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

July 14, 2026
5:30 PM

A G E N D A

1. **CALL TO ORDER**
2. **ROLL CALL**
3. **APPROVAL OF THE ORDER OF THE MAIN AGENDA**
4. **PUBLIC COMMENT**
5. **APPROVAL OF THE ORDER OF THE CONSENT AGENDA**
6. **APPROVAL OF THE MINUTES**
   - A. Minutes of the Regular Meeting of the Board of Education of June 23, 2026 — 4
   - B. Minutes of the Special Meeting of the Board of Education of June 25, 2026 — 16
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   - C. Committee of the Board Meetings (4:30 p.m. unless otherwise noted)
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        - b. Acceptance of Gift from Jane Skovholt Memorial for a Rainbow Buddy Bench — 22
        - c. Acceptance of Gifts that are under $5,000 for April 1st - June 30th, 2026 — 24
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11. **BOARD OF EDUCATION**
A. Information Requests/Responses and Items for Future Agendas
B. Board of Education Reports/Communications
C. Board of Education Committee Reports
12. **ADJOURNMENT**
#BoldSubject#

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

June 23, 2026
5:30 p.m.

MINUTES

1. CALL TO ORDER

The meeting was called to order at 5:32 p.m. by Uriah Ward, Chair.

2. ROLL CALL

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

H. Henderson arrived at 5:33 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 Carrillo.

The motion was approved by roll call vote:

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

4. RECOGNITIONS

BF 34718 Acknowledgement of Good Work Provided by Staff

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

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

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

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

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

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

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

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

BF 34719 Acknowledgment of Good Work Provided by Students

2026 Spring High School Athletics State Qualifiers

Central Senior High School

- **Track and Field**
  - Kendall Fane and Clyde Berg
  - Coach Andy Basitian

Como Park Senior High School

- **Track and Field**
  - Charlie Loth (state champion)

- Ben Clark and Tate Prinson
- **Badminton**
  - Nico Solheid and Tsuki Solheid

Harding Senior High School
- **Track and Field**
  - Nasir Yeah and Khapriece Venzant
- **Badminton**
  - Gao Zhia Vue

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

Humboldt High School
- **Track and Field**
  - Aria Kulseth
- **Adapted Bowling**
  - McKenzie Green, *(Highland Park student)*

Johnson Senior High School
- **Boys Volleyball Team**
- **Badminton**
  - Amanda Her, Gaonou Vang, Angelina Thao

Washington Technology High School
- **Track and Field**
  - Lesean Andrewin

5. PUBLIC COMMENT

1. **Josiah Carrillo** — Effects of iPad on learning
2. **Jonathan Oppenheimer** — Digital well-being
3. **Lesley Lavery** — iPad usage
4. **Sarah Degner Riveros** — Technology use for students
5. **Jill van Koolwijk** — Budget cuts to ELL
6. **Shawna Nielson** — Budget cuts to ELL
7. **Jenn Vaubel** — 1:1 school technology
8. **Kristi Herman Hill** — Budget cuts to ELL
9. **Sarah Langford** — Tech in schools
10. **Kevin Zhao** — Technology

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:

- **2-e: Request for Permission to Submit a Grant to the Saint Paul & Minnesota Foundation Community Solutions Grant Program**

The motion was seconded by Director Valliant.

The motion was approved by roll call vote:

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

7. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of May 19, 2026
B. Minutes of the Special Meeting of the Board of Education of June 9, 2026
C. Minutes of the Special Meeting of the Board of Education of June 17, 2026

MOTION: Director Ward moved approval of the Minutes of the Regular Meeting of the Board of Education of May 19, 2026; Minutes of the Special Meeting of the Board of Education of June 9, 2026; and the Minutes of the Special Meeting of the Board of Education of June 17, 2026. The motion was seconded by Director Valliant.

The motion was approved by roll call vote:

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

8. COMMITTEE REPORTS

A. Minutes of the Committee of the Board Meeting of June 9, 2026

Topics at the June 9th, 2026 Committee of the Board meeting included:

- 2026 Legislative Outcomes
- FY27 Budget Update
- FY27 Board of Education Budget Discussion
- Txuj Ci Hmong Language and Culture – Board of Education Motion Progress Update
- SPPS Athletics Update
- SPPS 2033 Strategic Plan
- Language Access Plan
- Policy 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 June 9, 2026 Committee of the Board meeting and approve the recommended motions and minutes of that meeting as published. The motion was seconded by Director Lowe.

The motion was approved by roll call vote:

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

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:

- **2-e: Request for Permission to Submit a Grant to the Saint Paul & Minnesota Foundation Community Solutions Grant Program**

Director Franco seconded the motion.

The motion was approved by roll call vote:

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

1. Gifts

BF 34720 Gift Acceptance of $10,000 from Yeng Yang to Como Senior High School Boys Tennis

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

2. Grants

BF 34721 Request for Permission to Accept a Grant from the MN Department of Natural Resources Transportation Grant Program

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.

BF 34722 Request for Permission to Submit a Grant to Allina Health Foundation

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.

BF 34723 Request for Permission to Submit a Grant to the Jeffers Foundation Environmental Experience Transportation Grant Program

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.

BF 34724 Request for Permission to Submit a Grant to the Running Strong for American Indian Youth Dreamstarter Teacher® Program

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.

BF 34725 Request for Permission to Submit a Grant to the US Department of Transportation Safe Streets for All Grant Program

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.

3. Contracts

BF 34726 Contract Amendment #10 for BTR Architects for the Cherokee Heights Elementary School Building Systems Replacements (Project # 2070-23-01)

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).

BF 34727 Contract Award for FY26 Furniture Replacement Program at Central High School (Project #0160-26-01)

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.

BF 34728 Construction Manager as Advisor Services for the Farnsworth Aerospace Lower Major Renovation and Addition Project (Project #1090-25-01)

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.

BF 34729 Design Services for the Farnsworth Aerospace Lower Major Renovation and Addition Project (Project #1090-25-01)

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.

BF 34730 TMA Contract Renewal

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.

BF 34731 Annual Renewal of Oracle ERP, Database, and Cloud Services Agreements with DLT, and Vendor Related Products and Services

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.

4. Agreements

BF 34732 Joint Powers Agreement with Minnesota State (Century College) pertaining to Contracted Postsecondary Enrollment Options (PSEO)

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

BF 34733 Memorandum of Understanding between Saint Paul Public Schools and Great River Greening

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.

BF 34734 Approval of the Employment Agreement for the Senior Executive Officer of School Leadership and Operation

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

5. Administrative Items

BF 34735 Monthly Operating Authority

That the Board of Education approve and ratify the following checks and electronic transfers for the period April 1, 2026- April 30, 2026.

Human Resources Transactions

BF 34736 Transactions for May 1, 2026 – May 30, 2026

BF 34736 Approval to Create a Cooperative Sponsorship between St. Paul Riveters and Tartan/North St. Paul

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

BF 34737 Designation of an Identified Official with Authority for Education Identity Access Management

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.

BF 34738 Language Access Plan

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

BF 34739 Phase Gate Approval of FY23 Roofing Replacement Program at Journeys Secondary (Project # 0175-23-01): Gate #5.2 – Project Final Fiscal Close-out

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.

BF 34740 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

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.

BF 34741 Pre-Qualification of Professional Consultant Construction Managers as Advisor

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.

BF 34742 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

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.

BF 34743 Property & Casualty Insurance Renewal

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.

BF 34744 Rights and Responsibilities Handbook 2026-27

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

BF 34745 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.

6. Bids

BF 34746 Phase Gate Approval of the Bridge View Walls and Doors (Project # 2002-27-01): Gate #4 - Contract Award

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.

BF 34747 Phase Gate Approval of the Como Park Senior High Fieldhouse Floor Replacement (Project # 0225-27-02): Gate #4 - Contract Award

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.

7. Change Orders

ITEMS PULLED FOR SEPARATE CONSIDERATION

BF 34749 Request for Permission to Submit a Grant to the Saint Paul & Minnesota Foundation Community Solutions Grant Program

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

The motion was approved by roll call vote:

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

FURTHER AGENDA ITEMS THAT REQUIRE BOARD ACTION

A. 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

BF 34750 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

MOTION: Director Ward moved to 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. Director Franco seconded the motion.

The motion was approved by roll call vote:

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

B. Fiscal Year 2026-2027 Adopted Budget

BF 34751 Fiscal Year 2026-2027 Adopted Budget

MOTION: Director Ward moved the approval and adoption of the Fiscal Year 2026-2027 Adopted Budget as presented. Director Valliant seconded the motion.

The motion was approved by roll call vote:

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

12. INFORMATIONAL AGENDA ITEMS

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

B. Policy Update

a. SECOND READING: Policy 602.00 - Curriculum, Instruction, and Accountability
b. SECOND READING: Policy 602.01 - Inclusive and Equitable Education
c. SECOND READING: Policy 607.00 - Selection and Adoption of Instructional Materials
d. SECOND READING: Rescission of Policy 607.01 – Textbook Selection and Adoption

13. BOARD OF EDUCATION

A. Information Requests/Responses and Items for Future Agendas

B. Board of Education Reports/Communications

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 8:40 p.m.

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

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

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota

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

June 25, 2026
3:00 p.m.

MINUTES

1. CALL TO ORDER

The meeting was called to order at 3:11 p.m. by Chair Ward.

2. ROLL CALL

Board of Education:	U. Ward, E. Valliant, C. Franco, Y. Carrillo, B. Lowe, C. Allen H. Henderson arrived at 4:06 p.m.
Staff:	Superintendent Stanley, J. Turner, S. Gray Akyea, P. Pratt-Cook, T. Sager, S. Dahlke, K. Bergstrom
Community:	F. Becquer

3. MOTION TO APPROVE THE MAIN AGENDA

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

4. BOARD RETREAT

A. Internal Board Work: Who We Are and Who Are We Becoming

The Board then discussed the following topics:

- Board Initiated Goals Governance (B.I.G.G.) Self-Assessment and Review
- B.I.G.G. Goal Update and New Goal Setting
- Board Transition: What We Are Handing Forward
- Commitment Cards

5. ADJOURNMENT

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

The retreat adjourned at 6:52 p.m.

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

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

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota

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

June 30, 2026
4:30 p.m.

MINUTES

I. CALL TO ORDER

The meeting was called to order at 4:37 p.m. by Chair Ward.

II. ROLL CALL

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

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: It was moved by Director Ward, and seconded by Director Franco, to approve the order of the agenda. It passed by acclaim.

IV. MOTION TO CLOSE MEETING

MOTION: It was moved by Director Ward and seconded by Director Franco that the Board of Education close the special meeting and continue the meeting as a closed meeting to discuss the annual performance evaluation of the Superintendent, Stacie Stanley, as is provided for by Minnesota Statutes Section 13D.05, subd. 3(a). It passed by acclaim.

V. NEW BUSINESS

The Board of Education and then discussed the annual performance evaluation of the Superintendent, Stacie Stanley, as is provided for by Minnesota Statutes Section 13D.05, subd. 3(a).

VI. MOTION TO OPEN MEETING

MOTION: It was moved by Director Ward to conduct the remainder of this meeting as an open meeting. The motion was seconded by Director Carrillo. It passed by acclaim.

VIII. ADJOURNMENT

MOTION: It was moved by Director Ward, and seconded by Director Franco, to adjourn the meeting. It passed by acclaim.

The meeting adjourned at 6:28 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

2027 REGULAR MEETING DATES – 5:30 p.m. (unless otherwise noted)

- January 5, 2027 (Annual Meeting at 6pm)
- January 19, 2027
- February 16, 2027
- March 16, 2027
- April 20, 2027
- May 18, 2027
- June 15, 2027 (Special re: Non-Renewals at 4:00pm)
- June 22, 2027
- July 13, 2027
- August 17, 2027
- September 21, 2027
- October 19, 2027
- November 16, 2027
- December 7, 2027 (Truth in Taxation Hearing at 6pm)
- December 14, 2027

2027 COMMITTEE OF THE BOARD MEETING DATES – 4:30 p.m.

- January 5, 2027
- February 2, 2027
- March 2, 2027
- April 13, 2027
- May 4, 2027
- June 15, 2027
- August 4, 2027 – Wednesday (Primary Election)
- September 14, 2027
- October 5, 2027
- November 3, 2027 – Wednesday (Election Day)
- December 7, 2027

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

DATE: July 14, 2026

TOPIC: Acceptance of Donation from Nettie and Friends for PreK Courtyard Renovation

A. PERTINENT FACTS:

1. The current PreK courtyard requires modernization to better serve our youngest learners. Nettie and Friends has offered to fully fund a comprehensive upgrade to transform this outdoor area into a vibrant, safe, and highly functional educational environment.

2. This donation of $10,000 is to support the district's efforts to assist with the update.

3. The donation will cover all costs associated with the following enhancements:
   - Beautification: Fresh landscaping, child-friendly murals, and sensory gardens.
   - Modern Equipment: Installation of new, developmentally appropriate play structures.
   - Outdoor Classroom: A dedicated mini-classroom area with weather-resistant seating and whiteboards.
   - Turf Track: A poured-in-place or turf tricycle track to promote gross motor skills.

4. This item aligns with the district strategic plan focus area of Positive School and District Culture, and directly supports the District's commitment to racial equity and early childhood excellence by providing high-quality, accessible outdoor learning spaces that foster physical, social, and emotional development.

5. This item is submitted by Dr. Leslie Hitchens, Principal; and Kirk Morris, Assistant Superintendent.

B. RECOMMENDATION:

That the Board of Education approve the acceptance of a generous donation from the Nettie and Friends nonprofit organization to renovate and beautify the Maxfield Elementary PreK courtyard.

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

DATE: July 14, 2026

TOPIC: Acceptance of Gift from Jane Skovholt Memorial for a Rainbow Buddy Bench

A. PERTINENT FACTS:

1. Jane Skovholt served as a dedicated Physical Education teacher at Maxfield Elementary for approximately 20 years, beginning in the fall of 1978. Throughout her distinguished career, she deeply impacted the community by fostering inclusion and personally sending countless scholars to summer basketball camps. To honor her lasting legacy, her family is gifting a colorful, rainbow-themed Buddy Bench to the school.

2. The Buddy Bench is a proven schoolyard tool designed to foster friendship and eliminate loneliness.
   - Inclusion: Scholars sit on the bench when they need a friend or want to make a new one.
   - Design: The vibrant rainbow aesthetic acts as a visual anchor promoting equity and belonging.
   - Placement: The bench will be permanently installed within the perimeter of the newly renovated playground.

3. There is zero financial cost to the district. The Skovholt family is purchasing and delivering the bench. Maxfield Elementary facility staff will handle the standard installation within their existing operational workflow.

4. A custom bronze memorial plaque will be permanently affixed to the backrest of the bench. The plaque will read: *"In Loving Memory of Jane Skovholt, Maxfield Phy Ed Teacher (1978–1998). She dedicated her heart to our scholars, built community, and made sure everyone had a team. Sit here to find a friend or to be one."*

5. A formal dedication and ribbon-cutting ceremony will take place during the first week of the upcoming school year.
   - Attendees: The Skovholt family, Maxfield staff, alumni, and current scholars will be invited.
   - Program: The event will feature brief remarks from school leadership and the family, followed by a ceremonial unveiling of the bench and plaque.

6. To ensure the bench achieves its intended purpose, the physical education department and classroom teachers will explicitly teach the "Buddy Bench Rules" to all scholars at the start of the year:
   1. Look Before You Sit: Before sitting, look around to see if there is an open game you want to join.
   2. The Signal: Sitting on the bench means you are looking for someone to play with or talk to.
   3. The Invitation: If you see someone on the bench, go over and invite them to play.
   4. Say Yes: If you are sitting on the bench and someone invites you to play, you must say yes

7. This item aligns with the district strategic plan focus area of Positive School and District Culture.

8. This item is submitted by Dr. Leslie Hitchens, Principal; and Kirk Morris, Assistant Superintendent.

B. RECOMMENDATION:

That the Board of Education approve the acceptance of a physical property donation from the family of Jane Skovholt to install a "Buddy Bench" on the newly renovated Maxfield Elementary playground.



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

DATE: July 14, 2026

TOPIC: Acceptance of Gifts that are under $5,000 for April 1st - June 30th, 2026

A. PERTINENT FACTS:

1. Saint Paul Public Schools Board of Education approves of all donations that are under $5,000, as attached herewith.
2. The incoming funds are to be used for Public Purpose and support the need of the enrolled students and community.
3. These donations will help to meet the School District's target are of achievement.
4. Donations are allocated by each school and/or project for which they were intended by donor and project managers. See attached list.
5. This item aligns with the district strategic plan focus area of Positive School and District Culture.
6. This item is submitted by Daniel Moser, Executive Director of Finance; and Tom Sager, Executive Chief of Financial Services.

B. RECOMMENDATION:

That the Board of Education approve these donations under $5,000 from April 1st – June 30th, 2026 which shall be used as public purpose for which they were intended and to assist in the fulfillment of public education for Saint Paul Public Schools' students.

Customer	Customer Name	Deposit ID	Payment Sequence	Payment ID	Payment Amount	Acctg Date	Fund	Dept	Program	Product	Account	Class	User	Line Descr	Date
0000004221	THE BLACKBAUD GIVING FUND BY YOURCAUSE	10649	5	CHK9700107247	$ 200.00	4/3/2026	19	330	291	000	5096	U001	515069	EDUCATIONAL PURPOSES	4/3/2026
0000000452	UNITED STATES TREASURY	10694	1	9071736170	$ 4,198.00	4/7/2026	19	212	291	000	5096	J001	528824	MCJROTC TRANSPORATATION REIMBU	4/7/2026
0000005764	HIDDEN RIVER FAMILY STAFF ORGANIZATION	10654	2	CHK2411	$ 1,000.00	4/7/2026	19	345	291	000	5096	B001	536784	BAND/ MUSIC	4/7/2026
0000001638	MSHSL FOUNDATION	10656	2	CHK7325	$ 3,500.00	4/10/2026	19	225	292	000	5096	A001	528824	ATHLETICS AED DEVICE	4/10/2026
0000003583	MIGHTY CAUSE	10715	1	1272499903	$ 1,050.00	4/10/2026	19	230	291	000	5096	U001	528824	JOHNSON HIGH SCHOOL	4/10/2026
0000003583	MIGHTY CAUSE	10715	1	1272499903	$ 1,050.00	4/10/2026	19	431	291	000	5096	U001	528824	COMO PARK ELEMENTARY	4/10/2026
0000003583	MIGHTY CAUSE	10715	1	1272499903	$ 1,050.00	4/10/2026	19	551	291	000	5096	U001	528824	RIVERVIEW WEST SCHOOL	4/10/2026
0000004223	HIGHLAND PARK CROSS COUNTRY AND NORDIC	10656	5	CHK3167	$ 4,410.00	4/10/2026	19	220	292	000	5096	A001	528824	ATHLETICS NORDIC	4/10/2026
0000005785	DEBORAH R OLSON	10658	4	CHK3674	$ 4,990.00	4/10/2026	19	225	292	000	5096	A600	536784	ATHLETICS - BOYS SOCCER	4/10/2026
0000003386	AMERICAN ONLINE GIVING FOUNDATION INC	10664	3	CHK582357	$ 4,801.25	4/15/2026	19	518	291	000	5096	U001	536784	EDCUATION PURPOSES	4/15/2026
0000000426	CITY OF SAINT PAUL	10719	3	4416005521	$ 265.00	4/16/2026	01	005	000	000	5096	0000	528824	BBGF MEDTRONIC YC DONATION	4/16/2026
0000000637	COMO PARK LUTHERAN CHURCH	10666	1	CHK38930	$ 1,000.00	4/16/2026	19	425	291	000	5096	U001	536784	ART AND MUSIC	4/16/2026
0000000637	COMO PARK LUTHERAN CHURCH	10666	2	CHK38959	$ 3,000.00	4/16/2026	19	425	291	000	5096	U001	536784	ART AND MUSIC	4/16/2026
0000003386	AMERICAN ONLINE GIVING FOUNDATION INC	10719	5	1810739440	$ 255.00	4/16/2026	01	005	000	000	5096	0000	528824	AMER ONLINE GIVE DONATION	4/16/2026
0000003760	YOURCAUSE MEDTRONIC	10719	4	147258371	$ 384.50	4/16/2026	01	005	000	000	5096	0000	528824	BBGF MEDTRONIC YC DONATION	4/16/2026
0000003996	FRONTSTREAM	10677	7	CHK3578425	$ 25.00	4/21/2026	01	005	000	000	5096	0000	536784	ANONYMOUS DONOR	4/21/2026
0000001136	NORTH STAR MARINE VETERANS CORP	10678	6	CHK1196	$ 3,000.00	4/22/2026	19	212	291	000	5096	J001	536784	MCJROTC	4/22/2026
0000001321	RICE STREET ATHLETIC CLUB	10678	5	CHK2639	$ 250.00	4/22/2026	19	212	292	000	5096	A400	536784	BOYS GOLF	4/22/2026
0000001321	RICE STREET ATHLETIC CLUB	10678	8	CHK2643	$ 500.00	4/22/2026	19	212	292	000	5096	A080	536784	BASEBALL	4/22/2026
0000003996	FRONTSTREAM	10678	16	CHK3578427	$ 20.00	4/22/2026	19	230	291	000	5096	U001	536784	EDUCATIONAL PURPOSES	4/22/2026
0000004221	THE BLACKBAUD GIVING FUND BY YOURCAUSE	10678	14	CHK1001090887	$ 234.00	4/22/2026	19	212	298	301	5096	G103	536784	GAME CLUB	4/22/2026
0000005016	MODERN TRAFFIC SERVICES, INC	10678	3	CHK5127	$ 200.00	4/22/2026	19	212	291	000	5096	B001	536784	INSTRUMENTS AND MUSIC	4/22/2026
0000005789	DANIEL KRIVIT	10678	4	CHK10669	$ 100.00	4/22/2026	19	212	298	301	5096	C400	536784	CLOSE UP PROGRAM	4/22/2026
0000005790	R DISTAD	10678	7	CHK1143	$ 150.00	4/22/2026	19	212	292	000	5096	A080	536784	BASEBALL	4/22/2026
0000005791	MARY SUE FRISHMAN	10678	10	CHK924	$ 50.00	4/22/2026	19	230	960	340	5096	S110	536784	SCHOLARSHIPS - DENNISON	4/22/2026
0000004221	THE BLACKBAUD GIVING FUND BY YOURCAUSE	10681	6	CHK9700135991	$ 74.00	4/24/2026	19	330	291	000	5096	U001	536784	EDUCATIONAL PURPOSES	4/24/2026
0000005797	SHARON L YEAGER	10681	3	CHK1228	$ 500.00	4/24/2026	19	252	291	000	5096	J001	536784	NJROTC WTMS	4/24/2026
0000005800	HENRY F VELDMAN	10681	11	CHK1866	$ 500.00	4/24/2026	19	252	291	000	5096	J001	536784	NJROTC WTMS	4/24/2026
0000003386	AMERICAN ONLINE GIVING FOUNDATION INC	10726	2	1810739440	$ 150.00	4/27/2026	01	005	000	000	5096	0000	528824	EDUCATIONAL PURPOSES	4/27/2026
0000003583	MIGHTY CAUSE	10726	3	1272499903	$ 30.00	4/27/2026	19	315	291	000	5096	U001	528824	FARNSWORTH DONATION	4/27/2026
0000002425	GREATER TWIN CITIES YOUTH SYMPHONIES	10686	12	CHK9919630071	$ 1,000.00	4/29/2026	19	345	291	000	5096	B001	536784	MUSIC/BAND/ ORCHESTRA	4/29/2026
0000004611	DAVID SOLL & SARA WISE	10693	3	CHK896	$ 300.00	5/1/2026	19	225	291	000	5096	T010	536784	FRIENDSHIP/PBIS SCHOOL RESOURC	5/1/2026
0000005764	HIDDEN RIVER FAMILY STAFF ORGANIZATION	10696	4	CHK3416	$ 800.00	5/4/2026	19	345	291	000	5096	L100	536784	ASIAN STUDENT ALLIANCE	5/4/2026
0000000532	BOX TOPS FOR EDUCATION	10704	4	CHK5108592	$ 16.00	5/8/2026	19	476	291	000	5096	U001	536784	BOX TOP DEC 2025 PAYOUT	5/8/2026
0000000532	BOX TOPS FOR EDUCATION	10705	6	CHK5094272	$ 39.80	5/8/2026	19	330	291	000	5096	U001	536784	EDUCATIONAL PURPOSES	5/8/2026
0000001137	MIDWAY MENS CLUB	10704	3	CHK8118	$ 4,410.00	5/8/2026	19	220	292	000	5096	A475	536784	GYMNASTICS	5/8/2026
0000005406	WILLIAM DRIVER	10705	4	CHK8927	$ 25.00	5/8/2026	19	518	291	000	5096	U001	536784	EDUCATIONAL PURPOSES	5/8/2026
0000005785	DEBORAH R OLSON	10704	1	CHK3681	$ 4,990.00	5/8/2026	19	225	292	000	5096	A650	536784	GIRLS SOCCER	5/8/2026
0000005809	MARY VOIGT	10703	1	CASH	$ 200.00	5/8/2026	19	230	291	000	5096	T008	536784	HOSA EXPENSES	5/8/2026
0000005811	AMERICAN LEGION POST 39	10704	5	CHK20454	$ 500.00	5/8/2026	19	215	292	000	5096	A600	536784	BOY'S SOCCER	5/8/2026
0000003583	MIGHTY CAUSE	10759	2	1272499903	$ 125.00	5/11/2026	19	225	291	000	5096	U001	528824	HUMBOLDT HS MIGHTYCAUSE DONATI	5/11/2026
0000003583	MIGHTY CAUSE	10759	2	1272499903	$ 125.00	5/11/2026	19	230	291	000	5096	U001	528824	JOHNSON HS MIGHTYCAUSE DONATIO	5/11/2026
0000003583	MIGHTY CAUSE	10759	2	1272499903	$ 125.00	5/11/2026	19	252	292	000	5096	A090	528824	WASHINGTON TECH SOFTBALL	5/11/2026
0000001440	ANONYMOUS	10713	2	CASH	$ 5.00	5/14/2026	19	225	298	301	5096	Z039	536784	EDUCATIONAL PURPOSES	5/14/2026
0000005819	MATHEW BECKER	10713	1	CASH	$ 100.00	5/14/2026	19	225	298	301	5096	Z039	536784	SENIOR CLASS ACTIVITIES	5/14/2026
0000000549	GOVERNORS CLUB	10724	19	CHK7859	$ 350.00	5/19/2026	19	230	291	000	5096	T009	536784	IN STEPS/ SPED PROGRAM NEEDS	5/19/2026
0000001379	MINNESOTA VIKINGS	10724	12	CHK300997	$ 1,000.00	5/19/2026	19	225	292	000	5096	A350	536784	2026 NFL HS FLAG FOOTBALL	5/19/2026
0000003719	CAF AMERICA	10724	1	CHK3041823	$ 12.50	5/19/2026	19	210	291	000	5096	U001	536784	EDUCATIONAL PURPOSES	5/19/2026
0000003719	CAF AMERICA	10724	2	CHK2994765	$ 18.75	5/19/2026	19	210	291	000	5096	U001	536784	EDUCATIONAL PURPOSES	5/19/2026
0000003719	CAF AMERICA	10724	3	CHK3004146	$ 12.50	5/19/2026	19	210	291	000	5096	U001	536784	EDUCATIONAL PURPOSES	5/19/2026
0000003719	CAF AMERICA	10724	4	CHK3041824	$ 25.00	5/19/2026	19	210	291	000	5096	U001	536784	EDUCATIONAL PURPOSES	5/19/2026
0000003719	CAF AMERICA	10724	5	CHK3067983	$ 12.50	5/19/2026	19	210	291	000	5096	U001	536784	EDUCATIONAL PURPOSES	5/19/2026
0000003719	CAF AMERICA	10724	6	CHK30041417	$ 37.50	5/19/2026	19	210	291	000	5096	U001	536784	EDUCATIONAL PURPOSES	5/19/2026
0000003719	CAF AMERICA	10724	7	CHK3067984	$ 25.00	5/19/2026	19	210	291	000	5096	U001	536784	EDUCATIONAL PURPOSES	5/19/2026
0000003719	CAF AMERICA	10724	8	CHK3001340	$ 25.00	5/19/2026	19	210	291	000	5096	U001	536784	EDUCATIONAL PURPOSES	5/19/2026
0000003719	CAF AMERICA	10724	9	CHK3001339	$ 12.50	5/19/2026	19	210	291	000	5096	U001	536784	EDUCATIONAL PURPOSES	5/19/2026
0000003719	CAF AMERICA	10724	10	CHK2994766	$ 37.50	5/19/2026	19	210	291	000	5096	U001	536784	EDUCATIONAL PURPOSES	5/19/2026
0000005000	JOHNSON AREA JROTC BOOSTERS	10724	18	CHK023	$ 1,250.00	5/19/2026	19	230	291	000	5096	J001	536784	AFJROTC	5/19/2026
0000005822	XPERITAS	10724	16	CHK9921316819	$ 250.00	5/19/2026	19	210	291	000	5096	L325	536784	EDUCATIONAL PURPOSES	5/19/2026
0000001953	CENTRAL HIGH SCHOOL	10729	2	CHK5855	$ 250.00	5/20/2026	19	210	291	000	5096	N010	536784	NEWSPAPER CLUB	5/20/2026
0000003396	AMERICAN HEART ASSOCIATION INC	10729	19	CHK102757	$ 350.00	5/20/2026	19	476	291	000	5096	U001	536784	EDCATIONAL PURPOSES	5/20/2026
0000003614	S ROBERT STREET BUSINESS	10729	25	CHK25349	$ 2,000.00	5/20/2026	19	230	960	340	5096	S125	536784	SCHOLARSHIP FUND #5	5/20/2026
0000003719	CAF AMERICA	10729	12	CHK2566406	$ 10.00	5/20/2026	19	464	291	000	5096	U001	536784	EDUCATIONAL PURPOSES	5/20/2026
0000004221	THE BLACKBAUD GIVING FUND BY YOURCAUSE	10729	5	CHK9700220049	$ 74.00	5/20/2026	19	330	291	000	5096	U001	536784	EDUCATIONAL PURPOSES	5/20/2026
0000004221	THE BLACKBAUD GIVING FUND BY YOURCAUSE	10729	13	CHK9700144331	$ 200.00	5/20/2026	19	464	291	000	5096	U001	536784	EDUCATIONAL PURPOSES	5/20/2026
0000005033	BLAZE CREDIT UNION	10729	4	CHK5000006829	$ 500.00	5/20/2026	19	230	291	000	5096	N010	536784	THE MIRROR PUBLICATION	5/20/2026
0000005626	BRIGHT FUTURES GRADULATIONS FLOWERS LLC	10729	17	CHK57587009	$ 131.73	5/20/2026	19	200	291	000	5096	U001	536784	ONLINE HS GRADUCTION	5/20/2026
0000005823	AWESOME ST. PAUL	10729	16	CHK129	$ 1,000.00	5/20/2026	19	200	291	000	5096	U001	536784	ONLINE HS GRADUCTION	5/20/2026
0000000643	FRIENDS OF GROVELAND	10730	15	CHK1122	$ 294.42	5/21/2026	19	476	291	000	5096	U001	536784	ART SUPPLIES	5/21/2026
0000001134	COMO PARK BOOSTER CLUB	10730	5	CHK1175	$ 800.00	5/21/2026	19	212	291	000	5096	J001	536784	MCJROTC	5/21/2026
0000003293	TRUSTONE FINANCIAL	10730	2	CHK1000921739	$ 2,000.00	5/21/2026	19	212	292	000	5096	A090	536784	SOFTBALL FUNDRAISER	5/21/2026
0000004397	MATTHEW M & JENNIFER S OLSON	10730	17	CHK3511	$ 100.00	5/21/2026	19	212	292	000	5096	A800	536784	TENNIS EQUIPMENT	5/21/2026
0000004989	GENE HAAS FOUNDATION	10730	4	CHK21496	$ 3,000.00	5/21/2026	19	212	298	301	5096	R100	536784	ROBOT TEAM	5/21/2026
0000005827	PEDERSON TRIPP POST #357	10730	16	CHK19507	$ 432.50	5/21/2026	19	212	291	000	5096	J001	536784	MCJROTC	5/21/2026
0000003583	MIGHTY CAUSE	10763	2	1272499903	$ 591.94	5/26/2026	19	005	790	000	5096	3570	528824	FOOD FOR THOUGHT	5/26/2026
0000003583	MIGHTY CAUSE	10763	2	1272499903	$ 591.94	5/26/2026	19	252	292	000	5096	A090	528824	WASHINGTON TECH SOFTBALL	5/26/2026
0000003583	MIGHTY CAUSE	10763	2	1272499903	$ 591.94	5/26/2026	19	315	291	000	5096	U001	528824	FARNSWORTH AEROSPACE	5/26/2026
0000003386	AMERICAN ONLINE GIVING FOUNDATION INC	10777	2	1810739440	$ 491.94	5/28/2026	01	005	000	000	5096	0000	528824	ONLINE DONATION BENEVITY	5/28/2026
0000003386	AMERICAN ONLINE GIVING FOUNDATION INC	10777	2	1810739440	$ 491.94	5/28/2026	19	211	291	000	5096	D050	528824	ONLINE GIFT FOR THEATER DEPT	5/28/2026
0000000643	FRIENDS OF GROVELAND	10744	4	CHK1159	$ 74.38	5/29/2026	19	476	291	000	5096	U001	536784	REIMBURSE FOR SCIENCE FAIR	5/29/2026
0000001731	OPEN WORLD LEARNING (OWL) PTO	10744	1	CHK1147	$ 2,547.00	5/29/2026	19	250	291	000	5096	D050	536784	DRAMA / THEATER	5/29/2026
0000003614	S ROBERT STREET BUSINESS	10744	14	CHK25347	$ 2,000.00	5/29/2026	19	225	960	340	5096	S110	536784	SCHOLARSHIP	5/29/2026
0000003629	ADOPT-A-CLASSROOM	10744	12	CHK10425	$ 125.93	5/29/2026	19	452	291	000	5096	U001	536784	EDUCATIONAL PURPOSES	5/29/2026
0000003629	ADOPT-A-CLASSROOM	10744	13	CHK10509	$ 65.87	5/29/2026	19	452	291	000	5096	U001	536784	EDUCATIONAL PURPOSES	5/29/2026
0000004222	WEST SIDE COMMUNITY ORGANIZATION	10744	16	CHK2944	$ 200.00	5/29/2026	19	225	291	000	5096	B001	536784	BAND SUPPLIES	5/29/2026
0000005829	THOMAS R HOWARD	10744	3	CHK7024	$ 1,000.00	5/29/2026	19	252	298	301	5096	P100	536784	PROM	5/29/2026
0000004221	THE BLACKBAUD GIVING FUND BY YOURCAUSE	10754	3	CHK9700223817	$ 400.00	6/1/2026	19	494	291	000	5096	U001	536784	EDUCATIONAL PURPOSES	6/1/2026
0000005765	KALEIDOSCOPE GROUP PBC	10754	4	CHK60455	$ 1,100.00	6/1/2026	19	494	203	000	5096	U001	536784	BLAZE CU GRANT, JOHN HORTON	6/1/2026
0000005832	DEBORAH STICH	10754	1	CHK10218	$ 50.00	6/1/2026	19	342	291	000	5096	B001	536784	BAND	6/1/2026
0000004373	CASEY'S GENERAL STORES	10764	15	CHK472314	$ 5.60	6/3/2026	19	483	291	000	5096	U001	536784	EDUCATIONAL PURPOSES	6/3/2026
0000001091	UNITY CHURCH OF ST PAUL	10765	3	CHK53992	$ 489.30	6/5/2026	04	005	505	321	5096	F450	536784	CDF FREEDOM SCHOOL	6/5/2026
0000003583	MIGHTY CAUSE	10807	1	CHK292137	$ 86.00	6/9/2026	19	496	291	000	5096	U001	528824	EDUCATIONAL PURPOSES	6/9/2026
0000003583	MIGHTY CAUSE	10807	2	CHK293442	$ 153.00	6/9/2026	19	496	291	000	5096	U001	528824	EDUCATIONAL PURPOSES	6/9/2026
0000003719	CAF AMERICA	10807	4	CHK0002993407	$ 107.31	6/9/2026	19	493	291	000	5096	U001	528824	EDUCATIONAL PURPOSES	6/9/2026
0000005882	WOODBURY LUTHERAN CHURCH	10807	3	CHK9921565279	$ 492.07	6/9/2026	19	493	291	000	5096	U001	528824	SCHOOL CELEBRATION	6/9/2026
0000003583	MIGHTY CAUSE	10785	3	1272499903	$ 370.00	6/10/2026	19	225	291	000	5096	U001	528824	HUMBOLDT DONATION	6/10/2026
0000003583	MIGHTY CAUSE	10785	3	1272499903	$ 370.00	6/10/2026	19	230	291	000	5096	U001	528824	JHS DONATION	6/10/2026
0000003583	MIGHTY CAUSE	10785	3	1272499903	$ 370.00	6/10/2026	19	252	292	000	5096	A875	528824	TRACK & FIELD DONATION	6/10/2026
0000000552	HORACE MANN SCHOOL PTA	10774	24	CHK1332	$ 225.00	6/16/2026	19	518	291	000	5096	U001	536784	ADVENTURE CLASSROOM	6/16/2026
0000000702	MU PHI EPSILON	10774	6	CHK1097	$ 500.00	6/16/2026	19	005	610	000	5096	3570	536784	MUSIC EDUCATION EXPENSES	6/16/2026
0000000801	KOPP FAMILY FOUNDATION	10774	11	CHK012027	$ 3,000.00	6/16/2026	19	210	960	340	5096	S100	536784	KOPP FAMILY FOUNDATION SCHOLAR	6/16/2026
0000001134	COMO PARK BOOSTER CLUB	10775	28	CHK1177	$ 263.42	6/16/2026	19	212	292	000	5096	A800	536784	BOYS TENNIS	6/16/2026
0000001137	MIDWAY MENS CLUB	10775	2	CHK8080	$ 4,050.00	6/16/2026	19	252	292	000	5096	A001	536784	EDUCATIONAL PURPOSES	6/16/2026
0000001137	MIDWAY MENS CLUB	10775	3	CHK8094	$ 4,050.00	6/16/2026	19	215	292	000	5096	A950	536784	WRESTLING	6/16/2026
0000001972	HIGHLAND PARK SENIOR HIGH PTA	10775	25	CHK3170	$ 396.28	6/16/2026	19	220	298	301	5096	L150	536784	ONE-PAN AFRICAN CLUB	6/16/2026
0000001972	HIGHLAND PARK SENIOR HIGH PTA	10775	32	CHK3175	$ 300.00	6/16/2026	19	220	291	000	5096	U001	536784	EDUCATIONAL PURPOSES	6/16/2026
0000001972	HIGHLAND PARK SENIOR HIGH PTA	10775	33	CHK3171	$ 742.15	6/16/2026	19	220	292	000	5096	A001	536784	BOYS VOLLEYBALL	6/16/2026
0000002359	SAINT PAUL CENTRAL SPORTS BOOSTERS	10775	5	CHK6779	$ 90.00	6/16/2026	19	210	292	000	5096	A001	536784	BOYS TENNIS	6/16/2026
0000002359	SAINT PAUL CENTRAL SPORTS BOOSTERS	10775	6	CHK6765	$ 945.00	6/16/2026	19	210	292	000	5096	A001	536784	BOYS BASEBALL	6/16/2026
0000002359	SAINT PAUL CENTRAL SPORTS BOOSTERS	10775	7	CHK6766	$ 340.00	6/16/2026	19	210	292	000	5096	A001	536784	BOYS TENNIS	6/16/2026
0000002359	SAINT PAUL CENTRAL SPORTS BOOSTERS	10775	8	CHK6764	$ 440.00	6/16/2026	19	210	292	000	5096	A001	536784	GIRLS BADMINTON	6/16/2026

