

## **Committee of the Whole Meeting**

Tuesday, March 18, 2025 6:00 PM

Board Assembly Room, 1250 West Broadway Avenue, Minneapolis, Minnesota 55411

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

2) **Presentations and Discussions**

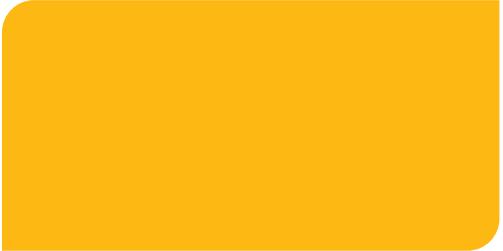
2)a. Strategic Plan Update

2)b. FY26 Budget

3) **Adjournment**



Classroom Implementation of Open Up Curriculum / fall 2024



# Committee of the Whole

03/18/2025

# Agenda

- Superintendent Updates
- Prioritized strategies discussion for 2025-26

# Superintendent Updates

Superintendent Dr. Sayles-Adams

# MPS 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 with student experiences.



## 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 central office staff approach all work centered on students and equity.



## Goal 4

### School and Building Climate



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

# MPS Strategic Plan Strategies

## Strategic Plan STRATEGIES BY GOAL AREA

### Goal 1 Academic Achievement

- 1.1 Provide standards-based core instruction with a focus on literacy and mathematics
- 1.2 Ensure all curriculum and instructional practices are anti-racist and sustain the cultures, languages, and experiences of our students
- 1.3 Ensure all community schools provide access to STEM, music, art, language, and for high schools, ethnic studies and college credit courses
- 1.4 Implement Professional Learning Communities to ensure all students' needs are met through a system of academic support and intervention
- 1.5 Provide magnet school pathways that offer innovative thematic instruction and integrated learning opportunities

### Goal 2 Student Well-Being

- 2.1 Provide equitable student access to culturally responsive counseling and mental health services
- 2.2 Fully implement a restorative approach to student support
- 2.3 Integrate social and emotional practices into all classrooms and Out of School Time activities
- 2.4 Provide physically safe and welcoming school environments through strategic shortening of walk zones, building cleanliness, building improvements, landcare and strong emergency management practices
- 2.5 Support healthy child development through nutritious meals and promotion of physical activity

### Goal 3 Effective Staff

- 3.1 Strengthen pathways and reduce barriers for talented and diverse MPS employees and potential employees to become teachers
- 3.2 Maintain Teacher Equity plan focused on staffing needs of MPS' 15 highest need schools
- 3.3 Deepen strategic recruitment of high quality, diverse teachers and staff
- 3.5 Pursue authentic engagement with MPS parents around the design and implementation of equitable HR policies and practices

### Goal 4 School & District Climate

- 4.1 Fully implement the climate framework to ensure all district staff, parents, and students feel heard, valued and respected
- 4.2 Utilize district equity competencies to inform district hiring and retention practices, professional development opportunities, and professional support systems
- 4.3 Provide consistent opportunities for youth, parents and community members to provide feedback on district policies and practices
- 4.4 Ensure student placement practices support integrated learning opportunities, and increased enrollment and retention
- 4.5 Support community partnerships to enhance student experiences and learning opportunities

# MPS Strategic Plan Prioritized Strategies 2024–25

## Goal 1 Academic Achievement



**1.1** Provide standards-based core instruction with a focus on literacy and mathematics.

**1.2** Ensure all curriculum and instructional practices are anti-racist and sustain the cultures, languages, and experiences of our students.

## Goal 2 Student Well-being



**2.1** Provide equitable student access to culturally responsive counseling and mental health services.

## Goal 3 Effective Staff



**3.1** Strengthen pathways and reduce barriers for talented and diverse MPS employees and potential employees to become teachers.

## Goal 4 School and Building Climate



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

# Prioritized Strategies for 2025–26: Board Discussion

Goal	Year 1: 2022–23	Year 2: 2023–24	Year 3: 2024–25	Year 4: 2025–26	Year 5: 2026–27
<b>1</b>	1.1, 1.2, 1.3, 1.4, 1.5	1.1 → 1.2 →	1.1 → 1.2 →	1.1* → 1.2* →	1.1* 1.2*
<b>2</b>	2.1, 2.2, 2.3, 2.4, 2.5	2.4	2.1 →	2.1* →	2.1*
<b>3</b>	3.1, 3.2, 3.3, 3.4, 3.5	3.3	3.1 →	3.1* →	3.1*
<b>4</b>	4.1, 4.2, 4.3, 4.4, 4.5	4.1 →	4.1 →	4.1* →	4.1*

All strategies prioritized similarly to one another.

First year of board prioritized strategies.

Second year of board prioritized strategies.

*\*proposed by Strategic Planning*

### Rationale:

- implementation science → consistency
- planning → resourcefulness

Scan for all strategies



# The Big Picture: Where we are trying to go

## Strategic Goal

## Prioritized Strategies

## Planned Initiatives/Work

### Goal 1

Academic  
Achievement



**1.1** Provide standards-based core instruction with a focus on literacy and mathematics.

**1.2** Ensure all curriculum and instructional practices are anti-racist and sustain the cultures, languages, and experiences of our students.

Literacy Training

UFLI Curriculum Implementation

8 Culturally Sustaining Math Practices

6-12 Curriculum Adoption (iReady/Open Up)

Anti-Racist Culturally Sustaining (ARCS)  
Resource Review Tool

ARCS Curriculum Review Rubric

SOEI Task Force



# The Big Picture: Where we are trying to go

## Strategic Goal

### Goal 2

Student  
Well-Being



## Prioritized Strategy

**2.1** Provide equitable student access to culturally responsive counseling and mental health services.

## Planned Initiatives/Work

Comprehensive School-Based  
Mental Health System (CSMHS)

Data Collection System

# The Big Picture: Where we are trying to go

## Strategic Goal

### Goal 3

Effective Staff



## Prioritized Strategies

**3.1** Strengthen pathways and reduce barriers for talented and diverse MPS employees and potential employees to become teachers.

## Planned Initiatives/Work

Implementation of a comprehensive Grow Your Own (GYO) marketing plan in collaboration with the Communications department.

Implementation of a comprehensive GYO recruitment plan.

Implementation of a comprehensive GYO application and selection process.

