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

June 23, 2026
5:30 PM

A G E N D A

1. **CALL TO ORDER**
2. **ROLL CALL**
3. **APPROVAL OF THE ORDER OF THE MAIN AGENDA**
4. **RECOGNITIONS**
   - A. Acknowledgement of Good Work Provided by Staff 5
   - B. Acknowledgement of Good Work Provided by Students 7
5. **PUBLIC COMMENT**
6. **APPROVAL OF THE ORDER OF THE CONSENT AGENDA**
7. **APPROVAL OF THE MINUTES**
   - A. Minutes of the Regular Meeting of the Board of Education of May 19, 2026 9
   - B. Minutes of the Special Meeting of the Board of Education of June 9, 2026 28
   - C. Minutes of the Special Meeting of the Board of Education of June 17, 2026 30
8. **COMMITTEE REPORTS**
   - A. Minutes of the Committee of the Board Meeting of June 9, 2026 32
9. **FUTURE MEETING SCHEDULE** **44**
   - A. Board of Education Meetings (5:30 p.m. unless otherwise noted)
   - B. Committee of the Board Meetings (4:30 p.m. unless otherwise noted)
10. **SUPERINTENDENT'S ANNOUNCEMENTS**
11. **ACTION AGENDA ITEMS**
    - A. **Consent Agenda**
      1. Gifts
         - a. Gift Acceptance of $10,000 from Yeng Yang to Como Senior High School Boys Tennis 45
      2. Grants

a. Request for Permission to Accept a Grant from the MN Department of Natural Resources Transportation Grant Program 46
b. Request for Permission to Submit a Grant to Allina Health Foundation 47
c. Request for Permission to Submit a Grant to the Jeffers Foundation Environmental Experience Transportation Grant Program 48
d. Request for Permission to Submit a Grant to the Running Strong for American Indian Youth Dreamstarter Teacher® Program 49
e. Request for Permission to Submit a Grant to the Saint Paul & Minnesota Foundation Community Solutions Grant Program 50
f. Request for Permission to Submit a Grant to the US Department of Transportation Safe Streets for All Grant Program 51

3. Contracts
a. Contract Amendment #10 for BTR Architects for the Cherokee Heights Elementary School Building Systems Replacements (Project # 2070-23-01) 52
b. Contract Award for FY26 Furniture Replacement Program at Central High School (Project # 0160-26-01) 54
c. Construction Manager as Advisor Services for the Farnsworth Aerospace Lower Major Renovation and Addition Project (Project #1090-25-01) 55
d. Design Services for the Farnsworth Aerospace Lower Major Renovation and Addition Project (Project #1090-25-01) 57
e. TMA Contract Renewal 59
f. Annual Renewal of Oracle ERP, Database, and Cloud Services Agreements with DLT, and Vendor Related Products and Services 61

4. Agreements
a. Joint Powers Agreement with Minnesota State (Century College) pertaining to Contracted Postsecondary Enrollment Options (PSEO) 62
b. Memorandum of Understanding between Saint Paul Public Schools and Great River Greening 63
c. Approval of the Employment Agreement for the Senior Executive Officer of School Leadership and Operation 64

5. Administrative Items
a. Monthly Operating Authority 69
b. Human Resource Transactions 72
c. Approval to Create a Cooperative Sponsorship between St. Paul Riveters and Tartan/North St. Paul 76

d. Designation of an Identified Official with Authority for Education Identity Access Management 77
e. Language Access Plan 78
f. Phase Gate Approval of FY23 Roofing Replacement Program at Journeys Secondary (Project # 0175-23-01): Gate #5.2 – Project Final Fiscal Close-out 88
g. Phase Gate Approval of FY25 Flooring Replacement Program at Como Park Elementary, Randolph Heights Elementary, Humboldt High School, Farnsworth Aerospace Upper Campus, and Maxfield Elementary (Project # 0225-25-01): Gate #5.2 – Project Final Fiscal Close-out 90
h. Pre-Qualification of Professional Consultant Construction Managers as Advisor 92
i. Phase Gate Approval of Multi-Site Electrical System Replacement at Harding Senior High School and Central Senior High School (Project # 0651-23-01): Gate #5.2 – Project Final Fiscal Close-out 94
j. Property & Casualty Insurance Renewal 96
k. Rights and Responsibilities Handbook 2026-27 97
l. Facilities Department FY27 Purchases over $175,000 99

6. Bids
   a. Phase Gate Approval of the Bridge View Walls and Doors (Project # 2002-27-01): Gate #4 - Contract Award 100
   b. Phase Gate Approval of the Como Park Senior High Fieldhouse Floor Replacement (Project # 0225-27-02): Gate #4 - Contract Award 102
7. Change Orders

B. **Further Items That Require Board Action**
1. Resolution Relating to $40.9 Million General Obligation School Building and Facilities Maintenance Bonds, Series 2026B; Ratifying the Award of Sale, Prescribing the Form and Details and Providing for the Payment Thereof 104
2. Fiscal Year 2026-2027 Adopted Budget 139

12. **INFORMATIONAL AGENDA ITEMS**

A. Board Initiated Goal Governance (B.I.G.G.) Report 181
B. Policy Update 190
1. SECOND READING: Policy 602.00 - Curriculum, Instruction, and Accountability 224
2. SECOND READING: Policy 602.01 - Inclusive and Equitable Education 231
3. SECOND READING: Policy 607.00 - Selection and Adoption of Instructional Materials 234
4. SECOND READING: Rescission of Policy 607.01 - Textbook Selection and Adoption 237

13. **BOARD OF EDUCATION**
    A. Information Requests/Responses and Items for Future Agendas
    B. Board of Education Committee Reports 238
    C. Board of Education Reports/Communications
14. **ADJOURNMENT**

#BoldSubject#

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

DATE: June 23, 2026

TOPIC: Acknowledgement of Good Work Provided by Staff

A. PERTINENT FACTS:

1. Regan Kluver, Assistant Director of the Office of Indian Education, successfully defended her professional portfolio at Minnesota State University Moorhead, earning her Education Leadership Master's degree along with three licensure competencies — K-12 Administration, Community Education Director, and Superintendency — all simultaneously.

   What makes this achievement even more remarkable is that she is the first Native woman to graduate with these accolades simultaneously from any Minnesota State school. This is a historic milestone, and the team in the Office of College and Career Readiness (OCCR) could not be more proud. Her dedication, perseverance, and commitment to educational leadership are a true reflection of the excellence we strive for here in SPPS. Please join me in celebrating her extraordinary achievement. We are incredibly fortunate to have her talent, passion, and leadership contributing to the OCCR team and our SPPS community.

2. Highwood Hills Elementary School Principal Dr. Fatima Lawson has recently earned a pair of prestigious honors. In addition to being named a **Bush Fellow**, she was recognized by the **African Mental Health Summit** under the theme, *"Borders, Belonging, and Well-Being: Building Thriving African Diaspora Communities Through Mental Health Justice."*

   As a Bush Fellow, Dr. Lawson joins an elite group of leaders chosen for their ability to drive meaningful change. This highly competitive, self-designed leadership program selects up to 30 fellows annually, providing up to $150,000 over two years to help them expand their capacity to lead effectively.

   Alongside this fellowship, her recognition from the African Mental Health Summit celebrates her outstanding leadership, dedicated service, and unwavering commitment to advancing community well-being, equity, and mental health advocacy.

3. Ntxhee Sua Vang, an educational assistant at Four Seasons Elementary, received the Education Excellence Award from the Minnesota Commission of the Deaf, DeafBlind & Hard of Hearing at their Community Awards Ceremony on May 16, 2026. This statewide award is given to individuals who work in an education setting with deaf, deafblind, and hard of hearing students.

   Ntxhee Sua Vang, whose name means "water wave," is a Saint Paul native of Hmong descent. Ntxhee Sua has worked as an educational assistant for three years at elementary school and has been a visual artist since she was young. In working with various students, she enjoys learning their home sign language and ASL. She also teaches them through writing, language, math, and reading, and is proud to see them build critical thinking and communication skills. She was a featured artist for a Walker Art

Center sensory Sunday event for kids, teens, and adults with sensory processing differences, autism, or developmental disabilities.

In addition to working for SPPS over the last three years, she is also a Humboldt High School alumna and was part of the SPPS Deaf and Hard of Hearing (DHH) program throughout her educational career.

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

B. RECOMMENDATION:

That the Board of Education recognizes the staff acknowledged above for their contributions and outstanding work.

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

DATE: June 23, 2026

TOPIC: Acknowledgement of Good Work Provided by Students

A. PERTINENT FACTS:

1. **2026 Spring High School Athletics State Qualifiers**

Central Senior High School

Track and Field
Kendall Fane and Clyde Berg
Coach Andy Basitian

Como Park Senior High School

Track and Field
Charlie Loth (state champion)
Ben Clark and Tate Prinson

Badminton
Nico Solheid and Tsuki Solheid

Harding Senior High School

Track and Field
Nasir Yeah and Khapriece Venzant

Badminton
Gao Zhia Vue

Highland Park Senior High

Track and Field
Giovanni Vellucci, Amira Cogshell, Ingrid Haaland, Ruby Peterson,
Zoe Moore, Bridget Kane, Daylen Wells, Lily Tickner, Adeline Lendway,
London Rademacher, Alvin Bommarito, Daylen Wells, Toby Hennum,
Ben Ebinger, Theo Hennum, Noah Waln, Toby Hennum, Violet Solem Valentine,
Alice Verbrugge

Humboldt High School

Track and Field
Aria Kulseth

Adapted Bowling
McKenzie Green, *(Highland Park student)*

Johnson Senior High School

Boys Volleyball Team

Badminton
Amanda Her, Gaonou Vang, Angelina Thao

Washington Technology High School

Track and Field
Lesean Andrewin

2. 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

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

May 19, 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: E. Valliant, H. Henderson, U. Ward, B. Lowe, Y. Carrillo, C. Franco
Superintendent Stanley

C. Allen arrived at 5:32 p.m.

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 Valliant.

The motion was approved by roll call vote:

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

4. RECOGNITIONS

BF 34684 Acknowledgement of Good Work Provided by Students

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

BF 34685 Acknowledgment of Good Work Provided by Staff

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

5. PUBLIC COMMENT

1.	**Heidy Carrion**	MNUDL experience
2.	**Paula Carrion**	MNUDL experience
3.	**Sher Lay**	Commercial Tobacco Prevention in Saint Paul
4.	**Seth Juvland**	MNUDL/PSEO transportation
5.	**Neda Ade**	Concern about recent principal appt
6.	**Charlotte Pinches**	Cuts to MLL staff in the district
7.	**Aubrey Reed**	EL Program Cuts
8.	**Benjamin Berger**	Cuts to MLL staff in the district
9.	**Mia Silva**	Cuts to MLL staff in the district
10.	**Sonata Kao**	EXPO principal selection process
11.	**Petra Mueller**	MNUDL experience
12.	**Mariya Adam**	MNUDL experience
13.	**Lonealla Ballou**	MNUDL experience
14.	**Passion-Laray Trice**	MNUDL experience
15.	**Yasmeen Benlhabib**	MNUDL experience
16.	**Mary Voigt**	Career Pathways
17.	**Thomas Corcoran**	Career Pathways
18.	**Stephanie Stegeman**	Save the arts at Global Arts Plus
19.	**Laura Kuzzy**	Maintain guidance counselor at SAP

6. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Director Ward moved approval of the Order of the Consent Agenda with these items pulled for separate consideration:

- **4-d: Memorandum of Understanding between Saint Paul Public Schools and City of Saint Paul Parks and Recreation**
- **4-e: Memorandum of Understanding between Saint Paul Public Schools and the Sisters of St. Joseph of Carondelet**

The motion was seconded by Director Franco.

The motion was approved by roll call vote:

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

7. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of April 21, 2026

MOTION: Director Ward moved approval of the Minutes of the Regular Meeting of the Board of Education of April 21, 2026. The motion was seconded by Director Henderson.

The motion was approved by roll call vote:

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

8. COMMITTEE REPORTS

A. Minutes of the Committee of the Board Meeting of May 5, 2026

Topics at the May 5, 2026 Committee of the Board meeting included:

- 2025-2026 Gender and Sexual Diversity Parent Advisory Council (GSD PAC) Board Update
- Analyzing the Cost of Charter Schools for St. Paul Public Schools
- Tribal Nations Education Committee (TNEC) And AIPAC Resolution Response
- Fiscal Year 27 Budget Update and Community Budget Meeting Update

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 May 5, 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 Valliant	Yes
Director Henderson	Yes
Director Ward	Yes
Director Lowe	Yes
Director Allen	Yes
Director Carrillo	Yes
Director Franco	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. Stanley celebrated the achievements of the district's career and college readiness program, highlighting the nine students who recently earned their EMT certifications—with plans to join the City of Saint Paul Fire Department—and others participating in an operating engineers program. Emphasizing that the district has surpassed 2,500 student certifications, Dr. Stanley praised these opportunities for providing essential economic mobility and life-changing career pathways.

Shifting to fiscal matters, Dr. Stanley addressed the administration's upcoming proposed budget recommendation, revealing that Saint Paul Public Schools is facing a $14.3 million shortfall for the upcoming year following two prior years of significant cuts. While a newly approved operating levy prevented a catastrophic $51 million deficit, the district continues to grapple with declining enrollment driven by lower birth rates and restrictive federal immigration policies. Because fewer students result in reduced funding, district leadership and principals have had to make incredibly difficult spending adjustments that affect real people and relationships. Concluding the address, Dr. Stanley expressed deep gratitude for the community's engagement throughout this process and opened the floor to the board for questions on the impending budget proposal.

11. AGENDA ITEMS THAT REQUIRE BOARD ACTION

A. Consent Agenda

MOTION: Director Ward moved approval of all items within the consent agenda withholding these items, which were for separate consideration:

- **4-d: Memorandum of Understanding between Saint Paul Public Schools and City of Saint Paul Parks and Recreation**

- **4-e: Memorandum of Understanding between Saint Paul Public Schools and the Sisters of St. Joseph of Carondelet.**

Director Franco seconded the motion.

The motion was approved by roll call vote:

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

1. Gifts

BF 34686 Gift Acceptance for Check to Cover Book Vending Machine

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.

2. Grants

BF 34687 Request for Permission to Submit a Grant to the Cargill Foundation's Childhood Nutrition Grant Program

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.

BF 34688 Request for Permission to Submit a Grant to the Constellation Fund's Grant Program

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.

BF 34689 Request for Permission to Submit a Grant to the Japan Foundation's Salary Assistance Grant Program

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.

BF 34690 Request for Permission to Submit a Grant to the Newman's Own Food Justice for Kids Prize Grant Program

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.

3. Contracts

BF 34691 K-12 FASTBridge Reading Screener Renewal

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

BF 34692 ITB#A224279-DW - Renewal Petite Bananas

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.

BF 34693 ITB#A227596-A - Renewal Dairy and Juice

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.

BF 34694 ITB#A227657-A - Renewal Fresh Bakery Items

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.

BF 34695 Project Read Contract

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

BF 34696 Reauthorization of SPCLC Management Contract 2026-2027

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.

BF 34697 Request to Sign Contract with Go4 Healthcare LLC for Athletic Trainer Services at Athletic Events

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

4. Agreements

BF 34698 Approval of Memorandum of Agreement with Laborers Local 563, to Establish Terms and Conditions of Employment for 2026-2027

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.

BF 34699 Nursing Clinical Experience Agreement with Morrison Family College of Health School of Nursing, a Program of University of St. Thomas

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.

BF 34700 Request to Sign Student Teaching Agreement with Southwest Minnesota State University

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.

BF 34701 Maxfield MakerSpace Remodel

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.

5. Administrative Items

BF 34702 Monthly Operating Authority

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

Human Resources Transactions

BF 34703 Transactions for March 1, 2026 – March 31, 2026

BF 34704 Facilities Department FY26 Purchases over $175,000

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

BF 34705 Facilities Department FY27 Purchases over $175,000

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

BF 34706 Phase Gate Approval of Dayton's Bluff Elementary Lead-in-Water Remediation (Project # 1060-25-01): Gate #5.2 – Project Final Fiscal Close-out

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.

BF 34707 Phase Gate Approval of the Multi-Site Pool AHU Replacement (Project # 0579-27-01): Gate #3 – Project Budget

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.

BF 34708 Pre-Qualification of Professional Architects and Engineers

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.

BF 34709 Project Budget Modification Request and Finance Plan Update for Maxfield Elementary Parking Lot Extension (Project # 4180-25-01)

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

BF 34710 Reauthorization of Saint Paul Community Literacy Consortium 2026-2027

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.

6. Bids

BF 34711 Contract Award for the Wheelock Early Learning Center Flooring Replacement (Project # 9020-27-01)

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.

BF 34712 Phase Gate Approval of the Maxfield Elementary Parking Lot Extension (Project # 4180-25-01): Gate #4 - Contract Award

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.

BF 34713 Phase Gate Approval of the Wellstone Elementary Playground Replacement (Project # 4260-26-01): Gate #4 – Contract Award

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.

7. Change Orders

ITEMS PULLED FOR SEPARATE CONSIDERATION

Director Franco noted he pulled these items for separate consideration as the City of Saint Paul Parks and Recreation is his employer, and to avoid a conflict of interest, he will be abstaining from voting on these items.

BF 34714 Memorandum of Understanding between Saint Paul Public Schools and City of Saint Paul Parks and Recreation

MOTION: Director Ward moved 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. Director Henderson seconded the motion.

The motion was approved by roll call vote:
Director Valliant Yes

Director Henderson	Yes
Director Ward	Yes
Director Lowe	Yes
Director Allen	Yes
Director Carrillo	Yes
Director Franco	Abstain

BF 34715 Memorandum of Understanding between Saint Paul Public Schools and the Sisters of St. Joseph of Carondelet

MOTION: Director Ward moved 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. Director Henderson seconded the motion.

The motion was approved by roll call vote:

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

FURTHER AGENDA ITEMS THAT REQUIRE BOARD ACTION

A. Policy Update

a. THIRD 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 third reading of this policy, including the latest revisions and clarifications for work-related and personal social media use. Under work-related use, new language clarifies that district staff are ultimately responsible for student-managed accounts related to school activities or athletics, and the district reserves the right to report unauthorized or violating accounts. Regarding personal use, the policy explicitly prohibits employees from using personal social media during work hours or on district devices. Furthermore, it outlines strict standards to ensure community safety and privacy—specifically emphasizing confidentiality regarding student names and images, preventing the posting of harmful or harassing information, and avoiding impartial opinions through school channels. Finally, the district maintains the right to take appropriate disciplinary action if an employee's social media conduct adversely impacts the workplace, impedes their job performance, or violates professional ethics and laws.

The full presentation and draft of proposed policy updates can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- None

BF 34716 THIRD READING: Policy 426.00 – Use of Social Media

MOTION: Director Ward moved to approve the proposed revisions to Policy 426.00 - Use of Social Media, and that this be considered the third and final reading of the three-reading process. Director Allen seconded the motion.

The motion was approved by roll call vote:

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

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

Ben Harri, Director of Transportation, then reviewed the proposed changes to this policy. He noted there have been no changes since the second reading, but also reviewed the summary of changes, which included anewly added policy purpose, an updated general statement of policy, new guidance collaborated with the specialized services department regarding manifestation determination, IEP team consultation timelines, and alternative transportation for students with an IEP or 504 plan, added or updated definitions for key terms, and updated legal references and statute titles.

The full presentation and draft of proposed policy updates can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Valiant raised a concern regarding parental liability if a student is accidentally let off at the wrong bus stop. Mr. Harri explained that extensive internal tracking and safety protocols exist to handle such errors, though they are not explicitly written into policy. Furthermore, General Counsel clarified that Policy 707.02 is strictly focused on student conduct on the bus rather than the district's broader post-drop-off responsibilities.
- To resolve the ambiguity and satisfy the board's concerns without delaying the policy to a future meeting, the board agreed to make a minor oral amendment to Section 2, Part 1, which included the change to: “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 **at their regular stop** in the afternoon remains the responsibility of the parent or guardian.”

BF 34717 THIRD READING: Policy 707.02 – Transportation: Student Conduct

MOTION: Director Ward moved to approve the proposed revisions to Policy 707.02 - Transportation: Student Conduct, including the most recent proposed update noted, 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 Valliant	Yes
Director Henderson	Yes
Director Ward	Yes
Director Lowe	Yes

Director Allen	Yes
Director Carrillo	Yes
Director Franco	Yes

12. INFORMATIONAL AGENDA ITEMS

A. Board Initiated Goals Governance (B.I.G.G.) Report: Career Inventory

Carita Green, Executive Director of College and Career Pathways, shared progress toward the district's goal of increasing career inventory completion from 78% in 2024 to 99% by 2029. Current seniors have achieved an 80% completion rate, and a new exit survey has been introduced to track if their career interests align with their actual post-graduation paths. Despite a busy spring season filled with scholarship applications and certifications, the district celebrated robust work-based learning milestones. Through the "Right Track" partnership, 120 students completed internships with 32 employers this year, and the "Earn as You Learn" initiative helped students secure 225 industry credentials—including drone pilot licenses—bringing the total number of credentials met to 2,500.

Ms. Green also highlighted significant growth in specific career tracks, notably the Education Pathway, which has expanded from 50 students to 384 participants, 90% of whom are students of color. This program offers college credits, featured 68 student internships within local schools this spring, and partners with Black Men Teach for targeted mentorship. Additionally, the Trades Pathway celebrated the launch of the metro area's only operating engineers "sandbox" training facility. In partnership with Local 49 and the St. Paul Port Authority, this program allows students to earn up to 15 college credits and 55 apprenticeship credits in a single year, with 12 students already passing the test for private employment with the help of a dedicated job navigator.

Looking forward, the district emphasizes the long-term impact of its hundreds of community partnerships, noting that programs with 3M and Lego League Robotics have measurably boosted academic performance and economic mobility, particularly for students of color. To keep building on this success, the department is actively exploring stackable micro-credentials for immediate employment, utilizing teacher externships to bring industry knowledge into classrooms, and increasing outreach at parent advisory councils to ensure families are fully aware of available college and apprenticeship opportunities.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Carrillo expressed gratitude for the presentation, highlighting the encouraging metrics, strong partnerships, and ongoing research into college and career readiness. He made a formal data request regarding the 20% of non-respondents (representing 514 students), asking for a breakdown of where these students are concentrated, and clarified that the intent is not to blame specific schools, but rather to understand whether the district needs a comprehensive, widespread effort or a targeted approach at a few sites to reach a 99% engagement rate over the next three years. This detailed data breakdown was requested to be shared directly with the board.
- Director Allen expressed strong public appreciation for the presentation, stating that it aligns with her vision for Saint Paul Public Schools to end the "school-to-prison pipeline." While acknowledging that literacy is a critical factor early on, she emphasized that economic mobility is the key to keeping young people focused on their goals by the time they graduate. Reflecting on her experience working with the 16-to-24 demographic while on the Board, Director Allen noted how frequently young people change their minds about their futures, sharing a lighthearted anecdote about a

student pivoting from pre-law to wanting to be a "DJ farmer teacher." Ultimately, she expressed excitement for the student exit surveys to see how career path data matches up over time, reinforcing the importance of supporting students through shifting career pathways.

- Director Henderson inquired about how families can track and access the district's career inventory program, noting that many stakeholders previously lacked awareness about it. She also asked for a clear rationale beyond board requirements as to why students should engage with this system early. Response: Parents can access the platform via their own Zello accounts, with the district promoting awareness through school communications, Parent Advisory Committees, and community events like powwows and school showcases. Ms. Green also emphasized that early exposure is vital because it helps both students and parents visualize future possibilities, utilizing grade-level brochures that engage children from Pre-K through graduation. Furthermore, she highlighted the district's partnership with the City of Saint Paul on kindergarten college-bound savings accounts, noting that these flexible funds can be used for various post-secondary paths, including apprenticeships and internships, rather than just traditional four-year degrees.
- Director Franco began by thanking Executive Director Green, the College and Career Pathways team, and the high school work-based learning coordinators, highlighting the district's robust career offerings as a major bright spot. Drawing on their professional background in youth career pathways, Director Franco asked for deeper insight into the purpose of the career inventories administered in the 8th, 10th, and 12th grades, specifically inquiring about what the surveys reveal to students and how that data is utilized. Response: The inventories analyze student answers to suggest two or three potential career fields, frequently introducing students to options they had never previously considered. Ms. Green shared that these results serve as an educational tool for families, disclosing practical details like career salary ranges, while also providing counselors with a valuable framework to hold meaningful, personalized career conversations with individual students.
- Director Franco emphasized that while career surveys are useful for sparking initial interest, the true value lies in the actionable, real-time opportunities provided to students after completion to ensure the district is connecting the dots rather than just collecting data. Looking ahead to an upcoming board retreat, Director Franco urged the Board to think critically about this data and consider pivoting the current metric into a more ambitious, robust goal focused on actual student experiences within career pathways. In response, Chair Ward reminded board members to submit any new overarching goal ideas to them as soon as possible for pre-retreat consideration, noting that any proposed amendments or additions regarding district operations must involve the superintendent and their team to ensure the goals are realistic and actionable.
- Director Ward noted questions about the significance of the 55 apprenticeship credits students can earn, asking how close that amount brings a student to completing their overall apprenticeship. Response: It is a meaningful head start equivalent to about one year of progress, the student still has a ways to go, as typical apprenticeships last approximately five years. Director Ward noted that having this frame of reference was highly helpful for understanding how the credits translate to a student becoming a full, on-the-job employee.
- Dr. Stanley noted that these apprenticeship hours and credits give students a distinct advantage when leaving school compared to peers without similar experiences. She highlighted how this specialized training better prepares students for immediate employment, successfully elevating their status within the local labor market. She then concluded by noting that this positive impact is being reflected in enthusiastic feedback from students, families, and business partners alike.
- Director Valliant reflected on her own time in tech school—recalling the days of manual database creation in Microsoft Access and using WordPerfect—to highlight how early technical education builds professional confidence and a strong foundation for the workforce. Sharing these school experiences with potential employers demonstrates practical familiarity, and even learning what

you *don't* like helps shape career direction. Because of this personal history, she is highly enthusiastic about the current "career pathways" initiative, sharing a future vision where incoming high school students can proactively choose their school based on the specific career programs and interests available to them.

- Director Franco highlighted two specific, critical technical skills that are lacking in young people entering the workforce due to a heavy district reliance on iPads. First, many students lack basic typing skills, to the point where they struggle to use a physical keyboard to capitalize letters when filling out hiring paperwork—a skill he had to teach over 100 times in the past year. Second, students are missing foundational handwriting skills, which creates major issues when completing official, high-stakes paperwork. Director Franco emphasized that because documents like federal I-9 forms cannot contain scribbles or erasures, poor handwriting frequently forces the onboarding process to start over completely.

B. FY27 Proposed Budget

Superintendent Stanley then welcomed member of Administration to present this update

Staff outlined the proposed fiscal year 2027 (FY27) budget update, which addresses a $14.35 million budget shortfall driven by rising costs and a projected enrollment decline of 900 students over two years.

To achieve savings, the district implemented $14.35 million in total cuts, strategically leaning heavier on administrative and non-school reductions (2.3%) than school-related services (1.5%). The Board minimized the impact on classrooms by choosing a secondary school "4 below" class size model coupled with a mandate to avoid split-grade classrooms for grades K–1, a move that generated over $5 million in savings. Guided by feedback from over 6,140 surveyed parents, staff, and students, the budget explicitly maintains full-day Pre-K, language and culture programs, and at least 95% of instructional support services, while prioritizing community values like literacy, school safety, and mental health.

On the staffing front, a total of 167 positions are being cut across the district, though leadership emphasized that a position reduction does not automatically equate to a layoff due to available transfer and placement options. Notably, initial projections for English Learner (EL) teacher and counselor cuts were reduced to 16 and 5.5 positions, respectively, after several principals opted to save counseling roles using local building funds. To handle these transitions with transparency, the district is issuing informal, early notifications to affected probationary teachers this week before the official board review on June 9th, ensuring staff are aware of changes before their positions are publicly posted in upcoming hiring catalogs.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Henderson expressed appreciation for the provided information, noting that it highlights ongoing consistencies within their past discussions. She specifically asked for more details regarding the fall budget engagement efforts, wanting to understand how those early conversations—such as the community budget meeting in December—impacted the current priorities. She emphasized that these fall initiatives offer the real opportunity for the community to shape the budget and voice where investments should be made. She also encouraged others to provide anecdotal context on how that community feedback influenced the final three priorities. Response: Responding to Director Henderson, staff from Administration explained how the December community engagement and surveys directly shaped the proposed FY27 budget. The feedback strongly validated the district's current focus areas—literacy, safety and a sense of

belonging, and respectful and reflective schools—resulting in the continuation of key literacy support positions that also meet new state requirements. Furthermore, students, parents, and staff uniformly indicated that instructional areas should be prioritized for funding while central administration should be funded last. The district's budget mirrors this hierarchy by allocating 81% of expenditures to school and student programs (exceeding the state average), 12% to building maintenance, and only 7% to administrative support. Finally, budget planners actively worked to shield specific community-favored programs, such as arts, mental health, and career readiness, from reductions. Any cuts made in these areas were not intentional rollbacks but rather a direct byproduct of declining student enrollment, such as fewer students requiring English Learner (EL) services.

- Discussion also included the complex financial landscape facing the district, emphasizing that while the recently passed $37 million referendum brought crucial funding, it served to narrow a $51 million deficit rather than expand programming, leaving a remaining $14 million gap to balance. They note that the district's structural budget strains are heavily compounded by external federal and state pressures, most notably federal immigration policies and rising costs of living that have directly hindered enrollment growth. Specifically, targeted impacts on the immigrant community have led to a loss of over 300 English Learner (EL) students. It was noted that after years of successfully shielding classrooms from financial strain, the district has cut administrative costs as much as possible, making classroom impacts now nearly unavoidable. Looking ahead, Director Henderson challenged future leadership to move past the immediate pain of these cuts, learn from students and teachers, and proactively seek new funding avenues to protect the district's educational integrity.
- The Board also highlighted the district's budget policy: whenever a budget is adopted, leadership must formally document and demonstrate how community feedback directly influenced the final proposal. To ensure full compliance with this policy, there was a request that Administration include a dedicated slide in the upcoming June presentation that explicitly connects the community's input with the specific budgeting decisions and resource allocations being brought forward for approval.
- Director Carrillo echoed Director Henderson’s sentiments and calls for improved internal communication and greater accountability regarding budget cuts. They highlight a recurring disconnect where individual schools unexpectedly lose integral programming, prompting school leaders to deflect blame by "throwing a hot potato" back to the district. To rectify this, Director Carrillo advocates for a unified internal approach and a consistent foundation of good communication that involves families early in the process, providing them with clarity and a voice. Furthermore, he urged district leadership to adopt a long-term strategic vision during facility and budget planning to avoid "cutting themselves into a corner." They warn against making short-term, convenient cuts that could cripple the district's future growth, leadership, and community appeal a decade down the line. Ultimately, they emphasize that even amidst external challenges, budget decisions must protect the unique strengths that make Saint Paul Public Schools an attractive "destination district" capable of drawing new families to the city.
- Director Franco also addressed several concerns brought forth by community members, including responses from leadership to address a $400,000 reduction in the fall staffing adjustment fund, which was cut from its typical $1 million down to $600,000. While some target areas requiring adjustment have already been identified—including a projected reduction of English Learner (EL) teachers from 19.5 down to roughly 16—the administration is deliberately delaying these staffing changes until closer to or after the start of the school year. Leadership explained that pulling the trigger too early could exhaust the limited $600,000 fund on inaccurate projections, leaving them without the resources to strategically address actual student numbers in the fall. This cautious approach is further compounded by highly unpredictable enrollment trends, particularly surrounding

an influx of immigrant families in the Twin Cities that could shift student counts by 300 to 400 students. Acknowledging these tight fund margins and the complex nature of the decisions, Director Franco requested that future budget presentations include granular data clearly illustrating the causal link between declining enrollment numbers, the volume of students receiving EL services, and subsequent staffing allocations.

- Director Franco also noted questions about the counselor-to-student ratios in SPPS. While Saint Paul Public Schools (SPPS) aims for a 250:1 counselor-to-student ratio, officials noted that despite upcoming reductions, the district-wide ratio will actually improve from the current 268:1 down to 263:1 next year—and potentially reach 256:1 when accounting for school "buy-ups." This improvement is largely because the district has historically maintained staffing levels even when fall student enrollment fell below projections. In contrast, standardizing English Learner (EL) staffing strictly to its mandatory 52:1 ratio feels particularly restrictive this year because the district had previously been "overstaffing" those positions to support schools. Ultimately, leadership emphasized that SPPS remains "at the top of the pyramid" compared to other Minnesota districts, as it uniquely funds both counselors and social workers down to the elementary level and continues to meet national recommended guidelines for social-emotional support despite its current financial challenges.
- Director Franco also addressed student mental health support and the district's ongoing financial challenges. It was confirmed that every building in Saint Paul Public Schools (SPPS) has at least a 1.0 dedicated position backed by a full mental health team, ensuring immediate crisis support rather than relying on external staff. While he praised SPPS's commitment to maintaining trained professionals—noting that neighboring districts like South Saint Paul lack essential roles like middle school social workers—he expressed deep concern over the district's structural deficit. Despite a recently passed referendum and new revenue, SPPS must still implement a $14 million budget reduction because its fund balance can no longer support deficit spending. He concluded by noting the complexity of budgeting around a flat 4% inflation rate with no contingency funds, highlighting the stark reality that expected expenses consistently outpace revenues, leaving the district in a state of financial "non-abundance."
- Director Ward highlighted the importance of monitoring administrative spending compared to peer districts, noting that such data helps justify budget decisions to constituents who often prefer cutting administration over school programs. He also praised recent community engagement efforts, emphasizing that the budgeting process has successfully shifted to genuinely integrate public feedback, while assuring listeners that the board is actively reviewing all constituent emails and concerns. Finally, addressing community worries over the reduction of an arts position, he questioned whether the district remains on track for its projected 4% annual increase for music and arts funding leading up to a 2029 goal. Staff responded that because the district was already more than halfway to its 2029 target after just one year, they anticipate remaining well on track to fulfill that long-term commitment, though they promised to double-check the specific figures in the current draft budget.
- He also raised concerns regarding the district's shift from allocating Multilingual Learner (MLL/EL) funding in 1.0 or 0.5 increments to smaller 0.2 fractions, raising questions about how these positions will work practically without splitting teachers across too many buildings. The district’s primary goal is to keep teachers whole at 1.0 Full-Time Equivalents (FTEs) with minimal disruption. To achieve this, the administration originally proposed directly pairing teachers holding 0.8 positions with available 0.2 slots before opening up the hiring process. However, the teachers' union (SPFE) rejected this proposal, insisting that these partial roles be formally posted. The administration noted that this union pushback limits their control and could create a negative ripple effect, though they clarified that these 0.2 positions will only be posted internally for existing staff

to interview for, rather than being advertised to external applicants. To manage the logistics under the union's framework, the district is modifying its upcoming internal "interview and select" hiring round and placement processes. All full-time and fractional positions will be posted internally, and district leadership will actively work behind the scenes to bundle partial schedules into complete 1.0 roles wherever possible. Furthermore, the district will analyze the pool of unassigned staff to determine how many probationary teachers must be released to ensure permanent teachers are made whole. Ultimately, any permanent staff members who are unable to secure a full schedule through the standard interview rounds will be manually assigned to matching FTE positions based on seniority during a revamped, in-person placement process.

