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

November 5, 2025
4:30 PM

A G E N D A

1. **CALL TO ORDER**
2. **AGENDA**
   - A. Superintendent's Announcements
   - B. Systemic Equity
     1. Introduction
     2. Presentation 3
     3. Discussion
   - C. Mid-Term Txuj Ci Facilities: Additional Engagement Summary
     1. Introduction
     2. Presentation 20
     3. Discussion
   - D. Policy Update
     1. Introduction
     2. Presentation
        - a. Policy 535.00: Post-Secondary Enrollment Options (PSEO) 236
        - b. Policy 618.00: Research 244
        - c. Policy 521.00: Student Surveys 250
        - d. Minnesota Paid Leave 258
        - e. Fleet Vehicle Driver Procedure 310
     3. Discussion
     4. Action (TBD)
   - E. Contract for Study of Charter Schools
     1. Introduction
     2. Presentation 342
     3. Discussion
     4. Action
3. **ADJOURNMENT**

#BoldSubject#

Systemic Equity

Dr. Stacey Gray Akyea, Executive Chief, Equity, Strategy & Innovation

November 5 , 2025

Purpose

Provide an update on the strategies related to systemic equity since May 2023. Topics to be covered include:

- Office of Equity Organizational Alignment
- Staffing
- Systemic Equity Plan & Work
- Next Steps

4

Office of Equity: Organizational Alignment

- Sunset the Center of Equity & Culture
- Race and gender inclusion
- Focus on “North Star”
- Responsibility for systemic equity plan
- Systemic approach
  - Intersections
  - Leverage partnerships
  - Relationship with school sites
  - Culturally Responsive Instruction

5

Office of Equity: Staffing

- 2023 - Staff reduction and reorganization of titles
  - Equity Specialist
- 2025 - Current Director hired
- 2025 - Equity Specialist posted

6

Systemic Equity

Current State		Desired State
Normalize patterns of unearned privilege, advance access in policy, practice, procedures, and programming.	Pillar I * Building Capacity Pillar II * District Approach and Response Pillar III * Connections	Our system operates continuously to ensure healthy learning & working environments.

Equity Standards



- Guide scope and sequence of professional learning
- Create a focus on building capacity
- Answer the question: “What do members of our SPPS community need to know and/or be able to do with regard to equity?”
  - Know/Understand - bodies of knowledge
  - Do/Demonstrate - skill, will, capacity, courage

Equity Standards - Beta with Counselors

Know/Understand (key concepts)	Do/Demonstrate
Key Concepts • Power • Oppression • Perceived Power • Positional Power • Privilege	• Share power • Use power to interrupt, cultivate, support, and sustain equitable environments • Demonstrate through interactions an understanding of the dynamics of power and lean into ways to reconnect in relationships • Identify how Positional Power is used in a healthy way to positively impact engagement and hold space for historically marginalized voices • Identify how Perceived Power is used in a healthy way to positively impact engagement and hold space for historically marginalized voices

The Iceberg: A Way To See the Structures & Influences



Event – What happened? What was observable?

Pattern– Are the events repeating over time in a predictable way?

10

Structures – Are there underlying dynamics that create the conditions where the events and patterns observed become more likely?

Mental Model – What happened? What was observable?

Ex. High School



Event – What happened?	A non-black student said the n-word in a social media postings; she indicated that she had a "black card"/ "n-word pass". At school there was a resulting fight and several black students were suspended. The non-black student was not suspended, but was the victim of the incident.
Pattern – Are the events repeating over time in a predictable way?	Racially-charged incidents stem from non-black students-outside of school, and black students respond and receive disciplinary consequences.
Structure(s) – Are there underlying dynamics that create the conditions where the events and patterns observed become more likely?	●R&R handbook has narrow definitions of incidents defined to in-school; nothing about outside of school. ●If both parties aren't fighting back it isn't a fight, one is a victim and the other is physically aggressive ●Administrators are trained to address what happened inside school. ●Incidents regarding initiating or social media are lower levels of consequence.There are no clear cut statements about using the word; because of that if a student is triggered or bothered, there is no district response.
Mental Model – What happened? What was observable	●N-word controversy isn't appropriate for school setting ●Students will "test the waters" ●Black students bring outside influences into the school ●Black girls are aggressive ●Non-black girls are not aggressive

