



Superintendent's Report

Regular Business Meeting

May 12, 2026

Superintendent's Update

Superintendent Dr. Lisa Sayles-Adams



Future Home For

Anishinabe Academy

Project Charter –
Gate Check A
May 12, 2026

Foundation

Board Resolution Timeline

June 11, 2024

Resolution No. 2024-0028 Advisory Committee responsible for making a recommendation to the Board about a dedicated future home for the Anishinabe Academy program.

March 11, 2025

Anishinabe Academy Advisory Committee Presentation to the Board.

May 13, 2025

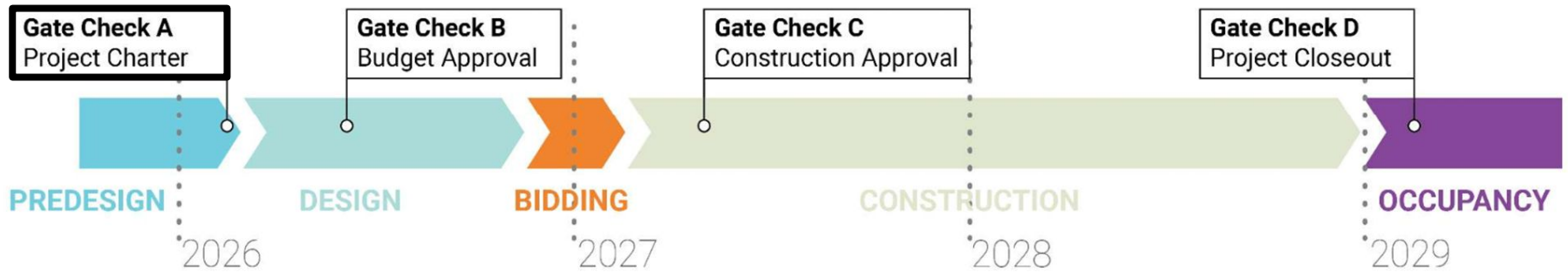
Resolution No. 2025-0030 directing the Superintendent to further explore and begin to implement the recommendation of the Anishinabe Academy Facility Committee.

Anishinabe Academy Proposed Process

Phase Gate #	Phase Title	Form of Board Action	Approval of:
	Scoping / Prioritization	Resolution	Initial exploration, stakeholder engagement, design
A	Charter	Resolution	Project scope, rough order of magnitude cost
B	Budget Approval	Resolution	Final budget, funding structure, direction to proceed to bidding
C	Construction Award	Contract approvals	Construction contracts
D	Project Closeout	Acceptance of report(s)	Final summary report on project delivery



Pre-Design: Timeline



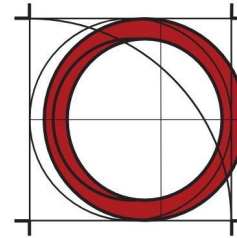
This schedule guides the design team

Recommendation March 11, 2025 + Team

Recommendation:

- Construct a **purpose-built PK-8 school building**
- Preferred site: **Former Cooper Elementary location**
- Open to **alternative sites** if available and approved by the committee

Team:



Full Circle
Indigenous Planning + Design

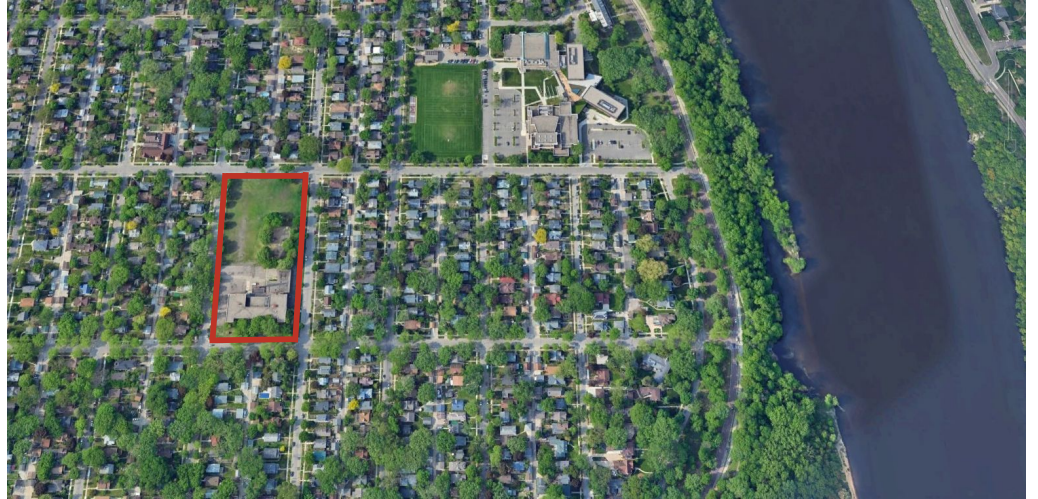
Cunningham



Pre-Design: Scope

The pre-design scope included studying 4 options:

1. PK-5 New Construction
2. PK-8 New Construction
3. PK-5 Renovation + Addition
4. PK-8 Renovation + Addition



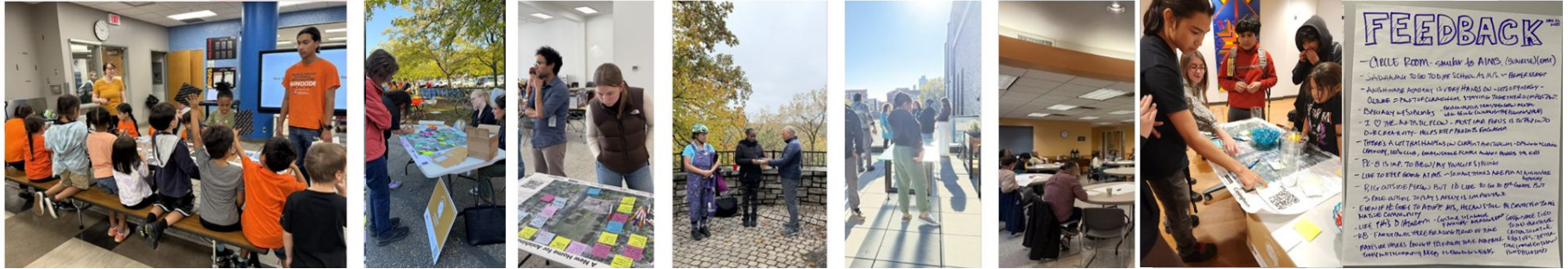
The Design Story

Steering Committee



The Steering Committee met 6 times throughout the course of the pre-design, including touring St. Paul Public Schools American Indian Magnet School and Red Lake Nation Community College.

Pre-design Engagement:



Over the course of the pre-design process, the design team hosted or attended 12 events and engaged approximately: 220 students, 30 staff, and more than 120 community leaders, current & former parents, & Longfellow neighbors.

What we Learned from Students



“PK–8 is important to be with my younger siblings.”

- Students envisioned a BIG school with more room to **move, play, create, and express Native pride.**
- Deep enthusiasm for **nature-based spaces**, including gardens with berries and flowers, areas to care for animals, treehouses, hammocks, water, stars, and safe outdoor places to learn and imagine.
- Consistent support for PK–8.

What we Learned from Teachers



"I would like to see our families claim ownership of this school and not be afraid to come to school."

- A school that's **rooted in culture and the natural world**, that **honors Indigenous Identity**.
- **Functional and flexible learning environments**.
- **Strong indoor–outdoor connections**.
- Strong interest in moving away from the colonial character of the existing building toward a **design rooted in place and culture**.

What we Learned from Native American Community



“As our community has made do, how can our community inhabit Cooper?”

- **Beautiful, durable, 100-year school** where Indigenous children feel cherished, seen, and deeply connected to culture and community.
- Environment supportive of **land-based, experiential, and intergenerational learning**, supported by spaces for healing, ceremony, behavioral health, and **community partnerships**.
- Consistent support for PK-8.

What we Learned from Longfellow Neighbors



"I miss it when it was a school, to hear the kids playing."

