INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
REGULAR MEETING OF THE BOARD OF EDUCATION
Administration Building
360 Colborne Street
Saint Paul, Minnesota 55102

May 19, 2026
5:30 PM

A G E N D A

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INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS

DATE: May 19, 2026

TOPIC: Acknowledgement of Good Work Provided by Students

A. PERTINENT FACTS:

1. The Earn as You Learn Program provides students in SPPS high schools an opportunity to earn industry-recognized certifications such as Microsoft Office, OSHA safety, FAA, and other certifications.

   This year, two students earned a Remote Pilot – Small Unmanned Aircraft Systems certificate through the Federal Aviation Administration (FAA).

   - Day Be Lay Stole, Humboldt High School
   - Adam Schul, Johnson Senior High

   This project will meet the district strategic plan goal of preparing all graduates for college, career, and life. Students explore careers by taking Career Pathways courses, engaging in work-based learning, and earning industry-recognized credentials.

2. Highland Park Senior's Anika Fokken has earned the Minnesota Aspirations in Computing Awards (MnAIC) through the National Center for Women and Information Technology.

   Anika discovered her passion for computer programming through developing software for her FIRST Robotics team, where she engineered autonomous routines and implemented triangle interpolation for precise shooting accuracy. Alongside her strong interest in biological research and genetics, she has cultivated skills that align with her goal of pursuing computational biology. In the summer of 2025, she participated in the Harvard OpenBio Student Research Institute, where she developed a computational brain simulation model to study taste memory in fruit flies.

   Currently, Anika is developing an application that matches students with nursing programs for a local nonprofit as part of her IB Computer Science Higher Level Internal Assessment, combining technical expertise with meaningful community impact.

3. The following SPPS students qualified for the National History Day (NHD) National Contest in College Park, Maryland, June 14-18, 2026.

   Individual Exhibits
   Reformation Through Community Mental Health Act of 1963
   Alice Mounes, Open World Learning Secondary
   State 2nd Place National Qualifier

   Individual Documentaries
   AMBER, the Girl Before the Alert
   Lucia Barnes, Murray Middle School
   State 2nd Place National Qualifier

Group Documentaries
Reforming Occupational Lead Safety: Alice Hamilton's Revolutionary Research
Peter Laska, Emmett Loth & Robin Courtney, Murray Middle School
State 1st Place National Qualifier

Group Performance
"Never Underestimate the Power of a Woman": The Ladies Home Journal Sit-In, Revolution, Reaction, and the Reform of Portrayals in Women's Media
Abby Horton, Beatrice Cosgrove, Charley Cheatham, Open World Learning Secondary
State 2nd Place National Qualifier

Individual Websites
The Silencing of the Prague Spring
Zev Bornsztein, Capitol Hill Gifted Talented Magnet School
State 1st Place National Qualifier

Group Websites
Reactionary Violence and the Necessity of Reform in Rwanda
Dylan Ker, Eh Pway Sher, Jonte Chapple, Theodore Yang, American Indian Magnet
State 1st Place National Qualifier

Individual Websites
In re Baby M: Redefining Parenthood and Reforming Family Law
Emily Totushek, Open World Learning Secondary
State 2nd Place National Qualifier

4. This item is submitted by Valora Unowsky, Senior Executive Academic Officer.

B. RECOMMENDATION:

The recommendation is that the Board of Education recognizes the students acknowledged above for their contributions and outstanding work.

INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS

DATE: May 19, 2026

TOPIC: Acknowledgement of Good Work Provided by Staff

A. PERTINENT FACTS:

1. Community Action Partnership of Ramsey & Washington Counties (CAPRW) Head Start, and partner Saint Paul Public Schools (AGAPE and Pre-K Program), were awarded the National Head Start Association 2026 Sargent Shriver Excellence in Community Service Award.

   The award was presented to AGAPE High School and the SPPS Pre-K Program on May 5, 2026, at the Head Start National Conference. The Shriver Award celebrates partnerships that have made significant achievements through innovative community service to Head Start and Early Head Start. The nominee(s) for this award have excelled in addressing issues of poverty, early education, or community health.

   The National Head Start Association is a non-partisan, not-for-profit organization that believes that every child, regardless of circumstances at birth, can succeed in life if given the opportunity that Head Start offers to children and their families. It is the voice for 800,000 children, 250,000 staff and 1,600 Head Start grantees in the United States.

2. Ibrahim Hussein, Somali and Arabic Language Teacher at East African Magnet School, received the Minnesota Council on the Teaching of Languages and Cultures (MCTLC) Early Career Award. This is a state-level award that recognizes outstanding promise in providing excellence in instruction in a world language classroom by a language teacher in Minnesota in their first three years of teaching.

3. The SPPS Division of Human Resources is proud to announce the Mentor of the Year Award. The Mentor Mentee Program was designed to support new educators as they enter SPPS and meets the requirements of the Minnesota statute for Teacher Mentorship and Retention of Effective Teachers.

   Mentoring is individualized, differentiated and flexible to meet professional growth goals for educators just entering the field of education and those coming to SPPS with previous experience. New educators typically participate in the Mentor Mentee Program in their first year of employment. Most mid-year hires will work with a mentor during the year they are hired, and support will carry over into the next school year.

   This school year there were 214 mentors, 40 of which were nominated for the award. Three mentors were ultimately chosen as finalists based on recommendations from their mentee, and one of them was selected as the 2026 Mentor of the Year.

   Mentor of the Year Finalists
   Salma Siddiqui, Annie-Louise Backman and Carrie Feldhamer

Mentor of the Year
Salma Siddiqui

4. This item is submitted by Jackie Turner, Executive Chief of Operations and Pat Pratt-Cook, Executive Chief of Human Resources.

B. RECOMMENDATION:

The recommendation is that the Board of Education recognizes the staff acknowledged above for their contributions and outstanding work.

INDEPENDENT SCHOOL DISTRICT NO. 625

Saint Paul, Minnesota

REGULAR MEETING OF THE BOARD OF EDUCATION
360 Colborne Street
Saint Paul, MN 55102, and

Available Streaming Online at www.spps.org/boe and Saint Paul Cable Channel 16

April 21, 2026
5:30 p.m.

MINUTES

1. CALL TO ORDER

The meeting was called to order at 5:30 p.m. by Uriah Ward, Chair.

2. ROLL CALL

Board of Education: C. Franco, E. Valliant, U. Ward, B. Lowe, C. Allen, Y. Carrillo
Superintendent Stanley

H. Henderson was absent.

K. Bergstrom, General Counsel; S. Dahlke, Assistant Clerk

3. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Director Ward moved approval of the order of the main agenda. The motion was seconded by Director Allen.

The motion was approved by roll call vote:

Director Franco	Yes
Director Valliant	Yes
Director Henderson	Absent
Director Ward	Yes
Director Lowe	Yes
Director Allen	Yes
Director Carrillo	Yes

4. RECOGNITIONS

BF 34644 Acknowledgement of Good Work Provided by Students

2026 High School Athletics State Qualifiers

Highland Park Senior High
Boys and Girls Nordic Skiing

- Madeleine Klevay

- Alice Rapacz
- Addie Corbett
- Ingrid Haaland
- Noah Waln

Central Senior High

Boys and Girls Nordic Skiing

- Rosemarie Veeder
- Louisa Lindfors
- Anneliese Lindfors
- Katherine Norton-Bower
- Teagan O'Keefe
- Edith Schulz
- Sula Krogstad
- Peter Schulz

Boys Swimming and Diving

- Henry Ames
- Sawyer Bowen

Como Park Senior High

Girls Wrestling

- Mikaya May

Boys Nordic Skiing

- Colin Johnson
- Henry Simmons

Boys Swimming & Diving

- Noah Williamson
- Chester Realbanas
- Joey Schumacher
- Emilio Kennedy
- Arthur Anderson
- Ben Clark
- James Thompson
- Charlie Loth
- Chester Realbanas
- Ethan Embertson

All-State (Top 8 Finish)

- Joey Schumacher (100 freestyle, boys swimming)
- Noah Williamson (100 backstroke, boys swimming)

Harding Senior High

Girls Wrestling

- Charlize Laban

Humboldt High School

Girls Wrestling

- Carla Sisson
- Htoo Moo

Johnson Senior High

Girls Wrestling

- Elizabeth Hiler

Boys Wrestling

- Gabe Park

Washington
Girls Wrestling
- Kwe Law Eh Wah

BF 34645 Acknowledgment of Good Work Provided by Staff

1. Multiple SPPS school counseling programs have recently earned Recognized ASCA Model Program (RAMP) a national designation from the American School Counselor Association (ASCA). The RAMP designation recognizes schools that are committed to delivering an exemplary school counseling program. Honorees are awarded for aligning their program with the criteria in the ASCA National Model, a framework for a data-informed school counseling program. Research findings indicate fully implemented school counseling programs are associated with a range of positive student educational and behavioral outcomes.

   SPPS 2026 RAMP recipients are:

   Cherokee Heights Elementary
   Laurel Flores

   Como Park Elementary
   Keela Kuhlers

   Battle Creek Middle School
   Nimol Ou, Kim Rinehart and Kia Yang

   Battle Creek Elementary*
   Kimberly Turitto and Haley Ehleringer

   Bruce Vento Elementary*
   Becky Luetje and Katy Steinbach

   Randolph Heights Elementary*
   Kelly Lynch and Lauren Smith

   Twenty SPPS RAMP Schools
   The newly RAMPed three schools join 17 current school counseling programs in SPPS who currently hold the RAMP Designation.

   - Adams Spanish Immersion
   - Battle Creek Elementary*
   - Battle Creek Middle School
   - Bruce Vento Elementary*
   - Capitol Hill Gifted & Talented Magnet
   - Cherokee Heights Elementary
   - Como Park Elementary
   - Cretin-Derham Hall High School
   - E-STEM Middle School
   - EXPO Elementary
   - Farnsworth Aerospace PK-4 Lower Campus
   - Frost Lake Elementary
   - Global Arts Plus - Upper Campus
   - Highland Park Middle School

- Horace Mann Elementary
- Nokomis Montessori South
- Maxfield Elementary
- Randolph Heights Elementary*
- Saint Paul Music Academy
- Txuj Ci HMong Language & Culture Lower Campus

*The RAMP designation lasts for five years. These schools maintained their RAMP status by submitting a successful application at the end of their fourth year (Re-RAMP). For more information you can visit the School Counseling website at: spps.org/academics/college-and-career-readiness/school-counseling/asca.

5. PUBLIC COMMENT

1.	**Kathleen Anderson**	Lack of transparency in hiring process
2.	**Amanda Keim-Morrison**	EXPO principal selection process
3.	**Kate Schmidt**	Expo Principal "appointment"
4.	**Natalee D'Amore**	Support for immigrant families
5.	**Sara Vogelpohl**	Concern about recent principal appt
6.	**Jill van Koolwijk**	Cuts to MLL staff in the district
7.	**Kristi Herman Hill**	EL Program Cuts
8.	**Roberta Olson**	Cuts to MLL staff in the district
9.	**Alli Kildahl**	Cuts to MLL staff in the district
10.	**William Anderson**	EXPO principal selection process

6. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Director Ward moved approval of the Order of the Consent Agenda with item 4-b: Joint Powers Agreement with Minnesota State (Saint Paul College) pertaining to Contracted Postsecondary Enrollment Options (PSEO) pulled for separate consideration. The motion was seconded by Director Franco.

The motion was approved by roll call vote:

Director Franco	Yes
Director Valliant	Yes
Director Henderson	Absent
Director Ward	Yes
Director Lowe	Yes
Director Allen	Yes
Director Carrillo	Yes

7. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of March 17, 2026

MOTION: Director Ward moved approval of the Minutes of the Regular Meeting of the Board of Education of March 17, 2026. The motion was seconded by Director Franco.

The motion was approved by roll call vote:

Director Franco	Yes

Director Valliant	Yes
Director Henderson	Absent
Director Ward	Yes
Director Lowe	Yes
Director Allen	Yes
Director Carrillo	Yes

8. COMMITTEE REPORTS

A. Minutes of the Committee of the Board Meeting of April 14, 2026

Topics at the April 14, 2026 Committee of the Board meeting included:

- Policy 550.00: Cellular Phones and Personal Electronic Devices Policy Update
- 2026-27 School Choice Season
- SPPS 2033 Strategic Plan
- Fiscal Year 2027 (FY27) Budget Update
- Policy Update for:
  - Policy 416.00 - Drug and Alcohol Testing for All Employees
  - Policy 304.00 - Data Records Management
  - Policy 426.00 - Use of Social Media
  - Policy 707.00 - Transportation Eligibility
  - Policy 707.02 - Transportation: Student Conduct
  - Policy 707.04 - Transportation: Student School Bus Safety Training
  - Policy 707.05 - Transportation: Type III School Buses
  - Policy 710.00 - Transportation: Field, Athletic, Community Education Trips
  - Policy 417.00 - Drug and Alcohol Testing for Drivers
- Equity Committee Resolution

Full minutes of the Committee of the Board meeting can be found in the BoardBook, on the Board of Education website, or the full audio can be found online.

MOTION: Director Ward moved to accept the report on the April 14, 2026 Committee of the Board meeting and approve the recommended motions and minutes of that meeting as published. The motion was seconded by Director Valliant.

The motion was approved by roll call vote:

Director Franco	Yes
Director Valliant	Yes
Director Henderson	Absent
Director Ward	Yes
Director Lowe	Yes
Director Allen	Yes
Director Carrillo	Yes

9. FUTURE MEETING SCHEDULE

A. Board of Education Meetings (5:30 p.m. unless otherwise noted)

- January 6, 2026 (Annual Organizational Meeting at 4:00pm)

- January 20, 2026
- February 17, 2026
- March 17, 2026
- April 21, 2026
- May 19, 2026
- June 9, 2026 (Special re: Non-Renewals at 4:00pm)
- June 23, 2026
- July 14, 2026
- August 18, 2026
- September 22, 2026
- October 20, 2026
- November 17, 2026
- December 1, 2026 (Truth in Taxation Hearing at 6pm)
- December 15, 2026

B. Committee of the Board Meetings (4:30 p.m. unless otherwise noted)

- January 6, 2026
- February 4, 2026 – Wednesday (Precinct Caucus)
- March 3, 2026
- April 14, 2026
- May 5, 2026
- June 9, 2026
- August 5, 2026 – Wednesday (Primary Election)
- September 1, 2026
- October 6, 2026
- November 4, 2026 – Wednesday (Election Day)
- December 1, 2026

10. SUPERINTENDENT'S ANNOUNCEMENTS

Dr. Deb Henton, Executive Director of the Minnesota Association of School Administrators (MASA) and former Saint Paul Public Schools official, returned to the district to honor Dr. Stanley for her distinguished service as MASA President. During the presentation, Dr. Henton praised Dr. Stanley's integrity and visionary leadership, noting her significant impact on the state's broader educational community. As a gesture of appreciation, Dr. Stanley was awarded a commemorative ring and a $1,000 scholarship established in her name. Dr. Stanley expressed her gratitude for the recognition and shared her excitement that the scholarship funds will be used to support students in their pursuit of post-secondary education.

Director Valliant noted appreciation for this award and scholarship.

11. AGENDA ITEMS THAT REQUIRE BOARD ACTION

A. Consent Agenda

MOTION: Director Ward moved approval of all items within the consent agenda withholding item 4-b: Joint Powers Agreement with Minnesota State (Saint Paul College) pertaining to Contracted Postsecondary Enrollment Options (PSEO), which was pulled for separate consideration. Director Franco seconded the motion.

The motion was approved by roll call vote:

Director Franco	Yes
Director Valliant	Yes
Director Henderson	Absent
Director Ward	Yes
Director Lowe	Yes
Director Allen	Yes
Director Carrillo	Yes

1. Gifts

BF 34646 Acceptance of Gift from Central High School – Norwood Young America

That the Board of Education authorize the Superintendent (designee) to accept the gift from Central High School – Norwood Young America.

BF 34647 Acceptance of Gifts that are under $5,000 for March 1st - March 31st, 2026

That the Board of Education approve these donations under $5,000 from March 1st – March 31st, 2026 which shall be used as public purpose for which they were intended and to assist in the fulfillment of public education for Saint Paul Public Schools' students.

BF 34648 Acceptance of Gift from The Saint Paul Foundation

That the Board of Education authorize the Superintendent (designee) to accept the gift of $5275.80 from the Saint Paul Foundation to be used for Hubbs Center scholarships.

BF 34649 Acceptance of Gift from The Thielen Foundation

That the Board of Education authorize the Superintendent (designee) to to accept the gift from the Thielen Foundation.

BF 34650 Gift Acceptance Form/Request for Permission to Accept a Donation from Global Arts Plus PTA

That the Board of Education authorize the Superintendent (designee) to accept the gifts from Global Arts Plus PTA in the amount of $5,000 and to account 19-510-291-000-5096-U001.

BF 34651 Gift Acceptance from the Olga B. Hart Education Foundation

That the Board of Education authorize the Superintendent (designee) to accept the gift from the Olga B. Hart Foundation.

BF 34652 Snap Raise Wrestling Donation

That the Board of Education authorize the Superintendent (designee) to accept this gift from Snap Raise on behalf of Johnson Senior High School. Funds will be deposited to Intra-School Fund : 19-230-292-000-5096-A950.

2. Grants

BF 34653 Request for Permission to Accept a Grant from the Ecolab Foundation's Community Impact Grant Program

That the Board of Education authorize the Superintendent (designee) to accept grant funds from the Ecolab Foundation's Community Impact grant program and to implement the project as specified in the award documents.

BF 34654 Request for Permission to Accept a Grant from the University of St. Thomas' Lab School Launch Fund Program

That the Board of Education authorize the Superintendent (designee) to accept grant funds from the University of St. Thomas' Lab School Launch Fund grant program and to implement the project as specified in the award documents.

BF 34655 Request for Permission to Submit a Grant to the Minnesota Department of Education's Fresh Fruit and Vegetable Program

That the Board of Education authorize the Superintendent (designee) to submit a grant to the MN Department of Education's Fresh Fruit and Vegetable Program; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 34656 Request for Permission to Submit a Grant to the Minnesota Department of Education's Minnesota Multi-Tiered System Of Supports (MnMTSS) for Infrastructure Development Grant Program

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Education's MnMTSS for Infrastructure Development grant program; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 34657 Request for Permission to Submit a Grant to the Travelers Foundation Academic and Career Success Grant Program

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Travelers Foundation Academic and Career Success program; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 34658 Request for Permission to Accept a Grant from the Minnesota Office of Higher Education's Get Ready/GEAR UP Program

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Minnesota Office of Higher Education's Get Ready/GEAR UP to fund college and career readiness programs at Freedom Schools and to implement the project as specified in the award documents.

3. Contracts

BF 34659 Furniture Award for Hamline Elementary Secure Entry, Heating and Plumbing Replacement Project (Project #4160-25-01)

That the Board of Education award furniture for the Hamline Elementary Secure Entry, Heating and Plumbing Replacement Project (Project #4160-25-01) to Acre for a lump sum base bid of $211,123.

BF 34660 Rescission of Contract – Bus Garage Slab Replacement (Project # 9020-26-01)

That the Board of Education rescind contract award to Versacon for the Bus Garage Slab Replacement project (Project # 9020-26-01).

4. Agreements

BF 34661 Approval of Memorandum of Agreement with United Association of Steamfitters, Pipefitters, and Service Technicians, Local Union No. 455, to Establish Terms and Conditions of Employment for 2026-2027

That the Board of Education of Independent School District No. 625 approve and adopt the Memorandum of Agreement concerning the terms and conditions of employment of those employees in this school district for whom the United Association of Steamfitters, Pipefitters, and Service Technicians, Local Union No. 455, is the exclusive representative; duration of said agreement is for the period of May 1, 2026 through April 30, 2027.

5. Administrative Items

BF 34662 Monthly Operating Authority

That the Board of Education approve and ratify the following checks and electronic transfers for the period February 1, 2026 - February 28, 2026.

Human Resources Transactions

BF 34663 Transactions for March 1 – March 31, 2026

BF 34664 Approval of the 2026-2027 Sabbatical Leave Application Request

That the Board of Education authorizes the Sabbatical Leave recommendation for Mr. Thomas Doyle for the 2026-2027 school year.

BF 34665 E-STEM Middle School DNR School Forest Designation

That the Board of Education approves and supports the enrollment of the E-STEM school property described in attachment #1 in the Minnesota DNR School Forest Program for educational and ecological purposes.

BF 34666 MSHSL Girls Flag Football Application for Emerging Status

That the Board of Education authorize the approval of Central, Como Park, Harding, Highland Park, Humboldt, Johnson, and Washington to register their girls flag football programs with Minnesota State High School League in the 2026-2027 school year.

BF 34667 Project Budget Modification Request and Finance Plan Update for the FY25 Paving Replacement Program at Hubbs Center (Project # 0800-25-01)

That the Board of Education approve the budget modification to the FY25 Paving Replacement Program at Hubbs Center (Project # 0800-25-01).

BF 34668 Revisions to Policy 416.00 - Drug and Alcohol Testing for All Employees

That the Board of Education approve the revisions to Policy 416.00 - Drug and Alcohol Testing for all Employees.

BF 34669 Revision to Policy 304.00 - Records: Data Management

That the Board of Education approve the revisions to Policy 304.00 - Records: Data Management.

BF 34670 Revisions to:
Policy 707.00 - Transportation Eligibility,
Policy 707.04 - Transportation: School Bus Safety Training,
Policy 707.05 - Type III School Buses,
Policy 710.00 - Transportation: Field, Community Education Trips, Athletic,
Policy 417.00 - Drug and Alcohol Testing for Drivers

That the Board of Education approve the revisions to Policy 707.00 - Transportation Eligibility, Policy 707.04 - Transportation: School Bus Safety Training, Policy 707.05 Type III School Buses, Policy 710.00 Transportation: Field, Athletic, and Community Education Trips, and Policy 417.00 Drug and Alcohol Testing for Drivers.

BF 34671 Proposed Dedication of the Harding High School Track

In accordance with Board Procedure 801.01.2 - Dedication of Rooms or Areas, it is recommended the Board of Education approve the dedication of the track at Harding High School in honor of Henry Combs.

BF 34672 Proposed Dedication of the Harding High School Fieldhouse

In accordance with Board procedure 801.01.2 – Dedication of Rooms or Areas, it is recommended the Board of Education approve the dedication of the fieldhouse at Harding High School in honor of Bernie Von Wald.

6. Bids

BF 34673 Phase Gate Approval of the Bruce Vento Elementary New Construction – Playground Equipment & Surfacing (Project #1020-22-01): Gate #4 - Contract Award

That the Board of Education approve the award of playground equipment and surfacing at Bruce Vento Elementary New Construction (Project # 1020-22-01) to Flagship Recreation for a lump sum base bid of $434,842.

BF 34674 Phase Gate Approval of the FY25 Paving Replacement Program at Hubbs Center (Project # 0800-25-01): Gate #4 - Contract Award

That the Board of Education approve the award of paving at Hubbs Center for the FY25 Paving Replacement Program (Project # 0800-25-01) to Bituminous Roadways for a lump sum base bid of $273,523.

7. Change Orders

BF 34675 Change Order #1 for Kraft Mechanical, LLC for The Heights Community School HVAC Replacement and Fire Suppression Project (Project # 1120-25-01)

That the Board of Education authorize the Superintendent or Superintendent's Designee to sign Change Order #1 for Kraft Mechanical, LLC for The Heights Community School HVAC Replacement and Fire Suppression Project (Project # 1120-25-01) for the amount of $305,956.

ITEMS PULLED FOR SEPARATE CONSIDERATION

Director Franco requested additional information on this item. Administration clarified a new contractual arrangement for PSEO services with Saint Paul College designed to optimize district finances. Unlike the traditional PSEO model—where the Minnesota Department of Education (MDE) pays the college directly and the district loses the corresponding per-pupil revenue—this new "PSEO by contract" strategy allows the district to retain its state funding. Under this agreement, the district will pay the college a negotiated per-credit rate directly, which is lower than the total revenue the district would otherwise lose.

Administrators explained that by managing the billing themselves for the hundreds of students already attending Saint Paul College, the district anticipates a net savings of approximately $500,000 for the upcoming year. While the board packet mentioned payments of $650,000 twice a year, staff clarified that this $1.3 million figure is an estimate based on current enrollment trends rather than a guaranteed flat fee, as actual costs will fluctuate based on the specific number of credits students earn.

It was noted that SPPS students comprise the highest number of graduates from SPC, while sometimes being second or third. This opportunity was determined in speaking with other school districts with similar arrangements with another community college.

BF 34676 Joint Powers Agreement with Minnesota State (Saint Paul College) pertaining to Contracted Postsecondary Enrollment Options (PSEO)

MOTION: Director Ward moved that the Board of Education authorize the Superintendent (designee) to sign the Joint Powers Agreement with Minnesota State (Saint Paul College). Director Franco seconded the motion.

The motion was approved by roll call vote:

Director Franco	Yes
Director Valliant	Yes
Director Henderson	Absent
Director Ward	Yes
Director Lowe	Yes
Director Allen	Yes
Director Carrillo	Yes

FURTHER AGENDA ITEMS THAT REQUIRE BOARD ACTION

A. THIRD READING: Benjamin E. Mays Name

Danielle Hughes, Principal, then provided the third reading of the name change for Benjamin E. Mays school. Within the presentation, details were shared about the rationale, the engagement process, tagline options, and voting results.

The proposed tagline name change is: Benjamin E. Mays Afrocentric Magnet.

QUESTIONS/DISCUSSION:

- None

BF 34677 Proposed Adoption of a New Name for Benjamin E. Mays Elementary School

MOTION: Director Ward moved to approve the name change request by naming the school Benjamin E. Mays Afrocentric Magnet. Director Allen seconded the motion.

The motion was approved by roll call vote:

Director Franco	Yes
Director Valliant	Yes
Director Henderson	Absent
Director Ward	Yes
Director Lowe	Yes
Director Allen	Yes
Director Carrillo	Yes

B. Equity Committee Resolution

Director Valliant then reviewed the proposed changes to the Equity Committee resolution, including the several structural changes designed to clarify governance and improve operational efficiency. By shifting the committee's reporting line from Administration to the Board of Education, the proposal ensures proper oversight and establishes a formal accountability loop through mid-year reviews and annual reports. To address previous issues with rigidity and role confusion, the new resolution replaces fixed monthly meetings with a flexible 10-meeting annual requirement, expands membership capacity to a range of 15–23 participants, and removes specific job titles for leadership positions to prevent disruptions caused by future administrative restructuring. Ultimately, these updates clearly distinguish between the committee's

advisory role to the Board and the administration's responsibility for implementation, ensuring that the group's work is both sustainable and properly integrated into the district's leadership framework.

She also read aloud the newly revised resolution with these changes.

QUESTIONS/DISCUSSION:

- None

BF 34678 Revised Establishment of Equity Committee Resolution

MOTION: Director Ward moved to approve the Revised Establishment of Equity Committee Resolution as presented. Director Valliant seconded the motion.

The motion was approved by roll call vote:

Director Franco	Yes
Director Valliant	Yes
Director Henderson	Absent
Director Ward	Yes
Director Lowe	Yes
Director Allen	Yes
Director Carrillo	Yes

C. Policy Update

a. FOURTH READING: Policy 701.00 - Investment and Banking

Dan Moser, Executive Director of Financial Services, then provided and update on the proposed changes to this policy. A section was added for definitions, per the Board's request. Details on the list of EFTs were also reviewed, including that all will be reviewed, as well as a Monthly Operating Authority.

QUESTIONS/DISCUSSION:

- None

BF 34679 FOURTH READING: Policy 701.00 - Investment and Banking

MOTION: Director Ward moved to approve the approve the proposed revisions to Policy 701.00 - Investment and Banking, and that this be considered the fourth and final reading of the three-reading process. Director Carrillo seconded the motion.

The motion was approved by roll call vote:

Director Franco	Yes
Director Valliant	Yes
Director Henderson	Absent
Director Ward	Yes
Director Lowe	Yes
Director Allen	Yes
Director Carrillo	Yes

b. FOURTH READING: Rescissions of Policy 703.00 - Annuities & Policy 705.00 – Investments

Mr. Moser noted that these policies are being asked to be rescinded because they are moving to Policy 701.00.

QUESTIONS/DISCUSSION:

- None

BF 34680 FOURTH READING: Rescissions of Policy 703.00 - Annuities & Policy 705.00 – Investments

MOTION: Director Ward moved to approve the proposed rescissions to Policy 703.00 - Annuities and Policy 705.00 - Investments, and that this be considered the fourth and final reading of the three-reading process. Director Franco seconded the motion.

The motion was approved by roll call vote:

Director Franco	Yes
Director Valliant	Yes
Director Henderson	Absent
Director Ward	Yes
Director Lowe	Yes
Director Allen	Yes
Director Carrillo	Yes

c. THIRD READING: Rescission of Policy 601.01 – Achievement

Craig Anderson, Executive Director of Teaching and Learning, then provided details of this proposed rescission. He noted that language from Policy 601.01 – Achievement will be combined with the proposed revisions to Policy 601.00 – Educational Programming and Achievement.

QUESTIONS/DISCUSSION:

- None

BF 34681 THIRD READING: Rescission of Policy 601.01 - Achievement

MOTION: Director Ward moved to approve the proposed Rescission of Policy 601.01: Achievement, and that this be considered the third and final reading of the three-reading process. Director Valliant seconded the motion.

The motion was approved by roll call vote:

Director Franco	Yes
Director Valliant	Yes
Director Henderson	Absent
Director Ward	Yes
Director Lowe	Yes
Director Allen	Yes
Director Carrillo	Yes

d. THIRD READING: Policy 601.00 - Educational Programming and Achievement

Mr. Anderson then reviewed the proposed changes to this policy, including the addition of the Policy Purpose, General Statement of Policy, definitions, performance measures, academic standards, and details within the Educational Program, including education effectiveness practices.

QUESTIONS/DISCUSSION:

- None

BF 34682 THIRD READING: Policy 601.00 - Educational Programming and Achievement

MOTION: Director Ward moved to approve the proposed revisions to Policy 601.00 - Educational Programming and Achievement, and that this be considered the third and final reading of the three-reading process. Director Carrillo seconded the motion.

The motion was approved by roll call vote:

Director Franco	Yes
Director Valliant	Yes
Director Henderson	Absent
Director Ward	Yes
Director Lowe	Yes
Director Allen	Yes
Director Carrillo	Yes

e. THIRD READING: Policy 508.00 - Students with IEPs

Heidi Nistler, Assistant Superintendent of Specialized Services, then provided the third reading for this policy. Changes include the Policy Purpose to include student-first language, an updated General Statement of Policy, definitions, district responsibilities, student rights, and cross references to district policies.

QUESTIONS/DISCUSSION:

- The Board appreciated the details regarding seclusion rooms, and there is a lot of discussion at the state legislature regarding this topic and their use in the younger grades, and they reiterated our district's commitment and appreciation against the use of seclusion rooms in SPPS, and appreciation that it will be codified in policy against their use in SPPS.

BF 34683 THIRD READING: Policy 508.00 - Students with IEPs

MOTION: Director Ward moved to approve the proposed revisions to Policy 508.00 - Students with IEPs, and that this be considered the third and final reading of the three-reading process. Director Franco seconded the motion.

