

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

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

**October 7, 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 4:36 p.m.

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

3. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Director Vue moved to change the order of the main agenda, with item 2-C: Txuj Ci Facilities Mid-Term Decision to be moved before item 2-B: READ Act Update. The motion was seconded by Director Franco.

The motion was approved by roll call vote:

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

MOTION: Director Ward moved to approve the order of the main agenda as amended. The motion was seconded by Director Carrillo.

The motion was approved by roll call vote:

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

4. SUPERINTENDENT'S ANNOUNCEMENTS

Superintendent Stanley noted that she has been visiting schools, and visiting classrooms and connecting with staff and to work with principals to help her to understand the monitoring of the READ Act and to see the core components, and thanked staff for their work toward our literacy efforts.

She also noted being out in community to discuss the referendum to ensure the information is out to as many folks as possible. She has connected with members of different chambers, and is pleased to receive an email from MN Urban Debate League about their board to endorse the referendum. She appreciates that, as well as the president of Augsburg also supporting this work.

Director Henderson thanked the Superintendent and has heard from members of the community who received information, and also to be hearing the work of the Superintendent has been impactful and what it means for both the short and long-term success of the district.

5. READ ACT UPDATE

Dr. Stanley introduced Craig Anderson, Executive Director of Office of Teaching and Learning, to present this report.

An overview of the READ Act was provided, including: "The goal of this legislation is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learner and students receiving special education services in achieving their individualized reading goals."

Professional development information was also provided, including in Year 1 and Year 2. CAREIALL was also discussed, including teacher enrollment, completion, training, and MOU. LETRS for Early Childhood Educators was also reviewed, including teacher enrollment and completion, training, and MOU. Details on the READ Act funding were also provided, including READ Act funding allocated to SPPS by a formula of about \$30 per student, which are restricted to the READ Act mandates and initiatives in our local literacy plan.

The impacts on student learning were reviewed, including that students will benefit from advanced pedagogy in best practices aligned to the Science of Reading; receiving:

- Focused instruction in foundational skills, including phonemic awareness, phonics, and fluency at all levels of instruction
- Rigorous Tier 1 instruction within UFLI (K-2) and FIRE (3-5)
- Targeted and intentional small group instruction in line with the Science of Reading

Teacher reflections were also shared.

Next steps included information on the 2025-26 professional development, Capti Screener for Characteristics of Dyslexia, and 2026-27 professional development.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Allen requested details on the determination of cohorts in Phase 1 and Phase 2. Response: It was the Minnesota Department of Education who made those decisions. Mr. Anderson provided additional details that this is the first year of the implementation of the new ELA standards. Additional details were provided. It was also noted that this year is more focused on young adolescent readers. Mr. Anderson also noted that those teachers who were unable to complete the training last year were able to finish it this year. It was also noted that the focus is on foundational skills, and starting with elementary teaching, as well as with CARIALL, and there are math and science teachers who do not teach literacy, so that also affects the overall numbers.
- Additional information was also provided on professional development for teachers from other states who move to Minnesota to teach here, including training from MDE, or waivers from the state for training received in their previous state. There will continue to be cohorts as new teachers are hired.
- Director Henderson requested information on the professional development for staff who support EL students. Response: Part of our continuation of professional learning schedule includes going deeper with three district professional development days, and small group instruction, with plans to be intentional, as well as monthly professional development for discussion of teaching practices, and data about intentional impacts on student learning, as well as monthly PD with EL supervisors, coaches, SCIP staff, and PAR educators. We also send items about updates to push out about learning, and bring back about articles on the professional development topic. The strategies in early childhood with LETRS was also noted, as well as CARIALL and the connection to our diverse population, with comprehension, vocabulary, and phonics.
- Staff noted that there are three administrative staff who have completed CARIALL training. They do not offer a leadership course, but three principals did take the training, and bring back practices.
- Director Franco noted questions if the plan is to continue with CARIALL training. Response: The State of Minnesota determines the choices, and we determined CARIALL is the most culturally responsive training and it is right for us right now. LETRS training would take two years to implement. We send a registration, and MDE signs up teachers for the courses, and we may need to pivot, but are all based on the science of reading. We are waiting on the recommendation for adolescent readers, and there may be another option besides CARIALL that may be a better for our adolescent readers. It may change for secondary, but we would want to keep the alignment for any new elementary readers.
- Information was also requested on standard reading curriculum for EL, and special education reading classes. Response: When it comes to special education, it is dependent on the student's need and IEP, with a suite of options available. There are several different curriculum used because no one curriculum will ever meet the needs of all students with disabilities – CARIALL teaches the foundational understanding of literacy development, so that any development used, the educator understands those literacy skills in emerging readers. There are many different curriculum available, and further details on those were provided. We try to work with educators to work on diagnostic assessments of the needs of the students with reading and writing, curriculum and tools available, and individual instructional match to meet the needs of students.
- Director Franco also noted questions EL students, and once students are in high school, it is not teaching students how to read and also recognize our young people are not reading at 9th, 10th, or 11th grade level. In looking at teachers understanding the foundations, how will that alter our strategies for implementation, particularly in 26-27 as a next step, while we know co-teaching exists. Is there anything to look towards while high school EL teachers are being trained in? Response: Yes, for EL students, we will follow the EL service model. It's more about language development, and also understand students have varying reading levels, and benchmarks in high school are around content, and understanding different perspectives in writing and genres. It's