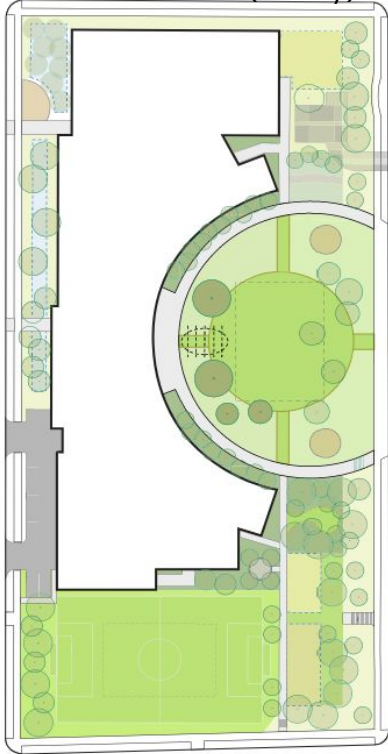
- Enthusiasm for **reactivating the site for a school.**
- **Desire to: preserve green space, play soccer, use playground, and invite community use.**
- **Understanding that the existing building does not reflect Indigenous Culture.** Strong desire for tours and to salvage portions of existing building if demolished.

Design Objectives

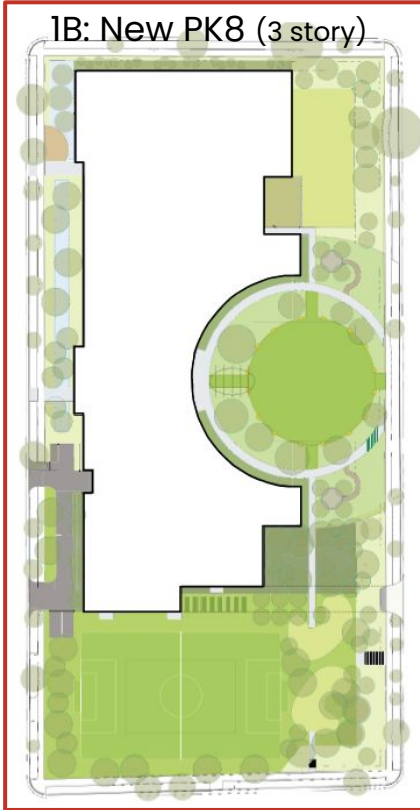
- Foster a culturally immersive learning environment in built form
- Create spaces that support specific cultural learning activities and ceremony
- Create a welcoming environment rooted in cultural identity
- Utilize art to foster place making and cultural expression
- Create spaces that honor Indigenous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

Conceptual Design Studies

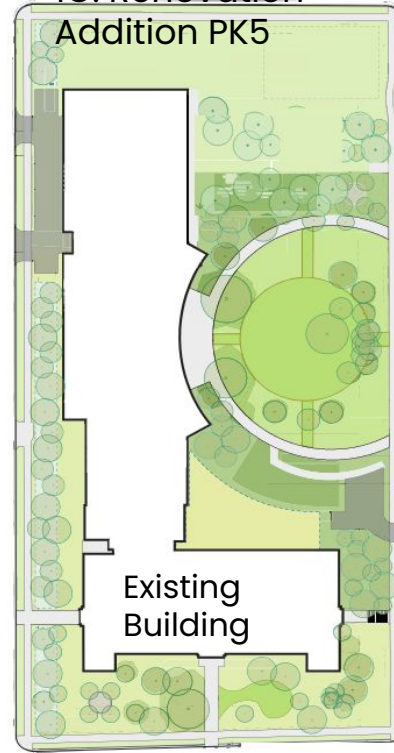
1A: New PK5 (2 story)



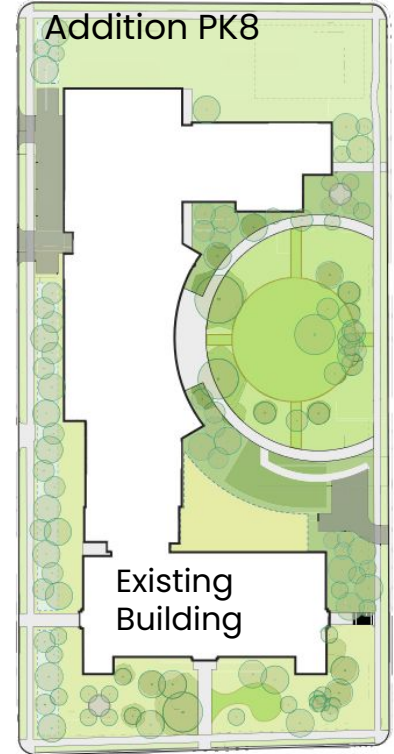
1B: New PK8 (3 story)