- Director Valliant requested information on the model for the new staffing allocation, and it was noted that a 0.2 allocation equates to exactly one day of work per week. To prevent staff from constantly traveling between locations, the district aims to pair these fractional positions together into cohesive schedules. As an elementary school example, a 0.2 multilingual teacher might spend their single day pushing into multiple grade levels to pre-teach vocabulary and mini-lessons for the ELA curriculum. Because this fractional system is a new approach, district leadership and support teams will actively assist principals with scheduling. Additionally, the district is emphasizing an in-class "push-in" service model over "pull-out" methods, which are typically reserved for newcomers—a demographic that is currently seeing lower enrollment numbers. Finally, officials noted that this precise allocation model provides significant cost savings; maintaining the previous practice of rounding allocations up to a 0.5 or 1.0 full-time equivalent would have cost the district an additional $925,000.
- Director Ward reflected on the frustrating reality of serving on a school board, noting that people enter education to improve learning and add value rather than to manage budget cuts year after year. Despite these ongoing financial challenges, he expressed deep gratitude to his colleagues for their partnership, care, and willingness to engage in difficult conversations. Ultimately, the goal is to approve a budget next month that maximizes student success and does the absolute best for the children with the limited resources available.

13. BOARD OF EDUCATION

A. Information Requests/Responses and Items for Future Agendas

- None

B. Board of Education Reports/Communications

- None

14. ADJOURNMENT

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

The motion was approved by roll call vote:

Director Valliant	Yes
Director Henderson	Yes
Director Ward	Yes
Director Lowe	Yes
Director Allen	Yes

Director Carrillo	Yes
Director Franco	Yes

The meeting adjourned at 9:34 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

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

June 9, 2026

4:00 p.m.

M I N U T E S

I. **CALL TO ORDER**

The meeting was called to order by Uriah Ward, Chair, at 4:04 p.m.

II. **ROLL CALL**

Present: Director Allen, Director Franco, Director Carrillo, Director Valliant, Director Ward, Director Lowe, Superintendent Stanley

Director Henderson was absent.

Katie Bergstrom, General Counsel; Sarah Dahlke, Board Secretary

III. **APPROVAL OF THE AGENDA**

MOTION: Director Ward moved approval of the Order of the Agenda. The motion was seconded by Director Valliant

The motion was approved by roll call vote:

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

IV. **NEW BUSINESS**

Superintendent Stanley then introduced Pat Pratt-Cook, Executive Chief of Human Resources, to provide information.

QUESTIONS/DISCUSSION:

- Director Carrillo requested information on those who were non-renewed and how many of them obtain other jobs through the hiring pool, and stay with SPPS longer. Response: If they were non-renewed for performance reasons, they are not included in the pool. Further details were also provided for those who are non-renewed for non-performance, and the process to be hired back in

to SPPS. She also noted details on the process to hire folks back as positions become available. She also noted details on the attrition and hiring data as it relates to those hired in high-need areas and school settings.

- It was also noted that this is only licensed staff.
- A board member also noted that it seems over 1/3 of our licensed staff is probationary at this point. Chief Pratt-Cook noted that it is common in a district the size of SPPS as there have been retirements and the trends nationally of folks leaving education to go to other industries.
- Director Ward also requested details on the criteria for probationary teachers, including questions if they taught in a previous district for many years.
- Director Franco requested information on the support for BIPOC educators.
- Director Lowe requested details on the affinity spaces for BIPOC educators.
- Director Carrillo requested information on the strategies of a broader analysis on the hiring cycles and ways to improve, as well as attrition data, hiring, retention, and "homegrown teachers" in SPPS.

MOTION: Director Ward moved to approve the Human Resources Transactions List for the Non-Renewal of Probationary Contract employees. The motion was seconded by Director Valliant.

The motion was approved by roll call vote:

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

V. **ADJOURNMENT**

MOTION: It was moved by Director Ward to adjourn the meeting. It was seconded by Director Carrillo.

The motion was approved by roll call vote:

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

The meeting adjourned at 4:23 p.m.

Prepared and submitted by
Sarah Dahlke, Assistant Clerk

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota

SPECIAL MEETING OF THE BOARD OF EDUCATION - BOARD RETREAT
360 Colborne Street
Saint Paul, MN 55102

June 17, 2026
3:00 p.m.

MINUTES

1. CALL TO ORDER

The meeting was called to order at 3:10 p.m. by Chair Ward.

2. ROLL CALL

Board of Education:	U. Ward, E. Valliant, H. Henderson, C. Franco, Y. Carrillo, B. Lowe C. Allen arrived at 3:42 p.m.
Staff:	Superintendent Stanley, J. Turner, S. Gray Akyea, P. Pratt-Cook, V. Unowsky, T. Sager, K. Thao, S. Dahlke, E. Wacker, K. Berg (arrived at 3:13 p.m.)
Community:	F. Becquer

3. MOTION TO APPROVE THE MAIN AGENDA

MOTION: Director Ward moved approval of the Order of the Agenda. The motion was seconded by Director Valliant. It passed by acclaim.

4. BOARD RETREAT

A. Tools of Cultural Proficiency (Facilities by Dr. Francis Becquer)

The Board began the retreat with a portion facilitated by Dr. Becquer.

The agenda for the retreat included:

- Grounding and Community Agreements
- The Framework: Tools of Cultural Proficiency
- Barriers in Governance
- Continuum Checkpoint and Governance and Growth Area
- Envisioning Culturally Proficiency Governance
- Close and Checkout – Bridge to Day Two

Throughout the retreat, board members and members of Administration met in small groups to discuss various prompts provided by Dr. Becquer.

5. ADJOURNMENT

MOTION: Director Ward moved to adjourn the meeting. The motion was seconded by Director Carrillo. It passed by acclaim.

The retreat adjourned at 7:08 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

June 9, 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, U. Ward, Y. Carrillo, C. Allen H. Henderson was absent.
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 Allen. It passed by acclaim.

3. SUPERINTENDENT'S ANNOUNCEMENTS

Dr. Stanley shared highlights from a busy and successful graduation season for St. Paul Public Schools (SPPS), noting that thousands of proud students and their families celebrated milestones, including those from Bridgeview and Focus Beyond. Additionally, over the weekend, the impressive new SPPS float made an appearance at the Grand Old Days parade. Accompanied by enthusiastic students from Michelle and Barack Obama school as well as Hidden River, the float received an overwhelmingly warm and encouraging reception from the community, despite the hot weather.

6. 2026 LEGISLATIVE OUTCOMES

During the 2026 legislative session presentation, district lobbyist Jim Grathwol shared that St. Paul Public Schools successfully defended its budget, averting a feared $4.5 million loss in compensatory education funds through robust community and staff advocacy. Because 2026 was a supplemental budget year, the

district's primary objective was to protect the major structural funding formulas secured in 2023 and 2025, which include automatic inflationary increases for general education, special education, English language learner (ELL) formulas, and expanded Medicaid funding. While K-12 education continues to compete directly with health and human services for state resources—each making up roughly 38% of the state's general fund—the district managed to preserve its foundational, differentiated funding streams that support concentrations of poverty and diverse student needs.

Beyond funding preservation, the presentation highlighted several notable legislative outcomes, including a critical upcoming November ballot measure to modernize the Permanent School Fund, which could yield an additional $28 per-pupil increase statewide if approved by voters. The district also celebrated securing the long-term future of the St. Paul Teachers' Retirement Fund, a parting achievement credited to retiring Senator Sandy Pappas. Additionally, the legislature passed several modest, one-time appropriations for school safety, anonymous threat reporting, and school-linked mental health grants. However, Mr. Grathwol emphasized that these single-year grants do not solve systemic shortfalls; the state still only covers 42% of special education costs and is working toward covering just 40% of ELL costs by 2029. Consequently, the district must continue to heavily subsidize these mandated services using 58% to 60% of its own general education budget, a financial strain that administrators will have to navigate alongside an upcoming political shift in 2027 that will bring a new governor and high turnover in the House and Senate.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Ward noted a two-part question concerning past collaborative lobbying efforts with educators and strategies for maximizing legislative impact in the upcoming year amidst ongoing budget cuts. In response, Mr. Grathwol highlighted an immediate opportunity to utilize the existing infrastructure from a recently passed Saint Paul Public Schools referendum to campaign for the 2026 permanent school trust fund amendment, which would secure an additional $28 per pupil in perpetuity. Looking ahead to the 2027 legislative session, he emphasized that long-term funding depends heavily on state budget forecasts and the ability to maintain a strong coalition for public education, especially given the necessity of political compromise. Ultimately, Mr. Grathwol invited board members, staff, and community to collaborate on a strategy to pass the upcoming referendum and build momentum before a new state budget is negotiated.
- Director Ward also noted that during the past legislative session, while there wasn't a fully coordinated effort across all groups, collaboration proved highly effective when school districts and organizations joined forces. Specifically, leaders from organizations, and alongside parents and Saint Paul Public Schools (SPPS) teachers—united toward the end of the session to advocate for shared goals. By organizing joint meetings with key lawmakers, including the chairs of the education finance committee, superintendents were able to shift the narrative from isolated local issues to a statewide concern. This collective voice successfully demonstrated how funding issues, like compensatory education, impacted a diverse range of districts from Saint Paul to Greater Minnesota. Although this unified advocacy ultimately secured $10 million in funding, it fell short of what was needed, leaving several districts facing severe financial shortfalls. To maximize this relationship for the next legislative session, the focus should be on building on this momentum, establishing more structured coordination early on, and maintaining that consistent, statewide message to ensure no districts are left behind.
- When are we planning to propose the Legislative Agenda for the next legislative year? Response: We recommend waiting until after the November election to assemble the legislative

agenda for May, noting that while core issues like funding remain constant, the specific political strategy will depend on knowing who is elected to the "chessboard." Between now and November, they advise focusing political efforts primarily on passing the permanent school fund. Drawing on their past experience lobbying for Minneapolis schools and providing regular updates to stewards, they offer to handle similar communications. Finally, they point out that by late November or early December, a new budget forecast will reveal how much money is available, providing the necessary data to effectively calculate and strategize the final legislative agenda.

- Director Franco and Mr. Grathwol discussed strategies for navigating upcoming state funding challenges and the need for creative community partnerships. Director Franco advocated for charting the district's long-term funding needs ahead of the legislative session, recommending that they build a creative strategy this summer in tandem with tracking a potential constitutional amendment that could generate up to $1 million annually. The conversation also addressed the unmitigated financial and emotional trauma of "Operation Metro Surge" on the district; he explained that the legislature has been too traumatized by recent events and legislative debates to adapt funding formulas yet, though a slow-rolling Medicaid reimbursement expansion for crisis counseling offers a glimmer of hope for future revenue. Finally, looking ahead to the upcoming elections and a projected $250 million state budget reduction, Director Franco urged the district to develop contingency plans and collaborate with statewide coalitions, while he expressed optimism that a favorable future budget forecast could easily restore those cuts given the state's larger $70 billion budget.
- Superintendent Stanley highlighted the severe financial threat of losing up to $250 million in funding, a deficit that could be triggered by potential state reimbursement cuts and the reduction or termination of access grants. Specifically, the state is considering lowering its reimbursement rate for McKinney-Vento transportation—which serves unsheltered students and is currently funded through special education—from nearly 100% down to 60%. If these funds are not secured, the state may pull the deficit from special education cross-subsidy dollars; this would be financially crippling for districts. In response, several superintendents have signed a joint letter opposing these changes, and leadership is preparing to face difficult recommendations during an upcoming July meeting. Ultimately, the district's primary strategy relies on swift and immediate advocacy following the November elections to urge newly elected legislators to rescind these damaging financial proposals.

6. FY27 BUDGET UPDATE

Chief Sager presented the fiscal year 2027 (FY27) budget update, outlining a strategic plan to address a $14.35 million shortfall (approximately 1.7% of the general fund). Driven by declining enrollment and rising operational costs that outpaced state aid, the district successfully structured a balanced $814.5 million budget by implementing $5 million in savings through adjusted staffing ratios—specifically maintaining low class sizes at secondary schools and avoiding split-level classrooms for Pre-K through 1st grade. Left unchecked, the deficit would have dropped the unassigned fund balance to 3.11%; however, the finalized plan successfully projects a recovery to 5.26%, surpassing the school board's mandatory 5% minimum policy.

To achieve this equilibrium, the district is managing a reduction of 167 total full-time equivalent (FTE) positions, primarily mitigated through natural staff attrition, selective open-position management, and reducing supply inflationary adjustments by half. Crucially, the administration reported that teacher layoffs were completely avoided, dropping from an initial estimate of 12 down to zero.

Community Engagement and Targeted Growth
A major focus of the update was aligning the budget directly with community priorities gathered from over 6,100 stakeholders between December and April. Financial allocations closely mirror stakeholder feedback, with 81% of the general fund dedicated directly to school and student programs—outperforming the state average—while administrative support was tightly capped at just 7%.

The district reached several major milestones based on board directives and community engagement values:

- Arts and Music: The district achieved its long-term financial target two years ahead of schedule. Funding will increase to $293 per pupil for the 2026–2027 school year, immediately exceeding the board's FY29 goal of $284.
- Program Preservation: Full-day Pre-K sections, language immersion pathways, and ethnic studies initiatives (including East African, Korean, and upcoming Afro-centric programs) remain fully intact.
- Core Values: Funding was successfully sustained for literacy initiatives, library staffing, mental health teams, and school safety liaisons.

While English Learner (EL) and counseling FTEs saw reductions due to a smaller overall student body, the district confirmed that actual student-to-staff ratios will steadily improve moving into the next school year. Final board approval and adoption of the budget is scheduled to take place prior to the June 30th policy deadline.

QUESTIONS/DISCUSSION:

- Board members raised concerns regarding proposed changes to English Learner (EL) allocations, shifting them to 0.2 rather than 0.5 or 1.0. Specifically, they questioned whether these smaller allocations would make it impossible to meet contractual obligations, potentially triggering a high volume of staff grievances. Administrative leaders responded with a high level of confidence that contracts will be honored, noting that the administration and principals are deeply committed to maintaining these boundaries. To ensure compliance, officials explained that the current plan involves holding individual meetings with impacted educators and school administrators to review schedules and contractual language. A primary area of focus is a contract stipulation that limits teachers to a maximum of two co-teaching partners to prevent them from being stretched too thin across different subjects and classrooms. While there is no contract rule explicitly prohibiting teachers from being split between three or more buildings, administrators confirmed that current staffing data looks positive, most teachers have successfully balanced their fractional Full-Time Equivalent (FTE) assignments, and no educators are currently split between three or more sites.
- When EL (English Learner) teachers are split between different buildings, staffing is typically distributed either evenly (one teacher per building) or concentrated based on need (two in one building, zero in another). This decision is heavily driven by school demographics; for instance, a school with a high concentration of EL students in kindergarten and first grade but very few in fourth and fifth grade will require strategic scheduling to maximize support where it is needed most. Within these buildings, services are delivered through two primary frameworks: formal co-teaching, where two teachers co-plan, co-execute, and co-assess a lesson together, and collaboration. In a collaboration model, an EL teacher might partner with a specific classroom teacher to push in during a literacy block, leading integrated small groups to help students navigate the specific language demands of the lesson during independent or small-group work time.

- With the third round of the interview and select process concluding, the focus is now shifting from abstract planning to the concrete implementation of educator schedules at the building level. Because every school operates with unique parameters—such as varying start times, student population projections, and distinct scheduling systems like block schedules, seven-period days, or community-based transition programs—the upcoming implementation process will be highly individualized. To navigate these complexities, the Ms. Schmidt de Carranza is actively scheduling collaborative, school-specific meetings with principals and impacted teachers to align schedules based on their unique building structures and fall enrollment projections. Rather than issuing a rigid, one-size-fits-all directive that might fail to account for site-specific nuances, leadership is leaning into this tailored coaching approach, with meetings already being booked this week to integrate educators smoothly into their new roles as soon as possible.
- Director Carrillo noted concerns regarding teachers who may need to travel between different school sites during the day due to budgetary constraints. He emphasized that distance, traffic conditions, and winter weather can generate significant stress for traveling staff, making it crucial to allocate a minimum of 30 minutes of dedicated travel time within their schedules. To prevent this unique situation from placing an undue burden on teachers or creating friction with school administrations, participants stress the importance of flexibility and clear communication. They agree that the original schedules must transparently reflect realistic departure and arrival times, and that explicit procedures should be established for teachers to notify the main office of the destination school in the event of unforeseen traffic or weather delays.
- Director Lowe acknowledged that the current individualized scheduling and review process is a painful and difficult task, expressing sincere appreciation to the recipient for taking the time to manage it. Looking ahead, he emphasized that this personalized approach should not be a one-time occurrence; rather, they urge a continued commitment to this model in future years to address the evolving needs of new applicants and school sites. Ms. Schmidt de Carranza noted that ongoing diligence is deemed a priority. To mitigate these risks, she notes that they actively field compliance emails from site staff and have previously intervened when a principal's scheduling assignment ran afoul of existing contract agreements, instructing them to rethink the assignment to ensure total compliance.
- Ms. Schmidt de Carranza clarified that she is always willing to meet and engage with teachers, principals, and other staff members whenever invited, having already done so numerous times over the past several weeks. However, while they are open to addressing staff concerns, they draw a firm line when it comes to compliance and contractual obligations. They emphasize that contract language is not optional or merely a suggestion; if it were, it would not be formalized in a contract, meaning she will not put people in a position where they are in violation of those established terms.
- Director Franco expressed frustration over having to make deep financial cuts despite generous taxpayer funding, emphasizing the difficulty of measuring how these reductions impact student learning, belonging, and long-term program efficacy. A major point of discussion centered on class size allocation models (Slide 8); shifting closer to a target of three below the class size cap would yield nearly $1 million in additional savings but would result in larger average class sizes, reduced scheduling flexibility, and potentially fewer elective options for students. To better evaluate these trade-offs, board members requested a year-over-year data comparison to clarify how investments in instructional support and under-reimbursed programs, like pre-K, are affected. Finally, the administration clarified the district's financial safety net, explaining that a 5.26% general fund balance translates to roughly $40 million, providing the district with about 30 days of emergency operational funding.
- It was also noted that because typical budget adjustments are not made in the fall, a significant unexpected drop in enrollment (e.g., 500 students) could create a revenue gap so large that even a remaining 0.26% buffer would not cover it, causing the reserve to drop below the required 5% threshold.

6. FY27 BOARD OF EDUCATION BUDGET DISCUSSION

During the FY27 Board of Education budget discussion, members reviewed a new draft that reflects an approximate $57,000 deficit over the initial $626,000 allocation, which will require the administration to find offsets elsewhere or draw from the district's fund balance. The discussion centered heavily on several highlighted changes, including a reduction in the board engagement budget to $500 as the board shifts from costly, large-scale town halls to simple public office hours. Other prominent additions included necessary funding for childcare, translation, and catering for public-facing Equity and Sustainability committee meetings, alongside a $40,000 facilitator contract with "Good Trouble" to build a foundation for SEAB for the upcoming year. While some members expressed hesitation about increasing the board's budget during a tight fiscal year, the majority firmly defended the increases and existing expenditures—such as their costly membership in the Council of Great City Schools, which administrators praised for providing invaluable urban education data, policy updates, and networking. A board member noted that a budget must transparently reflect their core organizational values, equity priorities, and commitment to community engagement.

MOTION: Director Lowe motioned to accept the proposed FY27 Board of Education budget as presented. With no second, the motion failed.

The Board then discussed a motion to table this discussion to the end of the meeting.

MOTION: Director Franco motioned to table this discussion until after the Policy Update, and prior to Adjournment of the meeting. Director Allen seconded the motion. It passed by acclaim.

Due to timing, there was also discussion about moving the three Facilities-related policies to the next Committee of the Board meeting, which is in August.

MOTION: Director Franco motioned to move the presentation of these three policies within the Policy Update to the August 5, 2026 Committee of the Board meeting.

- **Policy 802.00 – Building and Grounds Management**
- **Policy 802.02 – Petitions for Consent for Rezoning**
- **Policy 816.00 – Environmental Health and Safety**

Director Allen seconded the motion. It passed by acclaim.

Within the continuation of this discussion after the Policy Update, Chief Sager then reviewed the specific details related to the Board of Education budget. The Board reviewed the methodology used to establish their budget baseline. Starting with FY23 expenditures of over $1 million, they removed specific operational costs—such as Ramsey County election fees and legislative liaison costs—to reach a $530,000 baseline, which was then adjusted by a 4.2% annual inflation rate to reach a $626,000 target. By adding a $13,000 increase from the fund balance, they set a new allocation goal of $639,000 and began making downward line-item adjustments to eliminate the remaining deficit. These cuts included reducing the board retreat, training, marketing, and sustainability budgets, as well as proposing a reduction to the equity committee by switching to alternating virtual meetings.

A primary point of tension involved a facilitator contract with "Good Trouble," which had been cut from $40,000 to $23,000. Board members expressed discomfort with altering an active procurement process and debated how to restore the $17,000 difference. They discussed a creative cash-flow solutions. Ultimately, to avoid an exhaustive line-by-line review late into the night, the board reached a consensus to

delegate the final balancing adjustments to the Governance and Operations (GovOps) committee. It was noted that the board retains internal flexibility to shift funds throughout the year once the main summary page is approved, and members agreed to begin the budget process much earlier next year to prevent future gridlock.

6. TXUJ CI HMONG LANGUAGE AND CULTURE – BOARD OF EDUCATION MOTION PROGRESS UPDATE

Members of Administration then provided an update on this item.

During a progress update following a December motion by the Board of Education, outlined initiatives aimed at improving the student and community experience within the Txuj Ci HMong program. Grounded in community feedback and supported by Hmong advisory consultant JB Vang, the administration is focusing on expanding the Pre-K through 8th-grade program trajectory toward a 2032–2033 school year completion, increasing specialist teacher allocations across five district programs, and optimizing operational facilities.

To address cafeteria overcrowding and late lunch times, Stacy Koppen, Director of Nutrition Services, updated the Board on a newly streamlined, five-section lunch schedule, a space-saving integrated salad and hot bar setup, a second serving line to accelerate student transit, and localized decluttering efforts.

Additionally, the transportation department implemented a standardized, documented safety plan to manage the heavy traffic on Forest and Cypress Streets. This plan utilizes a strategic bus staging system, coordinates parent drop-offs, reactivates the student school patrol under adult supervision, and initiates long-term infrastructure planning with the Safe Routes to School coordinator.

Ms. Abrams explained the significant challenges of finding a daytime venue on the East Side of Saint Paul and Maplewood that could accommodate 1,000 people (500 students and one parent each) between late November and December. While the task initially seemed easy, local churches topped out at a capacity of 750, and Aldrich Arena was unavailable due to laying down its ice rink on November 1st. The search team looked into unconventional options, including Myth nightclub, which faced scheduling uncertainties, and a newly renovated event space in the Maplewood Mall that had the necessary capacity. However, the effort was ultimately abandoned when Principal Xiong rejected the off-site options, stating she would not take the students and their parents to any of these locations during the day. Ms. Abrams then noted that there is space in the high schools and other community spaces in the evening.

QUESTIONS/DISCUSSION:

- Board members noted questions about the frequency of accommodation of the entire school and community during the day. Response: We are investigating space challenges during major school events, particularly the annual Hmong New Year celebration. Although the elementary school—one of the district's largest—already limits performance participation to third and fourth graders, the cultural significance of the event draws massive, multi-generational families. The school's current gymnasium is too small to accommodate these crowds, and a lack of technological infrastructure or open classrooms prevents them from utilizing overflow rooms, forcing many parents into the hallways. While the administration does not view the community's desire for a larger space as an unreasonable demand, Principal Xiong acknowledges the need for creative solutions moving forward, such as staggering performances further or scheduling multiple showtimes. Additionally, after recently returning from a leave of absence, the principal is

collaborating with Principal Thao-Yang to explore joint events, determine which activities should be moved off-site, and appropriately differentiate programming between the elementary and middle school levels.

- Board member also noted questions about the capacity of Battle Creek, which was not included in the data, since it is not as high capacity as the high school auditoriums.
- In summary, to address ongoing concerns from parents and board members, the district is implementing several immediate and short-term changes as temporary stopgaps while a new pre-K program is finalized. First, in response to feedback about late cafeteria release times, a new schedule will ensure students are dismissed prior to 2:00 PM to align with other district schools, supported by summer space modifications to expand the cafeteria's feel. Second, following safety concerns raised regarding student dismissal, the district has immediately altered the bus release process and improved the walkway to establish a clear visual line and prevent students from running between buses. Finally, the district has committed to improving community engagement through at least monthly updates—coordinated by Dr. Stanley and Principal Xiong—covering both lower and upper campuses, the upcoming pre-K program, and internal milestones that deserve to be celebrated. Ms. Xiong also thanked JB Vang for their long-term support.
- Board members also thanked the team for their work in addressing struggles at the building, and their appreciation. This has not been an easy process or conversation, but we are doing what we can in the interim and working towards the solution that the community wants and needs, including a new school building.

6. SPPS ATHLETICS UPDATE

Andrea Schmidt, Districtwide Athletic Director, then presented this update. Following a comprehensive first year evaluating Saint Paul Public Schools (SPPS) athletics, Ms. Schmidt outlined a strategic vision to better align middle and high school athletic programs, foster community, and support the whole child. A significant systemic challenge is that 70% of youth quit organized sports by age 13—the exact age SPPS programming begins—meaning the district inherits students who are either sports-fatigued or completely new to the game due to inconsistent, unaligned external club experiences. To bridge these gaps, the district has established four core priorities: strengthening community collaboration with external organizations to build earlier pipelines; enhancing the middle school focus by expanding high-demand sports (like boys' volleyball), stabilizing athletic director roles, and standardizing game scheduling; improving participation and access by keeping registration fees affordable and tackling critical transportation barriers; and elevating program quality through direct coach professional development, standardized communication platforms, and gradual facility upgrades, such as Johnson High School's new turf field. Looking ahead, short-term goals remain strictly anchored in prioritizing student-athlete academic success and graduation progress, while long-term initiatives aim to amplify student voices, cultivate robust feedback loops with diverse families, and replicate high-energy, community-building milestones like the recent middle school track and field championships.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Carrillo praised the recent quality improvements in the track and field programming at Highland and Como Park before proposing a collaboration to offer professional development for volunteer youth coaches. He highlighted that the current coaching quality in Parks and Rec is

highly inconsistent, noting that negative coaching experiences can discourage children from continuing sports into middle school. In response, Ms. Schmidt agreed that the centralized structure of Parks and Rec provides an ideal opportunity to introduce the philosophy of "educational-based athletics" to youth leagues, contrasting it with hyper-competitive club sports. However, she also noted a significant barrier to implementation: while high school coaches possess the expertise to train these volunteers and bridge the gap, they are already overextended with full-time jobs and seasonal coaching duties, making it difficult to demand additional time for youth clinics and camps.

- Director Allen noted the critical need for robust youth sports feeder programs in Saint Paul to foster elite athletic talent, prevent youth disengagement, and retain student-athletes within local public schools. Drawing a contrast with successful models like Hopkins High School—which nurtures professional-caliber talent from an early age—she noted that while Saint Paul boasts highly athletic youth, a lack of consistent early training often caps their potential. Furthermore, a drop-off in sports participation around age 13 is linked to increased vulnerability to community violence and the unjust criminalization or "gang labeling" of youth who lose the protection of a team structure. Compounding this issue is the challenge of retention; many promising young athletes either leave for outside school districts as they grow or splinter across different local high schools, diluting the competitive strength of Saint Paul's programs. She also advocated for stronger collaboration with Parks and Recreation to build unified, early-stage pipelines across multiple sports, which would not only provide a pathway for youth to achieve their dreams but also incentivize cohesive teams to stay together and play for Saint Paul Public Schools.
- Director Franco expressed deep gratitude for the updates on the athletic program's strategies, emphasizing that a major opportunity lies in changing the district's approach to high-level youth sports partnerships. Drawing from his own extensive background in youth athletics and Parks and Recreation, he noted the perceived narratives of the competitive, high-level programs, and the assumptions and misconceptions about the programs that have been generational. He noted the importance of partnerships in athletics, and space to welcome athletes back into the district, through coaching and other spaces. They contend that the district must actively dismantle misconceptions, proactively invite high-quality student-athletes into public schools, and prioritize hiring dedicated, community-driven coaches—even if they lack traditional credentials like a college degree. Pointing to the revitalization of North High School as a prime example of community-led success, he noted that fostering mutual, authentic partnerships and embracing grassroots leaders can ultimately shift school culture, increase community buy-in, and make the district a competitive choice for local families.
- Board members also expressed a strong desire to support athletic programs by exploring how the district can build early relationships with youth athletes and establish effective feeder programs, noting that neighboring districts successfully navigate anti-recruitment rules to do so. Response: There is an immense strain on athletic directors and coaches, and welcoming top-level support and extra hands to tackle the issue can help to support their work. To turn this into action, a proposal was made to convene a summer feedback session uniting school board directors, youth-serving nonprofits, and Parks and Recreation representatives. This collaborative group aims to use their community connections to gather feedback on why families choose certain programs and determine how the district can better support these vital athletic partnerships moving forward.

6. SPPS 2033 STRATEGIC PLAN

Stacey Gray Akyea, Director of Equity, Strategy, and Innovation, then provided and update on the plan. The development of the St. Paul Public Schools (SPPS) 2033 Strategic Plan has entered its final phase, with a draft plan scheduled for presentation to the school board in July and final approval expected in August. Utilizing an "accordion engagement model" that alternated between gathering community input and refining data, the district collected feedback through three major expansion cycles involving nearly 2,000 community members, 879 stakeholder survey responses, and targeted student and task force convenings. While stakeholders broadly agreed on the core principle that students learn best in environments where they feel seen, heard, and valued, early feedback highlighted that past district successes are not widely visible and that different groups perceive challenges differently.

Specific feedback from 46 high school students revealed a strong desire for discipline and belonging initiatives, though they raised significant concerns regarding the inconsistent application of policies across different schools. Similarly, a 36-member Advisory Task Force and various language-group community members expressed high praise for the draft strategies but heavily emphasized the critical need for effective implementation, strict accountability, and responsible budget management. Because the planning process initially generated 42 distinct strategies for the 7-year plan, senior leadership is currently working with staff from the Minnesota Department of Education to narrow them down to the most high-leverage priorities.

To manage this high volume of information, board members have suggested forming small working groups to thoroughly unpack and discuss the strategies between the July and August meetings.

QUESTIONS/DISCUSSION:

- None

6. LANGUAGE ACCESS PLAN

Erica Wacker, Director of Communications, and Dana Abrams, Director of Office of Family Engagement and Community Partnerships, then presented this report.

In alignment with a Minnesota Department of Education state statute and federal civil rights laws, St. Paul Public Schools (SPPS) has developed a comprehensive Language Access Plan to ensure meaningful, equitable, and timely communication with families. Managing a diverse district with over 115 languages spoken at home—the top four after English being Spanish, Hmong, Karen, and Somali—the plan formalizes and centralizes existing translation and interpretation services rather than creating new programming.

To optimize resources and maintain quality, SPPS utilizes an internal list of roughly 135 on-call interpreters who are trained under the National Code of Ethics and standards, which offers a more cost-effective alternative to hiring external certified medical or legal interpreters. Additionally, the district heavily promotes its centralized, general-funded "Language Line" digital service—costing approximately $0.50 per minute compared to a $60 two-hour interpreter minimum—to handle short conversations and keep bilingual staff focused on classroom instruction. Moving forward, families will receive updated language access cards featuring QR codes for instant video/audio interpreter access. The plan must be approved by the school board by the end of the current school year, integrated into the student handbook, posted publicly on the district website, and reviewed every two years to ensure ongoing legal compliance and community accessibility.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Franco requested information on the use of AI within language services. Response: We have a strong reliance on human interpreters over AI and automated tools for non-primary languages, primarily due to the high risk of costly, alienating translation errors. While some automated platforms like Smore (using Google Translate) are utilized for individual school newsletters, they require explicit disclaimers stating that the translations are not human-made. For critical district-wide communications, human translators handle the four primary languages, and professional translators actively edit automatically translated website content to ensure accuracy. This human-centric approach is deemed essential because AI and automated tools struggle significantly with specific, contextual, or less common languages; for instance, Google Translate lacks support for languages like Karen, and it fails to accurately capture highly conversational and contextual languages like Hmong.

6. POLICY UPDATE

a. Policy 602.00 - Curriculum, Instruction, and Accountability

Craig Anderson, Executive Director of Teaching and Learning, introduced updates to the 600-series policies, noting that while the Minnesota School Boards Association (MSBA) model language served as a starting point, the revisions heavily integrated St. Paul Public Schools (SPPS) current policies to update language that had not been thoroughly revised since 2008.

The policy committee collaborated with the Office of Teaching and Learning, Human Resources, and the MSBA policies to refine the drafts, resulting in structural changes such as adding a policy purpose, adjusting the number of definitions, expanding accountability system standards from three to four, and explicitly adding stakeholder engagement.

The board accepted this presentation as the first reading of the policies and established a two-week window for members to review the material and submit feedback before the second reading at the next board meeting.

b. Policy 602.01 - Inclusive and Equitable Education

Mr. Anderson then explained the decision to keep it as a standalone policy rather than merging it with another policy as the Minnesota School Boards Association (MSBA) had done. The committee felt uncomfortable with the MSBA's approach because the original policy—focused specifically on multicultural, intercultural, and non-racist initiatives—deserved its own distinct focus.

Because the policy had not been updated since 2008 and was originally drafted in 1978, the committee updated the language to add an explicit policy purpose and statement of policy, making it longer but significantly clearer than the original version. Mr. Anderson concluded by opening the floor to questions and comments, ensuring the board members were comfortable with these changes.

c. Policy 607.00 - Selection and Adoption of Instructional Materials

Policy 607.00 is undergoing a necessary modernization to shift its focus from traditional textbooks to a broader, contemporary scope that includes digital resources, books, and materials specifically aligned

with current standards and benchmarks. A key update to the policy explicitly charges the superintendent with developing the procedures, guidelines, orderly processes, and timelines for reviewing and recommending these instructional materials, which establishes a critical framework for upcoming district decisions. Additionally, this update introduces essential legal references that were previously missing, ensuring the policy is firmly anchored in regulatory compliance.

d. Rescission of Policy 607.01 - Textbook Selection and Adoption

Mr. Anderson noted this recission due to combination of policies.

The Board agreed that these policies are ready to move forward to the Second Reading at the Regular Meeting on June 23, 2026.

The full presentation, and drafts of the proposed policy revisions, can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- None

12. ADJOURNMENT

Director Ward moved to adjourn the meeting. Director Franco seconded the motion. It passed by acclaim.

The meeting adjourned at 10:29 p.m.

12. WORK SESSION

The Board then conducted a work session regarding Board Initiated Goals Governance (B.I.G.G.)

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: June 23, 2026

TOPIC: Gift Acceptance of $10,000 from Yeng Yang to Como Senior High School Boys Tennis

A. PERTINENT FACTS:

1. Como Senior High Athletics program would like to accept a monetary gift from Yeng Yang.
2. The donation of $10,000.00 will be used for the Boys Tennis team.
3. This item aligns with the district strategic plan focus area of Positive School and District Culture.
4. This item is submitted by Diana Brown, Principal; and Kirk Morris, Assistant Superintendent.

B. RECOMMENDATION:

That the Board of Education approve the funds from Yeng Yang, in the amount of $10,000 to be used by Como Senior High Boys Tennis group and that those funds are placed in code: 19-212-292-000-5096-A800.

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

DATE: June 23, 2026

TOPIC: Request for Permission to Accept a Grant from the MN Department of Natural Resources Transportation Grant Program

A. PERTINENT FACTS:

1. The Minnesota Department of Transportation's Parks and Trails Division opens this opportunity to pay for transportation expenses to Minnesota state parks and trails for prescheduled naturalist-led programs. These programs provide educational opportunities to explore Minnesota's rich natural and cultural history. Diversity, equity and inclusion are key values of the DNR. One of their goals is to provide inclusive state parks and trails interpretation and environmental education programs. This grant program is intended to serve audiences from lower income communities, by providing access to Minnesota state parks naturalist-led programs.

2. Saint Paul Public Schools' Hidden River Middle School scheduled a field trip for May 29, 2026 at Fort Snelling State Park. Seventh-grade students participated in a naturalist-led program including an invasive species walk as well as an animal and river walk. This field trip advanced student environmental learning and supplemented their units around invasive species. The grant was used to pay for field trip busing.