0000002359	SAINT PAUL CENTRAL SPORTS BOOSTERS	10775	9	CHK6524	$ 1,797.60	6/16/2026	19	210	292	000	5096	A001	536784	CHEERLEADING	6/16/2026
0000002359	SAINT PAUL CENTRAL SPORTS BOOSTERS	10775	10	CHK6522	$ 3,336.12	6/16/2026	19	210	292	000	5096	A001	536784	NORDIC SKI ADDITIONAL COACHING	6/16/2026
0000002359	SAINT PAUL CENTRAL SPORTS BOOSTERS	10775	11	CHK6523	$ 3,210.00	6/16/2026	19	210	292	000	5096	A001	536784	BOYS SWIM AND DIVE	6/16/2026
0000002359	SAINT PAUL CENTRAL SPORTS BOOSTERS	10775	12	CHK6521	$ 2,783.49	6/16/2026	19	210	292	000	5096	A001	536784	BOYS BASKETBALL	6/16/2026
0000002359	SAINT PAUL CENTRAL SPORTS BOOSTERS	10775	13	CHK6595	$ 760.00	6/16/2026	19	210	292	000	5096	A001	536784	GIRLS GOLF	6/16/2026
0000002359	SAINT PAUL CENTRAL SPORTS BOOSTERS	10775	14	CHK6596	$ 1,535.00	6/16/2026	19	210	292	000	5096	A001	536784	BOYS GOLF	6/16/2026
0000002359	SAINT PAUL CENTRAL SPORTS BOOSTERS	10775	18	CHK6743	$ 3,210.00	6/16/2026	19	210	292	000	5096	A001	536784	GIRLS FLAG FOOTBALL	6/16/2026
0000002359	SAINT PAUL CENTRAL SPORTS BOOSTERS	10775	19	CHK6742	$ 4,381.65	6/16/2026	19	210	292	000	5096	A001	536784	TRACK AND FIELD	6/16/2026
0000002359	SAINT PAUL CENTRAL SPORTS BOOSTERS	10775	20	CHK6741	$ 4,381.65	6/16/2026	19	210	292	000	5096	A001	536784	TRACK AND FIELD	6/16/2026
0000002359	SAINT PAUL CENTRAL SPORTS BOOSTERS	10775	21	CHK6740	$ 1,460.55	6/16/2026	19	210	292	000	5096	A001	536784	TRACK AND FIELD	6/16/2026
0000002359	SAINT PAUL CENTRAL SPORTS BOOSTERS	10775	22	CHK6739	$ 4,381.65	6/16/2026	19	210	292	000	5096	A001	536784	TRACK AND FIELD	6/16/2026
0000002359	SAINT PAUL CENTRAL SPORTS BOOSTERS	10775	23	CHK6736	$ 2,190.82	6/16/2026	19	210	292	000	5096	A001	536784	SOFTBALL	6/16/2026
0000002359	SAINT PAUL CENTRAL SPORTS BOOSTERS	10775	24	CHK6737	$ 2,190.82	6/16/2026	19	210	292	000	5096	A001	536784	BASEBALL	6/16/2026
0000002359	SAINT PAUL CENTRAL SPORTS BOOSTERS	10775	26	CHK6738	$ 1,752.66	6/16/2026	19	210	292	000	5096	A001	536784	GIRLS GOLF	6/16/2026
0000003550	ST PAUL CENTRAL SPORTS BOOSTERS	10775	4	CHK6587	$ 80.00	6/16/2026	19	210	292	000	5096	A001	536784	TRACK AND FIELD / LIFEGUARDING	6/16/2026
0000003719	CAF AMERICA	10774	18	CHK3100249	$ 25.00	6/16/2026	19	210	291	000	5096	U001	536784	EDUCATIONAL PURPOSES	6/16/2026
0000003719	CAF AMERICA	10774	19	CHK3100248	$ 12.50	6/16/2026	19	210	291	000	5096	U001	536784	EDUCATIONAL PURPOSES	6/16/2026
0000004635	NATIONAL FORENSIC LEAGUE	10774	2	CHK70093	$ 400.00	6/16/2026	19	215	291	000	5096	D050	536784	NATIONAL SPEECH COMPETITION	6/16/2026
0000005590	GUY BELLAVER AND ELIZABETH BELLAVER	10775	15	CHK225	$ 150.00	6/16/2026	19	210	292	000	5096	A001	536784	BOYS GOLF	6/16/2026
0000005848	CHRYSTIAN R PEREIRA	10774	1	CHK5248	$ 75.00	6/16/2026	19	210	291	000	5096	Y001	536784	SCHOOL YEARBOOK	6/16/2026
0000005852	CAMILLE N LOGAN	10774	12	CHK4206	$ 75.00	6/16/2026	19	210	291	000	5096	Y001	536784	SCHOOL YEARBOOK	6/16/2026
0000005853	MARISA M VARGAS	10774	13	CHK1150	$ 75.00	6/16/2026	19	210	291	000	5096	Y001	536784	SCHOOL YEARBOOK	6/16/2026
0000005854	HAIDEE ZOBENICA	10774	14	CHK5496	$ 75.00	6/16/2026	19	210	291	000	5096	Y001	536784	SCHOOL YEARBOOK	6/16/2026
0000005855	FRUCI'S FROZEN DELIGHTS LLC	10774	15	CHK2007	$ 300.00	6/16/2026	19	210	298	301	5096	A350	536784	BLACK STUDENT COUNCIL	6/16/2026
0000005858	PETER HENDRICKS	10775	16	CHK6109	$ 100.00	6/16/2026	19	210	292	000	5096	A001	536784	BASEBALL	6/16/2026
0000005859	JONATHAN J SHUSTER	10775	17	CHK7893	$ 250.00	6/16/2026	19	210	292	000	5096	A001	536784	BOYS GOLF	6/16/2026
0000005860	COMO BALL INC	10775	27	CHK1095	$ 500.00	6/16/2026	19	212	292	000	5096	A090	536784	SOFTBALL	6/16/2026
0000005862	TERRENCE L BAILEY	10775	29	CHK9669	$ 200.00	6/16/2026	19	220	298	301	5096	F400	536784	FRIENDSHIP CLUB	6/16/2026
0000005863	ANDREA J KISCH	10775	30	CHK8144	$ 135.00	6/16/2026	19	212	291	000	5096	C200	536784	CHOIR	6/16/2026
0000005864	LINDA ANDERSON TROUTEN	10775	31	CHK3081	$ 100.00	6/16/2026	19	220	298	301	5096	F400	536784	FRIENDSHIP CLUB	6/16/2026
0000005865	RONALD WEISLOW	10775	34	CHK12769	$ 20.00	6/16/2026	19	220	292	000	5096	A080	536784	BASEBALL	6/16/2026
0000005866	MICHAEL T WIKTOR	10775	35	CHK4096	$ 365.00	6/16/2026	19	220	292	000	5096	A080	536784	BASEBALL	6/16/2026
0000000801	KOPP FAMILY FOUNDATION	10778	6	CHK12041	$ 2,000.00	6/17/2026	19	220	960	340	5096	S100	536784	SCHOLARSHIPS	6/17/2026
0000001972	HIGHLAND PARK SENIOR HIGH PTA	10778	3	CHK5000006750	$ 350.00	6/17/2026	19	220	298	301	5096	L150	536784	ONE-PAN AFRICAN CLUB	6/17/2026
0000003614	S ROBERT STREET BUSINESS	10778	4	CHK25345	$ 2,000.00	6/17/2026	19	212	960	340	5096	S120	536784	SCHOLARSHIPS	6/17/2026
0000003719	CAF AMERICA	10778	9	CHK2844536	$ 50.00	6/17/2026	19	220	291	000	5096	U001	536784	EDUCATIONAL PURPOSES	6/17/2026
0000003719	CAF AMERICA	10778	10	CHK2844537	$ 100.00	6/17/2026	19	220	291	000	5096	U001	536784	EDUCATIONAL PURPOSES	6/17/2026
0000005033	BLAZE CREDIT UNION	10778	5	CHK1000111308	$ 200.00	6/17/2026	19	212	291	000	5096	J001	536784	MCJROTC	6/17/2026
0000005812	DAF GIVING 360	10778	2	CHK6615643	$ 1,000.00	6/17/2026	19	252	291	000	5096	U001	536784	10TH GRADE FIELD DAY BIKES.	6/17/2026
0000005846	BLAZE CREDIT UNION	10778	7	CHK1000110465	$ 4,000.00	6/17/2026	19	220	960	340	5096	S120	536784	SCHOLARSHIPS	6/17/2026
0000005867	MN/USA WRESTLING	10778	1	CHK17104	$ 1,150.00	6/17/2026	19	215	292	000	5096	A950	536784	WRESTLING	6/17/2026
0000005868	THE HOUSE OF HOPE PRESBYTERIAN CHURCH	10778	8	CHK77618	$ 150.00	6/17/2026	19	220	291	000	5096	U001	536784	EDUCATIONAL PURPOSES	6/17/2026
0000001195	SWEETCREAM ST PAUL LLC	10791	1	CHK23864	$ 260.00	6/23/2026	19	225	298	301	5096	Z039	536784	SWEET CREAM ST. PAUL LLC	6/23/2026
0000001280	MINNESOTA STATE FAIR	10791	10	CHK207061	$ 300.00	6/23/2026	19	545	291	733	5096	F050	536784	BUS T 25732 V 01014912	6/23/2026
0000004221	THE BLACKBAUD GIVING FUND BY YOURCAUSE	10791	2	CHK9700272068	$ 333.00	6/23/2026	19	330	291	000	5096	U001	536784	EDUCATIONAL PURPOSES	6/23/2026
0000004221	THE BLACKBAUD GIVING FUND BY YOURCAUSE	10791	16	CHK1001096422	$ 60.00	6/23/2026	19	428	291	000	5096	U001	536784	EDUCATIONAL PURPOSES	6/23/2026
0000004830	#FORTHEKIDS-GP	10791	3	CHK5205	$ 398.00	6/23/2026	19	431	291	000	5096	U001	536784	GYM EQUIPMENT	6/23/2026
0000004830	#FORTHEKIDS-GP	10791	17	CHK5204	$ 450.00	6/23/2026	19	428	291	000	5096	U001	536784	EDUCATIONAL PURPOSES	6/23/2026
0000005000	JOHNSON AREA JROTC BOOSTERS	10791	11	CHK024	$ 4,500.00	6/23/2026	19	230	291	000	5096	J001	536784	AFJROTC	6/23/2026
0000005806	UNIVERSITY OF MINNESOTA	10791	7	CHK1012143931	$ 400.00	6/23/2026	19	452	291	000	5096	U001	536784	EDUCATIONAL PURPOSES	6/23/2026
0000005874	JOEL D RUDNEY	10791	21	CHK9003	$ 500.00	6/23/2026	19	345	291	000	5096	B001	536784	BAND	6/23/2026
0000005875	THOMAS PARSON MANLEY	10791	29	CHK2606	$ 50.00	6/23/2026	19	348	291	000	5096	U001	536784	ICE CREAM ON 2 SCOOPS	6/23/2026
0000000548	HUMBOLDT H CLUB	10806	30	CHK4068	$ 2,113.75	6/24/2026	19	225	292	000	5096	A001	528824	ATHLETICS	6/24/2026
0000001321	RICE STREET ATHLETIC CLUB	10806	23	CHK2648	$ 500.00	6/24/2026	19	252	292	000	5096	A650	528824	GIRLS SOCCER	6/24/2026
0000001321	RICE STREET ATHLETIC CLUB	10806	24	CHK2649	$ 500.00	6/24/2026	19	252	292	000	5096	A600	528824	BOYS SOCCER	6/24/2026
0000001440	ANONYMOUS	10797	1	0000009999	$ 60.00	6/24/2026	19	345	291	000	5096	B001	528824	MUSIC DEPT	6/24/2026
0000001440	ANONYMOUS	10799	1	0000009999	$ 501.00	6/24/2026	19	345	291	000	5096	D050	528824	THEATRE	6/24/2026
0000001440	ANONYMOUS	10801	1	0000009999	$ 67.00	6/24/2026	19	496	291	000	5096	U001	528824	GENERAL SUPPLIES	6/24/2026
0000001440	ANONYMOUS	10803	1	0000009999	$ 27.00	6/24/2026	19	310	291	000	5096	B001	528824	BAND	6/24/2026
0000003045	MINNESOTA UNITED SOCCES CLUB LLC	10806	3	CHK0000610686	$ 357.24	6/24/2026	19	410	291	000	5096	U001	528824	EDUCATIONAL PURPOSES	6/24/2026
0000003996	FRONTSTREAM	10806	9	CHK3591176	$ 50.00	6/24/2026	19	230	291	000	5096	U001	528824	EDUCATIONAL PURPOSES	6/24/2026
0000004602	SHUTTERFLY, LLC	10806	7	CHK312180	$ 439.43	6/24/2026	19	410	291	000	5096	U001	528824	EDUCAITONAL PURPOSES	6/24/2026
0000005723	KATHLEEN MONTGOMERY	10806	27	CHK5016	$ 100.00	6/24/2026	19	357	291	000	5096	B001	528824	BAND	6/24/2026
0000005785	DEBORAH R OLSON	10806	31	CHK3688	$ 4,990.00	6/24/2026	19	225	292	000	5096	A600	528824	BOYS SOCCER	6/24/2026
0000005788	CITY OF LAUREL V CINTAS SETTLEMENT FUND	10806	4	CHK171176	$ 251.54	6/24/2026	19	410	291	000	5096	U001	528824	EDUCATIONAL PURPOSES	6/24/2026
0000005788	CITY OF LAUREL V CINTAS SETTLEMENT FUND	10806	5	CHK102319	$ 72.50	6/24/2026	19	410	291	000	5096	U001	528824	EDUCATIONAL PURPOSES	6/24/2026
0000005788	CITY OF LAUREL V CINTAS SETTLEMENT FUND	10806	6	CHK171177	$ 251.54	6/24/2026	19	410	291	000	5096	U001	528824	EDUCATIONAL PURPOSES	6/24/2026
0000000912	CENTRAL HIGH SCHOOL PARENT ADVISORY COUN	10807	15	CHK5821	$ 1,000.00	6/25/2026	19	210	291	000	5096	U001	528824	EDUCATIONAL PURPOSES	6/25/2026
0000004221	THE BLACKBAUD GIVING FUND BY YOURCAUSE	10807	10	CHK9700267630	$ 200.00	6/25/2026	19	494	291	000	5096	U001	528824	EDUCATIONAL PURPOSES	6/25/2026
0000005758	DANIEL D. HUNT AND ERICA A. HUNT	10807	16	CHK5589	$ 223.20	6/25/2026	19	210	298	301	5096	S300	528824	STUDENT COUNCIL	6/25/2026
0000000640	RANDOLPH HEIGHTS PTA	10814	8	CHK347	$ 3,171.44	6/29/2026	19	545	291	000	5096	F050	536784	25-26 BUS FIELD TRIPS	6/29/2026
0000005788	CITY OF LAUREL V CINTAS SETTLEMENT FUND	10814	10	CHK171268	$ 251.54	6/29/2026	19	579	291	000	5096	U001	536784	CINTAS SETTLEMENT FUND	6/29/2026
0000005788	CITY OF LAUREL V CINTAS SETTLEMENT FUND	10814	11	CHK171269	$ 251.54	6/29/2026	19	579	291	000	5096	U001	536784	CINTAS SETTLEMENT FUND	6/29/2026
0000003719	CAF AMERICA	10817	10	CHK3116722	$ 50.00	6/30/2026	19	220	211	000	5096	U001	536784	EDUCATIONAL PURPOSES	6/30/2026
0000003719	CAF AMERICA	10817	11	CHK3116723	$ 100.00	6/30/2026	19	220	211	000	5096	U001	536784	EDUCATIONAL PURPOSES	6/30/2026
0000005888	AMERICAN RED CROSS	10817	6	CHK13028832	$ 1,000.00	6/30/2026	19	225	298	301	5096	N001	536784	EDUCATIONAL PURPOSES	6/30/2026

$	37,936.75	April
$	34,745.08	May
$	94,424.36	June
$	167,106.19	

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

DATE: July 14, 2026

TOPIC: Request for Permission to Accept Funds from the Ecolab Foundation for the Annual Teacher Grant Program

A. PERTINENT FACTS:

1. The Ecolab Foundation awards Saint Paul Public School funds for the Ecolab Teacher Grant Program to support teacher-led projects that inspire and engage students. The Ecolab Teacher Grant Program offers a convenient and efficient way for teachers to apply for and receive funds that support classroom learning.

2. Saint Paul Public Schools' Innovation Office has collaborated with the Ecolab Foundation to make the Ecolab Teacher Grant Program and the Ecolab Teacher Microgrant Program available for all SPPS educators to apply for in SY2026-2027. The SPPS Innovation Office is responsible for managing the review process and award management of this grant program. Eligible projects include funding for field trip transportation, admissions fees, substitute teachers (for field trips), residencies, classroom supplies, and supplemental expenses.

3. Saint Paul Public Schools will serve as fiscal agent for the project. The grant is for approximately $170,000 until June 30, 2027.

4. This project will support the strategic focus areas or College & Career Readiness as well as Effective & Culturally Responsive Instruction.

5. This is a continuing grant-funded project.

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

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept funds from the Ecolab Teacher 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: July 14, 2026

TOPIC: Request for Permission to Submit a Grant to the Minnesota Department of Education's Library Services and Technology Act (LSTA) Competitive Literacy Grant Program

A. PERTINENT FACTS:

1. The Minnesota Department of Education makes this funding available to libraries for purpose of helping to achieve Minnesota's LSTA Five-Year Plan (2023-2027), Goals A, B, and C, to reduce barriers to access, promote equity, showcase libraries' contributions to community, and empower Minnesota's library workforce. Successful grant proposals will connect proposed project activities to improving access to services and information in areas of literacy. While LSTA funds are primarily intended to support new projects that can serve as models or pilots, applications for new phases of a project that is underway may be submitted. Libraries may also apply for funding of an ongoing project if it reaches new audiences, incorporates new methods or significantly expands the reach of the project.

2. Saint Paul Public Schools' Library Services team has prepared an application to address the science and research needs for EL Language Academy students and teachers. Grant funds will support supplemental pay for librarians and science teachers to write science reading curriculum for EL Language Academy students at eight schools. Additionally, funds will be used to purchase supplies and accessible science materials. Science classes will visit the media center throughout the year to participate in lessons structured around these materials, which will be co-taught by teachers and librarians. These lessons will culminate in a science research fair for Language Academy students. The goal of this grant project is that by improving access to appropriate library science materials and curriculum, Language Academy students will improve both their literacy skills and ability to implement the research process by 80% as measured by pre- and post-assessment data.

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

4. This project will support the strategic focus area of Effective and Culturally Responsive Instruction.

5. This is a new grant-funded project.

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

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Education's Library Services and Technology Act (LSTA) Competitive Literacy 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: July 14, 2026

TOPIC: Request for Permission to Submit Multiple Grants to the 3M Foundation's STEM Programming and Literacy Grant Program

A. PERTINENT FACTS:

1. The 3M Foundation collaborates with Saint Paul Public Schools to provide funding for programs that promote STEM education and career-readiness. An emerging priority in the partnership between 3M and SPPS is literacy. Through various STEM and literacy programs, 3M partners with SPPS to provide students with equitable access to experiential learning.

2. Saint Paul Public Schools' Innovation Office has submitted multiple applications to the 3M Foundation to support STEM and literacy initiatives at SPPS.

Strategic Science & Engineering Initiative

The K--6 Strategic Science and Engineering Initiative (SSEI) experience is intentionally designed to align with specific Minnesota science standards, complementing and, in some cases, filling gaps in the curriculum. The goal of the program is for all students across 38 SPPS schools to have one science field trip experience annually. The grant funds field trip admissions, transportation, and supplies for Como Planetarium and Belwin Outdoor Science.

3M STEP

The grant funds will be used to support the 3M STEP program of students from SPPS who apply to the program, receive training in office skills and then mentorship at 3M with a staff person from R&D, which includes a paid summer internship. Funds cover stipend, transportation, and some training, and are covered via a contract with Right Track, in addition to some additional supplies. This program has been in existence for 20+ years, and has developed over time to become a powerful influencer of student direction in STEM college majors and career fields.

Summer E-STEM

This project will fund the staff time, instructional materials, field trip admissions, and busing for STEM-related outdoor / camp-based field trips for 5th-8th graders. The target student demographics are students that are academically behind their grade level with the aim to get them up to speed by the start of the next academic year.

FIRST Lego League & Robotics

This project will fund the supplies, required staffing, travel, and food for participation in Lego League & Robotics competitions. Grade 1-8 students across 55 teams compete in lego engineering challenges with the possibility of reaching state level competitions. High school students program robots for these competitions at a regional, state, and even national level. There are around 150 student participants from Central Senior High, Como Park Senior High,

Highland Park Senior High, Humboldt High School, Open World Learning, and Washington Technology Magnet School.

3. Saint Paul Public Schools will serve as fiscal agent for the project. The grant is for approximately $800,000 until June 30, 2027.

4. This project will support the strategic focus areas or College & Career Readiness as well as Effective & Culturally Responsive Instruction.

5. This is a continuing grant-funded project.

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

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the 3M Foundation STEM Programming and Literacy 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: July 14, 2026

TOPIC: Design Services for Crossroads Roof and Chiller Replacement (Project # 4120-27-01)

A. PERTINENT FACTS:

1. This agenda item seeks approval to award design and construction administration services for the Crossroads Roof and Chiller Replacement (Project # 4120-27-01).

2. In alignment with Board and Procurement protocols, a Request for Qualifications (No. A26-6238-A) was issued on February 9, 2026 to establish a slate of Board approved consultants with a standard contract form. The selected consultants were approved by the Board on May 19, 2026. 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 Crossroads Roof and Chiller Replacement project.

4. The Project phase gate schedule is currently:

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

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

Rough Order of Magnitude Estimate	Current Obligations	Invoiced to Date	Percent Invoiced
$6,860,0000	$0	$0	0%

6. The following vendor was selected:

	Not-to-Exceed Fee
LHB, Inc.	$329,200

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

Funding Source	Amount
LTFM FY27-28	$6,860,000

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 LHB, Inc. for the not-to-exceed fee of $329,200.

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

DATE: July 14, 2026

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

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). The previously approved amount of $4,991,960 at the June 23, 2026 meeting was incorrect due to an error on the consultant's proposal.

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.……..$5,055,960

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 $5,055,960.

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

DATE: July 14, 2026

TOPIC: Request to Sign the Contract with Achieve Twin Cities

A. PERTINENT FACTS:

1. The Office of College and Career Readiness seeks to continue our collaboration with Achieve Twin Cities for the operation of Career Pathway Centers. This contract is for year eight of an agreement previously approved.

2. SPPS is committed to increasing academic achievement for all students and to ensuring that every student who graduates from SPPS is college and career ready. Achieve Twin Cities will partner in this work by providing a Career Pathway Center staff who will:
    a. support students and families through planning for post-secondary options, including completing applications, the financial aid process, and post-secondary testing
    b. support college access partners to identify and serve prospective students
    c. coordinate opportunities for students and families to connect with representatives, including but not limited to 2-year college, 4-year college/university, certificate, apprenticeship, employment, and military options.
    d. promote and support students to visit post-secondary education/training opportunities
    e. coordinate career and college exposure opportunities

3. This contract will expire on July 31, 2027. This is a zero dollar contract.

4. Career Pathway Centers will be available at the following six SPPS high schools: Central, Como Park, Harding, Highland Park, Humboldt, and Johnson.

5. This collaborative project will meet the District strategic goal of preparing all students for college, career and life.

6. This item is submitted by 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 sign the contract between Achieve Twin Cities and Saint Paul Public Schools for FY27.

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

DATE: July 14, 2026

TOPIC: Approval of Employment Agreement Between Independent School District No. 625 and Minnesota Teamsters Public and Law Enforcement Employees Union Local No. 320, Representing Bus Drivers

A. PERTINENT FACTS:

1. New Agreement is for a two-year period from July 1, 2026, through June 30, 2028.

2. Contract changes are as follows:

   Wages: Effective July 1, 2026, the salary schedule will be modified to remove steps 1 and reduce top step from 28 years to 24 and each new step will have an increase of 4%, and the premium payment for Maintenance Driver will increase from $1.00 to $2.00 per hour. Effective July 1, 2027, the salary schedule is increased 1.5% across all steps.

   Benefits: Effective January 1, 2027, the district monthly contribution of $860 per month will increase to $894; the district monthly contribution of $1,445 for family coverage is increased to $1,503. Effective January 1, 2028, the district monthly contribution of $894 will increase to $930; the district monthly contribution of $1,503 for family coverage is increased to $1,563.

   Religious Observances**:** Employees may use up to three (3) days of leave per school year for religious observances that are deducted from sick leave.

   Vacation: Upon separation from service any unused, accrued vacation shall be paid at the employee's current rate of pay. If an employee has been granted more vacation than the employee has earned up to the time of separation from service, the employee shall reimburse the District for such unearned vacation at the employee's current rate of pay. If an employee is separated from service by reason of discharge, retirement or death, the employee shall be paid for any unused, accrued vacation earned up to the time of such separation. Retiree unused vacation is paid to the employee upon retirement. This is separate from severance. Employees terminated by the District for cause are not eligible for vacation payout.

3. The District has 35 employees in this bargaining unit.

4. The new total package costs for the agreement are estimated as follows:

   - in the 2025-26 budget year: $112,504
   - in the 2026-27 budget year $69,364

   This item will meet the District target area goal of Program Evaluation and Resource Allocation.

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

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for Minnesota Teamsters Public and Law Enforcement Employees Union Local No. 320, representing bus drivers in this school district; duration of said Agreement is for the period of July 1, 2026 through June 30, 2028.

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

DATE: July 14, 2026

TOPIC: Approval of Employment Agreement Between Independent School District No. 625, Saint Paul Public Schools, and Minnesota Teamsters Local 320, Exclusive Representative for Nutrition Services Employees

A. PERTINENT FACTS:

1. New Agreement is for a three-year period from July 1, 2026, through June 30, 2028.

2. Contract changes are as follows:

   Wages:
   Effective June 27, 2026, increase salary schedule by 2.75%. Effective June 26, 2027, increase salary schedule by 2.5%.

   Insurance: Effective January 1, 2027, this group will move to non-cafeteria plan design and the District's monthly contribution of $790 for single coverage is increased to $822; the District's monthly contribution of $1,310 for family coverage is going to $1,362. Effective January 1, 2028, the District's monthly contribution of $822 for single coverage is increased to $867; the District's monthly contribution of $1,362 for family coverage is increased to $1,437.

   Religious Observances**:** Employees may use up to three (3) days of leave per school year for religious observances that are deducted from sick leave.

   Vacation: Upon separation from service any unused, accrued vacation shall be paid at the employee's current rate of pay. If an employee has been granted more vacation than the employee has earned up to the time of separation from service, the employee shall reimburse the District for such unearned vacation at the employee's current rate of pay. If an employee is separated from service by reason of discharge, retirement or death, the employee shall be paid for any unused, accrued vacation earned up to the time of such separation. Retiree unused vacation is paid to the employee upon retirement. This is separate from severance. Employees terminated by the District for cause are not eligible for vacation payout.

3. The District has 293 employees in this bargaining unit.

4. The estimated new total package costs for this agreement have been calculated as follows:

   - in the 2026-27 budget year $501,481
   - in the 2027-28 budget year $509,084

5. This item will meet the District target area goal of Program Evaluation and Resource Allocation.

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

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those nutrition services

employees in this District for whom the Minnesota Teamsters Local No. 320 is the exclusive representative; duration of said Agreement is for the period of July 1, 2026 through June 30, 2028.

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

DATE: July 14, 2026

TOPIC: Lease Agreement with Vietnamese Minnesotans Association at The Hubbs Center

A. PERTINENT FACTS:

1. Vietnamese Minnesotans Association (VMA) and Saint Paul Public Schools desire to enter into a Lease Agreement at The Hubbs Center, located at 1030 University Avenue West.

2. The administration is agreeable to lease space to VMA.

3. Terms and conditions of the Lease Agreement include the following:

    a. The lease term will be twenty-four (24) months commencing July 1, 2026 and terminating June 30, 2028, with a two (2) one (1) year extension options.

    b. The District will lease approximately One Hundred Seventy (170) square feet of dedicated space at 1030 University Avenue West to VMA.

    c. Rent for this term shall be Three Hundred Twenty-Six and 37/100 Dollars ($326.37) monthly. Revenue will be applied to permit expenses.

4. This lease agreement meets the District Strategic Plan goals by aligning Program Evaluation and Resource Allocation to District priorities.

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

B. RECOMMENDATIONS:

That the Board of Education authorize the execution of the Lease Agreement between the District and Vietnamese Minnesotans Association at The Hubbs Center, located at 1030 University Avenue West.

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

DATE: July 14, 2026

TOPIC: Request to Sign Partnerships Agreement with Blazerworks Staffing Agency

A. PERTINENT FACTS:

1. SPPS continues to experience many special education staff vacancies, and these vacancies have existed in almost every school within the district. The Office of Specialized Services has worked closely with Human Resources to increase recruitment efforts, but the staffing shortages have persisted. Our top priority would be to fill positions with SPPS employees, and staff from Blazerworks would only be utilized if we are unable to fill all positions with SPPS employees.

2. Blazerworks has special education teachers, social workers, speech language pathologists, and other licensed staff educators that could be assigned to SPPS schools for the 2025-26 school year if we are unable to fill all of our positions with staff hired directly as SPPS employees. Given our legal obligation to provide special education services to students, the district is seeking to contract with Blazerworks to provide special education staff to the district to ensure we are meeting the needs of students.

3. Blazerworks is a staffing agency that specializes in placing candidates in schools, and they often have staff who are seeking an urban district. We are requesting that the district sign a contract with Blazerworks so these positions can be filled for the 26-27 school year. While contracted services are in place for an option position, the district will continue to keep open positions posted until they have been filled by an employee of the district. At the end of the 2025-26 school year (or following the procedures for early termination of the contract with Blazerworks, which is 30 days), these positions would revert back to being filled as regular SPPS employees.

4. This project will meet the District strategic plan focus area(s) of Program Evaluation and Resource Allocation and Positive School and District Culture.

5. A contracted person will receive a salary that is in alignment with the teacher salary schedule in the teacher contract based on their education and years of experience. Contracted agency will need to submit the candidate's resume and transcript(s) to the Office of Specialized Services for SPPS Human Resources to determine the step and lane on the St. Paul Federation of Teacher’s (SPFE) salary schedule.

6. This item is submitted by Heidi Nistler, Assistant Superintendent of Specialized Services.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to approve the contract with Blazerworks Staffing Agency.

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

DATE: July 14, 2026

TOPIC: Request to Sign Partnerships Agreement with Amergis

A. PERTINENT FACTS:

1. SPPS continues to experience many special education staff vacancies, and these vacancies have existed in almost every school within the district. The Office of Specialized Services has worked closely with Human Resources to increase recruitment efforts, but the staffing shortages have persisted. Our top priority would be to fill positions with SPPS employees, and staff from Amergis would only be utilized if we are unable to fill all positions with SPPS employees.

2. Amergis has special education teachers, social workers, speech language pathologists, and other licensed staff educators that could be assigned to SPPS schools for the 2025-26 school year if we are unable to fill all of our positions with staff hired directly as SPPS employees. Given our legal obligation to provide special education services to students, the district is seeking to contract with Amergis to provide special education staff to the district to ensure we are meeting the needs of students.

3. Amergis is a staffing agency that specializes in placing candidates in schools, and they often have staff who are seeking an urban district. We are requesting that the district sign a contract with Amergis so these positions can be filled for the 26-27 school year. While contracted services are in place for an option position, the district will continue to keep open positions posted until they have been filled by an employee of the district. At the end of the 2025-26 school year (or following the procedures for early termination of the contract with Amergis, which is 30 days), these positions would revert back to being filled as regular SPPS employees.

4. This project will meet the District strategic plan focus area(s) of Program Evaluation and Resource Allocation and Positive School and District Culture.

5. A contracted person will receive a salary that is in alignment with the teacher salary schedule in the teacher contract based on their education and years of experience. Contracted agency will need to submit the candidate's resume and transcript(s) to the Office of Specialized Services for SPPS Human Resources to determine the step and lane on the St. Paul Federation of Teacher’s (SPFE) salary schedule.

6. This item is submitted by Heidi Nistler, Assistant Superintendent of Specialized Services.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to approve the partnership agreement with Amergis.

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

DATE: July 14, 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 May 1, 2026- May 31, 2026.

	MONTHLY OPERATING AUTHORITY	
	MAY 1, 2026 -MAY 31,2026	
Fund	**Descriptions**	**Amount**
No	**Checks: 796371--797113**	
1	General	$ 3,033,768.96
2	Food Service	$ 796,986.83
3	Transportation Services	$ 282,928.15
4	Community Service	$ 29,087.47
6	Building Construction	$ 2,072,672.38
		$ 6,215,443.79
	Electronic Payments(WIRES): 0011755--0011777	
1	General	$ 75,766,567.16
2	Food Service	$ 1,981,656.85
3	Transportation Services	$ 574,851.82
4	Community Service	$ 2,448,192.64
6	Building Construction	$ 438,924.71
21	Work Compensatory	$ -
		$ 81,210,193.18
	ACH Payments: 0015889--0016258	
1	General	$ 5,420,840.65
2	Food Service	$ 230,419.79
3	Transportation Services	$ 5,757,599.74
4	Community Service	$ 279,771.64
6	Building Construction	$ 910,406.78
		$ 12,599,038.60
	EFT Payments:	
1	General	$ -
2	Food Service	$ -
3	Transportation Services	$ -
4	Community Service	$ -
6	Building Construction	$ -
		$ -
	P- Card	
1	General	$ 610,681.22
2	Food Service	$ 3,807.13
3	Transportation Services	$ 2,384.94
4	Community Service	$ 44,933.93
6	Building Construction	$ 917.76
		$ 662,724.98
	TOTAL DISTRICT	**$ 100,687,400.55**

Fund Financial Analysis (JULY Thru MAY FY 2026)				
Fund	Actual Expenses	Revised Budget	Variance	Percentage of Budget Used
Fund 1- General Fund	$ 719,199,171.44	$ 814,006,268.98	$ 94,807,097.54	88%
Fund 2 -Food Service	$ 28,917,411.93	$ 33,924,097.95	$ 5,006,686.02	85%
Fund 4 -Community Service	$ 29,248,932.37	$ 33,455,326.64	$ 4,206,394.27	87%
Fund 6- Building Construction	$ 90,626,910.35	$ 122,490,660.00	$ 31,863,749.65	74%

Fund Financial Analysis (MAY FY 2026)			
Fund	Actual Expenses	Revised Budget	Percentage of Budget Used
Fund 1- General Fund	$ 91,449,622.64	$ 814,006,268.98	11%
Fund 2 -Food Service	$ 3,012,870.60	$ 33,924,097.95	9%
Fund 4 -Community Service	$ 2,801,985.68	$ 33,455,326.64	8%
Fund 6- Building Construction	$ 3,422,921.63	$ 122,490,660.00	3%

HUMAN RESOURCE TRANSACTIONS
June 1, 2026 – June 30, 2026
For July 14 Board Book

Name	Job Category	Eff Date	Pay Rate	Location
NEW APPOINTMENT				
Aden, A. K.	Custodian	6/27/2026	$19.18	Battle Creek Elementary
Bombardir, H. A.	Classroom Teacher	8/8/2026	$47.10	East African Elementary
Borden, B. N.	Classroom Teacher	8/1/2026	$40.76	RiverEast Elem/Secondary
Cornelious, M. R.	Education Assistant	8/8/2026	$40.28	Benjamin Mays/Museum
Cui, X.	Classroom Teacher	8/8/2026	$51.60	St. Paul Music Academy
Golden, S. R.	Education Assistant	6/20/2026	$18.00	Rondo Education Center
Grindle, H. R.	Classroom Teacher	8/1/2026	$40.04	St Anthony Park Elem
Guglielmo, C. E.	Classroom Teacher	8/8/2026	$61.47	Horace Mann School
Jankowski, H. E.	Classroom Teacher	8/8/2026	$58.69	Obama Montessori Elem
Kinkle, D. M.	Education Assistant	6/20/2026	$18.00	Horace Mann School
Larson, R. D.	Superintendency	7/4/2026	$83.17	Como Service Center
Mazzitello, K.	Classroom Teacher	8/8/2026	$49.89	Eastern Heights Elem
McCollow, K. A.	Classroom Teacher	8/8/2026	$55.57	Global Arts Plus - Lower
Minewal, M.	Custodian	6/27/2026	$19.18	Murray Middle School
Mulcahey, A. S.	Education Assistant	6/20/2026	$18.00	Randolph Heights Elem
Mulcahy, K.	Classroom Teacher	8/8/2026	$37.11	Bruce F Vento Elementary
Nedumthuruthil, C.	Education Assistant	6/13/2026	$32.17	1780 West 7th St - Disc
Nori, R.	Supervisory	7/11/2026	$76.49	Colborne Admin Offices
Onyango-Robshaw, M.	Classroom Teacher	8/8/2026	$58.69	Global Arts Plus - Lower
Paduata, R. G.	Custodian	6/13/2026	$19.18	Como Service Center
Pryor, T. S.	Superintendency	7/1/2026	$98.08	Colborne Admin Offices
Ross, J. S.	Teaching Assistant	8/8/2026	$23.35	American Indian Magnet
PROMOTION				
Belmares, A. E.	Custodian Career Prog	6/13/2026	$31.62	Adams Spanish Immersion Mag
Clements, A.	Teaching Assistant Career Prog	8/1/2026	$26.28	Obama Montessori Elem
Hansen, E. R.	Education Assistant Career Prog	6/13/2026	$30.59	1780 West 7th St - Disc
Knudson, C.	Teaching Assistant Career Prog	8/1/2026	$26.28	Obama Montessori Elem
Lewis-Royal, E.	Teaching Assistant Career Prog	8/1/2026	$26.28	Frost Lake Elementary
Nelson, B.	Classroom Teacher	8/1/2026	$45.51	Groveland Park Elem
Powers, J. M.	Clerical Career Prog	7/4/2026	$37.17	Colborne Admin Offices
Quinn, P. H.	Education Assistant	6/20/2026	$31.23	1780 West 7th St - Disc
Reno, W. M.	Classroom Teacher	8/1/2026	$40.04	Capitol Hill Magnet
Snyder, M. K.	Classroom Teacher	8/1/2026	$43.59	Daytons Bluff Achiev Plus
Williams, T. D.	Education Assistant Career Prog	8/1/2026	$37.19	Benjamin Mays/Museum
LEAVE OF ABSENCE				
Butler, S. A.	Classroom Teacher	6/4/2026		Highland Park Senior
Fornes-Bates, B. V.	Classroom Teacher	4/23/2026		Nokomis Montessori North
Her, K.	Classroom Teacher	5/18/2026		Farnsworth Aerospace Lwr
Lindsey, C. M.	Education Assistant	2/23/2026		Virtual Learning School
Matsumoto, M.	Teaching Assistant	8/31/2026		Bruce F Vento Elementary
McCartan, A.	Education Assistant	5/26/2026		Farnsworth Aerospace Lwr
Murphy, W. D.	School/Community Prof	5/21/2026		Capitol Hill Magnet
Stowers, S.	Education Assistant	4/24/2026		Battle Creek Middle
Taylor-Cooper, S. A.	Classroom Teacher	8/24/2026		Hazel Park Preparatory
Venne, A. M.	Classroom Teacher	5/29/2026		Battle Creek Elementary
Wages, A. M.	Education Assistant	6/9/2026		Humboldt Sec
Whalen, N. D.	Classroom Teacher	6/8/2026		Washington Tech
REHIRE				
Curry-Pochy, K. W.	Teaching Assistant	8/8/2026	$23.94	Global Arts Plus - Lower
Hendrick, K. R.	Classroom Teacher	8/1/2026	$65.22	271 Belvidere Bldg
Levin, J.K.	Classroom Teacher	8/8/2026	$57.83	271 Belvidere Bldg
Mantila, M.	Classroom Teacher	8/1/2026	$60.60	American Indian Magnet
Molina Molina, L.	Clerical	6/13/2026	$33.61	Colborne Admin Offices
Sarmiento, B. A.	Classroom Teacher	8/8/2026	$55.57	Wellstone Elementary
Schmidt, H. S.	Custodian	6/6/2026	$19.18	Como Service Center
Schrankler, J. L.	Classroom Teacher	8/8/2026	$50.74	Washington Tech Middle
REINSTATEMENT FROM LEAVE OF ABSENCE				
Fredericks, D.S.	Operations	6/22/2026		Como Service Center
Jordan, R.	Teaching Assistant	6/1/2026		Crossroads Science
Kraus, E.	Classroom Teacher	8/18/2017		Adams Spanish Immersion
Merten, K. R.	Professional Employee	6/29/2026		Como Service Center
Nyo-Muhtaw, D.	School/Community Prof	6/1/2026		271 Belvidere Bldg
Pauly, M.	Classroom Teacher	6/8/2026		271 Belvidere Bldg
Spoerke, A.	Classroom Teacher	6/12/2026		East African Elementary
RECISION OF RESIGNATION				
Fraley, A. S.	Classroom Teacher	6/14/2026	$66.31	Crossroads Montessori
Offerdahl Joyce, A. L.	Classroom Teacher	6/13/2026	$56.03	No Assigned Bldg - Misc
Velasquez, L.	Nutrition Services	6/26/2026	$19.91	Global Arts Plus - Lower
REHIRE AFTER TERMINATION				
Amdor, C. P.	Education Assistant	6/14/2026	$32.67	Humboldt Secondary
Brown, J.	Teaching Assistant	6/3/2026	$23.35	Benjamin Mays/Museum
VOLUNTARY REDUCTION IN TITLE				
Arnold, L.	Education Assistant	8/1/2026	$30.85	Daytons Bluff Achieve Plus
Bourgoyne, L. M.	Assistant Principal	7/1/2026	$73.03	Eastern Heights Elem
Moua, J. T.	Education Assistant	8/1/2026	$31.79	Focus Beyond (18-Adult)
Thomas, A. M.	Classroom Teacher	7/1/2026	$53.90	Washington Tech Middle
Vail, Peyton T.	Teaching Assistant	9/8/2026	$27.14	Johnson Senior High
CHANGE IN TITLE				
Velasquez, L.	Custodian	6/27/2026	$19.18	Central Senior High
RETIREMENT				
Bartholmy, J.	Education Assistant	8/22/2026		Focus Beyond (18-Adult)
Bedoway, J. C.	Classroom Teacher	6/13/2026		Washington Tech High

Brandner, J.	Classroom Teacher	6/30/2026	Open World Learning
Graham, D. A.	Custodian	7/29/2026	Como Service Center
Riley, D. M.	Custodian	6/6/2026	E-STEM Middle School
Roozen, R.	Classroom Teacher	9/15/2026	Agape High school (ALC)
Thompson, B. J.	Custodian	9/8/2026	Hazel Park Preparatory

RESIGNATION

Aaker, B. S.	Classroom Teacher	6/13/2026	Harding Senior High
Adan, S. M.	Education Assistant	6/13/2026	Four Seasons A+
Bishop, M.	School/Community Prof	6/13/2026	American Indian Magnet
Bjorklund, M. D.	Education Assistant	6/13/2026	Focus Beyond (18-Adult)
Boxrud, M. B.	Teaching Assistant	6/13/2026	Chelsea Heights Elem
Coleman, D.	Classroom Teacher	6/13/2026	Benjamin Mays/Museum
Connelly, M. E.	Classroom Teacher	6/13/2026	Eastern Heights Elem
Curry-Pochy, K. W.	Teaching Assistant	6/13/2026	Global Arts Plus - Lower
Dahlby, S. A.	Central Administrator	7/4/2026	Colborne Admin Offices
Damm, T. R.	Teaching Assistant	6/13/2026	Humboldt Secondary
Davidson, D. B.	Teaching Assistant	6/13/2026	Highwood Hills Elem
Fields, C. K.	Teaching Assistant	6/13/2026	Humboldt Secondary
Foster, B. D.	Teaching Assistant	6/13/2026	Chelsea Heights Elem
Fraley, A. S.	Classroom Teacher	6/13/2026	Crossroads Montessori
Frederick, J.	Teaching Assistant	6/13/2026	Adams Spanish Immersion
Goodwin, M. M.	Classroom Teacher	6/13/2026	Como Park Elementary
Herron, T.	Teaching Assistant	6/10/2026	Eastern Heights Elem
Hollins, L. P.	Custodian	5/26/2026	LEAP Academy
Hser, M. E.	Education Assistant	6/12/2026	Highland Park Elementary
Jordan, R.	Teaching Assistant	6/12/2026	Crossroads Science
Kallas, R.	Teaching Assistant	6/12/2026	St. Paul Music Academy
Landers, M.	School/Community Prof	6/13/2026	Central Senior High
Lang, K. A.	Classroom Teacher	6/13/2026	Farnsworth Aerospace
Lawrence-Lupton, S. E.	Classroom Teacher	6/13/2026	Washington Tech High
Lee, N.	Classroom Teacher	6/13/2026	Eastern Heights
Lor, L.	Teaching Assistant	6/12/2026	Crossroads Science
Lucena Hernandez, B. P.	Custodian	6/23/2026	Harding Senior High
Maloney, G. H.	Classroom Teacher	6/13/2026	Como Park Elementary
Manz, P. C.	Teaching Assistant	6/12/2026	RiverEast Elem/Secondary
Mohamed, N.	Custodian	7/3/2026	Highwood Hills Elem
Myers, K.	Classroom Teacher	6/13/2026	Como Park Senior High
Nguyen, K. P.	Classroom Teacher	6/13/2026	Open World Learning
Nostrala, S.	Education Assistant	6/11/2026	RiverEast Elem/Secondary
Orta Ramirez, Y. A.	Teaching Assistant	6/12/2026	Riverview Dual Immersion
Packer-Smith, A. M.	Professional Employee	7/11/2026	Como Service Center
Power, K. R.	School/Community Prof	6/12/2026	Virtual Learning School Elem
Reno, T.	Teaching Assistant	6/13/2026	Hazel Park Preparatory
Roscoe, T. M.	Teaching Assistant	6/12/2026	Early Learning Hub
Santiago, A. A.	Teaching Assistant	6/12/2026	Washington Tech Middle
Schafer, R. D.	Custodian	6/27/2026	Central Senior High
Schlichenmeyer, J. M.	Custodian	7/7/2026	Rondo Education Center
Schmidt, Rae Ann	Nutrition Services	6/12/2026	Four Seasons A+
Siswi, N.R. T.	Education Assistant	6/13/2026	RiverEast Elem/Secondary
Skildum, K. K.	Classroom Teacher	6/13/2026	Washington Tech Middle
Smith-Bosire, A.	Teaching Assistant	6/3/2026	Washington Tech Middle
Thompson, C. P.	Teaching Assistant	6/12/2026	Crossroads Science
Tongrit-Green, K.N.	Teaching Assistant	6/12/2026	St Anthony Park Elem
Turner, G. L.	Supervisory	9/5/2026	Como Service Center
Vang, P. H.	Teaching Assistant	6/12/2026	Eastern Heights Elem
Velasquez, L.	Nutrition Services	6/26/2026	Global Arts Plus - Lower
Yang, H. H.	Teaching Assistant	6/12/2026	Txuj Ci HMong (Upper)

TERMINATION

Abdulle, B. B.	Teaching Assistant	6/9/2026	East African Elementary
Aguilar, J.	School/Community Prof	6/13/2026	Global Arts Plus - Upper
Amdor, C. P.	Education Assistant	6/13/2026	Humboldt Secondary
Anderson, C. J.	Teaching Assistant	6/13/2026	Bridge View
B. J.	Teaching Assistant	6/3/2026	Benjamin Mays/Museum
C. N. T.	Teaching Assistant	6/13/2026	Battle Creek Elementary
C. D.	Teaching Assistant	6/13/2026	Highland Park Elementary
C. D.	School/Community Prof	6/13/2026	Humboldt Secondary
D. A.	Central Administrator	7/1/2026	Como Service Center
D. J.	Central Administrator	7/1/2026	1780 W. 7th Street
E. R.	Classroom Teacher	6/13/2026	L Etoile du Nord French
E. E.	Teaching Assistant	6/13/2026	Bridge View
F. S. H	Teaching Assistant	6/13/2026	American Indian Magnet
F. L.	School/Community Prof	6/13/2026	Frost Lake Elementary
G. J. L.	Assistant Principal	7/1/2026	Eastern Heights Elem
H. E.	Education Assistant	6/13/2026	Johnson Senior High
I. M. L	Education Assistant	8/22/2026	271 Belvidere Bldg
J. T.	Teaching Assistant	6/12/2026	Bridge View
J. D. E	Nutrition Services	6/12/2026	Como Service Center
J.K.	Teaching Assistant	6/12/2026	L Etoile du Nord French
L.R F.	Education Assistant	5/30/2026	Battle Creek Elementary
M. A. Y.	Teaching Assistant	6/12/2026	East African Elementary
M. A.	Custodian	6/30/2026	Humboldt Secondary
M. S.	Teaching Assistant	6/12/2026	Global Arts Plus - Lower
M. A. M.	Central Administrator	7/1/2026	1780 W. 7th Street
N. D.	Teaching Assistant	5/30/2026	Obama Montessori
O. D. J.	Custodian	6/25/2026	Highland Park Senior
O. M. M.	Custodian	6/30/2026	Como Park Elementary
O. M.	Teaching Assistant	4/21/2026	No Assigned Bldg - Misc
R. P. Y. E	Teaching Assistant	6/12/2026	Adams Spanish Immersion
R. K. R	School/Community Prof	6/13/2026	RiverEast Elem/Secondary
S. I. A	Teaching Assistant	6/3/2026	Hazel Park Preparatory
S.J.	Nutrition Services	7/1/2026	Jie Ming Mandarin Immr
T. N. R	Assistant Principal	7/1/2026	Frost Lake Elementary
T. A. M	Nutrition Services	6/12/2026	Como Service Center
Y. B.	Assistant Principal	7/1/2026	Txuj Ci HMong (Upper)
Y. N. K.	School/Community Prof	6/13/2026	St. Paul Music Academy

DISCHARGE

Mosser, J. A.	Classroom Teacher	7/21/2026	
Webb, M. S.	Nutrition Services	5/8/2026	

LAYOFF

Caucutt, W.	Education Assistant	6/13/2026	Hidden River Middle
Juhlke, S. L.	School/Community Prof	6/30/2026	Student Placement Center
McGraw, J. L.	Education Assistant	6/13/2026	Cherokee Hts Community

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

DATE: July 14, 2026

TOPIC: 2026 Facilities Radon Testing Results

A. PERTINENT FACTS:

1. Per MN §123B.571, a school District may complete routine radon testing every five (5) years, or after major renovation work and ventilation equipment modifications.

2. The findings shall be reported to the Board of Education and the Minnesota Department of Health.

3. The Facilities Department has a radon testing plan that is in accordance with the Minnesota Department of Health 'Radon Testing Plan.'