1C: Renovation +
Addition PK5



1D: Renovation +
Addition PK8



Conceptual Design



Concept 1A: New PK5



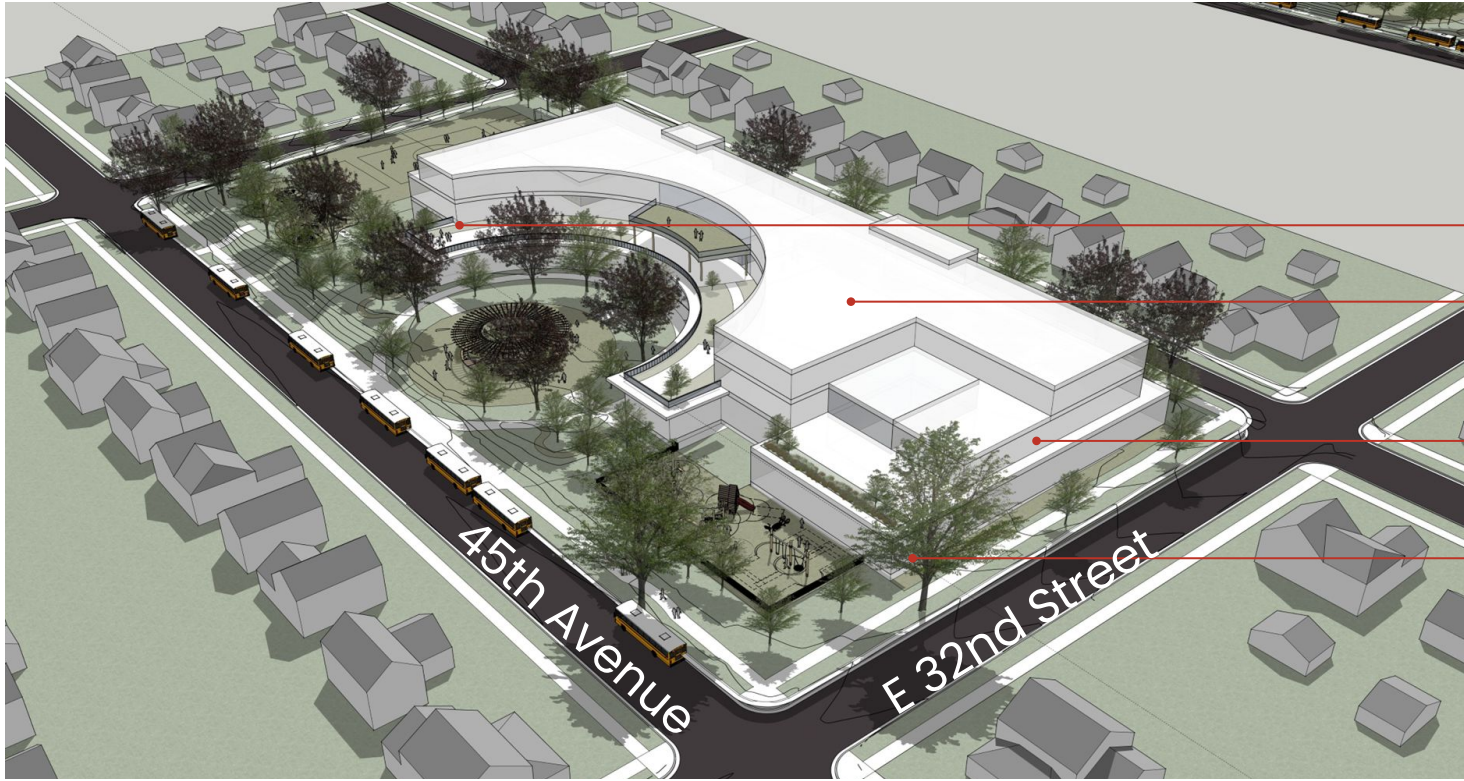
Concept 1B: New PK8



Conceptual Design



Conceptual Design



Partners

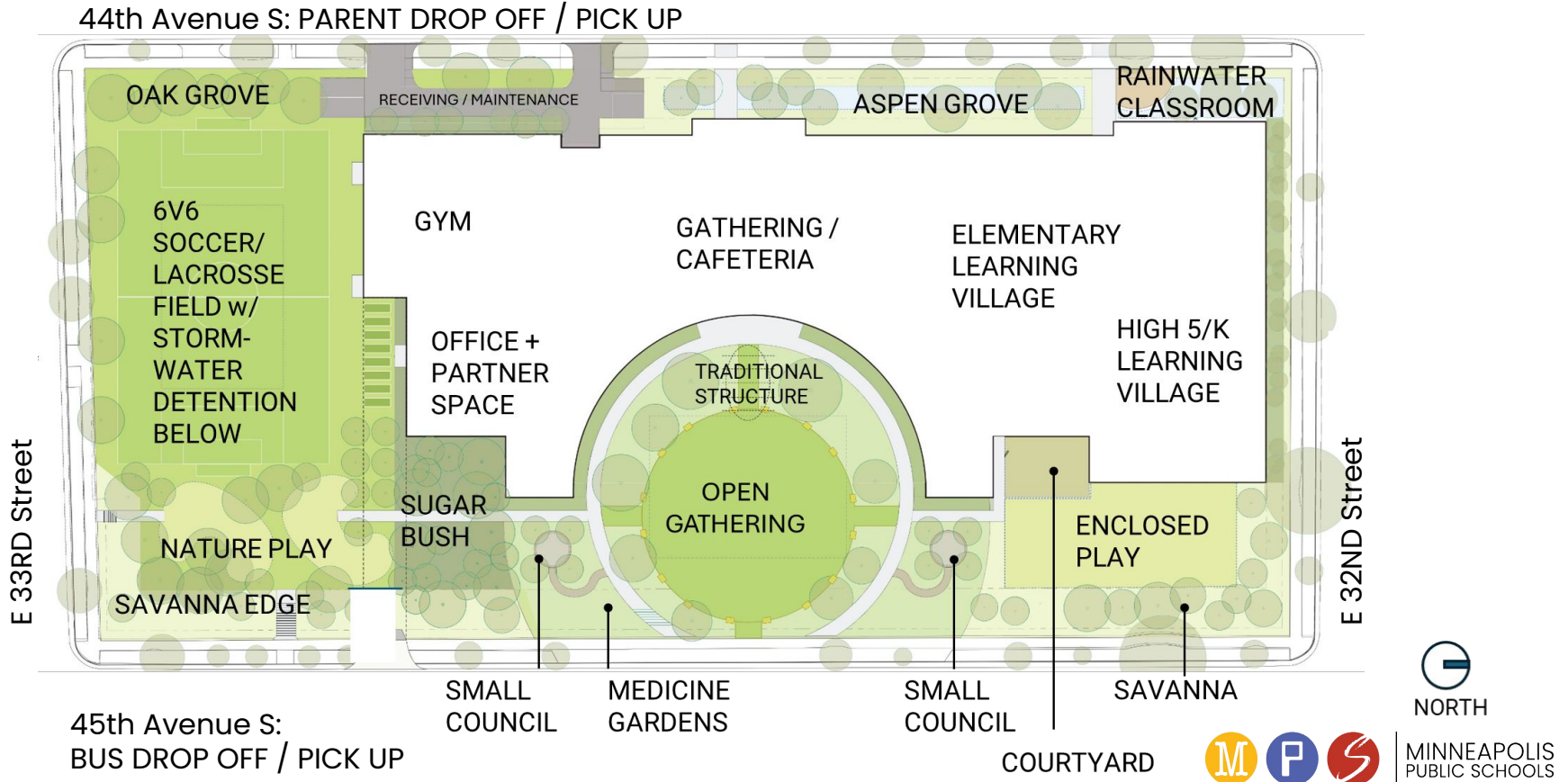
Grades
6-8

Grades
3-5

Grades
PK-2



Conceptual Design



Conceptual Design



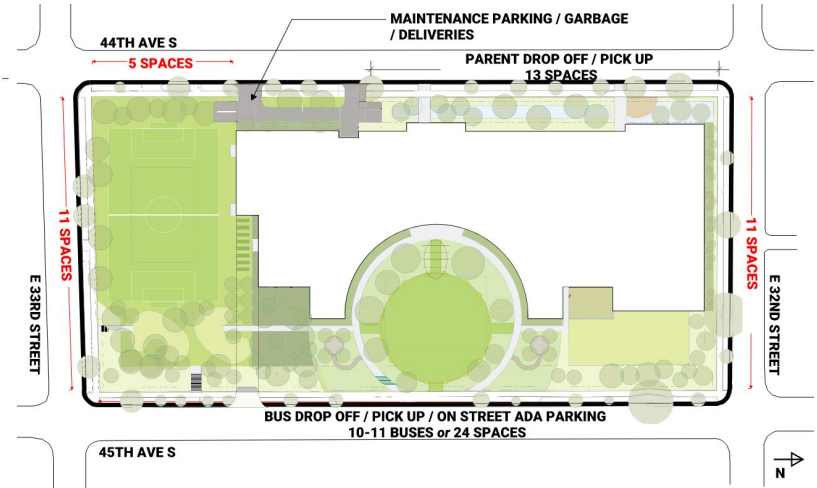
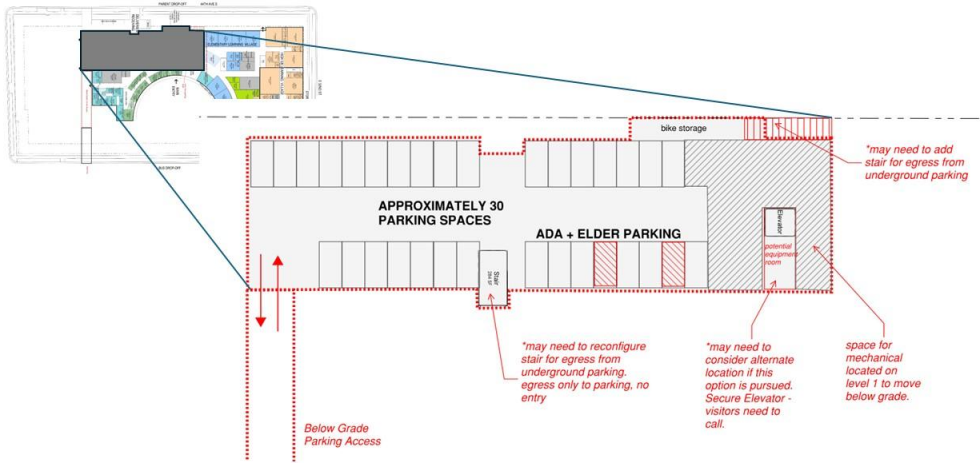
Concept 1A: New PK5



Concept 1B: New PK8



Parking Studies: Underground + On Street



- Parking remains an area of continued study.
- Underground parking adds \$3M – \$5M of potential cost

Next Steps

Concepts

	PK – 5	PK – 8
New Construct.	<p>PK-5 NEW CONSTRUCT. – Concept 1A ELEM. SCHOOL – 3 sections per grade MIDDLE SCHOOL – N/A STUDENT CAPACITY – 475 students TOTAL SF – 92,000sf</p> <p>COST RANGE – \$72M – \$80M</p>	<p>PK-8 NEW CONSTRUCT. – Concept 1B ELEM. SCHOOL – 3 sections per grade MIDDLE SCHOOL – Yes STUDENT CAPACITY – 650-700 students TOTAL SF – 128,200sf</p> <p>COST RANGE – \$90M – \$105M</p>
Reno + Add.	<p>PK-5 RENO + ADD – Concept 2A ELEM. SCHOOL – 3 sections per grade MIDDLE SCHOOL – N/A STUDENT CAPACITY – 475 students TOTAL SF – 92,000sf</p> <p>COST RANGE – \$63M – \$70M</p>	<p>PK-5 RENO + ADD – Concept 2A ELEM. SCHOOL – 3 sections per grade MIDDLE SCHOOL – Yes STUDENT CAPACITY – 650-700 students TOTAL SF – 128,200sf</p> <p>COST RANGE – \$77M – \$85M</p>



Concept 1A: New PK – 5 (2 stories)



Concept 1B: New PK – 8 (3 stories)

