

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

August 18, 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**
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**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

**July 14, 2026
5:30 p.m.**

MINUTES

1. CALL TO ORDER

The meeting was called to order at 5:31 p.m. by Uriah Ward, Chair.

2. ROLL CALL

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

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

3. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

The motion was approved by roll call vote:

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

4. RECOGNITIONS

5. PUBLIC COMMENT

- | | |
|------------------------|-----------------------|
| 1. <u>Linnea Sauve</u> | EL Summer School Cuts |
| 2. <u>Terry Ross</u> | Transportation |

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-c: Request for Permission to Submit Multiple Grants to the 3M Foundation's STEM Programming and Literacy Grant Program**
- **5-g: Middle School Athletics Registration Fees**

The motion was seconded by Director Franco.

The motion was approved by roll call vote:

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

7. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of June 23, 2026
- B. Minutes of the Special Meeting of the Board of Education of June 25, 2026
- C. Minutes of the Special Meeting of the Board of Education of June 30, 2026

MOTION: Director Ward moved approval of the Minutes of the Regular Meeting of the Board of Education of June 23, 2026; Minutes of the Special Meeting of the Board of Education of June 25, 2026; and Minutes of the Special Meeting of the Board of Education of June 30, 2026. The motion was seconded by Director Allen.

The motion was approved by roll call vote:

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

8. COMMITTEE REPORTS

9. FUTURE MEETING SCHEDULE

- A. 2027 Schedule of Board of Education Meetings

MOTION: Director Ward moved to approve the below board meeting dates for 2027: Regular Meetings, which are scheduled for 5:30pm in Rooms A and B, unless other 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

Committee of the Board Meetings, which are scheduled for 4:30pm in Conference Room 5A, unless otherwise noted:

- 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

The motion was seconded by Director Franco.

The motion was approved by roll call vote:

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

B. 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

Superintendent Stanley noted that while many view summer as a time to step away and relax, the district currently has 13,000 students participating in continuous summer programming within air-conditioned buildings. These students are engaged in diverse activities such as STEM programs, reading initiatives, and field trips designed to expand their experiences and help eliminate achievement gaps. Additionally, she welcomed Toya Pryor as the new senior executive officer of school leadership and school operations, highlighting her extensive background as a principal, special education supervisor, and most recently, an executive director of culture and climate in Illinois.

Director Valliant welcomed Ms. Pryor. She also noted that her children are enjoying summer programming, including credit recovery, Summer Quest and CDF Freedom Schools.

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-c: Request for Permission to Submit Multiple Grants to the 3M Foundation's STEM Programming and Literacy Grant Program**
- **5-g: Middle School Athletics Registration Fees**

The motion was seconded by Director Carrillo.

The motion was approved by roll call vote:

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

1. Gifts

BF 34752 Acceptance of Donation from Nettie and Friends for PreK Courtyard Renovation

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.

BF 34753 Acceptance of Gift from Jane Skovholt Memorial for a Rainbow Buddy Bench

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.

BF 34754 Acceptance of Gifts that are under \$5,000 for April 1st – June 30th, 2026

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.

2. Grants

BF 34755 Request for Permission to Accept Funds from the Ecolab Foundation for the Annual Teacher Grant Program

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.

BF 34756 Request for Permission to Submit a Grant to the Minnesota Department of Education's Library Services and Technology Act (LSTA) Competitive Literacy Grant Program

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.

3. Contracts

BF 34757 Design Services for Crossroads Roof and Chiller Replacement (Project # 4120-27-01)

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.

BF 34758 Design Services for the Farnsworth Aerospace Lower Major Renovation and Addition Project (Project #1090-25-01) - Correction

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.

BF 34759 Request to Sign the Contract with Achieve Twin Cities

That the Board of Education authorize the Superintendent (designee) to sign the contract between Achieve Twin Cities and Saint Paul Public Schools for FY27.

4. Agreements

BF 34760 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

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.

BF 34761 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

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.

BF 34762 Lease Agreement with Vietnamese Minnesotans Association at The Hubbs Center

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.

BF 34763 Request to Sign Partnerships Agreement with Blazerworks Staffing Agency

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

BF 34764 Request to Sign Partnerships Agreement with Amergis

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

5. Administrative Items

BF 34765 Monthly Operating Authority

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

Human Resources Transactions

BF 34766 Transactions for June 1, 2026 – June 30, 2026

BF 34767 2026 Facilities Radon Testing Results

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.

BF 34768 Approval of Employment Contracts for the Senior Executive Leadership Team Members

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

BF 34769 Internal Fund Transfer (ECFE and Pre-K Screening)

That the Board of Education authorize the Superintendent (designee) to approve the annual yearend 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 prekindergarten screening expenses, to ensure these expenditures are appropriately funded and accounted for in accordance with District financial practices.

BF 34770 Settlement of Dispute

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.

6. Bids

BF 34771 Phase Gate Approval of the Chester Street Bus Garage Concrete Repair (Project # 2200-27-01): Gate #4 – Contract Award

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.

7. Change Orders

ITEMS PULLED FOR SEPARATE CONSIDERATION

Director Franco noted that he will be abstaining from this item due to the reference to his employer.

QUESTIONS/DISCUSSION:

- None

BF 34772 Request for Permission to Submit Multiple Grants to the 3M Foundation's STEM Programming and Literacy Grant Program

MOTION: **Director Ward moved 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. Director Valliant seconded the motion.**

The motion was approved by roll call vote:

Director Lowe	Yes
Director Allen	Yes
Director Carrillo	Yes

Director Franco	Abstain
Director Valliant	Yes
Director Henderson	Yes
Director Ward	Yes

MOTION: Director Ward moved to table item 5-g: Middle School Athletics Registration Fees until the designated expert arrives to help guide the conversation. Director Henderson seconded the motion.

The motion was approved by roll call vote:

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

FURTHER AGENDA ITEMS THAT REQUIRE BOARD ACTION

A. Policy Update

a. THIRD READING: Policy 602.00 - Curriculum, Instruction, and Accountability

During the third reading of Policy 602.00 - Curriculum, Instruction, and Accountability, staff presented proposed policy updates, noting that no changes had been made since the previous reading on June 23rd. The revision adds new "Purpose" and "Statement of Policy" sections to maintain consistency across district policies, alongside updated definitions for curriculum, instruction, and assessment—specifically emphasizing student feedback and progress tracking. Formatting and language updates were made to the standards of accountability, curriculum development, instructional quality, and student learning monitoring, with a heightened focus on stakeholder engagement, the district curriculum advisory committee, and continuous improvement evaluations. Additionally, the policy refines the selection and review process for instructional materials by clearly outlining procedures for professional review, community input, and formal requests for reconsideration.

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

QUESTIONS/DISCUSSION:

- (this discussion was included within Policy 602.01, but the language referenced, was actually included in Policy 602.00)
- Director Valliant noted that while the policy purports to cover all students, the wording on page 124 under instructional quality standards specifically references "pre-kindergarten through grade 12." She questioned whether this language inadvertently excludes other demographics served by the district, such as Early Childhood Family Education (ECFE) participants, adult learners, and students in 18-to-22-year-old programming. Although staff clarified that the intent of the policy was to be all-inclusive, the board discussed whether to list every specific program or simply simplify the text. Ultimately, to ensure complete coverage across all district programming, Director Ward suggested the amendment of section 5 – part 2 to read "provide clear and articulated learning expectations *for all students.*"

BF 34773 THIRD READING: Policy 602.00 - Curriculum, Instruction, and Accountability

- The motion at the meeting incorrectly included the amendment “for all students” within the motion for Policy 602.01 - Inclusive and Equitable Education, but that language actually falls within Policy 602.00

MOTION: **Director Ward moved that the Board of Education approve the proposed revisions of Policy 602.00 - Curriculum, Instruction, and Accountability, including the amendment of Section 5 – Part 2 to state “Provide clear and articulated learning expectations *for all students*”, at the July 14, 2026 Board of Education meeting and that this be considered the Third and Final Reading of the three reading process. Director Lowe seconded the motion.**

The motion was approved by roll call vote:

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

b. THIRD READING: Policy 602.01 - Inclusive and Equitable Education

Saint Paul Public Schools Policy 602.01 - Inclusive and Equitable Education establishes the district's top priority of ensuring every student receives an inclusive and equitable educational experience. To standardize implementation and set clear expectations, the policy includes a formal purpose and policy statement that mandate a multicultural, culturally and linguistically affirming, and gender-inclusive curriculum, discipline, and learning environment. Through the Office of Teaching and Learning (OTL), the district provides instructional resources that honor diverse perspectives and lived experiences, aiming to prepare students to thrive in an interconnected world. Furthermore, the policy emphasizes ongoing professional development to equip all staff with necessary skills, while ensuring continuous progress and accountability through structured evaluation frameworks.

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

QUESTIONS/DISCUSSION:

- None

BF 34774 THIRD READING: Policy 602.01 - Inclusive and Equitable Education

MOTION: **Director Ward moved 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. Director Valliant seconded the motion.**

The motion was approved by roll call vote:

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

c. THIRD READING: Policy 607.00 - Selection and Adoption of Instructional Materials

The revised policy establishes that the school board retains final authority to approve all recommended curricular materials while outlining a structured review process. Under this updated framework, the superintendent or a designated leader manages the selection procedure, incorporating input and review from staff, parents, students, and the broader community before recommendations are submitted to the board.

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

QUESTIONS/DISCUSSION:

- None

BF 34775 THIRD READING: Policy 607.00 - Selection and Adoption of Instructional Materials

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

The motion was approved by roll call vote:

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

d. THIRD READING: Rescission of Policy 607.01 – Textbook Selection and Adoption

Staff noted that this proposed rescission is due to the incorporation and merger of this policy with Policy 607.00.

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

QUESTIONS/DISCUSSION:

- None

BF 34776 THIRD READING: Rescission of Policy 607.01 – Textbook Selection and Adoption

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

The motion was approved by roll call vote:

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

MOTION: Director Ward moved to table item 5-g: Middle School Athletics Registration Fees until the Regular Meeting on August 18, 2026. Director Carrillo seconded the motion.

During discussion, Director Franco concerns about whether delaying the item would impact operations or the implementation of changes for fall sports. After confirming that the delay would not affect operations, the Board agreed that postponing the item to August made sense, with the option to discuss any questions at a Committee of the Board meeting in August.

The motion was approved by roll call vote:

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

B. Facilities Five-Year Plan

Superintendent Stanley then welcomed Jackie Turner, Senior Executive Officer of Operations, as well as members of the Facilities team, to present this report.

Facilities Plan Update and Strategic Alignment

Superintendent Stanley, along with district operations leaders Jackie Turner, Kathy Wallace, and Jonathan Pettigrew, presented an extensive update on the SPPS Builds 5-Year Facilities Plan and the Long-Term Facilities Maintenance (LTFM) plan. District leadership formally closed out the December 18, 2025 resolution regarding the keyboard initiative, noting that its recommendations—including embedding a new Pre-K–8 building into the facilities plan, adding specialists for 5–8 programs, and expanding cafeteria space—have been successfully completed or integrated. The overarching Facilities Master Plan (FMP) is currently being updated to FMP 2.0 to align directly with the district's upcoming strategic plan, SPPS 2033. Facilities priorities continue to be evaluated using a 10-year-old criteria framework based on building condition, core spaces, learning environments, and site utilization, which averaged 74% across the district for the 2024–25 school year.

Recent Major Projects and Infrastructure Upgrades

The district highlighted several recently completed and ongoing capital projects across Saint Paul schools. Major completions include a full remodel and addition at Hidden River Middle School, dual Montessori and middle school program facilities at Barack and Michelle Obama, entrance and cafeteria upgrades at Highland Park Middle School, and the new Bruce Vento facility. Ongoing HVAC and plumbing replacements are wrapping up at sites like Cherokee Heights, Farnsworth, The Heights, Humboldt, and Maxfield. Through these efforts, the district will have 52% of its nearly 8 million square feet of building space air-conditioned by the end of the summer, up from 43% in fiscal year 2024. Leaders noted that while inflation, structural reinforcement needs for older roofs, updated energy codes, and mandatory storm shelter requirements present budget challenges, targeted improvements in audio-visual systems, furniture, playgrounds, and athletic fields remain a key focus.

Future Outlook and Sustainability Initiatives

Looking ahead, proposed projects in the five-year timeline include building a brand-new facility for Farnsworth Lower rather than renovating the existing structure, adjusting timelines for Bridgeview to align with district-wide special education needs, and planning a Pre-K–8 school opening for fall 2032. The district is also preparing for major secondary school projects by fall 2028 and rolling out more inclusive restrooms. Regarding green energy, SPPS is scaling up its rooftop solar program to take advantage of state funding covering up to 70% of design and construction costs, with solar installations scheduled for Bruce Vento, Expo, Battle Creek, and Washington Technology Magnet. Addressing questions from Board Director Henderson regarding federal funding changes under the new administration, district officials confirmed that while lost Inflation Reduction Act (IRA) grants mean geothermal projects like those at Hidden River and Bruce Vento will require different financial calculations moving forward, the district remains committed to evaluating geothermal systems—such as vertical aquifer wells for the new Farnsworth Lower site—to meet its long-term energy efficiency goals.

The full presentation, and supporting documents, including the building-by-building plan, can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Lowe requested greater transparency in future presentations by clearly differentiating between buildings that are partially air-conditioned (around 85%) and those that are fully cooled (100%), particularly where students spend their instructional time. He noted that labeling certain buildings as fully served can be misleading when students still occupy uncooled classrooms. The team agreed to provide a more detailed breakdown in future updates, explaining that spaces like gymnasiums are often excluded from cooling plans due to district policy and the high cost of conditioning large-volume areas. Director Lowe then refined the request to focus specifically on classroom spaces, confirming that this detailed breakdown would only be needed for the next scheduled presentation rather than as an immediate information request.
- Director Carrillo noted the operational and communication challenges that arise when infrastructure upgrades encounter post-construction issues in aging school buildings, using a recent HVAC power-tripping problem at Wellstone Elementary as a central example. He raised core questions about how repair costs are managed within long-term facility budgets and five-year plans, while seeking a better strategy for communicating these unexpected snags to staff and the broader community. In response, it is clarified that such post-construction technical hiccups—like initial wiring missteps—are typical, temporary operational issues being actively resolved rather than ongoing capital failures. Additionally, this point underscores the need to validate the frustrations of resilient educators who often quietly endure sub-optimal conditions, emphasizing the importance

of transparent communication regarding structural limitations in older buildings and providing clear, formal avenues for staff to report when new systems fall short of expectations.

- Director Carrillo also requested information on the definition of “FPA” as referenced in the Bridge View major renovation project. Response: It stands for “Facilities Portfolio Analysis”, which is embedded within the SPPS 2033 strategic plan.
- Also noted was the emphasis of the importance of community awareness regarding ongoing school district work, clarifying that future project priorities, scheduling, and potential modifications depend directly on the outcomes of an upcoming facility portfolio analysis. While this comprehensive review evaluates all district facilities to guide long-term planning, parallel efforts are actively underway to ensure students immediately benefit from improved learning environments and experiences starting in the fall. Ultimately, the leadership's approach focuses on balancing these immediate, short-term improvements with responsible, long-term strategic facility planning.
- Director Allen noted questions about building settlement and long-term maintenance, including about how shifting in new construction is handled and whether it falls under routine upkeep. In response, it was explained that significant settlement is generally not expected in new builds, but all new construction is covered by a standard one-year warranty. To address any emerging issues before this coverage expires, an eleven-month walkthrough is conducted with architects, engineers, trade professionals, and the building's engineering staff to compile a list of necessary repairs for the original contractors to fix. Once the one-year warranty period passes, addressing ongoing maintenance and structural issues transitions either to extended system-specific warranties or to the internal facilities trades team.
- Director Allen also raised concerns regarding Saint Paul Central High School, noting that while Hidden River Middle School is being highlighted as a model for safety standards, Central does not appear on the immediate timeline and may not see upgrades until after 2032. She emphasized that Central's unique physical layout—complete with obscure crevices and outdated restroom facilities—presents distinct safety challenges that currently rely heavily on the institutional knowledge of its alumni principal, a dynamic that may not be sustainable long-term given future leadership changes. In response, district leadership explained that project prioritization is guided by data, utilization studies, and alignment with the SPPS 2033 plan, which intentionally leaves flexible resources (marked as “TBD”) for secondary schools. Leadership acknowledged that Central clearly requires attention and assured the board that specific proposals for secondary programs will be brought forward once the ongoing facilities portfolio analysis and utilization studies are complete. Director Allen also thanked Principal Ayers for her knowledge of the space, and knowing the community, and appreciates her work throughout the facility changes.
- Director Valliant requested information on the lack of locker rooms with showers. Response: School locker rooms and showers are increasingly unused for routine physical education, with some middle schools even repurposing old locker room spaces into academic classrooms. While high schools still maintain locker rooms for both athletics and regular PE, there is a widespread shift away from emphasizing student shower use. Furthermore, community input gathered during school facility planning—which included over 800 participants—revealed that updating or prioritizing shower facilities was simply not a high concern for the community.
- Director Valliant also requested information on the use of showers in alignment with those schools with swimming pools. Response: Showers are still a regular part of swimming for all of the schools that have swimming pools.
- Director Allen thanked Principal Tucker at Highland Park Senior who opens the showers early in the morning for those students who may not have access – therefore helping both the student, and others in the building. She hopes that other principals will feel inclined to do the same.

- Director Franco raised concerns regarding how changes to the five-year facilities plan—specifically project delays and deprioritizations—are communicated to affected school buildings. Highlighting the frustration from administrators, students, and educators who are left uncertain about the timeline of expected renovations, he asked how the district manages communication and ensures ongoing deferred maintenance is kept up when major projects get pushed back. In response, a staff representative acknowledged the challenge, explaining that while schedule adjustments are not made lightly and are often driven by urgent competing needs—such as prioritizing a severely deteriorated playground over another scheduled project—the team strives to communicate directly with impacted site administrators. Conceding that facility plans are fluid and subject to frequent changes, the team agreed that the facilities department can do a better job of tracking schedule shifts and improving direct communication with affected schools moving forward.
- Director Franco requested information about the criteria that would expediate a project and move it to the top of the priority list. Facilities team leadership explained that having new projects suddenly rise to the top of the plan is relatively rare, though unexpected system failures do occasionally require immediate resource reallocation. The primary drivers behind shifting schedules and expediting or delaying projects stem from internal staff capacity and external logistics. With 35 active construction projects underway in a single summer, managing workload limits standard timelines. Additionally, external market factors—such as supply chain delays for electrical equipment at Maxfield Elementary caused by high demand from data centers—frequently force the district to adjust its multi-year delivery schedules based on what is physically feasible.
- Director Franco requested information on the Use and Utilization Study documentation, and whether the criteria used to prioritize facilities decisions over the last decade will shift, it was explained that the upcoming 2033 strategic plan will serve as the primary driver for future criteria. While the Facilities Portfolio Analysis workgroup will use the strategic plan to align spaces and needs, the core criteria used for the past ten years are expected to adapt to match new strategic goals. For instance, if the new plan prioritizes secondary pathway learning spaces, the criteria would be updated to reflect that focus. Any proposed changes to these prioritization metrics will involve discussions with the community and the school board, with an adoption anticipated roughly a year from now.
- Director Franco also raised concerns about high classroom temperatures during late spring and asked the district to evaluate costs for prioritizing and expediting air cooling solutions. Acknowledging that the current 5- to 10-year plans will not reach every building through typical large renovation projects, they requested an assessment on what it would cost to raise cooling coverage across the district closer to 75% or higher. Additionally, they asked whether the district has ever evaluated the feasibility and cost of temporary cooling solutions for schools that are not slated for major upcoming renovations, noting that they did not expect an immediate answer to these inquiries during the meeting.
- Director Franco raised a procedural question regarding whether the board should vote to adopt the current plan before or after discussing the Long-Term Facilities Maintenance (LTFM) plan, noting that several projects depend on it and LTFM discussions might alter the board's course. Administration responded by explaining that the LTFM presentation primarily focuses on financing and the state application process to fund those projects, adding that the board could choose to delay adopting the current plan if they preferred. Ultimately, Director Franco reiterated a preference to wait, arguing that fulfilling their fiduciary responsibility requires the board to fully understand the financial costs and funding plan before officially approving the projects.

MOTION: **Director Ward moved to table this item until after the discussion and resolution of the FY28 Long-Term Facilities Maintenance Revenue Program, which is next on the agenda. Director Henderson seconded the motion.**

The motion was approved by roll call vote:

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

QUESTIONS/DISCUSSION:

- Staff noted that before taking the vote, it is important to clarify—particularly in response to Director Franco's earlier concerns—that adopting the five-year plan simply confirms that the project timeline aligns with the current prioritization schedule. Passing this vote does not commit the board to any financial obligations. Financial commitments are managed through established gate point checks, where specific funding requests return to the board for individual votes, just as seen today with the consent agenda approval for concrete work at the bus garage. Ultimately, while this vote sets the priority schedule, actual dollars are only committed when each project is brought back before the board at those designated gate points.
- Director Carrillo requested a future presentation on the district's risk assessment and climate change resilience concerning its facilities, clarifying that this request does not require an amendment to the current facilities master plan. They highlight the growing risks posed by severe weather—such as heat waves, intense storms, and cold spells—and emphasize the need to understand how catastrophic events could impact facility usability and potentially force the diversion of significant funds toward repairs. While acknowledging that internal work in this area is likely ongoing, he suggests receiving periodic updates (such as on an annual or biannual basis) to review risk management strategies. Ultimately, they stress that sharing these plans with the public will reassure the community that the district is proactively preparing for climate impacts and remaining fiscally responsible with taxpayer money.
- A summary of the district's recent utilization study was shared with the board. Conducted every two years, this comprehensive study evaluates classroom usage to determine total capacity—taking into account class size caps—and calculates utilization by measuring actual enrollment as a percentage of that capacity. District-wide, schools are currently operating at about 74% capacity (or roughly 26% under capacity). However, elementary schools are seeing even lower utilization rates, particularly in Areas D and E, which display a higher concentration of open space relative to student enrollment. Because high schools remain fairly stable, the upcoming Facilities Portfolio Analysis Committee will focus most of its attention on the elementary level and specific geographic areas. Notably, the growing enrollment of special education students—who require specialized spaces and modified accommodations—is actively helping maintain current utilization levels; without the space needed to support these students, the district's overall capacity percentage would be significantly lower. A full school-by-school report will be provided to the board and committee over the next couple of months to help guide future decision-making.
 - Director Valliant requested more information about the students in special education and the reasoning for schools being at a higher capacity. Response: Because special education classrooms maintain smaller student-to-teacher ratios—often requiring two

rooms to educate the same number of students as a single general education classroom—a growing special education population demands significantly more physical space. Rather than a simple one-to-one space reduction as overall student needs evolve, school planning must account for these varying program requirements to ensure adequate facilities exist for all students. Consequently, administrators must proactively protect and allocate room for specialized programs, acknowledging that accommodating diverse learning needs inherently requires a larger facility footprint.

- Director Carrillo requested information about the rationale to not focus on the utilization at individual schools, and instead look at areas. Response: Relying on the seven predefined areas rather than analyzing all 65 or 70 usable buildings is a somewhat arbitrary approach, driven largely by convenience. While this method fails to generate a fully comprehensive graph, it was intended to capture geographic population trends and highlight areas of higher versus lower city growth. However, the team admits this reasoning is imperfect, especially since the overall growth patterns remain significantly obscured by the local magnet school system.
- Director Carrillo also requested information on the utilization study and prep room spaces, or rooms that the staff may use for another specific reason. Response: Although initial reporting measures school capacity purely by classroom-to-student ratios, comprehensive space evaluation requires a deeper, case-by-case analysis to account for specific programming and community needs. While the ideal target utilization rate—or "sweet spot"—is between 87% and 90%, schools operating below this threshold are not automatically considered underutilized. Lower percentages are often deliberate, accommodating essential community partnerships, parent rooms, pre-kindergarten initiatives, special education programs, or specialized staff requirements that occupy dedicated classroom space.

BF 34777 Facilities Five-Year Plan

MOTION: **Director Ward moved the approval of the adoption of proposed 2027-31 Five Year Plan resolution as presented. Director Henderson seconded the motion.**

The motion was approved by roll call vote:

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

- C. 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

Senior Executive Officer Tom Sager and Municipal Advisor Michael Hart from PTMA presented Saint Paul Public Schools' long-term facilities maintenance (LTFM) recommendation and associated financial plans to the school board. The proposed board resolution requests approval of the updated 10-year LTFM plan alongside two major bond issuances: a \$15 million general obligation school building bond for flexible district projects and a \$48.4 million bond dedicated to major LTFM infrastructure needs through fiscal year 2028. Over the next two fiscal years (June 2026–June 2028), the district anticipates \$133 million in

maintenance expenditures; combined with previously approved funds, the new \$48.4 million bond will completely cover these projected costs. In addition to bond financing, the LTFM plan increases the annual pay-as-you-go tax levy by \$700,000 to \$23.8 million to cover ongoing facility staffing, trades, and health and safety programs. Hart also outlined plans for future Certificates of Participation to fund major renovations such as the Farnsworth Lower project, pending state review and pre-design completion. Lastly, regarding taxpayer impact, the facilities portion of the property tax levy for a median Saint Paul home (\$290,000) is projected to increase by approximately \$76 for taxes payable in 2027—\$43 of which is due to the expiration of temporary, one-time state tax levy reconciliations from the previous year. Board adoption of the resolution formally authorizes the LTFM plan submission to the Minnesota Department of Education, enrollment in the state credit enhancement program, and the execution of the bond sales subject to a maximum 5.5% interest rate cap.