# The Big Picture: Where we are trying to go

## Strategic Goal

## Prioritized Strategies

## Planned Initiatives/Work

### Goal 4

School and  
Building  
Climate



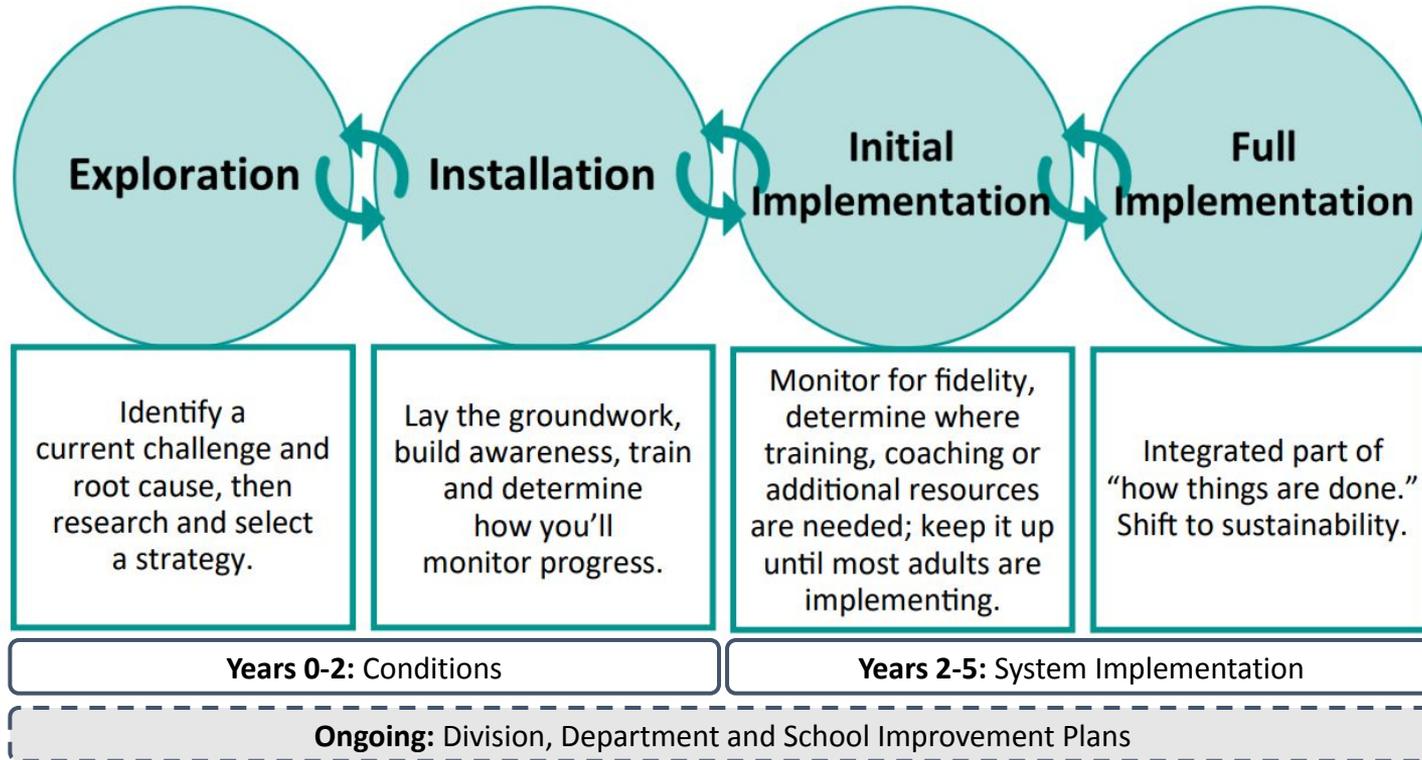
**4.1** Fully implement the climate framework to ensure all district staff, parents, and students feel heard, valued and respected.

Relaunch Climate Framework

Refine Equity & School Climate Teams

District-Wide Climate Survey

# Implementation Science Framework



# Questions?

## **Strategic Plan Quarter 3 Update 2024–25**

A written update on the 2024-25 prioritized strategies for the MPS Board of Education March 18 Committee of the Whole meeting

### **Strategy 1.1: Provide standards-based core instruction with a focus on literacy and mathematics.**

#### **Structured Literacy Training per the READ Act**

Progress Summary: Last class for round I of CORE Online Language & Literacy Academy (OL&LA) was March 10<sup>th</sup>. All 181 participants on track to complete phase I training by end of March.

Next Steps: Create calendar for CORE OL&LA round II for all 6–12 EL teachers and any teachers who missed round I. Begin compiling stipend information for all Phase I participants. Begin Phase I year II planning for next fall.

#### **UFLI Literacy Curriculum Implementation**

Progress Summary: 100% of all 36 sites have implemented University of Florida Literacy Institute (UFLI) as evidenced by walkthrough, progress monitoring, and observational data.

Next Steps: Planning differentiated professional development (PD).

#### **8 Culturally Sustaining Math Practices Implementation**

Progress Summary: The Content Lead and Courtney Johnson have been visiting sites and helping to collect look-fors along with the building administrators in an effort to increase the completion rate of the look-for data.

Next Steps: Continue to gather look-for data from sites for Mathematical Practices 1 & 3.

### **iReady Math Curriculum Implementation**

Progress Summary: We delivered PDs to principals focused on understanding and using the diagnostic data to support teachers and drive improvements in classrooms. Continuing to host multi-sites PLC meetings. Met with teachers for co-planning with Math teachers and their EL co-teachers. Provided a full day PD with ML on SLOP supports with the i-Ready curriculum.

Next Steps: Remind principals of the standing offer to meet, virtually, with iReady to support them with any needs. This can be any building leader who supports math.

### **Open Up Math Curriculum Implementation**

Progress Summary: Continued the work on curriculum-based assessments, language support to teachers and administration of teacher survey. More than 76% completion of December/January teacher implementation survey.

Next Steps: Continue partnering with ML in developing system of scaffolding language creation. Creating common summative assessments.

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## **Strategy 1.2: Ensure all curriculum and instructional practices are anti-racist and sustain the cultures, languages, and experiences of our students.**

### **Implementation of Anti-Racist Culturally Sustaining (ARCS) Resource Review Tool**

Progress Summary: We are in our third round of reading and reviewing books using the ARCS survey. We have reviewed over 80 books and have 350 responses so far. Another 400 individuals are currently reading and reviewing texts.

Next Steps: Review 50 texts this spring. Steering committee will decide to adopt or reject ELA texts for next year. ELA curriculum design teams and media specialists will use ARCS data to align texts to units designs that foster engaging student learning.