Anishinabe Academy Facility Committee Feedback

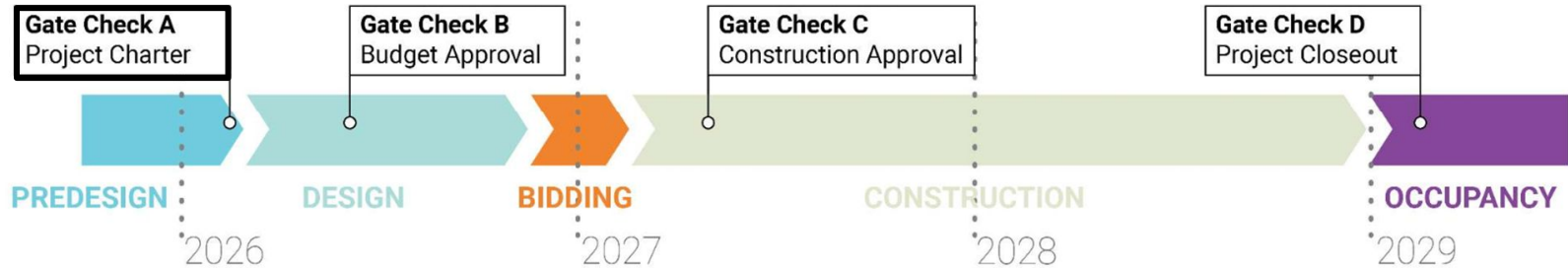
The Anishinabe Academy Facility Committee (comprised of parents, staff, and community members) would like the Board to know that they believe:

- That the community is aligned with having the school serve grades PreK – 8 (Concept 1B)
- An investment in the built home for Anishinabe Academy is urgent and important and represents an important statement of belief in the school and the American Indian community at large
- The work should proceed forward as quickly as possible so as not to continue to defer the vision for the program

“...we ask that MPS finally build the school our students deserve—one our community can rally behind.”

Schedule

Approval to Proceed to Gate Check B by:	Possible School Occupancy	Impact of Inflation
May / June 2026	School Year 2028 - 2029	Included in current ROM estimate
October 2026	School Year 2029 - 2030	Potential increase in ROM pricing estimate (~5%)



This schedule guides the design team

Greater Context

- Transformation -

Transformation – Timeline & Bigger Context

The initial Board Resolution links the Anishinabe Academy work to the **Transformation** process, but the timelines are not perfectly synchronized.

Though the design process has clearly indicated that **no MPS-owned building is move-in ready** to be the right permanent home of Anishinabe Academy – and that there are only very few that even meet the baseline characteristics – the Transformation process may yield alternatives that warrant consideration before next steps are taken.

Also, several decisions inherently part of proceeding to Gate Check B are part of the **parameters** the Board may be approving for this final phase of Transformation – some of which may be at odds with the current recommendation on Anishinabe Academy's future home.

Transformation Potential Parameters

Parameter #2:

Program Size Standards

The minimum enrollment for a K-8 to offer the holistic MPS Experience is approximately 1,000 (excluding PreK).

The Cooper site maxes out at 650-700 with current class sizes (largely due to zoning requirements and the desire to maintain green space).

Parameter #3:

Program Types & Quantities

The Board has yet to formalize its position on increasing K-8s, generally, and grade band-level changes to Anishinabe Academy, specifically.

There may also be ramifications to the connected K-12 pathway for Anishinabe Academy students as part of Transformation.

Decision-Making Context

- Anishinabe Academy is uniquely positioned to engage with the history and amenities of the Cooper Site, and the design committee has done an excellent job of articulating a compelling vision for what the program could be.
- Approval to continue to Gate Check B is not the final decision on building the new building at the Cooper site, but it does represent a significant investment of resources (\$2.3M). Spending that money on design now may help potentially avoid \$5M in increased construction costs later, but it comes with risks as other systemic decisions are made (Transformation).
- Ideally the decision to proceed with the Anishinabe Academy project would happen at the same time as all of the Transformation decision, as the Board originally envisioned, but that would delay students from getting the experience they deserve and inflate construction costs.

Possible Paths Forward

Option #1: June 9, 2026 Board Resolution

- The Board approves proceeding to Gate Check B with the following program characteristics:
 - 650–700 students (grade levels determined by Board's Transformation Parameter #2 in June 2026)
 - Approx. 128,000 sq. ft. of new construction
 - Rough order of magnitude cost estimate: \$90M – \$105M
- Additionally, direct Administration to review potential alternate MPS sites with the Anishinabe Academy Committee if/when they arise during Transformation.

Option #2

- Table approval to proceed to Gate Check B until decisions related to Transformation are more finalized, delaying potential completion of construction by 1 school year.

Thank you!

Questions & Discussions



Transformation: Pathways & Parameters

Transformation Resolutions Timeline

	Engagement	Enrollment	Physical Space	Programming
<p>December 2023</p> <p>Board resolution</p> <p>Initiating school transformation process</p> <p><i>Data compiled 2024-2025</i></p>	<ul style="list-style-type: none"> Caregiver Priorities Survey Community Engagement Summary Report (review of feedback over the past 10 years) MPS Data Dashboard Supt. 100 Day Plan Listening Tour 	<ul style="list-style-type: none"> June 2025 Enrollment Projections Presentation 	<ul style="list-style-type: none"> Physical Space Study 	<ul style="list-style-type: none"> Priority-based budgeting Spanish Dual Language Task Force Recommendation
<p>October 2025</p> <p>Board resolution</p> <p>Defining next steps & Direction</p> <p><i>Data compiled Dec. 2025-May 2026</i></p>	<ul style="list-style-type: none"> Area Budget & Transformation Mtgs., 1:1 phone calls & interviews with MPS caregivers CityWide student engagement sessions 	<ul style="list-style-type: none"> Enrollment strategy - lower class sizes (2025-27 MFE/MPS Collective Bargaining Agreement) Updated demography report April 2026 Projections & Parameters: Enrollment, Growth, & Building alignment 	<ul style="list-style-type: none"> April 2026 Projections & Parameters: Enrollment, Growth, & Building alignment 	<ul style="list-style-type: none"> Nov. 2025 Defining Transformation Jan. 2026 Transformation & the MPS Student Experience "Impacts on Class Sizes & Programming" Presentation

Supporting Inputs

- Anishinabe Academy Facility Advisory Committee Recommendation
- Program Updates: Career and Technical Education, Community Education, and Special Education
- Resolution Modifying the Grade Level of Seward Montessori Elementary School

Transformation Resolutions Timeline

	Engagement	Enrollment	Physical Space	Programming
	May 2026			
<p style="color: #f0a000; font-weight: bold; margin: 0;">October 2025 cont'd</p> <p style="font-weight: bold; margin: 5px 0 0 0;">Board resolution</p> <p style="margin: 0 0 0 0;">Defining next steps & Direction</p> <p style="font-style: italic; margin: 10px 0 0 0;">Data compiled Dec. 2025-May 2026</p>	<ul style="list-style-type: none"> • Caregiver feedback 	<ul style="list-style-type: none"> • Enrollment & Retention opportunities • Strategies to increase enrollment and attract new families (music, arts, dual language, IB, etc.) 	<ul style="list-style-type: none"> • Cost/ benefit analysis for physical changes • Repurposing existing buildings • Feasibility for inclusive special education spaces 	<ul style="list-style-type: none"> • MPS' academic pathways

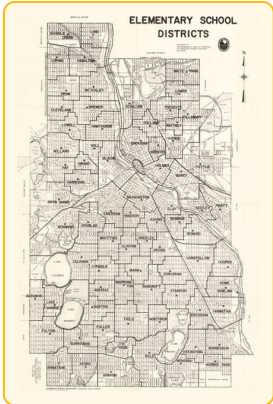
Context of Minneapolis Public Schools

Minneapolis Schools Evolved with a Changing City

The locations, sizes, attendance areas, and enrollments of Minneapolis schools are a product of urban development and legislation.