4. This item meets the District Strategic Plan goals by aligning Program Evaluation and Resource Allocation to District priorities.

5. This item is presented by John Elling, Environmental Services Manager, and Kathryn Wallace, Interim Director of Facilities.

B. RECOMMENDATION:

If optional radon testing is undertaken, the District is required by law to report the results to the Board of Education. This agenda item fulfills that reporting requirement.

Saint Paul Public Schools
2026 Short-term Radon Testing Results

In February and March 2026, the buildings listed in the table below were tested for radon by the Institute for Environmental Assessment, Inc (IEA). Radon is a naturally occurring colorless and odorless gas that can enter buildings from the underlying soil and build up to levels that are unsafe. Pursuant Minnesota State Statute 123B.571, school districts may do routine radon testing a minimum of every five years and after major HVAC renovation work.

Below are the results of the radon testing that was conducted in 2026. The U.S. Environmental Protection Agency (EPA) and MDH recommend additional investigation when a space measures 4.0 picocuries per liter (pCi/L) or higher. All rooms tested below 4.0 pCi/L during occupied hours. No additional action is necessary.

Saint Paul Public Schools – 2026 Radon Testing – Range of Results						
		Passing Samples			Follow-up Testing Required	
Building Name	Total Samples	0.0 – 1.9 pCi/L	2.0 – 2.9 pCi/L	3.0 – 3.9 pCi/L	≥ 4 pCi/L	Follow-up CRM Testing Results
Bruce Vento Elementary	86	85	1	0	0	
Global Arts Plus – Lower	3	2	1	0	0	
Hidden River Middle School	62	58	1	1	0	
Highland Park Junior High	96	96	0	0	0	
Obama Elementary	67	67	0	0	0	
Open World Learning	59	59	0	0	0	
Wellstone Elementary	104	102	1	0	0	

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

DATE: July 14, 2026

TOPIC: Approval of the Employment Contracts for the Senior Executive Leadership Team Members

A. PERTINENT FACTS:

1. The terms and conditions of employment for the Senior Executive Leadership Team members are set forth in individual employment agreements to avoid any potential conflict of interest with other labor contracts. Benefits are substantially consistent with the terms established for the Members of the Unrepresented Plan of Saint Paul Public Schools. These Senior Executive Employment Agreements will be effective July 1, 2026.

2. The Senior Executive Team employment contracts were redrafted to redefine notice provisions, avoid future severance provisions, individualize raises and clarify the effect of Board ratification.

3. The Senior Execuitve Team employment contracts are pivotal in the District's efforts to operate the District efficiently, to support the Superintendent's leadership, to implement the Strategic Plan and to support the Board Intitated Goals Governance (B.I.G.G.).

4. This item is submitted by the Superintendent and the Office of General Counsel.

B. RECOMMENDATION:

That the Board of Education approve the employment agreements with the Senior Executive Leadership Team Members, effective as of July 1, 2026.

Employment Agreement

Between

Saint Paul Public School District, ISD 625

And

Kathryn Bergstrom

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 Erica Wacker ("Employee"), pursuant to the terms set forth herein.

WHEREAS, the District desires to employ Employee in the position of the General Counsel under the terms set forth herein; and

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WHEREAS, the Employee is willing to accept said employment upon the terms set forth herein and as specifically 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 General Counsel on a full-time basis, the duties of which are more particularly set forth in the memorialized job description, 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 $208,080.00 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 60 days before the effective date of the resignation. The parties to this Agreement may terminate the Agreement upon different terms upon mutual written consent.

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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; 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 they 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 the terms of 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.

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

Kathryn Bergstrom

Dated: _____ _____

INDEPENDENT SCHOOL DISTRICT NO. 625

Dated: _____ By: _____

Chair of the Board

Employment Agreement

Between

Saint Paul Public School District, ISD 625

And

Stacey Gray Akyea

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 Stacey Gray Akyea ("Employee"), pursuant to the terms set forth herein.

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WHEREAS, the District desires to employ Employee in the position of the Senior Executive Officer of Equity, Strategy and Innovation under the terms set forth herein; and

WHEREAS, the Employee is willing to accept said employment upon the terms set forth herein and as specifically 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 Equity, Strategy and Innovation on a full-time basis, the duties of which are established by the Superintendent and memorialized in a job description, 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 $211,993.00 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.

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4. Termination by Employee. Employee may terminate this Agreement during its term by giving written notice of resignation at least 60 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; 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 they 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 the terms of 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.

Stacey Gray Akyea

Dated: _____ _____

INDEPENDENT SCHOOL DISTRICT NO. 625

Dated: _____ By: _____

Chair of the Board

Employment Agreement

Between

Saint Paul Public School District, ISD 625

And

Patricia Pratt-Cook

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 Patricia Pratt Cook ("Employee"), pursuant to the terms set forth herein.

WHEREAS, the District desires to employ Employee in the position of the Senior Executive Officer of Human Resources under the terms set forth herein; and 59

WHEREAS, the Employee is willing to accept said employment upon the terms set forth herein and as specifically 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 Human Resources on a full-time basis, the duties of which are established by the Superintendent and memorialized in a job description, 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 $214,200.00 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. 60

4. Termination by Employee. Employee may terminate this Agreement during its term by giving written notice of resignation at least 60 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; 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 they 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 the terms of 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.

Patricia Pratt-Cook

Dated: _____ _____

INDEPENDENT SCHOOL DISTRICT NO. 625

Dated: _____ By: _____

Chair of the Board

Employment Agreement

Between

Saint Paul Public School District, ISD 625

And

Thomas R. Sager

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 Thomas R. Sager ("Employee"), pursuant to the terms set forth herein.

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

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WHEREAS, the Employee is willing to accept said employment upon the terms set forth herein and as specifically 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 Financial Services on a full-time basis, the duties of which are established by the Superintendent and memorialized in a job description, 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 $241,672.00 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 60 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; 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 they 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 the terms of this Agreement and intends to abandon, and knowingly waive, any continuing right to declare or enforce the Statutory Rights now or in the future. 64

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.

Thomas Sager

Dated: _____ _____

INDEPENDENT SCHOOL DISTRICT NO. 625

Dated: _____ By: _____

Chair of the Board

Employment Agreement

Between

Saint Paul Public School District, ISD 625

And

Jacqueline Turner

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 Jacqueline Turner ("Employee"), pursuant to the terms set forth herein.

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

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WHEREAS, the Employee is willing to accept said employment upon the terms set forth herein and as specifically 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 Operations on a full-time basis, the duties of which are established by the Superintendent and memorialized in a job description, 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 $236,221.00 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 60 days before the effective date of the resignation. The parties to this Agreement may terminate the Agreement upon different terms upon mutual written consent.

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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; 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 they 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 the terms of 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.

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

Jacqueline Turner

Dated: _____ _____

INDEPENDENT SCHOOL DISTRICT NO. 625

Dated: _____ By: _____

Chair of the Board

Employment Agreement

Between

Saint Paul Public School District, ISD 625

And

Valora Unowsky

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 Erica Wacker ("Employee"), pursuant to the terms set forth herein.

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

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WHEREAS, the Employee is willing to accept said employment upon the terms set forth herein and as specifically 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 Academics on a full-time basis, the duties of which are established by the Superintendent and memorialized in a job description, 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 $208,080.00 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 60 days before the effective date of the resignation. The parties to this Agreement may terminate the Agreement upon different terms upon mutual written consent.

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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; 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 they 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 the terms of 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.

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

Valora Unowsky

Dated: _____ _____

INDEPENDENT SCHOOL DISTRICT NO. 625

Dated: _____ By: _____

Chair of the Board

Employment Agreement

Between

Saint Paul Public School District, ISD 625

And

Erica Wacker

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 Erica Wacker ("Employee"), pursuant to the terms set forth herein.

WHEREAS, the District desires to employ Employee in the position of the Senior Executive Officer of Communications under the terms set forth herein; and 71

WHEREAS, the Employee is willing to accept said employment upon the terms set forth herein and as specifically 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 Communications on a full-time basis, the duties of which are established by the Superintendent and memorialized in a job description, 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 $179,000.00 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. 72

4. Termination by Employee. Employee may terminate this Agreement during its term by giving written notice of resignation at least 60 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; 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 they 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 the terms of this Agreement and intends to abandon, and knowingly waive, any continuing right to declare or enforce the Statutory Rights now or in the future. 73

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.

Erica Wacker

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: July 14, 2026

TOPIC: Internal Fund Transfer (ECFE and Pre-K Screening)

A. PERTINENT FACTS:

1. As part of the District's annual year-end financial process, an internal fund transfer is made from Fund 1 (General Fund) to Fund 4 (Community Education Fund) to offset costs that are not eligible for reimbursement through the Minnesota Department of Education. This transfer primarily covers unreimbursed pre-kindergarten screening expenses incurred during the fiscal year, as well as Early Childhood Family Education (ECFE) program costs that exceed available revenue sources. The annual transfer ensures that Community Education programs remain financially sustainable and that expenditures are appropriately allocated among funds in accordance with District budgeting and accounting practices.

2. This annual transfer ensures that unreimbursed pre-kindergarten screening and ECFE costs are appropriately funded, supports the financial stability of the Community Education Fund, and allows these important early childhood services to continue without interruption.

3. This is an annual year-end fund transfer that is reviewed and processed each fiscal year as needed to cover unreimbursed pre-kindergarten screening and ECFE program costs.

4. The transfer is made from Fund 1 (General Fund) to Fund 4 (Community Education Fund) and is based on the actual unreimbursed costs incurred during the fiscal year. The proposed transfer includes $564,720.00 for ECFE program costs and $77,875.00 for pre-kindergarten screening expenses not reimbursed by the Minnesota Department of Education, for a total transfer of $642,595.00. The transfer amount is determined through the annual year-end financial review and ensures these early childhood programs remain adequately funded. This annual one-time transfer will be applied to FY 2026 and was incorporated into the FY 2026 budget planning process.

5. This item is submitted by Daniel Moser, Executive Director of Financial Services, and Tom Sager, Executive Chief of Financial Services.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to approve the annual year-end transfer of $642,595.00 from Fund 1 (General Fund) to Fund 4 (Community Education Fund), including $564,720.00 for ECFE program costs and $77,875.00 for unreimbursed pre-kindergarten screening expenses, to ensure these expenditures are appropriately funded and accounted for in accordance with District financial practices.

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

DATE: July 7, 2026

TOPIC: Settlement of Dispute

A. PERTINENT FACTS:

1. D.Q. and A.L., parents of student, C.Q., are engaged in a legal dispute with the District.

2. Parents are willing to settle the claim for a $6,172.50 payment.

3. This settlement supports the District's strategic plan goal of alignment and resource allocation.

4. This item is submitted by Jessica Wikstrom, Deputy General Counsel; Heidi Nistler, Assistant Superintendent of the Office of Specialized Services; and Dr. Stacie Stanley, Superintendent.

B. RECOMMENDATION:

That the Board of Education approve the settlement of the above referenced claim, authorize the Superintendent or her designee to sign the Settlement Agreement, and authorize School District administration to issue payment.

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

DATE: July 14, 2026

TOPIC: Middle School Athletics Registration Fees

A. PERTINENT FACTS:

1. Middle school athletics fees were once set by individual schools before being standardized across the district. To increase access, fees were later reduced to $5 for free and reduced-price meal students and $10 for full-pay students. While this has helped remove financial barriers, the current fee structure does not provide sufficient funding for basic program needs such as essential equipment and uniforms. Based on feedback from SPPS families, and as presented at the June COB meeting, we are recommending a modest fee increase that would remain at or below peer district rates while providing schools with resources to support safe, high-quality athletic opportunities for students.Increase the middle school athletics participation fee to $15 for students who qualify for free or reduced-price meals and $45 for full-pay students.

2. The proposed fee increase would help offset the rising costs of operating middle school athletics programs, ensuring schools have the resources needed to provide safe, high-quality experiences for students while maintaining affordability for families.

3. This fee increase is intended to establish a sustainable fee structure that will support middle school athletics programs for the foreseeable future.

4. The proposed fee increase will have no fiscal impact on the district and is expected to generate additional revenue to support middle school athletics programs.

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

6. This item is submitted by Andrea Schmidt, Director of Athletics; and Toya Pryor, Senior Executive Director of School Leadership and Operations.

B. RECOMMENDATION:

1. The Saint Paul Public Schools Board of Education approves the following increase in student participation fees:

   Effective August 1, 2026: Participation fees for middle school athletics will be $15 if the student qualifies for free/reduced lunch and $45 otherwise.

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

DATE: July 14,2026

TOPIC: Phase Gate Approval of the Chester Street Bus Garage Concrete Repair (Project # 2200-27-01): Gate #4 - Contract Award

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Chester Street Bus Garage Concrete Repair (Project # 2200-27-01) 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	July 14, 2026 (current)
#5.1 – Project Close-Out	November 2026 (anticipated)
#5.2 – Final Project Summary	November 2027 (anticipated)

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

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
$404,000	$0	$0	0%

4. The following bid was received per the terms of MN State Contract #F-556(5):

    Lump Sum Base Bid plus Alternate #1

    Western Specialty Contractors……$253,762

5. This bid will be reviewed by Purchasing.

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

Funding Source	Amount
LTFM FY27-28	$404,000

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 Chester Street Bus Garage Concrete Repair (Project # 2200-27-01) to Western Specialty Contractors for a lump sum base bid plus Alternate #1 of $253,762.

POLICY UPDATE

Policy 602.00 - Curriculum, Instruction, and Accountability

Board of Education Meeting

July 14, 2026

Tara Brash, Assistant Director of Teaching and Learning

Rachel Larson, Executive Director of Teaching and Learning

Policy 602.00 - Curriculum, Instruction, and Accountability

Policy Changes

1) Addition of I. 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.

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Policy 602.00 - Curriculum, Instruction, and Accountability

Policy Changes

2) Addition of II. Statement of Policy

II. Statement of Policy

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

The District further commits to ensuring that curricular and instructional decisions are guided by educational best practices, fiscal responsibility, continuous improvement processes, and meaningful collaboration with students, families, staff, and community stakeholders. 81

Policy 602.00 - Curriculum, Instruction, and Accountability

Policy Changes

3) Updated definitions of III. A Curriculum and III. B Instruction Language

4) Addition of definition of III. C Assessment

Current Policy

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

~~DEFINITIONS~~

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

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

III. Definitions

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

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

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

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Policy 602.00 - Curriculum, Instruction, and Accountability

Policy Changes

5) Revised format of IV. Standards for Systems Accountability with specific attention to:

1. Stakeholder Engagement
2. Public Reporting
3. District Curriculum Advisory Committee

6) Addition of IV. 4 Continuous Improvement and Program Evaluation

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

Current Policy

~~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.~~

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.

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Policy 602.00 - Curriculum, Instruction, and Accountability

Policy Changes

7) Revised format and updated language of V. Curriculum Development and Instructional Standards:

1. Continuous Improvement
2. Instructional Quality Standards
3. Monitoring Student Learning

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

Current Policy

~~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~~

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

~~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.~~

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

Policy Changes

8) Revised format and updated language of VI. Selection and Review of Materials:

1. Professional Review Process
2. Community Input
3. Requests for Review or Reconsideration

Current Policy

~~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~~

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.

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Policy 602.00 - Curriculum, Instruction, and Accountability

~~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.~~

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.

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Policy 602.00 - Curriculum, Instruction, and Accountability

Policy Changes

9) Revised format and updated language of VII. Curricular Flexibility and Assessment

1. Adaptive Programming
2. Comprehensive Evaluation
3. Equity in Assessment Practices
4. Use of Assessment Data

Current Policy

~~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~~

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.

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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.

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Questions?

RECOMMENDATION

That the Board of Education approve the proposed revisions of Policy 602.00 - Curriculum, Instruction, and Accountability at the July 14, 2026 Board of Education meeting and that this be considered the Third and Final Reading of the three reading process.

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POLICY UPDATE

Policy 602.01 - Inclusive and Equitable Education

Saint Paul Public Schools

Board of Education Meeting

July 14, 2026

Tara Brash, Assistant Director of Teaching and Learning

Rachel Larson, Executive Director of Teaching and Learning

Policy 602.01 - Inclusive and Equitable Education

Policy Changes

1) Addition of I. Policy Purpose

2) Addition of II. Statement of Policy

3) Addition of III. Standards for Implementation

A. Curricular Integration
B. Inclusive Learning Environments
C. Culturally and Linguistically Responsive Practices
D. Instructional Preparedness
E. Professional Learning
F. Review and Continuous Improvement

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.

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Policy 602.01 - Inclusive and Equitable Education

Current Policy

~~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.~~

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,[95] 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.

Policy 602.01 - Inclusive and Equitable Education

III. Standards for Implementation

A. Curricular Integration

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

B. Inclusive Learning Environments

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

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Policy 602.01 - Inclusive and Equitable Education

C. Culturally and Linguistically Responsive Practices

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

D. Instructional Preparedness

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

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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.

98

Questions?

RECOMMENDATION

That the Board of Education approve the proposed revisions of Policy 602.01 - Inclusive and Equitable Education at the July 14, 2026 Board of Education meeting and that this be considered the Third and Final Reading of the three reading process.

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POLICY UPDATE

Policy 607.00 - Selection and Adoption of Instructional Materials

Saint Paul Public Schools

Board of Education Meeting

July 14, 2026

Tara Brash, Assistant Director of Teaching and Learning

Rachel Larson, Executive Director of Teaching and Learning

Policy 607.00 - Selection and Adoption of Instructional Materials

Policy Changes

1) Addition of I. Purpose

2) Addition of II. General Statement of Policy

3) Revision and merging of 607.01 Reconsideration of Instructional Materials into 607.00:

III. Responsibility of Selection

IV. Selection of Textbooks and Other Instructional Materials

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.

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Policy 607.00 - Selection and Adoption of Instructional Materials

Current Policy

~~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.

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Policy 607.00 - Selection and Adoption of Instructional Materials

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.

105

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.

106

Policy 607.00 - Selection and Adoption of Instructional Materials

V. Reconsideration of Textbooks or Other Instructional Materials

A. The school board recognizes differences of opinion on the part of some members of the school district community relating to certain areas of the instruction program. Interested persons may request an opportunity to review materials and submit a request for reconsideration of the use of certain textbooks or instructional materials.

B. The superintendent shall be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of textbooks or other instructional materials.

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Policy 607.00 - Selection and Adoption of Instructional Materials

Legal References:

Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction)

Minn. Stat. § 120B.235 (American Heritage Education)

Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)

Minn. Stat. § 123B.09, Subd. 8 (School Board Responsibilities)

Minn. Stat. § 124D.59-124D.61 (Education for English Learners Act)

Minn. Stat. § 127A.10 (State Officials and School Board Members to be Disinterested; Penalty)

Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988)[108]

Pratt v. Independent Sch. Dist. No. 831, 670 F.2d 771 (8th Cir. 1982)

Questions?

RECOMMENDATION

That the Board of Education approve the proposed revisions of Policy 607.00 - Selection and Adoption of Instructional Materials at the July 14, 2026 Board of Education meeting and that this be considered the Third and Final Reading of the three reading process.

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POLICY UPDATE

Rescission of Policy 607.01 - Textbook Selection and Adoption

Board of Education Meeting

July 14, 2026

Tara Brash, Assistant Director of Teaching and Learning

Rachel Larson, Executive Director of Teaching and Learning

Rescission of Policy 607.01 - Textbook Selection and Adoption

Policy Changes

1) Rescission of Policy 607.01 - Textbook Selection and Adoption for merge and revision into 607.00

Current Policy

~~Adopted: 1974~~ ~~Saint Paul Public Schools Policy~~ ~~607.01~~
~~Revised: 6/17/2008~~

~~607.01 TEXTBOOK SELECTION AND ADOPTION~~

~~Textbooks in each subject area and grade level shall be considered for adoption in accordance with a regular adoption cycle established by the Superintendent.~~

~~LEGAL REFERENCES:~~

111

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

Questions?

RECOMMENDATION

That the Board of Education approve the proposed rescission of Policy 607.01 - Textbook Selection and Adoption at the July 14, 2026 Board of Education meeting and that this be considered the Third and Final Reading of the three reading process.

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Adopted: 1/18/2011 *Saint Paul Public Schools Policy 602.00*
Revisions: xx/xx/2026

602.00 CURRICULUM DEVELOPMENT, INSTRUCTION, AND ACCOUNTABILITY

DEFINITIONS

1. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.
2. "Curriculum" means district or school-adopted programs and written plans for providing students learning experiences that lead to expected knowledge and skills.

SYSTEMS ACCOUNTABILITY (1)

1. The district will establish a system to review and improve instruction, curriculum, and assessment which will include input by students, parents or guardians, and local community members to meet the Minnesota academic standards. The school district will be accountable to the public and the state through annual reporting.
2. Systems Accountability procedures are intended to ensure student, parent or guardian, and local community member participation in planning for instruction and curriculum affecting academic standards.
3. A district curriculum advisory committee shall provide assistance at the request of the superintendent. The advisory membership shall be a reflection of the community and, to the extent possible, shall reflect the diversity of the district and its learning sites, and shall include representation from parents or guardians, teachers, support staff, students, community residents, and administration.

CURRICULUM DEVELOPMENT AND INSTRUCTIONAL PRACTICES (2)

1. Curriculum development and instructional practices shall be directed toward the fulfillment of the goals and objectives of the education program of the school district.
2. The district will establish a long-range curriculum development program that will provide for periodic reviews and continuous improvement of each curricular area.
3. District curriculum adoptions will occur on a staggered schedule for fiscal responsibility and ease of implementation.
4. The ongoing process of curriculum development will:
    - Provide for articulation of courses for students from pre-kindergarten through grade 12
    - Identify minimum objectives for each course and at each elementary and junior high / middle school grade level;
    - Use research-based instructional strategies;

• Provide for continuing evaluation of programs for the purpose of attaining school district objectives;
• Provide a process for ongoing monitoring of student progress;
• Integrate academic standards in the scope and sequence of the district curriculum;
• Be multicultural, intercultural, non-racist, non-sex-biased, gender and disability-fair; • Meet state and federal education requirements.

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

1. The district will have in place procedures and guidelines to establish an orderly process for the review and recommendation of textbooks and other curricular and instructional materials by the professional staff. Such procedures and guidelines shall provide opportunity for input and consideration of the views of students, parents or guardians, and other interested members of the school district community. This procedure shall be coordinated with the school district's curriculum development effort and may utilize advisory committees.
2. In reviewing curricular and instructional materials, the professional staff shall select materials which:
    • Support the goals and objectives of the educational programs;
    • Consider the needs, ages, and maturity of students;
    • Foster respect and appreciation for cultural diversity and varied opinions; and
    • Fit within the constraints of the school district budget.
3. The district will have in place a procedure for review of concerns or complaints of students and parents or guardians regarding the curriculum or instructional materials used.

COURSE ADDITION, DELETION, REVISION, OR INTEGRATION

1. The district's curricular offerings will have the flexibility for change that may be necessary due to:
    • Increasing or declining enrollment;
    • New direction brought by the school district or school goals, outcomes, and/or mission statement;
    • Refinement / modification of the existing curriculum as a result of the continuous improvement planning process or changes in learner outcomes; or
    • Changes needed to accommodate academic standards requirements.

ASSESSMENT AND EVALUATION PROGRAM (4)

1. The school district will maintain a program and process of evaluation, including standardized testing, which will provide information about student learning and educational program effectiveness. This process will meet state requirements and

~~provide appropriate feedback about the educational progress of each student to the parents or guardians and to the staff to inform instructional decisions.~~
~~2. The assessment and evaluation process will incorporate a plan to evaluate how testing procedures impact any particular student groups.~~
~~3. In accordance with state law, the district will annually adopt and publish a test administration plan including the state-mandated tests in accordance with Minnesota law.~~
~~4. The school district will assess student performance in elementary, middle, junior, and senior high school academic standards while taking into consideration individual student needs as mandated by state and federal law.~~
~~5. The district will establish guidelines and procedures to assess student achievement, formatively and summatively, in all academic areas. The guidelines will address remediation, acceleration, or continuous progress needs for student achievement.~~

602.00 CURRICULUM, INSTRUCTION, AND ACCOUNTABILITY

I. Policy Purpose

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

II. Statement of Policy

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

The District further commits to ensuring that curricular and instructional decisions are guided by educational best practices, fiscal responsibility, continuous

improvement processes, and meaningful collaboration with students, families, staff, and community stakeholders.

III. Definitions

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

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

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

IV. Standards for Systems Accountability

1. **Stakeholder Engagement:** The District shall maintain a continuous system for reviewing and improving curriculum, instruction, assessment, and educational programming that incorporates meaningful feedback and participation from students, parents/guardians, staff and community members.

2. **Public Reporting:** The District shall remain accountable to the public and the State of Minnesota through transparent reporting of student achievement, educational progress, assessment outcomes, and program effectiveness as required by law and District practice.

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

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

V. Curriculum Development and Instructional Standards

1. Continuous Improvement

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

2. Instructional Quality Standards

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

3. Monitoring Student Learning

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

VI. Selection and Review of Materials

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

- Support District educational goals and curriculum standards;
- Reflect diverse perspectives and experiences;

- Be age-appropriate, academically relevant, and educationally sound;
- Promote equitable access to learning;
- Comply with legal requirements and Board policies; and
- Remain fiscally responsible and sustainable.

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

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

VII. Curricular Flexibility and Assessment

1. Adaptive Programming: The District retains the authority to add, revise, suspend, or discontinue courses, programs, instructional models, or curricular offerings based on student enrollment patterns, educational priorities, workforce demands, fiscal considerations, staffing, facility capacity, legal requirements, or changes in state and federal mandates.
2. **Comprehensive Evaluation**: The District will maintain a balanced and comprehensive assessment system that includes standardized assessments, formative assessments, performance based measures, summative testing and other evaluation tools to monitor student learning, inform instruction and evaluate program effectiveness.
3. **Equity in Assessment Practices**: Assessment practices and evaluation procedures shall be reviewed regularly to identify and address disparities in student outcomes among student groups. The District shall use assessment data to support equitable access to instruction, intervention, remediation, enrichment, acceleration, and student support services.
4. **Use of Assessment Data:** Assessment results shall be used to guide instructional planning, curriculum improvement, resource allocation, professional development, and strategic decision-making while maintaining appropriate student privacy protections in accordance with state and federal law.

LEGAL REFERENCES:

(1) Minn. Rule § 3501.0160 District Reporting Requirements

Minn. Stat. § 120B.11 Subd 3 District Advisory Committee
(2) Minn. Stat. § 120A.22 Subd 9 Curriculum
Minn. Stat. § 120B.02b Educational Expectations for Minnesota's Students
Minn. Stat. § 120B.021 Subd 1 and 1a Required Academic Standards
Minn. Stat. § 120B.023 Benchmarks
Minn. Stat. § 120B.024 Graduation Requirements; Course Credits
Minn. Stat. § 120B.10 Findings; Improving Instruction and Curriculum
Minn. Stat. § 120B.11 Subd 1 and 2 School District Process for Reviewing Curriculum, Instruction, and Student Achievement
Minn. Stat. § 120B.22 Elective Standards
Minn. Rule § 3500.0550 Inclusive Educational Program
Minn. Rules § 3501.0010-3501.0180 Reading and Mathematics
Minn. Rules § 3501.0200-3501.0290 Written Composition
Minn. Rules § 3501.0505-3501.0550 Academic Standards for Language Arts
Minn. Rules § 3501.0700-3501.0745 Academic Standards for Mathematics
Minn. Rules § 3501.0800-3501.0815 Academic Standards for the Arts
Minn. Rules § 3501.0900-3501.0955 Academic Standards in Science
(3) Minn. Stat. § 120A.22 Subd 9 Curriculum
(4) Minn. Stat. §120B.11 Subd Biennial Evaluation; Assessment Program
Minn. Stat. § 120B.35 Student Academic Achievement and Growth 20 U.S.C. § 5801 - Purpose 20 U.S.C. § 6301 – No Child Left Behind

CROSS REFERENCES:

Policy 601.00 Educational Programming
Policy 602.01 Multicultural, Intercultural, Non-Racist, Non-Sex-Biased, Gender and Disability Fair Education
Policy 510.00 Graduation
Policy 510.01 Students: Promotion and Retention

DRAFT

Adopted: *2/21/1978* *Saint Paul Public Schools Policy 602.01*
Revised: *5/7/1991;*
6/17/2008,
1/18/11 (Renumbered)
xx/xx/2026

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

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

602.01 INCLUSIVE AND EQUITABLE EDUCATION

I. Policy Purpose

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

II. Statement of Policy

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

The District shall ensure that instruction and instructional resources accurately and respectfully represent the histories, cultures, experiences, perspectives, and contributions of individuals and groups from diverse backgrounds, including but not

limited to race, ethnicity, culture, national origin, language, religion, socioeconomic status, disability, sex, sexual orientation, gender identity or expression, and family structure.

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

III. Standards for Implementation

A. Curricular Integration

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

B. Inclusive Learning Environments

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

C. Culturally and Linguistically Responsive Practices

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

D. Instructional Preparedness

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

E. Professional Learning

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

F. Review and Continuous Improvement

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

LEGAL REFERENCES:

Minnesota Rule § 3500.0550 Inclusive Educational Program

CROSS REFERENCES:

DRAFT

Adopted: *8/19/1975* *Saint Paul Public Schools Policy 607.00*
Revised: *9/7/1982;*
6/17/2008
xx/xx/2026

~~607.00 TEXTBOOKS AND INSTRUCTIONAL MATERIALS~~

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

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

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

~~• Be representative of contributions by race, creed, sex, marital status, national origin, age, color, religion, ancestry, status with regard to public assistance, sexual or affectional orientation, familial status, or disability.~~

~~2. Schools and departments shall place principle above personal opinion and reason above prejudice in selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of instructional materials. In addition, students shall be permitted to read or view school materials in which they have an interest. Reasonable efforts shall be made to comply with requests from parents/guardians that certain materials be withheld from their children.~~

~~3. Textbooks in each subject area and grade level shall be considered for adoption in accordance with a regular adoption cycle established by the Superintendent.~~

607.00 SELECTION AND ADOPTION OF INSTRUCTIONAL MATERIALS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. RESPONSIBILITY OF SELECTION

A. While the school board retains its authority to make final decisions on the selection of textbooks and instructional materials, the school board recognizes the expertise of the professional staff and the vital need of such staff to be primarily involved in the recommendation of textbooks and instructional materials. Accordingly, the school board delegates to the superintendent the responsibility to direct the professional staff in formulating recommendations to the school board on textbooks and other instructional materials.

B. In reviewing textbooks and instructional materials during the selection process, the professional staff shall select materials that:

1. support the goals and objectives of the education programs;

2. consider the needs, age, and maturity of students;

3. foster respect and appreciation for cultural diversity and varied opinion;

4. fit within the constraints of the school district budget;

5. are in the English language. Another language may be used, pursuant to Minnesota Statutes, sections 124D.59 to 124D.61;

6. permit grade-level instruction for students to read and study America's founding documents, including documents that contributed to the foundation or maintenance of America's representative form of limited government, the Bill of Rights, our free-market economic system, and patriotism; and

7. do not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.

C. The superintendent shall be responsible for developing procedures and guidelines to establish an orderly process / timeline for the review and recommendation of textbooks and other instructional materials by the professional staff. Such procedures and guidelines shall provide opportunity for input and consideration of the views of students, parents, and other interested members of the school district community. This procedure shall be coordinated with the school district's curriculum development effort and may utilize advisory committees.

IV. SELECTION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

DRAFT

A. The superintendent shall be responsible for keeping the school board informed of progress on the part of staff and others involved in the textbook and other instructional materials review and selection process.

B. The superintendent shall present a recommendation to the school board on the selection of textbooks and other instructional materials after completion of the review process as outlined in this policy.

V. RECONSIDERATION OF TEXTBOOKS OR OTHER INSTRUCTIONAL MATERIALS

A. The school board recognizes differences of opinion on the part of some members of the school district community relating to certain areas of the instruction program. Interested persons may request an opportunity to review materials and submit a request for reconsideration of the use of certain textbooks or instructional materials.

B. The superintendent shall be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of textbooks or other instructional materials.

Legal References:

Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction)

Minn. Stat. § 120B.235 (American Heritage Education)

Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)

Minn. Stat. § 123B.09, Subd. 8 (School Board Responsibilities)

Minn. Stat. § 124D.59-124D.61 (Education for English Learners Act)

Minn. Stat. § 127A.10 (State Officials and School Board Members to be Disinterested; Penalty)

Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988)

Pratt v. Independent Sch. Dist. No. 831, 670 F.2d 771 (8th Cir. 1982)

DRAFT

607.01 TEXTBOOK SELECTION AND ADOPTION

Textbooks in each subject area and grade level shall be considered for adoption in accordance with a regular adoption cycle established by the Superintendent.

LEGAL REFERENCES:

CROSS REFERENCES: 607.00, Textbooks and Instructional Materials

Facilities Five Year Plan

Board of Education

Jackie Turner, Executive Chief Administration and Operations

Kathy Wallace, Interim Director of Facilities

Jonathan Pettigrew, Manager of Facility Planning

July 14, 2026

Agenda Overview

- Close out of response to Board Resolution on Txuj Ci
- SPPS Builds: Five Year Facilities Plan FY2027-31
- LTFM Plan (Finance/PTMA presentation)

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Close out of Response to BoE Resolution on Txuj Ci

-

Board of Education Txuj Ci Motion, Dec. 18, 2025

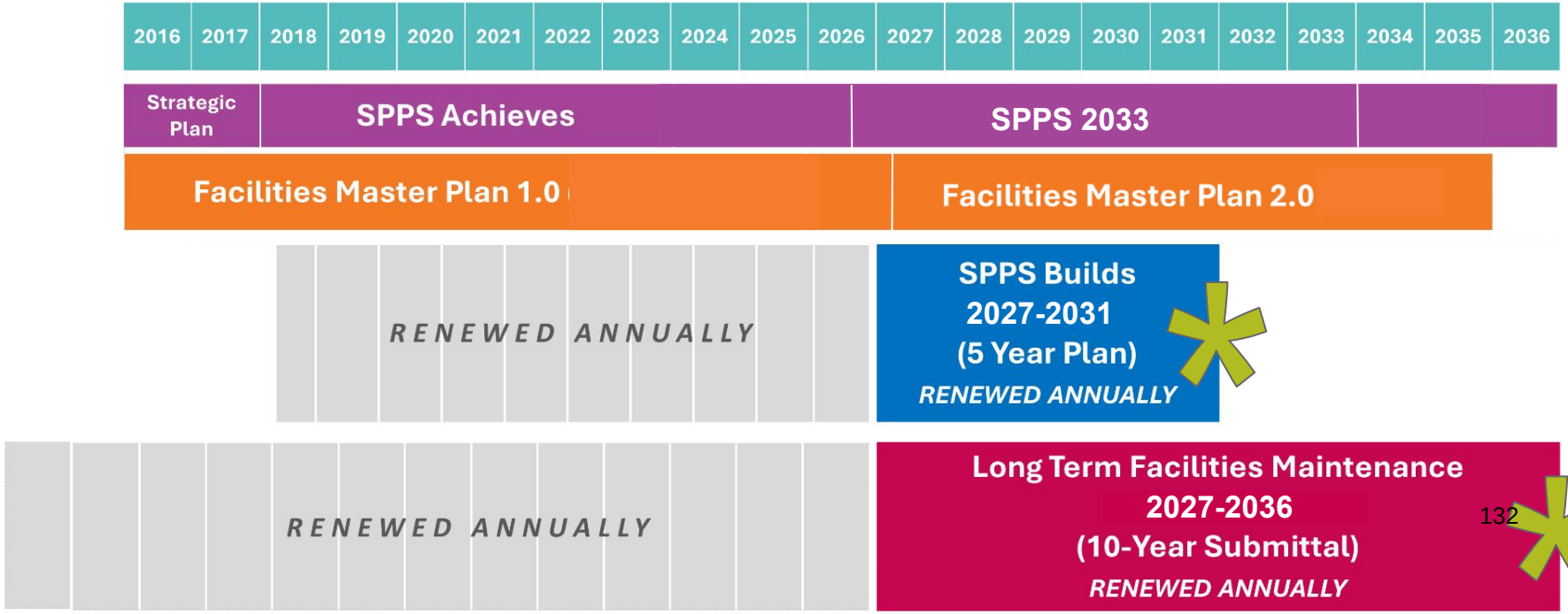
Moved that the Board of Education directs Superintendent Stanley to do the following:

1. Move forward with the existing plan for a unified Txuj Ci, taking all steps necessary to make certain that this **new Pre-K-8 building** is operational no later than the beginning of the 2032-2033 school year;
2. Increase the **Specialist Allocation** to 5-8 programs by no less than 1.0 FTE for the 2026-2027 school year for the purpose of providing a more well-rounded educational experience to 5th grade students; and
3. Work with building administrators and district leaders to identify additional ways to maximize current space utilization in Txuj Ci upper and lower campuses including **cafeteria capacity, bussing capacity and assembly/community spaces**.

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SPPS Builds:
Facilities 5 Year Implementation Plan

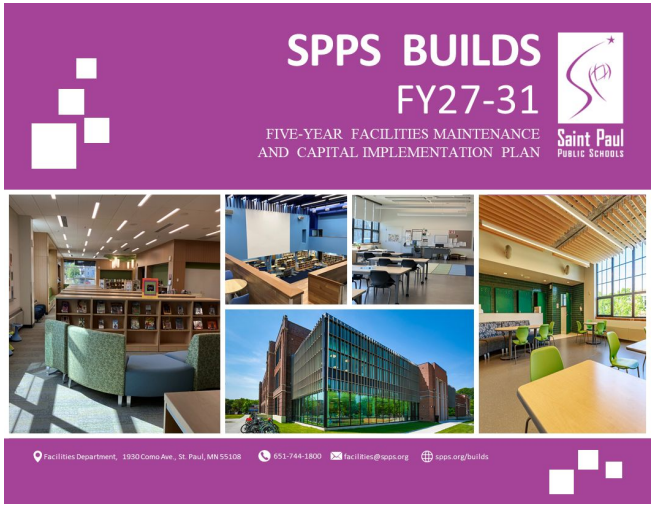
Facilities and Strategic Plan Alignment



Purpose

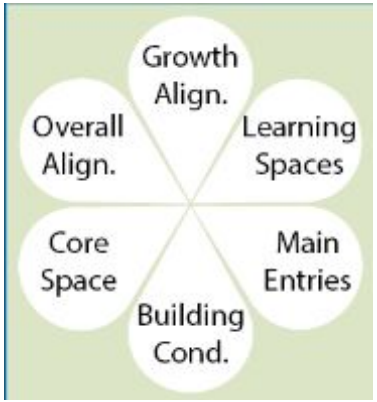
To introduce, in summary, the **FY2027-31 Five-Year Implementation Plan, SPPS Builds**, improvements to SPPS facilities, for adoption by the Board of Education





Criteria for Prioritization

Petals

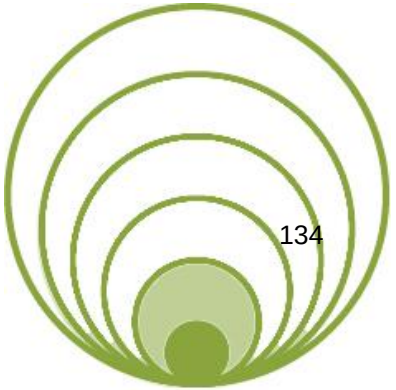


Petals indicate criteria such as:

- **Conditions** of existing buildings
- **Educational Alignment:** Appropriate spaces for learning

Circle Score combines Petal ratings - the larger the circle the higher the priority

Circle Score



Use and Utilization - Average utilization rate across the district is **74%**

SPPS Builds: Major Projects Close-out

Hidden River Middle School

- Major remodel with small addition
- Opened January 2026
- Accessible and secure entry, middle school model ‘houses’









SPPS Builds: Major Projects Close-out

Barack & Michelle Obama Montessori and Middle School

- Major remodel with additions
- Opened Fall 2025
- Transformed learning environments, commons, storm shelter, new kitchen, Media Center, outdoor spaces









SPPS Builds: Major Projects Close-out

Highland Park Middle School

- Addition and renovation with new link to high school, opened Fall 2025
- New entry and office, expanded shared cafeteria/ kitchen, additional classrooms, daylight







SPPS Builds: Major Projects

Bruce Vento Elementary

- New construction occupied Fall 2025 includes early childhood wing
- Ongoing sitework and playground to be completed by August 2026





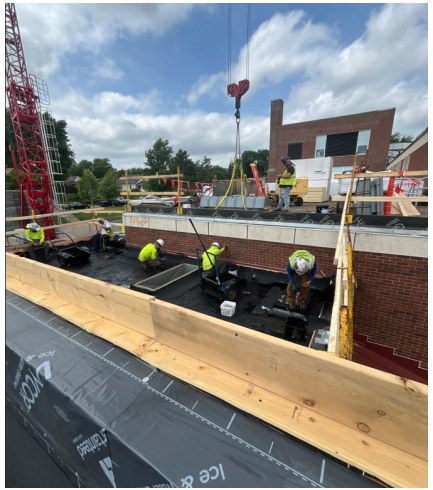




SPPS Builds: Other Ongoing Projects

- Hamline Entry & Systems
- Cherokee Heights Building Systems & Remodeling
- Farnsworth Upper HVAC
- The Heights HVAC
- Humboldt AHU replacement
- Maxfield Site & Schoolyard

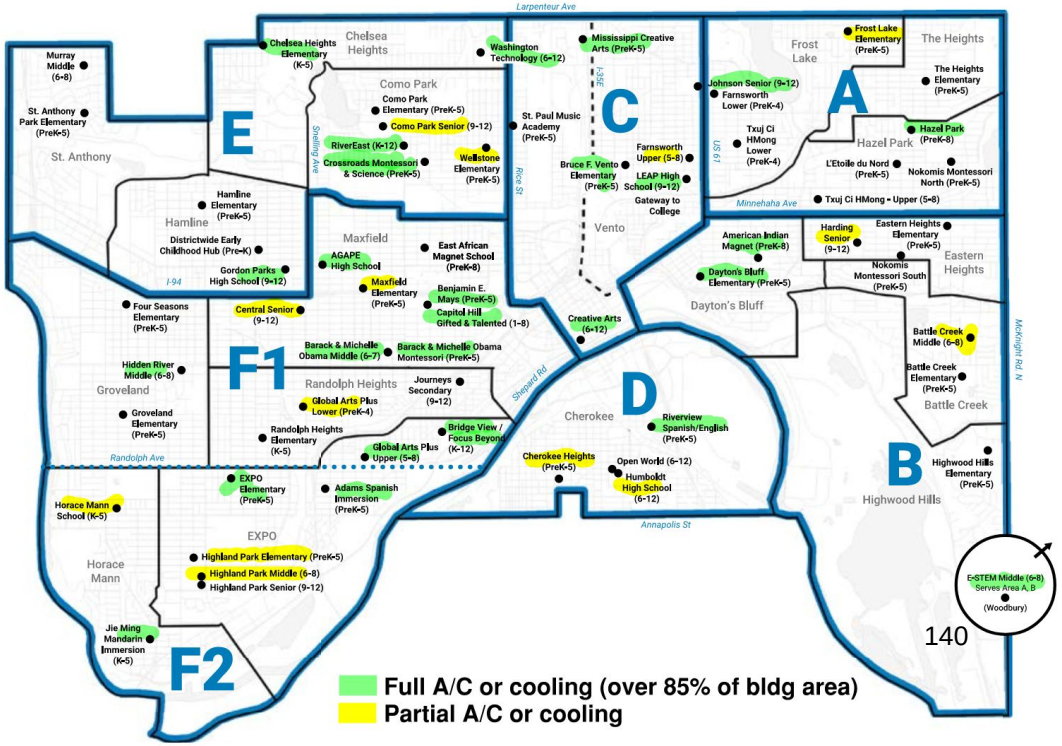






SPPS Builds: Cooling

- Air Conditioning: we continue steadily to increase the areas of schools with air conditioning. At the end of this summer's construction, 51% of SPPS's total building area will be air-conditioned, up from 43% in FY24.
- Being added with major infrastructure projects and where it makes sense fiscally and physically



SPPS Builds: Five-Year Plan FY2027-31

145 projects in FY27-31 plan

Includes:

- Major renovation projects
  (completing and upcoming)
- Major infrastructure projects (HVAC, Roofs)
- Targeted capital improvements
  - Furniture, A/V, Athletics, Fire Suppression, Security Systems, Sitework
- Asset / infrastructure preservation programs
  - Roofs, HVAC, Plumbing, Electrical, Finishes



