

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](http://www.spps.org/boe) and Saint Paul Cable Channel 16

September 23, 2025  
5:30 p.m.

**MINUTES**

**1. CALL TO ORDER**

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

**2. ROLL CALL**

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

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

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

**MOTION: Director Henderson moved approval of the order of the main agenda. The motion was seconded by Director Valliant.**

The motion was approved by roll call vote:

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

**4. PUBLIC COMMENT**

1. **Sai Thao** Txuj Ci Facilities Committee

**5. RECOGNITIONS**

**BF 34394** Acknowledgement of Good Work Provided by Students

Minnesota History Day was held in April, at the Minneapolis Convention Center. SPPS was well represented and several students and staff were recognized.

SPPS had three projects advance to National History Day in in College Park, Maryland, in June; Murray Middle School student **Scout Murch-Gordon's** Junior Individual Exhibit on the Equal Credit Opportunity Act, OWL student **Jae Lind's** Senior Individual Performance on Women's Menus, and OWL Senior Group Performance by **Charley Cheatham and Abby Horton** on the Jane Collective all qualified for the National Contest.

**BF 34395** Acknowledgment of Good Work Provided by Outstanding District Employees

1. Jie Ming Mandarin Immersion Academy's **Xinyue Jessie Zong** has been named the Minnesota Council on Economic Education Elementary Educator of the Year.

Jessie is the recipient of the K-5th Grade Educator of the Year award. She has taught at Jie Ming Mandarin Immersion Academy in SPPS since 2017. She teaches literacy, math, health, and social studies for first graders, and she also teaches third and fourth grade Chinese, math and economics during Summer Schools (where she first heard of MCEE and fell in love with MCEE resources) and Weekend Chinese schools. Jessie actively participates in Chinese teaching associations and webinars. She enjoys teaching economics in language and culture immersion classrooms because it expands both her own and her students' perspectives in life, relationships and decision-making processes. She is now an MCEE Educator Specialist and delivers webinars and pre-service sessions frequently.

Each year MCEE honors Minnesota educators who effectively teach economic and personal finance principles using innovative, culturally responsive, and creative teaching practices. The awards honor teachers who incorporate exemplary teaching techniques that improve the economic and personal finance understanding of their students, both in and out of the classroom. Teaching award honorees are recognized in one of the categories below and each honoree receives \$1,000, a plaque, and a certificate.

2. **James Hagg**, ELA teacher at Gordon Parks High School, is the recipient of the Blue Heron Educators Award through Outward Bound. Every year, Outward Bound works with thousands of incredible educators across the country. In 2024 alone, 2,213 educators joined their students on Outward Bound courses, stepping outside the classroom walls to experience challenge, growth, and connection — together. These shared adventures highlight just how vital educators are in helping young people develop resilience, leadership, and compassion.

The Blue Heron Educator Awards honor the extraordinary individuals shaping the future of education. Whether in classrooms, school communities, or youth-serving organizations, these change-makers reflect the very best of what it means to lead with agility, integrity, compassion, and perseverance—and to inspire those same traits in the students they serve.

**6. APPROVAL OF THE ORDER OF THE CONSENT AGENDA**

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

The motion was approved by roll call vote:

Director Vue	Yes
Director Allen	Yes
Director Carrillo	Yes
Director Franco	Yes

Director Valliant	Yes
Director Henderson	Yes
Director Ward	Yes

**7. APPROVAL OF THE MINUTES**

A. Minutes of the Regular Meeting of the Board of Education of August 19, 2025

**MOTION: Director Henderson moved approval of the Minutes of the Regular Meeting of the Board of Education of August 19, 2025. The motion was seconded by Director Vue.**

The motion was approved by roll call vote:

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

**8. COMMITTEE REPORTS**

A. Minutes of the Committee of the Board Meeting of September 9, 2025

At the Committee of the Board Meeting on September 9, 2025, Superintendent Stanley began the meeting by welcoming everyone to the meeting and providing details on the first days of school, and her time in buildings meeting with staff, students, and families.

The first presentation focused on Board Initiated Goals Governance (B.I.G.G.) Reporting Framework. Questions from the Board included details on the December report of World’s Best Workforce, the reports in September and July of MCA and FAST results, appreciation for the calendar of progress monitoring, manageability of the reports, and information available to the community and linkage to the B.I.G.G. section on the Board of Education website. The superintendent thanked her team for assembling this framework, and that we will continually be monitoring all data in an ongoing process. The Board thanked the Superintendent for partnering on these goals and to make them realistic and possible.

The next presentation was a report from the Office of Family Engagement and Community Partnerships. This sparked a robust discussion, including the engagement spectrum, success of the School Choice Fair, the experiences of families in the Parent Advisory Councils and their concerns, recommendations of the PACs in terms of reporting to the Board and flexibility based on the group, communications with PACs on the potential reporting structure, timeframes for the issuance of the report, and the alignment to the budget timeline. Further discussion included the reporting of PACs at board meetings, framework for expectations of PACs in the reporting to the Board, ways in which PACs gather information to advise the Board and District and tools to help them organize. The evolution of parent advisory councils was also noted, as well as the consistent themes from parents around their students learning at high levels, culturally-responsive instruction, and a sense of belonging. The Board thanked the Office of Family Engagement and Community Partnerships for their work across the entire district, and to engage with PACs on support within their meetings from the Board. Questions were also raised about the agenda creation of PAC meetings, and space for non-agenda items, as well as the creation of the guide, procedural guidelines, and bylaws of the

PACs. The Board noted that they would encourage PACs to share in ways in which they are most comfortable, and to empower our PACs to gather information and represent their community within the reports. Professional learning and development for PAC members was also addresses. The Board noted that the concerns raised by PAC members are about the systemic and collective impact on the district overall. The outcomes as noted in the presentation were also discussed. The role of cultural specialists was also shared. Next steps will be offered to the PACs about opportunities to engage with the Board. There was a consensus to have groups beyond the LCD, AIPAC, and Special Education advisory groups that are legally required, to present before the Board in the way in which they feel is best.