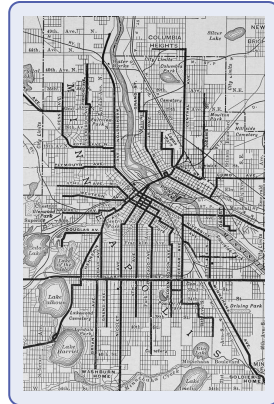
Proximity

1850-1930



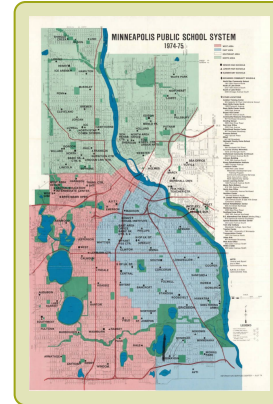
Transportation

1930-1970



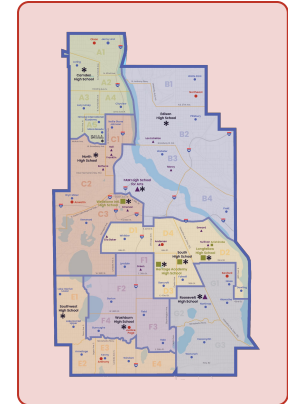
Desegregation

1970-1990



Choice

1990-Present



Recent History of Collecting Caregiver Feedback

2014
to
2024

32,000
caregiver
voices heard

41
engagement
avenues

5
priority areas
identified

2024
to
2025



Caregiver
Priorities
Survey

7,000
more caregiver
voices heard

2025
to
2026



Community
Engagement for
School Transformation

2,000
more caregiver
voices heard

Summary of 40,000+ voices

Robust academic support

Access to programs and staff that meet each student's unique needs.

Community and flexibility

Neighborhood schools; walking/biking to school.
Ability to choose schools based on location or program.

Diverse Programming

Competitive with suburban districts.
Varied elective choices and unique programs, like dual-language.

Districtwide equity and consistency

Uniform resources, programming, athletics, and clubs at every school.
Ensure equity of opportunity

Stability and transparency

Assurance of stability, transparent communication, long-term plans that protect peer relationships and programs.

Transformation Resolution Feedback: December 2023 to now

**Community &
flexibility**

(for school selection)

49%

**Robust
academic
support**

18%

**Program
Stability &
District
Transparency**

9%

K-8

1%

**Districtwide
Program
Equity &
Consistency**

11%

**Diverse
Programming**

12%

MPS Pathways

Schools Included

Elementary

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

Middle

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

High

- Camden
- Edison
- FAIR
- Heritage Academy
- North
- Roosevelt
- South
- Southwest
- Washburn

PreK-8

- Ella Baker*
- Sullivan*

Specialty

- MPS Online (K-5)
- MPS Online (6-12)
- MPS Metro
- Stadium View
- Early Childhood Special Ed
- River Bend Educational Center
- Harrison Education Center
- Transition Plus Services
- Longfellow High
- MACC
- Wellstone International High

Choice in MPS Enrollment Pathways

Community Schools

Location-Based Pathway



Community schools are neighborhood-rooted, offering strong academics and a seamless K-12 pathway.

Citywide Schools

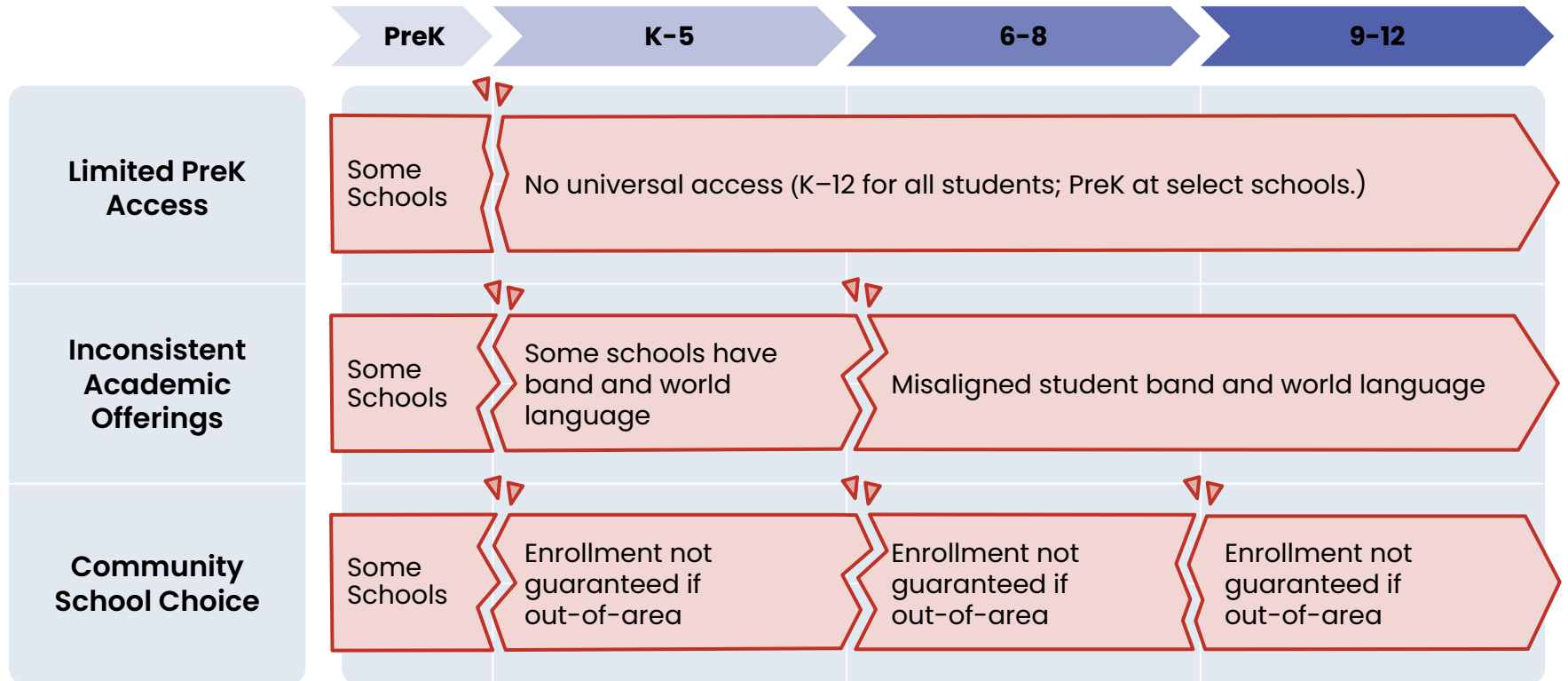
Interest-Based Pathway

Citywide magnet & program schools connect strong academics to student interests through themed learning.