3. Saint Paul Public Schools will serve as fiscal agent for the project. The grant is for approximately $600 until June 30, 2026.

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; Teresa Vibar, Principal of Hidden River Middle School; Charlotte Landreau, Director of the Innovation Office; Stacey Gray Akyea, Chief of Equity, Strategy & Innovation; and Nancy Páez, Assistant Superintendent.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant from the MN Department of Natural Resources Transportation Grant program and to implement the project as specified in the award documents.

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

DATE: June 23, 2026

TOPIC: Request for Permission to Submit a Grant to Allina Health Foundation

A. PERTINENT FACTS:

1. Allina Health accepts grant applications for projects that support student and staff mental health and wellness activities in Saint Paul Public Schools (SPPS) and the surrounding community.

2. SPPS is applying for funds to support various health and wellness initiatives across the school district. This includes bike maintenance and repairs, the Naturethon program, cannabis prevention programs, and physical education equipment.

3. Saint Paul Public Schools will serve as fiscal agent for the project. The grant is for approximately $15,000 to spend until June 30, 2027.

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

5. This is a continuing grant-funded project.

6. This item is submitted by Durowaa Agyeman-Mensah, Grants Assistant; Rebecca Schmidt, Director of Health and Wellness; Charlotte Landreau, Director of the Innovation Office; Stacey Gray Akyea, Chief of Equity, Strategy & Innovation; and Heidi Nistler, Assistant Superintendent.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Allina Health Foundation charitable contribution 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: June 23, 2026

TOPIC: Request for Permission to Submit a Grant to the Jeffers Foundation Environmental Experience Transportation Grant Program

A. PERTINENT FACTS:

1. The Jeffers Foundation fosters “Environmental Stewardship Through Outdoor Education” and helps teachers foster a love of the natural world in their students. To overcome a common barrier to going on field trips, Jeffers Foundation will provide funds for bus transportation to schools and organizations to take their groups on environmental field trips. This can include travel to local nature centers, SNA’s, regional parks, Residential Environmental Learning Centers (RELC’S), etc.

2. Saint Paul Public Schools’ Open World Learning Community staff have prepared an application to offset costs associated with Advanced Placement Environment Science field trips. Students will travel to Crosby Farm Regional Park and Gooseberry Falls State Park to conduct forest census investigations and deepen students' understanding of forest ecology. Students will also collect soil and water quality data for analysis later in the school year, when they are studying pollution.

3. Saint Paul Public Schools will serve as fiscal agent for the project. The grant is for approximately $2,000 until December 31, 2026.

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; David Gundale, Principal of Open World Learning Community; Charlotte Landreau, Director of the Innovation Office; Stacey Gray Akyea, Chief of Equity, Strategy & Innovation; and Yeu Vang, Assistant Superintendent.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Jeffers Foundation Environmental Experience Transportation 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: June 23, 2026

TOPIC: Request for Permission to Submit a Grant to the Running Strong for American Indian Youth Dreamstarter Teacher® Program

A. PERTINENT FACTS:

1. Recognizing the vital role of educators, Running Strong for American Indian Youth created the Dreamstarter Teacher® program in 2017. To date, Running Strong has supported over 140 educators in 91 schools, impacting more than 23,000 Native students through classroom innovation, cultural enrichment, and academic support.

2. Saint Paul Public Schools' American Indian Magnet School staff have prepared an application to provide biking education to every student in pre-school, kindergarten, and first grade at American Indian Magnet School in St. Paul, Minnesota. AIMS will purchase the full strider bike kit from All Kids Bike, which includes both the balance bicycles and safety gear, as well as basic tools for bike maintenance and repair. Strider bikes are balance bikes that provide openings for scaffolded learning and group instruction. All students in pre-school, kindergarten, and first grade will be taught to bike using a modified All Kids Bike scope and sequence to meet grade-appropriate benchmarks as well as surface L/Dakota and Ojibwe values in P.E. instruction.

3. Saint Paul Public Schools will serve as fiscal agent for the project. The grant is for approximately $9,250 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; Julie Hutcheson-Downwind, Principal of American Indian Magnet School; Charlotte Landreau, Director of the Innovation Office; Stacey Gray Akyea, Chief of Equity, Strategy & Innovation; and Nancy Páez, Assistant Superintendent.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Running Strong for American Indian Youth Dreamstarter Teacher® 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: June 23, 2026

TOPIC: Request for Permission to Submit a Grant to the Saint Paul & Minnesota Foundation Community Solutions Grant Program

A. PERTINENT FACTS:

1. The Saint Paul & Minnesota Foundation makes funds available through their Community Solutions Grant Program for projects to strengthen quality of life in the East Metro by supporting organizations, programs and initiatives that are informed by, formed by and benefit residents. Focus areas are community and economic development, health and human services, and youth and education.

2. Saint Paul Public Schools' Office of College Career Readiness seeks funds to support the partnership with the City of St. Paul's Right Track program, which provides paid internship opportunities to students. The Spring Internship Program allows a cohort of high schoolers to explore local high-demand, high-wage careers that match their skills and interests. The program is designed for underrepresented students who need paid internship opportunities to gain career-related experiences.

3. Saint Paul Public Schools will serve as fiscal agent for the project. The grant is for approximately $50,000 until June 30, 2027.

4. This project will support the strategic focus area of College and Career Readiness.

5. This is a new grant-funded project.

6. This item is submitted by Durowaa Agyeman-Mensah, Grants Assistant; Carita Green, Executive Director of College and Career Pathways and Student Supports; 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 Saint Paul & Minnesota Foundation's Community Solutions 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: June 23, 2026

TOPIC: Request for Permission to Submit a Grant to the US Department of Transportation Safe Streets for All Grant Program

A. PERTINENT FACTS:

1. The US Department of Transportation seeks applications for grant projects to support planning, infrastructure, and behavioral and operational initiatives to prevent fatalities and serious injuries on roads and streets involving all roadway users, including pedestrians, bicyclists, public transportation, motorists, and commercial vehicle operators. Eligible projects will include the development or implementation of a comprehensive safety action and demonstration activities that address roadway safety problems.

2. With these funds, we will reduce the risk of serious injury or death on trips to school by developing a Saint Paul Public Schools Safe Routes to School Action Plan; this will be a supplemental plan to Saint Paul's Transportation Safety Action Plan. The SRTS Action plan will include a prioritized list of infrastructure safety improvements near schools. It will also include an evidence-based strategy toolbox for comprehensive Safe Routes programs in St. Paul. To inform the plan, we will conduct or update traffic safety audits at 50 school sites and implement and evaluate behavioral and infrastructure demonstration activities at a minimum of ten sites.

3. Saint Paul Public Schools will serve as fiscal agent for the project. The grant is for approximately $1,086,750 from July 2027 to June 2031.

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; Rebecca Schmidt, Director of Health and Wellness; Charlotte Landreau, Director of the Innovation Office; Stacey Gray Akyea, Chief of Equity, Strategy & Innovation; and Heidi Nistler, Assistant Superintendent.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the US Department of Transportation Safe Streets for All Grant Program 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: June 23, 2026

TOPIC: Contract Amendment #10 for BTR Architects for the Cherokee Heights Elementary School Building Systems Replacements (Project # 2070-23-01)

A. PERTINENT FACTS:

1. This agenda item seeks approval for additional services on the Cherokee Heights Elementary School Building Systems Replacements project. Additional services include the following:

    a. Additional hours for schedule extension due to project scope added by SPPS. The construction schedule moved from two summers to 15 continuous months.
    b. The following four issues have also necessitated additional services:
        i. Additional coordination for post-bid program and phasing changes
        ii. Fire suppression changes
        iii. Courtyard concrete corrections
        iv. Discovered conditions with an existing (1924) rated-shaft

2. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	March 23, 2021
#2 – Project Charter	August 22, 2023
#3 – Project Budget	November 19, 2024
#4 – Contract Award	February 18, 2025
#5.1 – Project Close-Out	August 2026 (anticipated)
#5.2 – Final Project Summary	August 2027 (anticipated)

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

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
$20,488,000	$17,288,150	$12,500,176	61%

4. The contract would be changed as follows:

	Amount	% Change
Original contract sum	$1,003,360	
Previous Amendments approved to date	$485,703	48%
The contract sum prior to this Amendment was	$1,489,063	

Contract Amendment amount	$182,868	18%
New contract sum including this Amendment	$1,671,931	

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

Funding Source	Amount
Capital Bonds FY24-28	$6,556,060
LTFM FY24-28	$13,931,940

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 authorize award of Amendment #10 for BTR Architects in the amount of $182,868 for the Cherokee Heights Elementary School Building Systems Replacements (Project # 2070-23-01).

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

DATE: June 23, 2026

TOPIC: Contract Award for FY26 Furniture Replacement Program at Central High School (Project # 0160-26-01)

A. PERTINENT FACTS:

1. This agenda item seeks approval to award the furniture contract for the FY26 Furniture Replacement Program at Central High School (Project # 0160-26-01).

2. The following quote was received:

	Lump Sum Base Bid
Acre ...	$669,287

3. This quote was received in accordance with the following contracts:
   AMTAB – OMNIA #07-77
   Fleetwood – Omnia #07-88
   Ghent – E&I #E100237
   Integra - TIPS #200301
   Moore Co. – OMNIA #07-108
   Sit On It: - TVR #932774
   Smith System - E&I #EI00140
   Special-T – OMNIA #07-122
   SteelCase - E&I #E100140
   WB Manufacturing – OMNIA #R240119

4. This bid will be reviewed by Purchasing.

5. Funding for this project will be provided by Capital Bonds.

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 award the furniture contract of the FY26 Furniture Replacement Program at Central High School (Project # 0160-26-01) to Acre for a lump sum base bid of $669,287.

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

DATE: June 23, 2026

TOPIC: Construction Manager as Advisor Services for the Farnsworth Aerospace Lower Major Renovation and Addition Project (Project #1090-25-01)

A. PERTINENT FACTS:

1. This agenda item seeks approval to award Construction Manager as Advisor services and pass through general conditions for the Farnsworth Aerospace Lower Major Renovation and Addition Project (Project #1090-25-01). The Board approved Gate Check 2 on February 18, 2025 indicating the Board's direction to issue a request for proposal (RFP) to secure said services.

2. In alignment with Board and Procurement protocols, a Request for Qualifications (No. A21-1305-A) was issued early 2021 to review the qualifications of existing consultants and expand the slate of Board approved consultants. The selected consultants were approved by the Board on March 23, 2021. The District will use this slate to issue targeted solicitations with Requests for Proposals (RFP) for specific projects. RFP responses are reviewed using consistent metrics and a consultant is selected for award of contract.

3. This contract provides all profession consultant Construction Manager as Advisor services and pass through general conditions for the Farnsworth Aerospace Lower Major Renovation and Addition Project (Project #1090-25-01) project.

4. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	July 16, 2024
#2 – Project Charter (Predesign)	February 18, 2025
#3 – Project Budget	November 2026 (anticipated)
#4 – Contract Award	June 2027 (anticipated)
#5.1 – Project Close-Out	September 2030 (anticipated)
#5.2 – Final Project Summary	September 2031 (anticipated)

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

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
$82M -$92M	$135,733	$106,190	0.1%

6. The following vendor was selected:

	Not-to-Exceed Fee
H+U Construction.	$3,066,305

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

Funding Source	Amount
COP FY25-32	$82M -$92M

8. This project 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; 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 construction manager as advisor services and pass through general conditions to H+U Construction for the not-to-exceed fee of $3,066,305.

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

DATE: June 23, 2026

TOPIC: Design Services for the Farnsworth Aerospace Lower Major Renovation and Addition Project (Project #1090-25-01)

A. PERTINENT FACTS:

1. This agenda item seeks approval to award design and construction administration services for the Farnsworth Aerospace Lower Major Renovation and Addition Project (Project #1090-25-01).

2. In alignment with Board and Procurement protocols, a Request for Qualifications (No. A21-1401-A) was issued Spring of 2021 to establish a slate of Board approved consultants with a standard contract form. The selected consultants were approved by the Board on June 22, 2021. The District will use this slate to issue targeted solicitations with Requests for Proposals (RFP) for specific projects. RFP responses are reviewed using consistent metrics and a consultant is selected for award of contract.

3. This contract provides design and construction administration services for the Farnsworth Aerospace Lower Major Renovation and Addition Project (Project #1090-25-01) project.

4. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	July 16, 2024
#2 – Project Charter (Predesign)	February 18, 2025
#3 – Project Budget	November 2026 (anticipated)
#4 – Contract Award	June 2027 (anticipated)
#5.1 – Project Close-Out	September 2030 (anticipated)
#5.2 – Final Project Summary	September 2031 (anticipated)

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

Rough Order of Magnitude Estimate	Current Obligations	Invoiced to Date	Percent Invoiced
$82M -$92M	$135,733	$106,190	0.1%

6. The following vendor was selected:

	Not-to-Exceed Fee
U+B Architecture & Design, Inc.	$4,991,960

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

Funding Source	Amount
COP FY25-32	$82M -$92M

8. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
9. 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 award of design and construction administration services to U+B Architecture & Design, Inc. for the not-to-exceed fee of $4,991,960.

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

DATE: June 23, 2026

TOPIC: TMA Contract Renewal

A. PERTINENT FACTS:

1. The District needs to renew the contract for a computerized maintenance management system (CMMS) that assists with the operations, maintenance, and management of our facilities and services.

2. In 2020, staff reviewed and evaluated several CMMS systems. After extensive evaluation, the decision was made to enter into an agreement with TMA to provide the necessary tools and supports.

3. The District will enter into a new five-year contract with TMA for a value of $74,612 for the first year, $77,263 for the second, $80,004 for the third, $82,837 for the fourth, and $85,766 for the fifth, for a five-year total of $400,483.

4. Cost of the subscription for the next five years is:

Service/Software Proposed to Meet SPPS Business Requirements	**FY27 Cost**	**FY28 Cost**	**FY29 Cost**	**FY30 Cost**	**FY31 Cost**
WebTMA Users	$34,321.01	$35,624.39	$36,973.38	$38,369.59	$39,814.67
mobileTMA GO	$18,958.59	$19,582.08	$20,225.52	$20,889.33	$21,573.93
WebTMA Plus	$7,544.44	$7,805.31	$8,075.14	$8,354.24	$8,642.94
Integrated Suite	$5,995.00	$6,204.83	$6,422.00	$6,646.77	$6,879.41
Service Request	$3,545.48	$3,668.49	$3,795.76	$3,927.42	$4,063.63
Executive Dashboard	$2,454.37	$2,538.35	$2,625.16	$2,714.93	$2,807.73
Auto Attendant	$898.29	$923.10	$948.44	$974.32	$1,000.75
Key Management	$895.28	$916.84	$938.65	$960.72	$983.01
TOTAL COST	**$76,612.46**	**$77,263.39**	**$80,004.05**	**$82,837.32**	**$85,766.07**

5. The proposal will be reviewed by Purchasing.

6. Funding will be provided from the approved Facilities Department budget.

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, and Jackie Turner, Executive Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize award of the five-year contract renewal to TMA at a cost of $400,483 in FY27, FY28, FY29, FY30, and FY31.

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

DATE: June 23, 2026

TOPIC: Annual Renewal of Oracle ERP, Database, and Cloud Services Agreements with DLT, and Vendor Related Products and Services

A. PERTINENT FACTS:

1. The District currently uses Oracle Corporation's PeopleSoft application for its Enterprise Resource Planning system. These applications are utilized for the District's Finance and Human Resource operations, which includes payroll. Associated with these applications are other vendor related products and services for production support, technical support, System enhancements, and solutions engineering.

2. DLT, acting agent for Oracle Corp., and all accompanying vendors have submitted contracts for annual renewal of their products and services. These contracts have been reviewed by Tom Sager, Executive Chief of Financial Services, and members of the Financial Services team.

3. Funding for the annual renewal of products and services is currently planned for and budgeted in the District's Enterprise Resource Planning budget. The total annual contract expense for FY27 is **$2,289,593.74**. In comparison, for the past four fiscal years the contracts for these services have averaged $2,122,542.50 per year.

4. This item meets the District's Strategic Plan Focus Area of Program Evaluation and Resource Allocation for the District's ERP system.

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

B. RECOMMENDATION:

That the Board of Education authorizes District administration to enter into product and service Renewal agreements, as presented, for a period of 12 months in the amount of $2,289,593.74 for FY27, beginning July 1, 2026.

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

DATE: June 23, 2026

TOPIC: Joint Powers Agreement with Minnesota State (Century College) pertaining to Contracted Postsecondary Enrollment Options (PSEO)

A. PERTINENT FACTS:

1. Saint Paul Public Schools Office of College and Career Readiness (OCCR) and Century College have worked together to serve the Saint Paul community for more than a decade. In this time, the college and school district have partnered to offer concurrent enrollment courses, career exploration, professional development opportunities, articulated credit, and more. Each year, Century College is a top matriculation choice for SPPS graduates.

2. This new partnership will create an opportunity for both organizations to retain funding by entering into a direct contracted PSEO relationship. Saint Paul Public Schools will pay Century College approximately $115,000 directly twice a year for students participating in PSEO thus retaining the Average Daily Membership (ADM) of each PSEO student. The payment to Century College will be determined by the student count provided by the college. This direct payment method will result in the district generating over one hundred thousand dollars ($100,000) in cost savings, as compared to the previous method of payment. In a traditional PSEO model, the Minnesota Department of Education would adjust revenue down to Saint Paul Public Schools for students participating in PSEO coursework based on the amount of ADM enrolled in PSEO.

3. We have already established a contract with Saint Paul College for a direct pay partnership. The Office of College and Career Readiness will revisit these partnerships as well as opportunities for additional partnerships annually.

4. This is a one-year contract which will be reviewed annually. Decisions to participate in a contracted agreement will be made annually based upon cost and savings projections provided by each partner college or university.

5. Cost to SPPS in payment to Century College: $230,000
   Projected increased ADM revenue retained: $330,000
   Resulting in an additional $100,000 retained by SPPS.

6. This project will meet the District strategic plan focus area of College and Career Paths.

7. This item is submitted by Carita Green, Executive Director of College and Career Pathways and Student Supports; Todd Swanson, Controller; Dr. Valora Unowsky, Senior Executive Academic Officer; and Tom Sager, Executive Chief of Financial Services.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the Joint Powers Agreement with Minnesota State (Century College).

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

DATE: June 23, 2026

TOPIC: Memorandum of Understanding between Saint Paul Public Schools and Great River Greening

A. PERTINENT FACTS:

1. Request to sign the Memorandum of Understanding with Great River Greening to maintain, irrigate, and use the gravel bed located at 1930 Como Avenue, and, when strategically agreed upon, support SPPS schools in providing environmental education and engagement.

2. The Facilities department, specifically the Environmental Services Group, will work with Great River Greening to develop a tree list of species that will be used at the gravel bed.

3. Each party is responsible for all costs of its personnel, including support and travel.

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

B. RECOMMENDATION:

That the Board of Education authorize the Memorandum of Understanding between Saint Paul Public Schools and Great River Greening to maintain, irrigate, and use the gravel bed located at 1930 Como Avenue, and, when strategically agreed upon, support SPPS schools in providing environmental education and engagement.

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

DATE: June 23, 2026

TOPIC: Approval of the Employment Agreement for the Senior Executive Officer of School Leadership and Operation

A. PERTINENT FACTS:

1. The terms and conditions of employment for the Senior Executive Officer of School Leadership and Operation are set forth in an individual employment agreement to avoid any potential conflict of interest with other labor contracts. Fringe benefits are substantially consistent with the terms established for the members of the Unrepresented Plan of Saint Paul Public Schools. The Senior Executive Officer of School Leadership and Operation employment agreement will be effective July 1, 2026.

2. This item will meet the District target area goal of alignment.

3. The Senior Executive Officer of School Leadership and Operation position is pivotal in our efforts to increase student academic outcomes outlined in the long-term student outcomes prong of the SPPS strategic plan and the more detailed performance indicators adopted in the Board Initiated Goals Governance (B.I.G.G.). This position will work closely with the Senior Executive Academic Officer to ensure we have a comprehensive and seamless approach toward high E-12 student achievement.

   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 achievement of English Learners
   3. Increase 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

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

   - The percentage of SPPS students who are proficient in reading will increase from 34% in 2024 to 40% by 2029; the percentage of SPPS students learning English as a second language who are proficient in reading will increase from 7% in 2024 to 15% by 2029, as measured by the Minnesota Comprehensive Reading Assessments.
   - The percentage of SPPS students who are proficient in math will increase from 26% in 2024 to 31% by 2029, as measured by the Minnesota Comprehensive Mathematics Assessments.
   - The percentage of SPPS students who complete a career inventory before graduation will increase from 78% of students in 2024 to 99% of students in 2029.
   - The percentage of SPPS students who receive a passing grade in Civics and/or U.S. Government will increase from 84% in 2024 to 90% in 2029.

- The percentage of students earning a passing grade in Personal Finance will increase from implementation in September 2025 to 75% by June 2029.

6. This item is submitted by Patricia Pratt-Cook, Executive Chief of Human Resources.

B. RECOMMENDATION:

That the Board of Education approves the employment agreement with the Senior Executive Officer of School Leadership and Operation effective July 1, 2026.

Employment Agreement

Between

Saint Paul Public School District, ISD 625

And

Toya Pryor

The Board of Education (the "Board") of Independent School District 625, the Saint Paul School District (the "District") enters into this Employment Agreement (the "Agreement") with Toya Pryor ("Employee"), pursuant to the terms set forth herein.

WHEREAS, the District desires to employ Employee in the position of the Senior Executive Officer of School Leadership and Operation under the terms set forth herein; and

WHEREAS, the Employee is willing to accept said employment upon the terms set forth herein and as supplemented by the Term and Conditions of Professional Employment of the Members of the Unrepresented Plan of Saint Paul Public Schools (the "Unrepresented Plan") in its current and subsequent iterations.

NOW, THEREFORE, in consideration of the mutual covenants and promises set forth herein, the receipt and sufficiency of which are hereby acknowledged, Employee and District hereby agree as follows:

1. Employment. District does hereby employ Employee and Employee does hereby accept said employment in the position of Senior Executive Officer of School Leadership and Operation on a full-time basis, the duties of which are more particularly set forth in the attached job description which is incorporated herein by reference, as well as other duties which may be subsequently assigned.

2. Compensation. Effective July 1, 2026, the District shall pay Employee an annual salary rate of $204,000 payable in 26 equal bi-weekly installments. Employee's compensation may be subject to an annual increase each year on July 1 if Employee is still employed with the District on the applicable date and if such an increase is approved by the Board.
3. At Will Employment. Employee is employed hereunder as an employee at will and employee hereby acknowledges such. The District may terminate this Agreement at any time. Such termination shall take effect 60 days after written notice thereof given to Employee.
4. Termination by Employee. Employee may terminate this Agreement during its term by giving written notice of resignation at least 90 days before the effective date of the resignation. The parties to this Agreement may terminate the Agreement upon different terms upon mutual written consent.
5. Benefits/Additional Terms: Unless otherwise addressed herein, the terms and conditions of the Unrepresented Plan then in effect shall govern all benefits and additional terms of this Agreement, including, without limitation and if applicable, benefits relating to: vacation; holidays; sick leave; health insurance; professional development; tuition reimbursement; dental insurance; term life insurance; long-term disability insurance; short-term disability insurance; matched deferred compensation severance pay; vehicle allowance; and other business expenses. The terms and conditions of this Agreement take precedent and supersede any contrary or different terms and conditions provided in the Unrepresented Plan.
6. Annual Evaluation. An evaluation of Employee's performance under this Agreement shall be conducted annually by the Employee's supervisor.

7. Waiver of Rights, including Minnesota Statutes 122A.40 et. seq. Employee acknowledges that he/she may have existing rights under the provisions of Minn. Stat. 122A.40 et. seq., including, without limitation, continuing contract rights as a teacher, principal or administrator upon the termination of employment (hereinafter the "Statutory Rights"). Employee expressly waives all Statutory Rights in accepting this Agreement and intends to abandon, and knowingly waive, any continuing right to declare or enforce the Statutory Rights now or in the future.
8. Board Ratification. This approval, acceptance, modification and/or termination of this Agreement shall be subject to ratification by the District's Board of Education (the "Board"). The Board's Ratification shall be retroactively effective to the District's actions taken herein, and shall not alter the dates, terms or timing prescribed herein unless specifically changed by the Board's ratification.

IN WITNESS WHEREOF, Employee and the District have executed this Agreement on the respective dates set forth below.

Toya Pryor

Dated: _____ _____

INDEPENDENT SCHOOL DISTRICT NO. 625

Dated: _____ By: _____

Chair of the Board

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

DATE: June 23, 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 April 1, 2026- April 30, 2026.

	MONTHLY OPERATING AUTHORITY	
	APRIL 1, 2026 -APRIL 30,2026	
Fund	**Descriptions**	**Amount**
No	**Checks: 795529--796370**	
1	General	$ 3,250,951.75
2	Food Service	$ 1,187,179.03
3	Transportation Services	$ 138,069.89
4	Community Service	$ 86,714.99
6	Building Construction	$ 1,811,120.46
		$ 6,474,036.12
	Electronic Payments(WIRES): 0011755--0011777	
1	General	$ 53,397,601.29
2	Food Service	$ 1,487,040.31
3	Transportation Services	$ 439,816.49
4	Community Service	$ 1,757,012.86
6	Building Construction	$ 292,456.73
21	Work Compensatory	$ -
		$ 57,373,927.68
	ACH Payments: 0015889--0016258	
1	General	$ 6,709,524.77
2	Food Service	$ 235,506.77
3	Transportation Services	$ 4,631,328.79
4	Community Service	$ 530,487.24
6	Building Construction	$ 1,541,633.69
		$ 13,648,481.26
	EFT Payments:	
1	General	$ -
2	Food Service	$ -
3	Transportation Services	$ -
4	Community Service	$ -
6	Building Construction	$ -
		$ -
	P- Card	
1	General	$ 438,297.77
2	Food Service	$ 4,800.83
3	Transportation Services	$ 477.85
4	Community Service	$ 43,902.13
6	Building Construction	$ 4,173.90
		$ 491,652.48
	TOTAL DISTRICT	**$ 77,988,097.54**

Fund Financial Analysis (July Thru April FY 2026)				
Fund	Actual Expenses	Revised Budget	Variance	Percentage of Budget Used
Fund 1- General Fund	$ 627,749,548.80	$ 814,006,268.98	$ 186,256,720.18	77%
Fund 2 -Food Service	$ 25,904,541.33	$ 33,924,097.95	$ 8,019,556.62	76%
Fund 4 -Community Service	$ 26,446,946.69	$ 33,455,326.64	$ 7,008,379.95	79%
Fund 6- Building Construction	$ 87,203,988.72	$ 122,490,660.00	$ 35,286,671.28	71%

Fund Financial Analysis (April FY 2026)			
Fund	Actual Expenses	Revised Budget	Percentage of Budget Used
Fund 1- General Fund	$ 71,242,593.82	$ 814,006,268.98	9%
Fund 2 -Food Service	$ 2,668,488.11	$ 33,924,097.95	8%
Fund 4 -Community Service	$ 2,903,744.46	$ 33,455,326.64	9%
Fund 6- Building Construction	$ 3,736,651.14	$ 122,490,660.00	3%

HUMAN RESOURCE TRANSACTIONS
May 1, 2026 – May 30, 2026
For June 23 Board Book

NEW APPOINTMENT

Name	Job Category	Eff Date	Pay Rate	Location
Ahles, J	Clerical	4/18/2026	$24.91	Obama Montessori
Bassett, A	Education Assistant	4/11/2026	$18.00	Horace Mann School
Davis, J	Custodian	5/26/2026	$19.18	Como Service Center
Fang, M	Education Assistant	5/23/2026	$18.00	1780 West 7th St - Disc
Krick Oborn, K	Central Administrator	7/4/2026	$65.49	Colborne Admin Offices
Maul, T	Plumber	4/18/2026	$58.48	Como Service Center
Rodriguez, M	Education Assistant	5/23/2026	$18.00	1780 West 7th St - Disc
Smith, M	Custodian	5/2/2026	$19.18	Como Service Center
Sparkman, R	Custodian	4/18/2026	$19.18	Como Park Senior High
Tibbetts-Juhl, C	Custodian	5/16/2026	$19.18	Como Service Center
Timberlake-Shivers, L	Education Assistant	5/30/2026	$18.00	1780 West 7th St - Disc
Walker, Z	Education Assistant	4/11/2026	$18.00	Randolph Heights

PROMOTION

Name	Job Category	Eff Date	Pay Rate	Location
Armogan, I	Custodian	3/21/2026	$31.62	Murray Middle School
Bergman Aho, M	Project Manager	4/18/2026	$55.99	Como Service Center
Bookhout, P	Project Manager	4/18/2026	$55.99	Como Service Center
Brash, T	Central Administrator	7/1/2026	$71.34	Como Service Center
Hayes, J	Custodian	4/4/2026	$29.81	Como Park Senior High
Isaac, C	Teaching Assistant	3/14/2026	$26.28	Benjamin Mays/Museum
Keti, I	Education Assistant	3/21/2026	$35.97	East African Elem
Kindo, E	Education Assistant	4/14/2026	$37.36	Groveland Park
Kloos, J	Custodian	4/18/2026	$31.62	LEAP Academy
Motz, K	Professional Employee	7/1/2025	$49.88	Colborne Admin Offices
Otteson, A	Professional Employee	4/18/2026	$53.52	Como Service Center
Ross, L	Central Administrator	7/1/2026	$49.89	Como Service Center
Wacker, P	Central Administrator	7/1/2026	$65.78	Como Service Center
Walker, A	Superintendency	4/18/2026	$80.10	1780 W. 7th Street

LEAVE OF ABSENCE

Name	Job Category	Eff Date	Location
Amin, N	Teaching Assistant	5/9/2026	No Assigned Bldg - Misc
Cha, X	Education Assistant	4/30/2026	
Chapman, S	Classroom Teacher	4/15/2026	Hamline Elem
Cortez, S	School/Community	4/14/2026	Highland Park Senior
Donnelly, E	Classroom Teacher	1/10/2026	Groveland Park Elem
Edwards, D	Nutrition Services	4/7/2026	Como Service Center
Evanson, J	Custodian	4/4/2026	Humboldt Secondary
Fields, C	Teaching Assistant	4/1/2026	Humboldt Secondary
Harnden, M	Classroom Teacher	4/22/2026	
Holland, L	Teaching Assistant	3/23/2026	The Heights Community
Juracich, S	Custodian	4/20/2026	Como Park Senior High
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
Mueller, M	Classroom Teacher	4/17/2026	Expo for Excellence
Nah, J	Teaching Assistant	2/2/2026	Early Learning Hub
Normil, L	Classroom Teacher	4/6/2026	Como Service Center
Samuelson, A	Classroom Teacher	4/20/2026	Mississippi Creative Arts Elem
Sattervall, M	Classroom Teacher	5/18/2026	
Scheuerlein, S	Classroom Teacher	3/31/2026	Humboldt Secondary
Shaw, L	Teaching Assistant	3/26/2026	Como Park Elem
Shipman, M	Classroom Teacher	3/20/2026	Central Senior High
Spoerke, A	Classroom Teacher	4/13/2026	East African Elem
Street, C	Classroom Teacher	3/18/2026	Battle Creek Elem
Tesema, M	Classroom Teacher	5/26/2026	Benjamin Mays/Museum
Vang-Sutton, T	Classroom Teacher	8/31/2026	Txuj Ci HMong (LWR) PhalenLk
Vang, S	Professional	3/31/2026	Como Service Center
Wang, W	Classroom Teacher	4/27/2026	Jie Ming Mandarin Immr
West, K	Teaching Assistant	3/18/2026	Central Senior High

MILITARY LEAVE OF ABSENCE (WITHOUT PAY)

Name	Job Category	Eff Date	Location
Htoo, E	Teaching Assistant	5/13/2026	Washington Tech High
Johnson, J	Teaching Assistant	3/12/2026	Farnsworth Aerospace UPR
Ko, N	Teaching Assistant	5/13/2026	Washington Tech High

REHIRE

Name	Job Category	Eff Date	Pay Rate	Location
Logan, A	Custodian	5/16/2026	$19.18	Como Service Center
Puckett, J	Custodian	4/25/2026	$19.18	Como Service Center

Sanders, S	Custodian	5/16/2026	$32.60	Johnson Senior High

REINSTATEMENT FROM LEAVE OF ABSENCE

Name	Job Category	Eff Date	Location
Abadir, H	Nutrition Services	4/13/2026	Highland Park Senior
Anderson, J	Classroom Teacher	5/28/2026	Harding Senior High
Birkholz, E	Classroom Teacher	4/13/2026	St. Paul Music Academy
Boyce, K	Education Assistant	5/28/2026	Highland Park Elem
Boyd, L	Teaching Assistant	5/12/2026	Humboldt Secondary
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 School
Earixson, E	Classroom Teacher	4/11/2026	Hamline Elem
Haberman, H	Classroom Teacher	3/30/2026	Frost Lake Elem
Hamey-Huberty, A	Classroom Teacher	5/18/2026	Hazel Park Preparatory
Hauwiller, R	Classroom Teacher	5/5/2026	Barack & Michelle Obama
Hayden, T	Teaching Assistant	5/28/2026	Bridge View
Hirmoge, L	Teaching Assistant	3/23/2026	East African Elem
Howard, J	Teaching Assistant	5/4/2026	Bridge View
Htoo, K	Classroom Teacher	3/30/2026	Wellstone Elem
Johnson, M	Teaching Assistant	4/21/2026	Early Learning Hub
Kantack, K	Classroom Teacher	5/13/2026	Colborne Admin Offices
Kath, K	Classroom Teacher	4/13/2026	Horace Mann School
Kelly, A	Classroom Teacher	4/27/2026	Riverview Dual Immersion
Kenneally, P	Clerical	4/13/2026	Central Senior High
Leverich, A	Teaching Assistant	4/14/2026	Battle Creek Middle
Moua, N	Education Assistant	5/19/2026	Bruce F Vento Elem
Neira, S	Education Assistant	5/11/2026	271 Belvidere Bldg
Nguyen, N	Teaching Assistant	4/13/2026	Global Arts Plus - LWR
Normil, L	Classroom Teacher	5/18/2026	Como Service Center
Ortega, J	Classroom Teacher	3/25/2026	Benjamin Mays/Museum
Rancone, N	Classroom Teacher	5/22/2026	Johnson Senior High
Rice, K	Teaching Assistant	5/28/2026	Hazel Park Preparatory
Rime, L	Education Assistant	4/15/2026	Focus Beyond (18-Adult)
Satre, D	Education Assistant	4/20/2026	Cherokee Hts Community
Scheuerlein, S	Classroom Teacher	4/29/2026	Humboldt Secondary
Schwartz, M	Classroom Teacher	5/11/2026	Hidden River Middle
Smith, T	Classroom Teacher	4/13/2026	Hazel Park Preparatory
Spoerke, A	Classroom Teacher	4/27/2026	East African Elem
Street, C	Classroom Teacher	5/13/2026	Battle Creek Elem
Treichel, A	Education Assistant	5/28/2026	Four Seasons A+
Vang, S	Professional Employee	5/7/2026	Como Service Center
Vogel, A	Classroom Teacher	5/13/2026	Farnsworth Aerospace
Vue, K	Clerical	4/6/2026	Colborne Admin Offices
Whalen, N	Classroom Teacher	4/13/2026	Washington Tech High
Wheaton, R	Education Assistant	5/11/2026	Highland Park Middle

RECISION OF RESIGNATION

Name	Job Category	Eff Date	Pay Rate	Location
Chang, P	Education Assistant	6/13/2026		Randolph Heights
McIntosh, B	Teaching Assistant	6/13/2026	$26.28	Hidden River Middle
Roettger, June A.	Classroom Teacher	5/23/2026	$36.38	Journeys Secondary

