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

September 22, 2026
5:30 PM

A G E N D A

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#BoldSubject#

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

DATE: September 22, 2026

TOPIC: Acknowledgement of Good Work Provided by Staff

A. PERTINENT FACTS:

1. Como Park Senior High School's Christy McCoy was named the 2026 Minnesota School Social Workers Association (MSSWA) School Social Worker of the Year.

   Since 2002, Christy has served on MSSWA's Legislative Committee, and in 2008, she became the organization's Legislative Chair. Her passion and commitment to School Social Work are deeply rooted in advocacy, social justice, equity, inclusivity and empowerment.

   Christy's leadership and dedication have made a lasting impact on students, families, school social workers, and communities across Minnesota.

2. SPPS Online School teacher Sam Northey has been named a Society for Science Advocate. The Society Advocate Program empowers educators to help students pursue original research opportunities and participate in science competitions, helping them build confidence, strengthen critical thinking skills and discover new pathways into science and engineering.

   Recently, Sam participated in the 2026 Lake Superior Shipboard Science Immersion, a weeklong professional learning experience that brought Great Lakes educators aboard the U.S. Environmental Protection Agency's research vessel Lake Guardian.

   Held on July 7–13 on Lake Superior, the program gave educators from every Great Lakes state firsthand experience with Great Lakes science. Participants worked alongside scientists to collect and analyze water and sediment samples, sample organisms from deep water and take part in science and learning activities aboard the vessel and on shore.

3. This item is submitted by Valora Unowsky, Senior Executive Officer of Academics.

B. RECOMMENDATION:

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

INDEPENDENT SCHOOL DISTRICT NO. 625

Saint Paul, Minnesota

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

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

August 18, 2026
5:30 p.m.

MINUTES

1. CALL TO ORDER

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

2. ROLL CALL

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

Y. Carrillo was absent.

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

3. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

The motion was approved by roll call vote:

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

4. RECOGNITIONS

5. PUBLIC COMMENT

1. **Sarah Barker** Make It Fair MN amendment
2. **Susan Illg** Make It Fair MN amendment

6. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Director Ward moved approval of the Order of the Consent Agenda with no items pulled for separate consideration. The motion was seconded by Director Valliant.

The motion was approved by roll call vote:

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

7. APPROVAL OF THE MINUTES

A. Minutes of the Special Meeting of the Board of Education of July 14, 2026
B. Minutes of the Regular Meeting of the Board of Education of July 14, 2026

MOTION: Director Ward moved approval of the Minutes of the Special Meeting of the Board of Education of July 14, 2026 and the Minutes of the Regular Meeting of the Board of Education of July 14, 2026. The motion was seconded by Director Henderson.

The motion was approved by roll call vote:

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

8. COMMITTEE REPORTS

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

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

- SPPS 2033: Strategic Plan
- Facilities Portfolio Analysis Update
- Approval of GC4 Washington Technology Fire Main Repair
- H.M.O.N.G. Project PD Plan: Year 1
- Career Pathways Update
- Financial Literacy
- Policy Update

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

MOTION: Director Ward moved to accept the report on the August 5th, 2026 Committee of the Board meeting and approve the recommended motions and minutes of that meeting as published. The motion was seconded by Director Allen.

The motion was approved by roll call vote:

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

9. FUTURE MEETING SCHEDULE

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

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

- 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

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

- 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

10. SUPERINTENDENT'S ANNOUNCEMENTS

During the superintendent's announcements, Dr. Stanley shared that Jim Ming School received the national Bright Spot Award for beating the odds in literacy education, an achievement Principal Johnson was soon to be notified about. Additionally, the district is actively preparing for the 2026–2027 school year, marked by strong enthusiasm during staff development. Over 100 participants attended daily restorative practices training last week, and more than 200 teachers voluntarily enrolled in upcoming University of Florida Literacy Institute (UFLI) training at Hamline University.

11. AGENDA ITEMS THAT REQUIRE BOARD ACTION

A. Consent Agenda

MOTION: Director Ward moved approval of all items within the consent agenda withholding no items for separate consideration. 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

1. Gifts

BF 34781 Acceptance of Gifts that are under $5,000 for July 1st - July 31st, 2026

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.

2. Grants

3. Contracts

BF 34782 Amendment to Contracts for Yellow Bus and Type III Transportation

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

BF 34783 Google Workspace Subscription Services Renewal FY 27 - FY 29

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.

BF 34784 Request to Sign the Contract with Junior Achievement North (JA North)

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

BF 34785 Contract with Ro Health to Assist with Health and Wellness Staffing through Temporary Support

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.

BF 34786 Design Services for Rondo Complex Building Systems Replacement and Site Renewal (Project # 3170-26-01)

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.

4. Agreements

BF 34787 Approval of Employment Agreement Between Independent School District No. 625 and Minnesota Teamsters Public and Law Enforcement Employees Local No. 320 Representing Teaching Assistants

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.

5. Administrative Items

BF 34788 Monthly Operating Authority

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

Human Resources Transactions

BF 34789 Transactions for August 2026

BF 34790 Middle School Athletic Registration Fees

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.

BF 34791 Annual Delegation of Authority to Initiate Electronic Fund Transfers (EFTs)

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.

BF 34792 Annual Delegation of Authority to Investment Activities

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.

BF 34793 Proposal for the Benjamin E. Mays Afrocentric Magnet Uniform Policy (SPPS Policy 501.04 Alignment)

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).

BF 34794 Revision to Policy 611.00: Parent/Guardian Conferences Communication

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

BF 34795 Revisions to Policy 702.02 - Imprest Cash Accounts

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

BF 34796 Revisions to Policy 816.00 – Environmental Health and Safety

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

BF 34797 Phase Gate Approval of the Student Placement Center Boiler Replacement (Project # 4010-27-01): Gate #3 – Project Budget

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.

6. Bids

BF 34798 Phase Gate Approval of the Student Placement Center Boiler Replacement (Project # 4010-27-01): Gate #4 - Contract Award

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.

7. Change Orders

BF 34799 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)

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.

BF 34800 Change Order #3 for Uhl Company, Inc. for the Hamline Elementary Secure Entry, Heating and Plumbing Replacement Project WS 2200 (Project #4160-25-01)

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.

ITEMS PULLED FOR SEPARATE CONSIDERATION

FURTHER AGENDA ITEMS THAT REQUIRE BOARD ACTION

A. SPPS 2033: Strategic Plan

Dr. Stacey Gray Akyea, Senior Executive Officer of Equity, Strategy and Innovation, then presented this report. Developed through an extensive, community-led process that began in November 2025 following Superintendent Stanley's 100-day report, the plan reflects feedback from over 3,000 community members—including students, families, staff, and an advisory task force—collected through an "accordion model" of expanding and compressing engagement. Organized into three core priorities—Excellence in Instruction, Deliberate Inclusion, and Sustainable Infrastructure—the plan outlines 26 actionable benchmarks designed to drive continuous improvement, eliminate achievement gaps, standardize family

communications, strengthen special education, foster a diverse workforce, and ensure fiscal and facility sustainability.

District leadership emphasized that implementation will occur through a staggered roll-out across the 2026–2027 and 2027–2028 school years, supported by robust internal performance metrics, public-facing dashboards, and an external monitoring committee. Because no additional funding is available, execution will rely on repurposing existing district resources during upcoming budget cycles. A phased communications strategy is currently underway to introduce the framework to district leaders, school staff, and families, ensuring widespread alignment and accountability as the plan takes effect.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- In response to concerns about how community members can track benchmark implementation and how those benchmarks are prioritized, Administration explained that progress will be shared transparently through public reporting and regular communications. The leadership team is using senior executive workshops and stakeholder feedback to establish a clear decision-making process based on several criteria, including current benchmark progress, organizational capacity, and leadership bandwidth to sponsor and oversee the work. Crucially, prioritization is aligned directly with the district's overarching long-term goals for 2029; for example, benchmarks tied to major targets in literacy, math, and dignity-based restorative practices will naturally be elevated as top priorities, as well as the goals identified through B.I.G.G.
- Effective strategy relies on layering overlapping benchmarks rather than treating them as isolated issues, a practice that directly informs decision-making models across budgets and organizational strategies. As communications teams share these plans, transparency regarding operational trade-offs—specifically what is being replaced, maintained, or expanded—is essential for setting realistic expectations. Because this initiative represents a long-term, multi-year plan extending past 2033, clear and consistent internal alignment on the underlying reasons and timelines empowers everyone to communicate the vision effectively.
- Director Franco expressed deep gratitude to Dr. Gray Akyea, Dr. Landreau, Dr. Stanley, district staff, committee members, and student participants for their extensive effort in transforming the district’s new strategic plan from a concept into reality. They emphasize that executing this high-level, seven-year roadmap requires systemic change, cross-departmental collaboration, and strong relationships to break down organizational silos and address historical inequities facing Black, Brown, and Indigenous students. While acknowledging that the plan focuses on overarching direction rather than every granular detail—leaving room for existing priorities like extracurriculars and college readiness to continue supporting student belonging—Director Franco highlighted the school board’s responsibility to monitor progress, allocate resources, and partner with administration. Ultimately expressing full support for the plan, he looks forward to its approval to guide district decisions and set a unified foundation starting in the 2026–2027 school year.
- Director Ward expressed deep appreciation to Dr. Stanley, fellow board members, staff, and community members for their hard work on the new strategic plan. He shared his genuine excitement about approving the plan that evening and looking forward to its implementation.

BF 34801 SPPS 2033: Strategic Plan

MOTION: Director Ward moved to approve the SPPS 2033: Strategic Plan as presented. Director Valliant seconded the motion.

The motion was approved by roll call vote:

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

Director Valliant also reminded families to fill out the Back to School forms.

12. INFORMATIONAL AGENDA ITEMS

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

During a board governance report led by Superintendent Stanley, Senior Executive Officers Dr. Stacy Gray Akyea and Toya Pryor presented the Saint Paul Public Schools graduation results, reviewing progress toward the district's goal of raising four-year graduation rates from 68% in 2023 to 80% by 2029. Utilizing Minnesota Department of Education ninth-grade cohort data for the Class of 2025, the report highlighted a continued post-pandemic recovery, with four-year graduation rates climbing to 78%—up from 76.5% for the Class of 2024 and leaving the district just 2 percentage points shy of its target.

Gains were reflected across all student demographics, led by a 14-point jump among American Indian students, a 3-point increase for Asian students, and 2-point increases for both Black and White students. English language learners, special education students, and low-income students each saw 1-point gains. Additionally, 11% of students continued their education past four years, while dropout rates remained stable at 6%. Presenters attributed these improvements to equitable grading practices, Ninth Grade Academic Support courses, daily advisory programs focused on student engagement, and flexible credit recovery options. Detailed historical and school-level data remain accessible to the public via the district’s online dashboard.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Lowe thanked staff for the presentation, expressing optimism over the significant increase in graduation rates to 78% and hoping to reach their 80% goal with the class of 2026. He emphasized that positive student-staff relationships are the underlying foundation for key improvements—such as fair grading practices, ninth-grade academic support, advisories, and credit recovery programs. Ultimately, he commended the secondary school staff for their hard work and encouraged them to continue investing in these supportive relationships to drive further progress.
- Director Franco noted reviewing the data dashboard after the presentation revealed a notable omission regarding Latino or Hispanic students, which initially led to the assumption that this group had not shown progress. A closer look at the dashboard confirmed a highly concerning 7% decline in graduation rates for state-identified Hispanic students, dropping from 66.4% in 2024 to 59.8% in 2025—the largest regression among the major demographic groups. This decline is further exacerbated by persistent environmental stressors, such as local ICE operations that actively impact and destabilize the Latino community. While other demographic categories are showing positive gains, this significant drop highlights an urgent need to address environmental challenges,

process this data constructively, and develop targeted action plans that ensure all student groups are supported and lifted together.
    - Superintendent Stanley then noted that while a sense of belonging is important, increasing Latino graduation rates requires a far more comprehensive approach beyond just this single factor. By utilizing the "belonging through dignity" model learned during late-July training, the district aims to analyze recent successes—such as a 14% increase in graduation rates among indigenous students—by interviewing students, teachers, and administrators. The goal is to uncover the specific strategies driving improvements in smaller student groups, including Asian and Black students, and integrate those effective practices into Continuous School Improvement Plans to benefit the Latino community and all student groups. Additionally, full transparency regarding all student performance data is essential moving forward to ensure the broader community remains fully informed.
- Reflecting on data showing student growth, Director Allen highlights how targeted strategies—such as those implemented for Native American students through past consent decrees—demonstrate that tailored interventions effectively raise achievement, even if broader progress is still needed. While recent general strategies resulted in widespread gains across multiple demographics, broad approaches fail to address deep, group-specific educational disparities. She argued that achieving true equity for African Descendants of Slavery (ADOS) students requires a dedicated, targeted strategy rather than being grouped broadly under state-level "African American" metrics. This necessity stems from generations of systemic and psychological oppression tied directly to literacy—from historic anti-literacy laws to the displacement of Black educators following Brown v. Board of Education. Ultimately, because different student groups face distinct structural challenges, she urged the board to move past terminology hesitation and implement targeted interventions that address these specific historical traumas to ensure high achievement for all students.
- Director Franco praised the team maintaining the data dashboard, noting its frequent personal utility and encouraging others to use it regularly. Turning to recent academic trends, the he highlighted a significant rise in graduation rates for American Indian students, which jumped from 47% to 61.1% last year after lagging behind the pandemic-era growth observed in other student groups. Director Franco contextualized this achievement alongside other recent improvements, such as a 13% increase for Latino students between the 2023 and 2024 graduating classes and a return to pre-pandemic graduation levels for African American students. Emphasizing the importance of understanding the factors driving these successes, he urged caution against reallocating resources or pivoting strategies too quickly. Ultimately, the focus remains on maintaining this upward trajectory for American Indian students and planning proactively against potential environmental factors to prevent future drops in graduation rates.
- Director Valliant noted a reminder that the board has set a major, targeted goal aimed specifically at improving outcomes for Black and African American students, including descendants of enslaved people. Emphasizing the board's intent to be deliberate and focused, she reassured community members that they are dedicated to taking the necessary actions to support student success, noting that significant time is already being invested in this priority.
- Director Ward expressed excitement over rising local graduation rates and asked whether this upward movement reflects a broader statewide trend or if the district is an outlier. While Administration was unable to provide an immediate comparative analysis but committed to researching the data and following up later. Building on the request, Director Allen asked that the upcoming comparison be expanded beyond statewide data to include other major school districts—such as Chicago, Portland, DC, and Los Angeles—specifically examining whether districts impacted by "Operation Metro Surge" saw different graduation rate trends compared to those that were not.

- Director Lowe noted that he anticipates that upcoming graduation rates—a lagging indicator—will reflect positive momentum, highlighting that their growth rate for this specific graduating class is outstripping the state average, which itself only saw a one percentage point increase.
- Director Ward requested information on the calculation of the graduation rate, and how the impacts of Metro Surge may show if a student leaves before graduating from SPPS. Response: High school graduation rates are calculated by tracking a fall ninth-grade cohort over four years, adjusting the cohort count if students officially transfer and enroll in another district or state. However, if a student—such as a senior—leaves the district without enrolling elsewhere, declaring a dropout status, or providing updated records, their enrollment status is marked as "unknown," directly penalizing and lowering the district's final four-year or five-year graduation rate. Because this metric is only impacted if the affected students are high schoolers rather than middle or elementary students, the true effect on the district's current 78% rate remains uncertain until late fall or early winter, when full data becomes available for deeper analysis.
    - For students that were in 9th grade during Metro Surge and then left the district and didn't enroll in another district, that would be counted against our graduation rates several years out. We must remain clear-eyed about the possibility that student progress may not immediately reflect in higher graduation rates, as the core priority is evaluating how effectively students are being served. Finding the right answers will require an ongoing dialogue and continuous re-evaluation of this goal over the next several years.

B. <u>2026-27 School Readiness Report</u>

Leaders from Saint Paul Public Schools presented an update to Dr. Stanley and the board regarding preparations for the 2026–2027 school year. The updates spanned academic preparation, expanded programming, technology policies, human resources, and English Learner (EL) staffing.

Academic preparations began three weeks prior with leadership events that aligned staff with the district's strategic plan and continuous improvement efforts. Professional development during opening week offers 71 distinct learning opportunities for teachers. Additionally, the district is introducing and expanding several site-specific programs, including the 3DE program, new grade levels at various middle and elementary schools, and a new Pre-K–5 Afrocentric program at Benjamin E. Mays.

In response to concerns regarding screen time and socio-emotional health, the district implemented new technology restrictions. YouTube access is now blocked on elementary iPads, self-service apps were audited for curricular alignment, and popular AI tools remain blocked. Google Gemini is restricted for Pre-K–8 students, while high schoolers are being taught how to use AI responsibly. District email has been disabled for Pre-K–3 students and capped at 35 recipients per message for older grades. Furthermore, tech teams are working to disable automatic Google Search AI summaries, and families are receiving tools like the Securly app to monitor home iPad usage.

Human Resources reported strong recruitment progress, beginning the hiring season with 111 licensed educator vacancies and successfully filling 83, leaving just 28 remaining—a notable improvement compared to 81 vacancies at the same time last year. Support positions also saw hiring gains, including filling 23 of 39 educational assistant vacancies and reducing teaching assistant openings to 34 (down from 118 the previous year). To onboard incoming staff, the district is hosting New Educator Week for approximately 150 licensed teachers, conducting specialized training for educational and teaching assistants, and launching both its Urban Teacher Residency programs and district-wide mentor matching.

The presentation concluded with a detailed breakdown of English Learner (EL) enrollment and staffing. Presenters highlighted a multi-year decline in EL enrollment—driven in part by federal halts on US refugee admissions that drastically reduced newly arrived English learners from 452 in 2023–2024 to just 13 in 2025–2026. Because EL staffing is calculated using a weighted ratio (giving higher weight to students with lower English proficiency) and relies on average daily membership trends, reduced numbers have led to 26 split-position EL teaching roles across schools this year. To support staff and ensure contract compliance, administrators conducted multi-party scheduling meetings with split-position teachers and principals, with final fall adjustments planned following the official October 1 student count.

To prepare for the upcoming 2026–27 school year, district departments are rolling out a wide range of new programs, facilities updates, and family resources. The Community Education Department is launching its first-ever 21st Century Learning Grant program at Johnston High School and Farnsworth Upper and Lower, while also expanding capacity for its Nature Pre-K program and seeing an uptick in Discovery Club after-school childcare enrollment. To keep families informed, back-to-school communications are underway alongside staff trainings on a new board-approved Language Access Plan and upcoming spring digital accessibility standards; notably, over 13,500 students have already submitted back-to-school forms, supported by in-person help sessions that drew nearly 1,500 attendees. Operationally, the district is launching a daily "School Readiness Tracker" to monitor facility, custodial, and staffing needs, supported by the near-completion of over 50 summer capital projects and a new custodial team-cleaning model to restore schools following high summer school attendance. Meanwhile, Nutrition Services is introducing student-selected menu items—such as noodle bowls, pad Thai, and potato breakfast bowls—alongside elementary gourmet "code line" sandwiches, house-made "Any Time of Meals," and expanded middle school a la carte options. The enrollment office is transitioning to a user-friendly, real-time digital system to streamline applications, while IT is completing a MacBook rollout for staff, cutting new employee device delivery down to three days or less, and installing fiber networks to live-stream high school sporting events. Finally, transportation teams are leveraging submitted forms and continuing the live bus tracker app to ensure smooth routing for the first day of school.

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

QUESTIONS/DISCUSSION:

- Director Valliant noted her experience with the absence request in the Parent Portal, for both reporting absences or pick-up for appointments.
- Director Lowe noted the amazing amount of work into this presentation. He also encouraged all families to submit their Back to School paperwork, as it helps in planning.
- Director Lowe requested that the board receive more detailed data evaluating the quality and educational value of classroom device usage, rather than just raw screen time totals. Emphasizing that parents want to ensure device use adds clear instructional value, Lowe asked for a report detailing how students are spending time on their devices during class and at home. In response, leadership confirmed that the district is navigating relevant statutory limitations to bring a comprehensive report on user data and device usage to the board this October.
- Director Valliant expressed genuine excitement for the upcoming school menu, and she looks forward to trying the new lunch offerings firsthand while visiting schools and eating with her kids, while highlighting specific items like the noodle bowl, gyros, plantains, hot honey pepperoni, and lemon pepper wings, they plan to personally taste and review the food.
- Director Allen requested more information on the Securly app for families. Response: It is an optional tool that allows parents to manage and set limits on their children's school-provided iPads at home, including setting bedtime restrictions and blocking specific content like YouTube. Parents

automatically have an account tied to their Infinite Campus email address and simply need to activate it to use the service. In response to concerns regarding privacy and the need for clear oversight of home-monitored data, district officials confirmed that Technology Services, the Office of Teaching and Learning, and Communications are launching a targeted outreach campaign. To ensure all families understand the app's features and opt-in process, the district is distributing a detailed digital and physical guide—translated into five languages with direct QR code access—to parents, principals, and school staff ahead of the new school year.

- Director Allen noted family members who are students in SPPS and suggestions for the menus.
- Director Franco commended the administration and HR teams for significantly reducing licensed educator vacancies from 81 last year down to 28, emphasizing how crucial this stability is to avoid the classroom disruption of revolving daily guest teachers.
- He also sought clarification regarding English Learner (EL) staffing—specifically asking how a single 1.0 Full-Time Equivalent (FTE) position was split three ways without violating the policy that restricts teachers from being split between more than two schools. Response: The single 1.0 opening at one site was divided into three portions (a 0.6 FTE, a 0.2 FTE, and another 0.2 FTE) to accommodate existing teachers from other sites who needed partial FTE increments to maintain their full-time status. Addressing concerns about potential instructional disruption and grading confusion for students, Ms. Schmidt de Carranza reassured the board that the 0.6 FTE teacher would regularly co-teach for their part of the day. Meanwhile, the two 0.2 FTE roles would deliver "additional scoops" of targeted support—such as small-group instruction or co-teaching during science or social studies—to supplement the students' primary readers and writers EL blocks.
- Director Valliant requested details about parents or guardians joining their students for lunch. Response: When parents join their children for school lunch, adult meals are not covered by USDA student funding or linked to a student's lunch account. Instead, adults must pay out of pocket at the point of sale, operating similarly to a standard retail transaction where parents hand $5 directly to the nutrition services staff to receive their meal. School policy strictly prohibits serving adults without direct payment, meaning if a parent lacks funds on a given day, they cannot be served unless someone lends them the cash. Furthermore, adult lunch accounts typically do not carry balances over from previous school years, as those accounts are cleared out annually.
- Director Ward noted appreciation for the service of students in this district, especially in Nutrition Services and food served to students.

C. Policy Update

a. SECOND READING: Policy 518.00 - Do Not Resuscitate / Do Not Intubate

Becky Schmidt, Director of Health and Wellness, then provided this Second Reading. During the second reading of proposed Policy 518 regarding "Do Not Resuscitate / Do Not Intubate" (DNR/DNI) orders, board members were briefed on a new guideline addressing family requests for end-of-life care directives. Because Saint Paul Public Schools operates as an educational rather than a medical institution, the policy establishes that staff cannot honor DNR/DNI orders. In the event of a life-threatening medical emergency during the school day or at school activities, staff will always deliver emergency care and immediately activate 911/EMS while notifying parents as soon as possible. The district will continue to follow all individual health plans, IEPs, and 504 plans in accordance with state and federal law, and any families submitting a DNR/DNI request will be formally advised of this district-wide emergency response protocol.

QUESTIONS/DISCUSSION:

- None

b. SECOND READING: Policy 719.00 - Food Service

During the second reading of the district's food service policy—which had not been revised since 2008—Stacy Koppen, Director of Nutrition Services, outlined minor adjustments made following the Committee of the Board (COB) discussion to align with new formatting standards and updated regulations. The policy explicitly emphasizes providing healthy, accessible, and inclusive meals that foster student well-being and academic success while adhering to federal guidelines and alcohol laws. Furthermore, the district commits to utilizing the most advantageous federal nutrition programs available and directing the superintendent or a designee to implement administrative procedures for full regulatory compliance. A key revision expanded the final statement to prioritize equity, privacy, and dignity, ensuring protection against discrimination and incorporating legal references to the Minnesota Human Rights Act.

QUESTIONS/DISCUSSION:

- Director Valiant clarified the procedures required if a school runs out of food during a meal service. Response: When a shortfall occurs, the district is obligated to investigate and resolve the issue, particularly because specific meal component and quantity requirements must be met for reimbursement, meaning such shortages cannot become a persistent problem. Addressing concerns about immediate student hunger, Ms. Koppen noted that cafeterias are stocked with ample reserve food across coolers, freezers, and dry storage to ensure every student receives a meal, even if a running short on the hot line prevents them from getting their first choice. To prevent ongoing production or forecasting errors, the district relies on established procedures, staff training, and on-site support to help kitchen personnel correct mistakes and keep every student fed.

c. SECOND READING: Policy 802.02 – Petitions for Consent for Rezoning

Jonathan Pettigrew, Manager of Facilitiy Planning, then provided a second reading for this policy. He introduced a thoroughly rewritten version of Policy 802.02 regarding petitions for consent to rezoning. This policy governs how Saint Paul Public Schools (SPPS) reviews city zoning changes near district schools, outlining the district's responsibilities, evaluation criteria, and formal response procedures. While formatted and rewritten for clarity, the policy remains unchanged from the version previously shown at the Committee of the Board (COB) meeting. Key updates highlighted in the accompanying slides include defined purpose and impact areas, a detailed impact assessment process, and a new requirement for SPPS to provide a written explanation if declining consent to a rezoning petition, replacing the previous practice of giving verbal notice via phone calls. Additionally, the revised policy outlines potential district actions outside the consent process—such as providing oral or written testimony—and concludes with updated legal references, titles, and added definitions.

QUESTIONS/DISCUSSION:

- None

13. BOARD OF EDUCATION

A. Information Requests/Responses and Items for Future Agendas

- None

B. Board of Education Committee/Work Group Reports

- Director Ward noted that a written report of work in committees and work groups has been included in the BoardBook. He also noted this is a relatively new procedure that was adopted as part of B.I.G.G., in order for more reporting to the Board and community.

C. Board of Education Reports/Communications

- None

14. ADJOURNMENT

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

The motion was approved by roll call vote:

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

The meeting adjourned at 8:41 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

August 18, 2026
4:30 p.m.

MINUTES

I. CALL TO ORDER

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

II. ROLL CALL

Board of Education:	U. Ward, E. Valliant, H. Henderson, B. Lowe, C. Franco, C. Allen Y. Carrillo was absent.
Administration:	Superintendent Stanley, K. Bergstrom, K. Thao, D. Wells, J. Turner, S. Gray Akyea, S. Dahlke, E. Wacker, T. Pryor, V. Unowsky

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: It was moved by Director Ward, and seconded by Director Lowe, 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 Valliant 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 all bargaining units, including ASAP, Educational Assistants, Machinists, Nutrition Services Personnel, Principals, School and Community Service Professionals, Teachers, MMSA, PEA, SPSO, AFSCME, Bus Drivers, CCEA, Custodians, Tri-Council, Bricklayers, Carpenters, Cement Masons, Electricians, Glaziers, Painters, Pipe fitters, Plasterers, Plumbers, Roofers, Sheet Metal Workers, and Tri-Council Temps. 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 all bargaining units 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 Allen, to adjourn the meeting. It passed by acclaim.

The meeting adjourned at 4:53 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

September 1, 2026
4:30 p.m.

MINUTES

1. CALL TO ORDER

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

2. ROLL CALL

Board of Education:	E. Valliant, C. Franco, U. Ward, Y. Carrillo, C. Allen B. Lowe arrived at 4:35 p.m. H. Henderson was absent.
Staff:	Superintendent Stanley, K. Bergstrom, S. Dahlke

3. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

4. SUPERINTENDENT'S ANNOUNCEMENTS

Superintendent Stanley noted this time of year brings immense energy and excitement as everyone returns. Recent highlights include a formal recognition event celebrating the many individuals involved in the board-approved strategic plan, as well as engaging meetings with educational assistants and new teachers. A major highlight was joining the Saint Paul Public Schools marching band at the State Fair for a high-energy, dancing parade route, where the crowd enthusiastically cheered on the district and raised everyone's spirits for the upcoming year.

5. FACILITIES PORTFOLIO TASKFORCE UPDATE

The Facilities Portfolio Task Force has been meeting since September to provide ongoing updates to board members regarding school facility planning. Facilitated in partnership with the Wilder organization, this 30-member collaborative advisory task force includes parents, partners, community members, staff, and teachers, alongside superintendent and administrative support. The task force is currently in phase one of a multi-phase "accordion process"—a feedback-driven framework where information continuously cycles out for public input and back in for refining. Rather than determining specific building closures or consolidations directly, the task force is focused on developing, prioritizing, and analyzing data to establish

the evaluation criteria that leadership will follow. Working through a "criteria design studio" framework, the team is evaluating key categories, including building characteristics (size, technology support, safety perceptions, maintenance needs, and sustainability), academic achievement, and program alignment (ensuring strong programs have space to expand). Additionally, members are emphasizing location equity and neighborhood demographics to ensure potential changes are distributed fairly without disproportionately impacting specific areas of St. Paul. Phase 1 will continue through the fall, ultimately building toward a final recommendation from the superintendent to the school board by the spring or summer of 2027.

The full presentation can be found in the meeting materials.

QUESTIONS/DISCUSSION:

- Director Carrillo noted the work group's efforts have been highly instructive, revealing a shared focus among members to ensure criteria remain equitable and that impacts are distributed across the entire city rather than concentrated in a single area. However, lingering questions remain regarding whether outstanding demographic data gathering has been fully addressed, particularly given the expertise of current or former demographers within the group. Overall, the process feels well-supported thanks to the Wilder Foundation, which has effectively facilitated the flow of conversation and kept discussions moving forward smoothly without stalling.
- Director Valliant noted questions about the criteria for programming. SEO Turner noted that "programming" currently has a broad definition, referring either to specialized offerings embedded within a school building or to an entire school itself. Using specific examples like Wellstone, Crossroads, and Central, she clarified that a single physical building can house multiple programs or distinct school codes. Ultimately, official classification as an individual school versus an embedded program depends on state-level definitions and assigned school codes.
- Director Franco noted that while "programming" can carry many meanings, the task force currently understands the nuance and is keeping the concept broad so that all possibilities—including pathways and geographic distribution—remain on the table. Guided by the high-level conversations facilitated by Wilder and insights from students regarding access to pathway programming, the group is using this wide scope as a starting point. As discussions progress, the team plans to gradually refine and narrow down specific criteria, diving deeper into actual program offerings without getting bogged down in overly granular operational details.
- Director Carrillo raised long-term questions regarding how the district defines, measures, and evaluates a "successful program," as well as who determines those metrics. He emphasized that facilities must be intentionally designed to support and expand thriving programs rather than hinder them. Finally, he highlighted the need to review past criteria and their outcomes to determine if the work group needs to shift its approach and ask different questions moving forward.

6. TXUJ CI REAL ESTATE MARKET STUDY

Following direction from the board to open a new K-8 facility for the Txuj Ci program by the 2032–2033 school year, Saint Paul Public Schools leadership partnered with commercial real estate firm Cushman and Wakefield to conduct an initial market study. To maximize options, the advisory team searched broadly for properties meeting a minimum threshold of eight acres—including industrial, office, retail, and vacant sites both within and slightly beyond district boundaries—while excluding central business district, residential, and railroad properties. Leveraging specialized databases, cold calls to unlisted property owners, and email blasts to local brokers, the search identified roughly 30 preliminary options, including both district-owned and external sites. The team outlined the multi-step acquisition process, which

requires site tours, due diligence, environmental and zoning reviews, letters of intent, and formal purchase agreements before moving to demolition and construction. Estimated acquisition costs vary widely depending on the site's current state, ranging from $8–10 million for raw land to over $30 million for properties with existing buildings.

The full presentation can be found in the meeting materials.

QUESTIONS/DISCUSSION:

- Director Ward requested information on the timeline from the evaluation to identification of location to acquisition. Response: The timeline from identifying a property to final acquisition typically ranges from six months to over a year. While six months is generally the minimum needed to negotiate a letter of intent and purchase agreement and complete due diligence, unforeseen environmental cleanups or entitlement issues can push the schedule out further; the pre-identification search phase remains entirely TBD. Because premature exposure can inflate property prices or breach state open meeting laws, the board plans to use privileged meetings to keep discussions confidential. To further mitigate leak risks—which persist even under non-disclosure agreements—representatives routinely mask client identities during negotiations, refrain from using specific names, and avoid wearing identifying apparel during site visits.
- Director Allen expressed concern that purchasing tax-generating private property would remove it from the city's property tax roll for up to a century, thereby reducing municipal revenue funded by taxpayers. To mitigate this tax base loss, she suggested prioritizing properties already designated as tax-exempt or nonprofit, such as those owned by the city, local colleges, or the Archdiocese. Response: Tax-exempt and nonprofit-owned properties were already factored into their initial research process; specifically, any parcel meeting the project's minimum size requirement of eight acres—including Archdiocese real estate—was identified and considered for potential acquisition.
- Director Ward noted that when a property shifts from taxable to non-taxable (such as a nonprofit status), the school district does not actually lose tax revenue because its approved levy remains fixed. Instead, the lost revenue is absorbed by shifting the tax burden onto other commercial and residential property owners, resulting in slightly higher taxes for the rest of the community. Consequently, while the district's funding stays intact, school board members still have a strong incentive to avoid removing properties from the tax roll to protect local constituents who are already sensitive to high tax rates.
- The Facilities team will collaborate with Dr. Stanley and real estate partners to review potential locations, using a process of elimination to rule out sites that fail to meet programming needs based on size or location. Once narrowed down, the team will present a prioritized list to the board to discuss strategy with general counsel. Finally, they will select a few top-priority sites to actively pursue alongside their real estate partners.
- Director Franco requested information on the tangible timeline and the timeline for the internal meetings. Response: There will likely be additional discussion mid-October for a closed board meeting to discuss this further.
- Director Carrillo raised concerns about environmental testing for potential facility sites and whether contamination risks—and their potential impacts on students and the community—are assessed before eliminating locations. In response, it was explained that while historical land use offers initial clues, comprehensive testing typically occurs only after a site is under contract, as property owners generally restrict pre-contract testing to protect property values. Addressing further concerns about potential litigation or remediation costs if contamination is discovered post-contract, General Counsel clarified that purchase or lease contracts are structured to manage these risks. Using the local sandbox project leased from the Saint Paul Port Authority as an example, she noted that prior

site remediation was coordinated alongside insurance coverage to protect the organization's interests before development proceeded.

- Dr. Stanley noted that the timeline for opening the new facility may not align perfectly with the ongoing facilities portfolio analysis. To ensure the building opens on schedule for the children, the team is actively evaluating how these overlapping schedules will function together. Depending on the board's direction regarding smaller facility recommendations, this timing disconnect may require a decision on a specific site before the final, comprehensive facilities recommendation is presented to the board in June 2027.