The motion was approved by roll call vote:

Director Franco	Yes
Director Valliant	Yes
Director Henderson	Absent
Director Ward	Yes

Director Lowe	Yes
Director Allen	Yes
Director Carrillo	Yes

12. INFORMATIONAL AGENDA ITEMS

A. Board Initiated Goals Governance (B.I.G.G.) Report: Market Share

Kara Arzamendia, Director of Research, Evaluation and Assessment, then provided this report. The purpose was to report on the progress of the following B.I.G.G. goal: The percentage of school-aged children who live in Saint Paul and attend an SPPS school will increase from 60% in 2024 to 63% by 2029. Reporting parameters were also reviewed, including the measure and metric. Information about the data was provided, including the SPPS official October 1 enrollment file, the official October 1 enrollment file for St. Paul residents, and nonpublic enrollment file.

Results show that SPPS enrolls 61% of the 51,319 school-age children living in the city of St. Paul; 2 percentage points away from the goal. (SY25-26).

Graphs were then shown to depict that most students enroll in charter schools, followed by non-public schools, and other non-SPPS districts. Almost 100 American Indian students enroll in charter schools and non-SPPS districts. Asian students enrolling in charter schools has decreased over the last three years, while other enrollment has increased. Black student enrollment in charter schools in increasing, while other non-SPPS enrollment remains steady. Hispanic student enrollment in charter schools and other public non-SPPS districts in increasing. Over 500 students of two or more races enroll in charter schools, while another 442 enroll in other public districts outside of SPPS. White students enrolling in charter schools and other public districts outside of SPPS has been declining.

Actions steps, including marketing and enrollment recovery as part of the SPPS 2033 strategic plan were reviewed, the enrollment campaign with digital marketing support for five elementary schools through SchoolMint, ongoing recruitment efforts for the new programs, and exploring re-engagement campaign for families who have left SPPS, were also shared.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Carrillo requested additional information on the non-public data for enrollment. Response: The district utilizes a multi-pronged approach to track these students: they rely on family self-reporting, internal records of students receiving specific district services while at private schools, and proactive research by the REA department to identify new local institutions. This combination of database tracking and active outreach ensures a more complete picture of enrollment trends outside the public system.
- He also noted questions on the scope of the district's new re-engagement campaign, and whether it targets a broad audience or specific groups. Response: Director Wacker explained that the initiative is a highly focused "comeback campaign" managed by CASA, specifically targeting families who have left the district within the last three years. Unlike traditional mass advertising, this strategy relies on individualized, "on the ground" outreach, often requiring 20 to 30 personal interactions per family to rebuild relationships and encourage re-enrollment.

- Director Franco expressed strong appreciation for the annual market share presentation, viewing it as a critical roadmap for identifying opportunities to attract students back to Saint Paul Public Schools (SPPS). Recalling a helpful format from a previous year, the he requested a specific data breakdown by grade level. Specifically, if the district could provide data that aligns and compares enrollment across district, charter, and non-public schools by grade, allowing the board to visualize exactly where students are choosing alternative educational paths. Response: Yes, that can be provided.
- He expressed gratitude for the existing demographic data provided but requested even deeper granularity in future reporting to better understand enrollment trends. Specifically, he suggested disaggregating broad categories, such as breaking down the "Asian" demographic into specific Hmong or Karen groups and distinguishing between various identities within the "Black or African-American" category. By striving for this more detailed data, he believes the Board can gain a more nuanced and helpful understanding of how different communities interact with the district.
- Director Ward requested a more contextual breakdown of enrollment data by asking for the percentages of each racial group attending Saint Paul Public Schools (SPPS) versus charter or other public options. While the previous report provided raw numbers, he noted that seeing the relative distribution—such as what percentage of white, Black, or Asian students are in the district compared to those in charters—would offer a clearer understanding of the broader school system.
- Director Ward also expressed interest in the specific personnel involved in the upcoming re-engagement campaign, questioning whether the outreach would be conducted by members of the local SPPS community or outside hires who might need more training on the district's offerings. In response, it was explained that the contracted company, CASA, is an established national organization that uses a dual approach: they utilize their own experienced internal team while simultaneously identifying and hiring individuals from within the local community. This "and-both" strategy ensures that the campaign leverages both professional expertise and local connections to effectively communicate the benefits of returning to the district.
- He also noted questions about the exit surveys for families who have left the district, and the degree to which we are still doing those and the results. Staff confirmed that data for the 25-26 school year is currently being analyzed and will be reported soon. Regarding how this feedback influences recruitment, officials explained that the findings are integrated into the district's strategic planning and shared with partners like CASA and Schoolman. This ensures that re-engagement campaigns and marketing efforts are informed by the specific reasons families choose to leave, allowing the district to address those concerns directly in their outreach.
- Director Ward concluded by thanking the staff and providing context for the district's enrollment goals. He emphasized that these efforts are driven by both a desire to provide families with high-quality educational options and the reality that district revenue is tied to enrollment numbers. Acknowledging the broader trend of declining birth rates, he noted that the district's focus is on increasing its market share percentage, as the total number of students may continue to decrease even if the district successfully attracts a larger portion of the available student population.
- Director Valliant shared a personal anecdote regarding a family member to highlight potential barriers for students returning to the district from charter schools. She noted two specific concerns: perceived capacity issues at the district's online school and, more critically, the misalignment of credit structures between charters and SPPS. Because different credit systems can lead to students falling behind or failing to graduate on time upon reentry, Director Valliant

raised this as a systemic challenge that the district may need to address to ensure that the re-engagement campaign is truly accessible for transferring students.

B. Policy Update

a. SECOND READING: Policy 426.00 – Use of Social Media

Erica Wacker, Director of Communications and Mario McHenry, Executive Director of Technology Services, then reviewed the proposed changes within the second reading of this policy. There was a transition to the new policy format, including the addition of “Staff” to the policy name and addition of the word “Policy” to the purpose. Modernized terminology was included, as well as work-related use of social media, personal use of social media details, appropriate actions by the District, and cross references.

Mr. McHenry also clarified district standards for technology and social media use, primarily focusing on Policy 520, which prohibits using district resources for commercial, political, or profit-making purposes without explicit approval. Staff were reminded of their responsibility to maintain confidentiality by ensuring that protected student data, such as names and images, are never shared on personal media. Additionally, the guidelines emphasize harassment prevention and the importance of maintaining a clear distinction between content, requiring employees to keep personal social media updates entirely separate from district platforms and their professional roles.

The district reserves the right to take appropriate disciplinary action if social media conduct adversely impacts the workplace, violates professional ethics, or interferes with an employee's job performance. These expectations are further reinforced by cross-references to policies regarding data management (304.00), gender inclusion (418.00), and the maintenance of a professional and respectful workplace (419.00). Collectively, these measures aim to align staff digital behavior with the district’s broader standards for safety and professionalism.

The full presentation, as well as draft of the proposed policy changes, can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- The Board noted changes to refine the language regarding staff oversight of student-run social media accounts, expressing concern that the original policy was too broad and could unfairly penalize staff for accounts they did not authorize. It was noted that while some accounts are managed by advisors or coaches, others are created independently by students, making it difficult for staff to be "ultimately responsible" for all content. To address this, the board agreed to clarify that staff responsibility applies specifically to "school-approved" or official accounts, such as those representing official clubs or sports teams that use district logos and names. This revision ensures that while staff can delegate posting duties to students, their accountability is limited to sanctioned district activities rather than unauthorized student speech.

b. SECOND READING: Policy 707.02 – Transportation: Student Conduct

Ben Harri, Director of Transportation, then reviewed the proposed changes to this policy. Changes include updates to the Policy Purpose, clearer verbiage and terms, updated information according to statute, definitions, and updated legal references.

The full presentation, as well as draft of the proposed policy changes, can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- The Board noted these changes addressed their previous concerns.

13. BOARD OF EDUCATION

A. Information Requests/Responses and Items for Future Agendas

- Director Franco requested an update on the Athletics programming in SPPS, as well as figures around services the district is required to provide to private schools and charter schools, including the description of services, FTEs allocated, and the possible ga of what is reimbursed from the state for those services and the dollar amounts.
- He also reiterated a request for additional data within the grade levels in the market share presentation, and demographics information.
- Director Lowe requested a narrative on the enrollment trends and demographic information of those families who leave the district to go elsewhere, and the intersection of demographic points, including those families who leave SPPS to go to another public school district.
- Director Carrillo echoed this and requested disaggregated data within the broader racial groups, and understanding of a narrative or family profile of the groups leaving SPPS for a better picture in target marketing. He also noted the targeted investments in athletics to recruit students from other districts or charters who may not have access to the athletic opportunities in SPPS, and as a selling point for the district. He also noted interest in the targeted recruitment process, and SPPS may have what they want, and they may not know it yet.
- Director Allen requested information on the new programs in College and Career Pathways, and visions for building these programs as an update for the community.
- Director Valliant requested an update on the financial literacy courses, including feedback from students and staff, as well as an update on the conversation on artificial intelligence, as previously states, including conversations about how to address AI in the district, as well as including education around AI, and the job market in relation to AI for our students.

B. Board of Education Reports/Communications

- Director Franco noted that despite the challenges posed by shifting national policies and local stressors, community leaders in Saint Paul are calling for residents to come together through local celebrations and youth engagement. A primary highlight is the upcoming Cinco de Mayo festival on the West Side, scheduled for Saturday, May 2nd. This grassroots event, which drew 30,000 people last year, will feature a parade starting at 10:00 a.m., followed by festivities until 6:00 p.m. along Cesar Chavez Street. The Saint Paul Public Schools Community Engagement department will debut a newly refreshed float, and students from Riverview are set to perform on one of the three event stages.
- Director Carrillo noted the strong push for the community to support local spring sports at the middle and high school levels. Attending these games is presented as a vital opportunity to connect with educators, immigrant neighbors, and families. By showing up for these events, residents can help uplift the youth and strengthen the social fabric of the city, turning local activities into building blocks for a more unified and supportive community.
- Director Valliant shared an update regarding her recent visits to various educational sites within the district's Focus Area E, highlighting stops at the Hubbs Center, Adult Basic Education, and the ECFE Education Hub. Throughout these visits, she engaged directly with students and principals, noting the unique cultures and accomplishments of each school while answering questions about the role of the school board. Highlights of the tour included enjoying student-run

amenities, as well as attending a student-led Critical Ethnic Studies event at Central High School. Impressed by the students' ability to coordinate a complex day of performances, she emphasized that these visits were vital for building relationships and experiencing the positive atmosphere and diversity present within the district.

14. ADJOURNMENT

Director Ward moved to adjourn the meeting; Director Franco seconded the motion.

The motion was approved by roll call vote:

Director Franco	Yes
Director Valliant	Yes
Director Henderson	Absent
Director Ward	Yes
Director Lowe	Yes
Director Allen	Yes
Director Carrillo	Yes

The meeting adjourned at 8:17 p.m.

For clarity and to facilitate research, these minutes reflect the order of the original Agenda and not necessarily the time during the meeting the items were discussed.

Prepared and submitted by:
Sarah Dahlke
Assistant Clerk, St. Paul Public Schools Board of Education

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota

COMMITTEE OF THE BOARD MEETING
360 Colborne Street
Saint Paul, MN 55102

May 5, 2026
4:30 p.m.

MINUTES

1. CALL TO ORDER

The meeting was called to order at 4:30 p.m. by Vice Chair Valliant.

2. ROLL CALL

Board of Education:	E. Valliant, C. Franco, B. Lowe, H. Henderson U. Ward and Y. Carrillo were absent. C. Allen arrived at 4:43 p.m.
Staff:	Superintendent Stanley, K. Bergstrom, S. Dahlke

3. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Director Valliant moved to approve the other of the main agenda. The motion was seconded by Director Lowe. It passed by acclaim.

5. SUPERINTENDENT'S ANNOUNCEMENTS

Superintendent Stanley shared her experience attending the recent Cinco de Mayo parade. She praised the Office of Family Engagement for creating an amazing float, noting that seeing 35 proud children riding on it provided a much-needed boost for a community that has felt "under siege" for months. Additionally, she highlighted a beautiful display of Asian Pacific Islander Hmong attire and cultural items located near the building's front entrance, encouraging attendees to view it on their way out. Director Valliant echoed her excitement, recalling how she and her son were delightfully surprised by the impressive float, concluding that the entire event was a lot of fun.

6. 2025-2026 GENDER AND SEXUAL DIVERSITY PARENT ADVISORY COUNCIL (GSD PAC) BOARD UPDATE

Dana Abrams, Director of Family Engagement and Community Partnerships, then presented this update on behalf of the GSDPAC.

Superintendent Stanley first noted that GSD PAC members chose not to present publicly due to safety concerns. Director Abrams explained that the GSD PAC, which originated in the Office of Equity, provides a critical space for parents navigating how to support students. Highlighting the growing need for representation, Abrams shared data indicating that an estimated 13% of the district's rising student population identifies within the sexual diversity community, surpassing previous estimates of 10% based on graduation rainbow tassel counts.

Ms. Abrams also outlined the council's progress and upcoming goals, including establishing a formal board presentation schedule for the 2025–2026 school year, drafting official bylaws, and increasing the council's visibility through outreach events. She highlighted a key initiative where the council successfully created a pronoun poster. While the English version is complete, distribution is currently paused because translating the pronouns into Spanish alters traditional language structures, creating a challenge that requires collaboration with district academic leadership to resolve. She also noted work with school nurses, and work on inclusive restrooms, as well as work with our Research, Evaluation, and Assessment team to ensure all students who identify in ways relating to the GSD PAC are included. Looking ahead, the GSD PAC plans to focus on membership recruitment, strengthening core responsibilities, and collaborating with other departments.

The full report can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- The Board commended the Gender and Sexual Diversity Parent Advisory Council (GSD PAC) for their incredible work, recalling their own positive experiences attending a few meetings. They praised the participating staff and parents for their advocacy, noting that their efforts support not just their own children but the entire school community by promoting unified, equitable, and happy educational environments. In closing, there was a strong commitment to stand beside whichever parent advisory councils choose to present in person, while also affirming a readiness to read and review their reports should they prefer to submit them in a written format.

7. ANALYZING THE COST OF CHARTER SCHOOLS FOR ST. PAUL PUBLIC SCHOOLS

Consultants from North Star Policy Action then presented this report.

In a presentation delivered by Aaron Rosenthal, Research Director for Northsota Policy Action, a narrow fiscal report co-authored with economist Dr. Hilary Wething reveals that the rapid growth of charter schools places a severe financial burden on Saint Paul Public Schools (SPPS). Challenging the conventional wisdom that funding follows students at a net-zero cost to the district, the report shows that over the last 25 years, charter enrollment has surged from 1 in 13 students to more than 1 in 3, with the district losing an average of 630 students annually. This migration creates massive indirect costs, or "fiscal externalities," because public schools cannot shed fixed operational liabilities—such as transportation, building maintenance, and administration—as quickly as they lose enrollment revenue. Depending on the rate of student departure, these single-year indirect losses are estimated to cost SPPS between $7.2 million and $17.7 million annually.

Beyond these indirect operational strains, the report highlights substantial direct costs driven by statutory special education billing. Because charter schools are legally permitted to bill a student's resident district for 80% of their unreimbursed special education costs, SPPS paid a staggering $13.6 million in direct bills to charter schools during the 2023–2024 school year alone. This burden is exacerbated by a demographic mismatch, as the district serves a 45% greater share of special education students than local charters. Cumulatively, these direct bills have cost SPPS over $150 million (adjusted for inflation) since 2007, and even with upcoming state adjustments capped at a 50% reimbursement rate, the district will continue to absorb half of these outside costs. While the authors emphasize that this study does not evaluate educational quality or student performance, they conclude that the current structural relationship introduces a profound and ongoing deficit into the Saint Paul Public Schools budget.

The full presentation and report can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Allen requested clarification for the record – SPPS cannot bill for students in special education who are not enrolled in our school district, even though we are paying that 80%, we are not billing for them. Response: We are not billing for those students who are enrolled in charter schools, we are only paying out for their services. When a family enrolls their child in a charter school, the charter school makes all the decisions and they bill us. We have no ability to consent or be part of the process about making decisions.
- It was clarified that the specific billing mechanics for special education services between charter schools and resident districts. Charter schools absorb 20% of their unreimbursed special education costs, while the remaining 80% is billed back to the resident district.
- There was also a question raised regarding whether American Rescue Plan (ARP) funds were factored into the report's calculations regarding the drop in revenue per student. Response: It was clarified that the data on the slide strictly reflects the actual amounts billed by charter schools to Saint Paul Public Schools, meaning it does not account for any changes or temporary influxes on the district's revenue side during that period.
- Director Henderson noted the strategic value of the report, noting that while the board itself cannot take immediate action, the information is vital to share with state and city decision-makers who can. Emphasizing that the intent is not to cast judgment on school choice but rather to understand all avenues of revenue loss, she highlights that this investigation began because the district was asking taxpayers for additional funding. Ultimately, she argues that fully grasping these district, city, and statewide financial impacts is essential for maintaining strong investments in public education and addressing the fiscal realities affecting the students currently in their buildings.
- Director Franco asked for clarification on the precise dollar amount being drawn from the district's general fund to cover charter school costs, wondering whether the district absorbs these expenses entirely or receives administrative reimbursements for processing them. Response: While the state factors these charter students into the district's overall special education aid calculation formula, the final financial impact lands as a tuition bill. Furthermore, it was highlighted that the district incurs substantial, un-reimbursed indirect administrative costs to support these students, as staff must manually process tuition agreements, sign and return documentation, and review copies of Individualized Education Programs (IEPs) and evaluation reports to confirm eligibility for every resident student enrolled in a charter school.
- Chief Turner also noted an example of ways in which charter school transportation mandates directly impact the budget. By law, Saint Paul Public Schools is liable for busing charter school students if a charter elects to use the district's system. In one current example, the district pairs a

middle school with a nearby charter school, a service that requires two specific bus routes costing $879 per day per bus; eliminating these routes would save the district approximately $300,000 over a 170-day school year. While the district previously bused between six and eight charter schools, it significantly reduced these costs over the years by shifting secondary school schedules and making a conscious policy decision to relegate non-proximate charter schools to a less desirable fourth-tier afternoon slot rather than premium morning tiers.

- Director Franco noted the value of capturing granular, practical data to identify the true, unreimbursed gap in hard costs absorbed by the district's general fund. While acknowledging that the presented report provides an excellent big-picture look at how dollars follow students, he expressed a strong interest in calculating the specific dollar amounts tied to hidden administrative overhead—such as the labor and time spent by HR and finance departments to process charter school payments and student paperwork. Because these operational expenses have historically been baked into overall education funding formulas rather than tracked independently, he argued that pairing this precise causal data with the broader report would create a powerful anchoring argument when presenting the district's true financial realities to city and state partners.
- Chief Sager noted the critical impact of the special education cross-subsidy on the district's budget planning, highlighting a massive structural funding gap. Specifically, out of approximately $190 million the district expects to spend on special education this year, only about 58% will be reimbursed by the state due to limitations on covered benefits, leaving an enormous deficit despite some additional cross-subsidy aid. Furthermore, citing an efficient update from a colleague using Minnesota Department of Education (MDE) data, he clarified that the explicit tuition billing expense coming to the district from charter schools alone amounts to $10,230,000—representing the 80% portion the charters do not cover—of which the district will still have to attempt to claim partial state reimbursement.
- The Board also noted questions question regarding whether the research assessed the total number of available, empty seats across the city's charter schools, noting that an overabundance of open seats relative to the actual child population is an issue affecting both district and charter buildings alike. Response: The report did not look into potential open seats or capacity alignment. Instead, that while their data tracks the geographical location and growth of charter schools over time alongside rising student enrollment, evaluating whether those individual buildings are successfully filling their available seats fell outside the scope of this study.
- What happens to education funding when a student transfers from a charter school back to the district after the standard October and December census dates? Response: That funding remains highly fluid. According to the Minnesota Department of Education (MDE), funding generally tracks students dynamically throughout the year rather than locking in at the census dates, meaning money will follow the student regardless of when the move occurs. While the December 1st "child count" date remains strictly tied to certain specific special education funding formulas, the district actively works to build strong relationships with local charter schools; this collaboration ensures that when a charter student requires a higher level of specialized care, they are welcomed back into the district's pre-existing, robust special education programs.

MOTION: Director Valliant moved to amend the agenda to move the FY27 Budget and Community Budget Meeting Report to precede the Tribal Nations Education Committee (TNEC) and AIPAC Resolution Response. The motion was seconded by Director Franco. It passed by acclaim.

8. TRIBAL NATIONS EDUCATION COMMITTEE (TNEC) AND AIPAC RESOLUTION RESPONSE

Staff and AIPAC members then presented this response.

Led by Regan Kluver, Director of American Indian Education, a cross-departmental team presented Saint Paul Public Schools' (SPPS) formal response to the American Indian Parent Advisory Committee (AIPAC) resolutions, highlighting a statutory compliance process aimed at advancing Indigenous sovereignty and supporting the district's 1,167 state-identified American Indian students. Although the AIPAC voted non-concurrently during the annual spring review—a formal mechanism under Minnesota State Statute that triggers a mandatory 60-day district response window—parents emphasized that they have felt unprecedented positive momentum and growth this school year. In alignment with the committee's request to go deeper into existing strategies, the district's response details targeted initiatives across four core areas: attendance, behavior, curriculum and instruction, and human resources.

To combat historically high rates of chronic absenteeism, the district has secured a dedicated American Indian Attendance Specialist, utilized real-time data monitoring, and formed external partnerships with local Native-serving agencies. On behavioral fronts, SPPS is addressing the disproportionate representation of Native students in disciplinary referrals by introducing the state's "Dreamcatcher" program, utilizing quarterly equity data tracking, and integrating culturally embedded restorative practices. Academically, an expanded data-driven tracking system that pairs reading and math scores with attendance and behavioral metrics helped yield a notable 4% gain on the Minnesota Comprehensive Assessments (MCAs) in both reading and math among American Indian students. This instructional success is bolstered by Jason Bresette, an Indigenous Teacher on Special Assignment (TOSA) who leads adult professional development, guides site-specific land acknowledgments, establishes place-based experiential learning programs like the Bdote field trips, and recently partnered with the Minnesota Humanities Center to supply Native American history e-books across all district elementary and middle school libraries. Finally, addressing staff recruitment and retention, the Human Resources team expanded its localized university and community hiring networks, driving a year-over-year increase in new self-identified American Indian hires from 19 to 35, bringing the district's total to 146 Native staff members across 39 buildings.

The full response can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Allen requested information on the number of buildings with students who identify as American Indian. Response: There are 30 buildings that have representation of staff, and students who identify as Native American across 68 district buildings, including online school and alternative learning programs.
- The Board also expressed gratitude for the dedication of the American Indian Parent Advisory Committee (AIPAC) and commends the district's tailored response. Recalling his inspiring experience attending an AIPAC meeting the previous year, Director Franco celebrates the academic progress being made and notes that navigating the statutory non-concurrence process ultimately ensures students are being supported in the specific ways needed to improve their academic outcomes.
- He also noted questions on how staff across the district's 68 buildings practically utilize quarterly attendance and behavioral data to implement hyper-focused interventions for American Indian students, especially those who do not qualify for specialized services. Response: The foundational step of this work centers on visibility. Often, school-level attendance teams are unaware they even have Native students enrolled; consequently, the School Attendance Matters (SAM) team trains

staff to pull specific campus ad hoc reports to pinpoint these students—even if there are only a few in a building—and identify who is attending inconsistently. To ensure this monitoring is proactive rather than reactive, secondary school attendance specialists are tasked with embedding this data into regular weekly or monthly school team meetings. This allows staff to immediately investigate barriers to attendance by making phone calls or home visits. There was commendation of this systemic progress, emphasizing that students cannot access literacy or academic learning without first physically being present and feeling safe, while acknowledging the continuous need for robust, wrap-around support services across the entire district. Adding to the system-wide attendance strategy, it was also highlighted that the district's entire Professional Learning Community (PLC) focus for the school counseling team this year has been centered on American Indian attendance. This year-long initiative, supported by targeted professional development, emphasizes building authentic relationships as a prerequisite for meaningful family outreach. The training also intentionally works to de-mystify the Native student experience by pushing past cultural stereotypes and embracing the modern, intersectional realities of these students as artists, athletes, and individuals. At the end of the year, counselors will present their PLC data to evaluate how this heightened intentionality has impacted attendance rates. In tandem with these proactive counseling efforts, the American Indian Education office continues to run preventative measures, including direct phone calls and home visits, to support students before they become at-risk.

- It was noted that while the vote was non-concurrent, there is still good news in this report.

9. FY27 BUDGET UPDATE AND COMMUNITY BUDGET MEETING UPDATE

Tom Sager, Executive Chief of Financial Services, then presented this report, including a comprehensive overview of the upcoming FY 2026–2027 budget planning process, summarizing information recently shared with the community and highlighting the district's strict adherence to community priorities and school board parameters. The district is confronting a $14.35 million budget shortfall, with projected expenses at $828.8 million and revenues at $814.5 million; notably, this 1.7% deficit would have been drastically worse without the community's recent approval of a $37.2 million operating referendum. While the referendum stabilized funding, it could not completely close a wider, systemic $51 million inflationary funding gap (averaging $1,470 less per pupil over 20 years), which is further exacerbated by a two-year decline of 900 fewer students than originally projected. To bridge the remaining gap under tight legal limits and fixed, inflexible costs like utilities and mandates, the district is implementing a balanced strategy that favors students over overhead: administrative support areas are being cut by 2.3% ($3 million), keeping the district well below the statewide average for administrative spending, while school-related services will see a lower 1.5% reduction ($10.5 million). Supported by extensive community feedback from over 6,000 participants, the final budget successfully preserves key parameters—including full-day pre-K, language and cultural programs, class size guidelines, and a mandatory 5% unassigned fund balance—by utilizing strategic cost-saving measures such as staff attrition, reducing departmental carryover by half, and optimizing kindergarten enrollment caps. The proposed budget will be formally introduced on May 19, with a recommendation for final board approval scheduled for June 23.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Will the community feedback collected at the session mentioned previously be compiled and shared with the Board at an upcoming meeting? Response: Note-takers were present in every room and that all notes are currently being consolidated into a summary report so board members can review what was discussed across the different sessions.

12. ADJOURNMENT

Following a budget presentation, school board members and district leadership addressed ongoing community and staff concerns regarding changes to the English Language Learner (ELL) model and the impending $14.35 million budget shortfall. Because previous budget cycles successfully kept cuts away from classrooms, both leadership and the board acknowledged that current reductions are directly hitting school buildings, a reality exacerbated by a historical overstaffing of ELL teachers. To minimize school-level disruption and ensure displaced educators can remain "whole" at a 1.0 Full-Time Equivalent (FTE), the district's human resources team has engaged in extensive negotiations with the Saint Paul Federation of Educators (SPFE), leading to several critical procedural and timeline modifications. Specifically, the district revised and clarified the FTE change forms for affected staff, established a process to manually pair fractional 0.2 positions with existing 0.8 positions to prevent scheduling fragmentation, and accelerated the notification timeline for probationary teacher releases to create clear vacancies for senior displaced teachers ahead of the final hiring rounds. While board members expressed deep worry over the potential impact on students—citing the academic and emotional difficulties children face when navigating mid-year teacher transitions or rotating instructors—they indicated they do not plan to alter the district's current path. However, administration explicitly requested that if the board's parameters do change, they must notify leadership immediately due to the immense operational difficulty of reversing formal staff releases and unrequested leaves of absence.

Director Valliant moved to adjourn the meeting. Director Henderson seconded the motion. It passed by acclaim.

The meeting adjourned at 6:58 p.m.

For clarity and to facilitate research, these minutes reflect the order of the original Agenda and not necessarily the time during the meeting the items were discussed.

Prepared and submitted by:
Sarah Dahlke, Assistant Clerk, St. Paul Public Schools Board of Education

INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS

TOPIC: 2026 Meeting Schedule

A. 2026 REGULAR MEETING DATES – 5:30 p.m. (unless otherwise noted)

- January 6, 2026 (Annual Organizational Meeting at 4:00pm)
- January 20, 2026
- February 17, 2026
- March 17, 2026
- April 21, 2026
- May 19, 2026
- June 9, 2026 (Special re: Non-Renewals at 4:00pm)
- June 23, 2026
- July 14, 2026
- August 18, 2026
- September 22, 2026
- October 20, 2026
- November 17, 2026
- December 1, 2026 (Truth in Taxation Hearing at 6pm)
- December 15, 2026

B. 2026 COMMITTEE OF THE BOARD MEETING DATES – 4:30 p.m.

- January 6, 2026
- February 4, 2026 – Wednesday (Precinct Caucus)
- March 3, 2026
- April 14, 2026
- May 5, 2026
- June 9, 2026
- August 5, 2026 – Wednesday (Primary Election)
- September 1, 2026
- October 6, 2026
- November 4, 2026 – Wednesday (Election Day)
- December 1, 2026

INDEPENDENT SCHOOL DISTRICT NO. 625

BOARD OF EDUCATION

SAINT PAUL PUBLIC SCHOOLS

DATE: May 19, 2026

TOPIC: Gift Acceptance for Check to Cover Book Vending Machine

A. PERTINENT FACTS:

1. Highland Park Elementary was connected with Trust Point Inc via Tony Walker, director of community education, regarding a book vending machine. Trust Point Inc is a financial planning organization with three offices in the United States, one being in Minneapolis. They have an ongoing project where they supply book vending machines and the associated stock of books to schools in their areas, in partnership with Global Vending Group. Trust Point Inc has used this program to support schools in SPPS such as Maxfield, Bruce Vento, and Benjamin E. Mays.

   Highland Park Elementary has an invoice for $9,269.00 from Global Vending Group. Highland Park Elementary has also received a check for $9,269.00 from Trust Point Inc. These funds, received as a gift, will directly supplement the total cost of the book vending machine.

2. Highland Park Elementary is interested in the book vending machine as a behavior incentive structure. Notably, the machine operates on tokens instead of money. Our goal is to distribute tokens to students to recognize positive behaviors, and then for students to be able to use those tokens to select and keep books.

3. The book vending machine becomes the property of Highland Park Elementary. Trust Point Inc funds its supply of books for a period of three years.

4. The entirety of this project is funded through the $9,269 check being reviewed for gift acceptance by this agenda item. Its cost breakdown is as follows:
   - Custom Wrapped – Inchy's Bookworm Vending Machine -- $5,695.00
   - Tray Upgrade -- $425.00
   - Inchy's Tokens -- $180.00
   - Build Your Own Book Bundle – Customer's Choice -- $1,375.00
   - Warranty 4 year add - $699.00
   - Shipping and Handling – Lift Gate -- $895.00

5. This project will meet the District strategic plan goals of "Positive School and District Culture: Create a shared sense of community to build trust and collaboration within and outside our schools" (SPPS Achieves) and "Deliberate Inclusion: Creating schools where every student and staff member experiences dignity, connection and comprehensive support" (SPPS 2033). Positive Behavioral Interventions and Supports (PBIS) is a tiered intervention structure that our site uses to support positive student behaviors and building culture. This will allows us to shift

the focus further from redirecting undesirable behaviors to instead encouraging and recognizing the behaviors we hope to see.

6. This item is submitted by Matt Severns, principal at Highland Park Elementary; and Nancy Páez, Assistant Superintendent.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept the gift from TrustPoint Inc. in the amount of $9,269.00 for the purpose of funding a book vending machine at Highland Park Elementary.

INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS

DATE: May 19, 2026

TOPIC: Request for Permission to Submit a Grant to the Cargill Foundation's Childhood Nutrition Grant Program

A. PERTINENT FACTS:

1. The Cargill Foundation's mission is to nourish and educate the next generation for success in school, work and life. They support programs that are rigorous, curriculum-driven and embedded in other areas of learning at the school or district levels in the areas of Childhood Nutrition, STEM, and College and Career Readiness.