QUESTIONS/DISCUSSION:

- Director Franco inquired about the timeline for when the school district's current bond debt will begin to decrease, noting a slide projecting a substantial debt increase by 2029 for critical infrastructure projects. Mr. Sager and Mr. Hart explained that roughly ten years ago, the district launched its first facility master plan to address historical underinvestment by significantly increasing borrowing on standard 20-year repayment schedules. Because the district is now about a decade into this cycle, the initial borrowing from that period is roughly ten years away from falling off the books, which will help reduce the tax burden from newer additions. The official also clarifies that the district actively pays down existing debt every February, steadily reducing its overall debt load over time.
- Director Franco emphasized the importance of context around the district's upcoming long-term decisions, noting their ongoing partnership with the city and county to mitigate the tax burden on residential homeowners while keeping an eye on broader economic factors like downtown development, including the Joint Property Tax Advisory Committee. Although tax increases are projected over the next three years, the district is currently conducting a facilities analysis to evaluate its overall infrastructure and ensure responsible planning. Ultimately, he highlighted that while the decisions involve a significant 20-year repayment process, investing in facilities remains a necessary core priority for the district.

BF 34778 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

MOTION: Director Ward moved to approve 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. Director Allen seconded the motion.

The motion was approved by roll call vote:

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

12. INFORMATIONAL AGENDA ITEMS

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

Director Ward noted that during their recent annual retreat, the Saint Paul Board of Education reviewed their progress under the Board Initiated Goals Governance (BIGG) model established in 2025. Having successfully achieved several initial targets—including those focused on shared communication expectations, superintendent updates, committee attendance, and community outreach—the board officially sunsetted those district relations and internal goals. Looking forward, members agreed to continue work on their ongoing professional development and the incomplete onboarding process for new board members, while also establishing new goals centered around technology, artificial intelligence, student engagement, and outcomes for Black students.

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

During a board meeting governance report, Senior Executive Officer Unowsky and Superintendent Stanley presented Saint Paul's interim assessment data to provide an early look at student progress ahead of the official state Minnesota Comprehensive Assessments (MCA) release. Focusing on multi-year trends, the district tracks student growth using FastBridge screeners (Early Reading for K–1 and A-Reading for grades 2–10) alongside elementary (HMH) and middle school (SAAS) math curricula. Overall, the data reveals positive upward movement across key metrics, led by significant early literacy gains where K–1 reading proficiency jumped 9 percentage points to 42.4%, and K–1 multilingual learners rose 7.5 percentage points to 34.2%. Multilingual students also demonstrated strong individual progress, with nearly 60% achieving typical or aggressive growth in MCA-tested grades, effectively outpacing the district average. Elementary math showed steady improvement as K–5 proficiency rose to 61.7%, though middle school math saw only a slight uptick to 38.5%.

Despite these upward trends, district leaders highlighted critical ongoing challenges. Proficiency rates remain low overall, with fewer than half of students in MCA-tested grades currently reading on track. Additionally, persistent achievement gaps affect multilingual learners, who continue to lag significantly behind district-wide benchmark goals. District officials emphasized that while typical growth is a positive sign, students who are currently below grade level must achieve aggressive growth rates to fully close the gap. Moving forward, the district plans to maintain its targeted literacy interventions while expanding its focus to accelerate middle school math performance. Final, official spring MCA scores are scheduled for public release later in the fall.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Allen thanked the team for a transparent and honest presentation and asked to return to the aggressive growth slide. She inquired whether the data is being disaggregated to identify the specific drivers behind this growth, with the goal of applying those successful strategies across the board to drive broader increase. Response: District leaders are equipping school administrators and teachers to effectively disaggregate student performance data, specifically using mid-year FastBridge assessment results to track growth from fall to January. By plotting students into four distinct quadrants based on whether they are on track and making adequate progress, educators can pinpoint exactly who needs targeted intervention—including on-track students who risk falling behind due to insufficient growth. Beyond identifying individual student needs, there is a strong emphasis on leveraging top-performing educators to elevate instruction system-wide. By having high-growth teachers share their unique instructional strengths and approaches, such as strong relationship-building skills, the district aims to foster peer collaboration and replicate successful strategies across all classrooms.
- Director Carrillo noted deep concern regarding a sharp decline in middle school math performance, noting that while many K–5 students remain on track, proficiency nearly cuts in half once they reach grades 6–8. They question the root causes behind this drop, asking whether it stems from a lack of grade-appropriate language acquisition required to comprehend complex math concepts, a cumulative deficit where foundational gaps make it increasingly difficult to catch up, or factors related to technology use. Furthermore, he asked whether this drop is universal or isolated to specific school sites or student demographics, highlighting that English Learners (ELs) experience even lower proficiency rates due to language barriers in instruction. To address this, he asked if the district understands these underlying causes, what mitigation strategies exist, and whether math instruction can be adapted specifically for English Learners rather than relying on a rigid, single-track approach. Response: Administration attributes the decline in middle school math performance to a combination of increasingly complex curriculum, heightened academic language demands that particularly challenge English learners, and the general rise in mathematical difficulty during junior high. To address these issues, the department is waiting for the strategic plan's adoption while actively preparing several key initiatives led by Middle School Associate Director of Teaching and Learning, Tara Brash. Their immediate focus centers on aligning instructional practices across middle schools, maintaining rigorous benchmark standards without lowering expectations for struggling students, and fully leveraging the 80-minute block schedule to ensure adequate time for direct lessons, independent practice, and individualized support.
- Director Henderson noted that she appreciated the clear snapshot of historical and current data, she highlighted the need to analyze how various levels of intervention intersect as new MCA data approaches. Because initiatives like the SPPS Reads curriculum are now a few years into implementation, synthesizing these intervention layers alongside outcome data will provide a more complete picture of student growth. Ultimately, tracking what is being learned and where gains are occurring will help the team identify remaining opportunities and continuously adapt their strategy moving forward.
- Director Valliant requested information on the reconciliation of MCA scores and FastBridge scores and the results of each. Response: While there is no direct correlation between FastBridge and MCA test scores, both serve distinct and valuable roles in evaluating student progress. FastBridge—the Formative Assessment System for Teachers—along with HMH, SAVASS, and day-to-day classroom quizzes, acts as a formative tool that provides real-time data to guide daily

instructional decisions and identify what students are ready to learn next. In contrast, MCA data is received over the summer after students have already advanced to the next grade, making it impractical for immediate individual instruction. Instead, MCAs measure student mastery of state standards to assess the effectiveness of the school system as a whole. This year-end data helps educators identify grade-level gaps, evaluate curriculum alignment, and maintain accountability to public standards, making formative measures essential for keeping learning on track throughout the school year.

- Growing up in Illinois, she regularly took the Iowa Basic Skills test, which provided students and teachers with annual feedback on student academic standing and skill progression—even if it was not always personally motivating. Reflecting on current educational assessments, it was noted that the skill- and level-focused nature of Iowa Basics in reading and math makes it more comparable to modern assessments like FastBridge, whereas state-level tests like the MCAs specifically measure student mastery against defined state standards.
- Director Valliant requested information on aggressive growth in middle and high school, while sharing a personal experience about a family member and supports for them in school. Response: High school students are capable of achieving aggressive academic growth, though measuring this growth on assessments like FastBridge requires fewer point gains in upper grades compared to elementary school. Achieving this progress relies on localized data analysis by principals and teachers within Professional Learning Communities (PLCs) who know the students personally. Beyond targeted instructional interventions—such as dedicated block periods and focused middle school on-track classes—strong relationships between high school staff and students are foundational to growth. Ultimately, school leaders emphasizing laser-focused data usage helps catch missing skills early, keeping students on track before high school and preventing severe learning gaps.
- Director Valliant also shared that in President's Advisory Council meetings with Saint Paul College, there has been conversation about students enrolling who are not ready for college, which is different than in previous years.
- Director Lowe requested details to address colleagues' reactions to the low student counts shown in the purple sections. They request an explanation for these figures, noting that while the numbers may look concerning at first glance, they are actually expected given that the data reflects students in the year immediately following their assessment. Response: Staff highlighted a significant achievement gap between the broader student body and multilingual learners. While 46.9% of all students in grades 2 through 10 and 46.7% of all students in MCA testing grades were on track by the end of the year, only 17% of multilingual students reached that same benchmark. Narrowing in on the multilingual cohort, just 13.2% met grade-level standards and a disappointing 2% exceeded them, with performance varying based on student age, length of enrollment, and English language proficiency levels. Expressing concern over these low numbers they noted that while the proportion of high-performing multilingual students remains consistently low across datasets, the overarching goal remains helping significantly more of these students achieve higher proficiency levels.
- Director Lowe also mentioned that building on Director Valliant's inquiry regarding the distinct purposes of FastBridge and Minnesota Comprehensive Assessments (MCA), he emphasized that MCA results measure overall system performance rather than individual student ability. Because many students repeatedly receive "does not meet" designations year after year, school leaders face the challenge of communicating these discouraging score reports to families effectively. The central focus is identifying sensitive, constructive communication strategies that honor and support students, ensuring the messaging avoids demeaning them or diminishing their motivation to learn. Response: Minnesota Comprehensive Assessment (MCA) reports are delivered directly to families

during the summer rather than distributed by the district or past teachers. Turning to FastBridge testing, staff explained that while parent letters include standardized terms like "risk," "non-risk," or "college pathway", the district actively coaches principals and teachers to use affirming, growth-focused communication. Emphasizing that every student should achieve at least a full year's worth of academic growth regardless of whether they are already on track, she highlighted that maintaining this focus requires ongoing collaboration with principals through the Leadership Academy.

C. SPPS 2033 Strategic Plan

Dr. Gray Akyea then reviewed detailed information about SPPS 2033 strategic plan, including background, engagement, collaborative teams, process, plan components, implementation, and monitoring and reporting. The key topics and priority areas identified include:

- Excellence in instruction
- Deliberate inclusion
- Sustainable infrastructure

Engagement details included information on the community engagement model with the Accordion Principle, which was extensive and expansive, with multiple perspectives and advisory taskforce. Details on each expansion were shared.

The section about Collaborative Teams included information about the role of the core project team, advisory taskforce, strategy formation action teams, taskforce-action team consultancy, and process.

Details of the Plan Components were also shared, including key topics and priority areas, and further information on each of the identified areas.

Implementation will begin upon Board approval, with staggered implementation and support from project management and program evaluation.

The Monitoring and Reporting focused on the metrics of implementation, impact, outcome; dashboards and monitoring committee.

The full presentation and supporting document can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Franco expressed deep gratitude to Dr. Gray Akyea and Dr. Landreau for skillfully leading an internal strategic planning process while simultaneously managing their regular workflows. Highlighting that this type of work is often contracted externally, he praised the duo for their adaptability and leadership, noting how much was learned from working alongside them on such a strong team. Concluding with excitement to dig deeper into the strategic actions over the coming month, he looks forward to bringing the plan forward in August for a fresh start to the new school year.
- Director Carrillo also thanked the community, the district team, and Dr. Stanley for their extensive work on the strategic expansion plan aimed at making Saint Paul Public Schools a trusted, top-tier destination for families. Framing the plan not as a conclusion but as the start of a major culture shift, he highlighted the importance of upcoming implementation monitoring and noted that these big, aspirational goals serve as a long-term "North Star"—one that will take years to achieve while fostering both academic excellence and future community leaders.

- Board members also celebrated the impactful presence of local students during the process and shared their enthusiasm for re-establishing the Student Engagement Advisory Board.

D. Summary of the Annual Evaluation of the Superintendent

Director Franco then provided a review and summary of the annual evaluation of the superintendent, Dr. Stacie Stanley.

BF 34779 Summary of the Annual Evaluation of the Superintendent

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 Stanley

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 Initiated 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 Referendum, 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.

13. BOARD OF EDUCATION

A. Information Requests/Responses and Items for Future Agendas

B. Board of Education Reports/Communications

C. Board of Education Committee Reports

- Director Ward noted his attendance at the Local Progress National Convening Conference, where he was able to meet with other school board members from across the country, and it was a great learning experience. He noted conversations with other board members at the conference about those with declining enrollment, and how they have turned vacant buildings into public housing, and the successes of that work.

14. ADJOURNMENT

Director Ward moved to adjourn the meeting; 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

The meeting adjourned at 10:14 p.m.

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

Prepared and submitted by:

Sarah Dahlke

Assistant Clerk, St. Paul Public Schools Board of Education

**INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota**

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

**July 14, 2026
4:30 p.m.**

MINUTES

I. CALL TO ORDER

The meeting was called to order at 4:31 p.m. by Chair Henderson.

II. ROLL CALL

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

Administration: Superintendent Stanley, K. Bergstrom, J. Wickstrom, K. Thao, T. Sager, D. Wells, P. Pratt-Cook, J. Turner, S. Gray Akyea, S. Dahlke

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: It was moved by Director Ward, and seconded by Director Henderson, 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 Carrillo that the Board of Education close the special meeting and continue the meeting as a closed meeting pursuant to Minn. Stat. section 13D.05, subd. 3(b) to consider strategy for labor negotiations, including negotiation strategies, developments, discussion, and review of labor negotiation proposals for the bargaining units Nutrition Services, Bus Drivers, Teaching Assistants, PEA, SPSO, MMSA, Custodians, AFSCME and Machinists, as is provided for by Minnesota Statutes Section 13D.03. The motion passed by acclaim.

V. NEW BUSINESS

The Board of Education and staff discussed the matter of strategy for labor negotiations for these bargaining units - Nutrition Services, Bus Drivers, Teaching Assistants, PEA, SPSO, MMSA, Custodians, AFSCME and Machinists, as is provided for by Minnesota Statutes Section 13D.03.

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 Valliant. It passed by acclaim.

VIII. ADJOURNMENT

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

The meeting adjourned at 4:58 p.m.

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

Prepared and submitted by:

Sarah Dahlke

Assistant Clerk, St. Paul Public Schools Board of Education

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota

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

August 5, 2026
4:30 p.m.

MINUTES

1. CALL TO ORDER

The meeting was called to order at 4:33 p.m. by Vice Chair Valliant.

2. ROLL CALL

Board of Education: E. Valliant, C. Franco, U. Ward, Y. Carrillo, C. Allen
H. Henderson and B. Lowe were absent.

Staff: Superintendent Stanley, K. Bergstrom, S. Dahlke

3. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

4. SUPERINTENDENT'S ANNOUNCEMENTS

Superintendent Stanley noted it was National Night Out the previous day, and she and her family attended the celebration at Parque de Castillo, as well as the Transportation Museum on Jackson Street. She noted the partners in the community.

Director Valliant noted her experience at MLK with her children for National Night Out, as well as a basketball tournament at the event.

5. SPPS 2033: STRATEGIC PLAN

Dr. Gray Akyea, Senior Executive Officer of Equity, Strategy, and Innovation, presented an overview of the district's seven-year strategic plan, SPPS 2033, to the Board of Education in preparation for formal approval at the August board meeting. Rooted in Superintendent Dr. Stanley's initial 100-day report, the plan was crafted through extensive cross-functional collaboration and three waves of community engagement involving over 3,000 stakeholders, including parents, district staff, and high school students.

The strategy focuses on three core priority areas—Excellence in Instruction, Deliberate Inclusion, and Sustainable Infrastructure—each broken down into specific topics and actionable benchmarks:

- **Excellence in Instruction:** Focuses on reducing the achievement gap, academic acceleration, continuous improvement, and literacy consistency, with three benchmarks per topic.
- **Deliberate Inclusion:** Addresses discipline and belonging, family communication and language access, special education programming, and staff retention and recruitment.
- **Sustainable Infrastructure:** Targets marketing and enrollment recovery, resource allocation models, and a parallel 18-month facilities portfolio analysis supported by an advisory task force.

Following board approval, the district plans a staggered, three-year implementation rollout managed jointly by the Innovation Office and the Research, Evaluation, and Assessment team. Monitoring will rely on implementation metrics, impact metrics, and long-term student outcomes displayed via internal and public dashboards, alongside oversight from external monitoring committees.

The initial transition period from August through November will center on finalizing technical language, prioritizing benchmarks, mapping community partnerships, and aligning the strategy with future budget cycles (FY 28). Communication will roll out in phases starting internally; 200 district leaders received an initial preview, and staff toolkits will be distributed for opening week, followed by ongoing district-wide and public outreach over the plan's seven-year span.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Carrillo requested information on the specific mechanisms that will be used to monitor implementation and gather feedback on the new methodology. Rather than repeating past mistakes of simply instructing leaders to execute changes without support, the goal is to establish a clear feedback loop involving school leaders, staff, and families—all of whom played a key role in developing the initiative and remain central participants. Ultimately, defining these communication channels and evaluation tools will ensure the methodology is applied faithfully and allow leadership to present a transparent, accountable process to the public. Administration noted this, and will plan to bring back more information.
- Director Franco requested information on the strategy formation action teams, and the tools, and reports that were utilized to form their strategy actions, and ways they informed that strategy. Response: Co-led by topic-area leaders selected and approved alongside Dr. Stanley, the project teams launched their work with a two-day orientation and cultural proficiency training to ensure equity was fully embedded in their design approach. Supported by project managers and regular sessions with Dr. Landrau, the teams met at least twice a week to conduct thorough literature reviews, analyze operational data, and define core strategic challenges. Using a data-driven process, they established objectives, SMART goals, and high-level feasibility and budget plans. Ultimately, the teams synthesized their findings into formal proposals and presentations for consultancies and the advisory task force, continuously refining their strategic action plans through iterative feedback.
- There was also further discussion on the challenges and how they were developed and their use in the development of strategies. Response: Early in the design process, Dr. Landrau and the team focused on structuring the strategic plan to directly address the root causes of organizational issues by defining the problem with high specificity. To ensure the strategy matched the true scale

of these challenges, they conducted a comprehensive review of relevant literature and the broader landscape—such as discipline and belonging—to pinpoint the exact strategic challenge facing SPPS. They then engaged both the strategy formation action teams and the advisory task force to identify a pervasive, long-standing, and complex organizational issue that previous attempts had failed to resolve, ultimately landing on a single, unified strategic challenge to guide their benchmarks and solutions.

- Director Franco noted deep gratitude to the team—specifically highlighting Dr. Landrau and their colleagues—for their intentionality throughout the task force process. They emphasize that beyond reviewing extensive literature, the task force actively conducted field research to align strategies with best practices. Acknowledging that the strategy action teams will manage implementation, he also noted that while the public school district faces long-standing challenges, the thoughtful and crafted nature of these new strategies gives them confidence in the potential to create real change.
- Director Allen noted she can see the positive impacts of this plan into the future at a high governance level, but also requested information about how this information will be relayed to parents and families. Response: Parents generally find it difficult to connect with high-level, district-wide initiatives, caring much more about the direct impact on their child's specific classroom and teachers. For a major strategy to succeed, all district staff must understand and implement it consistently across every school, ensuring families receive clear, regular updates from their own teachers. Effective district communication requires balancing high-level strategy with tangible, ground-level reality. As demonstrated with American Rescue Plan funding, launching a big initiative involves presenting overall spending strategies and data dashboards, but truly engaging the community depends on highlighting real-world results. Creating classroom case studies—such as videos featuring individual teachers and students in action—bridges the gap between broad administrative goals and everyday learning.
- Director Allen highlighted the critical importance of clearly communicating the district's long-term plan through 2033, emphasizing that the messaging must directly address potential and former families to drive enrollment growth. To win back parents who previously left, the presentation needs to showcase relatable, real-time scenarios and tangible examples that illustrate exactly what has changed for the better. She expressed a desire to create a direct, immediate connection with the audience—building on earlier ideas like video content—to ensure the value of these updates is instantly understood. She also suggested leveraging an engaging social media approach, such as a TikTok challenge, as a proven strategy to captivate kids and families alike.

6. FACILITIES PORTFOLIO ANALYSIS UPDATE

The Facilities Portfolio Analysis process, initiated in June under the leadership of Senior Executive Officer Jackie Turner and facilitated by the Wilder Foundation, is a key component of the district's sustainable infrastructure goal. Supported by technical experts and a neutral third party, a 37-member task force—comprising staff, Saint Paul Federation of Educators representatives, school board members, and diverse community volunteers—has met four times to guide this work. The task force is tasked with reviewing district facilities, creating criteria to prioritize capital projects and address space utilization, and developing a long-term plan to allocate resources more efficiently. This efficiency is critical, as demographic projections indicate enrollment will drop to approximately 10,000 students over the next decade, leaving significant excess capacity in a system designed for 50,000.

While the task force does not make final decisions, its members are currently analyzing data on student achievement, demographics, attendance, and facility prioritization models to establish foundational criteria. Utilizing an interactive process similar to the district's strategic plan, the team will develop potential scenarios, gather community feedback, and refine their approach over time. Operating through weekly

preparation sessions between district staff and Wilder facilitators, the task force will ultimately present recommendations to Dr. Stanley regarding school modifications, closures, repurposing, or reconfigurations, which will be delivered to the school board by summer 2027.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Ward noted a question about the declining birth rates and a shrinking pool of school-aged children, the Saint Paul Public Schools (SPPS) facility footprint currently exceeds the size needed for its future student population, necessitating a strategic realignment to better serve current and upcoming demographics. While SPPS currently captures roughly 61% to 62% of the local market share and aims to raise that figure to 63%, future portfolio review recommendations will ultimately propose a set number of school buildings and seats. To understand the operational ceiling for recruitment, it will be critical to determine the maximum possible market share this prospective facility capacity could accommodate based on projected student populations. Response: While the district's current level of excess space is inefficient, maintaining some degree of flexibility remains a strict standard for the facilities team. A site considered "full" is actually kept at around 96% capacity, leaving roughly 4% buffer room to accommodate community partners, adjust for future growth, or house new school programs. Exceeding this threshold would leave the district without critical fallback options, such as a swing school, in the event of a emergency or catastrophic building failure. Consequently, the team will always recommend keeping a small portion of space built into the system, even as they work to improve overall spatial efficiency.
 - Director Ward raised questions regarding Saint Paul Public Schools' (SPPS) enrollment potential and capacity planning, specifically inquiring about total market share and recruitment potential if buildings are set to an 80% full threshold. He emphasized the need to evaluate how proposed seat counts and student projections impact enrollment growth, as well as the district's adaptability if demand shifts from charter or private schools back toward traditional public education.

7. GATE CHECK #4 WASHINGTON TECHNOLOGY FIRE MAIN REPAIR

Kathy Wallace, Director of Facilities, provided a report on this item.. There is an urgent request to replace a failing water main located in the front parking area near Washington Tech, which supplies two fire hydrants on the east side of the building. Following a second pipe failure that caused soil erosion and pavement subsidence, the district determined that a complete replacement is necessary to prevent future leaks during the academic year. To expedite the project before school begins, multiple quotes were obtained from pre-approved public contractors, and board approval was requested for the lowest bidder. The proposed timeline avoids disruption during an upcoming election on August 11th, with construction scheduled to begin on August 12th or 13th and wrap up within approximately 10 days.

Full details can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Franco requested information if there were other projects that have been reprioritized within the FY27 LTFM plan due to the urgency of this project, and the need to complete this work, but the potential impacts to other projects. Response: We currently don't have any specific projects identified that will be affected, but that may change if there are other urgent issues.

BF 34780 Gate Check #4 Washington Technology Fire Main Repair

MOTION: Director Valliant moved that the Board of Education approve the award of the Washington Technology Fire Main Replacement (Project # 4040-27-01) to Versacon, Inc. for a lump sum base bid of \$250,389. The motion was seconded by Director Carrillo.

The motion was approved by roll call vote:

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

8. H.M.O.N.G. PROJECT PROFESSIONAL DEVELOPMENT PLAN: YEAR 1

Senior Executive Officer Dr. Valora Unowsky, and Assistant Director Sophie Ly presented an update on Year One of the Saint Paul Public Schools Hmong Project Professional Development (PD) plan, which stems from a board resolution passed in February to better serve Hmong students and families. For the 2026–27 school year, the initial target was to train 25% of the district's 3,250 licensed staff on Hmong language, culture, history, and instructional application, but the program is now on track to reach roughly 60% (about 2,000 staff members) in its first year alone. Co-created by a collaborative internal task force, the two-part PD model pairs a foundational overview of Hmong heritage with a role-specific application phase where specialized teams (such as counselors or grade-level teachers) learn to directly integrate these insights into their daily practice. Over 200 district leaders have already completed the first session at the recent Leadership Advance, and the district plans to present progress updates on the remaining goals of the Hmong Project resolution in December.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Carrillo requested information on the professional development that has been delivered, and the general sense from staff. Response: The only group that has received it thus far is those at Leadership Advance, and there is a feedback form with a pre-assessment and post-assessment built into the PD. There were no screens at the meeting that day, so reflections were conducted on paper, and the feedback form has been sent. While there isn't an exact answer not, there will be responses in a few weeks with reflections.
- He also noted it will be helpful to see the reflections, including anecdotal comments in a future board meeting.
- Have the members of the H.M.O.N.G. Project received this or any other updates? Response: They are aware, and the team sends updates of the work to the core group, including parents. There is nothing formal yet, because this is the first update provided to the Board, and the core group is following this as well.
- Director Ward noted that parent advocacy within school systems can often feel futile, but the dedicated efforts of parents in Saint Paul Public Schools are driving real, tangible impact and creating meaningful systemic change. Seeing these results is deeply encouraging, and it is crucial that these parents recognize the true value and effectiveness of their advocacy work. Dr. Unowsky

noted that is a suggestion for the planning team and ways to intentionally make that communication to the group and to circle back with them in terms of communication.

9. CAREER PATHWAYS UPDATE

Executive Director Carita Green then presented this report as a follow-up to a board member request for information, including our plans, future plans, and ways in which we are building out the career pathways program.