SPPS Builds: Project Types

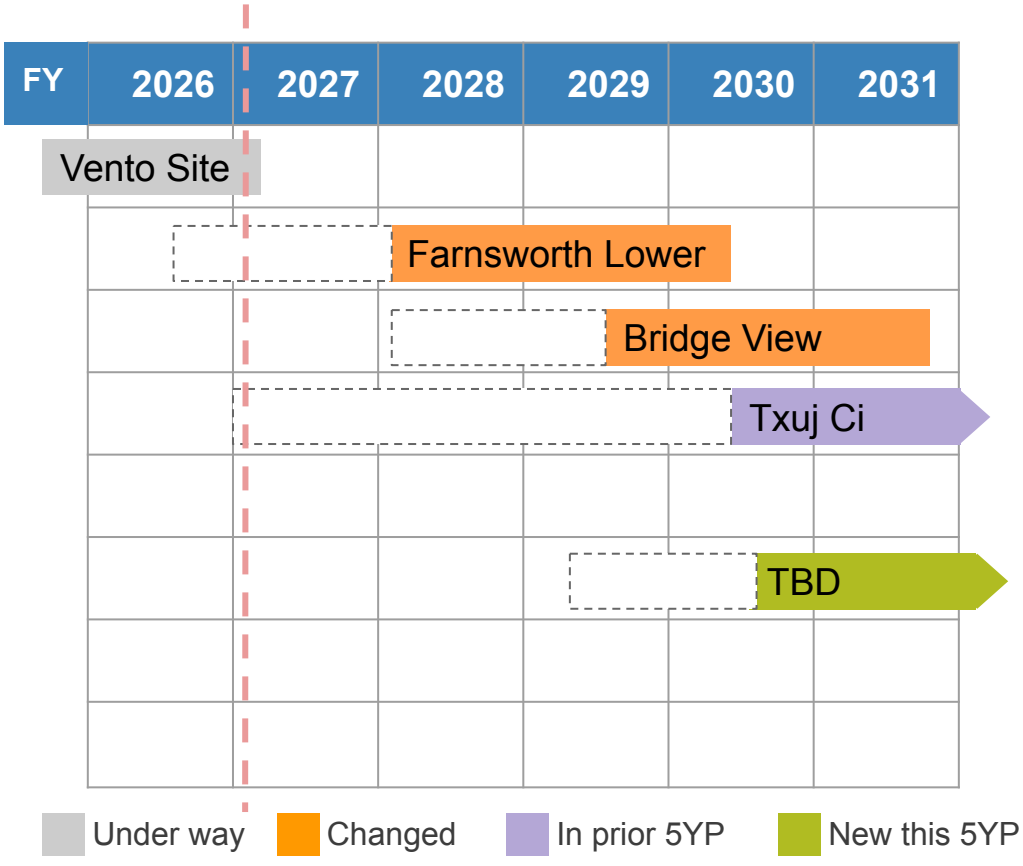
- New Construction
- Major Building Addition and/or Renovation
- Building Systems Renewal
- AV & Furniture
- Playgrounds & Athletics
- Flooring & Finishes
- Roofing & Paving
- Fire Safety & Lighting
- Major Repairs







Recommendations: Major projects



Vento: Vento site reconstruction complete fall 2026

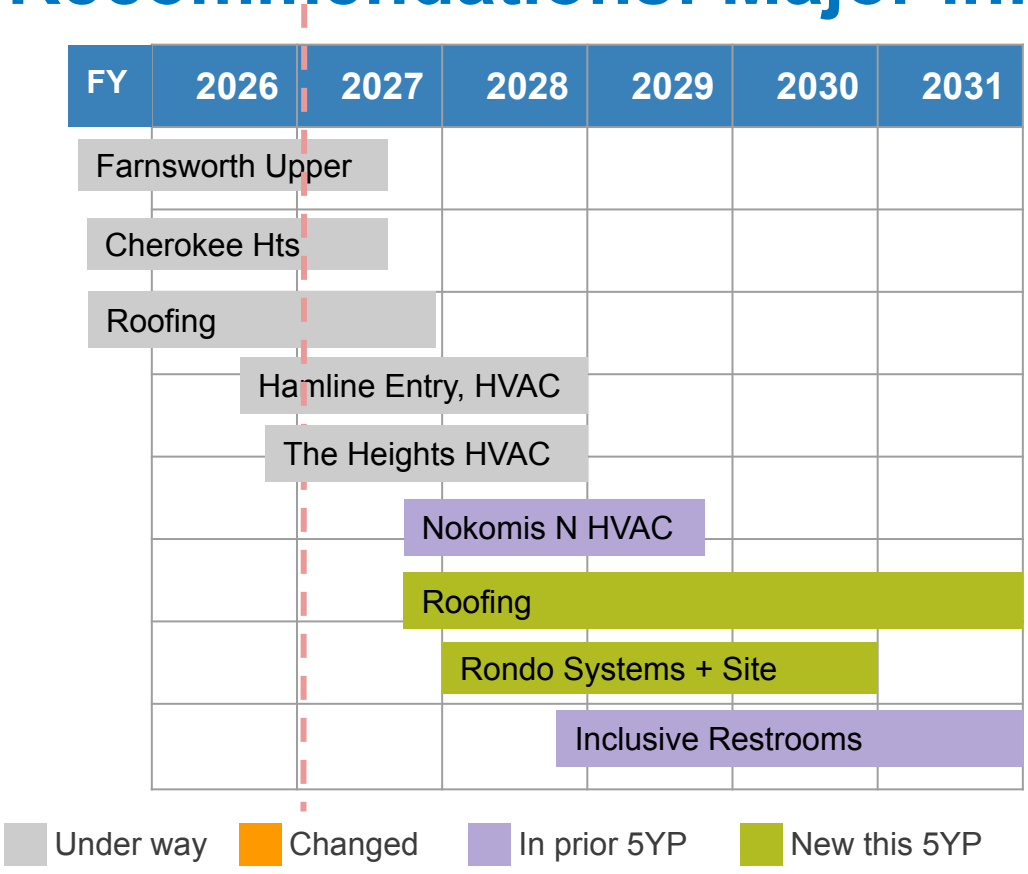
Farnsworth Lower: New construction

Bridge View: Major renovation to be defined pending FPA;

Txuj Ci PK-8: scale and scope of project to be developed (to open Fall 2032)

In addition to Bridge View, future projects will be defined following FPA

Recommendations: Major infrastructure projects



Farnsworth Upper, Hamline, The Heights, Nokomis N, Rondo: Major mechanical and/or plumbing improvements

Washington Tech, Harding, EOS, **Humboldt, Como HS, Battle El, Crossroads, Nokomis S, L'Etoile, AIMS, GAPU:** Large roof replacements

Cherokee: Updates and reconfigured classrooms

Inclusive Restrooms Program: As allowable under LTFM funding

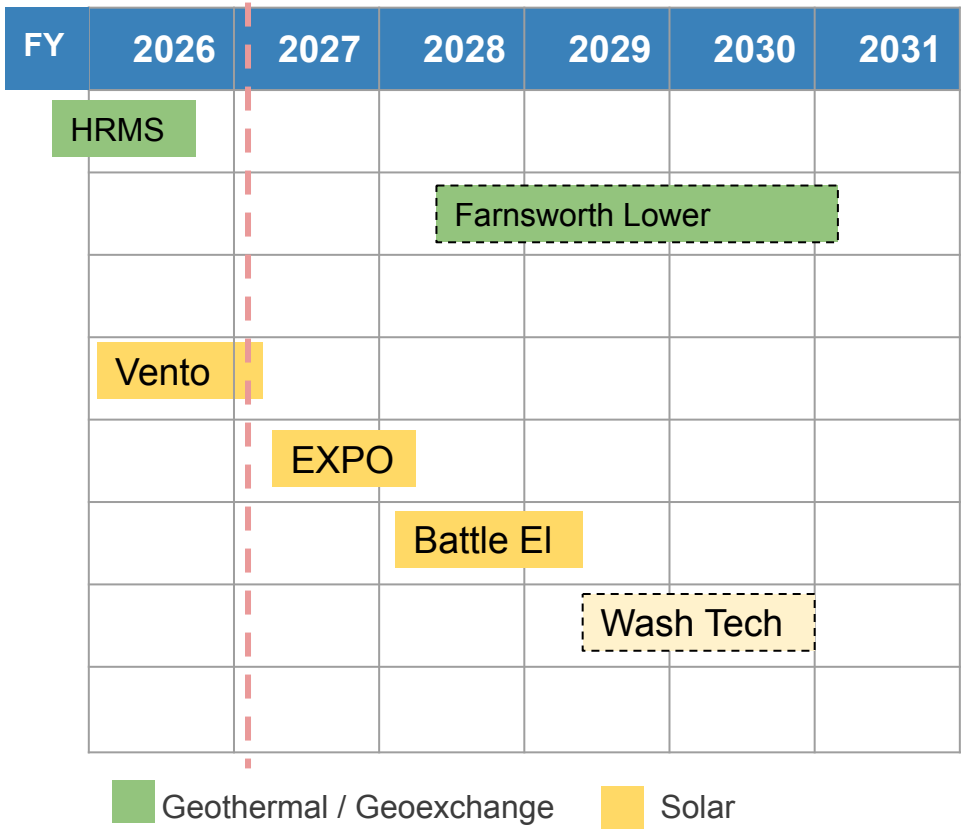
Green Energy and Sustainability

State and federal funding for green energy:

- Solar Program
  - SPPS-owned renewable energy generation on school roofs
  - New sites every year to maximize state funding (up to 70%)
- Geothermal
  - In operation at Johnson HS, Hidden River and Vento



Recommendations: Major Sustainability projects



Ground Source Heat/Cool:

- Hidden River: Aquifer-based geothermal
- Farnsworth Lower: will investigate renewable energy options

Solar:

- Vento: solar install complete
- EXPO: Smaller array
- Battle El: following roof replacement
- Washington Tech:

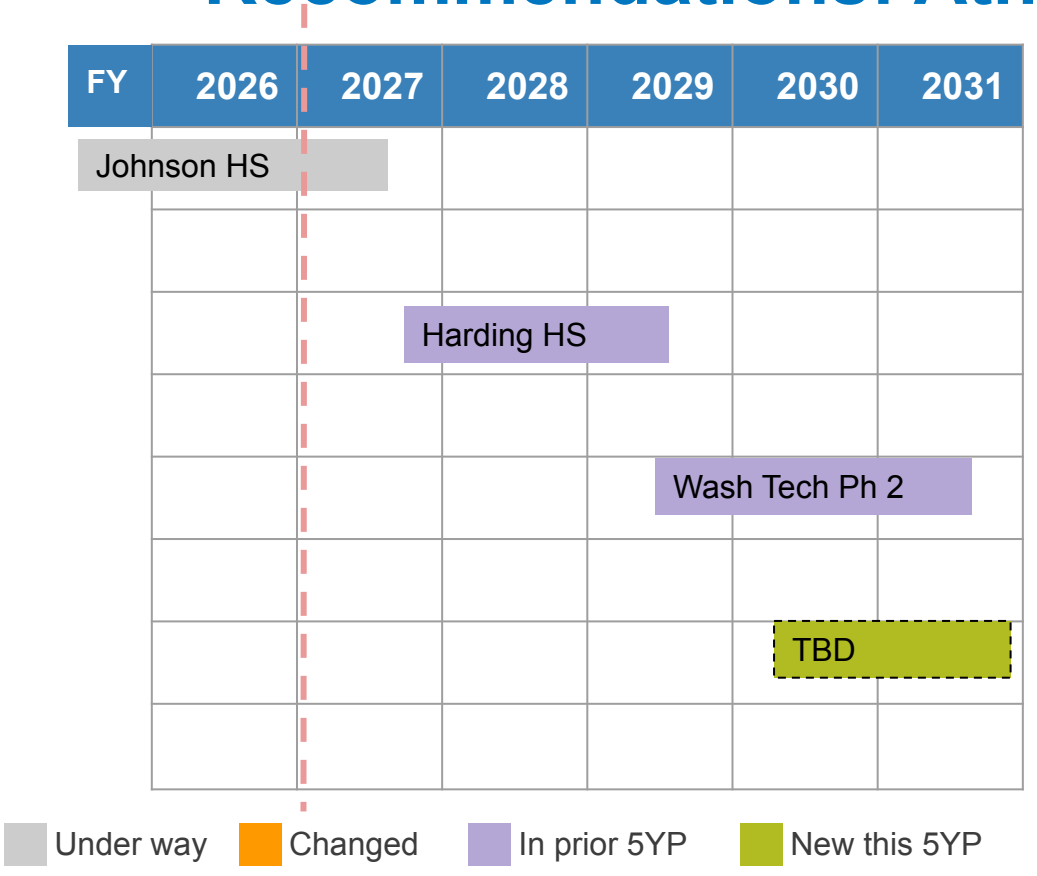
SPPS Builds: Athletic Improvements

1. Humboldt Practice Track, Highland Park HS Stadium - completed 2025
2. Johnson HS lights, bleachers, track, field completing this summer
3. Will be reviewing next priorities with Athletic Directors





Recommendations: Athletics projects



Johnson HS: 2 phases -new bleachers and lighting, new track, field, scoreboards and fencing

Harding HS: replace running track and turf

Wash Tech Ph 2: bleachers

SPPS Builds: BOE Gate Checks

Gate Check	Gate Name	Format	Board Approval Means:
1	**Master Planning / 5-Year Plan**	Written summary	**Approval of prioritization of work as represented in the Plan**
2	Project Charter (Predesign)	COB presentation	Acceptance of the scope, schedule, and rough order of magnitude cost
3	Schematic Design & Budget	COB presentation	Locking in of final budget and direction to proceed to bidding
4	Contract Award (Bid)	Board agenda item	Award of construction contracts to bidders
5	Close-Out	Written summary	Acceptance of summary report at the end of the project

Board Action: Approve Five Year Plan

The following action is requested:

- Adoption of proposed 2027-31 Five Year Plan resolution (plan renewed annually)
  - Gate Check 1 establishes projects, with the Board affirming they meet prioritization criteria and strategically align with District's needs
    - Scopes not finalized, so no budgetary guidelines are established



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Use & Utilization Study
Bi-annual 2024-25

Use & Utilization Study

Purpose: Provides information about physical capacity of SPPS schools. Does not include recommendations for specific changes.

- Data from the study will be provided to the FPA Task Force as they consider criteria for decisions.
- The 2024-25 study is the third iteration.

Introduction:

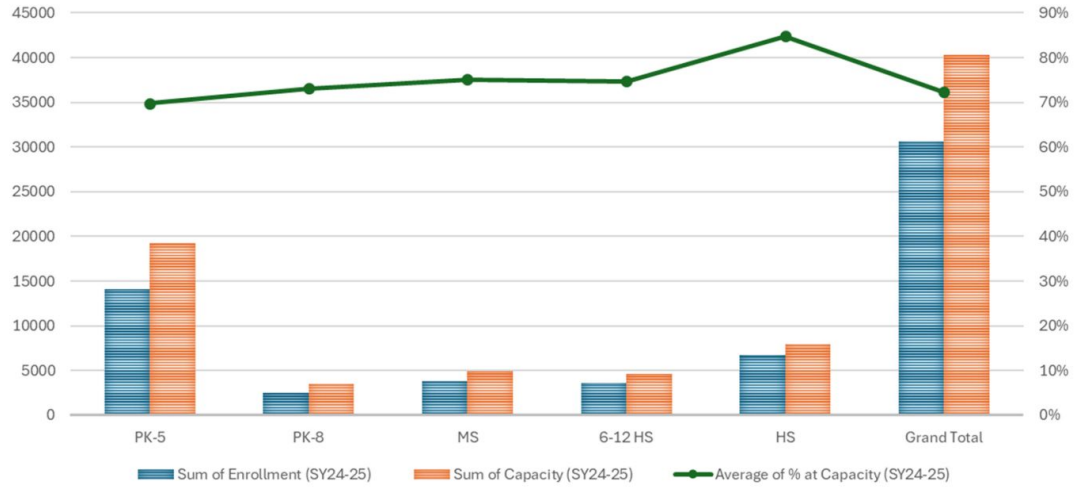
- **Capacity** is defined as the maximum number of learners given variables such as the grade levels, typical staffing,and associated SPPS classroom caps.
- **Utilization** is actual enrollment as a percentage of capacity.

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Use & Utilization Study - Utilization

2024-25 District-wide Utilization (average) is **74%**

- This is close to the rate measured in 2019-20
- By school grade levels, Elementary, Middle, and 6-12 schools are similar in average utilization, between 70%-75%. High Schools are at 85%

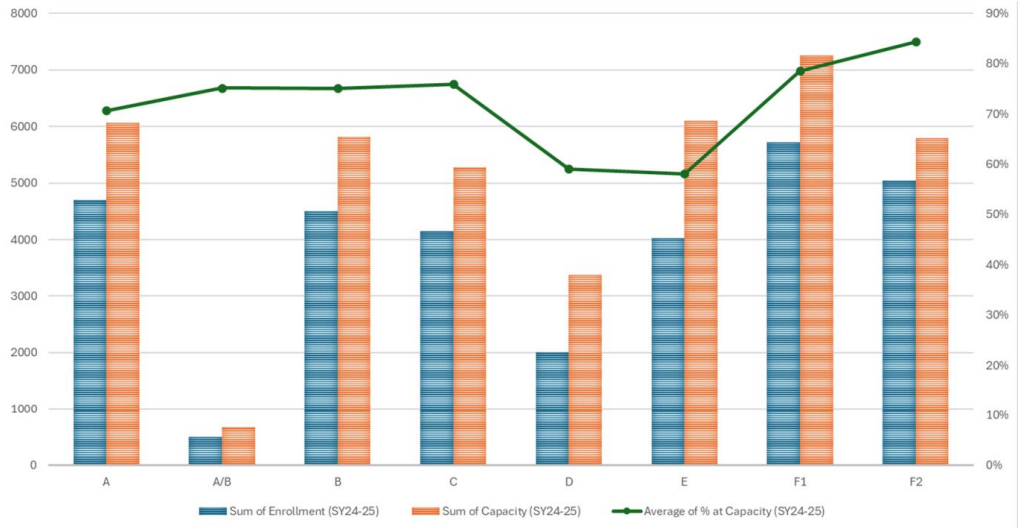


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Use & Utilization Study - Utilization

2024-25 District-wide Utilization (average) is **74%**

- Aggregated by attendance area, all areas except D have seen increased utilization. D and E have lower aggregate utilizations.



- Blue bar = enrollment
- Orange bar = capacity
- Green line = utilization

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Use & Utilization Study - Capacity Trend

Total District Capacity has varied over the 3 studies, in part because of buildings off line (construction). For individual buildings, capacity has dropped (absent other changes) due in part to increase in self-contained special education classrooms needed.

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QUESTIONS?

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

RESOLUTION

Board File No._____

Date_____

SPPS Builds: FY 2027 – 2031 Five-Year Facilities Maintenance and Capital Implementation Plan

1. **WHEREAS**, Independent School District No. 625 (District) has approximately 7.9 million square feet of space spread among 74 buildings with the majority of those assets being more than 60 years old; and

2. **WHEREAS**, the District's facilities represent a Current Replacement Value (CRV) of approximately $3.8 billion in assets; and

3. **WHEREAS**, numerous independent studies have shown a direct connection between student achievement and the quality of the learning environment, particularly in areas of indoor air quality, lighting, and acoustics; and

4. **WHEREAS**, numerous independent studies have shown a connection between the condition of a school building and teacher satisfaction, morale, and retention; and

5. **WHEREAS**, Independent School District No. 625 has access to facilities funding via Long Term Facilities Maintenance Revenue, Capital Bonds, and Installment Contract Authority through the State of Minnesota legislature;

6. **WHEREAS**, on December 15, 2015, the Board of Education (BOE) established a Five-Year Facilities Maintenance and Capital Implementation Plan process to meet the strategic facility needs for the District; and

7. **WHEREAS**, District administration has sought to build the capital program in alignment with the District's strategic plan, and acknowledges this connection by titling the capital program "SPPS Builds"; and

8. **WHEREAS**, District administration proposes that the BOE approve the FY2027-2031 Five-Year Facilities Maintenance and Capital Implementation Plan, as reflected in Attachment A; and

9. **WHEREAS**, the Board of Education understands that inclusion in the FY2027-2031 Five-Year Facilities Maintenance and Capital Implementation Plan, as reflected in Attachment A, is the requirement for a project at Gate Check 1; and

10. **WHEREAS**, the Board of Education will have continued input into the planning and budgeting process to implement specific projects in the FY2027-2031 Five-Year Facilities Maintenance and Capital Implementation Plan;

NOW, THEREFORE, BE IT RESOLVED that the Board of Independent School District No. 625 herewith:

a. Declares that the District's buildings and grounds should be positive contributors to the educational experience of all students and the communities the District serves, and that both the condition of the District's existing assets, as well as the continuous improvements needed to meet evolving academic needs, are critical components for the long-term stewardship of the District's facilities.

b. Approves the prioritization of work as represented in the FY2027-2031 Five-Year Maintenance and Capital Implementation Plan, commensurate with Gate Check 1, subject to the Board of Education's continued approval via the established Gate Checks.

AYE		NAY
____	Chair	____
____	Vice Chair	____
____	Clerk	____
____	Treasurer	____
____	Director	____
____	Director	____
____	Director	____

Adopted _____

_____
CHAIR Board of Education

_____
CLERK Board of Education

SPPS BUILDS
FY27-31

FIVE-YEAR FACILITIES MAINTENANCE AND CAPITAL IMPLEMENTATION PLAN

Saint Paul Public Schools











Facilities Department, 1930 Como Ave., St. Paul, MN 55108 651-744-1800 facilities@spps.org spps.org/builds

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SAINT PAUL BOARD OF EDUCATION

Uriah Ward, Chair
Yusef Carrillo
Halla Henderson
Erica Valliant
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Carlo Franco
Brandon Lowe

SUPERINTENDENT

Dr. Stacie Stanley

Facilities Master Plan - Vision

We envision versatile, equitable, healthy environments that balance the factors creating authentic, engaging, and personalized learning experiences to sustain our academic mission and deepen connections to our communities and world.

INTRODUCTION

PROJECT HIGHLIGHTS: 5YP – FY2027-31

The Five-Year Facilities Maintenance and Capital Plan (5YP) provides an overview of Saint Paul Public Schools' capital improvement projects scheduled to take place in fiscal years 2027 to 2031 (FY2027-31). These projects reflect a collaborative process undertaken with building administrators, staff, Facilities Trades, and students and families to plan and design learning spaces that meet the Facilities Master Plan's (FMP) Vision, Principles and Standards (see below under BACKGROUND for more information).

Project highlights include:

- **Learning environment upgrades** responding to changing needs and impacting classrooms, varied learning areas, and core facility rightsizing.
- **Inclusion of dedicated Specialized Services facilities** is prioritized in major remodeling and addition projects in response to increasing demand for special education services.
- **Health and wellness** considerations continue, particularly regarding indoor air quality and lead in water remediation.
- **Broad-range improvement and replacement** of systems and finishes (in addition to major remodeling and addition projects) from flooring to roofs, and boilers to fire alarms and security systems.
- **Athletic improvements** to increase the usability of existing fields, tracks and other competition facilities.
- **Technology upgrades**: having provided instructional audio-visual systems at high school and middle school sites, rollout of the district standard to elementaries continues in FY27. Many projects also involve replacing obsolete data cabling as well as bringing data closets up to SPPS standards.
- **Sustainability initiatives** are more deeply embedded into our work even as Federal funding for green energy (solar and geo-thermal) in projects is in question. State incentives like the Solar For Schools Program continue.
- **Air Conditioning:** we continue steadily to increase the areas of schools with air conditioning. At the end of this summer's construction, 51% of SPPS's total building area will be air-conditioned, up from 43% in FY24.
- **Major renewal projects: Farnsworth Aerospace Magnet Lower Campus** project is coming out of preliminary studies into the early design phase, planning for a new building on the west end of its site. **Txuj Ci PK-8** and **Bridge View School** projects are discussed later in this introduction.

In FY30, toward the end of this 5YP period, we are reserving significant funds ($30M-40M) for the start of a major project at a secondary site that is not yet defined. A number of potential projects for FY30 and beyond will be shaped by future strategic decisions including the renewed FMP and emerging academic and programmatic priorities.

We also reserve funds annually to respond to smaller but urgent facilities needs. And in addition to construction projects, the 5YP includes a number of planning efforts, including the next set of priorities for athletics, inclusive restrooms, and facility alignment with the variety of education programs.

SPPS BUILDS, SPPS 2033,Facilities Portfolio Analysis (FPA), and Program Changes

Since 2016, SPPS Facilities has prepared and updated 5YPs within the framework of the FMP and in alignment with the District's (almost superseded) strategic plan, SPPS Achieves. SPPS is in the midst of developing a new strategic plan, SPPS 2033, that includes Sustainable Infrastructure as a key topic. A linked Facility Portfolio Analysis (FPA) is aligned with the new strategic plan. Its objective is to review our buildings and match facilities with actual and projected student enrollment, thus creating a sustainable District footprint that invests our resources directly into students' futures rather than underused spaces. In the interim before adoption of SPPS 2033 and creation of a new facilities master plan, this 5YP continues with the previous strategic plan guidance while anticipating changes.

The 5YP is also broadly known as SPPS Builds which signals its alignment with the District's overarching strategic plan, SPPS Achieves, specifically under:

> Objective 5: Allocate resources based on program effectiveness and organizational priorities.
>
> Strategic Initiatives - 5.3: Align school facilities with well-rounded programs.

This and preceding 5YPs respond to the District's growing and emerging programs and shapes planning for SPPS facilities and the 5YP in these areas:

1. **East African Magnet School** at **Jackson Elementary** opened in fall 2023 and continues growing for fall 2026 with the addition of an 8th Grade class. Planning is underway for the facilities and location options to accommodate further growth.
2. **Txuj Ci HMong Language and Culture**: Continuing from fall 2024, the program is configured as Pre-K to 4th Grade at Txuj Ci Lower and 5th to 8th Grades at Txuj Ci Upper. Facilities and other operational changes at the Lower Campus are under way to better serve students there while the long-term PK-8 solution is developed. Exploration of longer-term options to meet the needs of the Hmong students and families will continue throughout this 5YP towards the District's goal of opening a Txuj Ci PK-8 school for fall of 2032.
3. **Karen Program** continues at **Wellstone Elementary** grows with 2nd Grade joining the Kindergarten and 1st Grade classrooms in fall 2026.
4. A new **Afrocentric Magnet Program** begins at **Benjamin E. Mays Elementary** in fall of 2026.

UPDATING CONCEPTUAL VISIONS and FPA and Future FMP

The 5YP in this document is guided by the 2016 Facilities Master Plan (FMP). Subsequently, the District has accomplished a great deal of work and implemented wide-ranging changes. In July 2024, the District began planning and engagement to create a renewed strategic vision and FMP (or FMP 2.0) that will guide future 5YPs. That work is paused as we move into the Facilities Portfolio Analysis as part of SPPS 2033. A broad-based task force will establish criteria that guide strategic decisions about facilities and programs. An important aspect of the FPA work will be to address enrollment declines of recent years and projected for the next decade. Those strategic decisions that emerge from the FPA will in turn shape the future FMP (FMP2.0).

EARLY CHILDHOOD LEARNING

This 5YP holds steady in providing space for Pre-Kindergarten classrooms. Within the SPPS area, we have significant waiting lists for the Pre-K program spaces that are available – these waiting lists

reflect a lack of funding and teacher resources to add Pre-K classes. An on-going partnership with Head Start provides some Pre-K sections to help address the demand. Current Pre-K programming in SPPS offers space for 1,490 4-year-olds in 84 classrooms within 34 schools. An additional 40 seats for half-day nature-based Pre-K are available through Community Ed.

Given the uncertainty around early childhood funding, and to manage capital funding, additional large-scale capital investment for expanded early learning is not planned within this 5-year plan.

SPECIAL EDUCATION ALIGNMENT

Planning within the FY2027-31 5YP will continue to support the evolving understanding of learners with individualized education programs (IEP), including greater intentionality around spaces dedicated to their use, and other recommendations included in the FMP2.0 Special Education Workgroup. For the 2026-27 school year, SPPS is providing space within existing buildings for 10 additional Federal Setting III Special Education classes (following 15 added in 2025). We expect further growth in Federal Setting III classrooms as children progress through elementary and middle school. This growth entails some Facilities investments in subsequent years, possibly beyond the buildings included for major remodeling projects. Facilities Planning continues to collaborate with the Office of Specialized Services to monitor data for trends.

The major project to renew and remodel **Bridge View School** to better serve student needs is scheduled to start within the period of this 5YP. Projections indicate a growing student enrollment as well. Planning has been paused for a year to incorporate FPA findings.

INCLUSIVE RESTROOMS

SPPS has been a national leader in the implementation of a model for single-user restrooms that provide respectful access to sanitary facilities for individuals. The rollout of this model has occurred within major remodeling projects, limited in part by the type of funding available. State law now allows use of LTFM revenue to fund construction of gender-neutral restrooms. This 5YP incorporates an annual program, starting in FY2027, to use a portion of LTFM revenue to gradually provide the inclusive restroom model at sites not impacted by a major renovation.

SUSTAINABILITY AND GREEN ENERGY

Long-term planning for the efficient use of our physical and economic resources has underlain SPPS Facilities' visions for the District for many years. Increasingly in recent 5YPs, we emphasize sustainability, particularly with the Board's adoption of the District Energy Action Plan (EAP) targeting a 45% reduction in greenhouse gas emissions by 2030. Also notable is the Board's creation of a Sustainability Advisory Committee to advise the Board on policies and actions promoting environmental stewardship and leading to healthier, more sustainable schools and environments.

SPPS enrolls all major projects in Xcel Energy's Energy Design Assistance (EDA) or Energy Efficient Buildings (EEB) programs, which model energy use of the building, suggest energy-saving strategies to incorporate into the design, and estimate energy cost savings. In the past two years, these and other efficiency efforts have led to over $500,000 in rebates to SPPS.

The current 5YP includes programs to install geothermal and solar systems as part of our projects where fiscally and physically feasible. Through these programs, which maximize State and remaining Federal funding, SPPS creates efficient heating and cooling systems and District-owned energy generation facilities, simultaneously reducing greenhouse gas emissions.

ACCESSIBILITY

We are planning within the FY2027-31 5YP to continue implementing accessibility improvements -starting with secondary schools and moving on to projects with the highest impact at elementary sites

BACKGROUND

FACILITIES MASTER PLAN (FMP) / SPPS BUILDS
SPPS 2033 and FACILITIES PORTFOLIO ANALYSIS (FPA)

In 2015, Saint Paul Public Schools developed a 10-year Facilities Master Plan (FMP) called **SPPS Builds** to address needed improvements for its 74 facilities, 7.9 million square feet of space, and 519 acres of land. The Five-Year Plan (5YP) is the implementation plan for the FMP, and ensures that resources are aligned to provide schools with equitable access to facility funding and that projects are coordinated to increase efficiency and decrease costs. In a district where 60 percent of schools are 65 years or older, SPPS recognizes that it is critical to update old buildings to provide flexible, adaptable physical environments that support a variety of teaching and learning styles for students' academic success.

As noted above, the District is embarked on a new strategic plan, SPPS 2033 which includes a Facilities Portfolio Analysis (FPA). The purpose of the FPA:

To ensure every student has access to an equitable and high-quality education, we are launching a collaborative process, aligned with the Strategic Plan, to review our District buildings and create a long-term plan that matches our facilities with our actual and projected student enrollment. By analyzing data on building use, finances, demographic shifts, and program needs—and by listening to our community—our objective is to create a sustainable District footprint that invests our resources directly into students' futures rather than underused spaces.

The FMP (and its successor that will emerge from the current FPA process) provides the District with guiding documents (see below) to determine how to prioritize projects for improvements over the next five years as outlined in this 5YP. Annually, we make adjustments to the 5YP based on unforeseen and emerging factors that impact the initial scheduling and prioritizing of particular facility improvement projects. See the summary of adjustments from the FY26-30 5YP at the end of the school work scopes.

GUIDING DOCUMENTS - FMP and SPPS BUILDS

The 5YP is informed by guiding documents developed during the FMP planning process through extensive stakeholder engagement with more than one thousand people. FMP guiding documents are the qualitative data used to assess facilities and include a **Vision** statement (see box on page 1) along with facility **Principles** and **Standards** that inform the District's **Criteria** for prioritizing facility improvement projects. Although this 5YP will be the last within the original FMP framework, updated versions of these guiding documents will serve the renewed FMP 2.0 as well, providing meaningful continuity over the span of the two 10-year FMPs while reflecting changing priorities and circumstances. And initial findings of the FMP 2.0 stakeholders and workgroups are incorporated into this 5YP, though they will be more fully synthesized into the new FMP after the FPA is completed in 2027.

CRITERIA FOR PRIORITIZING FACILITY IMPROVEMENTS

As we await new criteria to arise through districtwide planning as part of SPPS 2033, we continue to use a model of weighted criteria to evaluate the impact of each project on teaching and learning: **The greater the impact to student learning, the greater the need to complete the project.** SPPS uses the criteria listed below to identify and prioritize major capital-improvements to ensure projects are student-centered, efficient and impactful. To generate each project's impact score and initial priority ranking, each criterion has a different weight of importance (impact).

1. **Growth and Alignment:** Alignment to projected and strategic programmatic and enrollment needs.
2. **Quality Learning Spaces:** Overall improvement in the quality of instructional space that supports student learning.

3. **Identifiable Main Entries:** Safe, identifiable and respectful main building entries that welcome students and community into our buildings.
4. **Building Condition:** The condition of building systems, as determined by Facility Condition Assessments, as they support healthy student and staff environments.
5. **Core space:** The adequacy and quality of core functional spaces such as gyms and cafeterias to support student learning and wellness.
6. **Overall Alignment:** Overall improvements to the building and site should align with functional and programmatic needs as determined by the Facility Condition Assessment and the Facility Master Plan process.

Note: *The identification of* ***'Permanent Construction'*** *as the first criterion in 2015 successfully led to fully phasing out temporary structures for learning environments as of 2020. Therefore, it has been removed from the list of criteria in this document.*

QUANTITATIVE DATA - FMP and SPPS BUILDS

The quantitative data that inform the FMP include attention to both the condition of buildings and grounds and to the extent to which these facilities support or hinder teaching and learning. Several of these assessments have been updated to inform the 5YP:

- Educational Adequacy Assessment (2009)
- Facility Condition Assessment (2020, rev. 2023)
- Facility Alignment Assessment (2015, individual schools updated as major renovations occur)
- Dynamic Programs: Site Capacity and Growth Parameters
- Athletic Facilities Considerations
- Use and Utilization Survey and Report (2025)

FINANCING

In 2015, as part of the FMP, the Board of Education passed the resolution on Long-Term Facilities Maintenance and Improvement Investments that fortifies the District's commitment to the continued funding of capital investments for the betterment of students and communities.

SPPS monitors construction industry data for trends in cost inflation including potential impacts of tariffs, and we adjust our project cost estimating accordingly.

The District's budget for *SPPS Builds* is funded from the sale of bonds, capital loans, and the Long-Term Facilities Maintenance Program (including levies). SPPS has issued bonds every year since 1994 to fund facility projects. A tax levy allows school districts to raise money through public taxation to fund construction projects to ensure school buildings are maintained and meet the learning needs of students. The Board of Education determines the levy amount each year based on specific facility needs for the upcoming year.

By law, Building Construction Funds cannot be used for other funding categories, such as the General Fund which pays for teacher salaries, other teaching and learning needs, and transportation. Increases to the Building Construction Funds do not decrease the General Fund. In other words, expenditures on building construction do not come at the expense of the educational activities funded by the General Fund.

Passage of the Operating Capital levy in November 2025 helps SPPS overall budget but does not increase funding available for facilities projects.

FACTORS AFFECTING PROJECT COSTS

As noted above, Planning tracks the impacts of changing inflation levels on project costs. One illustration of the effect of inflation: In the past decade of FMP 1.0, we completed roughly $1.0 billion of work; to do the same value of projects in the upcoming decade would require $1.67 billion.

Beyond the general effect of inflation, other factors drive increasing costs of projects. Some of those are the result of changing Codes such as the requirement for creating tornado-proof storm shelters with most additions, and increasing the thickness of insulation to meet Energy Code when we re-roof buildings. Some factors are programmatic such as increasing needs for Special Ed rooms within our buildings and the general direction to increase the number of schools with air conditioning.

This means there will be fewer large projects in the next 5-year period. We will increase our focus on annual programs and targeted remodels combined with replacement of aging infrastructure.

TRANSFORMATIVE PROJECTS UNDERTAKEN OR COMPLETED IN THE FY2026-30 5YP

New Construction:

- Bruce Vento Elementary - opened Fall 2025

Major Renovations with Additions:

- Barack and Michelle Obama School – opened Fall 2025
- Hidden River Middle School – opened January 2026
- Highland Park Middle School – completed Fall 2025

Remodel

- Cherokee Heights – completing Fall 2026
- Hamline Elementary – completing Fall 2027

NOTES ON BUILDING WORK SCOPES

The table of contents lists the individual pages that show large and small proposed scopes of work by building site. At the end, work scopes that run across the District are shown in a page called **District Wide Projects.** Some of that work is performed by SPPS Trades and some is by outside contractors.

As part of this plan, an array of **annual programs** is set up to deliver smaller-scale, similar scope work across multiple sites for targeted average annual costs. These programs address needs related to mechanical systems, instructional A/V, and flooring, among others, and allow for administrative, cost and scheduling efficiencies. Work scopes that are part of an annual program are noted as ‘Program’ in the “Estimated Project Cost” column.

In addition to the annual programs, a number of work scopes are combined into larger **bundled projects** for efficiency of delivery. The estimated project cost column reflects these as “Bundled.”

Rough order of magnitude estimates of cost are included for those projects that have been through a chartering process (Gate Check 2). Typically, projects to be carried out within a year go through additional development and have estimates based on schematic design documents (Gate Check 3). The estimates include hard and soft costs, appropriate contingencies and anticipated inflation to the midpoint of construction.

Dates are by fiscal year: FY2027 runs July 1, 2026 through June 30, 2027. Dates shown represent the first fiscal year for anticipated spending including design, and may not be the year that actual construction begins or is completed.

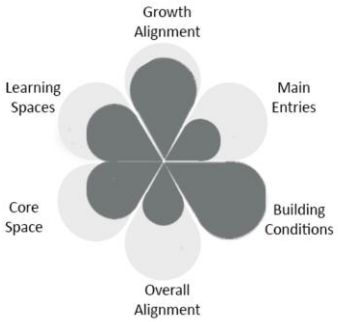
KEY

The Work Scopes pages include two graphic indications of prioritization.

Petals = Criteria for Prioritization: The first looks like a flower, in



which each petal represents one of the. The degree to which a building **meets or exceeds each criterion** is indicated by how much gray is filled out in the petal. **The more each individual petal is filled with dark gray, the more that particular building feature meets that criterion.** We expect that a recently building remodeled would have each petal filled with dark gray (little or no light gray showing).



Green Circle = Impact score based on need: Based on the



petal/criteria category, green circles visually indicate the degree to which a facility meets the District's **Facilities Standards**. The larger the green circle, the more that facility has been determined to need improvements based on the overall impact on the school community.

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Building Work Scopes: Table of Contents

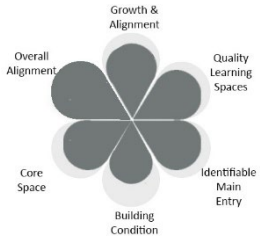
SCHOOL	PAGE	SCHOOL	PAGE
740 York Ave (formerly John A. Johnson School)	11	Como Park Senior High School	30
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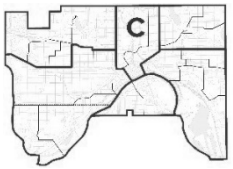
169

740 York (John A. Johnson School): LEAP High School & Gateway to College

740 York Avenue







Grades Served: 9 to 12
Existing Building Size: 111,967 GSF
Years Built: 1911, 2000
School: LEAP

Project Description	Estimated Project Cost	Projected Start Year (D = Design C = Construction)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Parking Lot Paving Replacement	Completed										●		●
Replace Roof and RTUs	$4,846,000	C							●		●		●

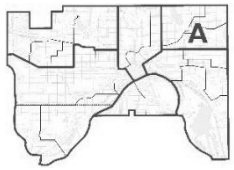
Saint Paul Public Schools

1305 Prosperity

(vacant)

Formerly LNFI Lower and Early Childhood Hub East

1305 Prosperity Avenue

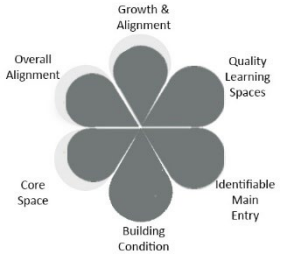


Grades Served: N/A
Existing Building Size: 46,764 GSF
Years Built: 1952, 1956, 1995
Department: N/A

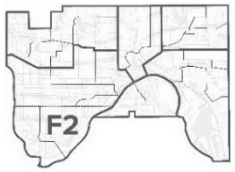
Project Description	Estimated Project Cost	Projected Start Year *D = Design C = Construction*						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment

Adams Spanish Immersion School

615 Chatsworth Street South





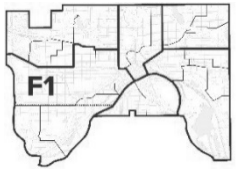


Grades: PreK to 5
Existing Building Size: 98,884 GSF
Target Student Enrollment: 860
Years Built: 1923, 1973, 1999, 2004, 2018
School: Department: Adams

Project Description	Estimated Project Cost	Projected Start Year (D = *Design* C = *Construction*)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Major Renovation and Addition Completed in 2018	Completed							●	●	●	●	●	● 172

Administration Building

360 Colborne Street



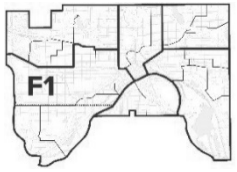
Existing Building Size: 87,960 GSF
Year Built: 1971
Administration: Admin

Project Description	Estimated Project Cost	Projected Start Year (D = Design C = Construction)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Site: South and Southeast Parking Lot Pavement	Program	C	C								●		●
Conference Room Audio Visual System Replacement	GC3 FY25	D/C	C								●		●
Generator Replacement	Bundled	C	C								●		●
Server Room A/C Replacement	Bundled	C	C								●		●
Building Systems Renewal • Boiler Replacement • Fire Safety – Extend Fire sprinkler System Throughout • Ceiling and Lighting Replacement • Casework and Countertop Replacement	GC3 FY29				D/C	C			●		●		●

Saint Paul Public Schools

AGAPE Adolescent Girls and Parenting Education

1037 University Avenue W.

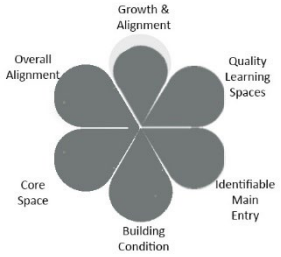


Grades Served: 6 to 12
Existing Building Size: 24,883 GSF
Target Student Enrollment: 126
Years Built: 1936, 1965, 2011
School: AGAPE

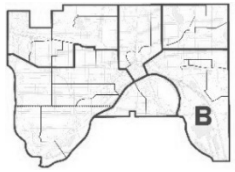
Project Description	Estimated Project Cost	Projected Start Year (D = Design C = Construction)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Boiler Replacement	GC3 FY28			D/C	C						●		

American Indian Magnet

1075 Third Street East





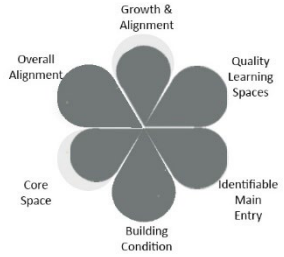


Grades Served: PreK to 8
Existing Building Size: 131,626 GSF
Target Student Enrollment: 775
Years Built: 1924, 1930, 1939, 1991, 2024
School: American Indian Magnet

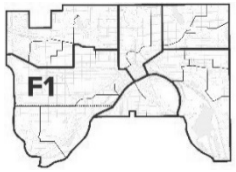
Project Description	Estimated Project Cost	Projected Start Year (D = *Design* C = *Construction*)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Major Project Completed 2024, Highlights: • Three-Story Classroom Addition • Administration Office Addition • Event Center & Public Digital Commons Addition • Renovation of Existing Learning Spaces • Renovation of Restrooms • Cafeteria and Kitchen Addition • Communication & Security Cameras • Plumbing Replacement • HVAC and DDC Controls Replacement • Lighting Replacement • Doors and Hardware • Parking Lot Pavement • Playground • Building Automation System (BAS) Conversion • Stormwater Management and Remediation • Fire Suppression	Completed							●	●	●	●	●	● 175
Roof Replacement - partial	GC3 FY29				D/C	C					●		●

Barack & Michelle Obama Montessori Elementary and Middle School

707 Holly Avenue





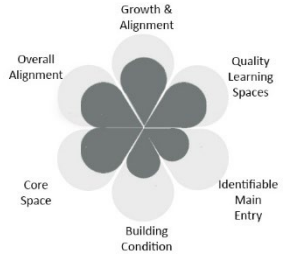


Grades Served: PreK to 5
Updated Building Size: 161,377 GSF
Target Student Enrollment: 963
Years Built: 1925, 1926, 1966, 1975, 2002, 2005, 2025
School: Obama

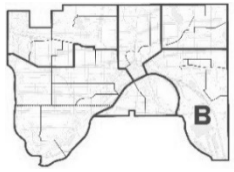
Project Description	Estimated Project Cost	Projected Start Year (D = *Design* C = *Construction*)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Major Project Completed 2025, Highlights: • Renovation of Existing General Learning Spaces • Renovation of Gym, Auditorium, Cafeteria • Renovation of Media Center and Specialty Spaces • Renovation of Administration Office • New Inclusive Restrooms • New Secure Entry • Addition for new classrooms for Montessori program • Exterior Refurbishment • Plumbing Replacement • HVAC and Controls Replacement • Partial Roof Replacement • Window Replacement • Fire Suppression • Electrical Replacement	Completed							●	●	●	●	●	● 176

Battle Creek Elementary School

60 Ruth Street South





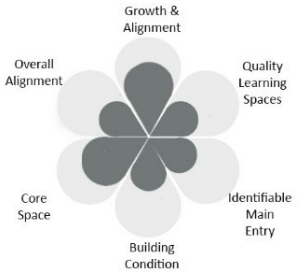


Grades Served: PreK to 5
Existing Building Size: 74,583 GSF
Target Student Enrollment: 554
Years Built: 1964, 1966, 1996, 2001
School: Battle Creek Elementary

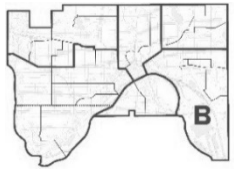
Project Description	Estimated Project Cost	Projected Start Year (D = Design C = Construction)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Roof Replacement	GC3 FY26	C	C								●		

Battle Creek Middle School

2121 North Park Drive





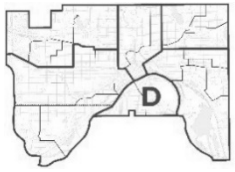


Grades Served: 6 to 8
Existing Building Size: 144,543 GSF
Target Student Enrollment: 820
Years Built: 1971, 1997
School: Battle Creek Middle

Project Description	Estimated Project Cost	Projected Start Year (D = Design C = Construction)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Sidewalk /Stair Replacement	Completed										●		●
Boiler and Stack Replacement	Completed										●		●
Flooring Replacement	Completed								●		●		●
Instructional Audio/Visual	Program	C	C						●		●	●	●
`													

Belvidere Early Education Center

271 Belvidere Street



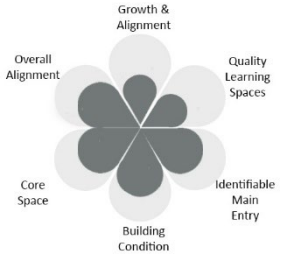
Grades Served: Birth to K
Existing Building Size: 48,906 GSF
Target Student Enrollment: N/A
Years Built: 1953, 1997, 1999
Department: Belvidere Early Education Center

Project Description	Estimated Project Cost	Projected Start Year (D = Design C = Construction)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Fire Alarm System	Completed										●		●
Site: Retaining Walls, Dumpster Enclosure, Fence	GC3 FY26	D	D/C	C							●		●

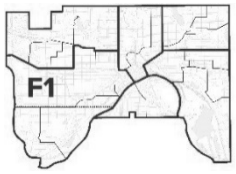
E.C.F.E.