2. Saint Paul Public Schools' Nutrition Services has prepared an application to support the Grow Our Own program. The goal of this grant is to use garden-based learning to increase healthy food consumption and behaviors in students. The funds will be used to pay for staff time and materials to build garden education opportunities, training, community partner engagement and internships.

3. Saint Paul Public Schools will serve as fiscal agent for the project. The grant is for approximately $199,762 over two years until June 30, 2028.

4. This project will support the strategic focus area of Positive School and District Culture.

5. This is a recurring grant-funded project.

6. This item is submitted by Durowaa Agyeman-Mensah, Grants Assistant; Craig Anderson, Director of Teaching and Learning; Charlotte Landreau, Director of the Innovation Office; Stacey Gray Akyea, Chief of Equity, Strategy & Innovation; and Valora Unowsky, Senior Executive Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Cargill Foundation's Childhood Nutrition Grant Program; to accept funds, if awarded; and to implement the project as specified in the award documents.

INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS

DATE: May 19, 2026

TOPIC: Request for Permission to Submit a Grant to the Constellation Fund's Grant Program

A. PERTINENT FACTS:

1. The Constellation Fund invites applications from organizations or programs providing direct services to improve the health or increase the income of individuals living below 200% of the federal poverty guidelines in the seven-county metro area. The organization seeks to fund established interventions with the potential to scale or organizations with the potential to grow and a strong case for philanthropic funding.

2. Saint Paul Public Schools' Health and Wellness team has prepared an application to fund free vision screenings for grades K, 1, 3, 5, 7, and 9 as well as cover all post-insurance costs for exams and glasses. Since 2014, the Phillips Eye Institute's E.Y.E. Program has provided free, school-based vision screenings, exams, and glasses to SPPS students, conducting 137,768 screenings and over 5,400 prescriptions. With this program closing, the grant would fund the 1.0 FTE for a Licensed School Nurse and 1.0 FTE for a Health Assistant to screen grades K, 1, 3, 5, 7, and 9; generate referral letters, follow up with screenings for students that were absent or needed a rescreen, provide resources, and connect back with families to ensure follow through with appointments. Grant funds would pay invoices per a contracted fee schedule from partner providers for post-insurance costs for comprehensive eye exams, a pre-determined choice of glasses, and 1x replacements for lost or broken glasses during a school year. Funds would also cover transportation costs of taxis and ride-sharing apps for families that need it.

3. Saint Paul Public Schools will serve as fiscal agent for the project. The grant is for approximately $400,000 until June 30, 2027.

4. This project will support the strategic focus area of Systemic Equity. This project aims to create equitable access to healthcare for students and remove problems with vision as a barrier to accessing learning.

5. This is a new grant-funded project.

6. This item is submitted by Durowaa Agyeman-Mensah, Grants Assistant; Heidi Nistler, Assistant Superintendent of Specialized Services; Charlotte Landreau, Director of the Innovation Office; Stacey Gray Akyea, Chief of Equity, Strategy & Innovation; and Valora Unowsky, Senior Executive Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Constellation Fund’s grant program; to accept funds, if awarded; and to implement the project as specified in the award documents.

INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS

DATE: May 19, 2026

TOPIC: Request for Permission to Submit a Grant to the Japan Foundation's Salary Assistance Grant Program

A. PERTINENT FACTS:

1. The Japan Foundation, Los Angeles supports non-profit educational institutions or school districts in the U.S. that are facing temporary financial difficulties in the following three cases: 1) to start a new Japanese program, 2) to expand an existing program by adding new courses or sections, or 3) to maintain an existing program at risk of cutback or closure. The grant covers a part of the Japanese-language instructor's salary and fringe benefits up to $30,000 per year on a cost-sharing basis. Grant support is awarded on the condition that the applying institution will continue to offer the Japanese-language program after the grant support ends.

2. Saint Paul Public Schools' Office of Multilingual Learning has prepared an application for funds to cover the 0.20 FTE of a Japanese teacher in SY26-27. Grant funds will be used to support the instructional hours for a new virtual Japanese 1 course, a language option that has a growing waitlist of students.

3. Saint Paul Public Schools will serve as fiscal agent for the project. The grant is for approximately $28,631.64 through June 30, 2027.

4. This project will support the strategic focus areas of Effective & Culturally Responsive Instruction and College & Career Readiness. The grant will expand a language offering that allows more opportunities for heritage learners to gain proficiency in their home language. Additionally, this strengthens the pathway for students to take Post-Secondary Enrollment Option (PSEO) and College in the Schools (CIS) Japanese courses in their junior and senior years of high school.

5. This is a new grant-funded project.

6. This item is submitted by Durowaa Agyeman-Mensah, Grants Assistant; Sarah Schmidt de Carranza, Director of Multilingual Learning; Charlotte Landreau, Director of the Innovation Office; Stacey Gray Akyea, Chief of Equity, Strategy & Innovation; and Valora Unowsky, Senior Executive Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Japan Foundation Salary Assistance Grant Program; to accept funds, if awarded; and to implement the project as specified in the award documents.

INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS

DATE: May 19, 2026

TOPIC: Request for Permission to Submit a Grant to the Newman's Own Food Justice for Kids Prize Grant Program

A. PERTINENT FACTS:

1. Newman's Own Foundation makes funds available through their Food Justice for Kids Prize Grant Program for projects supporting children in engaging with, gathering, growing, and cooking Indigenous foods, as well as advancing Indigenous food sovereignty. This grant will also fund programs that teach children about healthy foods, integrate local and culturally relevant foods into school meals, and improve access to nutritious meals.

2. Saint Paul Public Schools' Nutrition Services has prepared an application to support the Grow Our Own program. The goal of this grant is to use garden-based learning to increase healthy food consumption and behaviors in students. The funds will be used for the stipend pay of 23 garden leads at up to 16 schools and weather-resistant educational materials. School garden leads will be responsible for growing support for classroom use of school gardens among elementary teachers, integrating hands-on food education into the culture of the school, and connecting these initiatives with academic and SEL curriculum.

3. Saint Paul Public Schools will serve as fiscal agent for the project. The grant is for approximately $100,000 until June 30, 2027.

4. This project will support the strategic focus area of Positive School and District Culture.

5. This is a new grant-funded project.

6. This item is submitted by Durowaa Agyeman-Mensah, Grants Assistant; Stacy Koppen, Director of Nutrition Services; Charlotte Landreau, Director of the Innovation Office; Stacey Gray Akyea, Chief of Equity, Strategy & Innovation; and Valora Unowsky, Senior Executive Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Newman's Own Food Justice for Kids Prize Grant Program; to accept funds, if awarded; and to implement the project as specified in the award documents.

INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS

DATE: May 19, 2026

TOPIC: K-12 FASTBridge Reading Screener Renewal

A. PERTINENT FACTS:

1. The Minnesota Reading to Ensure Academic Development (READ) Act: State statute 120B.12 requires a district to administer a reading screener to students in grades K–3 three times a year, and also screen students in grades 4–12 who are not reading at grade level. FAST is one of two approved literacy screeners.

2. FAST™ has been our current reading and math screener since 2016, used for students in Kindergarten through 10th grade to provide online screening assessments, progress monitoring, and support for literacy interventions.

3. 25,979 students are currently rostered in FAST™ and have been screened.

4. The proposed agreement with FastBridge includes the following components:
    - The FastBridge earlyReading assessment for grades Kindergarten and First Grade is a reliable tool for identifying students at risk for reading difficulties, including dyslexia and other reading disabilities.
    - iPad-compatible assessments streamline testing, saving time for both teachers and students while improving the accuracy and consistency of the data collected.
    - The system captures all formative reading assessments, including both initial screening and ongoing progress monitoring.
    - It generates a variety of data reports that help build a comprehensive profile for each student, supporting instructional decisions and tracking progress at the student, classroom, grade, and district levels.
    - The data also supports differentiated small-group instruction, providing timely and relevant insights to guide targeted teaching strategies.

5. This will be funded through the READ Act Literacy Aid. The funds from the READ Act Literacy Aid must be used for activities that support the implementation of the READ Act, including the purchase of approved literacy screeners. The total cost of the contract will not exceed $240,000.

6. This item is submitted by Craig Anderson, Executive Director, Office of Teaching and Learning, and Susan Braithwaite, K-5 Elementary Assistant Director, Office of Teaching and Learning; and Valora Unowsky, Senior Executive Academic Officer.

B. RECOMMENDATION:

The Board of Education authorizes the Superintendent to enter into a contract with Renaissance. The total cost for services will not exceed $240,000.

INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS

DATE: May 19, 2026

TOPIC: ITB#A224279-DW
Renewal Petite Bananas

A. PERTINENT FACTS:

1. The Saint Paul Public Schools' Nutrition Services Department has established a contract for furnishing and delivery of Petite Bananas with Russ Davis Wholesale.

2. The Original Contract was approved for a two-year period, beginning July 1, 2022, through June 30, 2024, for the estimated value of $245,000 per year. The contract was renewed for a one-year period beginning July 1, 2024, through June 30, 2025, for the estimated value of $245,000. It was again renewed for a one-year period beginning July 1, 2025, through June 30, 2026, for an estimated value of $245,000.

3. The Nutrition Services Department requests authorization to renew the contract with Russ Davis Wholesale for a one-year period beginning July 1, 2026, through June 30, 2027, for the estimated value of $245,000.

4. The contract will be reviewed by Nevonia Rainwater, before any order is placed to ensure compliance with procurement statutory and policy requirements.

5. Funding will be provided from the Nutrition Services budget 02-005-680-701-6490-0000.

6. This project will provide students with nutritious meals to help the district meet its goal of ensuring high academic achievement for all students.

7. This item is submitted by Stacy Koppen, Nutrition Services Director, and Jackie Turner, Chief of Administration & Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Renewal of ITB#A224279-DW to Russ Davis Wholesale for furnishing and delivery of Petite Bananas for the Period of July 1, 2026, through June 30, 2027, for an estimated value of $245,000.

INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS

DATE: May 19, 2026

TOPIC: ITB#A227596-A
Renewal Dairy and Juice

A. PERTINENT FACTS:

1. The Saint Paul Public Schools' Nutrition Services Department has established a contract for furnishing and delivery of Dairy and Juice with St. Paul Beverage Solutions.

2. The Original Contract was approved for a two-year period, beginning July 1, 2023, through June 30, 2025, for the estimated value of $2,000,000 per year. The contract was renewed for a one-year period beginning July 1, 2025, through June 30, 2026, for an estimated value of $2,000,000.

3. The Nutrition Services Department requests authorization to renew the contract with St. Paul Beverage Solutions for a one-year period beginning July 1, 2026, through June 30, 2027, for the estimated value of $2,000,000.

4. The contract will be reviewed by Nevonia Rainwater, before any order is placed to ensure compliance with procurement statutory and policy requirements.

5. Funding will be provided from the Nutrition Services budget 02-005-680-701-6495-0000 for dairy and 02-005-680-705-6490-0000 for juice.

6. This project will provide students with nutritious meals to help the district meet its goal of ensuring high academic achievement for all students.

7. This item is submitted by Stacy Koppen, Nutrition Services Director, and Jackie Turner, Chief of Administration & Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the renewal of ITB#A227596-A to St. Paul Beverage Solutions for furnishing and delivery of Dairy and Juice items for the Period of July 1, 2026, through June 30, 2027, for an estimated value of $2,000,000.

INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS

DATE: May 19, 2026

TOPIC: ITB#A227657-A
Renewal Fresh Bakery Items

A. PERTINENT FACTS:

1. The Saint Paul Public Schools' Nutrition Services Department has established a contract for furnishing and delivery of Fresh Bakery Items with Bimbo Bakeries USA.

2. The Original Contract was approved for a two-year period, beginning July 1, 2024, through June 30, 2026, for the estimated value of $245,000 per year.

3. The Nutrition Services Department requests authorization to renew the contract with Bimbo Bakeries USA for a one-year period beginning July 1, 2026, through June 30, 2027, for the estimated value of $245,000.

4. The contract will be reviewed by Nevonia Rainwater, before any order is placed to ensure compliance with procurement statutory and policy requirements.

5. Funding will be provided from the Nutrition Services budget 02-005-680-701-6490-0000.

6. This project will provide students with nutritious meals to help the district meet its goal of ensuring high academic achievement for all students.

7. This item is submitted by Stacy Koppen, Nutrition Services Director, and Jackie Turner, Chief of Administration & Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the renewal of ITB#A227657-A to Bimbo Bakeries USA for furnishing and delivery of Fresh Bakery Items for the Period of July 1, 2026, through June 30, 2027, for an estimated value of $245,000.

INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS

DATE: May 19, 2026

TOPIC: Project Read Contract

A. PERTINENT FACTS:

1. Project Read, which includes the UFLI Portal and Project Read Tutor, is a literacy platform designed to support systematic phonics instruction.

    - UFLI Portal aligns directly with the UFLI Foundations manual, utilizing research-backed strategies to support emerging readers.
    - Features an "Assessment and Planning Portal" that scans or inputs student misspellings to automatically generate small-group plans and identify students needing intensive reteach.
    - Provides data visibility across classrooms and schools, allowing administrators to track literacy progress and word accuracy trends at a granular level.
    - Supports Clever for secure, single sign-on (SSO) integration and provides automated tools like the Decodable Generator and Fluency Passage Generator to reduce teacher planning time.
    - Tracks student mastery through five levels (from Unfamiliar to Automatic) to ensure data-driven intervention.
    - Project Read Tutor is a 1:1 digital reading coach that listens to students read aloud and provides instant, spoken feedback to fix mistakes in real-time that can be used at home.
    - Project Read Tutor is built specifically to help students master decoding and phonics (aligned with the research-backed UFLI scope and sequence).
    - Students use it independently, which frees up the teacher to work with small groups.
    - It provides on-the-spot feedback. It doesn't just say "wrong"—it provides specific hints to help students understand *why* they missed a word.
    - Automatically emails teachers daily reports, highlighting exactly which sounds or words the class is struggling with so they can adjust their next lesson.

2. By re-approving Project Read, we aim to build on last year’s momentum by ensuring every student continues to have access to a personal digital tutor that listens and provides instant, spoken feedback to correct reading mistakes in real-time. We will remain committed to using the Assessment Portal to automatically transform student errors into precise small-group lesson plans, guaranteeing that no student falls behind. Furthermore, the platform’s automated tools will continue to save teachers hours of prep time, allowing them to shift their focus toward direct, high-impact instruction. Ultimately, these features enable us to track student progress with granular detail, ensuring every child remains on a steady path toward achieving grade-level fluency.

3. This contract is planned for School Year 2026-2027. The total cost of the contract is $260,000. Features include:
    - Program Access to UFLI Portal for K-2/3 Dual Language & Immersion

- Project Read Tutor for K-5
- K-5, Decodable Generator
- Professional Learning and Support

5. This project will meet the District strategic plan focus area(s) of Effective and Culturally Relevant Instruction, Program Evaluation and Resource Allocation, and Family and Community Engagement.

6. This item is submitted by Susan Braithwaite, Assistant Director, Office of Teaching and Learning; Craig Angerson, Executive Director, Office of Teaching and Learning; and Dr. Valora Unowsky, Senior Executive Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent to enter into a contract with Project Read.

INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS

DATE: May 19, 2026

TOPIC: Reauthorization of SPCLC Management Contract 2026-2027

A. PERTINENT FACTS:

1. Saint Paul Public Schools Adult Basic Education will work in conjunction with and act as fiscal agent for Literacy Minnesota and Saint Paul Community Literacy Consortium (SPCLC). The following services will be provided by Literacy Minnesota on a contractual basis with SPPS (fiscal agent for SPCLC):
    a. Coordination and facilitation of SPCLC activities
    b. SID database support
    c. Professional teacher mentoring and support
    d. Professional development support
    e. Assistance with development and implementation of distance learning programming

2. The cost of the management contract is approximately $200,000.

3. This project will meet the District strategic plan focus area(s) of College and Career Paths and Family and Community Engagement.

4. This item is submitted by Renada Rutmanis, Adult Basic Education Supervisor, Anthony Walker, Community Education Director, and Jackie Turner, Executive Chief of Administration and Operations.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to approve the Agreement between Saint Paul Public Schools and Literacy Minnesota for the Management Contract of the Saint Paul Community Literacy Consortium.

INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS

DATE: May 19, 2026

TOPIC: Request to Sign Contract with Go4 Healthcare LLC for Athletic Trainer Services at Athletic Events

A. PERTINENT FACTS:

1. Request to Sign a Contract with Go4 Health Care LLC for Athletic Trainer Services at Athletic Events.

2. This Go4 Health Care LLC contract partnership supports high school student athletes across the SPPS athletic conference. They will provide the SPPS conference with athletic trainers to access and monitor student athletes during athletic events.

3. SPPS will not exceed $225,000 for athletic trainer services from Go4. This will be an ongoing partnership between Go4 Health Care LLC and SPPS to service the seven high schools' athletic events.

4. This partnership aligns with the district strategic plan focus area on positive school and district culture and family and community engagement.

5. This item is submitted by Mary Kasper, Athletic Department Specialist; Andrea Schmidt, Districtwide Athletic Director.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the contract with Go4 Healthcare LLC.

INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS

DATE: May 19, 2026

TOPIC: Approval of Memorandum of Agreement with Laborers Local 563, to Establish Terms and Conditions of Employment for 2026-2027

A. PERTINENT FACTS:

1. The Memorandum of Agreement is for a one-year period, May 1, 2026, through April 30, 2027.

2. The language provisions of the previous contract remain unchanged, except for necessary changes to Appendix A (Salary) and Appendix B (Benefits). This wage reopener reflects the prevailing wage for the industry. The total increase of $3.00 is to be allocated to hourly wage and fringe benefits for Plaster Tenders, Journeyman and Foreman Laborers. The total increase of $3.50 is to be allocated to hourly wage and fringe benefits for the Landscape Laborers.

3. The District has 17 employees in this bargaining unit.

4. Wage and benefits changes reflect prevailing wage.

5. The estimated total of all new costs (including wage adjustment, insurance and pension adjustments) for this agreement has been calculated as follows:

   - in the 2025-2026 budget year (May 1, 2026 – June 30, 2026): $13,563
   - in the 2026-2027 budget year (July 1, 2026 – April 30, 2027): $67,815

6. This item will meet the District's target area goal of alignment.

6. This item is submitted by Daniel Wells, Director of Employee and Labor Relations and Patricia Pratt-Cook, Chief of Human Resources and Talent Management;

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 authorize the Superintendent to approve and adopt the Memorandum of Agreement concerning the terms and conditions of employment of those employees in this school district for whom the Laborer's Local 563 is the exclusive representative; duration of said agreement is for the period of May 1, 2026 through April 30, 2027.

INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS

DATE: May 19, 2026

TOPIC: Nursing Clinical Experience Agreement with Morrison Family College of Health School of Nursing, a Program of University of St. Thomas

A. PERTINENT FACTS:

1. Saint Paul Public Schools has had a long relationship of training student nurses in our schools. The participating universities and colleges enter into an agreement to send student nurses to our district and provide appropriate oversight of the program. The district agrees to provide a suitable setting for the students to learn and grow as a nurse.

2. This request is for ongoing participation in a nursing clinical experience with Saint Paul Public Schools and Morrison Family College of Health School of Nursing, a Program of University of St. Thomas.

3. This Agreement shall become effective July 1, 2026 and continue through June 30, 2028 unless extended by the mutual written agreement of authorized representatives of the parties or earlier terminated by either party upon thirty (30) days written notice to the other party.

4. The arrangements with nurse preparation programs provide an excellent way to recruit candidates for the district.

5. There is no additional cost to the district for the nurse preparation programs.

6. Collaboration with area colleges to train high quality nurses supports the strategic plan goal of aligning sustainability and strengthening relationships with community and families.

7. This item is submitted by Rebecca Schmidt, Director, Health and Wellness, and Heidi Nistler, Assistant Superintendent of Specialized Services.

B. RECOMMENDATION:

That the Board of Education authorizes the Superintendent to continue the existing nursing clinical experience agreement with Morrison Family College of Health School of Nursing, a Program of University of St. Thomas.

INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS

DATE: May 19, 2026

TOPIC: Request to Sign Student Teaching Agreement with Southwest Minnesota State University

A. PERTINENT FACTS:

1. Request to sign Student Teaching Agreement with Southwest Minnesota State University. This formal agreement will meet the District strategic plan of recruitment and retention.

2. SPPS is one of the largest school districts in the state of Minnesota. SPPS strives to hire teachers who are representative of our SPPS students and larger community, and partnerships with colleges and universities to provide student teaching experience are an important part of this process.

3. There is no cost to SPPS for this partnership. This will be an ongoing partnership with a similar request in future years.

4. This agreement is a multi-year agreement and will end on June 30, 2028.

5. This project will meet the District strategic plan focus area of Educator Development

   Positive School and District Culture
   Effective and Culturally Relevant Instruction

6. This item is submitted by Patricia Pratt-Cook; Executive Chief of Human Resources; and Jacqueline Turner, Executive Chief of Operations.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the Student Teaching Agreement between Saint Paul Public Schools and Southwest Minnesota State University.

INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS

DATE: May 19, 2026

TOPIC: Memorandum of Understanding between Saint Paul Public Schools and City of Saint Paul Parks and Recreation

A. PERTINENT FACTS:

1. This BAI is a request to sign the Memorandum of Understanding with City of Saint Paul Parks and Recreation to grant Saint Paul Public Schools and its designated contractor a temporary construction easement. The easement allows for construction of various improvements to the playground, located on Wellstone Elementary property at 1041 Marion Street, St. Paul, MN 55117 and the Parks and Recreations' North End Community Center Property at 145 Lawson Avenue W, St. Paul, MN 55117.

2. The Facilities department will coordinate all construction access and materials/equipment storage with Parks and Recreation for the period of June 15, 2026 to September 30, 2026.

3. All improvements made on Parks and Recreation property shall remain the property of Saint Paul Public Schools.

4. This item is submitted by Kathryn Wallace, Interim Director of Facilities, and Jackie Turner, Executive Chief of Administration and Operations.

B. RECOMMENDATION:

That the Board of Education authorize the Memorandum of Understanding between Saint Paul Public Schools and City of Saint Paul Parks and Recreation for a temporary construction easement.

INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS

DATE: May 19, 2026

TOPIC: Memorandum of Understanding between Saint Paul Public Schools and the Sisters of St. Joseph of Carondelet

A. PERTINENT FACTS:

1. This BAI is a request to sign the Memorandum of Understanding with City of Saint Paul Parks and Recreation to grant Saint Paul Public Schools and its designated contractor a temporary construction easement for making various improvements to the stormwater trench on Saint Paul Public Schools EXPO Elementary School property located at 540 Warwick Street, St. Paul, MN 55116. Some construction activities may overlap onto The Sisters of St. Joseph of Carondelet property located at 520 Warwick Street, St. Paul, adjacent to Saint Paul Public Schools' property.

2. The Facilities department will coordinate all construction access and materials/equipment storage with the Sisters of St. Joseph of Carondelet for the period starting with execution of the MOU to December 31, 2026.

3. This item is submitted by Kathryn Wallace, Interim Director of Facilities, and Jackie Turner, Executive Chief of Administration and Operations.

B. RECOMMENDATION:

That the Board of Education authorize the Memorandum of Understanding between Saint Paul Public Schools and the Sisters of St. Joseph of Carondelet for a temporary construction easement.

INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS

DATE: May 19, 2026

TOPIC: Maxfield MakerSpace Room Remodel

A. PERTINENT FACTS:

1. The STEM Makerspace will be developed in partnership with Heart of America (HOA), a national nonprofit that has transformed over 1,400 educational spaces across the country. HOA will provide professional design expertise and complete the physical buildout. Core to HOA's process will be to involve Maxfield Elementary staff and families actively in the design process.

   In addition, SPP is deeply embedded in the ecosystem of organizations that support children and families in St. Paul. SPP and Maxfield currently partner with the University of St. Thomas to bring in students and professors to share knowledge and experience about various subjects and careers, particularly STEM fields. The Minnesota STEM Partnership will offer robotics and STEM mentorship programs utilizing the space.

   While the Makerspace will be physically located at Maxfield Elementary, STEM experiences for scholars and families will extend beyond its walls through field trips to partners like the Science Museum of Minnesota. The Science Museum also partners with SPP during the summer to implement STEM Freedom School, a summer enrichment program open to Maxfield scholars.

   In summary, the STEM Makerspace will provide immersive STEM experiences during the school day, and SPP and our community partners will help extend STEM learning in the community, creating additional opportunities for scholars to experience a wide variety of STEM topics.

2. Our Maker Space was previously used for many years, in the past two to years we have not been able to fully utilize the space due to funding. We do not have resources to fully staff and run the space. SPPN and other community partners have been supporting the space by bringing in partners to teach our scholars how to use the materials. We have had sewing classes, SUMO Robotics, and art classes in the space to name a few.

   Based on guidance from the Minnesota Compass STEM project (https://www.mncompass.org/stem-minnesota), the STEM Makerspace programming will align with the three critical components necessary for growing engagement in STEM across Minnesota:
   - Identity: the extent to which individuals see themselves and feel comfortable in STEM
   - Interest: the extent to which individuals are curious about and engaged in STEM subjects
   - Achievement: an individual's ability and skills in STEM subjects

   These three components also align with the key Protolabs measures outlined above. To understand school and scholar-level change, we will first collect baseline data (pre-Makerspace buildout).

   Baseline data will include:

- Reading and Math academic performance
- Current space utilization and STEM programming levels
- Teacher, scholar, and parent attitudes regarding STEM

Following completion of the Makerspace buildout, Heart of America will collect annual survey data for three years to track changes in scholar attitudes and beliefs about STEM, academic performance, space utilization, and program quality. In addition to formal surveys, Saint Paul Promise staff will regularly collect stories, feedback, and experiences from scholars, families, and teachers to understand the full impact of the Makerspace. ·

Outcome 1: Scholars increase STEM knowledge, skills, and confidence as measured by parent and student surveys. ·

Outcome 2: Scholars maintain or improve academic skills as measured by validated assessments and progress monitoring tools. ·

Outcome 3: Scholars understand how STEM components are connected and how to apply STEM concepts to solve real-world and community challenges as measured by parent and student surveys. ·

Outcome 4: Scholars increase knowledge and understanding of STEM careers as measured by parent and student surveys.

3. The renovation of the project would take place this summer 2026 upon approval of the BOE and be ready for use for 26-27SY.

4. The project will be funded by SPPN and Heart of America. The total cost of the project will be approximately $50,000. The cost includes the following renovations for shelving, painting, wall redesign, and materials.

Core Makerspace activities will include:

3D Printing and CAD Design: Scholars will design and fabricate solutions to real-world problems using computer-aided design software and 3D printers. Scholars will practice spatial reasoning, collect and analyze data, and identify how changing design parameters affect product outcomes and functionality (patterns, relationships, and cause and effect). Scholars will also explore engineering physical science concepts as they learn how to operate 3D printing machines, design, and fabricate prototypes.

Robotics and Programming: Scholars will design, program, test, and solve problems with robots. Robotics covers a wide range of math and science concepts, including mechanical engineering, computer programming, physics, data collection and analysis, and complex problem-solving. Through our partnership with the Minnesota STEM Partnership, Maxfield has a Sumo Robotics team that will take full advantage of the Makerspace to design and build their robots for competition each spring.

Textile Engineering and Manufacturing: The makerspace will be equipped with sewing machines and textile fabrication tools that scholars will use to create quilts, blankets, and other fabric designs.

This activity promotes spatial reasoning, geometry and pattern recognition, and data analysis. Scholars will learn how to measure fabric and calculate the materials needed to turn their designs into reality.

STEAM Invention Exchange: The Makerspace will also integrate arts programming to help scholars unlock their creativity and connect science, math, and art concepts. At the Invention Exchange station, scholars will practice design thinking and problem-solving by using a variety of art and fabrication materials. In addition to math concepts, scholars will complete full-cycle engineering design processes, starting from problem identification to designing and prototyping solutions.

5. According to Minnesota Compass, the number of STEM jobs is projected to grow at a faster rate than non-STEM jobs in the next decade (https://www.mncompass.org/achievement). However, less than half of Minnesota's 4th graders see themselves and feel comfortable in STEM. This sentiment is linked to academic achievement, where only 45% of 3rd-5th-grade students in Minnesota are proficient in Math. At Maxfield Elementary, only 11% are proficient. The STEM interest and achievement gap also contributes to racial disparities across many K-12, postsecondary, and career attainment measures. The opportunity gap that disproportionally impacts low-income families of color is thus a critical challenge that Saint Paul Promise seeks to address. In addition, funding inequities result in uneven access to STEM resources across Minnesota schools.

   Maxfield Elementary is located in a predominantly low-income neighborhood and does not have the funding to expand its STEM programming. Maxfield teachers and staff are eager to make use of a revitalized STEM Makerspace.

6. This project will meet the District strategic plan focus area(s) of Positive School and District Culture, Effective and Culturally Relevant Instruction, and Family and Community Engagement.

7. This item is submitted by Leslie Hitchens, Principal; Kirk Morris, Assistant Superintendent; and our partners, Saint Paul Promise.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to approve the renovation of the Maker Space at Maxfield Elementary School, in partnership with Saint Paul Promise and Heart of America.

INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS

DATE: May 19, 2026

TOPIC: Monthly Operating Authority

A. PERTINENT FACTS:

1. The Board of Education must authorize and approve all expenditures of the District. Details of these expenditures are included under separate cover, on the following page.

2. Expenditure details are included for:
   a. Checks
   b. Electronic Payments
   c. ACH Payments
   d. EFT Payments
   e. Purchasing Card

3. The Board of Education must ratify any changes in collateral that have been previously approved by the Assistant Treasurer.

4. This item meets the District strategic plan focus area of Program Evaluation and Resource Allocation.

5. This item is submitted by Tom Sager, Executive Chief of Financial Services.

B. RECOMMENDATIONS:

1. That the Board of Education approve and ratify the following checks and electronic transfers for the period March 1, 2026- March 31, 2026.