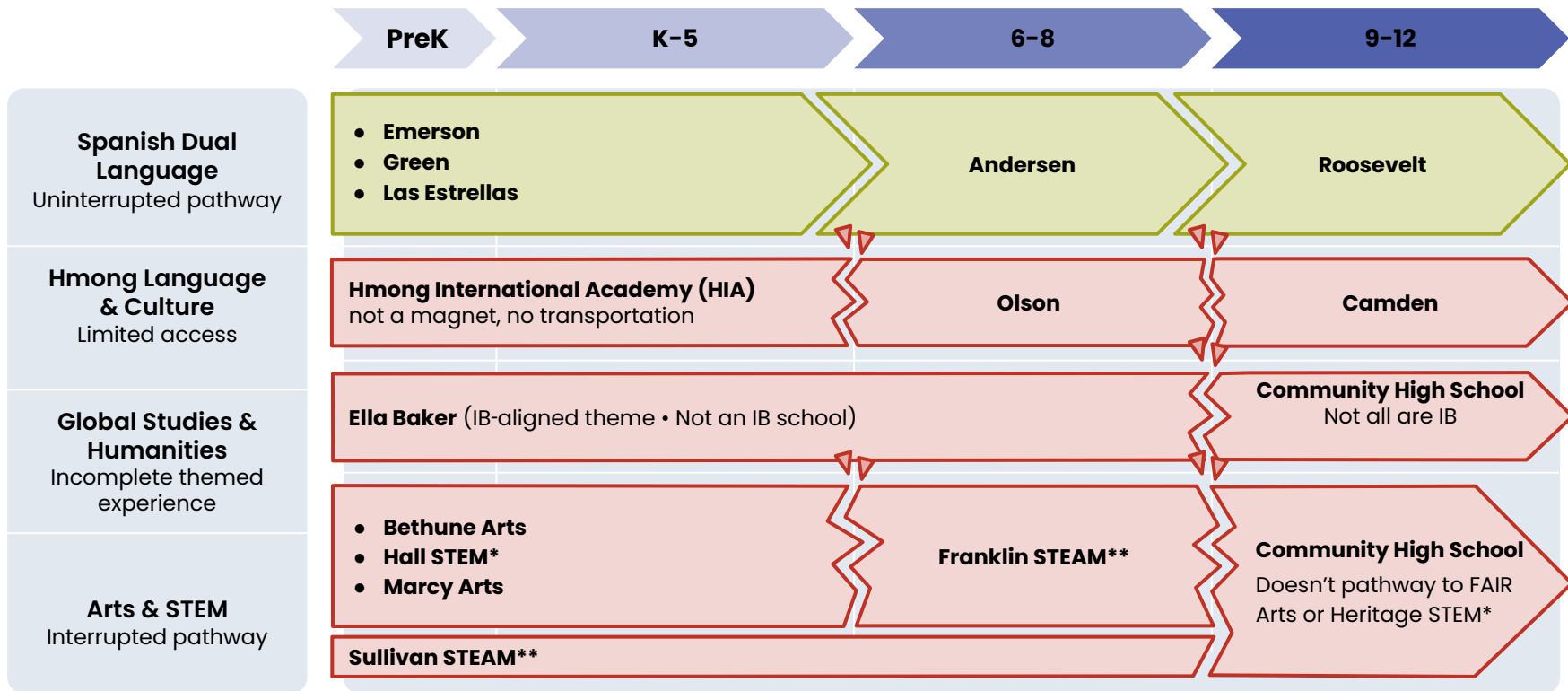
The MPS Experience



Community School Pathway through MPS



Interest-based pathways through MPS



*Science Tech Engineering and Math (STEM)

**Science, Tech, Engineering, Arts, and Math (STEAM)



The MPS Experience

MPS Student Experience



Social and Emotional: Skills & Needs are Met

THE CORE

Each MPS graduate is both **academically prepared** for their post-secondary path and has the **skills** necessary to successfully navigate an information-rich, culturally-diverse world.

BEYOND THE CORE

The **opportunities** and **experiences** for students to choose their individualized path that creates a sense of pride in themselves as they prepare to be contributing adult citizens.

MPS Student Experience

THE CORE



Enrichment

- Opportunities to go deeper and extend learning
- Advanced challenges and interest-based exploration

Intervention

- Targeted support to stay on track
- Responsive instruction based on student progress

Special Education

- Instruction aligned to IEP goals
- Accommodations and specialized support within core learning

English Learner Services

- Language support embedded in classroom instruction
- Development of academic language skills

MPS Guaranteed School Experience

Academics

- All MDE grade-level requirements are met, including core courses and the arts
- Math and reading intervention at all sites
- A schedule that ensures access to a diverse selection of exploratory and elective options grades 6-12

Student Social-Emotional Support

- Consistent access to counselors and social workers
- A welcoming, culturally responsive school environment
- Intentional social-emotional skill development
- Connection between schools within the pathway

Safe and Welcoming Schools

Buildings are staffed to support safe, welcoming schools through:

- Welcome desk staff
- Comprehensive student support teams PreK-12
- Security staff in grades 6-12

MPS ELEMENTARY Experience

Guaranteed MPS experience that ensures foundational academic, social and emotional skills

Community Pathway

- Community PreK
- Social-emotional skill development
- Core instruction with appropriate supports
 - Math
 - Science
 - English Language Arts
 - Social Studies
- Specialist experiences
 - The Arts
 - Physical Education
 - Health

Citywide Magnet Pathway

- Commitment to magnet theme
- PreK in the magnet theme
- Social-Emotional skill development
- Core instruction with appropriate supports
 - Math
 - Science
 - English Language Arts
 - Social Studies
- Specialist experiences
 - The Arts
 - Physical Education
 - Health



MPS MIDDLE YEARS Experience



Guaranteed MPS experience that ensures adolescent learner specific social and emotional developmental needs are met

Community Pathway (6-8)

- **Core instruction**
 - Math
 - Science
 - English Language Arts
 - Social Studies
 - The Arts
 - Physical Education & Health
 - Advisory
- **Robust exploratory courses**
- **High school readiness**

Citywide Magnet Pathway (K-8)

- **Commitment to magnet theme**
- **Core instruction**
 - Math
 - Science
 - English Language Arts
 - Social Studies
 - The Arts
 - Physical Education & Health
 - Advisory
- **Robust exploratory courses in the magnet theme**
- **High school readiness**

MPS HIGH SCHOOL Experience

Guaranteed MPS experience that ensures individualized post-secondary path readiness

Community Pathway

- **Multiple paths** for core graduation requirements
- **Social-emotional skill development** to thrive as adults
- **Robust elective** offerings
 - Including access to CTE, Early College Credit
- **Unique** to individual school: Athletics, Activities & Clubs

Citywide Magnet Pathway

- **Commitment to magnet theme**
- **Multiple paths** for core graduation requirements
- **Social-emotional skill development** to thrive as adults
- **Robust elective** offerings
 - Including access to CTE, Early College Credit
- **Unique** to individual school: Athletics, Activities & Clubs



Pathway Commitment

THE MPS COMMITMENT

is a guaranteed experience in everything we offer



Community School Pathway through MPS

PreK

K-5

6-8

9-12

Universal PreK Access

Universal access to PreK to grade 12 at all schools

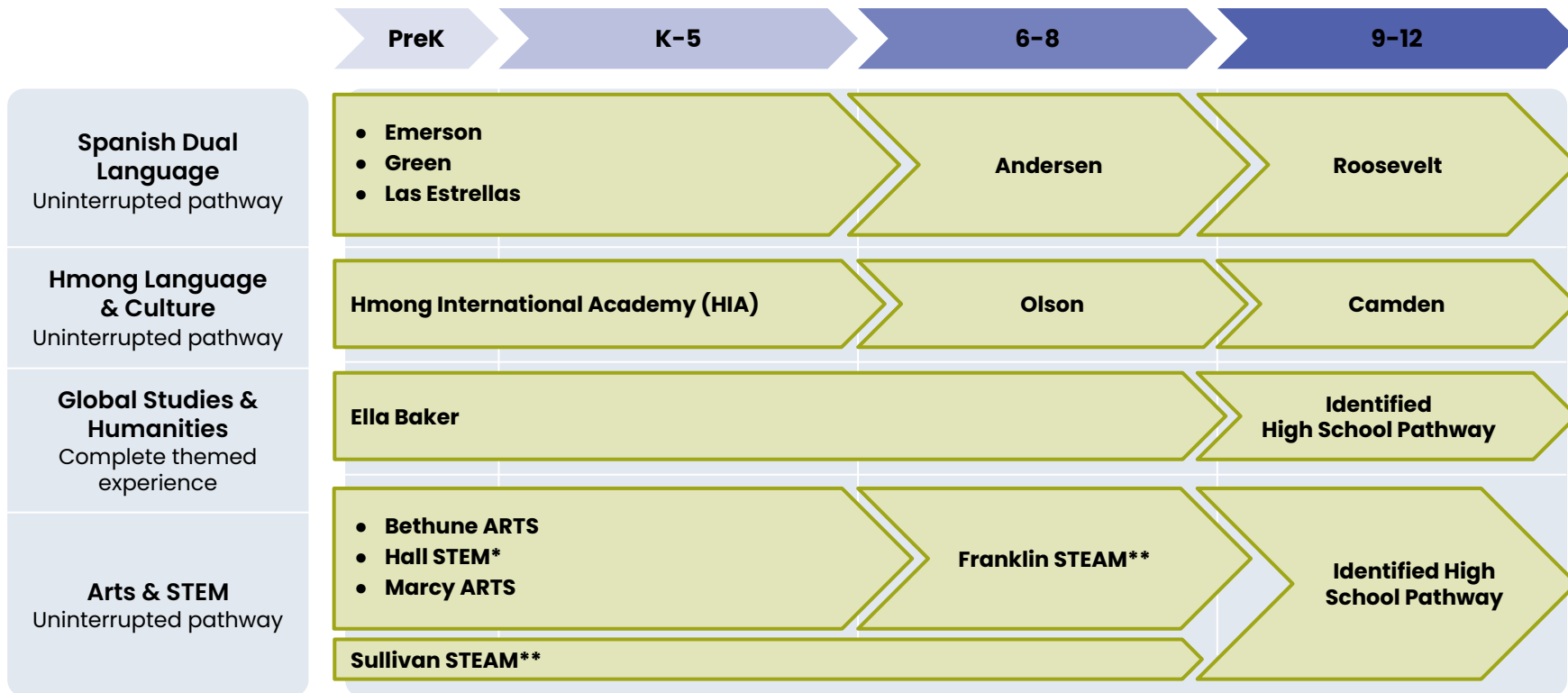
Consistent Academic Offerings

Academic offerings from PreK to grade 12, including band and world language

Expanded Community School Choice

Enrollment through grade 12 if a student attends an out-of-area school

Interest-based pathways through MPS



*Science Tech Engineering and Math (STEM)

**Science, Tech, Engineering, Arts, and Math (STEAM)



MINNEAPOLIS
PUBLIC SCHOOLS

Choice in MPS Enrollment Pathways

**Different
Paths.**

**Same Strong
Finish.**

Community Schools

Location-Based Pathway

Community schools are neighborhood-rooted, offering strong academics and a seamless K-12 pathway.