### **ARCS Curriculum Review Rubric Implementation**

Progress Summary: The ARCS Rubric has been used to review Science, Personal Finance and Chicana/Latina Studies. The way data is collected using the ARCS Rubric has proven to be beneficial to steering committees in selecting curriculums to pilot.

Next Steps: Use ARCS rubric in Advance Learners curriculum review process. Pilot Personal Finance curriculum in spring. Administer post-pilot survey for educators (spring 2025) and students (fall 2025).

### **SOEI Task Force Implementation**

Progress Summary: The SOEI Revision Task Force has been meeting in two subcommittees for the observation process and revisions to the language of the standards.

Next Steps: The SOEI Revision Task Force will reconvene as a whole group on March 18, 2025. The goal is to make final decisions for implementation in 2025-26 and hand off project planning to the Teacher Development Team.

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## **Strategy 2.1: Provide equitable student access to culturally responsive counseling and mental health services.**

### **Development of a Data Collection System**

Progress Summary: Student Support Services has been planning the implementation of a time study on current mental health services. Data from the two-week study will provide numbers on students being served, groups offered, and other supportive services.

Next Steps: Review climate survey as a CSBMH team. Begin identifying a screening tool. Review time study data.

## **Development of a Comprehensive School-Based Mental Health System**

Progress Summary: Resources have been collected for Social Emotional Behavioral (SEB) intervention library. Collaboration with Design and Training team is established for future deliverables. Brief intervention model has started. Student support personnel (SSP) received training on best practices in SEB intervention, anxiety based school refusal, and healing-centered engagement at our recent PD day. SSPs have also increased their use of Wayfinder, our SEL curriculum, from 513 uses to 726 uses.

Next Steps: Develop and apply rubric to resources for inclusion in final product. Continue developing SSPs toolkit for serving the mental health needs of students.

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## **Strategy 3.1: Strengthen pathways and reduce barriers for talented and diverse MPS employees and potential employees to become teachers.**

### **Completing the Implementation of the GYO Recruitment Plan**

Progress Summary:

- **Adult Pathways:** On track; a total of 203 MPS staff members have submitted the GYO inquiry form. As of March 10, 2025, GYO district staff have held 78 one-on-one meetings with unlicensed staff members who are interested in GYO opportunities.
- **Secondary Pathways:** On Track; GYO teachers at Camden and South High Schools are leading recruitment efforts and attending course selection fairs for the 2025 Future Educator Summer Internship Program and the Fall 2025 concurrent enrollment courses.

Next Steps:

- **Adult Pathway:** Recruit Cooperating Teachers and Journey Teachers to identify pairings with Residents, MPS-A Candidates, and Apprentices for the 2025-26 school year.

- **Secondary Pathway:** Finalize recruitment efforts for 2025 Future Educator Summer Interns and for fall 2025 Future Educator concurrent enrollment courses at Camden and South High Schools

## Begin Implementation of Comprehensive Adult GYO Application and Selection Process

### Progress Summary:

- **Adult Pathways:** On Track; Minneapolis Academy interviews were held from February 24 to March 4, 2025. Minneapolis St. Thomas Teacher Residency interviews took place on February 26, 2025. Teacher Apprenticeship interviews are scheduled for March 20, 2025

<b>Summary: Application &amp; Selection Outcomes for 2025-26</b>		
<b>Adult GYO Pathway</b>	<b>Total Number of Applicants</b>	<b>Preliminary Number of Selected Candidates (as of March 10, 2025)</b>
MPS Academy (MPS-A)	34 total applicants; 44% applicants of color	Final cohort size will be 20; 40% of applicants receiving offer identify as a person of color
MPS-St. Thomas Teacher Residency (MSTR)	48 total applicants; 52% applicants of color	Final cohort size will be 18; 67% of applicants receiving offer identify as a person of color
Teacher Apprenticeships	98 total applicants; 71% applicants of color	Final cohort 1 (Special Education) size is 14; 50% of candidates identify as a person of color  Final cohort 2 (Elementary) size will be 13; cohort will be selected by March 31, 2025

- **Secondary Pathways:** On Track; GYO district staff supported administrators at Camden and South during budget tie-out in order to ensure all students currently enrolled in the Future Educator program can continue to participate in fall 2025. GYO staff are also working with staff at Camden and South as well as staff in Human Resources and Extended Learning to finalize 2025 Summer Internship Program.

Next Steps:

- **Adult Pathways:** We will be hosting the PreK-6 Teacher Apprenticeship Interview and Selection Night on March 20, 2026. Additionally, in the coming weeks we will be selecting Cooperating Teachers and Journey Workers and collaborating with principals to determine GYO participant placement sites for the 2025-26 school year.
  - **Secondary Pathways:** We are currently finalizing recruitment and selection for the 2025 Future Educator Summer Internship Program. Additionally, we are hosting student onboarding meetings at Camden and South High Schools in April to hire selected students into the 2025 Summer Internship Program. Finalizing Future Educator enrollment for fall 2025.
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**Strategy 4.1: Fully implement the climate framework to ensure all district staff, parents, and students feel heard, valued and respected.**

**Relaunch Climate Framework**

Progress Summary: Continuing to provide staff climate training "Climate Framework in Action" both at New Employee Orientation and district professional development days.

Next Steps: Moving to action: Bridging Student Survey results and with actions to positively impact the MPS Climate such as training on "how to improve" climate or implementing the "gender inclusion policy".

**Refine Equity & School Climate Teams (ESCT)**

Progress Summary: Citywide students participated in ESCT meetings using the ORID protocol for data review. ESCT teams are now making decisions on how to positively impact their school climate through the results of the SCSS and the data co-interpretation sessions.

Next Steps: Co-create guidance on common Equity-related concepts for ESCT teams over the summer for fall implementation.

## **Implement a District-Wide Climate Survey**

Progress Summary: Ongoing support for schools to develop action plans based on survey results. Out of 60 sites supported by ESCT 53 have had at least the initial co-interpretation session, 19 have identified strategies to implement and 8 sites have set a follow-up date for checking in on implementing of strategies.

Next Steps: Plan May survey administration.