REHIRE AFTER TERMINATION

Name	Job Category	Eff Date	Pay Rate	Location
V., A	Teaching Assistant	3/24/2026	$27.14	Como Park Senior High

CHANGE IN TITLE

Name	Job Category	Eff Date	Pay Rate	Location
Anderson, C	Principal From: Superintendency	7/1/2026	$80.86	Expo for Excellence
Chellsen, K	Supervisory From: Education Assistant	5/23/2026	$41.67	Rondo Education Center

RETIREMENT

Name	Job Category	Eff Date	Location
Abts, J	Classroom Teacher	5/30/2026	LEAP Academy
Dooley, E	Classroom Teacher	7/1/2026	Murray Middle School
Funk, J	Classroom Teacher	10/1/2026	Highland Park Senior
Galles, S	Teaching Assistant	6/13/2026	Global Arts Plus - LWR
Hartman, K	Custodian Supervisor	9/11/2026	Como Service Center
Her, M	Education Assistant	8/29/2026	Farnsworth Aerospace
Jenkins, B	Teaching Assistant	5/16/2026	Central Senior High
Kochevar, J	Education Assistant	6/12/2026	Focus Beyond (18-Adult)
Lorenzen, J	Professional Employee	8/20/2026	Como Service Center
McManus, B	Education Assistant	8/31/2026	Groveland Park
Nygren, E	Clerical	4/25/2026	Colborne Admin Offices
Robinson, J	Clerical	6/23/2026	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 School
Thomsen, M	Classroom Teacher	6/13/2026	Battle Creek Middle
Venturi, D	Classroom Teacher	6/16/2026	Focus Beyond (18-Adult)

Wandrick, M	Education Assistant	6/12/2026	Gordon Parks High

RESIGNATION

Name	Job Category	Eff Date	Location
Aguirre, S	Teaching Assistant	5/19/2026	Battle Creek Elem
Alves, D	Classroom Teacher	5/2/2026	Four Seasons A+
Araya, W	Classroom Teacher	6/13/2026	East African Elem
Attonito, A	Classroom Teacher	7/4/2026	271 Belvidere Bldg
Balfe, M	Nutrition Services	6/13/2026	Hidden River Middle
Bauerly, K	Classroom Teacher	6/13/2026	The Heights Community
Becerra, A	Classroom Teacher	6/13/2026	American Indian Magnet
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
Buster, N	Classroom Teacher	6/13/2026	Eastern Heights
Cabatingan, H	Classroom Teacher	6/13/2026	Murray Middle School
Chapman, S	Classroom Teacher	7/1/2026	Hamline Elem
Cobbett, J	Classroom Teacher	6/13/2026	Cherokee Hts Community
Coleman, S	Education Assistant	6/13/2026	Comm Ed - Nature Pre-K
Cordahl, D	Classroom Teacher	6/13/2026	Expo for Excellence
Darr, H	Classroom Teacher	6/13/2026	Battle Creek Middle
Dobie, S	Nutrition Services	4/11/2026	Johnson Senior High
Earixson, E	Classroom Teacher	6/13/2026	Hamline Elem
Effiom, E	Classroom Teacher	6/13/2026	Central Senior High
Espinal Diaz, H	Education Assistant	6/13/2026	Como Park Elem
Estrellado, A	Classroom Teacher	6/13/2026	Daytons Bluff
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	4/24/2026	Riverview Dual Immersion
Gardner, S	Teaching Assistant	6/13/2026	Eastern Heights
Gonzalez Martinez, E	Custodian	4/23/2026	Hazel Park Preparatory
Graham, T	Custodian	5/22/2026	Central Senior High
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
Her, D	Classroom Teacher	6/13/2026	Txuj Ci HMong (UPR)
Herrmann, J	Teaching Assistant	4/1/2026	RiverEast Elem/Secondary
Hoverson, S	Classroom Teacher	6/14/2026	Creative Arts Secondary
Hrbacek, C	Classroom Teacher	6/13/2026	Obama Montessori
Hubbard, C	Classroom Teacher	6/13/2026	Washington Tech Middle
Huerta, U	Nutrition Services	4/22/2026	Global Arts Plus - UPR
Hussen, M	Custodian	4/29/2026	Como Service Center
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 - UPR
Kemis, E	Classroom Teacher	6/13/2026	Washington Tech High
Kim, S	Teaching Assistant	6/12/2026	Txuj Ci HMong (LWR)
Koel, J	Teaching Assistant	5/9/2026	Battle Creek Elem
Kos, G	Classroom Teacher	6/13/2026	Harding Senior High
Kpulajei, B	Teaching Assistant	5/23/2026	Global Arts Plus - LWR
Kuznia, B	Classroom Teacher	6/13/2026	Wellstone Elem
Laing, K	Classroom Teacher	6/13/2026	LEAP Academy
Langdon, H	Teaching Assistant	4/2/2026	Battle Creek Elem
Lee, A	Education Assistant	4/11/2026	Randolph Heights
Lee, D	Teaching Assistant	6/12/2026	Wellstone Elem
Lee, J	Teaching Assistant	6/12/2026	Txuj Ci HMong (UPR)
Levato, E	Classroom Teacher	6/13/2026	Nokomis Montessori North
Maciel, R	Teaching Assistant	5/2/2026	The Heights Community
Mahler, L	Classroom Teacher	6/13/2026	Global Arts Plus - UPR
Mandell, M	Teaching Assistant	6/12/2026	Como Park Senior High
Matter, J	Classroom Teacher	6/20/2026	Global Arts Plus - UPR
McIntosh, B	Teaching Assistant	6/13/2026	Hidden River Middle
Meinecke, P	Nutrition Services	4/4/2026	East African Elem
Meisenheimer, S	Teaching Assistant	4/29/2026	Capitol Hill Magnet
Messner, M	Teaching Assistant	5/30/2026	Global Arts Plus - LWR
Morgan, J	Teaching Assistant	6/13/2026	Hamline Elem
Morrell, B	Classroom Teacher	6/13/2026	Jie Ming Mandarin Immr
Munoz, J	Classroom Teacher	6/13/2026	Como Park Senior High
Nallamuthu, R	Teaching Assistant	5/12/2026	Early Learning Hub
Oechsli, H	Classroom Teacher	6/13/2026	Hamline Elem
Ortega, J	Classroom Teacher	6/13/2026	Benjamin Mays/Museum
Oviedo Rodriguez, Y	Custodian	5/2/2026	Johnson Senior High
Parins, L	Classroom Teacher	5/5/2026	No Assigned Bldg - Misc
Powell, S	Teaching Assistant	5/30/2026	Washington Tech Middle
Provost, S	Classroom Teacher	6/13/2026	271 Belvidere Bldg
Reed, A	Custodian	4/25/2026	Johnson Senior High
Rehr, J	Clerical	5/15/2026	Colborne Admin Offices
Ross, S	Teaching Assistant	4/3/2026	Crossroads Montessori
Schiller, R	Psychologist	6/13/2026	E-STEM Middle School

Schlaefer, A	Classroom Teacher	6/13/2026	Wellstone Elem
Shearer, R	Classroom Teacher	7/16/2026	Humboldt Secondary
Stuart, L	Clerical	5/16/2026	Colborne Admin Offices
Sykes, L	Teaching Assistant	4/25/2026	Washington Tech High
Taylor, J	Education Assistant	6/12/2026	Focus Beyond (18-Adult)
Telles, M	Clerical	6/13/2026	Murray Middle School
Terrell, R	Assistant Principal	7/1/2026	Murray Middle School
Verdick, G	Classroom Teacher	6/13/2026	Cherokee Hts Community
Williams, T	Nutrition Services	5/2/2026	Mississippi Creative
Yang, H	Teaching Assistant	6/12/2026	Txuj Ci HMong (UPR)
Yang, M	Classroom Teacher	6/13/2026	Txuj Ci HMong (UPR)
Zepeda, C	Clerical	8/29/2026	Cherokee Hts Community
Zeutzius, C	Clerical	6/2/2026	Colborne Admin Offices
Zollars, H	Teaching Assistant	6/13/2026	Obama Montessori

TERMINATION

Name	Job Category	Eff Date	Location
A., D	Teaching Assistant	4/29/2026	Highland Park Elem
B., J	Professional Employee	5/14/2026	Colborne Admin Offices
B., N	Clerical	6/13/2026	Harding Senior High
C., P	Clerical	6/13/2026	Virtual Learning School
D.M., S	Education Assistant	5/6/2026	Adams Spanish Immersion
D.R., A	Teaching Assistant	5/7/2026	Battle Creek Middle
G. S., R	Teaching Assistant	5/7/2026	Expo for Excellence
G., C	School/Community Professional	5/6/2026	Battle Creek Middle
H., Z	Education Assistant	5/2/2026	Colborne Admin Offices
J., A	Custodian	4/11/2026	Como Service Center
J., M	Education Assistant	4/25/2026	Horace Mann School
L., D	Technical	4/7/2026	Colborne Admin Offices
M., A	Education Assistant	4/28/2026	St Anthony Park
P., A	Teaching Assistant	5/23/2026	Farnsworth Aerospace
T., S	Superintendency	6/2/2026	Colborne Admin Offices
V., A	Teaching Assistant	3/24/2026	Como Park Senior High
W., S	Nutrition Services	5/6/2026	Daytons Bluff
W., Z	Education Assistant	5/21/2026	Randolph Heights

TERMINATION OF TEMPORARY EMPLOYMENT

Name	Job Category	Eff Date	Location
C., H	Classroom Teacher	6/13/2026	Obama Montessori
R., J	Classroom Teacher	5/23/2026	Journeys Secondary
S., S	Classroom Teacher	6/13/2026	Hazel Park Preparatory

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

DATE: June 23, 2026

TOPIC: Approval to Create a Cooperative Sponsorship between St. Paul Riveters and Tartan/North St. Paul

A. PERTINENT FACTS:

1. As we look ahead to next season, we anticipate gaps from graduating a large senior class, which will impact our roster numbers. At the same time, Tartan and North St. Paul have only a handful of participating athletes and have faced ongoing challenges in finding a cooperative model that meets their needs. With both of these realities in mind, and in alignment with the recent cooperation at the youth level, we believe there is a meaningful opportunity to come together.
2. This Cooperative Sponsorship Agreement will provide a positive, safe and equitable experience for student athletes.
3. This Cooperative Sponsorship Agreement will be reviewed and evaluated in 2 years.
4. The cost will be divided equitably, according to numbers of participants per school.
5. This project will meet the district strategic plan focus area of Positive School and District Culture.
6. This item is submitted by Andrea Schmidt, Director of Athletics.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to approve the Cooperative Sponsorship for Girls Hockey with Tartan/North St. Paul.

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

DATE: June 23, 2026

TOPIC: Designation of an Identified Official with Authority for Education Identity Access Management

A. PERTINENT FACTS:

1. The Minnesota Department of Education (MDE), Professional Educator Licensing Standards Board (PELSB), and Office of Higher Education (OHE) require annual designation of an Identified Official with Authority (IOwA) for each local education agency that uses the Education Identity Access Management (EDIAM) system.

   The IOwA is responsible for authorizing, reviewing, and recertifying user access for their local education agency in accordance with the State of Minnesota Enterprise Identity and Access Management Standard, which states that all user access rights to Minnesota state systems must be reviewed and recertified at least annually. The Identified Official with Authority will authorize user access to State of Minnesota Education secure systems in accordance with the user's assigned job duties, and will revoke that user's access when it is no longer needed to perform their job duties.

   The Director recommends the Board authorize that Dr. Stacie Stanley act as the Identified Official with Authority (IOwA) for Saint Paul Public Schools and Anne McInerney, to serve as the Proxy Identified Official with Authority (IOwA) for Saint Paul Public Schools ISD 625.

2. This item is submitted by Anne McInerney, Director, Office of Title I Federal Programs; and Stacey Gray-Akyea, Executive Chief of Equity, Strategy, and Innovation.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent to authorize Anne McInerney, Anne.McInerney@spps.org, to act as the Proxy Identified Official with Authority (IOwA) for Saint Paul Public Schools ISD 625

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

DATE: June 23, 2026

TOPIC: Language Access Plan

A. PERTINENT FACTS:

1. Per Minn. Stat. § 123B.32, a school board must adopt a language access plan that specifies the district's process and procedures to render effective language assistance to students and adults who communicate in a language other than English or require additional assistance due to a disability.

2. Starting in the 2025-26 school year, the board must review the plan every two years and update the plan as appropriate during a regularly scheduled public board hearing.

3. The language access plan must include how the district will use trained or certified interpreters for communication related to academic outcomes, progress, determinations, and placement of students in specialized programs and services; ensure meaningful participation in the individualized education program process by families where the family speaks a language other than English or has a disability themselves; how families and communities will be notified of their rights under this plan; and a process to appeal the accommodations of the access plan if needs are not met.

4. The language access plan must be available to the public and included in the school's handbook.

5. This project will meet the District strategic plan focus area(s) of Family and Community Engagement, and Positive School and District Culture.

6. This item is submitted by Erica Wacker, Director of Communications; Dana Abrams, Director of Familiy Engagement and Community Partnerships; and Jackie Turner, Executive Chief of Operations.

B. RECOMMENDATION:

That the Board of Education approve the Language Access Plan as incorporated below, to be included in the 2026-27 Rights and Responsibilities Handbook.

Language Services Access Plan

DRAFT

spps.org/languageaccess

Saint Paul Public Schools

District 625 Language Access Plan

Saint Paul Public Schools (SPPS) serves a diverse student body, with over 115-languages spoken at home. While a wide range of languages are present, the school district provides information, including translations and interpretation services, in the five most common languages: English, Spanish, Hmong, Somali and Karen. All families have a right to free interpretation, translation and accessibility services for any language or accommodation need.

In SPPS, we are committed to ensuring that every family has equitable access to information. Our Language Access Plan is designed to remove language barriers and empower families who prefer to communicate in a language other than English to engage in their children's education, or who require additional assistance due to a disability.

This plan supports our diverse community by ensuring families can participate in school communications, events and decision-making processes, creating a more inclusive and welcoming environment for all.

Table of Contents

Purpose 3
Legal Foundation 3
Goals 3
Key Language Services Provided 4
Identifying Language Needs 6
Staff Roles And Responsibilities 6
Interpreter and Translator Qualifications 8
Notice of Language Services 8
Emergency and Urgent Situations 8
Monitoring and Evaluation 9

DRAFT

Purpose

This plan outlines how the district ensures **equitable access to information, services and communication** for families, students and community members with **limited English proficiency (LEP)** or require additional assistance due to a disability.

Legal Foundation

This plan is in compliance with:

- Title VI of the Civil Rights Act of 1964
- **The Individuals with Disabilities Education Act (IDEA)**, which establishes the federal requirement under 34 CFR § 300.322(e) that schools ensure parents understand IEP Team meetings, and mandates communication in the parent's native language.
- **Executive Order 13166:** Improving Access to Services for Persons with Limited English Proficiency
- **State/local education code and guidance on language access:** This Language Access Plan is intended to align with Minn. Stat. § 123B.32, which requires school districts to provide/utilize processes and procedures that effectively assist students and adults who communicate in a language other than English or require additional assistance due to a disability. The Language Access Plan provides information about the tools, processes and resources available for students, families and staff in District 625.
- **Saint Paul Public Schools Board Policy Parent/Guardian Conferences:** Communication 611.00
- All data collected for the purpose of identifying language needs, including Home Language Surveys, shall be classified and handled as private educational data in accordance with the Minnesota Government Data Practices Act (Minn. Stat. § 13.32) and FERPA.

Goals

- Ensure **meaningful access** to all district programs and services regardless of English proficiency and disability.
- Support **effective communication** between school staff and families.
  Provide **interpreting and translation services** that are timely, accurate and culturally appropriate.
- Ensure **quality and reliability** in language assistance to avoid educational inequities.

DRAFT

Key Language Services Provided

Interpretation (Oral Language Support)

SPPS provides oral interpretation for families when needed. Depending on the need, the following services are available:

- **In person:** On-Call Interpreter (OCI) database and trained bilingual staff
- **Phone Interpretation:** Language Line
- **Video:** Language Line and On-Call Interpreters (OCI)
- **For low-incidence languages,** SPPS contracts with local agencies upon request.

When to use On-Call Interpreters	When to use Language Line
Requires prior scheduling • In-person meetings • Help build relationships with families • Planned events • Parent-teacher conferences	*Audio/Video* • Emergency situations • High-need languages • Short, in-person meetings • Phone calls to parents if bilingual staff is not available • Unexpected situations • When On-Call Interpreters are not available

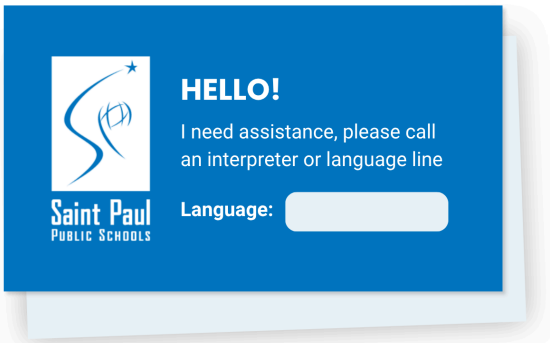
On-Call Interpreter (OCI) request process

Staff requests interpreters through the On-Call Interpreter List

- 24- to 48-hour advance notice preferred
- If the language needed is not listed, that means there are currently no OCIs employed by SPPS who speak that language. For requests regarding interpreters for other languages not included, staff should email Sara Reyes or fill out the OCI Request Form.
- For American Sign Language (ASL) interpreters, contact Heather Holter at heather.holter@spps.org

Families can request an interpreter directly with school staff.

- **Language Access Cards:** SPPS provides small cards for families to request interpreting services. Schools can request cards through the family liaison at the school in multiple languages.
- **"We can help you" posters:** Signs informing individuals about their right to request interpreter or translation services. Posters include the 10 top languages in SPPS to help families identify the support needed. Posters at each school's front desk also allow individuals to indicate their language, enabling staff to arrange appropriate language services. Schools should post them in the office/front desk.



IMPORTANT REMINDERS:

- Students, siblings, friends or untrained staff are not allowed to serve as interpreters. Using unqualified individuals to facilitate communication between schools and parents/guardians can result in confusion or miscommunication.
- Schools will inform families that language support is available during parent teacher conferences upon request.
- On-Call Interpreters (OCIs) are approved for oral interpretation only and cannot perform any written translation.

Translation (Written Language Support)

SPPS provides districtwide translations for families in Hmong, Somali, Spanish and Karen. Other languages can be accommodated upon request. Critical documents are translated into the **top languages spoken in the district,** which are, in order of incidence:

- Hmong, Spanish, Karen, Somali

Common translations include:

- Enrollment materials
- Standardized testing and assessments notifications
- Special education documents
- Incident/emergency communication
- Back to school information
- School announcements
- District announcements
- Promotional materials

DRAFT

SPPS provides translations for website information via Weglot for the district's main four languages. Families can view district and school websites in English, Hmong, Karen, Somali and Spanish. Viewers can select one of these language options from the drop-down menu in the header of any webpage.

SPPS uses Finalsite Messages XR and Smore to share important messages with families via automated phone calls, emails, and text messages in the district's five primary languages. These platforms provide automatic translation functionality; staff are instructed to use them in conjunction with, not in place of, trained translators and interpreters.

Accommodations for Parents and Guardians with Disabilities

SPPS ensures that parents, guardians, and adult family members with disabilities can meaningfully participate in all school processes, which may include but is not limited to, IEP meetings, 504 hearings and academic conferences. The district will provide necessary reasonable accomodations—which may include American Sign Language (ASL) interpreters, tactile/DeafBlind interpretation and relay services—free of charge upon request.

Identifying Language Needs

- Student demographic information is collected annually in Infinite Campus, the student information system used in SPPS to collect and manage information including enrollment, demographics, address, attendance, assessment, grades and disciplinary records. Families' language preference is recorded during **enrollment/registration** and is updated annually.
- To stay in compliance with state and federal law, all students must have a completed home language survey on file. This form is completed during the enrollment process.
- Infinite Campus tracks the preferred language of communication for families.

Staff Roles And Responsibilities

School Staff Responsibilities

- **Front office staff** must know how to access interpreters, Language Line and translation services.
- **Teachers and administrators** should request services when planning meetings or sending home critical information.
- **Bilingual educational assistants/liaisons** serve as key contacts in schools with high-need populations.

DRAFT

District Staff Responsibilities

Translation Services

The translations team in the Office of Communications provides districtwide translations for families in Hmong, Somali, Spanish and Karen and other languages upon request, and monitors the Hmong, Karen, Somali and Spanish district phone lines. They also offer expertise in multilingual communication strategies to ensure effective, inclusive, and culturally responsive engagement with diverse communities.

Special Education Translation and Interpreter Services

The Office of Specialized Services (OSS) hires and maintains a team of Special Education Interpreters for the high-incidence languages (Hmong, Somali, Spanish, and Karen). This team of interpreters provides written translation of the Prior Written Notice and verbal interpretation of all due process activities across the district for those families who need translation and interpreter services. For other languages, OSS uses interpreters from the On-Call Interpreter List and other local contracting agencies.

Districtwide Cultural Specialists

The Office of Family Engagement & Community Partnerships has four Districtwide Cultural Specialists. They serve as essential bridges between Hmong, Karen, Somali and Spanish-speaking families and school staff. They work closely with the Parent Advisory Councils and partner with schools to support the needs of multilingual families, fostering strong relationships and equitable access to education across the district.

Additionally, cultural specialists play a key role in creating a welcoming and inclusive environment where all families feel supported and connected. They promote cultural understanding by educating school staff about the cultural backgrounds and unique experiences of multilingual families, contributing to a more inclusive and culturally responsive school community.

Family Engagement Language Services for Families

Family Engagement Language Services for families give schools, programs and departments access to the On-Call Interpreters database and Language Line to remove barriers for families to be able to participate in their students' education.

Language Line is a service contracted by SPPS that enables school staff to communicate with parents via phone or video when in-person language support is not available. All departments and schools have access to Language Line. The Office of Family Engagement ensures that all schools have the training and information they need to access these services.

DRAFT

On-Call Interpreters are professionals available to support parent-teacher conferences, school events, meetings and more. School staff can access a database of trained and approved interpreters to meet a variety of communication needs.

Interpreter and Translator Qualifications

All interpreters and translators must meet district standards for language proficiency and professional conduct. If the interpreter doesn't have previous certification or training, the district will provide professional development in the following key areas:

- **Confidentiality –** Ensuring all information is kept private and secure
- **Accuracy –** Providing precise and faithful interpretation and translation
- **Neutrality –** Remaining impartial in all interactions
- **Educational Terminology –** Understanding and correctly using terms commonly used in school settings

Notice of Language Services

The district informs families of their right to free interpretation and translation services through multiple communication channels, including:

- School websites
- Enrollment packets
- Front office signage
- Annual notifications
- Language access cards
- School newsletters
- Rights and Responsibilities Handbook

Emergency and Urgent Situations

- Interpreters and Language Line are used for **same-day or emergency interpretation needs** (e.g., illness, disciplinary actions). An **interpreter** is a **trained professional** who **facilitates communication between people who speak different languages,** usually in real-time.
    - ***MDE DEFINITION:*** *An interpreter is a person who listens to a communication in one language (source language) and orally converts it to another language (target language). The Interpreter must retain the same meaning as the original message without omitting*

DRAFT

information, summarizing or otherwise altering the message and without adding the interpreter's own thoughts or opinions.

- When an interpreter is not available, bilingual staff can be used to **communicate** with families in emergency situations. **To communicate** means to **send or share information**—either by speaking, writing, gesturing, or using other methods.
- If the situation requires a written communication, translations will be provided based on school population.

Monitoring and Evaluation

Saint Paul Public Schools (SPPS) regularly reviews and evaluates the Language Access Plan to ensure it effectively meets the needs of our diverse community. The plan is formally reviewed and updated by the SPPS Board of Education every two years.

SPPS values community input and is committed to providing high-quality language access services. Any person who believes they have been denied meaningful access to district programs or services because their language or disability accommodations under this Access Plan were not effectively met may file a formal appeal. To provide feedback or file a complaint, please contact:

Sara Reyes
Email: sara.reyes@spps.org
Phone: 651-744-2769
Address: 360 Colborne Street, Saint Paul, MN 55102

DRAFT

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

DATE: June 23, 2026

TOPIC: Phase Gate Approval of FY23 Roofing Replacement Program at Journeys Secondary (Project # 0175-23-01): Gate #5.2 – Project Final Fiscal Close-out

A. PERTINENT FACTS:

1. This agenda item seeks acceptance of report for the FY23 Roofing Replacement Program at Journeys Secondary 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	April 2024
Bidding / Procurement	April 2025
Construction Start	June 2025
Substantial Completion (Occupancy)	October 2025
Final Close-Out	May 2026

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 12% below the Board approved project budget.
4. The Project gate schedule is:

Gate # and Description	Date
#1 – Master Planning	July 16, 2024
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	February 18, 2025
#4 – Contract Award	April 22, 2025
#5.1 – Project Close-Out	Not Applicable
#5.2 – Final Project Summary	June 23, 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
$2,667,000	$0	$2,335,535	100%

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

Funding Source	Amount
LTFM FY25-27	$2,335,535

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 FY23 Roofing Replacement Program at Journeys Secondary (Project # 0175-23-01) at Phase Gate Check #5.2 – Project Final Fiscal Close-out.

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

DATE: June 23, 2026

TOPIC: Phase Gate Approval of FY25 Flooring Replacement Program at Como Park Elementary, Randolph Heights Elementary, Humboldt High School, Farnsworth Aerospace Upper Campus, and Maxfield Elementary (Project # 0225-25-01): Gate #5.2 – Project Final Fiscal Close-out

A. PERTINENT FACTS:

1. This agenda item seeks acceptance of report for the FY25 Flooring Replacement Program at Como Park Elementary, Randolph Heights Elementary, Humboldt High School, Farnsworth Aerospace Upper Campus, and Maxfield Elementary 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	February 2021
Bidding / Procurement	August 2021
Construction Start	September 2021
Substantial Completion (Occupancy)	October 2021
Final Close-Out	January 2026

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 45% below the Board approved project budget.

4. The Project gate schedule is:

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	March 18, 2025
#5.1 – Project Close-Out	Not Applicable*
#5.2 – Final Project Summary	June 23, 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
$1,283,000	$0	$701,145	100%

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

Funding Source	Amount
LTFM FY25-27	$701,145

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 FY25 Flooring Replacement Program at Como Park Elementary, Randolph Heights Elementary, Humboldt High School, Farnsworth Aerospace Upper Campus, and Maxfield Elementary (Project # 0225-25-01) at Phase Gate Check #5.2 – Project Final Fiscal Close-out.

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

DATE: June 23, 2026

TOPIC: Pre-Qualification of Professional Consultant Construction Managers as Advisor

A. PERTINENT FACTS:

1. The District desires to obtain professional consultant construction manager services on an as needed basis for appropriate projects. Construction manager services would include assistance in studies, cost estimating, value engineering and construction management services for large scale capital improvements and deferred maintenance work.

2. The Facilities Department issued Request for Statement of Qualifications (RSQ) No. A26-6289-A on March 3, 2026 and received responses on April 7, 2026 from Construction Managers for projects for the next 5 years.

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 **eleven (11)** firms. Proposals were evaluated and ranked based on relevant criteria including: construction management experience, dollar value of work completed, company background information, history in terms of change orders and meeting substantial completion dates on projects; 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:

   H+U Construction
   Knutson Construction
   Kraus-Anderson Construction
   RJM Construction, LLC
   Stahl Construction*
   ** 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 following professional consultant Construction Manager as Advisor firms for future project-specific solicitations for fiscal years 2027-2031: H+U Construction, Knutson Construction, Kraus-Anderson Construction Company, RJM Construction, Stahl Construction.

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

DATE: June 23, 2026

TOPIC: Phase Gate Approval of Multi-Site Electrical System Replacement at Harding Senior High School and Central Senior High School (Project # 0651-23-01): Gate #5.2 – Project Final Fiscal Close-out

A. PERTINENT FACTS:

1. This agenda item seeks acceptance of report for the Multi-Site Electrical System Replacement at Harding Senior High School and Central Senior High School project 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	January 2024
Bidding / Procurement	April 2024
Construction Start	August 2024
Substantial Completion (Occupancy)	September 2025
Final Close-Out	March 2026

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 54% below the Board approved project budget.

4. The Project gate schedule is:

Gate # and Description	Date
#1 – Master Planning	July 18, 2023
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	April 23, 2024
#4 – Contract Award	April 23, 2024
#5.1 – Project Close-Out	Not Applicable*
#5.2 – Final Project Summary	June 23, 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
$3,745,000	$0	$1,737,399	100%

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

Funding Source	Amount
LTFM FY24-26	$1,737,399

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 Multi-Site Electrical System Replacement at Harding Senior High School and Central Senior High School project (Project # 0651-23-01) at Phase Gate Check #5.2 – Project Final Fiscal Close-out.

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

DATE: June 23, 2026

TOPIC: Property & Casualty Insurance Renewal

A. PERTINENT FACTS:

1. The District is insured for property, casualty, auto, and cyber insurance through Marsh McLennan. The current policy term is July 1, 2025 through June 30, 2026.

2. Marsh McLennan has offered a renewal policy for the period of July 1, 2026 through June 30, 2027 in the amount of $3,671,734.25. This renewal represents a 1.5 percent increase from FY 26 and compares favorably to the average market increase for other districts of 5 to 7 percent.

3. This recommendation has been reviewed by Nevonia Rainwater, Purchasing Manager, and Lori Doehne, Controller.

4. Funding will be provided from the Insurance Districtwide Budget, 01-005-940-000-6340-0000.

5. This item meets the District Strategic Plan goal of Program Evaluation and Resource Allocation.

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

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent to renew a 12-month policy for property insurance coverage with Marsh McLennan for the period of July 1, 2026 through June 30, 2027, at a cost of $3,671,734.25.

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

DATE: June 23, 2026

TOPIC: Rights and Responsibilities Handbook 2026-27

A. PERTINENT FACTS:

1. The R & R Handbook Committee has met to review the handbook and has recommended several minor revisions for the 2026-27 school year. The Committee is aware that BOE members have expressed interest in a comprehensive review in the past, including additional student and community input.

   The Committee reviewed engagement information gathered throughout the Strategic Plan process. Information reviewed included:
   - Dr. Stanely's 100 Day Report
   - S.O.A.R. Feedback from the Advisory Taskforce
   - Broad themes indicating that discipline is inconsistent across the district, students of all ages report this impacts their sense of belonging and there is a need for school staff to develop stronger relationships with caregivers.

2. The Committee recognizes that the work of the R & R Committee and the Discipline and Belonging Strategy Formation Action Team is aligned. Therefore, we decided that major changes to the handbook at this time would be pre-mature, as it was felt we needed to pause until the strategies were fully identified in SPPS 2033.

   Changes to the Rights and Responsibilities Handbook include:
   - Updated letter from Dr. Stanley
   - Inclusion of a reference and link to the district's Language Access Plan
   - Added information about accommodations and specialized transportation that is part of an Individual Education Plan.
   - Clarified that if a behavior is a level one violation, it can not be treated as a violation at a higher level.
   - Defiance of Authority is a Level 1 or 2 Only
   - Removed the word "consequences" and changed to "administrative actions" throughout the Handbook for consistent use of language.
   - Corrections in Glossary:
     - Remove Bus Safety Class, as this is no longer used in SPPS
     - Clarified the correct definition of "Dismissal"

3. Strategies that are embedded in SPPS 2033 will inform needed R & R Updates for SY 2027-28. Information gathered through Strategic Plan Engagement sessions will be used in the 26-27 school year to develop professional development about the handbook.

Below are items developed and distributed to schools to increase staff, student and community awareness of the Rights and Responsibilities Handbook:

- R & R Foundation/Advisory Lessons
- Posters & Post Cards

5. This project will meet the District strategic plan focus area(s) of: Positive School & District Culture and Family and Community Engagement.

6. This item is submitted by: Kathy Kimani, Director of Office of School Support; Carita Green, Executive Director of College and Career Pathways and School Supports; and Dr. Valora Unowsky, Senior Executive Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to approve the updated Rights and Responsibilities Handbook for the 2026-27 school year.

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

DATE: June 23, 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
CL Benson	Filters and supplies	$195,000	F-359(5)

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, Executive 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: June 23, 2026

TOPIC: Phase Gate Approval of the Bridge View Walls and Doors (Project # 2002-27-01): Gate #4 - Contract Award

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Bridge View Walls and Doors 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	Not Applicable
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	Not Applicable
#4 – Contract Award	June 23, 2026 (current)
#5.1 – Project Close-Out	April 2027 (anticipated)
#5.2 – Final Project Summary	April 2028 (anticipated)

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

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
$318,000	$0	$0	0%

4. The following bids were received:

	Lump Sum Base Bid
Flannery Construction	$197,621
Versacon Construction	$199,700

5. Bids will be reviewed by Purchasing.

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

Funding Source	Amount
LTFM FY27-28	$318,000

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 the Bridge View Walls and Doors (Project # 2002-27-01) to Flannery Construction for a lump sum base bid of $197,621.

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

DATE: June 23, 2026

TOPIC: Phase Gate Approval of the Como Park Senior High Fieldhouse Floor Replacement (Project # 0225-27-02): Gate #4 - Contract Award

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Como Park Senior High Fieldhouse Floor Replacement (Project # 0225-27-02) 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	Not Applicable
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	Not Applicable
#4 – Contract Award	June 23, 2026 (current)
#5.1 – Project Close-Out	December 2026 (anticipated)
#5.2 – Final Project Summary	December 2027 (anticipated)

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

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
$487,000	$0	$0	0%

4. The following bid was received per the terms of Sourcewell Contract #031022-RBI:

	Lump Sum Base Bid
H2I Group	$304,120

5. This bid will be reviewed by Purchasing.

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

Funding Source	Amount
Capital Bonds FY27-28	$487,000

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 Como Park Senior High Fieldhouse Floor Replacement (Project # 0225-27-02) to H2I Group for a lump sum base bid of $304,120.

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

DATE: June 23, 2026

TOPIC: Resolution Relating to $40.9 Million General Obligation School Building and Facilities Maintenance Bonds, Series 2026B; Ratifying the Award of Sale, Prescribing the Form and Details and Providing for the Payment Thereof

A. PERTINENT FACTS:

1. The $40.9 million General Obligation School Building and Facilities Maintenance Bonds, Series 2026B, will be used to provide funds for capital projects identified by the District and for various Long Term Facilities Maintenance projects described in the District's ten-year facility plan and SPPS Builds initiative.

2. The parameter resolution was approved at the July 15, 2025 School Board meeting for a maximum true interest cost of 5.50 percent for this issuance.

3. The sale of these bonds commenced on Monday June 22, 2026 with the most favorable bid coming from Raymond James and Associates at a true interest cost of 3.78%. Additional information will be provided to the School Board on June 23. These proceeds will be applied to expenses related to projects identified as part of the District's capital plan in accordance with the SPPS Builds program.

4. The bond closing will be July 14, 2026 at which time the District will receive the funds.

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

B. RECOMMENDATION:

The administration recommends that the School Board approve the Resolution Relating To $40.9 Million General Obligation School Building And Facilities Maintenance Bonds, Series 2026b; Ratifying The Award Of Sale, Prescribing The Form And Details And Providing For The Payment Thereof

PMA Securities part of:

PTMA FINANCIAL SOLUTIONS

ISD 625
SAINT PAUL PUBLIC SCHOOLS

SALE SUMMARY

GENERAL OBLIGATION SCHOOL BUILDING AND FACILITIES MAINTENANCE BONDS, SERIES 2026B

105

June 23, 2026

Michael Hart
Vice President, Managing Director
michael.hart@ptma.com
612-509-2569

Steve Pumper
Senior Vice President
steve.pumper@ptma.com
612-509-2565

Bill Menozzi
Director, Public Finance
bill.menozzi@ptma.com
612-509-2567

G.O. SCHOOL BUILDING AND FACILITIES MAINTENANCE BONDS, SERIES 2026B

Purpose

- Capital projects identified by the District and for various long-term facilities maintenance projects described in the District's ten-year facility plan.

