

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

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

**September 9, 2025  
4:30 p.m.**

**MINUTES**

**1. CALL TO ORDER**

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

**2. ROLL CALL**

Board of Education: U. Ward, E. Valliant, J. Vue, C. Franco, Y. Carrillo, H. Henderson  
C. Allen arrived at 5:02 p.m.

Staff: Superintendent Stanley, K. Bergstrom, S. Dahlke, S. Gray Akyea, T. Sager, K. Thao, L. Olson, A. Collins, E. Wacker, K. Morris, H. Nistler, S. Schmidt de Carranza, V. Unowsky, J. Turner, M. McHenry, P. Pratt-Cook, A. Kunz, B. Schmidt, C. Anderson, S. Koppen, J. Kelly, D. Abrams, A. Schmidt, C. Landreau, C. Green, P. Matamoros, S. Reyes, A. Rios Dessalet

Community: M. Wall, L. Van Dasser

**3. APPROVAL OF THE ORDER OF THE MAIN AGENDA**

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

**4. SUPERINTENDENT'S ANNOUNCEMENTS**

Superintendent Stanley shared that it has been a fabulous six days of school so far, with a recap of her time in schools and meeting with staff, students, and families. We are on the path to getting settled into learning, and we look forward to a great school year.

**5. BOARD INITIATED GOALS GOVERNANCE (B.I.G.G.): REPORTING FRAMEWORK**

Dr. Stanley introduced Dr. Stacey Gray Akyea, Executive Chief of Equity, Strategy, and Innovation, and Dr. Valora Unowsky, Senior Executive Academic Officer, to present this report.

The purpose of the report was reviewed – to share the framework to report progress towards Board Initiated Goals Governance (B.I.G.G.) goals for SY25-26. B.I.G.G. reporting expectations were reviewed, as well as an overall Board/public accountability monitoring calendar for August 2025-July 2026. Reporting

infrastructure was shared, including assessments/testing, and SPPS Research, Evaluation, and Assessment data reporting calendar. The framework was also reviewed, including the purpose, summary of the data, results, additional information, action steps/influencer, and additional interest resources template.

The full presentation can be found in the BoardBook.

#### **QUESTIONS/DISCUSSION:**

- Director Ward requested information on the December report. Response: That will be the World's Best Workforce/Comprehensive Achievement Readiness report, which is a summative view which will incorporate the entire district for holistic outcomes perspective, which occurs once a year for progress on measures, such as social-emotional learning and others.
- Director Carrillo requested information on the reports in September and July, and if they are based on MCA scores. Response: It will be MCA scores, as well as FAST scores.
- Director Henderson noted she appreciates this calendar and it feels like what the Board was looking for in regards to progress monitoring.
- Director Vue noted the spacing of reports in the academic calendar, and the manageability of these reports. He also noted information available to the public, and its alignment or linkage to the B.I.G.G. section on the Board of Education website. Administration will work to determine the best way to report out the specific goals and progress, in a way that is different from the meeting presentation.
- Dr. Stanley thanked her team for assembling this, and it will take a team to do this work, and they are continuously looking at the data and asking questions to sure there is a review of learning throughout the year – not only on MCA or FAST scores, but an ongoing process. We have started the process of modifying SCIPs to be more streamlined and focused.
- The Board thanked the Superintendent for partnering on these goals, and making them realistic and possible, and embracing this and breathing life into it.

#### **5. OFFICE OF FAMILY ENGAGEMENT AND COMMUNITY PARTNERSHIPS (OFCEP) REPORT**

Dr. Stanley then introduced Dana Abrams, Director, and Pablo Matamoros, Assistant Director, Office of Family Engagement & Community Partnerships to present this information.

The agenda for the presentation included information of the role of the department, reactions/comments about the information, and options for Parent Advisory Board input/feedback.

Core areas of focus include family and student support, school support, community support, partnerships support, and Board and Administration support. The primary goal of the OFCEP work is to work directly with families and communities to improve the overall student performance outcomes.