	MONTHLY OPERATING AUTHORITY	
	MARCH 1, 2026 -MARCH 31,2026	
Fund	**Descriptions**	**Amount**
No	**Checks: 793633--795528**	
1	General	$ 3,326,015.81
2	Food Service	$ 1,437,956.79
3	Transportation Services	$ 277,734.46
4	Community Service	$ 101,822.10
6	Building Construction	$ 2,319,228.06
		$ 7,462,757.22
	Electronic Payments(WIRES): 0011724--0011754	
1	General	$ 53,063,449.85
2	Food Service	$ 1,438,906.87
3	Transportation Services	$ 449,028.80
4	Community Service	$ 1,746,410.11
6	Building Construction	$ 287,744.85
21	Work Compensatory	$ (20,706.12)
		$ 56,964,834.36
	ACH Payments: 0015506--0015887	
1	General	$ 6,056,438.36
2	Food Service	$ 154,565.90
3	Transportation Services	$ 3,753,289.01
4	Community Service	$ 329,582.02
6	Building Construction	$ 1,683,900.36
		$ 11,977,775.65
	EFT Payments:	
1	General	$ -
2	Food Service	$ -
3	Transportation Services	$ -
4	Community Service	$ -
6	Building Construction	$ -
		$ -
	P- Card	
1	General	$ 390,069.22
2	Food Service	$ 1,347.55
3	Transportation Services	$ 2,154.69
4	Community Service	$ 30,151.73
6	Building Construction	$ 548.58
		$ 424,271.77
	TOTAL DISTRICT	**$ 76,829,639.00**

Fund Financial Analysis (July Thru March FY 2026)

Fund	Actual Expenses	Adopted Budget	Variance	Percentage of Budget used
Fund 1- General Fund	$ 620,276,755.56	$ 767,046,517.00	$ 146,769,761.44	81%
Fund 2 -Food Service	$ 22,340,196.35	$ 33,016,123.00	$ 10,675,926.65	68%
Fund 4 -Community Service	$ 20,192,181.27	$ 31,364,108.00	$ 11,171,926.73	64%
Fund 6- Building Construction	$ 104,192,361.82	$ 118,891,454.00	$ 14,699,092.18	88%

Fund Financial Analysis (MARCH FY 2026)

Fund	Actual Expenses	Adopted Budget	Percentage of Budget Used
Fund 1- General Fund	$ 67,297,474.08	$ 767,046,517.00	9%
Fund 2 -Food Service	$ 3,032,777.11	$ 33,016,123.00	9%
Fund 4 -Community Service	$ 2,207,965.96	$ 31,364,108.00	7%
Fund 6- Building Construction	$ 4,291,421.85	$ 118,891,454.00	4%

HUMAN RESOURCE TRANSACTIONS
April 1, 2026 – April 30, 2026
May 19, 2026

NEW APPOINTMENT

Name	Job Category	Eff Date	Pay Rate	Location
Ahles, J.	Clerical	4/18/2026	$24.91	Obama Montessori Elem
Bassett, A.	Education Assistant	4/11/2026	$18.00	Horace Mann School
Maul, T.	Plumber	4/18/2026	$58.48	Como Service Center
Smith, M.	Custodian	5/2/2026	$19.18	Como Service Center
Sparkman, R.	Custodian	4/18/2026	$19.18	Como Park Senior High
Walker, Z.	Education Assistant	4/11/2026	$18.00	Randolph Heights Elem

PROMOTION

Name	Job Category	Eff Date	Pay Rate	Location
Armogan, I.	Custodian Career Progression	3/21/2026	$31.62	Murray Mid School
Bergman A.	Profess Emp Career Progression	4/18/2026	$55.99	Como Service Center
Bookhout, P.	Profess Emp Career Progression	4/18/2026	$55.99	Como Service Center
Hayes, J.	Custodian Career Progression	4/4/2026	$29.81	Como Park Senior High
Isaac, C.	Educ Assist Career Progression	3/14/2026	$26.28	Benjamin Mays/Museum
Keti, I.	Educ Assist Career Progression	3/21/2026	$35.97	East African Elem Mag
Kindo, E.	Educ Assist Career Progression	4/14/2026	$37.36	Groveland Park Elem
Kloos, J.	Custodian Career Progression	4/18/2026	$31.62	LEAP Academy
Otteson, A.	Profess Emp Career Progression	4/18/2026	$53.52	Como Service Center

LEAVE OF ABSENCE

Name	Job Category	Eff Date	Location
Donnelly, E.	Classroom Teacher	2/27/2026	Groveland Park Elem
Edwards, D.	Nutrition Services	4/7/2026	Como Service Center
Keil, K.	Nutrition Services	3/2/2026	Humboldt Secondary
Lou, S.	Nutrition Services	3/9/2026	St. Paul Music Academy
Mohamed, A.	Clerical	3/25/2026	Colborne Admin Offices
Molette, A.	Custodian	3/2/2026	Humboldt Secondary
Morales, S.	Education Assistant	2/9/2026	RiverEast Elem/Secondary
Normil, L.	Classroom Teacher	4/6/2026	Como Service Center
Scheuerlein, S.	Classroom Teacher	3/31/2026	Humboldt Secondary
Street, C.	Classroom Teacher	3/18/2026	Battle Creek Elem
Taylor, S.	Unrepresented	6/2/2026	Colborne Admin Offices
Vang, S.	Professional Employee	3/31/2026	Como Service Center

MILITARY LEAVE OF ABSENCE (WITHOUT PAY)

Name	Job Category	Eff Date	Location
Johnson, J.	Teaching Assistant	3/12/2026	Farnsworth Aerospace Upper

REHIRE

Name	Job Category	Eff Date	Pay Rate	Location
Puckett, J.	Custodian	4/25/2026	$19.18	Como Service Center

REINSTATEMENT FROM LEAVE OF ABSENCE

Name	Job Category	Eff Date	Location
Abadir, H.	Nutrition Services	4/13/2026	Highland Park Senior High
Birkholz, E.	Classroom Teacher	4/13/2026	St. Paul Music Academy
Coleman, D.	Classroom Teacher	4/27/2026	Benjamin Mays/Museum
Collins, L.	Education Assistant	4/13/2026	Focus Beyond (18-Adult)
Durden, A.	Education Assistant	4/13/2026	Virtual Learning Elem
Earixson, E.	Classroom Teacher	4/11/2026	Hamline Elem
Haberman, H.	Classroom Teacher	3/30/2026	Frost Lake Elem
Hirmoge, L.	Teaching Assistant	3/23/2026	East African Elem Magnet
Htoo, K.	Classroom Teacher	3/30/2026	Wellstone Elem
Kath, K.	Classroom Teacher	4/13/2026	Horace Mann School
Kenneally, P.	Clerical	4/13/2026	Central Senior High
Leverich, A.	Teaching Assistant	4/14/2026	Battle Creek Middle
Ortega, J.	Classroom Teacher	3/25/2026	Benjamin Mays/Museum
Satre, D.	Education Assistant	4/20/2026	Cherokee Hts Community
Smith, T.	Classroom Teacher	4/13/2026	Hazel Park Preparatory Academy
Vue, K.	Clerical	4/6/2026	Colborne Admin Offices
Whalen, N.	Classroom Teacher	4/13/2026	Washington Tech High

REHIRE AFTER TERMINATION

Name	Job Category	Eff Date	Pay Rate
V., L. N.	Teaching Assistant	3/24/2026	$27.14

RETIREMENT

Name	Job Category	Eff Date	Location
Funk, J.	Classroom Teacher	10/1/2026	Highland Park Senior High
Galles, S.	Teaching Assistant	6/13/2026	Global Arts Plus - Lower
Nygren, E.	Clerical	4/25/2026	Colborne Admin Offices
Stramer, C.	Education Assistant	8/27/2026	Bruce F Vento Elem
Strombeck, D.	Classroom Teacher	6/16/2026	St. Paul Music Academy
Sullivan, S.	Teaching Assistant	9/9/2026	Murray Middle
Thomsen, M.	Classroom Teacher	6/13/2026	Battle Creek Middle
Venturi, D.	Classroom Teacher	6/16/2026	Focus Beyond (18-Adult)

RESIGNATION

Name	Job Category	Eff Date	Location
Aguirre, S.	Teaching Assistant	5/19/2026	Battle Creek Elem
Balfe, M.	Nutrition Services	6/13/2026	Hidden River Middle
Bauerly, K.	Classroom Teacher	6/13/2026	The Heights Community
Blake, J.	Teaching Assistant	6/13/2026	Bruce F Vento Elem
Bond, R.	Education Assistant	4/4/2026	Bruce F Vento Elem
Boynton, Z.	Classroom Teacher	6/13/2026	Benjamin Mays/Museum
Brown, K.	Classroom Teacher	6/13/2026	Farnsworth Aerospace Lower
Chapman, S.	Classroom Teacher	7/1/2026	Hamline Elem
Cobbett, J.	Classroom Teacher	6/13/2026	Cherokee Hts Community
Cordahl, D.	Classroom Teacher	6/13/2026	Expo for Excellence Elem
Dobie, S.	Nutrition Services	4/11/2026	Johnson Senior High
Effiom, E.	Classroom Teacher	6/13/2026	Central Senior High
Estrellado, A.	Classroom Teacher	6/13/2026	Daytons Bluff Achievement Plus
Ezekiel, L.	Teaching Assistant	6/13/2026	Harding Senior High
Fernandez Barraza, D.	Nutrition Services	3/21/2026	Johnson Senior High
Forman, B.	Teaching Assistant	6/13/2026	Hamline Elem
Garcia, L.	School/Community Prof	4/24/2026	Riverview Dual Immersion
Gardner, S.	Teaching Assistant	6/13/2026	Eastern Heights Elem

Gonzalez Martinez, E.	Custodian	4/23/2026	Hazel Park Preparatory Academy
Hannert, M.	Education Assistant	6/12/2026	Early Learning Hub
Hansen, J.	Supervisory	5/24/2026	Colborne Admin Offices
Hassan, I.	Education Assistant	4/25/2026	Central Senior High
Herrmann, J.	Teaching Assistant	4/1/2026	RiverEast Elem/Sec
Hrbacek, C.	Classroom Teacher	6/13/2026	Obama Montessori Elem
Hubbard, C.	Classroom Teacher	6/13/2026	Washington Tech Middle
Huerta, U.	Nutrition Services	4/22/2026	Global Arts Plus - Upper
Hussen, M.	Custodian	4/29/2026	Como Service Center
Jacobs, M.	Education Assistant	4/25/2026	Horace Mann
Jean, B.	Nutrition Services	4/25/2026	Washington Tech High
Jean, S.	Nutrition Services	4/25/2026	Washington Tech High
Kelly, S.	Classroom Teacher	6/13/2026	Global Arts Plus - Upper
Kemis, E.	Classroom Teacher	6/13/2026	Washington Tech High
Koel, J.	Teaching Assistant	5/9/2026	Battle Creek Elem
Langdon, H.	Teaching Assistant	4/2/2026	Battle Creek Elem
Lee, A.	Education Assistant	4/11/2026	Randolph Heights Elem
Mahler, L.	Classroom Teacher	6/13/2026	Global Arts Plus - Upper
McIntosh, B.	Teaching Assistant	6/13/2026	Hidden River Middle
Meinecke, P.	Nutrition Services	4/4/2026	East African Elementary Magnet
Meisenheimer, S.	Teaching Assistant	4/29/2026	Capitol Hill Magnet
Morgan, J.	Teaching Assistant	6/13/2026	Hamline Elem
Morrell, B.	Classroom Teacher	6/13/2026	Jie Ming Mandarin Immr Acad
Oechsli, H.	Classroom Teacher	6/13/2026	Hamline Elementary
Oviedo Rodriguez, Y.	Custodian	5/2/2026	Johnson Senior High
Reed, A.	Custodian	4/25/2026	Johnson Senior High
Ross, S.	Teaching Assistant	4/3/2026	Crossroads Montessori
Shearer, R.	Classroom Teacher	7/16/2026	Humboldt Secondary
Sykes, L.	Teaching Assistant	4/25/2026	Washington Tech High
Taylor, J.	Education Assistant	6/12/2026	Focus Beyond (18-Adult)
Williams, T.	Nutrition Services	5/2/2026	Mississippi Creative Arts Elem
Zepeda, C.	Clerical	8/29/2026	Cherokee Hts Community
Zollars, H.	Teaching Assistant	6/13/2026	Obama Montessori Elem

TERMINATION

Name	Job Category	Eff Date
A., D. S.	Teaching Assistant	4/29/2026
J., A.	Custodian	4/11/2026
L., D. S.	Technical	4/7/2026
M., A. O.	Education Assistant	4/28/2026
T., S. A	Unrepresented	6/2/2026
V., A. L.	Teaching Assistant	3/24/2026

INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS

DATE: May 19, 2026

TOPIC: Facilities Department FY26 Purchases over $175,000

A. PERTINENT FACTS:

1. In the normal course of work, the Facilities Department must establish purchases with vendors that may incur costs in excess of $175,000 throughout the fiscal year.

2. The following list indicates said purchases:

Vendor	Description	Amount	State Contract ID Or Bid Number
Egan*	Inspection and maintenance of fire alarm systems / smoke dampers	Current Approved Value: $2,000,000 Increase: $410,000 **New Value: $2,410,000**	F-556(5) / F-547(5)
Mavo*	General services for environmental abatement and remediation	Current Approved Value: $1,250,000 Increase: $300,000 **New Value: $1,550,000**	#CM00000524
Trane	HVAC chiller and boiler inspections, chemicals and services	Current Approved Value: $450,000 Increase: $50,000 **New Value: $500,000**	3341 OMNIA Partners
CL Benson	Filters and supplies	Current Approved Value: $195,000 Increase: $15,000 **New Value: $210,000**	F-359(5)

*Per the June 2025 BAI, mid-year increases are anticipated.

3. Purchases will be reviewed by Purchasing.

4. Funding will be provided from the approved Facilities Department Fiscal Year 2026 budget.

5. The purchases meet the District Strategic Plan goals by aligning Program Evaluation and Resource Allocation to District priorities.

6. This item is submitted by Kathryn Wallace, Interim Facilities Director, Tom Sager, Executive Chief of Financial Services, and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the purchases listed for the Facilities Department anticipated to be over the $175,000.

INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS

DATE: May 19, 2026

TOPIC: Facilities Department FY27 Purchases over $175,000

A. PERTINENT FACTS:

1. In the normal course of work, the Facilities Department must establish purchases with vendors that may incur costs in excess of $175,000 throughout the fiscal year.

2. The following list indicates said purchases:

Vendor	Description	Amount	State Contract ID Or Bid Number
Holman / ARI	Fleet leasing	$350,000	030122-ARI Sourcewell
Dalco / Imperial Dade	Custodial supplies, equipment repair and a work loading data program	$1,004,530	R211301 OMNIA Partners
E3 Services	Playground repair	$300,000	Bid #A24-4728-A
Egan	Inspection and maintenance of fire alarm systems / smoke dampers	$2,000,000*	F-556(5) / F-547(5)
Flagship	Playground equipment	$200,000	P-949(5)
Davey Group	Stormwater repair, installation and excavation services	$263,214	A-22-2612A
Grainger	PPE / Fire Marshal Orders / safety boots	$350,000*	T-572(5)
IEA	Abatement, fit testing, radon testing, and lead in water testing	$750,000*	#PR00002476
KFI	Assistance with BAS integration	$700,000	A21-1417-A
Mavo	General services for environmental abatement and remediation	$1,000,000*	#CM00000524
MEI	Annual elevator inspections and elevator upgrades	$1,040,000	E-120 (5)
Nasseff	Fire suppression systems inspection and repair	$350,000*	U of M 01-444-15-0914.CF
Trane	HVAC chiller-boiler inspections / chemicals and services	$450,000	3341 ONMIA Partners
Republic Services	Waste, recycling and organics	$1,100,000	Bid #A21-1516-A
Snow Removal Group	Snow removal services	$200,000	Bid #A24-52424

*The demands on these services fluctuate based on the needs of the District's environmental health and safety program. As such, we anticipate coming back to the Board with a mid-year revision to the anticipated baseline expenditures to reflect the needs of this fiscal year.

3. The purchases will be reviewed by Purchasing.

4. Funding will be provided from the approved Facilities Department Fiscal Year 2027 budget, with the baseline amounts indicated here monitored and adjusted throughout the year as needed.

5. The purchases meet the District Strategic Plan goals by aligning Program Evaluation and Resource Allocation to District priorities.

6. This item is submitted by Kathryn Wallace, Interim Director of Facilities, Tom Sager, Executive Chief of Finance, and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the purchases listed for the Facilities Department anticipated to be over $175,000.

INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS

DATE: March 19, 2026

TOPIC: Phase Gate Approval of Dayton's Bluff Elementary Lead-in-Water Remediation (Project # 1060-25-01): Gate #5.2 – Project Final Fiscal Close-out

A. PERTINENT FACTS:

1. This agenda item seeks acceptance of report for the Dayton's Bluff Elementary Lead-in-Water Remediation at the following gate check(s):
    a. Gate #5.2 – Project Final Fiscal Close-out
2. This project is complete and all associated contracts have been paid in full.

Project Milestone	Dates
Design Start	Not Applicable
Bidding / Procurement	February 2025
Construction Start	June 2025
Substantial Completion (Occupancy)	August 2025
Final Close-Out	December 2025

3. As all financial obligations for the project are now met, the final cost of the project is established. To sum, this project was completed approximately 14% below the Board approved project budget.
4. The Project gate schedule is:

Gate # and Description	Date
#1 – Master Planning	Not Applicable
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	February 18, 2025
#4 – Contract Award	March 18, 2025
#5.1 – Project Close-Out	Not Applicable
#5.2 – Final Project Summary	March 19, 2026 (current)

* The close-out period for smaller, less complex projects is typically relatively brief and, therefore, does not necessitate the interim Gate # 5.1 report.

5. A summary of the current project budget is as follows:

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
$823,000	$0	$711,382	100%

6. A summary of current and anticipated funding is as follows:

Funding Source	Amount
LTFM FY25-26	$711,382

7. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.

8. This item is submitted by Kathryn Wallace, Interim Director of Facilities; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education accept the report provided for Dayton's Bluff Elementary Lead-in-Water Remediation (Project # 1060-25-01) at Phase Gate Check #5.2 – Project Final Fiscal Close-out.

INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS

DATE: May 19, 2026

TOPIC: Phase Gate Approval of the Multi-Site Pool AHU Replacement (Project # 0579-27-01): Gate #3 – Project Budget

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Multi-Site Pool AHU Replacement (Project # 0579-27-01) at the following phase gate(s):

    a. Gate #3 – Project Budget / Proceed to Bidding

2. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	July 15, 2025
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	May 19, 2026 (current)
#4 – Contract Award	October 2026 (anticipated)
#5.1 – Project Close-Out	August 2027 (anticipated)
#5.2 – Final Project Summary	August 2028 (anticipated)

3. A summary of the current project budget is as follows:

Proposed Budget	Current Obligations	Invoiced to Date	Percent Invoiced
$4,238,000	$138,032	$0	0%

4. A summary of current and anticipated funding is as follows:

Funding Source	Amount
LTFM FY26-29	$4,238,000

5. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.

6. This item is submitted by Kathryn Wallace, Interim Facilities Director; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the Multi-Site Pool AHU Replacement (Project # 0579-27-01) at Phase Gate Check #3 – Project Budget; setting the final project budget at $4,238,000 and indicating direction to proceed with construction bidding.

INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS

DATE: May 19, 2026

TOPIC: Pre-Qualification of Professional Architects and Engineers

A. PERTINENT FACTS:

1. The District desires to obtain professional architectural services on an as needed basis for appropriate projects. The desired architectural services include, but are not limited to architectural design services, cost estimating, value engineering, and construction administration for capital improvement and deferred maintenance.

2. The Facilities Department issued Request for Statement of Qualifications (RSQ) No. A26-6238-A on February 9th, 2026 and received responses on March 12th, 2026 from Architects, Commissioning and Technology consultants, and Mechanical and Electrical engineers for design for projects for the next 5 years.

   This RSQ was for 5 Service Categories of work:
   I. Building Addition & Renovation and New Construction
   II. Comprehensive Building System Renewal
   III. Select Capital Improvement/Single System Renewal/Small Projects
   IV. Site Improvements & Athletics
   V. Commissioning and Technology

3. This Request for Statement of Qualifications solicited vendors interested in becoming pre-qualified for the Consultant Master List, valid for fiscal years 2027-2031. For each specific future construction project to be, the District will issue a project-specific Request for Proposals to select firms from this Master List.

4. In response, the District received submissions from a total of **forty-six (46)** firms. Proposals were evaluated and ranked based on relevant criteria including: relevant architectural or engineering design experience; dollar value of designed and constructed projects; company background information; and other applicable experience and work performance.

5. Proposals were evaluated and ranked by a selection team composed of representatives from the District. Based on these results the following firms were recommended to be pre-qualified for the Master List:

Service Category I – Building Addition & Renovation and New Construction (Architects, limited to 5 firms)
ATS&R
Cuningham Group Architects
LHB
Snow Kreilich Architects
Wold Architects and Engineers

Service Category II – Comprehensive Building System Renewal (Architects, limited to 10 firms)
ATS&R
Cuningham Group Architects
JLG
LSE Architects
LHB

Miller Dunwiddie Snow Kreilich Architects TKDA U+B Architecture and Design, Inc. Wold Architects and Engineers

Service Category III – Select Capital Improvements/Single Systems Renewal/Small Projects (Architects)
10K Architecture* ATS&R BWBR Clow Berg, Inc.* DLR ISG* JLG KOMA LSE Architects LHB Miller Dunwiddie Pope Design Group RoehrSchmitt Snow Kreilich Architects TKDA U+B Architecture and Design, Inc. Wendel Wold Architects and Engineers

Service Category III – Select Capital Improvements/Single Systems Renewal/Small Projects Electrical Engineers
ATS&R Design Tree Engineering & Land Survey Dunham Associates Emanuelson-Podas, Inc. Hallberg Engineering ,Inc. KFI Engineers Nelson-Rudie & Associates, Inc* TKDA Wold Architects and Engineers

Service Category III – Select Capital Improvements/Single Systems Renewal/Small Projects Mechanical Engineers
ATS&R CMTA, Inc Design Tree Eng. and Land Survey Dunham Associates Emanuelson-Podas, Inc Hallberg Engineering, Inc KFI Engineers Nelson-Rudie & Associates, Inc* TKDA Wold Architects and Engineers

Service Category IV – Site Improvements & Athletics Civil Engineers
BKBM Bolton and Menk* Design Tree Eng. and Land Survey Inspec, Inc.* TKDA

Tom Loucks and Associates WSB

Service Category V – Commissioning & Technology Commissioning
Dunham Associates Efficiency Commissioning LLC* Emanuelson-Podas, Inc Hallberg Engineering, Inc KFI Engineers Nexus Solutions

Service Category V – Commissioning & Technology Technology
Dunham Associates KFI Engineers PMY ETS (True North Consulting Group)

** denotes a company that previously has not performed Consultant services for SPPS*

6. This is a pre-qualification process only, so **no** District funding is being committed as part of this step nor is there any guarantee of work for the selected consultants.

7. For each project that is awarded to a firm from the Consultants Master List, the District and the firm will enter into a separate contract that shall be reviewed and executed pursuant to Saint Paul Public Schools Procedure 713.00.1 Contract Signature Authority Matrix.

8. This item meets the District Strategic Plan goals by aligning resource allocation to District priorities.

9. This item is submitted by Kathryn Wallace, Interim Director of Facilities; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the administration to pre-qualify the professional firms listed in the tables above for future project-specific solicitations for fiscal years 2027-2031.

INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS

DATE: May 19, 2026

TOPIC: Project Budget Modification Request and Finance Plan Update for Maxfield Elementary Parking Lot Extension (Project # 4180-25-01)

A. PERTINENT FACTS:

1. This agenda item seeks approval to modify the budget of the Maxfield Elementary Parking Lot Extension - Project # 4180-25-01:

    a. A portion of the project scope was removed during design development due to permitting issues, and the original budget set for the more limited work. The permit was resolved, allowing the scope to be reintroduced into the project.

2. A summary of the current project budget is as follows:

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
$935,000	$1,061,160	$1,032,630	110%

3. A summary of the revised project budget is as follows:

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
$1,599,000	$1,061,160	$1,032,630	65%

4. A summary of current and anticipated funding to accommodate the budget revision is as follows:

Funding Source	Amount
Capital Bonds FY25-28	$1,153,689
LTFM FY25-28	$445,311

5. Project cash flow schedule has been reviewed and approved by the District Finance Office.

6. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.

7. This item is submitted by Kathryn Wallace, Interim Director of Facilities; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the budget modification to Maxfield Elementary Parking Lot Extension (Project # 4180-25-01).

INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS

DATE: May 19, 2026

TOPIC: Reauthorization of Saint Paul Community Literacy Consortium 2026-2027

A. PERTINENT FACTS:

1. The Minnesota Department of Education is currently accepting applications from Adult Basic Education consortia, which may include nonprofit organizations, public school districts, community-based organizations, faith-based organizations, public post-secondary institutions, Minnesota Department of Corrections or tribal authorities. Saint Paul Public Schools Adult Basic Education will work in conjunction with and act as fiscal agent for the Saint Paul Community Literacy Consortium (SPCLC).

2. SPPS along with SPCLC is asking for approximately $9,316,986 from state and federal funds. Adult Basic Education funding is primarily based on student contact hours. Funding will be based on the time period of May 1, 2025 to April 30, 2026. During that time period, SPCLC served 11,069 students for a total of 840,044 hours.

3. Funding would be for one year and would empower adult students throughout Saint Paul to receive basic skills education, English literacy training, occupational classes and navigational services to help them transition to higher education or the workforce.

4. This project will meet the District strategic plan goals of College and Career Paths and Family and Community Engagement.

5. This item is submitted by Renada Rutmanis, Adult Basic Education Supervisor, Anthony Walker, Community Education Director, and Jackie Turner, Executive Chief of Administration and Operations.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit an application to the Minnesota Department of Education for re-authorization of funding to provide Adult Basic Education and act as fiscal agent through the SPPS Adult Basic Education program and the Saint Paul Community Literacy Consortium.

INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS

DATE: May 19, 2026

TOPIC: Contract Award for the Wheelock Early Learning Center Flooring Replacement (Project # 9020-27-01)

A. PERTINENT FACTS:

1. This agenda item seeks approval to award the construction contract for the Wheelock Early Learning Center Flooring Replacement (Project # 9020-27-01).

2. The following bid was received per the terms of MN State contract #C-432(5):

	Lump Sum Base Bid
St. Paul Lino..	$184,548

3. This bid will be reviewed by Purchasing.

4. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.

5. This item is submitted by Kathryn Wallace, Interim Director of Facilities; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize award of the Wheelock Early Learning Center Flooring Replacement (Project # 9020-27-01) to St. Paul Lino for a lump sum base bid of $184,548.

INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS

DATE: May 19, 2026

TOPIC: Phase Gate Approval of the Maxfield Elementary Parking Lot Extension (Project # 4180-25-01): Gate #4 - Contract Award

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Maxfield Elementary Parking Lot Extension at the following phase gate(s):

    a. Gate #4: Contract Award

2. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	July 16, 2024
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	December 19, 2024
#4 – Contract Award	April 22, 2025; May 19, 2026 (current)
#5.1 – Project Close-Out	September 2026 (anticipated)
#5.2 – Final Project Summary	September 2027 (anticipated)

3. A summary of the current project budget is as follows:

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
$1,599,000	$1,061,160	$1,032,630	65%

4. The following bids was received per the terms of Sourcewell contract #MN-R6-PAC-102825-BRI:

	Lump Sum Base Bid
Bituminous Roadways	$388,014

5. This bid will be reviewed by Purchasing.

6. A summary of current and anticipated funding is as follows:

Funding Source	Amount
Capital Bonds FY25-28	$1,153,689
LTFM FY25-28	$445,311

7. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.

8. This item is submitted by Kathryn Wallace, Interim Director of Facilities; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the award of the Phase II contract for Maxfield Elementary Parking Lot Extension (Project # 4180-25-01) to Bituminous Roadways for a lump sum base bid plus of $388,014.

INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS

DATE: May 19, 2026

TOPIC: Phase Gate Approval of the Wellstone Elementary Playground Replacement (Project # 4260-26-01): Gate #4 - Contract Award

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Wellstone Elementary Playground Replacement project at the following phase gate(s):

    a. Gate #4: Contract Award

2. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	July 15, 2025
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	January 20, 2026
#4 – Contract Award	May 19, 2026 (current)
#5.1 – Project Close-Out	July 2026 (anticipated)
#5.2 – Final Project Summary	July 2027 (anticipated)

3. A summary of the current project budget is as follows:

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
$763,000	$0	$0	0%

4. The following bid was received per the terms of MN State Contract #P-949(5):

    Lump Sum Base Bid

    Flagship Recreation……$424,360

5. This bid will be reviewed by Purchasing.

6. A summary of current and anticipated funding is as follows:

Funding Source	Amount
Capital Bonds FY26-28	$701,960
LTFM FY26-28	$61,040

7. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.

8. This item is submitted by Kathryn Wallace, Interim Director of Facilities; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the award of playground equipment at Wellstone Elementary Playground Replacement (Project # 4260-26-01) to Flagship Recreation for a lump sum base bid of $424,360.

Policy Update

Regular Meeting of the Board of Education
May 19, 2026

THIRD READING

Policy 426.00
Use of Social Media

May 19, 2026

Erica Wacker, Director of Communications

Mario McHenry, Executive Director of Technology Services

Policy 426.00 Use of Social Media

Current Policy:

1. Policy last revised in 2016
2. Transitioned to new policy format, which includes Policy Purpose
3. Added Staff to policy name
4. Added the word Policy to Purpose

See all updates to Policy 426.00

Policy Changes

Policy 426.00 Staff Use of Media
Policy Purpose

Saint Paul Public Schools (District) recognizes that social media can be a powerful tool for enhancing learning and communication. The purpose of this policy is to address professional and personal use of social media by District employees. The District recognizes that its employees have certain constitutional, statutory, and/or contractual rights regarding speech and neither this policy nor the accompanying guidelines are designed to violate those rights.

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Policy 426.00 Use of Social Media

Highlights

Modernized terminology by replacing text.

Policy Changes

E. Social media: Includes, but is not limited to, online media such as: websites, blogs/vlogs, ~~web logs,~~ ~~wikis~~, online forums, podcasts, and social networks. 86

Policy 426.00 Use of Social Media

Highlights

Work related use of social media.

Policy Changes

B. District staff are ultimately responsible for any such accounts, including those that are primarily managed by students. The district reserves the right to report accounts that have not been authorized or are found to be in violation of content standards.

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D. If a staff member has permission to manage an official district social media account, student names and images can only be published if a staff member has verified the student(s) have an approved media release.

Policy 426.00 Use of Social Media

Highlights

Personal use of social media.

Policy Changes

a. Employees may not use social media for personal use during work time or on district devices.

b. To ensure the safety and privacy of the school community, employees must adhere to the following standards:

   i. Confidentiality: Employees must maintain strict confidentiality and shall not disclose private student data protected by law, such as FERPA or the Minnesota Government Data Practices Act, on personal platforms. This includes images, names and other identifying information about students or district employees.

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Policy 426.00 Use of Social Media

Highlights

Personal use of social media.

Policy Changes

ii. Harassment Prevention: Personal content must not include language or images that are threatening, harassing, libelous, or defamatory, or that encourage bullying or inappropriate behavior toward students or staff. 89

iii. Distinction Between Content: Employees are advised to maintain a clear distinction between personal and professional content to ensure that personal activity does not impede their professional duties or the District's mission.

Policy 426.00 Use of Social Media

Highlights

District may take appropriate action

Policy Changes

C. The District may take appropriate action when it becomes aware of, or reasonably suspects, conduct or communication on social media that adversely affects the workplace, impedes their ability to do their job, or violates professional codes of ethics or other laws.

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Policy 426.00 Use of Social Media

Highlights

Cross References

Policy Changes

Cross References

304.00 Records Data Management

418.00 Gender Inclusion - Staff

419.00 Professional and Respectful Workplace

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Questions?

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Recommendation

- That the Board approve the proposed revisions to Policy 426.00 - Use of Social Media at the May 19, 2026 Regular Board of Education meeting and that this be considered the third and final Reading of the three reading process.

THIRD READING

Policy 707.02: Transportation: Student Conduct

May 19, 2026

Benjamin Harri, Director of Transportation

Policy 707.02 Transportation: Student Conduct

Current Policy:

- Last revised 06/17/2008.
- Changes to include the following:
  - Policy Purpose
  - Updates to General Policy numbers 1, 3, and 7 to include more clear verbiage and terms and eliminate duplicate information and include updated information according to state statutes.
  - Include Definitions
  - Updated legal references cited

Policy Changes

I. POLICY PURPOSE

The purpose of this policy is to establish clear boundaries of responsibility and safety standards for the transportation of students within the district. The district is committed to providing a safe, orderly, and efficient transition for students between their designated bus stops and school facilities.