Mechanism

106

- General Obligation School Building and Facilities Maintenance Bonds

Authority

- Minnesota Statutes, Section 123B.595 and Chapter 475 and pursuant to Laws of Minnesota 2007, Regular Session, Chapter 146, Article 4, Sections 12 and 13, as amended by Laws of Minnesota 2013, Regular Session, Chapter 116, Article 6, Section 8, which authorize the District to issue up to $15,000,000 of School Building Bonds annually..

Copyright © 2026 PTMA. All Rights Reserved.

BID SUMMARY

Independent School District No. 625 (St. Paul Public Schools)

$40,900,000

General Obligation School Building and Facilities Maintenance Bonds, Series 2026B

Date of Sale: June 22, 2026

Award: Raymond James & Associates, Inc.

Bidder	True Interest Cost (TIC)
Raymond James & Associates, Inc.	3.7783%
Truist Securities, Inc.	3.7890%
TD Financial Products LLC	3.7947%
Robert W. Baird & Co., Inc.	3.7956%
Mesirow Financial, Inc.	3.8128%
TRB Capital Markets, LLC	3.8157%
Piper Sandler & Co.	3.8189%
Hilltop Securities	3.8222%
Jefferies LLC	3.8256%
Wells Fargo Bank, NA	3.8409%
Oppenheimer & Co., Inc.	3.8633%

Copyright © 2026 PTMA. All Rights Reserved.

SALE SUMMARY

	Pre-Sale Finance Plan	Final	Difference
Par Amount	$40,900,000	$40,900,000	$0
Premium	$1,729,899	$2,772,101	$1,042,202
True Interest Cost	4.06%	3.78%	-0.28%
Deposit to Construction	$42,099,647	$43,272,767	$1,173,120

Copyright © 2026 PTMA. All Rights Reserved.

CALENDAR

Date	Action Item
July 15, 2025	**Board Approved Parameters Resolution**
July 25, 2025	Notice Publish with Intent to Issue LTFM Bonds
October 9, 2025	MDE Approval of Revised LTFM Plan
Week of June 1, 2026	Rating Call
June 12, 2026	Rating Received & POS released to Market
June 22, 2026	Bond Pricing (Interest Rates Locked)
June 23, 2026	**Board Considers Ratifying Resolution**
July 14, 2026	Bond Closing

Copyright © 2026 PTMA. All Rights Reserved.

NEXT STEPS

- Funds received on July 14, 2026
- Funds will be available to draw as project expenditures come due
- Proceeds will be invested so that funds are available based on construction draw schedules
- Investment earnings can be used to enhance the project budget
- PMA will help monitor for compliance with IRS Arbitrage/Rebate regulations

110

Copyright © 2026 PTMA. All Rights Reserved.

CONTACT US



Steve Pumper
SVP, Financial Consultant
612-509-2565
steve.pumper@ptma.com



Michael Hart
VP, Managing Director
612-509-2569
michael.hart@ptma.com

111



Bill Menozzi
Director, Public Finance
612-50-2567
bill.menozzi@ptma.com

Website:
www.ptma.com

Copyright © 2026 PTMA. All Rights Reserved.

DISCLOSURE

The information contained herein is solely intended to suggest/discuss potentially applicable financing applications and is not intended to be a specific buy/sell recommendation, nor is it an official confirmation of terms. Any terms discussed herein are preliminary until confirmed in a definitive written agreement.

The analysis or information presented herein is based upon hypothetical projections and/or past performance that have certain limitations. No representation is made that it is accurate or complete or that any results indicated will be achieved. In no way is past performance indicative of future results. Changes to any prices, levels, or assumptions contained herein may have a material impact on results. Any estimates or assumptions contained herein represent our best judgment as of the date indicated and are subject to change without notice. Examples are merely representative and are not meant to be all-inclusive.

The information set forth herein was gathered from sources which we believe, but do not guarantee, to be accurate. Neither the information, nor any options expressed, constitute a solicitation by us for purposes of sale or purchase of any securities or commodities. Investment/financing decisions by market participants should not be based on this information.

You should consider certain economic risks (and other legal, tax, and accounting consequences) prior to entering into any type of transaction with PMA Securities, LLC or PMA Financial Network, LLC. It is imperative that any prospective client perform its own research and due diligence, independent of us or our affiliates, to determine suitability of the proposed transaction with respect to the potential economic risks and legal, tax, and accounting consequences. Our analyses are not and do not purport to be appraisals of the assets, or business of the Issuer or any other entity. PMA makes no representations as to the actual value which may be received in connection with a transaction nor the legal, tax, or accounting effects of consummating a transaction. PMA cannot be relied upon to provide legal, tax, or accounting advice. You should seek out independent and qualified legal, tax, and accounting advice from outside sources. This information has been prepared for informational and educational purposes and does not constitute a solicitation to purchase or sell securities, which may be done only after client suitability is reviewed and determined.

Securities, public finance, institutional brokerage services and municipal advisory services are offered through PMA Securities, LLC. PMA Securities, LLC is a broker-dealer and municipal advisor registered with the SEC and MSRB and is a member of FINRA and SIPC. Public Trust Advisors, LLC, PMA Financial Network, LLC, PMA Securities, LLC and PMA Asset Management, LLC are under common ownership as part of PTMA Financial Solutions, LLC ("PTMA"). Public Trust Advisors, LLC and PMA Asset Management, LLC, are two separate SEC registered investment advisers, both doing business as PTMA Investment Advisors. PTMA Investment Advisors provides investment advisory services to local government investment pools ("Funds") and separate accounts. All other products are provided by PMA Financial Network, LLC.

Securities and public finance services offered through PMA Securities, LLC are available in AZ, CA, CO, CT, FL, GA, IL, IN, IA, MI, MN, MO, NE, NH, NJ, NY, NC, OH, OK, PA, SD, TX and WI. This document is not an offer of services available in any state other than those listed above, has been prepared for informational and educational purposes only and does not constitute a solicitation to purchase or sell securities, which may be done only after client suitability is reviewed and determined. All investments mentioned herein may have varying levels of risk and may not be suitable for every investor. For more information, please visit us at ptma.com.

© 2026 PMA Securities, LLC

v01.14.26

Copyright © 2026 PTMA. All Rights Reserved.

Approved

CERTIFICATION OF MINUTES RELATING TO
$40,900,000 GENERAL OBLIGATION SCHOOL BUILDING AND FACILITIES MAINTENANCE BONDS, SERIES 2026B

Issuer: Independent School District No. 625 (Saint Paul), Minnesota

Governing Body: School Board

Kind, date, time and place of meeting: A regular meeting held on June 23, 2026 at 5:30 p.m. at the Administration Building, Conference Room A and B, 360 Colborne Street, Saint Paul, Minnesota, or by electronic means, as authorized by law.

Members present:

Members absent:

Documents attached:

Minutes of said meeting (including):

RESOLUTION RELATING TO $40,900,000 GENERAL OBLIGATION SCHOOL BUILDING AND FACILITIES MAINTENANCE BONDS, SERIES 2026B; RATIFYING THE AWARD OF SALE, PRESCRIBING THE FORM AND DETAILS AND PROVIDING FOR THE PAYMENT THEREOF

I, the undersigned, being the duly qualified and acting recording officer of the public corporation issuing the bonds referred to in the title of this certificate, certify that the documents attached hereto, as described above, have been carefully compared with the original records of said corporation in my legal custody, from which they have been transcribed; that said documents are a correct and complete transcript of the minutes of a meeting of the governing body of said corporation, and correct and complete copies of all resolutions and other actions taken and of all documents approved by the governing body at said meeting, so far as they relate to said bonds; and that said meeting was duly held by the governing body at the time and place and was attended throughout by the members indicated above, pursuant to call and notice of such meeting given as required by law.

WITNESS my hand officially as such recording officer this 23rd day of June, 2026.

_____
School District Clerk

It was reported that eleven (11) sealed proposals for the purchase of the District's General Obligation School Building and Facilities Maintenance Bonds, Series 2026B were received prior to 10:00 a.m. on June 22, 2026, pursuant to the Preliminary Official Statement distributed to potential purchasers of the Bonds by PMA Securities, LLC, independent municipal advisor to the District. The proposals have been publicly opened, read and tabulated and were found to be as follows:

St Paul ISD #625
$40,900,000 General Obligation School Building and Facilities Maintenance Bonds, Series 2026B (Minnesota School District Credit Enhancement Program.)

The following bids were submitted using ***PARITY***® and displayed ranked by lowest TIC.
Click on the name of each bidder to see the respective bids.

Bid Award*	Bidder Name	TIC
☑ Reoffering	Raymond James & Associates, Inc.	3.778315
☐	Truist Securities, Inc.	3.788983
☐	TD Financial Products LLC	3.794718
☐	Robert W. Baird & Co., Inc.	3.795622
☐	Mesirow Financial, Inc.	3.812804
☐	TRB Capital Markets, LLC	3.815713
☐	Piper Sandler & Co	3.818872
☐	HilltopSecurities	3.822168
☐	Jefferies LLC	3.825581
☐	Wells Fargo Bank, National Association	3.840850
☐	Oppenheimer & Co., Inc.	3.863280

Member _____ introduced the following resolution and moved its adoption, which motion was seconded by Member _____:

RESOLUTION RELATING TO $40,900,000 GENERAL OBLIGATION SCHOOL BUILDING AND FACILITIES MAINTENANCE BONDS, SERIES 2026B; RATIFYING THE AWARD OF SALE, PRESCRIBING THE FORM AND DETAILS AND PROVIDING FOR THE PAYMENT THEREOF

BE IT RESOLVED by the School Board (the Board) of Independent School District No. 625 (Saint Paul), Minnesota (the District), as follows:

SECTION 1. AUTHORIZATION; SALE AND RATIFICATION.

1.01. Authorization; Purpose.

(a) The District is authorized, pursuant to Minnesota Statutes, Chapter 475 and Laws of Minnesota 2007, Regular Session, Chapter 146, Article 4, Sections 12 and 13, as amended by Laws of Minnesota 2013, Regular Session, Chapter 116, Article 6, Section 8 and Minnesota Statutes, Chapter 475, to borrow money by the issuance of its general obligation school building bonds, and pursuant to Minnesota Statutes, Section 123B.595 and Chapter 475, to borrow money by the issuance of its general obligation facilities maintenance bonds.

By resolution adopted on July 15, 2025 (the Parameters Resolution), this Board authorized the Superintendent, the Executive Chief of Financial Services or the Executive Chief of Administration and Operations, in consultation with and upon the advice of representatives of PMA Securities, LLC, in Albertville, Minnesota (PMA), to approve the sale of the District's: (i) General Obligation Facilities Maintenance Bonds (the Facilities Maintenance Bonds); and (ii) General Obligation School Building Bonds (the School Building Bonds, and together with the Facilities Maintenance Bonds, the Bonds) and to execute one or more bond purchase agreements for the Bonds with the purchaser(s) of the Bonds; provided that the aggregate principal amount of the Facilities Maintenance Bonds does not exceed $25,900,000 and the true interest cost does not exceed 5.50%, and provided that the aggregate principal amount of the School Building Bonds does not exceed $15,000,000 and the true interest cost does not exceed 5.50%.

Pursuant to the Parameters Resolution, in addition to paying costs of issuance of the respective Bonds, the proceeds of the Bonds were to be used, together with any additional funds of the District, which might be required, to finance: various deferred capital maintenance and health and safety projects at various existing District sites and facilities (the Facilities Maintenance Projects), as described in the District's ten-year facility plan (the Facility Plan) approved by both this Board and the Commissioner of the Department of Education of the State of Minnesota (the Commissioner), pursuant to Minnesota Statutes, Section 123B.595 and Chapter 475; and the acquisition and betterment of school facilities and grounds (the School Building Projects, and together with the Facilities Maintenance Projects, the Projects).

The District has published a notice in its official newspaper describing the Facilities Maintenance Projects, the amount of the Facilities Maintenance Bonds and the total amount of District indebtedness.

(b) The maturities of the Bonds are allocated between these purposes of the issue as follows:

Year (February 1)	School Building Bonds	Facilities Maintenance Bonds	Total
2027	$ 800,000	$ 1,390,000	$ 2,190,000
2028	470,000	810,000	1,280,000
2029	490,000	850,000	1,340,000
2030	515,000	890,000	1,405,000
2031	540,000	935,000	1,475,000
2032	570,000	985,000	1,555,000
2033	600,000	1,030,000	1,630,000
2034	625,000	1,085,000	1,710,000
2035	660,000	1,135,000	1,795,000
2036	690,000	1,195,000	1,885,000
2037	725,000	1,255,000	1,980,000
2038	765,000	1,315,000	2,080,000
2039	800,000	1,385,000	2,185,000
2040	840,000	1,450,000	2,290,000
2041	885,000	1,525,000	2,410,000
2042	925,000	1,600,000	2,525,000
2043	965,000	1,665,000	2,630,000
2044	1,005,000	1,730,000	2,735,000
2045	1,045,000	1,800,000	2,845,000
2046	1,085,000	1,870,000	2,955,000
TOTAL	**$15,000,000**	**$25,900,000**	**$40,900,000**

1.02. Sale. The District has retained PMA as independent municipal advisor in connection with the sale of the Bonds. Pursuant to Minnesota Statutes, Section 475.60, subdivision 2, paragraph 9, the requirements as to a public sale do not apply to the issuance of the Bonds. A proposal that meets the requirements set forth in the Parameters Resolution has been received from Raymond James & Associates, Inc., in St. Petersburg, Florida (the Purchaser) to purchase the Bonds at a price of $43,496,943.12 and a true interest cost of 3.7826272%, on the further terms and conditions hereinafter set forth.

1.03. Ratification of Award. Pursuant to the Parameters Resolution, the sale of the Bonds has been awarded by the Executive Chief of Financial Services to the Purchaser. The sale of the Bonds to the Purchaser and the execution of the bond purchase agreement by the Executive Chief of Financial Services with the Purchaser for the sale of the Bonds to the Purchaser are hereby ratified in all respects

SECTION 2. BOND TERMS; REGISTRATION; EXECUTION AND DELIVERY.

2.01. Issuance of Bonds. All acts, conditions and things which are required by the Constitution and laws of the State of Minnesota to be done prior to the issuance of the Bonds having been done, existing and having happened, it is necessary for this Board to establish the form and terms of the Bonds, to provide for the security thereof, and to issue the Bonds forthwith.

2.02. Maturities, Interest Rates and Denominations. The Bonds shall be originally dated as of July 14, 2026, shall be in denominations of $5,000 or any integral multiple thereof of single maturities, shall mature on February 1 in the years and amounts stated below and shall bear interest from date of issue until paid or called for redemption at the annual rates set forth opposite such years and amounts, as follows:

Year	Amount	Rate		Year	Amount	Rate
2027	$2,190,000	5.00%		2037	$1,980,000	5.00%
2028	1,280,000	5.00		2038	2,080,000	5.00
2029	1,340,000	5.00		2039	2,185,000	5.00
2030	1,405,000	5.00		2040	2,290,000	5.00
2031	1,475,000	5.00		2041	2,410,000	5.00
2032	1,555,000	5.00		2042	2,525,000	4.00
2033	1,630,000	5.00		2043	2,630,000	4.00
2034	1,710,000	5.00		2044	2,735,000	4.00
2035	1,795,000	5.00		2045	2,845,000	4.00
2036	1,885,000	5.00		2046	2,955,000	4.00

The Bonds shall be issuable only in fully registered form. Interest shall be computed on the basis of a 360-day year composed of twelve 30-day months. The interest thereon and, upon surrender of each Bond, the principal amount thereof, shall be payable by check or draft issued by the Registrar described herein; provided that, so long as the Bonds are registered in the name of a securities depository, or a nominee thereof, in accordance with Section 2.08 hereof, principal and interest shall be payable in accordance with the operational arrangements of the securities depository.

2.03. Dates and Interest Payment Dates. Upon initial delivery of the Bonds pursuant to Section 2.07 and upon any subsequent transfer or exchange pursuant to Section 2.06, the date of authentication shall be noted on each Bond so delivered, exchanged or transferred. The interest on the Bonds shall be payable on February 1 and August 1, commencing February 1, 2027, to the owners of record thereof as of the close of business on the fifteenth day of the immediately preceding month, whether or not such day is a business day.

2.04. Redemption. The Bonds maturing on and after February 1, 2036 and later years shall be subject to redemption and prepayment at the option of the District, in whole or in part, in such order as the District shall determine and within a maturity by lot as selected by the Registrar in multiples of $5,000, on February 1, 2035, and on any date thereafter, at a price equal to the principal amount thereof and accrued interest to the date of redemption. The Clerk shall cause notice of the call for redemption thereof to be published as required by law and, at least thirty (30) days prior to the designated redemption date, shall cause notice of the call for redemption to be mailed, by first class mail, to the registered owners of any Bonds to be redeemed at their addresses as they appear on the bond register described in Section 2.06 hereof but no defect in or failure to give such mailed notice of redemption shall affect the validity of proceedings for the redemption of any Bond not affected by such defect or failure. Official notice of redemption having been given as aforesaid, the Bonds or portions of Bonds so to be redeemed shall, on the redemption date, become due and payable at the redemption price therein specified, and from and after such

date (unless the District shall default in the payment of the redemption price) such Bonds or portions of Bonds shall cease to bear interest. Upon partial redemption of any Bond, a new Bond or Bonds will be delivered to the registered owner without charge, representing the remaining principal amount outstanding.

2.05. Appointment of Initial Registrar. The District hereby appoints U.S. Bank Trust Company, National Association, in St. Paul, Minnesota, as the initial bond registrar, transfer agent and paying agent (the Registrar). The Chairperson and the Clerk are authorized to execute and deliver, on behalf of the District, a contract with the Registrar. Upon merger or consolidation of the Registrar with another corporation, if the resulting corporation is a bank or trust company organized under the laws of the United States or one of the states of the United States and authorized by law to conduct such business, such corporation shall be authorized to act as successor Registrar. The District agrees to pay the reasonable and customary charges of the Registrar for the services performed. The District reserves the right to remove the Registrar upon thirty (30) days' notice and upon the appointment and acceptance of a successor Registrar, in which event the predecessor Registrar shall deliver all cash and Bonds in its possession to the successor Registrar and shall deliver the bond register to the successor Registrar.

2.06. Registration. The effect of registration and the rights and duties of the District and the Registrar with respect thereto shall be as follows:

(a) Register. The Registrar shall keep at its principal corporate trust office a bond register in which the Registrar shall provide for the registration of ownership of Bonds and the registration of transfers and exchanges of Bonds entitled to be registered, transferred or exchanged.

(b) Transfer of Bonds. Upon surrender for transfer of any Bond duly endorsed by the registered owner thereof or accompanied by a written instrument of transfer, in form satisfactory to the Registrar, duly executed by the registered owner thereof or by an attorney duly authorized by the registered owner in writing, the Registrar shall authenticate and deliver, in the name of the designated transferee or transferees, one or more new Bonds of a like aggregate principal amount and maturity, as requested by the transferor. The Registrar may, however, close the books for registration of any transfer after the fifteenth day of the month preceding each interest payment date and until such interest payment date.

(c) Exchange of Bonds. Whenever any Bonds are surrendered by the registered owner for exchange the Registrar shall authenticate and deliver one or more new Bonds of a like aggregate principal amount and maturity, as requested by the registered owner or the owner's attorney in writing.

(d) Cancellation. All Bonds surrendered upon any transfer or exchange shall be promptly canceled by the Registrar and thereafter disposed of as directed by the District.

(e) Improper or Unauthorized Transfer. When any Bond is presented to the Registrar for transfer, the Registrar may refuse to transfer the same until it is satisfied that the endorsement on such Bond or separate instrument of transfer is valid and genuine and that the requested transfer is legally authorized. The Registrar shall incur no liability for

the refusal, in good faith, to make transfers which it, in its judgment, deems improper or unauthorized.

(f) Persons Deemed Owners. The District and the Registrar may treat the person in whose name any Bond is at any time registered in the bond register as the absolute owner of such Bond, whether such Bond shall be overdue or not, for the purpose of receiving payment of, or on account of, the principal of and interest on such Bond and for all other purposes, and all such payments so made to any such registered owner or upon the owner's order shall be valid and effectual to satisfy and discharge the liability upon such Bond to the extent of the sum or sums so paid.

(g) Taxes, Fees and Charges. For every transfer or exchange of Bonds, the Registrar may impose a charge upon the owner thereof sufficient to reimburse the Registrar for any tax, fee or other governmental charge required to be paid with respect to such transfer or exchange.

(h) Mutilated, Lost, Stolen or Destroyed Bonds. In case any Bond shall become mutilated or be destroyed, stolen or lost, the Registrar shall deliver a new Bond of like amount, number, maturity date and tenor in exchange and substitution for and upon cancellation of any such mutilated Bond or in lieu of and in substitution for any such Bond destroyed, stolen or lost, upon the payment of the reasonable expenses and charges of the Registrar in connection therewith; and, in the case of a Bond destroyed, stolen or lost, upon filing with the Registrar of evidence satisfactory to it that such Bond was destroyed, stolen or lost, and of the ownership thereof, and upon furnishing to the Registrar of an appropriate bond or indemnity in form, substance and amount satisfactory to it, in which both the District and the Registrar shall be named as obligees. All Bonds so surrendered to the Registrar shall be canceled by it and evidence of such cancellation shall be given to the District. If the mutilated, destroyed, stolen or lost Bond has already matured or been called for redemption in accordance with its terms it shall not be necessary to issue a new Bond prior to payment.

(i) Authenticating Agent. The Registrar is hereby designated authenticating agent for the Bonds, within the meaning of Minnesota Statutes, Section 475.55, subdivision 1, as amended.

(j) Valid Obligations. All Bonds issued upon any transfer or exchange of Bonds shall be the valid obligations of the District, evidencing the same debt, and entitled to the same benefits under this resolution as the Bonds surrendered upon such transfer or exchange.

2.07. Execution; Authentication and Delivery. The Bonds shall be prepared under the direction of the Clerk and shall be executed on behalf of the District by the signatures of the Chairperson and the Clerk, provided that all signatures may be printed, engraved, or lithographed facsimiles of the originals. In case any officer whose signature, or a facsimile of whose signature, shall appear on the Bonds shall cease to be such officer before the delivery of any Bond, such signature or facsimile shall nevertheless be valid and sufficient for all purposes, the same as if such officer had remained in office until delivery. Notwithstanding such execution, no Bond shall be valid or obligatory for any purpose or entitled to any security or benefit under this resolution unless and until a certificate of authentication on such Bond has been duly executed by the manual

signature of the Registrar. The executed certificate of authentication on each Bond shall be conclusive evidence that it has been authenticated and delivered under this resolution. When the Bonds have been so delivered and authenticated, they shall be delivered by the Clerk to the Purchaser upon payment of the purchase price in accordance with the contract of sale heretofore made and executed, and the Purchaser shall not be obligated to see to the application of the purchase price.

2.08. Securities Depository. (a) For purposes of this section the following terms shall have the following meanings:

"Beneficial Owner" shall mean, whenever used with respect to a Bond, the person in whose name such Bond is recorded as the beneficial owner of such Bond by a Participant on the records of such Participant, or such person's subrogee.

"Cede & Co." shall mean Cede & Co., the nominee of DTC, and any successor nominee of DTC with respect to the Bonds.

"DTC" shall mean The Depository Trust Company of New York, New York.

"Participant" shall mean any broker-dealer, bank or other financial institution for which DTC holds Bonds as securities depository.

"Representation Letter" shall mean the Representation Letter pursuant to which the District agrees to comply with DTC's Operational Arrangements.

(b) The Bonds shall be initially issued as separately authenticated fully registered bonds, and one Bond shall be issued in the principal amount of each stated maturity of the Bonds. Upon initial issuance, the ownership of such Bonds shall be registered in the bond register in the name of Cede & Co., as nominee of DTC. The Registrar and the District may treat DTC (or its nominee) as the sole and exclusive owner of the Bonds registered in its name for the purposes of payment of the principal of or interest on the Bonds, selecting the Bonds or portions thereof to be redeemed, if any, giving any notice permitted or required to be given to registered owners of Bonds under this resolution, registering the transfer of Bonds, and for all other purposes whatsoever; and neither the Registrar nor the District shall be affected by any notice to the contrary. Neither the Registrar nor the District shall have any responsibility or obligation to any Participant, any person claiming a beneficial ownership interest in the Bonds under or through DTC or any Participant, or any other person which is not shown on the bond register as being a registered owner of any Bonds, with respect to the accuracy of any records maintained by DTC or any Participant, with respect to the payment by DTC or any Participant of any amount with respect to the principal of or interest on the Bonds, with respect to any notice which is permitted or required to be given to owners of Bonds under this resolution, with respect to the selection by DTC or any Participant of any person to receive payment in the event of a partial redemption of the Bonds, or with respect to any consent given or other action taken by DTC as registered owner of the Bonds. So long as any Bond is registered in the name of Cede & Co., as nominee of DTC, the Registrar shall pay all principal of and interest on such Bond, and shall give all notices with respect to such Bond, only to Cede & Co. in accordance with DTC's Operational Arrangements, and all such payments shall be valid and effective to fully satisfy and discharge the District's obligations with respect to the principal of and interest on the Bonds to the extent of the sum or sums so paid. No person other than DTC shall receive an authenticated Bond for each separate stated maturity evidencing the obligation of

the District to make payments of principal and interest. Upon delivery by DTC to the Registrar of written notice to the effect that DTC has determined to substitute a new nominee in place of Cede & Co., the Bonds will be transferable to such new nominee in accordance with paragraph (e) hereof.

(c) In the event the District determines that it is in the best interest of the Beneficial Owners that they be able to obtain Bonds in the form of bond certificates, the District may notify DTC and the Registrar, whereupon DTC shall notify the Participants of the availability through DTC of Bonds in the form of certificates. In such event, the Bonds will be transferable in accordance with paragraph (e) hereof. DTC may determine to discontinue providing its services with respect to the Bonds at any time by giving notice to the District and the Registrar and discharging its responsibilities with respect thereto under applicable law. In such event the Bonds will be transferable in accordance with paragraph (e) hereof.

(d) The execution and delivery of the Representation Letter to DTC by the Chairperson or Clerk, if not previously filed, or if required to be re-filed, with DTC, is hereby authorized and directed.

(e) In the event that any transfer or exchange of Bonds is permitted under paragraph (b) or (c) hereof, such transfer or exchange shall be accomplished upon receipt by the Registrar of the Bonds to be transferred or exchanged and appropriate instruments of transfer to the permitted transferee in accordance with the provisions of this resolution. In the event Bonds in the form of certificates are issued to owners other than Cede & Co., its successor as nominee for DTC as owner of all the Bonds, or another securities depository as owner of all the Bonds, the provisions of this resolution shall also apply to all matters relating thereto, including, without limitation, the printing of such Bonds in the form of bond certificates and the method of payment of principal of and interest on such Bonds in the form of bond certificates.

2.09. Form of Bonds. The Bonds shall be prepared in substantially the form found at EXHIBIT A hereto.

SECTION 3. USE OF PROCEEDS; GENERAL OBLIGATION SCHOOL BUILDING AND FACILITIES MAINTENANCE BONDS, SERIES 2026B CONSTRUCTION FUND. There is hereby established on the official books and records of the District a General Obligation School Building and Facilities Maintenance Bonds, Series 2026B Construction Fund (the Construction Fund), and the District shall continue to maintain the Construction Fund until payment of all costs and expenses incurred in connection with the Projects financed by the Bonds have been paid. Within the Construction Fund shall be established the following accounts:

(a) *School Building Projects Account.* To the School Building Projects Account there shall be credited from the proceeds of the School Building Bonds an amount equal to the estimated construction costs and expenses of the School Building Projects and from the School Building Projects Account there shall be paid all such construction costs and expenses. After payment of all such construction costs and expenses, the School Building Projects Account shall be discontinued and any School Building Bond proceeds remaining therein shall be credited to the School Building Bonds Account of the Debt Service Fund established by Section 4.01(a) hereof. All proceeds of the School Building Bonds deposited in the School Building Projects Account will be expended solely for the payment of the costs and expenses of the School Building Projects as required pursuant to Minnesota Statutes, Section 475.58, subdivision 4.

(b) *Facilities Maintenance Projects Account.* To the Facilities Maintenance Projects Account there shall be credited from the proceeds of the Facilities Maintenance Bonds an amount equal to the estimated construction costs and expenses of the Facilities Maintenance Projects and from the Facilities Maintenance Projects Account there shall be paid all such construction costs and expenses. After payment of all such construction costs and expenses, the Facilities Maintenance Projects Account shall be discontinued and any Facilities Maintenance Bond proceeds remaining therein shall be credited to the Facilities Maintenance Bonds Account of the Debt Service Fund established by Section 4.01(b) hereof.

After payment of all such construction costs and expenses described in this Section 3, the Construction Fund shall be discontinued and any Bond proceeds remaining therein shall be credited to the Debt Service Fund established by Section hereof.

SECTION 4. DEBT SERVICE FUND AND TAX LEVIES.

4.01. General Obligation School Building and Facilities Maintenance Bonds, Series 2026B Debt Service Fund. So long as any of the Bonds are outstanding and any principal of or interest thereon unpaid, the District shall maintain a separate debt service fund on the official books and records of the District to be known as the General Obligation School Building and Facilities Maintenance Bonds, Series 2026B Debt Service Fund (the Debt Service Fund), which the District agrees to maintain until the Bonds have been paid in full, and the principal of and interest on the Bonds shall be payable from the Debt Service Fund. Pursuant to Minnesota Statutes, Section 123B.595, subdivision 5(c), the portion of long-term facilities maintenance revenue for bonded debt must be recognized in the Debt Service Fund. The moneys on hand in the Debt Service Fund from time to time shall be used only to pay the principal of and interest on the Bonds.

Within the Debt Service Fund shall be established the following accounts:

(a) *School Building Bonds Account.* The District irrevocably appropriates to the School Building Bonds Account:

i. any funds received from the Purchaser upon delivery of the School Building Bonds in excess of (I) the amount required by Section 3(a) above to be credited to the School Building Projects Account of the Construction Fund and (II) the amount required to be set aside for payment of the costs of issuance of the School Building Bonds;

ii. the amounts specified in Section 3(a) above, after payment of all costs and expenses of the School Building Projects;

iii. all taxes levied and collected in accordance with this resolution or any additional resolutions of the Board; and

iv. all other moneys as shall be appropriated by the Board to the Debt Service Fund from time to time.

(b) *Facilities Maintenance Bonds Account.* The District irrevocably appropriates to the Facilities Maintenance Bonds Account:

i. any funds received from the Purchaser upon delivery of the Facilities Maintenance Bonds in excess of the amount required by Section 3(b) above to be credited to the Facilities Maintenance Projects Account of the Construction Fund and (II) the amount required to be set aside for payment of the costs of issuance of the Facilities Maintenance Bonds;

ii. the amounts specified in Section 3(b) above, after payment of all costs and expenses of the Facilities Maintenance Projects;

iii. all taxes levied and collected in accordance with this resolution or any additional resolutions of the Board;

iv. amounts, if any, transferred from the general fund account for long-term facilities maintenance to the Debt Service Fund, pursuant to Minnesota Statutes, Section 123B.595, subdivision 10(a)(4);

v. any long-term facilities maintenance equalized aid receivable under Minnesota Statutes, Section 123B.595, subdivision 9; and

vi. all other moneys as shall be appropriated by the Board to the Debt Service Fund from time to time.

Pursuant to Minnesota Statutes, Section 123B.595, subdivision 12, the portion, if any, of long-term facilities maintenance revenue not recognized in the Facilities Maintenance Bonds Account of the Debt Service Fund shall be maintained with the general fund of the District in a reserve account pledged to the payment of Facility Plan costs not financed by the Facilities Maintenance Bonds.

If any payment of principal of and interest on the Bonds shall become due when there is not sufficient money in the Debt Service Fund to make such payment, the Clerk shall pay the same from any other available fund of the District, and such other fund shall be reimbursed for such advances out of the proceeds of the taxes levied for the payment of the Bonds when available.

4.02. Tax Levies. For the prompt and full payment of the principal of and interest on the Bonds as the same respectively become due, the full faith, credit and taxing power of the District shall be and are hereby irrevocably pledged. To provide moneys for the payment of principal of and interest on the Bonds as required by Minnesota Statutes, Section 475.61, subdivision 1, there is hereby levied on all taxable property in the District a direct, annual ad valorem tax which shall be spread upon the tax rolls for collection in the years and amounts as follows, as a part of other general taxes of the District, as follows:

Levy Years	Collection Years	Amount

(See attached levy computation)

The taxes shall be irrepealable as long as any of the Bonds are outstanding and unpaid; provided that the District reserves the right and power to reduce the levies in the manner and to the extent permitted by Minnesota Statutes, Section 475.61. It is estimated that the ad valorem taxes will be collected in amounts not less than five percent in excess of the annual principal and interest requirements of the Bonds. If, as of the date tax levies are certified in any year, the sum of the

balance in the Debt Service Fund plus any ad valorem taxes theretofore levied for the payment of Bonds payable therefrom and collectible through the end of the following calendar year is not sufficient to pay when due all principal and interest to become due on all Bonds payable therefrom in said following calendar year, or the Debt Service Fund has incurred a deficiency in the manner provided in Section 4.01, an additional direct, irrepealable, ad valorem tax shall be levied on all taxable property within the corporate limits of the District for the purpose of restoring such accumulated or anticipated deficiency in accordance with the provisions of this resolution. Pursuant to Minnesota Statutes, Section 123B.595, subdivision 6, if the debt service revenue required to pay the principal and interest on the Facilities Maintenance Bonds exceeds the District's long-term facilities maintenance revenue for the same fiscal year, the District's general fund levy must be reduced by the amount of the excess.

4.03. Debt Service Fund Balance Restriction. In order to ensure compliance with the Internal Revenue Code of 1986 (the Code), and applicable Treasury Regulations (the Regulations), upon allocation of any funds to the Debt Service Fund, the balance then on hand in the Fund shall be ascertained. If it exceeds the amount of principal and interest on the Bonds to become due and payable through February 1 next following, plus a reasonable carryover equal to 1/12th of the debt service due in the following bond year, the excess shall (unless an opinion is otherwise received from bond counsel) be used to prepay or purchase Bonds, or invested at a yield which does not exceed the yield on the Bonds calculated in accordance with Section 148 of the Code.

SECTION 5. DEFEASANCE. When all of the Bonds have been discharged as provided in this section, all pledges, covenants and other rights granted by this resolution to the registered owners of the Bonds shall cease. The District may discharge its obligations with respect to any Bonds which are due on any date by depositing with the Registrar on or before that date a sum sufficient for the payment thereof in full; or, if any Bond should not be paid when due, it may nevertheless be discharged by depositing with the Registrar a sum sufficient for the payment thereof in full with interest accrued from the due date to the date of such deposit. The District may also discharge its obligations with respect to any prepayable Bonds called for redemption on any date when they are prepayable according to their terms, by depositing with the Registrar on or before that date an amount equal to the principal, interest and redemption premium, if any, which are then due, provided that notice of such redemption has been duly given as provided herein. The District may also at any time discharge its obligations with respect to any Bonds, subject to the provisions of law now or hereafter authorizing and regulating such action, by depositing irrevocably in escrow, with a bank or trust company qualified by law as an escrow agent for this purpose, cash or securities which are authorized by law to be so deposited, bearing interest payable at such time and at such rates and maturing or callable at the holder's option on such dates as shall be required to pay all principal and interest to become due thereon to maturity or earlier designated redemption date. Provided, however, that if such deposit is made more than ninety days before the maturity date or specified redemption date of the Bonds to be discharged, the District shall have received a written opinion of Bond Counsel to the effect that such deposit does not adversely affect the exemption of interest on any Bonds from federal income taxation and a written report of an accountant or investment banking firm verifying that the deposit is sufficient to pay when due all of the principal and interest on the Bonds to be discharged on and before their maturity dates or earlier designated redemption date.