teaching benchmarks, and also students. Our block schedule affords more time in lessons, and encouraging small groups in K-12, with the use of emerging adolescent strategies from CARIALL, that is where those will happen. We do have SIPPS materials at every high school, with a staff member to have time and ability to teach during the blocks. There will likely be increased urgency to have modified courses. We do see the urgency for our students, as well as our students where English is their home language, to build their reading skills. In a future presentation, we can ensure to include those details, and when students do not have the reading skills they need, it is difficult for them to be immersed in rigorous content that allows and access that content independently. We realize the urgency of that data.

- Director Valliant noted a personal experience with her student where he asked for help on his test for his teacher to help him to understand, and he is likely not the only student to experience this, and supports needed for high school students.

5. TXUJ CI FACILITIES UPDATE

Dr. Stanley then introduced this presentation, which is related to a critical component of our District's Hmong Dual Language and Hmong Studies community programs, that requires thoughtful consideration. She noted that this information was discussed in March, and was to be brought forward to her leadership team in her transition, and it was delayed. We are moving this forward with transparency to ensure we can come to the appropriate process that will support the community as well as supporting the district. While this information was delayed through her transition, we know it is important, and we want members of the Hmong community to know that she also believes it is important. This was not designed to appear as though it was ignored. Once the information was received, her team is working diligently to garner additional information and to share it with the Board and community. Members of the senior executive leadership team then began by providing an overview and information of this work.

The agenda for the presentation included the review of the Txuj Ci Facilities Committee input on recommendations, review of relevant data, and discussion. The next steps as outlined in the last Txuj Ci Facilities Committee meeting on March 12, 2025 were reviewed, as well as the goals as outlined in that meeting, which included:

- Return 5th grade to Lower Campus to maintain quality Hmong Dual Language program
- Allow growth: Do not stifle enrollment interest from families
- Maintain access to both Hmong Dual Language and Hmong Studies programming (don't close one)
- As much as possible, keep kids from the same family together

Interim options include:

- 1305 Prosperity Ave
- Different SPPS site - Hazel Park

Data and relevant information were then reviewed, including facility capacity and enrollments at Hazel Park Preparatory, 1305 Prosperity, Txuj Ci HMong Lower, and Txuj Ci HMong Upper. Current fall enrollment for Hazel Park and Hmong Studies at these three schools were also reviewed, including sections, capacity, and current enrollment. Hazel Park center-based classrooms were also reviewed, with 23 K-4 students in center-based classrooms (federal setting 3). The data for Txuj Ci students with sibling in both Hmong Studies and Hmong Dual Language was also reviewed.