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The district is also committed to the protections afforded under the Individuals with Disabilities Education Act (IDEA). For students with an IEP or 504 Plan where transportation is a "related service," this policy ensures that disciplinary actions do not infringe upon the student's right to a Free Appropriate Public Education (FAPE).

This policy provides a framework for consistent and fair disciplinary investigations led by building principals, ensuring that when a student is found responsible for vandalizing a school bus, the damage is appropriately repaired, the school's restorative practices are used, and riding privileges are managed to protect the well-being of the entire school community.

Policy 707.02 Transportation: Student Conduct

Current Policy:

- Last revised 06/17/2008.
- Changes to include the following:
  - Policy Purpose
  - Updates to General Policy numbers 1, 3, and 7 to include more clear verbiage and terms and eliminate duplicate information and include updated information according to state statutes.
  - Include Definitions
  - Updated legal references cited

Policy Changes

II. GENERAL STATEMENT OF POLICY

~~1. Transportation service is a privilege that is granted to the student contingent upon the exhibition of proper behavior according to set guidelines.~~

2. The District's legal responsibility for student safety begins only when a student boards the bus and ends when they are delivered to their regular school bus stop. Supervision of children until boarding in the morning and after leaving the bus in the afternoon remains the responsibility of the parent or guardian.

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Policy 707.02 Transportation: Student Conduct

Current Policy:

- Last revised 06/17/2008.
- Changes to include the following:
  - Policy Purpose
  - Updates to General Policy numbers 1, 3, and 7 to include more clear verbiage and terms and eliminate duplicate information and include updated information according to state statutes.
  - Include Definitions
  - Updated legal references cited

Policy Changes

II. GENERAL STATEMENT OF POLICY

3 Protections for Students with Disabilities (IEP/504) -If a student with a disability—who has transportation identified as a "related service" in their IEP or 504 Plan—faces a suspension or revocation of bus privileges, the following protections apply:

a. **Manifestation Determination:** If a bus suspension would result in a change of placement (typically more than 10 cumulative days in a school year), the District must conduct a **Manifestation Determination Review** to determine if the behavior was caused by the student's disability. The manifestation determination meeting must take place as soon as possible to ensure compliance with special education law.

b. **Alternative Transportation:** If the behavior *is* a manifestation of the disability, the District may not simply revoke service; it must provide an alternative safe method of transport to ensure the student receives a **Free Appropriate Public Education (FAPE)**.

Policy 707.02 Transportation: Student Conduct

Current Policy:

- Last revised 06/17/2008.
- Changes to include the following:
  - Policy Purpose
  - Updates to General Policy numbers 1, 3, and 7 to include more clear verbiage and terms and eliminate duplicate information and include updated information according to state statutes.
  - Include Definitions
  - Updated legal references cited

Policy Changes

II. GENERAL STATEMENT OF POLICY Continued…

3 **IEP Team Consultation:** The IEP team shall meet to consider a Functional Behavioral Assessment (FBA) or a Behavior Intervention Plan (BIP) to address the bus-related conduct.

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Policy 707.02 Transportation: Student Conduct

Current Policy:

- Last revised 06/17/2008.
- Changes to include the following:
  - Policy Purpose
  - Updates to General Policy numbers 1, 3, and 7 to include more clear verbiage and terms and eliminate duplicate information and include updated information according to state statutes.
  - Include Definitions
  - Updated legal references cited

Policy Changes

II. GENERAL STATEMENT OF POLICY

7 If it is determined that a student is responsible for vandalism to a school bus, either owned by the District or under contract to the District, the parent or guardian shall be responsible for making 99 ~~restitution to the District for the cost of the repairs to the school bus~~ sure the damage is appropriately repaired through the school's restorative practices, and riding privileges are managed to protect the well-being of the entire school community.

Policy 707.02 Transportation: Student Conduct

Current Policy:

- Last revised 06/17/2008.
- Changes to include the following:
  - Policy Purpose
  - Updates to General Policy numbers 1, 3, and 7 to include more clear verbiage and terms and eliminate duplicate information and include updated information according to state statutes.
  - Include Definitions
  - Updated legal references cited

Policy Changes

III. DEFINITIONS

Regular School Bus Stop - The District's responsibility ends at the stop location, not the student's front door. This clarifies that the "last mile" of the walk home is the parent/guardian's responsibility.

Boarding - begins when the student makes physical contact with the bus handrail or steps.

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Leaving - is complete when the student has cleared the immediate "Danger Zone" (the 10-foot area surrounding the bus).

Serious - A single incident that jeopardizes the immediate safety of the driver or passengers (e.g., physical assault, lighting a fire, or opening emergency exits).

Policy 707.02 Transportation: Student Conduct

Current Policy:

- Last revised 06/17/2008.
- Changes to include the following:
  - Policy Purpose
  - Updates to General Policy numbers 1, 3, and 7 to include more clear verbiage and terms and eliminate duplicate information and include updated information according to state statutes.
  - Include Definitions
  - Updated legal references cited

Policy Changes

III. DEFINITIONS Continued…

Repeated - A specific numerical threshold (e.g., three "Minor" Incident Reports within a single semester).

Suspension - A temporary loss of bus privileges (e.g., 1 to 10 days).

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Revocation - A permanent or long-term loss of bus privileges (e.g., for the remainder of the school year).

IEP (Individualized Education Program) - is a legally binding document developed for every public school child who is eligible for special education.

Policy 707.02 Transportation: Student Conduct

Current Policy:

- Last revised 06/17/2008.
- Changes to include the following:
  - Policy Purpose
  - Updates to General Policy numbers 1, 3, and 7 to include more clear verbiage and terms and eliminate duplicate information and include updated information according to state statutes.
  - Include Definitions
  - Updated legal references cited

Policy Changes

LEGAL REFERENCES:

Minn. Stat. § 125A - *Special Education and Special Programs*

Minn. Stat. § 123B.91- *School District Bus Safety Responsibilities*

Minn. Stat. § 617.27 - *Search Warrant; Destruction of Property*

102

Questions?

103

Recommendation

- That the Board approve the proposed revisions to Policy 707.02 Transportation: Student Conduct at the May 19, 2026 Regular Board of Education meeting and that this be considered the third and final Reading of the three reading process.

426.00 STAFF USE OF SOCIAL MEDIA

POLICY PURPOSE

Saint Paul Public Schools (District) recognizes that social media can be a powerful tool for enhancing learning and communication. The purpose of this policy is to address professional and personal use of social media by District employees. The District recognizes that its employees have certain constitutional, statutory, and/or contractual rights regarding speech and neither this policy nor the accompanying guidelines are designed to violate those rights.

GENERAL STATEMENT OF POLICY

A. When engaging with social media, whether for professional or personal use, District employees are advised to be respectful and maintain the highest standards of professionalism and ethical conduct.

B. When referring to the District, its schools, students, employees, communities, programs, and activities on any social media networks, employees shall not use obscene or profane language or images in communications or conduct that is threatening, harassing, libelous, or defamatory, or that discusses or encourages any illegal activity or inappropriate use of illegal drugs, sexual behavior, harassment, or bullying. Employees must adhere to District *Guidelines for Social Media Use*.

C. An employee is responsible for any content communicated by them on social media.

D. When employees engage in social media sites that represent students, families, or groups within the District, they do so as employees of the district. Employees are advised to maintain appropriate boundaries at all times and must follow the requirements for mandated reporting.

DEFINITIONS

For the purpose of this policy the following terms are defined as follows:

A. Social media: Includes, but is not limited to, online media such as: websites, blogs/vlogs, ~~web logs,~~ ~~wikis,~~ online forums, podcasts, and social networks.

B. Employees: Any staff person of the District, as well as any agent, independent contractor, or other person engaging in work for the District

C. Work time: Includes any time for which the employee is being compensated by the District, excluding vacations, sick days, personal leave, and paid holidays.

DRAFT

WORK-RELATED USE OF SOCIAL MEDIA

A. The Superintendent or designee is authorized to establish public online social media accounts on behalf of the District, its departments, schools, official activities or programs for the purposes of informing the public generally and specifically regarding District messages.

B. Only those public online social media accounts approved by the Superintendent or Superintendent's designee may use the District name, or name of any of its schools or departments, its mascots or team names, or otherwise present an image in words or visual images that purports to identify the social media account with Saint Paul Public Schools, its schools, departments, activities, or programs. **District staff are ultimately responsible for any such accounts, including those that are primarily managed by students** ~~**run accounts.**~~ The district reserves the right to report accounts that have not been authorized or are found to be in violation of content standards.

C. The Superintendent, or Superintendent's designee, may authorize establishment and use of public online social media accounts by teachers for educational uses for their classes.

D. If a staff member has permission to manage an official district social media account, student names and images can only be published if a staff member has verified the student(s) have an approved media release.

PERSONAL USE OF SOCIAL MEDIA

A. Employees may not use social media for personal use during work time or on district devices.

B. The decision of whether or not to use social media for personal use, outside of work hours, is left to the discretion of the individual District employee.

a. Employees should not post images, names or other identifying information about students on personal social media accounts. To ensure the safety and privacy of the school community, employees must adhere to the following standards:

i. Confidentiality: Employees must maintain strict confidentiality and shall not disclose private student data protected by law, such as FERPA or the Minnesota Government Data Practices Act, on personal platforms. This includes images, names and other identifying information about students or district employees.

ii. Harassment Prevention: Personal content must not include language or images that are threatening, harassing, libelous, or defamatory, or that encourage bullying or inappropriate behavior toward students or staff.

iii. Distinction Between Content: Employees are advised

to maintain a clear distinction between personal and professional content to ensure that personal activity does not impede their professional duties or the District's mission.

C. The District may take appropriate action when it becomes aware of, or reasonably suspects, conduct or communication on social media that adversely affects the workplace, impedes their ability to do their job, or violates professional codes of ethics or other laws.

~~**PERSONAL USE OF SOCIAL MEDIA**~~

~~D. Employees may not use social media for personal use during work time.~~

~~E. The decision of whether or not to use social media for personal use, outside of work hours, is left to the discretion of the individual District employee.~~

~~F. The District may take appropriate action when it becomes aware of, or reasonably suspects, conduct or communication on social media that adversely affects the workplace, impedes their ability to do their job, or violates professional codes of ethics or other laws.~~

~~G. Employees should not post images, names or other identifying information about students on personal social media accounts.~~

ACCOUNTABILITY

A. While the District does not affirmatively monitor employee use of social media, it may view and monitor an employee's social media activity at any time and without prior consent.

B. Employees who violate provisions of this policy are subject to consequences, including termination.

Legal References:

47 U.S.C. §254 (Children's Internet Protection Act of 2000 (CIPA)) 47 C.F.R. § 54.520 (FCC rules implementing CIPA)
20 U.S.C. 1232g (FERPA)
Minn. Stat. Chapter 13 (Minnesota Government Data Practices Act) Minn. Rule 8710.2100 (Code of Ethics for Minnesota Teachers) Garcetti v. Ceballos, 547 U.S.410(2006)
Connick v. Myers, 461 U. S. 138 (1983)
Pickering v. Board of Ed. of Township High School Dist. 205, 391 U. S. 563 (1968)

Cross References:

102.00, Equal Opportunity/Non-Discrimination
304.00 Records Data Management

415.00, Harassment, Violence and Other Offensive Behavior

418.00 Gender Inclusion - Staff

419.00 Professional and Respectful Workplace

500.00, Gender Inclusion

501.00, Hazing Prohibition
505.00, Bullying Prohibition
520.00, Technology Usage and Safety

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707.02 TRANSPORTATION: STUDENT CONDUCT

I. POLICY PURPOSE

The purpose of this policy is to establish clear boundaries of responsibility and safety standards for the transportation of students within the district. The district is committed to providing a safe, orderly, and efficient transition for students between their designated bus stops and school facilities.

The district is also committed to the protections afforded under the Individuals with Disabilities Education Act (IDEA). For students with an IEP or 504 Plan where transportation is a "related service," this policy ensures that disciplinary actions do not infringe upon the student's right to a Free Appropriate Public Education (FAPE).

This policy provides a framework for consistent and fair disciplinary investigations led by building principals, ensuring that when a student is found responsible for vandalizing a school bus, the damage is appropriately repaired, the school's restorative practices are used, and riding privileges are managed to protect the well-being of the entire school community.

II. GENERAL STATEMENT OF POLICY

1. The District's legal responsibility for student safety begins only when a student boards the bus and ends when they are delivered to their regular school bus stop. Supervision of children until boarding in the morning and after leaving the bus in the afternoon remains the responsibility of the parent or guardian.
2. Minnesota statutes provide that transportation is a privilege and not a right for an eligible student. Students shall be required to conduct themselves in a manner which is consistent with established standards for classroom behavior as listed in the Rights and Responsibilities Handbook and in the publications of the District Transportation Department while riding on the school bus and while at the school bus stop. Parents or guardians are

responsible for ensuring that their children know and understand these standards of conduct.

3. Protections for Students with Disabilities (IEP/504) - If a student with a disability—who has transportation identified as a "related service" in their IEP or 504 Plan—faces a suspension or revocation of bus privileges, the following protections apply:
    a. **Manifestation Determination:** If a bus suspension would result in a change of placement (more than 5 consecutive days or 10 cumulative days in a school year), the District must conduct a **Manifestation Determination Meeting** to determine if the behavior was a manifestation of the student's disability. The manifestation determination meeting must take place as soon as possible to ensure compliance with special education law.
    b. **Alternative Transportation:** If the behavior *is* a manifestation of the disability, the District may not simply revoke service; it must provide an alternative safe method of transport to ensure the student receives a **Free Appropriate Public Education (FAPE)**.
    c. **IEP Team Consultation:** In the case of serious or repeated bus-related conduct, the IEP or 504 team shall meet to consider a **Functional Behavioral Assessment (FBA)** or a **Behavior Intervention Plan (BIP)** to address the bus-related conduct.
4. In cases where transported students do not conduct themselves properly on a school bus, the bus driver shall report the unacceptable student conduct to the school principal on the District Incident Report Form.
5. Conduct on the school bus and the penalties assessed for misconduct, are primarily the responsibility of the building principal, however the Chief Academic Officer and the Transportation Administrator may become involved in student discipline matters as necessary. Incidents of unacceptable student conduct shall be dealt with promptly, following an investigation by building principal (or designee), and that discipline will be applied uniformly and fairly throughout the District.
6. Students who cause serious or repeated disciplinary problems on the school bus shall have their riding privileges suspended or revoked. The parent or guardian shall be responsible for ensuring that the student travels safely to and from school.
7. If it is determined that a student is responsible for vandalism to a school bus, either owned by the District or under contract to the District, the parent or guardian shall be responsible for making ~~restitution to the District for the cost of the repairs to the school bus~~ sure the damage is appropriately

repaired through the school's restorative practices, and riding privileges are managed to protect the well-being of the entire school community.

III. DEFINITIONS

Regular School Bus Stop - The District's responsibility ends at the stop location, not the student's front door. This clarifies that the "last mile" of the walk home is the parent's responsibility.

Boarding - begins when the student makes physical contact with the bus handrail or steps.

Leaving - is complete when the student has cleared the immediate "Danger Zone" (the 10-foot area surrounding the bus).

Serious - A single incident that jeopardizes the immediate safety of the driver or passengers (e.g., physical assault, lighting a fire, or opening emergency exits).

Repeated - A specific numerical threshold (e.g., three "Minor" Incident Reports within a single semester).

Suspension - A temporary loss of bus privileges (e.g., 1 to 10 days).

Revocation - A permanent or long-term loss of bus privileges (e.g., for the remainder of the school year).

IEP (Individualized Education Program) - is a legally binding document developed for every public school child who is eligible for special education.

504 Plan - a legally binding document designed to provide students with qualifying disabilities the specific accommodations and modifications

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necessary to ensure they have equitable access to their learning environment and school activities under Section 504 of the Rehabilitation Act.

LEGAL REFERENCES:

Minn. Stat. § 125A - *Special Education and Special Programs*

Minn. Stat. § 123B.91- *School District Bus Safety Responsibilities*

Minn. Stat. § 617.27 - *Search Warrant; Destruction of Property*

CROSS REFERENCES:

Policy 508.00 - *Pupils with Individualized Education Programs (IEP)*

Policy 707.00 – *Transportation: Eligibility*

Policy 707.04 – *Transportation: Student School Bus Safety Training*

Policy 707.05 – *Transportation: Type III School Buses*

Policy 710.00 – *Transportation: Field, Athletic, Community Education Trips*

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Board Initiated Goals Governance (B.I.G.G.)

May 19, 2026
Board of Education Meeting



Purpose

Report the progress on the following of B.I.G.G. student outcome goal:

The percentage of SPPS students who complete a career inventory[114] before graduation will increase from **78%** of students in 2024 to **99%** of students in 2029.

About the Data

- **Interest Inventory** - Source: SPPS Office of College and Career, Xello Platform
  - Matchmaker inventory - Administered in 8th grade via Foundations
  - Personality Style inventory - Administered in 9th grade counseling lesson
  - Skills Lab inventory - Administered in 10th grade via counseling lesson

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Updated Data SY25-26

Completed a Career Inventory by Grade Level Date pulled 4/27/2026				
Grade Level	**Y**	**N**	**Total**	**% Complete**
12th (Class of 2026)	2021	514	2535	80.00%

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- **80%** of current seniors have taken one or more career inventories; **19 percentage points** away from 2029 target.

Spring Internships

Since 2021, our partnership with Right Track and SPPS Work Based Learning Coordinators has empowered over 800 students to complete paid work experiences with more than 100 employers.

This spring, 120 students completed internships with 32 partner employers!



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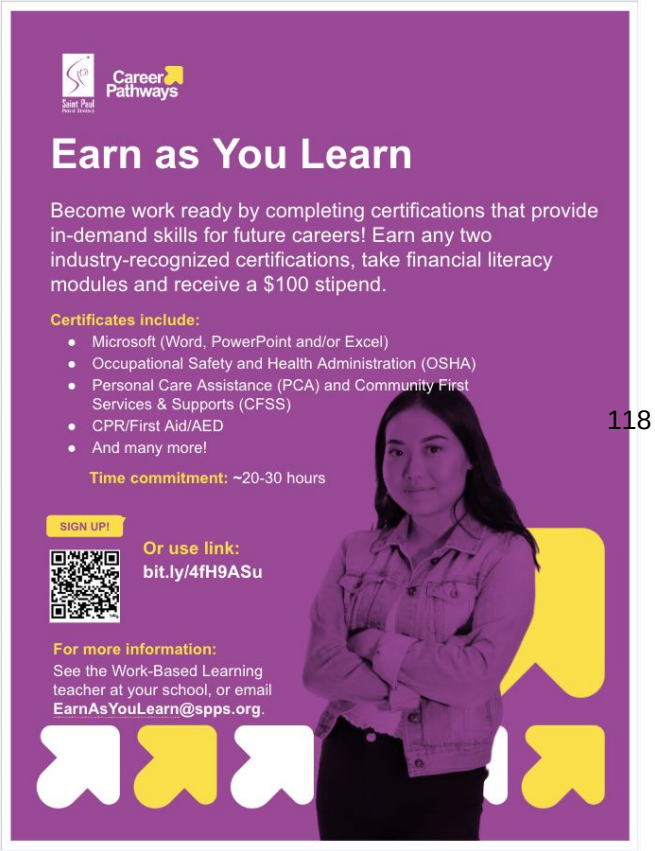
Industry Certifications

SPPS offers industry-recognized credentials including:

- Certified Nursing Assistant (CNA)
- Emergency Medical Technician (EMT)
- Basic Life Support (BLS)
- CPR/First Aid/Automated External Defibrillator (AED)
- Certified Medical Administrative Assistant
- PCA/Community First Services & Supports (CFSS)
- 14 various OSHA certifications
- Microsoft Word, PowerPoint, Excel, and Office Specialist
- Entrepreneurship & Small Business
- FAA Unmanned Aircraft General (Drone Pilot)
- Para Educator

Since 2020, students have earned over 2,500 credentials!

This year, students have earned 225 credentials so far!



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Education Pathway

SPPS Education Pathway Courses:

- **Foundational:** Exploring Education & Social Justice
- **Concurrent Enrollment:**
  - Minneapolis College
  - University of Minnesota

2025-26 School Year:

- 384 students participated in an education pathway course
  - 90% students of color
  - 68 students completed a paid internship in an SPPS school
  - 2 students earned scholarships

Partnership Highlight: Black Men Teach

- Cohorts at: Como Park, Central, Johnson
- Link to story



Trades Pathway

Pathway Course: Operating Engineers

- Articulated college and apprenticeship credit

2025-26 School Year

First Operating Engineers Program in the Metro Area

- Sandbox opened Spring 2026 - Ribbon Cutting May 11!
- 15 Students Enrolled
- 12 Passed Ramsay Test - eligible for employment

Partnership Highlight:

Local 49, St Paul Port Authority, Minnesota Virtual Academy, local businesses, and job navigator support

[Link to Sandbox Story 5.11.2026]



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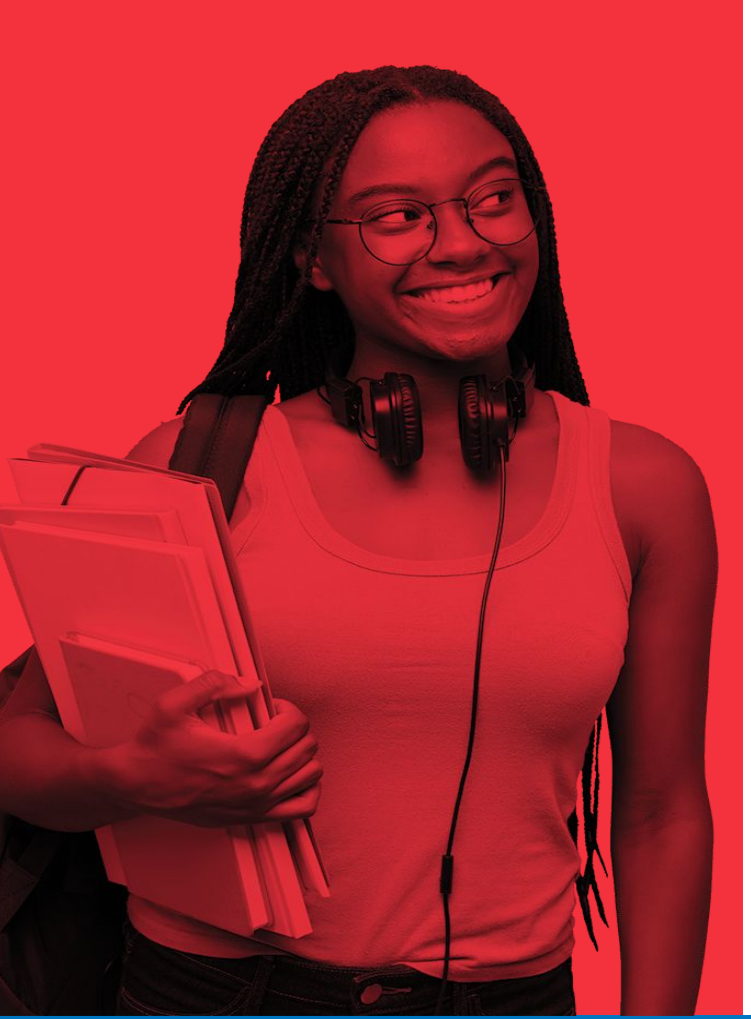


Partners Make This Possible!

- 11 Strategic Pathway Partners
- 6 Concurrent Enrollment & Contracted PSEO
- 32 Spring Internship Employers
- 8 Educator Externship Partners
- 82 CTE Advisory Member







Action Steps for SY26-27

- Ensure completion of Career Interest Inventory in grades 8-12
- Add Career Pathway Options to Senior Survey in SY26-27
- Explore micro-credentialing for students[122]
- Continue to facilitate Parent Advisory Council presentations and school events



Thank You

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FY27 Proposed Budget

Board of Education Regular Meeting
May 19, 2026

2026-27 Budget Overview

SPPS is estimating a budget shortfall for 2026-27 of approximately **$14.35M**.

The $14.35 million represents 1.7% of the General Fund budget. Budget reductions are necessary to create a balanced FY27 General Fund budget.

Reasons for the budget shortfall:

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- Increased expenses, outpacing state aid revenue, including employee wages and benefits and rising costs of goods and services.
- Approximately **900 fewer students** over two years from what was expected in the 2025-26 year and the enrollment projection for the 2026-27 school year.

FY27 Budget Anticipated Revenue and Expense

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FY27 Original Anticipated Revenue

Description	Revenue
General education revenue based on projected enrollment	$518,221,857
Property taxes, including new school district referendum	$185,829,424
Additional special education and English learner aid	$40,674,213
Federal funding sources	$46,026,063
Interest earned and all other revenue	$22,360,000
New PSEO Contract	$500,000
Compensatory aid adjustment	$857,499
Total FY27 Revenue	**$814,469,056**

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FY27 Original Anticipated Expense

Description	Expense
Estimated FY26 revised budget	$791,608,561
Assumption of an overall average of 4% inflation	$31,664,186
Continued expansion of new programs (Obama, Vento, Afrocentric, etc.)	$736,173
Strategic plan development and facilities portfolio analysis	$150,000
Adding 3.0 specialist FTEs for grade 5-8 schools (1.0 per school)	$360,000
General fund transfer to food service fund	$2,300,000
Additional transportation costs beyond the 4% assumption	$600,000
Paid family leave	$1,400,000
Total FY27 Expense	**$828,819,076**

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FY27 Fund Balance Outlook

Description	Amount in Millions	Percent Fund Balance
FY26 Estimated Unassigned Ending Fund Balance	$40.13	5.07%
FY27 Budget Shortfall	**$14.35**	3.11%
Ending fund balance in FY27 with $14.35M in cost containment and use of $3.5M from restricted OPEB fund	**$43.63**	**5.26%**

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FY27 Budget Assumptions

- Based on these assumptions, the District's estimated expense could exceed its revenue in FY27 by approximately **$14.35 million** (1.7% of total budget)

  Revenue = **$814.47M** Expense = **$828.82M**

- Factors that could alter this estimated shortfall: enrollment, state funding formulas, employment contracts, health insurance, impact of new federal policies and structure pertaining to education and the economy

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All revenue and expense figures are subject to change between now and the budget adoption in June.

Budget Options - As Requested by the Board

ELEMENTARY

SECONDARY

Teacher Allocations	3 below class size average	3.5 below class size average	4 below class size average	5 below class size average
No Split Classrooms	$2,700,000	$1,600,000	$700,000	**-$1,000,000** 131
No Splits K-3	$4,600,000	$3,500,000	$2,600,000	$900,000
No Splits K-1	$7,050,000	$5,950,000	**$5,050,000**	$3,350,000
Splits K-5	**$9,000,000**	$7,900,000	$7,000,000	$5,300,000

How Are Budget Decisions Made?

District Mission & Community Values

Students, staff and families are asked what they value to help guide budget decisions

Board Parameters

The Board of Education sets guidelines for what the district should prioritize

District Budget Decisions

District leaders make decisions for funding and reductions based on the Board's parameters and community values

Budget Implementation

Principals and department leaders make choices around staffing, 132 contracts and programming based on the funding available

Many required expenses fall outside of these priorities and must be funded using available resources, such as utilities, insurance, state and federal mandates, staffing ratios, and other fixed costs.

Community Budget Engagement Summary

SPPS engaged with over 6,100 parents/guardians, staff, community members and students to determine our community's priorities and get feedback on the 2026-27 budget.

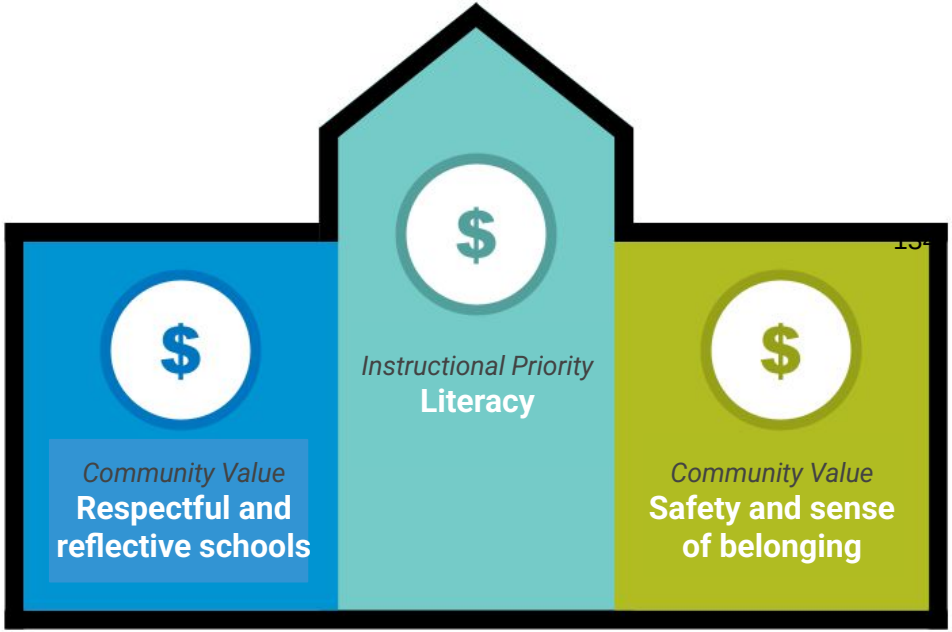
Activity	Participants	Date
Parent/Guardian Budget Surveys	1,059 parents/guardians	Dec. 11, 2025-Jan. 16, 2026
Staff Budget Surveys	1,401 staff	Dec. 11, 2025-Jan. 16, 2026
Student Budget Surveys	3,467 students in grades 6-12	Jan. 5-16, 2026
Fall Community Budget Meeting	86 parents, community members and staff	Dec. 11, 2025
Spring Community Budget Meeting	127 parents, community members and staff	Apr. 28, 2026
TOTAL	**6,140 participants**	**Dec. 2025-Apr. 2026**

Community Budget Priorities

Budget decisions are guided by the community priorities gathered from engagement opportunities earlier this school year.

Survey results also showed strong support for arts and music, mental health support, required course offerings, building upkeep, college and career readiness, and language and culture programs.

Top 3 Community Priorities



Board Budget Parameters

The SPPS Board of Education created three guidelines that will be used when making budget decisions for next year:

1. Maintain district commitment to full-day pre-kindergarten
2. Retain at least 95% of instructional support services
3. Demonstrate continued commitment to language and culture programs

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The district must also maintain at least 5% of daily operating expense in reserve funds per Board policy.

