

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

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

	<u>Amount</u>	<u>% Change</u>
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:

	<u>Lump Sum Base Bid</u>
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:

H+U Construction. Not-to-Exceed Fee
.....\$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

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
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

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
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

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
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)

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
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

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
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

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
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
Hauwiler, 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

RECISSION OF RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
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

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

CHANGE IN TITLE

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

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
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
<u>RESIGNATION</u>			
<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
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
Kpulaiei, 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

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
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

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
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 Family 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

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.

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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.

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
<p><i>Requires prior scheduling</i></p> <ul style="list-style-type: none"> ● In-person meetings ● Help build relationships with families ● Planned events ● Parent-teacher conferences 	<p><i>Audio/Video</i></p> <ul style="list-style-type: none"> ● 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

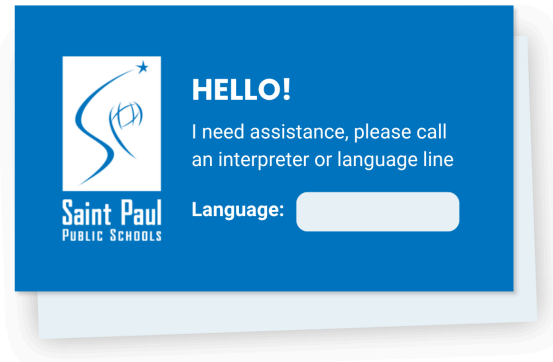
On-Call Interpreter (OCI) request process

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

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 accommodations—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.

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.

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*

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

**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 Nevonía 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:

	<u>Lump Sum Base Bid</u>
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 \$40,900,000 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

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** **at a true interest cost of** **%**. 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

CERTIFICATION OF MINUTES RELATING TO
\$[PAR] 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 \$[PAR] 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 [] ([]) 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:

(See Attached)

DRAFT

[BID TAB TO COME]

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

RESOLUTION RELATING TO \$[PAR] 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.

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 [to come]:

<u>Year</u>	<u>Amount</u>	<u>Rate</u>	<u>Year</u>	<u>Amount</u>	<u>Rate</u>
2027			2037		
2028			2038		
2029			2039		
2030			2040		
2031			2041		
2032			2042		
2033			2043		
2034			2044		
2035			2045		
2036			2046		

[THE ABOVE SCHEDULE TO BE REVISED IF ANY TERM BONDS]

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.

[COMPLETE THE FOLLOWING PROVISIONS IF THERE ARE TERM BONDS-
ADD ADDITIONAL PROVISIONS IF THERE ARE MORE THAN TWO TERM BONDS]

[Bonds maturing on February 1, 20__ and 20__ (the Term Bonds) shall be subject to mandatory redemption prior to maturity pursuant to the sinking fund requirements of this Section 2.04 at a redemption price equal to the stated principal amount thereof plus interest accrued thereon to the redemption date. The Registrar shall select for redemption, by lot or other manner deemed fair, on February 1 in each of the following years the following stated principal amounts of such Bonds:

<u>Term Bonds Maturing in 20__</u>		<u>Term Bonds Maturing in 20__</u>	
<u>Sinking Fund</u> <u>Payment Date</u>	<u>Aggregate</u> <u>Principal Amount</u>	<u>Sinking Fund</u> <u>Payment Date</u>	<u>Aggregate</u> <u>Principal Amount</u>

*stated maturity

*stated maturity

Notice of redemption shall be given as provided in the preceding paragraph.]

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:

<u>Levy Years</u>	<u>Collection Years</u>	<u>Amount</u>
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(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 [OS Date], 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

School Building Bonds

[To Come]

Facilities Maintenance Bonds

[To Come]

DRAFT

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

<u>Interest Rate</u>	<u>Maturity Date</u>	<u>Date of Original Issue</u>	<u>CUSIP No.</u>
___%	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 \$[PAR] (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.

[COMPLETE THE FOLLOWING PROVISIONS IF THERE ARE TERM BONDS- ADD ADDITIONAL PROVISIONS IF THERE ARE MORE THAN TWO TERM BONDS]

[Bonds maturing in the years __ and 20__ shall be subject to mandatory redemption, at a redemption price equal to their principal amount plus interest accrued thereon to the redemption date, on February 1 in each of the years shown below, in an amount equal to the following principal amounts:

<u>Term Bonds Maturing in 20__</u>		<u>Term Bonds Maturing in 20__</u>	
<u>Sinking Fund Payment Date</u>	<u>Aggregate Principal Amount</u>	<u>Sinking Fund Payment Date</u>	<u>Aggregate Principal Amount</u>

*stated maturity

*stated maturity

Notice of redemption shall be given as provided in the preceding paragraph.]

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 \$[PAR] 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.