7. READ ACT UPDATE

Rachel Larson, Executive Director of Teaching and Learning, noted that it has been three years after the passage of the READ Act, and Saint Paul Public Schools is making significant progress in implementing science-of-reading professional development to advance equity and student achievement. Supported by a key partnership with the SPFE union, the district has achieved a 100% completion rate for required certified teacher training across the 2024–2025 and 2025–2026 school years, with early childhood educators achieving 100% completion and expansion currently extending into secondary levels. Inclusion efforts are also well underway, with educational assistants and paraprofessionals currently at a 74% completion rate toward a goal of 100%. Internal surveys demonstrate strong practical application: 91.5% of educators reported enhanced understanding and implementation skills, 89.5% cited immediate transfer of strategies to the classroom, and 64% gave the highest rating for immediate instructional impact. Qualitative feedback further highlights gains in student confidence, engagement, and literacy skills, positioning the district for continued multi-year success in getting all students to grade-level reading.

The full presentation can be found in the meeting materials.

QUESTIONS/DISCUSSION:

- Director Franco requested information on the percentage of staff that completed the survey for this data. He noted that clarifies that his question is not intended to reflect negatively on the work being done in St. Paul Public Schools, but rather to ensure that the feedback provided to legislators remains precise. He emphasized the importance of accuracy, noting that while the feedback carries significant weight, any discrepancy between the specific subset of data and the total group of participants requires a clear caveat. Ultimately, his goal is to maintain transparency and provide accurate context when communicating with lawmakers.
- Director Franco also requested information on the strategy to ensure that new educators who were not in SPPS in 2025-2026 or the previous year are going to have access to this content. Response: Tracking required training for new staff remains essential, particularly as Saint Paul Public Schools (SPPS) transitions to engaging new hires earlier in their college preparation programs. While overall numbers of new personnel are low this year, the initial cohort is actively participating, highlighted by the exciting milestone of welcoming the first group of hires directly from these aligned college prep programs. Additionally, recent survey results reflect data gathered by CAREIALL from the current cohort of approximately 250 educators rather than the previous year's larger group of 1,100, though exact training completion rates are still being finalized.
- While state funding for new educator training currently carries a sunset clause, long-term state financial support beyond the initial years remains uncertain, leaving school districts to likely absorb future costs as expectations persist. In response, the Office of Teaching and Learning is proactively developing a strategy aligned with the district's seven-year plan, specifically focusing on sustaining literacy strategies and science of reading implementation. District leaders plan to conduct a

thorough financial investigation to assess long-term program expenses and determine how to permanently integrate these practices into ongoing operations once state funding ends.

- Director Carrillo requested information on the expectation of hiring practices for those educators who may have this training while in another district or if they are recent graduates, and the legislation around that topic. Response: Statewide teaching and learning curriculum directors are actively advocating for ongoing, state-resourced training cohorts to ensure out-of-state and incoming educators can meet Science of Reading standards without hiring barriers. While current human resources requirements remain undefined, school leaders align philosophically with embedding these practices into hiring expectations and plan to pool regional resources to continuously train staff who lack prior experience.
- Director Allen requested information on the state's review of the impacts, or ways in which the district will look at the impacts of our investments in this work. Response: Within Saint Paul Public Schools, measuring student impact involves combining formal assessments, the North Star accountability framework, and updates from the Office of Teaching and Learning (OTL). While qualitative feedback from staff is currently positive, the district's long-term goal—aligned with its strategic plan—is to leverage a Multi-Tiered System of Supports (MTSS) alongside Professional Learning Communities (PLCs) and common assessments to track continuous academic growth. Ongoing data reporting will serve as the primary tool to ensure every student successfully builds and masters grade-level literacy skills.
- She is also interested in the strategies used to address the specific gaps in phonics or disengagement, and other areas that interrupted literacy achievement. Response: Measuring student growth relies on aligning classroom observations, student work, and local or state assessments. Through the Science of Reading framework, the district has emphasized explicit phonics instruction using tailored small-group strategies via programs like UFLI, CAREIALL, and LETRS. Overcoming historical shifts away from phonics—as well as initial implementation challenges caused by the March 2020 pandemic disruptions—this targeted approach has yielded measurable progress. In fact, on-track performance for kindergarten and first-grade students rose from 32% in 2022 to 42% last spring, driven by ongoing professional learning and a broader mindset shift toward evidence-based literacy. Moving forward, district leaders can track these longitudinal student trends across grade levels while shifting focus toward incorporating knowledge-building curricula to strengthen comprehension and critical thinking skills.
- Director Franco requested information about how this will be integrated into middle and high school. Response: The traditional framing that students "learn to read" in lower grades and "read to learn" in higher grades is shifting toward embedding high-level critical thinking and reading strategies across all middle and high school content areas. To bridge gaps in comprehension and knowledge, secondary schools are integrating these literacy pillars directly into subject-area instruction so that complex texts remain accessible. This systemic professional learning effort expanded last year with training for all K–12 multilingual and special education teachers, while this year's cohort focuses on all 6th through 12th-grade English Language Arts (ELA) teachers, who are leading the implementation of these strategic reading practices.

8. POLICY UPDATE

a. Policy 420.00 - Minnesota Paid Leave

Following emergency implementation in January, Policy 420.00 is returning to the board for final approval. Under the revised guidelines, employees enrolled in district short-term disability (STD) must submit claims directly to the program administrator rather than the district. Additionally, section 7 clarifies that employees

awaiting leave decisions can use an online calculator to determine the vacation, sick, or STD hours needed to top off their income to regular levels; however, the district will not restore any accidentally over-used leave, and employees are required to report any overpayment to the State of Minnesota. For benefit continuation under section 8, employees placed on unpaid FMLA or Paid Family and Medical Leave (PFML) status will transition premium payments to the district's COBRA administrator (BRI)—maintaining standard active employee rates—provided payments are made within a strict 30-day window to avoid termination of coverage. Once an employee's 12-to-20-week statutory protection period expires without a return to work, the district will cease paying its portion, leaving the individual responsible for full COBRA rates.

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

QUESTIONS/DISCUSSION:

- Director Franco requested information on the changes for the employee to transition to the COBRA plan if on MPL. Response: When employees transition to Paid Medical Leave (PML) or enter an unpaid leave status—such as FMLA—the primary source of their income shifts away from the district, leaving no district pay from which to deduct insurance benefit premiums. Consequently, these employees are automatically transferred to the district's COBRA administrator, BRI, which handles the collection of the required fees directly. Under this arrangement, the district continues to pay its standard active rate for the employee's benefits, while the employee remains responsible for paying only their usual employee portion directly to BRI.
- Are there specific action steps in order to continue their coverage while transitioning to BRI? Response: During the transition to BRI, employees will experience a seamless continuation of their health insurance coverage, as both their carrier and plan details remain completely unchanged. Employees do not need to re-enroll or sign up for new coverage, but they must fulfill their regular employee-portion health insurance contributions directly to BRI. While the transition is automated to prevent gaps in service, BRI will mail affected individuals an explanatory packet containing essential instructions and payment statements required for submitting their contributions. Following early administrative hiccups, these transition materials and procedures have been streamlined and redesigned to be significantly more user-friendly, ensuring that employees can easily understand and complete their required payment steps.
- While efforts to streamline the process are appreciated, concerns remain regarding employees taking Paid Medical Leave (PML), Paid Medical Leave for family, or general leave, as these absences often stem from personal crises or medical emergencies. Missing a single piece of correspondence during such a stressful period can lead to a catastrophic loss of benefit coverage, raising the question of whether additional safeguards can be implemented to ensure continuous care. In response, leadership emphasized that most PML applications are planned rather than emergency situations, though accommodations and flexibility are provided when true extenuating circumstances arise. The standard procedure requires employees to notify the organization directly—rather than relying solely on state applications—which triggers internal systems and automated communications from both the company and Benefit Resource, Inc. (BRI). Consequently, unless an unforeseen emergency prevents it, employees must actively review their mail to follow the necessary steps and maintain uninterrupted coverage.
- Director Carrillo requested clarification that when a staff member transitions to the COBRA plan, it’s not at a different rate. Response: It is at the same rate they would have paid that would have been deducted from their paycheck.
- There was also then discussion on the procedural changes to the policy and if the Board considered them to be substantial to warrant the three-reading process. A primary concern raised was maintaining public transparency, especially given that sensitive terms like "COBRA" can cause

alarm regarding employment status and financial burdens. Additionally, because the policy had previously been passed under an emergency clause and reviewed through a committee presentation rather than the full board sequence, members emphasized the importance of a thorough review. To ensure all board members can ask questions and examine the details completely, the board agreed that if any member requested the full three-reading process, it should be granted. Ultimately, with multiple board members voicing support for this approach, the board reached a consensus to count the current discussion as the official first reading before transitioning to the next agenda item.

MOTION: Director Valliant moved to approve that review of Policy 420.00: Minnesota Paid Leave at the September 1, 2026 Committee of the Board meeting be considered the First Reading.; and that the review of this policy at the September 22, 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 Franco	Yes
Director Valliant	Yes
Director Henderson	Absent
Director Ward	Yes
Director Lowe	Yes
Director Allen	Yes
Director Carrillo	Yes

b. Policy 718.00 - Branding: Supplies/Stationary

Policy 718.00, currently titled "Branding Supply/Stationery," is undergoing its first update since 2008 to align with modern standards. The revision renames the policy to broadly cover all branded materials—far beyond traditional supplies—and adopts an updated format with a clear purpose statement focused on establishing district- and school-wide logo and identity standards, such as color guidelines. By removing legacy references to letterhead, printing, and the former Graphic Services Department, the policy now applies universally across all products, whether created internally or sourced from third-party vendors. Additionally, cross-references have been added to Policy 716.00 regarding district advertising and logo usage, as well as Policy 801.01 regarding building and grounds naming.

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

QUESTIONS/DISCUSSION:

- None

MOTION: Director Valliant moved to approve that the review of Policy 718.00 Branding at the Sept. 1, 2026 Committee of the Board meeting be considered the First Reading of the three-reading process; and that the review of the policy at the Sept. 22, 2026, Board of Education meeting will be considered the Second Reading. The motion was seconded by Director Lowe.

The motion was approved by roll call vote:

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

Director Lowe	Yes
Director Allen	Yes
Director Carrillo	Yes

c. Policy 812.00 - School Emergency Management

To fulfill a new statutory requirement addressing sudden cardiac arrest—a life-threatening disruption in the heart's electrical rhythm—the district is updating its emergency management policy to mandate site-specific Cardiac Emergency Response Plans. Under this requirement, every school building will form a dedicated Cardiac Emergency Response Team by utilizing existing safety teams supplemented by staff such as PE teachers and athletic directors. Facilities staff have mapped all on-site automatic external defibrillators (AEDs) to maintain a maximum three-minute response time across campus, alongside continuing regular monthly equipment inspections; however, AEDs will remain strictly on school grounds and will not be transported off-site for field trips or away events. To ensure practical readiness, a nurse on special assignment will conduct mandatory annual staff hands-only CPR/AED training and execute timed mock emergency drills, while students will continue receiving instruction through their standard curriculum. Alongside these cardiac protocols, administrators are updating minor wording across the broader policy to align with official terminology—such as using School Emergency Operations Plans (SEOP) and District Emergency Operations Plans (DEOP)—and referencing the newly established state statute.

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

QUESTIONS/DISCUSSION:

- For the AED drill, is that a full school drill or a safety team drill? Response: Our plan right now is that it will only be the cardiac emergency response team drill for that building. The district aims to expand hands-only CPR training to any interested staff members during professional development days or outside school hours as capacity grows over the coming year. While administrators may invite non-team staff to participate in these training sessions without officially adding them to the Cardiac Emergency Response Team, the overarching goal remains maximizing the number of CPR-trained personnel across all schools.
- Director Valliant also requested information about students who are CPR/AED certified and protocols about their involvement in these scenarios. Response: During a emergency situation, any available assistance is accepted without hesitation, as having two responders is always better than one. Even if an individual offering help is not formally trained in CPR, they can fulfill other critical roles, such as running to call 911 or gathering necessary resources. Ultimately, an "all hands on deck" approach is prioritized to handle the crisis effectively, while Good Samaritan laws provide legal protections for those who step up to assist. Thanks to Director Schmidt and her staff, all Safety Security Leaders (SSLs) completed Basic Life Support (BLS) training this summer. This intensive, higher-level training goes beyond basic CPR and first aid to equip every SSL with advanced life-saving skills.
- How does Facilities understand the concept of coverage and access to the AED and a sense of expected investment in the 3-minute range of responsiveness to a cardia arrest. Response: In partnership with School Health Connect, the district conducts annual walkthroughs across all schools to map and optimize Automated External Defibrillator (AED) placements. To eliminate access barriers caused by locked health offices after school hours, facilities moved many units into hallways; however, this created uneven distribution, such as duplicate hallway boxes alongside coverage gaps on upper floors. The district is now using expert recommendations to redistribute

existing AEDs, identify optimal locations, apply for grant funding for additional purchases, and strictly maintain a target three-minute emergency response time.

- Director Carrillo requested information on the data of occurrences of cardiac arrest related to intense sports, and if having AEDs close to the fields of those sports would reduce the response time if an AED is needed. Response: While we don't have data around athletics and the cardiac arrest incidents, sudden cardiac arrest can occur in athletes and non-athletes, and our Athletics Team and Ms. Schmidt have been working to secure more AEDs for the athletic directors and coaches for more access on the fields
- Are we directly training students in CPR, or is only the security and emergency management team at each school? Response: It would be conducted in health class, which is in the middle school curriculum, as well as high school in either 9th or 10th grade depending on their scope and sequence of classes.
- Director Carrillo also requested that the mandatory annual update include specific performance data on school emergency drills. He asked for concrete metrics—such as average response times and tracking whether those times are improving—to better evaluate the real-world effectiveness of safety protocols across schools.

MOTION: Director Valliant moved to approve review of the proposed updates to Policy 812.00 - School Emergency Management at the September 1, 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 September 22, 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 Franco	Yes
Director Valliant	Yes
Director Henderson	Absent
Director Ward	Yes
Director Lowe	Yes
Director Allen	Yes
Director Carrillo	Yes

d. Policy 211.03 - Student Voice in Decision-Making

Policy 211.03, "Student Voice and Decision Making," has been updated for the first time since its adoption in 2016 to align with current formatting standards and provide greater clarity. The revisions include standardizing section headers—such as adding "policy" in front of "purpose"—and removing the previous header "Valuing Student Perspectives," as that principle is now embedded directly into the newly added General Statement of Policy. This addition reinforces the district and Board of Education's commitment to prioritizing student voices in decision-making. The core content of the policy remains largely unchanged but is now organized into four distinct categories: Establishment, Role of the Committee, Recruitment and Selection, and Operations.

Beyond structural reorganization, key adjustments focus on language refinement and budget alignment. Under "Establishment," the section header was strengthened to clarify the board's authority to establish an advisory committee by resolution. In "Role of the Committee," phrasing was modified to explicitly reference an "established committee" and shifted from "is to" to "may include," allowing flexibility for committees that may not address every designated topic. "Recruitment and Selection" retains its original text under a new

header, while "Operations" features updated language—notably changing "will" to "shall." Additionally, the operational funding language was reworded from allocating vague "resources to effectively operate" to providing an "annual budget to support operations," aligning the policy with standard annual budgeting practices rather than mid-year allocation. Finally, cross-references to relevant board policies were updated, with no changes made to legal references.

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

QUESTIONS/DISCUSSION:

- Director Ward noted questions about the "student representatives," questioning whether the wording should be modified—such as using parentheses for the plural "s"—to clarify whether meetings require a single permanent attendee, multiple members, or a rotating representative. The Chair and fellow speakers noted that the current phrasing uses the permissive word "may," providing sufficient flexibility for the board and committee to mutually agree on and adjust the appointment process over time. Ultimately, the group favored keeping the language broad, as it allows for adaptable student participation without restricting the policy to a single committee structure and leaves room to establish additional student advisory groups in the future.
- The board agreed that the process for student representation must be determined collaboratively with the committee after it is established, rather than prescribed in advance. Members emphasized that avoiding a fixed, upfront process provides flexibility to adapt to changing student capacity and ensures a genuine partnership rather than a performative, checkbox exercise. While the underlying language and expectations have remained consistent, the group noted the importance of reminding external partners (such as "Good Trouble") that this collaborative framework will guide the setup moving forward**.**
- It was noted that while students should lead the effort to define the specific process for their representation, the board still needs a clear, baseline definition of a student representative's role and responsibilities. They suggested that an external partner, such as "Good Trouble," could help facilitate this effort to create a consistent framework that endures until future students decide to evolve it. Acknowledging that the upcoming school year will bring momentum to the project, the speaker encouraged the group to establish these functional expectations early on as the students get up and running.
- There was also discussion about whether to move forward with the policy as planned or temporarily postpone it to gather feedback. Board members advocated for passing the policy now rather than postponing it, noting that the immediate updates are mostly structural and the committee can request revisions anytime after forming. Furthermore, delaying the policy would cause the board to miss the upcoming annual budget cycle, forcing them to wait until the following summer to address critical funding allocations.
- Director Carrillo noted questions that while the committee is student-led, it will include an adult facilitator to help navigate organizational bureaucracy. Additionally, the group noted that internal governance—such as voting structures and democratic decision-making—will be co-created by the students themselves during onboarding, meaning the board does not need to explicitly define those operating details in advance.
- The group briefly debated bullet point punctuation, ultimately deciding to remove unnecessary commas and standardize the formatting. While opinions differed on whether bulleted lists should function as a single broken-up sentence or separate items, the consensus was to maintain a consistent style throughout the document, leaving the final cleanup to be handled directly.

MOTION: Director Valliant moved to approve that the review of Policy 211.03 - Student Voice in Decision Making at the September 1, 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 September 22, 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 Franco	Yes
Director Valliant	Yes
Director Henderson	Absent
Director Ward	Yes
Director Lowe	Yes
Director Allen	Yes
Director Carrillo	Yes

e. Policy 301.00 - Board / Superintendent Relationship

Policy 301.00, which addresses the board and superintendent relationship, is undergoing its first review since 2008 to align with the district's updated policy format. The revision adds a explicit policy purpose defining the governance relationship governed by statute and expands on the superintendent's role in board governance and district operations. Directly reflecting discussions from the recent board retreat, the update introduces a new section (bullet 8) that commits both parties to open, transparent, and mutually agreed-upon communication protocols to support informed decision-making and operational efficiency without being overly prescriptive. Finally, the updated policy incorporates a legal reference as well as a cross-reference to the superintendent selection policy, which is scheduled for review next month.

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

QUESTIONS/DISCUSSION:

- None

MOTION: Director Valliant moved to approve that the review of Policy 301.00 - Board/Superintendent Relationship at the September 1, 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 September 22, 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 Franco	Yes
Director Valliant	Yes
Director Henderson	Absent
Director Ward	Yes
Director Lowe	Yes
Director Allen	Yes
Director Carrillo	Yes

e. Policy 902.00 - Community Use of Buildings and Grounds

During the meeting, officials presented proposed modifications to Policy 902.00 regarding the community use of Saint Paul Public Schools' buildings and grounds, which was last revised in 2008. The presentation highlighted that the district permits over 418,000 hours of facility use annually, with nearly 90% dedicated to district-related activities like athletics, plays, and community education, and 98% of the remaining non-district hours utilized by non-profits and community partners. Because external, revenue-generating permit holders are minimal, fiscal year 2026 projected permit revenue stands at $268,000 against $214,000 in related personnel expenses. Usage is heavily concentrated in high schools (41%), elementary schools (26%), and specific community hubs like Rondo, JJ Hill, and 1781 West 7th. Key policy updates focus on administrative clarity, structural reformatting, explicit insurance and building treatment enforcement, aligned election rules per state statute, and transferring fee waiver authority to the general administration rather than the superintendent or board. Following technical reviews, leadership outlined a unique engagement strategy to gather direct input from high-frequency, non-profit, and for-profit permit holders first.

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

QUESTIONS/DISCUSSION:

- Director Ward noted that while SPPS facility rental fees are generally competitive with neighboring districts, using these spaces remains costly and complex for community members. Gathering direct feedback from user groups is a valuable step toward improving current policy and making facilities more accessible. However, a complete financial assessment must account for costs beyond personnel expenses, as increased usage accelerates physical wear and tear—such as field degradation, broken fixtures, and routine maintenance—that eventually leads to full replacement. It is essential to determine whether these indirect operational and depreciation costs are already factored into the district's rate structure, a consideration that should directly inform upcoming facility fee reviews. Response: Determining the exact breakdown of facility fees can be difficult, as the building usage fee itself accounts for only a very small portion of the overall permit cost, with the majority of expenses covering staffing. To establish these space fees accurately, facility managers rely on a nationally recognized cost calculator designed for facility owners. This tool factors in operational expenses, regular building upgrade needs, and general wear and tear. Furthermore, contractual agreements explicitly require permit holders to cover the replacement or repair costs of any equipment accidentally damaged during their use. Permit holders generally honor this policy, which is enforced through a standard billing process for any damages incurred.
- Under Section 4, subsection G, the current policy states that the administration must provide facilities free of charge to recognized social service agencies and government entities during wartime or community emergencies. This language stems from Minnesota Statutes 12.23 and 12.34, which mandate that public resources be utilized to the maximum extent practicable during emergencies—a historic precedent partly rooted in older public schools originally designed and certified as bomb shelters. While Saint Paul Public Schools has traditionally been a strong partner in providing buildings and transportation during recent crises, such as COVID-19 and civil unrest following the murder of George Floyd, concerns were raised regarding the potential misuse of this access. Specifically, board members expressed worry that external social service agencies whose values conflict with the district's—such as those that harass individuals based on language or national origin—might claim entitlement to free facility use. Because the district cannot bypass state statutory requirements for government entities, the issue will be directed to the policy workgroup and legal counsel to consider reframing or summarizing the statutory language directly to prevent problematic non-governmental entities from exploiting the policy, while potentially collaborating with the city to identify alternative emergency spaces.

- Director Franco advocated for gathering direct community input to shape and refine a policy focused on utilizing public capital infrastructure to provide low-cost services for students needing support beyond regular school hours. Highlighting community concerns regarding excessive financial and access barriers, he emphasized that public entities must leverage their resources to maximize impact for underserved youth. Transparency is a key focus, with the speaker noting that the initial policy draft bypassed the policy workgroup and acknowledging their own intent to propose changes that codify procedural language. Ultimately, he expressed strong support for collecting community feedback, updating the policy and procedures to reflect those voices, and actively participating throughout the revision process.
- Director Allen proposed leveraging district facility rentals to actively engage parents in improving student literacy scores, emphasizing that at-home support is essential for boosting academic outcomes. She suggested partnering with external groups that use school spaces on weekends for cultural and educational programs to offer parent training on core pillars of the "science of reading." To incentivize participation, she outlined a reciprocal model: organizations or parents who complete the literacy training would receive discounted permit rates for utilizing the space. Ultimately, she urged the Teaching and Learning department to explore and operationalize this strategy, encouraging a collaborative effort between the district, community partners, and families to reinforce literacy beyond the traditional school day.
- Ms. Wallace noted that the current proposal is merely a preliminary first draft and will not move directly to a second reading at the upcoming board meeting. Instead, the district plans to take the initial board feedback to the policy workgroup for further discussion, returning in October with revised language and modifications. The policy will then undergo another round of review and workgroup refinement, with a target return date in November. Reassuring board members that this initiative will not be rushed through a standard three-reading timeline, the speaker emphasizes that the team is committed to following an extended review process and taking whatever extra time is necessary to get it right.
- Director Valliant noted questions about inserting the word "broad" into "broad community use," noting that the proposed usage chart seems primarily restricted to district programs and select non-profits. In response, SEO Turner clarifies that facility usage extends far beyond typical sports or academic classes to include events such as weddings, vow renewals, memorial services, special events, and regular Sunday spiritual services for local faith communities, therefore emphasizing that school facilities serve a wide range of public purposes.
- Director Valliant then requested information on the outreach, implementation, and fee structures associated with their community space policy. Members raised questions regarding how the policy is promoted to the public—whether through advertising or targeted invitations—and questioned if "community use" applies to organized local groups or individual residents hosting events like birthday parties, baby showers, and wedding showers. Administration confirmed that individual social events are permitted and explained that the current rate structure already supports broad, equitable access. Specific rate discounts exist for city partners, non-profit organizations, and youth groups—particularly when over 50% of participants are Saint Paul Public Schools students. Because the policy mandates a review of fee schedules and rate categories every two years, the board acknowledged that an update is overdue, noting the space fees were last revised in 2019. While personnel rates are tied to collective bargaining agreements approved by the school board, space usage rates require explicit board review. To resolve this, leadership plans to finalize the overarching policy framework first to establish clear guidelines before bringing an updated fee structure forward for board approval.
- The board reviewed section "F" of the draft policy, which originally stipulated that all activities must be supervised by "competent adults." Director Valliant questioned the use of the word "competent,"

noting that it sounded more like a job skill evaluation for staff rather than an appropriate standard for general supervision, and expressed a preference for changing it. In response, it was clarified that this was existing policy language rather than a newly added draft provision. The group then proposed replacing "competent" with "responsible," agreeing that "responsible adult" better captures the intended standard and feels legally adequate. Board leadership noted the suggestion and agreed to take the feedback back to update the language.

- Director Allen suggested introducing a tiered sliding scale for non-profits based on their annual budgets—categorizing organizations into small, medium, or large—to account for financial disparities among groups, as well as considering how to handle volunteer groups with no budget. In response, staff explained that the team already works to minimize fees for permit holders by encouraging them to schedule events during existing operating hours—such as a Wednesday evening rather than a Sunday—when custodial staff are already on site. However, leadership reminded the board that facility permits involve direct, fixed costs. When events require additional custodial staff, grounds crews, school support liaisons, or specialized technology personnel, those employees must be paid per their contracts. Because these labor costs are funded either by permit fees or the school district's general fund, providing free or heavily discounted rentals presents a significant financial challenge that must be balanced carefully.

9. BOARD INITIATED GOALS GOVERNANCE (B.I.G.G.) REPORTING CALENDAR

It was noted that the memo for the B.I.G.G. Reporting Calendar is included in the meeting materials.

10. ADJOURNMENT

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

The meeting adjourned at 7:21 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

EQUITY COMMITTEE
360 Colborne Street
Saint Paul, MN 55102

September 10, 2026
4:30 p.m.

MINUTES

1. CALL TO ORDER

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

2. WELCOME

The meeting was led by the tri-chairs: Erica Valliant, Vice Chair of the Board of Education; Dr. Stacie Stanley, Superintendent; and Dr. Stacey Gray Akyea, Senior Executive Officer of Equity, Strategy, and Innovation. Director Valliant highlighted her effort to reactivate the committee, and Superintendent Stanley described equity as “the thread that holds the quilt together.”

3. GROUNDING AND INTRODUCTIONS

Committee members then engaged in a grounding circle exercise where they introduced themselves and stated their motivation for joining in this work. The committee is comprised of district leaders and board staff, district staff and educators, parents and community members, and student representatives.

4. HOUSEKEEPING & OPERATIONAL OUTLOOK

The official authorization was also reviewed, which included that unlike informal committees, this Equity Committee operates under a formal School Board resolution, guaranteeing dedicated time and resources across the district's 32,000 students, 6,514 staff, and 15,000+ family members. Committee members were selected through an invisible (blind) application process for a two-year appointment. Key duties include that the committee is mandated to meet at least 10 times per year to advise the board on policies (such as reviewing the draft Racial Equity Policy), evaluate district practices, address inconsistencies across schools, and deliver actionable recommendations rather than performative gestures.

5. DISTRICT STRATEGIC FRAMEWORK

Superintendent Stanley and Dr. Gray Akyea then presented the presented the newly board-adopted SPPS 2033 Strategic Plan, which incorporated input from over 3,000 community members, task forces, and student listening sessions. The plan establishes three key priorities through 2033

Excellence in Instruction

- Reducing achievement gaps and accelerating academic growth

- Ensuring literacy consistency (reading) and math problem-solving for all students—specifically highlighting Black, brown, and linguistically diverse learners—through standard Tier 1 classroom instruction
- Aligning professional development for all staff, including cafe workers, educational assistants, counselors, and social workers

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Deliberate Inclusion

- Fostering dignity and belonging for linguistically diverse families, special education students, and LGBTQIA+/transgender students

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- Supporting staff retention and affirming their competencies

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Sustainable Infrastructure

- Addressing demographic shifts and declining birth rates (projected down to 22,000 students in 10 years by birth rate alone)
- Positioning SPPS as the primary educational choice for St. Paul residents
- Overseeing a parallel Facilities Portfolio Analysis Task Force examining building utilization, with final recommendations due to the board in June 2027

6. WORKING AGREEMENTS

The committee then brainstormed and adopted a set of working agreements to guide their collaboration.

- Step Up, Step Back / W.A.I.T. (Why Am I Talking
- Have Fun
- Straight Talk
- Speak Your Truth / Fearless Conversations
- Yes, And / Both, And
- Acknowledge & Embrace Lived Experiences
- Ask Questions
- Move at the Speed of Community
- Value Process More than the Outcome
- Assume Positive Intent
- Lead with Curiosity
- Be Respectful

7. CLOSING AND NEXT STEPS

Future sessions will involve unpacking district data, prioritizing core equity concerns, and building explicit, measurable action steps aligned with SPPS 2033 benchmarks. The next meeting is scheduled for Wednesday, October 14, 2026 beginning at 4:30 p.m. in the 360 Colborne Cafeteria on the 5th Floor.

There was also discussion on the goals to set and achievement of those goals.

8. CHECK-OUT

Members then conducted a brief closing with a one-word check-out. The meeting concluded with a group chant and a synchronized table slam drawing on the analogy of equity work being like a potluck where everyone brings their best.

9. ADJOURNMENT

The meeting adjourned around 6:30 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

2027 EQUITY COMMITTEE MEETING DATES – 4:30 p.m. (unless otherwise noted)

- Thursday, September 10, 2026
- Wednesday, October 14, 2026
- Thursday, November 12, 2026
- Thursday, December 10, 2026
- Thursday, January 14, 2027
- Thursday, February 11, 2027
- Thursday, March 11, 2027
- Monday, April 12, 2027
- Thursday, May 13, 2027
- Thursday, June 3, 2027

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

DATE: September 22, 2026

TOPIC: Acceptance of Gift from College Football Playoff Foundation

A. PERTINENT FACTS:

1. The Barack and Michelle Obama Middle School would like to accept an in-kind gift from the College Football Playoff Foundation for a maximum of $50,000 that would go towards enhancing flex spaces that align to the school's focus of hands-on learning and social-emotional learning.

2. The gift in-kind totals approximately $50,000 and will take the form of furniture pieces to outfit several physical spaces around the school: Flex space for hands-on learning, storage for musical instruments, coffee cart for a student-led initiative, support space, and teacher lounge.

3. Omar Brown from the Big Ten, Margaret Frank from the College Football Playoff Foundation (CFPF) and Jeremy Westbooks from School Specialty will be coordinating the physical space makeover. The makeover will be unveiled in a ribbon-cutting ceremony to take place on October 23, 2026.

4. This project will meet the District strategic plan priority of Deliberate Inclusion .

5. This item is submitted by Amanda Herrera-Gundale, Principal and Yeu Vang, Assistant Superintendent; and Toya Pryor, Senior Executive Officer of School Leadership and Operations.

B. RECOMMENDATION:

That the Board of Education approve the in-kind donation with a maximum value of $50,000 towards a physical space enhancement at the Barack and Michelle Obama Middle School.

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

DATE: September 22, 2026

TOPIC: Acceptance of Gift from Global Arts Plus Upper PTA for $5,000

A. PERTINENT FACTS:

1. Global Arts Plus Upper would like to accept a donation of $5,000 from the Global Arts Plus Upper PTA to cover the cost and payment of the resident artist for the 2025-2026 school year.

2. These funds will pay for the costs assoicated with the resident artist from 2025-2026 school year.

3. This item will meet the SPPS 2033 strategic plan priority area of excellence in instruction and deliberate inclusion.

5. This item is submitted by Lesly Gámez, Principal; Dr. Kirk Morris, Assistant Superintendent; and Toya Pryor, Senior Executive Officer of School Leadership and Operations.

B. RECOMMENDATION:

That the Board of Education approve the funds from Global Arts Plus Upper PTA, in the amount of $5,000 to be used by Global Arts Plus Upper to pay for the resident artist for 2025-2026 school year and that those funds be put to code: 19-528-291-000-5096-U001.

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

DATE: September 22, 2026

TOPIC: Approve Perman Law Firm Consulting Agreement for Immigration Law Services Contract

A. PERTINENT FACTS:

1. Saint Paul Public Schools (SPPS) continues to experience challenges recruiting and retaining licensed educators in high-need areas, particularly special education and other hard-to-fill licensure fields. To expand the pool of qualified candidates and ensure students have access to appropriately licensed staff, the District recruits qualified international educators who require employment authorization to work in the United States. Since 2023, SPPS has utilized Perman Law Firm, PLLC to provide immigration law services and guidance related to employment-based immigration matters. Perman Law Firm specializes exclusively in immigration law and has extensive experience supporting Minnesota school districts with H-1B visa petitions, employment authorization matters, Green Card processes, and related immigration compliance needs.

2. SPPS serves more than 33,000 students and experiences staffing shortages in hard-to-fill positions, including special education teaching assignments and other hard-to-fill licensed positions. Maintaining an adequate pipeline of qualified educators is essential to providing consistent educational services and ensuring compliance with state and federal requirements. Continued engagement with Perman Law Firm will allow SPPS to recruit and employ qualified international candidates, when necessary, while ensuring all immigration filings, employment authorization documentation, and related legal requirements are completed accurately and in accordance with federal law. The firm will continue to provide legal counsel, petition preparation and filing, extension processing, Green Card guidance, and consultation services as staffing needs arise.

3. Perman Law Firm currently provides immigration law services to SPPS through a contract consulting agreement. This newly proposed contract will provide services through June 30, 2028. The contract amount will not exceed $170,000 for fiscal year 2026-27 and $170,000 for fiscal year 2027-28. The previous agreement expired June 30, 2026.

4. Costs under this contract include legal counsel, preparation and filing of H-1B petitions and extension, responses to Requests for Evidence, Green Card process support, consultation services, USCIS filing fees, premium processing fees when required, and associated reimbursable expenses. The projected annual expenditure is based on anticipated immigration and legal support needs. The total two-year contract amount is not to exceed $340,000, which exceeds the Board approval threshold for procurement contracts. Funding for this agreement will be paid through the Human Resources General Fund budget.

5. This project will support the district's strategic plan focus areas of Positive School and District Culture and Effective and Culturally Relevant Instruction by helping ensure students have access to qualified, licensed educators and by supporting the recruitments and retention of a diverse workforce capable of meeting student needs.

6. This item is submitted by Patricia Pratt-Cook, Senior Executive Human Resources Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to approve Contract Number 27-6647 with Perman Law Firm, PLLC, for immigration law services in an amount not to exceed $340,000 for the period ending June 30, 2028.