Office of Family Engagement cultural specialists were also reviewed, including that the role and responsibilities of the Office of the Family Engagement and Community Partnerships (OFCEP) Cultural Specialists is to engage with families, staff and community district-wide. Cultural Specialists promote and support student achievement by bridging the communication among, families, schools and communities. Their work with PACs, Parent Academy, cultural heritage events, language supports, and community outreach was also detailed.

Information was also shared about the alignment of parent advisory groups, including the future work and priorities, the path forward, and discussion about the SPPS guide for districtwide advisory councils.

More information was also shared on the work with SPPS stakeholder engagement, including the spectrum of public participation, work with budget engagement, and the 2024 superintendent search.

Options for board engagement with parent advisory councils was also addressed, including guidance, authorization and purpose of each, options for board engagement with PACs, and annual report timeline.

The full presentation can be found in the BoardBook.

### **QUESTIONS/DISCUSSION:**

- Director Franco thanked the team for this presentation, and previous Boards and families may have felt stuck in the Inform section of the spectrum, but we all have experiences, and can all work toward empowerment, and he encouraged the team to be proactive in decisions rather than reactive towards information-receiving.
- There was also discussion about the School Choice Fair, and ways to envision better attendance and success, and need to accomplish. We need to look at what our families need. Transportation is provided, including bus passes and shuttles. A needs assessment on the event itself would be helpful. It was also noted that half of families prefer the fair, and the other half note the location as a hindrance, with other events also occurring at the same location. We are in the process of looking into other venues, but also want to allow our new superintendent to participate in the process and provide options and input. We also hear from secondary sites that it is not the best use of their time, and that families prefer to go to the school.
- Director Carrillo noted questions about the experience of families in the PACs, and where are we at risk of losing trust with parents in the process? What is the biggest concern that parents have? Response: With one group, it's about to report to the Board. Another noted that meetings are intentional and working to support student achievement. Another noted the meeting schedule. The framework and guidance help because each group is very unique. We can provide equity and implementing the guidelines to stay on track without taking away the individuality of each group.
- Director Henderson noted the potential of reporting, and like to provide PACs, if desired, to have a conversation with the Board. She approves of that idea and to pursue it. Is there a recommendation from the PACs about where they'd like to plug-in, and is there flexibility based on PAC? Response: Yes, we are protective of our families and PACs, and groups may choose different formats if they'd like to talk to the Board.
- What has been shared with PACs about potential reporting structure to the Board? Response: We have shared with them it could be a possibility. Some PACs would rather submit in writing, or others have requested presenting before the Board.
- All PACs have been informed this is a conversation, and are discussing their comfort level with sharing back with the Board. She noted that it would be helpful to get information from each APC about how they would like to share information, and for the Board to discuss collaboration with the PACs.
- Director Carrillo requested information on the timeframe for issuing the report from the PACs. Response: We would start with the PACs that are legally authorized, and then move into a rotation of the others, depending on how they'd like to present to the Board. It's important to be mindful of the calendar and reporting schedule.
- Director Carrillo also noted that if the asks from the PACs are budget-related, the timing will be important. We should look at the recommendations as monetary or non-monetary. Response:

Our experience is that some decisions presented after the budget acceptance, with the budget set earlier. Some PACs brought frustrations on their recommendations, but they could not be acted upon until the following year, and there were delays. This is a good point. Each PAC is unique, and the readiness of each PAC will depend on the group and historical context of each. We have two successful examples, including the Karen language classes and the East African Magnet School. It's important to start with the relationship between the PAC and district. Leadership is important for involvement and empowerment.