Saint Paul
PUBLIC SCHOOLS

FY27 Adopted Budget

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:

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

FY27 Budget Anticipated Revenue and Expense

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FY27 Original Anticipated Revenue

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

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FY27 Original Anticipated Expense

Description	Expense
Estimated FY26 revised budget	\$791,608,561
Assumption of an overall average of 4% inflation	\$31,664,186
Continued expansion of new programs (Obama, Vento, Afrocentric, etc.)	\$736,173
Strategic plan development and facilities portfolio analysis	\$150,000 121
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

FY27 Fund Balance Outlook

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

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FY27 Budget Assumptions

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

Revenue = **\$814.47M**

Expense = **\$828.82M**

- Factors that could alter this estimated shortfall: enrollment, state funding formulas, employment contracts, health insurance, impact of new federal policies and structure pertaining to education and the economy ¹²³

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,¹²⁴ contracts and programming based on the funding available

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

Community Budget Engagement Summary

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

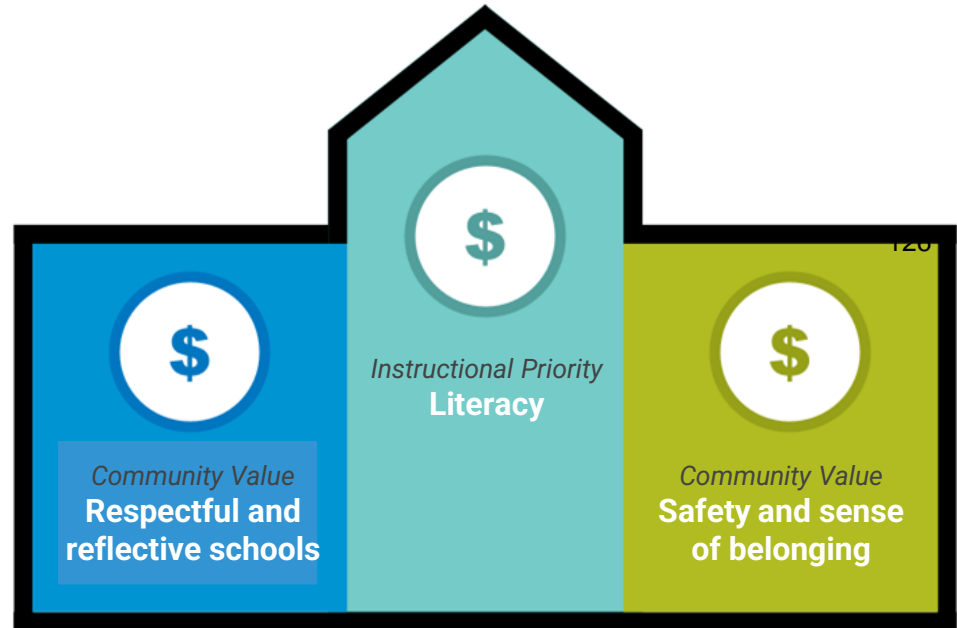
Activity	Participants	Date
Parent/Guardian Budget Surveys	1,059 parents/guardians	Dec. 11, 2025-Jan. 16, 2026
Staff Budget Surveys	1,401 staff	Dec. 11, 2025-Jan. 16, 2026
Student Budget Surveys	3,467 students in grades 6-12	Jan. 5-16, 2026
Fall Community Budget Meeting	86 parents, community members and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

Community Budget Priorities

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

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

Top 3 Community Priorities



Board Budget Parameters

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

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

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

Budget Priorities

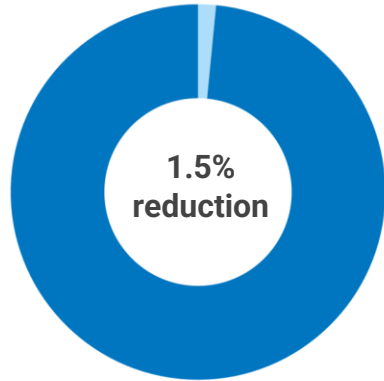
SPPS is committed to limiting the impact of budget reductions on students' experiences at school as much as possible and will honor the following priorities:

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

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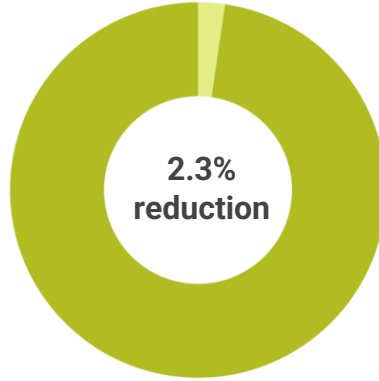
Budget Reductions

School-Related Reductions



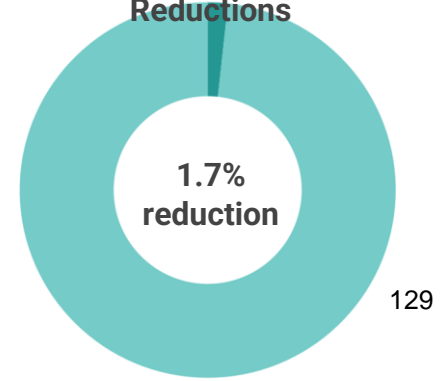
School-related services will make \$10.5 million in reductions. This is a **1.5% reduction to schools'** overall budget of \$683.9 million.