Another Layer: Influences

Event - What happened?	A non-black student said the n-word in a social media postings; she indicated that she had a "black card"/ "n-word pass". At school there was a resulting fight and several black students were suspended. The non-black student was not suspended, but was the victim of the incident.	**How might having a "black card" or "n-word pass" be related to power and power dynamics?**
Pattern - Are the events repeating over time in a predictable way?	Racially-charged incidents stem from non-black students-outside of school and black students respond in school and receive disciplinary consequences.	**How is power embedded in this pattern?** **What role might positional power play?**
Structure(s) - Are there underlying dynamics that create the conditions where the events and patterns observed become more likely?	●R&R handbook has narrow definitions of incidents defined to in-school; nothing about outside of school. ●If both parties aren't fighting back it isn't a fight, one is a victim and the other is physically aggressive ●Administrators are trained to address what happened inside school. ●Incidents regarding initiating or social media are lower levels of consequence.There are no clear cut statements about using the word; because of that if a student is triggered or bothered, there is no district response.	**Where does power show up in these structures?** **Are these structure upheld by positional power, perceived power, both neither?**
Mental Model - What happened? What was observable	●N-word controversy isn't appropriate for school setting ●Students will "test the waters" ●Black students bring outside influences into the school ●Black girls are aggressive ●Non-black girls are not aggressive	**How might these mental models support the use of power to maintain current structures?**

Culturally Responsive Instruction Self-Study

CRI is the vehicle for equity in the classroom*Students all access learning*Cultural displays of learning build capacity for information processing, leading to independent learners who possess and exercise their agency

What do we need to know and think about? What knowledge is prerequisite knowledge vs what would help bolster CRI practice?

- Differentiating between Multicultural Education (focus on representation), Social Justice Education (centers building critical consciousness), and CRI (focus on information processing).
- Understand the various levels of culture–surface, shallow, and deep–and how to build/plan instruction from deep culture

13

What beliefs must we have about teaching, our students to practice CRI? What does a safe environment for students look like?

- Environment is empathetic, kind, compassionate, patient, gives grace, and is relational .
- Clear evidence of academic mindset/academic rigor. The educator creates a learning environment with a community of learners.

What are specific teaching moves or competencies we should have or learn to integrate CRI into our classrooms?

- Instructional moves positively and constructively respond to cultural displays-Educators can recognize cultural displays of learning
- Instructional moves are leveraged to elevate cultural wealth and are able to strategically uplift the brilliance of marginalized students.

What will we routinely do that demonstrates integration of CRI?

- Educators observe teaching practice with curiosity to surface instances of children as sensemakers.
- Educators engage in regular and thoughtful reflection on how their own displays and understandings of culture impact student learning.

Student Equity & Leadership Development



- 23 youth participants
- Partnership with West St. Paul and South St. Paul
- 6 Saturday sessions
- The theme of ROOTS: How can our cultural, racial, and gendered roots help us grow communities that are more just, honest, and connected?

Student Equity & Leadership Development

- Several youth emphasized that being emotionally seen and heard was not only comforting but also transformative. They described their peers and facilitators as responsive listeners who helped them feel more socially confident. “Talking to other people around my age or people just listening to me and talking back to me—it means so much.” 15
- Youth Voice, Leadership, and Empowerment: Youth Ambassadors were clear that they were not passive participants—they were empowered to lead. Participants highlighted how they were asked to make creative decisions, facilitate breakout sessions, and design presentations from the ground up. Many described a shift in their sense of identity, from student to educator. We are creating the project—they're just here for support.”

Beyond Our Walls: Equity Summit

124 participants

39% of sessions lead by youth

- Respondents had a largely positive opinion of the summit, with 91% (n=21) of respondents rating their overall experience as positive.



Foundational Training

- Revised the introductory training into “Foundational Training”
- July 2025 soft launch with 13 participants

What's Next?

Building Capacity

- Q-Quest
- Equity Standards
- Professional development pathways
  - Foundational Training
  - Courageous Conversations About Race Deep Dive
  - Leadership Advance (Tools of Cultural Proficiency for Systems Change)

18

District Approach & Response

- Tools of Cultural Proficiency for Systems Change
- Racial Equity policy revision
- Equity Steering Committee

Building equity-based relationships

Feedback & Monitoring

Thank You

19

Mid-Term Txuj Ci Facilities: Additional Engagement Summary

Dr. Stacie Stanley, Superintendent
November 5 , 2025

The Engagement “Sprint”

On October 7, 2025, the Saint Paul Public Schools (SPPS) leadership team provided information to the Board of Education regarding mid-term options from the Txuj Ci Facilities workgroup.