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

DATE: September 22, 2026

TOPIC: Request to Sign the Concurrent Enrollment Contract with Saint Paul College for 2026-27

A. PERTINENT FACTS:

1. This agreement covers a variety of concurrent enrollment courses at the following schools: Como Park, Gateway, Harding, Highland Park, Johnson, and Washington High Schools. Concurrent Enrollment allows students to take rigorous, college-level courses right at their high school, taught by postsecondary-credentialed SPPS high school teachers.

2. Concurrent Enrollment coursework helps prepare students for college and career, and potentially saves students/families tuition dollars by allowing them to take college courses while in high school. Students earn both transcripted high school and college credit upon successful completion of the course(s).

3. This agreement is for the 2026-27 school year.

4. Fees paid to Saint Paul College are at the rate of $3000.00 per concurrent enrollment course per semester per mentoring relationship. The total cost for these sections for 2026-27 is $36,000.00.

5. This item will meet the SPPS 2033 strategic plan priority area of Excellence in Instruction.

6. 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 Officer of Academics.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the Concurrent Enrollment Contract with Saint Paul College for 2026-27.

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

DATE: September 22, 2026

TOPIC: Approval of Employment Agreement Between Independent School District No. 625 and Unrepresented Plan

A. PERTINENT FACTS:

A. Approval requested for 2026-28 plan document for employees in the Unrepresented Plan.

B. This agreement reflects salary schedule and benefits increases within Board established parameters.

C. The District currently employs 30 employees in this group.

D. This request is submitted by Patricia Pratt-Cook, Senior Executive Officer of Human Resources.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those employees in the Unrepresented Plan; duration of said Agreement is for the period of July 1, 2026 through June 30, 2028.

2026-2028

Terms and Conditions of Professional Employment

for the

Members of the Unrepresented Plan of

Saint Paul Public Schools

July 1, 2026 – June 30, 2028

Saint Paul
PUBLIC SCHOOLS
A World of Opportunities



SAINT PAUL PUBLIC SCHOOLS
Independent School District No. 625

Board of Education

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ARTICLE 1. INTRODUCTION

These salary rates and benefits plan ("the Plan") establishes the compensation and benefits and **plan** for employees who are in positions described by the classifications in the District's Unrepresented Plan and are not represented by a collective bargaining agreement ("employees"). This Plan provides coverage from July 1, 2026, through June 30, 2028, subject to approval by the Board of Education.
Important Note Regarding At-Will Employment: Participation in this Plan does not constitute a contract of employment and shall not affect the right of the District to discharge, transfer or change the position of an employee for any reason. The employment of any person participating in the Plan may be terminated at any time (subject to the 45-day notice provision set forth on page 18), and no promise or representation is made regarding continued employment because of participation in the Plan.

The Superintendent has the discretion to provide individual contracts to certain named job classifications which will have the same benefits outlined in the benefits section of this Plan document.

ARTICLE 2. COMPENSATION PHILOSOPHY

Saint Paul Public Schools' (SPPS) mission is to inspire students to **think critically**, pursue **their dreams** and **change the world**. Student learning and high academic achievement is at the heart of all we do. To ensure educational excellence for our students, it is imperative that we have high standards and expectations for our employees. To that end, SPPS is committed to providing a competitive total rewards employee program to attract, engage, motivate and retain diverse and extraordinary talent with the requisite expertise, skills and commitment to ensuring academic excellence for all students.

SPPS's total rewards program is an investment in each employee and our collective future. The goal of the total rewards program is to deliver a comprehensive and market competitive compensation and benefit package for all employees.

Through our total rewards program, Saint Paul Public Schools aspires to:

- **Become a market leader in the Twin Cities and the region.** The District aspires to be a market leader across all job types. Salaries will be targeted at the level needed to achieve our recruitment, performance and retention objectives.
    - **External Competitiveness:** Our compensation program must be designed to attract, retain and reward a diverse, high-quality and high-performing workforce. This means setting salaries and benefits at levels that are competitive with our designated comparative sets in both the public and private sectors, where appropriate. In order to continue to attract and retain quality talent, we must provide opportunities for growth and career development.
    - **Internal Equity:** Provide and implement salary guidelines that ensure comparable jobs are paid similarly across the organization and in accordance with state statute. Pay adjustments may be provided to employees when appropriate to address internal equity while recognizing the need for market competitiveness. Salaries for new employees will be established at levels that recognize the individual's skills and experience while considering the salary levels of current employees within the same or comparable positions.
    - **Balanced Approach:** Operate within the realities of the labor market and make adjustments as needed to attract and retain staff in this ever-changing landscape.
    - **Establish Minimum Standards:** Actively work to get salaries of all positions to initially be at the median and, over time, to the top quartile to solidify the District's position as a market leader.

- **Continuous Improvement:** Review the total compensation program regularly for competitiveness, cost-effectiveness and value to employees. Review of position descriptions and benchmarking of positions will be done regularly. A comprehensive review will be done at least every three to five years.
- **Differentiation:** We recognize that the competitive market may be different for different jobs or positions.

- **Ensure sound, responsible stewardship over the District's resources**. The District's overall performance, achievement of strategic objectives and financial capacity driven by student enrollment and market conditions will determine the budget available for funding of compensation, cost-of-living increases, market adjustments, reclassifications and promotions.

ARTICLE 3. COMPENSATION PLAN

Salary Grades and Ranges

SPPS has established a pay structure for the Unrepresented Plan classifications based upon pay grades with corresponding salary ranges. Pay grades represent the different levels of work being performed and represent internal equity for comparable positions performing comparable levels of work in bargaining units. Each pay grade has a corresponding salary range that is identified by a minimum, midpoint and maximum salary rate. Salary ranges may be adjusted periodically to maintain competitiveness with comparable bargaining unit positions and with other employers in relevant comparison Plans and labor markets. SPPS determines its comparison Plans, or designated labor markets, based upon market(s) in which it competes to attract and retain talent.

System Administration

Human Resources will continue to review labor market movement on a regular basis using published and professionally reliable sources to ensure continued competitiveness and adherence to the SPPS Compensation Philosophy. As part of this process, Human Resources will conduct structured job studies of positions as well as small-scale salary surveys as needed to assess the market competitiveness of hard-to-fill classifications and/or classifications with retention issues and make changes to pay grade assignments if necessary. In addition, Human Resources will conduct a comprehensive classification and compensation study every three to five years, subject to budget constraints and as market conditions warrant.

Compensation Actions

The salary for each new employee covered by the Plan will be established and adjusted at the discretion of the Superintendent in accordance with the District's Classification and Compensation process administered by the Division of Human Resources.

A newly hired or promoted employee's starting salary largely depends on the amount of experience the employee possesses beyond the minimum requirements for the job, the market competitiveness and internal equity.

Annual salary adjustments shall be made utilizing the average of the Cost-of-Living Adjustment (COLA) provided to professional employee units. In addition, annual salary adjustments shall reflect the average step increase of the same professional employee units used to calculate the average COLA.

Employees in the Unrepresented Plan must have a meets performance review rating in order to be eligible for a salary increase.

Setting Salaries for New Employees

In determining the starting rate of pay, consideration is given to:

a) The candidate's directly related job experience.
b) Competitive labor market rates for individuals with comparable knowledge, skills, and experience.
c) Recruitment and retention difficulty, to include the size of the qualified applicant pool and the duration of the recruitment process.
d) Comparisons with other employees performing similar work in the unit, department or across the District to ensure internal equity is maintained. (Normally, the salary of a new employee should be no higher than the salaries of current staff in comparable positions with similar levels of experience and skills).
e) Budget/funding availability.

Human Resources makes the final decision regarding salaries.

Promotions

A promotion is defined as the change in an employee's position to another position that has a higher salary grade/range.

a) Any increase to base salary is effective on the beginning of the pay period following the promotion/upward reclassification.
b) The starting salary for an employee who is promoted shall be based on the same factors considered in hiring a new employee from outside the District. Typically, a promotional appointment from one exempt position to another will result in a minimum of a 5% increase in base salary placement.
c) The starting salary of an employee who is promoted will not be less than the minimum rate for the range assigned to the new position.

Demotions

A Demotion is defined as the movement of an employee from one position to another that has a lower salary grade/range.

Upon demotion, an employee's base salary will be established based upon:

a) The employee's directly related job experience.
b) Comparison of proposed salary with salaries of other employee's performing similar work.
c) Reasons for the demotion (restructuring versus poor performance in higher position, etc.).
d) The employee's salary will not be placed higher than the salary range maximum rate for the classification to which the employee is being demoted. Evaluation of placement in a salary range for demotion will utilize the same factors as used for initial hire. Exceptions to this may be made at the discretion of the Superintendent or their designee.

Market Equity Adjustments

A market equity adjustment occurs when the Division of Human Resources determines that a job is either under or over-compensated in relation to comparable jobs in the relevant competitive labor market.

A market equity adjustment is used to address salary inequities arising from external pressure in high demand fields or concerns related to the retention of key talent. These types of pay increases are not granted to reward individual performance.

The Division of Human Resources will utilize data gathered from a market analysis and make a recommendation to the Superintendent and Executive Chief of Financial Services by February of the

calendar year. SPPS may budget an annual pool to address market inequities based upon the report, areas of strategic importance, and available financial resources.

Any increases made to base pay will be made effective the beginning of the first pay period after the start of the next fiscal year.

Internal Equity Adjustments
An internal equity adjustment may be granted under unusual circumstances and is typically based on a serious salary inequity.

A salary inequity exists when an employee's salary is significantly below that of employees in the same classification in that unit/department who possess similar levels of performance, skills, knowledge and job assignments.

Examples of situations which may indicate a salary inequity with other employees in the same classification include:

a) The salary of a long-term employee is low relative to a new hire whose salary is highly market-driven.
b) There is significant salary compression between a supervisor and their direct reports.
c) Market factors influencing recruitment and retention.

Human Resources will review and assess the situation to determine if an equity adjustment is warranted and will work with the Executive Chief of Finance to ensure availability of funds.

Assistant Superintendent of Schools
Assistant Superintendent of Specialized Services

Executive Directors
Administration and Operations
Community Education
ELL
Financial Services
Specialized Services
Teaching and Learning

Directors
Academic Support
Educator Development
Equal Employment and Opportunity
Innovation
Family and Community Engagement
Federal Program Title 1
Health and Wellness
Office of Equity
Research, Evaluation and Assessment
Talent Acquisition
Total Rewards
Student Placement

Other Professionals
Assistant to the Superintendent
Executive Assistant

ARTICLE 4. DEFINITIONS

The Unrepresented Plan shall mean all members of the Unrepresented Plan named herein except where provisions of this document expressly exclude any member. The members of the Unrepresented Plan are as follows:

ARTICLE 5. SALARY SCHEDULE

Section 1. Application.
These salary ranges shall apply as indicated to all members of the Unrepresented Plan. Effective for July 1, 2023, salary ranges shall increase at both the start and end of the range equivalent to the cost-of-living adjustment provided in section 4 below. All ranges shall be adjusted to reflect the total annual wage rate to include the highest paid employee within that range.

Section 2. Salary Ranges.

	2026-2027	
	Minimum	**Maximum**
Executive Assistant	**$74,748**	**$105,000**
Assistant to the Supt.	**$85,035**	**$117,250**
Director	**$125,033**	**$180,048**
Executive Director	**$143,046**	**$205,986**
Assistant Superintendent	**$155,351**	**$223,705**

	2027-2028	
	Minimum	**Maximum**
Executive Assistant	**$76,990**	**$107,000**
Assistant to the Supt.	**$85,035**	**$117,250**
Director	**$128,784**	**$185,450**
Executive Director	**$147,337**	**$212,165**
Assistant Superintendent	**$160,011**	**$230,416**

Section 3. Length of Service.
Service factors are fixed annual dollar amounts beyond the annual salary prescribed by the salary schedule. Members of the Unrepresented Plan are eligible for service factors at the beginning of the 10th year and the beginning of the 15th year of regular service with the School District, as follows:

Saint Paul Service Year	**Year 5**	**Year 10**	**Year 15**
	$2,000	$5,000	$8,000

Section 4. Implementation.
Annual salaries shall be set within the salary range for the title based on the recommendation and approval by the Superintendent. Members of the Unrepresented Plan and employees on individual contracts who are not at the maximum rate of their pay range may be eligible for additional movement within the salary range at the discretion of the Superintendent of Schools. See Article 3 Compensation Actions.

Effective **July 1, 2024,** the annual salaries for positions in the Unrepresented Plan will be increased by the formula provided for in Article 3 Compensation Actions**.**

For the 2026 through 2028 plan period, the cost-of-living increase for members of the unpresented plan will be a 2% cost of living increase (COLA) effective July 1, 2026, and July 1, 2027, respectively.

ARTICLE 6. BENEFITS

Section 1. Business Expense Allowance.
The members of the Unrepresented Plan shall be reimbursed a monthly allowance for automobile use and other general business expenses according to the following schedule:

Title	Monthly Allowance
Assistant Superintendents	$500
Executive Directors	$500
Directors	$500
Individual Contracts	$500
Executive Assistant	$100
Assistant to the Superintendent	$100

Section 2. Vacation.
Subd. 1. Thirty-one (31) paid vacation days (248 hours) shall accrue each year on January 1 of each year. When a member of the Unrepresented Plan is hired, they will be credited with a prorated share of vacation days based on the remaining time left in the calendar year.

Members of the Superintendency Unrepresented Plan whose appointment is terminated for whatever reason shall be allowed a prorated credit for the remaining unused days of vacation. The maximum carryover from a prior contract to this plan is eighty (80) hours.

When a new member transitions in from another plan/contract, the maximum number of hours the member may carry over from a prior contract to this Plan is eighty (80) hours. All other hours over eighty (80) shall be paid at the employee's previous rate of pay.

Subd. 2. Vacation requests shall have the prior approval by the member of the Unrepresented Plan immediate supervisor.

Subd. 3. The maximum accumulation of vacation, which may be carried over to the next succeeding calendar year, shall be forty (40) days (320 hours). In unusual circumstances, additional carryover may be approved by the Superintendent or designee.

An employee who has more than three hundred twenty (320) hours of accrued vacation remaining at the end of the last full pay period in December, shall either:

a) be required to use the hours of vacation in excess of three hundred twenty (320) hours prior to the end of the calendar year or
b) be compensated for hours in excess of three hundred twenty (320) hours at the discretion of the superintendent or designee and may only occur one time during duration of employment within this Plan and/or
c) be provided an exception for additional carryover of vacation by means or the of approval of their department head. All hours carried forward must be used by the following December 31 or the time with be forfeited.

Selection of option (c) shall require both the employer and employee to mutually determine and agree upon dates by which the additional carryover of vacation is to be used. Lack of use of vacation by the agreed upon dates which is not the result of an employer action shall be forfeited by the employee. Employees must also use the required number of hours in the same year to remain at or below the maximum accrual level going into the following year.

Subd. 4. Sick leave days may be converted to vacation days once the member of the Unrepresented Plan has accumulated a total of 180 days (1,440 hours) of sick leave. Such conversion of sick leave to vacation shall be on a two-for-one basis with the maximum number of days converted each year not to exceed ten (10) days of vacation time (See Article 6 Section 7, Subd. 5. for additional information).

Subd. 5. Each year by December 1 a member of the Non-Union Plan, by written notice to the School District, may direct up to ten (10) days of vacation to be earned in the next calendar year be paid in compensation in the next calendar year through the District's payroll system. Such payment shall be made no later than February 1 of the calendar year in which the vacation is to be earned and at the employee's calculated per diem amount (annual compensation divided by 260 days). Any payment of days elected to be paid out under this provision shall be deducted from the employee's annual vacation accrual.

Section 3. Holidays.
Paid holidays each year shall be as follows: Independence Day, Labor Day, Thanksgiving Day, the day after Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King Day, Presidents' Day, Memorial Day, Juneteenth and two (2) floating holidays. The two floating holidays will be taken with prior supervisor approval. Those holidays which fall on a Saturday shall be celebrated on the Friday immediately prior to the holiday. Those holidays which fall on a Sunday shall be celebrated on the Monday immediately following the holiday.

Section 4. Active Unrepresented Plan Members Insurance Benefits.
Subd. 4.1. Cafeteria Benefits Plan

4.1.1 Effective January 1, 2023, employee benefits will be offered to eligible employees through a Cafeteria Plan qualified under Internal Revenue Service (IRS) Codes §105, §125, and §129. The Cafeteria Plan will contain a core set of benefits. Enrollment in these core benefits is required in order to participate in the Cafeteria Plan and receive any Employer contributions. Additional optional benefits are offered allowing employees to select benefits that meet their individual needs.

4.1.2 Contribution to Cafeteria Plan Credits

Effective January 1, 2027, each eligible employee shall receive $1,450 per month which they may spend in a District-qualified cafeteria benefits plan. Any dollars remaining from this amount after enrollment in core and optional benefits will be returned to the employee as salary.

Effective January 1, 2028, each eligible employee shall receive $1,537 per month which they may spend in a District-qualified cafeteria benefits plan. Any dollars remaining from this amount after enrollment in core and optional benefits will be returned to the employee as salary.

4.1.3 If the cost of benefits selected by the employee exceeds the amount of credits an employee receives from 4.1.2, above, that cost shall be paid by the employee through payroll deduction.

4.1.4 In addition to core benefits as determined by the District, the District shall provide the full cost of long-term disability insurance (LTD) at 66% of annual salary, short term disability insurance (STD) at 66% of annual salary and term life insurance at three (3) times the annual salary of the member of the superintendency.

4.2. Effective January 1, 2022, the District shall provide the following benefits:

Subd. 1. The School District shall pay the costs for health insurance for members of the Unrepresented Plan and their dependents not to exceed a School District contribution for monthly premiums of $1,350.

Subd. 2. Sick leave shall be credited annually each January 1 at the rate of 15 days (120 hours) per year with unused leave accumulating without limit.

Subd. 3. The School District shall purchase term life insurance for each member of the Superintendency in the amount of up to three times the annual salary of the member of the Superintendency.

Subd. 4. The School District shall pay the costs for dental insurance for members of the Superintendency and their dependents not to exceed a School District contribution for monthly premiums of $125.

Subd. 5. The School District shall pay the costs for long-term disability insurance for members of the Superintendency. This shall be at the rate of 66% of annual salary.

Subd. 6. The School District shall pay the costs for short-term disability insurance for members of the Superintendency. This shall be at the rate of 66% of annual salary.

Section 5. Professional Benefits.

Subd. 1. The School District shall pay the membership fee in the American Association of School Administrators (or such other professional organization which is appropriate to the member of the Superintendency's responsibilities) for each member of the Unrepresented Plan requesting such membership.

Subd. 2. Each member of the Unrepresented Plan shall have the membership fee paid for other professional organizations that are appropriate in addition to Subdivision 1 above subject to the approval of the Superintendent.

Subd. 3. The parties agree that professional growth is an inherent continuing obligation of members of a management team. To that end, professional employees shall avail themselves of opportunities for improving their skills. Professional reading, participation in the professional activities of professional organizations, formal and informal study, workshops, in-service training courses, and community activities are examples of the kinds of involvement expected of the Unrepresented Plan that are encouraged by the School Board.

Within the limits stated in this section, funds shall be provided to pay the costs for professional memberships, attendance at national or regional conventions, workshops, clinics or other professional meetings approved by the Superintendent. Such meetings shall be in areas of relevance to the contractual responsibilities of the individual and subject to the approval of the Superintendent. “Costs for attendance” shall mean registration fees, lodging, food, and travel. Expenses to be reimbursed shall be properly documented using the appropriate voucher form in accordance with District regulations.

An amount not to exceed $2,750 per year maximum shall be made available for allowable expenses for each member of the Unrepresented Plan**.** These funds are subject to all rules established by the Business Office and IRS rules for reimbursement of professional materials.

A member of the Unrepresented Plan may carry forward from one contract year to the next, the full individual allowance for conventions, workshops, etc., or a part thereof which remains unused. Such carryover amount shall be added to the allowance available for the subsequent contract year. The maximum individual allowance available (including any carryover) cannot exceed $5,500 per contract year.

A member of the Unrepresented Plan may receive the total professional benefits amount including carryover at the time of separation from employment with the District.

Subd. 4. The School District shall pay registration fees to state and local workshops that are required responsibilities for each member of the Unrepresented Plan.

Subd. 5. An expense account shall be established to reimburse members of the Unrepresented Plan where it is necessary for them to represent the School District in an official capacity and incur expenses for activities such as: coffee for committee meetings, luncheons for dignitaries, banquets where they are official representatives and similar activities. All requests for reimbursement must have the approval of the Chief of Staff to the Superintendent.

Subd. 6. Each member of the Superintendency shall have the opportunity to participate in District sponsored professional development events or programs (i.e., district wide leadership training).

Subd. 7. Attendance of the Unrepresented Plan at other professional meetings with or without loss of pay and with or without expenses may be granted at the discretion of the Superintendent.

Section 6. Leave of Absence.

Subd. 1. Bereavement Leave. Bereavement leave of absence with pay shall be granted to allow an employee to grieve the loss of someone of significant importance to them. The maximum days of bereavement leave, not deducted from sick leave balance is as follows:

Up to five (5) days may be granted due to the death of an employee’s spouse or life partner, child (including stillbirth and miscarriage), step-child, child-in-law, parent, step-parent, parent-in-law, in loco parentis, grandchild, or another regular member of the employee’s immediate household. Up to three additional days of bereavement may be granted in special circumstances with approval of Human Resources.

Up to three (3) days may be granted due to the death of other members of the employee’s immediate family not listed above, such as sibling, step-sibling, sibling in-law that is not a regular member of the employee’s immediate household. Up to two additional days of bereavement may be granted in special circumstances with approval of Human Resources.

One (1) day may be granted to attend the funeral of an extended family member, or close friend. Up to two additional days of bereavement may be granted in special circumstances with approval of Human Resources.

Subd. 2. Bereavement Leave Travel Allowance. Additional days, deducted from the employee's available sick leave balance, may be used to accommodate when travel beyond a 200-mile radius of the employee's home is needed, to attend the funeral, and according to ESST usage rules for family members.

Subd. 3. Professional Development Leave. Each member of the Unrepresented Plan shall be allowed to participate with full pay, in workshops, retreats, and short courses, subject to the approval of the Superintendent.

Subd. 4. Personal Leave. Each member of the Unrepresented Plan shall be allowed leaves of absence with or without pay and with or without deduction from sick leave at the discretion of the Superintendent or designee, consistent with past practices, for such occasions as court appearances, parental leaves and other extraordinary circumstances which require members to be absent from work.

Subd. 5. Religious Observance Leave**.** Each member of the Unrepresented Plan may use up to three (3) days of leave per school year for religious observances. Prior notification of absence for religious observances may be requested by the employee's supervisor**.** Religious observances days will be deducted from the employees from sick leave balance**.**

Section 7. Sick Leave.

Unrepresented Plan members contracted for fifty-two (52) weeks shall be eligible for fifteen (15) days of sick leave per year (.0576 per hour of paid time). A Superintendency member contracted for less than fifty-two (52) weeks shall be eligible for a prorated proportion of the full year formula, prorated on the length of the work year.

Subd. 1. Unrepresented Plan members shall accumulate the unused portion of current sick leave at full pay.

Subd. 2. Any sick leave claim shall be subject to the approval of the Superintendent as to the validity of the circumstances upon which the claim is based. The administrator shall, if requested, furnish such certificates and evidence of facts as may be required for verification.

Subd. 3. Sick leave with pay shall not be granted for illness or disability during some other type of leave.

Subd. 4. Sick leave with pay shall be granted for the following specified allowable uses:

4.1 Personal Illness. Unrepresented Plan members may use accumulated sick leave for hours off due to personal illness. Accumulated sick leave may also be granted for such time as is actually necessary for office visits to a doctor, dentist, optometrist, etc.

4.2 Family Illness. Unrepresented Plan members may use accumulated sick leave for hours off due to sudden sickness or disability of a parent or a member of their household or to make arrangements for the care of such sick or disabled persons up to a maximum of eight hours sick leave per incident. Up to one hundred twenty (120) hours of accumulated sick leave may be used in a work year to allow the employee to care for and attend to the serious or critical illness of their spouse, parent or member of household. These hours when used are deducted from sick leave.

4.3 Sick Child Care Leave. Sick leave to care for a sick child shall be granted on the same terms as the Superintendency member is able to use sick leave for the Unrepresented Plan member's own illness. This leave shall only be granted pursuant to Minn. Stat. §181.9413 and shall remain available as provided in Statute.

4.4 Adoption Leave. Up to thirty (30) days of accumulated sick leave may be used in a contract year to attend to adoption procedures or care for a newly adopted child or for a father with a newborn child. Use of these thirty (30) days does not need to occur consecutively.

Subd. 5. Sick Leave Conversion.
Employees who have and maintain a minimum of 180 days (1,440 hours) of accumulated sick leave, may convert such sick leave days in excess of 180 (1,440 hours) to vacation time within the following limitations:

- Conversion shall be on a two-for-one basis.
- No more than twenty (20) days (160 hours) of sick leave may be converted for ten (10) days (80 hours) of vacation time in any one year.
- No sick leave days may be converted to vacation which would result in less than 180 days (1,440 hours) of accumulated sick leave remaining.
- Sick leave days can be converted to vacation days only when actually so used, and cannot be converted for carryover or for cash payment.
- Written application for such conversion is subject to the approval of the Superintendent or designated representative as to the scheduling of vacation time.

Requests to convert sick leave must be submitted each year by December 1, by written notice to the School District. Employees may not convert sick leave to vacation if this will place employees above the maximum carryover as defined in Section 2, subd. 3 of this article.

Section 8. Quarantine/Catastrophic Leave.
Employees will be provided up to a maximum of ten (10) days paid leave of absence for quarantine by a health officer due to a contagious disease. The same will be provided for a catastrophic disaster that occurs at the employee's school and/or community which causes the closure of the School District or the employee's worksite.

The benefit as defined in the paragraph above shall only apply for a two-year period of time for ten (10) days of leave in total. The two-year period is defined to be that period of time starting July 1st of each odd numbered year to the last day of June in the subsequent odd numbered year.

Section 9. Retirement Benefits.
Subd. 1. Benefit Eligibility for Members of the Unrepresented Plan Who Retire Before Age 65.

1.1 Members of the Unrepresented Plan must have completed the following conditions at the time of retirement to qualify for any School District contribution of premium payment for health insurance or life insurance: (1) Be eligible to receive pension benefits from the St. Paul Teachers Retirement Fund Association or other public employee retiree program at the time of retirement and have severed the employment relationship with the School District; and (2) Must have completed ten (10) years of continuous employment with the School District prior to retirement, or were employed by the School District on a full-time basis in the Unaffiliated Non-Union Plan position prior to July 1, 1992, in order to be eligible for any payment of any insurance premium contribution by the School District after retirement.

1.2 A retiree may not carry their spouse as a dependent if such spouse is also a School District retiree or a School District employee and eligible for and is enrolled in the School District health insurance program.

1.3 Additional dependents beyond those designated to the School District at the time of retirement may not be added at School District expense after retirement.

1.4 A member of the Unrepresented Plan shall make application through School District procedures prior to the date of retirement in order to be eligible for any benefits provided in this Section.

1.5 Employees hired on or after January 1, 2014, will not be eligible for any District contribution toward health insurance upon retirement.

Subd 2. School District's Contribution Levels for Members of the Unrepresented Plan Retiring Before Age 65.

2.1 Health Insurance School District Contribution

The School District will for the period of this Agreement provide Unrepresented Plan members who meet the eligibility requirements for health insurance in Subd. 1 above, who retire during the term of this Agreement, and until such employees reach sixty-five (65) years of age, provide such health insurance premium contributions up to the same dollar amount as were made by the School District for health insurance for single or family coverage for the highest cost plan for the Unrepresented Plan member under this Agreement in their last month of active employment. The district contribution amounts are for single or family health insurance costs only. Any employee who is receiving family coverage premium contribution at date of retirement may not later claim an increase in the amount of the Employer obligation for single coverage premium contributions to a carrier after deleting family coverage.

2.2 Life Insurance School District Contribution

The School District shall provide for early retirees who qualify under the conditions of Subdivision 1 above, premium contributions for eligible retirees for $10,000 of life insurance only until their 65th birthday. No life insurance will be provided, or premium contributions paid, for any retiree age 65 or over.

Subd. 3. Benefit Eligibility for Members of the Superintendency After Age 65.

3.1 Members of the Unrepresented Plan hired into the School District before January 1, 1996, who retired before age 65 and are receiving benefits per Subdivision 2 above are eligible, upon reaching age 65, for School District premium contributions for health insurance described in Subdivision 4 of this Article.

3.2 Members of the Unrepresented Plan hired into the School District before January 1, 1996, who retire at age 65 or older, must have completed the service eligibility requirements in Subdivision 1 to receive School District contributions toward post-age 65 health insurance premiums.

3.3 Members of the Unrepresented Plan hired on or after January 1, 1996, shall not have or acquire in any way any eligibility for School District paid health insurance premium contribution for coverage in retirement at age 65 and over in Subdivision 4. Members of the Unrepresented Plan hired on or after January 1, 1996, shall be eligible for only early retirement insurance premium contributions as provided in Subd. 2 and deferred compensation matches in Subd. 5.

Subd. 4. School District Contribution Levels for Members of the Superintendency After Age 65.

4.1 Members of the Unrepresented Plan hired into the School District before January 1, 1996, who retired before January 1, 1998, and who met the eligibility requirements at that time, are eligible for premium contributions for a Medicare supplement or Medicare Advantage health coverage policy selected by the School District.

4.2 Members of the Unrepresented Plan hired into the School District before January 1, 1996, who retire on or after January 1, 1998, and who meet the eligibility requirements in Subdivisions 3.1 or 3.2 of this Article shall be eligible for premium contributions for a Medicare Supplement health coverage policy selected by the School District. Premium contributions for such policy will not exceed:

Coverage Type	**Single**	**Family**
Medicare Eligible	$300 per month	$400 per month
Non-Medicare Eligible	$400 per month	$500 per month

At no time shall any payment in any amount be made directly to the retiree.

Any premium cost in excess of the maximum contributions specified must be paid directly and in full by the retiree, or coverage will be discontinued.

Subd. 5. Deferred Compensation and Post Employment Health Care Savings Plan (HCSP) for the Members of the Unrepresented Plan.

5.1 All members of the Unrepresented Plan are eligible to participate in a School District matched Minnesota Deferred Compensation Plan or approved 403(b) plans. When the matching funds request has been completed, the School District will match up to $4,250 per year during active service.

In addition to the plan specified in 5.1 above, members of the Unrepresented Plan hired after January 1, 1996, are eligible for a School District match of up to an additional $500 per year during active service. Unrepresented Plan members hired on or after January 1, 2014, shall be eligible for $200 per year employer match in addition to the match amount provided in this section for employees hired after January 1, 1996.

Federal and state rules governing participation in the Minnesota Deferred Compensation Plan and approved 403(b) plans shall apply. The member of the Unrepresented Plan, not the School District, is solely responsible for determining their total maximum allowable annual contribution amount under United States Department of Treasury Internal Revenue Service regulations.

The member of the Unrepresented Plan shall initiate an application to participate through the School District's specified procedures.

5.2 Effective January 1, 2016, upon separation for retirement or voluntary resignation, all Unrepresented Plan members hired after January 1, 2014, will receive $200 for each year of service in District contribution toward a post-employment health care savings plan administered by the Minnesota State Retirement System (MSRS).

5.3 Effective July 1, 2026, members of the Unrepresented Plan will also deposit up to ten thousand ($10,000) of their sick leave severance into their health Care Savings Plan account.

5.4 Upon an employee's death, contributions and severance owed but not yet paid to the HCSP will be paid in cash to the employee's spouse and if no spouse to the employee's estate.

Section 10. Severance Pay.
Each member of the Unrepresented Plan shall, upon separation for retirement or voluntary resignation, be eligible to receive severance pay subject to the terms and conditions as provided to members of the principal staff of the School District. Refer to the principal contract Article 8, Section 5, Subdivision 3 (3.3 and 3.4) for the sick leave severance formula.

A member of the Unrepresented Plan whose service is terminated for cause shall not be eligible for severance.

Section 11. Terms of Appointment.
Members of the Unrepresented Plan are recommended by the Superintendent and appointed by the Board of Education and serve at the pleasure of the Superintendent of Schools for an indefinite period. The Superintendent of Schools may, at their sole discretion, terminate the appointment of any member of the Superintendency with or without cause at any time upon a forty-five (45) day written notice provided such termination of appointment is without discrimination, retaliation or other violations of state or federal laws.

ARTICLE 7. PERFORMANCE MANAGEMENT

Section 1. Overview.
Saint Paul Public Schools recognizes the importance of providing ongoing feedback to employees and is committed to creating a culture that facilitates and supports regular feedback. An effective performance management system empowers leaders to set expectations, provide regular informal feedback and support employee development. When done well, a performance management program along with consistent communication between employees and supervisors contributes to employee growth as well as achieving the District's mission and strategic goals.

Performance assessment is a vital component of the supervisor-employee relationship. It is an ongoing process of performance planning, management and improvement and represents the culmination of the past year's discussions between the employee and their supervisor in regard to the employee's performance.

Performance management is a continuous process that begins immediately following the initial hiring process and continues through their employment with SPPS. It is through performance management that the employee and their supervisor gain a shared understanding of job expectations and goal attainment.

The foundation of an effective performance assessment and management process is that feedback is frequent, timely and of high quality. Regular feedback is important to an employee's professional growth

and development. It is expected that supervisors will inform their employees of job requirements and expectations and the manner in which the employees' performance will be evaluated. Employees are entitled to a thoughtful and timely performance assessment. The success of this process is dependent upon the willingness of supervisors to complete a constructive and objective assessment and upon the willingness of employees to respond favorably to constructive feedback and, when needed, to improve their performance.

Section 2. Performance Process.

1. Employees are evaluated in writing a minimum of once annually, with the assessment occurring no later than the end of the July immediately following the performance year in question. The performance assessment is based upon a fiscal year (July to June).
2. Employees newly hired or promoted should receive a six (6) month and annual performance review.
3. Approximately two (2) weeks prior to the performance assessment meeting with the supervisor, the employee will complete a self-assessment form and submit their self-assessment to their supervisor.
4. The supervisor will meet with the employee to discuss the past year's performance based upon the goals and objectives established at the beginning of the year. The supervisor will have a completed electronic copy of the performance assessment form, the employee's self-assessment and a copy of the employee's current job description.
5. The supervisor will make any changes necessary to the performance assessment form based upon the feedback received in the assessment meeting. The employee's comments (if any) will be incorporated into the appropriate section of the form.
6. The supervisor will meet with the employee to discuss the changes (if any) to the finalized performance assessment, the final rating determination, the goals and objectives for the next assessment period and acquire the employee's acknowledgement on the appropriate form. The employee will be provided with a copy of the finalized performance assessment form.
7. Disagreements occasionally arise over the written performance assessment. In the event that an employee disagrees with any part of the written assessment, they may attach a supplemental explanatory response. The response will become a part of the official record.