Non-School Related Reductions



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

Total Reductions

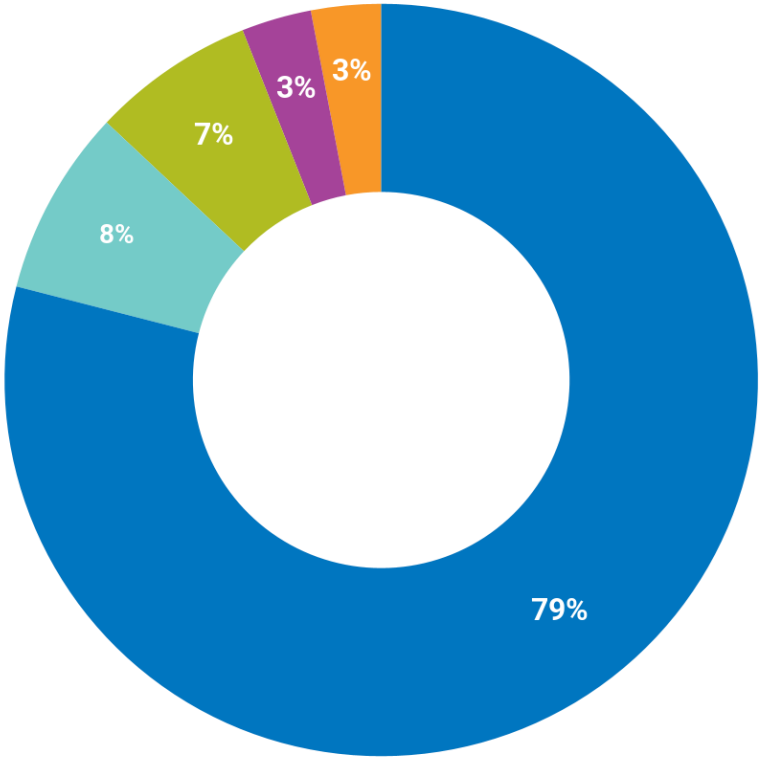


SPPS will make \$14.35 million total budget reductions for 2026-27. This is a **1.7% reduction of the district's General Fund budget** of \$828.8 million.

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 130
Modify allocation practice for kindergarten sections	\$300,000	Continue to maximize kindergarten enrollment by accepting up to 3 students over cap; adjustments in fall 2026 as needed
Fall staffing adjustments	\$400,000	The district will set aside \$600K for this purpose, which results in a \$400K savings
2% increase to supply budgets instead of 4% increase	\$240,000	Reduce standard inflationary increase by 50% for supplies
Maintain partnerships where grants are being reduced	-\$300,000	Use general fund dollars to replace lost grant revenue
Total FY27 Reductions	\$14.35M	