Bridge View School

350 Colborne Street





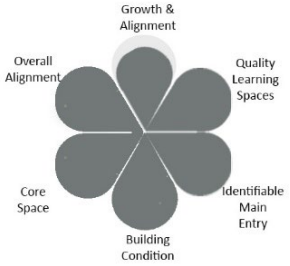


Grades Served: K to 12
Existing Building Size: 49,392 GSF
Target Student Enrollment: N/A
Years Built: 1973, 1974
School: Bridge View

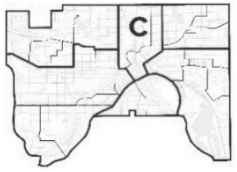
Project Description	Estimated Project Cost	Projected Start Year (*D = Design C = Construction*)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Partial Flooring Replacement	Completed										●		●
Wall and Door Construction	$318,000	D/C	C						●				
Major Renovation Project	GC3 FY28		D	D/C	C			●	●		●	●	●

Bruce Vento Elementary School

409 Case Avenue







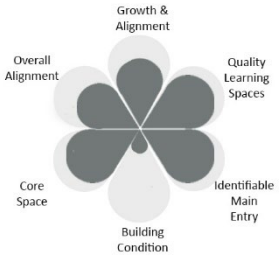
Grades Served: PreK to 5
New Building Size: 152,500 GSF
Target Student Enrollment: 672
Years Built: 2025
School: Bruce Vento

Project Description	Estimated Project Cost	Projected Start Year (D = Design C = Construction)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
New Construction Completed 2025, Highlights: • Elementary School: • General Learning Spaces • Specialist/Enrichment Classrooms • Cafeteria and Kitchen, Gymnasium • Administration Offices, Restrooms • Specialized Services Offices • HVAC and Controls Systems • Plumbing, Piping, Fixtures • Aquifer - Based Geo - Exchange System • Exterior Wall Systems • Roofing • PreK / Community Hub: • Early Childhood Programming • Specialized Services Spaces • Indoor Play Area • Community Support Services • Site: • Parking Lots and Drives • Playground	Completed	C	C					●	●	●	●	●	● 181

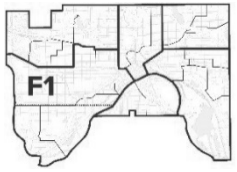
BRUCE F. VENTO ELEMENTARY SCHOOL

Central High School

275 Lexington Parkway North





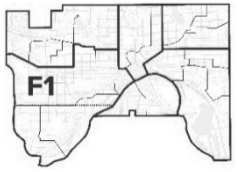


Grades Served: 9 to 12
Existing Building Size: 340,641 GSF
Target Student Enrollment: 2035
Year Built: 1977
School: Central High

Project Description	Estimated Project Cost	Projected Start Year (*D = Design C = Construction*)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Secure Entry Modifications	Completed									●	●		●
Pool Deck Drain Replacement		C	C										
Furniture Replacement	Program	D/C	C	C					●				
Pool AHU Replacement	Program		D/C	C							●		●
DHW Expansion Tank Removal	GC3 FY28				D/C								●

Central High School – Automotive Garage

275 Lexington Parkway North

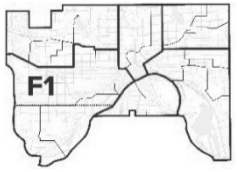


Grades Served: 9 to 12
Existing Building Size: 1,887 GSF
Target Student Enrollment: n/a
Year Built: 1960
School: Central High

Project Description	Estimated Project Cost	Projected Start Year (*D = Design C = Construction*)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Fire Suppression	Program			D/C							●		●
Window Replacement	Program			D/C	C						●		●
													183

Central High School – Griffin Stadium

275 Lexington Parkway North

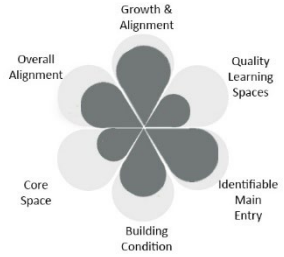


Grades Served: 9 to 12
Existing Building Size: N/A
Target Student Enrollment: N/A
Year Built: 1943
School: Central High

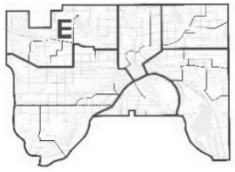
Project Description	Estimated Project Cost	Projected Start Year (*D = Design C = Construction*)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Griffin Stadium Locker Room Improvement	Completed										●	●	●
Replace Bleachers	GC3 FY30				D/C	C					●		●

Chelsea Heights Elementary School

1557 Huron Street





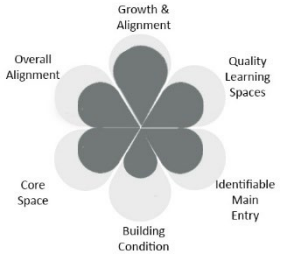


Grades Served: K to 5
Existing Building Size: 62,545 GSF
Target Student Enrollment: 495
Years Built: 1932, 1939, 1952, 1973
School: Chelsea Heights

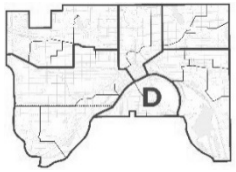
Project Description	Estimated Project Cost	Projected Start Year (D = Design C = Construction)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Gym Roof Replacement	Completed								●		●		
Flooring Replacement	Program	C	C						●		●		
													185

Cherokee Heights Elementary School

694 Charlton Street





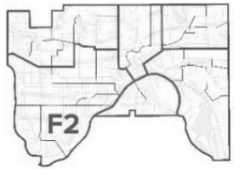


Grades Served: PreK to 5
Existing Building Size: 87,416 GSF
Target Student Enrollment: 601
Years Built: 1925, 1971, 2000, 2001
School: Cherokee Heights

Project Description	Estimated Project Cost	Projected Start Year (D = *Design* C = *Construction*)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Furniture Replacement	Completed								●			●	●
Major Project Highlights: • New Finishes in Learning Spaces • Classroom Instructional AV • HVAC and Controls Replacement • Partial Roof Replacement • Accessible Restroom Modifications • Classroom Wall Reconfiguration • Accessible Entry • Pool Drain Repiping	$20,488,000	C	C					●	●		●	●	● 186

Community Education Service Center

1780 West 7th Street



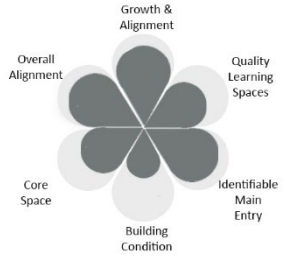
Grades Served: N/A
Existing Building Size: 24,200 GSF
Target Student Enrollment: N/A
Year Built: 1965
Department: Community Education

Project Description	Estimated Project Cost	Projected Start Year (D = Design C = Construction)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Fire Alarm System Replacement	Completed										●		●

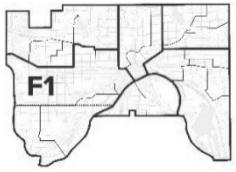
COMMUNITY EDUCATION
Saint Paul Public Schools

Como Park Elementary School

780 Wheelock Parkway West





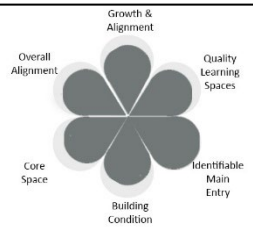


Grades Served: PreK to 5
Existing Building Size: 131,154 GSF
Target Student Enrollment: 599
Years Built: 1917, 1925, 1974
School: Como Park Elementary

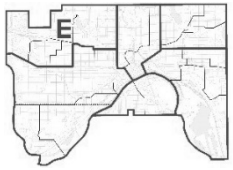
Project Description	Estimated Project Cost	Projected Start Year (*D = Design C = Construction*)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Small Gym Floor Replacement	Completed										●		●
Site: Equipment Storage Unit	Completed										●		●
Pool AHU Replacement	$1,190,000	C	C									●	
Flooring Replacement	GC3 FY27	C	C						●		●		
HVAC Minor Project – East Side + Boiler Stack Removal	GC3 FY29			D/C	C				●		●		

Como Park Senior High School

740 Rose Avenue West





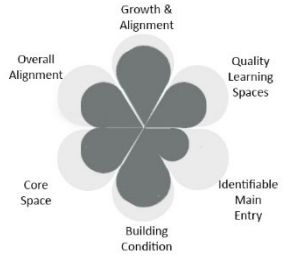


Grades Served: 9 to 12
Existing Building Size: 241,469 GSF
Target Student Enrollment: 1511
Year Built: 1954, 1978, 1993, 1994, 2002-4, 2018
School: Como Park High School

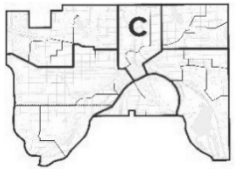
Project Description	Estimated Project Cost	Projected Start Year *D = Design C = Construction*						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Major Renovation Completed 2019	Completed							●	●	●	●	●	●
Site: Athletic Improvements	Completed								●		●		●
Roof Replacement	GC3 FY27			D/C	C						●		
													189

Creative Arts Secondary School

65 Kellogg Boulevard East





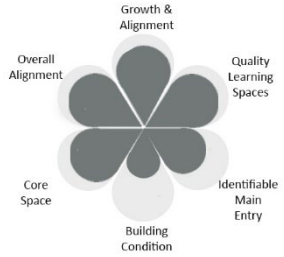


Grades Served: 6 to 12
Existing Building Size: 123,878 GSF
Target Student Enrollment: 682
Year Built: 1890, 1959
School: Creative Arts

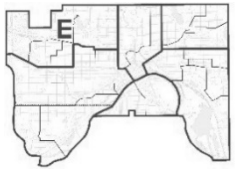
Project Description	Estimated Project Cost	Projected Start Year (*D = Design C = Construction*)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Generator Replacement			D/C	C							●		
Roof Replacement - Partial					D/C						●		
													190

Crossroads Science + Montessori

543 Front Avenue





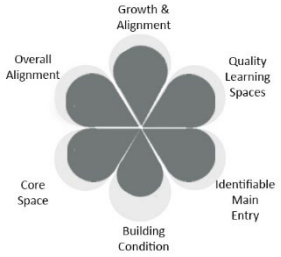


Grades Served: PreK to 5
Existing Building Size: 130,112 GSF
Target Student Enrollment: 880
Year Built: 1999
School: Crossroads

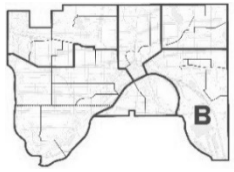
Project Description	Estimated Project Cost	Projected Start Year (*D = Design C = Construction*)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
I-Zone Reimagined	Completed								●			●	
Partial Flooring Replacement	GC3 FY27		D/C								●		●
Roof and Chiller Replacement	GC3 FY27	D	D/C	C							●		●
Paving Replacement	GC3 FY28		D	C							●		●

Dayton's Bluff Achievement Plus Elementary

262 Bates Avenue







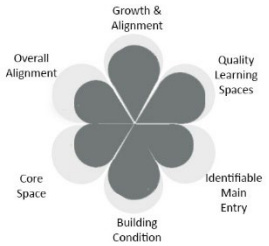
Grades Served: PreK to 5
Existing Building Size: 88,242 GSF
Target Student Enrollment: 521
Years Built: 1973,1999
School: Dayton's Bluff

Project Description	Estimated Project Cost	Projected Start Year (*D = Design C = Construction*)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Piping and Plumbing Fixture Replacement	Completed										●		●
Mechanical: Cooling Tower and Chiller Replacement	GC3 FY27		D/C	C					●		●		●

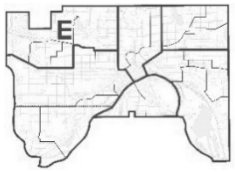
192

Early Childhood Hub

Formerly Galtier Elementary
1317 Charles Avenue







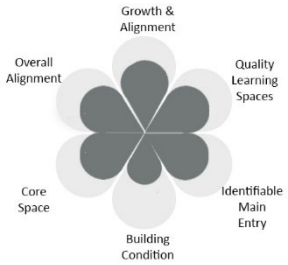
Grades Served: Birth-PreK
Existing Building Size: 60,917 GSF
Years Built: 1973, 2006
Department: Early Childhood Hub

Project Description	Estimated Project Cost	Projected Start Year (D = Design C = Construction)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Fire Alarm Systems	Completed										●		●
Minor Modifications	Completed										●		
													193

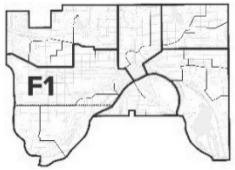
Saint Paul Public Schools

East African Magnet

437 Edmund Avenue West







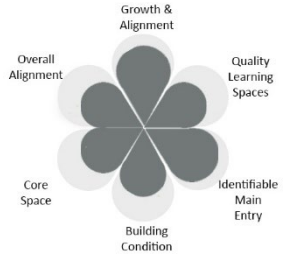
Grades Served: PreK to 5
New Building Size: 52,400 GSF
Target Student Enrollment: 484
Years Built: 1923, 1971, 1998, 2000, 2004
School: East African Magnet

Project Description	Estimated Project Cost	Projected Start Year (D = Design C = Construction)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Window Replacement	GC3 FY29				D/C						●		
													194

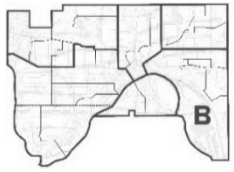
East African Elementary Magnet School

Eastern Heights Elementary School

2001 Margaret Street





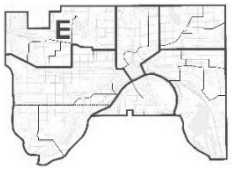


Grades Served: PreK to 5
Existing Building Size: 69,002 GSF
Target Student Enrollment: 424
Years Built: 1929, 1952, 1969, 1991
School: Eastern Heights

Project Description	Estimated Project Cost	Projected Start Year (D = Design C = Construction)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Site: Playground	Completed										●		●
Plumbing Plus - Multi-Site Project	Completed										●		●
HVAC Upgrades	GC 3 FY28		D	D/C	C				●		●		●
Instructional A/V	GC3 FY29			D/C	C				●			●	●
Lighting Replacement	GC3 FY29			D/C	C				●		●		●

Education and Operation Services

1930 Como Avenue



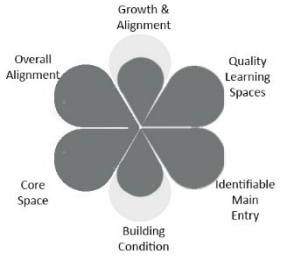
Grades Served: N/A
Existing Building Size: 249,836 GSF
Years Built: 1954, 1998, 2021
Department: EOS

Project Description	Estimated Project Cost	Projected Start Year (*D = Design C = Construction*)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Major Project Completed 2021	Completed							●		●	●	●	●
Garage Door Structural Repair with New Truck Gate	Completed										●		●
Trades Shop Ventilation	$567,000	C	C								●		●
Generator Replacement	Bundled	C	C								●		●
Partial Reroof and Roof Drain Piping	Program	C	C								●		●

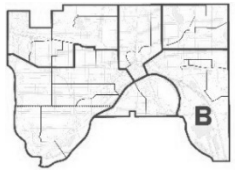
Saint Paul Public Schools

E-STEM Middle School

600 Weir Drive, Woodbury MN







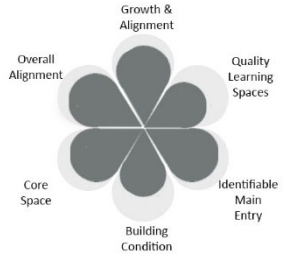
Grades: 6 to 8
Existing Building Size: 114,037 GSF
Target Student Enrollment: 745
Years Built: 2001
School: E-STEM

Project Description	Estimated Project Cost	Projected Start Year (D = *Design* C = *Construction*)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Major Repairs and Upgrades Completed 2019	Completed							●	●	●	●	●	●
Fire Alarm Systems Replacement	Completed										●		●
Monument Sign	Completed									●			●
Paving Replacement	GC3 FY28		D/C	C							●		●
Partial Flooring Replacement	Program		D/C								●		●

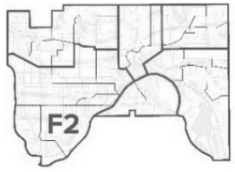
E-STEM MIDDLE SCHOOL
Environmental Education
Science • Technology • Engineering • Math

EXPO for Excellence Elementary

540 Warwick Street South







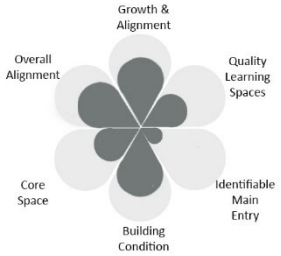
Grades Served: PreK to 5
Existing Building Size: 83,305 GSF
Target Student Enrollment: 682
Year Built: 1961
School: EXPO

Project Description	Estimated Project Cost	Projected Start Year (D = Design C = Construction)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Partial Roof Replacement and Roof Drain Piping	Completed										●		●
Site: Equipment Storage Unit	Completed										●		●
Piping Replacement	GC3 FY27	D/C	C	C							●		●
Stormwater Management Replacement	$145,000	C	C										●
Solar Panel Installation	$1,220,000	C	C										●
HVAC: Boiler Replacement	GC3 FY29			D	C						●		●

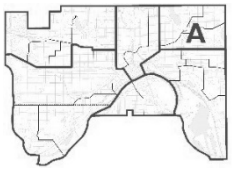
198

Farnsworth Aerospace - Lower

1290 Arcade Street





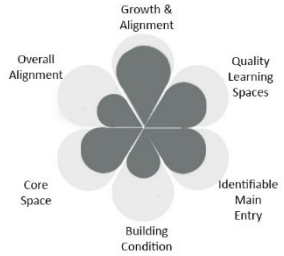


Grades Served: PreK to 4
Existing Building Size: 62,913 GSF
Target Student Enrollment: 500
Years Built: 1922, 1924, 1991, 2002, 2004
School: Farnsworth Lower

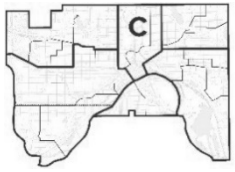
Project Description	Estimated Project Cost	Projected Start Year (D = Design C = Construction)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Major Project Highlights: • General Learning Addition • Media Center Update • Renovation of Existing Learning Spaces • Assembly/Multi-Purpose Addition • Renovation of Kitchen • Roof Replacement • Hallway Lockers Replacement • Upgrade Existing Parking Lot • Parent Drop-Off Drive and Parking Lot • Audio/Visual Equipment • Playground Replacement	GC3 FY27	D	D	C	C	C		●	●	●	●	●	● 199

Farnsworth Aerospace - Upper

1000 Walsh Street







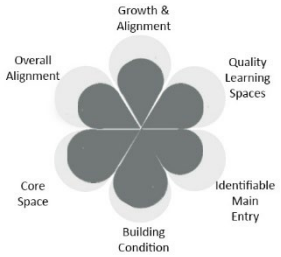
Grades Served: 5 to 8
Existing Building Size: 116,120 GSF
Target Student Enrollment: 842
Years Built: 1925, 1937, 1965, 1996
School: Farnsworth UpperGC3 FY28

Project Description	Estimated Project Cost	Projected Start Year (*D = Design C = Construction*)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Partial Flooring Replacement – Phase 2	Completed								●		●		●
HVAC Replacement, Ceilings and Lights, Lockers	$14,740,000	C	C						●		●	●	●
Instructional Audio/Visual Equipment	Program	C	C						●		●	●	●
Fire Alarm Systems	Program	C	C								●		●
Lighting Replacement in Auditorium	GC3 FY28			C					●		●		●
Roofing Replacement at East Building	GC3 FY28			D/C							●		●

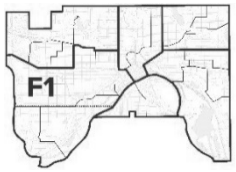
200

Focus Beyond Transition Services

340 Colborne Street





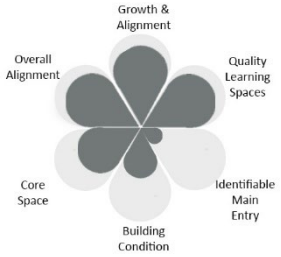


Grades Served: Adults
Existing Building Size: 44,818 GSF
Target Student Enrollment: N/A
Years Built: 1973, 1998
School: Focus Beyond

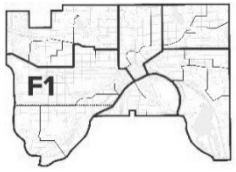
Project Description	Estimated Project Cost	Projected Start Year (D = Design C = Construction)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Classroom Modifications	Completed							●	●			●	

Four Seasons A+ Elementary School

318 Moore Street







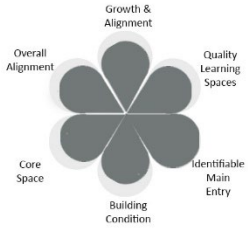
Grades Served: PreK to 5
Existing Building Size: 63,443 GSF
Target Student Enrollment: 424
Years Built: 1974, 1999, 2003
School: Four Seasons

Project Description	Estimated Project Cost	Projected Start Year (D = Design C = Construction)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Roof Access Stair	Completed												●
Electrical Panels and Switchgear Replacement	Completed										●		●
Floor Replacement	Program	D/C	C								●		●
Site: Playground	GC3 FY29				D/C						●		●

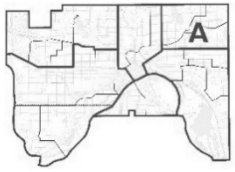
FOUR SEASONS A+ Elementary

Frost Lake Elementary

1505 Hoyt Avenue East





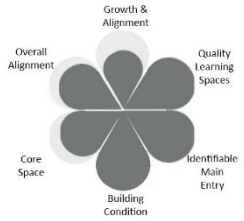


Grades Served: PreK to 5
Existing Building Size: 98,536 GSF
Target Student Enrollment: 700
Years Built: 1964, 1966, 1990, 1994, 2000, 2023
School: Frost Lake

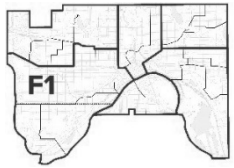
Project Description	Estimated Project Cost	Projected Start Year (*D = Design C = Construction*)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Major Renovation and Addition Completed 2022: • Renovation of Existing Learning Spaces • Clear front entrance and security upgrades • Renovation of Restrooms • New Kitchen Addition • Common and Administration Addition • HVAC and Controls Replacement • Site Drainage Replacement • Parking Lot Pavement • Lighting Replacement • Playground • Fire Suppression • Fire Alarm Systems • Site Storage Building	Completed							●	●	●	●	●	● 203

Global Arts Plus Lower

1023 Osceola Avenue





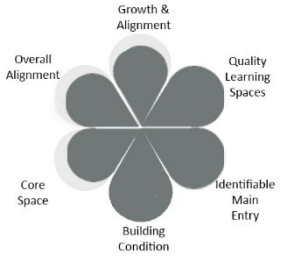


Grades Served: PreK to 4
Existing Building Size: 75,788 GSF
Target Student Enrollment: 474
Years Built: 1922, 1924, 1966, 1996, 2004, 2018
School: GAP Lower

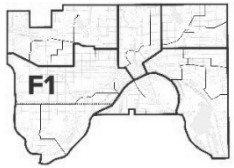
Project Description	Estimated Project Cost	Projected Start Year *D = Design C = Construction*						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Major Project Completed 2018	Completed							●	●	●	●	●	●

Global Arts Plus Upper

810 Palace Avenue





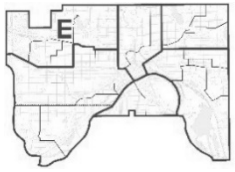


Grades Served: 5 to 8
Existing Building Size: 148,171 GSF
Target Student Enrollment: 684
Years Built: 1926, 1939, 1965, 1996, 1999, 2019
School: GAP Upper

Project Description	Estimated Project Cost	Projected Start Year (*D = Design C = Construction*)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Major Project Completed 2019	Completed							●	●	●	●	●	●
Gym Floor Replacement	GC3 FY27		D/C						●		●	●	●
Roof Replacement - partial	GC3 FY28			D/C	C						●		●

Gordon Parks High School

1212 University Avenue West



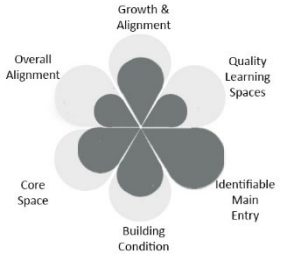
Grades Served: 9 to 12
Existing Building Size: 33,745 GSF
Target Student Enrollment: 328
Year Built: 2007
School: Gordon Park

Project Description	Estimated Project Cost	Projected Start Year *D = Design C = Construction*						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Boiler Replacement - 2 Boilers	Bundled			D/C							●		
Security Improvements	Program	C	C								●		●

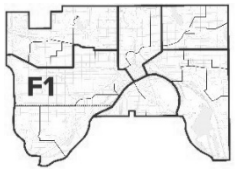
206

Groveland Park Elementary School

2045 St. Clair Avenue





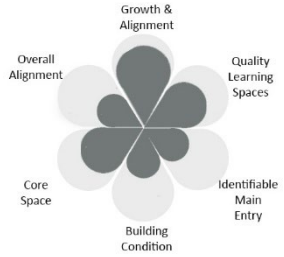


Grades Served: K to 5
Existing Building Size: 52,542 GSF
Target Student Enrollment: 506
Years Built: 1921, 1924, 1931, 1996, 2000, 2003
School: Groveland Park

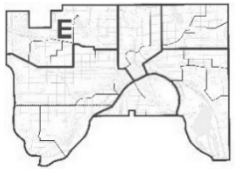
Project Description	Estimated Project Cost	Projected Start Year (*D = Design C = Construction*)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Site: Maintenance Equipment Storage Unit	Completed										●		●
HVAC Replacement	GC3 FY30				D	C					●		●
													207

Hamline Elementary School

1599 Englewood Avenue





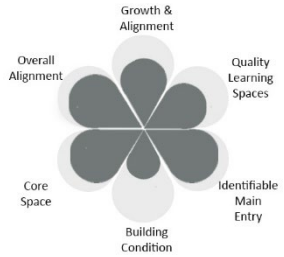


Grades Served: PreK to 5
Existing Building Size: 66,539 GSF
Target Student Enrollment: 577
Years Built: 1953, 1974, 1996
School: Hamline

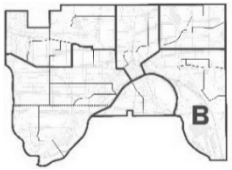
Project Description	Estimated Project Cost	Projected Start Year (*D = Design C = Construction*)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Augmented System Renewal Project: • Plumbing Piping Replacement • HVAC Boiler Replacement • Complete Fire Suppression • Secure Entry • Instructional A/V	$14,474,000	C	C	C					●	●	●	●	● 208

Harding Senior High School

1540 Sixth Street East





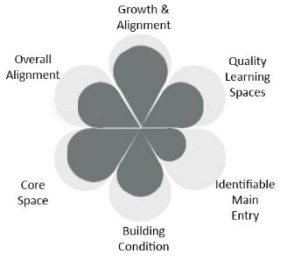


Grades Served: 9 to 12
Existing Building Size: 286,080 GSF
Target Student Enrollment: 1925
Years Built: 1963, 1993, 1995, 2002, 2003
School: Harding Senior

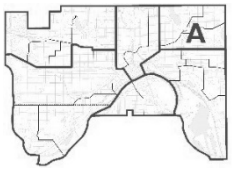
Project Description	Estimated Project Cost	Projected Start Year (*D = Design C = Construction*)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Classroom Furniture Replacement	Completed								●		●	●	●
Electrical Distribution System	Completed										●		●
Pool Piping Replacement	Completed										●		●
Roofing and Re - Piping Roof Drains	Bundled	C	C	C							●	●	●
Pool AHU Replacement	GC3 FY26	D/C	C	C							●		●
Fire Suppression	Program	C	C	C							●		●
Site: Athletic Improvement • Replace Artificial Turf • Add Triple Jump Lane and Track • Improvements to Stadium Auxiliary Facilities • Replace Running Track	GC3 FY26	D	D/C	C							●		●
Partial Flooring Replacement	Program	D/C	C						●		●		●
Boiler and Stack Replacement	GC3 FY29				D/C						●		●

Hazel Park Preparatory Academy

1140 White Bear Avenue





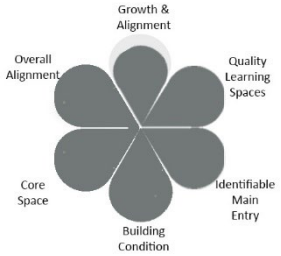


Grades Served: PreK to 8
Existing Building Size: 114,774 GSF
Target Student Enrollment: 677
Years Built: 1956, 2009
School: Hazel Park

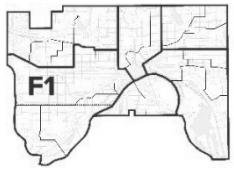
Project Description	Estimated Project Cost	Projected Start Year (D = Design C = Construction)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Boiler Replacement	Completed										●		●
Site: Equipment Storage Unit	Bundled	C									●		●
Instructional Audio / Visual Equipment	GC3 FY26	D/C	C						●		●	●	●
Fire Alarm System Replacement	Program	D/C	C								●		●
Ceiling and Light Fixture Replacement	GC3 FY27	D/C	C						●				●
A/C Chiller Replacement - 2 Chillers	GC3 FY29				C						●		●

Hidden River Middle School

1700 Summit Avenue







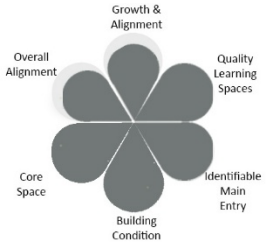
Grades Served: 6 to 8
New Building Size: 108,104 GSF
Target Student Enrollment: 679
Years Built: 1924, 1964, 1977, 1991, 2025
School: Hidden River

Project Description	Estimated Project Cost	Projected Start Year (*D = Design C = Construction*)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Major Project Completed 2025, Highlights: • Renovate and Reconfigure Classrooms • New Secure Entry • New Administrative Suite • Inclusive Restrooms • Instructional Audio/Visual • Kitchen Renovation • HVAC and Controls Replacement • Electrical Replacement • Addition of Aquifer - Based Geo System • New Lighting, Sensors and Controls • Parking Lot Pavement • Fire Notification Panel Replacement • Partial Roof Replacement	Completed							●	●	●	●	●	● 211

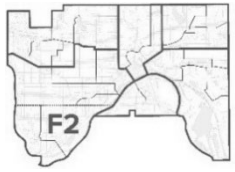
HIDDEN RIVER MIDDLE SCHOOL

Highland Park Elementary School

975 Snelling Avenue South







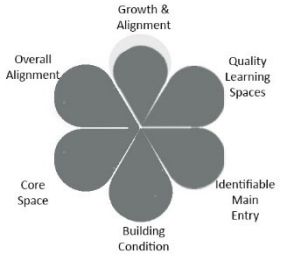
Grades Served: K to 5
Existing Building Size: 84,439 GSF
Target Student Enrollment: 535
Years Built: 1952, 1954, 1997, 2018
School: Highland Park Elementary

Project Description	Estimated Project Cost	Projected Start Year *D = Design C = Construction*						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Major Renovations and Addition Completed 2018	Completed							●	●	●	●	●	●

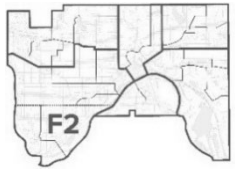
HIGHLAND PARK ELEMENTARY

Highland Park Middle School

975 Snelling Avenue South







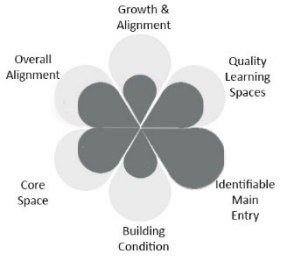
Grades Served: 6 to 8
New Building Size: 154,991 GSF
Target Student Enrollment: 930
Years Built: 1957, 1984, 2002, 2025
School: Highland Park Middle

Project Description	Estimated Project Cost	Projected Start Year *D = Design C = Construction*						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
ARP HVAC Upgrade	Completed								●		●		●
Instructional Audio / Visual Equipment	Completed								●		●		●
Major Project Highlights: • Renovation of Selected Learning Spaces • Renovation of Kitchen and Cafeteria • Renovation of Administration • Renovation of First Floor Restrooms • New Entry • Locker Replacement • Lighting Replacement • Parking Lot • Fire Safety	$36,943,000	C	C					●	●	●	●	●	●

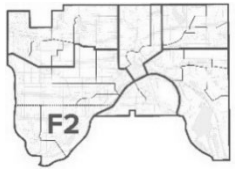
MIDDLE SCHOOL

Highland Park Senior High School

1015 Snelling Avenue South





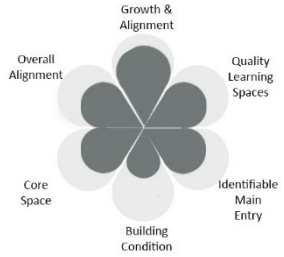


Grades Served: 9 to 12
Existing Building Size: 223,191 GSF
Target Student Enrollment: 1422
Years Built: 1963, 1970, 1988, 2000, 2009
School: Highland Park Senior

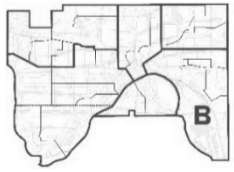
Project Description	Estimated Project Cost	Projected Start Year (D = Design C = Construction)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Site: Artificial Turf at Soccer / Football Field, Softball and Baseball Dugouts	Completed							●	●			●	●
Site: Track Resurfacing	Completed							●	●			●	●
Renovation of Kitchen and Cafeteria (see Middle School)	Completed							●	●		●	●	●
Mechanical: Pool AHU Replacement	Completed											●	
Instructional Audio / Visual Equipment	Program	D/C							●		●		●
Fire Alarm System	Program	C	C								●	●	●
`													

Highwood Hills Elementary School

2188 Londin Lane





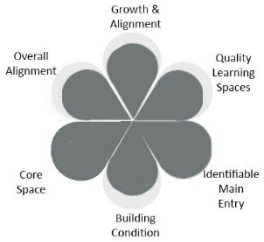


Grades Served: PreK to 5
Existing Building Size: 89,346 GSF
Target Student Enrollment: 599
Years Built: 1974, 1999
School: Highwood Hills

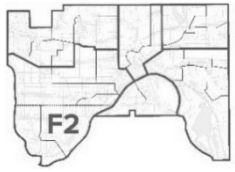
Project Description	Estimated Project Cost	Projected Start Year *D = Design C = Construction*						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Piping and Plumbing Fixture Replacement	Completed										●		●
Rec Center and Gym Renovation	GC3 FY27		D/C	C							●		●
													215

Horace Mann School

2001 Eleanor Avenue





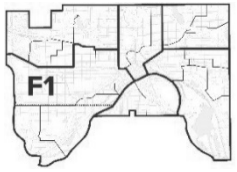


Grades Served: K to 5
Existing Building Size: 75,834 GSF
Target Student Enrollment: 495
Years Built: 1930, 1939, 1954, 1995, 2018
School: Horace Mann

Project Description	Estimated Project Cost	Projected Start Year *D = Design C = Construction*						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Major Project Completed 2018	Completed							●	●	●	●	●	●

Hubbs Center

1030 University Avenue



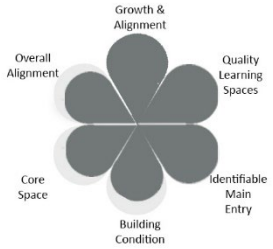
Grades Served: 7 to 12
Existing Building Size: 42,600 GSF
Target Student Enrollment: N/A
Years Built: 1966, 1993
Department: Hubb Center

Project Description	Estimated Project Cost	Projected Start Year (*D = Design C = Construction*)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Fire Alarm Systems	Completed										●		●
Plumbing Plus - Multi-Site Project	Completed										●		●
Site: South and Southeast Parking Lot Pavement	Bundled	C	C								●		●
Site: Equipment Storage Unit	Bundled	C	C								●		●
Boiler Replacement	Bundled		D	C							●		●
A/C Unit Replacement	GY3 FY27		D	C							●		●

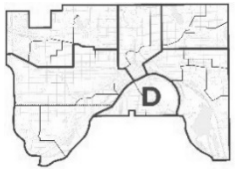
Saint Paul Public Schools

Humboldt High School

30 Baker Street East





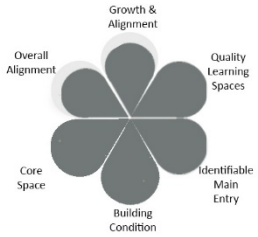


Grades Served: 6 to 12
Existing Building Size: 267,263 GSF
Target Student Enrollment: 1,624
Years Built: 1976, 2002, 2003, 2004,2021
School: Humboldt High School

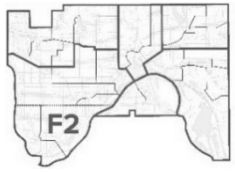
Project Description	Estimated Project Cost	Projected Start Year (D = Design C = Construction)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Addition and Renovation Completed 2021	Completed							●	●	●	●	●	●
Practice Running Track Installation	Completed										●	●	●
Replace Flooring at Community Gym and Adjacent Cafeteria	Completed								●		●	●	●
AHU Replacement	$3,650,000	C	C								●		●
Roof and Remaining Mech Unit Replacement	GC3 FY28			D/C	C						●		●

Jie Ming Mandarin Immersion Academy

1845 Sheridan Avenue





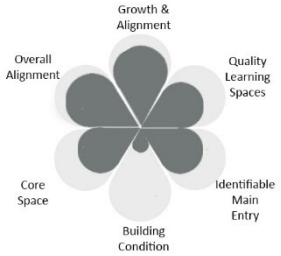


Grades Served: PreK to 5
Existing Building Size: 70,515 GSF
Target Student Enrollment: 575
Years Built: 1921, 1954,1980, 1986, 2002, 2023
School: Jie Ming

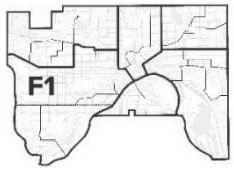
Project Description	Estimated Project Cost	Projected Start Year (D = Design C = Construction)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Major Additions and Replacements Completed 2024: • Classroom and Learning Space Addition • Cafeteria and Kitchen Addition • HVAC- Complete HVAC in West Wing • Partial Roofing Replacement • Boiler & Water Heater Replacement • Gymnasium Floor Replacement • Playground Replacement • South Parking Lot and Drop-Off Reconfiguration	Completed							●	●	●	●	●	● 219
Air Conditioning Phase 2	Completed								●		●		●

J.J. Hill Community Education Hub

998 Selby Avenue







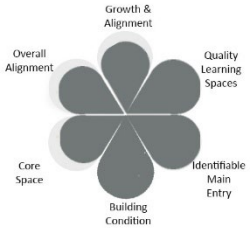
Grades Served: N/A
Existing Building Size: 64,898 GSF
Target Student Enrollment: N/A
Years Built: 1974
School: J.J. Hill

Project Description	Estimated Project Cost	Projected Start Year (*D = Design C = Construction*)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Community Education Hub Renovations	$288,000	C	C						●		●	●	
													220

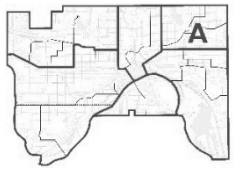
COMMUNITY EDUCATION
Saint Paul Public Schools

Johnson Senior High School

1349 Arcade Street





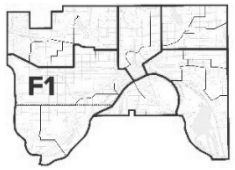


Grades Served: 9 to 12
Existing Building Size: 281,369 GSF
Target Student Enrollment: 1676
Years Built: 1963, 1983, 1992, 1997, 2001, 2013, 2017
School: Johnson Senior

Project Description	Estimated Project Cost	Projected Start Year (D = Design C = Construction)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Partial Flooring Abatement and Replacement	Program	C	C						●		●		●
Site: Athletic Improvement • Replace Artificial Turf & Field Lighting • New Bleachers	$3,909,000	C	C								●		●
Upgrade Lighting Controls	GC3 FY28			C							●		

Journeys Secondary School

90 Western Avenue South



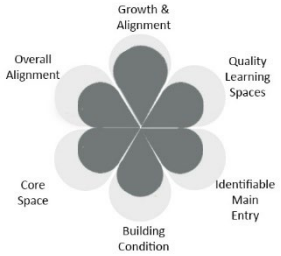
Grades Served: 7 to 12
Existing Building Size: 64,874 GSF
Target Student Enrollment:
Years Built: 1922, 1995, 2006
School: Journey Secondary

Project Description	Estimated Project Cost	Projected Start Year (D = Design C = Construction)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Roof Replacement & Roof Drain Resizing	Completed										●	●	●
Site: Equipment Storage Unit	Completed										●		●
Replace All AHUs	GC3 FY28			D/C	C						●		●
Lighting Replacement	GC3 FY28			D/C	C				●		●		●

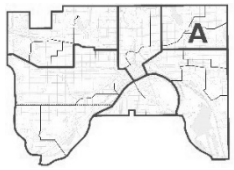
Saint Paul Public Schools

L'Etoile du Nord French Immersion School

1760 Ames Place





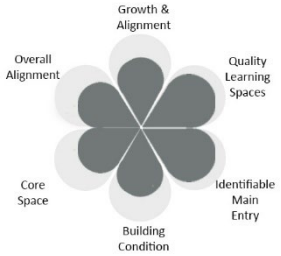


Grades Served: PreK to 5
Existing Building Size: 57,966 GSF
Target Student Enrollment: 506
Years Built: 1916, 1924, 1954, 1997, 2002
School: L'Etoile French Immersion

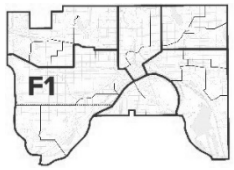
Project Description	Estimated Project Cost	Projected Start Year *D = Design C = Construction*						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Playground Replacement	GC3 FY27		C								●		●
South Parking Lot Pavement	GC3 FY28		D/C	C							●		●
Roof Replacement and Roof Drains	Program		D/C	C							●		●

Maxfield Elementary School

380 North Victoria Street







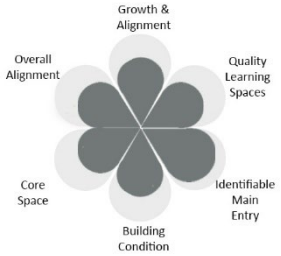
Grades Served: PreK to 5
Existing Building Size: 71,334 GSF
Target Student Enrollment: 505
Years Built: 1954, 1973, 2002
School: Maxfield

Project Description	Estimated Project Cost	Projected Start Year (D = Design C = Construction)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Site: Playground and Playfield Modifications with Stormwater Management	Completed	C	C						●		●		●
Partial Floor Covering Replacement	Completed								●		●	●	●
Paving Replacement	GC3 FY25	C	C								●		●
Electrical Switchgear Replacement	$615,000		D/C	C							●		●
Plumbing Replacement	GC3 FY29					D/C					●		●
HVAC Replacements Phase 2	GC3 FY29					D/C			●		●		●

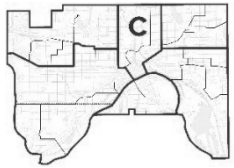
Maxfield ELEMENTARY SCHOOL

Mississippi Creative Arts School

1575 L'Orient Street





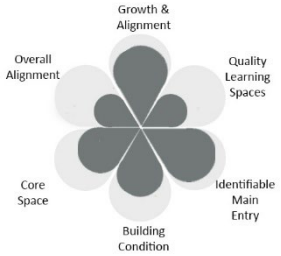


Grades Served: PreK to 5
Existing Building Size: 67,408 GSF
Target Student Enrollment: 632
Years Built: 1952, 1962, 1966, 1985, 1990, 1993, 2002
School: Mississippi