Costs for both Prosperity and Hazel Park were detailed, including within the budget categories of Academics, Schools (staffing), Operations, and Remodeling.

Academic considerations for Txuj Ci as a standalone site and co-location were also discussed, including:

Standalone:

- Moving Txuj Ci Lower Hmong Studies into a standalone building reduces the breadth of academic programs due to small size of school
- Reduced number of sections results in fewer specialists and course offerings (2 specialists for 11 sections)
- Potential reduction of intervention (SIPPS) teachers due to smaller enrollment and student need
- Fewer students means fewer student support positions (AP, social workers, counselors)
- Impacts to Txuj Ci Lower and Upper

Co-Location:

- Moving Txuj Ci Lower Hmong Studies into an existing site allows for more staffing options due to the number of students in both programs
- Increased number of sections allows for more specialists and course offerings
- Potential increase in intervention (SIPPS) teachers due to higher enrollment and student need
- More students means more student support positions (AP, social workers, counselors)
- Impacts to Txuj Ci Lower and Upper, and Hazel Park

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Vue requested information on when the Superintendent was notified, as there was a delay. Response: The first the superintendent heard of the Prosperity Heights suggestion was when Director Vue called her on September 11.
- Superintendent Stanley noted that the information from earlier this year stated that information would be brought to the Board in the early portion of the 2025-26 school year, and based on communications with our HMong community, it appears that the perception would be that information would be brought in June, July or August, which is what Dr. Stanley meant by the delay.
- Director Vue requested information on the budget ranges within operations for the two options. Response: Most of the costs would be in transportation, depending on the school start time tier. There would need to be 9-11 buses to transport the students to Prosperity. In looking at Hazel Park, costs would include staff for nutrition services, but also a nutrition supervisor at Prosperity, as well as buses, since Hazel Park is a regional magnet, not a city-wide magnet, so there would be a need for additional buses for students. At Hazel Park, there are already Nutrition Services staff there, so there would be a need for an assistant, and potentially equipment. There would also need to be some construction to convert spaces to classrooms.
- For the remodeling at Hazel Park, would that be done during the summer? Response: Yes, that would be the intention if the decision is made.
- Director Carrillo noted questions about the impacts to Hazel Park within the co-location option. Response: We also need to understand the total impacts – including number of sections and center-based programming impacts. It is also about the impacts of two programs under the same school and investments and changes to operations at Hazel Park. The programming will also be a transition with schedules, specialists, and opportunities for both Hmong Studies and meeting the requirements to the community for IB programs, as well as a potential start time change. Dr. Stanley also noted the changes to special education at Hazel Park, and two sections would need

to be moved out and reassigned to other schools to allow for the sections in Hmong Studies program.