SECTION 6. CERTIFICATION OF PROCEEDINGS.

6.01. Filing with County Auditor. The Clerk is hereby authorized and directed to file with the County Auditor of Ramsey County, a certified copy of this resolution together with such other information as the County Auditor shall require and to obtain from the County Auditor a certificate that the Bonds have been entered upon the bond register and that the tax for the payment of the Bonds has been levied as required by law.

6.02. Certification of Proceedings. The officers of the District and the County Auditor are hereby authorized and directed to prepare and furnish to the Purchaser and to Dorsey & Whitney LLP, Bond Counsel, certified copies of all proceedings and records of the District relating to the Bonds and to the financial condition and affairs of the District, and such other affidavits, certificates and information as may be required to show the facts relating to the legality and marketability of the Bonds as they appear from the books and records under the officer's custody and control or as otherwise known to the them. All such certified copies, certificates and affidavits, including any heretofore furnished, shall be deemed representations of the District to the correctness of all statements contained herein.

6.03. Official Statement. The Executive Chief of Financial Services and Executive Director of Financial Services are hereby authorized and directed to review and approve all necessary disclosures in connection with the issuance of the Bonds. The Municipal Advisor is hereby authorized, on behalf of the District, to prepare and distribute to the Purchaser, within seven business days from the sale date of the Bonds, a final official statement (the "Final Official Statement") listing the offering price, the interest rates, selling compensation, delivery date, the underwriters, and such other information relating to the Bonds required to be included in the Final Official Statement by the Rule (as defined in Section 7.05), in the form approved by the Executive Chief of Financial Services and Executive Director of Financial Services. The Purchaser is hereby authorized to use and distribute the Final Official Statement in connection with the offering of the Bonds. The Executive Chief of Financial Services and Executive Director of Financial Services are hereby authorized and directed to sign such certifications as may be necessary or required by counsel or the purchaser(s) with respect to the completeness and accuracy of the Preliminary Official Statement dated June 15, 2026, and the Final Official Statement to be dated on or around June 22, 2026. All actions heretofore or hereafter taken by District officers and staff, or by others acting on behalf of the District, with respect to the Projects to be financed with proceeds of the Bonds, the structuring of the financing, the marketing and sale of the Bonds, the preparation of legal documents and the consummation of the transaction contemplated by this resolution, including but not limited to the engagement of third-party advisors and counsel, are hereby ratified and approved in full.

SECTION 7. TAX COVENANTS, ARBITRAGE MATTERS, AND CONTINUING DISCLOSURE.

7.01. Restrictive Action. The District covenants and agrees with the registered owners of the Bonds, that it will not take or permit to be taken by any of its officers, employees or agents any actions that would cause interest on the Bonds to become includable in gross income of the recipient under the Code and applicable Regulations, and covenants to take any and all actions within its powers to ensure that the interest will not become includable in gross income of the recipient under the Code and the Regulations. It is hereby certified that the proceeds of the Bonds will be used to finance the acquisition and betterment of school facilities owned and operated by

the District and the District covenants and agrees that, so long as the Bonds are outstanding, the District shall not enter into any lease, management agreement, use agreement or other contract with any nongovernmental entity relating to the school facilities so financed which would cause the Bonds to be considered "private activity bonds" or "private loan bonds" pursuant to Section 141 of the Code.

7.02. Arbitrage Certification. The Chairperson and Clerk being the officers of the District charged with the responsibility for issuing the Bonds pursuant to this resolution, are authorized and directed to execute and deliver to the Purchaser a certificate in accordance with the provisions of Section 148 of the Code and applicable Regulations stating the facts, estimates and circumstances in existence on the date of issue and delivery of the Bonds which make it reasonable to expect that the proceeds of the Bonds will not be used in a manner that would cause the Bonds to be "arbitrage bonds" within the meaning of the Code and the Regulations.

7.03. Arbitrage Rebate. The District acknowledges that the Bonds are subject to the rebate requirements of Section 148(f) of the Code. The District covenants and agrees to retain such records, make such determinations, file such reports and documents and pay such amounts at such times as are required under Section 148(f) and applicable Regulations to preserve the exclusion of interest on the Bonds from gross income for federal income tax purposes, unless the Bonds qualify for an exception from the rebate requirement pursuant to one of the spending exceptions set forth in Section 1.148-7 of the Regulations and no "gross proceeds" of the Bonds (other than amounts constituting a "bona fide debt service fund") arise during or after the expenditure of the original proceeds thereof.

7.04. Not Qualified Tax-Exempt Obligations. The Bonds are not designated as "qualified tax-exempt obligations" for purposes of Section 265(b)(3) of the Code relating to the disallowance of interest expense for financial institutions.

7.05. Continuing Disclosure.

(a) Definitions. The following capitalized terms shall have the following meanings for purposes of this section.

"Annual Report" means any annual report provided by the District pursuant to, and as described in, subsection (c) of this section.

"Beneficial Owner" means any person which (i) has the power, directly or indirectly, to vote or consent with respect to, or to dispose of ownership of, any Bonds (including persons holding Bonds through nominees, depositories or other intermediaries), or (ii) is treated as the owner of any Bonds for federal income tax purposes.

"EMMA" means the MSRB's Electronic Municipal Market Access system available at http://emma.msrb.org.

"Holders" means the registered holders of the Bonds, as recorded in the registration books of the Registrar, as defined in this resolution.

"Listed Events" means the events listed in subsection (d) of this section.

"MSRB" means the Municipal Securities Rulemaking Board, 1300 I Street NW, Suite 1000, Washington, DC 20005.

"Participating Underwriter" means any of the original underwriters of the Bonds required to comply with the Rule in connection with offering of the Bonds.

"Rule" means Rule 15c2-12 adopted by the Securities and Exchange Commission under the Securities Exchange Act of 1934, as the same may be amended from time to time.

(b) Purpose and Beneficiaries. The District makes the following covenants for the benefit of the Holders and Beneficial Owners of the Bonds and in order to assist the Participating Underwriters in complying with the Rule.

(c) Provision of Annual Reports.

(i) Not later than 12 months after the end of each fiscal year of the District (the "Submission Deadline") (the first report being due not later than 12 months after June 30, 2026), the District shall, either directly or indirectly through an agent designated by the District, file on EMMA an electronic copy of its Annual Report in a format and accompanied by such identifying information as prescribed by the MSRB. If the District's fiscal year changes, it shall, either directly or indirectly through an agent designated by the District, give notice of such change in the same manner as for a Listed Event under subsection (d), and the Submission Deadline beginning with the subsequent fiscal year will become one year following the end of the new fiscal year. If the District is unable to provide an Annual Report by the Submission Deadline, in a timely manner thereafter, the District shall, either directly or indirectly through an agent designated by the District, file a notice on EMMA stating that there has been a failure to provide an Annual Report on or before the Submission Deadline.

(ii) The Annual Report must contain or include by reference the following:

(1) The audited financial statements of the District for the prior fiscal year, prepared in accordance with generally accepted accounting principles promulgated by the Financial Accounting Standards Board as modified in accordance with the governmental accounting standards promulgated by the Governmental Accounting Standards Board or as otherwise provided under Minnesota state law, as in effect from time to time, or, if and to the extent such audited financial statements have not been prepared in accordance with generally accepted accounting principles, noting the discrepancies therefrom and the effect thereof. If the District's audited financial statements are not available by the Submission Deadline, the Annual Report shall contain unaudited financial information (which may include any annual filing information required by Minnesota state law) accompanied by a notice that the audited financial statements are not yet available, and the audited financial statements shall be filed on EMMA within 10 days of when they become available.

(2) To the extent not included in the financial statements provided as part of the Annual Report, tables, schedules or other information of the type contained in the Official Statement for the Bonds under the following headings or captions, which information may be unaudited:

(A) The District – Enrollment and District Employment
(B) Socio-Economic Characteristics – Largest Taxpayers
(C) Financial Information
(D) Summary of Debt and Debt Statistics

(iii) The Annual Report may be submitted as a single document or as separate documents comprising a package. The contents of the Annual Report may be included in the Annual Report by specific reference to other documents, including official statements of debt issues of the District or related public entities, which are available on EMMA or are filed with the Securities and Exchange Commission. If the document included by reference is a final official statement, it must be available on EMMA. The Annual Report shall clearly identify each such other document so included by reference. The audited financial statements of the District may be submitted separately from the balance of the Annual Report and later than the Submission Deadline if they are not available by that date.

(d) Reporting of Significant Events.

(i) The District shall, either directly or indirectly through an agent designated by the District, give notice of the occurrence of any of the following events with respect to the Bonds, all pursuant to the provisions of this subsection (d):

(1) Principal and interest payment delinquencies.

(2) Non-payment related defaults, if material.

(3) Unscheduled draws on debt service reserves reflecting financial difficulties.

(4) Unscheduled draws on credit enhancements reflecting financial difficulties.

(5) Substitution of credit or liquidity providers, or their failure to perform.

(6) Adverse tax opinions, the issuance by the Internal Revenue Service of proposed or final determinations of taxability, Notices of Proposed Issue (IRS Form 5701-TEB) or other material notices or determinations with respect to the tax status of the security, or other material events affecting the tax status of the security.

(7) Modifications to rights of security holders, if material.

(8) Bond calls, if material, and tender offers.

(9) Defeasances.

(10) Release, substitution, or sale of property securing repayment of the securities, if material.

(11) Rating changes.

(12) Bankruptcy, insolvency, receivership or similar event of the obligated person.

For the purposes of the event identified in this subparagraph (12), the event is considered to occur when any of the following occur: the appointment of a receiver, fiscal agent or similar officer for an obligated person in a proceeding under the U.S. Bankruptcy Code or in any other proceeding under state or federal law in which a court or governmental authority has assumed jurisdiction over substantially all of the assets or business of the obligated person, or if such jurisdiction has been assumed by leaving the existing governing body and officials or officers in possession but subject to the supervision and orders of a court or governmental authority, or the entry of an order confirming a plan of reorganization, arrangement or liquidation by a court or governmental authority having supervision or jurisdiction over substantially all of the assets or business of the obligated person.

(13) The consummation of a merger, consolidation, or acquisition involving an obligated person or the sale of all or substantially all of the assets of the obligated person, other than in the ordinary course of business, the entry into a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms, if material.

(14) Appointment of a successor or additional trustee or the change of name of a trustee, if material.

(15) Incurrence of a Financial Obligation of the obligated person, if material, or agreement to covenants, events of default, remedies, priority rights, or other similar terms of a Financial Obligation of the obligated person, any of which affect security holders, if material.

(16) Default, event of acceleration, termination event, modification of terms, or other similar events under the terms of a Financial Obligation of the obligated person, any of which reflect financial difficulties.

For purposes of the events identified in subparagraph (15) and (16) above, the term "Financial Obligation" means a (i) debt obligation, (ii) derivative instrument entered into in connection with, or pledged as security or a source of payment for, an existing or planned debt obligation, or (iii) guarantee of either (i) or (ii). The term "Financial Obligation" does not include municipal securities as to which a final official statement has been provided to the MSRB pursuant to the Rule.

(ii) If a Listed Event described in subparagraph (2), (7), (8) (but only with respect to bond calls under (8)), (10), (13), (14) or (15) has occurred and the District has determined that such Listed Event is material under applicable federal securities laws, the District shall, either directly or indirectly through an agent designated by the District, in a timely manner but not later than 10 business days after the occurrence of such Listed Event, promptly file a notice of such occurrence on EMMA, with such notice in a format and accompanied by such identifying information as prescribed by the MSRB.

(iii) If a Listed Event described in subparagraph (1), (3), (4), (5), (6), (8) (but only with respect to tender offers under (8)), (9), (11), (12) or (16) above has occurred the District shall, either directly or indirectly through an agent designated by the District, in a timely manner but not later than 10 business days after the occurrence of such Listed Event, promptly file a notice of such occurrence on EMMA, with such notice in a format and accompanied by such identifying information as prescribed by the MSRB. Notwithstanding the foregoing, notice of Listed Events described in subparagraphs (8) and (9) need not be given under this subsection (d) any earlier than the notice (if any) of the underlying event is given to Holders of affected Bonds.

(e) Termination of Reporting Obligation. The District's obligations under this section will terminate upon the legal defeasance, prior redemption or payment in full of all of the Bonds or upon the District's receipt of an opinion of nationally recognized bond counsel to the effect that, because of legislative action or final judicial action or administrative actions or proceedings, the failure of the District to comply with the terms hereof will not cause Participating Underwriters to be in violation of the Rule or other applicable requirements of the Securities Exchange Act of 1934, as amended.

(f) Dissemination Agent. The District may, from time to time, appoint or engage a dissemination agent to assist it in carrying out its obligations under this section, and may discharge any such dissemination agent, with or without appointing a successor dissemination agent. The dissemination agent will not be responsible in any manner for the content of any notice or Annual Report prepared by the District pursuant to this section.

(g) Amendment; Waiver. Notwithstanding any other provision of this section, the District may amend the covenants contained in this section, and any provision of this section may be waived, if

(i) (1) the amendment or waiver is made in connection with a change in circumstances that arises from a change in legal requirements, change in law, or change in the identity, nature or status of an obligated person with respect to the Bonds, or the type of business conducted; (2) the undertaking, as amended or taking into account such waiver, would, in the opinion of nationally recognized bond counsel, have complied with the requirements of the Rule at the time of the original issuance of the Bonds, after taking into account any amendments or interpretations of the Rule, as well as any change in circumstances; and (3) the amendment or waiver either (A) is approved by a majority of the Holders, or (B) does not, in the opinion of nationally recognized bond counsel, materially impair the interests of the Holders or Beneficial Owners; or

(ii) the amendment or waiver is necessary to comply with modifications to or interpretations of the provisions of the Rule as announced by the Securities and Exchange Commission.

In the event of any amendment or waiver of a provision of this section, the District shall describe such amendment in the next Annual Report, and shall include, as applicable, a narrative explanation of the reason for the amendment or waiver and its impact on the type (or in the case of a change of accounting principles, on the presentation) of financial information or operating data being presented by the District. In addition, if the amendment relates to the accounting principles to be followed in preparing audited financial statements, (i) notice of such change shall be given in the same manner as for a Listed Event under subsection (d), and (ii) the Annual Report for the year in which the change is made will present a comparison or other discussion in narrative form (and also, if feasible, in quantitative form) describing or illustrating the material differences between the audited financial statements as prepared on the basis of the new accounting principles and those prepared on the basis of the former accounting principles.

(h) Additional Information. Nothing in this section will be deemed to prevent the District from disseminating any other information, using the means of dissemination set forth in this section or any other means of communication, or including any other information in any Annual Report or notice of occurrence of a Listed Event, in addition to that which is required by this section. If the District chooses to include any information in any Annual Report or notice of occurrence of a Listed Event in addition to that which is specifically required by this section, the District shall have no obligation under this section to update such information or include it in any future Annual Report or notice of occurrence of a Listed Event.

(i) Default. In the event of a failure of the District to comply with any provision of this section, any Holder or Beneficial Owner may take such actions as may be necessary and appropriate, including seeking mandate or specific performance by court order, to cause the District to comply with its obligations under this section. Direct, indirect, consequential and punitive damages will not be recoverable by any person for any default hereunder and are hereby waived to the extent permitted by law. A default under this section will not be deemed an event of default under this resolution or the Bonds, and the sole remedy under this section in the event of any failure of the District to comply with this section will be an action to compel performance

SECTION 8. STATE PAYMENT; DISTRICT AND REGISTRAR OBLIGATIONS. The District hereby covenants and obligates itself to notify the Commissioner of any potential default in the payment of the principal of or interest on the Bonds and to use the provisions of Minnesota Statutes, Section 126C.55 (the State Payment Law), to guarantee, to the extent permitted by law, payment of the principal of and interest on the Bonds when due. The District further covenants to deposit with the Registrar not less than three business days prior to each February 1 and August 1 as set forth in Section 2.03 hereof, an amount sufficient to make that payment or to notify the Commissioner as provided in the State Payment Law that it will be unable to make all or a portion of such payment. The Registrar will notify the Commissioner if it becomes aware of a potential default in the payment of principal of and interest on the Bonds on any payment date or if, on the date two business days prior to the date on which a payment is due, there are insufficient funds on deposit with the Registrar to make the required payment on such date. The Registrar will cooperate with the District, the Commissioner and the Commissioner of Management and Budget in implementing the provisions of the State Payment Law. In the event that amounts sufficient to make any such interest or principal payment are held by an escrow or paying agent and invested

as authorized by Minnesota Statutes, Chapter 475 and such escrow or paying agent is required to use proceeds from such investment to pay to the Registrar the amount necessary to pay such interest or principal on such payment date, then the requirements of the State Payment Law relating to the deposit of such amounts with the Registrar prior to the payment date of such interest or principal shall be deemed satisfied and neither the District nor the Registrar shall be required to notify the Commissioner that insufficient funds are available to pay such interest or principal on such payment date. The District shall do all other things which may be necessary to perform the Bonds hereby undertaken under the State Payment Law, including any requirements hereafter adopted by the Commissioner of Management and Budget or the Commissioner.

Upon vote being taken on the foregoing resolution, the following voted in favor thereof:

and the following voted against the same:

whereupon the resolution was declared duly passed and adopted.

TAX LEVIES

Assessment Year	Collection Year	School Building Portion	Facilities Maintenance Portion	Total
2025	2026	$ 1,242,064.69	$ 2,153,797.77	$ 3,395,862.46
2026	2027	$ 1,186,237.50	$ 2,046,292.50	$ 3,232,530.00
2027	2028	$ 1,182,562.50	$ 2,045,767.50	$ 3,228,330.00
2028	2029	$ 1,183,087.50	$ 2,043,142.50	$ 3,226,230.00
2029	2030	$ 1,182,300.00	$ 2,043,667.50	$ 3,225,967.50
2030	2031	$ 1,185,450.00	$ 2,047,080.00	$ 3,232,530.00
2031	2032	$ 1,187,025.00	$ 2,042,617.50	$ 3,229,642.50
2032	2033	$ 1,181,775.00	$ 2,046,292.50	$ 3,228,067.50
2033	2034	$ 1,185,712.50	$ 2,041,830.00	$ 3,227,542.50
2034	2035	$ 1,182,562.50	$ 2,045,242.50	$ 3,227,805.00
2035	2036	$ 1,183,087.50	$ 2,045,505.00	$ 3,228,592.50
2036	2037	$ 1,187,025.00	$ 2,042,617.50	$ 3,229,642.50
2037	2038	$ 1,183,612.50	$ 2,047,080.00	$ 3,230,692.50
2038	2039	$ 1,183,612.50	$ 2,042,617.50	$ 3,226,230.00
2039	2040	$ 1,186,762.50	$ 2,045,242.50	$ 3,232,005.00
2040	2041	$ 1,182,300.00	$ 2,043,930.00	$ 3,226,230.00
2041	2042	$ 1,185,450.00	$ 2,044,980.00	$ 3,230,430.00
2042	2043	$ 1,186,920.00	$ 2,043,300.00	$ 3,230,220.00
2043	2044	$ 1,186,710.00	$ 2,044,140.00	$ 3,230,850.00
2044	2045	$ 1,184,820.00	$ 2,042,040.00	$ 3,226,860.00

EXHIBIT A

UNITED STATES OF AMERICA

STATE OF MINNESOTA
RAMSEY COUNTY
INDEPENDENT SCHOOL DISTRICT NO. 625 (SAINT PAUL)

GENERAL OBLIGATION SCHOOL BUILDING AND FACILITIES MAINTENANCE BONDS, SERIES 2026B

Interest Rate	Maturity Date	Date of Original Issue	CUSIP No.
__%	February 1, 20__	July 14, 2026	

REGISTERED OWNER: CEDE & CO.

PRINCIPAL AMOUNT: THOUSAND DOLLARS

INDEPENDENT SCHOOL DISTRICT NO. 625 (SAINT PAUL), RAMSEY COUNTY, STATE OF MINNESOTA (the District), acknowledges itself to be indebted and for value received hereby promises to pay to the registered owner specified above, or registered assigns the principal sum specified above on the maturity date specified above, and to pay interest thereon from the date of original issue specified above, or from the most recent interest payment date to which interest has been paid or duly provided for, at the annual rate specified above, payable on February 1 and August 1 in each year, commencing February 1, 2027, to the person in whose name this Bond is registered at the close of business on the fifteenth day (whether or not a business day) of the immediately preceding month, all subject to the provisions referred to herein with respect to the redemption of the principal of this Bond prior to its stated maturity. The interest hereon and, upon presentation and surrender hereof at the principal office of the Registrar described below, the principal hereof, are payable in lawful money of the United States of America by check or draft drawn on U.S. Bank Trust Company, National Association, in St. Paul, Minnesota, as bond registrar, transfer agent and paying agent, or its successor designated under the bond resolution described herein (the Registrar). For the prompt and full payment of such principal and interest as the same respectively become due, the full faith and credit and taxing powers of the District have been and are hereby irrevocably pledged.

This Bond is one of an issue in the aggregate principal amount of $40,900,000 (the Bonds), issued by the District to provide funds to finance the acquisition and betterment of school facilities and grounds and various deferred capital maintenance and health and safety projects at various existing District sites and facilities, and is issued pursuant to and in full conformity with a resolution adopted by the School Board on June 23, 2026 (the Bond Resolution), and pursuant to and in full conformity with the Constitution and laws of the State of Minnesota thereunto enabling, including Laws of Minnesota 2007, Regular Session, Chapter 146, Article 4, Sections 12 and 13, as amended by Laws of Minnesota 2013, Regular Session, Chapter 116, Article 6, Section 8, Minnesota Statutes Section 123B.595 and Chapter 475. The Bonds are issuable only in fully registered form, in denominations of $5,000 or any integral multiple thereof, of single maturities.

The Bonds having stated maturity dates on and after February 1, 2036 and later years are each subject to redemption and prepayment at the option of the District, in whole or in part, in such order as the District shall determine and, within a maturity, by lot as selected by the Registrar in multiples of $5,000,

on February 1, 2035, and on any date thereafter, at a price equal to the principal amount thereof plus interest accrued to the date of redemption. The District will cause notice of the call for redemption to be published as required by law and, at least thirty (30) days prior to the designated redemption date, will cause notice of the call thereof to be mailed by first class mail to the registered owner of any Bond to be redeemed at the owner's address as it appears on the bond register maintained by the Registrar, but no defect in or failure to give such mailed notice of redemption shall affect the validity of proceedings for the redemption of any Bond not affected by such defect or failure. Official notice of redemption having been given as aforesaid, the Bonds or portions of Bonds so to be redeemed shall, on the redemption date, become due and payable at the redemption price therein specified, and from and after such date (unless the District shall default in the payment of the redemption price) such Bonds or portions of Bonds shall cease to bear interest. Upon partial redemption of any Bond, a new Bond or Bonds will be delivered to the registered owner without charge, representing the remaining principal amount outstanding.

As provided in the Bond Resolution and subject to certain limitations set forth therein, this Bond is transferable upon the books of the District at the principal office of the Registrar, by the registered owner hereof in person or by the owner's attorney duly authorized in writing upon surrender hereof together with a written instrument of transfer satisfactory to the Registrar, duly executed by the registered owner or the owner's attorney, and may also be surrendered in exchange for Bonds of other authorized denominations. Upon such transfer or exchange, the District will cause a new Bond or Bonds to be issued in the name of the transferee or registered owner, of the same aggregate principal amount, bearing interest at the same rate and maturing on the same date, subject to reimbursement for any tax, fee or governmental charge required to be paid with respect to such transfer or exchange.

The District and the Registrar may deem and treat the person in whose name this Bond is registered as the absolute owner hereof, whether this Bond is overdue or not, for the purpose of receiving payment and for all other purposes, and neither the District nor the Registrar shall be affected by any notice to the contrary.

Notwithstanding any other provisions of this Bond, so long as this Bond is registered in the name of Cede & Co., as nominee of The Depository Trust Company, or in the name of any other nominee of The Depository Trust Company or other securities depository, the Registrar shall pay all principal of and interest on this Bond, and shall give all notices with respect to this Bond, only to Cede & Co. or other nominee in accordance with the operational arrangements of The Depository Trust Company or other securities depository as agreed to by the District.

IT IS HEREBY CERTIFIED, RECITED, COVENANTED AND AGREED that all acts, conditions and things required by the Constitution and laws of the State of Minnesota to be done, to happen, to exist and to be performed precedent to and in the issuance of this Bond in order to make it a valid and binding general obligation of the District according to its terms have been done, have happened, do exist and have been performed in regular and due form, time and manner as so required; that, prior to the issuance hereof, a direct, annual, ad valorem tax has been duly levied upon all taxable property in the District for the years and in amounts not less than five percent in excess of sums sufficient to pay the interest hereon and the principal hereof as the same respectively become due; that additional taxes, if needed to meet the principal and interest requirements of the Bonds, shall be levied upon all such property without limitation as to rate or amount; and that the issuance of the Bonds does not cause the indebtedness of the District to exceed any constitutional or statutory limitation of indebtedness.

This Bond shall not be valid or become obligatory for any purpose or be entitled to any security or benefit under the Bond Resolution until the Certificate of Authentication hereon shall have been executed by the Registrar by manual signature of one of its authorized representatives.

IN WITNESS WHEREOF, Independent School District No. 625 (Saint Paul), Ramsey County, State of Minnesota, by its School Board, has caused this Bond to be executed on its behalf by the facsimile signatures of the Chairperson and Clerk.

INDEPENDENT SCHOOL DISTRICT NO. 625
(SAINT PAUL), MINNESOTA

_____ _____

(Facsimile Signature - Chairperson) (Facsimile Signature - Clerk)

_____

CERTIFICATE OF AUTHENTICATION

This is one of the Bonds delivered pursuant to the Bond Resolution mentioned within.

Date of Authentication: _____

U.S. BANK TRUST COMPANY, NATIONAL ASSOCIATION, as Registrar

By _____
Authorized Representative

_____

The following abbreviations, when used in the inscription on the face of this Bond, shall be construed as though they were written out in full according to the applicable laws or regulations:

TEN COM --as tenants in common	UTMA ……. as Custodian for ……..
	(Cust) (Minor)
TEN ENT --as tenants by the entireties	under Uniform Transfers to Minors Act ....……..
	(State)

JT TEN --as joint tenants with right of survivorship and not as tenants in common

Additional abbreviations may also be used.

_____

ASSIGNMENT

For value received, the undersigned hereby sells, assigns and transfers unto _____ the within Bond and all rights thereunder, and does hereby irrevocably constitute and appoint _____ attorney to transfer the said Bond on the books kept for registration of the within Bond, with full power of substitution in the premises.

Dated: _____ _____

NOTICE: The assignor's signature to this assignment must correspond with the name as it appears upon the face of the within Bond in every particular, without alteration or enlargement or any change whatsoever.

Signature Guaranteed: _____

Signature(s) must be guaranteed by an "eligible guarantor institution" meeting the requirements of the Registrar, which requirements include membership or participation in STAMP or such other "signature guaranty program" as may be determined by the Registrar in addition to or in substitution for STAMP, all in accordance with the Securities Exchange Act of 1934, as amended.

Please insert social security or other identifying number of assignee:_____

CERTIFICATE OF RAMSEY COUNTY
AUDITOR AS TO REGISTRATION OF BONDS AND TAX LEVY

The undersigned, being the duly qualified and acting County Auditor of Ramsey County, hereby certifies that there has been filed in my office a certified copy of a resolution duly adopted on June 23, 2026, by the School Board of Independent School District No. 625 (Saint Paul), Minnesota, setting forth the form and details of an issue of $40,900,000 General Obligation School Building and Facilities Maintenance Bonds, Series 2026B, dated as of July 14, 2026, and levying taxes for their payment.

I further certify that the issue has been entered on my bond register and the tax required by law for their payment has been levied and filed as required by Minnesota Statutes, Sections 475.61 to 475.63.

WITNESS my hand and official seal this _____ day of _____, 2026.

_____
Ramsey County Auditor

(SEAL)

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

DATE: June 23, 2026

TOPIC: Fiscal Year 2026-2027 Adopted Budget

A. PERTINENT FACTS:

1. Each year, as part of the budget cycle, the District provides a proposed/preliminary 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 takes into account such variables as state and federal funding allowances, enrollment, property tax levies, employment contracts, inflation, purchased services, and programming goals and initiatives.

2. The FY27 total expense budget for all funds (General, Food Service, Community Service, Construction, and Debt Service) is $1,064,333,209. In addition to the General Fund, another key driver to arrive at this total is the Building Construction Fund at $111.3 million. These funds will be used to continue facility and construction projects that are part of ongoing maintenance and the SPPS Builds initiative, which addresses the ongoing need to maintain, replace, or renovate aging infrastructure and outdated school spaces.

3. For FY27, the General Fund balance is anticipated to increase slightly by $14,121 to a total of $129,503,769. This includes all reserved accounts in the General Fund. The District's unassigned fund balance will remain in compliance with school board policy 701.01, which requires maintaining a minimum of 5.0 percent unassigned fund balance.

4. The Food Service Fund balance is expected to increase in FY27, and have an ending fund balance of -$1,269,172. The Community Service fund balance is expected to decrease by $2.26 million in FY27. Despite this decrease, this fund balance remains relatively healthy at 27.9 percent of total operational expenses.

5. All specific details of the FY27 proposed budget can be found in the presentation provided at the School Board meetings on May 19, 2026, June 9, 2026, and June 23, 2026. Further details and specifics located in the Budget Book will be available to Board members and posted on the District’s website upon approval of the budget.

6. The proposed revenue, expenditure and fund balance summary found in this Budget Book on page 13 and the Board presentation tonight are the recommendations for school board approval. All other data and information contained within the Budget Book and presentations are supporting documentation for these summary pages and are a direct result of the school district budget work accomplished and communicated starting in October 2025.

7. The District is now presenting a balanced budget for FY 27. This is due in large part to the successful passage of the November 2025 operating referendum vote. In FY 26 the actual enrollment was less than projected. In addition, the enrollment projection for FY 27 shows a further decrease. Because of this, the District did reduce this budget by $14.35 million to align expected expense with revenue. Further adjustments may be needed for the FY27 budget and beyond depending on many factors. These include actual financial results from the FY26 audit, changes in federal funding, fall enrollment in October 2026, employment contracts (including health insurance), and the 2027 Minnesota legislative session, where updates to the school funding formula allowances will be determined.

B. RECOMMENDATION:

District Administration recommends School Board approval and adoption of the Fiscal Year 2026-2027 Adopted Budget as presented.

FY27 Adopted Budget

Saint Paul Public Schools

Board of Education Meeting
June 23, 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:

- 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

142

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**

143

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**

144

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%**

145

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

146

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

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, contracts and programming based on the funding available

147

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-April 2026**

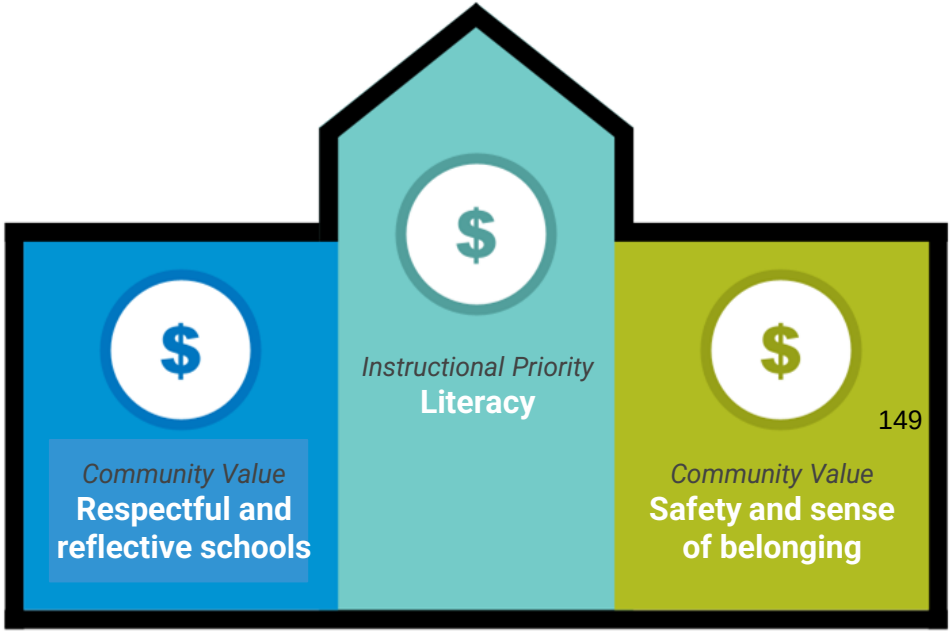
148

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

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

150

Budget Priorities

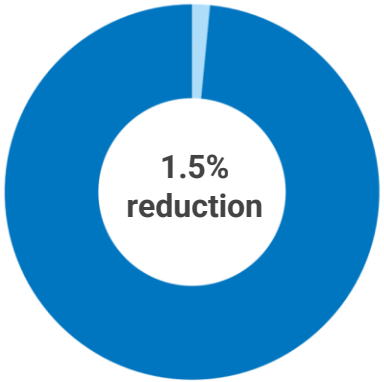
SPPS is committed to limiting the impact of budget reductions on students' experiences at school as much as possible and will honor the following priorities:

- 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

151

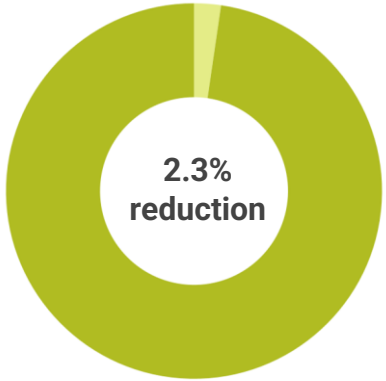
Budget Reductions

School-Related Reductions



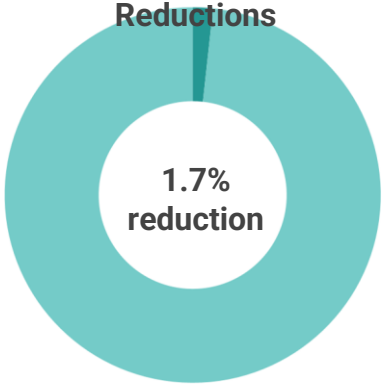
School-related services will make $10.5 million in reductions. This is a **1.5% reduction to schools'** overall budget of $683.9 million.