Budget Priorities

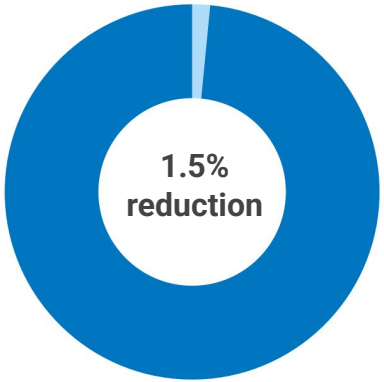
SPPS is committed to limiting the impact of budget reductions on students' experiences at school as much as possible and will honor the following priorities:

- Avoid split-level (composite) classes in grades PreK-1
- Adhere to class size averages in all schools
- Maintain full-day pre-kindergarten and kindergarten enrollment
- Retain current levels of instructional support staff
- Demonstrate continued commitment to language and culture programs

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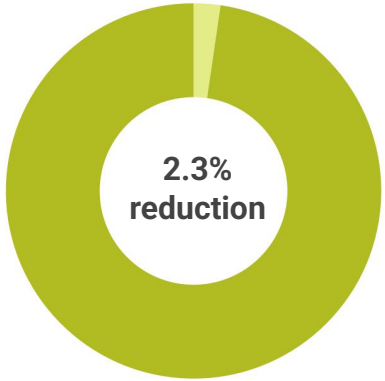
Budget Reductions

School-Related Reductions



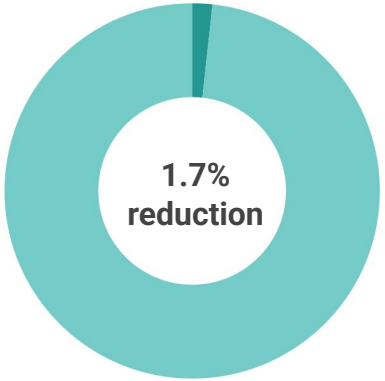
School-related services will make $10.5 million in reductions. This is a **1.5% reduction to schools'** overall budget of $683.9 million.

Non-School Related Reductions



Non-school based services will make $3 million in reductions. This is a **2.3% reduction to administrative areas'** overall budget of $130.3 million.

Total Reductions



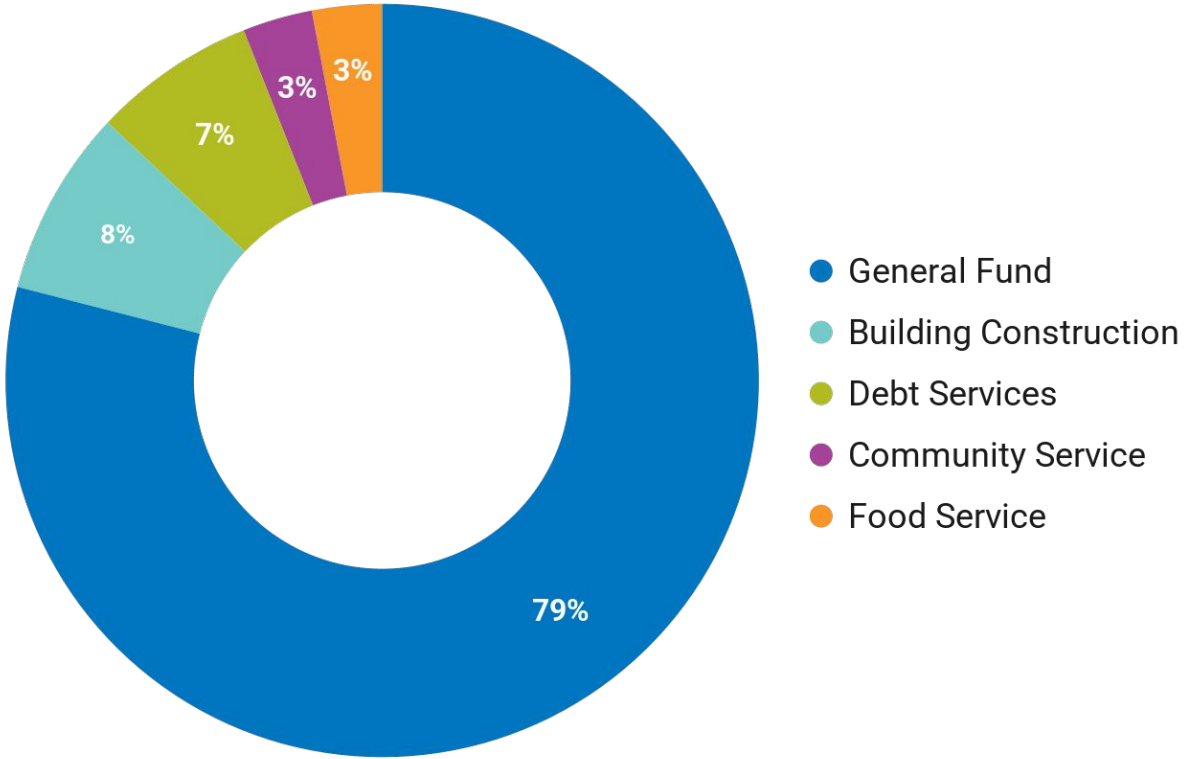
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SPPS will make $14.35 million total budget reductions for 2026-27. This is a **1.7% reduction of the district's General Fund budget** of $828.8 million.

Budget Reductions

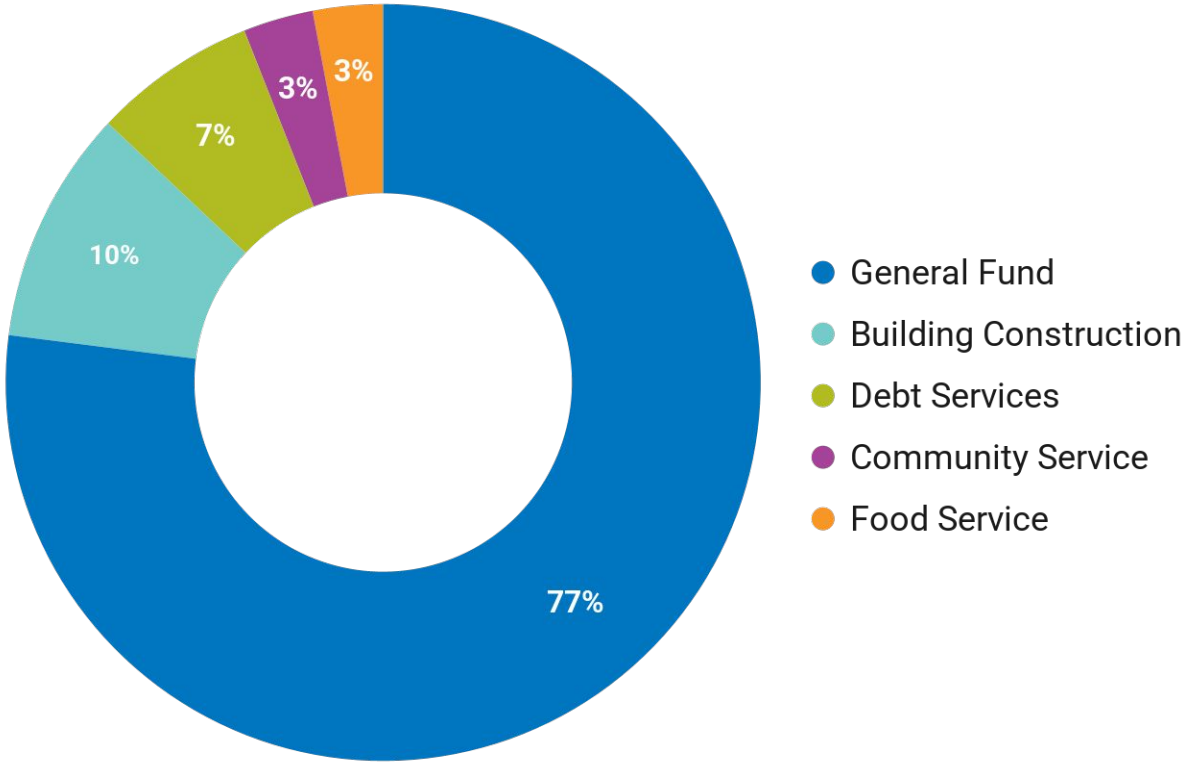
Reduction	Savings	Rationale
-90.5 School-based FTEs	$9.39M	Align school staffing with enrollment. No splits PreK-1, specialists round to 0.5; middle/high school remain staffed at 4 below class size
-25 District staff FTEs and central office expenses	$3.06M	Reductions across all central office departments
Reduce carryover to schools by 50%	$750,000	Schools will continue to have some carryover funds for discretionary expenditures
-6 FTEs attrition	$510,000	Each year, roughly 850 employees leave SPPS. Estimating reduction of 6 FTEs through attrition 138
Modify allocation practice for kindergarten sections	$300,000	Continue to maximize kindergarten enrollment by accepting up to 3 students over cap; adjustments in fall 2026 as needed
Fall staffing adjustments	$400,000	The district will set aside $600K for this purpose, which results in a $400K savings
2% increase to supply budgets instead of 4% increase	$240,000	Reduce standard inflationary increase by 50% for supplies
Maintain partnerships where grants are being reduced	-$300,000	Use general fund dollars to replace lost grant revenue
Total FY27 Reductions	**$14.35M**	

FY27 Total Revenue by Fund



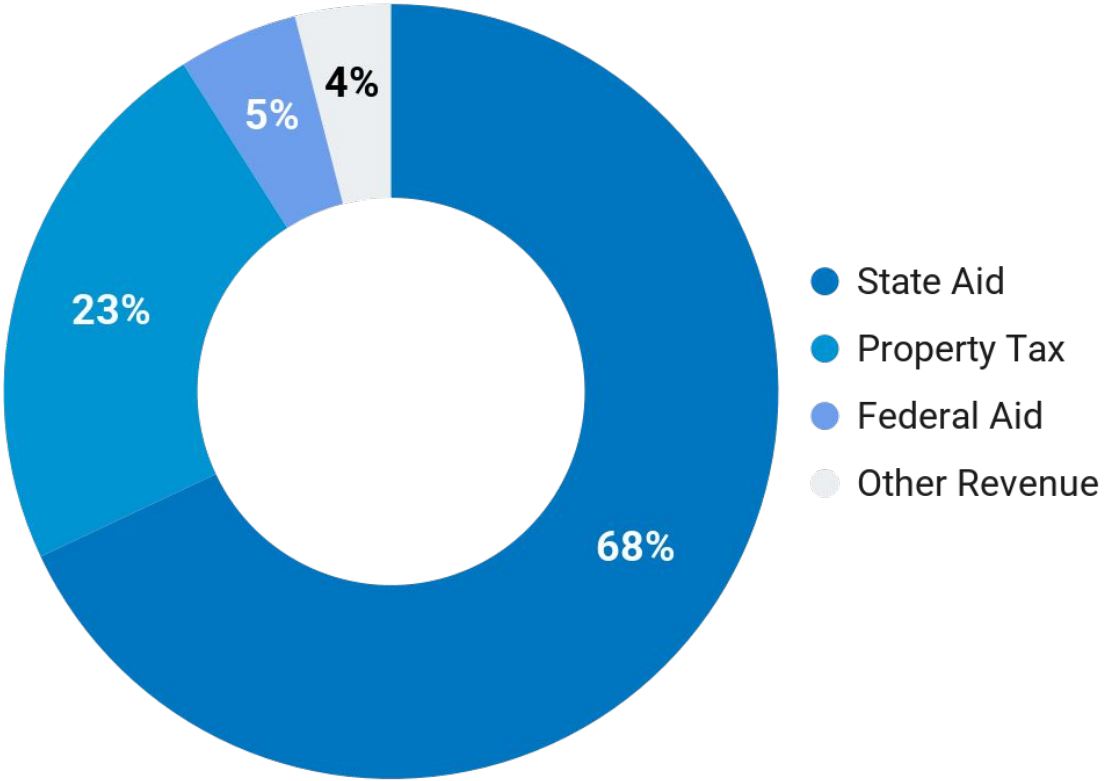
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FY27 Total Expenditures by Fund



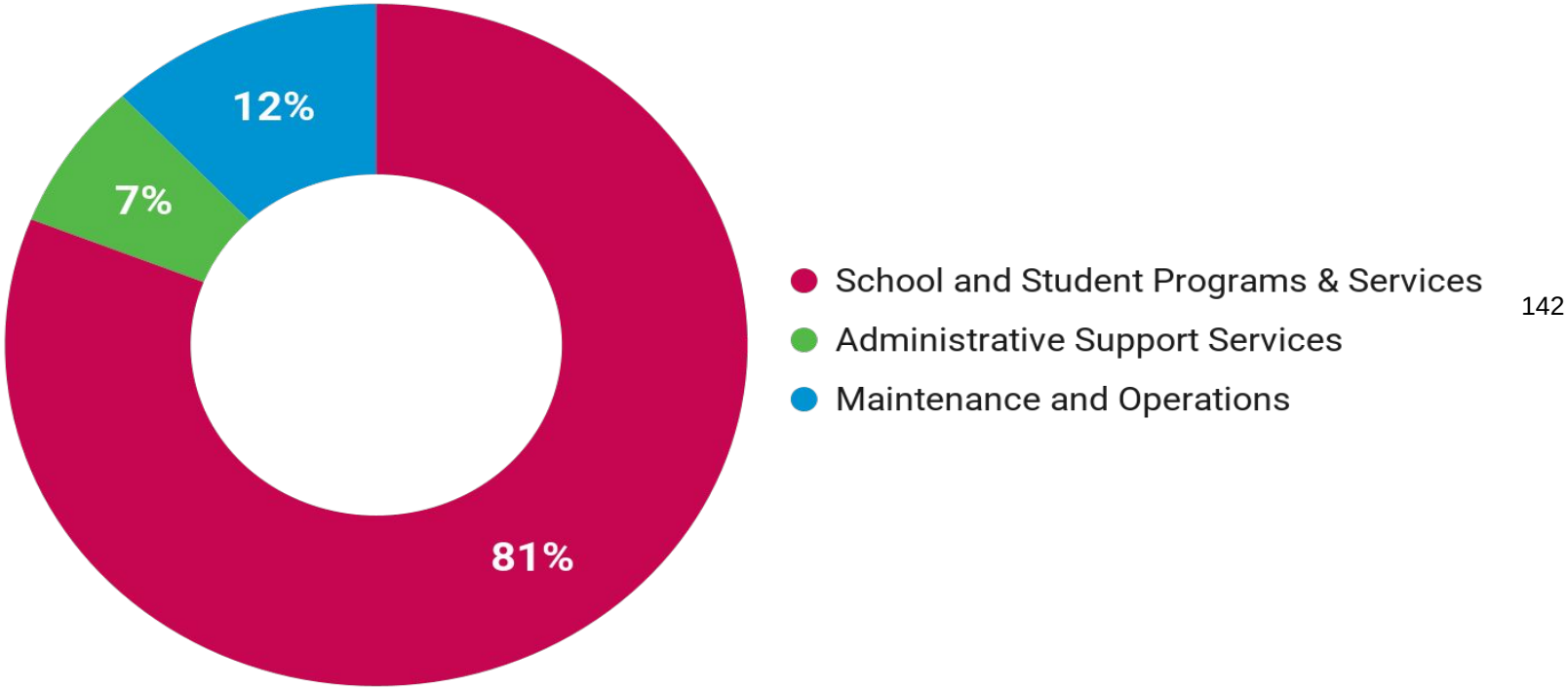
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FY27 General Fund Revenue Sources



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FY27 General Fund Expenditures



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Proposed General Fund Budget

Description	FY26 Revised Budget	FY27 Proposed Budget	Change Year to Year
Estimated Beginning Fund Balance	$166,736,232	$129,489,648	-$37,246,584
Revenue	$776,962,785	$814,477,651	$37,514,866
Expenditures	$814,209,369	$814,463,530	$254,161
Estimated Ending Fund Balance	**$129,489,648**	**$129,503,769**	**$14,121**

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Proposed Food Service Fund Budget

Description	FY26 Revised Budget	FY27 Proposed Budget	Change Year to Year
Estimated Beginning Fund Balance	-$1,431,370	-$1,490,520	-$59,150
Revenue	$33,864,948	$34,015,196	$150,248
Expenditures	$33,924,098	$33,793,848	-$130,250
Estimated Ending Fund Balance	**-$1,490,520**	**-$1,269,172**	**$221,348**

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Proposed Community Service Fund Budget

Description	FY26 Revised Budget	FY27 Proposed Budget	Change Year to Year
Estimated Beginning Fund Balance	$14,450,789	$12,120.092	-$2,330,696
Revenue	$31,140,270	$33,097,035	$1,956,765
Expenditures	$33,470,966	$35,360,924	$1,889,958
Estimated Ending Fund Balance	**$12,120.092**	**$9,856,203**	**-$2,263,889**

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Proposed Building Construction Fund Budget

Description	FY26 Revised Budget	FY27 Proposed Budget	Change Year to Year
Estimated Beginning Fund Balance	$82,279,945	$43,804,761	-$38,475,184
Revenue	$84,015,067	$84,618,498	$603,431
Expenditures	$122,490,660	$111,296,912	-$11,193,748
Estimated Ending Fund Balance	**$43,804,761**	**$17,126,347**	**-$26,678,414**

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Proposed Debt Service Fund Budget

Description	FY26 Revised Budget	FY27 Proposed Budget	Change Year to Year
Estimated Beginning Fund Balance	$37,638,902	$20,234,637	-$17,404,265
Revenue	$68,881,067	$68,881,067	$0
Expenditures	$86,285,332	$69,417,995	-$16,867,337 [147]
Estimated Ending Fund Balance	**$20,234,637**	**$19,697,709**	**-$536,928**

FY27 Budget for Board Approval

Fund	Estimate Beginning Fund Balance	FY27 Proposed Revenue Budget	FY27 Proposed Expenditure Budget	Estimate Ending Fund Balance
General Fund	$129,489,648	$814,477,651	$814,463,530	$129,503.769
Food Service	-$1,490,520	$34,015,196	$33,793,848	-$1,269,172
Community Service	$12,120,092	$33,097,035	$35,360,924	$9,856,203
Building Construction	$43,804,761	$84,618,498	$111,296,912	$17,126,347
Debt Service	$20,234,637	$68,881,067	$69,417,995	$19,697,709
Total - All Funds	**$204,158,618**	**$1,035,089,447**	**$1,064,333,209**	**$174,914,856**

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School & Department Position Cuts*

Employee Group	FTE Reduction	% Reduction of Employee Group
Teachers/Licensed Staff (SPFE)	93	2.74%
Educational Assistants (SPFE)	17	2.68%
School and Community Service Professionals (SPFE)	13	5.20%
Principals (SPPA)	4	2.99%
Teaching Assistants (Teamsters)	28	3.40%
Clerical and Technical/Security (AFSCME)	5	1.78%
Administrative Personnel (ASAP)	7	5.83%
TOTAL	**167**	**2.62%**

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*This data reflects eliminated positions, not employee layoffs

Estimated Impacted Staff by Employee Group

Employee Group	Estimated Probationary Terms due to Budget	Estimated Layoffs	Total Impacted Staff
Teachers/Licensed Staff (SPFE)	31	2	33
Educational Assistants (SPFE)	7	7	14
School and Community Service Professionals (SPFE)	4	3	7
Principals (SPPA)	3	0	3
Teaching Assistants (Teamsters)	10	0	10
Clerical and Technical/Security (AFSCME)	2	0	2
Administrative Personnel (ASAP)	0	0	0
TOTAL	**57**	**12**	**69**

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Placement, Bumping, Layoff Update

Employee Group	Placement	Bumping	Layoff Notice
Teachers/Licensed Staff (SPFE)	June 25	June 15	June 15
Educational Assistants (SPFE)	June 9-11	June 9-11(done in conjunction with placement)	June 15
School and Community Service Professionals (SPFE)	May 26-29	May 26-29 (done in conjunction with placement)	June 15
Principals (SPPA)	June 16	N/A	N/A
Teaching Assistants (Teamsters)	May 26-29	N/A	N/A
Clerical and Technical/Security (AFSCME)	May 14	May 14 (done in conjunction with placement)	N/A
Administrative Personnel (ASAP) **Does not have layoff because there are no recall rights in the contract.	For previously tenured staff: Occurs with teachers Non-tenured staff: N/A	For previously tenured staff: Occurs with teachers Non-tenured staff: N/A	For previously tenured staff: Occurs with teachers Non-tenured staff: N/A

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Budget Timeline Update

- All schools and departments received their budgets for FY27.
- Schools hosted community budget information meetings between March 26-April 23.
- Staff reduction letters were distributed to employees whose positions are being cut due to budget or non-renewed due to performance.
- SPPS hosted a community budget meeting on April 28.
- Three rounds of Interview and Select were held for displaced teachers.

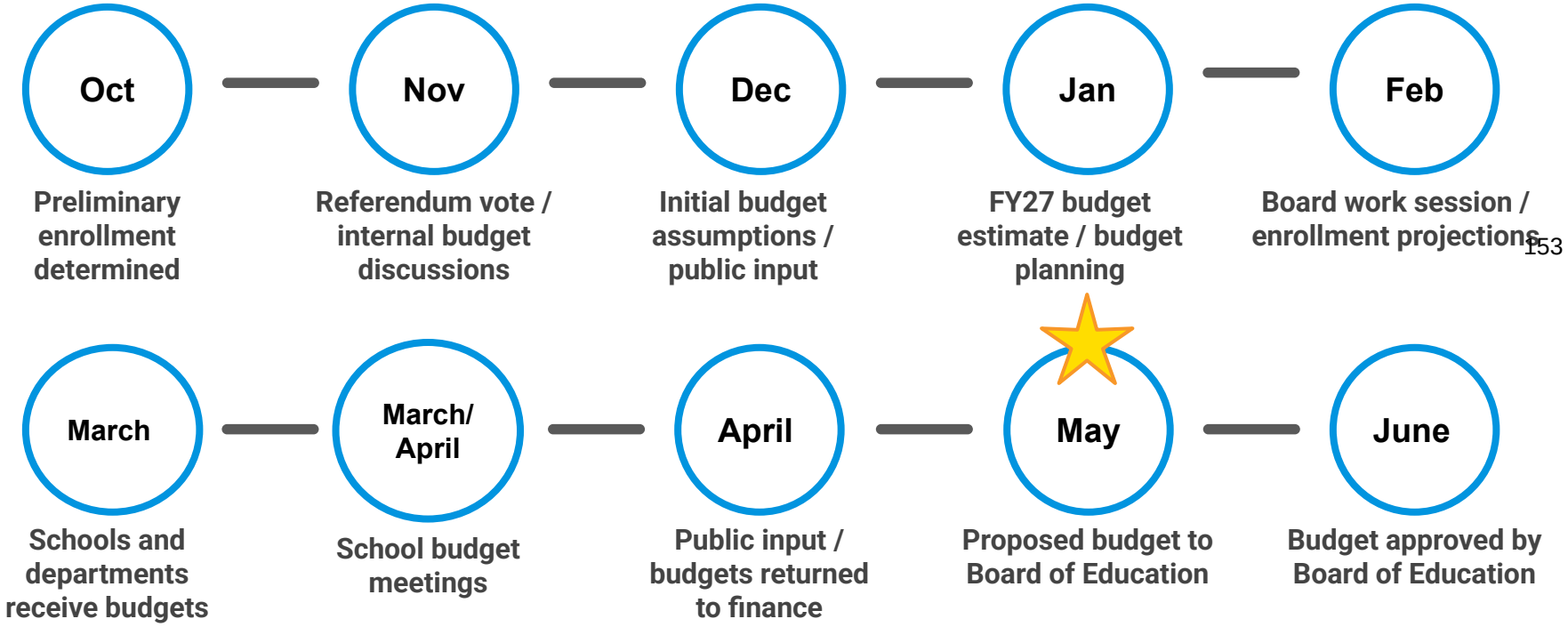
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Next Steps

- The proposed FY27 budget is being presented to the Board on May 19.
- Budgetary staffing reductions and layoffs will be finalized in June.
- The Board will vote to approve and adopt the budget on June 23.
- The district must approve the budget by June 30.

The latest updates about Saint Paul Public Schools 2026-27 budget can be found at **spps.org/fy27budget**.

2026-27 Budget Timeline



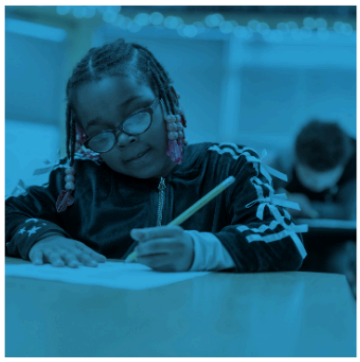
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THANK YOU

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Proposed Budget

Fiscal Year 2027

Letter From the Superintendent



Dear Members of the Board of Education:

I am pleased to present the proposed budget for the 2026-27 school year (FY27). This budget reflects the priorities of the SPPS strategic plan and aligns with the values of the students, families and staff we serve.

The key values determined by our community include increasing a sense of belonging and safety in our school communities, ensuring students are respected and reflected in our curriculum and classrooms, and prioritizing literacy instruction. These values were originally identified by our community in 2023 and were reconfirmed through community engagement in December 2025 to help guide budget decisions.

The FY27 budget includes a total of $814.5 million in General Fund allocations, an increase of $254,161 from FY26. This slight increase resulted from employment contracts, inflationary pressures on items such as transportation and utilities, some legislative changes, and a continued commitment to innovate and maintain educational strategies to best meet the needs of our students.

The FY27 budget forecast showed expenses exceeding revenues by $14.35 million. Budget reductions were made throughout the district to close this shortfall. In FY27, the district plans to maintain an unassigned fund balance above 5% of operating expenses, in compliance with school board policy 701.01. This proposed FY27 budget aligns expenses with revenues to provide a balanced budget for the 2026-2027 fiscal year and grows the fund balance slightly by $14,121.

SPPS is grateful to our community for supporting a $37.2 million operating referendum in November 2025. Without this additional revenue, the budget shortfall would have been much more severe. While the referendum revenue helps stabilize the budget and maintain programs, continued financial challenges persist, including declining enrollment and state funding not keeping pace with the inflationary pressures of operating a school district.

As your superintendent, I am proud of the efforts I have seen from my colleagues and the Board to plan for this upcoming fiscal year. I am confident that SPPS will continue finding innovative ways to navigate challenges and opportunities while keeping students at the center of our work.

Thank you for your thoughtful consideration of our proposed 2026-27 budget.

Sincerely,

Stacie Stanley

Dr. Stacie Stanley, Superintendent

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SPPS Organization Chart

Board of Education

- Superintendent - Stacie Stanley
    - Operations - Jackie Turner
        - Facilities - Kathryn Wallace
        - Community Education - Anthony Walker
        - Equal Employment Opportunity - Maria Eustaquio
        - Family Engagement & Community Partnerships - Dana Abrams
        - Nutrition Services - Stacy Koppen
        - Security & Emergency Management - Laura Olson
        - Student Placement - Jayné Williams
        - Technology Services - Mario McHenry
        - Transportation - Ben Harri
    - Business & Financial Services - Tom Sager
    - Communications - Erica Wacker
    - Equity, Strategy & Innovation - Stacey Gray Akyea
        - Equity - Roi Kawai
        - Innovation, Project Management & Grants - Charlotte Landreau
        - Research, Evaluation & Assessment - Kara Arzamendia
        - Title Programs - Anne McInerney
    - Human Resources & Talent Acquisition - Patricia Pratt-Cook
    - Academics - Valora Unowsky
        - College & Career Pathways and Student Supports - Carita Green
        - Multilingual Learning - Sarah Schmidt de Carranza
        - Teaching & Learning - Vacant
    - Schools - Vacant
        - Assistant Superintendents - Adam Kunz, Kirk Morris, Heidi Nistler, Nancy Paez, Yeu Vang
        - Athletics - Andrea Schmidt
- Legal Services - Katie Bergstom
- Board Administrator - Kaying Thao

Board of Education



Uriah Ward
Chair



Erica Valliant
Vice Chair



Carlo Franco
Treasurer



Chauntyll Allen
Clerk



Yusef Carrillo
Director



Halla Henderson
Director



Brandon Lowe
Director

Senior Executive Leadership Team



Dr. Stacie Stanley
Superintendent



Jackie Turner
Executive Chief of Operations



Tom Sager
Executive Chief of Financial Services



Patricia Pratt-Cook
Executive Chief of Human Resources



Stacey Gray Akyea
Executive Chief of Equity, Strategy and Innovation



Valora Unowsky
Senior Executive Academic Officer



Erica Wacker
Director of Communications

Executive Summary

Each year, Saint Paul Public Schools (SPPS) provides a proposed budget for the upcoming fiscal year that begins on July 1. Minnesota statute requires that school districts approve a preliminary budget for the next fiscal year by June 30. This proposed budget accounts for state and federal funding allowances, enrollment, property tax levies, employment contracts, inflation, purchased services, and programming goals and initiatives.

SPPS leadership and the Board of Education met regularly throughout this school year to build a budget for fiscal year 2026-27 (FY27) that reflects our community's values and meets the needs of our students. Based on anticipated revenues and expenditures, SPPS forecasted a shortfall of $14.35 million for FY27, which is 1.7% of the district's total budget.

The shortfall was primarily due to declining enrollment this year and next school year of approximately 900 total students, as well as increased costs for required services and personnel. Budget reductions were required at both the school and district levels to create a balanced budget. The district could not use reserve funds to cover the budget shortfall like the previous two fiscal years, in order to maintain the required 5% unassigned fund balance, per Board policy 701.01.

Thanks to the referendum that voters approved in November 2025, the district was able to avoid larger budget cuts. The referendum will generate $37.2 million annually for SPPS for the next 10 years. This will help stabilize the district's budget and prevent millions of dollars in budget reductions.

Future budget adjustments will depend on actual financial results from FY26, fall enrollment in October 2026, and the 2026 Minnesota legislative session, which will determine any updates to school funding.

The FY27 total expense budget for all funds (General, Food Service, Community Service, Building Construction and Debt Service) is $1.06 billion. The General Fund, $814.5 million, and the Building Construction Fund, $111.3 million, make up the majority of the district's expenses. Construction funds will be used to continue SPPS Builds projects, which address the ongoing need to replace or renovate aging infrastructure and outdated school spaces.

For FY27, the General Fund balance is anticipated to increase slightly by $14,121. This includes all reserved accounts in the General Fund. The Food Service Fund balance is expected to be -$1.3 million. The Community Service fund balance is expected to decrease by $2.4 million in FY27 and end at $9.9 million. Despite this decrease, the Community Service Fund balance remains relatively healthy at 28% of total operational expenses.

The FY27 proposed revenue, expenditure, and fund balance summary recommended for school board approval can be found in this budget book on page 13 and in the presentation at the Board of Education meetings on May 19, 2026, and June 23, 2026. Additional data within the budget book and presentation are supporting documentation from the school district's budget work accomplished and communicated starting in November 2025. District administration will recommend school board approval and adoption of the FY27 budget as presented on June 23, 2026.

SPPS Achieves Strategic Plan Framework

Saint Paul Public Schools' strategic plan, SPPS Achieves, informs operational and financial decisions, including FY27 budget decisions. The district is currently developing a new strategic plan, SPPS 2033, that will be adopted later in 2026 and will inform future budget decisions.

Long-Term Student Outcomes

The SPPS Achieves Strategic Plan is shaped through six long-term student outcomes. These are key areas of achievement we want to improve to raise the performance of all students.

1. Decrease disparities in achievement based on race, ethnicity, culture and identity
2. Increase the achievement of English Learners
3. Increase the achievement of students receiving special education services
4. Improve kindergarten readiness
5. Increase academic growth in reading and math for all students
6. Prepare all graduates for college, career and life

Districtwide Priorities (Focus Areas) & Strategic Plan Initiatives

Strategic focus areas are areas where the district wants to make positive changes. Strategic initiatives are significant projects that will help improve student learning and achievement.