ARTICLE 8. SEPARATION OF EMPLOYMENT

Either the employee or the district may terminate employment for any reason upon a forty-five (45) day written notice to the other party.

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

DATE: September 22, 2026

TOPIC: Request to Sign Macalester College Student Employment Agreement

A. PERTINENT FACTS:

1. Request to sign Student Employment Agreement with Macalester College.
2. This formal agreement will meet the District strategic plan of Literacy Consistency and Coherence.
3. SPPS is one of the largest school districts in the state of Minnesota. SPPS strives to continually develop a diverse teacher pipeline, representative of our SPPS students and larger community, and partnerships with colleges and universities to provide student experiences are an important part of this process.
4. There is no cost to SPPS for this partnership. This will be an ongoing partnership with a similar request in future years.
5. This agreement is a multi-year agreement and will end on June 30, 2029.
6. This item is submitted by Toya Pryor, Senior Executive Officer of School Leadership and Operations.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the Student Employment Agreement between Saint Paul Public Schools and Macalester College.

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

DATE: September 22, 2026

TOPIC: Request to Sign the Agreement with Everfi for 2026-27

A. PERTINENT FACTS:

1. Everfi is an educational technology company with the mission to help schools teach critical topics such as financial capability, character education, career choice, and digital literacy. Everfi provides students with access to scholarships, career-connected learning, and other opportunities to build financial security.

2. Everfi has partnered with SPPS in previous years to deliver classroom lessons in middle and high schools. This new pilot program will provide a digital curriculum and establish 529 college savings plan accounts for an identified group of students.

3. This agreement is for the 2026-27 school year.

4. There is no cost to SPPS for participating in this pilot program. Participants will have an opportunity to earn funding towards their 529 college savings plans through their involvement. This funding will be paid by Everfi's program sponsors.

5. This item will meet the SPPS 2033 strategic plan priority area of Excellence in Instruction.

6. 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 Officer of Academics.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the Agreement with Everfi for 2026-27.

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

DATE: September 22, 2026

TOPIC: Request to Sign the Agreement with the Finishing Trades Institute of the Upper Midwest (FTIUM) for 2026-27

A. PERTINENT FACTS:

1. This agreement details the partnership between the FTIUM and Saint Paul Public Schools pertaining to FTIUM's Finishing Trades Academy skilled trades program for high school students. FTIUM is an educational institute dedicated to developing tradespeople in partnership with local employers. This program is open to eligible students districtwide.

2. FTIUM provides career and technical education and career exploration for high school students through the Finishing Trades Academy. The course is taught by a FTIUM educator who holds an active PELSB Construction Occupations license.

3. This agreement is for the 2026-27 school year.

4. Fees paid to FTIUM are based on a per-student, per-semester basis at the rate of $2,200 per enrolled student. For this school year, the total cost will not exceed $22,000, which supports up to 10 participating students.

5. This item will meet the SPPS 2033 strategic plan priority area of Excellence in Instruction.

6. 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 Officer of Academics.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the Agreement with FTIUM for 2026-27.

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

DATE: September 22, 2026

TOPIC: Request to Sign the Concurrent Enrollment Contract with Minneapolis College for 2026-27

A. PERTINENT FACTS:

1. This agreement details the Minneapolis College Concurrent Enrollment Education Courses and partnership at the following high schools: Central, Harding, Humboldt and SPPS Online. Concurrent Enrollment allows students to take rigorous, college-level courses right at their high school, taught by postsecondary-credentialed SPPS high school teachers.

2. Concurrent Enrollment coursework helps prepare students for college and career, and potentially saves students/families tuition dollars by allowing them to take college courses while in high school. Students earn both transcripted high school and college credit upon successful completion of the course(s).

3. This agreement is for the 2026-27 school year.

4. Fees paid to Minneapolis College are at the rate of $3000.00 per concurrent enrollment course per semester per mentoring relationship. The total cost for these courses for 2026-27 is $6,000.00.

5. This item will meet the SPPS 2033 strategic plan priority area of Excellence in Instruction.

6. 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 Officer of Academics.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the Concurrent Enrollment Contract with Minneapolis College for 2026-27.

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

DATE: September 22, 2026

TOPIC: Request to Sign the Concurrent Enrollment JPA with Century College for 2026-27

A. PERTINENT FACTS:

1. This agreement covers concurrent enrollment courses at Humboldt and Harding High Schools. Concurrent Enrollment allows students to take rigorous, college-level courses right at their high school, taught by postsecondary-credentialed SPPS high school teachers.

2. Concurrent Enrollment coursework helps prepare students for college and career, and potentially saves students/families tuition dollars by allowing them to take college courses while in high school. Students earn both transcripted high school and college credit upon successful completion of the course(s).

3. This agreement is for the 2026-27 school year.

4. Fees paid to Century College are at the rate of $3000.00 per concurrent enrollment course per semester per mentoring relationship. The total cost for these courses for 2026-27 is $6,000.00.

5. This item will meet the SPPS 2033 strategic plan priority area of Excellence in Instruction.

6. 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 Officer of Academics.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the Concurrent Enrollment JPA with Century College for 2026-27.

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

DATE: September 22, 2026

TOPIC: Request to Sign the MOU with Saint Paul College for ENGL 0922 (Fundamentals of Writing 2)

A. PERTINENT FACTS:

1. This agreement details the partnership between Saint Paul Public Schools and Saint Paul College to offer ENGL 0922 at Gateway. This is a course placement agreement, not a concurrent enrollment agreement.

2. Students who earn a grade of C or better will receive Reading College Level Placement provided they choose to enroll at Saint Paul College. English course placement resulting from successful completion of ENGL 0922 is valid for up to three years from the date of completion.

3. This agreement is for the 2026-27 school year.

4. There is no cost to SPPS for this partnership.

5. This item will meet the SPPS 2033 strategic plan priority area of Excellence in Instruction.

6. 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 Officer of Academics.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the MOU for ENGL 0922 with Saint Paul College for 2026-27.

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

DATE: September 22, 2026

TOPIC: Request to Sign the MOU with Saint Paul College for MATH 0920 (Intermediate Algebra)

A. PERTINENT FACTS:

1. This agreement details the partnership between Saint Paul Public Schools and Saint Paul College to offer MATH 0920 at Gateway. This is a course placement agreement, not a concurrent enrollment agreement.

2. Students who earn a C or better in MATH 0920 will be granted advanced standing for MATH 0920, provided they enroll at Saint Paul College. Mathematics course placement resulting from successful completion of MATH 0920 will be valid for up to three years from the date of completion.

3. This agreement is for the 2026-27 school year.

4. There is no cost to SPPS for this partnership.

5. This item will meet the SPPS 2033 strategic plan priority area of Excellence in Instruction.

6. 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 Officer of Academics.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the MOU for MATH 0920 with Saint Paul College for 2026-27.

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

DATE: September 22, 2026

TOPIC: Request to Sign the MOU with Saint Paul College for MATH 0910 (Introductory Algebra)

A. PERTINENT FACTS:

1. This agreement details the partnership between Saint Paul Public Schools and Saint Paul College to offer MATH 0910 at Gateway. This is a course placement agreement, not a concurrent enrollment agreement.

2. Students who earn a C or better in MATH 0910 will be granted advanced standing for MATH 0910, provided they enroll at Saint Paul College. Mathematics course placement resulting from successful completion of MATH 0910 will be valid for up to three years from the date of completion.

3. This agreement is for the 2026-27 school year.

4. There is no cost to SPPS for this partnership.

5. This item will meet the SPPS 2033 strategic plan priority area of Excellence in Instruction.

6. 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 Officer of Academics.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the MOU for MATH 0910 with Saint Paul College for 2026-27.

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

DATE: September 22, 2026

TOPIC: Request to Sign the MOU with Saint Paul College for READ 0722 (Reading 2)

A. PERTINENT FACTS:

1. This agreement details the partnership between Saint Paul Public Schools and Saint Paul College to offer READ 0722 at Gateway. This is a course placement agreement, not a concurrent enrollment agreement.

2. Students who earn a grade of C or better will receive Reading College Level Placement provided they choose to enroll at Saint Paul College. College-level reading and writing placement are required to register for ENGL 1711 (Composition 1). Reading course placement resulting from the completion of READ 0722 shall remain valid for up to three years from the date of completion.

3. This agreement is for the 2026-27 school year.

4. There is no cost to SPPS for this partnership.

5. This item will meet the SPPS 2033 strategic plan priority area of Excellence in Instruction.

6. 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 Officer of Academics.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the MOU for READ 0722 with Saint Paul College for 2026-27.

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

DATE: September 22, 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 July 1, 2026- July 31, 2026.

	MONTHLY OPERATING AUTHORITY	
	JULY 1, 2026 -JULY 31,2026	
Fund	**Descriptions**	**Amount**
No	**Checks: #797972-#798757**	
1	General	$ 12,202,732.71
2	Food Service	$ 207,283.17
3	Transportation Services	$ 966,031.86
4	Community Service	$ 166,977.00
6	Building Construction	$ 5,714,577.04
		$ 19,257,601.78
	Electronic Payments(WIRES): #0011837- #0011869	
1	General	$ 48,115,088.91
2	Food Service	$ 468,275.48
3	Transportation Services	$ 301,671.04
4	Community Service	$ 1,051,807.66
6	Building Construction	$ 242,474.31
21	Work Compensatory	$ -
		$ 50,179,317.40
	ACH Payments: #0016992- #0017395	
1	General	$ 8,889,474.22
2	Food Service	$ 132,147.12
3	Transportation Services	$ 5,189,190.63
4	Community Service	$ 663,934.91
6	Building Construction	$ 6,649,655.83
		$ 21,524,402.71
	EFT Payments:	
1	General	$ -
2	Food Service	$ -
3	Transportation Services	$ -
4	Community Service	$ -
6	Building Construction	$ -
		$ -
	P- Card	
1	General	$ 252,252.65
2	Food Service	$ 492.91
3	Transportation Services	$ 1,661.78
4	Community Service	$ 33,950.28
6	Building Construction	$ 2,419.00
		$ 290,776.62
	TOTAL DISTRICT	**$ 91,252,098.51**

Fund Financial Analysis (JULY Thru JUNE FY2027)				
Fund	Actual Expenses	Adopted Budget	Variance	Percentage of Budget Used
Fund 1- General Fund	$ 75,918,103.80	$ 814,209,369.00	$ 738,291,265.20	9%
Fund 2 -Food Service	$ 808,198.68	$ 33,793,848.00	$ 32,985,649.32	2%
Fund 4 -Community Service	$ 1,916,669.85	$ 35,360,924.00	$ 33,444,254.15	5%
Fund 6- Building Construction	$ 12,609,126.18	$ 111,296,912.00	$ 98,687,785.82	11%

Fund Financial Analysis (JULY FY2027)			
Fund	Actual Expenses	Adopted Budget	Percentage of Budget Used
Fund 1- General Fund	$ 75,918,103.80	$ 814,209,369.00	9%
Fund 2 -Food Service	$ 808,198.68	$ 33,793,848.00	2%
Fund 4 -Community Service	$ 1,916,669.85	$ 35,360,924.00	5%
Fund 6- Building Construction	$ 12,609,126.18	$ 111,296,912.00	11%

HUMAN RESOURCE TRANSACTIONS
August 1, 2026 – August 31, 2026
For September 22, 2026 Board Book

NEW APPOINTMENT

Name	Job Category	Eff Date	Pay Rate	Location
Abdi, A. R.	Education Assistant	8/8/2026	$18.36	1780 West 7th St - Disc
Aden, H. A.	Teaching Assistant	8/22/2026	$20.19	East African Elementary
Ahmed, F. A.	Education Assistant	8/8/2026	$41.63	Groveland Park
Alger, L. N.	School/Community	8/8/2026	$35.98	Bridge View
Ali, M. A.	Teaching Assistant	8/8/2026	$23.35	East African Elementary
Asberry, K. L.	Teaching Assistant	8/8/2026	$23.35	Washington Tech Middle
Baguling, D. M. J.	Classroom Teacher	8/8/2026	$37.11	Hazel Park Preparatory Academy
Banisa, J. L. K.	Classroom Teacher	8/8/2026	$41.47	Benjamin Mays/Museum
Barnes, S.	Teaching Assistant	8/8/2026	$26.28	Wellstone Elementary
Barrientos, P.	Classroom Teacher	8/8/2026	$40.90	Adams Spanish Immersion Magnet
Barton, A. N.	Teaching Assistant	8/8/2026	$23.35	Txuj Ci HMong (Lower)
Bedel, M. H.	Teaching Assistant	8/8/2026	$23.35	Crossroads Science
Bellovich, J. R.	Nutrition Services	8/22/2026	$24.42	Eastern Heights
Bergstrom, G. E.	Classroom Teacher	8/8/2026	$0.00	Bruce F Vento Elementary
Blake, C. J.	Education Assistant	8/8/2026	$28.36	271 Belvidere Bldg
Boeckmann, M.	Teaching Assistant	8/8/2026	$27.14	Como Park Elementary
Breckon, M. L.	Teaching Assistant	8/8/2026	$23.35	Central Senior High
Bronder, L. A.	Classroom Teacher	8/8/2026	$47.10	Hazel Park Preparatory Academy
Bruffett, Z. L.	Teaching Assistant	8/8/2026	$23.35	E-STEM Middle School
Bryant, P. J.	Custodian	8/29/2026	$29.81	Como Park Elementary
Busse, A. J.	Teaching Assistant	8/8/2026	$23.94	Cherokee Hts Community
Buterin, L. A.	Teaching Assistant	8/8/2026	$23.35	Capitol Hill Magnet
Bway, S.	Teaching Assistant	8/8/2026	$23.94	Txuj Ci HMong (Lower)
Callender, T. M.	Teaching Assistant	8/8/2026	$23.94	Humboldt Secondary
Campbell, K.	Education Assistant	8/8/2026	$34.15	Early Learning Hub
Cannon, D. L.	Classroom Teacher	8/8/2026	$60.26	Highland Park Elementary
Cariaga, E. R.	School/Community	8/8/2026	$34.11	271 Belvidere Bldg
Chen, F. Y.	Classroom Teacher	8/8/2026	$64.08	Central Senior High
Christensen, E. L.	Classroom Teacher	8/8/2026	$38.62	Cherokee Hts Community
Clark, Anna T.	Teaching Assistant	8/8/2026	$26.28	Crossroads Science
Cohn, M. M.	Classroom Teacher	8/8/2026	$35.57	Crossroads Science
Constant Velasquez, J. C.	Classroom Teacher Classroom Teacher	8/8/2026	$54.51	Riverview Dual Immersion
Cooper, J. J.	Classroom Teacher	8/8/2026	$48.83	Washington Tech Middle
Cornelious, M. R.	Teaching Assistant	8/22/2026	$26.28	Highland Park Elementary
Damirgi, D. S.	Teaching Assistant	8/8/2026	$23.94	Highwood Hills
Davis, L. L.	Custodian	8/8/2026	$19.18	Como Service Center
DeRango, L. J.	Teaching Assistant	8/8/2026	$23.94	Obama Montessori
Derla, J. D.	Classroom Teacher	8/8/2026	$40.76	Bridge View
DeVries, B. R.	Classroom Teacher	8/8/2026	$57.83	Central Senior High
Dixon, J. M.	Custodian	8/15/2026	$19.18	Murray Middle School
Dultra, H. M. L.	Classroom Teacher	8/8/2026	$49.54	Txuj Ci HMong (Upper) Gr 6-8
Efundo, D. G.	Classroom Teacher	8/8/2026	$44.64	Mississippi Creative
Eidman, C. K.	Classroom Teacher	8/8/2026	$61.47	Colborne Admin Offices
Ellington, N.	Teaching Assistant	8/8/2026	$21.63	Eastern Heights
Endthoff, A. R.	Teaching Assistant	8/8/2026	$21.63	Bruce F Vento Elementary
Erickson, L. M.	Classroom Teacher	8/8/2026	$64.76	Benjamin Mays/Museum
Evans, A. R.	Classroom Teacher	8/8/2026	$37.11	Farnsworth Aerospace
Fielder, E. L.	Classroom Teacher	8/8/2026	$40.66	Benjamin Mays/Museum
Flores, C. R.	Classroom Teacher	8/8/2026	$35.57	Battle Creek Middle
Frechette, B. Y.	Teaching Assistant	8/8/2026	$23.35	Bridge View
Galato, J.	Education Assistant	8/8/2026	$34.15	Focus Beyond (18-Adult)
Gale, G. E.	Classroom Teacher	8/8/2026	$48.19	Global Arts Plus - Upper
Garbisch, A. J.	Custodian	8/29/2026	$19.18	Central Senior High
Garman, J. N.	Professional Employee	9/8/2026	$50.93	Como Service Center
Garner, T. M.	Teaching Assistant	8/8/2026	$21.63	Bridge View
Ginkel, R.	Classroom Teacher	8/8/2026	$50.57	271 Belvidere Bldg
Glenn-Angell, S. C.	Classroom Teacher	8/8/2026	$45.51	Journeys Secondary
Golden, S. E.	Education Assistant	8/8/2026	$25.80	Focus Beyond (18-Adult)
Grabowski, K. M.	Teaching Assistant	8/22/2026	$20.19	Hazel Park Preparatory
Grant, A. M.	School/Community	8/8/2026	$33.59	Como Service Center
Gray-Henderson, L. D.	Teaching Assistant	8/8/2026	$23.94	Battle Creek Elementary
Green, D. L.	Classroom Teacher	8/8/2026	$57.83	Washington Tech High
Greenheck, M. J.	Classroom Teacher	8/8/2026	$47.10	E-STEM Middle School
Haas, J.	Teaching Assistant	8/8/2026	$21.63	Wellstone Elementary
Hanson, A.	Classroom Teacher	8/8/2026	$65.22	271 Belvidere Bldg
Hermanson, J.	Classroom Teacher	8/8/2026	$47.10	Txuj Ci HMong (Lower) PhalenLk
Hezel, M.	Classroom Teacher	8/8/2026	$36.86	Murray Middle School
Hogshead, R.	Classroom Teacher	8/8/2026	$65.22	Capitol Hill Magnet
Hooker Pardo, R. A.	Classroom Teacher	8/8/2026	$42.76	Hazel Park Preparatory
Hune, S. M.	Nutrition Services	8/22/2026	$18.65	Rondo Education Center
Ibrahim, A.	Teaching Assistant	8/8/2026	$23.35	Johnson Senior High
Ilic, T.	Teaching Assistant	8/8/2026	$23.35	St Anthony Park
Inserra, E.	Education Assistant	8/22/2026	$18.36	Highland Park Elementary
Jackson, A.	Classroom Teacher	8/8/2026	$38.62	Benjamin Mays/Museum
James, J. M.	Teaching Assistant	8/8/2026	$23.35	Washington Tech Middle
Japuntich, K. C.	Classroom Teacher	8/8/2026	$62.39	Benjamin Mays/Museum
Jenkins-Crumble, T.	Teaching Assistant	8/8/2026	$23.35	Central Senior High
Johnson, A.	Classroom Teacher	8/8/2026	$53.70	Bridge View
Johnson, T.	Classroom Teacher	8/8/2026	$37.11	Washington Tech Middle
Jones, C.	Teaching Assistant	8/8/2026	$23.94	Como Park Elementary
Just, T.	Classroom Teacher	8/8/2026	$65.22	Harding Senior High
Kasheimer, T.	Classroom Teacher	8/8/2026	$53.65	Bridge View
Kennedy, O.	Teaching Assistant	8/8/2026	$26.28	American Indian Magnet
Khandwalla, Z.	Classroom Teacher	8/8/2026	$43.35	Obama Montessori
Klund, V.	Education Assistant	8/8/2026	$26.70	Focus Beyond (18-Adult)
Kovach, C.	Teaching Assistant	8/8/2026	$20.94	Early Learning Hub
Kramer, C.	Classroom Teacher	8/8/2026	$59.81	271 Belvidere Bldg
La Schiava, K.	Classroom Teacher	8/8/2026	$59.81	RiverEast Elem/Secondary
Lee, S.	School/Community	8/8/2026	$40.03	Farnsworth Aerospace
Lewis, C.	Teaching Assistant	8/8/2026	$20.94	Early Learning Hub
Lindner, C.	Classroom Teacher	8/8/2026	$46.50	East African Elementary
Loveland, J.	Custodian	8/22/2026	$19.18	Harding Senior High
Lukkat, S. M.	Classroom Teacher	8/8/2026	$44.64	Hazel Park Preparatory
Luutran, V.	Classroom Teacher	8/8/2026	$45.05	Washington Tech Middle
Lynch, M.	Teaching Assistant	8/8/2026	$23.35	Hazel Park Preparatory
Maddox, A.	Teaching Assistant	8/8/2026	$23.94	Farnsworth Aerospace
Manthe, B.	Supervisory	8/29/2026	$41.67	1780 W. 7th Street
Mattson, N. G.	Classroom Teacher	8/8/2026	$62.39	Nokomis Montessori North
McDonough, J.	Classroom Teacher	8/8/2026	$44.44	Cherokee Hts Community
McDougall, P.	Classroom Teacher	8/8/2026	$60.60	Nokomis Montessori North
McGuire, A.	School/Community	8/8/2026	$48.32	Virtual Learning School
McGuire, C.	Education Assistant	8/8/2026	$31.35	Bruce F Vento Elementary
Melville, B.	Custodian	8/29/2026	$19.18	Highwood Hills
Menheer, K.	Teaching Assistant	8/22/2026	$20.94	Hazel Park Preparatory
Merfeld, A. M.	Classroom Teacher	8/8/2026	$45.79	The Heights Community
Miller, M.	Teaching Assistant	8/8/2026	$23.35	Maxfield Elementary
Monahan, C.	Teaching Assistant	8/8/2026	$23.35	Bruce F Vento Elementary
Moo, H. L. B.	Classroom Teacher	8/8/2026	$36.58	The Heights Community
Motz, K.	Professional Employee	8/15/2026	$50.87	Colborne Admin Offices
Munson Daniels, T.	Classroom Teacher	8/8/2026	$48.19	Bridge View
Nelson, D.	Teaching Assistant	8/8/2026	$21.63	Bridge View
Nelson, K.	Classroom Teacher	8/8/2026	$42.21	Riverview Dual Immersion
Nelson, P.	Teaching Assistant	8/8/2026	$23.35	Cherokee Hts Community
Niemczyk, T.	Teaching Assistant	8/8/2026	$23.35	Bruce F Vento Elementary
Nilsen, S.	Classroom Teacher	8/8/2026	$58.15	East African Elementary
Olson, Wi.	Classroom Teacher	8/8/2026	$64.08	Washington Tech High
Padilla, H. E.	Teaching Assistant	8/8/2026	$21.63	Harding Senior High
Paw, N. B.	Teaching Assistant	8/8/2026	$23.35	Focus Beyond (18-Adult)
Peralta, A. M.	Classroom Teacher	8/8/2026	$40.76	Frost Lake Elementary
Perovich, J. S.	Teaching Assistant	8/8/2026	$26.28	Bridge View

Petty, K. D.	Teaching Assistant	8/8/2026	$23.94	Bruce F Vento Elementary
Phelps, N. R.	Education Assistant	8/8/2026	$28.36	271 Belvidere Bldg
Ponce, F. T.	Classroom Teacher	8/8/2026	$58.69	Bridge View
Pooley, J. L. J.	Teaching Assistant	8/8/2026	$21.63	Hazel Park Preparatory
Ramirez-Cannon, E. A.	Custodian	8/15/2026	$19.18	Humboldt Secondary
Ramsey, M. M.	Classroom Teacher	8/8/2026	$44.29	Global Arts Plus - Lower
Reid, B. S.	Custodian	8/22/2026	$19.18	LEAP Academy
Richard, R. D.	Custodian	8/29/2026	$19.18	Como Service Center
Richardson, N. M.	Custodian	8/22/2026	$19.18	Rondo Education Center
Romero Guillot, C. G.	Teaching Assistant	8/8/2026	$23.35	Chelsea Heights
Russo, O. D.	Classroom Teacher	8/8/2026	$53.65	Eastern Heights
Sanchez Borich, T. M.	Teaching Assistant	8/22/2026	$20.94	Hamline Elementary
Santiago, E. G.	Classroom Teacher	8/8/2026	$44.98	Benjamin Mays/Museum
Sasdi, T. A.	Classroom Teacher	8/8/2026	$38.01	Adams Spanish Immersion
Saylee, R. T.	Classroom Teacher	8/15/2026	$48.70	Washington Tech High
Schultz, P. J.	Teaching Assistant	8/8/2026	$23.94	Cherokee Hts Community
Sebastian, D. C.	Teaching Assistant	8/8/2026	$23.94	St Anthony Park
Shallman, A. J.	Teaching Assistant	8/8/2026	$23.35	Early Learning Hub
Simmer, E. J.	Education Assistant	8/8/2026	$31.50	Como Park Elementary
Small, R. Y.	Teaching Assistant	8/8/2026	$23.35	Hazel Park Preparatory
Smedley, D. A.	School/Community	8/29/2026	$44.35	Humboldt Secondary
Smith, M. D.	Classroom Teacher	8/8/2026	$59.81	Focus Beyond (18-Adult)
Smith, P. D.	Teaching Assistant	8/8/2026	$23.35	Battle Creek Middle
Snyder, A. J.	Teaching Assistant	8/22/2026	$23.30	Bruce F Vento Elementary
Stange, K. I.	Classroom Teacher	8/8/2026	$61.26	Txuj Ci HMong (Lower)
Stanton, S. E.	Classroom Teacher	8/8/2026	$48.83	Central Senior High
Stevenson, A. M.	Teaching Assistant	8/8/2026	$23.94	St Anthony Park
Swanson, A. N.	Teaching Assistant	8/22/2026	$23.30	Obama Montessori
Swanson, S. K.	Clerical	8/22/2026	$29.34	Global Arts Plus - Upper
Tedesco, E. E.	Classroom Teacher	8/8/2026	$58.69	Eastern Heights
Tennessen, N. K.	Teaching Assistant	8/22/2026	$20.94	Hamline Elementary
Thaler, D. J.	Classroom Teacher	8/8/2026	$46.63	Hazel Park Preparatory
Therres, M. A.	Education Assistant	8/8/2026	$27.25	Frost Lake Elementary
Toeben, C. A.	Education Assistant	8/8/2026	$29.69	St Anthony Park
Turner, X. N.	Teaching Assistant	8/22/2026	$23.30	Bruce F Vento Elementary
Urena, A.	Teaching Assistant	8/8/2026	$21.63	Riverview Dual Immersion
Vang, C.	Teaching Assistant	8/8/2026	$21.63	Farnsworth Aerospace
Vang, S.	Nutrition Services	8/22/2026	$24.42	Nokomis Montessori North
Villanea, M. B.	Classroom Teacher	8/8/2026	$47.10	Txuj Ci HMong (Upper)
Wallfred, T. K.	Classroom Teacher	8/8/2026	$62.61	Battle Creek Elementary
Ward, N. J.	Classroom Teacher	8/8/2026	$62.61	Focus Beyond (18-Adult)
Warlick, D. J.	Teaching Assistant	8/8/2026	$21.63	Eastern Heights
Webb, S. D.	Education Assistant	8/8/2026	$25.80	Four Seasons A+
Weinmeister, K. A.	Teaching Assistant	8/8/2026	$26.28	Early Learning Hub
Wieck, S. C.	Teaching Assistant	8/8/2026	$23.35	Eastern Heights
Williams, E. L.	Teaching Assistant	8/8/2026	$21.63	Obama Montessori
Williams, T. A.	Teaching Assistant	8/8/2026	$23.35	Como Park Senior High
Wills, J. L.	Clerical	8/22/2026	$26.26	Battle Creek Middle
Winger, A. M.	Education Assistant	8/8/2026	$34.15	Bruce F Vento Elementary
Wonderful, W.	Teaching Assistant	8/8/2026	$23.35	Johnson Senior High
Xayanourom, E. G.	Classroom Teacher	8/8/2026	$36.58	Como Park Senior High
Xong, A. P.	Classroom Teacher	8/8/2026	$41.04	Hazel Park Preparatory
Yang, A.	Teaching Assistant	8/8/2026	$21.63	Focus Beyond (18-Adult)
Zappia, A. R.	Teaching Assistant	8/8/2026	$26.28	Chelsea Heights

PROMOTION

Name	Job Category	Eff Date	Pay Rate	Location
Alexander, T. L.	Nutrition Services Personnel Career Progression	9/8/2026	$66.48	Como Service Center
Anderson, K. J.	Clerical Career Progression	6/27/2026	$35.48	Colborne Admin Offices
Autie Delgado, J. A.	Clerical Career Progression	6/27/2026	$39.28	Colborne Admin Offices
Barnes, J. A.	Clerical Career Progression	6/27/2026	$39.28	Colborne Admin Offices
Beard, J.	Clerical Career Progression	6/27/2026	$39.28	Colborne Admin Offices
Boelke, T. B.	Clerical Career Progression	6/27/2026	$36.51	Colborne Admin Offices
Bowman, J. R.	Clerical Career Progression	6/27/2026	$39.28	Colborne Admin Offices
Bryant, T. S.	Education Assistant From: Teaching Assistant	8/1/2026	$33.42	Focus Beyond (18-Adult)
Caseltine, L. M.	Custodial Supervisor From: Custodian	8/29/2026	$39.60	Como Service Center
Christen, M. R.	Professional Employee Career Progression	9/12/2026	$53.52	Como Service Center
Dahn, G. S.	Clerical Career Progression	6/27/2026	$39.28	Colborne Admin Offices
Davis, J.	Teaching Assistant Career Progression	8/8/2026	$26.28	Battle Creek Elementary
DeGaetano, D. D.	Clerical Career Progression	6/27/2026	$39.28	Colborne Admin Offices
Elliott, E.	Clerical Career Progression	6/27/2026	$39.28	Colborne Admin Offices
Fogard, T.	Clerical Career Progression	6/27/2026	$39.28	Colborne Admin Offices
Gant, B.	School/Community Professional From: Teaching Assistant	8/8/2026	$47.01	American Indian Magnet
Hassan, A. M.	Clerical Career Progression	6/27/2026	$39.28	Colborne Admin Offices
Helgren, T.	Clerical Career Progression	6/27/2026	$36.51	Colborne Admin Offices
Her, T. J.	Clerical Career Progression	6/27/2026	$39.28	Colborne Admin Offices
Holguin, A.	School/Community Professional From: Education Assistant	8/8/2026	$38.45	Como Service Center
Howell, S. A.	Education Assistant Career Progression	8/8/2026	$40.28	American Indian Magnet
Issa, A. M.	Clerical From: Athletics	8/15/2026	$29.58	Colborne Admin Offices
Jett, M. L.	Clerical Career Progression	6/27/2026	$36.51	Colborne Admin Offices
Johnson, B. J.	Classroom Teacher From: School/Community Professional	8/8/2026	$42.76	American Indian Magnet
Jones, I. O.	Classroom Teacher From: School/Community Professional	8/8/2026	$42.76	Wellstone Elementary
Kendall, W.	Classroom Teacher From: Teaching Assistant	8/8/2026	$38.62	Murray Middle School
Koger, O.	Clerical Career Progression	6/27/2026	$36.51	Colborne Admin Offices
Kromer, E.	Clerical Career Progression	6/27/2026	$39.28	Colborne Admin Offices
Leingang, M.	Classroom Teacher From: School/Community Professional	8/8/2026	$40.04	Focus Beyond (18-Adult)
Lindstrom, K. M.	Nutrition Services Personnel Career Progression	8/22/2026	$48.16	Como Service Center
Lo, K.	Education Assistant From: Teaching Assistant	8/8/2026	$30.44	Bridge View
Mamat, N.	Classroom Teacher From: Temporary Employee	8/8/2026	$50.54	St Anthony Park
Mason, J. A.	Teaching Assistant Career Progression	8/22/2026	$26.28	Battle Creek Elementary
Mckay, C.	Clerical Career Progression	6/27/2026	$39.28	Colborne Admin Offices
Mercado, J. A.	Clerical Career Progression	6/27/2026	$36.51	Colborne Admin Offices
Mercado, W. S.	Clerical Career Progression	6/27/2026	$44.06	Colborne Admin Offices
Mitchell, L. M.	Clerical Career Progression	6/27/2026	$39.28	Colborne Admin Offices
Mohamed, A.	Clerical Career Progression	6/27/2026	$39.28	Colborne Admin Offices
Moua, J. T.	Education Assistant Career Progression	8/8/2026	$39.28	American Indian Magnet
Nicholas, A.	Clerical Career Progression	6/27/2026	$39.28	Colborne Admin Offices
Nickson, N. N.	Clerical Career Progression	6/27/2026	$39.28	Colborne Admin Offices
Oberuomo, R. E.	Clerical Career Progression	6/27/2026	$39.28	No Assigned Bldg - Misc
Patton, E. A.	Clerical Career Progression	6/27/2026	$36.51	Colborne Admin Offices
Paw, K.	Education Assistant From: Teaching Assistant	8/8/2026	$26.70	Focus Beyond (18-Adult)
Pfaff, A. D.	Custodian Career Progression	8/1/2026	$30.84	Battle Creek Elementary
Portelus, W.	Education Assistant From: Teaching Assistant	8/29/2026	$26.70	Washington Tech High
Rakow, E. C.	Clerical Career Progression	6/27/2026	$39.28	Colborne Admin Offices
Rivera, E. L.	Education Assistant From: Teaching Assistant	8/29/2026	$28.05	Como Park Elementary
Sanchez, M. E.	Custodian Career Progression	8/1/2026	$31.62	Wellstone Elementary
Selva Pinel, M. S.	Supervisory From: Nutrition Services Supervisor	9/8/2026	$45.22	Como Service Center
Sharpe, R. S.	Clerical Career Progression	6/27/2026	$40.45	Colborne Admin Offices
Smith, L. D.	Education Assistant From: Teaching Assistant	8/8/2026	$32.01	RiverEast Elem/Secondary
Smith, S. A.	Classroom Teacher From: Teaching Assistant	8/8/2026	$37.11	Maxfield Elementary
Sutton, E. S.	Classroom Teacher From: Education Assistant	8/8/2026	$45.36	271 Belvidere Bldg
Thao, V.	Clerical Career Progression	6/27/2026	$39.28	Colborne Admin Offices
Thomas, C. V.	Clerical Career Progression	6/27/2026	$39.28	Colborne Admin Offices
Vue, K.	Clerical Career Progression	6/27/2026	$36.51	Colborne Admin Offices
Walker, D. J.	Clerical Career Progression	6/27/2026	$36.51	Colborne Admin Offices
Westover, K. E.	Clerical Career Progression	6/27/2026	$39.28	Colborne Admin Offices
Williams, R. D.	School/Community Professional From: Teaching Assistant	8/29/2026	$43.93	Bridge View
Wreh, J. P.	Clerical Career Progression	6/27/2026	$39.28	Colborne Admin Offices
Xiong, B.	Clerical Career Progression	6/27/2026	$39.28	Colborne Admin Offices
Yates, R. L.	Custodian Career Progression	8/29/2026	$30.84	Journeys Secondary
Zhou, C.	Classroom Teacher From: Temporary Employee	8/8/2026	$57.83	Txuj Ci HMong (Lower)