Next was the approval of the three employment agreements for those groups represented by Saint Paul Federation of Educators - which includes Teachers, Educational Assistants, and School and Community Professionals. Questions from the Board included clarification on the timing of these agreements and their vote for approval at the Committee of the Board Meeting. It was noted that this is the first time in more than 20 years where contracts have been settled before the start of the school year, and approval at this meeting allows for staff to be compensated at their new wage in a quicker way and to be effective for their first paycheck of the new year. The Board then approved these three employment agreements by a roll-call vote for each.

The last presentation was a Policy Update for Policy 209.00: Development, Adoption, Implementation, and Monitoring of Policies. Discussion from the Board included channels for substantive changes to policies and clarity on the process, clarification that minor editorial updates would be presented to the Committee of the Board, and then approved through the consent agenda at a Regular Meeting. Further discussion included the definition of “change in requirements” within the policy draft, as well as the ability of the Policy Work Group to move policies to meetings of the Board of Education - both the Committee and Regular. There was also discussion on the three-reading process and if the presentation at the Committee of the Board should count as a first reading, including a roll call vote to move forward. The Board also requested clarification on the process for a policy should it move from the three-reading process back to Policy Work Group. It was also noted that this policy would clarify the update of criteria in each current policy, and that this policy update would allow us to update current policies without the three-reading process to make it easier to align the format of all current polices and to make them consistent. Overall, the Board felt comfortable moving this policy revision to the three-reading process.

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

**MOTION: Director Ward moved to accept the report on the September 9, 2025 Committee of the Board meeting and approve the recommended motions and minutes of that meeting as published. The motion was seconded by Director Carrillo.**

The motion was approved by roll call vote:

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

## 9. FUTURE MEETING SCHEDULE

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

- January 7, 2025 (Annual Organizational Meeting at 4:00pm)
- January 21, 2025
- February 18, 2025
- March 18, 2025
- April 22, 2025
- May 20, 2025
- June 10, 2025 (Special re: Non-Renewals at 5:00pm)
- June 17, 2025
- July 15, 2025
- August 19, 2025
- September 23, 2025
- October 21, 2025
- November 18, 2025
- December 16, 2025

B. Committee of the Board Meetings (4:30 p.m. unless otherwise noted)

- January 7, 2025 (Annual Organizational Meeting at 4:00pm)
- February 4, 2025
- March 4, 2025
- April 8, 2025
- May 6, 2025
- June 10, 2025
- August 6, 2025 – Wednesday (Primary Election)
- September 9, 2025
- October 7, 2025
- November 5, 2025 – Wednesday (Election Day)
- December 2, 2025

B. Approval of 2026 Board of Education Meeting Schedule

Director Henderson noted these meetings are also reviewed at the Annual Meeting in January. Meetings are typically held on Tuesdays, except for the Committee of the Board meetings in August and November, which are held on Wednesdays. Regular meetings are held in Rooms A and B, and Committee of the Board meetings are held in Room 5A. Special meetings may be called throughout the year via a public notice.

**MOTION:** Director Henderson moved approval of the 2026 schedule of Regular Meetings of the Board of Education and Committee of the Board meetings, including:

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

- **January 6 (Annual Organizational Meeting at 4:00pm)**
- **January 20**
- **February 17**

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

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

- **January 6, 2026**
- **February 3, 2026**
- **March 3, 2026**
- **April 7, 2026**
- **May 5, 2026**
- **June 9, 2026**
- **August 5, 2026 – Wednesday (due to Primary Election)**
- **September 1, 2026**
- **October 6, 2026**
- **November 4, 2026 – Wednesday (due to Election Day)**
- **December 1, 2026**

**Director Allen seconded the motion.**

The motion was approved by roll call vote:

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

**10. SUPERINTENDENT'S ANNOUNCEMENTS**

Superintendent Stanley noted that early voting began last week, and Saint Paul residents can vote early in-person or by mail through November 3<sup>rd</sup>. She also thanked the referendum workgroup for their work to ensure the community is information about the referendum and the impacts on our district. She also thanked all who have been out in the community talking to neighbors and presenting information, including board members, senior leaders, staff, and parents. On October 20<sup>th</sup>, there will be a virtual information session to learn more about the referendum for our community, as well as a contact form online. She noted that the additional funds will be used to maintain and continue programs and services that our students and staff value. She also noted the use of funds to decrease the budget gap, and the awareness of the stress

on our taxpayers with this ask. There are over 100 school districts in the state that will be on the ballots this November. The need is real and is being felt in communities across Minnesota.