She highlighted high-demand, high-wage programs aligned with regional growth that aim to close the wealth gap. Student interest remains highest in medical careers, leading to expanded offerings including Certified Nursing Assistant (CNA), Emergency Medical Technician (EMT), and a new Emergency Medical Responder (EMR) preparatory course. Vocational, technical, and trade pathways continue to experience strong or growing enrollment across auto, finishing trades, operating engineers, and IT certifications—such as generative AI, Java, Python, and cybersecurity—alongside high-performing business programs that placed second at a national competition. District engagement extends into summer through various internships, community events, and fresh food festivals. Additionally, the district continues to integrate restorative practices within its education pathways, student leadership groups, and strategic planning initiatives to foster conflict resolution and improve school climate.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Allen noted that extracting isolated tools from restorative practices to use punitively undermines true restorative justice and can amount to cultural appropriation. To foster authentic systemic change, school districts should implement a comprehensive post-secondary certification pathway—similar to models like the Pathways, Urban Teaching, and Grow Your Own programs—where students are exposed to restorative practices early. By earning formal certifications in upper high school through partnerships with higher education institutions, student-practitioners can lead the cultural shift, mentor younger peers, and embed restorative justice into the permanent fabric of the district's schools.
- Director Allen also noted that building on the school district's facilities portfolio analysis, Saint Paul's abundant green space presents a key opportunity to address emerging food security challenges and support urban gardening as private yards diminish due to increased condominium development. Taking inspiration from existing district models at Humboldt and JJ Hill, the district can partner with community organizations to offer available land for neighborhood garden space. Rather than repurposing active recreational areas like kickball fields, the goal is to assess green spaces to determine where community gardening is feasible, maximizing unused school land for shared civic benefit.
- When do these programs become available? Response: It depends on the course – operating engineers is for seniors only. There are other courses, like certifications, that can start in 8th grade. Ms. Green also shared an experience at a Right Track event where a young student expressed her dream to be a CNA, and she is a junior in SPPS, and Ms. Green mentioned she could enroll.
- How do we ensure our young people are aware of these options? How do we engage with students who are not interested in attending college so they can begin their pathway sooner. Response: By utilizing the career readiness platform Xello, school staff identify students' indicated interests to proactively invite them into relevant or newly offered courses, helping students realize their own preferences shaped these opportunities. At the high school level, work-based learning coordinators

embedded in each comprehensive school build direct relationships with students, preparing them through mock interviews and resume writing before matching them with tailored internships and experiences. While middle school students actively complete career interest inventories to generate valuable preference data, there is a recognized need to better optimize how teams follow up on this information to expand opportunities early on.

- Director Allen also addressed the ongoing issue of gun violence and preventable trauma deaths in urban areas, and she highlighted the critical importance of equipping high school students in Emergency Medical Responder (EMR) or Emergency Medical Technician (EMT) courses with life-saving skills like "Stop the Bleed." Because fatal outcomes often occur before first responders arrive, learning essential techniques—such as wound packing and using improvised materials as tourniquets—can directly keep victims from bleeding out. While community organizations like Innovative Solutions previously delivered this training, and local firefighting partners (notably through Brittney Baker) have recently resumed it, it remains unclear whether Saint Paul Public Schools (SPPS) students are actively receiving this curriculum. Ultimately, she requested an investigation to ensure SPPS is incorporating this hands-on trauma response training into student coursework to help reduce street violence fatalities.
- Director Ward expressed immense enthusiasm for the presentation, noting how far educational opportunities have advanced since their own high school years and praising the work being done to open diverse pathways for students. Alongside this praise, they raised a question regarding a specific certification mentioned on the ethical use of AI. Highlighting the ongoing debate around generative AI's ethics, they questioned who provides that certificate and who ultimately serves as the arbiter defining what constitutes ethical AI use within that program. Response: We can send more information.
- Director Carrillo requested additional information on the CNA program and a possible expansion of that program. Response: Expanding the Certified Nursing Assistant (CNA) program to accommodate high demand is primarily a matter of securing additional funding, as the program is currently fully supported through the organization's existing fund allocation without outside grants. These financial resources are primarily used to cover the costs associated with instruction, supplies, and equipment. Because the courses are taught by staff from St. Catherine University (St. Kate's), expanding capacity would require additional funding to request and hire more teaching staff from the university.
- Director Franco noted that establishing career pathways and employment opportunities for youth plays a vital role in violence prevention and community safety. Earning an income fosters a deep sense of community ownership and accountability, creating a foundational environment where young people are more receptive to restorative practices and repairing harm. Expanding job training programs, work-based learning initiatives, and community partnerships directly equips students with positive, productive outlets while strengthening local neighborhoods. The success of these career initiatives relies heavily on the dedicated staff and coordinators actively engaging youth in the community. Their efforts are especially impactful through industry-recognized certification programs, which require significant course hours, rigorous testing, and immense commitment from both students and staff. Staff members consistently go above and beyond to bridge the gap between classroom learning and real-world opportunities, ensuring students earn credentials that hold genuine weight with future employers.
- Director Valliant advocated for mailing out physical pamphlets so that parents and students can have a tangible, interactive reference at home. Unlike digital content, which can feel overwhelming or get cut short by a dead battery, a physical document sits around the house for easy, repeated browsing at the reader's own pace, remaining accessible unless physically damaged.

- Director Valliant also expressed interest in attending classes to learn new skills, especially in her home.
- She also noted that high school selection typically centers on traditional factors like sports or IB programs, but career pathway options can be a critical deciding factor for students choosing where to enroll. While a resource linking each school to its specific career pathways already exists, it is not currently emphasized during school choice fairs or course selection. To bridge this gap, the goal is to raise awareness among 8th graders prior to high school transition by coordinating with middle school counselors so students can actively factor career pathways into their high school decisions and registration process. Response: There is a high school catalog for middle school students which is useful – students can type in a class and it will show where it is offered. Director Valliant noted it is enjoyable to circle items in a catalog.

10. FINANCIAL LITERACY UPDATE

Saint Paul Public Schools is intentionally expanding K–12 financial literacy education to empower students to build generational wealth and make informed personal finance decisions. Following a 2024 board policy update requiring two personal finance credits for high school graduation, the district developed a standalone personal finance course covering core standards like earning income, credit management, risk management, and investing. This course saw 565 freshmen enroll in its inaugural year with an 81% pass rate, well exceeding initial targets as the district works toward a 100% completion goal. To complement this high school coursework—which will expand to include AP Business with personal finance by the 2026–2027 school year—financial concepts are woven throughout the entire pre-K through 12 curriculum. Foundational exposure begins early through partnerships like CollegeBound savings accounts in pre-K, hands-on experiences like BizTown in fifth grade, and advisory career exploration in middle school, alongside fully aligned mathematics and newly updated state social studies standards that take effect in July 2026.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Valliant requested information to updates as a result of the move towards cards instead of cash and coins. Response: When adapting K-12 financial literacy curricula for a modern economy—where cash and coins like pennies, half-dollars, and dollar coins are fading in favor of digital tap-to-pay, card transactions, and AI-driven banking features like Face ID—educational approaches must evolve starting as early as Pre-K through hands-on activities like classroom "deposit days." Rather than focusing solely on physical currency identification, educators are reassessing learning standards to emphasize core, enduring concepts such as savings, budgeting, and critical decision-making. Regardless of how money is physically or digitally represented, the ultimate goal remains developing foundational financial thinking skills that empower students with the knowledge needed to make informed choices, distinguish between needs and wants, and effectively manage their resources to benefit their future goals.
- Is this a pass/fail class, or is it graded? What is the average grade? Response: We will look into that information.
- Director Allen highlighted her ongoing engagement with youth in the community, noting that through informal conversations, older students frequently express gratitude and enthusiasm for new financial literacy and personal finance programming. Reflecting on how previous generations lacked access to these critical life skills, she also celebrated how students are now being equipped

early on and acknowledged Vice Chair Valliant for her key advocacy in bringing these financial literacy initiatives to fruition.

- The Board also emphasized the importance of integrating financial literacy and career pathways directly into regular classroom instruction rather than isolating those topics within counseling sessions. Expressing excitement about connecting these elements across the entire student experience, they plan to discuss with Executive Director Green how to equip teachers with the information needed to weave college, career, and funding opportunities into standard lesson plans so students encounter these concepts at every learning level.
- Director Franco highlights the vital connection between earning an income and learning how to manage it, drawing from personal experience providing real-time financial empowerment and "wealth justice" training to young people entering the workforce. Expressing appreciation for the curriculum's foundation in financial psychology, he emphasizes the critical need to address "financial trauma"—stemming from historical systemic inequities, fine-print traps, predatory lending, check-cashing services, and localized dollar store proliferation. Unaddressed financial trauma can act as a major deterrent to economic participation, whereas acknowledging these systemic issues and allowing youth to process the emotional and social-emotional components of finance resonates deeply with students. Furthermore, Director Franco critiques the term "financial literacy," arguing it falsely implies individuals from under-resourced backgrounds lack foundational knowledge, when in reality they possess significant innate skills to stretch limited resources. Instead, he advocates for framing the curriculum around "financial empowerment" and wealth building, celebrating the assets students already bring to the table while addressing historical context to create meaningful, localized impact.
- Director Valliant noted there is a critical need to re-examine how we approach career guidance and financial literacy with students, particularly regarding the systemic double standards around work, pay, and effort. While the traditional system often tells low-wage earners to simply "upskill" to earn more, this overlooks the reality that working 40 hours a week at a low-paying job requires just as much effort, time, and exhaustion as a higher-salaried position. Expecting workers who are already drained by full-time "survival work" to magically find the time, energy, and capacity to learn new skills is unrealistic. Furthermore, society relies heavily on these low-wage roles to function, yet devalues the people performing them. To properly equip students for the future, educators and systems must go beyond pushing passion and traditional career advancement; they must provide realistic tools to navigate these systemic economic realities and recognize the inherent value of all work.

11. POLICY UPDATE

a. Policy 518.00 - Do Not Resuscitate / Do Not Intubate

Becky Schmidt, Director of Health and Wellness, presented a proposal for a new district policy regarding Do Not Resuscitate (DNR) and Do Not Intubate (DNI) orders to the Board. Despite having no existing policy, the district received two DNR/DNI requests from families during the past school year, prompting consultation with General Counsel. The proposed policy clarifies that schools are educational institutions rather than medical facilities, meaning the district will neither accept, honor, nor convey DNR/DNI orders to emergency responders. Instead, all staff are expected to provide reasonable emergency care, activate emergency medical services by calling 911 when needed, notify parents as soon as possible, and maintain existing protocols such as individual emergency care plans within IEPs and Section 504 plans. Under this formal policy, any family requesting a DNR/DNI order will be provided a copy of the documentation detailing the district's stance.

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

QUESTIONS/DISCUSSION:

- Director Valliant requested information about the rationale for the wording of the policy. Response: Witnessing an unaddressed end-of-life event can be deeply traumatic for both school staff and students, yet implementing Do Not Resuscitate (DNR) or Do Not Intubate (DNI) orders in an educational setting introduces severe operational and legal complexities. While school nurses often transition from hospital or emergency settings where advanced directives are standard medical practice, a school district's primary business is education rather than healthcare. Accepting DNR orders creates high-risk variables, such as uncommunicated revocations, changing family wishes, or substitute staff who are unaware of a specific student's care plan. To maintain consistent safety protocols across all personnel and avoid the chaos of mismanaged emergency responses, school districts often determine that the safest and most reliable policy is to enforce standard resuscitation measures for every student rather than honoring individual DNR orders.
- Is this the same approach as other school districts? Response: Yes, this is model board policy language, and all the other districts mentioned had the same policy language.
- General Counsel noted that this policy maintains the school's existing emergency response procedures—such as calling 911, taking corrective actions, clearing the room, and immediately notifying parents—without introducing any new practices. However, it explicitly clarifies that school staff will not act as a medical team responsible for executing Do Not Resuscitate (DNR) or Do Not Intubate (DNI) orders. Instead, parents retain the full authority to communicate these wishes directly to emergency medical technicians or to discontinue resuscitative care after arriving at the scene or at the hospital.
- Are there any schools that have honored a DNI? Response: Medical schools may, but not K-12 institutions that we know. There was a district that had a policy to honor it, and they have since revoked that and changed their policy.
- Instances involving overdosing and the use of Narcan was also discussed. Details were also provided on the two cases presented to the district this year.
- Director Valliant strongly agrees with a school policy focused on ensuring student safety and medical intervention while students are on school grounds, emphasizing that staff are responsible for protecting students to the best of their ability during the school day. However, they draw a clear boundary regarding off-campus life and medical decisions, arguing that once students leave the school's care or are transferred to emergency services and parents, those decisions fall solely on the family. Highlighting that school staff are educators and nurses rather than specialized medical doctors, she notes the heavy emotional toll that student medical crises take on both staff and peers, ultimately stressing the importance of being direct with parents about where the school's legal and practical responsibility ends.

MOTION: Director Valliant moved to approve that the proposed new Policy 518.00 - Do Not Resuscitate/Do Not Intubate (DNR-DNI) Orders at the August 5, 2026 Committee of the Board meeting be considered the First Reading of the three-reading process; and that the review of this policy at the August 18, 2026 Board of Education meeting will be considered the Second Reading. The motion was seconded by Director Franco.

The motion was approved by roll call vote:

Director Allen	Yes
Director Carrillo	Yes
Director Franco	Yes

Director Valliant	Yes
Director Henderson	Absent
Director Ward	Yes
Director Lowe	Absent

b. Policy 611.00 - Parent Guardian Conferences

Dr. Kirk Morris, Assistant Superintendent, then presented these proposed changes, which included the transition to a new policy format, an addition of a policy purpose, language added to the general statements, as well as details on implementation.

The full presentation and draft policy changes can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Valliant requested information on the format of the conferences. Response: It can be in any of the formats we currently have now – including virtual.
- A board member inquired about the status of a participatory parent-teacher conference pilot program previously initiated by the family engagement department, APTT, hoping it had expanded beyond its original scope in kindergarten. In response, it was confirmed that the current methods of conducting parent-teacher conferences are not changing and will continue as planned.
- The Board raised concerns regarding whether requiring a monthly newsletter is a standard practice across all schools or a new mandate that could strain current resources, emphasizing the need to support schools effectively. Assistant Superintendent Morris clarified that regular communication is already a consistent expectation and that all schools have access to S'more as a standardized platform. To better accommodate varying schedules, they suggested adjusting the policy language from "monthly" to "regular" newsletters, as some schools issue updates weekly or biweekly while monthly remains the recommended minimum. There was also further discussion of the role of the assistant superintendent to ensure those communications are occurring at schools, as well as if this change would constitute a "substantive" change. The consensus was that it is not, because it is already occurring.
- The Board also requested further details on language supports, so that language differences never hinder family engagement. Saint Paul Public Schools is rolling out a newly completed Minnesota Department of Education (MDE) language access plan, which provides free, building-wide access to language supports funded by the Family Engagement budget. Staff members are actively training school clerks, support staff, and counselors on using resources like on-call interpreters and Language Line, a service covering roughly 119 languages that allows teachers to instantly connect with an interpreter via laptop or tablet during parent-teacher conferences. Additionally, the district is collaborating with Title I to distribute language-identification cards to parents so front desk staff can quickly secure the proper interpreter upon arrival. To cover more common languages during conferences, bilingual educational assistants paid through the Office of Multilingual Learning will also be contractually present. Finally, the board suggested officially updating their policy cross-references to incorporate this new language access plan.
- The Board questions whether language about a monthly newsletter belongs in a policy focused on parent-guardian conferences, arguing it might be misplaced unless the newsletter constantly references those events. Administration clarified that the policy's purpose is twofold, encompassing general parent communication alongside conferences, and suggests the user may have been misled by the title. Acknowledging this broader scope, Assistant Superintendent Morris proposes updating the policy title to "Parent and Guardian Conferences and Communication" to avoid

confusion. Furthermore, they note that if the policy truly covers general outreach, it should be expanded beyond basic newsletters and translated documents to include current communication channels like text messaging and social media.

- Parent and guardian communication—specifically regarding excessive automated attendance texts—requires clear, policy-backed rationale so families understand that receiving multiple alerts throughout the day is designed to ensure student safety across every class period. Providing this explicit context in the official documentation gives staff a unified alignment and clear response when parents express frustration over constant messaging. Given the depth of feedback surrounding these communication practices, the policy likely requires substantial revisions and should be sent back to the policy workgroup for further discussion and refinement.
- Board members debated whether the proposed language was robust enough to mandate proactive outreach for academic or behavioral issues rather than relying on basic baselines like biannual conferences and monthly newsletters. One member expressed concern that parents are often left in the dark until the end of a grading term and argued that families should not bear the sole responsibility of requesting meetings when a student is struggling, sharing a personal anecdote where a teacher responded dismissively to an inquiry about a child failing. Other members pointed out that while specific communication channels and specialized policies (such as behavior or absence handbooks) are separate, the newly updated purpose statement and policy sections explicitly require staff to provide ongoing updates on student progress throughout the school year. Upon reviewing section B, which explicitly mandates both fall/spring conferences and continuous updates on student progress throughout the year, the board agreed that the existing draft effectively captured their intent for proactive communication and concluded the language was sufficient.
- While there is general support for moving the current draft forward, concerns remain regarding the scope and completeness of the district's 600-series communications policies. Because academic progress is deeply interconnected with student attendance and behavior, a single communications policy focused primarily on parent-guardian conferences feels insufficient and overly narrow. To address these gaps, the district should consider either expanding existing procedures or drafting an additional policy that explicitly covers general family communication, outlining its purpose alongside the primary channels used, such as email and text messaging. Superintendent Stanley noted that she has requested Administration to check into a greater communication policy.

MOTION: Director Valliant moved that the presentation of the proposed updates to Policy 611.00 - Parent/Guardian Conferences: Communication at the August 5, 2026 Committee of the Board meeting be considered the First Reading; and per Policy 209.00, that approval be through the consent agenda (with the noted changes made) at the Regular Meeting on August 18, 2026, as no substantive changes have been made. The motion was seconded by Director Ward.

The motion was approved by roll call vote:

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

c. Policy 615.00 - Family Engagement

Dr. Vang, Assistant Superintendent, presented updates to Policy 6:15, proposing a title change from "Family Involvement" to "School-Family Engagement" to better reflect modern practices and emphasize the active relationship between schools and households. Last reviewed in 2020, the revised policy incorporates updated formatting, adds a clear policy statement, and expands its scope beyond traditional K-12 classrooms to include all district program sites and community partnerships. Dr. Bang emphasized that these modifications introduce no substantive changes to the core language or underlying expectations—which focus on shared responsibility for student performance, capacity building, and increased access for all families—and recommended moving the policy forward for approval via the consent agenda.

The full presentation and draft policy changes can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Carrillo raised a concern regarding the accuracy of the proposed updates to Policy 6:15 compared to its current online version. He pointed out that significant sections—specifically text regarding research-based parent involvement strategies, key engagement elements, and district-wide integration goals—were missing from the presentation document without showing tracked changes. Emphasizing that the board was not being shown the true extent of the revisions, he requested that the proposal be sent back to the policy work group so accurate, transparent changes could be presented to the board. He noted concerns about the process, which includes a policy draft that is not representative of the current policy in place. It fails to accurately reflect the current policy in place, creating a discrepancy that could mislead future readers or community members conducting research. They insist that to maintain transparency and a true 1-to-1 representation, the text must explicitly show the original policy language, strike out the removed sections, and explain the rationale behind those removals. Although Director Carrillo agrees with the underlying sentiment of the proposal, he concluded that the document must be formally revised and aligned with proper policy change procedures before it can move forward.
- Director Carrillo seeks to ensure policy draft accuracy by requesting clear visual formatting, such as crossing out removed sections—specifically bullet point one and section two—and highlighting new text in red, along with incorporating all required Russian language translations. Beyond formatting, it was also questioned whether the board should expand the policy from simple school-family engagement to a "school-family partnership." Noting that former language regarding parental expectations could feel patronizing, they propose framing the policy around culturally responsive collaboration between schools, parents, and students.
- There were also concerns expressed that the proposed policy is incomplete and redundant, noting that while some bullet points stem directly from the Minnesota state statute on parent and family involvement, the document still feels like a preliminary draft that repeats itself without offering real substance. Admitting to potential oversight during the initial review, a member of the policy work group, alongside another commenter, recommends sending the policy back to the work group to address new questions that have surfaced and conduct a brief, further review.
- Director Allen noted questions regarding the practical implementation of the phrase "culturally relevant ways" in supporting diverse households. She emphasized that engaging families effectively requires verifiable knowledge of what works, asking specifically where this understanding is being sourced. Furthermore, she highlighted the distinction between equality and equity, asserting that because different communities have distinct needs, fulfilling the commitment to engage every household requires an approach rooted firmly in equity rather than equal treatment. Response: This work represents a core district commitment already embedded within the strategic plan, focusing on the overarching goal of becoming truly culturally relevant. Cultural

relevance inherently acknowledges that different families have vastly unique needs. Rather than clogging the strategic plan with individual, highly specific family requirements, the district purposefully establishes a broad declaration that all practices must be culturally responsive to meet everyone's distinct needs.

- The Board noted concern over replacing policy terms like "meet" and "engage," cautioning that promising to support the "unique needs of every household" sets an extraordinarily high standard that the district may not be equipped to deliver. Using the metaphor of bringing a deck of cards or dominoes to illustrate how needs vary drastically even within the same culture, they warn that overpromising will lead to community accountability and frustration. The discussion centers on whether the board should keep the policy generalized or officially commit to this highly specific, tailored approach. Additionally, the group emphasizes the importance of clear document formatting—specifically using strikethroughs for removed text—to maintain transparency with the public and highlight key shifts, such as removing language that implies teaching parents how to parent. Ultimately, after debating the implications of the ambitious wording, the Board requests that the phrase "unique needs of every household" be formally struck from the draft.

d. Policy 702.02 - Imprest Cash Accounts

Dan Moser, Executive Director of Financial Services, then presented this update, noting this it is basically a policy around petty cash, and that the changes since 2008 include a policy purpose.

The full presentation and draft policy changes can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- What is the cap on the account? Response: We will look into that information.

MOTION: Director Valliant moved that I move to that the review of Policy 702.02: Imprest Cash Accounts at the August 5, 2026 Committee of the Board meeting be considered the First Reading of the three-reading process; and Per Policy 209.00, approval be through the consent agenda at the Regular Meeting of the Board on August 18, 2026, as no substantial changes have been made to the policy. The motion was seconded by Director Carrillo.

The motion was approved by roll call vote:

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

e. Policy 719.00 - Food Service

Policy 719.00 reaffirms the organization's commitment to providing student nutrition programs aligned with USDA standards and regulatory requirements. First established in 1974 and updated in 2008, the revised policy now includes a clear purpose statement emphasizing that these inclusive, dignity-focused meal programs are vital to student health, well-being, and academic success. Key revisions to the document include refreshed implementation language, updated legal references for easy access, and refined formatting—such as changing numbered items to letters and adding a new bullet point to emphasize

equitable access and connection to regulatory bodies. Overall operational administration remains under the guidance of the superintendent, with highlighted red text denoting all specific updates.

The full presentation and draft policy changes can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- A board member questioned the narrow scope of its non-discrimination clause, which currently protects against discrimination based strictly on "race, color, or national origin." Noting that this sounds like outdated wording from 1974, they proposed changing the clause to prohibit discrimination "for any reason." This broader phrasing would cover any potential form of bias—including personal factors like clothing, hairstyles, or family relationships—without needing to list every specific demographic. General Counsel recommended to evaluate the proposed language. While the Minnesota Human Rights Act already includes an extensive list of protected classes, they can research whether adopting "for any reason" or aligning with the state's official human rights provisions would be the best legal approach.
- Director Ward noted the use of the word "discrimination" in the policy, and the unintended, or unforeseen outcomes of this, including an example of the distribution of meals based on income.
- This language was originally introduced years ago to address historical practices in school nutrition programs, such as using distinct colored lunch cards that overtly identified students receiving free or reduced-price meals or treating students differently in line if they owed money. To address these legacy issues while ensuring all students receive their meals, the board agreed to revise the policy wording ahead of the upcoming second reading later this month. Because the updates are rooted in legal requirements, Ms. Koppen will draft the revisions for the next meeting.
- Director Valliant requested information on equitable access to health and nutritious meals to ensure that students are not hungry when they are learning. She also noted that sometimes schools run out of food, and that those students then do not eat.
- Are "healthy" and "nutritious" different? Response: Thanks to the 2010 regulations championed by Michelle Obama, school meals across the United States are currently aligned with national dietary guidelines and operate under standards stricter than those in healthcare settings. While these stringent regulations apply specifically to the full breakfast and lunch options provided to students—accounting for the majority of their daily nutrition—they do not cover extraneous or non-meal foods.
- Director Valliant then noted a personal experience about her child, as well as others, where a student is at the end of the line, and there is nothing remaining for them to eat. Ms. Koppen noted that these are important comments, and if there are not a specific number of foods offered, then we are not in compliance, and will require looking at the situation and retraining staff, which we do. Director Valliant also noted concerns because when it does occur that a child does not receive food, the school does not call the family to let them know, in case they want to pick them up early, or if they will not be home until later and the family is not aware that the student has not eaten all day.

MOTION: Director Valliant moved that I move to that the review of Policy 719.00: Food Service at the August 5, 2026 Committee of the Board meeting be considered the First Reading of the three-reading process; and that the review of this policy at the August 18, 2026 Board of Education meeting will be considered the Second Reading. The motion was seconded by Director Allen.

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

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

f. Policy 719.01 - Cafeteria Responsibilities Policy

Policy 719.01, originally drafted in 2008 and recently updated, has been revised to better reflect current school operations and legal standards. The updated policy includes a newly defined purpose focused on guaranteeing safe, healthy meal periods with adequate eating time for all students. Key revisions clarify compliance with applicable federal and state school nutrition requirements (Section 12A) and refine operational language (Section B) to affirm that while principals oversee cafeteria supervision, school staff, support services, and facility personnel share in this responsibility. Finally, the document updates cross-references and incorporates relevant legal citations to ensure full alignment with active regulations.