# Committee of the Whole

3/18/2025

# FY26 Budget

# Topics

- **Review current budget summaries:**
  - Funds 1, 2, 4, 6
- **School allocations:**
  - Predictable staffing model and costs
  - Other investments and costs
- **Review plans for key funding source allocations:**
  - Title I, Achievement and Integration, Compensatory Education, Special Education, English Learner services
- **Department Allocations:**
  - Status update (plan to go into detail at March 25 Finance Committee meeting)
- **Capital plan update**
- **Questions/Discussion**

# Reminders

- Revenues are estimates using the information we have at this time
- Any changes in funding from the state and/or federal level could change revenue:
  - There is a current proposal in Washington to reduce Title I, II, and III funding substantially
  - A pending proposal at the State would potentially impact MPS' compensatory education funding for FY26
- There may be fluctuations during the process--we will provide notice to the Board about any such changes and the reason for the change
  - We will continue to date-stamp budget materials for this reason

# FY26 Fund 1 Budget Overview

**(General Fund)**

(Revised 3/11/2025)

# Overview

- Current fund 1 proposal significantly reduces the structural gap, but does not achieve full balance
- Assuming the same structure and programmatic & staffing models, and continued expense growth without offsetting revenue, budget shortfalls will continue in future years
- We are continuing to monitor state and federal announcements that may impact the budget

# Proposed FY26 Fund 1 Budget Summary: 3/11/2025

	<u>Fund 1</u>
<b>Total Revenue</b>	<b>\$686.75M</b>
School Allocations	\$387.57M
Department Allocations	\$328.81M
<b>Total Proposed Expenditures (3/11)</b>	<b>\$716.38M</b>
<b>Difference</b>	<b>(\$29.63M)</b>
<b>Other Sources/Uses of Funds</b>	
Fund Transfer (Fund 4 Chargeback)	\$0.50M
Assigned and Unassigned Fund Balance*	\$14.50M
FY25 carryover from spending freeze*	\$5.26M
OPEB Trust Reimbursement*	\$8.20M
Vacancy assumption of less than 1% (if needed)*	\$1.16M
<b>Other Sources/(Uses) of Funds</b>	<b>\$29.63M</b>

- Current fund 1 balance sheet as of 3/11/2025 (subject to change as the process continues)
  - Department allocations still in development process, so that figure may yet decrease to further reduce or eliminate the need for any vacancy savings assumption
  - The Other Post-Employment Benefits (OPEB) Trust item is based on a retroactive review of reimbursable general fund expenditures from prior years from a trust and should not be considered as an ongoing revenue stream available in future years
  - Work continues to reduce department budgets with the goal to eliminate the need for vacancy savings
- \* Will be represented as fund balance usage in the budget resolution

# **FY26 Fund 2 Budget Overview**

## **(Food Service)**

Current as of 3/11/2025

# Proposed FY26 Fund 2 Budget Summary: 3/11/2025

	<u>Fund 2</u>
<b>Total Revenue</b>	<b>\$25.02M</b>
School Allocations	\$0.00M
Department Allocations	\$25.02M
<b>Total Proposed Expenditures (3/11)</b>	<b>\$24.59M</b>
<b>Difference</b>	<b>\$0.43M</b>

- Fund 2 is our food service fund (as of 3/11/2025; subject to change as the process continues)
- Fund 2 has received a substantial transfer/subsidy from Fund 1 since the pandemic. A subsidy in FY26 is not fiscally possible.
  - Significant restructuring of small sites in order to have efficiency
  - Most catering functions eliminated
- Fund 2 may carry a fund balance for a limited duration
- Anticipated end-of-year surplus is strictly a representation of inventory on-hand
- Tracking potential negative impacts at the federal level

# **FY26 Fund 4 Budget Overview (Community Education)**

Current as of 3/11/2025

# Proposed FY26 Fund 4 Budget Summary: 3/11/2025

	<u>Fund 4</u>
<b>Total Revenue</b>	<b>\$37.35M</b>
School Allocations	\$1.40M
Department Allocations	<b>\$37.53M</b>
Transfer to Fund 1 (chargeback)	\$0.5M
<b>Total Proposed Expenditures (3/11)</b>	<b>\$39.43M</b>
<b>Difference</b>	<b>(\$2.08M)</b>
<b>Other Sources/Uses of Funds</b>	
Fund balance (ECFE)	\$0.02M
Fund balance (other)	\$2.06M
<b>Other Sources/(Uses) of Funds</b>	<b>\$2.08M</b>

- Fund 4 is community services fund (Community Education and most Early Childhood funding) as of 3/11/2025; subject to change as the process continues)
- Has a combination of state aid, grants, levy, and user fees
- Fund 4 has its own fund balances that are restricted

# FY26 Fund 6 Budget Overview

(Capital Fund)

(Revised 3/11/2025)

# Proposed FY26 Fund 6 Budget Summary: 3/11/2025

	<u>Fund 6</u>
<b>Total Revenue</b>	<b>\$156,457,825</b>
Department Allocations	\$156,457,825
<b>Total Proposed Expenditures (3/11)</b>	<b>\$156,457,825</b>
<b>Difference</b>	<b>(\$0.0M)</b>

- Fund 6 is the capital fund (current as of 3/11/2025; subject to change as the process continues)
- Includes all construction projects and activities under the Long Term Facilities Maintenance program
- Recommended capital plan will be presented at April Committee of the Whole and Finance Committee meetings
  - Current list of active and planned construction projects available on our website
- Also includes certain capitalized assets, such as yellow school buses

# School Allocations Methodology and Costing

Current as of 3/11/2025

# Key Example Components of School Allocations

<b>Classroom staffing</b>	Determined by ratios based on class size targets, with funding allocated on a per pupil basis generated by student enrollment and grade level
<b>Predictable staffing</b>	Ensures equity across programs and is based on factors such as staffing ratios, state recommendations, collective bargaining agreements, and specific program needs (examples: principal, office staff, social worker, supplies, etc.)
<b>Other allocations</b>	Compensatory Education, Title I, Achievement and Integration funding
<b>Special Education staffing</b>	Formula includes staffing ratios that align to state recommendations and the MPS collective bargaining contract for the various programs.
<b>English Learner staffing</b>	Formula includes staffing ratio that takes into consideration the number and language levels of English Learners at the site
<b>High 5 (Preschool)</b>	Number of classrooms and locations are based on State Scholarship, Voluntary Pre K (VPK) and Title eligibility. Allocations include teacher, specialist prep, and associate educator.
<b>IB/College Credit Programs</b>	Allocation of support is based on size of the school for both IB and college credit programming (e.g., AP). IB coordination and training is also allocated to PYP schools (3) and all middle schools.