**11. AGENDA ITEMS THAT REQUIRE BOARD ACTION**

**1. Consent Agenda**

**MOTION: Director Henderson moved approval of all items within the consent agenda withholding no items for separate consideration. Director Valliant seconded the motion.**

The motion was approved by roll call vote:

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

1. Gifts

**BF 34396** Acceptance of Gift from Como Park Booster Club

That the Board of Education authorize the Superintendent (designee) to allow Como Park Senior High School to accept a monetary gift from Como Park Booster Club in the amount of \$5,000.00. The money will be deposited into the field trip intra-school account, 19-212-291-000-5096-F050.

**BF 34397** Accepting All Donations under \$5,000 from July 1-August 31, 2025

That the Board of Education approve these donations under \$5,000.00 from July 1-August 31, 2025, which shall be used for public purpose and to assist in fulfillment of public education for Saint Paul Public Schools students.

**BF 34398** Gift Acceptance from Central Parent Advisory Council

That the Board of Education authorize the Superintendent, Dr. Stacie Stanley, to allow Central Senior High School to accept a monetary gift of \$6,000.00 from the Central Senior High School Parent Advisory Council. The total amount will be deposited in intraschool fund 19-210-291- 5096-G402.

**BF 34399** Request for Permission to Accept Financial Gift to the SPPS' Belwin Outdoor Science Program

That the Board of Education authorize the Superintendent (designee) to accept funds gifted to the SPPS' Belwin Outdoor Science Program.

2. Grants

**BF 34400** Request for Permission to Submit a Grant to the Minnesota Department of Employment and Economic Development Pathways to Prosperity Bridge to Career Pathways Grant

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Employment and Economic Development; to accept funds; and to implement the project as specified in the award documents.

**BF 34401** Request for Permission to Submit a Grant to the Minnesota Department of Employment and Economic Development Pathways to Prosperity On-Ramp to Career Pathways Grant

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Employment and Economic Development; to accept funds; and to implement the project as specified in the award documents.

### 3. Contracts

**BF 34402** Request to Sign Income Contract with Saint Paul College for ENGL 0922 (Fundamentals of Writing 2)

That the Board of Education authorize the Superintendent (designee) to sign the Income Contract between Saint Paul Public Schools and Saint Paul College for FY26.

**BF 34403** Request to Sign Income Contract with Saint Paul College for READ 0722 (Reading 2)

That the Board of Education authorize the Superintendent (designee) to sign the Income Contract between Saint Paul Public Schools and Saint Paul College for FY26.

**BF 34404** Request to Sign the Memorandum of Understanding (MOU) with St. Catherine University for Certified Nursing Assistant (CNA) Programming

That the Board of Education authorize the Superintendent (designee) to sign the contract with St. Catherine University for FY26.

**BF 34405** Request to Sign the PSEO by Contract Agreement with Saint Paul College

That the Board of Education authorize the Superintendent (designee) to sign the PSEO by Contract Agreement between Saint Paul Public Schools and Saint Paul College for FY26.

**BF 34406** Contract Amendment #1 for Miller Dunwiddie Architects for the 740 York RTU Replacement and Re-Roof (Project # 1140-25- 01)

That the Board of Education authorize award of Amendment #1 for Miller Dunwiddie Architects in the amount of \$8,200 for the 740 York RTU Replacement and Re-Roof (Project # 1140-25-01).

**BF 34407** Contract Amendment #1 for H+U Construction for the Hamline Elementary Secure Entry, Heating and Plumbing Replacement Project (Project #4160-25-01)

That the Board of Education authorize award of Amendment #1 for H+U Construction in the amount of \$50,713 for the Hamline Elementary Secure Entry, Heating and Plumbing Replacement Project (Project #4160-25-01).

**BF 34408** Contract Amendment #4 for RJM Construction, for Bruce Vento Elementary - New Construction (Project # 1020-22-01)

That the Board of Education authorize award of Amendment #4 for RJM Construction in the amount of \$196,468 for the Bruce Vento Elementary - New Construction (Project # 1020-22-01).

4. Agreements

**BF 34409** Approval of an Employment Agreement with Bricklayers and Allied Craftworkers Local Union No. 1 of Minnesota to Establish Terms and Conditions of Employment for 2025-2028

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 this school district for whom Bricklayers and Allied Craftworkers Local Union No. 1 of Minnesota, is the exclusive representative; duration of said Agreement is for the period of May 1, 2025 through April 30, 2028.

**BF 34410** Request to Sign the Agreement between Black Men Teach and Saint Paul Public Schools

That the Board of Education authorize the Superintendent (designee) to sign the Agreement with Black Men Teach.

**BF 34411** Request to Sign Concurrent Enrollment Agreement with Minneapolis College

That the Board of Education authorize the Superintendent (designee) to sign the Concurrent Enrollment agreement between Saint Paul Public Schools and Minneapolis College for FY26.

**BF 34412** Request to Sign the Internship Agreement with St. Bonaventure University

That the Board of Education authorize the Superintendent (designee) to sign the School Counseling Internship Agreement between Saint Paul Public Schools and St. Bonaventure University.

**BF 34413** Request to Sign Memorandum of Agreement (MOA) with Saint Paul College for MATH 0910 (Introductory Algebra)

That the Board of Education authorize the Superintendent (designee) to sign the Memorandum of Agreement between Saint Paul Public Schools and Saint Paul College for FY26.

**BF 34414** Request to Sign Memorandum of Agreement with Saint Paul College for MATH 0920 (Intermediate Algebra)

That the Board of Education authorize the Superintendent (designee) to sign the Memorandum of Agreement between Saint Paul Public Schools and Saint Paul College for FY26.