The full presentation and draft policy changes can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Is there a maximum amount of time that can pass between breakfast and lunch for students?
Response: There is not a maximum amount of time, but generally, the lunch period cannot go past 2:00 p.m., and it cannot start before 10:00 a.m. The other guidance is best practice, and not an actual requirement or regulation.

MOTION: Director Valliant moved that presentation of the proposed updates to Policy 719.01 – Cafeteria Responsibilities at the August 5, 2026 Committee of the Board meeting be considered the First Reading; and per Policy 209.00, that approval be through the consent agenda at the Regular Meeting on August 18, 2026, as no substantive changes have been made. The motion was seconded by Director Allen.

The motion was approved by roll call vote:

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

g. Policy 802.00 – Buildings and Grounds Management

Originally established in 1977 and updated in 2008, the district's facility policy was expanded beyond its initial two-sentence framework to establish clear accountability, align facility activities with district priorities, and provide enforceable operational standards. A primary focus of the revised policy is requiring that all planning, maintenance, and physical improvements be executed by qualified personnel and receive prior written approval from the Chief Executive of Operations. This mandatory approval process ensures that

major structural changes are vetted by experts to safeguard the district's significant physical investments and maintain proper operational standards.

The full presentation and draft policy changes can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- It was noted that under "Authorization and Execution," the title should be changed to Senior Executive Officer of Operations.
- During the discussion regarding proper terminology and authority, it was suggested to change the term "oversight" to "responsibility" and updating the relevant heading accordingly. They clarify that ultimate responsibility should rest with the superintendent or their designee—who could be the facilities department—noting that an existing policy likely already defines the superintendent's responsibility across all departments.

MOTION: Director Valliant I move the presentation of the proposed updates to Policy 802.00 – Building and Grounds Management at the August 5, 2026 Committee of the Board meeting be considered the First Reading; and per Policy 209.00, that approval be through the consent agenda at the Regular Meeting on August 18, 2026, as no substantive changes have been made. The motion was seconded by Director Allen.

The motion was approved by roll call vote:

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

h. Policy 802.02 – Petitions for Consent for Rezoning

Policy 802.02, which covers petitions for consent for rezoning, has undergone its first major revisions since 2008 to establish a clear evaluation framework and update communication protocols. Originally written in 1931, the updated policy introduces a new focus, purpose, and general statement centered on reviewing proposed land-use changes based on student safety, environmental health, and operational integrity. Rather than making public statements, the district's standard practice remains handling rezoning requests through direct contact—such as a phone call from a board designee to the City of Saint Paul—to grant, decline, or explain their consent. Additionally, the policy introduces a "proactive participation" clause that reserves the board's right to provide written or oral testimony at city council meetings if a proposed change significantly impacts the educational environment, while also clarifying legal references regarding debt insurance.

The full presentation and draft policy changes can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- None

MOTION: Director Valliant moved that the review of Policy 802.02– Petitions for Consent for

Rezoning at the August 5, 2026 Committee of the Board meeting be considered the First Reading; and that the review of this policy at the August 18, 2026 Board of Education meeting will be considered the Second Reading. The motion was seconded by Director Carrillo.

The motion was approved by roll call vote:

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

i. Policy 816.00 – Environmental Health and Safety

The revised Environmental Health and Safety policy represents a comprehensive reorganization and rewrite led by the facilities department's environmental safety group, driven by strong internal demand. While the core substance remains largely unchanged, the update significantly enhances overall clarity and introduces an explicit purpose statement focused on identifying, managing, and minimizing workplace hazards. The document details primary oversight areas—including physical, chemical, and environmental hazards, personal protection, and strict compliance with federal, state, and State Fire Marshal regulations—alongside key support resources like proactive monitoring, training, funding, and continuous improvement. Additionally, it outlines enforcement guidelines holding district employees and contractors accountable for adhering to protocols, reporting incidents, attending drills, and suggesting improvements, all while maintaining existing references to MSBA policy 807.

The full presentation and draft policy changes can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Franco thanked Ms. Wallace for being prepared to present these three policies at the June Committee of the Board Meeting, which were then moved to this meeting, and for staying at the meeting until the end, since these policies were the last on the agenda.

MOTION: Director Valliant moved that the presentation of the proposed updates to Policy 816.00 – Environmental Health and Safety at the August 5, 2026 Committee of the Board meeting be considered the First Reading; and per Policy 209.00, that approval be through the consent agenda at the Regular Meeting on August 18, 2026, as no substantive. The motion was seconded by Director Allen.

The motion was approved by roll call vote:

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

12. ADJOURNMENT

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

The meeting adjourned at 8:36 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**

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

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

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

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

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

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: August 11, 2026

TOPIC: Acceptance of Gifts that are under \$5,000 for July 1st - July 31st, 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 area 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. These donations will help to meet the School District's target area of achievement.
6. These items are submitted by Daniel Moser, Executive Director of Finance and Tom Sager, Senior Executive Officer of Financial Services.

B. RECOMMENDATION:

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

UND_COD	DEPTID	GRAM_CC	PRODUCT	ACCOUNT	CLASS_FLD	DESCRIPTION	AMOUNT	JOURNAL_ID	INVOICE	ACCOUNTING_DATE
4	5	505	321	5096	8503	AR/ UNIVERSITY OF MINNESOTA/BUS T 26297 V 01014912	(2,000.00)	ARD0118368	10841-1	16-Jul-26
19	215	291	0	5096	D050	AR/ TIMOTHY COLEMAN/DEBATE NATIONAL TOURNAMENT	(1,100.00)	ARD0118238	10825-1	7-Jul-26
19	225	291	0	5096	U001	AR/ STATE OF MINNESOTA/MIGHTYCAUSE HUMBOLDT HS	(25.00)	ARD0118477	10865-1	10-Jul-26
19	230	291	0	5096	U001	AR/ STATE OF MINNESOTA/MIGHTYCAUSE JOHNSON HS	(50.00)	ARD0118477	10865-1	10-Jul-26
19	494	291	0	5096	U001	AR/ CAPITOL HILL PTO/VCI BUSIN REIMBURSE	(4,704.66)	ARD0118238	10826-10	7-Jul-26
19	494	291	0	5096	U001	AR/ CAPITOL HILL PTO/3RD GRADE BUSES	(116.00)	ARD0118238	10826-12	7-Jul-26
19	494	291	0	5096	U001	AR/ CAPITOL HILL PTO/VF BUSES	(1,030.64)	ARD0118238	10826-15	7-Jul-26
19	494	291	0	5096	U001	AR/ CAPITOL HILL PTO/1ST GRADE BUSES	(1,646.00)	ARD0118238	10826-13	7-Jul-26
19	494	291	0	5096	U001	AR/ CAPITOL HILL PTO/5TH GRADE BUSES	(403.02)	ARD0118238	10826-11	7-Jul-26
							(11,075.32)			

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

DATE: August 18, 2026

TOPIC: Amendment to Contracts for Yellow Bus and Type III Transportation

A. PERTINENT FACTS:

1. The Saint Paul Public Schools' Transportation Department has established a contract for yellow bus and Type III services with 9 vendors. RFP took place in 2022 and 2024. This is the final extension year for Type III service and the first of two potential years of extension for Yellow Bus service.
2. The Saint Paul Public School Transportation Department believes in establishing partnerships with local and national vendors to maintain a safe and consistent ride for all eligible students. Extending these contracts will help accomplish this goal.
3. The Transportation Department requests authorization to amend the contracts for one year with our Type III and Yellow Bus vendors.
4. Funding will be provided from Transportation budget 03-005-760-720-6360-0000, 03-005-760-723-6360-0000, 30-005-760-728-6360-0000 with the breakdown as follows:
 - a. \$31,500,000 combined with four Yellow Bus Contractors
 - i. Bille Bus
 - ii. First Student
 - iii. Minnehaha
 - iv. Transit Team
 - b. \$12,750,000 combined with six Type III Contractors
 - i. EzyRide4U Transportation
 - ii. Oromiya Transportation
 - iii. Rift Valley Transportation
 - iv. United Transportation
 - v. Universal Transportation
 - vi. Bille Bus Transportation
5. This project will provide students with a safe and consistent ride into school to help the district meet its goal of ensuring high academic achievement for all students.
6. This item was reviewed by Nevonja Rainwater, Assistant Director Accounts Payable/Purchasing and Todd Swanson, Controller and is submitted by Benjamin Harri, Transportation Director, and Jackie Turner, Senior Executive Officer Operations.

B. RECOMMENDATION:

That the Board of Education authorizes the Amendments to Contracts for Yellow Bus and Type III Transportation to Nine Vendors.

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

DATE: August 18, 2026

TOPIC: Google Workspace Subscription Services Renewal FY 27 – FY 29

A. PERTINENT FACTS:

1. Saint Paul Public Schools' Google Workspace for Education Plus (GWFE) Agreement is up for renewal and the district continues to leverage GWFE services for daily productivity. The renewed agreement allows the District to purchase GWFE Licenses using TIPS contract # 230105. The agreement is for 3 years and renewable at the end of each term. The renewal agreement will include the following Google Workspace Licenses:
 - a. Google Works for Education Plus for Students
 - b. Google Works for Education Plus for Staff
 - c. Docs, Sheets, Slides
 - d. Gemini
 - e. Notebook LM
 - f. Other services
2. The solution will be bought through our vendor, CDW Government LLC, and the purchase will be made off of TIPS contract #230105.
3. The purchase is over \$175,000 and board approval is required.
4. This purchase has been reviewed by Executive Director of Technology, Mario McHenry.
5. Funding will be provided by the Technology Services budget.
6. This purchase meets the District Strategic Plan focus area of Program Evaluation and Resource Allocation.
7. This item is submitted by Mario McHenry, Executive Director of Technology Services; Jackie Turner, Senior Executive Officer of Operations; Tom Sager, Senior Executive Officer of Financial Services.

B. RECOMMENDATION:

That the Board of Education authorize administration to approve the proposal from CDW Government LLC for the renewal of GWFE Licenses in the amount not to exceed \$700,000 for the 2026-2027 through 2028-2029 school years.

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

DATE: August 18, 2026

TOPIC: Request to Sign the Contract with Junior Achievement North (JA North)

A. PERTINENT FACTS:

1. Request to Sign the 2026-27 contract with JA North. JA North “inspires and prepares young people for what’s next.” They “believe every student deserves a future filled with choices and opportunities.” JA North programming focuses on experiential learning that “drives economic mobility by helping students become confident, capable, and connected.”
2. This contract outlines the partnership between Saint Paul Public Schools and JA North, pertaining to JA BizTown, JA Entrepreneurship Pathway, JA Job Shadow, the SPPS Education Pathway, JA Dream Accelerator, and JA Finance Park.
3. This has been a multi-year partnership; this will be an annual request.
4. Fees paid to JA North will not exceed \$67,000.
5. This item is submitted by Carita Green, Executive Director of the Office of College and Career Pathways and Student Supports; and Dr. Valora Unowsky, Senior Executive Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the contract with JA North for the 2026-27 school year.

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

DATE: August 18, 2026

TOPIC: Contract with Ro Health to Assist with Health and Wellness Staffing through Temporary Support

A. PERTINENT FACTS:

1. This contract allows Ro Health to provide temporary Registered Nurses (RN) or Licensed Practical Nurses (LPN) during staffing shortages and leaves of absences to support all Health Offices not able to be filled by Health and Wellness staff.
2. The District agrees to compensate Ro Health at a rate of \$75.00/hour for RN services or \$65.00/hour for LPN services provided under this Agreement. The total cost of this agreement shall not exceed \$400,000 each school year.
3. The agreement period is beginning on September 1, 2026 and will remain in effect through August 31, 2028.
4. Either party may terminate this Agreement, for any reason, upon thirty (30) days prior written notice.
5. This item aligns with the strategic plan focus area of Positive School and District Culture.
6. This item is submitted by Rebecca Schmidt, Director of Health and Wellness; Stacey Dahlby, Executive Director Office of Specialized Services; and Toya Pryor, Senior Executive Officer of School Leadership and Operation.

B. RECOMMENDATION:

That the Board of Education authorizes the Superintendent to enter into a contract with Ro Health for temporary RN and/or LPN health service support.

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

DATE: August 18, 2026

TOPIC: Design Services for Rondo Complex Building Systems Replacement and Site Renewal (Project # 3170-26-01)

A. PERTINENT FACTS:

1. This agenda item seeks approval to award design and construction administration services for the Rondo Complex Building Systems Replacement and Site Renewal (Project # 3170-26-01).
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 Rondo Complex Building Systems Replacement and Site Renewal project.
4. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	July 15, 2025
#2 – Project Charter (Predesign)	March 17, 2026
#3 – Project Budget	March 2027 (anticipated)
#4 – Contract Award	December 2027 (anticipated)
#5.1 – Project Close-Out	August 2029 (anticipated)
#5.2 – Final Project Summary	August 2030 (anticipated)

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

Rough Order of Magnitude Estimate	Current Obligations	Invoiced to Date	Percent Invoiced
\$41,321,200 - \$45,670,800	\$0	\$0	0%

6. The following vendor was selected:

	<u>Not-to-Exceed Fee</u>
Miller Dunwiddie.....	\$1,891,700

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

Funding Source	Amount
Capital Bonds FY26-30	\$6,115,504
LTFM FY26-30	\$37,380,496

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, Senior Executive Officer of Financial Services; and Jackie Turner, Senior Executive Officer of Operations.

B. RECOMMENDATION:

That the Board of Education authorize award of design and construction administration services to Miller Dunwiddie for the not-to-exceed fee of \$1,891,700.

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

DATE: August 18, 2026

TOPIC: Approval of Employment Agreement Between Independent School District No. 625 and Minnesota Teamsters Public and Law Enforcement Employees Local No. 320 Representing Teaching Assistants

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 June 27, 2026, increase salary schedule for TA 1 by 3.5% and TA 2 will increase by 2% for steps 1-4 and 3.5% for steps 5-7, step 6 will be reduce from 10 years to 9 years. Effective June 26, 2027, increase salary schedule by 2.5%.

Insurance: Effective January 1, 2027, the District's monthly contribution of \$695 for single coverage is increased to \$723; 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 \$723 for single coverage is increased to \$759; the District's monthly contribution of \$1,362 for family coverage is increased to \$1,430.

Personal Leave: Effective July 1, 2026, employees personal leave per school year increases from 4 days to 5 days.

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

3. The District has 821 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	\$1,358,636
• in the 2027-28 budget year	\$1,319,985
5. This item will meet the District strategic plan focus area of Program Evaluation and Resource Allocation.
6. This request is submitted by Daniel Wells, Director of Employee and Labor Relations; Patricia Pratt-Cook, Senior Executive Officer 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 teaching assistant employees in this school district for whom the Minnesota Teamsters Public and Law Enforcement Employees 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: August 18, 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, Senior Executive Officer of Financial Services.

B. RECOMMENDATIONS:

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

	MONTHLY OPERATING AUTHORITY	
	JUNE 1, 2026 -JUNE 30,2026	
Fund	Descriptions	Amount
No	Checks: 797114--797971	
1	General	\$ 3,072,023.75
2	Food Service	\$ 1,034,669.78
3	Transportation Services	\$ 14,257.72
4	Community Service	\$ 76,964.18
6	Building Construction	\$ 3,265,719.96
		\$ 7,463,635.39
	Electronic Payments(WIRES): 0011811--0011836	
1	General	\$ 49,989,275.44
2	Food Service	\$ 1,018,258.46
3	Transportation Services	\$ 317,684.14
4	Community Service	\$ 1,550,448.83
6	Building Construction	\$ 247,545.08
21	Work Compensatory	\$ -
		\$ 53,123,211.95
	ACH Payments: 0016604--0016991	
1	General	\$ 7,468,590.82
2	Food Service	\$ 56,407.40
3	Transportation Services	\$ 671,360.44
4	Community Service	\$ 195,008.77
6	Building Construction	\$ 2,110,618.14
		\$ 10,501,985.57
	EFT Payments:	
1	General	\$ -
2	Food Service	\$ -
3	Transportation Services	\$ -
4	Community Service	\$ -
6	Building Construction	\$ -
		\$ -
	P- Card	
1	General	\$ 521,742.19
2	Food Service	\$ 3,050.92
3	Transportation Services	\$ 2,377.45
4	Community Service	\$ 38,861.02
6	Building Construction	\$ -
		\$ 566,031.58
	TOTAL DISTRICT	\$ 71,654,864.49

	Fund Financial Analysis (JULY Thru JUNE FY 2026)				
	Fund	Actual Expenses	Revised Budget	Variance	Percentage of Budget Used
	Fund 1- General Fund	\$ 781,256,483.39	\$ 814,006,268.98	\$ 32,749,785.59	96%
	Fund 2 -Food Service	\$ 29,128,798.49	\$ 33,924,097.95	\$ 4,795,299.46	86%
	Fund 4 -Community Service	\$ 31,110,215.17	\$ 33,455,326.64	\$ 2,345,111.47	93%
	Fund 6- Building Construction	\$ 96,250,793.53	\$ 122,490,660.00	\$ 26,239,866.47	79%
	Fund Financial Analysis (JUNE FY 2026)				
	Fund	Actual Expenses	Revised Budget	Percentage of Budget Used	
	Fund 1- General Fund	\$ 62,057,311.95	\$ 814,006,268.98	8%	
	Fund 2 -Food Service	\$ 2,112,386.56	\$ 33,924,097.95	6%	
	Fund 4 -Community Service	\$ 1,861,282.80	\$ 33,455,326.64	6%	
	Fund 6- Building Construction	\$ 5,623,883.18	\$ 122,490,660.00	5%	

HUMAN RESOURCE TRANSACTIONS					
11-Aug-26					
NEW APPOINTMENT					
Name	Job Category	Eff Date	Pay Rate	Location	
Acevedo, P. A.	Classroom Teacher	8/8/2026	\$58.89	Riverview Dual Immersion	
Agudo Velez, J. A.	Education Assistant	8/8/2026	\$33.89	Colborne Admin Offices	
Ahmadi, Z.	Teaching Assistant	8/8/2026	\$23.94	Eastern Heights	
Ali, M. A.	Teaching Assistant	8/8/2026	\$23.94	East African Elementary	
Anderson, K. G.	Teaching Assistant	8/8/2026	\$23.35	Maxfield Elementary	
Anderson-Benge, R. C.	Classroom Teacher	8/8/2026	\$59.81	Benjamin Mays/Museum	
Au, N. T.	Classroom Teacher	8/8/2026	\$54.71	Open World Learning	
Avery, T. J.	Teaching Assistant	8/8/2026	\$21.63	Txuj Ci HMong (Lower)	
Belk, A. E.	Classroom Teacher	8/8/2026	\$62.39	Johnson Senior High	
Brown, K. M.	Classroom Teacher	8/8/2026	\$36.58	Benjamin Mays/Museum	
Castro, J.	Teaching Assistant	8/8/2026	\$26.28	Battle Creek Elementary	
Cathcart, D. G.	Clerical	8/8/2026	\$36.51	Colborne Admin Offices	
Cieslak, D. J.	Teaching Assistant	8/8/2026	\$23.35	Txuj Ci HMong (Upper)	
Dennis, L. M.	Classroom Teacher	8/8/2026	\$59.81	Early Learning Hub	
Dutta, P.	Teaching Assistant	8/22/2026	\$20.94	Frost Lake Elementary	
Elder, A. L.	Classroom Teacher	8/8/2026	\$59.81	Harding Senior High	
Fang, M.	Education Assistant	7/4/2026	\$18.36	Horace Mann School	
Hansen, C.	Teaching Assistant	8/22/2026	\$21.63	Murray Middle School	
Henry, K.	Classroom Teacher	8/8/2026	\$54.51	Johnson Senior High	
Hickman, J.	Education Assistant	8/8/2026	\$40.28	Colborne Admin Offices	
Hutton, K.	Classroom Teacher	8/8/2026	\$53.65	Harding Senior High	
Jepkema, D.	Classroom Teacher	8/8/2026	\$47.10	Highland Park Middle	
Johnson, T.	Education Assistant	7/11/2026	\$18.36	Rondo Education Center	
Jones, A. R.	Teaching Assistant	8/8/2026	\$21.63	Harding Senior High	
Kong, C. P.	Teaching Assistant	8/8/2026	\$21.63	Txuj Ci HMong (Lower)	
Kral, E.	Teaching Assistant	8/8/2026	\$23.35	Crossroads Montessori	
Lewis, N.	Custodian	7/11/2026	\$19.18	Como Service Center	
Marty, S.	Early Education Teacher	8/8/2026	\$42.21	Maxfield Elementary	
McClure, P.	Classroom Teacher	8/8/2026	\$46.50	271 Belvidere Bldg	
McDonald, M.	Pipe Fitter	8/8/2026	\$63.03	Como Service Center	
Meyer, M.	Classroom Teacher	8/8/2026	\$49.18	Benjamin Mays/Museum	
Mobley, J.	Teaching Assistant	8/8/2026	\$23.35	Johnson Senior High	
Mohamed, H.	Classroom Teacher	8/8/2026	\$44.44	Benjamin Mays/Museum	
Moore, A.	Clerical	8/8/2026	\$29.34	Murray Middle School	
Motelewski, S.	Classroom Teacher	8/8/2026	\$45.77	Nokomis Montessori North	
Neal, A.	Teaching Assistant	8/8/2026	\$26.28	Highland Park Elementary	
Nelson, S.	Teaching Assistant	8/8/2026	\$23.35	L Etoile du Nord French	
Nestor, T.	Teaching Assistant	8/8/2026	\$23.35	Murray Middle School	
Neuhaus, H.	Classroom Teacher	8/8/2026	\$59.81	Jie Ming Mandarin Immr	
Nguyen, T.	Classroom Teacher	8/8/2026	\$43.05	St Anthony Park	
Noble, T.	Custodian	8/1/2026	\$31.62	Como Service Center	
Ogitchida, E. E.	Teaching Assistant	8/8/2026	\$23.35	Harding Senior High	
Orenic, A. P.	Teaching Assistant	8/8/2026	\$26.28	Adams Spanish Immersion	
Plantek, F. N.	Teaching Assistant	8/8/2026	\$23.35	Txuj Ci HMong (Lower)	
Pipkin, L. C.	Teaching Assistant	8/8/2026	\$23.94	St. Paul Music Academy	
Ponce, J. A.	Clerical	8/1/2026	\$29.34	Hazel Park Preparatory	
Prouty, C. B.	Classroom Teacher	8/8/2026	\$62.61	Farnsworth Aerospace Upper	
Remerowski, C. P.	Classroom Teacher	8/8/2026	\$64.08	Farnsworth Aerospace Upper	
Rosen, M. E.	Classroom Teacher	8/8/2026	\$42.18	Nokomis Montessori North	
Said, A. H.	Teaching Assistant	8/8/2026	\$23.94	Crossroads Montessori	
Salazar, T. J.	Teaching Assistant	8/8/2026	\$23.35	Eastern Heights	
Seel, M. J.	Classroom Teacher	8/8/2026	\$37.11	Chelsea Heights Elem	
Sindt, B. M.	Classroom Teacher	8/8/2026	\$44.92	Adams Spanish Immersion	
Stringer, I. M.	Classroom Teacher	8/8/2026	\$49.89	Wellstone Elementary	
Thao, T.	Classroom Teacher	8/8/2026	\$50.74	Txuj Ci HMong (Upper)	
Thompson, S.	Classroom Teacher	8/8/2026	\$56.95	American Indian Magnet	
Tollin, A. R.	Teaching Assistant	8/8/2026	\$23.35	Eastern Heights	
Torres Rosas, L.	Teaching Assistant	8/8/2026	\$23.35	Global Arts Plus - Lower	
Trebtoske, C. M.	Classroom Teacher	8/8/2026	\$59.81	Battle Creek Middle	
Vick, B. C.	Education Assistant	7/4/2026	\$18.36	Randolph Heights	
Vo, K. H.	Superintendency	8/1/2026	\$64.90	Colborne Admin Offices	
Vue, B. L.	Classroom Teacher	8/8/2026	\$35.57	Open World Learning	
Wade, S.	Teaching Assistant	8/8/2026	\$21.63	Benjamin Mays/Museum	
Walker, D.C.	Clerical	8/15/2026	\$27.21	Colborne Admin Offices	
Walsh, S. K.	Central Administrator	7/18/2026	\$63.10	1780 W. 7th Street	
Week, A. M.	Teaching Assistant	8/22/2026	\$20.94	Obama Montessori	
Wellington, H. I.	Classroom Teacher	8/8/2026	\$41.46	Harding Senior High	
Westlund, B. L.	Teaching Assistant	8/22/2026	\$23.30	Benjamin Mays/Museum	
Whitfield, D. D.	Classroom Teacher	8/8/2026	\$40.76	Benjamin Mays/Museum	
Whitford-Hawkins, A.	Teaching Assistant	8/8/2026	\$23.35	Murray Middle School	
Wilson, E.	Classroom Teacher	8/8/2026	\$57.15	Wellstone Elementary	
Winnes, S. J.	Classroom Teacher	8/8/2026	\$43.78	Battle Creek Middle	
Yang, M. K.	Teaching Assistant	8/8/2026	\$21.63	Txuj Ci HMong (Upper)	
Yang, P.	Classroom Teacher	8/8/2026	\$65.22	Txuj Ci HMong (Lower) PhalenLk	
Yoon, S.	Classroom Teacher	8/8/2026	\$58.21	Farnsworth Aerospace	
Young, D. L.	Clerical	8/15/2026	\$36.51	Colborne Admin Offices	
Zavala Varela, S. P.	Clerical	7/25/2026	\$33.61	Colborne Admin Offices	
Zhang, D.	Classroom Teacher	8/8/2026	\$65.22	Highwood Hills Elem	
Zuniga, D.T.	Teaching Assistant	8/8/2026	\$21.63	American Indian Magnet	
Zwicky, L. G.	Classroom Teacher	8/8/2026	\$60.60	Hamline Elementary	