Focus Area	Objective	Strategic Initiatives
Systemic Equity	Identify and address institutional and systemic inequities	• Provide professional development to SPPS staff on equity practices • Study how SPPS programs operate to uncover and address inequitable practices and procedures
Positive School and District Culture	Create a shared sense of community to build trust and collaboration within and outside our schools	• Implement culturally responsive Social Emotional Learning (SEL) districtwide, aligned with Positive Behavioral Intervention & Supports (PBIS)
Effective and Culturally Relevant Instruction	Provide instruction in ways that are responsive to each student so they stay engaged and feel valued in the classroom	• Implement culturally responsive teaching districtwide • Ensure all students have access to instruction in science, social studies, the arts, health and physical education • Implement a districtwide middle school model
College and Career Readiness	Increase opportunities for students to envision their future, explore careers and prepare for postsecondary education	• Strengthen college and career curriculum, instruction, pathways and personal learning planning

Program Evaluation and Resource Allocation	Evaluate the effectiveness of current programs and make informed adjustments and investments	• Implement a system for routinely assessing program effectiveness • Allocate resources strategically through priority-based budgeting • Align school facilities with well-rounded program
Family and Community Engagement	Provide more opportunities for families and community members to have input in district decisions	• Implement authentic community engagement planning and strategies

FY27 Budget Timeline

SPPS leaders and the Board of Education meet regularly to create a balanced budget for FY27.

Month	Budget Activities
October	• Preliminary enrollment determined
November	• Referendum vote • Internal budget discussions
December	• Initial budget assumptions • Public input opportunity
January	• FY27 budget estimate • Budget planning
February	• Board work session • Enrollment projections
March	• Schools and departments receive budgets • School budget meetings
April	• Public input opportunity • Budgets returned to Finance
May	• Proposed budget to the Board of Education
June	• Budget approved by the Board of Education

Board Budget Parameters

At the beginning of the FY27 budget process, the Board of Education set the following budget parameters for SPPS leaders to meet when making budget decisions:

1. Maintain district commitment to full-day pre-kindergarten
2. Retain at least 95% of instructional support services staff

3. Demonstrate continued commitment to language and culture programs

Additional Board Guidelines

From Policy 720.00: Establishment and Adoption of School District Budget

- Publicly submit budget options to the Board no later than the April Committee of the Board meeting each year
- Host two public meetings each school year to gather community input; one before winter break and one within 8 weeks of budget adoption in June
- Reserve at least 5% of daily operating revenue in the unassigned fund balance

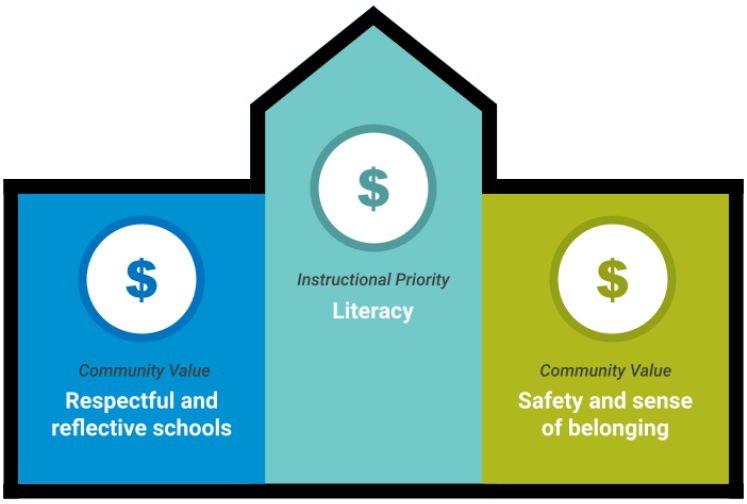
Community Budget Priorities

As part of SPPS's commitment to community input around future budget decisions, the district offered several opportunities for staff, students and families to provide their budget priorities for FY27.

More than 6,000 parents/guardians, staff and secondary students participated in budget surveys in December 2025 and January 2026, and at an in-person and virtual budget meeting held in December that included a presentation on the budget process and small-group discussions.

Survey participants were asked if the following values should remain top priorities for the district:

1. Increasing a sense of belonging and safety in our school communities
2. Ensuring students are respected and reflected in their curriculum and classrooms
3. Prioritizing literacy instruction to ensure that all students can read and create a foundation of success in school and in life

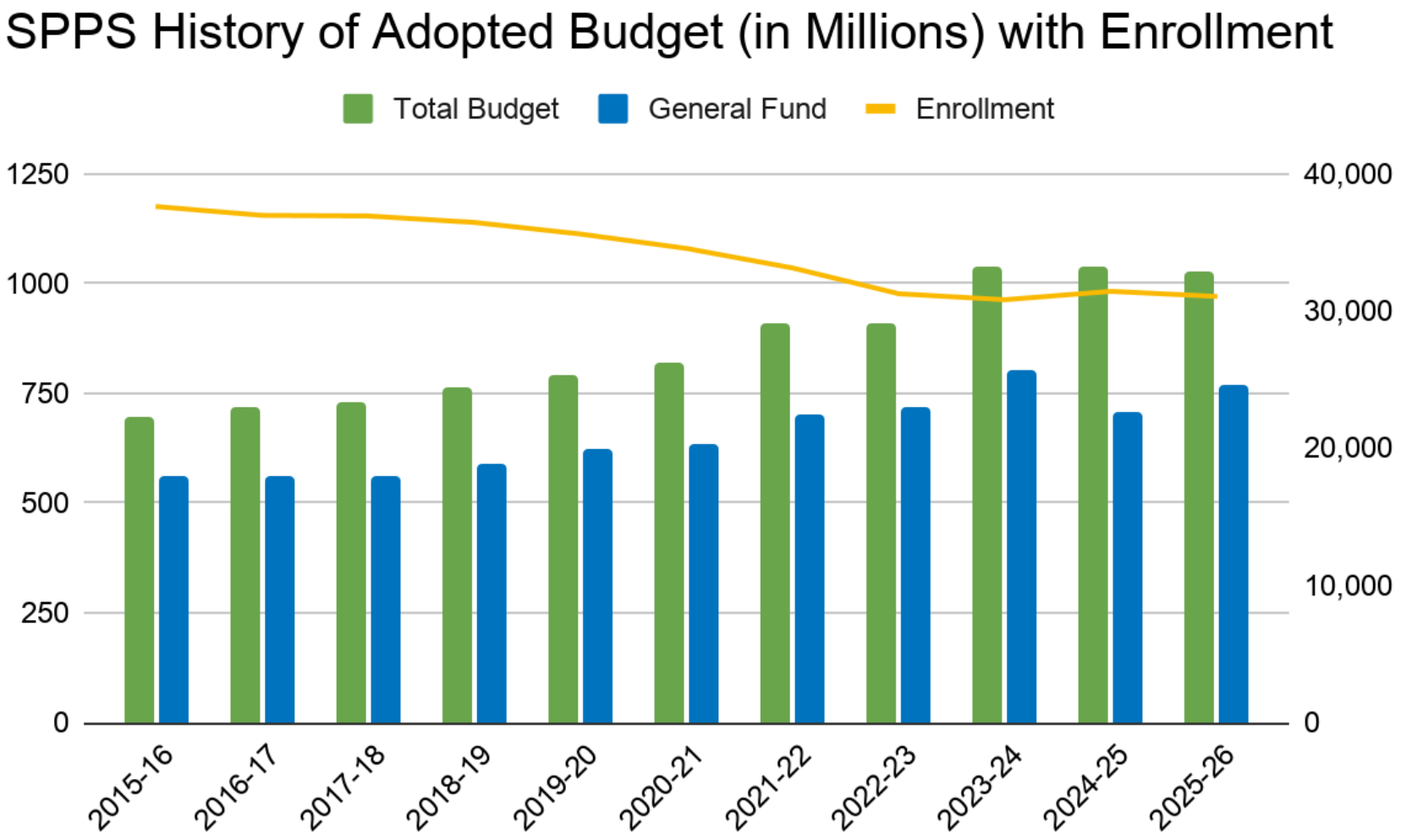


These values were determined by our community in 2023-24 and have guided budget decisions for the past two years. Overall, there was strong support for keeping all three values as top priorities for SPPS.

Additional survey results showed strong support for arts and music, mental health support, required course offerings, building upkeep, college and career readiness, and language and culture programs. Read a summary of the budget engagement results here.

These community priorities were used to make informed budget decisions. It is important to note that many required expenses fall outside of these priorities and must be funded using available resources. This includes expenses like utilities, insurance, state and federal mandates, staffing ratios, and other fixed costs.

History of Adopted Budget with Enrollment



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Saint Paul Public Schools at a Glance 2026

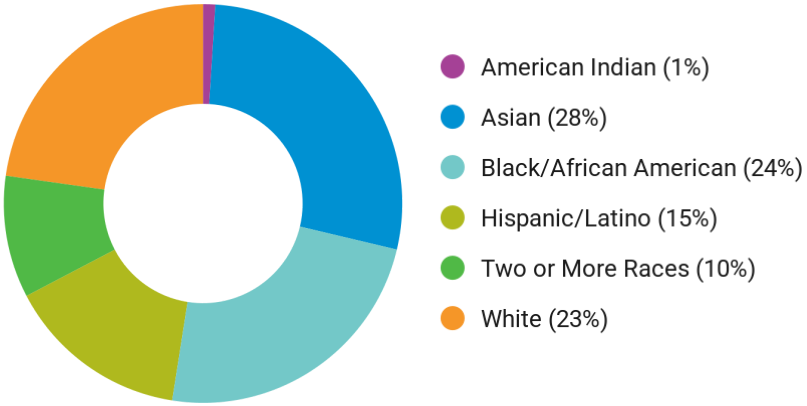
Profile of District

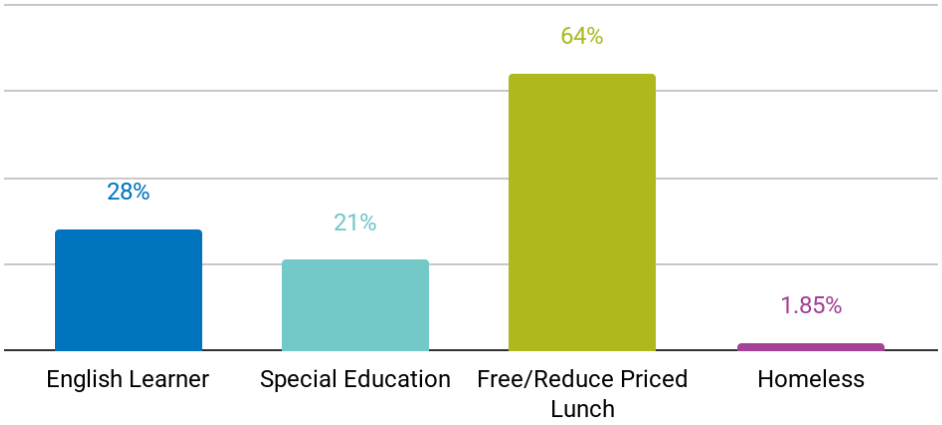
Founded in 1856, Saint Paul Public Schools is Minnesota's second-largest school district, educating 33,000+ students across 69 schools. Highly trained and dedicated staff, cutting-edge academic programs, and strong community support are among the district's hallmarks. Our students speak more than 115 languages, sharing their ideas and cultures with their classmates and teachers every single day.

Enrollment on October 1, 2025

33,260	6,377	69	4
Students in Early Childhood to Grade 12	Total Employees	Schools	Alternative Program Sites

Student Demographics





SPPS provides translation services for the four most common languages spoken other than English:

- Hmong (13%)
- Spanish (11%)
- Karen (8%)
- Somali (4%)

Overview of Funds

Funds are established in the Uniform Financial Accounting and Reporting Standards (UFARS) in accordance with statutory requirements and Generally Accepted Accounting Principles (GAAP). Transfers between funds are allowed only as specified in Minnesota Statutes 2021, sections 123B.79 and 123B.80. In general, revenues may be transferred from the General Fund to any operating fund only to eliminate a deficit. Such a transfer requires school board action. Below are the five primary funds used by Minnesota school districts, including SPPS.

01 General Fund - The General Fund is used to account for all revenues and expenditures of the school district not accounted for elsewhere. The General Fund is used to account for educational activities, district instructional and student support programs, expenditures for the superintendent, district administration, normal operations, and maintenance, pupil transportation, capital expenditures, and legal school district expenditures not specifically designated to be accounted for in any other fund. The General Fund typically accounts for the majority of the total school district budget.

02 Food Service Fund - The Food Service Fund is used to record the financial activities of a school district's food service program. Food service includes activities for the preparation and service of milk, meals, and snacks in connection with school and community service activities.

04 Community Services Fund - The Community Service Fund is used to record all financial activities of the Community Service program. Community Education includes only those activities authorized in Minnesota Statutes 2021, section 124D.19. The focus of these activities is enrichment programs for any age level that are not part of the K-12 education program. This section may also be used for K-12 summer school enrichment activities which, although educational, are not for credit and are not required for graduation.

06 Building Construction Fund - The Building Construction Fund is used to record all operations of a district's building construction program that are funded by the sale of bonds, capital loans, or major capital projects costing $2,000,000 or more.

07 Debt Service Fund - The Debt Service Fund is used to record revenues and expenditures for a school district's outstanding bonded indebtedness, whether for building construction or operating capital, and whether for initial or refunding bonds.

Revenue and Expenditures

Proposed Revenue and Expenditures by Fund

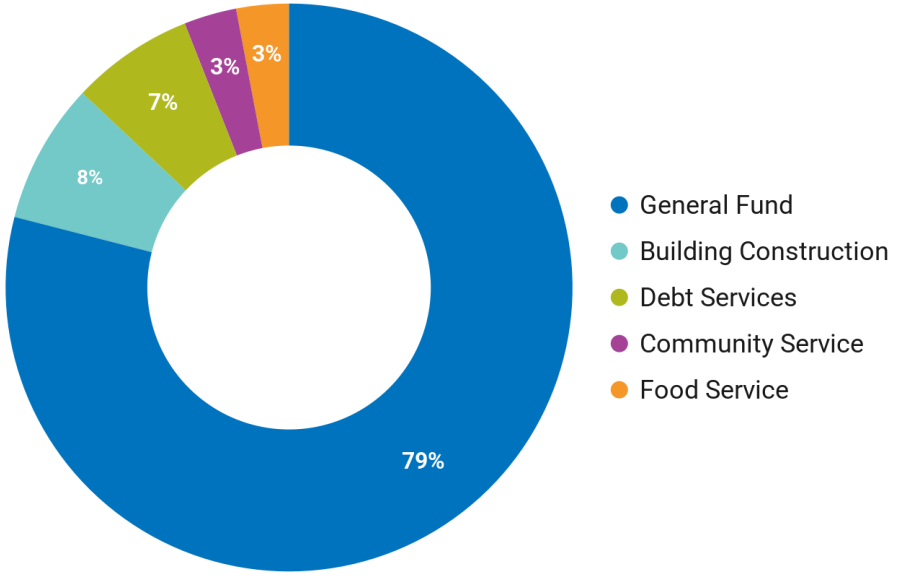
Fund	Estimate Beginning Fund Balance	Revenue	Expense	Net Change in Fund Balance	Estimate Ending Fund Balance
General Fund	$129,489,648	$814,477,651	814,463,530	$14,121	$129,503,769
Food Service	-$1,490,520	$34,015,196	$33,379,848	$221,348	-$1,269,172
Community Service	$12,120,092	$33,097,035	$35,360,924	-$2,263,889	$9,856,203
Building Construction	$43,804,761	$84,618,498	$111,296,912	-$26,678,414	$17,126,347
Debt Service	$20,234,637	$68,881,067	$69,417,995	-$536,928	$19,697,709
Total - All Funds	**$204,158,618**	**$1,035,089,447**	**$1,064,333,209**	**-$29,243,762**	**$174,914,856**

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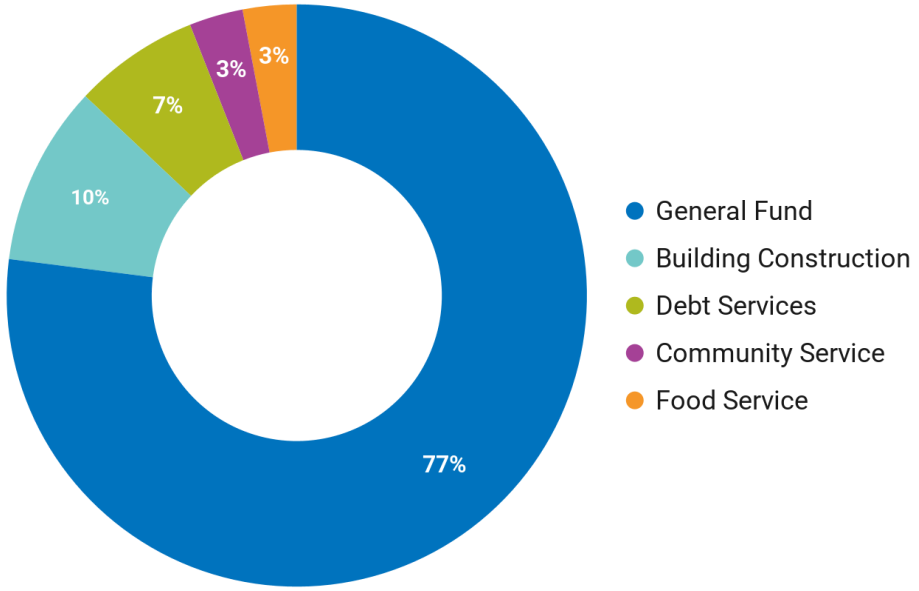
- Note: The above table represents a permanent fund transfer in FY27 of $619,960 from the General Fund to Community Service. Of this, $543,000 is to help support Early Childhood and Family Education services, and $76,960 is to cross-subsidize Early Childhood pre-screening services not fully funded through Community Education state aid.
- Note: This table represents the primary document being recommended for School Board approval. All other information and data are supporting evidence that is summarized in the above table.

Total Revenue and Expenses by Fund

Revenue



Expenditures



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Total Revenue by Fund

Fund	FY26 Revised Budget	FY27 Proposed Budget	Change Year to Year
General Fund	$776,962,785	$814,477,651	$37,514,866
Food Service	$33,864,948	$34,015,196	$150,248
Community Service	$31,140,270	$33,097,035	$1,956,765
Building Construction	$84,015,476	$84,618,498	$603,022
Debt Service	$68,881,067	$68,881,067	$0.00
Total - All Funds	**$994,864,546**	**$1,035,089,477**	**$40,224,901**

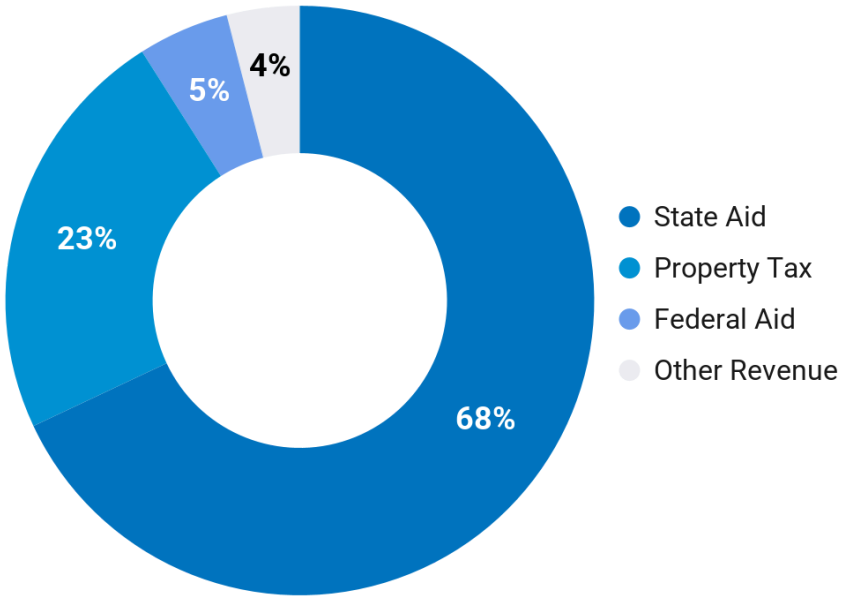
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Total Expenditures by Fund

Fund	FY26 Revised Budget	FY27 Proposed Budget	Change Year to Year
General Fund	$814,209,369	$814,463,530	$254,161
Food Service	$33,924,098	$33,793,848	-$130,250
Community Service	$33,470,966	$35,360,924	$1,889,958
Building Construction	$122,490,660	$111,296,912	-$11,193,748
Debt Service	$86,285,332	$69,417,995	-$16,867,337
Total - All Funds	**$1,090,380,425**	**$1,064,333,209**	**-$26,047,216**

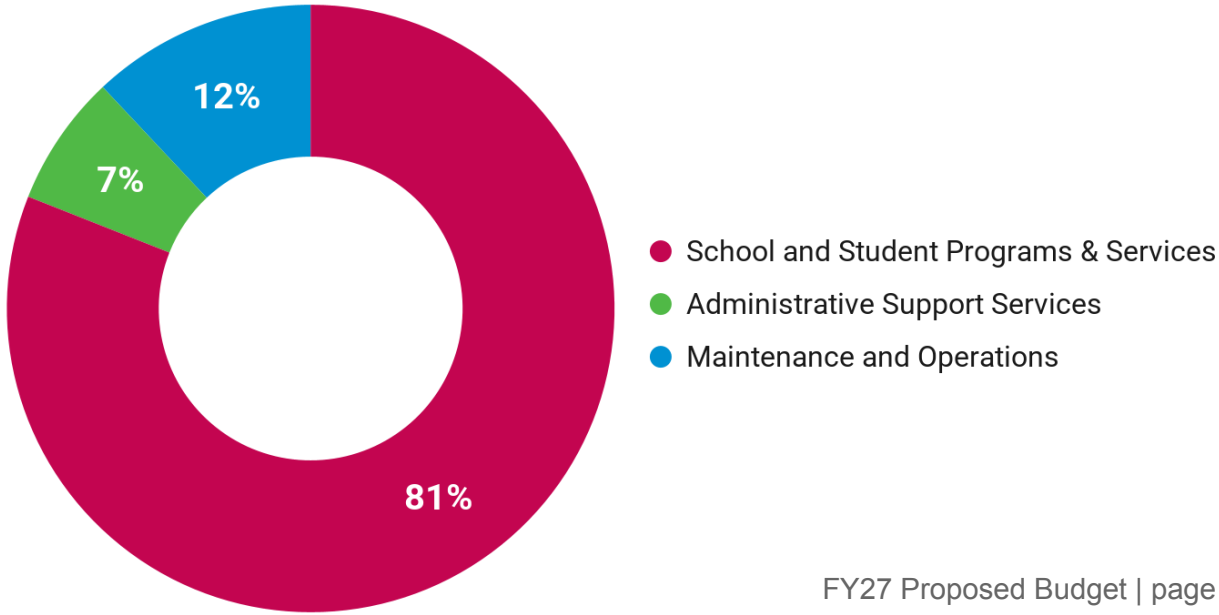
General Fund Revenue and Expenses

Revenue Sources



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Expenditures



Total General Fund Revenue

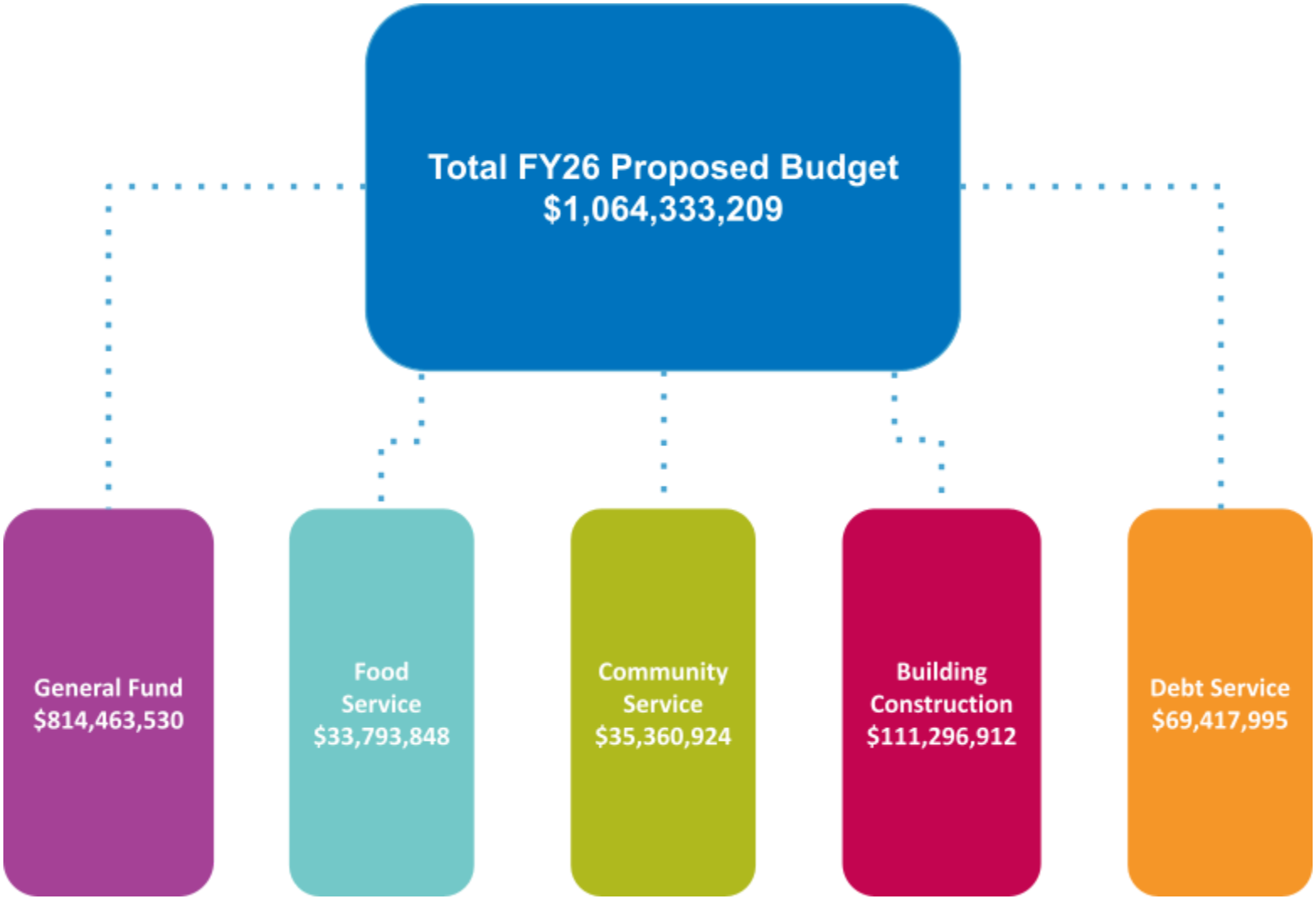
Revenue Source	FY26 Revised Budget	FY27 Proposed Budget	Change Year to Year
State Aid	$544,233,282	$553,837,089	$9,603,807
Property Tax Levy	$153,355,357	$186,883,420	$33,528,063
Federal Aid	$44,498,442	$38,352,142	-$6,146,300
Other Revenue	$34,875,704	$35,405,000	$529,296
Total Revenue	**$776,962,785**	**$814,477,651**	**$37,514,866**

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Total General Fund Expenses

Expense Category	FY26 Revised Budget	FY27 Proposed Budget
School & Student Program & Service	$667,549,402	$657,325,630
Administrative Support Service	$53,603,320	$56,497,540
Maintenance and Operations	$93,056,647	$100,640,360
Total Expenses	**$814,209,369**	**$814,463,530**

FY27 Total Proposed Budget



Proposed General Fund Budget

The General Fund consists of all activities that are not accounted for in a special-purpose fund. The activities include all regular and special education classroom activities, student and district support services, as well as building and grounds operations and maintenance, and transportation.

Description	FY26 Revised Budget	FY27 Proposed Budget	Change Year to Year
Estimated Beginning Fund Balance	$166,736,232	$129,489,648	-$37,246,584
Revenue	$776,962,785	$814,477,651	$37,514,866
Expenditures	$814,209,369	$814,463,530	$254,161
Estimated Ending Total Fund Balance	**$129,489,648**	**$129,503,769**	**$14,121**

Analysis of the General Fund FY27 Compared to FY26

The FY27 General Fund revenue is projected to increase by $37.5 million compared to FY26. Main drivers include:

- New voter-approved operating referendum revenue of $37.2 million.
- Increases to some areas of the state revenue formula were offset by over 900 fewer students expected in 2026-2027 as compared to the number of students expected for the 2025-2026 school year.

The FY26 expenditure budget is expected to increase slightly by $254,161, as compared to the FY26 revised budget. Due to a forecasted budget shortfall of $14.35 million for FY27, budget reductions by this amount were necessary to comply with the District's fund balance policy of maintaining a minimum of a 5.0% unassigned fund balance. Other factors that impact the district's budget are employment contract settlements, inflationary pressures on items such as transportation and utilities, student enrollment, the state funding formula, and the district's continued commitment to innovate and maintain educational strategies to best meet the needs of each student.

The General Fund unassigned fund balance on June 30, 2027, is projected to be $43.6 million, or 5.26%. This is within the 5% Board of Education policy 701.01. More information on the General Fund and allocations for schools and programs is provided in supplemental material within the FY27 proposed budget summary.

Proposed Food Service Fund Budget

A Food Service Fund must be established in a district that maintains a food service program for students. Food Services are those activities that have as their purpose the preparation and service of meals, lunches, and snacks in connection with school activities.

Every student attending school in person will receive a healthy breakfast and lunch at no cost through the Minnesota Free School Meals Program. Students and youth participating in eligible after-school programs will receive a snack or supper at no cost through the Child and Adult Care Food Program. In addition, youth can receive summer meals at more than 60 schools, parks, recreation, community, and mobile cafe sites in Saint Paul through the Summer Food Service Program.

Description	FY26 Revised Budget	FY27 Proposed Budget	Change Year to Year
Estimated Beginning Fund Balance	-$1,431,370	-$1,490,520	-$59,150
Revenue	$33,864,948	$34,015,196	$150,248
Expenditures	$33,924,098	$33,793,848	-$130,250
Estimated Ending Fund Balance	**-$1,490,520**	**-$1,269,172**	**$221,348**

Analysis of Food Service Fund FY27 Compared to FY26

The fund balance includes total net cash resources in the Food Service account. To maintain the Food Service program's nonprofit status, sections 7 CFR 210.14(b) and 7 CFR 210.19(a)(1) of the National School Lunch Program, regulations require that the unreserved fund balances (net cash resources) of the Food Service account cannot exceed three months' average expenditures. The average three-month expenditure is $7.9 million. The fund balance has been withdrawn over the past three years to account for rapid, sustained inflation for food, supplies, and labor.

Along with an anticipated 3.9% increase in federal meal reimbursements, the FY27 budget accounts for inflation in all major cost categories and represents significant department changes to reach a positive net income. FY27 revenues are projected to increase by $150K compared to FY26 as a result of increased participation in school meals and a la carte programs. FY27 expenditures are expected to increase by $130K compared to FY26, which reflects department changes to adjust labor costs, through staff reductions, to achieve a positive net income.

Healthy, culturally relevant, and scratch (district-prepared) foods remain central to the district's food philosophy.

Proposed Community Service Fund Budget

The Community Service Fund must be established in a district that provides services to residents in the areas of Adult Basic Education, Early Childhood Family Education, school readiness, school-age care, adults with disabilities, general enrichment, youth and senior programs, recreation, and other similar services.

Description	FY26 Revised Budget	FY27 Proposed Budget	Change Year to Year
Estimated Beginning Fund Balance	$14,450,789	$12,120,092	-$2,330,696
Revenue	$31,140,270	$33,097,035	$1,956,765
Expenditures	$33,470,966	$35,360,924	$1,889,958
Estimated Ending Fund Balance	**$12,120,092**	**$9,856,203**	**-$2,263,889**

Analysis of Community Service Fund FY27 Compared to FY26

The Community Service Fund faces declining FY27 revenue due to non-renewed grants, while core program expenditures continue to rise. Expenditure growth is driven by School Readiness expansion, flexible service delivery needs in Adult Basic Education, added staffing and site support across Community Programs, operational changes and new sites in Discovery Club, and targeted adjustments in ECFE. These pressures create a $1.7 million gap, requiring planned fund balance use to sustain service levels and program stability.