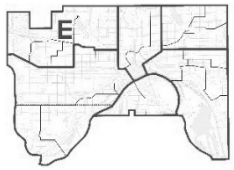
Project Description	Estimated Project Cost	Projected Start Year (*D = Design C = Construction*)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Site: Paving Replacement & Stormwater Management	Completed										●		●
Playground and Sidewalk	Completed										●		●
													225

Murray Middle School

2200 Buford Avenue





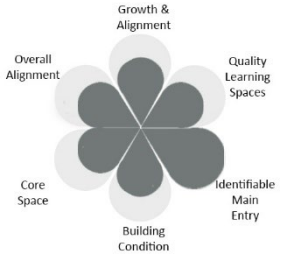


Grades Served: 6 to 8
Existing Building Size: 127,393 GSF
Target Student Enrollment: 953
Years Built: 1925, 1930, 1939, 1963, 1977, 2000
School: Murray

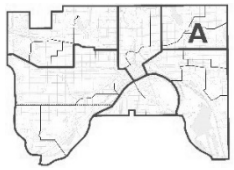
Project Description	Estimated Project Cost	Projected Start Year (*D = Design C = Construction*)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Audio / Video Equipment	Completed								●		●	●	●
Partial Flooring Replacement	Completed								●		●	●	
													226

Nokomis Montessori Magnet School - North

985 Ruth Street





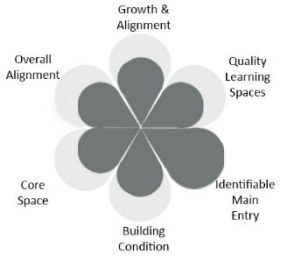


Grades Served: PreK to 5
Existing Building Size: 46,503 GSF
Target Student Enrollment: 416
Years Built: 1958, 1992
School: Nokomis North

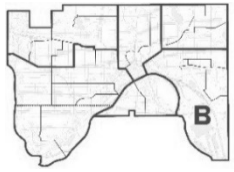
Project Description	Estimated Project Cost	Projected Start Year (*D = Design C = Construction*)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
HVAC: Boiler Replacement	Completed										●	●	●
Building Systems Renewal: • Roofing Replacement and Roof Drain • Mechanical Systems Replacement HVAC • Plumbing Replacement • Generator Removal • Re-Cabling • Instructional A/V	Program	D	D/C	C					●		●		227 ●

Nokomis Montessori Magnet School - South

525 North Sheridan Avenue





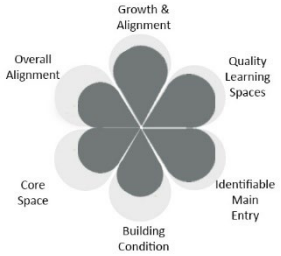


Grades Served: PreK to 5
Existing Building Size: 44,528 GSF
Target Student Enrollment: 314
Years Built: 1956, 1994
School: Nokomis South

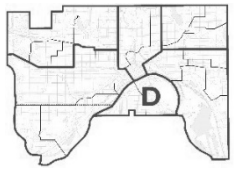
Project Description	Estimated Project Cost	Projected Start Year (*D = Design C = Construction*)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Site: Playground	Completed										●	●	●
Plumbing Piping Replacement	GC3 FY27		D	C					●		●		●
Roof Replacement and Roof Drains	Program		D	C							●		●
Boiler Replacement	GC3 FY27		D/C								●		●

Open World Learning

640 Humboldt Avenue







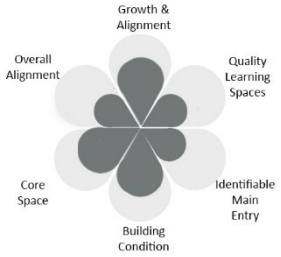
Grades Served: 6 to 12
Existing Building Size: 127,197 GSF
Target Student Enrollment: 673
Years Built: 1909, 1924, 1959, 1976
School: Open World Learning

Project Description	Estimated Project Cost	Projected Start Year (*D = Design C = Construction*)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Building Systems Renewal: • HVAC Remove Univents • Switchgear Replacement • Light Fixture Replacement	GC3 FY29			D/C	C				●		●		●

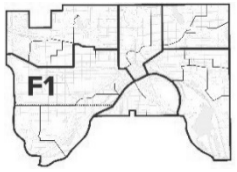
229

Randolph Heights Elementary

348 Hamline Avenue South





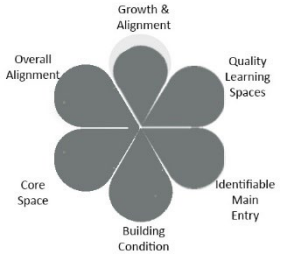


Grades Served: PreK to 5
Existing Building Size: 50,912 GSF
Target Student Enrollment: 466
Years Built: 1915, 1920, 1923, 2013
School: Randolph Heights

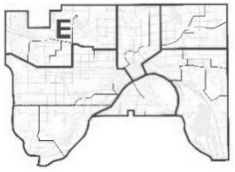
Project Description	Estimated Project Cost	Projected Start Year (*D = Design C = Construction*)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Gym Floor Replacement	Completed								●		●		
Augmented Building System Renewal: • Identifiable Entry • HVAC Replacement • Roof Replacement - Partial • Lighting Replacement • Re-cabling • Fire Suppression	GC3 FY29			D	D/C	C			●	●	●	●	230 ●

RiverEast Elementary & Secondary

1055 Mackubin Street





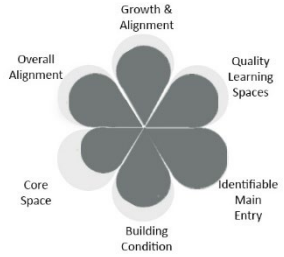


Grades Served: K to 8
Existing Building Size: 71,000
Target Student Enrollment: N/A
Year Built: 2018
School: RiverEast

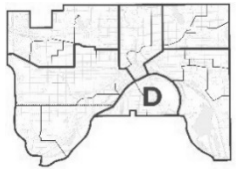
Project Description	Estimated Project Cost	Projected Start Year (D = Design C = Construction)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
New Construction Completed 2019	Completed							●	●	●	●	●	●
													231

Riverview Spanish Dual Immersion

160 Isabel Avenue East







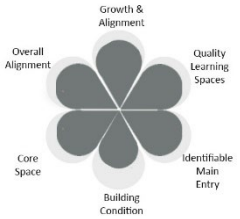
Grades Served: PreK to 5
Existing Building Size: 77,745 GSF
Target Student Enrollment: 717
Years Built: 1923, 1977
School: Riverview

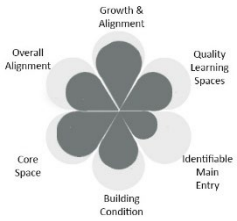
Project Description	Estimated Project Cost	Projected Start Year (D = Design C = Construction)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Building Systems Replacement: • HVAC • Boiler Replacement • Lighting Replacement	GC3 FY28		D/C	C					●		●		●

232

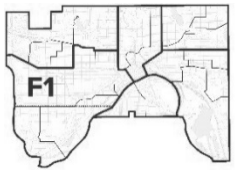
Rondo: Benjamin E. Mays Afrocentric Magnet & Capitol Hill Magnet

560 Rondo Avenue







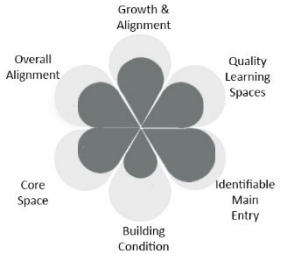


Grades Served: PreK to 5 / 1 to 8
Existing Building Size: 339,177 GSF
Target Student Enrollment: 1999
Years Built: 1978, 1991
School: BenMays
School: Capitol Hill

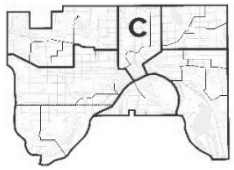
Project Description	Estimated Project Cost	Projected Start Year (*D = Design C = Construction*)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
HVAC RTU Rep. Phase 1 - ARP / ESSER FUNDED	Completed										●		●
Building Systems Renewal: • HVAC • Ceilings • Lighting replacement • Generator • Site: Paving, sidewalk replacement, site signs, retaining wall • Site: Playground	GC3 FY28		D	D/C	C	C			●		●		●

Saint Paul Music Academy

27 East Geranium Avenue







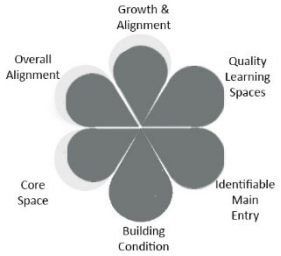
Grades Served: PreK to 5
Existing Building Size: 89,912 GSF
Target Student Enrollment: 624
Years Built: 1970, 1973
School: SPMA

Project Description	Estimated Project Cost	Projected Start Year (D = Design C = Construction)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Gym Acoustic Upgrades, A/V and Divider	FY28			D/C	C						●		●
Building Systems Renewal: • Replace HVAC • Lighting Replacement • Re-cabling	GC3 FY28			D/C	C	C			●		●		●
											●	●	●

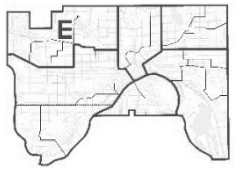
234

St. Anthony Park Elementary School

2180 Knapp Street





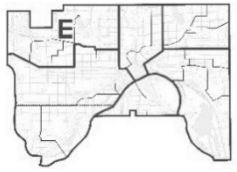


Grades Served: K to 5
Existing Building Size: 77,238 GSF
Target Student Enrollment: 668
Years Built: 1953, 1966, 1974, 1988, 2018
School: St. Anthony Park

Project Description	Estimated Project Cost	Projected Start Year (*D = Design C = Construction*)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Major Renovation and Addition Completed 2018	Completed							●	●	●	●	●	●
Site: Playground	GC3 FY27		D	C							●		●
													235

Student Placement Center

2102 University Avenue



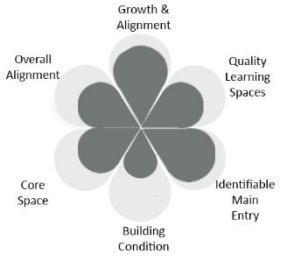
Existing Building Size: 19,795 GSF
Year Built: 1936, 1999
Department: Student Placement Center

Project Description	Estimated Project Cost	Projected Start Year (*D = Design C = Construction*)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Building Systems Renewal: • Boiler Replacement • RTU Replacement	$754,000	D/C	C								●		●
													236

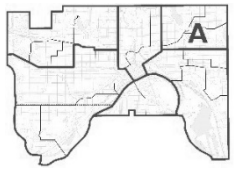
Saint Paul Public Schools

The Heights Community School

1863 Clear Avenue East





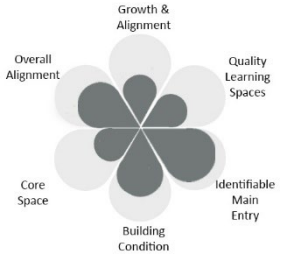


Grades Served: PreK to 5
Existing Building Size: 73,836 GSF
Target Student Enrollment: 591
Years Built: 1924, 1941, 1954, 1966, 1997, 1999, 2010
School: The Heights

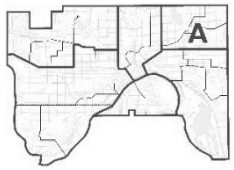
Project Description	Estimated Project Cost	Projected Start Year (D = Design C = Construction)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Building Systems Renewal: • HVAC and Controls • Boiler Replacement • Electrical Panel Replacement • Fire Suppression to Remaining Areas	$13,600,000	D/C	C	C							●	●	● 237

Txuj Ci HMong Language + Culture Lower Campus

(Formerly Phalen Lake Hmong Magnet)
1089 Cypress Street





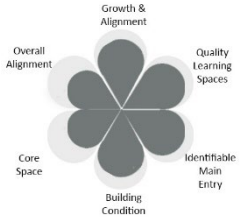


Grades Served: PreK to 5
Existing Building Size: 77,899 GSF
Target Student Enrollment: 737
Years Built: 1930, 1973, 2004
School: Txuj Ci Lower

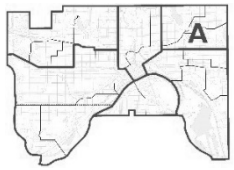
Project Description	Estimated Project Cost	Projected Start Year (D = Design C = Construction)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Partial Flooring Replacement	Program			C					●		●	●	●
Boiler Replacement	GC3 FY29				D/C						●		●
Lighting Replacement	GC3 FY29				D/C						●		●
Additional Playground Equipment	Completed								●			●	●

Txuj Ci HMong Language + Culture Upper Campus

(Formerly Parkway)
1363 Bush Avenue





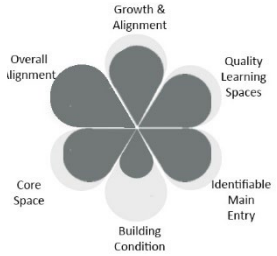


Grades Served: 6 to 8
Existing Building Size: 76,069 GSF
Target Student Enrollment: 580
Years Built: 1925, 1958, 1974, 2013
School: Txuj Ci Upper

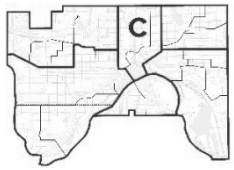
Project Description	Estimated Project Cost	Projected Start Year (*D = Design C = Construction*)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Instructional Audio / Visual Equipment	Completed								●		●	●	●
Boiler and Stack Replacement	GC3 FY28			D/C							●		●
													239

Washington Technology Magnet

1495 Rice Street





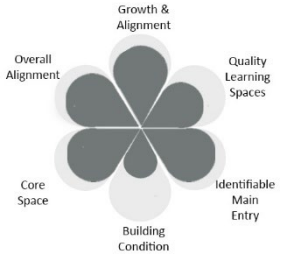


Grades Served: 6 to 12
Existing Building Size: 376,829 GSF
Target Student Enrollment: 2,217
Year Built: 1996
School: WashingtonMS
School: WashingtonHS

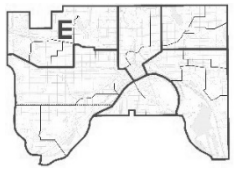
Project Description	Estimated Project Cost	Projected Start Year *D = Design C = Construction*						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Pool AHU	$1,149,000	D/C	C								●		●
Secure Entry Remodel	$365,000	C	C							●	●		●
Roofing, West Paving Replacement and Storm Sewer Repair	$11,169,000	C	C								●	●	●
Site: Equipment Storage Unit	Program	D/C	C								●		●
Cooling Tower Replacement	$563,000	C	C								●		
Partial Flooring Replacement	Program	C	C						●		●	●	●
Solar	GC3 FY28		D/C	C									
Site: Athletics • Bleachers / Stadium Phase 2	GC3 FY27			D	D/C			●				●	●
Building Systems Renewal: • HVAC Controllers Replacement • Lighting Replacements • Re-cabling • Paging system	GC3 FY29			D	D/C	C			●		●	●	●

Wellstone Elementary

1040 Marion Street





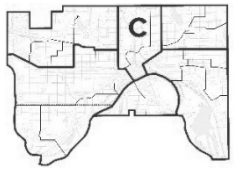


Grades Served: PreK to 5
Existing Building Size: 184,585 GSF
Target Student Enrollment: 872
Years Built: 1926, 1930, 1971, 1977, 1998
School: Wellstone

Project Description	Estimated Project Cost	Projected Start Year (*D = Design C = Construction*)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Plumbing & Piping and HVAC Replacement	Completed										●		●
Gym Floor Replacement	Completed								●		●	●	●
Roofing - Areas Y	GC3 FY26	C									●		●
Boiler Replacement	GC3 FY30					C					●		●
Lighting Replacement	GC3 FY30					D			●		●		●
Playground Replacement	$857,000	C	C								●		●

Wheelock Early Learning Center

1521 Edgerton Street



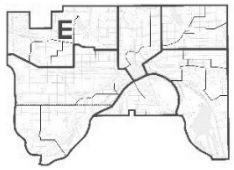
Grades Served: Birth to K
Existing Building Size: 16,339 GSF
Year Built: 1962
School: Wheelock Early Learning

Project Description	Estimated Project Cost	Projected Start Year (*D = Design C = Construction*)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Site: Playground Replacement	Completed												●
Flooring Replacement	Program	C	C						●		●		●
Site: Parking Lot Paving Replacement	Bundled			D/C							●		●
AHU Replacement	GC3 FY28			D/C							●		●

Wilson High School

(vacant)

631 North Albert Street



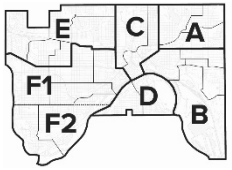
Grades Served: N/A
Existing Building Size: 89,049 GSF
Target Student Enrollment: 603
Years Built: 1924, 1966, 1992, 2004
School: Wilson

Project Description	Estimated Project Cost	Projected Start Year (*D = Design C = Construction*)						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Fire Alarm Systems	Program	D/C	C								●		●
Mechanical Project - Ventilation and Boilers	GC3 FY29				D/C	D/C					●		
													243

Saint Paul Public Schools

District-Wide Deferred Maintenance & Capital Improvement Programs

1930 Como Avenue



Grades Served: PK-12
Existing Building Size: 7.8 million GSF
Years Built: 1911-2025
School: Facilities

Project Description	5-year Program Budget	Projected Start Year *D = Design C = Construction*						Board of Education Criteria					
		Current	2027	2028	2029	2030	2031	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Painting	$12,500,000	C	C	C	C	C	C				●	●	
Heating and Ventilating / Building Automation (BAS)	$13,200,000	C	C	C	C	C	C				●	●	●
Masonry / Tuckpointing	$9,000,000	C	C	C	C	C	C				●		●
Electrical Service Systems	$9,000,000	C	C	C	C	C	C				●		●
Instructional Audio/Visual Equipment - Sites TBD	$7,500,000	C	C	C	C	C	C		●				●
Elevator Control Equipment Upgrades	$5,000,000	C	C	C	C	C	C				●	●	●
Doors, Hardware and Accessibility	$4,500,000	C	C	C	C	C	C				●	●	●
Fire Safety: Fire Alarm and Fire Suppression	$6,000,000	C	C	C	C	C	C				●		●
Onsite: Solar Energy Program	$6,000,000	C	C	C	C	C	C				●		
Furniture Replacement Program	$6,000,000	C	C	C	C	C	C		●		●	●	●
Inclusive Restrooms	$4,000,000	D/C	C	C	C	C	C				●		●
Accessibility Improvements	$2,000,000	C	C	C	C	C	C						●
Lead in Water Remediation	$10,000,000	C	C	C	C	C	C		●		●		●

Saint Paul Public Schools

Adjustments from Prior 5YP with Reasons for Adjustments

Definitions of categories:

Reprioritization Due to changes in the context of the school, project, building system, or funding, the schedule for the project is shifted. In some cases individual scopes of work are regrouped for efficiency and economics.

Staff Capacity Staff scheduling could not accommodate these projects on the original timeline.

Lead Times Availablity of equipment and materials restricted these projects from going forward in the year they were orginially scheduled.

Condition Change Physical condition of component worsened or changed in a way that necessitated a change in the repair schedule.

Site	Project Description	Reason for Adjustment			
		Reprioritization	Staff Capacity	Lead Times	Condition Change
L'Etoile	Playground Replacement	●			
St Anthony Park	Playground Replacement	●			
Wellstone	Playground Replacement	●			
Harding	Fire Suppression	●			
Wash Tech	Secure Entry	●			245
Rondo	Site Equipment Storage Building	●			
Highwood Hills	Rec Center Refresh		●		
Maxfield	Electrical Switchgear and Panel Replacement			●	
360 Admin	Parking Lot Repaving				●
Crossroads	Paving Replacement	●			
Wheelock	Parking Lot Paving Replacement	●			
L'Etoile	Parking Lot Pavement	●			

APPENDIX

GLOSSARY OF TERMS

Addition: Adding to or expanding an existing building.

Asset Preservation: Committing necessary resources to preserving, repairing, or the adaptive re-use of current assets to keep facilities healthy.

Building: A roofed structure for permanent or temporary shelter for people, plants, or equipment.

Construction: The phase of a project where the construction trades build the new facility and/or renovate or repair the existing facility.

Design: The phase of the project that creates the architectural and engineering specifications and drawings that a construction contractor will bid on and use to perform the work.

Enrollment:

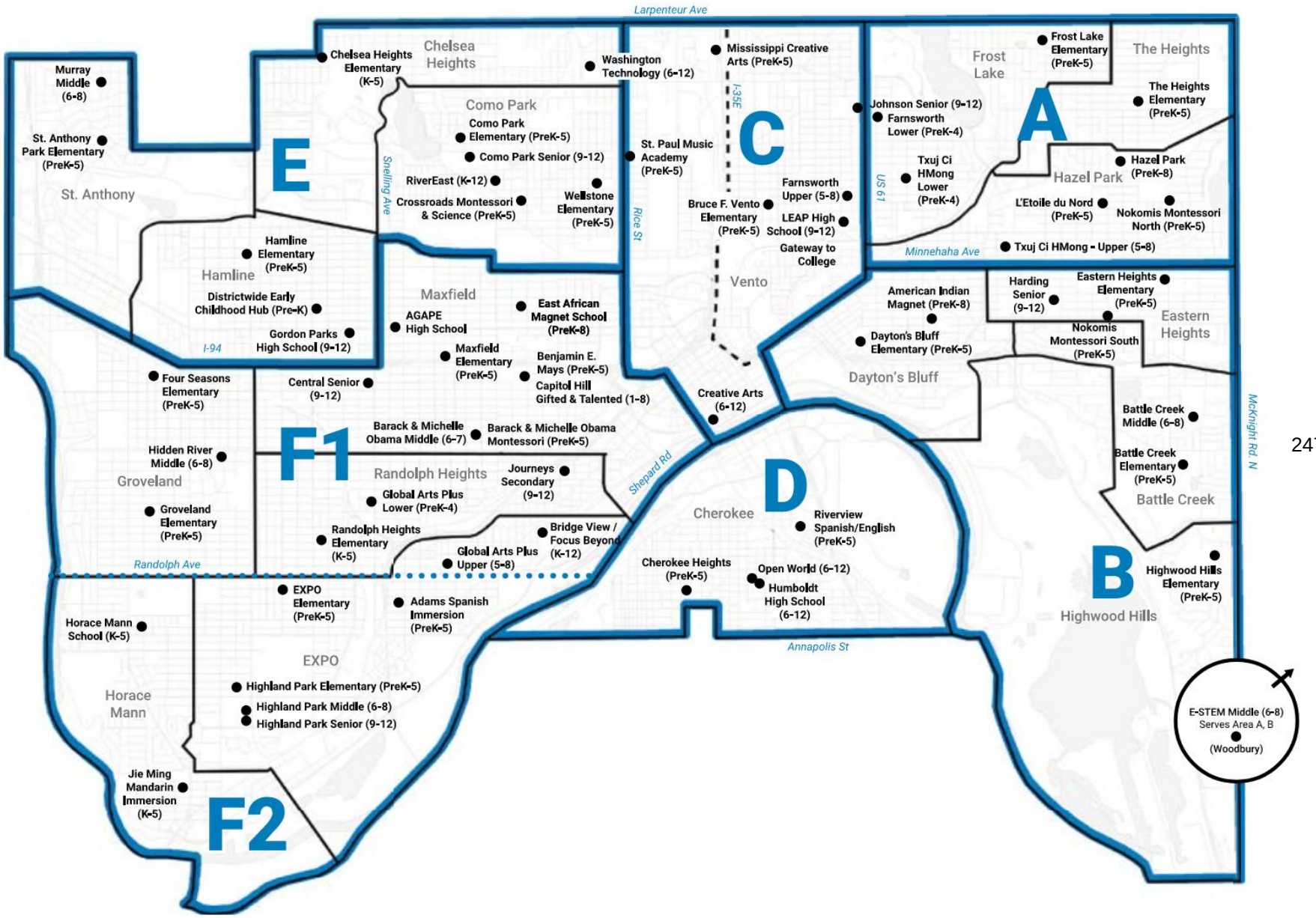
- **Official Enrollment:** A school's official enrollment number is defined by the Minnesota Department of Education by the number of students enrolled at a school on October 1 of each year; this number is used for determining state and federal aid given to schools for each school year.
- **Target Student Enrollment:** The current ideal student enrollment at a particular school based on its programming.
- **Design Enrollment:** The student enrollment planned for a school in the future as part of a comprehensive analysis of the District.

Project Highlights: Identifies the main or core portions of the project as opposed to the full scope of work.

Renovation: Improving broken, damaged, or outdated buildings to update and restore them to a good state of repair or return to a new condition.

SPPS Builds Five-Year Plan: An on-going long-range plan that annually considers facility improvements and adjustments based on current context. The five-year plan consists of building expansions, renovations, and asset preservation types of projects.

SAINT PAUL PUBLIC SCHOOLS: DISTRICT MAP (for SY2026-27)



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ELEMENTARY SCHOOLS

Adams Spanish Immersion
American Indian Magnet
Barack & Michelle Obama Montessori
Battle Creek Elementary
Benjamin E. Mays Elementary
Bridge View School (Special Education)
Bruce Vento Elementary School
Capitol Hill Gifted and Talented
Chelsea Heights Elementary
Cherokee Heights Elementary
Como Park Elementary
Crossroads Elementary Science + Montessori
Dayton's Bluff Achievement Plus Elementary
East African Magnet School (at Jackson)
Eastern Heights Elementary
EXPO for Excellence Elementary
Farnsworth Aerospace - Lower
Four Seasons Arts+ Elementary
Frost Lake Elementary
Global Arts Plus - Lower
Groveland Park Elementary
Hamline Elementary
Hazel Park Preparatory Academy
Highland Park Elementary
Highwood Hills Elementary
Horace Mann School
Jie Ming Mandarin Immersion
L'Etoile du Nord French Immersion
Maxfield Elementary
Mississippi Creative Arts
Nokomis Montessori- North
Nokomis Montessori - South
Paul & Sheila Wellstone Elementary
Randolph Heights Elementary
RiverEast Elementary and Secondary (Special Education)
Riverview Spanish/English Dual Immersion
Saint Paul Music Academy
St. Anthony Park Elementary
The Heights Community School
Txuj Ci HMong Language and Culture - Lower

MIDDLE SCHOOLS

American Indian Magnet School
Barack & Michelle Obama Middle School
Battle Creek Middle School
Creative Arts Secondary School
East African Magnet School
E-STEM Middle School
Farnsworth Aerospace - Upper
Global Arts Plus - Upper
Hidden River Middle School
Highland Park Middle School
Murray Middle School
Open World Learning Community
Txuj Ci HMong Language and Culture - Upper
Washington Technology Middle School

HIGH SCHOOLS

AGAPE - Adolescent Girls and Parenting Education (Alternative Learning Center)
Central High School
Central High School - Griffin Stadium
Central High School - Automotive Garage
Como Park Senior High School
Creative Arts Secondary School
Focus Beyond Transition Services (Special Education)
Gordon Parks High School (Alternative Learning Center)
Harding Senior High School
Highland Park Senior High School
Humboldt High School
Johnson Senior High School
Journeys Secondary School (Alternative Learning Center)
LEAP High School (at 740 York) (Alternative Learning Center)
Open World Learning Community
Washington Technology High School

ADMINISTRATIVE/OTHERS

Administration Building
271 Belvidere Early Education
Early Childhood Hub – West (at Galtier)
Education and Operations Services
Hubbs Center (Adult Education)
J.J. Hill Community Ed Hub
Student Placement Center
1780 West 7th Street
Wheelock Early Learning Center
1305 Prosperity Avenue (vacant)
Wilson School (vacant)

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

DATE: July 14, 2026

TOPIC: FY28 Long-Term Facilities Maintenance (LTFM) Revenue Program Submittal To Minnesota Department Of Education (MDE) And Resolution Stating Official Intent To Proceed With And Authorizing The Issuance Of Not To Exceed $48,400,000 General Obligation Facilities Maintenance Bonds, And Not To Exceed $15,000,000 General Obligation School Building Bonds.

A. PERTINENT FACTS:

1. The Resolution authorizes the required financing to support the 5 year SPPS Builds Facilities plan through FY 2028. As part of this plan, the District intends to issue $48.4 million in General Obligation Facilities Maintenance Bonds, and $15 million in General Obligation school building bonds,

2. Minnesota Statute 123B.595 requires the District to submit annually a ten-year LTFM facility plan outlining anticipated revenues and expenditures along with an indication of whether the District will issue bonds to finance the plan or levy for the costs. Documents required to be submitted to MDE include:

   - A summary of total planned expenditures by category for each of the next 10 years;
   - 10 year LTFM expenditure and revenue projection spreadsheets;
   - A statement of assurances that the District has reviewed the allowable uses of LTFM revenue to be executed by the Superintendent;
   - A Board resolution adopting the LTFM ten-year expenditure plan, and intent to issue bonds for purposes of financing facility projects.

3. This current bonding issuance is one part of a broader financing structure to sustain the SPPS Builds Master Plan. The financing structure to support these construction and maintenance plans will be presented tonight by the District's Municipal Advisors from PTMA Securities.

4. This item is submitted by Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Executive Chief of Administration & Operations.

B. RECOMMENDATION

That the Board of Education approve the Resolution authorizing the FY28 Long-Term Facilities Maintenance Plan documentation for submission to the Minnesota Department of Education and the intent to issue General Obligation bonds as described above; that the Board of Education approve the Resolution authorizing the FY28 Long-Term Facilities Maintenance Plan documentation for submission to the Minnesota Department of Education and stating official intent to proceed with and authorizing the issuance of not to exceed $48,400,000 General Obligation facilities maintenance bonds, and not to exceed $15,000,000 General Obligation school building bonds. The resolution also declares the official intent to comply with reimbursement bond regulations under the internal revenue code of 1986; approving ten-year facility plan for fiscal year 2028; and authorizing the superintendent, executive chief of financial services or executive chief of administration and operations to award the sale thereof and to take such action and execute all documents necessary to accomplish said award and sale.

PMA Securities part of:

PTMA FINANCIAL SOLUTIONS

ISD 625
SAINT PAUL PUBLIC SCHOOLS

FY 2028 LTFM PLAN &
FACILITIES FINANCING PLAN

July 14, 2026

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Proposed Issues

2027 General Obligation Bonds

- $15 million G.O. School Building Bonds
- $48.4 million G.O. Facilities Maintenance Bonds

2027 Certificates of Participation

- Issuance amount and timing to be determined as planning and design process continues on major projects. (Farnsworth Lower funding in 2027)

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Issue sizing based on detailed project expenditure projections provided by the Facilities Team.

General Obligation Bond Funding Needs

LTFM Funding		
LTFM Bond Projected Expenditures June 2026 - June 2028	$	133,786,321
Current LTFM Cash available	$	57,996,596
Net Bond Funding Required through FY 2028	$	(75,789,725)
2026 Facilities Maintenance Bond Issue*	$	27,402,753
Proposed 2027 Facilities Maintenance Bond Issue	$	48,400,000
Combined Bond Issue Size	$	75,802,753
*Previously ratified by the school board on June 23, 2026		

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LTFM Revenue Split

LTFM Paygo	LTFM Bonding
• Health & Safety • Facilities Staffing, trades, smaller maintenance projects	• Larger Infrastructure projects tied to deferred maintenance

254

- LTFM projects are funded with paygo tax revenue and bond issues
- In addition to Bond Funded Project on previous page, this plan funds $23.8 million via paygo LTFM funding. This is an increase of $700,000 from FY 2027 plan

Certificate of Participation Fund Needs

- Certificates of Participation (“COPs”) are used to fund projects tied to the District’s achievement and integration plan
- No new COPs are included for action at this time
- Next planned COP funded project is Farnsworth Lower

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- As planning, design, and MDE approval process continues, a finance plan will be developed and presented

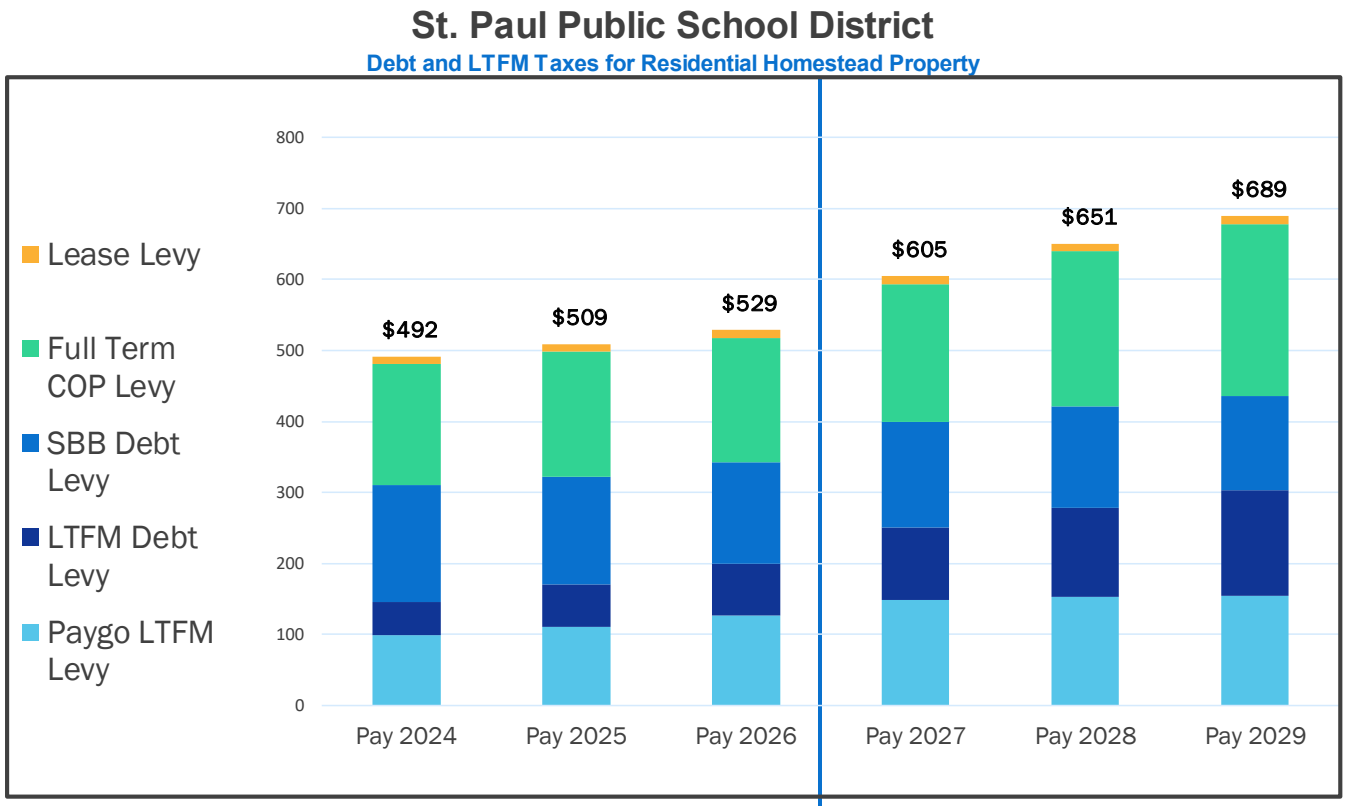
Other Levy Factors

- Median Single Family Home Value increasing 0.42% to $290,300
- Districtwide Net Tax Capacity estimated to increase 1.5% in our analysis (awaiting final numbers from Ramsey County)

256

- Changes to tax levy adjustments will add to levy for Pay 2027
  - Reduction in debt excess adjustment ($3.5 million)
  - Pay 2026 included negative adjustment on LTFM paygo levy ($2.4 million). No significant adjustment expected for Pay 2027

Financing Plan Estimated Tax Impact



				Projected		
	Pay 2024	Pay 2025	Pay 2026	Pay 2027	Pay 2028	Pay 2029
Home Value	267,300	275,300	289,100	290,300	296,106	302,028
Home Value % Growth	0.38%	2.99%	5.01%	0.42%	2.00%	2.00%
Districtwide NTC % Growth	6.38%	-2.58%	1.88%	1.50%	2.00%	2.00%
Paygo LTFM Levy	99	111	127	149	153	154
LTFM Debt Levy	46	60	72	102	125	149
SBB Debt Levy	165	151	144	149	142	133
Full Term COP Levy	171	177	175	194	218	242
Lease Levy	10	11	11	11	11	11
Debt & LTFM School Taxes	**$ 492**	**$ 509**	**$ 529**	**$ 605**	**$ 651**	**$ 689**
YoY Increase/Decrease	$ (10)	$ 17	$ 20	$ 76	$ 46	$ 39

257

* Includes the annual issuance of $15,000,000 Capital Bonds as well as anticipated Facilities Maintenance and COP financing in an amount aligned with anticipated future funding needs.

Board Resolution – July 14, 2026

- Approval of FY 2028 LTFM plan
- Allows the submission of the State Credit Enhancement Application
- Allows for reimbursement of any project expenses
- Approval of proceeding with bond sales subject to certain parameters
    - 2027 – $15,000,000 G.O. School Building Bonds
    - 2027 – $48,400,000 G.O. Facilities Maintenance Bonds

Bond Parameters:

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- Authority given to the Superintendent, the Executive Chief of Financial Services or the Executive Chief of Administration and Operations to execute the documents to complete the bond sale if:
    - Establishes a maximum true interest cost of 5.50%
    - Establishes a maximum par amount of $15,000,000 (Capital Bonds)
    - Establishes a maximum par amount of $48,400,000 (LTFM Bonds)
    - Expiration of Authority December 31, 2027
- Full Board ratifies the sale at its Board Meeting following the sale in 2027

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Approved

Division of School Finance
400 NE Stinson Blvd.
Minneapolis, MN 55413

Fiscal Year (FY) 2028 Application for Long-Term Facilities Maintenance Revenue Statement of Assurances

ED-02477-012
Due: July 31, 2026

General Information: Minnesota school districts, intermediate school districts, cooperative districts, joint powers applying for Long-Term Facilities Maintenance revenue (LTFM) under Minnesota Statutes 2025, section 123B.595 must annually complete the Application for Long-Term Facilities Maintenance Revenue – Statement of Assurances (ED-02477). The application must be submitted to the Minnesota Department of Education (MDE) by July 31, 2026. Submit to Sarah C. Miller (MDE.Facilities@state.mn.us) along with other required LTFM documentation. **Do not mail a hard copy. Please email this form with other required documentation.**

Identification Information

Name of District, Intermediate/Cooperative/Joint Powers	District Number and Type:	Date Submitted:
Saint Paul Public Schools	0625-01	7/14/2026

Statement of Assurances

1. All estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Health and Safety and entered into the MDE Health and Safety data submission system are for allowed health and safety uses under Minnesota Statutes 2025, section 123B.595, subdivision 10, paragraph (a), clause (3), Minnesota Statutes 2025, section 123B.57, subdivision 6, and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section E, Health and Safety Qualifying Criteria, and Section F, Additional Requirements Regarding Health and Safety. None of the estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Health and Safety and entered into the MDE Health and Safety System are for uses prohibited under Minnesota Statutes 2025, section 123B.595, subdivision 11 (***Number one reason may not be energy savings).***
2. All estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Accessibility and Deferred Maintenance are for allowed uses under Minnesota Statutes 2025, section 123B.595, subdivision 10, paragraph (a), clauses (1) and (2) and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section C, Deferred Maintenance Qualifying Criteria or Section D, Disabled Access Qualifying Criteria. None of the estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Accessibility and Deferred Maintenance are for uses prohibited under Minnesota Statutes 2025, section 123B.595, subdivision 11 **(*Number one reason may not be energy savings).***
3. All actual expenditures to be reported in Uniform Financial Accounting and Reporting Standards (UFARS) for FY 2028 under Finance Codes 347, 349, 352, 358, 363 and 366 will be for allowed health and safety uses under Minnesota Statutes 2025, section 123B.595, subdivision 10, paragraph (a), clause (3), Minnesota Statutes 2025, section 123B.57, subdivision 6, and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section E, Health and Safety Qualifying Criteria, and Section F, Additional Requirements Regarding Health and Safety. None of the actual expenditures reported in these finance codes will be for uses prohibited under Minnesota Statutes 2025, section 123B.595, subdivision 11.
4. All actual expenditures to be reported in UFARS for FY 2028 under Finance Codes 367, 368, 369, 370, 379, 380, 381, 382, 383 and 384 for Accessibility and Deferred Maintenance will be for allowed uses under Minnesota Statutes 2025, section 123B.595, subdivision 10, paragraph (a), clauses (1), (2) and (4) and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section C, Deferred Maintenance Qualifying Criteria or Section D, Disabled Access Qualifying Criteria. None of the actual expenditures reported in these finance codes will be for uses prohibited under Minnesota Statutes 2025, section 123B.595, subdivision 11. ***Effective FY 2025 and beyond for a gender-neutral, single-user restroom are included in The LTFM plan (Finance Code 384 must be used with Course Code 684).***
5. The district will maintain a description of each project funded with long-term facilities maintenance revenue that will provide enough detail for an auditor to determine the cost of the project and if the work qualifies for revenue (Minn. Stat. 127A.41, subd. 3[2025]).
6. The district's plan includes provisions for implementing a health and safety program that complies with health, safety and environmental regulations and best practices, including indoor air quality management and mandatory lead in water testing, remediation and reporting (Minn. Stat. 121A.335 [2025]). ***The district's ten-year plan does not include a request for a second-time project cost for: (1) replacement of an existing mechanical ventilation system to the current Minnesota State Mechanical Code/ American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) guidelines; or, (2) to provide a level of approximately 15 Cubic Feet per Minute (CFM) per person.***

Certification of Statement of Assurances

Signature – ***Must be signed*** by Supt./Cooperative/Joint Powers Unit Director:	Name – Supt./Cooperative/Joint Powers Director (Please print)	Date:
	261 Dr. Stacie Stanley	07/14/2026

DEPARTMENT OF EDUCATION

Division of School Finance
400 NE Stinson Blvd
Minneapolis, MN 55413

Long-Term Facility Maintenance Ten-Year Expenditure Application (LTFM) - *Fund 01 and Fund 06 Projects Only*

ED - 02478-12

Instructions: Enter estimated, allowable LTFM expenditures ***(Fund 01 and/or Fund 06 only)*** under Minnesota Statutes 2025, section 123B.595, subd. 10. Enter by Uniform Financial and Accounting Reporting Standards (UFARS) finance code and by fiscal year in the cells provided.