# Equity in School Allocations

Base support	Additional support
<p><b>All MPS students receive a base level of support</b>, known as predictable staffing, the level of which is determined by the number of students in a school</p>	<p><b>Equity and student need considerations layer additional funding for certain schools through their school allocation</b> (Title I, Compensatory Education, Achievement and Integration funds, and English Learner and Special Education staffing)</p>

# School Allocations Summary (Fund 1 Only)

Expense Type	FY25 Budget (Approved)	FY26 (Projected)	FY26 Budget (Proposed)
School Allocations	\$366.90 million	\$374.25 million	\$387.57 million*

\*Current as of 3/11/2025

# School Allocations Highlights

## Improve student academic outcomes, especially on literacy and math:

- ✓ Continues Intervention programs at Title I schools
- ✓ Continues funding of and focus on UFLI
- ✓ Library media specialist funding continues

## Ensure class sizes adhere to the allocated and approved ratios:

- ✓ Changes enrollment practices to prioritize class sizes by ensuring classes do not go above budgeted cap and there are no splits in k-2
- ✓ Class size prioritized

# School Allocations Highlights

## Fund a **holistic set of programmatic and academic offerings:**

- ✓ Continued dual language programs, magnet schools, 5th grade instrumental music, and Advanced Learner programming

## A comprehensive system of supporting student **mental health and well-being:**

- ✓ Use of restricted funds to help maintain mental health supports

## **Fiscal and programmatic equity:**

- ✓ Expands the number of Title I schools and increases the amount of Title I per pupil funding

# School Allocations Highlights

## Minimize the impact on students, classrooms, and schools:

- ✓ While funding for some school-based programs may have declined slightly given available resources, there are no complete eliminations proposed to student-facing programs in school allocations
- ✓ Includes an overall increased allocation to schools and an overall decreased allocation to departments

# How Classroom and Specialist Allocations Work

- **Class Size Allocation** – Based on contractual class size numbers and number of students qualifying for educational benefits; class size limits vary by grade band to support student learning.
- **Compensatory Education and Title II** – Allocation given to schools based on need. Some funding used to reduce class size.
- **Referendum Dollars** – Local voter-approved funding supplements state and federal dollars to support lower class sizes, specialists, and enrichment programs.
- **Specialist Funding** – Art, music, PE, special education, and interventionists are funded through a mix of state formula, local referendum, and categorical grants (e.g., Title I, special education). Schools receive a .2 specialist FTE for each 1.0 classroom teacher.

# Classroom Teacher and Prep Allocation

**Aligned to the work of core instruction and the board's values and priorities, more than 30% of the school allocations is dedicated to classroom teachers and specialist time**

- Prioritize small class size
- No splits in grades K-2
- Minimize splits in grades 3-5 where fiscally possible
- Prioritize varied offerings where fiscally possible
- Leverage CTE courses during high school master scheduling

# Class Sizes

Grade	<70% of Students on Free or Reduced Meals			>70% of Students on Free or Reduced Meals		
	Contract Cap	Budget Target	Placement Target	Contract Cap	Budget Target	Placement Target
K	27	27	27	22	22	22
1	28	27	27	22	22	22
2	28	28	28	22	22	22
3	34	29	29	25	25	25
4	36	31	31	30	28	28
5	36	31	31	30	28	28
6	42	35	35	40	32	32
7	42	35	35	40	32	32
8	42	35	35	40	32	32
9-12	44	36	36	40	36	36

**Contract Cap:** The maximum number of students that can be enrolled in a class at any given time per the district's collective bargaining agreement (section 12.4.6) with the Minneapolis Federation of Teachers.

**Budget Target:** The targeted class size used for budgeting purposes. A lower class size results in a higher budget allocation to the school.

**Placement Target:** The number of students that placement will attempt to place in a class.

**FRL:** The percentage of students who qualify for free or reduced lunch based on current year's October 1 count.

# Classroom and Specialist Teacher Costing (3/11/2025)

<b>Funding Source</b>	<b>Amount</b>
Referendum	\$70,450,514
Referendum Fund Balance	\$13,000,000
Site Compensatory (certain elementary schools only)	\$2,239,373
Title II	\$800,457
General Fund	\$50,106,760

# Predictable Staffing School Tiers

Predictable staffing ensures that each and every school has sufficient supports to operate the building and serve the schools' students and families

<b>Tiers</b>	<b>Elementary</b>	<b>Middle School</b>	<b>High School</b>
Small	249 and below	399 and below	499 and below
Medium	250-649	400-759	500-999
Large	650+	800+	1,000+

Schools receive different allocations of resources based on their school type and size

# Predictable Staffing in Schools

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
Health Service Assistant	All Schools	32.75 hours

# Predictable Staffing in Schools

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

# Predictable Staffing in Schools

Item	School Type	Requirement/Allocation
Principal Discretion	All Schools	5 AE hours per 100 students (no less than 37.5 hours per school)

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

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

# Predictable Staffing in Schools

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

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

# Predictable Staffing Costing (3/11/2025)

Predictable Staffing Area	Amount
Principals and assistant principals	\$22,998,432
School secretaries, office assistants, and health services assistants	\$7,371,542
Security monitors and transportation coordinator time	\$1,025,274
Counselors and social workers*	\$6,150,113
Supplies	\$1,434,300
Discretionary (minimum AE staffing required)	\$4,147,095

\*Partially funded by compensatory education funding. Also, does not represent the full investment in school social workers (SSW) as some SSW time is funded by Special Education, which is represented on another slide

# Other Programs Costing (1 of 2) (3/11/2025)

<b>School Allocation Area Funding</b>	<b>Amount</b>
School-determined Compensatory Education funding	\$37,861,114
Title I (Basic and Family Involvement)*	\$9,976,580
Title I intervention program*	\$6,991,940
Achievement and Integration*	\$3,729,683
English Learner services*	\$21,738,597
Early Childhood (funds 1 and 4)	\$8,941,355
Special Education*	\$101,518,859

\*Will be covered in further details in following slides.