TEMPORARY APPOINTMENT

Name	Job Category	Eff Date	Pay Rate	Location
Abdelhamid, S.	Classroom Teacher	8/8/2026	$47.10	Mississippi Creative
Acido, A. B.	Classroom Teacher	8/8/2026	$53.70	Hazel Park Preparatory

Beasley, D. L.	Classroom Teacher	8/8/2026	$41.47	The Heights Community
Borgerding, K. A.	Classroom Teacher	8/8/2026	$47.62	Bridge View
Burglechner, W. E.	Classroom Teacher	8/8/2026	$42.76	Daytons Bluff Achievement Plus
Coleman, A. H.	Classroom Teacher	8/8/2026	$37.11	Crossroads Montessori
Eh Wah, N.	Classroom Teacher	8/8/2026	$36.58	Harding Senior High
Espinoza-Day, P.	Classroom Teacher	8/8/2026	$47.10	Global Arts Plus - Upper
Greene, B. R.	Classroom Teacher	8/8/2026	$37.11	Hazel Park Preparatory
Holland, M. E.	Classroom Teacher	8/8/2026	$40.76	Daytons Bluff Achievement Plus
Krell, Amanda	Classroom Teacher	8/8/2026	$57.83	Crossroads Montessori
Lodermeier, L.	Classroom Teacher	8/8/2026	$40.76	Bridge View
Matnick, C.	Classroom Teacher	8/8/2026	$41.75	Hazel Park Preparatory
Mills, E. L.	Classroom Teacher	8/8/2026	$37.11	Frost Lake Elementary
Suyak, P. T.	Classroom Teacher	8/8/2026	$37.11	Bridge View
Taylor, W. J.	Classroom Teacher	8/8/2026	$47.10	Central Senior High
Thao, D. C.	Classroom Teacher	8/8/2026	$48.21	Farnsworth Aerospace
Vang, F. V.	Classroom Teacher	8/8/2026	$36.58	Txuj Ci HMong (Upper)
Weathers, M. B.	Classroom Teacher	8/8/2026	$53.70	Humboldt Secondary
Willrodt, S. C.	Classroom Teacher	8/8/2026	$42.76	Nokomis Montessori North

LEAVE OF ABSENCE

Name	Job Category	Eff Date	Location
Clark, A A.	Classroom Teacher	8/30/2026	Washington Tech Middle
Gong, N	Clerical	6/9/2026	Colborne Admin Offices
Isabel, J B.	Classroom Teacher	8/24/2026	Maxfield Elementary
Koenig de Felipe, A	Classroom Teacher	8/31/2026	RiverEast Elem/Secondary
Newman, C	Classroom Teacher	8/31/2026	Murray Middle School

SABBATICAL LEAVE

Name	Job Category	Eff Date	Location
Doyle, T. M.	Classroom Teacher	8/31/2026	L Etoile du Nord French

REINSTATEMENT AFTER LAYOFF

Name	Job Category	Eff Date	Pay Rate	Location
Caucutt, W.	Education Assistant	8/8/2026	$33.49	Hidden River Middle

REHIRE

Name	Job Category	Eff Date	Pay Rate	Location
Afroz, S.	Classroom Teacher	8/8/2026	$46.50	Highwood Hills
Alam Zaki, M.	Teaching Assistant	8/22/2026	$21.59	Highwood Hills
Benusa, C.	Classroom Teacher	8/8/2026	$42.63	Central Senior High
Boone, E. L.	Classroom Teacher	8/8/2026	$49.18	East African Elementary
Cervantes, A. M.	Education Assistant	8/8/2026	$32.97	Four Seasons A+
Chang, P.	Clerical	8/15/2026	$20.55	Virtual Learning School
Chartrand, C. J.	Classroom Teacher	8/8/2026	$57.83	Highwood Hills
Cook, P. V.	Classroom Teacher	8/8/2026	$62.61	Virtual Learning School
Coskran, H. R.	Classroom Teacher	8/8/2026	$55.77	Barack & Michelle Obama
Dixon, G. A.	Teaching Assistant	8/8/2026	$23.94	Maxfield Elementary
Fisch, N. M.	Classroom Teacher	8/8/2026	$44.44	Como Park Senior High
Grosz, J. N.	Classroom Teacher	8/8/2026	$53.65	Como Park Elementary
Hart-Horan, M. A.	Classroom Teacher	8/8/2026	$48.83	Colborne Admin Offices
Hersi, O. D.	Education Assistant	8/8/2026	$41.63	Central Senior High
Holter, A. M.	Teaching Assistant	8/8/2026	$21.63	Randolph Heights
Jackson, D. M.	Classroom Teacher	8/8/2026	$57.83	E-STEM Middle School
Jacobsen, C. M.	Classroom Teacher	8/8/2026	$46.24	Bridge View
Kelly, L. L.	Classroom Teacher	8/8/2026	$43.78	Benjamin Mays/Museum
Lee, T.	Classroom Teacher	8/8/2026	$58.21	Washington Tech Middle
Leverich, M.	Classroom Teacher	8/8/2026	$38.62	Nokomis Montessori North
Moore, S.	Teaching Assistant	8/8/2026	$26.28	Central Senior High
Phan, C. D.	Classroom Teacher	8/8/2026	$42.76	Murray Middle School
Radford, J. N.	Education Assistant	8/8/2026	$31.35	Focus Beyond (18-Adult)
Randle, T. N.	Teaching Assistant	8/8/2026	$26.28	Expo for Excellence
RuKim, K. R.	School/Community	8/8/2026	$48.32	RiverEast Elem/Secondary
Shepherd-Sandbeck, S. L.	Classroom Teacher	8/8/2026	$61.26	Washington Tech High
Solberg, A. L.	Classroom Teacher	8/8/2026	$57.83	Mississippi Creative
Steiner, N. T.	Teaching Assistant	8/8/2026	$23.35	Hidden River Middle
Taylor, J.	Classroom Teacher	8/8/2026	$40.76	Bridge View
Tejones, V.	Teaching Assistant	8/8/2026	$21.63	Bridge View
Vacinek, M. L.	Classroom Teacher	8/8/2026	$58.21	Battle Creek Elementary
Wegscheider, A. M.	Administrator	9/8/2026	$65.79	Colborne Admin Offices
Williams, T. L.	Teaching Assistant	8/8/2026	$21.63	Bridge View
Xiong, P. C.	Education Assistant	8/8/2026	$26.70	Farnsworth Aerospace
Yang, B.	Assistant Principal	8/8/2026	$63.76	E-STEM Middle School
Yang, J.	Classroom Teacher	8/8/2026	$67.64	Washington Tech High
Yang, K.	Classroom Teacher	8/8/2026	$40.76	Johnson Senior High
Yang, N. K.	School/Community	8/8/2026	$38.97	Txuj Ci HMong (Upper)

REINSTATEMENT FROM LEAVE OF ABSENCE

Name	Job Category	Eff Date	Location
Ackerman Eng, K. E.	Custodian	8/8/2026	Wellstone Elementary
Arnosti, E.	Classroom Teacher	8/8/2026	Gordon Parks High
Cha, X.	Education Assistant	8/8/2026	Bruce F Vento Elementary
Colestock, E.	Classroom Teacher	8/8/2026	LEAP
Cortez, S.	School/Community	8/8/2026	Highland Park Senior
Doenges, M. W.	Classroom Teacher	8/8/2026	Horace Mann School
Gong, N.	Clerical	8/31/2026	Colborne Admin Offices
Harnden, M.	Classroom Teacher	8/8/2026	Como Park Elementary
Holland, L. A.	Teaching Assistant	8/8/2026	The Heights Community
Jannett, C. B.	Classroom Teacher	8/8/2026	Chelsea Heights
Kummer, M.	Education Assistant	8/8/2026	Colborne Admin Offices
Kummer, Z.	Education Assistant	8/8/2026	Colborne Admin Offices
LaCoste, L.	Classroom Teacher	8/8/2026	271 Belvidere Bldg
Laskowski, S. M.	Classroom Teacher	8/8/2026	No Assigned Bldg - Misc
Lindsey, C. M.	Education Assistant	8/8/2026	Virtual Learning School
Lou, S.	Nutrition Services	8/8/2026	St. Paul Music Academy
Mohamed, A.	Clerical	8/17/2026	Colborne Admin Offices
Morales, S.	Education Assistant	8/8/2026	RiverEast Elem/Secondary
Piekarski, A. E.	Classroom Teacher	8/8/2026	Washington Tech High
Poe, D.	Classroom Teacher	8/8/2026	American Indian Magnet
Retzler, K. A.	Classroom Teacher	8/8/2026	Washington Tech Middle
Rolek, J. T.	Machinists	8/3/2026	Como Service Center
Seeger, E. E.	Classroom Teacher	8/8/2026	Murray Middle School
Sprandel, C. M.	Classroom Teacher	8/8/2026	Hamline Elementary
Sprandel, M.	Technical	8/17/2026	Como Service Center
Temali, L. K.	Classroom Teacher	8/31/2026	Ronald M Hubbs Center
Venne, A. M.	Classroom Teacher	8/8/2026	Battle Creek Elementary
Votruba Pogi, S. J.	Classroom Teacher	8/8/2026	No Assigned Bldg - Misc
Wages, A. M.	Education Assistant	8/8/2026	Humboldt Secondary
West, K.	Teaching Assistant	8/8/2026	Central Senior High
Whalen, N. D.	Classroom Teacher	8/8/2026	Washington Tech High
Whitlock, C.	Classroom Teacher	8/8/2026	Early Learning Hub
Wilson, D. L.	Classroom Teacher	8/8/2026	Battle Creek Elementary
Xiong, A. M.	Clerical	8/18/2026	Txuj Ci HMong (Lower)
Yang, M. R.	Classroom Teacher	8/8/2026	Colborne Admin Offices
Youngquist, N. G.	Classroom Teacher	8/8/2026	No Assigned Bldg - Misc

VOLUNTARY REDUCTION IN TITLE

Name	Job Category	Eff Date	Pay Rate	Location
Caucutt, W.	Education Assistant	8/8/2026	$32.97	Focus Beyond (18-Adult)
Idowu, S.	Education Assistant	8/1/2026	$34.15	RiverEast Elem/Secondary
Juelich, M. J.	Custodian	8/22/2026	$29.81	Chelsea Heights
Prenzlow, E. M.	Teaching Assistant	8/8/2026	$24.12	Hamline Elementary
Youngquist, N. G.	Teaching Assistant	8/8/2026	$26.28	Bridge View

CHANGE IN TITLE

Name	Job Category	Eff Date	Pay Rate	Location
Anderson, B. A.	Classroom Teacher From: Teaching Assistant	8/8/2026	$44.24	Washington Tech Middle
Anglin, R. H.	Classroom Teacher From: School/Community Professional	8/8/2026	$62.39	Virtual Learning School-
Brown Jr, S.	School/Community Professional From: Teaching Assistant	8/8/2026	$33.75	Virtual Learning School
Catlin, E. L.	Classroom Teacher From: Temporary Employee	8/8/2026	$44.98	Open World Learning
Como, S.	Classroom Teacher From: Temporary Employee	8/8/2026	$36.58	Global Arts Plus - Lower
Dahlby, S. A.	Superintendency From: Central Administrator	8/1/2026	$84.13	Colborne Admin Offices
Francisco, L.	School/Community Professional Career Progression	8/8/2026	$43.93	Frost Lake Elementary

RETIREMENT

Name	Job Category	Eff Date	Location
Borich, R. M.	Teaching Assistant	8/10/2026	Hamline Elementary
Carter, S. M.	Education Assistant	9/1/2026	Focus Beyond (18-Adult)
Lessard, K. M.	Classroom Teacher	8/29/2026	Washington Tech Middle
Metz, E.	Administrator	7/1/2026	Colborne Admin Offices
Swenson, T.	Clerical	12/1/2026	Highland Park Middle
VanZyl, S. J.	Teaching Assistant	9/5/2026	Washington Tech High

RESIGNATION

Name	Job Category	Eff Date	Location
Ahmadi, Z.	Teaching Assistant	8/9/2026	Eastern Heights
Ahmed, F.	Teaching Assistant	6/13/2026	Hamline Elementary
Ahola-Tangness, N. A.	Education Assistant	6/13/2026	American Indian Magnet
Asleson, B. T.	Assistant Principal	8/1/2026	E-STEM Middle School
Badillo Moorman, M. O.	Teaching Assistant	6/13/2026	Central Senior High
Berquist, L.	Education Assistant	8/22/2026	St Anthony Park
Buss Murray, C. B.	Teaching Assistant	6/13/2026	Expo for Excellence
Cantu, A. R.	Education Assistant	8/8/2026	Bruce F Vento Elementary
Cochran, A.	Classroom Teacher	9/5/2026	Colborne Admin Offices
Dixon, M. R.	Teaching Assistant	8/22/2026	Como Park Elementary
Dodge, M. J.	Classroom Teacher	6/13/2026	Bridge View
Edwards, K. A.	Teaching Assistant	8/22/2026	St Anthony Park
Engelken, J. H.	Classroom Teacher	6/13/2026	Battle Creek Elementary
Ferreira, A. K.	Nutrition Services	8/22/2026	Como Service Center
Florek, E.	Teaching Assistant	6/13/2026	Early Learning Hub
Follmer, S. J.	Teaching Assistant	8/22/2026	Highland Park Middle
Greenawald, C. B.	Classroom Teacher	6/13/2026	Cherokee Hts Community
Hansen, K. C.	Classroom Teacher	8/22/2026	No Assigned Bldg - Misc
Harris, H.	Teaching Assistant	6/13/2026	Frost Lake Elementary
Henry, M.	Classroom Teacher	6/13/2026	Early Learning Hub
Huerta, M.	Nutrition Services	8/22/2026	Bridge View
Hussien, K.	Classroom Teacher	6/13/2026	American Indian Magnet
Johnson, K. H.	Teaching Assistant	8/22/2026	Creative Arts Secondary
Kullander, J.	Clerical	8/22/2026	Como Park Senior High
Kunkel, A. P.	Classroom Teacher	8/22/2026	No Assigned Bldg - Misc
Kurmis, E. M.	Classroom Teacher	8/22/2026	Highland Park Senior
Lathrop, B. N.	Classroom Teacher	8/22/2026	No Assigned Bldg - Misc
Legrid, A. D.	Classroom Teacher	8/22/2026	Battle Creek Elementary
Linsk, H. T.	Education Assistant	8/22/2026	1780 W. 7th Street
Lochungvu, M. X.	Central Administrator	8/22/2026	No Assigned Bldg - Misc
Ly, K.	Teaching Assistant	6/12/2026	Cherokee Hts Community
Mack, R.	Nutrition Services	8/22/2026	Harding Senior High
Mayfield, N.	Teaching Assistant	6/12/2026	Maxfield Elementary
McKenzie, W.	Classroom Teacher	8/22/2026	Creative Arts Secondary
Mikhaylov, S.	Classroom Teacher	8/22/2026	No Assigned Bldg - Misc
Moen, R. C.	Teacher on Special Assignment	8/22/2026	Como Service Center
Mohamed, I. A.	Teaching Assistant	8/22/2026	Highwood Hills
Moylan, M.	Teaching Assistant	6/12/2026	Capitol Hill Magnet
Noi, N. N.	Education Assistant	8/22/2026	Mississippi Creative
Nowatzki, N. J.	Education Assistant	8/22/2026	No Assigned Bldg - Misc
Nunyakpe, K. A.	Teaching Assistant	8/23/2026	Capitol Hill Magnet
Peifer, L. M.	Classroom Teacher	8/25/2026	No Assigned Bldg - Misc
Pereira, I. L.	Teaching Assistant	8/22/2026	Daytons Bluff
Perez, N.	Classroom Teacher	8/25/2026	No Assigned Bldg - Misc
Ree, E. L.	Teaching Assistant	8/22/2026	Frost Lake Elementary
Robinson, K. L.	Teaching Assistant	6/12/2026	Mississippi Creative
Roddis, A.	Classroom Teacher	6/13/2026	East African Elementary
Rounds, T. L.	Classroom Teacher	8/25/2026	No Assigned Bldg - Misc
Rust, M.	Classroom Teacher	8/25/2026	No Assigned Bldg - Misc
Schmidt, L. A.	Classroom Teacher	6/13/2026	271 Belvidere Bldg
Schwartz, K. K.	Education Assistant	6/13/2026	Bruce F Vento Elementary
Shanafelt, C. R.	Classroom Teacher	6/13/2026	Harding Senior High
Sherry, I. S.	Teaching Assistant	9/15/2026	Como Park Elementary
Silver, L. H.	Classroom Teacher	8/22/2026	Global Arts Plus - Upper
Smith, D. T.	Classroom Teacher	6/13/2026	271 Belvidere Bldg
Soe, E.	Teaching Assistant	6/11/2026	Battle Creek Middle
Stacy, J. E.	Teaching Assistant	6/12/2026	Bridge View
Stanton, S. E.	Classroom Teacher	8/9/2026	Central Senior High
Tinsley, H.	Classroom Teacher	6/13/2026	Farnsworth Aerospace
Treichel, A. R.	Education Assistant	6/12/2026	Four Seasons A+
Tuy, T. P.	Classroom Teacher	6/13/2026	Washington Tech High
Vick, K. S.	Classroom Teacher	6/13/2026	Battle Creek Middle
Westerberg, M.	Carpenter	6/27/2026	Como Service Center
Wilwert, C. R.	Bus Driver	9/5/2026	Transportation Services
Woods, D. M.	Teaching Assistant	8/22/2026	Battle Creek Elementary
Xiong, A. K.	Teaching Assistant	6/12/2026	Txuj Ci HMong (Lower)

TERMINATION

Name	Job Category	Eff Date
M., L. M.	Teaching Assistant	8/22/2026
P., A. L.	Teaching Assistant	8/14/2026
S., M. B.	Teaching Assistant	6/12/2026
S., J. A.	Teaching Assistant	8/25/2026

DISCHARGE

Name	Job Category	Eff Date
L., G. C.	Clerical	8/22/2026

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

DATE: September 22, 2026

TOPIC: Active Employee and Early Retiree Health Insurance

A. PERTINENT FACTS:

1. The School District provides health insurance coverage through HealthPartners for approximately 1,430 active employees and 115 early retirees/cobra from the following groups:

   ASAP, Board Members, Bus Drivers, Classified Confidential, Clerical, Custodian, Machinists, Manual Maintenance, Nutrition Services, Principals, Professional Employee Association, Supervisors, St. Paul Supervisors Organization (SPSO) and Unrepresented.

   The District's 2026 cost is approximately $21,200,000 for this coverage.

   Teachers and other District employees not listed above are offered coverage through the Public Employees Insurance Program (PEIP) and are not included in this memo.

2. The District currently offers active employees and early retirees, who are not yet Medicare eligible, four HealthPartners plan options. The current plan offerings and monthly premiums are shown below

	Single	Single Plus One	Family
Co-Pay Select Plan	$914.86	$2,042.92	$2,367.80
Co-Pay Open Access Plan	$1,049.32	$2,344.04	$2,716.94
HSA Open Access Plan	$911.18	$2,034.66	$2,358.24
HSA Select Plan	$682.48	$1,522.52	$1,764.46

3. The District last bid its health insurance in 2024. As required by State law, the District must bid its health insurance every other year for non-PEIP coverage. A request for Proposal (RFP) was published in March 2026 for the plan year 2027, as the two-year rate agreement expires 12/31/2026. The RFP included the current plan offerings for the District's consideration. The RFP was responded to by the following carriers: BCBS MN, HealthPartners (incumbent), UHC, and PEIP. Medica declined to quote. Two bidders were selected to participate in the finalist phase – BCBS MN and HealthPartners. UHC's quote was 75% above current. PEIP's offer was dependent upon the Teacher group renewal; therefore, assumptions were made on those rates that were not competitive.
   a. BCBS MN responded with a 20% increase, assuming migration matches current HealthPartner's enrollment. BCBS MN's increase would be 24% with estimated migration out of their narrow network. Narrow network offering with BCBS MN shows overall 60% disruption (excludes HealthPartners and Park Nicollet providers and facilities)
   b. HealthPartners responded with a proposal to continue the current plan offerings as requested in the RFP and their best and final offer was 19% above current rates, a 4% reduction from their initial renewal offer.

4. The Benefits Labor Management Committee, with guidance from Aon, spent considerable time reviewing all options and agreed that the HealthPartners proposal should continue to be offered to active employees and early retirees for 2027. Additional plan design changes were requested to increase member cost sharing and reduce the premium rate. Proposed rates are illustrated below and represent a 14.6% increase over current rates.

	Single	Single Plus One	Family
Co-Pay Select Plan	$1,042.33	$ 2,327.76	$ 2,697.99
Co-Pay Open Access Plan	$ 1,180.73	$ 2,637.74	$ 3,057.37
HSA Open Access Plan	$ 1,020.97	$ 2,279.98	$ 2,642.57
HSA Select Plan	$ 794.85	$ 1,773.56	$ 2,055.45

* Premium rates include the commissions and administrative fees.

5. The Districts Benefit Labor Management Committee recommends acceptance of this renewal contract at the proposed rates.

6. This agreement supports the District's goal of aligning resource allocation to District priorities.

7. This item is submitted by Davanh Vongphachanh, Benefits Manager; Kim Vo, Director of Total Rewards and Patricia Pratt-Cook, Senior Executive Human Resources Officer.

8. Presented by Dr. Stacie Stanley, Superintendent.

B. RECOMMENDATION:

That the Board of Education approve a contract for active employee and early retiree health insurance coverage with HealthPartners, effective January 1, 2027, at the proposed premium renewal rates.

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

DATE: September 22, 2026

TOPIC: American Indian Magnet DNR School Forest Designation

A. PERTINENT FACTS:

1. American Indian Magnet has previously worked with the DNR School Forest and the designated site was the Big Urban Woods located at Duluth and Case.

2. The Big Urban Woods is located almost one mile from American Indian Magnet School making it difficult for students to access.

3. American Indian Magnet has a large, forested area at the East end of the lot that would be an ideal space for a DNR School Forest.

4. American Indian Magnet has a place-based focus being located near the Dakota sacred sites of Wicahpi Regional Park and Wakan Tipi. Having a school forest directly supports student access to an area with indigenous vegetation.

5. Once school forest designation is achieved, the DNR will support American Indian Magnet through access to a DNR Forester, the development of a stewardship plan, educational trainings, and potential funding opportunities.

6. A school forest is an outdoor classroom. Students learn and apply math, art, science, language arts, and social studies concepts while gaining an appreciation and awareness of natural resources.

7. School forests provide space for a multitude of outdoor recreational activities including but not limited to hiking, orienteering, and snowshoeing.

8. This item will meet the SPPS 2033 strategic plan priority area of: Excellence in Instruction and Deliberate Inclusion

9. This item is submitted by by Julie Hutcheson-Downwind, Principal; and Nancy Páez, Assistant Superintendent; and Toya Pryor, Senior Executive Officer of School Leadership and Operations.

B. RECOMMENDATION:

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

ATTACHMENT #1

American Indian Magnet School School Forest Location: 1075 E. 3rd Street, St. Paul, MN 55106

American Indian Magnet School property information (St. Paul Public Schools)

Info accessed 7-23-2026 from https://maps.co.ramsey.mn.us/MapRamsey/



Approximate area to designate as a school forest

Drawn by Laura Duffey after site visit 7/23/2026 with principal, Julie Hutchinson-Downwind



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

DATE: September 22, 2026

TOPIC: Auditorium Naming - Sandra Hall (Como Park Senior High School)

A. PERTINENT FACTS:

1. Sandra Hall was a former MLL teacher who was a pioneer in founding LEAP High School.

2. By naming the Como Park Senior High School Auditorium in honor of the late Sandra Hall, we would be creating a permanent legacy for her name.

3. The naming meets the requirements of 801.01.2 - Dedication of Rooms or Areas.

4. There are no costs for this auditorium naming at this time.

5. This project will meet the District strategic plan goals of Deliberate Inclusion by honoring an individual who made it her mission to meet this goal.

6. This item is submitted by Dr. Diana Brown, Principal; Dr. Kirk Morris, Assistant Superintendent; and Toya Pryor, Senior Executive Director of School Leadership and Operations.

B. RECOMMENDATION:

In accordance with Board procedure 801.01.2 - Dedication of Rooms or Areas, it is recommended that the Board of Education authorize the Superintendent (designee) to approve the dedication of a space by naming the auditorium at Como Park Senior High School in honor of the late Sandra Hall.

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

DATE: September 22, 2026

TOPIC: FY 2027 Indoor Air Quality Management Plan

A. PERTINENT FACTS:

1. Per MN. Stat. § 123B.595, Dubs. 4., to qualify for revenue under this section, a school district or intermediate district, not including a charter school, must have a ten-year facility plan adopted by the school board and approved by the commissioner. The plan must include provisions for implementing a health and safety program that complies with health, safety, and environmental regulations and best practices, including indoor air quality management.

2. The Facilities Department has an Indoor Air Quality (IAQ) Management Plan that is in accordance with the Minnesota Department of Health 'Model Indoor Air Quality Plan,' as summarized on the following page.

3. The IAQ Management Plan shall be adopted by the Board of Education.

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

5. This item is presented by John Elling, Environmental Services Manager; Kathryn Wallace, Interim Director of Facilities; and Jackie Turner, Senior Executive Officer of Operations.

B. RECOMMENDATION:

That the Board of Education adopt the IAQ Management Plan by approval of this agenda item.

Saint Paul Public Schools
FY 2027 Indoor Air Quality Management Plan Overview

Indoor air quality (IAQ) is a critical component of providing a healthy and comfortable learning environment. Indoor air pollutants may cause or contribute to short- and long-term health problems including asthma and allergies. IAQ problems can hasten building deterioration, contribute to the closing of schools, create liability problems, and strain relationships among parents, teachers, school staff, unions, and the school administration.

Working with the EPA's IAQ Tools for Schools Program, SPPS developed an IAQ Management Plan that will help monitor and improve the quality of air in all SPPS buildings. The objectives of this IAQ Management Plan are to:

- Reduce the levels of indoor air pollutants through preventive measures such as routine maintenance activities, periodic building evaluations and inspections, and IAQ-specific policies.
- Provide and maintain adequate air exchanges by maintaining ventilation equipment.
- Respond to IAQ-related concerns and problems in a thorough and prompt manner through investigation, documentation, and effective communication.

Saint Paul Public Schools performs an annual review of the IAQ Management Plan, in order to make appropriate changes. An annual review is necessary because changes may occur that relate to the building, operations, maintenance, occupants, and administrative priorities. Earlier versions of the IAQ Management Plan are retained to provide historical reference of IAQ best management practices that should reduce the likelihood of repeating policies and procedures that were ineffective or inefficient. The FY2027 IAQ Management Plan can be viewed here.

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

DATE: September 22, 2026

TOPIC: Revisions to Policy 719.01 Cafeteria Responsibilities

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 719.01 Cafeteria Responsibilities 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 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 719.01 Cafeteria Responsibilities include additions and modification to the following sections:

   POLICY PURPOSE

   "The purpose of this policy is to establish clear administrative responsibility for the safe, orderly, and effective operation of school cafeterias and to support meal service schedules that promote student health, well-being, and access to school nutrition programs."

   GENERAL STATEMENT OF POLICY

   "The District shall establish meal service schedules that provide students with reasonable and adequate time to eat, consistent with best practices and applicable federal and state

requirements. The District will also ensure that cafeterias are appropriately staffed, supervised, and maintained to promote cleanliness, safety, and efficiency."

IMPLEMENTATION

A. The principal of each school shall establish the breakfast and lunch schedule consistent with applicable federal and state requirements and recommendations issued by the United States Department of Agriculture's Food and Nutrition Service related to school nutrition programs. The school's schedule shall provide reasonable and adequate time for breakfast and lunch.

B. The principal shall be responsible for ensuring that the cafeteria is supervised during meal periods

C. The Superintendent or designee shall develop, publish and periodically revise procedures to guide principals, school-assigned lunchroom supervisors, Facilities' staff, and Nutrition Services' staff.

LEGAL REFERENCES:

7 C.F.R. Part 210 (National School Lunch Program)
7 C.F.R. Part 220 (School Breakfast Program)
Minn. Stat. § 124D.111, subd. 3(c) (School Food Service Fund)

CROSS REFERENCES:
Centers for Disease Control and Prevention: School Meals
Centers for Disease Control and Prevention: Time for Lunch

4. This item will meet the SPPS 2033 strategic plan priority area of:
   - Excellence in Instruction
   - Deliberate Inclusion
   - Sustainable Infrastructure

5. This item is submitted by Stacy Koppen, Nutrition Services Director, Nancy Páez, Assistant Superintendent, and Jackie Turner, Senior Executive Officer of Operations.

B. RECOMMENDATION:

That the Board of Education approve the revisions to Policy 719.01 - Cafeteria Responsibilities.

Adopted: 6/17/2008 Saint Paul Public Schools Policy 719.01
Revised: 8/18/2026

719.01 CAFETERIA RESPONSIBILITIES

I. POLICY PURPOSE

The purpose of this policy is to establish clear administrative responsibility for the safe, orderly, and effective operation of school cafeterias and to support meal service schedules that promote student health, well-being, and access to school nutrition programs.

II. GENERAL STATEMENT OF POLICY

The District shall establish meal service schedules that provide students with reasonable and adequate time to eat, consistent with best practices and applicable federal and state requirements. The District will also ensure that cafeterias are appropriately staffed, supervised, and maintained to promote cleanliness, safety, and efficiency.

III. IMPLEMENTATION

~~1.~~ A. The principal of each school shall establish the breakfast and lunch schedule consistent with applicable federal and state requirements and recommendations issued by the United States Department of Agriculture's Food and Nutrition Service related to school nutrition programs. The school's schedule shall provide reasonable and adequate time for breakfast and lunch.

~~2.~~ B. The principal shall be responsible for ensuring that the cafeteria is supervised during meal periods ~~assign and train members of the school's staff to serve as lunchroom supervisors; the supervisors shall ensure that the cafeteria is kept clean and orderly throughout the times allotted for breakfast and lunch.~~

~~3.~~ C. The Superintendent or designee shall develop, publish and periodically revise procedures to guide principals, school-assigned lunchroom supervisors, Facilities' staff, and Nutrition Services' staff.

LEGAL REFERENCES:

7 C.F.R. Part 210 (National School Lunch Program)
7 C.F.R. Part 220 (School Breakfast Program)
Minn. Stat. § 124D.111, subd. 3(c) (School Food Service Fund)

CROSS REFERENCES:
Centers for Disease Control and Prevention: School Meals
Centers for Disease Control and Prevention: Time for Lunch
~~USDA Food and Nutrition Services: Healthy Schools~~

719.01 CAFETERIA RESPONSIBILITIES

I. POLICY PURPOSE

The purpose of this policy is to establish clear administrative responsibility for the safe, orderly, and effective operation of school cafeterias and to support meal service schedules that promote student health, well-being, and access to school nutrition programs.

II. GENERAL STATEMENT OF POLICY

The District shall establish meal service schedules that provide students with reasonable and adequate time to eat, consistent with best practices and applicable federal and state requirements. The District will also ensure that cafeterias are appropriately staffed, supervised, and maintained to promote cleanliness, safety, and efficiency.

III. IMPLEMENTATION

~~1.~~ A. The principal of each school shall establish the breakfast and lunch schedule consistent with applicable federal and state requirements and recommendations issued by the United States Department of Agriculture's Food and Nutrition Service related to school nutrition programs. The school's schedule shall provide reasonable and adequate time for breakfast and lunch.

~~2.~~ B. The principal shall be responsible for ensuring that the cafeteria is supervised during meal periods ~~assign and train members of the school's staff to serve as lunchroom supervisors; the supervisors shall ensure that the cafeteria is kept clean and orderly throughout the times allotted for breakfast and lunch.~~

~~3.~~ C. The Superintendent or designee shall develop, publish and periodically revise procedures to guide principals, school-assigned lunchroom supervisors, Facilities' staff, and Nutrition Services' staff.

LEGAL REFERENCES:

7 C.F.R. Part 210 (National School Lunch Program)
7 C.F.R. Part 220 (School Breakfast Program)
Minn. Stat. § 124D.111, subd. 3(c) (School Food Service Fund)

CROSS REFERENCES:
Centers for Disease Control and Prevention: School Meals
Centers for Disease Control and Prevention: Time for Lunch
~~USDA Food and Nutrition Services: Healthy Schools~~

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

DATE: September 22, 2026

TOPIC: Revision to Policy 802.00 – Building and Grounds Management

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 802.00 – Building and Grounds Management 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. Modifications were made per the Board discussion.

3. The revisions to Policy 802.00 – Building and Grounds Management include additions and modifications. The proposed revised policy language is the following:

    POLICY PURPOSE

    The purpose of this policy is to establish clear accountability for the planning, maintenance, and improvement of District facilities. All facility-related activities must align with and support the District's Strategic Plan to ensure long-term operational excellence.

    GENERAL STATEMENT OF POLICY

    A. Responsibility: The District's Facility Department is responsible for all actions related to maintenance, remodeling, and physical improvements of Buildings and Grounds.

    B. Strategic Alignment: All proposed improvements must demonstrate a contribution to the goals outlined in the District's Strategic Plan.

C. Authorization & Execution: Work shall be performed exclusively by qualified personnel or groups, with prior written approval from the Senior Executive Officer of Operations or their authorized designee.

DEFINITONS

A. “Maintenance” The technical upkeep of core infrastructure and systems (e.g., HVAC, electrical, plumbing, and automation) to ensure safety, operational efficiency, and structural longevity.

B. “Physical Improvements” Permanent material additions or alterations to real property that increase value, utility, or aesthetic appeal. This includes structural enhancements and new construction that exceed routine repair.

C. “Planning” The strategic design and management of physical workspaces, equipment, and systems to maximize efficiency and support the District's future growth.

D. “Remodeling” The process of altering the structure, interior layout, or specific function of an existing space to meet evolving educational or administrative needs.

4. This revision supports the District's commitment to providing a safe and healthy environment and sound stewardship of public resources.

5. 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 802.00 – Building and Grounds Management.

802.00 **BUILDING AND GROUNDS MANAGEMENT**

I. POLICY PURPOSE

~~Building and grounds maintenance, remodeling and physical improvement are the responsibility of the Office of Plant Planning and Maintenance.~~ The purpose of this policy is to establish clear accountability for the planning, maintenance, and improvement of District facilities. All facility-related activities must align with and support the District's Strategic Plan to ensure long-term operational excellence.

II. GENERAL STATEMENT OF POLICY

A. **Responsibility:** The District's Facility Department is responsible for all actions related to maintenance, remodeling, and physical improvements of Buildings and Grounds.
B. **Strategic Alignment:** All proposed improvements must demonstrate a contribution to the goals outlined in the District's Strategic Plan.