PROMOTION					
Name	Job Category	Eff Date	Pay Rate	Location	
Ahmed, Z.	Teaching Assistant Career Progression	8/8/2026	\$23.35	East African Elementary	
Daye, W.	Clerical Career Progression	8/1/2026	\$31.60	Battle Creek Middle	
Erickson, J. A.	Central Administrator From: Classroom Teacher	8/1/2026	\$60.22	271 Belvidere Bldg	
Erickson, L.	School/Community Professional Career Progression	8/9/2025	\$44.50	RiverEast Elem/Secondary	
Her, D.	Classroom Teacher From: Temporary Employee	8/8/2026	\$40.04	Horace Mann School	
Her, M. C.	Classroom Teacher From: Temporary Employee	8/8/2026	\$44.29	Txuj Ci HMong (Lower)	
Hser, M.	Teaching Assistant Career Progression	8/22/2026	\$26.28	Crossroads Science	
Larson, C.	Classroom Teacher From: Temporary Employee	8/8/2026	\$44.29	Crossroads Montessori	
Leibfried, D. K.	Clerical Career Progression	7/1/2026	\$31.39	Como Service Center	
Liang, Y.	Classroom Teacher From: Temporary Employee	8/8/2026	\$62.61	Farnsworth Aerospace	
Luadtke, G.	Teaching Assistant Career Progression	8/8/2026	\$26.28	Como Park Elementary	
Mohamud, A.	Teaching Assistant Career Progression	8/22/2026	\$26.28	East African Elementary	
Petersen, M. T.	Clerical Career Progression	7/11/2026	\$76.69	Como Service Center	
Rey, M. A.	Classroom Teacher From: Education Assistant	8/22/2026	\$57.83	Crossroads Montessori	
Thao, C. H.	Education Assistant From: Teaching Assistant	8/8/2026	\$26.29	Txuj Ci HMong (Lower)	
Ulland, O.	Classroom Teacher From: Temporary Employee	8/1/2026	\$38.53	Maxfield Elementary	
Villanueva, N. D.	Classroom Teacher From: Temporary Employee	8/1/2026	\$44.29	Obama Montessori	
Wilson, S. K.	School/Community Professional	12/13/2025	\$44.50	RiverEast Elem/Secondary	
Yang, C. G.	Clerical Career Progression	7/25/2026	\$32.78	Colborne Admin Offices	
Yang, T.	Classroom Teacher From: Temporary Employee	8/1/2026	\$45.83	Crossroads Science	
TEMPORARY APPOINTMENT					
Name	Job Category	Eff Date	Pay Rate	Location	
Hanson, A.W.	Classroom Teacher	8/8/2026	\$49.18	Benjamin Mays/Museum	
Kenney, D. P.	Classroom Teacher	8/8/2026	\$40.76	E-STEM Middle School	
Magnuson, R. M.	Classroom Teacher	8/8/2026	\$65.22	Maxfield Elementary	
Martius, M.	Classroom Teacher	8/8/2026	\$37.72	E-STEM Middle School	
Otieno, J.	Classroom Teacher	8/8/2026	\$42.21	East African Elementary	
LEAVE OF ABSENCE					
Name	Job Category	Eff Date		Location	
Abdel-Karem, S. D.	Clerical	6/15/2026		Colborne Admin Offices	
Ackerman Eng, K. E.	Custodian	3/26/2026		Wellstone Elementary	
Bowman, J. R.	Clerical	7/1/2026		Colborne Admin Offices	
Cortez, S.	School/Community Professional	5/4/2026		Highland Park Senior High	
Fairbanks, C. P.	Custodian	5/29/2026		Como Park Senior High	
Follmer, S. J.	Teaching Assistant	4/14/2026		Highland Park Middle School	
Kummer, M.	Education Assistant	5/21/2026		Colborne Admin Offices	
Kummer, Z.	Education Assistant	4/21/2026		Colborne Admin Offices	
McKenzie, W.	Classroom Teacher	5/21/2026		Creative Arts Secondary	
Rolek, J. T.	Machinists	7/6/2026		Como Service Center	
Sirleaf-Harris, H.	Classroom Teacher	5/18/2026		E-STEM Middle School	
Wolkerstorfer, R. R.	Electrician	6/17/2026		Como Service Center	
REINSTATEMENT AFTER LAYOFF					
Name	Job Category	Eff Date	Pay Rate	Location	
Juhlke, S. L.	School/Community Professional	8/29/2026	\$40.16	Humboldt Secondary	
REHIRE					
Name	Job Category	Eff Date	Pay Rate	Location	
Beni, L.	Classroom Teacher	8/8/2026	\$60.60	L Etoile du Nord French	
Blau, K. J.	Classroom Teacher	8/22/2026	\$40.88	Mississippi Creative	
Bowar, E. E.	Classroom Teacher	8/8/2026	\$60.60	Jie Ming Mandarin Immr	
Brennan, C. V.	Classroom Teacher	8/8/2026	\$46.24	Harding Senior High	
Francisco, L.	Education Assistant	8/8/2026	\$31.28	Frost Lake Elementary	
Glaser, J. L.	Central Administrator	8/1/2026	\$64.74	Como Service Center	
Greene, D. L.	Teaching Assistant	8/8/2026	\$26.28	Maxfield Elementary	
Issa, A. M.	Clerical	8/15/2026	\$27.21	Colborne Admin Offices	
Kyser, L. C.	Classroom Teacher	8/8/2026	\$65.22	Hazel Park Preparatory	
Loveridge, J. O.	Classroom Teacher	8/22/2026	\$61.61	1780 W. 7th Street	
Montoya, C. A.	Classroom Teacher	8/8/2026	\$37.11	Open World Learning	
Moore, S.	Teaching Assistant	8/8/2026	\$23.35	Benjamin Mays/Museum	
Orta Ramirez, Y. A.	Teaching Assistant	8/8/2026	\$23.35	Riverview Dual Immersion	
Pine, S.	Classroom Teacher	8/8/2026	\$52.63	Mississippi Creative	
Rink, K. F.	Classroom Teacher	8/8/2026	\$42.21	Jie Ming Mandarin Immr	
Rudolph, M. S.	Teaching Assistant	8/22/2026	\$20.19	Obama Montessori	
Smith, M. A.	Teaching Assistant	8/22/2026	\$23.30	L Etoile du Nord French	
Street, C. D.	Classroom Teacher	8/8/2026	\$51.60	Battle Creek Elementary	
Woods, D. M.	Teaching Assistant	8/8/2026	\$26.28	Battle Creek Elementary	
Woods, N. S.	Classroom Teacher	8/8/2026	\$42.76	Washington Tech Middle	
Youngquist, D. L.	Teaching Assistant	8/8/2026	\$26.28	Frost Lake Elementary	
REINSTATEMENT FROM LEAVE OF ABSENCE					
Name	Job Category	Eff Date		Location	
Abdel-Karem, S. D.	Clerical	7/8/2026		Colborne Admin Offices	
Evanson, J. P.	Custodian	7/13/2026		Humboldt Secondary	
Juracich, S. R.	Custodian	7/13/2026		Como Park Senior High	
Robbins, C. J.	Machinists	7/13/2026		Como Service Center	
REHIRE AFTER TERMINATION					
Name	Job Category	Eff Date	Pay Rate	Location	
Dahlby, S. A.	Central Administrator	7/18/2026	\$66.54	Colborne Admin Offices	

VOLUNTARY REDUCTION IN TITLE							
Name	Job Category	Eff Date	Pay Rate	Location			
Amdor, C. P.	Education Assistant	8/8/2026	\$34.15	Bridge View			
Howell, S. A.	Education Assistant	8/1/2026	\$33.61	Crossroads Montessori			
CHANGE IN TITLE							
Name	Job Category	Eff Date	Pay Rate	Location			
Gonwa, S. M.	Classroom Teacher From: Temporary Employee	8/8/2026	\$37.11	Jie Ming Mandarin Immr			
RESIGNATION							
Name	Job Category	Eff Date		Location			
Aroutiunian-Usitalo, M.	Education Assistant	6/13/2026		American Indian Magnet			
Ashton, Z. C.	Custodian	7/25/2026		Mississippi Creative			
Baker, A. A.	Education Assistant	8/29/2026		Randolph Heights			
Beason, C. F.	Classroom Teacher	6/13/2026		The Heights Community			
Caldwell, A. F.	Education Assistant	7/25/2026		Rondo Education Center			
Christensen, K. D.	Education Assistant	6/13/2026		St Anthony Park			
Cochran, A. J.	Classroom Teacher	7/14/2026		E-STEM Middle School			
Danielson, A. K.	Classroom Teacher	7/1/2026		Wellstone Elementary			
Danielson, J. A.	Central Administrator	8/22/2026		1780 W. 7th Street			
Dau, K. E.	Classroom Teacher	6/13/2026		Eastern Heights			
Gallego, A. R.	Classroom Teacher	7/2/2026		Central Senior High			
Gerard, M. M.	Custodian	6/20/2026		Battle Creek Elementary			
Golden, S. R.	Education Assistant	7/4/2026		Rondo Education Center			
Goudreault, M.	Classroom Teacher	6/13/2026		Humboldt Secondary			
Horn, J. D.	Classroom Teacher	6/13/2026		RiverEast Elem/Secondary			
Hubin, E.	Teaching Assistant	6/12/2026		Crossroads Science			
Johnson, A. L.	Central Administrator	8/12/2026		Colborne Admin Offices			
Keller, N. J.	Classroom Teacher	6/13/2026		E-STEM Middle School			
Krupiczewicz, K. S.	Classroom Teacher	6/13/2026		Como Park Elementary			
Larson, L. M.	Nutrition Services	8/1/2026		Como Service Center			
Lee, P. K.	Supervisory	7/15/2026		Horace Mann School			
Lerpwel, M.	Education Assistant	6/6/2026		Horace Mann School			
Lum, O.	Teaching Assistant	6/12/2026		Battle Creek Elementary			
McCormick, J.	Teaching Assistant	6/12/2026		E-STEM Middle School			
Mohamed, A.	Classroom Teacher	6/13/2026		East African Elementary			
Morrison, S.	Classroom Teacher	6/13/2026		Groveland Park			
Morton, T. K.	Central Administrator	7/10/2026		Como Service Center			
Nistler, H. J.	Superintendency	8/1/2026		Colborne Admin Offices			
Paul, M. E.	Teaching Assistant	6/13/2026		Wellstone Elementary			
Powers, K. C.	Clerical	8/5/2026		Colborne Admin Offices			
Quevedo Correa, Y. B.	Education Assistant	6/13/2026		Battle Creek Elementary			
Rennerfeldt, M. E.	Classroom Teacher	6/13/2026		Como Park Elementary			
Rutilo Barrita, L. E.	Classroom Teacher	6/13/2026		Riverview Dual Immersion			
Sattervall, M. J.	Classroom Teacher	6/13/2026		Mississippi Creative			
Thell, G. M.	Custodian	8/7/2026		Frost Lake Elementary			
Tschida, K. G.	Classroom Teacher	6/13/2026		Farnsworth Aerospace			
Weyandt, M. M.	Classroom Teacher	6/13/2026		Harding Senior High			
TERMINATION							
Name	Job Category	Eff Date		Location			
H, A. M.	Nutrition Services Personnel	7/9/2026					
K, M. P.	Custodian	7/17/2026					
DISCHARGE							
Name	Job Category	Eff Date		Location			
A, S. A.	Custodian	7/17/2026					

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

DATE: August 18, 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:

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: August 18, 2026

TOPIC: Annual Delegation of Authority to initiate Electronic Fund Transfers (EFTs)

A. PERTINENT FACTS:

1. School Board Policy 701.00 has been approved and serves as the governing policy requiring the School Board to annually delegate authority to initiate Electronic Fund Transfers (EFTs) to the Superintendent or designee. This internal control procedure has been established in accordance within policy 701.00 to define the process, responsibilities, and safeguards associated with initiating and authorizing EFT transactions.
2. Electronic Fund Transfers are a routine and necessary component of District financial operations, including the payment of obligations, banking transactions, and management of District cash resources. Policy 701.00 establishes specific internal controls requiring documentation, approval, transaction retention, and Board reporting.
3. The delegation is effective for one year and remains subject to all requirements contained in Policy 701.00 and applicable Minnesota statutes.
4. All EFT transaction must include documented purpose, amount, recipient information, written approval, retention of transaction confirmations, and subsequent reporting to the Board through the Monthly Operating Authority Report.
5. This action supports the District strategic plan focus area of Program Evaluation and Resource Allocation through effective stewardship, accountability, and management of District Resources
6. This item is submitted by the Daniel Moser, Executive Director of Financial Services; Tom Sager, Senior Executive Officer of Financial Services; and Dr. Stacie Stanley, Superintendent.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent to designate the Senior Executive Officer of Financial Services, Tom Sager, as an authorized representative to initiate Electronic Fund Transfers (EFTs) on behalf of Independent School District No. 625 in compliance with policy 701.00 and all applicable internal control requirements.

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

DATE: August 18, 2026

TOPIC: Annual Delegation of Authority to Investment Activities

A. PERTINENT FACTS:

1. School Board Policy 701.00 Investment and Banking has been approved and serves as the governing policy for the investments of School District funds. This internal control procedure has been implemented in accordance with Policy 701.00 to establish the process, responsibilities, and safeguards for managing surplus fund investment, liquidity, cash flow projections, and financial stewardship in a manner that supports the District's financial objectives.
2. In order to ensure efficient management of District financial resources and the timely execution of investment activities, the administration recommends formally designating the Executive Chief of Financial Services as the Superintendent's designee for investment activities authorized under Policy 701.00.
3. This delegation will allow the Executive Chief of Financial Services to oversee and execute investment decisions in accordance with Board policy, applicable Minnesota statutes, established internal controls, and District financial procedures.
4. No additional costs are associated with this designation. The delegation supports the ongoing administration of existing District cash management and investment functions and does not alter Board oversight responsibilities.
5. This action supports the District strategic plan focus area of program evaluation and resource allocation by promoting sound financial stewardship, effective cash management, and responsible investment of public resources.
6. This item is submitted by the Daniel Moser, Executive Director of Financial Services; Tom Sager, Senior Executive Officer of Financial Services; and Dr. Stacie Stanley, Superintendent.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent to designate the Senior Executive Officer of Financial Services as the Superintendent's designee for all investment activities permitted under School Board 701.00, including the investment of surplus District funds, management of investment portfolios, cash flow planning, and related investment transactions, in compliance with District policy, applicable laws, and established internal controls.

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

DATE: August 18, 2026

TOPIC: Proposal for the Benjamin E. Mays Afrocentric Magnet Uniform Policy (SPPS Policy 501.04 Alignment)

A. PERTINENT FACTS:

1. The Benjamin E. Mays Afrocentric Magnet requests board approval to implement a family-friendly, tops-only uniform policy starting in Fall 2026. By focusing exclusively on polo tops, we eliminate the traditional financial and enforcement burdens of school dress codes. Our polo colors (red, green, yellow, and black) directly connect to our school house system, representing the historical legacies of the Empire of Ghana, Kingdom of Great Zimbabwe, Empire of Mali, and Kingdom of Kush.
2. This streamlined policy satisfies all requirements of SPPS Board Policy 501.04 (Student Dress: Uniforms) while prioritizing the dignity and equity of our students and families.
3. Policy Alignment & Implementation
 - **Community Support (80% Vote Requirement): Completed.** Through comprehensive family outreach across multiple platforms, **80%** of participating families voted in favor of adopting this policy (303 Yes, 51 No out of 354 total responses across our 376 family community):
 - *Electronic Survey (March Conferences):* 10 Yes / 9 No
 - *Electronic Survey (Walk-ins):* 4 Yes / 0 No
 - *Annual School Climate Survey (Online):* 31 Yes / 5 No
 - *Annual School Climate Survey (Paper):* 39 Yes / 12 No
 - *Walk-in & Family Engagement Surveys (Paper):* 219 Yes / 21 No
 - **Gender-Neutral Design: Compliant.** The uniform consists strictly of polo tops featuring the school logo. No specific bottoms, cuts, or styles are mandated.
 - **Dignified Hardship Provisions:**
 - *Zero-Barriers:* Any family needing financial assistance will receive uniform tops confidentially and free of charge.
 - *Sustainable Funding:* Fully supported by a dedicated school operational budget allocation, voluntary "Sponsor-a-Scholar" family donations, and school event fundraising.
 - **Supportive Reinforcement:**
 - *No Exclusion:* Uniform compliance is strictly a climate initiative, not a disciplinary issue. No disciplinary or exclusionary actions will be used in response to unfulfilled uniforms.

- *Collaborative Outreach & Loaners:* In the event a student arrives at school without an approved uniform polo, staff will provide a clean loaner polo for the day and notify the student's parent or caregiver.
 - *Positive Focus:* We will leverage school house points and community celebrations to build enthusiasm around being uniform-ready.
- 4. This item aligns with the District strategic plan focus area of Positive School and District Culture.
- 5. This item is submitted by Danielle Hughes, Principal; Nancy Pérez, Assistant Superintendent; Toya Pryor, Senior Executive Director of School Leadership and Operation; Dr. Valora Unowsky, Senior Executive Officer of Academics; and Jackie Turner, Senior Executive Officer of Operations.

B. RECOMMENDATION

The Superintendent recommends that the Board of Education approve the following actions:

- **Approve the Uniform Policy Mandate:** Formally adopt the tops-only uniform policy for the Benjamin E. Mays Afrocentric Magnet starting in the 2026–2027 school year, in accordance with SPPS Policy 501.03 (Student Dress Code), SPPS Policy 501.04 (Student Dress: Uniforms), and Minn. Stat. § 123B.36, subd. 4 (School Uniforms).

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

DATE: August 18, 2026

TOPIC: Revision to Policy 611.00: Parent/Guardian Conferences Communication

A. PERTINENT FACTS:

1. Saint Paul Public Schools Policy 611.00 (Parent/Guardian Conferences and School Communication) governs how schools cultivate deep, authentic, and inclusive partnerships with families. Here are the following additions and revisions.

Policy Purpose (Added)

The purpose of this policy is to cultivate deep, authentic, and inclusive partnerships between families and schools/programs by establishing standardized, two-way communication practices. Recognizing that proactive and accessible engagement is vital to student success and well-being, this policy outlines the framework for mandatory bi-annual conferences, regular academic updates, and collaborative communication plans. By ensuring that all outreach is culturally responsive and linguistically accessible, this policy aims to eliminate communication barriers and guarantee that every parent and guardian is empowered as an active, valued participant in their student's educational journey.

General Statement of Policy (Added)

The District values families as essential partners in student learning and is committed to fostering equitable, transparent, and respectful relationships with families across all schools and programs. Strong partnerships between families, educators, and staff help create the conditions for students to thrive academically, socially, and emotionally. To support these partnerships, schools will establish consistent and welcoming communication practices that encourage meaningful family engagement and ensure families have access to timely, relevant information about their child's educational experience.

In Section III.A:

- The phrase ensure is consistent, equitable, and effective communication with all parents/guardians. (Streamlined into the preceding clause regarding language accessibility).

In Section III.B:

- The original word order: in the spring and fall of each school year. (Corrected/replaced to specify "fall and spring").

- **In Section III.C:**

- The phrase to update the parent/guardian on instruction, roles, and student progress.

- The phrase provide updates on instruction, roles, and student progress.
 - The duplicate sentence detailing frequency: These updates shall be provided at least once in the fall and once in the spring each school year.
 - **In Section III.D:**
 - The original phrasing: Principals shall develop-school-family communication plans/programs with ensure the development and distribution of... (Refined to focus directly on monthly school-family communications like newsletters).
2. These revisions ensure proactive and accessible family engagement by updating standards for mandatory bi-annual conferences (fall and spring), regular academic updates, at least monthly school-family communications (such as newsletters), and the explicit use of interpreters and translated documents to eliminate communication barriers for families with limited English language proficiency. The outcome will guarantee every parent and guardian is empowered as an active, valued participant in their student's educational journey.
 3. This is an ongoing policy commitment governing district-wide and school-level operational protocols for family communication, engagement, and conferences starting in the current school year.
 4. There are no direct new financial costs associated with this policy update; implementation relies on existing school communication channels, translation/interpretation services, and staff workflows.
 5. This item is submitted by Dr. Kirk Morris, Assistant Superintendent of Saint Paul Public Schools; and Pat Pratt-Cook, Senior Executive Officer of Human Resources.

B. RECOMMENDATION:

That the Board of Education approve the revised Saint Paul Public Schools Policy 611.00: Parent/Guardian Conferences and School Communication as presented.

Adopted: 1974
Revised: 5/20/1986
6/17/2008
8/18/2026

Saint Paul Public Schools Policy

611.00

611.00 Parent/Guardian Conferences: and School Communication

I. Policy Purpose

The purpose of this policy is to cultivate deep, authentic, and inclusive partnerships between families and schools/programs by establishing standardized, two-way communication practices. Recognizing that proactive and accessible engagement is vital to student success and well-being, this policy outlines the framework for mandatory bi-annual conferences, regular academic updates, and collaborative communication plans. By ensuring that all outreach is culturally responsive and linguistically accessible, this policy aims to eliminate communication barriers and guarantee that every parent and guardian is empowered as an active, valued participant in their student's educational journey.

II. General Statement of Policy

The District values families as essential partners in student learning and is committed to fostering equitable, transparent, and respectful relationships with families across all schools and programs. Strong partnerships between families, educators, and staff help create the conditions for students to thrive academically, socially, and emotionally. To support these partnerships, schools will establish consistent and welcoming communication practices that encourage meaningful family engagement and ensure families have access to timely, relevant information about their child's educational experience.

III. Implementation

A. Principals, teachers, and other school personnel shall ~~take steps to assure adequate and equitable communications with all parents/guardians. Such steps may include use of interpreters and/or translated documents where effective in communicating with parents/guardians with limited English language proficiency.~~ ensure consistent, equitable, and effective

communication with all parents/guardians. These efforts may include the use of interpreters and/or translated documents.

B. Parent/guardian-teacher conferences shall be conducted in each school in the ~~spring and fall~~ fall and spring of each school year. In addition, staff shall provide ongoing updates to parents/guardians regarding student progress throughout the school year.

C. Principals shall ensure that school staff communicates with each student's parent/guardian to ~~update the parent/guardian on instruction, roles, and student progress.~~ provide updates on instruction, roles, and student progress. ~~School staff shall provide these updates at least once in the fall and once in the spring of every school year.~~ These updates shall be provided at least once in the fall and once in the spring each school year. Parents/guardians may request additional meetings to discuss academics or behavior concerns.

D. Principals shall ~~develop school-family communication plans/programs~~ with ensure the development and distribution of at least monthly school-family communications (e.g. newsletters) that communicate the school plans, programs, and relevant updates to staff and parents/guardians.

LEGAL REFERENCES:

CROSS REFERENCES:

Saint Paul Public Schools Language Access Plan

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

DATE: August 18, 2026

TOPIC: Revision to Policy 702.02 Imprest Cash Accounts

A. PERTINENT FACTS:

1. Per SPPS Policy 209.00 - Development, Adoption, Implementation and Monitoring of Policies, and within the section for Policy Revisions without Three Readings:
 - "Revisions that are required due to a change in statute, rule, or other governmental mandate may be made through the consent agenda rather than through the three-reading process."
 - "Minor editorial updates that do not affect the title or substance of the policy (e.g., typographical or formatting corrections) are exempt from the three-reading process and will be submitted to the Committee of the Board and Regular Meeting of the Board of Education for approval via the consent agenda."
 - "An addition of a Purpose Statement, General Statement of Policy, or Definitions that does not alter the scope or intent of the policy is not subject to the three-reading process."
2. Policy 702.02 Imprest Cash Accounts will be updated through the consent agenda and not through the three-reading process because the revisions consist primarily of the addition of a Policy Purpose and General Statement of Policy that clarify the intent and administration of the existing policy without altering its scope or substantive requirements.
3. The revisions to Policy 702.02 Imprest Cash Accounts include the addition of the following sections:

POLICY PURPOSE

"The purpose of the Imprest Cash Account is to provide a controlled and efficient method for disbursing small routine and incidental expenses that cannot be conveniently paid through the standard procurement process. This account operates on a fixed-balance system, where funds are replenished only after expenditures are documented and approved, ensuring accountability, transparency, and proper financial stewardship."

GENERAL STATEMENT OF POLICY

"Imprest Cash Accounts are fixed-amount funds maintained by authorized custodians to facilitate minor purchases or provide change for cash transactions."

These accounts must be managed with strict accountability, transparency, and compliance with financial controls."

4. The existing policy language regarding the establishment, administration, and annual audit requirements for imprest cash funds remains unchanged. Schools and departments may continue to establish imprest cash funds with Board authorization and in accordance with accounting procedures established by the Financial Services Department.
5. This revision supports the District's commitment to sound fiscal management, accountability, transparency, and stewardship of public resources.
6. This item is submitted by Daniel Moser, Executive Director of Financial Services; Tom Sager, Senior Executive Officer of Financial Services

B. RECOMMENDATION:

That the Board of Education approve the revisions to Policy 702.02 - Imprest Cash Accounts.

Adopted: 1974
Revised: 5/2/1995
6/17/2008
8/18/2026

Saint Paul Public Schools Policy 702.02

702.02 IMPREST CASH ACCOUNTS

I. POLICY PURPOSE

The purpose of the Imprest Cash Account is to provide a controlled and efficient method for disbursing small routine, and incidental expenses that cannot be conveniently paid through the standard procurement process. This account operates on a fixed balance system, where funds are replenished only after expenditures are documented and approved, ensuring accountability, transparency, and proper financial stewardship.