**BF 34415** Partners in Energy Memorandum of Understanding – Graduate Support (2025-2026)

That the Board of Education authorize the Superintendent (or designee) to execute a Memorandum of Understanding between Xcel Energy and Independent School District No. 625 in order for the District to implement the Partners in Energy program.

5. Administrative Items

**BF 34416** Monthly Operating Authority

That the Board of Education approve and ratify the following checks and electronic transfers for the period July 1, 2025- July 31, 2025.

**Human Resources Transactions**

**BF 34417** Transactions for August 1 – August 31, 2025

**BF 34418** 2025 Facilities Radon Testing Results

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

**BF 34419** Phase Gate Approval of Highland Park Middle School Entry Addition and Renovation (Project # 3081-23-01): Gate #5.1 – Project Close-out

That the Board of Education accept this report provided for Highland Park Middle School Entry Addition and Renovation project (Project #3081-23-01) at Phase Gate Check #5.1 – Project Close-out.

**BF 34420** Phase Gate Approval of Barack and Michelle Obama School Addition and Renovation (Project # 3210-23-01): Gate #5.1 – Project Close-out

That the Board of Education accept this report provided for Barack and Michelle Obama School Addition and Renovation project (Project #3210-23-01) at Phase Gate Check #5.1 – Project Close-out.

**BF 34421** Phase Gate Approval of Bruce Vento Elementary - New Construction (Project # 1020-22-01): Gate #5.1 – Project Close-out

That the Board of Education accept this report provided for Bruce Vento Elementary - New Construction (Project # 1020-22-01) at Phase Gate Check #5.1 – Project Close-out.

**BF 34422** Phase Gate Approval of FY22 Mechanical Replacement Program at Open World Learning and Saint Paul Music Academy (Project # 0579-22-01): Gate #5.2 – Project Final Fiscal Close-out

That the Board of Education accept the report provided for FY22 Mechanical Replacement Program at Open World Learning and Saint Paul Music Academy at Phase Gate Check #5.2 – Project Final Fiscal Close-out.

**BF 34423** Phase Gate Approval of FY24 A/V Replacement Program at Washington Technology Magnet and Journeys Secondary School (Project # 0680-24-01): Gate #5.2 – Project Final Fiscal Close-out

That the Board of Education accept the report provided for FY24 A/V Replacement Program at Washington Technology Magnet and Journeys Secondary School project (Project # 0680-24-01) at Phase Gate Check #5.2 – Project Final Fiscal Close-out.

6. Bids

**BF 34424** Phase Gate Approval of the Humboldt Senior High School AHU Replacement (Project # 2142-25-01): Gate #4 - Contract Award

That the Board of Education approve the award of Bid No. A25-5667 for the Humboldt Senior High School AHU Replacement to JPMI Construction Company for a lump sum base bid of \$2,462,000.

7. Change Orders

**ITEMS PULLED FOR SEPARATE CONSIDERATION - None**

**FURTHER AGENDA ITEMS THAT REQUIRE BOARD ACTION**

**A. Sale Summary: Full-Term Certificates of Participation, Series 2025A and General Obligation School Building and Facilities Maintenance Bonds, Series 2025B**

Superintendent Stanley welcomed Tom Sager, Executive Chief of Finance, and Michael Hart, at PMA, to provide information on these items.

Included within the presentation was information on the purpose, mechanism, and authority for the Full-Term Certificates of Participation, Series 2025A. A bid summary was also shared, with the winning bid of Morgan Stanley & Co, LLC at 3.8563%, as well as the sale summary.

Information was also provided on the General Obligation School Building and Facilities Maintenance Bonds, Series 2025B, including the purpose, mechanism, and authority. The bid summary was also presented, with Janney Montgomery Scott LLC as the winning bid at 3.7845%, as well as the sale summary.

Next steps include that the funds will be received on October 15, 2025; funds will be available to draw as project expenditure are due; and proceeds will be invested so that funds are available based on construction draw schedules. Investment earnings can be used to enhance the project budget, and PMA will help to monitor for compliance with IRA arbitrage/rebate regulations.

Mr. Sager also provided details included within the board agenda items for each.

The full presentation, board agenda item, and resolution for each can be found in the BoardBook.

**QUESTIONS/DISCUSSION:**

- Director Henderson noted the favorable interest rate for both sales, and requested information on the process for estimations. Response: We do have room within the estimations, to ensure we are delivering on the promise for the tax targets representation and planning process, with the interest rates moving more favorably over the last few months.

- a. Resolution Relating to \$49,000,000 General Obligation School Building and Facilities Maintenance Bonds, Series 2025B; Ratifying the Award of Sale, Prescribing the Form and Details and Providing for the Payment Thereof

**BF 34425** Resolution Relating to \$49,000,000 General Obligation School Building and Facilities Maintenance Bonds, Series 2025B; Ratifying the Award of Sale, Prescribing the Form and Details and Providing for the Payment Thereof

**MOTION:** Director Henderson moved to approve the resolution relating to school district property and improvements and the financing thereof; authorizing the execution and delivery of the lease-purchase agreement and approving and authorizing the execution of related documents and the issuance of \$27,000,000 Certificates of Participation, Series 2025A, ratifying the Award of Sale. The motion was seconded by Director Allen.