Proposed Building Construction Fund Budget

The Building Construction Fund records financial activity relating to a building construction program resulting from the sale of general obligation bonds or certificates of participation by a school district. Minnesota statutes and federal arbitrage regulations govern the use of the funds. Building Construction funds are held in trust and expended only for authorized projects. Resources may be used for general construction, building additions, architectural and engineering costs, equipment, and costs of floating a bond issue.

Description	FY26 Revised Budget	FY27 Proposed Budget	Change Year to Year
Estimated Beginning Fund Balance	$82,279,945	$43,804,761	-$38,475,184
Revenue	$84,015,067	$84,618,498	$603,431
Expenditures	$122,490,660	$111,296,912	-$11,193,748
Estimated Ending Fund Balance	**$43,804,761**	**$17,126,347**	**-$26,678,414**

Analysis of the Construction Fund 06 FY27 Compared to FY26

The Pay 26 (FY27) Levy includes $20 million in Health and Safety/Deferred Maintenance PayGo revenue. The Pay 26 levy also provides for issuing General Obligation School Construction Bonds to fund priorities identified in the Long Term Facilities Maintenance and SPPS Builds facilities plans as presented to the School Board in July 2025. FY27 includes expenses related to construction projects planned for and financed in FY27.

FY27 revenues are projected to be $84.6 million, with a fund balance from prior year proceeds anticipated to be used for ongoing work on major projects.

FY27 expenditures are estimated to be $111.3 million. Construction will finalize in FY27 on projects at Hidden River Middle School, Bruce F. Vento Elementary, Highland Park Middle School, Barack and Michelle Obama Montessori, and Jie Ming Mandarin Immersion. Within FY27, work will continue on other projects, such as deferred maintenance at Cherokee Heights, Hamline, and The Heights elementary schools. The FY27 ending fund balance is projected to be $17.1 million. All remaining fund balance is dedicated to specific projects in future years.

Based on current projections, the district will sell and receive revenue from the sale of $25.9 million in Long Term Facility Maintenance bonds and $15 million for General Obligation School Building Bonds in the summer of 2026. The district will manage project cash flow carefully and also project the need to sell additional Certificates of Participation in spring 2027 to complete the Farnsworth Aerospace Lower project.

Proposed Debt Service Fund Budget

The Debt Service Fund must be established in a district with outstanding bonded indebtedness for building construction or operating capital. The fund must record activity for initial or refunded bonds. The school board may authorize the investment of debt funds in certain types of securities as specified by law. The earnings accrued become a part of the Debt Service Fund.

Description	FY26 Revised Budget	FY27 Proposed Budget	Change Year to Year
Estimated Beginning Fund Balance	$37,638,902	$20,234,637	-$17,404,265
Revenue	$68,881,067	$68,881,067	$0.00
Expenditures	$86,285,332	$69,417,995	-$16,867,337
Estimated Ending Fund Balance	**$20,234,637**	**$19,697,709**	**-$536,928**

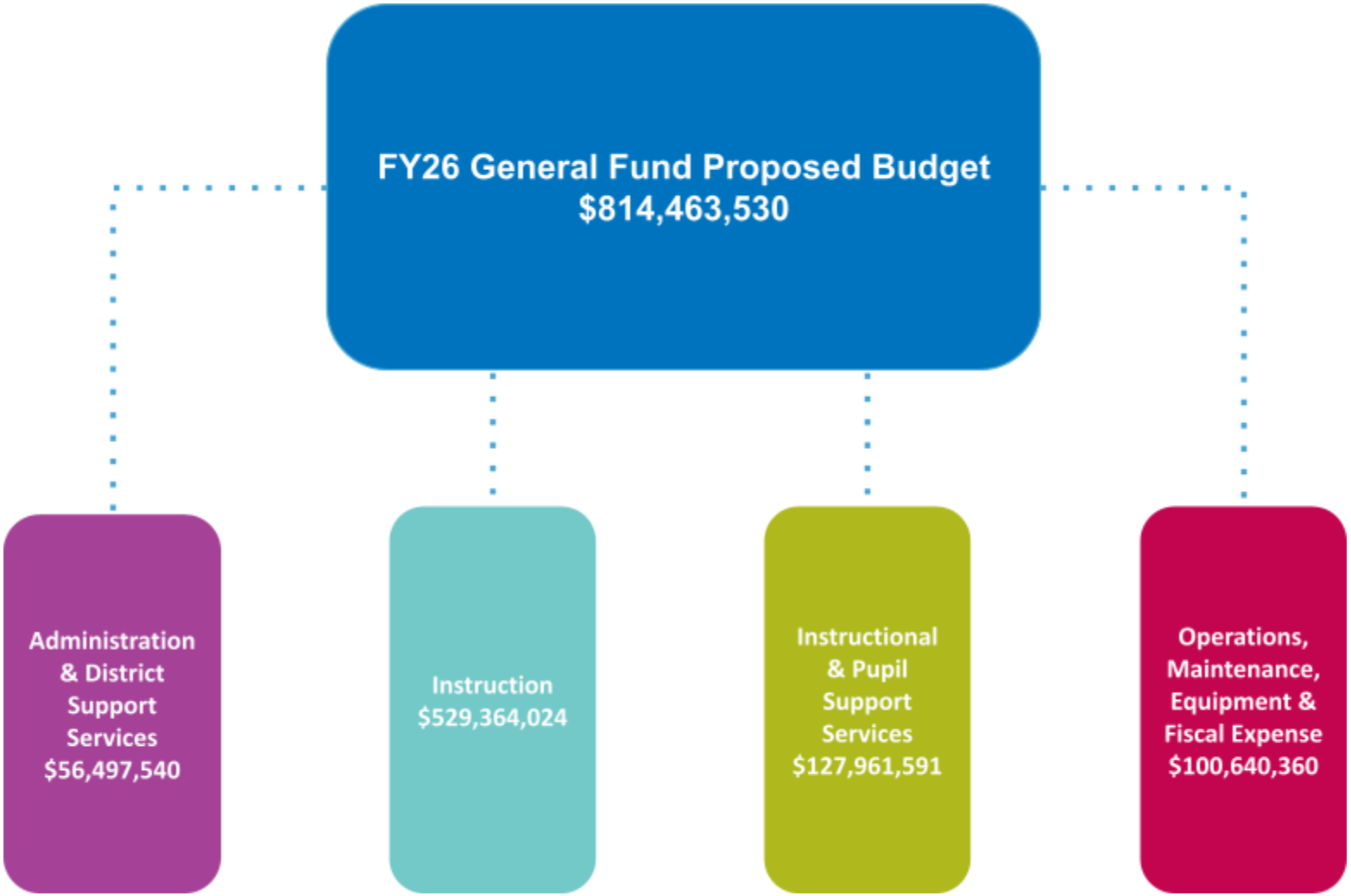
Analysis of the Debt Service Fund 07 FY27 Compared to FY26

FY27 revenue is anticipated to remain the same as FY26. The primary funding source for the Debt Service Fund is property taxes and Long Term Facilities Maintenance revenue, which are projected at $68.9 million for FY27. A small portion of this amount also comes from interest and rent. The debt service amount is determined through the 25 Pay 26 levy certification process, which was approved by the school board in December 2025.

FY27 expenditures represent the principal and interest payments on the district's outstanding debt. In FY27. If refunding opportunities occur, the budget will be revised. As approved by the Minnesota Department of Education, the total debt service expenditure amount is driven by scheduled debt redemption.

The FY27 ending fund balance is projected to decrease slightly to $19.7 million as compared to FY26 due to scheduled debt service principal and interest payment activity. The debt service fund cannot be used for general operating expenses.

FY27 Proposed General Fund Budget



General Fund School Site Allocation

Each fiscal year, SPPS reviews and updates allocation formulas and guidelines based on updated requirements from the state of Minnesota and employee contracts. The Department of Finance and the Division of Schools and Learning use these formulas and guidelines to allocate staffing and funding to schools. Principals then use those allocations to budget and manage the day-to-day operations of our schools. The Division of Schools and Learning works closely with all other divisions to ensure the school allocations are accurate and equitable. View the FY27 School Allocation Guidelines.

School Name	School Number	Principal FTEs	Clerk FTEs	Instructional Supports FTEs	Pupil Supports FTEs	Total FTEs	Total Budget
Elementary Schools (PreK-5)							
Adams Spanish Immersion	D410	2.00	1.50	44.21	9.70	57.41	$6,762,645
Barack & Michelle Obama Montessori	D493	1.00	1.50	32.92	11.72	47.14	$4,655,836
Battle Creek Elementary	D422	2.00	2.00	60.61	9.72	74.33	$6,948,187
Benjamin E. Mays Elementary	D424	2.00	2.00	49.30	8.22	61.52	$5,400,003
Bruce F. Vento Elementary	D449	2.00	2.00	63.55	13.34	80.89	$7,847,608
Chelsea Heights Elementary	D425	1.00	1.50	29.48	6.82	38.80	$3,867,688
Cherokee Heights Elementary	D428	1.00	2.00	36.02	8.48	47.5	$4,506,842
Como Park Elementary	D431	2.00	2.00	59.72	8.42	72.14	$6,521,840
Crossroads Montessori	D465	0.50	1.50	21.10	7.41	30.51	$2,915,976
Crossroads Science	D466	0.50	1.50	22.81	7.03	31.84	$3,259,538
Dayton's Bluff Achievement Plus	D433	1.00	2.00	36.24	9.18	48.42	$4,694,462
Eastern Heights Elementary	D452	2.00	2.00	50.74	9.08	63.82	$5,379,040
EXPO Elementary	D435	1.00	1.50	49.40	8.22	60.12	$5,286,477
Farnsworth Aerospace - Lower	D458	1.00	1.50	41.46	8.30	52.26	$5,520,961

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Four Seasons Arts+	D460	1.00	1.50	38.90	7.30	48.70	$5,145,850
Frost Lake Elementary	D464	2.00	1.50	64.55	11.20	79.25	$8,113,904
Global Arts Plus - Lower	D510	1.00	1.50	44.07	9.12	55.69	$5,575,160
Groveland Park Elementary	D476	1.00	1.50	46.35	9.68	58.53	$5,799,159
Hamline Elementary	D482	1.00	2.00	32.46	8.29	43.75	$4,297,252
The Heights Community School	D488	2.00	2.00	54.40	9.18	67.58	$6,189,600
Highland Park Elementary	D491	1.00	2.00	43.25	9.18	55.43	$5,481,026
Highwood Hills Elementary	D496	1.00	2.00	45.00	8.38	56.38	$5,387,863
Horace Mann School	D518	1.00	1.50	29.19	5.22	36.91	$4,191,300
Jie Ming Mandarin Immersion	D483	1.00	1.50	29.72	5.73	37.95	$4,631,785
L'Etoile du Nord French Immersion	D462	1.00	1.50	20.03	5.60	28.13	$3,104,615
Maxfield Elementary	D524	1.00	2.00	39.34	8.18	50.52	$4,617,281
Mississippi Creative Arts	D527	1.00	2.00	59.57	11.00	73.57	$7,476,962
Nokomis Montessori North	D533	1.00	1.50	41.46	12.70	56.66	$5,242,844
Nokomis Montessori South	D534	1.00	1.50	32.06	9.34	43.90	$4,298,742
Randolph Heights Elementary	D545	1.00	1.50	26.53	6.02	35.05	$4,191,551
Riverview Spanish/English Dual Immersion	D551	1.00	1.50	28.59	7.88	38.97	$4,279,337
Saint Paul Music Academy	D558	2.00	1.50	62.61	11.38	77.449	$8,258,998
SPPS Online Elementary School	D400	0.66	1.50	13.55	2.30	18.01	$1,962,266
St. Anthony Park Elementary	D557	1.00	1.50	33.51	5.62	41.63	$4,514,337
Txuj Ci HMong Language & Culture - Lower	D541	2.00	2.00	72.06	10.52	86.58	$9,754,940
Wellstone Elementary	D552	2.00	1.50	56.72	10.80	71.02	$7,792,997
PreK-8 Schools							
American Indian Magnet	D579	2.00	2.00	65.27	11.7	80.97	8,459,420

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Capitol Hill Gifted and Talented	D494	3.00	3.00	58.61	10.06	74.67	$9,133,604
East African Magnet	D442	1.00	2.00	40.94	7.30	51.24	$5,445,484
Hazel Park Preparatory Academy	D489	2.00	2.00	62.56	9.32	75.88	$7,434,142
Middle Schools (6-8)							
Barack & Michelle Obama Middle School	D348	1.00	2.00	13.28	4.28	20.56	$2,471,075
Battle Creek Middle School	D310	3.00	2.00	56.32	8.38	69.70	$7,424,437
E-STEM Middle School	D357	3.00	2.00	45.72	8.18	58.90	$6,269,520
Farnsworth Aerospace - Upper	D315	3.00	2.00	47.03	7.36	59.39	$6,647,993
Global Arts Plus - Upper	D528	2.00	2.00	38.68	7.06	49.74	$5,354,059
Hidden River Middle School	D345	3.00	2.00	41.83	8.38	55.21	$6,561,023
Highland Park Middle School	D330	3.00	2.00	64.38	10.38	79.76	$9,131,799
Murray Middle School	D342	3.00	2.00	45.02	7.38	57.40	$6,145,495
SPPS Online Middle School	D300	0.66	1.00	14.50	2.20	18.36	$2,296,520
Txuj Ci HMong Language & Culture - Upper	D328	2.00	2.00	40.83	6.64	51.47	$6,057,848
Washington Technology Middle School	D362	3.00	2.00	61.35	10.69	77.04	$8,606,584
Secondary Schools (6-12)							
Creative Arts Secondary School	D211	2.00	2.20	26.57	7.88	38.65	$4,869,779
Humboldt High School	D225	4.00	3.00	89.30	13.24	109.54	$12,621,781
Open World Learning Community	D250	2.00	2.20	32.97	6.88	44.05	$5,192,721
High Schools (9-12)							
Central Senior High School	D210	5.00	4.00	97.74	17.44	124.18	$15,219,808
Como Park Senior High School	D212	4.00	3.00	79.778	13.74	100.52	$11,374,261
Harding Senior High School	D215	5.00	4.00	115.93	17.94	142.87	$16,906,607
Highland Park Senior High School	D220	4.00	3.00	81.84	15.44	104.28	$12,384,012

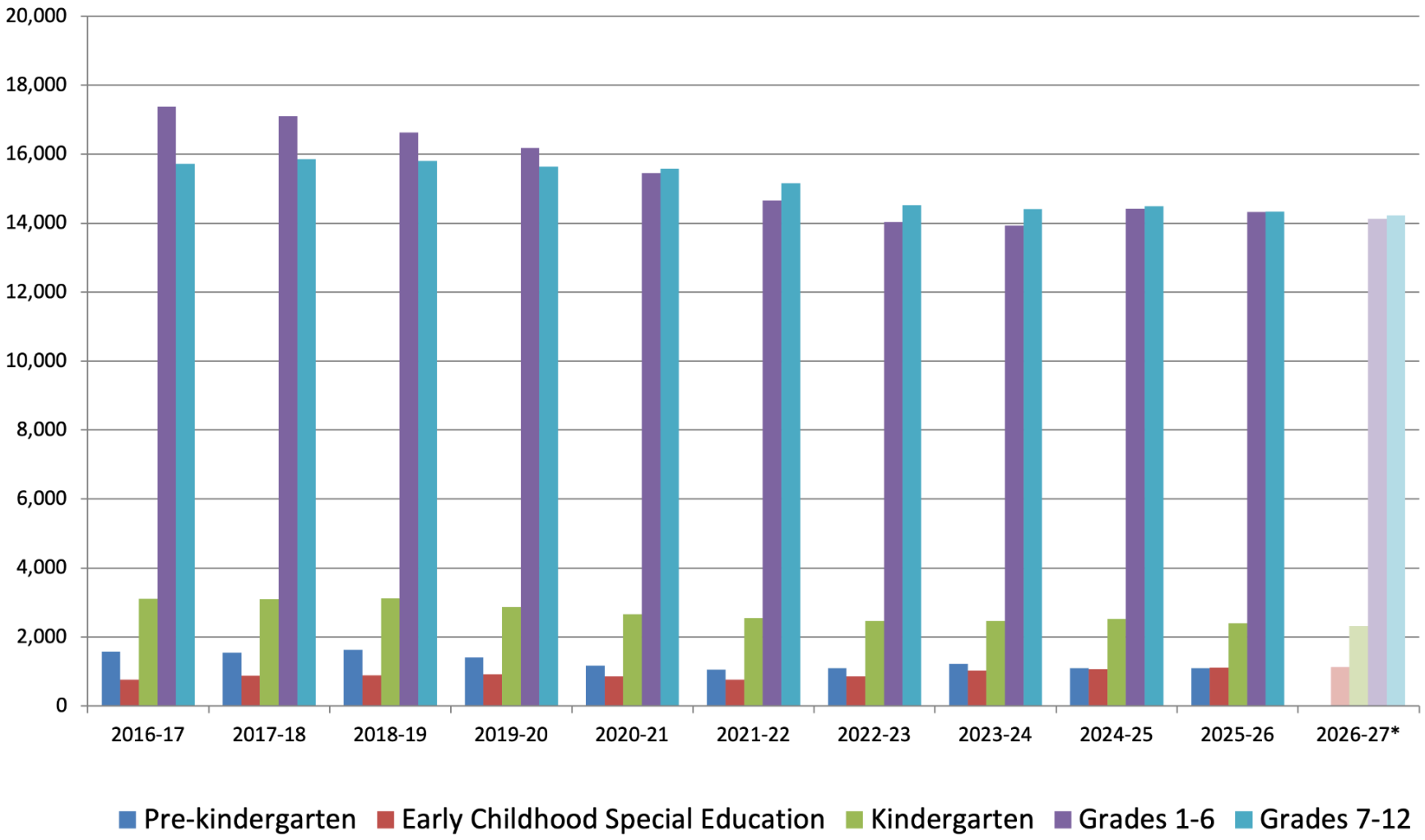
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Johnson Senior High School	D230	4.00	3.00	85.99	13.94	106.93	$12,453,851
SPPS Online High School	D200	0.68	1.40	27.26	5.10	34.44	$4,044,648
Washington Technology High School	D252	4.00	3.00	91.46	12.38	110.84	$12,914,853
Alternative Learning Centers (ALCs) and Other Sites							
Adolescent Girls and Parenting Education (AGAPE) High School	D006	1.00	1.25	6.10	3.00	11.35	$1,606,051
ALC Elementary	D726	-	-	5.5	-	5.5	$5,359,245
ALC On Track	D728	-	-	10.17	-	10.17	$1,452,025
Anna Westin House	D042	-	-	1.47	-	1.47	$265,432
Brittany's Place	D054	-	-	1.47	-	1.47	$51,843
Bridge View School	D430	2.00	1.20	89.75	3.44	96.93	$7,829,471
Children's Hospital	D007	-	-	5.80	-	5.80	$356,104
Districtwide Early Childhood Hub	D434	-	-	24.17	7.25	31.42	$2,276,371
Early Childhood Intervention S	D035	-	-	-	-	-	$482,601
Early Childhood Special Education (ECSE) Highwood Hills	D699	-	-	52.33	3.30	55.63	$8,762,448
Early Childhood Special Education (ECSE) Inclusion	D009	-	-	-	-	-	$0
Early Education Birth to Three	D620	-	-	51.30	3.00	54.30	$7,836,417
Focus Beyond Transition Services	D608	2.00	1.00	118.04	4.00	125.04	$9,572,022
Gateway to College	D718	1.00	1.75	8.25	2.70	13.70	$2,723,708
Gordon Parks High School	D710	2.00	1.50	15.85	5.60	24.95	$3,154,042
Guadalupe Alternative Programs	D841	-	-	-	-	-	$204,4574
Juvenile Detention	D678	-	-	10.39	0.8	11.19	$997,888
Journeys Secondary	D695	2.00	1.00	29.00	4.4	36.40	$3,692,726
LEAP High School	D723	1.00	1.50	13.32	5.00	20.82	$2,549,695
RiverEast Elementary and Secondary	D607	2.00	1.00	57.21	5.54	65.75	$4,943,237

Secondary Extended Programs	D712	-	-	6.25	-	-	$3,364,317
United Hospital	D675	-	-	1.00	-	1.00	$163,477
TOTAL		**128.00**	**130.00**	**3,421.99**	**601.58**	**4,281.57**	**$466,919,862**

The above allocations do not include non-salary/supplies, some Title funds, iPad accessories, extra duty allocations, and program allocations.

October 1, 2026, Projected Enrollments by Grade Level



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**Projected enrollment for 2026-27. We do not project pre-kindergarten.*

General Fund Program Allocations

Program Name	Program Number	FTEs	Budget
Administration			
Alternative Education	038, 039, 712, 716, 728	21.92	$12,920,453
Board of Education	010	9.00	$626,112
Equity, Strategy, Innovation General	031	1.50	$516,803
Superintendency	020	2.00	$710,340
Maintenance & Operations			
Facilities - Planning & Long-Term Facilities Maintenance	850, 865	99.15	$22,995,090
Facilities - Operations & Maintenance	807, 808, 809, 810, 811, 812	274.00	$33,730,483
Facilities - Utilities	813	-	$9,412,000
Districtwide Support Services			
Admin and Operations General	029, 043	2.15	$525,558
Communications	135	8.97	$1,628,331
Community Education	586 (Transferred to 203)	-	$177,224
Districtwide - Benefits, Insurance & Supplemental Pay	930, 940, 960, 6185, 6184	-	$33,060,036
Districtwide - Transfers	950	-	$642,595
Equal Employment Opportunity	108	3.00	$493,949
Equity	129, 131, 132, 133	6.00	$1,211,546
Financial Services	110, 112, 113	39.80	$8,320,899
General Counsel's Office	150	4.00	$712,415
Human Resources	160	44.50	$6,240,854
Human Resources - Substitutes	271	-	$7,465,373
Human Resources - Talent Acquisition	161, 162, 163	10.50	$2,862,704
Innovation Office	024, 025, 026	5.80	$971,048
Office of Accountability	105	-	$544,960
Research, Evaluation & Assessment	190	9.76	$1,576,244
School Support Services			

Academics	033	1.4	$330,750
Athletics	192, 292	16.00	$8,822,831
College & Career Readiness	301, 321, 341, 361, 365, 380, 399, 710, 712, 713, 714, 715	17.15	$2,692,535
College & Career Readiness - Indian Education	196, 198	10.50	$1,365,315
College & Career Readiness - School Support	718, 730, 741	10.55	$1,683,488
Family Engagement & Community Partnerships	103, 134, 136, 717	18.90	$2,928,527
Federal Programs	204, 205, 209, 210, 216	86.35	$11,982,569
Multilingual Learners	114, 115, 117, 119, 219	5.50	$1,239,358
Schools and Learning General	034, 050, 201, 291, 298, 605, 642	30.00	$2,330,439
Security and Emergency Management	805, 815	42.20	$4,462,795
Specialized Services	120, 164, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 414, 416, 420, 421, 422, 425, 465, 499, 721, 730, 740, 742, 744	490.05	$65,298,931
Student Placement	106	12.69	$1,754,159
Teaching and Learning	102, 111, 118, 200, 202, 203, 211, 212, 213, 214, 215, 218, 220, 221, 230, 240, 250, 255, 256, 257, 260, 261, 270, 280, 609, 610, 615, 616, 621, 640, 641, 643, 716	22.10	8,866,800
Technology Services	107, 141, 170, 182, 612, 620, 630, 682	67.98	$17,364,673
Technology Services (Formerly Alternative Education)	613	6.00	$1,373,579
Transportation	760	48.20	$45,460,533
Voluntary Pre-K	200	-	$2,576,937
TOTAL		**1,428.77**	**$343,057,501**

Appendix: Program Name and Code

Program Code	Program Name
000	Districtwide Revenue
010	Board of Education
020	Superintendent's Office
021	Negotiations/Labor Relations
022	Chief Executive Officer
023	Educational Partnerships
024	Office of Fund Development
025	Office of Innovation
026	Project Management Office
029	360 Colborne Equipment & Repair
030	Office of Leadership Development
031	Equity Strategy and Innovation
032	Secondary Education Administration
033	Office of Academics
034	Division of Schools
035	Area A Office
036	Special Education Administration
037	Area B Office
038	Alternative Learning Center (ALC) Admin Overhead
039	Alternative Learning Center (ALC) Administration
042	Family & Community Involvement
043	Chief of Operations
050	School Administration
102	Pre-K Administration
103	Community Partners
104	Operations Office
105	Office of Accountability
106	Student Placement Center
107	Accountability Technology & Support Service
108	Equal Employment Opportunity
109	Partnerships
110	Business & Financial Affairs
111	Middle School Model Support
112	Enterprise Resource Planning
113	Risk Management
114	English Language Learners Support
115	Translation Professional Development
116	Storehouse
117	Multilingual Learning Professional Development

Program Code	Program Name
118	Talent Development & Acceleration Administration
119	Multilingual Learner Administration
120	Special Education Administration
129	Office of Equity Professional Development
130	Community Relations
131	Office of Racial Equity
132	Out for Equity
133	Multicultural Resource Center
134	Family & Community Engagement
135	Communications
136	Parent Academy
141	Management Information Systems
150	General Counsel's Office
151	Internal Audit
160	Human Resources
161	Saint Paul Urban Teacher Residency (SUTR) Program
162	Educator Retention
163	Recruiting
164	Recruiting Paraprofessionals
170	Graphic Services
175	Site-based Management
182	Personalized Learning Through Technology - Administration
190	Research Evaluation & Assessment
192	Athletics Administration
196	Indian Education
198	American Indian Studies
200	Voluntary Pre-K
201	Education - Kindergarten
202	Education - Pre-K
203	Education - Elementary General
204	T2, Part A, Teacher & Principal Training
205	T3, Part A, English Language Acquisition
206	T4, Safe and Drug-free
207	T5, Part A, Innovative Programs
208	Child-Parent Center (CPC)
209	Title IV
210	T2, Part D - Enhancing Education
211	Education - Secondary General
212	Visual Art
213	Continuing Support
214	Transition Support

Program Code	Program Name
215	Business
216	Title I, Education Disadvantaged
217	Assurance of Mastery
218	Gifted & Talented
219	Limited English Proficiency
220	English (Language Arts)
221	Planetarium Staff
230	Foreign Language/Native Language
231	Fresh Force
240	Health, Physical Education & Recreation
248	Driver Education
250	Family Living Science
255	Industrial Education
256	Mathematics
257	Computer Science/Technology Education
258	Music
260	Natural Sciences
261	Belwin
270	Social Sciences/Social Studies
271	Substitute Teachers
272	Remedial Mathematics
273	Remedial Other Content Areas
274	Study Skills Improvement
275	Kindergarten Individual Instruction
276	Elementary Individual Instruction
277	Secondary Individual Instruction
278	Regular School Day-Longer Day/Week
279	Substantial Parental Involvement
280	Advancement Via Individual Determination (AVID)
281	Remedial Reading & Language Arts
283	Adult Diploma Program
291	Co-Curricular Activities (Non-Athletics)
292	Boys & Girls Athletics
294	Boys Athletics
296	Girls Athletics
297	Discovery Club
298	Extra-Curricular Activities
301	Agriculture Education
311	Marketing Occupations Education
321	Health Occupations Education
331	Homemaking Occupations Education

Program Code	Program Name
341	Business & Office Occupations Education
351	Technical Education
361	Trade & Industrial Occupations Education
365	Services Occupations Education
371	Diversified and Interrelated Occupations
380	School to Work Disabled
399	School to Work
400	General Special Education
401	Speech
402	Mild/Moderate Disabilities
403	Moderate/Severe Disabilities
404	Physical Impairment
405	Deaf and Hard of Hearing
406	Visual Impairment
407	Specific Learning Disabilities
408	Emotional Behavioral Disorders
409	Deaf Blind
410	Other Health Disabilities
411	Autism
412	Developmental Delay
414	Traumatic Brain Injury
416	Severely Multiply Impaired
420	Special Education - General
421	Third Party Reimbursement
422	Special Education-Students without Disabilities
425	Early Childhood Special Education
430	Focus Beyond
440	Mentally Impaired: Mild-Moderate
450	Mentally Impaired: Moderate-Severe
455	Developmental Adapted Physical Education (DAPE) & Special Education Prep
460	Physically Impaired
465	Hearing Impaired
470	Speech/Language Impaired
475	Visually Impaired
490	Specific Learning Disability
491	Occupational Therapy/Physical Therapy Services
492	Autism
493	Emotional/Behavioral Disorder
494	Treatment Centers
495	Non-Public Diagnostic
496	Home Instruction

Program Code	Program Name
499	Special Education SH and W
500	Adults with Disabilities
504	Community Education Administration
505	General Community Education Programs
510	Adults with Disabilities
520	Adult Basic & Continuing Education
570	Discovery Club
580	Early Childhood & Family Education
581	Pre-K Administration
582	School Readiness
583	Preschool Screening
584	School Readiness Plus
585	Youth Development/Youth Services
586	Freedom Schools
590	Other Community Programs
601	Education-Kindergarten Virtual
602	Education-PreK Virtual
603	Education-Elementary Virtual
605	General Instructional Support
606	Accountability
607	School Quality Review & Intervention
608	Standards
609	Well-Rounded Education
610	Instructional Services
611	Education-Secondary Virtual
612	Digital Support Team
613	Office Digital Alternative Education
614	Extended Day Learning (EDL) Summer
615	SEALS of Biliteracy
616	Instructional Design
620	Educational Technology
621	Educational Technology
630	Technology Infrastructure
631	Referendum Technology
637	Debt Service
640	Staff Development
641	Staff Development Districtwide
642	Achievement Plus
643	Peer Assistance and Review
679	Food Services
680	Food Services

Program Code	Program Name
681	Technology Infrastructure
682	Personalized Learn Through Technology
687	Transportation Administration
710	Secondary Counseling & Guidance
712	Elementary Counseling & Guidance
713	Earn as You Learn
714	Career Pathways
715	Counseling and Guidance
716	Career Curriculum
717	Academic Parent Teacher Team (APTT)
718	School Climate
720	Student Wellness
721	Student Wellness Administration
730	Psychological/Mental Health Services
740	Social Work Services
741	School Attendance Matters
742	Elementary Alternative to Expulsion
743	Alternative to Expulsion A2E
744	C3 Program
760	Pupil Transportation
761	District-Owned Buses
770	Food Service
777	Unassigned Staff
790	Other Pupil Support Services
805	School Security
807	Personal Protective Equipment (PPE)
808	Facilities Workers
809	Indoor Air Filtration
810	Operations & Maintenance
811	Grounds
812	Custodial
813	Utilities
815	Safety & Security
816	Drug Abuse Prevention
817	Gang Resistance Education
818	Other School Safety
850	Facility Planning, Leases, H & S
855	Alternative Facilities
865	LTFM excl Prog 866 & 867
866	LTFM $100,000-$1,999,999 /site
867	LTFM $2 million or more/site

Program Code	Program Name
868	LTFM 2m Pay As You Go
870	Building Construction
875	COPs
920	Short-Term Borrowing
930	Employee Benefits
935	Post Employment Benefits
940	Insurance
950	Transfers
960	Other Nonrecurring Items