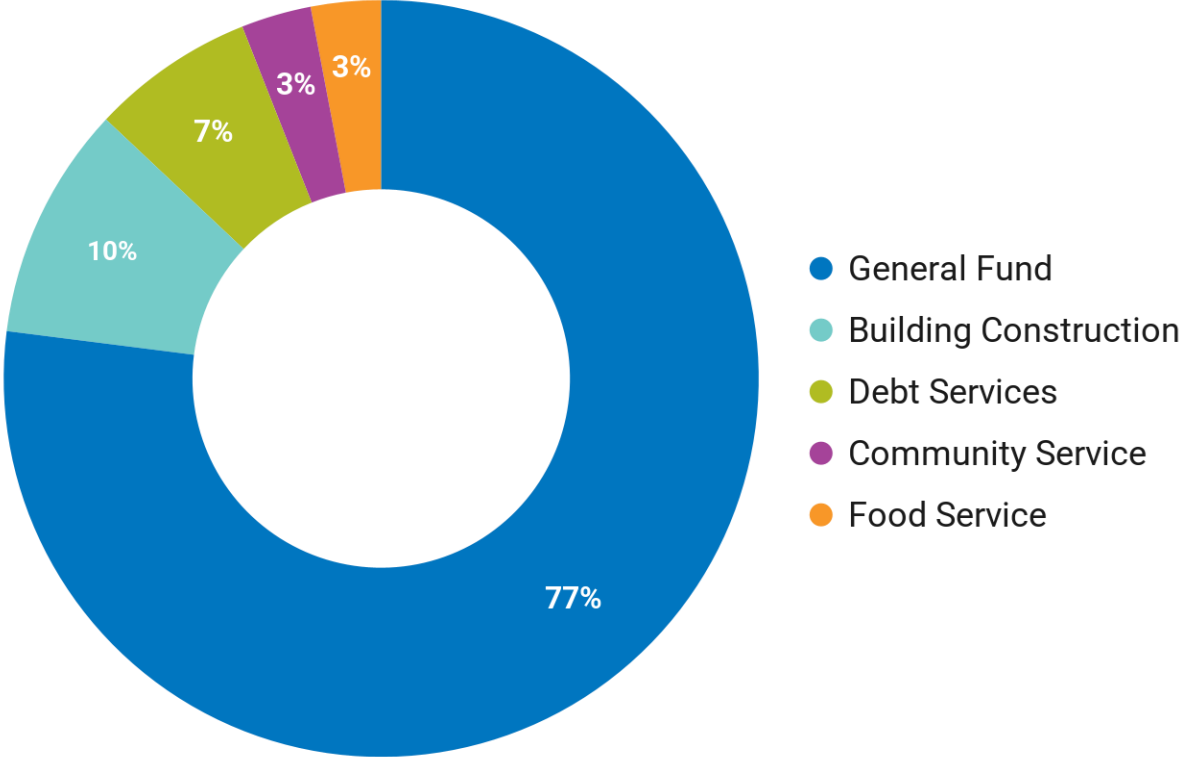
FY27 Total Revenue by Fund



- General Fund
- Building Construction
- Debt Services
- Community Service
- Food Service

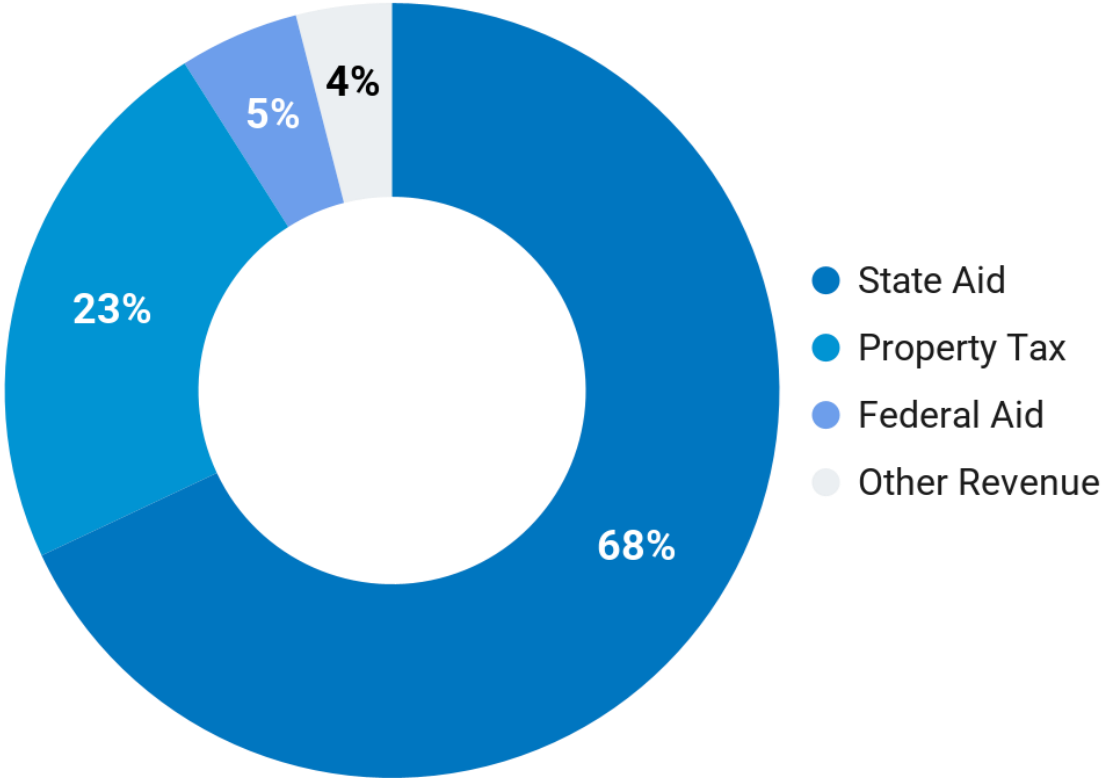
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FY27 Total Expenditures by Fund