The motion was approved by roll call vote:

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

- b. Resolution Relating to School District Property and Improvements and the Financing thereof; Authorizing the Execution and Delivery of the Lease-Purchase Agreement and Approving and Authorizing the Execution of Related Documents and the Issuance of \$27,000,000 Certificates of Participation, Series 2025A, Ratifying the Award of Sale

**BF 34426** Resolution Relating to School District Property and Improvements and the Financing thereof; Authorizing the Execution and Delivery of the Lease-Purchase Agreement and Approving and Authorizing the Execution of Related Documents and the Issuance of \$27,000,000 Certificates of Participation, Series 2025A, Ratifying the Award of Sale

**MOTION:** Director Henderson moved to approve the resolution Relating to \$49,000,000 General Obligation School Building and Facilities Maintenance Bonds, Series 2025B; Ratifying the Award of Sale, Prescribing the Form and Details and Providing for the Payment Thereof. The motion was seconded by Director Carrillo.

The motion was approved by roll call vote:

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

**B. 2026-2027 School Year Preliminary Property Tax Levy Certification**

Director Henderson noted this item was a placeholder on the agenda, however, we are waiting on final figures from the Minnesota Department of Education. A special meeting will need to be scheduled in order to vote on this item.

**MOTION:** Director Henderson moved to schedule a special meeting regarding action on the 2026-2027 School Year Preliminary Property Tax Levy Certification to commence on Tuesday, September 30, 2025 beginning at 4:30pm in Conference Room 5A. The motion was seconded by Director Valliant.

The motion was approved by roll call vote:

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

**C. Policy Update**

a. THIRD READING: Policy 408.00 – Staff Hiring

Pat Pratt-Cook, Executive Chief of Human Resources, presented this proposed update. The proposed changes include a transition to a new policy format, that the Board will now be delegating the authority for hiring activities to the superintendent and their designee, and clarifies that the Board will not entertain applications for employment with the exception of positions that directly report to the Board.

The full presentation, and draft of the proposed updates, can be found in the BoardBook

**QUESTIONS/DISCUSSION:** None

**BF 34427** THIRD READING: Policy 408.00 – Staff Hiring

**MOTION:** Director Henderson moved to approve the revisions to Policy 408.00 - Staff Hiring. The motion was seconded by Director Franco.

The motion was approved by roll call vote:

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

b. THIRD READING: Policy 413.00 – Drug-Free Workplace

Pat Pratt-Cook, Executive Chief of Human Resources, presented this proposed update. The policy changes were reviewed, including the transition to the new policy format, the policy purpose statement of

“The purpose of this policy is to health and well-being of employees, students, and visitors by prohibiting the use of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, and controlled substances without a physician’s prescription” to align with statutory language, definitions, exceptions, and legal references.

Per discussion at the July 15, 2025 Regular Meeting, a Non-Discrimination clause was added.

The full presentation, and draft of the proposed updates, can be found in the BoardBook.

**QUESTIONS/DISCUSSION:**

- None

**BF 34428** THIRD READING: Policy 413.00 – Drug-Free Workplace

**MOTION:** Director Henderson moved to approve the revisions to Policy 413.00 - Drug-Free Workplace. The motion was seconded by Director Franco.

The motion was approved by roll call vote:

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

c. THIRD READING: Policy 414.00 - Tobacco-Free Environment

Pat Pratt-Cook, Executive Chief of Human Resources, presented this proposed update. The proposed changes include a transition to a new policy format, the general statement of policy, definitions, prohibition and exceptions, enforcement, and legal references.

The full presentation, and draft of the proposed updates, can be found in the BoardBook.

**QUESTIONS/DISCUSSION:**

- None

**BF 34429** THIRD READING: Policy 414.00 - Tobacco-Free Environment

**MOTION:** Director Henderson moved to approve the revisions to Policy 414.00 - Tobacco-Free Environment. 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

**10. INFORMATIONAL AGENDA ITEMS****B. Board Initiated Goals Governance (B.I.G.G.)**

Administration staff then presented this report. The purpose was reviewed, including the report of progress on the following B.I.G.G. student outcome goals:

- The percentage of SPPS students who are proficient in reading will increase from 34% in 2024 to 40% by 2029; the percentage of SPPS students learning English as a second language who are proficient in reading will increase from 7% in 2024 to 15% by 2029, as measured by the Minnesota Comprehensive Reading Assessments.
- The percentage of SPPS students who are proficient in math will increase from 26% in 2024 to 31% by 2029, as measured by the Minnesota Comprehensive Mathematics Assessments.

Information on the data was shared, with details on MCA results in reading and math. Informing reading proficiency data was also presented, as well as informing math proficiency.

Action steps included discussion of details within:

- READ Act training
- Moving from pedagogy to practice
- Interventions
- Leadership Academy – Principal Professional Development
- Math
- EL strategies

Additional information was also provided on resources for MCA outcomes within the presentation.

The full presentation can be found in the BoardBook.