- Is the IB program at Hazel Park at risk? Response: This model allows for the K-8 model to stay there, but doesn't allow for the PreK classes to come into the program to continue. As we looked at data, much of the continues enrollment begins with PreK and continues. It could potentially impact the IB program based on enrollment.
- Director Carrillo noted an option for both-and – even if much higher cost with Prosperity and Hazel Park with the number of students, although it would be a higher cost, and seeing the constraints, costing, sacrifice of programs. In general when we have done school portfolio management, our communities on the East Side and Rondo have been taxed higher when there have been programmatic changes. Details for further clarification were also requested. If we included Prosperity in the equation as well as Hazel Park to maintain programming and leverage capacity. We need to be very judicious with our resources, but would like to see an option where Hazel Park can absorb students and not sacrifice programming, and the outlook for students at Hazel Park is enhanced. Response: There were several options considered. It's also important to note that with this option, it did not include projected new students – but taking existing students in one building and finding a new location. It will generate the same revenue. We were trying to determine an option for that – as well in alignment with the demographic expectation over the several years, and that this district has excess capacity of physical school buildings. Administration did not look at adding another school into a location based on those factors. We did look at scenarios within the co-location option as different grade configurations to allow Hazel Park to exist, and to allow and welcome Txuj Ci for HMong Studies in the building. The remodeling cost is based on to have both – to grow to two sections, and over time the programs would be evaluated to look at PreK. It is dependent on the success of the programs. The goal was to look at impact and to least amount of students – we also looked at a PreK-4 option, K-8, and looking to bring the entire K-5 school over, and modify Hazel Park's grade configuration to be a PreK-5. There were 4-5 different scenarios for grade configurations. Although disruptive, it would be the least disruptive and provide the fastest response. Rather than phase in HMong Studies, it would be more disruptive than moving over HMong Studies for K-5.
- Director Allen requested information on the enrollment increases and revenue increases, and how that may balance the numbers for the costs. Response: For HMong Studies students to either Prosperity or Hazel Park would not be considered new revenue, but are current students. This discussion is different about previous program modifications, like with East African Magnet and Karen Program. With this model, it is taking 270 current students at Txuj Ci Lower on Cypress, and moving them to Prosperity or Hazel Park to allow for Txuj Ci Lower to have room for their 5th graders to come back from the Upper Campus, so the school could be whole; and a PreK-5 program for Hmong Dual Language at Cypress. It is to move the 5th graders back.
 - Would that open opportunities at Txuj Ci Upper, to leave space for enrollment increase? Response: Our enrollment is been increasing incrementally, and this year, we are likely to come in close to our numbers from last year with current facilities portfolio. The rearrangement within our facilities will not necessitate and increase in enrollment, but provide the space for those who decide to enroll in the school. It would not necessitate that our enrollment would increase. We are unlikely to experience a district wide increase in enrollment in the next decade. It's likely without legislation or population changes in and out of the city to substantially change and will remain stable. We also looked at waitlists to get into programming, for both programs, there are about 21 students on the waitlist for HMong Studies and Dual Immersion. We have made modifications over the years,

including expanding capacity at Txuj Ci Lower and 5th graders at the Upper Campus, we have accommodated the waitlist.

- What was the enrollment when we combined the program at Jackson? What has been the increase? Response: In 2022, the enrollment was 715. This year is at 963 for all programming, and 1038.
- Chief Sager noted that about for every 1 student, it will generate \$10,000 additional dollars, but we also incur greater expense for those programs and services for students.
- Director Allen also noted concerns in disruptions to a special education program, because consistency is so important in those spaces. It is very concerning, as well as not having a PreK program to allow Hazel Park to continue to grow.
- Director Ward noted questions about class size caps and the maximum number of students to fit in classrooms. In looking at the slides, both campuses are below 100%, yet hearing about overcapacity. Speculate that we typically operate buildings at lower than class size caps, and going to class size gaps may feel more full, and also into account the other spaces in the buildings – like the cafeteria. Response: Yes – schools are creative at finding ways to expand into other areas for activities and functions, and also welcome partners into the school buildings. There may be a room for storage and should be a classroom. When there are not students, there is another use, and the reasons that spaces feel full because rooms for classrooms are not being used as such. The kitchen/cafeteria is at max capacity with lunches run all day.
- Director Franco also noted questions about the Jackson Elementary enrollment and program was like prior to move to Txuj Ci. For the families that are co-enrolled at the school, it feels like the school are different and all-encompassing. Curious if there was feedback about what that would look like if the culture program was standalone, and a program that would be co-located at Hazel Park. Have we assessed what that may look like? He also noted the importance of the possible unintended consequences of moving 5th grade from Upper to Lower, and what it leaves the Upper campus with in terms of resources and enrollment. For the budget, the costs at Prosperity are outlined for opening a new school, but for a school staffing, is that additional money? We are moving the culture program to Hazel Park. Is this additional cost? Response: There would be an assumption in thinking of the second section of HMong Studies, with an additional specialist. We have to combine programs and then a allocation and round-up process. There is also an intervention specialist, as well as 0.38 of a health assistant, as well as nominal start-up costs of \$25,000 including additional consumables, and supporting. Those combined equal \$374,000. It would be additional costs.
- Chief Turner also noted in 2020-21, Jackson HMong Dual Language had 177 students; in 2021-22, there were 138 at Jackson (which was also a community school). Some of the rationale and requests from the community was to be together at one site, access to the same resources. There was a perception of “haves and have-nots” for those at Jackson, and those at Phalen Lake, which had a higher enrollment. They wanted to be together for a stronger program – “stronger together.” Chief Turner believes there would be that feeling at Prosperity Heights, and resources are based on enrollment, and there will be access to additional programming at the larger schools.
- Director Henderson requested clarification that at Prosperity, that feeling/tension may still be there. It’s an important piece, and helpful reframe. We have gone through this process once, and the one piece that has continues to resonate is for all students to have equal access to all opportunities. If there is a scenario that limits that, it is difficult. She also noted additional questions about Hazel Park, and a priority to ensure they are supported and represented. She would like to hear more from the Hazel Park community for supports they feel they would need to navigate a transition like this.