# Other Programs Costing (2 of 2) (3/11/2025)

Fund/Program	Amount
Library Media Specialists	\$4,008,143
IB, Advanced Academics, Gifted and Talented	\$5,233,488
5th Grade Instrumental Music	\$1,405,564
Language Line	\$354,000
AVID	\$1,214,979

# School Positions Funded and Provided via Department Allocations

Position*	School Type	Allocation
School nurses	All Schools	As determined by the Nursing/Health Services department
School psychologists	All Schools	As determined by Special Education
Food Service Staff	All Schools	As determined by the Culinary & Wellness Services department
Custodians	All Schools	As determined by the Facilities Maintenance & Operations department

\*Costing of these functions will be covered in the department allocation presentation at the 3/25/2025 Finance Committee meeting

# School Allocations Next Steps

- Schools completed their BTO last week
- Reviews in process by Finance, Special Education, Title, Grants, and Human Resources
- Interview and Select for MFT licensed staff process begins on April 14th

# Achievement and Integration

# Achievement and Integration Overview

## 124D.861 ACHIEVEMENT AND INTEGRATION FOR MINNESOTA.

Subdivision 1. **Program to close the academic achievement and opportunity gap; revenue uses.**

(a) The "Achievement and Integration for Minnesota" program is established to pursue racial and economic integration and increase student academic achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota Public Schools.

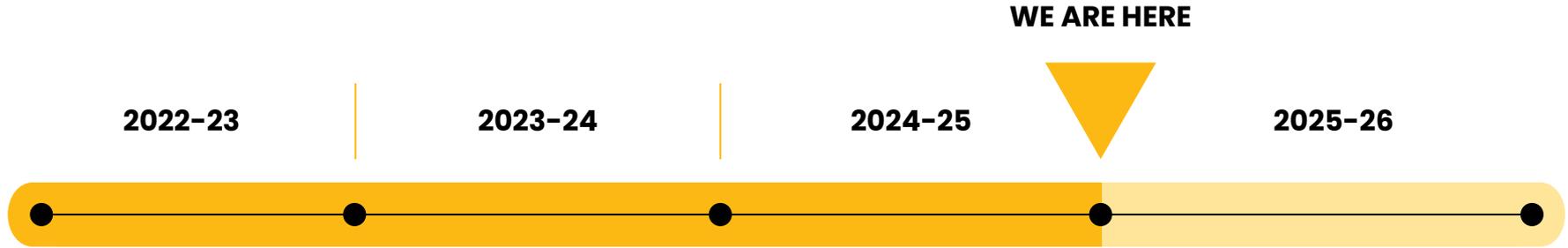


# Funding Requirements

## ALLOWABLE FUNDING USES

- Strategies directly in the approved Achievement and Integration Plan
- Types of programs approved in statute include:
  - Integrated learning environments
  - Family engagement initiatives
  - Rigorous career and college programs
  - Professional development
  - Recruitment and retention of diverse staff
  - Equitable access to effective and diverse teachers
- 80% direct student services, >no more than 20% professional development, >10% admin

# Plan Timeline



Plan Development Year	Year 1 of 2023–2026 A & I Plan	Year 2 of 2023–2026 A & I Plan	Year 3 and Comprehensive Needs Assessment
Achievement and Integration Plan developed based on Comprehensive Needs Assessment	Funding adjustments can be made in support of the plan goals	Funding adjustments can be made in support of the plan goals	Evaluation of programs and needs assessment conducted to develop next plan

# 2025–2026 A&I Allocations

Plan funding from MDE: \$13 million



GOAL 1	GOAL 2	GOAL 3	GOAL 4	GOAL 5	GOAL 6
Magnet Schools	Reducing disparities in academic achievement	College and Career Readiness CTE/Higher ED	Student Equity & Voice	Equity and Climate - System Support, Change & Practices	Racially Identifiable Schools (RIS)

# Funded Activities by Goal

<b>Goal 1</b>	Magnet Schools: Site based allocations to align and ensure magnet curriculum, residencies, and experiences incorporate SEL. Magnet transportation.
<b>Goal 2</b>	Reducing disparities in academic achievement: Prioritize K-8 RIS sites support: Increase teacher and ESP training opportunities in literacy, math and equity.
<b>Goal 3</b>	College and Career Readiness: Early college and career readiness, CTE courses, transportation, and mentorship including summer programming.
<b>Goal 4</b>	Student Equity and Voice: Focus groups, listening sessions, student leadership, and collaboration with family and community engagement.
<b>Goal 5</b>	Equity and Climate: System Support, Change & Practices.
<b>Goal 6</b>	Racially Identifiable Schools (RIS): Schools choose 1 FTE based on area of need (Core Teacher, Family Coordinator, Language Development).

# Title I

# Title I

- Title I is a federal program that provides extra funding to schools and districts to help students who may need additional academic support.
- For the 2025-2026 school year, all schools with 35% or more of their students qualifying for educational benefits (formerly free and reduced lunch) will receive school allocations of \$652 per student who qualifies. This is an increase from the 2024-2025 per student allocation of \$500.
- In addition to providing schools with their per student allocation, MPS will continue to fund interventionists at Title sites. These staff allocations will be equitably distributed based on student academic need in Title schools.

# Title I

<b>Funded Area (allocations via departments noted)</b>	<b>Amount</b>
School-level activities (must be used to fund allowable expenses)	\$9,737,620
School family involvement	\$238,960
Intervention program	\$6,991,940
Preschool	\$5,818,828
Accounting and Title I Office support (department)	\$227,145
Support for students experiencing homelessness (department)	\$657,173
Required non-public school share (department)	\$3,999,000
Contract alternatives share including family involvement (department)	\$247,780

# Compensatory Education Revenue

# Overview

- Compensatory Education (Comp. Ed.) revenue must be used to “meet the educational needs of students who enroll under-prepared and whose progress toward meeting state or local content or performance standards is below the appropriate level for their age” ([Minnesota Statutes Section 126C.15 subd. 1](#)).
- Comp. Ed. funds are intended for supplemental instruction for under-prepared students. This can include remedial instruction, additional classroom staff to reduce class sizes, parental involvement, and student support.
- For non-instructional student support (such as counseling, psychology, and social work), Comp. Ed. can be used to provide additional staff and services, but not for supplies or equipment.
- 80% of comp ed revenue must be used at the site that generated it.
- A full list of permissible uses can be found in [statute here](#).
- A pending proposal at the State would potentially impact MPS’ compensatory education funding for FY26.