- Chief Turner noted that the calendar and schedule could allow for two additional PACs to report and share to the Board in person at a meeting, as well as the legally required PACs – LCD and AIPAC. OFECP would work with the PACs to determine which would like to present and report to the Board in person, or submit their report through other channels.
- Director Valliant noted questions on the framework for expectations for PACs. Chief Turner noted that the scheduling of topics and board parameters on number of topics and meeting times, as well as for PACs. They want to be ready and professional. We want to provide the year calendar for them, for the PACs to prepare. Some PACs work together all year as a team on their presentation to the Board.
- Director Valliant noted the feelings of PACs in waiting to present for a year.
- Director Allen noted questions about how the PACs operate to gather information to advise to us. Are they part of the engagement tool? Response: It depends on the PAC. We also go back to “advisory council”, and it may not be advising, but instead informing or sharing information. Some families who want to advise because of the term. We are bringing this for clarity and how we want to look. Different groups want different aspects, and we want to determine how the Board wants it to look.
- Director Allen noted it would be helpful to have the tools to be the organizers, and the professional development and training, so the report has been compiled from folks in their community. She also noted it would be helpful if the reports from the groups were tied to B.I.G.G. or MCA scores, to learn what families are experiencing to shape how we are moving forward.
- Director Ward noted questions about how reports will be given and the different versions, and to let us know where we may be falling short and information, or feedback on a proposal – he also noted the different approaches, and to ensure there is a pathways to inform work in the District. He also noted that PACs could provide statements throughout the year with their thoughts, including policies and other decisions that are before the Board. He does believe that if there are recommendations or concerns about items related to dollars, we should have them in November as we look at the budget process.
- Dr. Stanley noted the evolution of PACs, and initially it was to give space to parents at the table. It is our goal to involve them in coordinated aspects, much like the eight PACs, and ongoing space to connect with each other for organizing space to connect with many families. She also thanked OFECP to allow her to support them in the focus groups – families are consistent. They want their students to learn at high levels, access to culturally responsive instruction, and a sense of belonging to ensure they know we are hearing their voice, and listening.
- Director Franco thanked the team for the presentation and to the OFECP teams and appreciates their work in all levels and events of the district and their involvement in the many areas of the district.
- He would also like to know from PACs their thoughts on attending PAC meetings, and he would be willing to support those groups in those spaces.
- He also noted questions on the process for agenda creation at the PAC meetings. Response: We share it with the co-chairs. Most of the cultural specialists and co-chairs create the agenda together. Most PACs want to give feedback and information, and they feel a sense of value, and

the importance to ensure we close the communication loop and build trust. We are also looking at ways to improve the process in building agendas, with district requests and to be flexible.

- He also noted ways for PACs to co-create an agenda, but also have space for non-agenda items to advise. There are strategies where there can be space for open conversations, and families have that opportunity and pathway for those conversations to folks that hold those decisions.
- While we're creating a guide for districtwide advisory committees, what has been the involvement with the PACs in creating that guide? Response: We have looked into the Code of Conduct with feedback from others, and how we conduct our meetings. PACs have had procedural guidelines and bylaws, and those have been used to guide the work and processes.
  - Director Franco noted the feedback on the code of conduct guide, and in thinking about community engagement, as public institutions we sometimes stay in Informed-space and one way to transform the work is to empower place to conduct hard things together, such as difficult decisions to bring folks in at the front end. It was also noted that previous work was rushed, and shift in understanding of the roles and advisory councils.
- Director Henderson notes next steps from the conversation, including the presentations from PACs to the Board with capacity and interest of the PACs, communication with the Board on a plan to engage with the PACs, parameters around decision-making, links from presentations to the Board based on topics or strategies, and ways to bring back for further conversation. She raised the point that she would like the Board to hear from PACs in ways in which they'd like to share, and there are different ways to engage with the Board if they'd like, and we will determine the rotation based on their preferences. Director Carrillo reiterated that it will be important to empower the PACs for gathering on information and important to represent the entire community. Director Henderson also noted the consistency on the role of PACs.
  - Ms. Abrams noted that one PAC has conducted a consultancy with the team and professional development on leadership training. If they are going to their communities to gather information, we are working to ensure the other PAC groups also have participated in that leadership development.
- Director Vue noted that as a parent in a PAC, the concerns they raise are not only about their school or isolated incidents, but their systemic and collective impact on the district overall, and as well as when they present to the Board.
- He also requested further details on the outcomes as noted in the presentations. Response: We are ready to start measuring outcomes in ways such as Parent Academy and the tracking of the success of students whose parents have participated in that program, as well as the tracking of student success based on other ways, such as the math lesson from PAASAC.
- Dr. Stanley noted the deep alignment with performance outcomes, and the alignment to B.I.G.G. goals within the district.
- Director Allen noted the B.I.G.G. goals and their importance to the Board, but also wanting to know progress in other areas as well.
- Director Valliant recapped the role of expectations for parents, and to gather information about what is best for students, and the bylaws of each group, including voting members and staff. She noted the question if PACs are for the parents or the district, and the impacts on families.
- Director Vue also noted cultural specialists in this work and the work of that role, especially with the Hmong cultural specialist last year, and how their work may look different. Response: Ms. Abrams noted that relationship-building with the co-chairs will be important, as well as sharing and understanding the same desired outcomes and ways to get there.
- Director Vue noted that some PAC meetings occur at the same time as Board of Education meetings. He noted the bylaws which govern each PAC and may be different to each group, and