- Director Vue revisited the recommendation from the workgroup. Chief Turner noted the committee was not a decision-making group, but a group to review the data and discuss as a group to be brought to the senior leadership team. It is her belief that they leaned toward the Prosperity option, in the group of 23 folks. Director Vue noted there was never a desire from the group to go into Hazel Park from the workgroup. The workgroup made the best decision they could at the time with the information they had at the time.
- Director Vue then asked the superintendent if she had a recommendation. Dr. Stanley noted that over the past several months in working with the Board, she has learned about their values and beliefs, and one of the priorities she has learned is the importance places on garnering community voice to make decisions, and we have garnered the voice of some community stakeholders, but missing others. She also knows there is value by the Board to stabilize the budget and prevent further cuts and reductions across the system. We are aware we will face a \$37M shortfall in 26-27 school year should the referendum not pass in November. With these in consideration, she is reluctant to recommend either option. During her interview and since being hired, she has shared we need to evaluate the facilities portfolio to evaluate the next steps. In receiving information from the demographer and reduction of 10,000 students over the next decade, and she is out in community talking about the referendum, they are asking to ensure we are working to not be “frivolous” with our money and looking at the \$37M, but also ways to save funds. At the Joint Property Tax Advisory Committee meeting, we are collectively working with the County and City to begin looking at ways to collaborate to lessen the impact on our taxpayers. In looking at all the considerations, she cannot recommend either option.
- Director Valliant noted that she does not like either option – for the concerns about moving students in special education classes, but also understanding how it feels for parents and families at Txuj Ci to separate children and to feel misplaced and crowded. She also feels that the effects to the students at Hazel Park and how it will affect the current students and impacting PreK, and the different school cultures if students need to move, and the detriment to students. We are also asking taxpayers to vote to increase taxes, and it does not make sense to decide to open a new school at this time.
- Director Franco noted conversations about information to the workgroup around the possible impacts to the HMong Studies program if it was to move to Prosperity and what types of services and programs would be less available based on the smaller enrollment at the standalone school. Response: Director Vue noted that was taken into consideration, they would be losing some services. That was understood.
 - Director Franco asked about the weighed options – knowing the goal of the facilities workgroup was to return 5th grade to Txuj Ci Lower, and the considerations discussed knowing that would possibly reduce the service. Discussion that led to the recommendation to move the program to Prosperity knowing there may be access to less services. Response: The workgroup made the decision with the information they had at the time. There was also discussion about the timeline of the referendum in starting to talk in March/April 2025. This workgroup made this recommendation in March with the information they had at the time. This has been delayed multiple times, and new information to impact the decision made by the workgroup, and it seems like the rules are being changed. If this is how SPPS works with community – it’s difficult to say they actually work with the community.
- Director Ward notes questions about the workgroup comfort level with Option B knowing what we know now. Director Vue noted that he will not speak for the workgroup, but if that is the direction of the Board, they can reconvene. Chief Turner provided details on the composition of the workgroup with 28 members, 16 were parents and 11 staff. Of the parents, the majority of the

committee represented were enrolled in Hmong Dual Language program. This work has been going on for a long time, and thanks to the Hmong community for their consistency and patience. This work began in 2023, with conversations about programming in a smaller format, and at that time, the discussion was that they did not want to be in three buildings – it's too difficult for families and programming. Since that time, there has been a shift in the belief of the workgroup, and their preference has shifted over the last 18 months.