**QUESTIONS/DISCUSSION:**

- Director Carrillo requested information on the correlation between pass rates and proficiency results. Response: Course pass rates are not system indicators or correlated with a direct relationship to MCA proficiency. MCA assessments are grade level standards, and there are many different courses and many different learning levels. It was also noted that in classes, students are able to demonstrate mastery of a subject in many different ways.
- Director Vue noted a recommendation to see information about interim measurements used throughout the school year and action steps in the immediate future to ensure those involved are receiving the training and notices. Administration also provided details on the timing of presentations around reporting for MCA, academic goals, and formative assessments results. Dr. Stanley noted the cadence of presentations regarding Board Initiated Goals Governance that was brought to the previous Committee of the Board.
- Director Franco requested information about the experiences of students at the secondary level and progress to “catch up.” Response: Information was provided on credit recovery opportunities, fair and equitable grading, multiple opportunities to take assessments and demonstrate mastery. From interventions, it is building-specific and there are different courses and opportunities across high schools, including math coaches, and ways to improve within math and Tier 1 supports to use

data and teachers within the class block and move through content and provide support for students in a timely and responsive way is the focus and will continue to be the focus with our leaders.

- Director Franco also noted questions about pedagogy to practice, and staff training on the READ Act and other strategies, and wondering about ongoing monitoring components in place to ensure implementation with fidelity. What are the accountability structures in place? Response: In secondary, it is tricky and confined by minutes that elementary is not, and there are staff who are not set up to be reading teachers and not familiar with the pedagogy. This year will be a big year with 260 teachers taking the training, with small group instructions, and interventions withing programs. It is building by building, and talking about walk-throughs with Leadership Academy, and ways to learn more about fidelity and accountability in the process. Dr. Stanley also noted the SCIP process and meeting with principals on key performance indicators about learning how to use data in real-time and in a nimble way. She noted the quote by Zaretta Hammond that “literacy is equity”, and we cannot have equity in our system without strong literacy. She is grateful for the B.I.G.G. goals and their showcase of student performance, and it’s important to look at classrooms every day, and to keep SCIPs at the forefront and a collective effort with assistant superintendents and senior leaders.
- Director Valliant noted that in secondary supports, in her experience, that there is not a high level of supports for those who need basic skills and ask for it, unless they have an IEP.
- Director Franco noted the action steps, with the laser-like focus on the work we are doing now, and the levels of monitoring and engagement, and he appreciated the assurance and monitoring, and ongoing progress.
- Director Valliant also noted that it is heartbreaking and demoralizing for students, that after they are out of high school, they were terrified to go back into an education space, because of embarrassment and asking for help, and not receiving it. As students go to high school, they receive less and less support, and need it as they prepare for adulthood. Younger students need support, also, but older students also need support and are in different situations at home. It seems like the school system starts to “let go” for older students. Dr. Stanley noted it is a both-and, and she noted a metaphorical story about folks at the bottom of a river and kids are drowning and they are pulling the kids out and saving them, but others are asking why kids are drowning and to go upstream and determine why kids are in the river, and put up a fence to prevent. The work presented tonight is the fence – and we also need to pull kids out of the water as well. We will also work with those students who need supports, and have heard that loud and clear.
- Director Ward noted that we have amazing staff working for our students, and see growth beyond past results. What is different than what we have been trying and not working. On an ongoing basis to look at the other goals, it is helpful to see the work gone into it, but also specific work to change the trajectory.

### C. K-12 Summer Learning

Adam Kunz, Assistant Superintendent, and Tony Walker, Director of Community Education, then shared this report on K-12 Summer Learning.

Data on summer enrollment was presented, with a total of 13,420. Programs for K-8 were also discussed, with K-4 Summer Stars programs, and themed programs, such as American Indian Culture and Language, Language Immersion and Culture, Power Scholars, and Arts Us with Camp Teranga for K-4; and Breakthrough Twin Cities, E-STEM (3-8), Design and Engineering at the U of M, and Math Corp at Macalester for grades 6-8. The Summer Quest experience at Humboldt for grades 5-8 was also shared, as well as Summer K-8 Literacy program data, and Summer K-8 Math program data. Details on the High

School Credit Recovery for grades 9-12 were also discussed. Summer graduation had 147 graduates. Data on student successes for summer credit recovery were shared, as well as re-engagement with school. Special Education Extended School Year program details were also shared. Mr. Kunz also thanked the SPPS summer partners for making our summer learning programs possible.

Mr. Walker then shared details on summer learning within Community Education. Summer session ran from June 17-August 23 with 700+ courses, over 150 community partners supporting programs, and lifelong learning for everyone. A summary of Community Education summer enrollment data was shown, as well as information on Youth and Adult Summer programs, CDF Freedom School, Flipside with Summer Quest, And Flipside camps. An overview of Adult Basic Education in summer was also shared. Discovery Club in the summer had 781 students enrolled, with field trips and on-site special events. There were 19 outreach events in ECFE summer pop-ups, outreach and drop-ins; as well as further information shared on ECFE summer programming. Nutrition Services also served summer meals, with data and information reported.

The full presentation can be found in the BoardBook.