use to shape the priorities before coming before the Board. The PACs also need training and encouraged the team to continue working with the groups to ensure they are prepared.

- Ms. Abrams appreciated the feedback, and each group is unique, and at different places. We have been working on the equitable practices and guidance. We will offer next steps, and offer to the groups about the opportunities to engage with the Board, the first 2 groups to present, and will report back via Superintendent Stanley.
- There was also consensus among the group to have groups beyond the three required to present before the Board.

**5. APPROVAL OF EMPLOYMENT AGREEMENTS FOR THOSE GROUPS REPRESENTED BY SAINT PAUL FEDERATION OF EDUCATORS**

- a. Approval of Employment Agreement and Related Memoranda of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Saint Paul Federation of Educators, Local 28, Exclusive Representative for Teachers, for 2023-2027**
- b. Approval of Employment Agreement Between Independent School District No. 625, Saint Paul Public Schools, and Saint Paul Federation of Educators, Exclusive Representative for Educational Assistants**
- c. Approval of Employment Agreement between Independent School District No. 625, Saint Paul Public Schools, and Saint Paul Federation of Educators, Exclusive Representative for School and Community Service Professionals**

Superintendent Stanley welcomed Pat Pratt-Cook, Executive Chief of Human Resources, to provide details on these items. Chief Pratt-Cook reviewed these items, including the two-year cycle, and it is the first time in more than 20 years where the contracts have been settled before the school year. The board agenda items outline the changes in salaries, COLAs for year 2, and the increases that are being brought forward for insurance coverage. We believe the salary improvements are fair and competitive.

Board agenda items with detailed information can be found in the BoardBook.

**QUESTIONS/DISCUSSION:**

- Director Franco noted that he is thankful for these, and had the opportunity to participate in bargaining. This is typically something that would happen at the Regular Meeting, and this is occurring at the Committee of the Board, to ensure that it can be ratified quickly for less adjustments, and folks can be compensated their new wage quicker. Response: That is a big factor, and wanted it to appear on their first paycheck for the school year, for a good start and to minimize adjustments to be made to salary schedules.

**BF 34391** Approval of Employment Agreement and Related Memoranda of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Saint Paul Federation of Educators, Local 28, Exclusive Representative for Teachers, for 2023-2027

**MOTION:** Director Ward moved to approve and adopt the Agreement concerning the terms and conditions of employment of those Teacher employees in this District for whom the Saint Paul Federation of Educators is the exclusive representative; duration of said Agreement is for the period of July 1, 2025 through June 30, 2027. The motion was seconded by Director Henderson.

The motion was approved by roll call vote:

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

**BF 34392** Approval of Employment Agreement Between Independent School District No. 625, Saint Paul Public Schools, and Saint Paul Federation of Educators, Exclusive Representative for Educational Assistants

**MOTION:** Director Ward approve and adopt the Agreement concerning the terms and conditions of employment of those Educational Assistant employees in this District for whom the Saint Paul Federation of Educators is the exclusive representative; duration of said Agreement is for the period of July 1, 2025 through June 30, 2027. The motion was seconded by Director Franco.

The motion was approved by roll call vote:

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

**BF 34393** Approval of Employment Agreement between Independent School District No. 625, Saint Paul Public Schools, and Saint Paul Federation of Educators, Exclusive Representative for School and Community Service Professionals

**MOTION:** Director Ward moved approve and adopt the Agreement concerning the terms and conditions of employment of those School and Community Service Professional employees in this District for whom the Saint Paul Federation of Educators is the exclusive representative; duration of said Agreement is for the period of July 1, 2025 through June 30, 2027. The motion was seconded by Director Henderson.