~~A.~~C. **Authorization & Execution:** ~~Such work shall be performed only~~ Work shall be performed exclusively by qualified personnel or groups, with prior written approval from the Senior Executive ~~Chief~~ Officer of Operations or their authorized designee.

III DEFINITIONS

A. **"Maintenance"** The technical upkeep of core infrastructure and systems (e.g., HVAC, electrical, plumbing, and automation) to ensure safety, operational efficiency, and structural longevity.
B. **"Physical Improvements"** Permanent material additions or alterations to real property that increase value, utility, or aesthetic appeal. This includes structural enhancements and new construction that exceed routine repair.
C. **"Planning"** The strategic design and management of physical workspaces, equipment, and systems to maximize efficiency and support the District's future growth.
D. **"Remodeling"** The process of altering the structure, interior layout, or specific function of an existing space to meet evolving educational or administrative needs.

LEGAL REFERENCES:

CROSS REFERENCES:

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

DATE: September 22, 2026

TOPIC: Post Age-65 Retiree Health Insurance with HealthPartners

A. PERTINENT FACTS:

1. The School District provides health insurance to approximately 3,230 members (retirees and their dependents) age 65 and over. The last RFP for this insurance was completed in 2025 and was awarded to UnitedHealthcare (UHC), the current carrier, for 2026 Medicare Advantage plan coverage.
2. For 2026, the cost to the District and retirees is $203.73 per member per month (PMPM), amounting to a cost of approximately $7,904,000 per year.
3. Because an RFP was conducted last year, the initial intent was to negotiate as favorable a renewal as possible for 2027 with UHC. When it became public that M-Health/Fairview health system may refuse to contract with the UHC Medicare Advantage network for 2027, SPPS decided to request proposals from the other viable carriers in the market.
4. Three vendors submitted proposals for this RFP, including Blue Cross and Blue Shield of Minnesota (BSBSMN), HealthPartners, and UnitedHealthcare (UHC) (incumbent). All bidders were asked for a two-year agreement, and to quote proposals to match the current plan and formulary design. UHC and BCBSMN quoted one-year only, and HealthPartners quoted a 10% rate cap for 2028 with certain limitations.
5. The District has selected HealthPartners with a one-year contract at a rate of $275.00 PMPM, beginning January 1, 2027 through December 31, 2027, for an approximate increase of 35% or $2.77 Million in total premium annually. This assumes that the current plan design will continue and includes a 10% rate cap for 2028 should the District decide to renew. The resultant total annual premium will be approximately $10,669,000.
6. All rates include the insurance premium and administrative costs.
7. The Districts Benefit Labor Management Committee recommends acceptance of this contract.
8. This agreement supports the District's goal of aligning resource allocation to District priorities.
9. This item is submitted by Davanh Vongphachanh, Benefits Manager; Kim Vo, Director, Total Rewards; Patricia Pratt-Cook, Senior Executive Human Resources Officer.

B. RECOMMENDATION:

That the Board of Education approve a contract for retiree employee health insurance coverage with HealthPartners, effective January 1, 2027, at the proposed rates.

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

DATE: September 22, 2026

TOPIC: Phase Gate Approval of the 740 York Chiller Replacement (Project # 1140-27-01): Gate #3 – Project Budget

A. PERTINENT FACTS:

1. This agenda item seeks approval for the 740 York Chiller 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	Not Applicable
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	September 22, 2026 (current)
#4 – Contract Award	September 22, 2026 (current)
#5.1 – Project Close-Out	April 2027 (anticipated)
#5.2 – Final Project Summary	April 2028 (anticipated)

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

Proposed Budget	Current Obligations	Invoiced to Date	Percent Invoiced
$1,180,000	$0	$0	0%

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

Funding Source	Amount
LTFM FY26-28	$1,180,000

5. This item will meet the SPPS 2033 strategic plan priority area of Sustainable Infrastructure.

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 740 York Chiller Replacement project (Project # 1140-27-01) at Phase Gate Check #3 – Project Budget; setting the final project budget at $1,180,000 and indicating direction to proceed with construction bidding.

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

DATE: September 22, 2026

TOPIC: Minnesota Department of Education Review and Comment – Nokomis North Mechanical Systems Upgrades (Project # 1180-27-01)

A. PERTINENT FACTS:

1. Per Minnesota Statutes, section 123B.71 a review and comment is required for school facility projects with an estimated cost of $2M or greater using funding not deemed to be exempt by the Minnesota Department of Education.

2. This project contains capital improvements estimated to be in excess of $2M to be funded through a non-exempt funding source.

3. This item will meet the SPPS 2033 strategic plan priority area of Sustainable Infrastructure.

4. 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 sign the Review and Comment Checklist Attachment 1 and authorize the Executive Director of Operations and Administration to submit the Nokomis North Mechanical Systems Upgrades (Project # 1180-27-01) review and comment document to the Minnesota Department of Education for evaluation and authorization of the work.

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

DATE: September 22, 2026

TOPIC: Phase Gate Approval of the Nokomis North Mechanical Systems Upgrades (Project # 1180-27-01): Gate #3 – Project Budget

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Nokomis North Mechanical Systems Upgrades 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	September 22, 2026 (current)
#4 – Contract Award	March 2027 (anticipated)
#5.1 – Project Close-Out	September 2028 (anticipated)
#5.2 – Final Project Summary	September 2029 (anticipated)

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

Proposed Budget	Current Obligations	Invoiced to Date	Percent Invoiced
$13,343,000	$1,431,913	$229,731	2%

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

Funding Source	Amount
Capital Bonds FY25-31	$3,269,470
LTFM FY25-31	$10,073,530

5. This This item will meet the SPPS 2033 strategic plan priority area of Sustainable Infrastructure.

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 Nokomis North Mechanical Systems Upgrades (Project # 1180-27-01) at Phase Gate Check #3 – Project Budget; setting the final project budget at $13,343,000 and indicating direction to proceed with construction bidding.

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

DATE: September 22, 2026

TOPIC: Phase Gate Approval of the 740 York Chiller Replacement (Project # 1140-27-01): Gate #4 - Contract Award

A. PERTINENT FACTS:

1. This agenda item seeks approval for the 740 York Chiller 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	Not Applicable
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	September 22, 2026 (current)*
#4 – Contract Award	September 22, 2026 (current)
#5.1 – Project Close-Out	April 2027 (anticipated)
#5.2 – Final Project Summary	April 2028 (anticipated)

*Please note Gate Check 3 is under separate concurrent consideration on the agenda.

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

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
$1,180,000	$0	$0	0%

4. The following bid was received per the terms of OMNIA contract #3341:

Lump Sum Base Bid plus Alternate 1

Trane U.S. Inc.……$717,512

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	$1,180,000

7. This This item will meet the SPPS 2033 strategic plan priority area of Sustainable Infrastructure.

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 SCOPE at 740 York Chiller Replacement project (Project # 1140-27-01) to Trane U.S. Inc. for a lump sum base bid plus Alternate 1 of $717,512.

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

DATE: September 22, 2026

TOPIC: 2027-2028 School Year Preliminary Property Tax Levy Certification

A. PERTINENT FACTS:

1. Attached is the preliminary levy certification from the Minnesota Department of Education. The notices of proposed property taxes will be sent to taxpayers in November.

2. On an annual basis, Minnesota school districts are required to certify the district preliminary property tax levy on later than September 30.

3. The School Board will discuss the levy and budget at the School Board meeting on Tuesday, December 1st, and is scheduled to adopt the final property tax levy at the December 15th School Board meeting.

4. The recommendation is for the School Board to set the Pay 27 levy at the maximum allowable amount to accommodate flexibility and any adjustments that might occur before the final levy is certified in December 2026

5. Based on the data in the preliminary levy report, the school district's property tax levy is increasing by 6.89 percent for the Pay 27 levy.

6. The information shared today is presented by Tom Sager, Senior Executive Officer of Financial Services.

B. RECOMMENDATION:

The Administration recommends that the School Board take action to certify the maximum allowable levy for taxes payable in 2027 as presented and recommends the School Board to set the required annual Truth in Taxation Hearing date for Tuesday December 1, 2026 at 6:00 PM.

Levy Presentation

Tom Sager, Senior Executive Officer of Financial Services

September 22, 2026

Today's Purpose

- Provide 26 Pay 27 annual levy background
- Adopt Maximum Allowable Levy and Set Truth in Taxation Hearing Date
- Provide Levy Schedule

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The Basics

- School levy authority is established in law
- Pay 27 school levy funds are for the 2027-2028 school year
- Local property taxes account for approximately 20+ percent of SPPS budget

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Who Determines Your Property Tax?

State Legislature

- Sets Property Tax Policy
- Establishes Property Classes & Class Rates
- Determines Levels of State Aid
- Sets School Formulas
- Underfunded Mandates to
- Local Governments
- Levies State Business Tax



Property Tax

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Taxing Jurisdictions

- Determines Levy Amount

County Assessor

- Determines Market Value
- Assigns Property Class

Major Factors Impacting Property Taxes

- Property tax levies from City, County, and School District.
- Any additional money available to reduce the local tax burden, such as credits, State aids, fiscal disparity distribution.
- The home's market value relative to other homes or compared to other types of property.
- Other increases to the tax base that are not the result of inflationary or deflationary changes to the values of individual properties, such as:
    - New construction
    - Property going from exempt to taxable
    - Decertified tax increment financing districts
- Legislative changes

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Factors Impacting School Levies

- Changes in tax base
- Number of students served
- Approved inflationary increases to referendums
- Pension contribution changes required by law and OPEB obligations
- Employment changes that drive severance and unemployment levies
- Capital bonding, refunding of bonds, abatements, long term maintenance, health and safety projects, lease costs

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Major Levy Categories

- **General Operating** –fund school operations, including referendum, integration, transition, operating, career tech
- **Pension/OPEB/Contractual**—retiree health insurance, pensions, severance, unemployment 111
- **Facilities,** includes debt service for bonds, lease levy, health and safety, long term facilities maintenance
- **Community Service**, includes community ed, ECFE, adult handicap disabled

Levy Recap

Levy Category	Certified Pay 26 Levy	SPPS Proposed Pay 27 Levy	Difference
General	$185,829,424	$194,987,098	$9,157,674
Community Service	$2,978,697	$3,388,752	$410,055
Debt Service	$64,924,265	$72,849,610	$7,925,345
OPEB Debt Service	$0	$0	0
Total – All Levy Categories	**$253,732,386**	**$270,772,959**	**$17,493,074**
Percent Change			**6.89%**

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Key Drivers of the Pay 2027 SPPS Levy

- Significant adjustment in OPEB levy amount from Pay 26 into Pay 27 ($7.8 Million). This levy was “under levied” last year, and MDE reconciled this for this levy cycle.

- Continued investment in SPPS Builds initiative as outlined and Board approved in July 2026

Total Property Taxes Per Student

School System	Total Property Taxes Per Student
Minneapolis	$7,964
White Bear Lake	$7,788
South Washington County	$6,529
Roseville	$6,493
St. Paul	$5,991
Rosemount Apple Valley Eagan	$5,418
State Wide	$4,396
Centennial	$4,130
Anoka Hennepin	$3,723

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Source: Minnesota Department of Educational Financial Profiles - 2025

Property Taxes as a Percent of Total Budget

School System	Total District Revenue from Property Taxes
White Bear Lake	32.84%
South Washington County	29.56%
Minneapolis	29.13%
Roseville	27.12%
Rosemount Apple Valley Eagan	26.19%
Saint Paul	23.39%
State Wide	20.91%
Centennial	20.63%
Anoka Hennepin	18.84%

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Source: Minnesota Department of Educational Financial Profiles - 2025

Property Taxes as a Percent of General Fund

School System	General Fund Revenue from Property Taxes
South Washington County	25.24%
Rosemount Apple Valley Eagan	23.30%
White Bear Lake	23.08%
Minneapolis	21.66%
Roseville	20.39%
Saint Paul	18.64%
Anoka Hennepin	17.99%
State Wide	16.43%
Centennial	15.87%

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Source: Minnesota Department of Educational Financial Profiles - 2025

Debt Service Tax Revenue Per Student

School System	Debt Service Revenue per Pupil Served
Minneapolis	$3,684
White Bear Lake	$3,640
South Washington County	$2,104
Saint Paul	$2,013
Roseville	$1,894
State Wide	$1,667
Centennial	$1,266
Rosemount Apple Valley Eagan	$1,248
Anoka Hennepin	$365

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Source: Minnesota Department of Educational Financial Profiles - 2025

MDE's Calculations…

The levy amounts presented today may be different than the amount presented at Truth and Taxation on December 1 at 6:00pm.

Why?

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MDE continues a detail review to ensure accuracy in the levy system:

- Adjustments from prior Levy Cycles
- Adjustments as we prepare for Audit (CTE, Integration, etc.)
- Adjustments submitted by Ramsey County

Pay 27 Levy Calendar

	Date	Action
X	August-early September	District submits levy information to MDE
X	September 8	Preliminary run by MDE
X	September 21	JPTAC Meeting
X	September 22	BOE Meeting: Authorize Pay 27 Levy
	September 30	Submit data to Ramsey County and MDE. Cities and Counties also certify by this date.
	October 1 – November 10	Ramsey County calculates taxes and prepares tax statements
	November 12	Anticipated Ramsey County mailing of tax statements
	December 1	Proposed Date for Public Truth in Taxation Hearing
	December 15	BOE certifies Pay 27 levy
	December 30	SPPS certifies Pay 27 levy to Ramsey County

Today's Requested Action

- Set the date for the Truth in Taxation and Budget Hearing for December 1 at 6:00 p.m. (COB meeting that evening)
- Approve the maximum amount authorized by MDE for the 26 Pay 27 property tax levy. 120
- This will provide the District with the greatest flexibility as MDE makes adjustments ahead of the final certification in December.

Thank you

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I. COMPUTATION OF 2026 PAYABLE 2027 LEVY LIMITATION BY FUND (BEFORE COUNTY AUDITOR ADJUSTMENTS):

FUND	INITIAL LEVY LIMITATION	LIMITATION ADJUSTMENTS	ABATEMENT ADJUSTMENTS	OFFSET ADJUSTMENTS	TAC/MAX EFF ADJUSTMENT	MAXIMUM LEVY LIMITATION
GEN-RMV VOTER-EXEMP	78,972,961.71	680,057.65-	N/A			78,292,904.06
GEN-RMV OTHER-EXEMP	32,273,684.05	307,897.66-	N/A			31,965,786.39
GEN-NTC VOTER-EXEMP			N/A			
GEN-NTC OTHER-GENED	N/A	N/A	N/A	N/A	N/A	N/A
GEN-NTC OTHER-EXEMP	78,739,227.45	3,883,317.04	2,105,863.05			84,728,407.54
TOTAL GENERAL	189,985,873.21	2,895,361.73	2,105,863.05			194,987,097.99
COM SERV-EXEMP	3,054,592.55	346,629.63	12,469.94-			3,388,752.24
DEBT-VOTER-NONEXEMP						
DEBT-OTHER-NONEXEMP	71,606,453.00		1,243,157.01			72,849,610.01
TOTAL DEBT SERV	71,606,453.00		1,243,157.01			72,849,610.01
OPEB-VOTER-NONEXEMP						
OPEB-OTHER-NONEXEMP						
TOTAL OPEB/PENSION						
TOTAL	264,646,918.76	3,241,991.36	3,336,550.12			271,225,460.24

II. COMPARISON OF 2025 PAYABLE 2026 LEVY LIMITATION WITH 2026 PAYABLE 2027 LEVY LIMITATION (BEFORE COUNTY AUDITOR ADJUSTMENTS):

FUND	2025 PAY 2026 LIMITATION	2026 PAY 2027 LIMITATION	INCREASE (DECREASE)	PERCENT CHANGE
GENERAL	185,829,423.92	194,987,097.99	9,157,674.07	4.93
COMMUNITY SERVICE	2,978,696.80	3,388,752.24	410,055.44	13.77
GENERAL DEBT SERVICE	64,924,265.07	72,849,610.01	7,925,344.94	12.21
OPEB DEBT SERVICE				
TOTAL	253,732,385.79	271,225,460.24	17,493,074.45	6.89

III. COMPARISON OF 2025 PAYABLE 2026 CERTIFIED LEVY PLUS COUNTY AUDITOR ADJUSTMENTS WITH 2026 PAYABLE 2027 CERTIFIED LEVY PLUS COUNTY AUDITOR ADJUSTMENTS:

FUND	2025 PAY 2026 CERTIFIED LEVY + ADJUSTMENTS	2026 PAY 2027 CERTIFIED LEVY + ADJUSTMENTS	INCREASE (DECREASE)	PERCENT CHANGE
GENERAL	185,829,423.92			
COMMUNITY SERVICE	2,978,696.80			
GENERAL DEBT SERVICE	64,924,265.07			
OPEB DEBT SERVICE				
TOTAL AFTER ADJUSTMENTS	253,732,385.79			

Minnesota Department of Education
Levy Limitation and Certification Report
2026 Payable 2027

District Number-Type: 0625-01
District Name: Saint Paul Public Schools
Home County: Ramsey County

Date Printed: 9/22/26
Limits Updated: 9/11/26
Proposed Submitted: 9/22/26

	LIMIT	PROPOSED
SUBTOTALS BY LEVY CATEGORY		
GENERAL - RMV VOTER		
GENERAL - RMV OTHER		
GENERAL - NTC VOTER		
GENERAL - NTC OTHER		
COMMUNITY SERVICE - NTC OTHER		
GENERAL DEBT - NTC VOTER		
GENERAL DEBT - NTC OTHER		
OPEB DEBT - NTC VOTER		
OPEB DEBT - NTC OTHER		
SUBTOTALS BY FUND		
GENERAL FUND		
COMMUNITY SERVICES FUND		
GENERAL DEBT SERVICE FUND		
OPEB/PENSION DEBT SERVICE FUND		
SUBTOTALS BY TAX BASE		
REFERENDUM MARKET VALUE		
NET TAX CAPACITY		
SUBTOTALS BY TRUTH IN TAXATION CATEGORY		
VOTER APPROVED		
OTHER		
TOTAL LEVY		
TOTAL LEVY		

The School Board has voted to certify the MAXIMUM levy authority. 123

After October 1st, the county auditor should consult the Minnesota Department of Education (MDE) website for the district's current levy limitation and use this amount for the Truth in Taxation notices.

If there is a change to the district's levy limitation after October 1st, the county will be notified by MDE via email. Before finalizing tax computations for the Truth in Taxation notices, counties should double check the MDE website to be sure no changes have been made to the district's levy limitation that the county is not already aware of through this email process.

The school district must submit the completed original of this form to the home county auditor by September 30, 2026. A duplicate form must be submitted to Minnesota Department of Education, School Finance Division, 400 NE Stinson Blvd., Minneapolis, MN 55413, by October 7, 2026.

The certified levy listed above is the levy voted by the school board for taxes payable in 2027.

Signature of School Board Clerk _____

Date of Certification _____

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: FY27 Flooring Replacement Program (0225-27-01)

Project Description: Global Arts Plus UPPER: replace wood gym floor. HARDING High School: remove existing VCT flooring at entry atrium and main hall, replace with epoxy terrazzo (primary lobby area) and kinetix or polished concrete (secondary lobby area), and replace fieldhouse floor. E-STEM: replace vinyl and carpet flooring. JOHNSON High School replace existing wood floor with new wood flooring and base.

Estimated Cost: $2,682,000

Estimated Start Date: 6/15/2027

Estimated Project Length: 2 months

Executive Summary

Per Board of Education (BOE) direction dated February 25, 2005, the BOE will evaluate all construction projects whose cost estimates exceed $250,000 for the appropriateness of a Project Labor Agreement (PLA). Notice of this action was published in the Saint Paul Legal Ledger at least 30 days prior to any BOE action.

Assessment of Criteria for PLA Recommendation:

Criteria	Low	Medium	High	Notes
Potential impact on students/operations		x		
Number of trades on the project	x			
Potential for work stoppage	x			
Complexity of project	x			
Construction schedule constraints			x	

Notices requesting input on the use of a PLA on this project were sent to the following interested parties.

Summary of Responses:

Organization	Yes	No	No Response	Comments
Associated Builders and Contractors			x	
Associated General Contractors of Minnesota			x	
National Association of Minority Contractors			x	
Saint Paul Building and Construction Trades Council	x			dollar amount, multi craft

Staff Recommendation

☑ The Facilities Department **recommends** that a PLA be used for this project

☐ The Facilities Department **does not recommend** that a PLA be used for this project

The reasons for the recommendation are as follows:

- Size of project, schedule constraints.

Final Action

The BOE directs that a PLA

☐ be used for this project

☐ not be used for this project

If the BOE directs that a PLA be used on this project, it hereby authorizes the Director of Facilities to instruct the execution of this agreement and further directs that the agreement be included in the final construction documents.

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: Multiple Sites Pool AHU Replacement (0579-27-01)

Project Description: Replace pool AHU and ducting at CENTRAL Senior and HARDING Senior.

Estimated Cost: $1,752,000

Estimated Start Date: 6/15/2027

Estimated Project Length: 2 months

Executive Summary

Per Board of Education (BOE) direction dated February 25, 2005, the BOE will evaluate all construction projects whose cost estimates exceed $250,000 for the appropriateness of a Project Labor Agreement (PLA). Notice of this action was published in the Saint Paul Legal Ledger at least 30 days prior to any BOE action.

Assessment of Criteria for PLA Recommendation:

Criteria	Low	Medium	High	Notes
Potential impact on students/operations		x		
Number of trades on the project	x			
Potential for work stoppage	x			
Complexity of project	x			
Construction schedule constraints		x		

Notices requesting input on the use of a PLA on this project were sent to the following interested parties.

Summary of Responses:

Organization	Yes	No	No Response	Comments
Associated Builders and Contractors			x	
Associated General Contractors of Minnesota			x	
National Association of Minority Contractors			x	
Saint Paul Building and Construction Trades Council	x			dollar amount, length of project

Staff Recommendation

☑ The Facilities Department **recommends** that a PLA be used for this project

☐ The Facilities Department **does not recommend** that a PLA be used for this project

The reasons for the recommendation are as follows:

- Size of project and schedule: pool projects are difficult to compress into shorter times.

Final Action

The BOE directs that a PLA

☐ be used for this project

☐ not be used for this project

If the BOE directs that a PLA be used on this project, it hereby authorizes the Director of Facilities to instruct the execution of this agreement and further directs that the agreement be included in the final construction documents.

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: FY27 Instructional A/V (0680-27-01)

Project Description: Classroom AV technology replacement at L'ETOILE DU NORD French Immersion and RIVERVIEW Dual Immersion.

Estimated Cost: $632,000

Estimated Start Date: 6/15/2027

Estimated Project Length: 6 months

Executive Summary

Per Board of Education (BOE) direction dated February 25, 2005, the BOE will evaluate all construction projects whose cost estimates exceed $250,000 for the appropriateness of a Project Labor Agreement (PLA). Notice of this action was published in the Saint Paul Legal Ledger at least 30 days prior to any BOE action.

Assessment of Criteria for PLA Recommendation:

Criteria	Low	Medium	High	Notes
Potential impact on students/operations	x			
Number of trades on the project	x			
Potential for work stoppage	x			
Complexity of project	x			
Construction schedule constraints		x		

Notices requesting input on the use of a PLA on this project were sent to the following interested parties.

Summary of Responses:

Organization	Yes	No	No Response	Comments
Associated Builders and Contractors			x	
Associated General Contractors of Minnesota			x	
National Association of Minority Contractors			x	
Saint Paul Building and Construction Trades Council	x			multi craft, length of project

Staff Recommendation

☑ The Facilities Department **recommends** that a PLA be used for this project

☐ The Facilities Department **does not recommend** that a PLA be used for this project

The reasons for the recommendation are as follows:

- Please see the table of assessment criteria. For reference, the Board directed the use of a PLA on previous Instructional A/V projects, which were very similar in scope.

Final Action

The BOE directs that a PLA

☐ be used for this project

☐ not be used for this project

If the BOE directs that a PLA be used on this project, it hereby authorizes the Director of Facilities to instruct the execution of this agreement and further directs that the agreement be included in the final construction documents.

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: HARDING Senior High Athletics Improvements (1110-26-01)

Project Description: Replace existing turf field and running track, new triple jump track and repair existing triple jump track, and replace football scoreboard.

Estimated Cost: $1,601,000

Estimated Start Date: 6/1/2027

Estimated Project Length: 2.5 months

Executive Summary

Per Board of Education (BOE) direction dated February 25, 2005, the BOE will evaluate all construction projects whose cost estimates exceed $250,000 for the appropriateness of a Project Labor Agreement (PLA). Notice of this action was published in the Saint Paul Legal Ledger at least 30 days prior to any BOE action.

Assessment of Criteria for PLA Recommendation:

Criteria	Low	Medium	High	Notes
Potential impact on students/operations		x		
Number of trades on the project	x			
Potential for work stoppage	x			
Complexity of project		x		
Construction schedule constraints		x		

Notices requesting input on the use of a PLA on this project were sent to the following interested parties.

Summary of Responses:

Organization	Yes	No	No Response	Comments
Associated Builders and Contractors			x	
Associated General Contractors of Minnesota			x	
National Association of Minority Contractors			x	
Saint Paul Building and Construction Trades Council	x			multi craft, dollar amount

Staff Recommendation

☑ The Facilities Department **recommends** that a PLA be used for this project

☐ The Facilities Department **does not recommend** that a PLA be used for this project

The reasons for the recommendation are as follows:

- Please see the table of assessment criteria. For reference, the Board directed the use of a PLA on multiple outdoor athletic projects of similar scale and complexity.

Final Action

The BOE directs that a PLA

☐ be used for this project

☐ not be used for this project

If the BOE directs that a PLA be used on this project, it hereby authorizes the Director of Facilities to instruct the execution of this agreement and further directs that the agreement be included in the final construction documents.

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: NOKOMIS NORTH Ventilation Upgrade (1180-27-01)

Project Description: HVAC, plumbing, ceiling, lighting and roofing replacement, re-cabling, new A/V, and remove existing generator.

Estimated Cost: $8,787,000

Estimated Start Date: 6/1/2027

Estimated Project Length: 15 months

Executive Summary

Per Board of Education (BOE) direction dated February 25, 2005, the BOE will evaluate all construction projects whose cost estimates exceed $250,000 for the appropriateness of a Project Labor Agreement (PLA). Notice of this action was published in the Saint Paul Legal Ledger at least 30 days prior to any BOE action.

Assessment of Criteria for PLA Recommendation:

Criteria	Low	Medium	High	Notes
Potential impact on students/operations		x		
Number of trades on the project		x		
Potential for work stoppage		x		
Complexity of project		x		
Construction schedule constraints		x		

Notices requesting input on the use of a PLA on this project were sent to the following interested parties.

Summary of Responses:

Organization	Yes	No	No Response	Comments
Associated Builders and Contractors			x	
Associated General Contractors of Minnesota			x	
National Association of Minority Contractors			x	
Saint Paul Building and Construction Trades Council	x			multi craft, length of project

Staff Recommendation

☑ The Facilities Department **recommends** that a PLA be used for this project

☐ The Facilities Department **does not recommend** that a PLA be used for this project

The reasons for the recommendation are as follows:

- Size of project, multiple trades, duration over two summers, potential impact of any schedule changes.

Final Action

The BOE directs that a PLA

☐ be used for this project

☐ not be used for this project

If the BOE directs that a PLA be used on this project, it hereby authorizes the Director of Facilities to instruct the execution of this agreement and further directs that the agreement be included in the final construction documents.

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: Belvidere Early Learning Site Repairs and Improvements (2180-25-01)

Project Description: Fix multiple retaining wall issues, add fence for fall protection, and fence around play area.

Estimated Cost: $2,301,000

Estimated Start Date: 6/15/2027

Estimated Project Length: 3 months

Executive Summary

Per Board of Education (BOE) direction dated February 25, 2005, the BOE will evaluate all construction projects whose cost estimates exceed $250,000 for the appropriateness of a Project Labor Agreement (PLA). Notice of this action was published in the Saint Paul Legal Ledger at least 30 days prior to any BOE action.

Assessment of Criteria for PLA Recommendation:

Criteria	Low	Medium	High	Notes
Potential impact on students/operations	x			
Number of trades on the project	x			
Potential for work stoppage	x			
Complexity of project		x		
Construction schedule constraints	x			

Notices requesting input on the use of a PLA on this project were sent to the following interested parties.

Summary of Responses:

Organization	Yes	No	No Response	Comments
Associated Builders and Contractors			x	
Associated General Contractors of Minnesota			x	
National Association of Minority Contractors			x	
Saint Paul Building and Construction Trades Council	x			dollar amount, length of project

Staff Recommendation

☑ The Facilities Department **recommends** that a PLA be used for this project

☐ The Facilities Department **does not recommend** that a PLA be used for this project

The reasons for the recommendation are as follows:

- Size of project, intensity of site work.

Final Action

The BOE directs that a PLA

☐ be used for this project

☐ not be used for this project

If the BOE directs that a PLA be used on this project, it hereby authorizes the Director of Facilities to instruct the execution of this agreement and further directs that the agreement be included in the final construction documents.

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: EXPO Lead in Water Remediation (3040-27-01)

Project Description: Piping and fixture replacement with associated cabinet replacement.

Estimated Cost: $3,006,000

Estimated Start Date: 6/15/2027

Estimated Project Length: 2 months

Executive Summary

Per Board of Education (BOE) direction dated February 25, 2005, the BOE will evaluate all construction projects whose cost estimates exceed $250,000 for the appropriateness of a Project Labor Agreement (PLA). Notice of this action was published in the Saint Paul Legal Ledger at least 30 days prior to any BOE action.

Assessment of Criteria for PLA Recommendation:

Criteria	Low	Medium	High	Notes
Potential impact on students/operations		x		
Number of trades on the project	x			
Potential for work stoppage	x			
Complexity of project		x		
Construction schedule constraints		x		

Notices requesting input on the use of a PLA on this project were sent to the following interested parties.

Summary of Responses:

Organization	Yes	No	No Response	Comments
Associated Builders and Contractors			x	
Associated General Contractors of Minnesota			x	
National Association of Minority Contractors			x	
Saint Paul Building and Construction Trades Council	x			dollar amount, multi craft

Staff Recommendation

☑ The Facilities Department **recommends** that a PLA be used for this project

☐ The Facilities Department **does not recommend** that a PLA be used for this project

The reasons for the recommendation are as follows:

- Size of project, potential impact on students, schedule constraints.

Final Action

The BOE directs that a PLA

- ☐ be used for this project
- ☐ not be used for this project

If the BOE directs that a PLA be used on this project, it hereby authorizes the Director of Facilities to instruct the execution of this agreement and further directs that the agreement be included in the final construction documents.

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: CROSSROADS Elementary Roof & Chiller Replacement (4120-27-01)

Project Description: Replace built up roofing and (2) 125-ton water cooling chillers. Upgrade roof drain piping as determined by the architect.

Estimated Cost: $4,465,000

Estimated Start Date: 6/15/2027

Estimated Project Length: 3 months

Executive Summary

Per Board of Education (BOE) direction dated February 25, 2005, the BOE will evaluate all construction projects whose cost estimates exceed $250,000 for the appropriateness of a Project Labor Agreement (PLA). Notice of this action was published in the Saint Paul Legal Ledger at least 30 days prior to any BOE action.

Assessment of Criteria for PLA Recommendation:

Criteria	Low	Medium	High	Notes
Potential impact on students/operations		x		
Number of trades on the project		x		
Potential for work stoppage	x			
Complexity of project		x		
Construction schedule constraints		x		

Notices requesting input on the use of a PLA on this project were sent to the following interested parties.

Summary of Responses:

Organization	Yes	No	No Response	Comments
Associated Builders and Contractors			x	
Associated General Contractors of Minnesota			x	
National Association of Minority Contractors			x	
Saint Paul Building and Construction Trades Council	x			dollar amount, length of project

Staff Recommendation

☑ The Facilities Department **recommends** that a PLA be used for this project

☐ The Facilities Department **does not recommend** that a PLA be used for this project

The reasons for the recommendation are as follows:

- Size of project, potential impact on students/operations, schedule constraints.

Final Action

The BOE directs that a PLA

☐ be used for this project

☐ not be used for this project

If the BOE directs that a PLA be used on this project, it hereby authorizes the Director of Facilities to instruct the execution of this agreement and further directs that the agreement be included in the final construction documents.

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: L'ETOILE DU NORD Playground Replacement (1010-27-01)

Project Description: Playground replacement

Estimated Cost: $656,000

Estimated Start Date: 6/15/2027

Estimated Project Length: 1 month

Executive Summary

Per Board of Education (BOE) direction dated February 25, 2005, the BOE will evaluate all construction projects whose cost estimates exceed $250,000 for the appropriateness of a Project Labor Agreement (PLA). Notice of this action was published in the Saint Paul Legal Ledger at least 30 days prior to any BOE action.

Assessment of Criteria for PLA Recommendation:

Criteria	Low	Medium	High	Notes
Potential impact on students/operations	x			
Number of trades on the project	x			
Potential for work stoppage				
Complexity of project	x			
Construction schedule constraints	x			

Notices requesting input on the use of a PLA on this project were sent to the following interested parties.

Summary of Responses:

Organization	Yes	No	No Response	Comments
Associated Builders and Contractors			x	
Associated General Contractors of Minnesota			x	
National Association of Minority Contractors			x	
Saint Paul Building and Construction Trades Council	x			dollar amount

Staff Recommendation

☐ The Facilities Department **recommends** that a PLA be used for this project

☑ The Facilities Department **does not recommend** that a PLA be used for this project

The reasons for the recommendation are as follows:

- Consistency with previous project precedent
- Short duration and schedule flexibility
- Limited number of trades
- Limited scale of project

Final Action

The BOE directs that a PLA

☐ be used for this project

☐ not be used for this project

If the BOE directs that a PLA be used on this project, it hereby authorizes the Director of Facilities to instruct the execution of this agreement and further directs that the agreement be included in the final construction documents.

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: The Heights Playground Replacement (1120-27-01)

Project Description: Playground replacement.

Estimated Cost: $656,000

Estimated Start Date: 6/15/2027

Estimated Project Length: 1 month

Executive Summary

Per Board of Education (BOE) direction dated February 25, 2005, the BOE will evaluate all construction projects whose cost estimates exceed $250,000 for the appropriateness of a Project Labor Agreement (PLA). Notice of this action was published in the Saint Paul Legal Ledger at least 30 days prior to any BOE action.

Assessment of Criteria for PLA Recommendation:

Criteria	Low	Medium	High	Notes
Potential impact on students/operations	x			
Number of trades on the project	x			
Potential for work stoppage	x			
Complexity of project	x			
Construction schedule constraints	x			

Notices requesting input on the use of a PLA on this project were sent to the following interested parties.