II. GENERAL STATEMENT OF POLICY

Imprest Cash Accounts are fixed-amount funds maintained by authorized custodians to facilitate minor purchases or provide change for cash transactions. These accounts must be managed with strict accountability, transparency, and compliance with financial control.

III. IMPREST CASH ACCOUNTS

- Schools and departments may, with the authorization of the Board, establish imprest cash funds (petty-cash accounts). Each account shall be maintained in a separate bank account, administered by the appropriate administrator according to accounting procedures established by the Financial Services Department, and shall be audited annually. Disbursements shall be made by check.

LEGAL REFERENCES:

Minn. Stat. § 123B.11

CROSS REFERENCES:

None

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

DATE: August 18, 2026

TOPIC: Revision to Policy 816.00 – Environmental Health and Safety

A. PERTINENT FACTS:

1. Per SPPS Policy 209.00 - Development, Adoption, Implementation and Monitoring of Policies, and within the section for Policy Revisions without Three Readings:
 - “Revisions that are required due to a change in statute, rule, or other governmental mandate may be made through the consent agenda rather than through the three-reading process.”
 - “Minor editorial updates that do not affect the title or substance of the policy (e.g., typographical or formatting corrections) are exempt from the three-reading process and will be submitted to the Committee of the Board and Regular Meeting of the Board of Education for approval via the consent agenda.”
 - “An addition of a Purpose Statement, General Statement of Policy, or Definitions that does not alter the scope or intent of the policy is not subject to the three-reading process.”
2. Policy 816.00 – Environmental Health and Safety had its first reading at the August 5, 2026 Committee of the Board meeting and will be updated through the consent agenda and not through the three-reading process because the revisions consist primarily of formatting changes and reorganization of the existing policy and providing definitions of terms without altering the policy’s scope or substantive requirements. Sections are added for Compliance and Resources.
3. The revisions to Policy 816.00 – Environmental Health and Safety include additions and modification of the following sections:

POLICY PURPOSE

The District is committed to providing a safe and healthy environment for all students, staff, and visitors. This policy establishes the framework for identifying, managing, and minimizing workplace hazards.

GENERAL STATEMENT OF POLICY

The District shall maintain a comprehensive environmental health and safety program designed to comply with all federal, state, and local regulatory requirements. This includes the maintenance of all required documentation, permits, and safety records.

Primary Areas of Oversight include:

- A. **Physical Hazards:** Confined spaces, fire safety, forklift safety, lockout/tagout (LOTO), underground storage tanks, and worker safety.
- B. **Chemical & Biological Hazards:** Blood-borne pathogens, chemical hygiene, Hazard Communication Standard (GHS), and infectious waste.
- C. **Environmental Hazards:** Asbestos (AHERA), indoor air quality, lead in water, and radon levels.
- D. **Personal Protection:** Respiratory protection, fall protection, and general Personal Protective Equipment (PPE).

COMPLIANCE

The environmental health and safety program will maintain and ensure compliance within:

- A. **Federal Agencies:** Environmental Protection Agency (EPA) and Occupational Safety and Health Administration (OSHA).
- B. **State Agencies:** Minnesota Department of Health (MDH), Minnesota Department of Labor and Industry (MNDLI), the Minnesota Pollution Control Agency (MPCA), and the State Fire Marshal (delegated to City of Saint Paul).

RESOURCES

Program resources include:

- A. **Proactive Monitoring:** The District will conduct routine workplace safety inspections and surveillance to identify, monitor, and evaluate potential hazards before they result in injury or illness.
- B. **Training:** The District will provide mandated safety training for employees tailored to their specific roles and potential exposure levels.
- C. **Funding:** The Board of Education commits to providing the necessary financial resources to maintain compliance and facility safety.
- D. **Continuous Improvement:** The District will monitor and implement "good faith" efforts to comply with new or amended laws.
- E. **Best Practices:** In the absence of specific local or federal laws, the District will follow industry-standard "Best Practices" (e.g., ANSI or NIOSH standards) to manage hazards.

ENFORCEMENT

All District employees and contractors are held accountable for the following:

- A. **Adherence:** Following all established safety protocols and work practices.
- B. **Reporting:** Immediately reporting unsafe conditions, "near-miss" incidents, or faulty equipment to a supervisor.

- C. **Participation:** Completing all required safety training and participating in emergency drills (fire, weather, lockdowns).
 - D. **Feedback:** Reviewing safety protocols regularly and suggesting improvements to the environmental health and safety program.
- 5. This revision supports the District's commitment to providing a safe and healthy environment and sound stewardship of public resources.
 - 6. This item is submitted by Kathryn Wallace, Interim Director of Facilities and Jackie Turner, Senior Executive Officer of Operations.

B. RECOMMENDATION:

That the Board of Education approve the revisions to Policy 816.00 – Environmental Health and Safety.

816.00

ENVIRONMENTAL HEALTH AND SAFETY

I. POLICY PURPOSE

The District ~~will provide~~ is committed to providing a safe and healthy environment for all students, staff, and visitors. This policy establishes the framework for identifying, managing, and minimizing workplace hazards.

II. GENERAL STATEMENT OF POLICY

~~COMPREHENSIVE PROGRAM~~

- ~~1.—The District will~~ shall maintain a comprehensive environmental health and safety program designed to comply with all federal, state, and local regulatory requirements. ~~including maintaining all required documentation and records, to comply with federal, state and local:~~
- ~~2.—Regulatory agencies, including but not limited to Environmental Protection Agency, Occupational Safety and Health Administration, Minnesota Department of Health, Minnesota Department of Labor and Industry, and Minnesota Pollution Control Agency—~~
- ~~3.—Regulations including but not limited to Asbestos Hazard Emergency Response Act management plans; blood-borne pathogens; chemical hygiene; confined space; forklift safety; Hazard Communication Standard; hazardous waste; indoor air quality; infectious waste; lead in water; radon; lockout/tagout; respiratory protection; and underground storage tanks.~~
- ~~4.1.~~ This includes the maintenance of all required documentation, permits, and safety records.

Primary Areas of Oversight include:

- A. **Physical Hazards:** Confined spaces, fire safety, forklift safety, lockout/tagout (LOTO), underground storage tanks, and worker safety.
- B. **Chemical & Biological Hazards:** Blood-borne pathogens, chemical hygiene, Hazard Communication Standard (GHS), and infectious waste.
- C. **Environmental Hazards:** Asbestos (AHERA), indoor air quality, lead in water, and radon levels.
- D. **Personal Protection:** Respiratory protection, fall protection, and general Personal Protective Equipment (PPE).

III. COMPLIANCE

The environmental health and safety program will maintain and ensure compliance within:

- A. **Federal Agencies:** Environmental Protection Agency (EPA) and Occupational Safety and Health Administration (OSHA).

- B. **State Agencies:** Minnesota Department of Health (MDH), Minnesota Department of Labor and Industry (MNDLI), the Minnesota Pollution Control Agency (MPCA), and the State Fire Marshal (delegated to City of Saint Paul).

IV. RESOURCES

Program resources include:

- A. **Proactive Monitoring:** The District will conduct routine workplace safety inspections and surveillance ~~will be conducted~~ to identify, monitor, and evaluate potential hazards before they result in injury or illness.
- B. **Training:** The District will provide mandated safety training for employees tailored to their specific roles and potential exposure levels ~~involved in specific programs included in this policy.~~
- C. **Funding:** The Board of Education commits to providing ~~appropriate funding the necessary to ensure compliance with federal, state, and local government health and safety requirement~~ financial resources to maintain compliance and facility safety.
- D. **Continuous Improvement:** The District will monitor and implement "good faith" efforts to comply with new or amended laws.
- E. **Best Practices:** In the absence of specific local or federal laws, the District will follow industry-standard "Best Practices" (e.g., ANSI or NIOSH standards) to manage hazards.

V. ENFORCEMENT

EMPLOYEE RESPONSIBILITIES

All District employees and contractors are held accountable for the following: ~~are responsible for maintaining the safety and environmental health standards of the District by adhering to safe work practices and following all safety rules and regulations in performing their duties.~~

~~2. District employees and contractors are responsible for reporting any unsafe working conditions, hazards or equipment.~~

- A. **Adherence:** Following all established safety protocols and work practices.
- B. **Reporting:** Immediately reporting unsafe conditions, "near-miss" incidents, or faulty equipment to a supervisor.
- C. **Participation:** Completing all required safety training and participating in emergency drills (fire, weather, lockdowns).
- D. **Feedback:** Reviewing safety protocols regularly and suggesting improvements to the environmental health and safety program.

LEGAL REFERENCES

Minn. Stat. § 123B.57 Health and Safety Projects

CROSS REFERENCES

807 MSBA/MASA Health and Safety Policy

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

DATE: August 18, 2026

TOPIC: Phase Gate Approval of the Student Placement Center Boiler Replacement
(Project # 4010-27-01): Gate #3 – Project Budget

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Student Placement Center Boiler Replacement project at the following phase gate(s):

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

2. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	July 15, 2025
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	August 18, 2026 (current)
#4 – Contract Award	August 18, 2026 (current)
#5.1 – Project Close-Out	December 2026 (anticipated)
#5.2 – Final Project Summary	December 2027 (anticipated)

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

Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$748,000	\$57,620	\$25,210	3.37%

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

Funding Source	Amount
LTFM FY26-28	\$748,000

5. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is submitted by Kathryn Wallace, Interim Facilities Director; Tom Sager, Senior Executive Officer of Financial Services; and Jackie Turner, Senior Executive Officer of Operations.

B. RECOMMENDATION:

That the Board of Education approve the Student Placement Center Boiler Replacement (Project # 4010-27-01) at Phase Gate Check #3 – Project Budget; setting the final project budget at \$748,000 and indicating direction to proceed with construction bidding.

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

DATE: August 18, 2026

TOPIC: Phase Gate Approval of the Student Placement Center Boiler Replacement
(Project # 4010-27-01): Gate #4 - Contract Award

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Student Placement Center Boiler Replacement project at the following phase gate(s):

a. Gate #4: Contract Award

2. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	July 15, 2025
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	August 18, 2026 (current)
#4 – Contract Award	August 18, 2026 (current)
#5.1 – Project Close-Out	December 2026 (anticipated)
#5.2 – Final Project Summary	December 2027 (anticipated)

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

Original Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$748,000	\$57,620	\$25,210	3.37%

4. The following bid was received per the terms of Sourcewell Contract #MN-R6-RW-102825-THR:

Lump Sum Base Bid

Thelen Heating & Roofing, Inc.....\$569,900

5. This bid will be reviewed by Purchasing.

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

Funding Source	Amount
LTFM FY26-28	\$748,000

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, Senior Executive Officer of Financial Services; and Jackie Turner, Senior Executive Officer of Operations.

B. RECOMMENDATION:

That the Board of Education approve the award of the Student Placement Center Boiler Replacement (Project # 4010-27-01) to Thelen Heating & Roofing, Inc. for a lump sum base bid of \$569,900.

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

DATE: August 18, 2026

TOPIC: Change Order #2 for Reiling Construction Company, Inc. for the FY26 Roofing Replacement Program at Battle Creek Elementary and Wellstone Elementary (Project # 0175-26-01)

A. PERTINENT FACTS:

1. This change order provides all labor, material, equipment and services necessary for the following items:

a. Add Wellstone Title 1 office roof to the scope.

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

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$6,385,000	\$4,131,069	\$1,288,864	20.2%

3. The contract would be changed as follows:

	Amount	% Change
The original contract sum was	\$3,568,456	-
Previous Change Orders approved to date	\$63,620	1.8%
The contract sum prior to this Change Order was	\$3,632,076	-
This Change Order amount	\$324,445	9.1%
The new contract sum including this Change Order will be	\$3,956,521	

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

Funding Source	Amount
LTFM FY25-28	\$6,385,000

5. Project cash flow schedule has been reviewed and approved by the District Finance Office.
6. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
7. This item is submitted by Kathryn Wallace, Interim Director of Facilities; Tom Sager, Senior Executive Officer of Financial Services; and Jackie Turner, Senior Executive Officer of Operations.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent or Superintendent's Designee to sign Change Order #2 for Reiling Construction Company, Inc. for the FY26 Roofing Replacement Program at Battle Creek Elementary and Wellstone Elementary (Project # 0175-26-01) for the amount of \$324,445.

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

DATE: August 18, 2026

TOPIC: Change Order #3 for Uhl Company, Inc. for the Hamline Elementary Secure Entry, Heating and Plumbing Replacement Project WS 2200 (Project #4160-25-01)

A. PERTINENT FACTS:

1. This change order provides all labor, material, equipment and services necessary for the following items:

- a. Water piping replacement during Phase II due to high lead content.

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

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$14,474,000	\$10,093,758	\$2,427,136	16.8%

3. The contract would be changed as follows:

	<u>Amount</u>	<u>% Change</u>
The original contract sum was	\$1,174,200	-
Previous Change Orders approved to date	\$30,720	2.6%
The contract sum prior to this Change Order was	\$1,204,920	-
This Change Order amount	\$269,359	23%
The new contract sum including this Change Order will be	\$1,474,279	

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

Funding Source	Amount
Capital Bonds FY25-28	\$3,186,971
LTFM FY25-28	\$11,287,029

5. Project cash flow schedule has been reviewed and approved by the District Finance Office.
6. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
7. This item is submitted by Kathryn Wallace, Interim Director of Facilities; Tom Sager, Senior Executive Officer of Financial Services; and Jackie Turner, Senior Executive Officer of Operations.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent or Superintendent's Designee to sign Change Order #3 for Uhl Company, Inc for the Hamline Elementary Secure Entry, Heating and Plumbing Replacement Project (Project # 4160-25-01) for the amount of \$269,359.



SPPS 2033 Strategic Plan

Board of Education
August 18, 2026

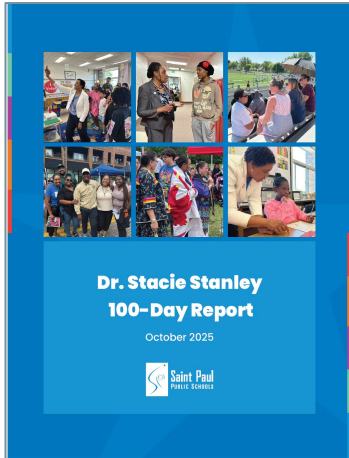
Contents



- Background
- Engagement
- Collaborative teams
- Process
- Plan components
- Monitoring and Reporting
- Implementation
- Communications

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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

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

97



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.

Expansion #2



TYPE OF ENGAGEMENT
Online Survey



DATES
March 2026

879

Total community members engaged in this phase

98



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.

Expansion #3



TYPE OF ENGAGEMENT

Community meeting by language group

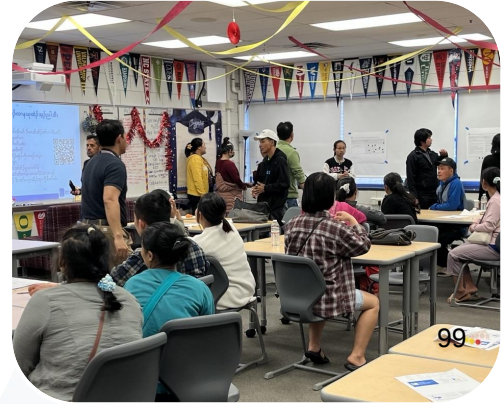


DATES

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.

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

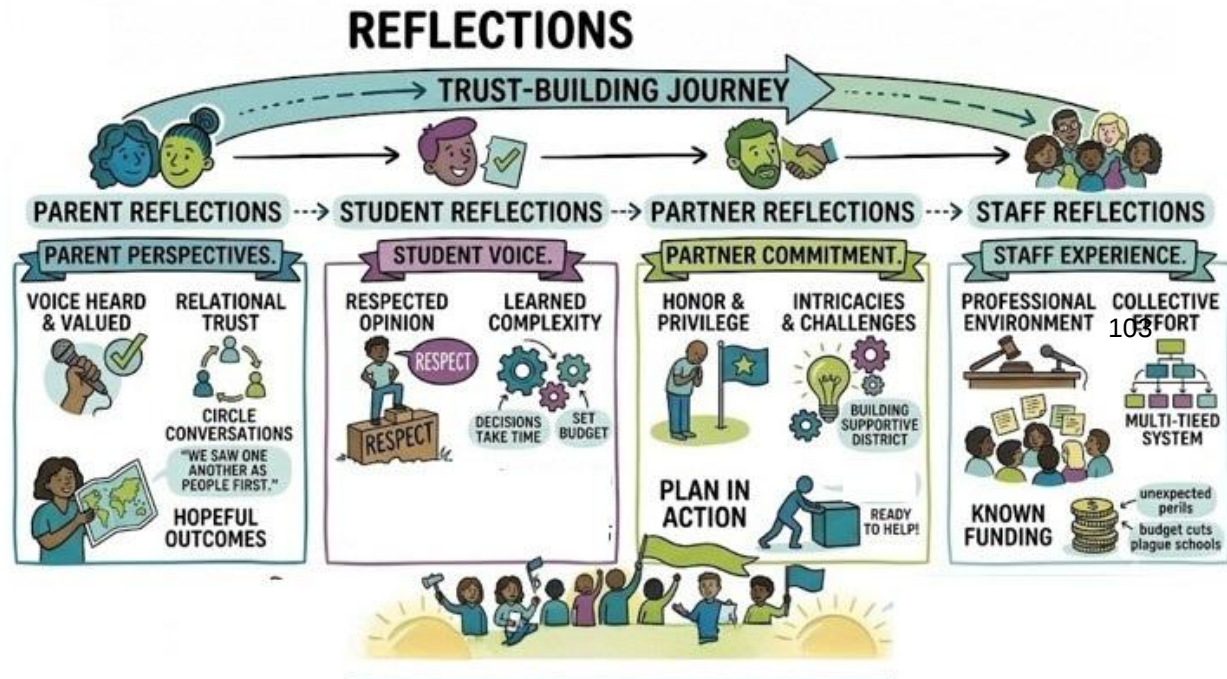
- Created and monitored overall project timeline and activities
- Coordinated engagement activities
- Organized logistics
- Created and shared internal and external communication



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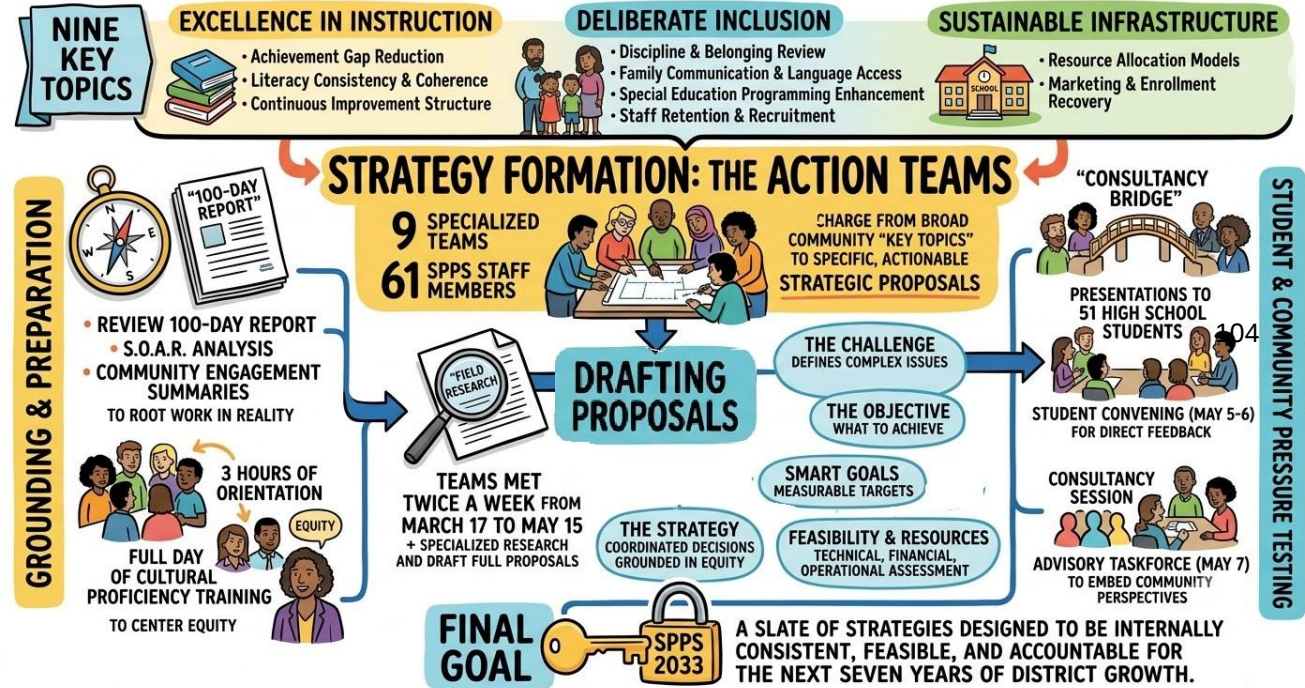
Advisory Taskforce

- 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



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



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



100-Day Report



Strategy
Formation
Action
Teams



Draft strategies



Finalize strategies



Engagement
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Advisory
Taskforce





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

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

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Prioritize literacy instruction through a districtwide framework that aligns high-quality, data-informed, culturally responsive literacy instruction and provides shared accountability structures.

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.
Benchmarks What actions will we implement?	1.1.a. Clarify districtwide approach to Tier 1 instruction grounded in a shared understanding of effective teaching¹¹⁰ 1.1.b. Transform evaluation and accountability structures 1.1.c. Align professional learning for all educational staff in SPPS

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.
Benchmarks What actions will we implement?	1.2.a. Establish a shared understanding of goals for improvement throughout the entire system ¹¹¹ 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

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.
Benchmarks 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 ¹¹² 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

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. 113

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.
Benchmarks What actions will we implement?	2.1.a. Standardize effective systems that eliminate disproportionate exclusionary practices for students¹¹⁴ 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

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.

Benchmarks

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 115
- 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

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.
Benchmarks What actions will we implement?	2.3.a. Incorporate Universal Design for Learning in Tier 1 instruction¹¹⁶ 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.
Benchmarks 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 organization¹¹⁷ 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

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Build a culture of continuous fiscal improvement where the allocation of resources is examined and adjusted to meet the needs of our students.

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.
Benchmarks 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 families¹¹⁹ 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

Facility Portfolio Analysis

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.
Benchmarks What actions will we implement?	This will be the final approved plan from the facilities portfolio analysis ¹²⁰

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.
Benchmarks What actions will we implement?	3.3.a. Conduct an internal audit to improve current financial policies¹²¹ procedures, and responsibilities 3.3.b. Provide financial training (norms & fluency) for staff who manage budgets and/or allocate district resources

Monitoring & 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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Implementation

- Begins upon Board approval
- Staggered implementation - not every strategy will be implemented concurrently or immediately
- Supported by project management and program evaluation

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Implementation Possibilities

August-September Final Planning	September - November Launch	January-April
● Finalize terminology ● Prioritize strategies and benchmarks ● Define metrics ● Evaluation design ● Dashboard design ● Select implementation teams ● Begin training of implementation teams ● Soft launch with leaders	● Launch with all sites and departments ● Communications ● Project plans ● Develop logic models to determine alignment ● Partnership mapping to analyze collaborations ● Identify existing resources including how they are organized ● Develop professional development plan ● Identify how to repurpose resources, and a plan for this (part of the FY28 budget cycle) ● Explicitly state what is being replaced	● Implementation plans finalized ● Explicitly state what is being replaced ● Begin organization of resources for FY 28 ● Collect input ● Open applications for monitoring¹²⁴ committee ● Identify “quick wins”

Communications Plan

- Early and often!
- Deliberately staggered:
Board > Leaders > Students
> Staff > Families
- Multiple methods, multiple platforms, multiple touchpoints
- Marathon, not a sprint

Strategic plan launch (August 2026 - Year 1) Frequent Board Updates throughout the School Year

7/29/26	Pre-launch at Leadership Advance	Booklet, shirts, presentation, prizes + homework for leaders to bring back to their teams
8/18/26	Board approval of plan	Board Action Update to staff and media
8/24/26	Plan is published on website and as a printed booklet	Also add to SPPS.org homepage
8/26/26	Celebration for staff and advisory taskforce	125
Late Aug/Sept	Strategic Plan at staff PD	Share SPPS 2033 presentation at staff welcome events/PD
Late Aug/Sept	Media interviews - Hmong TV, newspapers, Spokesman	
September	Begin video series	Intro video followed by strategy-specific spotlights throughout the year
Fall/Winter	Presentations to community groups	



Questions?



Saint Paul
PUBLIC SCHOOLS

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

Graduation Rates
August 18, 2026

Purpose

- Report the progress of B.I.G.G. programmatic goal, “The percentage of SPPS students who graduate in 4 years will increase from **68%** in 2023 to **80%** in 2029; returning to pre-pandemic levels for all student groups”.
- Reporting parameters:
 - Measure: 4-year graduation results
 - Metric: The percentage of students in the graduating class of 2025 who graduated in 4 years.