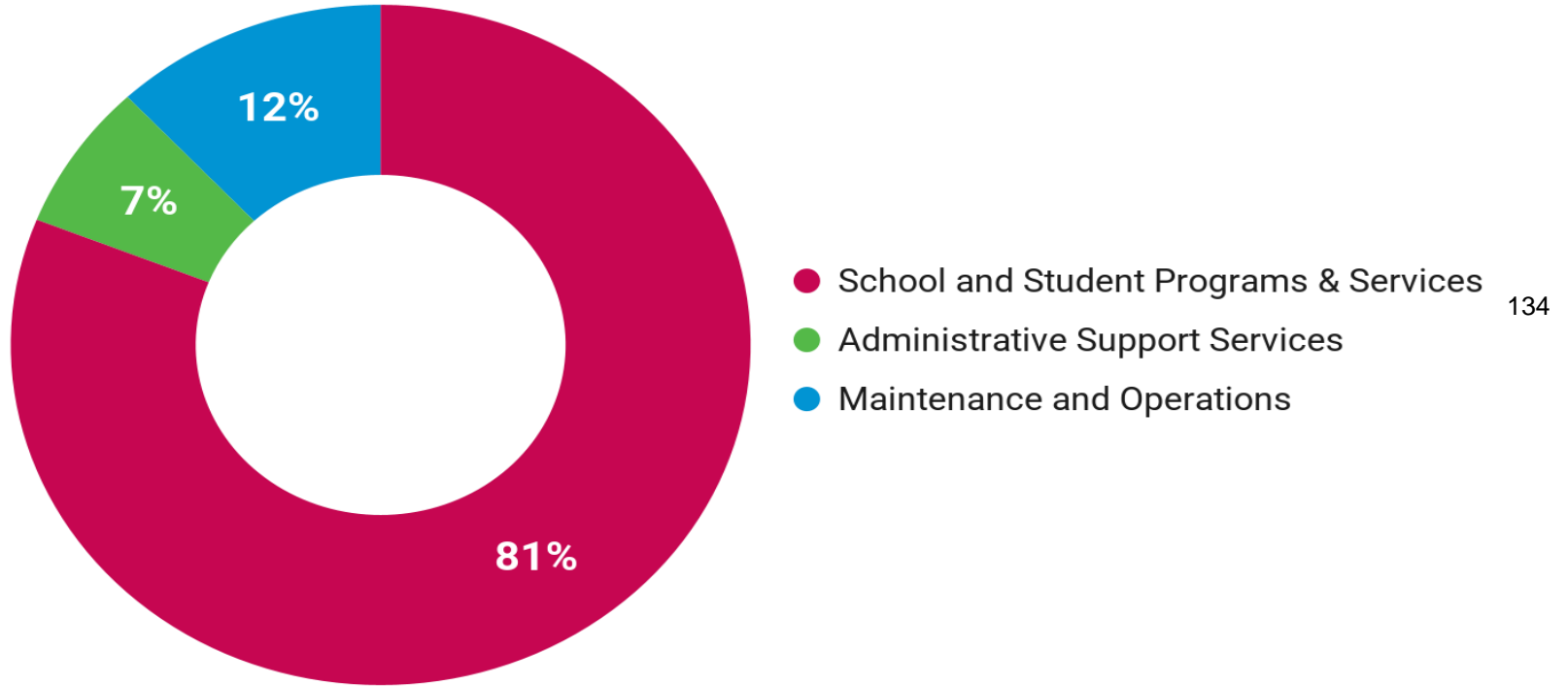
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FY27 General Fund Revenue Sources



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FY27 General Fund Expenditures



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	\$254,161 ¹³⁵
Estimated Ending Fund Balance	\$129,489,648	\$129,503,769	\$14,121

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	-\$130,250 ¹³⁶
Estimated Ending Fund Balance	-\$1,490,520	-\$1,269,172	\$221,348

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	\$1,889,958 ¹³⁷
Estimated Ending Fund Balance	\$12,120,092	\$9,856,203	-\$2,263,889

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	-\$11,193,748 ¹³⁸
Estimated Ending Fund Balance	\$43,804,761	\$17,126,347	-\$26,678,414

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	-\$16,867,337 ¹³⁹
Estimated Ending Fund Balance	\$20,234,637	\$19,697,709	-\$536,928

FY27 Budget for Board Approval

Fund	Estimate Beginning Fund Balance	FY27 Proposed Revenue Budget	FY27 Proposed Expenditure Budget	Estimate Ending Fund Balance
General Fund	\$129,489,648	\$814,477,651	\$814,463,530	\$129,503,769
Food Service	-\$1,490,520	\$34,015,196	\$33,793,848	-\$1,269,172 ₁₄₀
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

School & Department Position Cuts*

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

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*This data reflects eliminated positions, not employee layoffs

Estimated Impacted Staff by Employee Group

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

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 15 143
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

