movements. Full staffing-related provisions can be located in the respective collective bargaining agreements.

<u>AFSCME</u>	<u>Education Support Professionals</u>	<u>Teachers</u>
Article 18.11	Article 19.11	Article 16.9
When schools, programs, or departments are merged or divided, the number of available positions in the merged school or program shall be determined by the Board of Education. Employees who were assigned to the merged or divided schools, programs, or departments immediately preceding the merger or division shall be assigned in order of seniority by the principal or supervisor of the merged or divided schools, programs or departments.	When schools or programs are merged, the number of available positions in the merged school or program shall be determined by the Human Resources Department. Educational Support Professionals who were assigned to the merged schools or programs shall be assigned in order of seniority.	In the case of a combination of all or part of faculties from two (2) or more schools merging, the faculties of those schools shall be considered as one (1) in establishing seniority rank.

Next Steps

Share your questions and feedback



Building Specific Questions

Click [this Google Form](#)



Feedback About the Options

Use [this digital engagement tool](#)

Resources & Tools to Share:

Main Transformation Webpage: bit.ly/mpstransformation

- [September 15 presentation to the School Board](#)
- [Community school proposed change](#)
- [Magnet school proposed changes](#)
- [Specialty and alternative school proposed changes](#)
- [Interactive map tool](#)
- [Online survey](#) (digital engagement)

DRAFT: talking with students at schools named in options

- You might hear people talking about our school today and you may have seen news cameras outside. This is because discussions are happening where leaders are talking about options that could make big changes for some schools, including our school
- No decisions have been made yet and they are asking people what they think of these ideas
- The reason leaders are thinking about these changes is to have more students at a school, which means there could be more resources, like more teachers and other staff to support students
- School Board members, who are the people that voters chose to run our public schools, are the ones who would make decisions about big changes to schools
- Your parents will be asked to let School Board members know what they think about these ideas before any decisions are made

Questions