Citywide Schools














Interest-Based Pathway

Citywide magnet & program schools connect strong academics to student interests through themed learning.

The MPS Experience



Resolution Completion

-  1 Physical space cost/benefit
-  2 Consolidations of schools/sites/programs
-  3 Closing of school sites
-  4 Repurposing of schools/sites
-  5 Building spaces for inclusive special education
-  6 K-8 advantages/ disadvantages
-  7 Enrollment pathways
-  8 Enrollment strategies
-  9 Academic pathways
-  10 Creative community engagement
-  11 Examine area meetings
-  12 Citywide conversation starters
-  13 Direct conversions with groups

Parameters

Defining Parameters

Parameter /pə'ramədər/, noun

A chosen value that sets the conditions for a system.

Definition from Oxford Languages dictionary

The orange parameters define and quantify the district's proposed enrollment and program strategy.

The purple parameters ensure that strategy is consistently assessed in relation to our buildings and neighborhoods.

Board decisions

- 1 Enrollment Targets
- 2 Program Size Standards
- 3 Program Types & Mix

Administration planning

- 4 Building Utilization
- 5 Community Alignment

Background Information & Board Workshop

To assist the Board in identifying planning parameters, we will provide an executive summary for each parameter including:

- **In-depth descriptions** of the purpose and intended use of the parameter
- **Historical data and patterns** to inform the setting of each parameter

This information will be provided to the Board and posted publicly in advance of the **May 19 facilitated discussion workshop**.

1

Parameter 1: Districtwide Enrollment Target

Purpose: To determine the 10-year districtwide enrollment growth targets we will plan for

Givens:

- The 10-year demographic projections from the baseline
- The community-level demographic analysis breaks that down by area of the city

Board Decisions:

1. Five and ten-year targets for increasing kindergarten enrollment rate
2. Five and ten-year targets for increasing overall K-12 market enrollment rate
3. Five and ten-year targets for increasing 5th to 6th grade retention
4. Five and ten-year targets for increasing overall grade-to-grade retention

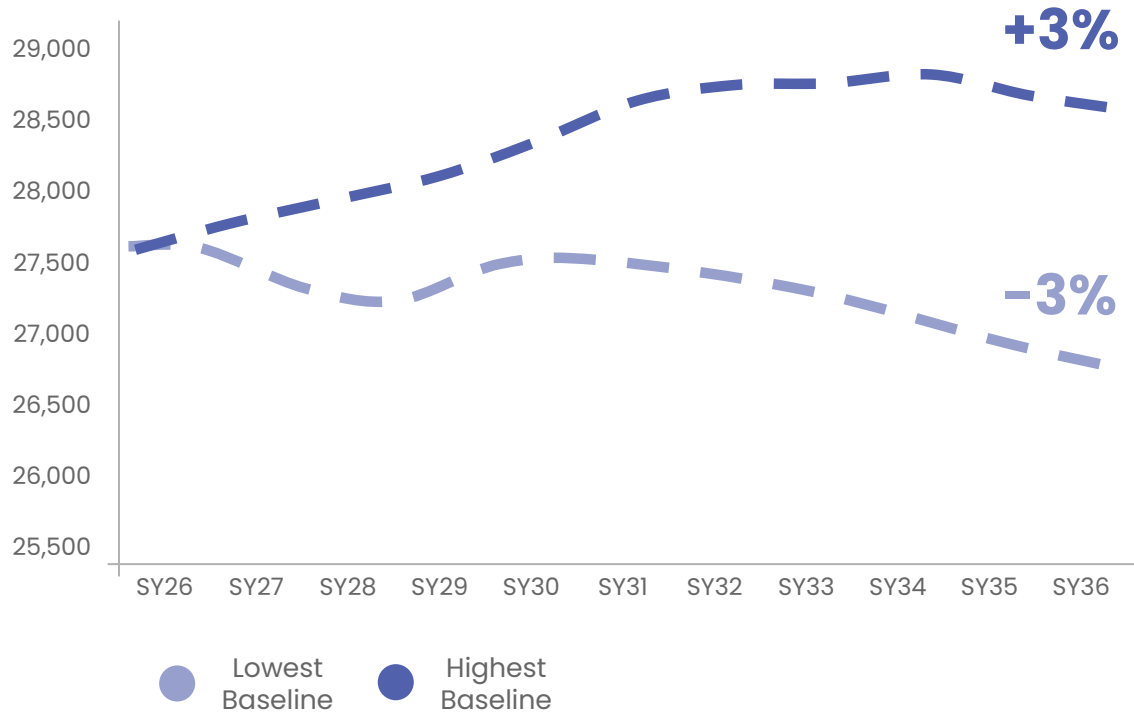
Purpose & Givens

This parameter will determine our 10-year districtwide enrollment growth targets, factoring in how many fewer children are born in the city of Minneapolis and other external factors.

	Current (SY2025-26)	5-Years (SY2030-31)	10-Years (SY2035-36)
Kindergarten Enrollment Rate	43.9%	TBD	TBD
Overall K-12 Enrollment Rate	54.3%	TBD	TBD
5th to 6th Grade Retention Rate	87.7%	TBD	TBD
Overall Grade-to-Grade Retention Rate	98.7%	TBD	TBD

Note: Retention rates shown are calculated from community and magnet schools only.

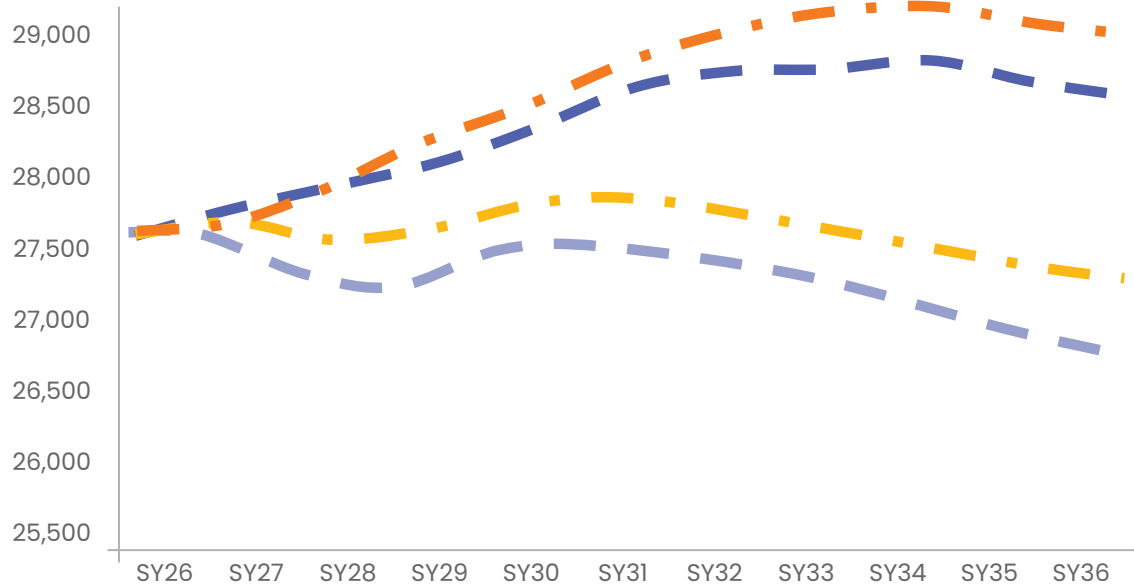
How This Information Will be Used



Enrollment baselines come from the **high** and **low projections** of our independent demographer.