### **QUESTIONS/DISCUSSION:**

- Director Allen appreciated the extra efforts around graduation, and that extra pull to support students.
- Director Henderson also lift up the appreciation of the work to continue for future summer and school year planning to bring students back, and the different experiences and needs of students that may interrupt their school experience, and a staff member like a counselor to walk them back is appreciated by the student and family.
- Director Franco noted the appreciation for enrichment opportunities at the elementary and middle levels, with field trips and experiential learning and academic focus. What is the strategy around balancing the experience at summer learning to be more ingrained in the learning currently offered through the school year? Many students thrive in experience-based learning. Response: Many schools have individual programming and partnerships that are different. He also noted the work of FlipSide through Community Education. There are also ways to bring in enrichment opportunities to the schools to try to “recreate” our work in the summer within the school year programs.
  - Director Franco appreciated that and noted a larger point that if SPPS did not have the constant looming budget deficit, that there would be more ways and opportunities to embed more experiential learning into our public school system. He wishes we could have the creativity for experiences like in summer learning in our school-year programming, but the reality is that we have not been able to.
- Director Valliant noted that her children were enrolled in summer learning, including Freedom Schools and credit recovery, as well as a summer graduation, and a student at Journey’s, which allows them to hold onto that relationship as long as needed.
- She also noted Driver’s Ed class in which her student was enrolled, and requested additional information. Response: There are licensed teachers who are facilitators of the driver’s ed courses, which is different compared to partners, and leased vehicles and behind-the-wheel. Classes are offered in a hybrid format – both online and in-person, however we know from data that students have a higher success rate when in-person.
- Director Franco requested information about attendance in out-of-school attendance. Response: On average, 76% of students attend regularly throughout the summer, and students registered for after-school summer learning stayed around 96% of the time, including at two programs at Frost Lake and Riverview.

- Director Franco also thanked our external partners and it's important to quantify the advocacy, and thanked everyone for their support.
- Director Allen noted questions about applications and applying for positions in nutrition services. Response: There are two pathways for new employees in Nutrition Services. One is the SPPS Careers webpage, and job descriptions were updated and are current of this past Monday. The other is through Intertech, which is a partner agency and positions are refreshed each August for when school is in session.
- Director Henderson noted the excitement from community members in receiving the Community Education program booklet.

D. Policy Update

a. SECOND READING: Policy 502.00 - Attendance Areas: Resident Students

Jayné Williams, Director of Student Placement Center, presented this proposed update. Updates to this policy include the addition of the policy purpose – “The purpose of this policy is to define the manner in which designated school attendance boundaries are determined including factors considered for buildings. Additionally, this policy provides clarity for continuity of enrollment.”

The full presentation, and draft of the proposed updates, can be found in the BoardBook

**QUESTIONS/DISCUSSION:** None

b. SECOND READING: Policy 520.00 – Technology Usage & Safety

Mario McHenry, Executive Director, Technology Services, presented this proposed update. A policy purpose was added, as well as a general statement, and provision to remove, replace, or disable SPPS hardware or software designated as obsolete, out of compliance, or dangerous. Per discussion at the August 6, 2025 Committee of the Board meeting, a definition of “cybersecurity” was also added.

The full presentation, and draft of the proposed updates, can be found in the BoardBook

**QUESTIONS/DISCUSSION:**

- None

c. SECOND READING: Policy 419.00 – Professional and Respectful Workplace

Pat Pratt-Cook, Executive Chief of Human Resources, presented this proposed update. SPPS is committed to promoting and maintaining a workplace environment where every individual is treated with civility, dignity, and respect. The District recognizes the importance of creating a culture where all employees feel safe, valued, and empowered to contribute their unique perspectives. Differences in culture, communication, and lived experience enrich our environment and must be honored in all interactions. The general statement of the policy was reviewed, as well as definitions, and reporting procedures.

The full presentation, and draft of the proposed updates, can be found in the BoardBook

**QUESTIONS/DISCUSSION:**

- Director Valliant noted questions around the definition of “District Personnel: solely for purposes of this policy, includes Board of Education members, District employees, agents, volunteers, contractors, or *persons subject to the supervision and control of the District*” and who would be a person subject to the control versus the supervision of the district. Response: We can make modifications to this statement. If they are some form or fashion reporting to the district, they would be under the supervision and control of the district.
- Director Ward noted the past conversation about visitors and board members inclusion within this policy, and the consensus around this. It seemed like most board members wanted the board member role within this position to be struck out because they are not considered employees and are subject to different disciplinary actions different from employees. He noted that some did not agree with that statement, and would like to continue the conversation. He noted the way in which the policy draft is currently written that if there is a complaint against a member of the Board, that Policy 212.00 should be referenced, and thoughts around this. He also noted that he had raised concerns about visitors who are doing things that may be inappropriate, so that staff and administration can say it is not appropriate and in policy. He also noted concerns about a policy like this being weaponized when raising legitimate concerns and ways that are not really inappropriate, but is leaning towards visitors being included.
  - Director Allen noted that the reference to Policy 212.00 and agrees that the Board of Education members should be struck out, but this draft looks good.
  - Director Carrillo noted that he believes referencing the policy is acceptable, and the previous conversation about the relationship of the Board to the policy as employees, and to not cause confusion, as well as the complaint process for the Board in regards to Policy 212.00. He also noted that in terms of visitors, it makes sense to look at the relationship of the visitor to the district, but they are not employees and subject to the supervision or control of the district. As long as there is comfort, we are all stakeholders, but board members fall under a different policy, and the employees and stakeholders who fall under this complaint process. It makes sense to include visitors in this policy.
  - Director Henderson noted that the visitor piece makes sense, and there are many types of visitors, and if they are disruptive, it makes sense to have a policy. She is also comfortable with the revision to the complaints against the Board of Education.
  - Director Allen noted a specific visitor policy to be clear of our expectations and conduct, and also lays out the different security levels to be clear to families if sending a message round access to their buildings, for a clear message. Should visitors be a whole new policy with the additional language around access tiers?
  - Director Valliant noted that regarding visitors, we need to be mindful they do not work for us as a public institution, we are funded by tax dollars, and we educate their children. While we would like them to follow certain expectations, that maybe there should be a separate policy that is less intense. This is too much to ask of a visitor to read and agree to the way it is written. She does not want to put expectations when they don't know about them.
    - Is there a specific expectation within the policy about concerns with a visitor to uphold? Director Valliant noted that the policy is inclusive of many areas, for those with the language and training, and not expect every visitor to have this context. It makes sense for staff to understand and relate to others, but we cannot expect them to come to us with that.
- Director Vue noted that regarding visitors, on paper it sounds like a good idea. But based on the rigor of the complaint process, and the appeal process, he doesn't see how the visitor could defend themselves and it would be impossible to enforce for visitors.