- Director Allen noted financial questions and the deficit, the conversation is not about sustainability of enrollment because it has increased in the Hmong programs, but do we have the right resources right now in a \$40M deficit to upstart this program, and how do we get it up and running if we are in a deficit and conversations with the Board.
- Director Ward noted questions about Dr. Stanley's non-recommendation of both options, and if she would discourage the Board from the adoption of either option, or if her preferred approach to keep as they are as we move towards a full inventory of the facilities. Response: Yes. She understands the desire in visiting Txuj Ci Lower, and understanding the desire and interest, and in her heart, she understands the sense of not being valued and listened to for many years. As the superintendent, she also needs to take a whole-systems view and also think about Hazel Park families and staff, and hearing from Hmong Studies teachers and the impact has crystallized. Knowing that we do need to look at our entire system at all schools to determine how to provide our students with outstanding programs regardless of school they attend. Had she been here in December, she would have encouraged the Board to wait until we walk through the process with the community of a better understanding knowing that we have committed to our Hmong community, the Txuj Ci community – that we will have a facility of one place for all students and families to go to several years from now, and that was brought forward to the Board in the update in June/July. She does believe we need a whole systems view with the whole community to examine all aspects of our district regarding facilities.
- Director Ward appreciated the whole systems view, and knowing this will also be another discussion. He is hearing the Superintendent, Director Valliant, and Director Allen, and Director Franco about being cost-conscious especially in a time of referendum. He has also heard from folks at Txuj Ci and Director Vue about the difficulty of learn effectively in the space, and stories and students eating lunch very early to very late, overcrowded and not sustainable. He feels the weight of multiple perspectives.
- Director Carrillo echoed what other board members had said, and there are constraints in the system that have been brought up by parents, who have a history of grievances this district has imposed on the Hmong community, as well as a grievances with other cultural, religious, and ethnic groups have also experienced, while also understanding the practical concept of needing to see the entire picture. Emotionally, we need to address the situation, and work within the parameters and responsibility and realization that as a district, harm has been caused to people. It is our mission and vision to lift up our young people to become great members of the community. We do feel a call to engage more, and not end this conversation. There are no easy answers with these two options – we don't want to squeeze the Txuj Ci enrollment, but the other option also affects another community. He shares the feeling that these are not good options, and they exacerbate existing problems around enrollment. The Txuj Ci community has been growing the most of all school communities, and take into the needs consideration the needs of sustained enrollment for the next decade. We have a lot of wonderful programs – but the history of what has been done to the Hmong community as an organization and the needs of the community exploding in capacity demands quicker action. Can we create a "sprint" within the next few weeks where we can charge ourselves to commit to goals of engagement and thought processes? The we either conclude with the community the best option is to look at the whole picture for a better long/mid-term solution, or

an option to mitigate the current situation in the 26-27 school year. Our administration has charted many possibilities. There is history and harm, and we are also charged to hold that and repair.