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



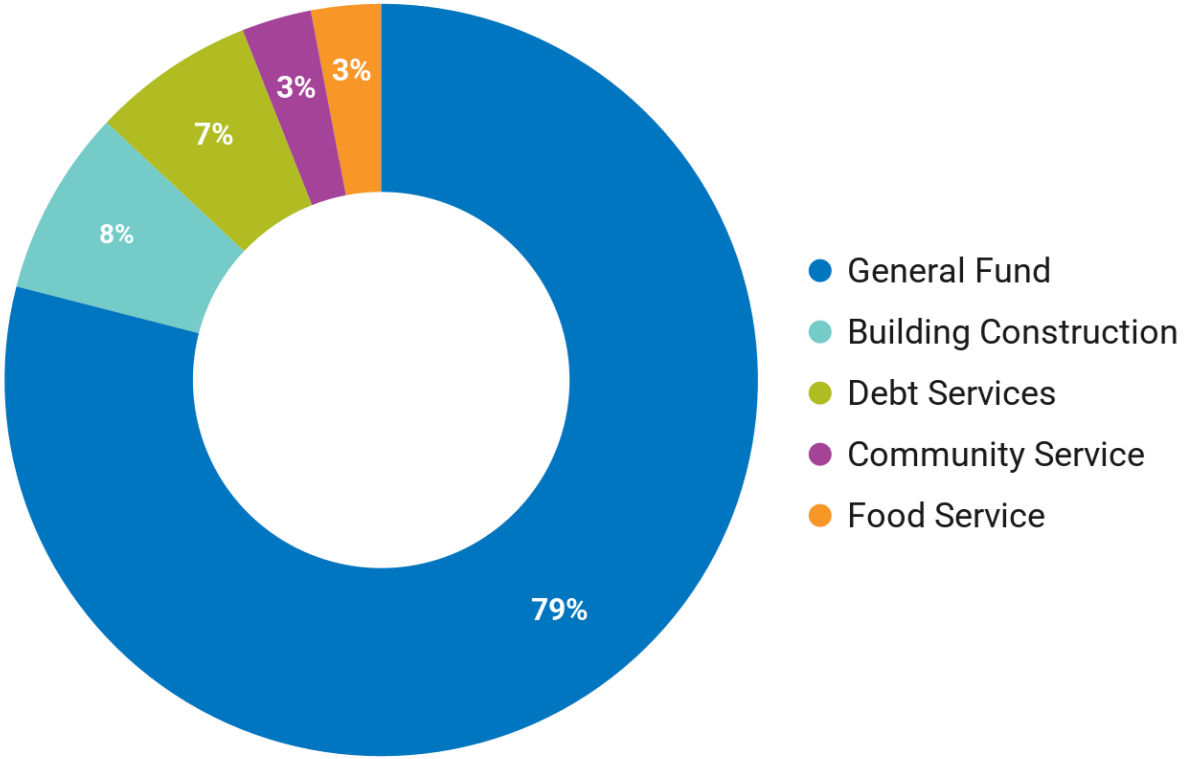
SPPS will make $14.35 million total budget reductions for 2026-27. This is a **1.7% reduction of the district's General Fund budget** of $828.8 million.

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
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**	

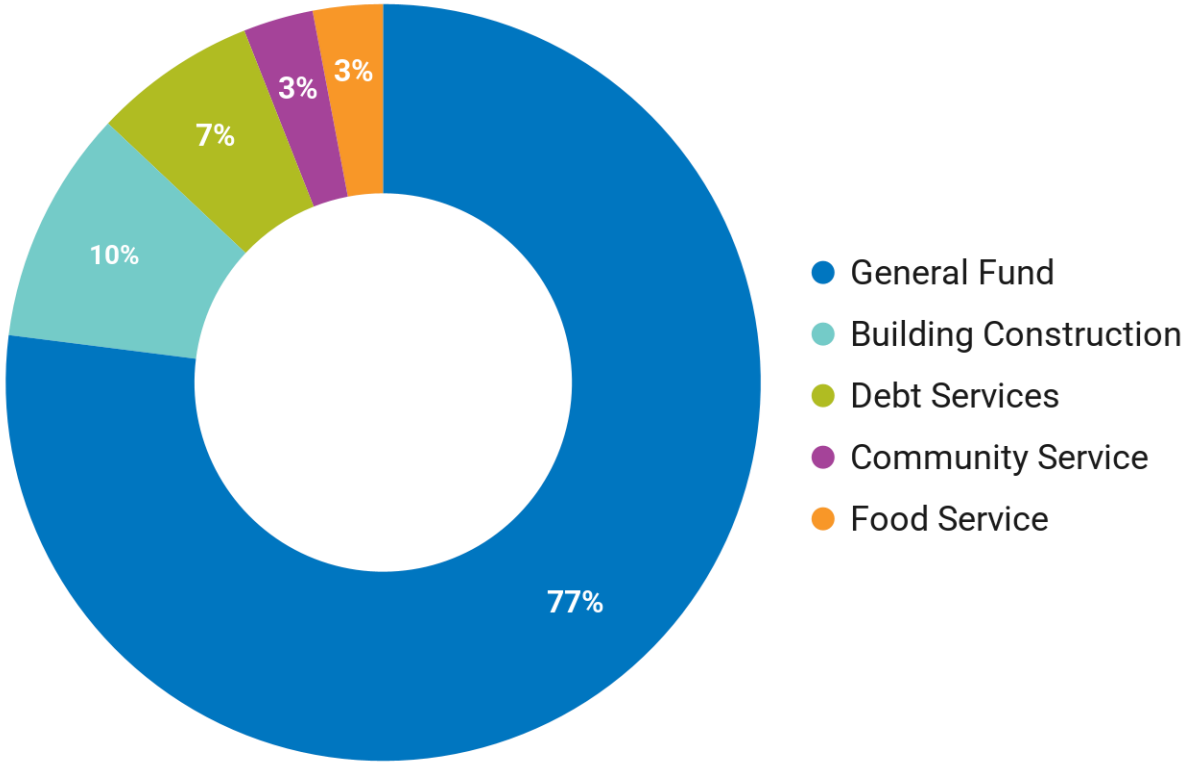
153

FY27 Total Revenue by Fund



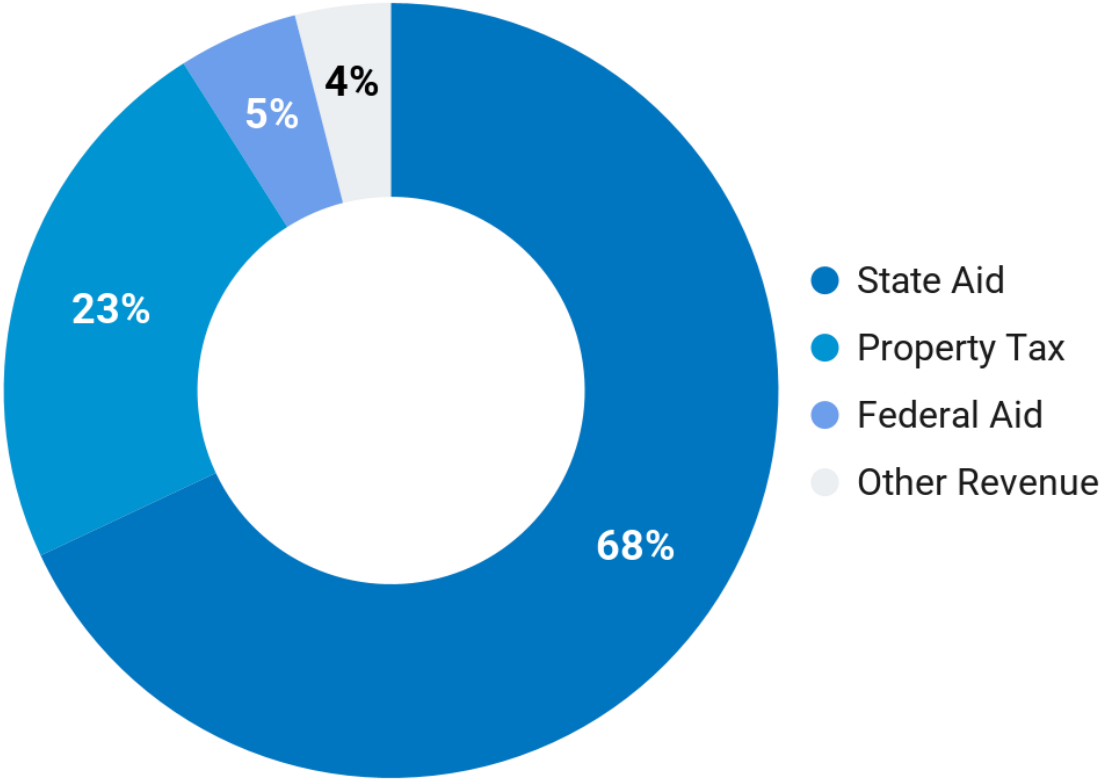
154

FY27 Total Expenditures by Fund



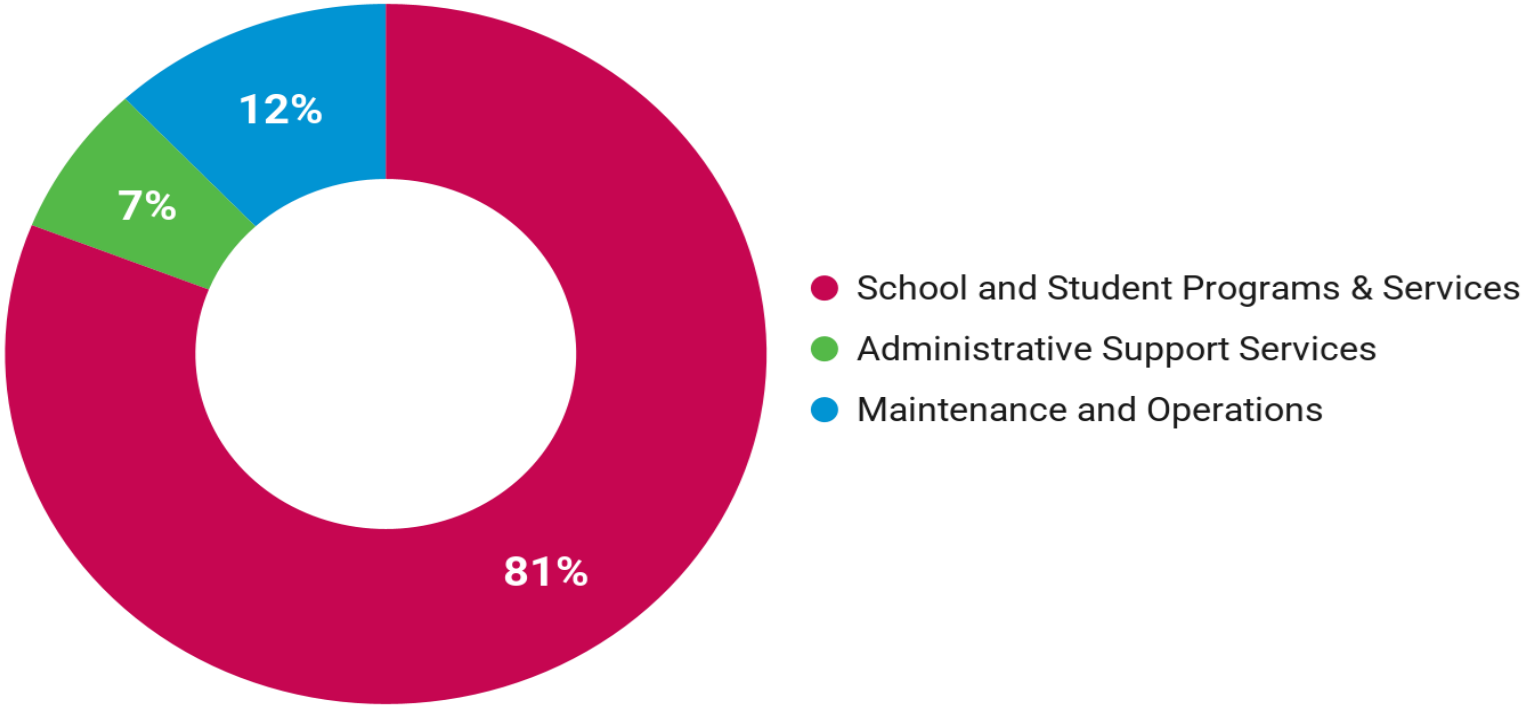
155

FY27 General Fund Revenue Sources



156

FY27 General Fund Expenditures



157

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**

158

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**

159

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**

160

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**

161

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
Estimated Ending Fund Balance	**$20,234,637**	**$19,697,709**	**-$536,928**

162

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**

163

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%**

164

*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**

165

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

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
- The proposed FY27 budget was presented to the Board on May 19

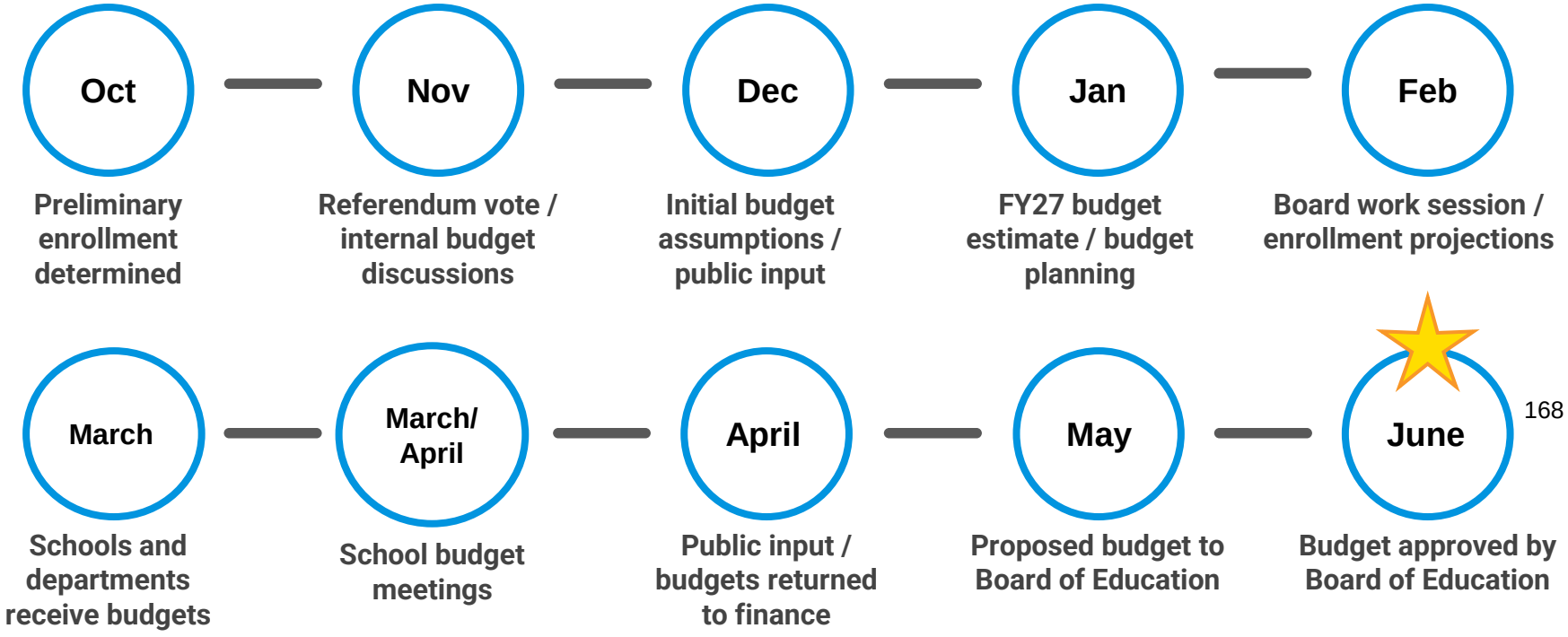
Next Steps

- 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

167

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

2026-27 Budget Timeline



168

Responses to School Board Inquiries

169

Board Initiated Goals Governance (B.I.G.G.)
Art & Music Update

Report the progress on the following B.I.G.G. programmatic goal:

- The amount of district funds dedicated to art and music will increase from **$243** in FY25 to **$284** per student in FY29.

Reporting parameters:

- Measure: Saint Paul Public Schools FY27 Proposed Budget to be approved by the School Board in June 2026
- Metric: The per student amount for FY27 budgeted dollars in these areas

170

About the Data

- **FY27 SPPS Adopted Budget Programs Art and Music** (Source: SPPS) as defined by the Minnesota Department of Education Uniform Financial Accounting Reporting System (UFARS)
    - Art, Program Dimension 212 - Salary and benefits for visual art courses involving visual expression, including drawing, painting or printmaking, sculpture or pottery, other spatial disciplines such as architecture, and the history and theory of art.
    - Music, Program Dimension 258 - Salary and benefits for courses to impart the skills and knowledge necessary for the creation, understanding, and performance of music.
- **School Year 26-27 Estimated Enrollment (**Source: SPPS)
    - Estimated count of students in grades K-12

171

- **School Year 25-26 Arts Courses (**Source: SPPS)
    - Unique courses taught across SPPS for grades 6-8 for each quarter

FY27 Art & Music Per Pupil

$9M
Budgeted for art & music in FY27

Total amount budgeted:
Art - $4.3M
Music - $4.7M

30,669
SY26-27 estimated K-12 enrollment

$293
Budgeted per pupil for FY27 for art & music

Art & Music Funding Updates:

172

- **$293 per pupil** is allocated in the FY27 budget
- $15 dollar increase per pupil from FY26
- 20.6% increase from 2024-25
- **The $293 per pupil allocation now exceeds the Board's** target of $284 per student by FY29.

Snapshot of Visual Art & Performing Arts Investment



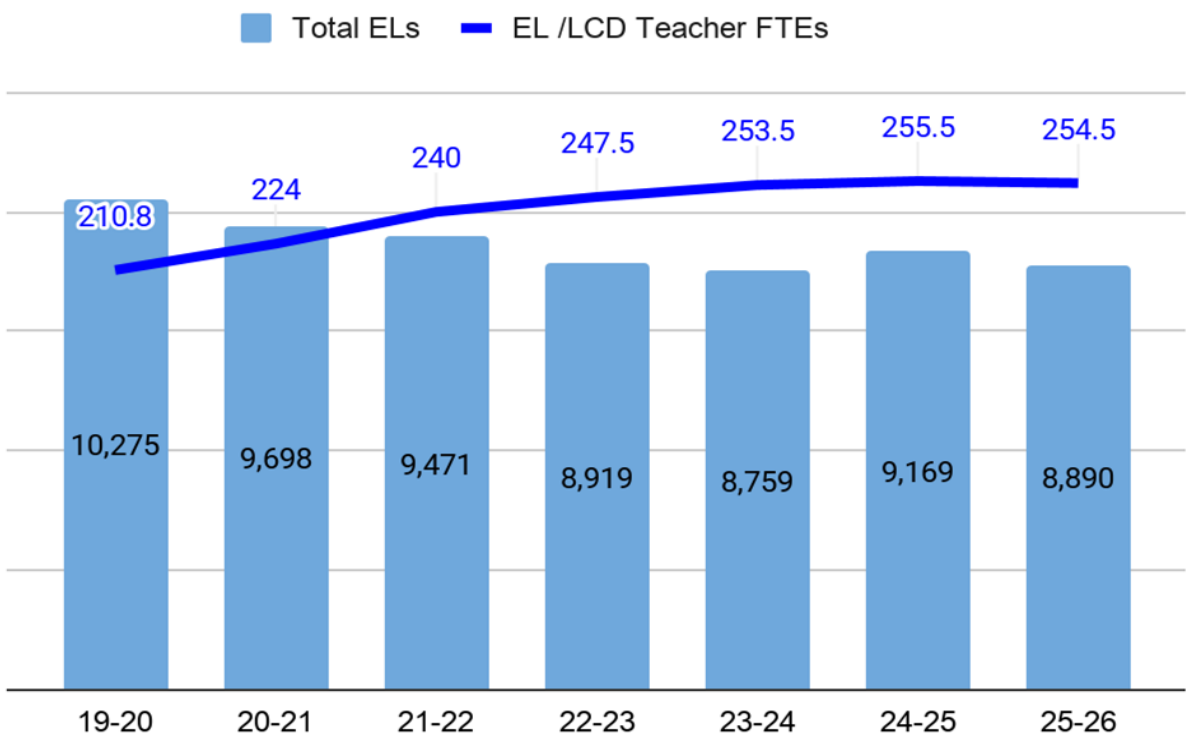
Courses Offered:

- Orchestra
- Band
- Choir
- Piano & Guitar
- Modern Music
- Theatre Arts & Acting
- Dance
- Painting
- Drawing
- Mixed Media
- Digital & Film Photo
- Media Arts
- Ceramics
- Sculpture



6	43	85	24/7	3
Arts Magnet Schools	Courses in grades 6-8	Courses in grades 9-12	Academic Year Summer Extended Day	Districtwide Celebration of Arts
Arts Pathway	SY25-26 Q1-Q4	SY25-26 Q1-Q4	Alternative & Community	PreK-12

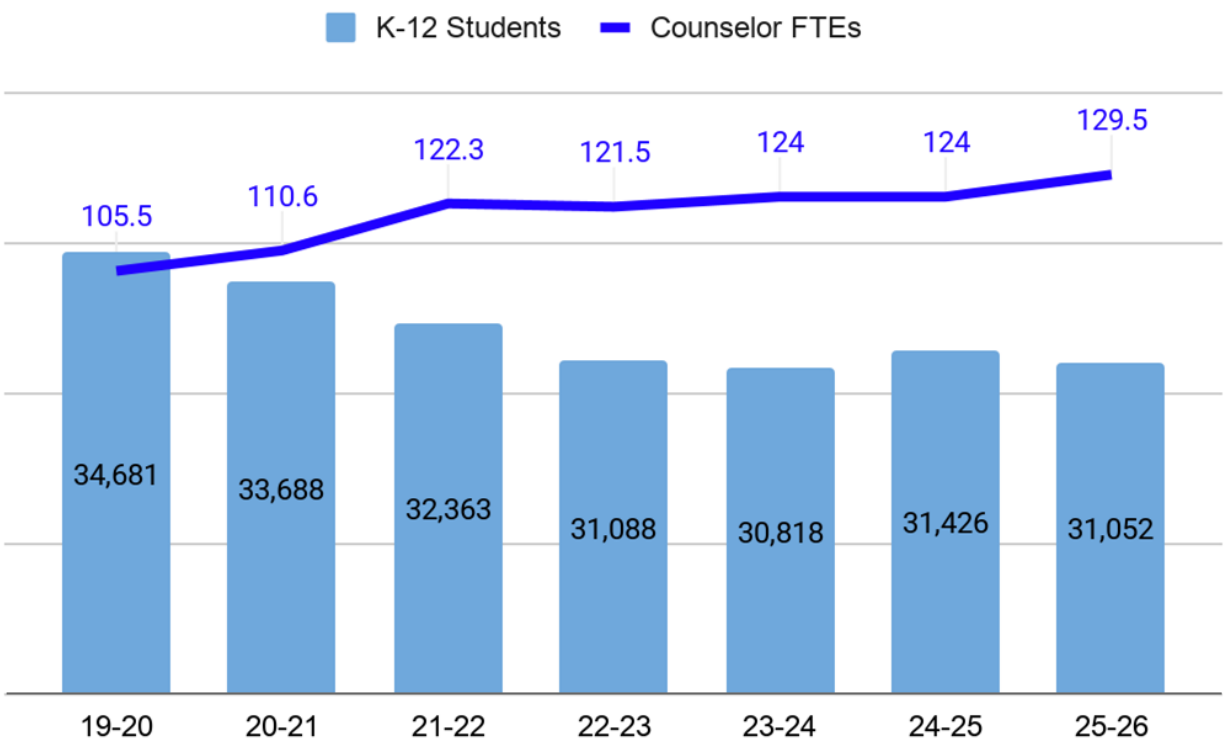
English Learner (EL) Teacher FTEs



The ratio of EL teacher FTEs to EL students has improved over the past 7 years.

The reduction in EL teacher FTE allocations from 2025-26 to 2026-27 is 16.3 FTE. This is due to decreased enrollment of EL students.

School Counselor FTEs



The ratio of counselor FTEs to K-12 students has improved over the past 7 years.

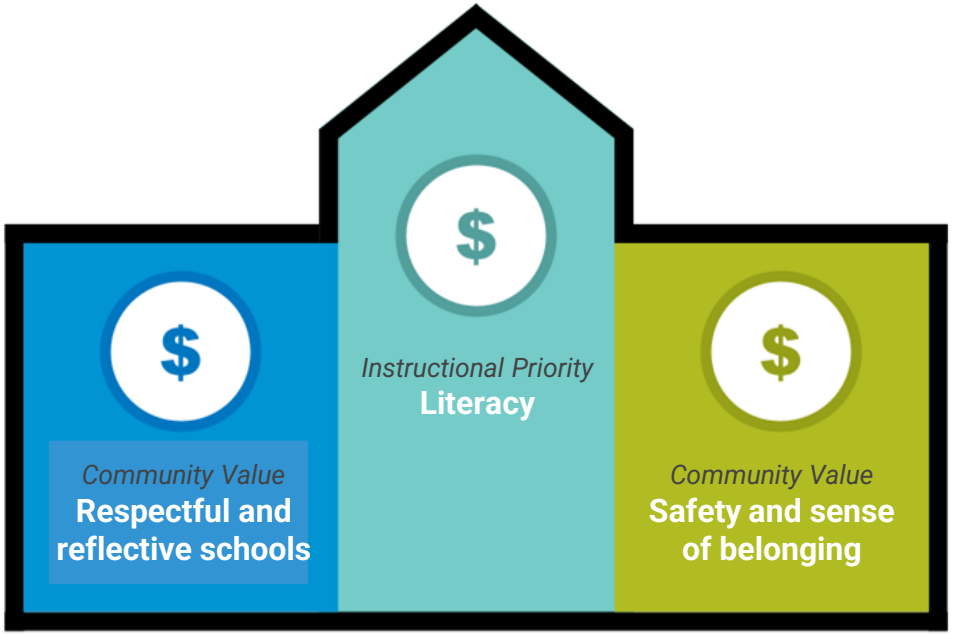
Despite the counselor FTE reduction for 2026-27, the ratio will improve from 268-to-1 in 2025-26 to 256-to-1 next year. This is due to declining enrollment overall.

Budget Decisions Based on Board Parameters

Board Parameter	Budget Decisions That Reflect Parameter
Maintain district commitment to full-day Pre-K	• Maintained district-funded full-day Pre-K sections
Retain at least 95% of instructional support services	• Retained current levels of instructional support staff • Adhered to class size averages in all schools • Avoided split-level (composite) classes in grades PreK-1
Demonstrate continued commitment to language and culture programs	• Sustained immersion and world language programs • Continued progression of Karen and East African programs • Upcoming launch of Afrocentric program

176

Example Sustained Programs Based on Community Priorities



Respectful and reflective schools

- Sustaining Restorative Practices staffing at schools and district level
- Mental health teams and contracted services

Literacy

- 46 SIPPS teachers for 2026-27
- Librarian/Library EA in all schools
- READ Act Training Phase 2

177

Safety and sense of belonging

- Sustaining current levels of SSLs
- Maintaining American Indian curriculum and programming support

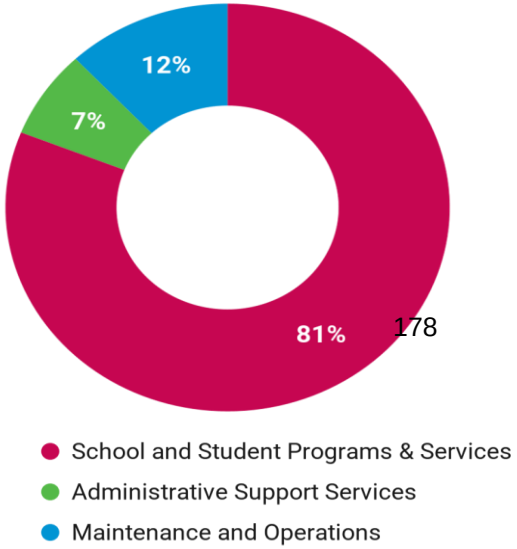
Budget Decisions Reflecting Community Feedback

SPPS community members were asked which General Fund categories they believed SPPS should prioritize when making budget decisions, after all required and essential expenses are funded.

	Students	Families	Staff
1st	School Support Services (2.58)	School & Classroom Instruction (1.42)	School & Classroom Instruction (1.51)
2nd	School & Classroom Instruction (2.90)	School Support Services (2.19)	School Support Services (2.09)
3rd	District Support Services (2.93)	Operations & Maintenance (3.30)	Operations & Maintenance (3.33)
4th	Administration (3.22)	District Support Services (3.94)	District Support Services (3.92)
5th	Operations & Maintenance (3.38)	Administration (4.16)	Administration (4.16)

Note: number in parentheses indicates the average ranking for that group

These priorities directly correspond with how the General Fund is spent.



Recommendation

That the Board of Education approve the Saint Paul Public Schools fiscal year 2027 budget as presented.

179

THANK YOU

180

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

June 23, 2026

Saint Paul Public Schools

Purpose

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

- ❏ The percentage of SPPS students who receive a passing grade in Civics and/or U.S. Government will increase from **84%** in 2024 to **90%** in 2029.
- ❏ The percentage of students earning a passing grade in Personal Finance will increase from **implementation baseline** in September 2025 to **75%** by June 2029.

Reporting parameters:

182

- ❏ **Measure:** Measures are derived by examining the grades of students who have taken the courses associated with the BIGG goals.
- ❏ **Metric:** Distinct articulation of the information from the measure that aligns most closely with the outcome. Metrics are designed to be easily understood, relevant to the outcome and able to represent the desired change or improvement over time (i.e. movement toward our target).

Civics - About the Data

The following courses are included in this metric because they meet the U.S. Government/Civics graduation requirement:

- ❑ U.S. Government
- ❑ Advanced Placement (AP) U.S. Government & Politics
- ❑ College In School (CIS) Government
- ❑ CIS Challenge of Democracy 183
- ❑ International Baccalaureate (IB) Diploma Program (DP) History of the 20th Century

Personal Finance - About the Data

The following courses are included in this metric because they meet the Personal Finance graduation requirement:

- ❏ Personal Finance 10-12 (offered in multiple content areas per MDE: Math, Social Studies, Agriculture, Business, and FACS)
- ❏ AP Business with Personal Finance (starting in 2026-2027)

Per MDE, the personal finance graduation requirement can only be completed in 10th-12th grade. The graduation requirement started for class of 2028 (current 10th graders).

- ❏ 2026-27: will include grades 10 and 11
- ❏ 2027-28 and beyond: will include grades 10,11,12

Civics - B.I.G.G. Student Outcome Goal

The percentage of SPPS students who receive a passing grade in Civics and/or U.S. Government will increase from 84% in 2024 to 90% in 2029.

	2023-24	2024-25	2025-26 (Q1-Q3)
Passing Rate	84%	87%	88%

185

- The percentage of students receiving a passing grade in Civics and/or U.S. Government at quarter 1 is **88**%; **2%** points away from the 2029 goal.

Personal Finance - B.I.G.G. Student Outcome Goal

Goal: The percentage of students earning a passing grade in Personal Finance will increase from implementation baseline in September 2025 to 75% by June 2029.

	2023-24	2024-25	2025-26 (Q1-Q3)
Passing Rate	N/A	N/A	81%

186

- The percentage of students receiving a passing grade in Personal Finance quarters 1-3 is **81**%; **6%** points over the goal.

Action Steps for SY25-26

Civics and/or U.S. Government Courses

- ❑ Continued professional learning on secondary professional development days
- ❑ Continued investment in our academic programming and instructional models

187

For example: IB, AVID, 3DE, Fair & Equitable Grading

Action Steps for SY25-26

Personal Finance Course

- ❑ Update and refine Personal Finance curriculum & resources
- ❑ Additional professional learning opportunities during school year and summer for Personal Finance
- ❑ Continued professional learning on secondary professional development days
- ❑ Continued investment in our academic programming and instructional models

188

For example: IB, AVID, 3DE, Fair & Equitable Grading

Thank You

189

POLICY UPDATE

SECOND READING: Policy 602.00 - Curriculum, Instruction, and Accountability

Board Of Education Meeting

June 23, 2026

Craig Anderson, Executive Director of Teaching and Learning

Policy 602.00 - Curriculum, Instruction, and Accountability

Last Updated: 1-18-2011

Added Policy Purpose

602.00 Curriculum, Instruction, and Accountability

I. Policy Purpose

The purpose of this policy is to establish a rigorous, transparent, and continuous framework for the development, implementation, evaluation, and improvement of the District's educational program. Through alignment with Minnesota state standards, evidence-based instructional practices, and ongoing stakeholder engagement, the District seeks to ensure that all students receive equitable access to high-quality learning experiences that prepare them for post-secondary success, career readiness, civic engagement, and lifelong learning.

191

Policy 602.00 - Curriculum, Instruction, and Accountability

Added Statement of Policy

II. Statement of Policy

It is the policy of the District to maintain a comprehensive system of accountability governing curriculum development, instructional practices, student assessment, and program evaluation. The District is committed to providing an educational program that is academically rigorous, research-based, inclusive, culturally responsive, and responsive to the diverse learning needs, identities, experiences, and aspirations of all students.

The District further commits to ensuring that curricular and instructional decisions are guided by educational best practices, fiscal responsibility, continuous improvement processes, and meaningful collaboration with students, families, staff, and community stakeholders.

~~192~~

Policy 602.00 - Curriculum, Instruction, and Accountability

~~602.00 CURRICULUM DEVELOPMENT, INSTRUCTION, AND ACCOUNTABILITY~~

~~DEFINITIONS~~

~~1. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.~~

~~2. "Curriculum" means district or school-adopted programs and written plans for providing students learning experiences that lead to expected knowledge and skills.~~

III. Definitions

A. Curriculum: The formally adopted written plans, instructional frameworks, learning standards, and educational resources designed to provide students with the knowledge, skills, and learning experiences necessary to achieve District and State academic standards and graduation requirements.

B. Instruction: The pedagogical methods, professional practices, learning environments, and instructional strategies used to deliver curriculum and support student learning, engagement, achievement, and growth.

C. Assessment: The systematic collection and analysis of student performance data through formative, summative, standardized, and performance-based measures used to monitor progress, inform instruction, evaluate programs, and support continuous improvement.

193

Policy 602.00 - Curriculum, Instruction, and Accountability

~~SYSTEMS ACCOUNTABILITY (1)~~

~~1. The district will establish a system to review and improve instruction, curriculum, and assessment which will include input by students, parents or guardians, and local community members to meet the Minnesota academic standards. The school district will be accountable to the public and the state through annual reporting.~~

~~2. Systems Accountability procedures are intended to ensure student, parent or guardian, and local community member participation in planning for instruction and curriculum affecting academic standards.~~

~~3. A district curriculum advisory committee shall provide assistance at the request of the superintendent. The advisory membership shall be a reflection of the community and, to the extent possible, shall reflect the diversity of the district and its learning sites, and shall include representation from parents or guardians, teachers, support staff, students, community residents, and administration.~~

IV. Standards for Systems Accountability

1. **Stakeholder Engagement:** The District shall maintain a continuous system for reviewing and improving curriculum, instruction, assessment, and educational programming that incorporates meaningful feedback and participation from students, parents/guardians, staff and community members.
2. **Public Reporting:** The District shall remain accountable to the public and the State of Minnesota through transparent reporting of student achievement, educational progress, assessment outcomes, and program effectiveness as required by law and District practice.

194

Policy 602.00 - Curriculum, Instruction, and Accountability

3. **District Curriculum Advisory Committee:** The Superintendent or designee shall establish and maintain a District Curriculum Advisory Committee that reflects the diversity of the District and includes parents/guardians, teachers, support staff, students, administrators, and community representatives. The committee shall assist in reviewing, advising, and evaluating curriculum priorities, instructional goals, and student achievement initiatives.

4. Continuous Improvement and Program Evaluation: The District shall utilize data-informed decision-making processes to evaluate educational programs, instructional effectiveness, and student outcomes. Program evaluation practices shall support continuous improvement, equitable outcomes, and strategic planning.

Policy 602.00 - Curriculum, Instruction, and Accountability

~~CURRICULUM DEVELOPMENT AND INSTRUCTIONAL PRACTICES (2)~~

~~1. Curriculum development and instructional practices shall be directed toward the fulfillment of the goals and objectives of the education program of the school district.~~

~~2. The district will establish a long-range curriculum development program that will provide for periodic reviews and continuous improvement of each curricular area.~~

~~3. District curriculum adoptions will occur on a staggered schedule for fiscal responsibility and ease of implementation.~~

V. Curriculum Development and Instructional Standards

1. Continuous Improvement
   - The District shall implement a long-range and cyclical curriculum review process designed to ensure instructional coherence, fiscal responsibility, alignment with state standards, and continuous improvement across all grade levels and content areas.