- Director Franco noted that we do have a visitors to schools policy that is small, and the Policy Work Group has intentions to work on that, and within that work, set standards that are easily digestible for visitors.
- He also noted that for anyone included in this policy and however it will be adopted, it will be guideline to reference back to about how we expect to conduct ourselves in the district. This is a good policy and gives our teams the ability to state our values and expectations with each other.
- It was noted that visitors will be removed from this policy, and maintain the edit to the Board of Education section.
- Director Ward noted that the actions within the policy to ask them not to do, seems like common decency that should be expected of everyone. Some may disagree about certain areas, or lack of understanding of certain terms and behaviors. He believes that if visitors are not included in this policy, the other expectations should be included within the policy for visitors.
- Director Franco noted that this will need to be taught to existing staff, including definition of certain terms and behaviors, and to adopt these definitions as core to our district, and appreciates them in writing for reference.
- Chief Pratt-Cook noted future discussion on visitors, and clarification on who will originate that policy draft. Response: What is here is a good starting place for the Policy Work Group for the strategy to apply to visitors, and others entering our district spaces. It will be a conversation for the future.
- Director Valliant noted that while many of them may be common decencies, many times, a parent or guardian is coming to the district as upset about something that may have happened to their child, and we do not want someone to take this list and use it against parents or guardians. We are the professionals with training and tools to engage effectively. We understand emotions around their children, and there are times that parents are disrespected. While not ideal, they do happen; she will not agree to anything to be used as weaponized against parents.

d. FIRST READING: Policy 209.00 – Development, Adoption, Implementation, and Monitoring of Policies

Chair Henderson then presented this first reading. Included within the presentation was a review of the policy purpose, general statement of policy, and definitions. Definitions that were clarified in this policy include “substantive change”, “three readings”, “Policy Work Group”, “purpose statement”, “general statement of policy”, “definitions”, and “emergency.” Changes also include within the development of policy, adoption of policy, and policy revisions without three-readings.

The full presentation, and draft of the proposed updates, can be found in the BoardBook

**QUESTIONS/DISCUSSION:**

- A board member noted a question that if after the third reading the policy draft may be referred back to the Policy Work Group, and does not preclude the Board from considering a fourth reading to ensure those changes have been made. Response: Correct.
- Director Carrillo noted that the minor updates to a policy may be put into the consent agenda, but a board member(s) may pull that item for a formal vote and discussion. If the concern is that the edit is substantive, it can still be pulled from the consent agenda. We are fast-tracking edits that are not substantive, but if there is a concern the edit is substantive, it can be pulled for separate discussion and action. Response: That is correct – there is nothing that would prevent a board member from pulling it from the consent agenda.

- Chief Pratt-Cook noted a definition of substantive change, there is a contradiction which includes in that in the past, that if there was legislative change, the policy would not go through the three-reading process. The Board will need to make a decision if it goes through the three-reading process, or not. And if we continue with past practice, the revisions would need to be updated.
  - Director Franco noted he feels that because every policy that has come before the Board has had a policy statement added, including legislative changes. He also noted the sending of the Police Removal of Students with an IEP that was legislative, and was sent back for additional revisions. He is indifferent, and not change practice entirely, but to be flagged. What would be the process to be informed on legislative changes that would affect policy. Response: It would go through the Policy Work Group, Committee of the Board, and unless any substantive changes, if the Committee of the Board approved, it would then be added to the consent agenda for approval.
    - Director Franco and Director Henderson agreed with that process, and the Policy Work Group has the conversation about legislative changes.
    - We will continue with our current practice, and strike out legislative/regulatory updates.

**13. BOARD OF EDUCATION**

A. Information Requests/Responses and Items for Future Agendas

- Director Vue requested that the Txuj Ci Facilities Construction Workgroup be added as an agenda item at a future meeting.
- Director Carrillo noted a suggestion to include relevant educators or students who are undergoing changes related to Board Initiated Goals Governance (B.I.G.G.) work in schools within presentations to the Board. He would appreciate hearing their perspective to get a sense of the experience of these changes and how they are affecting them on a day-to-day basis.
- Director Allen requested information on the equity work in the district.

B. Board of Education Reports/Communications

- Director Vue provided an update on the H.M.O.N.G. Project workgroup, including the new website and timeline of presentations to the Board.
- Director Henderson provided a report of the Joint Property Tax Advisory Committee (JPTAC) meeting, and discussion of ways to use that space differently, including collaboration between SPPS, the City, and County.

**14. ADJOURNMENT**

**Director Henderson moved to adjourn the meeting; Director Franco seconded the motion.**

The motion was approved by roll call vote:

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

The meeting adjourned at 8:55 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