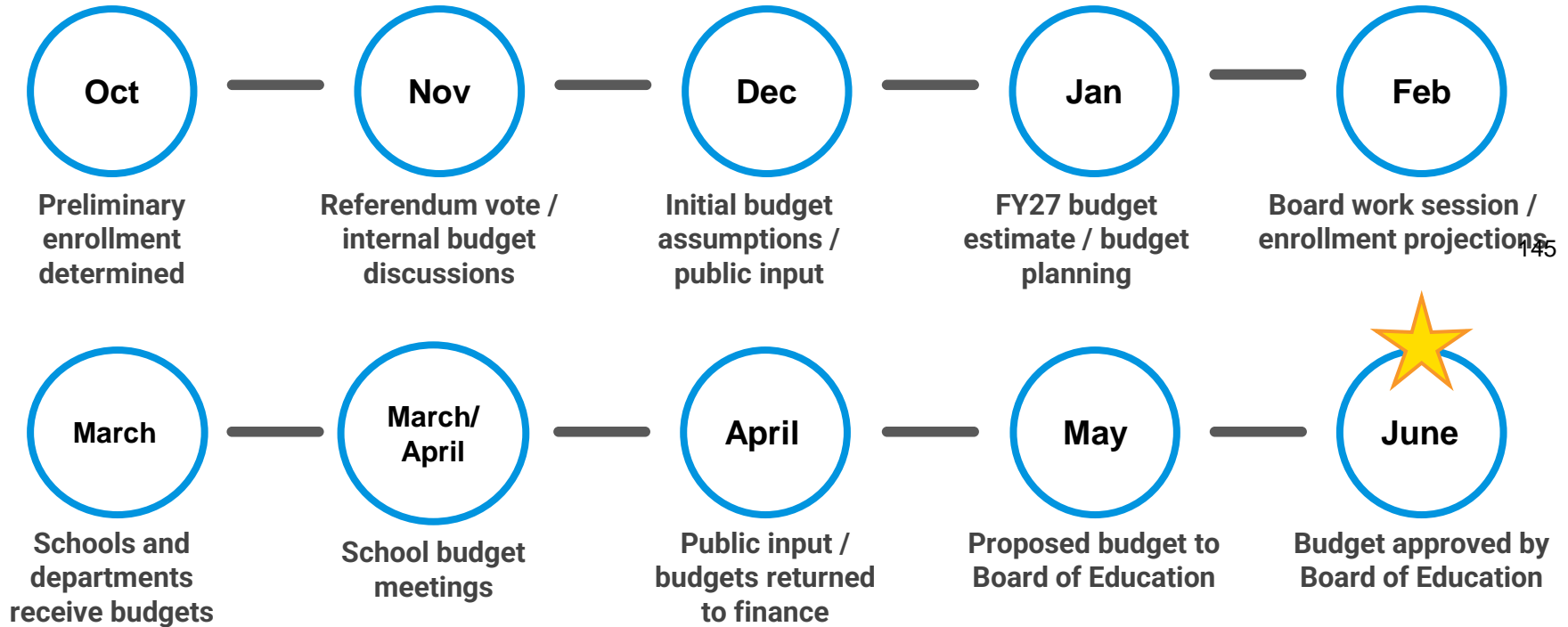
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Next Steps

- 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

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

2026-27 Budget Timeline



Responses to School Board Inquiries

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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.

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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

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
- **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

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Art & Music Funding Updates:

- **\$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



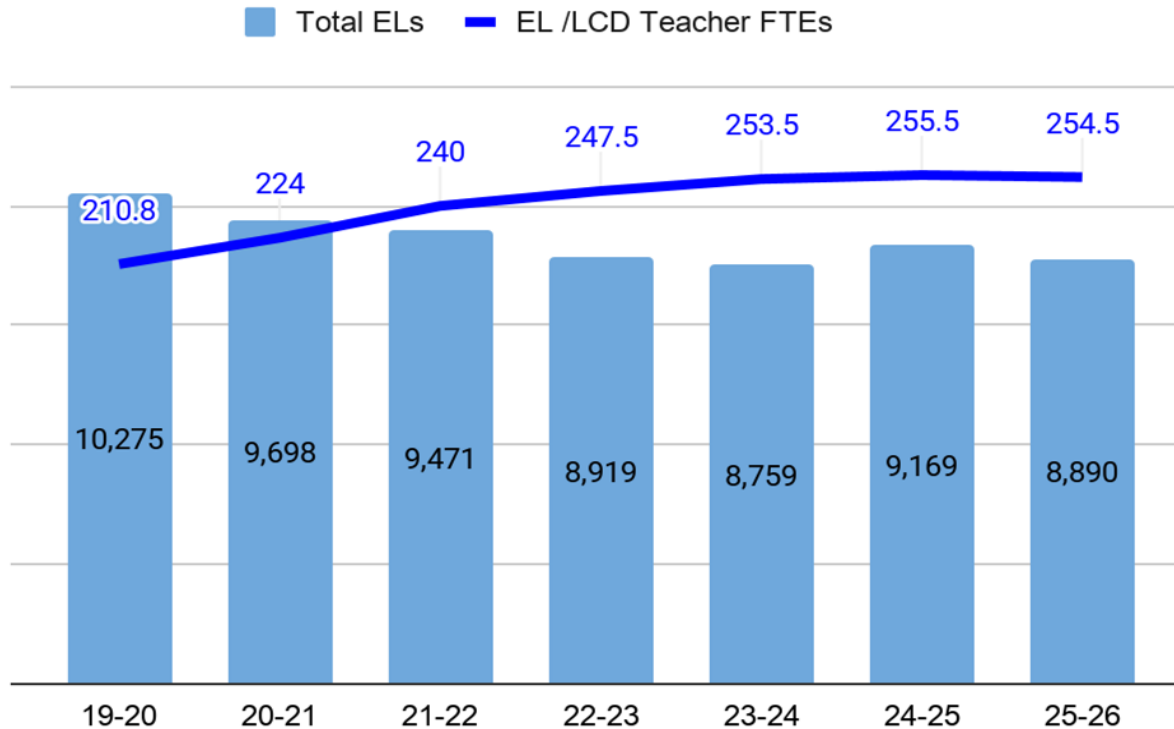
Courses Offered:

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



<p>6</p> <p>Arts Magnet Schools</p> <p>—</p> <p>Arts Pathway</p>	<p>43</p> <p>Courses in grades 6-8</p> <p>—</p> <p>SY25-26 Q1-Q4</p>	<p>85</p> <p>Courses in grades 9-12</p> <p>—</p> <p>SY25-26 Q1-Q4</p>	<p>24/7</p> <p>Academic Year Summer Extended Day</p> <p>—</p> <p>Alternative & Community</p>	<p>3¹⁵⁰</p> <p>Districtwide Celebration of Arts</p> <p>—</p> <p>PreK-12</p>
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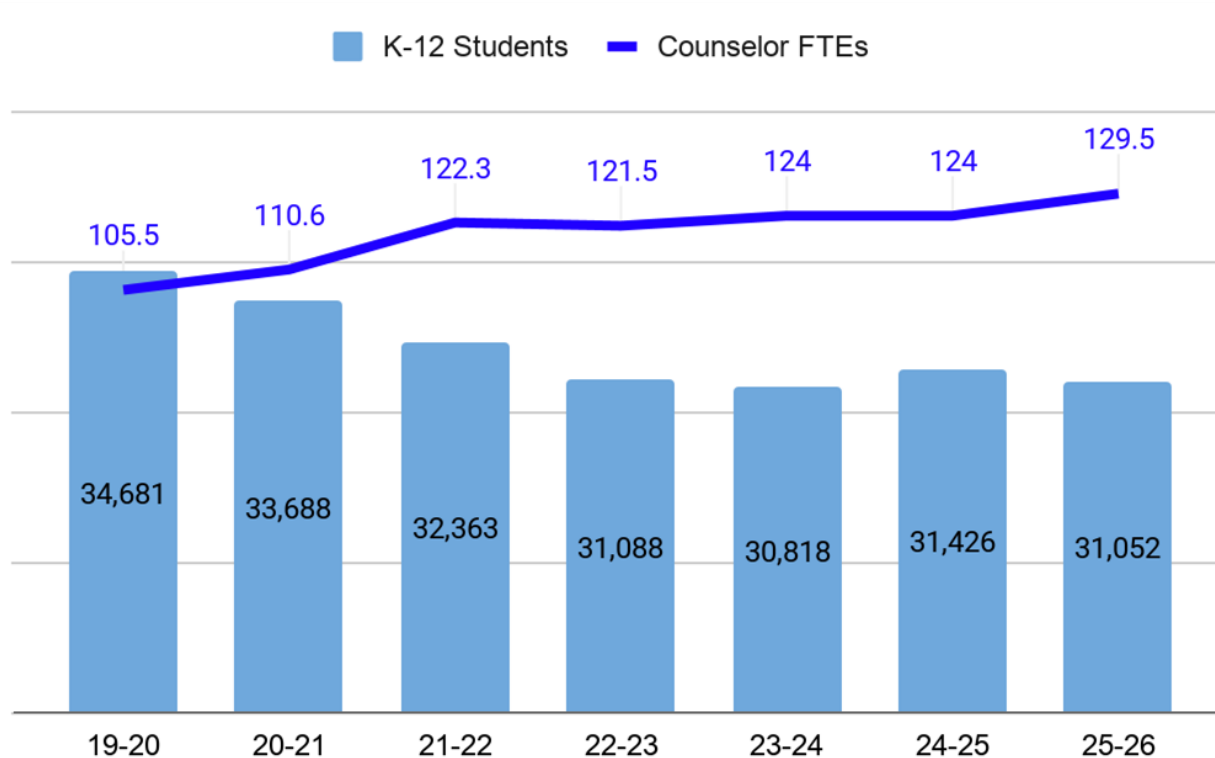
English Learner (EL) Teacher FTEs



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.