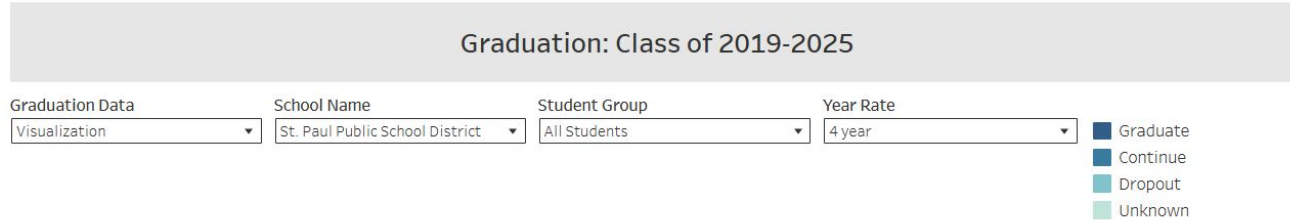
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About the data

- Source: Minnesota Department of Education (MDE)
- Graduation rates are based on 9th grade cohorts;
 - Class of 2025 started 9th grade in the fall of 2021
- Summer graduation is combined with the previous spring's results*
- Care and Treatment programs are excluded from 4-year graduation results (e.g., Agape, Hospital programs, etc)
- Graduation results provided by MDE include related data:
 - Continuation, Drop-outs, Unknowns
 - 5 year graduation
 - 6 year graduation
 - 7 year graduation

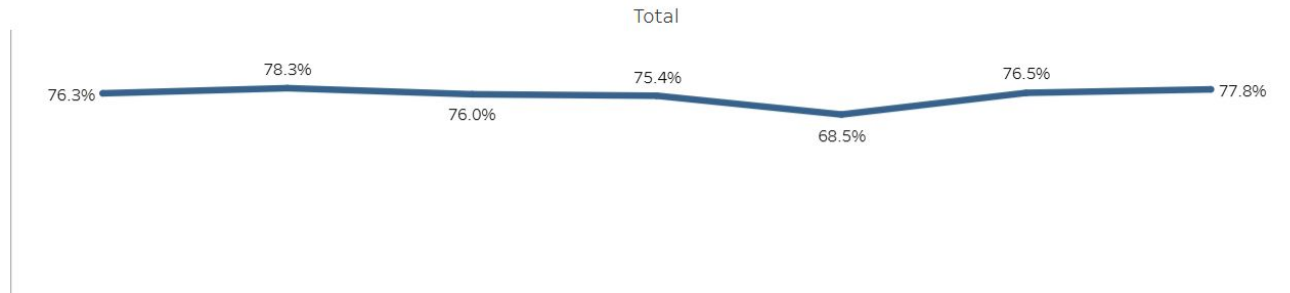
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2025 Results



End Status Trend

Schools must have at least 10 students in the student group cohort to have it displayed publicly on this page. Students eligible to graduate are divided into four status end codes: graduate, continue, dropout and unknown.



- 78% of The Class of 2025 graduated in 4 years, 2 pct. pts. away from the goal.

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2025 Results (cont.)

- Almost all student groups in SPPS increased in the four-year graduation rate from 2024
- Notable percentage point increases by student group include:
 - American Indian students (+14)
 - Asian students (+3)
 - Black students (+2)
 - White students (+2)
 - English language learners (+1)
 - Students receiving special education services (+1)
 - Students qualifying for free/reduced price meals (+1)

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2025 Results (cont.)

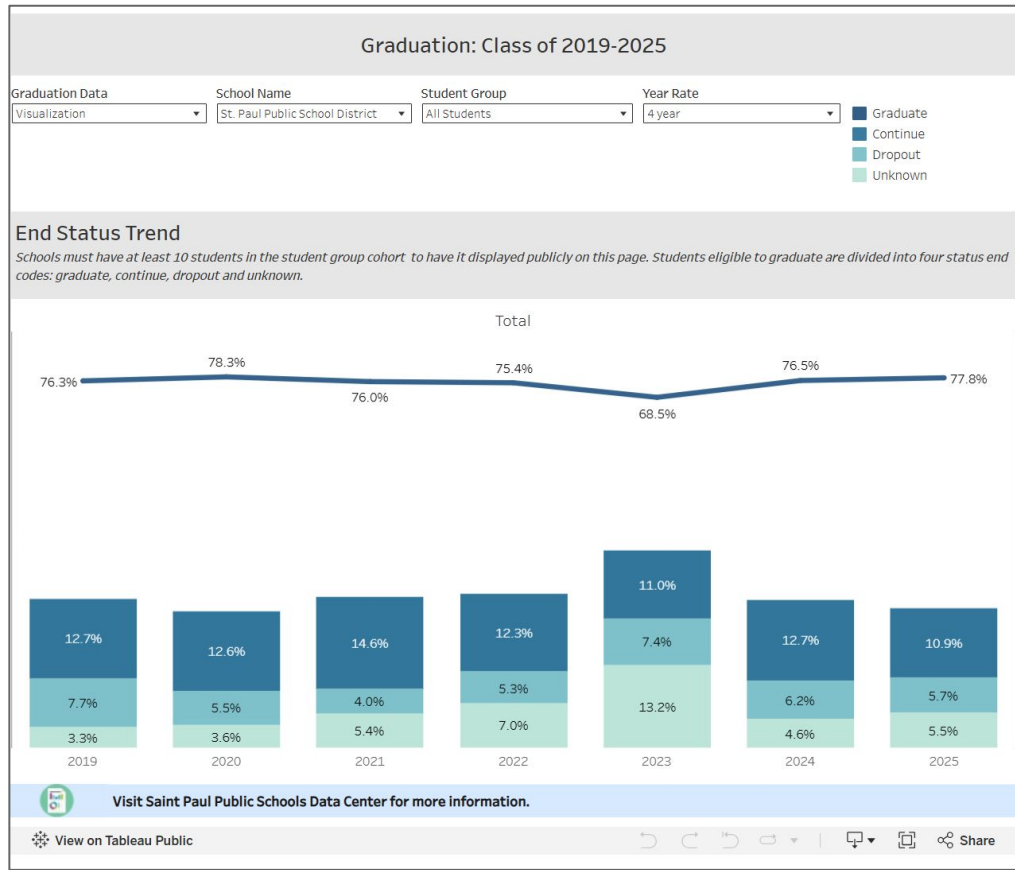
- Students who are classified as American Indian, Asian, Special Education, or Two or More Races have made gains in four-year graduation rates compared to 2020.
- 11% of students continued their education past the traditional four years, a decrease of two percentage points compared to 2024. These students may graduate in 5, 6 or 7 years. 132
- The percentage of students dropping out is 6%; the same rate as 2024.
- The percentage of students whose enrollment is unknown is 6%; one percentage point higher than 2024.

Impacts

- Fair and equitable grading practices, combined with teacher and student support, to consistently improve passing rates while maintaining academic standards..
- Focus on ninth grade success/continued implementation of ninth grade academic support courses at all high schools.
- Daily Advisory to increase student engagement and build positive relationships with and among students through social emotional learning, college and career readiness, and academic support.
- Credit recovery options, including after school, online and summer learning

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Additional Interest In Graduation Rates?



Graduation Rates - Saint Paul Public Schools Public Dashboard

- Continuation/Dropout
- 4 & 7 year rates
- School
- Student Group

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Questions

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Saint Paul
PUBLIC SCHOOLS

2026-27

School Readiness Report

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Board of Education Meeting
August 18, 2026

Purpose

Provide an overview for the Board of Education on the state of readiness for the **first day of school: Tuesday, September 8, 2026**

- Schools & Academics
- Human Resources
- Operations: Security and Emergency Management, Technology Services, Facilities, Nutrition Services, Family Engagement & Community Education, Transportation

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Schools/Academics

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Back to School: Professional Learning

Administrators Summer Professional Learning

- Leadership Advance hosted by Dr. Stanley
- Leadership Academy for all principals/assistant principals
- Virtual professional development: EEO, Health and Wellness, Special Education, Human Resources, Technology, and Teaching and Learning
- School Continuous Improvement Planning
 - Goals refined and aligned with B.I.G.G.
 - Schools develop individual reading, math, and school climate goals



Opening Week (Licensed Staff)

- School and district-level professional development and self directed time for teachers
 - 71 opportunities for teachers and staff; in-person and virtual opportunities

New & Expanded Programming

- **Benjamin E. Mays Afrocentric Magnet:**
New PreK-5 program launch
- **Wellstone Elementary:** [Karen Culture and Language Program](#) adding grade 2
- **East African Magnet:** Expanding to grade 8
- **Obama Middle School:** Adding grade 7
- **Bruce Vento Elementary:** New playground!
- **3DE** continuing to expanding to tenth grade at Harding, and eleventh grade at Como and Washington



Classroom Technology Updates

SPPS is responding to family and staff feedback about screen time, social-emotional effects of technology, and the continued need for hands-on learning. Updated family support information is available at spps.org/digital-support and spps.org/families.

YouTube/Apps

- Blocked on all elementary iPads at school
- Reviewing access for secondary
- Teachers can still show/ share approved videos
- All apps in Self Service reviewed for alignment to curriculum (spps.org/apps)

AI/Google

- AI/Gemini blocked for PreK-8 students
- Google search AI results in progress of being blocked
- Popular AI websites have been blocked since SY25-26
- Email disabled for grades PreK-3; limited to 35 recipients in grades 4-12

Cybersecurity

- Additional iPad security and restrictions enabled ¹⁴¹
- Digital citizenship and cybersecurity mini-lessons for all grades
- Securly app for managing student iPads at home

Human Resources

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Talent Acquisition

Bargaining Unit	Total Vacancies Identified for 2026-27	Positions Filled to Date	Remaining Vacancies	Last Year at This Time
Licensed Educator	111	83	28	81
EAs	39	23	16	24
TAs	126	92	34	118
AFSCME (at schools)	11	6	5	10

*4 open Special Education Teacher positions remaining

**Includes open related services positions i.e. Speech Language Pathologists, Occupational Therapists, etc.

***These numbers are as of August 11, 2026

Educator Development

- **New Educator Week – August 24-27, 2026**
 - Welcome approx. 150 new educators to create a sense of belonging and provide foundational professional development to support and navigate SPPS systems and culture, grounded in equity and culturally responsive instruction toward student achievement
- **Opening Week Professional Development for EAs - September 1, 2026**
 - Partnering with SPFE to welcome EAs for differentiated PD
- **Professional Development for TAs - August 31, & September 1 - 3, 2026**
- **SPPS Urban Teacher Residency (SUTR)**
 - Undergraduate program: 8 residents will continue working as EAs/TAs while taking coursework toward their undergraduate degree and teaching license
 - Graduate program: 15 residents set to begin their yearlong residency w/mentor teachers during Opening Week; they'll also continue coursework toward their graduate degree and teaching license
- **Mentor Mentee Program:** currently matching all first-year educators w/mentors

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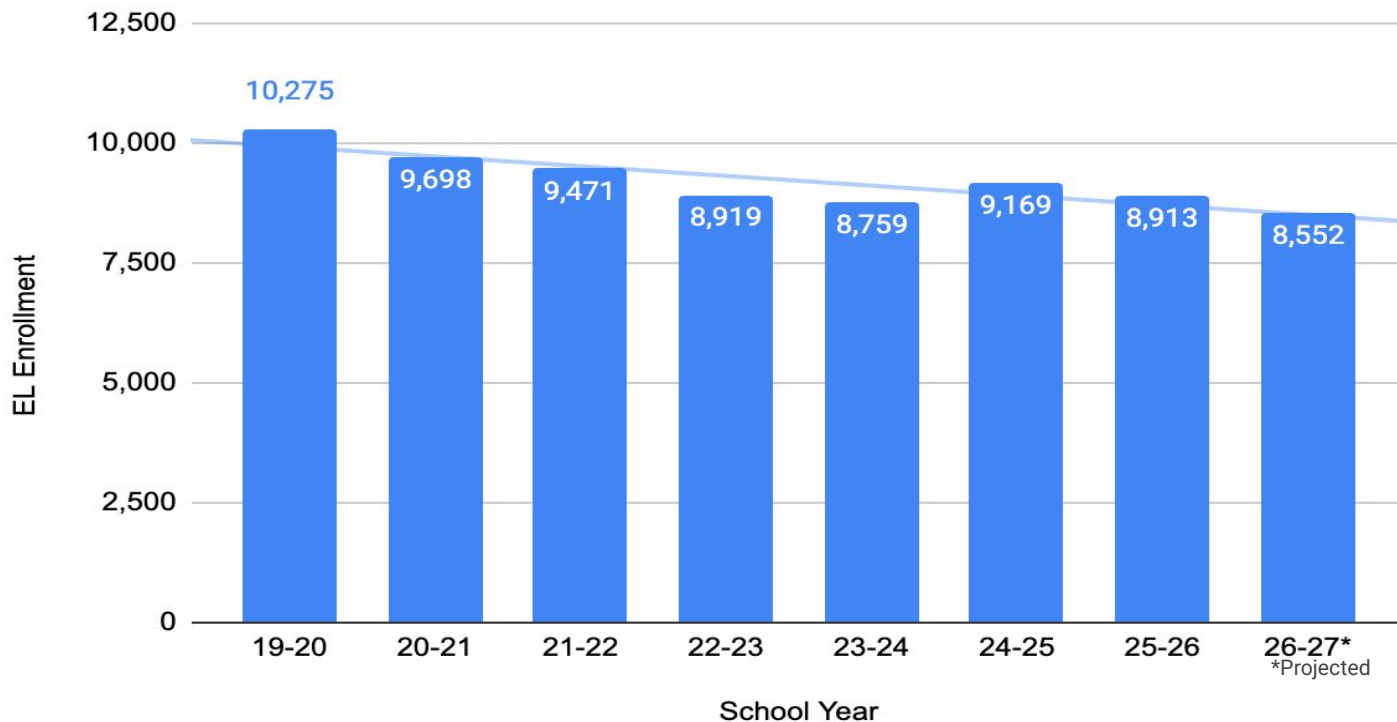
EL Staffing

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What is the difference between Enrollment and Average Daily Membership (ADM)?

- **Enrollment:** the number of students who are enrolled in SPPS on any given day
- **Average Daily Membership (ADM):** the average of the number of¹⁴⁶ students enrolled each day throughout the entire school year (roughly 175 days)
- The official October 1 enrollment count is typically higher than the year-end ADM.

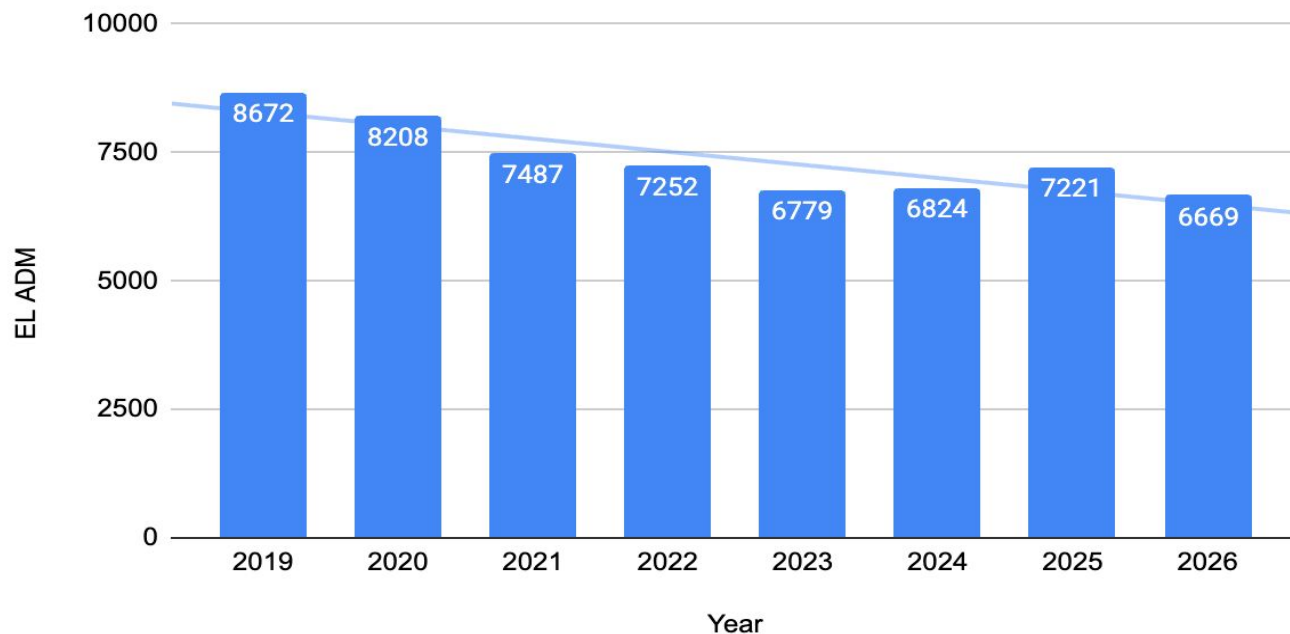
SPPS EL Student Enrollment - Oct 1



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History of SPPS EL Average Daily Membership

EL ADM Reported from MDE



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SPFE Weighted Ratio for EL Staffing

Scale of Support

WIDA levels & Weights

WIDA Proficiency Levels	Weight
Level 1	2.0
Level 2	1.5
Level 3	1.0
Level 4	1.0

Key Considerations

Targeted High-Need Support

Students at proficiency levels 1 and 2 require significantly more intensive, specialized language support than peers in higher bands.

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Newcomer Screening Trends

Newly arriving students predominantly register in the 1–2 score range on the initial WIDA Screener diagnostic assessment.

Weighted Ratio: Example School

WIDA Level	Weight	Student Count	Weighted Count
Level 1	2.0	16	32
Level 2	1.5	12	18
Level 3	1.0	22	22
Level 4	1.0	8	8
No Level	1.0	1	1
Total	—	76	115 (2.2 FTE)

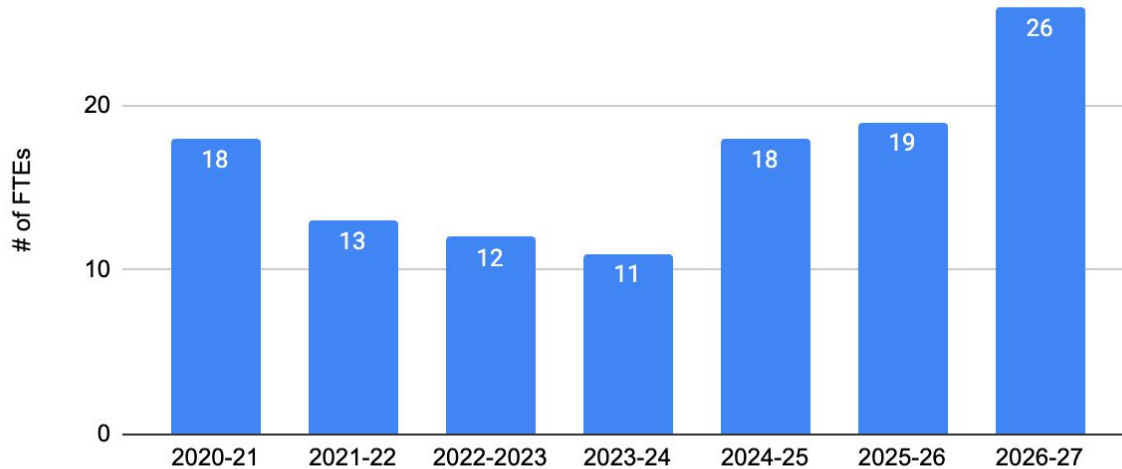
Staffing for SY2026-27

- Actions during Interview & Select and Placement
 - 15 - 1.0 FTE positions at 1 school hired
 - 19 split positions filled
 - No teacher is split between more than 2 schools.
 - 1 FTE position was split 3 ways to accommodate FTE needs for current teachers needing to round out their FTE

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ML Teacher Splits

FTEs in split positions by school year



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The 2026-27 split matches were driven by teacher preference during the Teacher Interview & Select process and placement.

Staffing: Where we are today

As of August 11, 2026 - 1 remaining ESL split position remaining

- Benjamin Mays and Farnsworth Lower for a combined 0.6 FTE (0.4 FTE at Ben Mays, 0.2 at Farnsworth Lower)
 - Interviewing probationary non-renewed due to budget educators who were released in June

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1 Latino Consent Decree (LCD) position remaining at Farnsworth Lower

- Currently interviewing candidates
 - No LCD teachers were released. Will be an external hire.

MLL Executive Director Meetings with School Teams

As of 8/11/26:

- 17 meetings complete
- 4 upcoming
- 1 asynchronous via email

*Some splits were already in place and the only change was the amount of FTE allocated to each building

*Teachers meeting during the summer were paid 30 minutes supplemental pay through MLL

Meeting Content:

- Scheduling considerations
- Logistics
- Expectations for meetings, PLCs, conferences
- Contact person for emergencies

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MLL Fall Adjustments

Fall adjustments will continue to use the same procedures of reassigning where necessary to be in compliance with SPFE contract language regarding staffing relative to weighted ratios.

- October 1 count
- Maintain ratio of 52:1
- Adjustments to buildings above 52:1
- If adjustments are necessary, building leaders and teachers are part of planning; changes at Quarter 2

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Operations

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Community Education



- Fall registration begins September 9, at 9 a.m.
- Received 21st Learning Grant starting this fall at 3 locations; Johnson HS and Farnsworth Upper and Lower
- MDE Grant funding room renovation and improvements at JJ Hill



- ABE 2 locations - Hubbs Center and Hubbs at Harding
- Fall recruitment is happening now.
- Worried about long term immigration policies on program

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- ECFE In-person classes at 7 locations
- Outreach in the community, home visiting, and online options
- Transportation offered
- Nature PreK - 2 locations-offering 3 class options for families



- DC at 11 locations - 5 citywide district hub locations serving all PreK-5
- Continuing to hire staff to fill open positions for fall
- Fall enrollment is at 1338; up 32 and will continue to grow until school starts

Back to School Communications & Forms

- Back-to-school communications (emails, video, robocalls, text messages, social media, websites, events)
- Staff training on communications platforms and best practices, digital accessibility and Language Access Plan
- Back-to-school forms completed as of Aug 14:
 - Over 8,300 families have submitted (13,500 students)
 - **1,488 people attended a help session**

Back-to-School Forms Family Help Sessions

For in-person support completing Back-to-School Forms, attend a support session listed below. Interpreters and technology support will be available.

- **Tuesday, August 4:** Capitol Hill Magnet School, 560 Rondo Ave., from 3-5:30 p.m.
- **Wednesday, August 5:** SPPS Administration Building, 360 Colborne St., from 9:30 a.m.-3:30 p.m.
- **Wednesday, August 12:** SPPS Administration Building, 360 Colborne St., from 4-7 p.m.
- **Thursday, August 13:** Como Park Senior High School, 740 Rose Ave. W., from 4:30-7 p.m.



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School Readiness Tracker

School Name	Asst Superintendent	General Overview	Any general comments or needs? (Please add initials & date)	Building & Grounds Overview	Outstanding Building, Furniture and Grounds needs? (Please add initials & date)	Classroom Items Overview	Outstanding Classroom & Instructional-related items? (Please add initials & date)	Technology-related items for Student/Staff?	Outstanding Tech-related items needed? (Please add initials & date)	Enrollment Overview
Example School		Non-Urgent Needs	(AB 8.16) Parent night plan not complete - need help from Asst Supt	Urgent Needs	(AB 8.16) Playground needs to be weed-whipped	Complete	(AB 8.16) Missing math manipulatives for grade level (CD 8.17) Delivered manipulatives today. Talk to Head Engineer.	Complete	(AB 8.16) All student iPads on site	Complete
271 Belvidere		Unranked		Unranked		Unranked		Unranked		Unranked
Adams Spanish Immersion	Dr. Yeu Vang	Unranked		Unranked		Unranked		Unranked		Unranked
AGAPE High	Adam Kunz	Unranked		Non-Urgent Needs	Childcare organizes the play area. 8/13 LVW Mulch has been dumped on grounds, but needs to be spread and we need weed whipping.	Unranked		Urgent Needs	LVW 8.13 social studies long term sub needs all tech rights, Schoology, email, computer assigned, campus, all teacher access. She will be at AGAPE all year due to teachers year long medical leave. (we are waiting for Debbie Hoople to respond to communication)	Unranked
American Indian Magnet	Nancy Paez	Unranked		Unranked		Unranked		Unranked		Unranked
Barack & Michelle Obama Elementary		Unranked		Unranked		Unranked		Unranked		Unranked
Battle Creek Elementary	Adam Kunz	Complete		Urgent Needs	8/15/24 Road construction update along Ruth Street: sidewalks closed to install a gas line. Three week project beginning next week. KL	Complete	Check on UFLI materials for two new teachers- resources here. KL	Complete	New projects were installed. KL	Complete
Battle Creek Middle	Nancy Paez	Unranked		Unranked		Unranked		Unranked		Unranked
Benjamin E. Mays IB	Nancy Paez	Unranked		Unranked		Unranked		Unranked		Unranked
BridgeView	Heidi Nistler	Unranked		Unranked		Unranked		Unranked		Unranked
Bruce Vento Elementary	Dr. Kirk Morris	Unranked		Unranked		Unranked		Unranked		Unranked
Capitol Hill Gifted & Talented	Nancy Paez	Unranked		Unranked		Unranked		Unranked		Unranked
Central Senior High	Nancy Paez	Unranked		Unranked		Unranked		Unranked		Unranked
Chelsea Heights Elementary	Dr. Kirk Morris	Unranked		Unranked		Unranked		Unranked		Unranked
Cherokee Heights Elementary	Dr. Kirk Morris	Unranked		Urgent Needs	Grass needs cutting, dead trees, weeds and overgrowth in the front of the school. (GH 8/14)	Unranked		Unranked		Unranked
Como Park Elementary	Dr. Kirk Morris	Unranked		Unranked		Unranked		Unranked		Unranked
Como Park Senior High	Dr. Kirk Morris	Unranked		Unranked		Unranked		Unranked		Unranked
Creative Arts Secondary	Dr. Kirk Morris	Unranked		Non-Urgent Needs	Don't see our HVAC upgrade on next tab for a completion date. Weeds and overgrowth in the front of the school. KL	Complete		Unranked		Unranked

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Facilities: Major Construction

- Over 50 projects at 33 sites summer '26
 - Remodeling, replacements, repairs, instructional AV
 - **Interim plans are in place for work continuing after August 31**
- Major Projects are multi-year:
 - **Wrapping up:** Vento (site), Johnson athletics, Wash Tech roofs, Farnsworth Upper, and Cherokee infrastructure projects
 - **Started this summer:** Hamline and The Heights major infrastructure work, Central furniture



Bruce Vento Elementary - new playground



Johnson High School Field/Track

Facilities: Cleaning, Maintenance, Moves

- **Custodial** restoration cleaning underway at all sites
 - Piloting Restoration Teams
- **Maintenance** - work orders and projects such as converting more lights to LED fixtures
- **Distribution** - Furniture moves, event furniture



Nutrition Services

100% of students receive free breakfast and lunch

- **64%** students directly certified
- **11,603** Applications for Educational Benefits distributed
- Newsletters mailed to all homes



Nutrition Services

New Breakfast Items: Two new home-made muffins (Strawberry and Lemon Blueberry), Noodle Bowl, Cinnamon Swirl Breakfast Sandwich, Cheese Breadsticks, and a Potato Breakfast Bowl.