If we do nothing differently, our enrollment 10 years from now will likely be within this range.

How This Information Will be Used

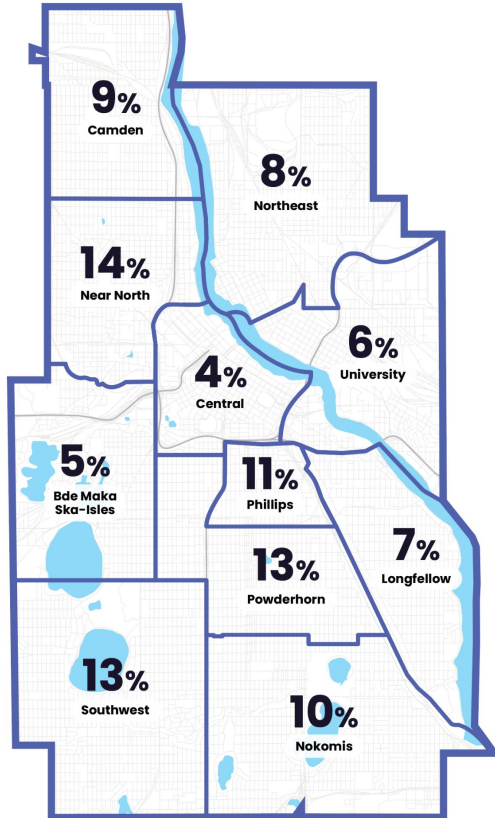


Highest projection based on parameters will be used to ensure **physical space alignment**.

Lowest projection will be used in ensuring minimum **holistic program size alignment**.



Baseline for Kindergarten-aged Students by Community



Minneapolis Community	Estimated KG-aged Students (from current census data)
Near North	14%
Southwest	13%
Powderhorn	13%
Phillips	11%
Nokomis	10%
Camden	9%
Northeast	8%
Longfellow	7%
University	6%
Bde Maka Ska-Isles	5%
Central	4%

2

Parameter 2: Program Size for Holistic Education

Purpose: To determine the minimum enrollment that all programs must achieve and maintain in order to provide the opportunities MPS believes are necessary

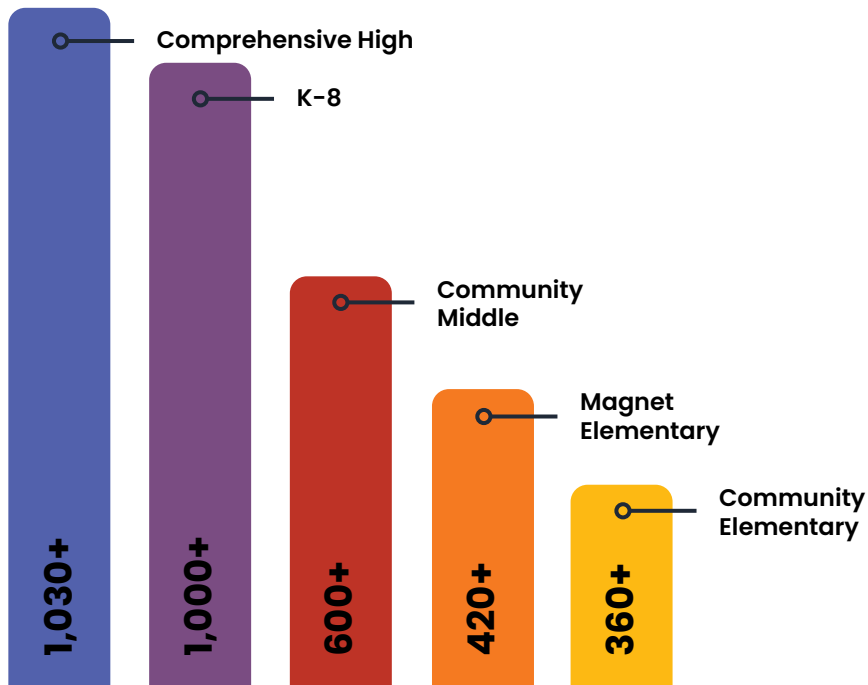
Givens:

- The January 20, 2026 presentation on holistic education

Board Decisions:

1. The minimum enrollment needed, broken down by school type:
 - a. Grade level bands (K-5, K-8, 6-8, 9-12)
 - b. Programmatic model (e.g. community school, magnet, etc)
 - c. Inclusive special education throughout

Purpose & Givens



Minimum Enrollment Levels Required to Support the MPS Experience
As presented on January 20, 2026

This parameter sets the **minimum enrollment** all programs must maintain to deliver a holistic education.

These sizes ensure **stable funding** for the choices and rigor of the MPS Experience.

Key alignment considerations include:

- Family demand
- Attendance area
- Transportation options
- School location

3

Parameter 3: Program Types & Quantities

Purpose: To determine the types of programs MPS will invest in, in order to offer students a holistic education in their chosen model

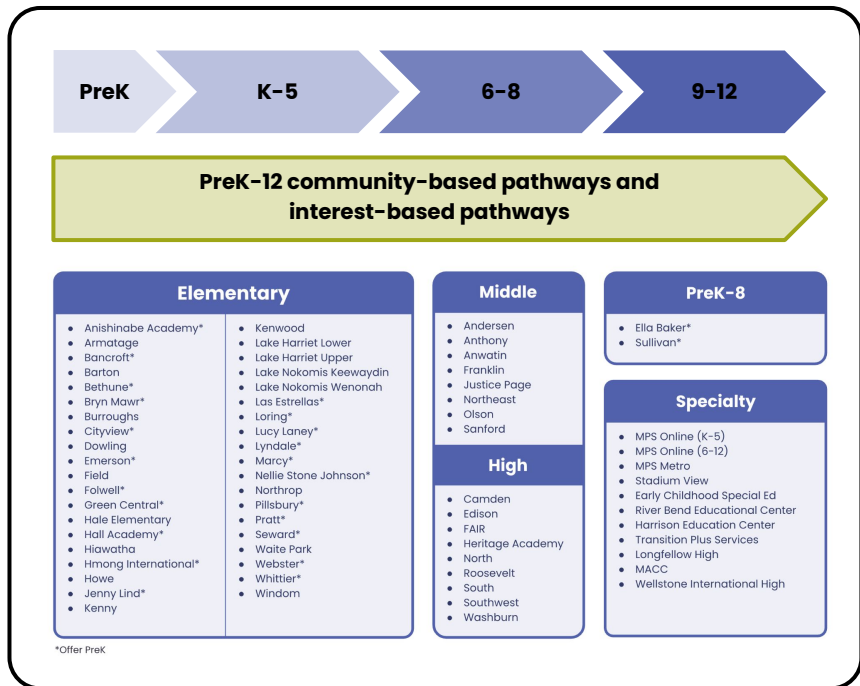
Givens:

- Current MPS magnet programming and enrollment trends
- Caregiver & student input from survey, community listening sessions, Dual Language Task Force

Board Decisions:

1. The number and type of regional and city-wide magnet schools, based on holistic school size parameter
 - a. Magnets (e.g. Immersion, Montessori, Creative & Performing Arts, etc.)
 - b. Specialty programming (e.g. Alternative Learning Centers, Special Education programming)

Purpose & Givens



Strategic Investment Purpose

This parameter declares the program types MPS will invest in to offer a holistic education within chosen models.

This should include all new programs and any changes in grade levels served.

Connected PreK-12 Pathways

Programs feature connected pathways from PreK through Grade 12.

Administrative Planning Parameters

Administration planning

- 4 Building Utilization
- 5 Community Alignment

These parameters will be consistently represented in all analyses of the implementation of Transformation

Parameter #4: Building Utilization

Establish consistent criteria to ensure the physical space aligns with the scale of programming foreseen.

Parameter #5: Community Alignment

Establish consistent and understandable measures to demonstrate a reasonable alignment between district programming and neighborhood patterns.

Transformation – Next Steps

Board's May 19, 2026 Workshop will be the opportunity to:

- 1 Establishes values for Parameters #1 - 3**
- 2 Discuss structure and objectives for administration to develop one or several options for how to implement the objectives of Transformation, based on the Parameters and all previous discussions, and include:**
 - a. Timeline for delivering those options
 - b. Timeline to implement the selected option
 - c. Supports for families and schools that may go through a transition

Discussion & Questions