Summary of Responses:

Organization	Yes	No	No Response	Comments
Associated Builders and Contractors			x	
Associated General Contractors of Minnesota			x	
National Association of Minority Contractors			x	
Saint Paul Building and Construction Trades Council	x			dollar amount, multi craft

Staff Recommendation

☐ The Facilities Department **recommends** that a PLA be used for this project

☑ The Facilities Department **does not recommend** that a PLA be used for this project

The reasons for the recommendation are as follows:

- Consistency with previous project precedent
- Short duration
- Limited number of trades
- Limited scale of project

Final Action

The BOE directs that a PLA

☐ be used for this project

☐ not be used for this project

If the BOE directs that a PLA be used on this project, it hereby authorizes the Director of Facilities to instruct the execution of this agreement and further directs that the agreement be included in the final construction documents.

Saint Paul
Public Schools

Policy Update

Regular Meeting of the Board of Education
September 22, 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

NEW - THIRD READING:

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

Saint Paul Public Schools

Becky Schmidt, Director of Health and Wellness

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 147 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.

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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.149
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.

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Questions?

Recommended Action

- Request the review of proposed new Policy 518.00 - Do Not Resuscitate/Do Not Intubate (DNR-DNI) Orders at the September 22, 2026 Regular Meeting meeting be considered the Third Reading of the three-reading process

THIRD READING: 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)
- Minn. Stat. § 124D.1115 (Free and Reduced-price School Meals Program Data Sharing)
- Minn. Stat. §363A.01 (Minnesota Human Rights Act)

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719.00 – Food Service

Questions?

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Recommended Action

- Request the review of proposed changes to Policy 719.00 – Food Service at the September 22, 2026 Regular Meeting meeting be considered the Third Reading of the three-reading process

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THIRD READING: Policy 802.02 – Petitions for Consent for Rezoning

Kathy Wallace, Director of Facilities

Saint Paul
Public Schools

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.

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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:

167

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?

168

Recommended Action

- Request the review of proposed changes to Policy 802.02 - Petitions for Consent for Rezoning at the September 22, 2026 Regular Meeting meeting be considered the Third 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

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~~ and 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.

~~II.~~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:

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

September 22, 2026

Saint Paul Public Schools

Purpose

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

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

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Reporting parameters:

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

About the Data

- **FY27 SPPS Adopted Budget Programs Art and Music** - Source: SPPS as defined by the Minnesota Department of Education Uniform Financial Accounting Reporting System (UFARS)
    - Art, Program Dimension 212 - Salary and benefits for visual art courses involving visual expression, including drawing, painting or printmaking, sculpture or pottery, other spatial disciplines such as architecture, and the history and theory of art.
    - Music, Program Dimension 258 - Salary and benefits for courses to impart the skills and knowledge necessary for the creation, understanding, and performance of music.
- **School Year 26-27 Estimated Enrollment** - Source: SPPS
    - Estimated count of students in grades K-12
- **School Year 25-26 Arts Courses** - Source: SPPS
    - Unique courses taught across SPPS for grades 6-8 for each quarter

177

FY27 Art & Music Per Pupil

$8,975,570	30,719	$292
Total amount budgeted Art $4,282,818 Music $4,692,752	SY26-27 (estimated) K-12 enrollment	178 FY27 art & music per pupil

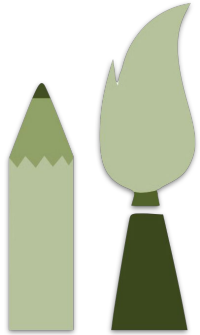
- **$292 per pupil** is allocated in the FY27 budget; $14 increase per pupil from FY26; 20 percentage point increase from 2023-24
- **Goal is now achieved and exceeds target of $284 per pupil by FY29 by $8 dollars per pupil**

Snapshot of Art & Music Investment



* Choir, Intermediate
* Beginning Piano
* Theatre Arts 1
* Visual Arts Exploration
* Arts Literacy Exploration
* Ceramic & Sculpture Exp
* Media Arts

* Acting, Intermediate
* DJ Mixing Global Sound
* Musical Theatre
* Art History
* American Indian Art, Adv
* Muralismo
* World Music Appreciation





6	39	86	24/7	179 1
Arts Magnet Schools	Courses in grades 6-8	Courses in grades 9-12	Academic Year Summer Extended Day	Districtwide Celebration of Arts
(Arts Pathway)	(SY25-26 Q1-Q4)	(SY25-26 Q1-Q4)	(Alternative & Community)	(PreK-12)

Additional Interest?



- 2026-7 (FY27) Adopted Budget
- Budget Archive by Year
- SPPS District Course Catalog

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Thank You

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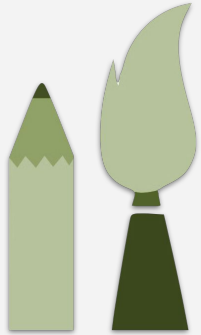
OLD-Informing Art & Music Expenditures

Academic Year & Summer, School Day & Extended Day

Choir, Intermediate * Theatre Arts 1 * DJ Mixing of Global Sounds * PSEO: Fine Art * Musical Theatre * Art History * American Indian Art, Advanced * Muralismo * Visual Arts Exploration









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Courses in grades 6-12

$

Instrument Repair

#

Guest Artist

$

Field Trip & Related Experiences

#

District Events

Inputs Used for FY 26 Art and Music Metric

FY 25 Base Line Per Student (Est. January 2025)

$243

Goal by FY 29

$284 [183]

Average Percent Increase per Year for Four Years.

4.22%

Target for FY 27 Per Student

$292

FY26 Budget for Art and Music

Art	$3,800,000
Music	$4,853,017
Total	$8,653,017
October 1 K-12 Enrollment	31,080
Investment Per Student for Art and Music in FY 26	$278
Amount Per Student exceeding goal for FY 26	$25

Saint Paul Public Schools

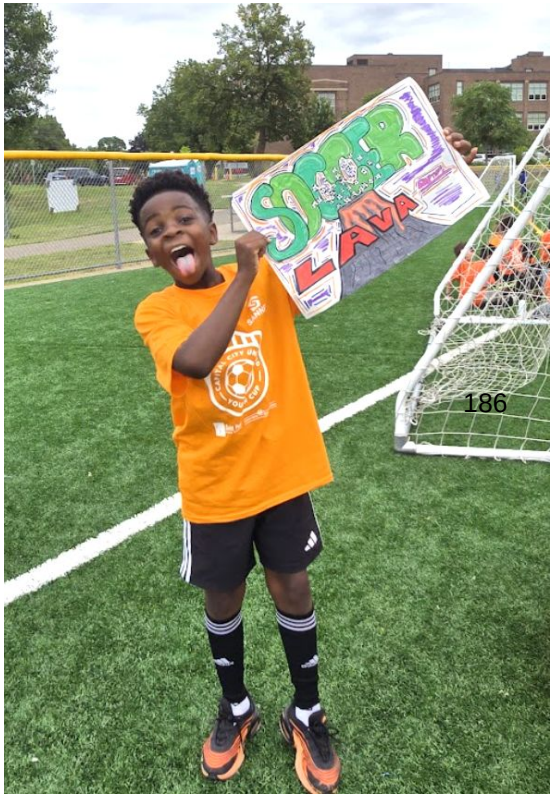
K-12 Summer Learning

Assistant Superintendent Dr. Adam Kunz &
Executive Director Tony Walker

Board of Education
September 22, 2026

Summer Enrollment

ESY, ECSE & Transition Sites	1,138
K-4 Summer Stars	1,862
K-4 Language Immersion and Culture	473
K-4 American Indian Youth Enrichment	117
K-4 Power Scholars	296
K-8 College and Community Partner Programs	109
K-8 CDF Freedom School	758
3-8 E-STEM Program	499
5-8 Summer Quest and Breakthrough	1,195
9-12 Credit Recovery	4,384
K-8 Charter Schools	936
Total	**11,767**



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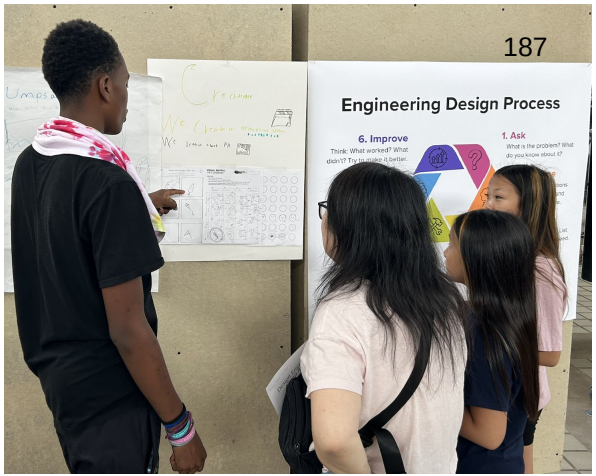
K-8 Summer Learning Overview

- **K-4 Summer Stars Programs by Area**
- **5-8 Summer Quest at Highland**
- **Themed Programs**
  - **K-4**
    - American Indian Culture & Language
    - Language Immersion & Culture
    - Power Scholars
    - Arts Us with Camp Teranga
  - **5-8**
    - Breakthrough Twin Cities
    - E-STEM (3-8)
    - Design and Engineering at the U of M





5-8 Summer Quest at Highland



Quest bridges language arts and math learning to next year's standards while fostering: **Belonging, Learning, Exploration and Growth**

Summer 2026 changes to highlight:

- ***Math:*** Shift from digital platform to project-based curriculum developed by SPPS math and science teachers
- ***Transitions*:** Entering Middle and High School Courses with College and Career Exploration
- ***Side Quest:*** Student voice and opportunities



8th grader: *"My favorite memory from Quest was learning about college and making new friends."*

“Side Quests” & Flipside with Summer Quest at Highland

Partnered with Summer Quest to add and manage community partners, field trip opportunities, program support and collect program quality data through observations. Approximately 878 students attended Quest programs at Highland Park Middle School.





Community Partners

- Illusion Theater–Skits & games for English Language students
- In Progress - Podcasting class
- YMCA – Respectful Conversations Program
- Mindfulness thru Play - Using the Japanese game Kendamas
- St. Paul Parks and Recreation Department

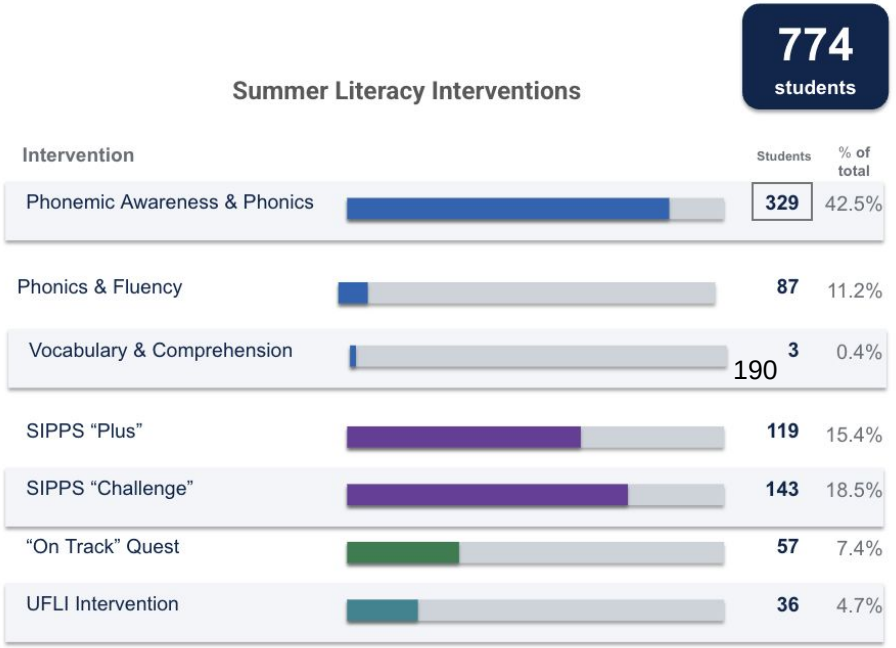
Field Trips

- Wilderness Inquiry
- MN Twins Career Trip
- Carpenters Union Career Trip
- St. Paul Fire Station Career Trip
- University of St. Thomas Bowling
- St. Paul Parks and Rec-Golf, Pool, Frisbee

Summer Learning Program Quality Assessments Completed

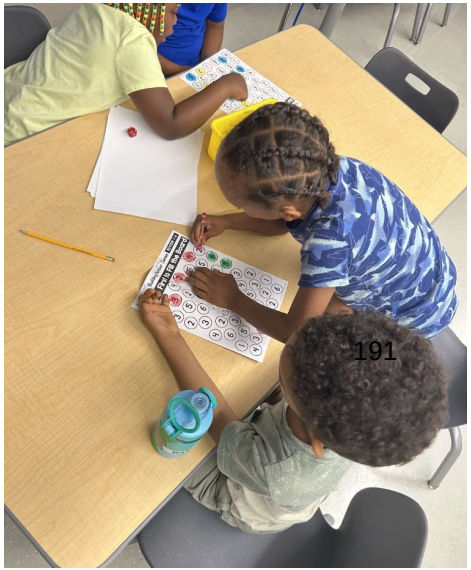
Summer K-8 Literacy

- **K-4**: Based on Minnesota grade level literacy standards brought to life through integration with STEAM curriculum
- **5-8:** Focus on comprehension strategies applied to broad variety of texts and themes in ELA classrooms
- **WINN, SIPPS & On Track small group instruction:** Continuation of school year interventions to accelerate growth
  - **Students with intervention showed growth in their targeted literacy area:**
    - **K-4: 93%**
    - **5-8: 89%**



Summer K-8 Math

- Summer math instruction aligned to SPPS priority standards and designed to bridge skills needed in the next school year
  - **Grades K-4**
    - Assessment designed around MCA strands
    - **30% more K-4 *students* "on track"** from beginning to the end of summer
  - **Grades 5-8**
    - SAVVAS grade-level readiness assessment aligned to project-specific standards
    - **Students demonstrated a 32% overall *increase* from pre- to post-test**



High School Credit Recovery for Grades 9-12

- Students who have taken and not passed classes during the regular school year
- Continued pathway for graduation
- Students cannot “get ahead” with credit recovery

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High School Credit Recovery



Como Park Senior High School

- Classes based on each quarter's standards
  - Focus on support to return to school on track
- 9-12 English Language Development Program
- Experiential 9th Grade Focus Program



Credit Recovery Network Online

- Curriculum similar to in-person programs
- Google Meets to ask questions about material, get help on assignments, review feedback, or connect with teachers



Summer Graduates



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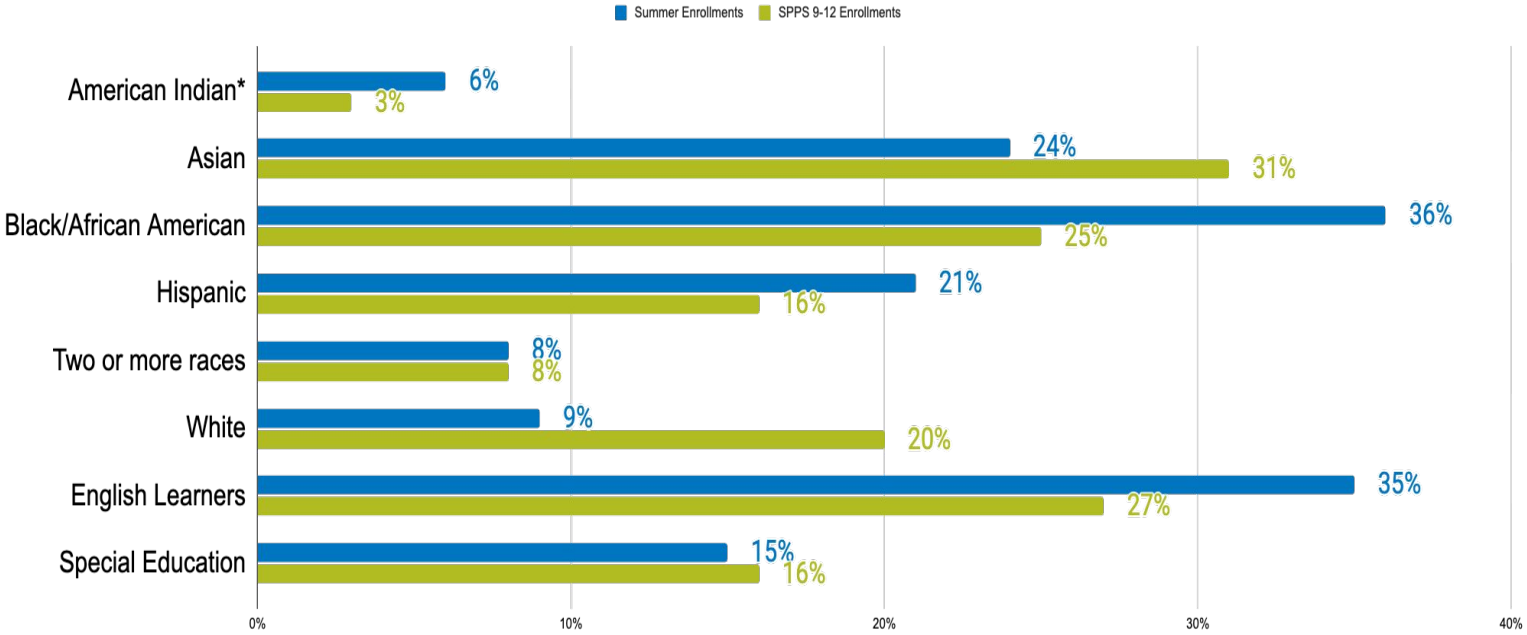
“If you are ever feeling disheartened that you are somehow not good enough I want you to set your heart ablaze, dry your eyes and look ahead. You may feel like digging in your heels but the flow of time waits for no one. It won't stand by as you dwell on your problems. I believe in each and every one of these young adults to do great things in the future and whether you feel that you have fulfilled what your task at hand is or feel that you’ve haven’t succeeded just know that you’ve already succeeded by being here tonight.” - Summer Graduation Speaker.

Summer Credit Recovery

Percentage of Enrollments



*State Identified American Indian

Credits Earned 8,771

195

4.2 Average Credits Per Student

School Year Successes Impact Summer Credit Recovery

	9th	10th	11th	12th
Class of 2026	77%	79%	81%	82%
Class of 2027	79%	80%	82%	
Class of 2028	80%	81%		
Class of 2029	82%			

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- **Diagonal:** School year 2025-2026 passing rates were higher for all grade levels
- **Horizontal:** Passing rates increase each year students progress through high school
- **Vertical**: Each class of students increased the passing rate from the previous year's class (i.e. the class of 2029's passing rate as 9th grade was 82%, the class of 2028's passing rate as 9th grade was 80%)

These changes in student success represent **thousands of fewer failed core courses** that do not need to be re-learned during summer school!

9th Grade: School Year Successes Impact Summer Credit Recovery

	22-23	23-24	24-25	25-26
All 9th Grade	77%	79%	80%	82%
American Indian	54%	60%	58%	64%
Asian	85%	87%	87%	88%
Black	64%	63%	67%	70%
Hispanic	71%	71%	73%	75%
Two or more races	75%	75%	72%	80%
White	88%	92%	93%	93%

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Re-Engagement with School

- **October-June:** Schools conducted monthly review of “unknown” and “dropout” end-codes for students that included student/family outreach
  - 1:1 counseling support for home visits
- **Summer:**
  - Student Support Teams engage students and families

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  - Year-2 collaboration with SPPS American Indian Education team to provide outreach and connections with an American Indian Education school counselor and school social worker
  - Alternative High School orientations for seniors starting at a new school after Summer Learning
- **Fall 2026:** Ongoing support with “unknown” and “dropout” along with students in the class of 2026
  - .5 counselor supporting highest need schools with re-engagement this school year

Special Education Extended School Year

SPPS provides Extended School Year (ESY) services to a student when the IEP team determines the services are necessary during a break in instruction in order to provide a free appropriate public education (FAPE).

ESY Specialized Program Summer Sites:

Early Childhood Special Education (ESCE)	219 students
Obama: K-8	557 students
Bridgeview : Grades K-12	103 students
Focus Beyond: Grades 9-Age 22	162 students
Rivereast: Grades K-12	40 students
Journeys: Grades 9-Age 22	57 students



Saint Paul
Public Schools

COMMUNITY
EDUCATION
Saint Paul Public Schools

Community Education Summer 2026

Summer Session
June 15 - Aug. 28

700+ courses

Over 80+ Community Partners supporting programs

Lifelong Learning for Everyone





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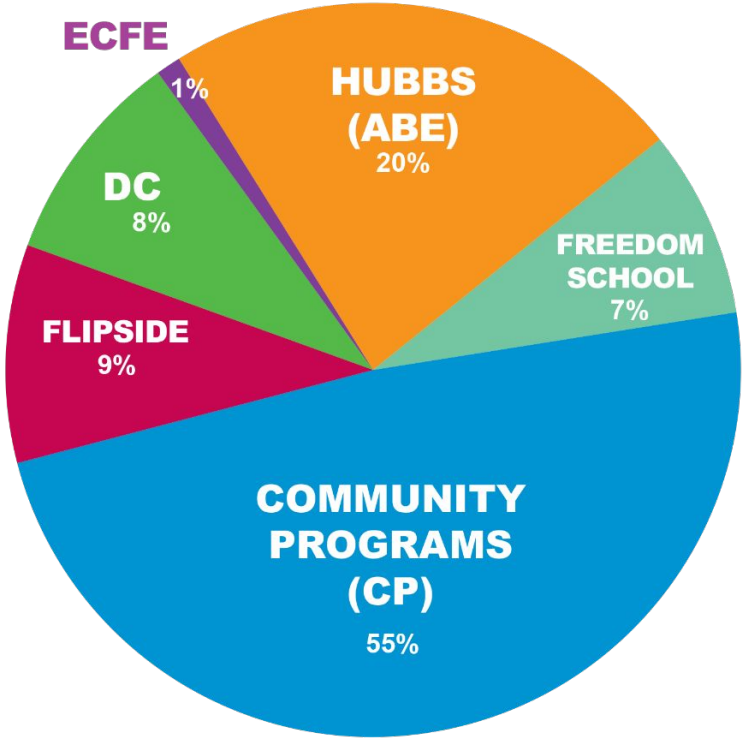
Community Education Summer Enrollment Summary



10,544 TOTAL PARTICIPANTS

ADULT BASIC EDUCATION - HUBBS (ABE)
9 Weeks of Programming ..... 2,110 Participants

COMMUNITY PROGRAMS (CP)
232 Adult Courses ..... 2,039 Adults
199 Youth Courses ..... 3,791 Youth

DISCOVERY CLUB (DC)
4 Sites ..... 868 Participants

EARLY CHILDHOOD FAMILY EDUCATION (ECFE)
19 Outreach Events Attended
2 Infant & 2 Outdoor Classes ..... 100 Participants

FLIPSIDE
Summer Quest SLP Partnership ..... 878 Participants

FREEDOM SCHOOL
1 Site ..... 758 Participants

Youth & Adult Summer Programs

Youth Enrichment

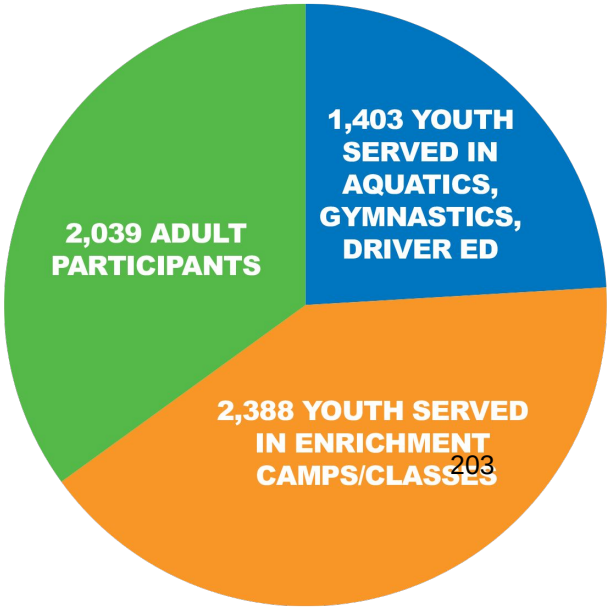
- **Youth enrichment camps/classes; 2,388 Registrations; 84 Classes**
- 20 one-week/full-day camps for elementary-age youth; 590 served
- Free courses offered to 2 Summer SPED sites
  - Bridge View, Focus Beyond; 60 served
- Free after-school classes at 2 sites
  - Riverview, Frost Lake; 113 served, 95% attendance rate
- CAHOOTS program implemented in 2 school districts
  - ISD 625, ISD 193; 1,019 served

Youth Aquatics, Gymnastics, Drivers Education

- **1,403 registrations, 115 classes offered**

Adult Enrichment and Adult Aquatics

- **2,039 registrations; 9% increase from Summer 2025**
- 60% adults attended classes at 3 SPPS locations
  - 1780 W. 7th, Como Elementary, CEC @ J.J. Hill
- 26 community locations; 232 classes total





CDF Freedom School

Six weeks/full-day program (Grades K-8)

- **759 youth served**
- 28 community read aloud guests

Health and Wellness Fair, July 15

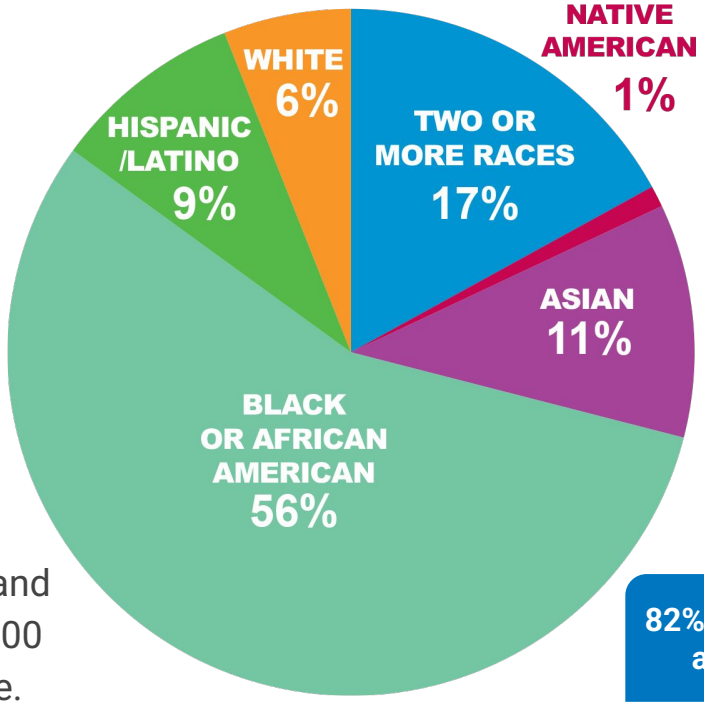
- 24 vendors

Youth Science Day, July 16

- 225 scholars visited the MN Science Museum and participated in a Harambee Celebration with 1300 Freedom School scholars from around the state.

Afternoon Activities

- Over 25 afternoon activities offered including: financial literacy, spoken word, stomp and cheer, African drumming and dance, robotics and more.



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82% total average attendance



Flipside with Summer Quest

New at Quest this year led by the Flipside Team

Side Quest was a newly created mini course session to add more youth choice to the Quest experience and more physically active experiences.

Students chose an activity for the session and participated every day either before or after lunch.

Choices for students included:

- Kickball, Basketball, Soccer, Walking Club
- Dancing, Karaoke, Trivia, Yoga & Mindfulness, GSA
- Board Games, Book Club, Puzzles, Retro Gaming
- Crafts, Bracelet making, Drawing

205

Partnership with St. Paul Parks and Recreation and the Highland Park Regional Park

Students were scheduled to go to the park on one Wednesday per grade level. Students were able to choose their activity with choices being golf, frisbee golf or the swimming pool.

Adult Basic Education Summer

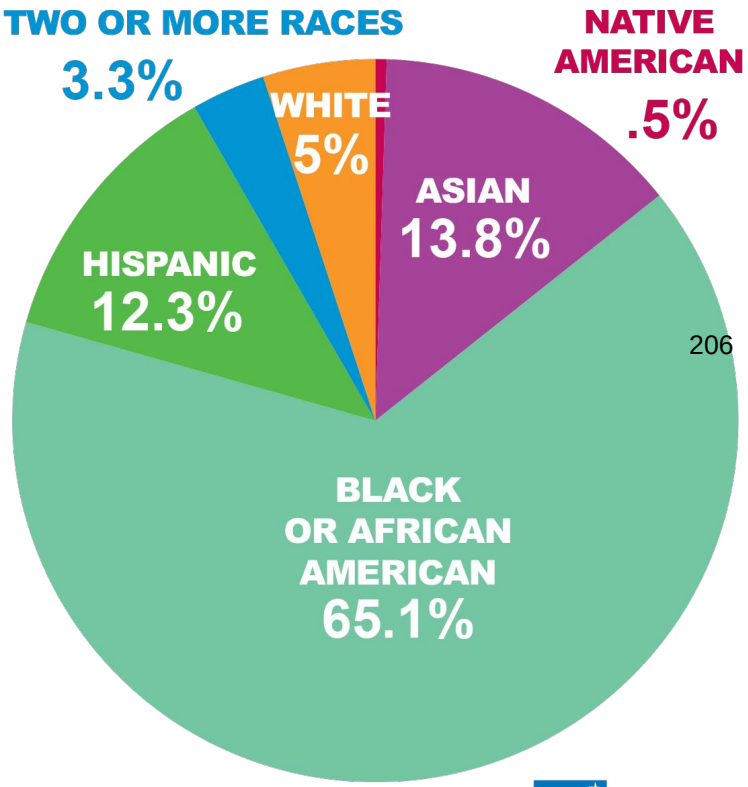
Summer School Dates

- June 22-August 20 at Hubbs Center and Online (9 weeks)
- June 22-August 13 at Hub@Harding (8 weeks)

Programming

- Delivery: In-Person, online and coached independent study
- **Classes: ELL, reading, math, college readiness and GED**
- **Summer enrollment: 2110 students**
- **Ruth Rodriguez,** an EA who has been with the district for more than 30 years, won a statewide leadership award
- **Success story: 10 learners passed Paraeducator exam**





Discovery Club Summer



Summer Theme: Soundtrack to Summer - 868 students

- Adams: 235 students
- Highland: 223 students
- Horace Mann: 233 students
- Rondo: 177 students

Field Trip Highlights

- Hyland Chutes & Ladders, Sidekick Theater, Bell Museum, Saints Game, Circus Juventas, Cascade Bay, Como Zoo & Como Town, Fun Lab, Zero Gravity, and Fort Snelling

On-Site Special Event Highlights

- Mobile Escape Room, MN Joe Breakdancing, Science Crew, Raptor Center, Bike Fleet, Alive & Kickin, Will Sings Songs & songwriting, Llama Mama, Caponi on the Road, Mess Hall Arts, and Rad Zoo

Family Survey Results

94% report their child enjoyed the choice of activities

98% report they feel staff care about their child

98% report their child feels welcomed and respected by staff

Early Childhood Family Education Summer

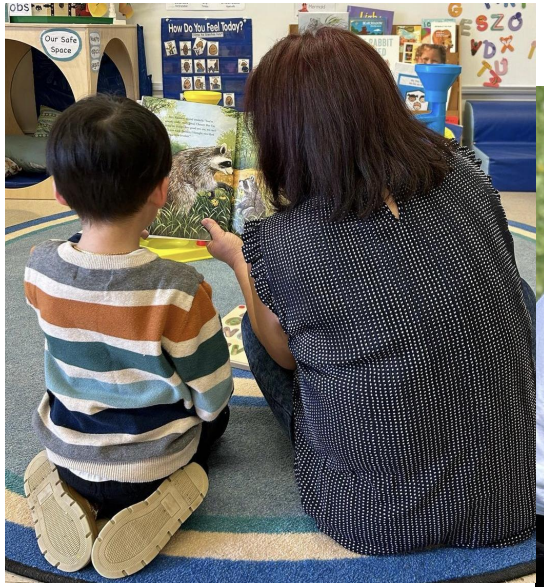
19 Outreach Events

- **2 Infant Classes**
  - Birth-12 months
  - 19 families enrolled

- **ECFE Mixed Age Classes**
  - Growing in the Garden

Weekly Pop Up & Drop-In Programs
  - Playdate in the Garden

Total families enrolled/ involved in summer classes or activities: 100





Nutrition Services - Summer Meals

- **Summer Food Service Program (SFSP)**
  - Provides meals to all youth
  - 50 locations across St. Paul
  - 36 parks, recreation centers, libraries
  - 14 summer learning sites
  - 6 food truck stops
- **Participation**
  - 221,463 total snacks and meals
  - 2,577 average daily participation
  - 360 average daily food truck participation
- **Summer Electronic Benefit Transfer (S-EBT)**
  - Benefit offered to MN families this year
  - $120 grocery benefit per eligible child
  - 22,101 SPPS students enrolled

**Families can participate in both programs!*



Saint Paul
Public Schools

Questions

Policy Update

Regular Meeting of the Board of Education
September 22, 2026

Saint Paul
Public Schools

- Policy 420.00 - Minnesota Paid Leave
- Policy 718.00 - Branding
- Policy 812.00 - School Emergency Management
- Policy 211.03 - Student Voice in Decision Making
- Policy 301.00 - Board / Superintendent Relationship

SECOND READING: Policy 420.00 - Minnesota Paid Leave

Saint Paul Public Schools

Pat Pratt-Cook, Human Resources

Policy 420.00 Minnesota Paid Leave

Current Policy:

- First revision since adoption 11/18/25.
- Policy was implemented on an emergency basis and will now go through the formal adoption process.
- Changes reflect clarification of actual practice.

Policy Changes

V. APPLYING FOR MPL BENEFITS

Employees who wish to submit an application for MPL benefits must first request leave from the District through PeopleSoft and then complete any portion of the MPL paid benefits application form that is designated to be completed by the employee and submit the application for MPL benefits along with any necessary certifications (medical or otherwise) to the state. Employees enrolled in a District short-term disability program are required to submit a claim directly to the program administrator. The District will respond to requests for information about an employee's application for MPL benefits within seven calendar days of the request.

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Policy 420.00 Minnesota Paid Leave

Current Policy:

Policy Changes

VIII. DISABILITY BENEFITS, SICK LEAVE, AND "TOP OFF PAYMENTS" AND MPL.

E. While awaiting the state's decision on a leave request, employees may choose to "top off" their pay using sick hours, vacation hours, or short-term disability pay. Employees are strongly encouraged to use the estimated pay calculator on the MPL website to determine their "top off" amount. If an employee uses excess sick or vacation hours or short-term disability pay and receives more than their usual salary, the District will not restore the already paid sick or vacation hours and the employee must repay any short-term disability overpayment. The employee is also required to report the overpayment to the state.