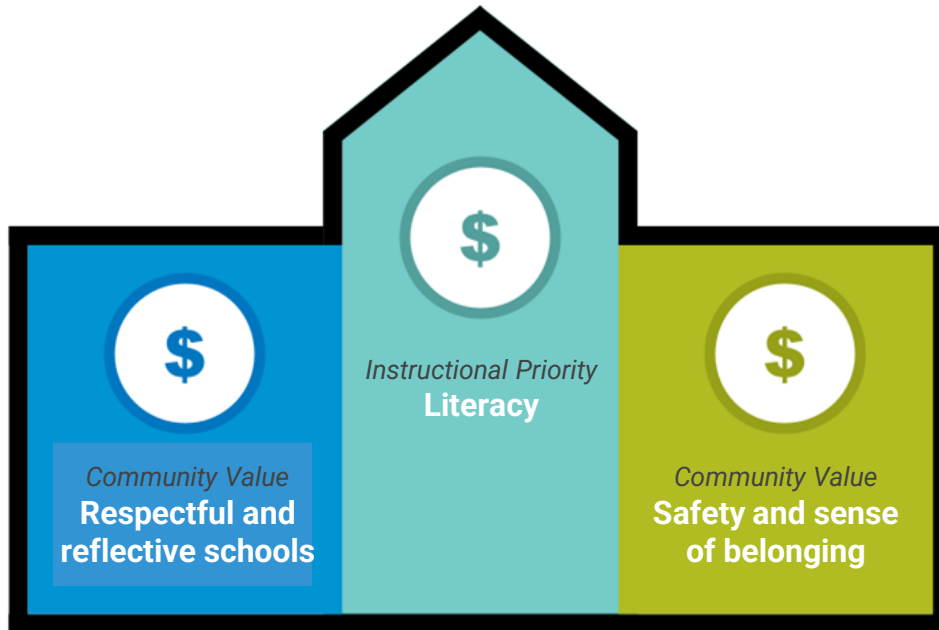
Despite the counselor FTE reduction for 2026-27, the ratio will improve from 268-to-1 in 2025-26 to 256-to-1 next year. This is due to declining enrollment overall.

Budget Decisions Based on Board Parameters

Board Parameter	Budget Decisions That Reflect Parameter
Maintain district commitment to full-day Pre-K	<ul style="list-style-type: none">● Maintained district-funded full-day Pre-K sections
Retain at least 95% of instructional support services	<ul style="list-style-type: none">● 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	<ul style="list-style-type: none">● Sustained immersion and world language programs● Continued progression of Karen and East African programs● Upcoming launch of Afrocentric program

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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

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

Safety and sense of belonging

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

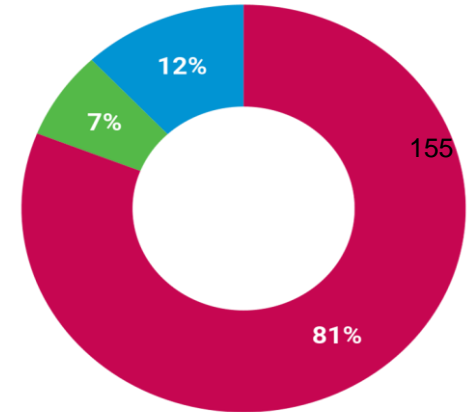
Budget Decisions Reflecting Community Feedback

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.

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

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

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



- School and Student Programs & Services
- Administrative Support Services
- Maintenance and Operations

Recommendation

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

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THANK YOU

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Saint Paul
PUBLIC SCHOOLS

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

June 23, 2026

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:

- ❑ **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
- ❑ International Baccalaureate (IB) Diploma Program (DP) History of the 20th Century

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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)

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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%

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- 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%

- 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

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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 days¹⁶⁵
- ❑ Continued investment in our academic programming and instructional models

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

Thank You

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Saint Paul
PUBLIC SCHOOLS

POLICY UPDATE

SECOND READING: Policy 602.00 - Curriculum, Instruction, and Accountability¹⁶⁷

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.

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.

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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.

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. ¹⁷⁰
- 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.

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.

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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. 172

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.

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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.

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.

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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; 176
- 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.

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.

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. 178

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.

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?

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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



Saint Paul
PUBLIC SCHOOLS

POLICY UPDATE

SECOND READING: Policy 602.01 - Inclusive and Equitable Education

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.

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. 183

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.

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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.

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

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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.

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.

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Questions?

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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



Saint Paul
PUBLIC SCHOOLS

POLICY UPDATE

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

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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

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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.

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.

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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;

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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.

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.

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.

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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.

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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.

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)

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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?

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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



Saint Paul
PUBLIC SCHOOLS

POLICY UPDATE

SECOND READING: Rescission of Policy 607.01 - Textbook Selection and Adoption

198

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.~~

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~~LEGAL REFERENCES:~~

~~CROSS REFERENCES: 607.00, Textbooks and Instructional Materials~~

Questions?

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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

Adopted: 1/18/2011
Revisions: xx/xx/2026

Saint Paul Public Schools Policy 602.00

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

Adopted: 2/21/1978
Revised: 5/7/1991;
6/17/2008,
1/18/11 (Renumbered)
xx/xx/2026

Saint Paul Public Schools Policy 602.01

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
Revised: 9/7/1982;
6/17/2008
xx/xx/2026

Saint Paul Public Schools Policy 607.00

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

- 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)

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