# Overview

<b>Funded Areas (all in school allocations unless noted)</b>	<b>Amount</b>
Direct school allocation (80% of funds generated by the site)	\$37,861,114
Portion used for class size	\$2,239,373
Funding for counselors, social workers, and English Learner supports	\$12,613,535
Contract alternatives share (budgeted in department allocations)	\$1,870,870

# Special Education: School Allocations

# Overview

- **Special Education services in public school districts are funded with the following:**
  - State aid
  - Federal aid
  - Third-Party Billing revenue
  - State and local general revenue (provides the major share of funding)
- **State aid is the most nuanced and is based on a combination of formula types:**
  - Percentage reimbursement
  - Census-based (per pupil identified)
  - Student weights, with an adjustment made, for students with IEPs who are served outside of the student's district of residence

# Overview (con't.)

## Other Sources of Funding:

- Access to Career and Technical Education for students with disabilities (ACTE-SPED)
- Early Childhood Home-based Travel Aid
- Out-of-State Tuition (for students placed in out-of-state care and treatment facilities)
- Tuition (Court-Placed Special Education Revenue who are Non-Residents of Minnesota)
- Full State Payment (Wards of the State)

# Maintenance of Effort (MOE)

- Requires district who receive federal funds to demonstrate that the local level of funding for a particular program remains constant from year to year
- Federal funds supplement state and local funds - they do not supplant
- Two required MOE levels for budgeting and spending - Eligibility (budgeting) and Spending (compliance)
- Failure to meet MOE requirements may result in losing federal funding, a reduction in the amount the district would receive, or a repayment of funds
- Going **OVER** the amount spent the previous year would result in meeting MOE requirements. However, that would become the **new baseline** and the district would be required to spend that new amount every year

**Example:**

MOE one year ago	Actual Expenditures	New MOE	Current Budget Forecast	New MOE
\$100,000,000	\$110,000,000	\$110,000,000	\$130,000,000	\$130,000,000

NOTE: This example is not reflective of MPS, it is just an example to illustrate how MOE works.

# Special Education Funding in School Allocations

<b>Funded Area</b>	<b>Amount</b>
Citywide – Federal Setting III*	\$76,301,097
Federal Funding (supplements local funding)	\$2,474,597
Special Education Resource Teacher (SERTS)/3rd Party Billing**	\$4,280,247
SERTS – Federal Setting I and II teachers	\$18,462,918

\*Federal Setting refers to the percentage of time a student spends receiving special education services.

\*\*Third party billing is revenue we recoup from related service providers.

# Special Education School Allocation Methodology

<b>Federal Setting I &amp; II</b> Less than 60% of the day receiving direct special education instruction	<b>Federal Setting III</b> 60–99% of the day receiving direct special education instruction	<b>Federal Setting IV</b> 100% of the day receiving direct special education instruction
Elementary: <ul style="list-style-type: none"><li>• 1 teacher + 1 SEA for 22 students</li></ul> Secondary: <ul style="list-style-type: none"><li>• 1 teacher for 22 students</li></ul>	All Designations, All Levels: <ul style="list-style-type: none"><li>• 1 teacher + 2 SEA for 10 students</li></ul>	All Designations, All Levels: <ul style="list-style-type: none"><li>• 1 teacher + 2 SEAs per 6 students</li></ul>

# English Learner Services: School Allocations

# English Learner Allocations

- English Learner (EL) funding allocated based on per pupil count of identified EL students with seven (7) years or less in the program (ADM)
- Current and FY 2026: \$1,228 X total EL ADM, and \$436 X EL pupil units (concentration funding for districts that have a high percentage of EL learners)
- For FY 2027 – increase to \$1,775 x total EL ADM, and \$630 x EL pupil units; also will receive 25% EL Cross Subsidy Aid Reduction based on second prior year qualifying services
- Districts receive 0.6 EL funding for early learners identified as EL learners

Funding in School Allocations	Amount
English Learner services	\$21,738,597

# Department Allocations

# Department Overview

- Primary focus has been on supporting schools and their allocations
- Additional department reductions have been identified to balance the budget since the 2/25/2025 Finance Committee Meeting and the figures have been updated accordingly
- Department leaders are finalizing budgets proposals and a detailed report is planned for the 3/25/2025 Finance Committee meeting
- The next few slides provide a current status of department budgets

# Department Allocations Summary (Fund 1 Only)

<b>Expense Type</b>	<b>FY25 Budget (Approved)</b>	<b>FY26 (Projected)</b>	<b>FY26 Budget (Proposed)</b>
Department Allocations	\$343.57 million	\$379.71 million	\$328.81 million*

\*Current as of 3/11/2025

# Reminder: What Department Allocations Fund

## Central Office Services and Functions

- Academic content experts
- School Board
- Human resources, operations, finance, information technology, communications staff
- Utilities, insurance, pension contributions
- Superintendent and district leadership
- School and student support services, research, evaluation & assessment staff
- Equity, engagement, and other school support programming staff
- Legal services
- Maintenance

## School Activities Funded by Departments

- Custodians
- Curriculum and materials
- Food Service
- Transportation
- Nursing
- AVID tutors
- Athletics
- Student technology & online learning subscriptions
- Some Special Education service staff

**All of these expenses are included in the Department Allocations**

# Department Allocations by Division (Fund 1 Only)

Division	Current Proposed FY26 Allocation
School Board	\$0.61 million
Office of the Superintendent	\$5.38 million
Office of the Deputy Superintendent	\$87.00 million
Division of Academics	\$54.61 million
Division of Finance	\$8.07 million
Division of Human Resources	\$20.75 million
Division of Operations	\$150.83 million
Office of the General Counsel	\$1.53 million

- Current as of 3/11/2025; subject to change as the process to identify further reductions continues
- The figures are sorted to consider organizational changes for budgetary and/or alignment reasons
- Figures represent Fund 1 (General Fund) only

# Department Allocations by Division (Funds 2, 4, & 6)

Division	Current Proposed FY26 Allocation
School Board	\$0.0 million
Office of the Superintendent	\$0.0 million
Office of the Deputy Superintendent	\$0.0 million
Division of Academics	\$37.53 million
Division of Finance	\$0.2 million
Division of Human Resources	\$0.0 million
Division of Operations	\$181.20 million
Office of the General Counsel	\$0.0 million

- Figures represent:
  - Fund 2 (Food Service)
  - Fund 4 (Community Service)
  - Fund 6 (Capital)
- Current as of 3/11/2025; subject to change as the process continues

# FY26 Capital Plan Update

# What is the Capital Plan?

- Identifies and prioritizes needs of the built environment in order to further the mission of the school district
  - Deferred maintenance & replacement of existing systems
  - Capital improvements
- Establishes project timelines
- Identifies funding sources and financing options
- Living document that is reviewed and updated annually
- Aligned with strategic plan

## MPS' Portfolio of Facilities

- 73 buildings in the District
- 8.3 million square feet
- 436 acres of property
- Average age of all buildings is 68
- 15 buildings over 100 years old

If you were to build all of MPS' buildings today it would cost:

**~\$4.3 Billion**



# Next Steps and Timeline

# What's next?

- Proposals for school budgets are being reviewed
- Proposals for department budgets are being finalized
- Districtwide and school-level reports are being prepared based on feedback shared from the Caregiver Priorities Survey (Note: Staff have had access to a live report to inform budget decisions throughout the process)
- Plan to walk-through department budgets at the 3/25 Finance Committee meeting
- Continue to monitor state and federal announcements that may impact the MPS budget and respond accordingly

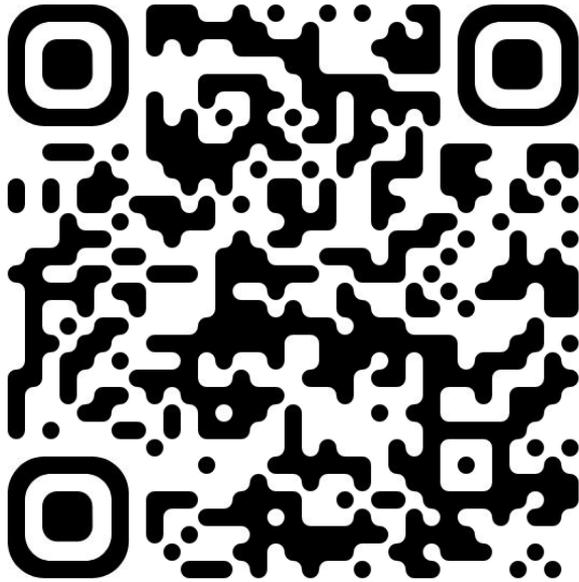
# Finance Committee & Committee of the Whole Schedule and Plan

<b>February 4</b>	Finance Committee	<ul style="list-style-type: none"> <li>Process overview</li> <li>Review operating assumptions, guiding principles, board priorities and values, and schedule and plan</li> </ul>
<b>February 18</b>	Committee of the Whole	<ul style="list-style-type: none"> <li>Budget shortfall closure plan</li> <li>Department and school allocations</li> </ul>
<b>February 25</b>	Finance Committee	<ul style="list-style-type: none"> <li>Review proposed school and department allocations</li> </ul>
<b>March 18</b>	Committee of the Whole	<ul style="list-style-type: none"> <li>Review post-BTO school and department allocations</li> </ul>
<b>March 25</b>	Finance Committee	<ul style="list-style-type: none"> <li>Review post-BTO school and department allocations</li> <li>Review capital plan</li> </ul>
<b>April 18</b>	Committee of the Whole	<ul style="list-style-type: none"> <li>Review comprehensive budget proposal</li> <li>Review capital plan</li> </ul>
<b>April 29</b>	Finance Committee	<ul style="list-style-type: none"> <li>Final review and referral of proposed budget and capital plan to the full board</li> </ul>

# Regular Business Meeting Schedule and Plan

<b>February 11</b>	<ul style="list-style-type: none"><li>• Budget development process update</li></ul>
<b>March 11</b>	<ul style="list-style-type: none"><li>• Budget development process update</li></ul>
<b>April 15</b>	<ul style="list-style-type: none"><li>• Budget development process update</li></ul>
<b>May 13</b>	<ul style="list-style-type: none"><li>• First reading</li><li>• Receive proposed budget and capital plan</li></ul>
<b>June 10</b>	<ul style="list-style-type: none"><li>• Budget and capital plan approval</li></ul>

# Stay Updated



[bit.ly/mpsbudget26](https://bit.ly/mpsbudget26)

- Visit our FY26 budget webpage
- Read our newsletters: Family Update, MPS Insider and our Community Newsletter
- Attend Finance Committee and Committee of the Whole meetings
- For questions about school allocations, reach out to principal
- Email [answers@mpls.k12.mn.us](mailto:answers@mpls.k12.mn.us)

# Questions/Discussion

# Appendix

# Review Budget Values and Priorities

# FY26 Budget Considerations Review

## Students at the center

- Board values and priorities
- Core operations
- Strategic plan
- Equity considerations



# Board Budget Values and Priorities: What We Will Offer

- 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**
- 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
- 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**

# Board Budget Values and Priorities: How We Will Get There

- **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
- Recognize 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)

# Additional Administrative Priorities

- Focus on **core functions and operations**
- Ensure **compliance functions** can be fulfilled (items required by law, policy, and contracts)
- Provide adequate **support to schools and staff**
- Positioned to continue progress on the **strategic plan** goals

# Resource: School Finance in Minnesota



English



Spanish



Somali

Scan the QR Code to watch the video to learn how School Finance works in Minnesota. If you need access to the content in a different language please email [engagement@mpls.k12.mn.us](mailto:engagement@mpls.k12.mn.us).

Video Source: Minnesota Association of School Business Officials

# Resources

- [FY26 Budget Website](#)
- [Caregiver priorities survey](#)
- [Board Budget Priorities and Values Resolution](#)

# Process Overview

Key Milestones	Ongoing Activities
<ul style="list-style-type: none"><li>✓ Revenue projected</li><li>✓ Expenses projected (status quo model)</li><li>✓ Values and priorities set by board</li><li>✓ Develop a balanced budget using board budget values and priorities</li><li>✓ Department and school allocations proposed<ul style="list-style-type: none"><li>● Presentation of comprehensive budget</li><li>● Board review</li><li>● Board approval</li></ul></li></ul>	<ul style="list-style-type: none"><li>● Share updates with stakeholders via website and family update</li><li>● Gather community input<ul style="list-style-type: none"><li>○ Caregiver survey</li><li>○ School-specific feedback through site council and other methods</li></ul></li><li>● Updates to finance committee and board</li><li>● Direction from finance committee and board</li></ul>

# Key Deliverables to Finance Committee and School Board

1. Report of fiscal and other budget inputs and assumptions used in budget development process
2. Proposed department allocations and corresponding expenditure plans
3. Proposed school allocations with key budget parameters provided to schools to ensure alignment with board priorities and values
4. Crosswalk of proposed budget to board priorities and values
5. Equity considerations report of proposed budget
6. Comprehensive budget proposal in form of Budget Book
7. FY26 capital plan and budget resolution
8. FY26 budget resolution

# FY26 Budget Timeline Overview

Schools receive budget allocations  
and engage with stakeholders

## Dec-Feb

Board sets priorities. Develop  
school and department budgets

## March

Budget tie-out  
closes & budget review

## April

Budget review

## May

First reading  
of budget

## June

Approval of  
the budget