District Info.	(REQUIRED) Enter Information	District Info.	(REQUIRED) Enter Information
District Name:	Saint Paul Public Schools	Date:	7/14/2026
District Number:	625	Email:	tom.sager@spps.org
District Contact Name:	Tom Sager		
Contact Phone #	651-767-8275		

Expenditure Categories		Fiscal Year (FY) Ending June 30										
		2026 (base year)	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036
Health and Safety - this section excludes project costs in Category 2 of $100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.												
Finance Code	**Category (1)**											
347	Physical Hazards	$2,769,990	$2,286,682	$2,300,522	$2,300,522	$2,300,522	$2,300,522	$2,300,522	$2,300,522	$2,300,522	$2,300,522	$2,300,522
349	Other Hazardous Materials	$2,186,527	$2,634,063	$2,433,247	$2,433,247	$2,433,247	$2,433,247	$2,433,247	$2,433,247	$2,433,247	$2,433,247	$2,433,247
352	Environmental Health and Safety Management	$385,823	$387,318	$393,272	$393,272	$393,272	$393,272	$393,272	$393,272	$393,272	$393,272	$393,272
358	Asbestos Removal and Encapsulation	$424,163	$1,213,097	$1,215,383	$1,215,383	$1,215,383	$1,215,383	$1,215,383	$1,215,383	$1,215,383	$1,215,383	$1,215,383
363	Fire Safety	$2,124,314	$3,995,793	$4,014,055	$4,014,055	$4,014,055	$4,014,055	$4,014,055	$4,014,055	$4,014,055	$4,014,055	$4,014,055
366	Indoor Air Quality	$1,054,045	$1,369,506	$1,392,659	$1,392,659	$1,392,659	$1,392,659	$1,392,659	$1,392,659	$1,392,659	$1,392,659	$1,392,659
	Total Health and Safety Capital Projects - Category (1)	$8,944,862	$11,886,459	$11,749,138	$11,749,138	$11,749,138	$11,749,138	$11,749,138	$11,749,138	$11,749,138	$11,749,138	$11,749,138
Health and Safety - Projects Costing $100,000 or more per Project/Site/Year - Additional Revenue												
Finance Code	**Category (2)**											
358	Asbestos Removal and Encapsulation	$708,060	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
363	Fire Safety	$4,536,569	$3,283,889	$2,332,318	$2,332,318	$2,332,318	$2,332,318	$2,332,318	$2,332,318	$2,332,318	$2,332,318	$2,332,318
366	Indoor Air Quality	$346,916	$1,103,170	$3,125,246	$3,125,246	$3,125,246	$3,125,246	$3,125,246	$3,125,246	$3,125,246	$3,125,246	$3,125,246
	Total Health and Safety Capital Projects $100,000 or More - Category (2)	$5,591,545	$4,387,059	$5,457,564	$5,457,564	$5,457,564	$5,457,564	$5,457,564	$5,457,564	$5,457,564	$5,457,564	$5,457,564
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151												
Finance Code	**Category 3 (a)**											
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Remodeling for Approved Voluntary Pre-K Projects - Category 3(a)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Remodeling for Gender-Neutral Single-User Restrooms												
Finance/Course Codes	***Category 3 (b) LTFM REVENUE EFFECTIVE FY 2025 and Beyond***											
Finance Code 384 and Course Code 684 MUST USE BOTH	Remodeling for gender-neutral single user restroom per site.	$0	$150,000	$250,000	$250,000	$250,000	$250,000	$250,000	$250,000	$250,000	$250,000	$250,000
	Total Remodeling for Gender-Neutral Single User Projects - Category 3(b)	$0	$150,000	$250,000	$250,000	$250,000	$250,000	$250,000	$250,000	$250,000	$250,000	$250,000
Accessibility												
Finance Code	**Category (4)**											
367	Accessibility	$87,330	$450,000	$450,000	$450,000	$450,000	$450,000	$450,000	$450,000	$450,000	$450,000	$450,000
	Total Accessibility Projects - Category (4)	$87,330	$450,000	$450,000	$450,000	$450,000	$450,000	$450,000	$450,000	$450,000	$450,000	$450,000
Deferred Capital Expenditures and Maintenance Projects												
Finance Code	**Category (5)**											
368	Building Envelope	$8,636,375	$5,504,827	$6,221,557	$6,221,557	$6,221,557	$6,221,557	$6,221,557	$6,221,557	$6,221,557	$6,221,557	$6,221,557
369	Building Hardware and Equipment	$2,404,427	$811,254	$881,190	$881,190	$881,190	$881,190	$881,190	$881,190	$881,190	$881,190	$881,190
370	Electrical	$6,132,106	$6,654,405	$6,437,253	$6,437,253	$6,437,253	$6,437,253	$6,437,253	$6,437,253	$6,437,253	$6,437,253	$6,437,253
379	Interior Surfaces	$7,464,610	$7,266,083	$5,749,943	$5,749,943	$5,749,943	$5,749,943	$5,749,943	$5,749,943	$5,749,943	$5,749,943	$5,749,943
380	Mechanical Systems	$23,863,389	$16,381,026	$15,900,933	$15,900,933	$15,900,933	$15,900,933	$15,900,933	$15,900,933	$15,900,933	$15,900,933	$15,900,933
381	Plumbing	$4,674,005	$1,679,602	$3,771,053	$3,771,053	$3,771,053	$3,771,053	$3,771,053	$3,771,053	$3,771,053	$3,771,053	$3,771,053
382	Professional Services and Salary	$3,919,687	$4,272,170	$4,357,613	$4,357,613	$4,357,613	$4,357,613	$4,357,613	$4,357,613	$4,357,613	$4,357,613	$4,357,613
383	Roof Systems (normally below $100,000 unless the school chooses not to receive additional revenue for $100K or more roofing project/site/year - pending 2025 Legislation)	$9,429,160	$19,918,853	$8,154,809	$8,154,809	$8,154,809	$8,154,809	$8,154,809	$8,154,809	$8,154,809	$8,154,809	$8,154,809
384	Site Projects	$5,616,442	$2,995,870	$3,008,606	$3,008,606	$3,008,606	$3,008,606	$3,008,606	$3,008,606	$3,008,606	$3,008,606	$3,008,606
	Total Deferred Capital Expenditures and Maintenance Projects - Category (5)	$72,140,201	$65,484,090	$54,482,957	$54,482,957	$54,482,957	$54,482,957	$54,482,957	$54,482,957	$54,482,957	$54,482,957	$54,482,957
Deferred Capital Expenditures for Roofing Projects - Additional Revenue for $100,000 or more project/site/year			**EFFECTIVE FY 2027**									
Finance Code	**Category (6)**											
383	**Roofing Systems - Additional Revenue**			$0	$0	$0	$0	$0	$0	$0	$0	$0
		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Annual 10-Year Plan Expenditures	$86,763,939	$82,357,608	$72,389,659	$72,389,659	$72,389,659	$72,389,659	$72,389,659	$72,389,659	$72,389,659	$72,389,659	$72,389,659
Fund Balance Section												
	Fund 01	**FY 26 and 27 Revenue Projection Model Revenue**		**FY 28 Revenue Projection Ten-Year Spreadsheet**								
	Beginning Fund Balance 01-467-XX	$469,439	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Fiscal Year Revenue - **Levy**	$18,301,708	$23,105,147	$23,864,723	$24,228,191	$24,602,562	$24,988,165	$25,385,336	$25,794,422	$26,215,780	$26,649,779	$27,096,799
	LTFM Fiscal Year Revenue - **AID if Applicable**	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Fiscal Year Revenue Other	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer IN from Fund 06 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
LEVY Page 10, Line 422	***LTFM Deduction for applicable Cooperative/Intermediate Member District Levy***	$0	$0	$0	**$0**	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer OUT from Fund 01 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer OUT if applicable - Special Legislation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Estimated Fiscal Year Expenditures	$18,771,147	$23,105,147	$23,864,723	$24,228,191	$24,602,562	$24,988,165	$25,385,336	$25,794,422	$26,215,780	$26,649,779	$27,096,799
	Ending Fiscal Year Fund Balance 01-467-XX	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Fund 06											
	Beginning Fund Balance 06-467-XX	$63,434,529	$31,977,397	$124,936	($0)	($0)	($0)	($0)	($0)	($0)	($0)	($0)
	LTFM Fiscal Year Bonded Revenue	$36,535,660	$27,400,000	$48,400,000	$48,161,468	$47,787,097	$47,401,494	$47,004,323	$46,595,237	$46,173,879	$45,739,880	$45,292,860
	LTFM Fiscal Year Revenue Other	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer IN from Fund 01 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer OUT from Fund 06 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Other Transfers	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Estimated Fiscal Year Expenditures	$67,992,792	$59,252,461	$48,524,936	$48,161,468	$47,787,097	$47,401,494	$47,004,323	$46,595,237	$46,173,879	$45,739,880	$45,292,860
	Ending Fiscal Year Fund Balance 06-467-XX	**$31,977,397**	**$124,936**	**($0)**	**($0)**	**($0)**	**($0)**	**($0)**	**($0)**	**($0)**	**($0)**	**($0)**

End of worksheet

	FY 28 Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection				5/20/2026									
	625 <= Type in School District Number													
	ST. PAUL		Change only if requiring levy	Payable 2026										
	Calculations for Ten Year Projection	Pay 26	adjustments	LLC Certification	Current Estimate									
		LLC #	FY 2026	FY 2027	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	FY 2032	FY 2033	FY 2034	FY 2035	FY 2036
1	Type your district number in cell A2 (Minneapolis = 1.2)													
2	Type APU, health and safety and alternative facilities project, and bond estimates in lines 6a, 14, 16b, 16s, 18, 18r, 20b, 21, 26, 27 and 50b													
3	Type debt excess, intermediate/coop district, and revenue reduction data in lines 13, 15, 23, 31, and 33													
4	Look-up data from following tabs													
5	**Initial Formula Revenue**													
6	Current year APU	57		34,725.80	34,065.96	33,406.67	33,406.67	33,406.67	33,406.67	33,406.67	33,406.67	33,406.67	33,406.67	33,406.67
6a	Additional Pre-K Pupil Units (see line 16 of Pre-K application for details)				-	-	-	-	-	-	-	-	-	-
6b	Total Adjusted Pupil Units = (6) + (6a)				34,065.96	33,406.67	33,406.67	33,406.67	33,406.67	33,406.67	33,406.67	33,406.67	33,406.67	33,406.67
7	District average building age (uncapped)	401		59.16	57.66	58.66	59.66	60.66	61.66	62.66	63.66	64.66	65.66	66.66
8	Formula allowance			$ 380.00	$ 380.00	$ 380.00	$ 380.00	$ 380.00	$ 380.00	$ 380.00	$ 380.00	$ 380.00	$ 380.00	$ 380.00
9	Building age ratio = (Lesser of 1 or (7) / 35)	402			1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000
10	Initial revenue = (6) * (8) * (9)	403		13,195,804	12,945,065	12,694,536	12,694,536	12,694,536	12,694,536	12,694,536	12,694,536	12,694,536	12,694,536	12,694,536
11	**Added Revenue for Eligible H&S Proj and/or Roofing > $100,000 / site**													
12	Debt Service for Existing Alt Facilities H&S Bonds (1B) - Gross before Debt Excess - Projects > $500,000 per site	701			-	-	-	-	-	-	-	-	-	-
13	Debt Excess related to Debt Service for Existing Alt Facilities H&S Bonds (1B)	755			-	-	-	-	-	-	-	-	-	-
14	Debt Service for Portion of Existing Alt Facilities Bonds from line (22) attributable to Eligible H&S Projects > $100,000 per site (1A)				-	-	-	-	-	-	-	-	-	-
15	Debt Excess related to Debt Service for Portion of Existing Alt Facilities Bonds attributable to Eligible H&S Projects > $100,000 per site (1A)				-	-	-	-	-	-	-	-	-	-
16a	Existing Net Debt Service for LTFM Bonds for Eligible New H&S Projects > $100,000 / site = (principal + interest)*1.05 - Portion of Bond Paid by Initial Revenue from "IAQFAA Bonds" tab				1,334,625	1,312,140	1,309,252	1,320,539	1,318,964	1,308,832	1,306,627	1,310,512	1,312,822	1,313,662
16b	New Debt Service for LTFM Bonds for Eligible New H&S Projects > $100,000 / site = (principal + interest)*1.05 - Portion of Bond Paid by Initial Revenue				-	452,236	455,477	451,539	452,589	453,114	453,114	452,589	451,539	455,214
16r	Existing Debt Service for LTFM Bonds for Eligible New Roofing Projects > $100,000 / site = (principal + interest)*1.05		beginning FY27		-	-	-	-	-	-	-	-	-	-
16s	New Debt Service for LTFM Bonds for Eligible New Roofing Projects > $100,000 / site = (principal + interest)*1.05				-	-	-	-	-	-	-	-	-	-
17	Net Debt Service for LTFM Bonds for Eligible New H&S Projects & Roofing Projects > $100,000 / site = (principal + interest)*1.05 - Portion of Bond Paid by Initial Revenue = (16a) + (16b) + (16r) + (16s)				1,334,625	1,764,376	1,764,729	1,772,078	1,771,553	1,761,946	1,759,741	1,763,101	1,764,361	1,768,876
18	Pay as you Go Revenue for Eligible New H&S Projects > $100,000 / site (corresponds to Category 2 on the expenditures spreadsheet)	405	-		-	-	-	-	-	-	-	-	-	-
18r	Pay as you Go Revenue for Eligible New Roofing Projects > $100,000 / site (corresponds to Category 6 on the expenditures spreadsheet)	406	beginning FY27		-	-	-	-	-	-	-	-	-	-
19	Total Additional Revenue for Eligible Projects >$100,000 / site (12) - (13) + (14) -(15) + (16a) + (16b) + (16r) + (16s) + (18) +(18r)	407		1,266,462	1,334,625	1,764,376	1,764,729	1,772,078	1,771,553	1,761,946	1,759,741	1,763,101	1,764,361	1,768,876
	Added Revenue for Pre-K Remodeling (for VPK approvals only)													
20a	Net Debt Service for Bonds Approved for Pre-K Remodeling	768			-	-	-	-	-	-	-	-	-	-
20b	Pay as you Go for Projects Approved for Pre-K Remodeling	408			-	-	-	-	-	-	-	-	-	-
20c	Total Pre-K Revenue				-	-	-	-	-	-	-	-	-	-
20d	**Total New Law Revenue (10) + (19) + (20c)**	409			14,279,690	14,458,911	14,459,265	14,466,614	14,466,089	14,456,482	14,454,276	14,457,636	14,458,897	14,463,412

FY 28 Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection

5/20/2026

625 <= Type in School District Number

ST. PAUL

	Calculations for Ten Year Projection	Pay 26 LLC #	Change only if requiring levy adjustments FY 2026	Payable 2026 LLC Certification FY 2027	Current Estimate FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	FY 2032	FY 2033	FY 2034	FY 2035	FY 2036
	Old Formula Revenue													
21	Old Formula Health & Safety Revenue (should match amounts entered into the Health & Safety Data Submission System through FY 2028) (corresponds to Category 1 on the expenditures spreadsheet)	410		11,661,914	11,661,914	11,749,138	11,749,138	11,749,138	11,749,138	11,749,138	11,749,138	11,749,138	11,749,138	11,749,138
22	Old Formula Alt Facilities Debt Revenue (1A) - gross before Debt Excess	700			2,303,310	2,301,630	2,303,415	2,175,710	2,188,116	2,193,156	1,371,116	695,126	-	-
23	Debt Excess allocated to Alt Facilities Debt Service (1A) on line 22	754			-	-	-	-	-	-	-	-	-	-
24	Old Formula Alt Facilities Debt Revenue (1A) less Debt Excess	765			2,303,310	2,301,630	2,303,415	2,175,710	2,188,116	2,193,156	1,371,116	695,126	-	-
25	Old Formula Alt Facilities Net Debt Revenue (1B) = (12) - (13)	766			-	-	-	-	-	-	-	-	-	-
26	Old Formula Alt Facilities Pay as you Go Revenue (1A)	411	-		11,443,233	12,115,585	12,479,053	12,853,424	13,239,027	13,636,198	14,045,284	14,466,642	14,900,641	15,347,661
26b	Pay as you Go Revenue for Projects > $100,000 per site				-	-	-	-	-	-	-	-	-	-
27	Old Formula Alt Facilities Pay as you Go Revenue (1B) > $500,000 (should match the pay as you go amounts entered into the Health & Safety Data Submission System through FY 2028)	412			-	-	-	-	-	-	-	-	-	-
27a	LTFM ">100K per site" Bonds				1,334,625	1,764,376	1,764,729	1,772,078	1,771,553	1,761,946	1,759,741	1,763,101	1,764,361	1,768,876
27b	LTFM "Other" Bonds for 1A Hold Harmless	414			12,682,900	16,029,147	16,030,304	16,025,842	16,017,705	16,030,725	16,028,782	16,025,317	16,028,677	16,026,997
28	Old Formula Deferred Maintenance Revenue = (if (22) + (26) = 0, (10) * ($64 / formula allowance))	417			-	-	-	-	-	-	-	-	-	-
29	Total Old Formula Revenue = (21)+(24)+(25)+(26)+(26b)+(27)+(27a)+(27b)+(28)	418		38,626,671	39,425,981	43,959,875	44,326,639	44,576,193	44,965,539	45,371,163	44,954,061	44,699,324	44,442,817	44,892,672
30	**Total LTFM Revenue for Individual District Projects = Greater of (20d) or [(29) + (20c)]**	**419**		38,626,671	39,425,981	43,959,875	44,326,639	44,576,193	44,965,539	45,371,163	44,954,061	44,699,324	44,442,817	44,892,672
31	District Requested Reduction from Maximum LTFM Revenue (to levy less than the maximum). Also enter this amount in the Levy Information System. Stated as Positive Number	420		-	-	-	-	-	-	-	-	-	-	264 -
32	**District LTFM Revenue (30) - (31)**	**421**		38,626,671	39,425,981	43,959,875	44,326,639	44,576,193	44,965,539	45,371,163	44,954,061	44,699,324	44,442,817	44,892,672
33	LTFM Revenue for District Share of Eligible Cooperative / Intermediate Projects (Unequalized)	422		-	-	-	-	-	-	-	-	-	-	-
34	**Grand Total LTFM Revenue (32) + (33)**	**423**		38,626,671	39,425,981	43,959,875	44,326,639	44,576,193	44,965,539	45,371,163	44,954,061	44,699,324	44,442,817	44,892,672
	Aid and Levy Shares of Total Revenue													
35	For ANTC & APU - Three Year Prior Date			2024	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
36	Three Year Prior Ag Modified ANTC	35		450,061,301	450,061,301	455,416,547	473,633,208	492,578,537	512,281,678	532,772,945	554,083,863	576,247,218	599,297,106	623,268,991
37	Three Year Prior Adjusted Pupil Units (APU)	54		34,482.86	34,482.87	35,023.02	34,945.17	34,065.96	33,406.67	33,406.67	33,406.67	33,406.67	33,406.67	33,406.67
38	ANTC / APU = (36) / (37)	425		13,051.74	13,051.74	13,003.35	13,553.61	14,459.55	15,334.71	15,948.10	16,586.02	17,249.46	17,939.44	18,657.02
39	State Average ANTC / APU with Ag Value Adjustment	426		13,658.30	13,658.30	14,248.69	14,899.31	15,697.71	16,326.00	16,979.00	17,658.00	18,364.00	19,099.00	19,863.00
40	Equalizing Factor = 125.5% of (39) or 127% of (39) starting FY 28 and later	427		17,141.17	17,141.17	18,095.84	18,922.12	19,936.09	20,734.02	21,563.33	22,425.66	23,322.28	24,255.73	25,226.01
41	Local (Levy) Share of Equalized Revenue (lesser of 1 or (38) / (40))	428		76.14%	76.14%	71.86%	71.63%	72.53%	73.96%	73.96%	73.96%	73.96%	73.96%	73.96%
42	State (Aid) Share of Equalized Revenue (1 - (41))	429		23.86%	23.86%	28.14%	28.37%	27.47%	26.04%	26.04%	26.04%	26.04%	26.04%	26.04%
43	Equalized Revenue (lesser of (34) or (6) * (8))	424		13,195,804	12,945,065	12,694,536	12,694,536	12,694,536	12,694,536	12,694,536	12,694,536	12,694,536	12,694,536	12,694,536
44	Initial LTFM State Aid (42) * (43)	430		3,148,117	3,088,350	3,572,467	3,601,644	3,487,250	3,305,762	3,305,739	3,305,656	3,305,493	3,305,708	3,305,726
45	Old Formula Grandfathered Alternative Facilities Aid	432		3,732,577	3,732,577	3,732,577	3,732,577	3,732,577	3,732,577	3,732,577	3,732,577	3,732,577	3,732,577	3,732,577
46	Total LTFM State Aid (greater of (44) or (45))	433		3,732,577	3,732,577	3,732,577	3,732,577	3,732,577	3,732,577	3,732,577	3,732,577	3,732,577	3,732,577	3,732,577
47	Total LTFM Levy (34) - (46) (including coop/intermediate)	436		34,894,094	35,693,404	40,227,298	40,594,062	40,843,616	41,232,962	41,638,586	41,221,484	40,966,747	40,710,240	41,160,095
48	**Debt Service Portion of Revenue (non-grandfather districts *)**													
49	Subtotal Debt Service Revenue from Above = (12) - (13) + (17) + (20a) + (24)	765+766+ 767+768+ 770			3,637,935	4,066,005	4,068,144	3,947,788	3,959,669	3,955,102	3,130,857	2,458,227	1,764,361	1,768,876
50	Existing LTFM Bonds excluding Bonds on line 17 (principal + interest)*1.05 from "FM Other Bonds" tab				12,682,900	12,459,805	12,463,480	12,456,918	12,450,356	12,463,376	12,460,121	12,459,543	12,459,491	12,459,123
50b	New LTFM Bonds excluding Bonds on line 17 (principal + interest)*1.05					3,569,342	3,566,824	3,568,924	3,567,349	3,567,349	3,568,661	3,565,774	3,569,186	3,567,874
51	Total Debt Service Revenue = (49) + (50) + (50b)	771			16,320,834	20,095,152	20,098,448	19,973,631	19,977,374	19,985,827	19,159,639	18,483,544	17,793,038	17,795,873
52	Equalized Debt Service Revenue (lesser of (43) or (51))	437			12,945,065	12,694,536	12,694,536	12,694,536	12,694,536	12,694,536	12,694,536	12,694,536	12,694,536	12,694,536
53	Debt Service Aid = (52) * (42)	438			3,088,350	3,572,467	3,601,644	3,487,250	3,305,762	3,305,739	3,305,656	3,305,493	3,305,708	3,305,726
54	Equalized Debt Service Levy = (52) - (53)	440			9,856,715	9,122,068	9,092,891	9,207,285	9,388,774	9,388,797	9,388,880	9,389,043	9,388,827	9,388,810
55	Unequalized Debt Service Revenue and Levy = (greater of zero or (51) - (52))	441			3,375,770	7,400,617	7,403,912	7,279,095	7,282,838	7,291,291	6,465,103	5,789,009	5,098,502	5,101,337

FY 28 Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection					**5/20/2026**										
625	**<= Type in School District Number**														
	ST. PAUL		Change only if requiring levy adjustments	Payable 2026 LLC Certification											
	Calculations for Ten Year Projection	**Pay 26 LLC #**	FY 2026	FY 2027	Current Estimate FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	FY 2032	FY 2033	FY 2034	FY 2035	FY 2036
56	**General Fund Portion of Revenue (non-grandfather districts *)**														
57	Total General Fund Revenue = (34) - (51) (includes **Coop Levy**, if any in line 33)	442			23,105,147	23,864,723	24,228,191	24,602,562	24,988,165	25,385,336	25,794,422	26,215,780	26,649,779	27,096,799
58	General Fund Equalized Revenue = (43) - (52)	443			-	-	-	-	-	-	-	-	-	-
59	Total General Fund Aid = (46) - (53)	444			644,227	160,110	130,933	245,327	426,815	426,838	426,921	427,084	426,869	426,851
60	General Fund Equalized Levy = (58) * (41)	445			-	-	-	-	-	-	-	-	-	-
61	General Fund Unequalized Levy = (57) - (58)	446			23,105,147	23,864,723	24,228,191	24,602,562	24,988,165	25,385,336	25,794,422	26,215,780	26,649,779	27,096,799
62	Total General Fund Levy = (60) + (61)	447			23,105,147	23,864,723	24,228,191	24,602,562	24,988,165	25,385,336	25,794,422	26,215,780	26,649,779	27,096,799
48	**Debt Service Portion of Revenue (Grandfather Districts *)**														
	*** MPLS, Anoka, Bloomington, Robbinsdale, Rochester, St. Paul, Duluth**	765+766+767+768+770													
51	Total Debt Service Revenue = (49) + (50) + (50b)	771			16,320,834	20,095,152	20,098,448	19,973,631	19,977,374	19,985,827	19,159,639	18,483,544	17,793,038	17,795,873
52	Equalized Debt Service Revenue (lesser of (43) or (51))	437			12,945,065	12,694,536	12,694,536	12,694,536	12,694,536	12,694,536	12,694,536	12,694,536	12,694,536	12,694,536
53	Debt Service Aid = (52) * (42)	439			3,732,577	3,732,577	3,732,577	3,732,577	3,732,577	3,732,577	3,732,577	3,732,577	3,732,577	3,732,577
54	Equalized Debt Service Levy = (52) - (53)	440			9,212,488	8,961,959	8,961,959	8,961,959	8,961,959	8,961,959	8,961,959	8,961,959	8,961,959	8,961,959
55	Unequalized Debt Service Revenue and Levy = (Greater of zero or (51) - (50))	441			3,375,770	7,400,617	7,403,912	7,279,095	7,282,838	7,291,291	6,465,103	5,789,009	5,098,502	5,101,337
56	**General Fund Portion of Revenue (Grandfather Districts *)**														
57	Total General Fund Revenue = (34) - (51) (includes coop levy, if any in line 33)	442			23,105,147	23,864,723	24,228,191	24,602,562	24,988,165	25,385,336	25,794,422	26,215,780	26,649,779	27,096,799
58	General Fund Equalized Revenue = (43) - (52)	443			-	-	-	-	-	-	-	-	-	-
59	Total General Fund Aid = (46) - (53)	444			-	-	-	-	-	-	-	-	-	-
60	General Fund Equalized Levy = (58) * (41)	445			-	-	-	-	-	-	-	-	-	-
61	General Fund Unequalized Levy = (57) - (58)	446			23,105,147	23,864,723	24,228,191	24,602,562	24,988,165	25,385,336	25,794,422	26,215,780	26,649,779	27,096,799
62	Total General Fund Levy = (60) + (61)	447			23,105,147	23,864,723	24,228,191	24,602,562	24,988,165	25,385,336	25,794,422	26,215,780	26,649,779	27,096,799
	Notes: 1. Underlevy on general fund equalized levy results in proportionate reduction in associated aid. 2. Total Debt Service revenue on line 49 must not exceed total LTFM revenue for individual district projects (line 30) for any of the 10 years in the plan. 3. For 1A districts with old Alt Facilities bonding, the amount on line 22 will reduce initial revenue on line 10, less the H & S portion entered on line 14.														
End of Worksheet															

CERTIFICATION OF MINUTES RELATING TO
TEN-YEAR FACILITY PLAN FOR FISCAL YEAR 2028;
NOT TO EXCEED $48,400,000 GENERAL OBLIGATION FACILITIES MAINTENANCE BONDS;
AND NOT TO EXCEED $15,000,000 GENERAL OBLIGATION SCHOOL BUILDING BONDS

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

Governing Body: Board of Education

Kind, date, time and place of meeting: A regular meeting held on July 14, 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:

Excerpt of minutes of the above-described meeting relating to the resolution described below:

RESOLUTION STATING OFFICIAL INTENT TO PROCEED WITH AND AUTHORIZING THE ISSUANCE OF NOT TO EXCEED $48,400,000 GENERAL OBLIGATION FACILITIES MAINTENANCE BONDS AND NOT TO EXCEED $15,000,000 GENERAL OBLIGATION SCHOOL BUILDING BONDS; DECLARING OFFICIAL INTENT TO COMPLY WITH REIMBURSEMENT BOND REGULATIONS UNDER THE INTERNAL REVENUE CODE OF 1986; APPROVING TEN-YEAR FACILITY PLAN FOR FISCAL YEAR 2028; AND AUTHORIZING THE SUPERINTENDENT, EXECUTIVE CHIEF OF FINANCIAL SERVICES OR EXECUTIVE CHIEF OF ADMINISTRATION AND OPERATIONS TO AWARD THE SALE THEREOF AND TO TAKE SUCH ACTION AND EXECUTE ALL DOCUMENTS NECESSARY TO ACCOMPLISH SAID AWARD AND SALE

I, the undersigned, being the duly qualified and acting recording officer of the public corporation issuing the obligations 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 public 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 obligations; 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 in a number sufficient to legally transact business, pursuant to call and notice of such meeting given as required by law.

WITNESS my hand officially as such recording officer this 14th day of July, 2026.

_____
School District Clerk

EXCERPT OF MINUTES

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

RESOLUTION STATING OFFICIAL INTENT TO PROCEED WITH AND AUTHORIZING THE ISSUANCE OF NOT TO EXCEED $48,400,000 GENERAL OBLIGATION FACILITIES MAINTENANCE BONDS AND NOT TO EXCEED $15,000,000 GENERAL OBLIGATION SCHOOL BUILDING BONDS; DECLARING OFFICIAL INTENT TO COMPLY WITH REIMBURSEMENT BOND REGULATIONS UNDER THE INTERNAL REVENUE CODE OF 1986; APPROVING TEN-YEAR FACILITY PLAN FOR FISCAL YEAR 2028; AND AUTHORIZING THE SUPERINTENDENT, EXECUTIVE CHIEF OF FINANCIAL SERVICES OR EXECUTIVE CHIEF OF ADMINISTRATION AND OPERATIONS TO AWARD THE SALE THEREOF AND TO TAKE SUCH ACTION AND EXECUTE ALL DOCUMENTS NECESSARY TO ACCOMPLISH SAID AWARD AND SALE

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

SECTION 1. AUTHORIZATION.

A. The District is authorized, pursuant to Minnesota Statutes, Section 123B.595 and Chapter 475 to borrow money by the issuance of its general obligation facilities maintenance bonds. This Board hereby determines that it is necessary and desirable and in the best interest of the District to issue its General Obligation Facilities Maintenance Bonds, in a principal amount not to exceed $48,400,000 (the FM Bonds), the proceeds of which will finance various deferred capital maintenance and health and safety projects at various existing District sites and facilities, as described in the District's ten-year facility plan for Fiscal Year 2028 (the Facility Plan) presented to and hereby approved by this Board, and to fund costs of issuing the FM Bonds (the FM Project). Pursuant to the provisions of Minnesota Statutes, Section 123B.595, Subdivision 5 it is hereby determined that the total amount of District indebtedness as of July 1, 2026, is $693,295,000.

B. The District is authorized, pursuant to Minnesota Statutes, Section 123B.595 and Chapter 475, and pursuant to Laws of Minnesota, 2007, Regular Session, Chapter 146, Article 4, Sections 12 and 13, as amended by Laws of Minnesota, 2013, Chapter 116, Article 6, Section 8, to finance and refinance the acquisition and betterment of school facilities and grounds. This Board hereby determines that it is necessary and desirable and in the best interest of the District to issue its General Obligation School Building Bonds, in a principal amount not to exceed $15,000,000 (the SB Bonds, and together with the FM Bonds, the Bonds). Proceeds of the SB Bonds will be used, together with any funds of the District which might be required, for the purpose of financing the acquisition and betterment of school facilities and grounds and funding costs of issuing the SB Bonds (the SB Project). The FM Project and SB Project are referred to collectively herein as the Projects.

SECTION 2. APPROVAL BY COMMISSIONER OF EDUCATION. The approved Facility Plan will be submitted to the Commissioner as required by Minnesota Statutes, Section 123B.595, Subdivision 5 and such approval will be received prior to the dates on which the Bonds will be issued.

SECTION 3. NOTICE PUBLICATION. The Clerk is authorized and directed to cause notice of the FM Project, the amount of FM Bonds to be issued, and the total amount of the District's indebtedness to be published in a legal newspaper of general circulation in the District.

SECTION 4. SOLICITATION AND AWARD AUTHORIZATION; AWARD PARAMETERS.

A. In order to accomplish the purposes set forth above, the District has retained PMA Securities, LLC, in Albertville, Minnesota (PMA), as its independent municipal advisor with respect to the sale of the Bonds.

B. PMA is hereby authorized to solicit proposals for the Bonds on behalf of the District on a competitive basis without requirement of published notice, in accordance with Minnesota Statutes, Section 475.60, Subdivision 2, paragraph (9). The Superintendent, the Executive Chief of Financial Services and the Executive Chief of Administration and Operations, and each acting individually (each an Authorized Officer), in consultation with and upon the advice of representatives of PMA, are hereby authorized to approve the sale of the Bonds and to execute one or more bond purchase agreements for the Bonds with the purchaser(s) of the Bonds, provided that:

i. the aggregate principal amount of the FM Bonds shall not exceed $48,400,000 and the true interest cost thereof shall not exceed 5.50%
ii. the aggregate principal amount of the SB Bonds shall not exceed $15,000,000 and the true interest cost thereof shall not exceed 5.50%.

C. Notwithstanding the foregoing provisions of this Section 4, the adoption of this resolution alone shall not be deemed to establish any obligation on the part of the District to approve the sale of the Bonds or to cause the Bonds to be issued.

SECTION 5. SERIES DESIGNATION OF BONDS. The District intends to issue the Bonds in the spring of 2027. The Bonds may be issued separately or combined (including with any other obligations validly authorized to be issued by the District) and shall have a series designation as is deemed appropriate for their respective order of issuance.

SECTION 6. BOARD RATIFICATION. Upon approval of the award and sale of the Bonds by an Authorized Officer and execution of one or more purchase agreements, the Board will take action at a regularly scheduled or special meeting thereafter to adopt one or more approving resolutions prepared by Dorsey & Whitney LLP, counsel the District (Dorsey), among other things, ratifying award and sale of the Bonds, providing for the terms and conditions with respect thereto, and authorizing the execution of additional documents, instruments and

certificates. Notwithstanding the expectation that the Board will ratify the award and sale of the Bonds at a subsequent meeting, execution of any purchase agreement with respect to the Bonds prior to such meeting shall be binding upon the District as of the date of execution and ratification of such action shall not be required.

SECTION 7. OFFICIAL STATEMENTS; LEGAL DOCUMENTS; ADDITIONAL AUTHORITY. PMA, on behalf of the District, and employees and officers of the District, are hereby authorized to prepare and distribute one or more preliminary official statements (whether one or more, the Preliminary Official Statement) related to the Projects, and the sale of the Bonds. Any Authorized Officer, or any duly authorized delegate thereof, shall deem the Preliminary Official Statement substantially final in accordance with applicable federal securities laws. The Authorized Officers, and each individually, are hereby further authorized to review and approve the distribution of any addenda or supplements to the Preliminary Official Statement which are useful or necessary in connection with the marketing and sale of the Bonds. PMA, Dorsey, the Authorized Officers and employees and officers of the District are hereby authorized to take any additional actions, including but not limited to the negotiation and execution of documents or the engagement of other third-parties, as may be useful or necessary in connection with the Projects, or the Bonds.

SECTION 8. STATE CREDIT ENHANCEMENT PROGRAM.

A. 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 provided therein) payment of the principal of and interest on the Bonds when due. The District further covenants to deposit with the Registrar selected for each particular series of Bonds, or any successor paying agent, not less than three days prior to each interest and principal payment date for the Bonds 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 that payment. The Registrar for the Bonds, as the case may be, is authorized and directed to notify the Commissioner if it becomes aware of a potential default in the payment of principal of or interest on the Bonds, or if, on the date two business days prior to the date a payment is due on the Bonds, there are insufficient funds on deposit with the applicable Registrar to make that payment. The Registrar for the Bonds shall be required to 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 Statues, 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 obligations hereby undertaken under the State Payment Law with respect to the Bonds, including any requirements hereafter adopted by the Commissioner or the Commissioner of Management and Budget. The District understands that as

a result of its covenant to be bound by the provisions of the State Payment Law, the provisions of the State Payment Law shall be binding as long as any Bonds remain outstanding.

B. The Authorized Officers, each acting individually, are hereby authorized to prepare or cause to be prepared, and to execute, any applicable Minnesota Department of Education forms related to the State Payment Law in connection with the issuance of the Bonds.

SECTION 9. REIMBURSEMENT.

A. Recitals

i. The Internal Revenue Service has issued Section 1.150-2 of the Income Tax Regulations (the Reimbursement Regulations) dealing with the issuance of tax-exempt obligations all or a portion of the proceeds of which are to be used to reimburse the District for project expenditures made by the District prior to the date of issuance of such obligations.

ii. The Reimbursement Regulations generally require that the District make a declaration of its official intent to reimburse itself for such prior expenditures out of the proceeds of a subsequently issued series of tax-exempt obligations within 60 days after payment of the expenditures, that such obligations be issued and the reimbursement allocation be made from the proceeds of such obligations within the reimbursement period (as defined in the Reimbursement Regulations) and that the expenditures reimbursed be capital expenditures or costs of issuance of the obligations.

iii. The District desires to comply with requirements of the Reimbursement Regulations with respect to the Projects and the Bonds.

B. Official Intent Declaration

i. The District proposes to undertake the FM Project, to make original expenditures with respect thereto prior to the issuance of the FM Bonds, and reasonably expects to issue the FM Bonds to finance such FM Project in the maximum principal amount of $48,400,000.

ii. The District proposes to undertake the SB Project, to make original expenditures with respect thereto prior to the issuance of the SB Bonds, and reasonably expects to issue the SB Bonds to finance such SB Project in the maximum principal amount of $15,000,000.

iii. Other than (i) de minimis amounts permitted to be reimbursed pursuant to Section 1.150-2(f)(1) of the Reimbursement Regulations or (ii) expenditures constituting preliminary expenditures as defined in Section 1.150-2(f)(2) of the Reimbursement Regulations, the District will not seek reimbursement for any original expenditures with respect to the Projects paid more than 60 days prior to the date of adoption of this resolution.

iv. All original expenditures for which reimbursement is sought will be capital expenditures or costs of issuance of the Bonds issued to finance the Projects.

v. The Bonds will reimburse the District for such original expenditures from the proceeds of such obligations as permitted by law.

C. As of the date hereof, there are no District funds reserved, pledged, allocated on a long term basis or otherwise set aside (or reasonably expected to be reserved, pledged, allocated on a long term basis or otherwise set aside) to provide permanent financing for the original expenditures to be financed by the issuance of the Bonds. Consequently, it is not expected that the issuance of the Bonds will result in the creation of any replacement proceeds.

D. The District's Executive Chief of Financial Services or his or her designee shall be responsible for making the "reimbursement allocations" described in the Reimbursement Regulations, being generally the transfer of the appropriate amount of proceeds of the Bonds or the to reimburse the source of temporary financing used by the District to make payment of the original expenditures relating to the applicable Projects. Each reimbursement allocation shall be made not later than (i) 18 months after the date of the original expenditure or (ii) 18 months after the date the applicable project is placed in service or abandoned (but in no event later than three years after the original expenditure is paid) and shall be evidenced by an entry on the official books and records of the District maintained for the Bonds issued to finance the Projects and shall specifically identify the original expenditures being reimbursed.

SECTION 10. EXPIRATION OF AUTHORITY. If the Authorized Officers have not approved the sales of the Bonds and executed the related purchase agreements by December 31, 2027, this resolution shall expire.

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.

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

Saint Paul Public Schools

MCA Progress

July 14, 2026

Purpose

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

- 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.

Reporting parameters:

- Measure: Minnesota Comprehensive Assessment (MCA) Reading & Math
- Metric: The percentage of students proficient

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About the Data

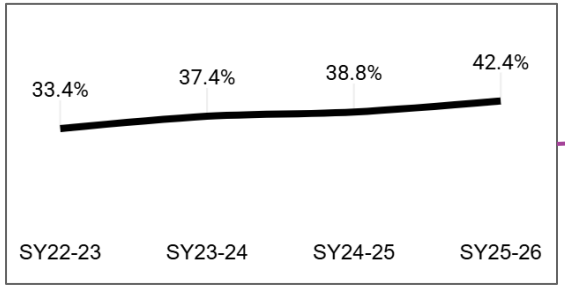
- **FastBridge earlyReading and aReading** - Source: SPPS
  - Districtwide literacy universal screener and formative assessment
  - earlyReading (K-1st grade)
  - aReading (2-10th grade)
- **Houghton Mifflin Harcourt (HMH)** - Source: SPPS
  - Districtwide math universal screener and formative assessment for grades K-5
- **Savvas** - Source: SPPS
  - Districtwide math universal screener and formative assessment for grades 6-8
- **Pass rate** - Source: SPPS
  - Math course grades; general, honors, advanced, combined and International Baccalaureate (IB) courses are included

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Reading: Percent of Students On Track Trend

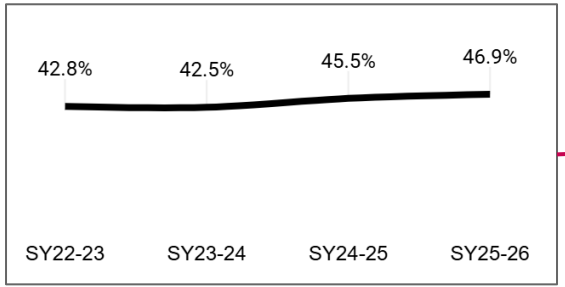
	early Reading K-1	aReading 2-10
SY22-23	33.4%	42.8%
SY23-24	37.4%	42.5%
SY24-25	38.8%	45.5%
SY25-26	42.4%	46.9%

earlyReading



The percentage of K-1st grade students on-track at the end of the year has increased 9 pct. points since 2023

aReading

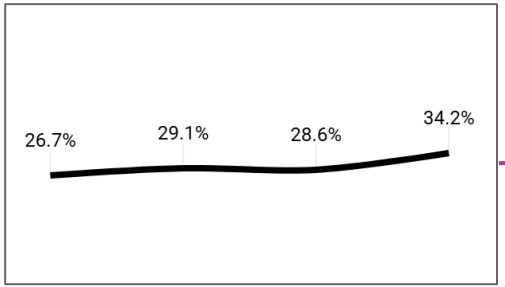


The percentage of 2-10th grade students on-track at the end of the year has increased 4.1 pct. points since 2023

Reading: Percent of EL Students On Track Trend

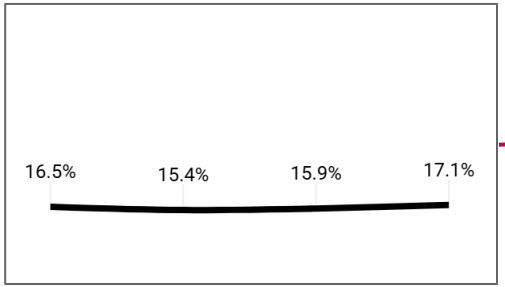
	early Reading	aReading 2-10
SY22-23	26.7%	16.5%
SY23-24	29.1%	15.4%
SY24-25	28.6%	15.9%
SY25-26	34.2%	17.1%

earlyReading



The percentage of K-1st grade EL students on-track at the end of the year has increased 7.5 pct. points since 2023

aReading



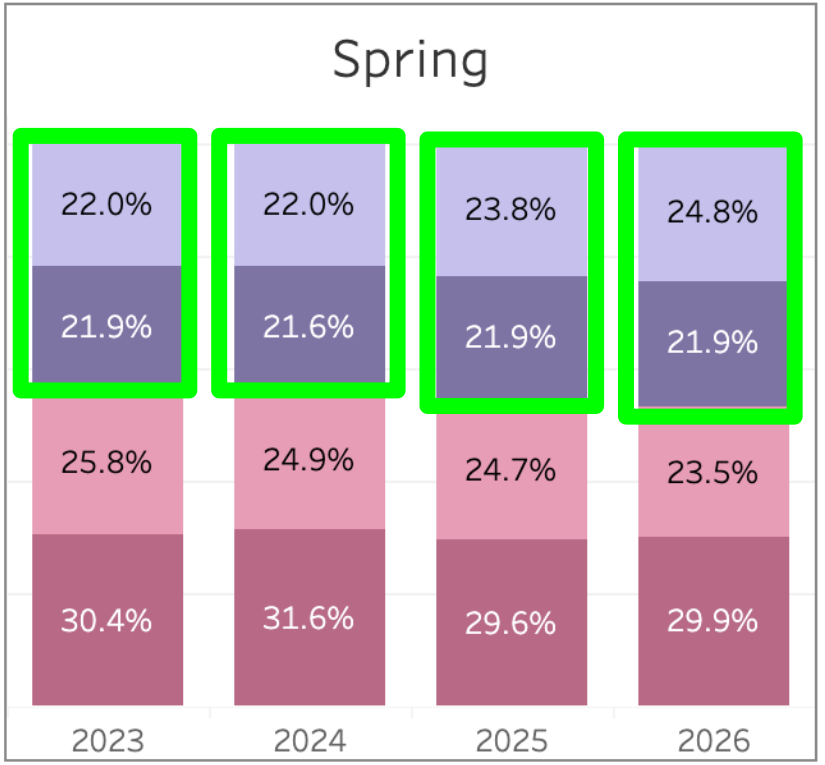
The percentage of 2-10th grade EL students on-track at the end of the year is flat

Percentage of Students On Track-Grades 3-8,10

The percentage of students in **MCA tested grades** on track at the end of 2025-26 continues to increase:

2022-23: 43.9% on track
2023-24: 43.6% on track
2024-25: 45.7% on track
2025-26: 46.7% on track

Less than half of students in **MCA tested grades** are on track

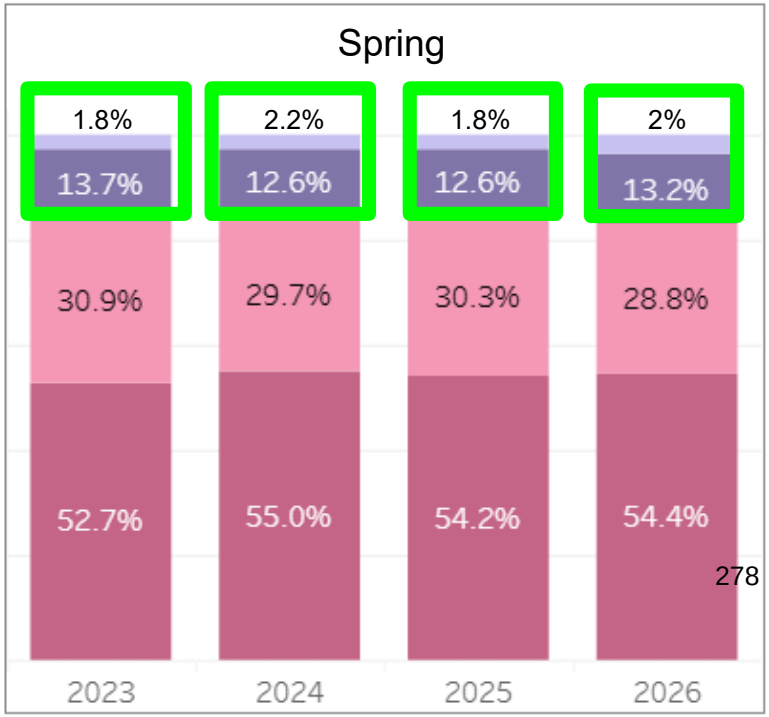


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Percentage of Students Learning English as 2nd Language(EL) On Track, Grades 3-8,10

The percentage of students learning English as a second language (EL) on track at the end of the year is increasing slightly:

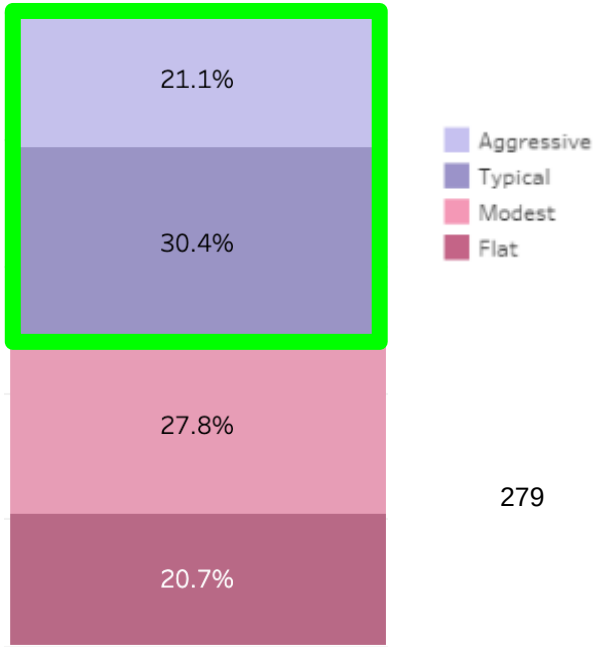
- 2022-23: 15.5% on track
- 2023-24: 14.8% on track
- 2024-25: 14.4% on track
- 2025-26: 15.2% on track



Reading: Percentage of 3-8, 10th Grade Students Achieving Typical/Aggressive Growth

The percentage of students in MCA tested grades achieving typical/aggressive growth remains in the low to mid 50's

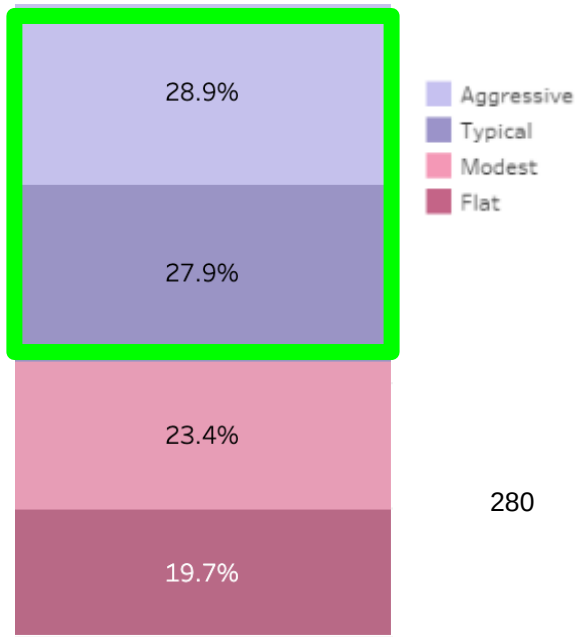
- 2022-23: 55.9% typical/aggressive growth
- 2023-24: 51.4% typical/aggressive growth
- 2024-25: 54.2% typical/aggressive growth
- 2025-26: 51.5 % typical/aggressive growth



Reading: Percentage of 3-8, 10th grade Students Learning English as a Second Language (EL) Achieving Typical/Aggressive Growth

The percentage of students in MCA tested grades achieving typical/aggressive growth trends in the upper 50's

- 2022-23: 60.6% typical/aggressive growth
- 2023-24: 57.0% typical/aggressive growth
- 2024-25: 59.8% typical/aggressive growth
- 2025-26: 56.8% typical/aggressive growth

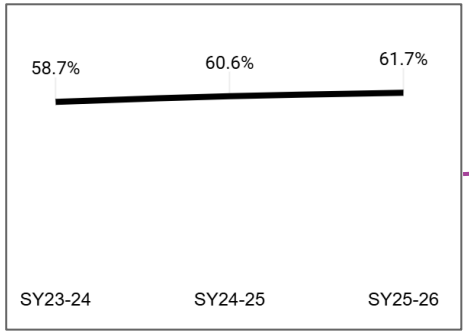


Nearly 60% of EL students are achieving typical and aggressive growth, or 6 out of 10 students

Math: Percentage of K-5 Students On Track Trend

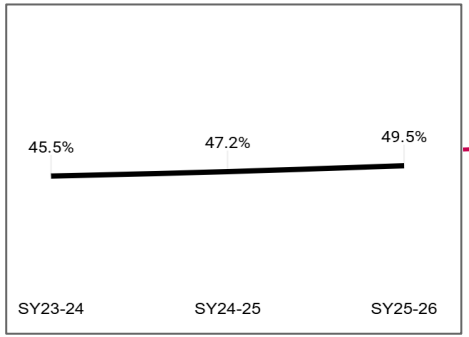
	All Students	EL
SY23-24	58.7%	45.5%
SY24-25	60.6%	47.2%
SY25-26	61.7%	49.5%

Math - All Students



The percentage of **K-5** students on track in math continues to increase, 6 out of 10 students are on track

Math - EL



The percentage of **K-5** EL students on track in math continues to increase, although the percentage continues to lag

Math: Percentage of 6-8 Students Meeting and Exceeding Grade Level

	All Students	EL
SY24-25	37.2%	15.6%
SY25-26	38.5%	16.4%

After two years, the percentages of 6-8th students meeting/ exceeding grade level in math is relatively unchanged

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Highlights and Opportunities

Highlights

- All grade bands are trending up in reading proficiency spring over spring, **up 4.1 percentage points** from 2023
- K-1 reading is **up 9 percentage points** since 2023
- For the past four years, the percentage of EL students achieving typical and aggressive growth has out performed the district, **56.8% compared to 51.5%**
- K-5 students are trending up in math proficiency, **more than 6 out of 10 students on track**

Opportunities

- EL proficiency continues to lag behind the district average in both reading and math
- Reading growth rates need to improve at all levels in order for overall proficiency rates to improve; too many students are not making adequate growth
- Middle school math proficiency is improving, yet low

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2024-25 MCA Results-Revisited

- Of the students taking the reading MCA/MTAS:
  - **35%** were proficient, a one percentage point increase from 2023-24
  - **5%** points away from the goal

- Of students learning English as a second language:
  - **8%** were proficient, the same as in 2023-24
  - **7%** points away from the goal

- Of the students taking the math MCA/MTAS:
  - **27%** were proficient, a one percentage point increase from 2023-24
  - **4%** points away from the goal

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Minnesota Comprehensive Assessment Results Release Timeline*

July 2	ACCESS, math, science embargoed final student results
July 24	Math embargoed final school, district, and state summary results
Aug 18	Reading* embargoed final student results
Sept 18	Reading* embargoed final school, district, and state summary results
Sept 28	Embargoed statewide summary results
Sept 29	Embargoed results to media
Sept 30	Public release
Nov	Updated proficiency leveled-ACCESS results

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**Selected results timeline. Reading is a new test*

Questions?