196

Policy 602.00 - Curriculum, Instruction, and Accountability

~~4. The ongoing process of curriculum development will:~~

~~• Provide for articulation of courses for students from pre-kindergarten through grade 12~~

~~• Identify minimum objectives for each course and at each elementary and junior high / middle school grade level;~~

~~• Use research-based instructional strategies;~~

~~• Provide for continuing evaluation of programs for the purpose of attaining school district objectives;~~

~~• Provide a process for ongoing monitoring of student progress;~~

~~• Integrate academic standards in the scope and sequence of the district curriculum;~~

~~• Be multicultural, intercultural, non-racist, non-sex-biased, gender and disability-fair; • Meet state and federal education requirements.~~

2. Instructional Quality Standards

Curriculum development and instructional practices shall:

- Provide clear and articulated learning expectations across Pre-Kindergarten through Grade 12.
- Align with Minnesota academic standards, graduation requirements, and applicable federal and state laws.
- Utilize evidence-based instructional strategies and best practices.
- Support differentiated instruction and varied learning needs.
- Promote critical thinking, problem-solving, communication, creativity, and collaboration.
- Include culturally responsive, inclusive, equitable, and non-discriminatory perspectives and materials.
- Foster learning environments that are safe, engaging, and supportive of student growth and belonging.
- Incorporate appropriate instructional technologies and digital learning resources.

197

Policy 602.00 - Curriculum, Instruction, and Accountability

3. Monitoring Student Learning

- The District shall regularly monitor student progress and instructional effectiveness through multiple measures of assessment and data analysis to inform instructional decisions and support academic achievement for all students.

198

Policy 602.00 - Curriculum, Instruction, and Accountability

~~SELECTION, ADOPTION, AND REVIEW OF CURRICULAR AND INSTRUCTIONAL MATERIALS (3)~~

~~1. The district will have in place procedures and guidelines to establish an orderly process for the review and recommendation of textbooks and other curricular and instructional materials by the professional staff. Such procedures and guidelines shall provide opportunity for input and consideration of the views of students, parents or guardians, and other interested members of the school district community. This procedure shall be coordinated with the school district's curriculum development effort and may utilize advisory committees.~~

VI. Selection and Review of Materials

1. **Professional Review Process**

The District shall maintain established procedures for the professional review, evaluation, selection, adoption, and reconsideration of instructional and library materials. Instructional materials shall:

- Support District educational goals and curriculum standards;
- Reflect diverse perspectives and experiences;
- Be age-appropriate, academically relevant, and educationally sound;
- Promote equitable access to learning;
- Comply with legal requirements and Board policies; and
- Remain fiscally responsible and sustainable.

199

Policy 602.00 - Curriculum, Instruction, and Accountability

~~2. In reviewing curricular and instructional materials, the professional staff shall select materials which:~~

- ~~Support the goals and objectives of the educational programs;~~
- ~~Consider the needs, ages, and maturity of students;~~
- ~~Foster respect and appreciation for cultural diversity and varied opinions; and~~
- ~~Fit within the constraints of the school district budget.~~

~~3. The district will have in place a procedure for review of concerns or complaints of students and parents or guardians regarding the curriculum or instructional materials used.~~

2. Community Input: The review and selection process shall include opportunities for stakeholder input and community engagement, as appropriate.

3. Requests for Review or Reconsideration: The District shall maintain a formal process through which students, parents/guardians, staff, or community members may express concerns regarding instructional or curricular materials and request a review consistent with established administrative procedures.

200

Policy 602.00 - Curriculum, Instruction, and Accountability

~~COURSE ADDITION, DELETION, REVISION, OR INTEGRATION~~

~~1. The district's curricular offerings will have the flexibility for change that may be necessary due to:~~

~~• Increasing or declining enrollment;~~

~~• New direction brought by the school district or school goals, outcomes, and/or mission statement;~~

~~• Refinement / modification of the existing curriculum as a result of the continuous improvement planning process or changes in learner outcomes; or~~

~~• Changes needed to accommodate academic standards requirements.~~

VII. Curricular Flexibility and Assessment

1. Adaptive Programming: The District retains the authority to add, revise, suspend, or discontinue courses, programs, instructional models, or curricular offerings based on student enrollment patterns, educational priorities, workforce demands, fiscal considerations, staffing, facility capacity, legal requirements, or changes in state and federal mandates.

201

Policy 602.00 - Curriculum, Instruction, and Accountability

~~ASSESSMENT AND EVALUATION PROGRAM (4)~~

~~1. The school district will maintain a program and process of evaluation, including standardized testing, which will provide information about student learning and educational program effectiveness. This process will meet state requirements and provide appropriate feedback about the educational progress of each student to the parents or guardians and to the staff to inform instructional decisions.~~

~~2. The assessment and evaluation process will incorporate a plan to evaluate how testing procedures impact any particular student groups.~~

~~3. In accordance with state law, the district will annually adopt and publish a test administration plan including the state-mandated tests in accordance with Minnesota law.~~

~~4. The school district will assess student performance in elementary, middle, junior, and senior high school academic standards while taking into consideration individual student needs as mandated by state and federal law.~~

~~5. The district will establish guidelines and procedures to assess student achievement, formatively and summatively, in all academic areas. The guidelines will address remediation, acceleration, or continuous progress needs for student achievement.~~

2. Comprehensive Evaluation: The District will maintain a balanced and comprehensive assessment system that includes standardized assessments, formative assessments, performance based measures, summative testing and other evaluation tools to monitor student learning, inform instruction and evaluate program effectiveness.

3. Equity in Assessment Practices: Assessment practices and evaluation procedures shall be reviewed regularly to identify and address disparities in student outcomes among student groups. The District shall use assessment data to support equitable access to instruction, intervention, remediation, enrichment, acceleration, and student support services.

202

4. Use of Assessment Data: Assessment results shall be used to guide instructional planning, curriculum improvement, resource allocation, professional development, and strategic decision-making while maintaining appropriate student privacy protections in accordance with state and federal law.

Questions?

RECOMMENDATION

- Request the review of this policy at the June 23, 2026 Regular Meeting meeting be considered the Second Reading of the three reading process

203

POLICY UPDATE

SECOND READING: Policy 602.01 - Inclusive and Equitable Education

Saint Paul Public Schools

Board Of Education Meeting

June 23, 2026

Craig Anderson, Executive Director of Teaching and Learning

Policy 602.01 - Inclusive and Equitable Education

Adopted: 2/21/1978 Saint Paul Public Schools Policy 602.01 Revised: 5/7/1991; 6/17/2008, 1/18/11 (Renumbered)

Added Policy Purpose

~~602.01 MULTICULTURAL, INTERCULTURAL, NON-RACIST, NON-SEXBIASED, GENDER AND DISABILITY FAIR EDUCATION~~

~~The Superintendent shall adopt and each school shall teach a multicultural, intercultural, non-racist, non-sex-biased, gender and disability-fair curriculum in all subject areas. This curriculum shall integrate the existing course content of all disciplines' learning experiences, which include the history, culture, heritage, contributions, and perspectives of all peoples in an equitable and accurate manner. Instruction shall prepare students to live productively in a pluralistic society by engaging them in multicultural, gender and disability-fair activities that respect human dignity and enhance the development of self-worth of students and staff.~~

602.01 Inclusive and Equitable Education

I. Policy Purpose

The purpose of this policy is to ensure that all students receive a comprehensive, inclusive, and equitable education that reflects the diversity of human experiences, identities, histories, perspectives, languages, abilities, and contributions. Through culturally responsive and inclusive educational practices, the District seeks to foster belonging, mutual respect, human dignity, critical thinking, and academic excellence while preparing students to thrive in a diverse and interconnected society.

205

Policy 602.01 - Inclusive and Equitable Education

Added Statement of Policy

II. Statement of Policy

It is the policy of the District to provide a multicultural, culturally responsive, gender-inclusive, disability-inclusive, and linguistically affirming curriculum across all subject areas and grade levels. The District is committed to maintaining educational environments, instructional practices, and learning materials that are free from discrimination, bias, stereotyping, exclusion, and harassment.

The District shall ensure that instruction and instructional resources accurately and respectfully represent the histories, cultures, experiences, perspectives, and contributions of individuals and groups from diverse backgrounds, including but not limited to race, ethnicity, culture, national origin, language, religion, socioeconomic status, disability, sex, sexual orientation, gender identity or expression, and family structure.

206

The District further recognizes that inclusive educational practices support student engagement, well-being, identity development, and academic achievement for all learners.

Policy 602.01 - Inclusive and Equitable Education

III. Standards for Implementation

A. Curricular Integration

The Superintendent or designee shall ensure that curriculum, instructional materials, learning experiences, and educational resources integrate diverse perspectives, histories, cultures, identities, and contributions in equitable, developmentally appropriate, and academically accurate ways.

B. Inclusive Learning Environments

Schools shall foster safe, welcoming, and inclusive learning environments that affirm the dignity and worth of all students, staff, and families. Educational experiences shall encourage empathy, respect for individual differences, cross-cultural understanding, and a sense of belonging.

207

Policy 602.01 - Inclusive and Equitable Education

C. Culturally and Linguistically Responsive Practices

The District shall support culturally responsive and linguistically affirming instructional practices that recognize and value students' cultural backgrounds, lived experiences, identities, and home languages as assets in the learning process.

D. Instructional Preparedness

Educational programs shall prepare students to live, learn, and work effectively in a diverse and interconnected society. Instruction shall promote equitable opportunities and challenge stereotypes or bias related to race, ethnicity,[208] culture, disability, sex, gender, language, socioeconomic status, religion, sexual orientation, gender identity or expression, or other protected characteristics.

Policy 602.01 - Inclusive and Equitable Education

E. Professional Learning

The District shall provide ongoing professional learning and support for staff related to inclusive instructional practices, cultural responsiveness, equity, bias awareness, accessibility, and the creation of affirming learning environments.

F. Review and Continuous Improvement

The District shall regularly review curriculum, instructional materials, educational practices, and related programming to identify and address bias, exclusion, or inequitable representation and to ensure alignment with current educational standards, legal requirements, and best practices for inclusive education.

209

Questions?

RECOMMENDATION

- Request the review of this policy at the June 23, 2026 Regular Meeting meeting be considered the Second Reading of the three reading process

210

POLICY UPDATE

SECOND READING: Policy 607.00 - Selection and Adoption of Instructional Materials

Board Of Education Meeting

June 23, 2026

Craig Anderson, Executive Director of Teaching and Learning

Policy 607.00 - Selection and Adoption of Instructional Materials

Adopted: 8/19/1975 Public Schools Policy 607.00
Revised: 9/7/1982; 6/17/2008

Added Policy Purpose and Statement of Policy

607.00 Selection and Adoption of Instructional Materials

I. PURPOSE

The purpose of this policy is to provide direction for selection of textbooks and instructional materials.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that selection of textbooks and instructional materials is a vital component of the school district's curriculum. The school board also recognizes that it has the authority to make final decisions on selection of all textbooks and instructional materials.

212

Policy 607.00 - Selection and Adoption of Instructional Materials

~~607.00 TEXTBOOKS AND INSTRUCTIONAL MATERIALS~~

~~1. Instructional materials provided by the Board of Education shall:~~

~~• Enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served;~~

~~• Present opposing sides of controversial issues so that students may develop with guidance the practice of critical analysis;~~

~~• Be representative of contributions by race, creed, sex, marital status, national origin, age, color, religion, ancestry, status with regard to public assistance, sexual or affectional orientation, familial status, or disability.~~

III. RESPONSIBILITY OF SELECTION

A. While the school board retains its authority to make final decisions on the selection of textbooks and instructional materials, the school board recognizes the expertise of the professional staff and the vital need of such staff to be primarily involved in the recommendation of textbooks and instructional materials. Accordingly, the school board delegates to the superintendent the responsibility to direct the professional staff in formulating recommendations to the school board on textbooks and other instructional materials.

213

Policy 607.00 - Selection and Adoption of Instructional Materials

~~2. Schools and departments shall place principle above personal opinion and reason above prejudice in selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of instructional materials. In addition, students shall be permitted to read or view school materials in which they have an interest. Reasonable efforts shall be made to comply with requests from parents/guardians that certain materials be withheld from their children.~~

~~3. Textbooks in each subject area and grade level shall be considered for adoption in accordance with a regular adoption cycle established by the Superintendent.~~

B. In reviewing textbooks and instructional materials during the selection process, the professional staff shall select materials that:

1. support the goals and objectives of the education programs;

2. consider the needs, age, and maturity of students;

3. foster respect and appreciation for cultural diversity and varied opinion;

4. fit within the constraints of the school district budget;

5. are in the English language. Another language may be used, pursuant to Minnesota Statutes, sections 124D.59 to 124D.61;

214

Policy 607.00 - Selection and Adoption of Instructional Materials

6. permit grade-level instruction for students to read and study America's founding documents, including documents that contributed to the foundation or maintenance of America's representative form of limited government, the Bill of Rights, our free-market economic system, and patriotism; and

7. do not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.

215

Policy 607.00 - Selection and Adoption of Instructional Materials

Highlighted section is to replace 607.01

C. The superintendent shall be responsible for developing procedures and guidelines to establish an orderly process / timeline for the review and recommendation of textbooks and other instructional materials by the professional staff. Such procedures and guidelines shall provide opportunity for input and consideration of the views of students, parents, and other interested members of the school district community. This procedure shall be coordinated with the school district's curriculum development effort and may utilize advisory committees.

216

Policy 607.00 - Selection and Adoption of Instructional Materials

IV. SELECTION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

A. The superintendent shall be responsible for keeping the school board informed of progress on the part of staff and others involved in the textbook and other instructional materials review and selection process.

B. The superintendent shall present a recommendation to the school board on the selection of textbooks and other instructional materials after completion of the review process as outlined in this policy.

217

Policy 607.00 - Selection and Adoption of Instructional Materials

V. RECONSIDERATION OF TEXTBOOKS OR OTHER INSTRUCTIONAL MATERIALS

A. The school board recognizes differences of opinion on the part of some members of the school district community relating to certain areas of the instruction program. Interested persons may request an opportunity to review materials and submit a request for reconsideration of the use of certain textbooks or instructional materials.

B. The superintendent shall be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of textbooks or other instructional materials.

218

Policy 607.00 - Selection and Adoption of Instructional Materials

Legal References:

Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction)

Minn. Stat. § 120B.235 (American Heritage Education)

Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)

Minn. Stat. § 123B.09, Subd. 8 (School Board Responsibilities)

Minn. Stat. § 124D.59-124D.61 (Education for English Learners Act)

Minn. Stat. § 127A.10 (State Officials and School Board Members to be Disinterested; Penalty)

Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988)

Pratt v. Independent Sch. Dist. No. 831, 670 F.2d 771 (8th Cir. 1982)

Questions?

RECOMMENDATION

- Request the review of this policy at the June 23, 2026 Regular Meeting meeting be considered the Second Reading of the three reading process

220

POLICY UPDATE

SECOND READING: Rescission of Policy 607.01 - Textbook Selection and Adoption

Board Of Education Meeting

June 23, 2026

Craig Anderson, Executive Director of Teaching and Learning

Rescission of Policy 607.01 - Textbook Selection and Adoption

Repeal Policy 607.01

This information was added to 607.00

~~Adopted: 1974~~ ~~Saint Paul Public Schools Policy~~ ~~607.01~~
~~Revised: 6/17/2008~~

~~607.01 TEXTBOOK SELECTION AND ADOPTION~~

~~Textbooks in each subject area and grade level shall be considered for adoption in accordance with a regular adoption cycle established by the Superintendent.~~

~~LEGAL REFERENCES:~~

222

~~CROSS REFERENCES: 607.00, Textbooks and Instructional Materials~~

Questions?

RECOMMENDATION

- Request the review of this policy at the June 23, 2026 Regular Meeting meeting be considered the Second Reading of the three reading process

223

Adopted: 1/18/2011 *Saint Paul Public Schools Policy 602.00*
Revisions: xx/xx/2026

~~602.00 CURRICULUM DEVELOPMENT, INSTRUCTION, AND ACCOUNTABILITY~~

~~DEFINITIONS~~

~~1. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.~~
~~2. "Curriculum" means district or school-adopted programs and written plans for providing students learning experiences that lead to expected knowledge and skills.~~

~~SYSTEMS ACCOUNTABILITY (1)~~

~~1. The district will establish a system to review and improve instruction, curriculum, and assessment which will include input by students, parents or guardians, and local community members to meet the Minnesota academic standards. The school district will be accountable to the public and the state through annual reporting.~~
~~2. Systems Accountability procedures are intended to ensure student, parent or guardian, and local community member participation in planning for instruction and curriculum affecting academic standards.~~
~~3. A district curriculum advisory committee shall provide assistance at the request of the superintendent. The advisory membership shall be a reflection of the community and, to the extent possible, shall reflect the diversity of the district and its learning sites, and shall include representation from parents or guardians, teachers, support staff, students, community residents, and administration.~~

~~CURRICULUM DEVELOPMENT AND INSTRUCTIONAL PRACTICES (2)~~

~~1. Curriculum development and instructional practices shall be directed toward the fulfillment of the goals and objectives of the education program of the school district.~~
~~2. The district will establish a long-range curriculum development program that will provide for periodic reviews and continuous improvement of each curricular area.~~
~~3. District curriculum adoptions will occur on a staggered schedule for fiscal responsibility and ease of implementation.~~
~~4. The ongoing process of curriculum development will:~~

- ~~Provide for articulation of courses for students from pre-kindergarten through grade 12~~
- ~~Identify minimum objectives for each course and at each elementary and junior high / middle school grade level;~~
- ~~Use research-based instructional strategies;~~

• Provide for continuing evaluation of programs for the purpose of attaining school district objectives;
• Provide a process for ongoing monitoring of student progress;
• Integrate academic standards in the scope and sequence of the district curriculum;
• Be multicultural, intercultural, non-racist, non-sex-biased, gender and disability-fair; • Meet state and federal education requirements.

SELECTION, ADOPTION, AND REVIEW OF CURRICULAR AND INSTRUCTIONAL MATERIALS (3)

1. The district will have in place procedures and guidelines to establish an orderly process for the review and recommendation of textbooks and other curricular and instructional materials by the professional staff. Such procedures and guidelines shall provide opportunity for input and consideration of the views of students, parents or guardians, and other interested members of the school district community. This procedure shall be coordinated with the school district's curriculum development effort and may utilize advisory committees.
2. In reviewing curricular and instructional materials, the professional staff shall select materials which:
    • Support the goals and objectives of the educational programs;
    • Consider the needs, ages, and maturity of students;
    • Foster respect and appreciation for cultural diversity and varied opinions; and
    • Fit within the constraints of the school district budget.
3. The district will have in place a procedure for review of concerns or complaints of students and parents or guardians regarding the curriculum or instructional materials used.

COURSE ADDITION, DELETION, REVISION, OR INTEGRATION

1. The district's curricular offerings will have the flexibility for change that may be necessary due to:
    • Increasing or declining enrollment;
    • New direction brought by the school district or school goals, outcomes, and/or mission statement;
    • Refinement / modification of the existing curriculum as a result of the continuous improvement planning process or changes in learner outcomes; or
    • Changes needed to accommodate academic standards requirements.

ASSESSMENT AND EVALUATION PROGRAM (4)

1. The school district will maintain a program and process of evaluation, including standardized testing, which will provide information about student learning and educational program effectiveness. This process will meet state requirements and

~~provide appropriate feedback about the educational progress of each student to the parents or guardians and to the staff to inform instructional decisions.~~
~~2. The assessment and evaluation process will incorporate a plan to evaluate how testing procedures impact any particular student groups.~~
~~3. In accordance with state law, the district will annually adopt and publish a test administration plan including the state-mandated tests in accordance with Minnesota law.~~
~~4. The school district will assess student performance in elementary, middle, junior, and senior high school academic standards while taking into consideration individual student needs as mandated by state and federal law.~~
~~5. The district will establish guidelines and procedures to assess student achievement, formatively and summatively, in all academic areas. The guidelines will address remediation, acceleration, or continuous progress needs for student achievement.~~

602.00 CURRICULUM, INSTRUCTION, AND ACCOUNTABILITY

I. Policy Purpose

The purpose of this policy is to establish a rigorous, transparent, and continuous framework for the development, implementation, evaluation, and improvement of the District's educational program. Through alignment with Minnesota state standards, evidence-based instructional practices, and ongoing stakeholder engagement, the District seeks to ensure that all students receive equitable access to high-quality learning experiences that prepare them for post-secondary success, career readiness, civic engagement, and lifelong learning.

II. Statement of Policy

It is the policy of the District to maintain a comprehensive system of accountability governing curriculum development, instructional practices, student assessment, and program evaluation. The District is committed to providing an educational program that is academically rigorous, research-based, inclusive, culturally responsive, and responsive to the diverse learning needs, identities, experiences, and aspirations of all students.

The District further commits to ensuring that curricular and instructional decisions are guided by educational best practices, fiscal responsibility, continuous

improvement processes, and meaningful collaboration with students, families, staff, and community stakeholders.

III. Definitions

A. **Curriculum**: The formally adopted written plans, instructional frameworks, learning standards, and educational resources designed to provide students with the knowledge, skills, and learning experiences necessary to achieve District and State academic standards and graduation requirements.

B. **Instruction**: The pedagogical methods, professional practices, learning environments, and instructional strategies used to deliver curriculum and support student learning, engagement, achievement, and growth.

C. **Assessment:** The systematic collection and analysis of student performance data through formative, summative, standardized, and performance-based measures used to monitor progress, inform instruction, evaluate programs, and support continuous improvement.

IV. Standards for Systems Accountability

1. **Stakeholder Engagement:** The District shall maintain a continuous system for reviewing and improving curriculum, instruction, assessment, and educational programming that incorporates meaningful feedback and participation from students, parents/guardians, staff and community members.
2. **Public Reporting:** The District shall remain accountable to the public and the State of Minnesota through transparent reporting of student achievement, educational progress, assessment outcomes, and program effectiveness as required by law and District practice.
3. **District Curriculum Advisory Committee:** The Superintendent or designee shall establish and maintain a District Curriculum Advisory Committee that reflects the diversity of the District and includes parents/guardians, teachers, support staff, students, administrators, and community representatives. The committee shall assist in reviewing, advising, and evaluating curriculum priorities, instructional goals, and student achievement initiatives.
4. **Continuous Improvement and Program Evaluation:** The District shall utilize data-informed decision-making processes to evaluate educational programs, instructional effectiveness, and student outcomes. Program evaluation practices shall support continuous improvement, equitable outcomes, and strategic planning.

V. Curriculum Development and Instructional Standards

1. Continuous Improvement

- The District shall implement a long-range and cyclical curriculum review process designed to ensure instructional coherence, fiscal responsibility, alignment with state standards, and continuous improvement across all grade levels and content areas.

2. Instructional Quality Standards

- Curriculum development and instructional practices shall:
- Provide clear and articulated learning expectations across Pre-Kindergarten through Grade 12.
- Align with Minnesota academic standards, graduation requirements, and applicable federal and state laws.
- Utilize evidence-based instructional strategies and best practices.
- Support differentiated instruction and varied learning needs.
- Promote critical thinking, problem-solving, communication, creativity, and collaboration.
- Include culturally responsive, inclusive, equitable, and non-discriminatory perspectives and materials.
- Foster learning environments that are safe, engaging, and supportive of student growth and belonging.
- Incorporate appropriate instructional technologies and digital learning resources.

3. Monitoring Student Learning

- The District shall regularly monitor student progress and instructional effectiveness through multiple measures of assessment and data analysis to inform instructional decisions and support academic achievement for all students.

VI. Selection and Review of Materials

1. **Professional Review Process**
The District shall maintain established procedures for the professional review, evaluation, selection, adoption, and reconsideration of instructional and library materials. Instructional materials shall:

- Support District educational goals and curriculum standards;
- Reflect diverse perspectives and experiences;

- Be age-appropriate, academically relevant, and educationally sound;
- Promote equitable access to learning;
- Comply with legal requirements and Board policies; and
- Remain fiscally responsible and sustainable.

2. **Community Input**: The review and selection process shall include opportunities for stakeholder input and community engagement, as appropriate.

3. **Requests for Review or Reconsideration**: The District shall maintain a formal process through which students, parents/guardians, staff, or community members may express concerns regarding instructional or curricular materials and request a review consistent with established administrative procedures.

VII. Curricular Flexibility and Assessment

1. Adaptive Programming: The District retains the authority to add, revise, suspend, or discontinue courses, programs, instructional models, or curricular offerings based on student enrollment patterns, educational priorities, workforce demands, fiscal considerations, staffing, facility capacity, legal requirements, or changes in state and federal mandates.
2. **Comprehensive Evaluation**: The District will maintain a balanced and comprehensive assessment system that includes standardized assessments, formative assessments, performance based measures, summative testing and other evaluation tools to monitor student learning, inform instruction and evaluate program effectiveness.
3. **Equity in Assessment Practices**: Assessment practices and evaluation procedures shall be reviewed regularly to identify and address disparities in student outcomes among student groups. The District shall use assessment data to support equitable access to instruction, intervention, remediation, enrichment, acceleration, and student support services.
4. **Use of Assessment Data:** Assessment results shall be used to guide instructional planning, curriculum improvement, resource allocation, professional development, and strategic decision-making while maintaining appropriate student privacy protections in accordance with state and federal law.

LEGAL REFERENCES:

(1) Minn. Rule § 3501.0160 District Reporting Requirements

Minn. Stat. § 120B.11 Subd 3 District Advisory Committee
(2) Minn. Stat. § 120A.22 Subd 9 Curriculum
Minn. Stat. § 120B.02b Educational Expectations for Minnesota's Students
Minn. Stat. § 120B.021 Subd 1 and 1a Required Academic Standards
Minn. Stat. § 120B.023 Benchmarks
Minn. Stat. § 120B.024 Graduation Requirements; Course Credits
Minn. Stat. § 120B.10 Findings; Improving Instruction and Curriculum
Minn. Stat. § 120B.11 Subd 1 and 2 School District Process for Reviewing Curriculum, Instruction, and Student Achievement
Minn. Stat. § 120B.22 Elective Standards
Minn. Rule § 3500.0550 Inclusive Educational Program
Minn. Rules § 3501.0010-3501.0180 Reading and Mathematics
Minn. Rules § 3501.0200-3501.0290 Written Composition
Minn. Rules § 3501.0505-3501.0550 Academic Standards for Language Arts
Minn. Rules § 3501.0700-3501.0745 Academic Standards for Mathematics
Minn. Rules § 3501.0800-3501.0815 Academic Standards for the Arts
Minn. Rules § 3501.0900-3501.0955 Academic Standards in Science
(3) Minn. Stat. § 120A.22 Subd 9 Curriculum
(4) Minn. Stat. §120B.11 Subd Biennial Evaluation; Assessment Program
Minn. Stat. § 120B.35 Student Academic Achievement and Growth 20 U.S.C. § 5801 - Purpose 20 U.S.C. § 6301 – No Child Left Behind

CROSS REFERENCES:

Policy 601.00 Educational Programming
Policy 602.01 Multicultural, Intercultural, Non-Racist, Non-Sex-Biased, Gender and Disability Fair Education
Policy 510.00 Graduation
Policy 510.01 Students: Promotion and Retention

DRAFT

Adopted: *2/21/1978* *Saint Paul Public Schools Policy 602.01*
Revised: *5/7/1991;*
6/17/2008,
1/18/11 (Renumbered)
xx/xx/2026

~~602.01 MULTICULTURAL, INTERCULTURAL, NON-RACIST, NON-SEXBIASED, GENDER AND DISABILITY FAIR EDUCATION~~

~~The Superintendent shall adopt and each school shall teach a multicultural, intercultural, non-racist, non-sex-biased, gender and disability-fair curriculum in all subject areas. This curriculum shall integrate the existing course content of all disciplines' learning experiences, which include the history, culture, heritage, contributions, and perspectives of all peoples in an equitable and accurate manner. Instruction shall prepare students to live productively in a pluralistic society by engaging them in multicultural, gender and disability-fair activities that respect human dignity and enhance the development of self-worth of students and staff.~~

602.01 INCLUSIVE AND EQUITABLE EDUCATION

I. Policy Purpose

The purpose of this policy is to ensure that all students receive a comprehensive, inclusive, and equitable education that reflects the diversity of human experiences, identities, histories, perspectives, languages, abilities, and contributions. Through culturally responsive and inclusive educational practices, the District seeks to foster belonging, mutual respect, human dignity, critical thinking, and academic excellence while preparing students to thrive in a diverse and interconnected society.

II. Statement of Policy

It is the policy of the District to provide a multicultural, culturally responsive, gender-inclusive, disability-inclusive, and linguistically affirming curriculum across all subject areas and grade levels. The District is committed to maintaining educational environments, instructional practices, and learning materials that are free from discrimination, bias, stereotyping, exclusion, and harassment.

The District shall ensure that instruction and instructional resources accurately and respectfully represent the histories, cultures, experiences, perspectives, and contributions of individuals and groups from diverse backgrounds, including but not

limited to race, ethnicity, culture, national origin, language, religion, socioeconomic status, disability, sex, sexual orientation, gender identity or expression, and family structure.

The District further recognizes that inclusive educational practices support student engagement, well-being, identity development, and academic achievement for all learners.

III. Standards for Implementation

A. Curricular Integration

The Superintendent or designee shall ensure that curriculum, instructional materials, learning experiences, and educational resources integrate diverse perspectives, histories, cultures, identities, and contributions in equitable, developmentally appropriate, and academically accurate ways.

B. Inclusive Learning Environments

Schools shall foster safe, welcoming, and inclusive learning environments that affirm the dignity and worth of all students, staff, and families. Educational experiences shall encourage empathy, respect for individual differences, cross-cultural understanding, and a sense of belonging.

C. Culturally and Linguistically Responsive Practices

The District shall support culturally responsive and linguistically affirming instructional practices that recognize and value students' cultural backgrounds, lived experiences, identities, and home languages as assets in the learning process.

D. Instructional Preparedness

Educational programs shall prepare students to live, learn, and work effectively in a diverse and interconnected society. Instruction shall promote equitable opportunities and challenge stereotypes or bias related to race, ethnicity, culture, disability, sex, gender, language, socioeconomic status, religion, sexual orientation, gender identity or expression, or other protected characteristics.

E. Professional Learning

The District shall provide ongoing professional learning and support for staff related to inclusive instructional practices, cultural responsiveness, equity, bias awareness, accessibility, and the creation of affirming learning environments.

F. Review and Continuous Improvement

The District shall regularly review curriculum, instructional materials, educational practices, and related programming to identify and address bias, exclusion, or inequitable representation and to ensure alignment with current educational standards, legal requirements, and best practices for inclusive education.

LEGAL REFERENCES:

Minnesota Rule § 3500.0550 Inclusive Educational Program

CROSS REFERENCES:

DRAFT

Adopted: *8/19/1975* *Saint Paul Public Schools Policy 607.00*
Revised: *9/7/1982;*
6/17/2008
xx/xx/2026

~~607.00 TEXTBOOKS AND INSTRUCTIONAL MATERIALS~~

~~1. Instructional materials provided by the Board of Education shall:~~

~~• Enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served;~~

~~• Present opposing sides of controversial issues so that students may develop with guidance the practice of critical analysis;~~

~~• Be representative of contributions by race, creed, sex, marital status, national origin, age, color, religion, ancestry, status with regard to public assistance, sexual or affectional orientation, familial status, or disability.~~

~~2. Schools and departments shall place principle above personal opinion and reason above prejudice in selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of instructional materials. In addition, students shall be permitted to read or view school materials in which they have an interest. Reasonable efforts shall be made to comply with requests from parents/guardians that certain materials be withheld from their children.~~

~~3. Textbooks in each subject area and grade level shall be considered for adoption in accordance with a regular adoption cycle established by the Superintendent.~~

607.00 SELECTION AND ADOPTION OF INSTRUCTIONAL MATERIALS

I. PURPOSE

The purpose of this policy is to provide direction for selection of textbooks and instructional materials.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that selection of textbooks and instructional materials is a vital component of the school district's curriculum. The school board also recognizes that it has the authority to make final decisions on selection of all textbooks and instructional materials.

III. RESPONSIBILITY OF SELECTION

A. While the school board retains its authority to make final decisions on the selection of textbooks and instructional materials, the school board recognizes the expertise of the professional staff and the vital need of such staff to be primarily involved in the recommendation of textbooks and instructional materials. Accordingly, the school board delegates to the superintendent the responsibility to direct the professional staff in formulating recommendations to the school board on textbooks and other instructional materials.

B. In reviewing textbooks and instructional materials during the selection process, the professional staff shall select materials that:

1. support the goals and objectives of the education programs;

2. consider the needs, age, and maturity of students;

3. foster respect and appreciation for cultural diversity and varied opinion;

4. fit within the constraints of the school district budget;

5. are in the English language. Another language may be used, pursuant to Minnesota Statutes, sections 124D.59 to 124D.61;

6. permit grade-level instruction for students to read and study America's founding documents, including documents that contributed to the foundation or maintenance of America's representative form of limited government, the Bill of Rights, our free-market economic system, and patriotism; and

7. do not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.

C. The superintendent shall be responsible for developing procedures and guidelines to establish an orderly process / timeline for the review and recommendation of textbooks and other instructional materials by the professional staff. Such procedures and guidelines shall provide opportunity for input and consideration of the views of students, parents, and other interested members of the school district community. This procedure shall be coordinated with the school district's curriculum development effort and may utilize advisory committees.

IV. SELECTION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

DRAFT

A. The superintendent shall be responsible for keeping the school board informed of progress on the part of staff and others involved in the textbook and other instructional materials review and selection process.

B. The superintendent shall present a recommendation to the school board on the selection of textbooks and other instructional materials after completion of the review process as outlined in this policy.

V. RECONSIDERATION OF TEXTBOOKS OR OTHER INSTRUCTIONAL MATERIALS

A. The school board recognizes differences of opinion on the part of some members of the school district community relating to certain areas of the instruction program. Interested persons may request an opportunity to review materials and submit a request for reconsideration of the use of certain textbooks or instructional materials.

B. The superintendent shall be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of textbooks or other instructional materials.

Legal References:

Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction)

Minn. Stat. § 120B.235 (American Heritage Education)

Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)

Minn. Stat. § 123B.09, Subd. 8 (School Board Responsibilities)

Minn. Stat. § 124D.59-124D.61 (Education for English Learners Act)

Minn. Stat. § 127A.10 (State Officials and School Board Members to be Disinterested; Penalty)

Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988)

Pratt v. Independent Sch. Dist. No. 831, 670 F.2d 771 (8th Cir. 1982)

DRAFT

607.01 TEXTBOOK SELECTION AND ADOPTION

Textbooks in each subject area and grade level shall be considered for adoption in accordance with a regular adoption cycle established by the Superintendent.

LEGAL REFERENCES:

CROSS REFERENCES: 607.00, Textbooks and Instructional Materials

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

DATE: June 23, 2026

TOPIC: Board of Education Committee Reports

A. Minnesota State High School League (MSHSL)

B. Saint Paul Teachers Retirement Fund Association (SPTRF)

Director Valliant reported that the fund looks good and is performing well. The SPTRFA is in the process of moving to a cloud server system. A legislative update was also provided, as well as a proposed budget discussion for FY27.

C. Policy Work Group

The Policy Work Group met to continue its review of district policies currently under revision. Members heard presentations from policy owners and discussed proposed policy updates, received input from subject matter experts, and identified any recommended changes before advancing policies through the Board's review process. The group also reviewed the status of policies currently in the review pipeline.

D. Governance and Operations Work Group

The Governance and Operations Work Group met to discuss matters related to Board governance, operational practices, and committee structures. Members reviewed ongoing initiatives, particularly relating to the development and planning of the upcoming board retreat.

E.

1. Como Senior High Athletics program would like to accept a monetary gift from Yeng Yang.
2. The donation of $10,000.00 will be used for the Boys Tennis team.
3. This item aligns with the district strategic plan focus area of Positive School and District Culture.
4. This item is submitted by Diana Brown, Principal; and Kirk Morris, Assistant Superintendent.

B. RECOMMENDATION:

That the Board of Education approve the funds from Yeng Yang, in the amount of $10,000 to be used by Como Senior High Boys Tennis group and that those funds are placed in code: 19-212-292-000-5096-A800.