The motion was approved by roll call vote:

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

**6. POLICY UPDATE**

**a. Policy 209.00: Development, Adoption, Implementation, and Monitoring of Policies**

Director Henderson then presented this policy update.

Additions include a policy purpose, general statement of policy, and definitions. Other changes, such as within the development of policy, adoption of policy, and policy revisions without three-readings were also reviewed.

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

#### **QUESTIONS/DISCUSSION:**

- Director Franco noted that it's reassuring that when policies go to Policy Work Group and the Committee of the Board, for determination if they are substantive changes, and the Board determines that a three-reading process is necessary, there is still a channel for that. He also noted the definition section and phrases as a specific item, and the interpretation previously was different, and this should help to clarify.
- Director Carrillo noted that policy revisions without the three-reading process in the draft that changes that are not substantive do not need to go through a formal approval and "minor editorial updates...do not need to go through the formal approval process." Is that the three-reading process or board approval? Response: The three-reading.
  - A minor editorial update would come to the Committee of the Board, and then be needed to go onto the consent agenda at the Regular Meeting.
  - This should be corrected within the policy draft.
- Director Ward noted questions within the definitions portion, including "when there is a change in requirements..." and what "requirements" means? Response: If we are changing the expectations, and they are substantive, and what we are requiring of students and staff.
  - This should be clarified within the policy draft for additional language.
- Under "policy revisions without three readings", there is language about the Policy Work Group moving policies to the board of education meetings. Typically the Policy Work Group will move items to the Committee of the Board meeting, and then from that point, to the Regular Meetings. Should this say "meetings of the Board of Education" to apply to both the Committee of the Board and Regular Meetings.
  - This should be clarified within the policy draft.
- He also noted questions about the three-reading process, and previous discussions about the first presentation at the Committee of the Board to count as a first reading, which may make it easier for the backlog of policies to be reviewed. It was noted this was not a conversation at Policy Work Group. Director Ward noted he would be supportive of this, as well as Director Carrillo as long as the Committee of the Board vote was a roll call to move forward and count it as a first reading. It
  - It would need to be brought back to the Policy Work Group for language.
  - The Board would vote if it needed to be brought back to the Policy Work Group, or if it could move forward and that would count as the first reading.
  - Director Henderson requested that Director Ward offer input into the proposed language on an updated draft.
    - There was further discussion on Open Meeting Law in regards to this process.
    - He noted that a line that notes that the presentation at the Committee of the Board would count as a first reading.
- Director Allen noted clarification on a policy that the Board would completely update and bring back to the Policy Work Group, and if it would still count as the first reading. Response: It would come back to the Committee of the Board, and then move onto the Regular Meeting. That would not count as the first reading if it goes back to the Policy Work Group after being presented at the Committee of the Board.
  - Language should be crafted that when a policy is presented and approved by the Board to move forward to the Regular meeting, it constitutes the first reading.
    - Director Ward noted that current practice also allows for edits throughout the three-reading process, but if the changes are so substantive, that it goes back to Policy Work Group.

- There should be a clear process to get to the third reading at the Regular Meeting. The Robert's Rules process would be to table it at the meeting if the Board does not approve it at the third reading. We need to ensure the process is clear for future boards.
  - In the event that a policy needs to go back to the Policy Work Group, we will need language to clarify that process.
- Director Vue noted that in updating this policy, we are committing to updating the criteria of each policy. Response: We have been doing it - it wasn't in policy though. It was clarified the work and the policies that exist, and this is another clarification.
- This does not state we are out of compliance if there is a policy without this format, but we are working toward these components, and that we can add them without going through the three-reading process to make it easier to get to a place with consistent policies.
- Overall, the Board agreed with going-forward with these proposals with the suggested changes.

## **7. ADJOURNMENT**

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

The meeting adjourned at 7:11 p.m.

## **8. WORK SESSION**

The Board then conducted on work session on Board Initiated Goals Governance (B.I.G.G.) and discussion of shared expectations of communication for District Relations Goals.

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