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Inclusion

Instruction

Infrastructure

SPPS ★ 2033







Saint Paul Public Schools Draft Strategic Plan 2026–2033

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Introduction

Saint Paul Public Schools (SPPS) has designed and is planning to roll out its new strategic plan, SPPS 2033. SPPS 2033 will provide guidance and direction on priorities, investments and focus areas for the next seven years. This report presents details of the plan, including the process, roles and responsibilities, and plans for monitoring and reporting.

100-Day Report, 10 Key Topics & Three Priority Areas

Preparation for SPPS 2033 began in October 2025 with the presentation of Superintendent Dr. Stacie Stanley's 100-Day Report. The report was based on her first months in the district, during which she spoke with hundreds of stakeholders about their experiences and perceptions. The findings in the report were organized into 10 key areas of opportunity:

1. Achievement Gap Reduction & Academic Acceleration
2. Literacy Consistency (PreK-12 Framework)
3. Continuous Improvement Structure
4. Discipline and Belonging
5. Family Communication & Language Access
6. Special Education Programming Enhancement
7. Staff Recruitment & Retention
8. Analysis of Resource Allocation Models
9. Facilities Portfolio Analysis
10. Marketing & Enrollment Recovery

In synthesizing qualitative community feedback into clear "areas of growth," the report ensured that subsequent strategic planning would not be an abstract administrative exercise, but a direct response to the lived experiences of the St. Paul community. The internal project team organized the 10 key topics into three priority areas: Excellence in Instruction, Deliberate Inclusion and Sustainable Infrastructure. These areas provide the guidance for the plan's focus.

Draft Strategic Plan

Priority Area 1: Excellence in Instruction

Core Vision: Every student receives high-quality, data-informed and culturally responsive instruction that accelerates their growth and eliminates predictable achievement gaps.

Key Topic	High-Level Strategy Statement	Strategy Actions
Achievement Gap Reduction & Academic Acceleration	Establish clear, consistent, high-quality, data-informed and culturally responsive classroom instruction grounded in a shared vision of effective teaching.	1.1.a. Clarify districtwide approach to Tier 1 instruction grounded in a shared understanding of effective teaching 1.1.b. Transform evaluation and accountability structures 1.1.c. Align professional learning for all educational staff in SPPS
Continuous Improvement	Sustain a culture of continuous improvement where all staff are capable and empowered to immerse students in multiple levels of support, resulting in strong academic and interpersonal success.	1.2.a. Establish a shared understanding of goals for improvement throughout the entire system 1.2.b. Build & communicate an organizing structure that identifies and connects district- and school-based teams in line with the MnMTSS model 1.2.c. District and school leaders facilitate continuous system improvement
Literacy Consistency & Coherence	Prioritize literacy instruction through a districtwide framework that aligns high-quality, data-informed, culturally responsive literacy instruction and provides shared accountability structures.	1.3.a. Establish a coherent, districtwide system by clarifying priorities, standardizing processes, and using consistent walkthrough and accountability structures 1.3.b. Design personalized, equitable professional learning pathways grounded in the PreK-12 literacy framework 1.3.c. Align all instructional and programmatic decisions across all grade levels

Priority Area 2: Deliberate Inclusion

Core Vision: All schools and departments create an environment where every student, staff and family member experiences dignity, connection and comprehensive support.

Key Topic	High-Level Strategy Statement	Strategy Actions
Discipline & Belonging	Foster school and district culture and climate through high expectations and authentic relationships that deeply honor the dignity of every student, family and staff member.	2.1.a. Standardize effective systems that eliminate disproportionate exclusionary practices for students 2.1.b. Develop upper elementary and secondary students as leaders using student perspectives and fostering civic agency 2.1.c. Establish authentic experiences that develop individual and group parent/ guardian leadership with a shared commitment to SPPS
Family Communication & Language Access Standards	Strengthen families' connection to and trust in SPPS through districtwide, culturally responsive communication approaches that ensure information is clear, consistent and accessible.	2.2.a. Establish a culture of clear written and oral communication grounded in families and schools working together for student success 2.2.b. Ensure equitable access to information and services for families regardless of language proficiency or disability 2.2.c. Implement consistent family communication standards and practices across all schools and departments
Special Education Programming Enhancement	Provide an educational community of holistic support where the least restrictive environment is an affirming space where every student feels they truly belong.	2.3.a. Incorporate Universal Design for Learning in Tier 1 instruction 2.3.b Align schedules with students' specialized service needs that support inclusion 2.3.c. Create a consistent districtwide, holistic review process to strengthen special education identification, referral, evaluation, placement, IEP development, service delivery and discipline practices
Staff Retention & Recruitment	Build and retain a diverse, thriving workforce that mirrors our student population, and cultivate an equitable and culturally proficient district culture that reflects the district's commitment to belonging and dignity.	2.4.a. Create a shared understanding and expectation of belonging, dignity and equity that includes the Tools of Cultural Proficiency 2.4.b. Provide onboarding for all staff that ensures the tenets of Policy 419 are active and present at every level of the organization 2.4.c. Streamline hiring practices by integrating core equity standards into every stage of the talent lifecycle 2.4.d. Develop and expand career pathways and growth opportunities for students, staff and community members that directly address high-need areas and the goal of increasing culturally competent staff from diverse backgrounds

Priority Area 3: Sustainable Infrastructure

Core Vision: Commitment to purposeful allocation of resources to ensure programs and facilities are positioned to meet the needs of current and future students, families and staff.

Key Topic	High-Level Strategy Statement	Strategy Actions
Marketing & Enrollment Recovery	Elevate the district's brand and reputation to establish Saint Paul Public Schools as the trusted and premier educational destination for every St. Paul family.	3.1.a. Establish a strong district brand identity that clearly articulates why SPPS is the district of choice for St. Paul families 3.1.b. Develop a districtwide marketing plan that outlines what distinguishes SPPS, incorporates the voices of students, families, staff and community members, defines who we serve and what we will deliver
Facilities Portfolio Analysis	Create a sustainable district footprint that invests our resources directly into students' futures and maximizes the use of district facilities.	This will be the final approved plan from the facilities portfolio analysis
Analysis of Current Resource Allocation Models	Build a culture of continuous fiscal improvement where the allocation of resources is examined and adjusted to meet the needs of our students.	3.3.a. Conduct an internal audit to improve current financial policies, procedures, and responsibilities 3.3.b. Provide financial training (norms & fluency) for staff who manage budgets and/or allocate district resources

Roles & Responsibilities

SPPS 2033 was created through the work of several interdependent teams.

The Project Team

In November 2025, an internal project team was established. The team was composed of SPPS district leaders representing Communications, Operations, Innovation, Research and Strategy. The responsibility of this team was to design and manage the planning process, including managing the timeline and ensuring that every moving part of the plan remained aligned with the Superintendent's vision and resulted in a coherent, manageable final product. This team completed its responsibility with the guidance of the Superintendent. The internal project team immediately began the work of synthesizing previous reports and literature, developing a high-level structure for the process. Also done very early was establishing core guiding principles including the umbrella lens of equity and dignity. The 10 key topic areas from the 100-Day Report were organized into three priority areas: Excellence in Instruction, Deliberate Inclusion and Sustainable Infrastructure.

Advisory Taskforce

In alignment with the Superintendent's 100-day report and her November 2025 strategic plan development design overview, a group of 32 members, including SPPS students, parents and staff and business/community partners served on the Strategic Plan Advisory Taskforce in an advisory role. The taskforce informed the strategic planning process and provided input to

district leadership. Members reviewed and analyzed community input, examined data on student outcomes and district needs, discussed strategic priorities and tradeoffs, and advised on goals, objectives and success metrics. The taskforce ensured diverse perspectives from students, families, staff and community partners informed the development of the district's strategic direction for 2026-2033.

To emphasize equity, the district utilized a blind selection process for the taskforce. Applicants' identities were hidden during the review of their written responses, ensuring that the final members—selected only later for demographic representation—were chosen based on the merit of their ideas and their commitment to the SPPS mission. The selection process was designed to ensure that the taskforce was not merely "diverse" in name but inclusive in power, specifically lifting up voices most impacted by district policies. This approach follows the philosophy of D. Richler: "Inclusion is not a strategy to help people fit into the systems and structures which exist in our societies. It is about transforming those systems and structures to make it better for everyone."

The Strategic Plan Advisory Taskforce held seven primary meetings between February and May 2026 to guide the district's seven-year strategic direction. During that time, they did the following:

- Completed stakeholder analysis
- Defined a strategic challenge as a "complex, system-level issue" that reflects inequities or misalignments across the organization and cannot be solved by isolated actions
- Identified "minimum specifications": non-negotiable priorities that must be met for the plan to be considered successful
- Articulated visions of seven-year success
- Served as consultants to the Strategy Formation Action Teams. The primary goals were to help participants identify key system-level challenges and use diverse perspectives to reflect on the strategies being developed
- Reviewed final proposals

Strategy Formation Action Teams

Sixty-one SPPS staff members organized into nine teams, one for each key topic area, except the Facilities Portfolio Analysis, which has its own project team and taskforce. Each team was composed of staff members across the district with expertise in their topic area. The teams were co-led by individuals selected by the project team and approved by the Superintendent. The teams worked together on an expedited timeline between March and May 2026. During that time, each team:

- Participated in three hours of orientation
- Participated in a full day of cultural proficiency training with Dr. Frannie Becquer
- Reviewed the 100-Day Report, S.O.A.R. analysis and engagement summary
- Conducted research in the field of their topic
- Drafted a proposal to address the key topic, including a challenge statement, research summary, objective, strategies, SMART goals, implementation plan, feasibility and resources
- Presented to student groups and the Advisory Taskforce

Senior Executive Leadership Team (SELT)

The eight-member SPPS Senior Executive Leadership Team (SELT) provided feedback, collaborated throughout the process and crafted the structure of the final plan. This group will also play a critical role in operationalizing the final plan into actions.

Community Engagement

Advisory Taskforce

A 32--member group was convened, consisting of students, parents, community partners, district staff and Board of Education members. This group met seven times for 3.5-hour sessions to ground the plan in community experience and review draft proposals.

Accordion Model

The strategic planning process utilized a multifaceted engagement approach designed to ensure that the final plan was shaped by a wide range of perspectives, including students, families, staff and community partners. The accordion model has two phases:

1. **Expansion Phase:** Broad outreach to gather diverse perspectives through virtual meetings, districtwide surveys and large-scale leadership sessions.
2. **Compression Phase:** Collected data was synthesized by the project team and the Advisory Taskforce and/or Strategy Formation Action Teams to create, shape and revise their work.

Expansion #1

Engagement was tailored to different groups to ensure authentic participation and meaningful feedback loops.

Virtual Community Meetings (February 2026)

Six sessions were held to present priority areas and gather initial input on community concerns.

Leadership Engagement (February-March 2026)

180 SPPS leaders (principals, directors, assistant superintendents, etc.) were consulted. They, in turn, facilitated their own community-based focus groups, reaching over 1,400 individuals.

In-Person Community Meetings (February-March 2026)

115 participants reviewed draft strategy proposals to assess their feasibility and value.

Expansion #2

Community Survey (March 2026)

Nearly 900 students, families and staff provided feedback on key topics, emphasizing that education is most effective when children feel seen, heard and valued.

Expansion #3

Student Convening (May 2026)

51 high school students from across the district were brought together to provide feedback on strategy proposals using a modified consultancy protocol.

In-Person Community Meetings (May 2026)

Over 100 participants reviewed draft strategy proposals to assess their feasibility and value.

Engagement Summary

Expansion	Method	Participants	Attendees	Summary of Findings
1	Community Meeting	Families Staff Community members	1,973	SPPS has worked on all the key topics, but the results aren't widely visible or understood. Additionally, stakeholders have substantially different views on what the strategic challenges are.
	Leadership-facilitated	Families Staff Students Community members		
2	Survey	9-12th grade students Families Staff	879	All groups agree on a core principle: education is most effective when children feel seen, heard and valued. Across the board, stakeholders emphasized the need for an environment that respects student dignity, intelligence and individual needs.
3	Community Meeting	Families Staff Community members	115	We've identified the right strategic challenges, and most of our proposed strategies were well-received. However, participants raised serious questions about how practical they are, how quickly we can implement them, and who will be held accountable.
	Student Convening	9-12th grade students	51	While students generally liked the strategies, particularly discipline and belonging, they had substantial concerns about consistency. They noticed that the ideas aren't applied the same way from school to school—or even by different staff within the same building.

Appendix

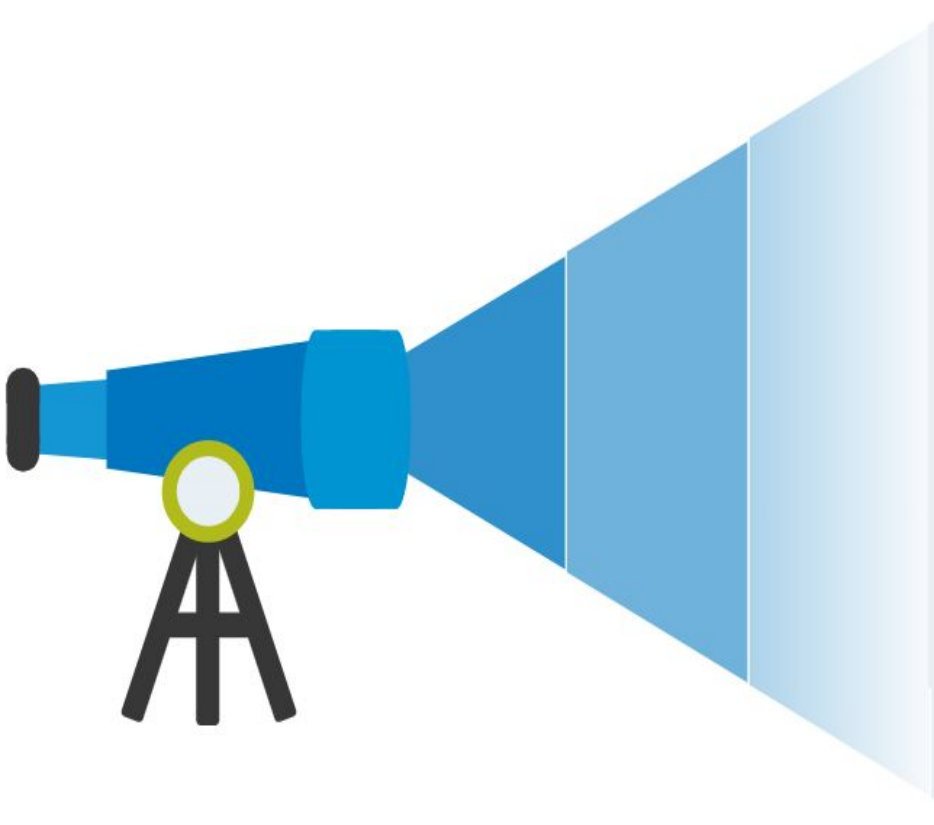
- 100-Day Report
- Advisory Taskforce Report
- Community Engagement Report



SPPS 2033 Strategic Plan

Board of Education
July 14, 2026

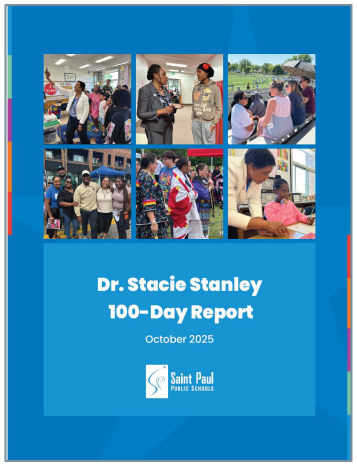
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- Background
- Engagement
- Collaborative teams
- Process
- Plan components
- Implementation
- Monitoring and Reporting

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Key Topics & Priority Areas



Excellence in Instruction

Every student receives high-quality, data-informed and culturally responsive instruction that accelerates their growth and eliminates predictable achievement gaps.

- Achievement Gap Reduction & Academic Acceleration
- Continuous Improvement Infrastructure
- Literacy Consistency & Coherence

Deliberate Inclusion

All schools and departments create an environment where every student, staff and family member experiences dignity, connection and comprehensive support.

- Discipline & Belonging Review
- Family Communication & Language Access Standards
- Special Education Programming Enhancement
- Staff Retention & Recruitment

Sustainable Infrastructure

Commitment to purposeful allocation of resources to ensure programs and facilities are positioned to meet the needs of current and future students, families and staff.

- Analysis of Current Resource Allocation Models
- Facilities Portfolio Analysis
- Marketing & Enrollment Recovery

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For more background on how these topics were chosen, please see **Dr. Stanley's 100-Day Report**.



Engagement

Community Engagement Model

- The Accordion Principle
- Extensive and expansive: **3,016 community members engaged**
  - Virtual & in-person
  - Multi-language support
- Multiple perspectives
  - Students
  - Families
  - Staff
  - Community
- Advisory Taskforce

EXPAND

to listen widely



COMPRESS

to analyze deeply, expand to share and gather more feedback

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For more detail on process model design, please see Dr. Stanley's November 2025 report to the school board

Expansion #1

TYPE OF ENGAGEMENT
Community meetings

DATES
February-March 2026

FACILITATED BY
School & district leaders

1,973 Total community members engaged in this phase

What taskforce members heard:

> SPPS has worked on all the key topics, but the results aren't widely visible or understood.

> Additionally, stakeholders have substantially different views on what the strategic challenges are.

300

Expansion #2

TYPE OF ENGAGEMENT
Online Survey

DATES
March 2026

879 Total community members engaged in this phase

What taskforce members heard

> Survey results from high school students, parents and staff all agreed on a core principle: education is most effective when children feel seen, heard and valued.

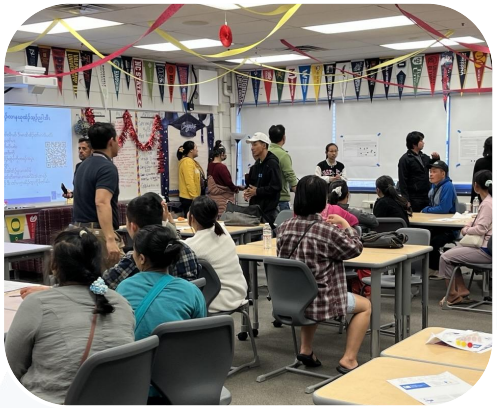
> Across the board, stakeholders emphasized the need for an environment that respects student dignity, intelligence, and individual needs.

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Expansion #3

TYPE OF ENGAGEMENT
Community meeting by language group

DATES
May 2026



115 Total community members engaged in this phase

What taskforce members heard

> Overall, the feedback was positive. Attendees were especially interested in the strategies focused on discipline & belonging and family & language access.

> We've identified the right strategic challenges, and most of our proposed strategies were well-received.

> Attendees raised serious questions about how practical strategies are, how quickly we can implement them, and who will be held accountable. 302

Student Convening

PURPOSE

to receive feedback from students on decisions that directly impact their education

DATES

May 5-6, 2026

51 SPPS high school students (9-12) participated



What project managers heard

> While students generally liked the strategies, particularly discipline and belonging, they had substantial concerns about consistency. They noticed that the ideas aren't being applied the same way from school to school—or even by different staff within the same building.





Collaborative Teams

Core Project Team

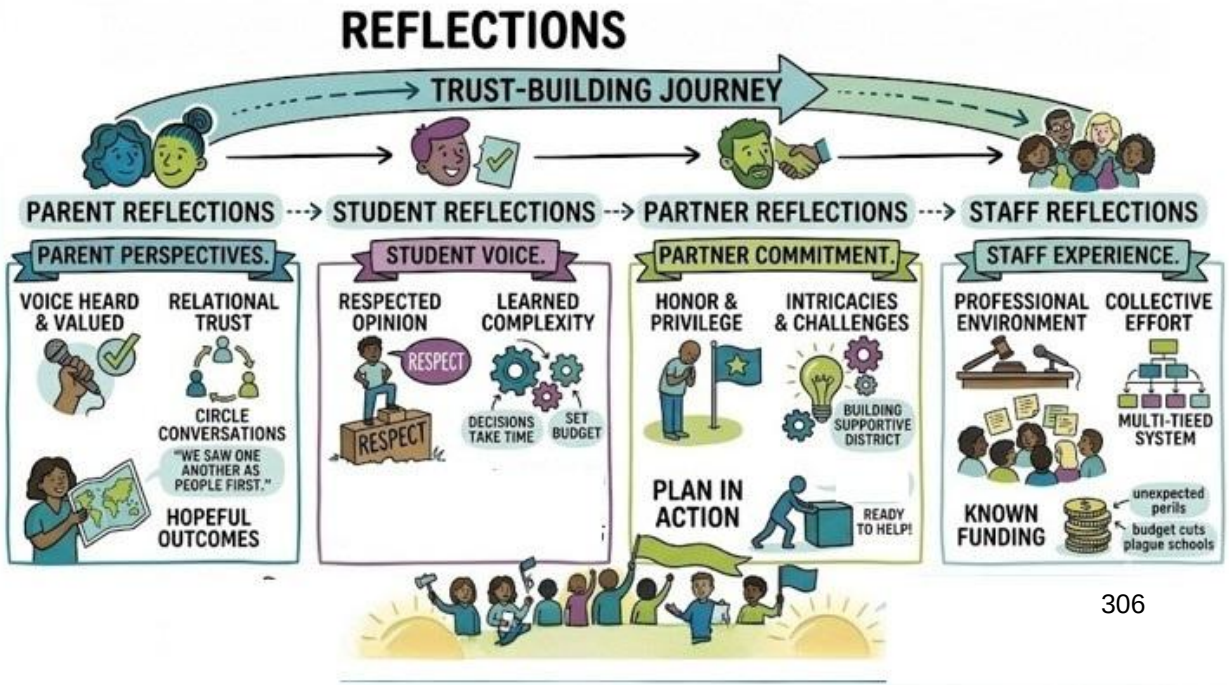
- Created and monitored overall project timeline and activities
- Coordinated engagement activities
- Organized logistics
- Created and shared internal and external communication



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Advisory Taskforce

- 32 members
- Provided guidance for planning and revising strategies
- Determined challenges for each key topic area
- Consultancy with Strategy Formation Action Teams
- Explored vision of success
- Identified criteria for reporting



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Strategy Formation Action Teams

- Nine teams, ranging between 4-10 members
- 61 participants
- Participated in Tools of Cultural Proficiency foundational training
- Developed a slate of strategies



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May 7 Taskforce-Action Team Consultancy

Purpose:

- Internal consistency check that the perspectives and experiences of the advisory taskforce was grounding and embedded in the creation of the plan
- To receive feedback from a community perspective on decisions that directly impact them

What we heard:

- Overall, advisory taskforce members expressed agreement that their work was represented in the challenges and draft strategies.
- Taskforce members emphasized that we must stay focused on effective implementation and accountability. At the same time, we must manage our budget responsibly and ensure every single student, school and program gets the academic support they need.







Process

- Finalize strategies
- Engagement
- Draft strategies
- Engagement
- Strategy formation action teams
- Engagement
- Advisory Task Force selection
- 100-Day Report





Plan Components

Key Topics & Priority Areas

Excellence in Instruction

Every student receives high-quality, data-informed and culturally responsive instruction that accelerates their growth and eliminates predictable achievement gaps.

- Achievement Gap Reduction & Academic Acceleration
- Continuous Improvement Infrastructure
- Literacy Consistency & Coherence

Deliberate Inclusion

All schools and departments create an environment where every student, staff and family member experiences dignity, connection and comprehensive support.

- Discipline & Belonging Review
- Family Communication & Language Access Standards
- Special Education Programming Enhancement
- Staff Retention & Recruitment

Sustainable Infrastructure

Commitment to purposeful allocation of resources to ensure programs and facilities are positioned to meet the needs of current and future students, families and staff.

- Analysis of Current Resource Allocation Models
- Facilities Portfolio Analysis
- Marketing & Enrollment Recovery

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Excellence in Instruction

Every student receives high-quality, data-informed and culturally responsive instruction that accelerates their growth and eliminates predictable achievement gaps.

Achievement Gap Reduction & Academic Acceleration

Establish clear, consistent, high-quality, data-informed and culturally responsive classroom instruction grounded in a shared vision of effective teaching.

Continuous Improvement

Sustain a culture of continuous improvement where all staff are capable and empowered to immerse students in multiple levels of support, resulting in strong academic and interpersonal success.

Literacy Consistency & Coherence

Prioritize literacy instruction through a districtwide framework that aligns high-quality, data-informed, culturally responsive literacy instruction and provides shared accountability structures.

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Achievement Gap Reduction & Academic Acceleration

Strategy How will we meet the challenge?	Establish clear, consistent, high-quality, data-informed and culturally responsive classroom instruction grounded in a shared vision of effective teaching.
Execution What actions will we implement?	1.1.a. Clarify districtwide approach to Tier 1 instruction grounded in a shared understanding of effective teaching 1.1.b. Transform evaluation and accountability structures 1.1.c. Align professional learning for all educational staff in SPPS

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Continuous Improvement

Strategy How will we meet the challenge?	Sustain a culture of continuous improvement where all staff are capable and empowered to immerse students in multiple levels of support, resulting in strong academic and interpersonal success.
Execution What actions will we implement?	1.2.a. Establish a shared understanding of goals for improvement throughout the entire system 1.2.b. Build & communicate an organizing structure that identifies and connects district- and school-based teams in line with the MnMTSS model 1.2.c. District and school leaders facilitate continuous system improvement 314

Literacy Consistency & Coherence

Strategy How will we meet the challenge?	Prioritize literacy instruction through a districtwide framework that aligns high-quality, data-informed, culturally responsive literacy instruction and provides shared accountability structures.
Execution What actions will we implement?	1.3.a. Establish a coherent, districtwide system by clarifying priorities, standardizing processes, and using consistent walkthrough and accountability structures 1.3.b. Design personalized, equitable professional learning pathways grounded in the PreK-12 literacy framework 1.3.c. Align all instructional and programmatic decisions across all grade levels

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Deliberate Inclusion

All schools and departments create an environment where every student, staff and family member experiences dignity, connection and comprehensive support.

Discipline & Belonging

Foster school and district culture and climate through high expectations and authentic relationships that deeply honor the dignity of every student, family and staff member.

Family Communication & Language Access Standards

Strengthen families' connection to and trust in SPPS through districtwide, culturally responsive communication approaches that ensure information is clear, consistent and accessible.

Special Education Programming Enhancement

Provide an educational community of holistic support where the least restrictive environment is an affirming space where every student feels they truly belong.

Staff Retention & Recruitment

Build and retain a diverse, thriving workforce that mirrors our student population, and cultivate an equitable and culturally proficient district culture that reflects the district's commitment to belonging and dignity.

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Discipline & Belonging

Strategy How will we meet the challenge?	Foster school and district culture and climate through high expectations and authentic relationships that deeply honor the dignity of every student, family and staff member.
Execution What actions will we implement?	2.1.a. Standardize effective systems that eliminate disproportionate exclusionary practices for students 2.1.b. Develop upper elementary and secondary students as leaders using student perspectives and fostering civic agency 2.1.c. Establish authentic experiences that develop individual and group parent/guardian leadership with a shared commitment to SPPS

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Family Communication & Language Access Standards

Strategy How will we meet the challenge?	Strengthen families' connection to and trust in SPPS through districtwide, culturally responsive communication approaches that ensure information is clear, consistent and accessible.
Execution What actions will we implement?	2.2.a. Establish a culture of clear written and oral communication grounded in families and schools working together for student success 2.2.b. Ensure equitable access to information and services for families regardless of language proficiency or disability 2.2.c. Implement consistent family communication standards and practices across all schools and departments 318

Special Education Programming Enhancement

Strategy How will we meet the challenge?	Provide an educational community of holistic support where the least restrictive environment is an affirming space where every student feels they truly belong.
Execution What actions will we implement?	2.3.a. Incorporate Universal Design for Learning in Tier 1 instruction 2.3.b Align schedules with students' specialized service needs that support inclusion 2.3.c. Create a consistent districtwide, holistic review process to strengthen special education identification, referral, evaluation, placement, IEP development, service delivery and discipline practices

Staff Retention & Recruitment

Strategy How will we meet the challenge?	Build and retain a diverse, thriving workforce that mirrors our student population, and cultivate an equitable and culturally proficient district culture that reflects the district's commitment to belonging and dignity.
Execution What actions will we implement?	2.4.a. Create a shared understanding and expectation of belonging, dignity and equity that includes the Tools of Cultural Proficiency 2.4.b. Provide onboarding for all staff that ensures the tenets of Policy 419 are active and present at every level of the organization 2.4.c. Streamline hiring practices by integrating core equity standards into every stage of the talent lifecycle 2.4.d. Develop and expand career pathways and growth opportunities for students, staff and community members that directly address high-need areas and the goal of increasing culturally competent staff from diverse backgrounds

Sustainable Infrastructure

Commitment to purposeful allocation of resources to ensure programs and facilities are positioned to meet the needs of current and future students, families and staff.

Marketing & Enrollment Recovery

Elevate the district's brand and reputation to establish Saint Paul Public Schools as the trusted and premier educational destination for every St. Paul family.

Facilities Portfolio Analysis

Create a sustainable district footprint that invests our resources directly into students' futures and maximizes the use of district facilities.

Analysis of Current Resource Allocation Models

Build a culture of continuous fiscal improvement where the allocation of resources is examined and adjusted to meet the needs of our students.

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Marketing & Enrollment Recovery

Strategy How will we meet the challenge?	Elevate the district's brand and reputation to establish Saint Paul Public Schools as the trusted and premier educational destination for every St. Paul family.
Execution What actions will we implement?	3.1.a. Establish a strong district brand identity that clearly articulates why SPPS is the district of choice for St. Paul families 3.1.b. Develop a districtwide marketing plan that outlines what distinguishes SPPS, incorporates the voices of students, families, staff and community members, defines who we serve and what we will deliver 322

Facility Equity Assessment & Longitudinal Plan

Strategy How will we meet the challenge?	Create a sustainable district footprint that invests our resources directly into students' futures and maximizes the use of district facilities.
Execution What actions will we implement?	This will be the final approved plan from the facilities portfolio analysis

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Analysis of Current Resource Allocation Models

Strategy How will we meet the challenge?	Build a culture of continuous fiscal improvement where the allocation of resources is examined and adjusted to meet the needs of our students.
Execution What actions will we implement?	3.3.a. Conduct an internal audit to improve current financial policies, procedures, and responsibilities 3.3.b. Provide financial training (norms & fluency) for staff who manage budgets and/or allocate district resources

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Implementation

- Begins upon Board approval
- Staggered implementation - not every strategy will be implemented concurrently/immediately
- Supported by project management and program evaluation



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Monitoring and Reporting

- Metrics
  - Implementation - whether planned activities are happening
  - Impact - whether the actions being executed change practice, actions, experience and behaviors
  - Outcome - overall outcomes or long-term student outcomes
- Internal & public-facing dashboards
- Monitoring committee



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Questions?

Meeting Date: 6/30/2026
Review Period: May 2025 - June 2026

Attendees Present: Chair Uriah Ward, Vice Chair Erica Valliant, Clerk Chauntyll Allen, Treasurer Carlo Franco, Director Halla Henderson, Director Yusuf Carrillo, Director Brandon Lowe and Superintendent Dr. Stacie Stanely

Board members and Dr. Stacie Stanley met on Tuesday June 30th, 2026 to conduct an annual review of the Superintendent. During the meeting, Board Members and the Superintendent discussed her performance over the first 13 months of her tenure as superintendent. Included in this narrative is a high level summary of the discussion.

The Saint Paul School Board utilized the Minnesota School Board Association (MSBA) protocol for conducting the review of the Superintendent with some modifications. Some modifications included: modifications of an evaluation rubric to embed specific components of the Board of Education's adopted Board Initiated Goals Governance (BIGG) and other school district specific items.

The superintendent presented her annual goals and supporting artifacts for the 2025-2026 review period. A summary of the goals and board evaluation of each goal is provided below. The narrative of the review is based on the goals presented, provided artifacts and discussion at the closed session meeting with Dr. Stanley. Due to the timing of the Superintendent initial hiring, no formal mid-year review was conducted and no reference of progress from a mid-point review will be made. The referenced goals were focused on key standard areas of Governance Team and School District Finances.

Goal Area: Governance Team

Goal 1: *Lead efforts to support the effectiveness of board decision making.*
Core Standard*: Information Decision Making*

Within the Goal Area of Governance Team, Dr. Stacie Stanley presented 3 goals within this review period to which she was evaluated. These goals intersect with several standards of the adopted rubric. Dr. Stanley presented several artifacts that aided in the evaluation, including a robust 100 day report that included training with the SELT team to ensure that they are trained on a decision making model that is designed to provide the school board with ample information needed to make decisions, in addition to embedding Continuous Department Improvement Plans to guide and monitor the work of each department.

Considering the area of **Information for Decision Making,** the board believes that Dr. Stanley has demonstrated a **mastery** in her ability to provide critical and timely information to the Board of Education that has enhanced decision making ability.
Throughout the year, there have been many challenging items that have emerged that required strong timely decision making that often included board engagement, including Operation Metro Surge. She remains committed to centering the needs of our students even in times of expending political capital. The board is appreciative of Dr. Stanley for ensuring answers to questions and information requests, and believes that many requests have been answered with

a quicker than expected turn around time.

Goal 2: *During the 2025-2026 school year, lead efforts to monitor and implement administrative efforts toward meeting the Board Initiated Goals Governance (BIGG).*
Core Standard: BIGG Goals

Dr. Stanley began her service as Superintendent at a similar time that the Board of Education was creating and adopting our new Board Initialed Goals Governance model. The Superintendent immediately began working to ensure that all goals received ample reporting and details on progress monitoring which included delivery of a schedule of BIGG monitoring presentations that the Board received in August 2025. Additionally, in her first year, the Superintendent launched the Superintendent Advisory Team in the fall of 2025. The purpose of SAAT is to provide the Superintendent with data-informed, mission-driven recommendations on instructional leadership, professional development, and high-impact practices that ensure accelerated student achievement. This year the team focused on literacy, access to college and career gateway courses, graduation rates and behavior referral data. Additionally, during the 2025–2026 school year, the superintendent restructured the executive leadership team, including adding a Senior Executive Officer of Academics, to establish a strict, data-driven focus on student literacy and academic performance. This reorganization successfully streamlined continuous school improvement plans from over 40 pages down to five, while introducing monthly accountability meetings between assistant superintendents and principals to monitor key progress indicators. As a result of these tight administrative expectations and targeted tool tracking, the district achieved a near-perfect 99.8% completion rate for FASTBridge assessments alongside rigorous monitoring of *Science of Reading* curriculum implementation.

Considering the area of **BIGG Goals**, the Board appreciates Dr. Stanley's commitment to achieving the goals set forward by the board, and believes that she has demonstrated a **mastery** in leading efforts to make progress towards and exceed the boards BIGG goals. Examples of BIGG Goals that have already been exceeded include: increasing graduation rates and allocated per pupil funding for arts programming. The board did indicate that more information related to how the district is aligning available resources to BIGG goals would be helpful in future years. The superintendent navigated this new process skillfully, and worked closely with her team to navigate any possible strains that the new governance model may have created.

Goal 3: Oversee efforts to develop a new strategic plan.
Core Standard: Strategic Plan

Following the approval of a proposed plan in November 2025, the administration actively engaged the community through a diverse 33-member task force, public feedback meetings, and 60-member strategy teams. The initiative also integrated feedback from an external researcher and the state department of education's equity division while keeping the school board consistently updated on progress. With the community engagement phase complete, the final steps involve submitting the draft plan for school board review in July followed by official action in August.

Considering the area of **Strategic Plan**, the board believes that Dr. Stanley has been **Highly Effective** in this area. The superintendent has skillfully led an in-house strategic planning process that included a large strategic planning task force and strategy action teams, in addition

to launching a facilities portfolio analysis review task force. The board understands that the strategic plan will be presented to the Board in July, so acknowledge that the plan is nearly complete, and is on schedule to begin implementation in August of 2026. One area that the board would like to see more clearly when the plan is being presented and implemented is how district resources are being allocated or reallocated to best meet the outcome goals of the strategic plan.

Goal Area: School District Finances:

Goal 4: Lead administrative efforts to successfully pass a bond referendum, submit district audit by state required deadline, finalize an FY 27 budget, and establish a process for analyzing the SPPS facilities portfolio for redundancies.

Core Standard*: Budget Development and Maintenance*

Beginning in October, the superintendent collaborated with the executive leadership team to align fall and spring community outreach with board policy, shifting focus in January to address necessary department reductions through weekly budget meetings. To maintain transparency throughout this process, the school board was kept informed via regular email updates, comprehensive reports at official meetings, and a centralized system to ensure all member questions received timely answers. This rigorous administrative oversight ultimately ensured the district met its deadline for budget and audit milestones.Additionally, following the school board's approval of a proposed plan in November 2025, the superintendent launched a comprehensive Facilities Portfolio Analysis process. An external foundation was hired to facilitate the initiative alongside a district planning team, which successfully recruited a 35-member task force composed of students, families, staff, business partners, and board members. Having already met twice in May and June, the task force will continue holding community engagement and feedback meetings throughout the 2026–2027 school year, aiming to present a draft recommendation for board review in June and final action by August 2027.

Related to the core standard of **Budget Development and Maintenance**, the Superintendent has been **Highly Effective** during this review period. The superintendent led a strong budget engagement process in accordance with the Board of Education Budget Policy, which yielded a more transparent process and understanding of the budget - which ultimately led to adopting the first budget without deficit spending in 2 years. The board did note some delays in the ability to move forward with an increased board budget, which should be on target for the coming year. Assessing the longer term financial stability of the district has also been a key priority of the Superintendent, which has been demonstrated during this review period by the initiation of the facilities portfolio analysis task force.

Core Standard*: Financial Controls and Statements*

Dr. Stanley met with the finance department weekly, and our audit firm quarterly to ensure on time completion of the FY25 audit. The audit stayed on track and was submitted by the state deadline. Now that the audit calendar is back on track, on-time audits are to be expected moving forward.

Considering the core standard of **Financial Controls and Statements,** the Superintendent has

been **highly effective** during this review period. The board has appreciated Dr. Stanley's attention to ensure compliance with all financial regulations. She has also increased financial transparency by including additional reports in the board book each Board of Education meeting. During this review period she demonstrated strong attention to detail and ensured regular oversight of the Finance department to ensure an on-time audit for FY25, after 2 previous years of late audits. In FY25 there were fewer weaknesses identified than in FY24, and the board looks forward to continued work towards no material or procedural weaknesses in future years.

Core Standard*: Bond and Levy Campaigns*

To promote the board referendum, the superintendent collaborated weekly with the planning team and actively engaged the public by speaking at 29 community meetings and major summer cultural events. This extensive outreach spanned local business, neighborhood, and cultural organizations, as well as multiple regional news networks and print media outlets, ultimately securing a 60% voter approval rate from residents.

Related to the core standard of **Bond and Levy Campaigns,** Dr. Stanley has demonstrated high level skill and **mastery** during this review period. In her first year as superintendent, Dr. Stanley identified a need for additional revenue in order to minimize the structural gap in our annual budget after 2 years of deficit spending. Dr. Stanley received the direction from the board to move forward with a Ballot Refereundum, and immediately went to work to engage with families and residents to ensure they understood the reasons for the additional need, and also ensured that community members had access to transparent projections of the possible impacts to their tax bill. These efforts ultimately led to over 60% support from the community.

Overall, the Board of Education is pleased with and grateful for Dr. Stacie Stanley's expert leadership and sound stewardship of Saint Paul Public Schools.