- Director Vue noted the problem with no recommendation from the superintendent. He noted the parameters he gave himself – including that we cannot do nothing, and we cannot make something up that no one asked for. The recommendations are here, and the Board needs to work within the parameters of the recommendation, need to consider the information we know now, and including Hazel Park because the co-location option needs more work. This is symptomatic of the delay and we do not have the information we need. There was also discussion about the Envision vote, and the delay of that vote. Action in December is the threshold for the following school year. The timeframe is now to December to get more details on the co-location option. Option A is straightforward except for the possible decrease of services. He recommended to reconvene with the Txuj Ci Facilities Workgroup with the Superintendent for her recommendation, include Hazel Park, and if we move forward with this, we are telling Hazel Park what is good for them. The workgroup did not know about that option when they met.
- Director Valliant and Director Henderson noted that additional community engagement is needed.
- Director Ward noted that this has been a productive and enlightening conversation. He hears there was a delay and cause for frustration – and since the disconnect was brought to the attention of our team, he has seen urgency to discuss this item and options. He shared appreciation that once it was brought to the superintendent’s attention, there was work to get it to this point of discussion, as well as at future meetings.
- Director Allen noted this should be a Regular Meeting conversation, and it is also scheduled for future meetings. It felt like more than a discussion about what the Board needs to do, but a lot of factors to come to a consensus about how to move forward and respect our community. We are hearing continued conversations, information from administration, and a request for board members to send specific questions to answer, to move towards action as we work towards the December timeframe.
- Director Valliant noted questions that if the referendum does not pass, if these options would change. Response: Considering they were posed before the referendum was a conversation, there is some type of contingency, but also need to be answered by administration.
- Director Carrillo noted questions if it would be possible to push to November, and meet with community in the next two weeks, so that in October, there can be conversations, and work in early November, has a path forward and parameters and boundaries. Our engagement and work in community is grounded in parameters and boundaries, and that work is crucial – once that is complete, there are great minds and desire to move forward, find solutions, and ideate. He is worried about going to December with a time constraint, and a move to November would allow for more time.
- Director Ward noted the timeline and work to complete. Is the Board saying we don’t want to discuss at the October Regular Meeting, and instead at November Regular Meeting?
- Director Vue noted the consensus is to move this to November, but no further than December.
- Administration noted that community engagement would occur after the MEA break, and to proceed to the November Regular Meeting.
- Director Henderson noted discussion at the November Committee of the Board, and then proceed to the November Regular Meeting. Director Vue noted the Txuj Ci Facilities Workgroup will need to reconvene and engagement with Hazel Park before the November Committee of the Board.
- Director Valliant thanked the parents and families for their advocacy. Director Ward also encouraged the community to share their thoughts with the Board via email.

6. POLICY UPDATE

a. Policy 507.00 - School Sponsored Activities: Clubs

Mr. Anderson then presented this policy. Policy changes include a policy purpose and general statement of policy, language for “student clubs and groups that enrich a student’s education and development are permitted within the school system”, and “All student clubs and organizations must operate under the guidance of a school staff member. These groups are required to comply with all applicable state laws, school board policies, and administrative regulations.”

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

QUESTIONS/DISCUSSION:

- Director Franco noted that a discussion at Policy Work Group, as well as raising it at this meeting, noted that this policy does not preclude students from leading groups, but under the guidance and supervision of a staff member, and we encourage student-led groups.
- Overall, the Board agreed with going-forward with this proposal with the suggested changes.

b. Policy 603.00 - Organization of School Calendar and School Day

Changes to this policy include a policy purpose, general statement of policy, calendar provisions, language about Labor Day, meet-and-confer process with bargaining units, and student schedule for the student day.

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

QUESTIONS/DISCUSSION:

- Director Henderson requested if details about the Calendar Committee would be added. Response: We are not planning to add that, because there are a lot and it is very detailed.
- Director Vue requested information about the technical aspect and passing the new policy, and then rescinding Policy 603.01. Response: They would both be in the three-reading process simultaneously.
- Overall, the Board agreed with going-forward with this proposal with the suggested changes.

c. Policy 603.01 - School Day - Student Arrival And Departure Time

Language from Policy 603.01 - School Day -- Student Arrival And Departure Time would be combined with the proposed revisions to Policy 603.00 - Organization of School Calendar and School Day. Current Policy 603.01 - School Day -- Student Arrival and Departure Time would be rescinded.

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

QUESTIONS/DISCUSSION:

- Overall, the Board agreed with going-forward with this proposal to rescind this policy.

7. ADJOURNMENT

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

The motion was approved by roll call vote:

Director Carrillo	Yes
Director Franco	Yes
Director Valliant	Yes

Director Henderson	Yes
Director Ward	Yes
Director Vue	Yes
Director Allen	Yes

The meeting adjourned at 7:27 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