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Policy 416.00 Drug & Alcohol Testing for All Employees

Current Policy:

Policy Changes

VIIII. BENEFITS DURING MPL.

A. During MPL and/or unpaid FMLA leave, an employee's ~~eligibility status for any~~ group insurance policies ~~policy~~ and ~~or~~ health care plans will ~~not change~~ transition to administrative billing under ~~from the active plan to~~ the COBRA plan. ~~and the employee may continue their participation in such policy or plan.~~ However, the District will continue to pay its portion of the premiums at the same level as if the employee were actively working. As a result, the employee will only be responsible for paying the standard active ~~All~~ employee contribution~~s~~ rates. All employee contributions ~~(if any)~~ must be paid on a timely basis directly to the District's third-party administrator ~~provider~~ ("Benefit Resource, Inc." or "BRI") ~~in order~~ to maintain ~~the~~ continuous coverage ~~of benefits~~. ~~Contributions will be at the same level as if the employee was working.~~

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Policy 420.00 Minnesota Paid Leave

Current Policy:

Policy Changes

VIIII. BENEFITS DURING MPL.

A. Coverage will terminate ~~cease~~ if premium payments are not received ~~made~~ within ~~a~~ thirty-calendar days ~~grace period~~ of the due date. Premium amounts ~~payments~~ and ~~or~~ policy coverages remain ~~are~~ subject to standard plan updates and adjustments ~~change~~. Once the employee's entitlement to MPL and/or FMLA leave ends, the employee is no longer protected under these continuation guidelines. If the employee does not return to active status, District contribution towards premiums will cease, and the employee will become responsible for paying the full COBRA rate to maintain coverage.

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Questions?

218

Recommendation

- Request the review of Policy 420.00 - Minnesota Paid Leave at the September 22, 2026, Regular Meeting be considered the Second Reading of the three-reading process 219

- That the review of this policy at the October 20, 2026 Board of Education meeting will be considered the Third Reading.

SECOND READING: Policy 718.00 - Branding: Supplies/Stationery

Saint Paul Public Schools

Erica Wacker, Senior Executive Officer of Communications

Policy 718.00 Branding: Supplies/Stationery

Current Policy

1. Policy last revised in 2008
2. Transitioned to new policy format, which includes Policy Purpose
3. Updating policy name
4. Broadening to include digital resources

See all updates to Policy 718.00

Policy Changes

Policy 718.00 Branding: ~~Supplies/Stationery~~

I. POLICY PURPOSE

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The purpose of this policy is to establish standards for the use and development of school and district logos and other branding standards.

Policy 718.00 Branding: Supplies/Stationery

Highlights

1. Added General Statement of Policy header
2. Modernized terminology to reflect current practices

Policy Changes

II. GENERAL STATEMENT OF POLICY

A. ~~1.~~ Standards for use of school and district logos and other branding tools shall be determined at the direction of the Superintendent or the Superintendent's designee.[222]

B. ~~2.~~ No school, administrative office or special program of the District shall design or ~~print~~ publish a new logo without approval. ~~stationery. No school, administrative office or special program of the District shall alter by additional printing uniformly designed letterhead supplies.~~ Schools, administrative offices, and special programs of the District shall ~~order letterhead stationery and envelopes through the Graphic Services Department~~ follow~~ing~~ district branding and identity standards.

Policy 718.00 Branding: Supplies/Stationery

Highlights

Cross References

Policy Changes

CROSS REFERENCES:

SPPS Policy 716.00 - District Advertising and Name or Logo Use

223

SPPS Policy 801.01 - Buildings and Grounds: Name Selection

Questions?

224

Recommendation

- Request the review of Policy 718.00 - Branding at the September 22, 2026, Regular Meeting be considered the Second Reading of the three-reading process

225

- That the review of the policy at the October 20, 2026, Board of Education meeting will be considered the Third Reading

SECOND READING: Policy 812.00 - School Emergency Management

Becky Schmidt, Director of Health and Wellness

Laurie Olson, Director of Security and Emergency Management

Proposed Revisions

Policy 812.00 SCHOOL EMERGENCY MANAGEMENT must be revised based on new statutory requirements.

DRAFT POLICY_812.00 SCHOOL EMERGENCY MANAGEMENT

Background

MN Statute **121A.241 CARDIAC EMERGENCY RESPONSE PLAN:**

Beginning in the 2026-2027 school year, a school district or charter school must develop a cardiac emergency response plan consistent[228] with the model plan developed by the commissioner under section 121A.035, subdivision 1 (Crisis Management Policy), for cardiac emergencies that occur on school property.

Sudden Cardiac Arrest

Sudden Cardiac Arrest (SCA) is a condition in which the heart suddenly and unexpectedly stops beating its normal rhythm.

- SCA can occur at any age in both athletes and non-athletes
- SCA results in death if not treated within minutes
- Approximately 360,000 SCA events occur outside of hospitals [229] annually for all ages with a survival rate of less than 7%. 23,000 were pediatric
    - Rates of sudden cardiac arrests are roughly 1 in 50,000 in high school and general collegiate athletes, compared to 1.5 per 100,000 in children and teenagers aged 0–18
- If CPR is performed immediately, survival rates more than triple
- SCA survival rates in schools increase to 71% with AED programs

121A.241 Statute Requirements

At a minimum, the plan must:

(1) establish a school cardiac emergency response team and plan of activation during the event of sudden cardiac arrest;

(2) provide for placement of automated external defibrillators (AEDs) on school grounds following nationally recognized cardiovascular care organization guidelines;

(3) provide for routine maintenance of AEDs;

(4) provide for distribution of the plan on school grounds and in coordination with local emergency medical services providers;

(5) provide for annual cardiac emergency response plan drills for school staff and students;

(6) require the school board to annually review and evaluate the effectiveness of the plan; and

(7) address how school staff must respond to cardiac emergencies at school-sponsored activities, including athletic events on or off school grounds.

Policy 812.00 - School Emergency Management

Current Policy:

STATEMENT OF POLICY
2. Individualized school response plans aligned to the school district all-hazard plan shall be developed by each school building in the district. This policy and the building plans shall be reviewed and updated by the District Director of Security & Emergency Management.

Policy Changes

STATEMENT OF POLICY
2. Individualized school emergency operations~~response~~ plans aligned to the school district all-hazard plan shall be developed, reviewed and updated[231] by each school administrator annually~~building in the district~~. This policy and the building plans shall be reviewed and updated by the District Director of Security & Emergency Management or designee.

Policy 812.00 - School Emergency Management

Current Policy:

STATEMENT OF POLICY
4. Each individual school building will conduct at least five fire evacuation drills, five lockdown drills and one severe weather drill every school year. All students and staff in the school district shall receive instruction and participate in the drills.

Policy Changes

STATEMENT OF POLICY
4. Each individual school building will conduct at least five fire evacuation drills, five lockdown drills, ~~and~~ one severe weather drill, and at least ~~one~~ 232 cardiac emergency response drill every school year. All students and staff in the school district shall receive instruction and participate in the drills.

Policy 812.00 - School Emergency Management

Current Policy:

STATEMENT OF POLICY
5. The Superintendent or Superintendent's designee shall create procedures for implementation of the District Emergency Management Plan and the individualized school emergency management plans.

Policy Changes

STATEMENT OF POLICY
5. The Superintendent or Superintendent's designee shall create procedures for implementation of the District Emergency Operations~~Management~~ Plan and the individualized school emergency management plans.

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Policy 812.00 - School Emergency Management

Current Policy:

LEGAL REFERENCES:
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 299F.30 (Fire Drill in School)

Policy Changes

LEGAL REFERENCES:
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 299F.30 (Fire Drill in School)
234
Minn. Stat. § 121A.241 (Cardiac Emergency Response Plan)

Questions?

235

Recommendation

- That the review of Policy 812.00 - School Emergency Management at the September 22, 2026, Regular Meeting be considered the Second Reading of the three-reading process

236

- That the review of the policy at the October 20, 2026, Board of Education meeting will be considered the Third Reading

SECOND READING: Policy 211.03 - Student Voice in Decision Making

Saint Paul Public Schools

Carlo Franco, Director

RATIONALE FOR CHANGES

1. Update policy to align with our updated policy format - Added General Statement of Policy.

238

2. Has not been revised since 2016.

3. Language Clean Up.

Policy Purpose

I. POLICY PURPOSE

Saint Paul Public Schools recognizes the importance of student voice in District 2339 decisions. The purpose of this policy is to establish a student committee (Committee) to support authentic student engagement.

General Statement of Policy

II. GENERAL STATEMENT OF POLICY

240

The Board of Education values student input and is committed to ongoing engagement and involvement with students across Saint Paul Public Schools. Establishing a committee through board action and continuing board support of any established committee is critical to the ongoing work of empowering students in Saint Paul Public Schools to inform the district of critical issues.

Policy

~~VALUING STUDENT PERSPECTIVES~~

III.ESTABLISHMENT

The Board may, by resolution, establish a committee composed of students to advise the Board on issues concerning the district. The Board will ensure ongoing engagement and involvement with the Committee.

IV.ROLE OF THE COMMITTEE

The purpose ~~role~~ of the established Committee may include ~~is to~~:

- ~~Inform~~ Engaging students ~~of~~ on matters important to them,
- Designing and/or conduct engagement of the greater student body to collect feedback,
- Informing the Board and District administration of student perspectives, and
- Advising the Board and administration based on student outreach.

241

V. RECRUITMENT AND SELECTION

Recruitment and selection for the Committee will be held annually. The process will be intentionally designed to solicit participation from students with diverse perspectives.

VI. OPERATIONS

1. The Committee ~~will~~ shall be allocated an annual budget to support operations. ~~resources to effectively operate.~~
2. The Committee may appoint student representatives to participate with the Board at Board meetings. The process for such participation is to be agreed upon by the Committee and the Board, with details outlined in the Committee manual.

References

- **CROSS REFERENCES**
- 211.01 Appointed Committees/Councils Advisory to the Board
- 211.02 Board of Education Committees

242

Questions?

243

Recommendation

- Request the review of Policy 211.03 - Student Voice in Decision Making at the September 22, 2026, Regular Meeting be considered the Second Reading of the three-reading process 244

- That the review of the policy at the October 20, 2026, Board of Education meeting will be considered the Third Reading

SECOND READING: Policy 301.00 - Board / Superintendent Relationship

Saint Paul Public Schools

Carlo Franco, Director

RATIONALE FOR CHANGES

1. Update policy to align with our updated policy format.

246

2. Has not been revised since 2008.

3. Align policy with practice for long-term success, based on board discussion at 2026 annual retreat.

Policy Purpose

The purpose of this policy is to establish and define the governance relationship between the Board of Education and the Superintendent by clarifying their respective roles, responsibilities, and lines of accountability in the leadership and administration of the school district. 247

General Statement of Policy

The Board of Education recognizes that effective district governance depends upon a collaborative and respectful partnership between the Board and the Superintendent. The Board is responsible for establishing the district's vision, policies, and strategic direction, while the Superintendent serves as the ex-officio and is responsible for implementing Board policies, managing the day-to-day operations of the district, and providing professional leadership. The Board and Superintendent shall work together in a manner that promotes transparency, accountability, mutual trust, and effective governance in support of student success and the district's mission.

248

Policy

1. The Board of Education is responsible for the care, management and control of the school district.
2. The Board shall employ a superintendent who shall serve as an ex-officio, non voting member of the school board and as Chief Executive Officer of the school district.
3. The superintendent is responsible for the management of the schools, the administration of all school district policies and is directly accountable to the Board of Education.
4. Directives from the Board to the superintendent shall be the result of formal Board action.
5. The superintendent may delegate responsibilities to other school district personnel but shall continue to be accountable for actions taken under such delegation. [249]
6. Subject to the review of the Board, the superintendent shall use professional and personal judgment in all areas of responsibility not specifically prescribed nor covered by Board policy.
7. The Board shall annually collaborate with the superintendent to evaluate the superintendent's performance.
8. The Board of Education and the superintendent are committed to maintaining open, transparent, and effective communication. Together, they shall establish and maintain communication strategies and mutually agreed-upon protocols that ensure Board members receive timely, accurate, and relevant information, while supporting efficient operations, informed decision-making, and a strong governance partnership.

References

Cross References:
302.00 Superintendent Selection

250

LEGAL REFERENCES:

- **Minn. Stat. § 123B.143** *(Superintendent)*

Questions?

251

Recommendation

- Request the review of Policy 301.00 - Board / Superintendent Relationship at the September 22, 2026, Regular Meeting be considered the Second Reading of the three-reading process

252

- That the review of the policy at the October 20, 2026, Board of Education meeting will be considered the Third Reading

420.00 STAFF: MINNESOTA PAID LEAVE

I. POLICY PURPOSE:

The purpose of this policy is to inform employees of the Saint Paul Public Schools ("District") about their rights and responsibilities under the Minnesota Paid Leave ("MPL") law, effective January 1, 2026. The policy is designed to ensure consistent understanding and administration of MPL benefits, which provide partial wage replacement to eligible employees who take leave for qualifying reasons such as their own serious health condition, family care, bonding, safety leave, or military exigency.

This policy also outlines how MPL interacts with the District's existing leave programs, benefits, and employment practices. It provides guidance on eligibility, notification requirements, coordination with other leave laws, and employee responsibilities before, during, and after leave.

Through this policy, the District seeks to promote compliance with state law, support employees in balancing work and family responsibilities, and maintain operational continuity while fostering a healthy and equitable workplace.

II. GENERAL STATEMENT OF POLICY:

The Minnesota Paid Leave ("MPL") law establishes a state-run insurance program that provides partial wage replacement to eligible employees when they take leave for a qualifying reason. MPL is funded through premiums that are split between employers and employees. Employees can apply for leave from the St. Paul School District (the "District") and paid benefits from the state, as discussed below, and, if approved, the state will pay employees a portion of their usual wages during their leave as MPL benefits. The state, not the District, determines employees' eligibility to receive paid benefits and the amount of paid benefits that employees receive. This Policy provides additional information to employees about MPL, including notification requirements and how MPL interacts with the District's other leave policies and procedures.

The Board designates to the superintendent and their designees the authority to implement this and other leave policies to ensure compliance with state and federal law and all district procedures governing the approval and denial of leaves of absences.

Eligibility: To be eligible for leave under the MPL law, an employee must (a) have earned at least 5.3% of the statewide average annual wage in the past year, and (b) have worked 50% or more of the prior year in Minnesota, or, for employees who did not work 50% or more of the year in any one state, live in Minnesota.

Seasonal employees, as defined below, are not eligible for MPL.

Length of MPL: The benefits that an eligible employee will receive during a leave covered under the MPL law are calculated as follows, up to the maximum weekly benefit amount:

- 90% of wages that do not exceed 50% of the state average weekly wage; plus
- 66% of wages that exceed 50% of the state's average weekly wage but not 100%; plus
- 55% of wages that exceed 100% of the state average weekly wage.

Employees may calculate their estimated MPL benefits using this online calculator, which has been established by the Minnesota Department of Employment and Economic Development's ("DEED") Paid Leave Division.

An eligible employee may take up to 12 weeks of MPL per MPL leave and benefit year (the "MPL year") for their own serious health condition and up to 12 weeks of MPL per MPL year for bonding, safety leave, family care, and qualifying exigency, except that the total amount of MPL cannot exceed more than 20 weeks in a single MPL year.

Employees may take MPL in blocks or intermittently. For leave covered by both the federal Family Medical Leave Act (FMLA) and MPL law, except for bonding leave, intermittent leave may be taken in increments of no less than one hour. For bonding leave, and for MPL family and medical leave not covered by FMLA, intermittent leave may be taken in increments of no less than one calendar day. Leave based on a serious health condition of the employee or a covered family member may be taken intermittently only if such leave is reasonable and appropriate to the needs of the individual with the serious health condition. Employees may take up to no more than 480 hours of intermittent leave in the applicable MPL year.

Qualifying Reasons for MPL Leave: An eligible employee may take MPL leave for the following reasons:

- their own qualifying serious health condition;
- bonding with their child during the first 12 months after the child's birth, adoption or placement;
- providing care for a covered family member with a qualifying serious health condition;

- safety leave because of domestic abuse, sexual assault, or stalking of the employee or employee's covered family member; or

- any qualifying exigency arising from the active-duty service (or notice of an impending call or order to active duty) in the U.S. armed forces of an employee's covered family member.

Except for bonding leave, the period for which an employee is seeking MPL leave must be based on a seven-day qualifying event.

DEFINITIONS:

The following terms are fully defined in either the MPL law (Minn. Stat. ch. 268B) or the Minnesota Department of Employment and Economic Development Administrative Rules Regulating Paid Leave (Minn. R. ch. 3317). For employees' convenience, these definitions are summarized below but the full legal definitions apply to the District's administration of MPL:

A. "**MPL year**" means the period of 52 calendar weeks beginning the effective date of leave under the MPL law. For an effective date of leave that is January 1, April 1, July 1, or October 1, the benefit year is a period of 53 calendar weeks.

B. "**Bonding**" means time spent by an employee who is the biological, adoptive, or foster parent with a biological, adopted, or foster child in connection with the child's birth, adoption, or placement.

C. "**Child**" includes a biological child, adopted child, foster child, stepchild, child of a domestic partner, or child to whom the employee stands in loco parentis, is a legal guardian, or is a de facto custodian.

D. A "**covered family member**" means a spouse or domestic partner, child, parent or legal guardian, sibling, grandchild, grandparent or spouse's grandparent, a son-in-law or daughter-in law, and an individual with whom the employee has a personal relationship that creates an expectation and reliance that the employee care for the individual without compensation, whether or not the employee and individual reside together.

E. "**Grandchild**" means a child of the employee's child.

F. "**Grandparent**" means a parent of the employee's parent.

G. "**Health care provider**" includes an individual who is licensed, certified, or otherwise authorized under law to practice in the individual's scope of practice as a physician, physician assistant, podiatrist, osteopath, surgeon, advanced practice registered nurse, an alcohol and drug counselor, or a mental health professional.

H. "**Incapacity**" means inability to perform regular work, attend school, or perform regular daily activities due to a serious health condition or treatment or recovery from such condition.

I. "**Inpatient care**" means an overnight stay in a hospital, hospice, or residential medical care facility, including any period of incapacity, or any subsequent treatment in connection with such inpatient care.

J. "**Medical care related to pregnancy**" includes prenatal care or incapacity due to pregnancy or recovery from childbirth, stillbirth, miscarriage, or related health conditions.

K. "**Military member**" means a current or former member of the U.S. armed forces, including a member of the National Guard or reserves, who, except for a deceased military member, is a resident of the state and is a covered family member of the employee.

L. "**Qualifying exigency**" means a need arising out of a military member's active duty service or notice of an impending call or order to active duty in the U.S. armed forces, including providing for the care or other needs of the covered family member's child or other dependent, making financial or legal arrangements for the covered family member, attending counseling, attending military events or ceremonies, spending time with the covered family member during a rest and recuperation leave or following return from deployment, or making arrangements following the death of a military member.

M. "**Safety leave**" means leave from work because of domestic abuse, sexual assault, or stalking of the employee or the employee's covered family member, provided the leave is to:

- seek medical attention related to the physical or psychological injury or disability caused by domestic abuse, sexual assault, or stalking;
- obtain services from a victim services organization;
- obtain psychological or other counseling;
- seek relocation due to the domestic abuse, sexual assault, or stalking; or
- seek legal advice or take legal action, including preparing for or participating in any civil or criminal legal proceeding related, or resulting from, the domestic abuse, sexual assault, or stalking.

N. "**Seasonal employee**" means an individual who is employed for not more than 150 days during any consecutive 52-week period in hospitality by an

employer whose average receipts during any six months of the preceding calendar year were not more than 33% percent of its average receipts for the other six months of such year.

O. "**Serious health condition**" means a physical or mental illness, injury, impairment, condition, or substance use disorder that involves:

- inpatient care in a hospital, hospice, or residential medical care facility, including any period of incapacity; or

- continuing treatment or supervision by a health care provider, which includes any one or more of the following:

    - a period of incapacity of seven or more days, and any subsequent treatment or period of incapacity relating to the same condition, that also involves treatment by a health care provider;

    - a period of incapacity due to medical care related to pregnancy;

    - a period of incapacity or treatment for a chronic health condition that (1) requires periodic visits (at least twice a year) for treatment by a health care provider or under orders of or referral by a health care provider; (2) continues over an extended period of time; and (3) may cause episodic rather than continuing periods of incapacity;

    - a period of permanent or long-term incapacity due to a condition for which treatment may not be effective and for which the individual is under continuing supervision of a health care provider (though may not be receiving active treatment);

    - a period of absence to receive multiple treatments by a health care provider for (1) restorative surgery after an accident or other injury, or (2) a condition that would likely result in a period of incapacity of more than seven calendar days in the absence of medical intervention or treatment.

III. NOTIFICATION REQUIREMENTS:

A. Eligible employees must notify the District in advance of the anticipated timing and duration of MPL leave and the type of MPL to be taken by making a leave request to the Benefits Team through PeopleSoft.

B. If the need for leave is foreseeable, employees must provide the District with at least 30 days' advance notice before the leave is to begin. Foreseeable qualifying events include, for example, an expected birth, placement for adoption or foster care; planned medical treatment for the employee's or covered family member's serious health condition; or other known military exigency. If an employee does not provide at least 30 days advance notice of foreseeable leave, the District may request that the employee explain the reasons why notice was not practicable.

C. If 30 days advance notice is not practicable for reasons such as a lack of knowledge of approximately when leave will be required to begin, a change in circumstances, or a medical emergency, notice must be given as soon as practicable. As soon as practicable means as soon as both possible and practical, taking into account all of the facts and circumstances in the individual case. When an employee becomes aware of a qualifying event less than 30 days in advance, it should be practicable for the employee to provide notice of the need for leave either the same day or the next business day that the employee recognizes the need for leave, unless the need for leave is based on a medical emergency.

D. The employee must inform the District as soon as practicable if dates of scheduled leave change or are extended or were initially unknown.

E. When an employee takes intermittent MPL, the employee must provide the District with a schedule of needed workdays off as soon as practicable and must make a reasonable effort to schedule the intermittent leave so as not to unduly disrupt the operations of the District.

F. The District may request certification of the reason for leave from the employee consistent with the MPL law, which the employee must provide as soon as practicable.

IV. STATUS REPORTS:

The employee must periodically update the Benefits Team about the employee's status and intent to return to work. This includes sending updated leave paperwork (in the event that the leave is being extended or if circumstances have changed), a return-to-work statement completed by a physician, and following all applicable guidelines from the Leave of Absence page here: https://www.spps.org/about/departments/human-resources/benefits/leaves-of-absence. Employees should send these communications to benefits@spps.org or call 651-767-8200 with questions.

V. APPLYING FOR MPL BENEFITS:

Employees who wish to submit an application for MPL benefits must first request leave from the District through People Soft and then complete any portion of the MPL paid benefits application form that is designated to be completed by the employee and submit the application for MPL benefits along with any necessary certifications (medical or otherwise) to the state. Employees enrolled in a District short-term disability program are required to submit a claim directly to the program administrator. The District will respond to requests for information about an employee's application for MPL benefits within seven calendar days of the request.

VI. BONDING LEAVE:

A. Eligibility for bonding leave ends 12 months after birth, adoption or foster placement, except that in cases where the child must remain in the hospital

longer than the mother, the leave must end within 12 months after the child leaves the hospital.

B. Employees also may use bonding leave before the actual placement or adoption of a child. For example, employees may be required to attend counseling sessions, appear in court, consult with their attorney or the doctor(s) representing the birth parent, submit to a physical examination, or travel to another country to complete an adoption.

VII. DISABILITY BENEFITS, SICK LEAVE, AND "TOP OFF PAYMENTS" AND MPL

A. An employee who is eligible for both disability benefits and MPL may receive disability insurance payments in addition to MPL benefits. Disability insurance benefits may be offset by MPL benefits paid to employees under the terms of the disability insurance plan.

B. An employee who has accrued sick or vacation time and applies for MPL may receive payments using their accrued time to supplement or "top off" their benefits paid by the state. For PML that occurs outside of the employee's regular contract year (such as summer break), the employee will not be allowed to "top off" or supplement their PML. Winter, spring break, or other workshop days are eligible for supplement using accrued time.

C. For Unions Groups with a "Sick Bank" of donated hours by fellow employees, any sick leave bank hours may only be credited if the applicant falls under the provisions within the contract (i.e., FMLA). Sick bank hours shall not be used to extend any leave of absence outside of the PML or FMLA entitlement.

D. The total amount of MPL benefits and vacation and/or sick time will not exceed an employee's usual salary. The use of vacation and/or sick time to supplement MPL benefits does not extend the length of MPL.

E. While awaiting the state's decision on a leave request, employees may choose to "top off" their pay using sick hours, vacation hours, or short-term disability pay. Employees are strongly encouraged to use the estimated pay calculator on the MPL website to determine their "top off" amount. If an employee uses excess sick or vacation hours or short-term disability pay and receives more than their usual salary, the District will not restore the already paid sick or vacation hours and the employee must repay any short-term disability overpayment. The employee is also required to report the overpayment to the state.

VIII. BENEFITS DURING MPL

A. During MPL, an employee's eligibility status for any group insurance policy or health care plan will ~~not change~~ transition from the active plan to the COBRA plan and the employee may continue their participation in such policy or plan. All employee contributions (if any) must be paid on a timely

basis to the District's third-party provider ("Benefit Resource, Inc." or "BRI") in order to maintain the continuous coverage of benefits. Contributions will be at the same level as if the employee was working. Coverage will cease if payments are not made within a thirty-calendar day grace period of the due date. Premium payments or policy coverage are subject to change.

B. Employees will continue to accrue vacation, and/or sick time only for hours paid by the district. Employees will not accrue vacation and/or sick time for any hours paid by the state. Holidays may only be "topped off" if the employee has elected to "top off" the rest of their PML leave.

C. During PML, if the employee chooses to supplement or "top off" the PML payments with accrued sick or vacation time, pension payments and any union dues will be deducted, along with any applicable taxes. Should the employee supplement with short-term disability payments or choose not to supplement, no pension payments or union dues will be collected, and the employee is responsible for contacting SPTRFA or PERA to purchase any pension credits.

D. During PML, any wage garnishments (i.e., child support, tax levies, etc.) or other required deductions will be taken from the employee paychecks as to the extent of the law. If earnings are below the legal threshold, and deductions cannot be made, it is the responsibility of the employee to contact the appropriate party to make any required payments.

IX. RETURN TO WORK

A. Reinstatement – At the conclusion of the leave of absence, an employee who has been employed by the district for ninety (90) or more days is entitled to be returned to the position the employee held when the leave began, or an equivalent position with equivalent benefits, pay and working conditions, provided that the employee returns to work immediately following such leave. For employees who have not completed 90 days of employment, MPL leave is not job-protected, and the District will determine reinstatement based on the circumstances of the employee's leave, the district's needs and other relevant factors.

B. Early Return – When it is foreseeable, an employee who intends to return to work earlier than anticipated must notify the Benefits Team at least one week prior to the date the employee is able to return. The Benefits Team shall in turn notify the employee's immediate supervisor.

X. FUNDING OF FAMILY MEDICAL LEAVE BENEFITS

In accordance with Minnesota state law, MPL benefits are funded through premiums split between employers and employees. An employee's portion of the premiums will be paid through payroll deductions at a prescribed amount from each eligible employee. The district shall pay 50% of the premium costs, as required by law; employees shall pay the remaining 50%.

XI. COORDINATION WITH OTHER LEAVES

If any employee is eligible for MPL and leave under any other District policy or applicable law, including the federal Family and Medical Leave Act and the Minnesota Pregnancy and Parenting Leave law, the leaves run concurrently unless prohibited by law and employees will be required to follow notice and documentation obligations under such policies or applicable laws in addition to the steps required for MPL.

XII. EMPLOYMENT RESTRICTIONS DURING MPL

A. While on MPL, the employee may not be employed by another employer during the same hours that the employee was normally scheduled to work for the district.

B. While on MPL for an individuals' own serious health condition, working at other positions (such as summer school, curriculum writing, extended day, extended school year, etc.) is not allowed. While on MPL for care of a family member or bonding leave, working of other positions must be approved, in writing, by the employee's supervisor and Human Resources, prior to the start of any such position.

XIII. RETALIATION PROHIBITED

The District will not discharge, discipline, penalize, interfere with, threaten, restrain, coerce, or otherwise retaliate or discriminate against any employee for requesting or obtaining benefits or leave, or for exercising any other right under the MPL law.

XIV. ADDITIONAL INFORMATION

If you have any questions about MPL or how to apply, please contact the Benefit Team or the MPL Contact Center at (651) 556-9999 or 844-556-0444 (toll-free) or by visiting https://mn.gov/deed/paidleave/about/contact-us/.

LEGAL REFERENCES:

Minn. Stat. § 268B (Paid Family and Medical Leave)
Minn. Stat. § 181.941 (Pregnancy and Parenting Leave)
Minn. Stat. § 181.9412 (School Conference and Activities Leave)
Minn. Stat. § 181.9413 (Sick Leave Benefits; Care of Relatives)
Minn. Statutes § 181.9414 (Bone Marrow and Organ Donation Leave)
Federal Family and Medical Leave Act (FMLA), 29 U.S.C. § 2601 et seq.

CROSS REFERENCES:

718.00 BRANDING~~: SUPPLIES/STATIONERY~~

I. POLICY PURPOSE

The purpose of this policy is to establish standards for the use and development of school and district logos and other branding standards.

II. GENERAL STATEMENT OF POLICY

A. ~~1.~~ Standards for use of school and district logos and other branding tools shall be determined at the direction of the Superintendent or the Superintendent's designee.

B. ~~2.~~ No school, administrative office or special program of the District shall design or ~~print~~ publish a new logo without approval. ~~stationery. No school, administrative office or special program of the District shall alter by additional printing uniformly designed letterhead supplies.~~ Schools, administrative offices, and special programs of the District shall ~~order letterhead stationery and envelopes through the Graphic Services Department~~ follow~~ing~~ district branding and identity standards.

LEGAL REFERENCES:

CROSS REFERENCES:

SPPS Policy 716.00 - District Advertising and Name or Logo Use

SPPS Policy 801.01 - Buildings and Grounds: Name Selection

812.00 SCHOOL EMERGENCY MANAGEMENT

I. PURPOSE

In accordance with Minnesota statute, the School district will develop, adopt, and maintain a crisis management policy and plan to guide School District and building administration, staff, students, School Board members, District families and community members in responding to a wide range of potential crises within the School District.

STATEMENT OF POLICY

1. The school district shall have in place a school district emergency management plan created in consultation with local community response agencies and other appropriate individuals or groups likely to be involved in assisting with a school emergency and employing the National Incident Management System (NIMS) and the Incident Command System (ICS) at the district and building levels. This policy and the school district plan shall be reviewed and updated annually by the School District Director of Security & Emergency Management. Each principal and site coordinator, as well as representatives of local municipalities and appropriate emergency personnel, will receive a copy of the crisis management plan.

2. Individualized school emergency operations ~~response~~ plans aligned to the school district all-hazard plan shall be developed, reviewed and updated by each school administrator annually ~~building in the district~~. This policy and the building plans shall be reviewed and updated by the District Director of Security & Emergency Management or designee.

3. All school district staff shall receive school safety training including specific instruction on implementing the school district-wide plan and relevant individualized school plan.

4. Each individual school building will conduct at least five fire evacuation drills, five lockdown drills, ~~and~~ one severe weather drill, and at least one cardiac emergency response drill every school year. All students and staff in the school district shall receive instruction and participate in the drills.

5. The Superintendent or Superintendent's designee shall create procedures for implementation of the District Emergency Operations ~~Management~~ Plan and the individualized school emergency management plans.

LEGAL REFERENCES:

Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 299F.30 (Fire Drill in School)
Minn. Stat. § 121A.241 (Cardiac Emergency Response Plan)

211.03 Student Voice in Decision Making

I. POLICY PURPOSE

Saint Paul Public Schools recognizes the importance of student voice in District decisions. The purpose of this policy is to establish a student committee (Committee) to support authentic student engagement.

II. GENERAL STATEMENT OF POLICY

The Board of Education values student input and is committed to ongoing engagement and involvement with students across Saint Paul Public Schools. Establishing a committee through board action and continuing board support of any established committee is critical to the ongoing work of empowering students in Saint Paul Public Schools to inform the district of critical issues.

~~**VALUING STUDENT PERSPECTIVES**~~

III.ESTABLISHMENT

The Board may, by resolution, establish a committee composed of students to advise the Board on issues concerning the district. The Board will ensure ongoing engagement and involvement with the Committee.

IV.ROLE OF THE COMMITTEE

The purpose ~~role~~ of the established Committee may include ~~is to~~:

- ~~Inform~~ Engaging students ~~of~~ on matters important to them
- Designing and/or conduct engagement of the greater student body to collect feedback
- Informing the Board and District administration of student perspectives
- Advising the Board and administration based on student outreach

V. RECRUITMENT AND SELECTION

Recruitment and selection for the Committee will be held annually. The process will be intentionally designed to solicit participation from students with diverse perspectives.

VI. OPERATIONS

1. The Committee ~~will~~ shall be allocated an annual budget to support operations. ~~resources to effectively operate.~~
2. The Committee may appoint student representatives to participate with the Board at Board meetings. The process for such participation is to be agreed upon by the Committee and the Board, with details outlined in the Committee manual.

CROSS REFERENCES

211.01 Appointed Committees/Councils Advisory to the Board

211.02 Board of Education Committees

301.00 BOARD/SUPERINTENDENT RELATIONSHIP

Policy Purpose

The purpose of this policy is to establish and define the governance relationship between the Board of Education and the Superintendent by clarifying their respective roles, responsibilities, and lines of accountability in the leadership and administration of the school district.

General Statement of Policy

The Board of Education recognizes that effective district governance depends upon a collaborative and respectful partnership between the Board and the Superintendent. The Board is responsible for establishing the district's vision, policies, and strategic direction, while the Superintendent serves as the ex-officio and is responsible for implementing Board policies, managing the day-to-day operations of the district, and providing professional leadership. The Board and Superintendent shall work together in a manner that promotes transparency, accountability, mutual trust, and effective governance in support of student success and the district's mission.

1. The Board of Education is responsible for the care, management and control of the school district.
2. The Board shall employ a superintendent who shall serve as an ex-officio, nonvoting member of the school board and as Chief Executive Officer of the school district.
3. The superintendent is responsible for the management of the schools, the administration of all school district policies and is directly accountable to the Board of Education.
4. Directives from the Board to the superintendent shall be the result of formal Board action.
5. The superintendent may delegate responsibilities to other school district personnel but shall continue to be accountable for actions taken under such delegation.
6. Subject to the review of the Board, the superintendent shall use professional and personal judgment in all areas of responsibility not specifically prescribed nor covered by Board policy.
7. The Board shall annually collaborate with the superintendent to evaluate the superintendent's performance.
8. The Board of Education and the superintendent are committed to maintaining open, transparent, and effective communication. Together, they shall establish and maintain communication strategies and mutually agreed-upon protocols that ensure Board members receive timely, accurate, and relevant information, while supporting efficient operations, informed decision-making, and a strong governance partnership.

Cross References:
302.00 Superintendent Selection

LEGAL REFERENCES:

- **Minn. Stat. § 123B.143** *(Superintendent)*