New lunch items: Tangy Asian Lemon Chicken, Cheeseburger Sliders, Chicken and Charro Bean Burrito Bowl, Big Daddy's Hot Honey Pepperoni Pizza, Lemon Pepper Hot Wings, Gyro, Philly Cheesesteak, Pad Thai Stir Fry, Tamales, Cuban-style Black Beans with Chilero and Sweet Plantains (menu name TBD), and more!

New services:

- New cold line open at all elementary schools (Day 1)
- Good to Go and Grill at all secondary schools (Day 1)
- A la carte pilot at middle schools

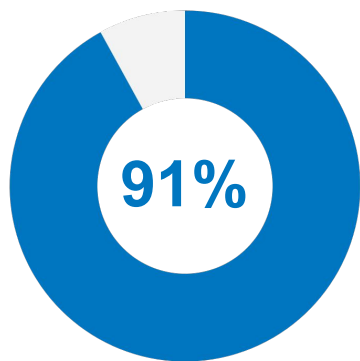


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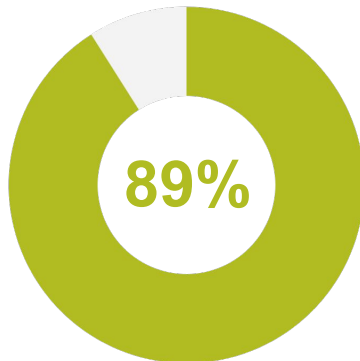


Student Placement

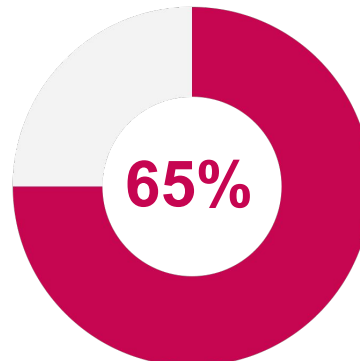
- Families continuing to enroll (Avg 100-200+ daily contacts)
- Secondary sites (6-8, 6-12, 9-12) are filling



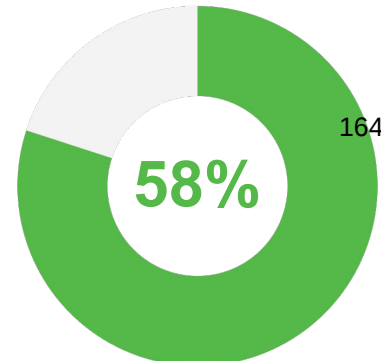
Kindergarten
planned
capacity filled



Pre-K seats
filled



Head Start
partnership Pre-K
seats filled



Nature Pre-K
seats filled

New Enrollment Management System

Explore Schools

- Filter by distance, grade, start time, interest
- View school information and links

Online Application

- Secure login for parents
- Ability to track their child's application
- Email & text notifications

The screenshot displays the Saint Paul Public Schools (SPPS) website. At the top, a navigation bar includes the SPPS logo, a mission statement, and links for 'Enroll Now' and 'SPPS District Home Page'. Below the navigation bar is a search bar with a placeholder 'Enter an address to find nearby schools' and buttons for 'Filter', 'Keyword', and 'Saved Schools'. The main content area features a map of the Saint Paul area with green pins indicating school locations. To the right of the map, a list of schools is displayed, including 'Adams Spanish Immersion School', 'Agape | ALC | ALC', 'American Indian Magnet', 'Barack & Michelle Obama Middle School', 'Barack & Michelle Obama Montessori Elementary', and 'Battle Creek Elementary School'. A large number '165' is overlaid on the right side of the map. In the foreground, a white login form is shown, featuring the Saint Paul Public Schools logo, the text 'Makes enrollment easier with AVELA', and fields for 'Email' and 'Password'. The form includes a 'Log In with phone' link, a 'Forgot password?' link, a 'Log In' button, and a 'Sign Up' link for users who do not have an account.

Technology Services

Device Support

Staff Computers:

- 4,000+ staff (95% completion) received their Macbook last spring. Remaining staff receiving their computer this fall
- All school clerks, nutrition and other non-instructional staff receiving laptops this fall.
- New staff devices (iPad/Macbook/PC) provided within 3 days of HR onboarding and ticket request

Student iPads:

- iPads are ready and available for students
- Additional student iPad security and restrictions are enabled to keep students safe and focused.

Support and Tools

- Technical [guides](#) updated for staff on SPPS websites (tech tools, phones)
- Staff Technology Basics/Cyber Security course updated as part of Opening Week 166
- Installed new fiber internet connectivity to the athletic press boxes at Central, Harding & Humboldt to allow streaming of events.
- Parents/Guardians can now submit absence requests in Parent Portal and update contact preferences & preferred language.

Transportation

- Utilizing smaller school buses to accommodate additional specialized routes
- Busing information will be emailed and mailed August 28th
- 24,641 students currently riding to or from school at least one way
- Live bus tracking app is available for all yellow bus riders; app will be available for more students in 26/27!



Thank you!



Saint Paul
PUBLIC SCHOOLS

Policy Update

Regular Meeting of the Board of Education
August 18, 2026



Saint Paul
PUBLIC SCHOOLS

- Policy 518.00 - Do Not Resuscitate / Do Not Intubate
- Policy 719.00 - Food Service
- Policy 802.02 – Petitions for Consent for Rezoning



Saint Paul
PUBLIC SCHOOLS

NEW:

Policy 518.00 - Do Not Resuscitate/Do Not Intubate (DNR-DNI) Orders

Board of Education

August 18, 2026

DRAFT Policy 518.00 DNR/DNI ORDERS

No Current
Policy

Policy Changes

I. PURPOSE

The school district recognizes that it is serving students with complex health needs. The school district also recognizes that school district staff may be confronted with requests to withhold emergency care of a student in the event of a life threatening situation at school or school activities or be presented with Do Not Resuscitate/Do Not Intubate (DNR-DNI) orders. The purpose of this policy is to provide guidance to school district staff and parents or guardians in these situations.

Policy 518.00 DNR/DNI ORDERS

Policy Changes

II. GENERAL STATEMENT OF POLICY

A. The primary mission of the school district is education. DNR-DNI orders are medical documents. School district staff will not accept or honor requests to withhold emergency care or DNR-DNI orders. The school district will not convey such orders to emergency medical personnel. ¹⁷³

B. School district staff will provide reasonable emergency care and assistance when a student is undergoing a medical emergency during school or school activities.

Policy 518.00 DNR/DNI ORDERS

Policy Changes

- C. School district staff will activate emergency medical services (911) as soon as possible when a student is undergoing a medical emergency during school or school activities.
- D. The parent/guardian will be notified of the emergency as soon as possible. ¹⁷⁴
- E. Notwithstanding this school district policy, IEP and Section 504 teams must develop individualized medical emergency care plans for students when appropriate in accordance with state and federal law.
- F. Parents/guardians who request that emergency care be withheld for their child or who present DNR-DNI orders, shall be advised of and shall be given a copy of this policy.

Questions?

175

Recommended Action

- Request the review of proposed new Policy 518.00 Do Not Resuscitate/Do Not Intubate (DNR-DNI) Orders at the August 18, 2026 Regular Meeting meeting be considered the Second Reading₁₇₆ of the three-reading process



Policy 719.00 – Food Service

Stacy Koppen, Director, Nutrition Services

719.00 – Food Service

Current Policy:

Current Policy:

- Last revised in 2008
- Transitioned to new policy format

Policy Changes

1. Policy Purpose (added): The purpose of this policy is to establish the District's commitment to providing equitable access to healthy and nutritious meals, supporting student health and learning, and ensuring compliance with all applicable state and federal laws regarding child nutrition programs.

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719.00 – Food Service

Current Policy:

Current Policy:

- Last revised in 2008
- Transitioned to new policy format

Policy Changes

1. General Statement (added): The District recognizes that proper nutrition is essential to student learning and development and strives to ensure that all meal programs are accessible, inclusive, and administered with dignity.

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719.00 – Food Service

Current Policy:

Current Policy:

- Last revised in 2008
- Transitioned to new policy format and revised statements

Policy Changes

1. Implementation (revised):

(Original statement) 1. The District shall take part, as feasible, in the National School Lunch and other food programs which may become available

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(Revised to) A. The District shall operate a food and nutrition services program designed to support student well-being, academic success, and equitable access to healthy, nutritious meals.

719.00 – Food Service

Current Policy:

Current Policy:

- Last revised in 2008
- Transitioned to new policy format and revised statements

Policy Changes

1. **Implementation (added):** B. The District may participate, as feasible, in the National School Lunch Program, the School Breakfast Program, and other federal or state food and nutrition programs for which it is eligible.

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719.00 – Food Service

Current Policy:

Current Policy:

- Last revised in 2008
- Transitioned to new policy format and revised statements

Policy Changes

1. Implementation (revised):

(Original statement) 2. The Superintendent shall establish rules, regulations and procedures regarding participation in programs for free and reduced-price meals and supplementary food.

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(Revised to) C. The Superintendent or designee shall establish and implement administrative regulations, procedures, and operational guidelines necessary to administer food and nutrition programs.

719.00 – Food Service

Current Policy:

Current Policy:

- Last revised in 2008
- Transitioned to new policy format

Policy Changes

1. Implementation (revised for formatting):

(Original statement) 3. The anonymity of children receiving free or reduced-price meals shall be assured and no child will be discriminated against because of race, color or national origin.

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~~(Revised to) D. The anonymity of children receiving free or reduced-price meals shall be assured and no child will be discriminated against because of race, color or national origin.~~ Student meal benefit eligibility shall be maintained as confidential and administered equitably and without discrimination, in a manner that protects the privacy, dignity, and rights of every student.

719.00 – Food Service

Current Policy:

Current Policy:

- Last revised in 2008
- Transitioned to new policy format

Policy Changes

Legal References (added):

- 7 C.F.R. Part 245 (Determining Eligibility for Free and Reduced-price Meals and Free Milk in Schools)
- 42 U.S.C. § 1758 (Program Requirements) 184
- Minn. Stat. § 124D.1115 (Free and Reduced-price School Meals Program Data Sharing)
- Minn. Stat. §363A.01 (Minnesota Human Rights Act)

719.00 – Food Service

Questions?

185

Recommended Action

- Request the review of proposed changes to Policy 719.00 – Food Service at the August 18, 2026 Regular Meeting meeting be considered the Second Reading of the three-reading process

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Saint Paul
PUBLIC SCHOOLS

Policy 802.02 – Petitions for Consent for Rezoning

Kathy Wallace, Director of Facilities

802.02 Petitions for Consent for Rezoning

Current Policy:

Last revised in 2008

PETITIONS FOR CONSENT FOR REZONING

1. When the School District is petitioned for Consent of Adjoining Property Owners to Rezoning, the Board shall review the proposed rezoning to determine if the School District is adversely affected. The rezoning proposer, before submitting the petition for Consent of Adjoining Property Owners to Rezoning to the Board of Education, shall contact all affected property owners informing them about the proposed rezoning.
2. If the Board determines that the proposed rezoning will have no adverse effects on the School District, the Clerk of the Board shall sign the consent form with a disclaimer indicating that the Board neither supports nor disapproves the proposed rezoning. If the Board determines that the proposed rezoning will adversely affect the School District, the Clerk of the Board shall inform the proposer that the Board declines to sign the consent form.

Policy Changes:

I. POLICY PURPOSE

The Board of Education recognizes that land-use decisions in the community directly impact the safety, environment, and operational integrity of school sites. The purpose of this policy is to guide the District's review of proposed changes in land use zoning adjacent to school sites.

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II. GENERAL STATEMENT OF POLICY

A. Evaluation Criteria When notified of a proposed rezoning or land-use change, the District shall evaluate the proposal based on its potential impact on:

1. **Student Safety:** Changes in traffic patterns, pedestrian crossings, or increased high-density transit.
2. **Environmental Health:** Potential increases in noise, light pollution, air quality issues, or hazardous material usage.

802.02 Petitions for Consent for Rezoning

Current Policy:

Last revised in 2008

PETITIONS FOR CONSENT FOR REZONING

1. When the School District is petitioned for Consent of Adjoining Property Owners to Rezoning, the Board shall review the proposed rezoning to determine if the School District is adversely affected. The rezoning proposer, before submitting the petition for Consent of Adjoining Property Owners to Rezoning to the Board of Education, shall contact all affected property owners informing them about the proposed rezoning.

2. If the Board determines that the proposed rezoning will have no adverse effects on the School District, the Clerk of the Board shall sign the consent form with a disclaimer indicating that the Board neither supports nor disapproves the proposed rezoning. If the Board determines that the proposed rezoning will adversely affect the School District, the Clerk of the Board shall inform the proposer that the Board declines to sign the consent form.

Policy Changes:

3. Operational Integrity: Encroachment on school boundaries, privacy of playgrounds/classrooms, or interference with future expansion plans.

B. Petitions for Consent. ~~When~~ **If** the District is petitioned for "Consent of Adjoining Property Owners to Rezoning, the Board **or designee** shall review the proposed rezoning to determine if the School District is adversely affected.

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1. Petitioner Responsibility: The rezoning proposer, before submitting the petition for Consent of Adjoining Property Owners to Rezoning to the Board of Education, shall contact all affected property owners informing them about the proposed rezoning. **The proposer shall also provide a detailed site plan and traffic impact study (if applicable).**

802.02 Petitions for Consent for Rezoning

Current Policy:

Last revised in 2008

PETITIONS FOR CONSENT FOR REZONING

1. When the School District is petitioned for Consent of Adjoining Property Owners to Rezoning, the Board shall review the proposed rezoning to determine if the School District is adversely affected. The rezoning proposer, before submitting the petition for Consent of Adjoining Property Owners to Rezoning to the Board of Education, shall contact all affected property owners informing them about the proposed rezoning.

2. If the Board determines that the proposed rezoning will have no adverse effects on the School District, the Clerk of the Board shall sign the consent form with a disclaimer indicating that the Board neither supports nor disapproves the proposed rezoning. If the Board determines that the proposed rezoning will adversely affect the School District, the Clerk of the Board shall inform the proposer that the Board declines to sign the consent form.

Policy Changes:

2. **Neutral Consent:** If the Board or designee determines that the proposed rezoning will have no adverse effects on the School District, the Clerk of the Board shall sign the consent form. This signature shall include a mandatory disclaimer stating: "The Board of Education provides this consent for the purpose of the application process only and ~~with a disclaimer indicating that the Board~~ neither supports nor disapproves the proposed rezoning".

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3. **Declining:** If the Board determines that the proposed rezoning will adversely affect the School District, the Clerk of the Board shall inform the proposer that the Board declines to sign the consent form. The Board or designee may contact the City of St. Paul or other entity to state the reasons.

802.02 Petitions for Consent for Rezoning

Current Policy:

Last revised in 2008

Policy Changes:

C. Proactive Participation Beyond formal "Consent" petitions, the District reserves the right to provide written or oral testimony at City Council or Planning Commission hearings regarding any land-use change that may affect the educational environment.

III. DEFINITIONS

A. "Adverse Impact" Any action or decision that materially interferes with the District's ability to provide a safe, quiet, and accessible educational environment, or any change that diminishes the value or intended use of District property.

B. "Consent of Adjoining Property" The statutory or municipal requirement for a property owner to obtain the District's formal signature as a neighbor sharing a common boundary (including those separated by public rights-of-way) when seeking to alter the designated zoning classification of their land.

802.02 Petitions for Consent for Rezoning

LEGAL REFERENCES:

Minn. Stat. § 462.357, subd. 5

Saint Paul Legislative Code § 61.801

CROSS REFERENCES:

C. **“Land Use Zoning”** The regulatory framework used by local municipalities to govern the density, type, and height of structures and the specific activities permitted on a land parcel.

D. **“School Sites”** All land, buildings, athletic fields, and facilities owned or leased by the District for educational, administrative, or operational use.

LEGAL REFERENCES:

Minn. Stat. § 462.357, subd. 5 (Official Controls: Zoning Ordinance, (Amendment; certain cities of the first class))

Saint Paul Legislative Code § 61.801 (Zoning Application, Petitions, and Affidavits Packet)

CROSS REFERENCES:

Questions?

193

Recommended Action

- Request the review of proposed changes to Policy 802.02 Petitions for Consent for Rezoning at the August 18, 2026 Regular Meeting meeting be considered the Second Reading of the three-reading process

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518.00 DNR-DNI ORDERS**I. PURPOSE**

The school district recognizes that it is serving students with complex health needs. The school district also recognizes that school district staff may be confronted with requests to withhold emergency care of a student in the event of a life threatening situation at school or school activities or be presented with Do Not Resuscitate/Do Not Intubate (DNR-DNI) orders. The purpose of this policy is to provide guidance to school district staff and parents or guardians in these situations.

II. GENERAL STATEMENT OF POLICY

- A. The primary mission of the school district is education. DNR-DNI orders are medical documents. School district staff will not accept or honor requests to withhold emergency care or DNR-DNI orders. The school district will not convey such orders to emergency medical personnel.
- B. School district staff will provide reasonable emergency care and assistance when a student is undergoing a medical emergency during school or school activities.
- C. School district staff will activate emergency medical services (911) as soon as possible when a student is undergoing a medical emergency during school or school activities.
- D. The parent/guardian will be notified of the emergency as soon as possible.
- E. Notwithstanding this school district policy, IEP and Section 504 teams must develop individualized medical emergency care plans for students when appropriate in accordance with state and federal law.
- F. Parents/guardians who request that emergency care be withheld for their child or who present DNR-DNI orders, shall be advised of and shall be given a copy of this policy.

Legal References: 29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
42 U.S.C. §§ 12101-12213 (Americans with Disabilities Act)

Cross References: None

Adopted: 1974
Revised: 6/17/2008
5/1/2026

Saint Paul Public Schools Policy

719.00

719.00 FOOD SERVICE

I. POLICY PURPOSE

The purpose of this policy is to establish the District's commitment to providing equitable access to healthy and nutritious meals, supporting student health and learning, and ensuring compliance with all applicable state and federal laws regarding child nutrition programs.

II. GENERAL STATEMENT OF POLICY

The District recognizes that proper nutrition is essential to student learning and development and strives to ensure that all meal programs are accessible, inclusive, and administered with dignity.

III. IMPLEMENTATION

- ~~1. A.~~ The District shall ~~take part, as feasible, in the National School Lunch and other food programs which may become available~~ **operate a food and nutrition services program designed to support student well-being, academic success, and equitable access to healthy, nutritious meals.**
- ~~B.~~ The District may participate, as feasible, in the National School Lunch Program, the School Breakfast Program, and other federal or state food and nutrition programs for which it is eligible.
- ~~2. C.~~ The Superintendent **or designee** shall establish ~~rules, regulations and procedures regarding participation in programs for free and reduced-price meals and supplementary food~~ **implement administrative regulations, procedures, and operational guidelines necessary to administer food and nutrition programs.**
- ~~3. D.~~ ~~The anonymity of children receiving free or reduced-price meals shall be assured and no child will be discriminated against because of race, color or national origin.~~ **Student meal benefit eligibility shall be maintained as confidential and administered equitably and without discrimination, in a manner that protects the privacy, dignity, and rights of every student.**

LEGAL REFERENCES:

7 C.F.R. Part 245 (Determining Eligibility for Free and Reduced-price Meals and Free Milk in Schools)

42 U.S.C. § 1758 (Program Requirements)

Minn. Stat. § 124D.1115 (Free and Reduced-price School Meals Program Data Sharing)

Minn. Stat. §363A.01 (Minnesota Human Rights Act)

DRAFT

802.02

PETITIONS FOR CONSENT FOR REZONING

I. POLICY PURPOSE

The Board of Education recognizes that land-use decisions in the community directly impact the safety, environment, and operational integrity of school sites. The purpose of this policy is to guide the District's review of proposed changes in land use zoning adjacent to school sites.

II. GENERAL STATEMENT OF POLICY

A. Evaluation Criteria. When notified of a proposed rezoning or land-use change, the District shall evaluate the proposal based on its potential impact on:

1. Student Safety: Changes in traffic patterns, pedestrian crossings, or increased high-density transit.
2. Environmental Health: Potential increases in noise, light pollution, air quality issues, or hazardous material usage.
3. Operational Integrity: Encroachment on school boundaries, privacy of playgrounds/classrooms, or interference with future expansion plans.

A.B. Petitions for Consent. ~~When~~ If the School District is petitioned for Consent of Adjoining Property Owners to Rezoning, the Board or designee shall review the proposed rezoning to determine if the School District is adversely affected.

1. Petitioner Responsibility: The rezoning proposer, before submitting the petition for Consent of Adjoining Property Owners to Rezoning to the Board of Education, shall contact all affected property owners informing them about the proposed rezoning. The proposer shall also provide a detailed site plan and traffic impact study (if applicable).
2. Neutral Consent: If the Board or designee determines that the proposed rezoning will have no adverse effects on the School District, the Clerk of the Board shall sign the consent form. This signature shall include a mandatory disclaimer stating: "The Board of Education provides this consent for the purpose of the application process only and with a disclaimer indicating that the Board neither supports nor disapproves the proposed rezoning".
3. Declining: If the Board determines that the proposed rezoning will adversely affect the School District, the Clerk of the Board shall inform the proposer that the Board declines to sign the consent form. The Board or designee may contact the City of St. Paul or other entity to state the reasons.

C. Proactive Participation Beyond formal "Consent" petitions, the District reserves the right to provide written or oral testimony at City Council or Planning Commission hearings regarding any land-use change that may affect the educational environment.

H.III. DEFINITIONS

A. "Adverse Impact" Any action or decision that materially interferes with the District's ability to provide a safe, quiet, and accessible educational environment, or any change that diminishes the value or intended use of District property.

B. "Consent of Adjoining Property" The statutory or municipal requirement for a property owner to obtain the District's formal signature as a neighbor sharing a common boundary (including those separated by public rights-of-way) when seeking to alter the designated zoning classification of their land.

C. "Land Use Zoning" The regulatory framework used by local municipalities to govern the density, type, and height of structures and the specific activities permitted on a land parcel.

D. "School Sites" All land, buildings, athletic fields, and facilities owned or leased by the District for educational, administrative, or operational use.

LEGAL REFERENCES:

Minn. Stat. § 462.357, subd. 5 (Official Controls: Zoning Ordinance, (Amendment; certain cities of the first class))

Saint Paul Legislative Code § 61.801 (Zoning Application, Petitions, and Affidavits Packet)

CROSS REFERENCES:

COMMITTEE / WORKGROUP	BOARD MEMBERS	JULY REPORT / UPDATE
African American Program	Valliant	No meeting this month
	Allen	
Association of Metropolitan School Districts (AMSD)	Ward	No meeting this month
Council of Great City Schools (CGCS)	Ward	No meeting this month
	Valliant	
Children's Collaborative	Valliant	No meeting this month
	Franco (alt)	
Executive Committee	Ward	The Executive Committee convened to review the upcoming agendas for both the Committee of the Board (COB) and the Board of Education (BOE). During the session, members analyzed outstanding Board information requests and established strategic, streamlined approaches to ensure timely, thorough responses and effective presentation of materials.
	Valliant	
	Allen	
Evaluation Workgroup	Franco	The Board successfully completed Superintendent Stanley's annual performance review last month. For the current school year, the Board will establish and formalize the evaluation process while collaborating directly with Dr. Stanley to define strategic performance goals.
	Carrillo	
	Valliant	
Finance Advisory Committee (FAC)	Franco	No meeting this month
	Henderson	
	Carrillo	
Joint Property Tax Advisory Committee	Henderson	No meeting this month
	Franco	
	Carrillo	
MN School Board Association (MSBA)	Ward	No meeting this month
	Valliant	
MN State High School League (MNSHSL)	Franco	No meeting this month
	Allen (alt)	
Policy Workgroup (PWG)	Henderson	Policy revisions remain on schedule. Board members participating in the Policy Working Group (PWG) are actively refining three core board policies, with full alignment to the new standardized policy format expected on timeline.
	Franco	
	Carrillo	
President Advisory Council - St. Paul College	Valliant	No meeting this month
	Franco	
Ramsey County League of Local Government (RCLLG)	Valliant	No meeting this month
Student Engagement and Advancement Board (SEAB)	Henderson	The contract with Good Trouble has been fully executed, marking the official launch of the project. Management will maintain a close partnership with Good Trouble throughout the academic year to advance key deliverables and successfully execute the relaunch of SEAB.
	Franco	
	Valliant	
St. Paul Teachers Retirement Association Board	Valliant	No meeting this month
Sustainability Committee	Henderson	No meeting this month
	Franco	
	Allen	
Tribal Consultation	Ward	No meeting this month