During the discussion portion of this meeting, Board Director Yusef Carrillo asked, “Can we create a ‘sprint’ within the next few weeks where we can **charge ourselves to commit to goals of engagement and thought processes**? Then 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.”

21

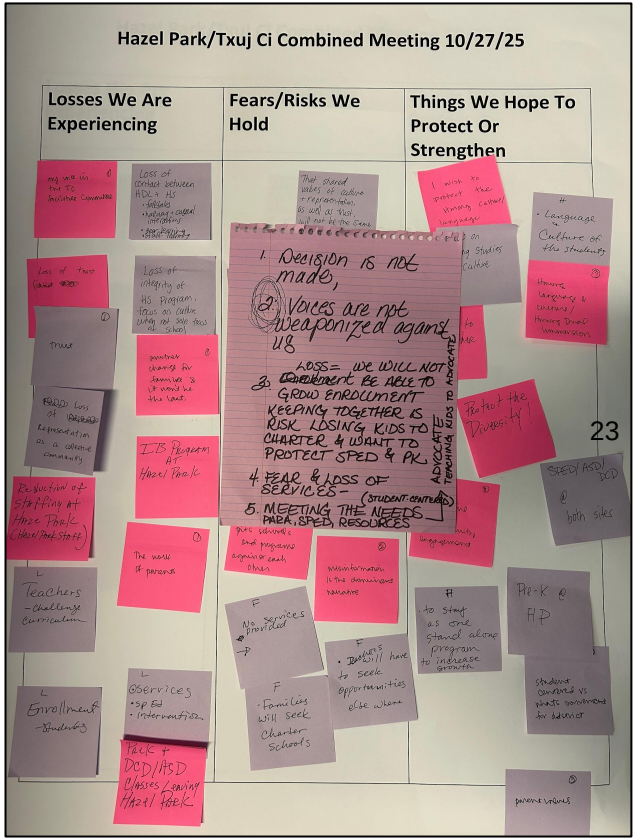
Community Engagement

- Hazel Park
  - Approximately 44 family members, school-based staff, and community members, attended.
  - 17 SPPS central office staff and Board directors attended.
- Txuj Ci
  - Approximately 61 family members, school-based staff, and community members, attended.
  - 18 SPPS central office staff and Board directors attended.
- Hazel Park/Txuj Ci Combined
  - Approximately 110 family members, school-based staff, and community members, attended.
  - 28 SPPS central office staff and Board directors attended.



Engagement Summary

- There appear to be related but distinct perspectives across the three impacted communities.
- There are ways in which all impacted communities converge
- There are ways in which all impacted communities differ



Mid-Term Txuj Ci Facilities: Additional Engagement Summary

This report contains the summary of community engagement regarding the mid-term options for Txuj Ci HMong Language and Culture Lower and Upper Campuses. Also provided is background information and links to additional resources.

The Engagement "Sprint"

On October 7, 2025, the Saint Paul Public Schools (SPPS) leadership team provided information to the Board of Education regarding mid-term options from the Txuj Ci Facilities mid-term workgroup. Key details of the presentation:

- In fall 2024, Txuj Ci's Pre-K sections were returned to the Txuj Ci Lower Campus on Cypress Street from the Early Childhood Hub East (Prosperity Avenue). This change occurred after stakeholders expressed frustration with the fall 2023 decision to move the Pre-K sections to the East Hub without engagement with parents/guardians.
- Also in fall 2024, due to the lack of space for all sections, 5th grade was moved to the Txuj Ci Upper Campus, forming a PreK-4th grade lower campus and 5th-8th grade upper campus. This configuration was to be temporary until a permanent PreK-8 campus was identified.
- In July 2025, the Board of Education approved a new facilities plan that will start the planning phase for a K-8 campus in 2029, with a target date for the combined campus to open in 2031, 2032, 2033.
- Two interim options were presented:
    - Interim Option A: 1305 Prosperity Avenue - Move the Txuj Ci HMong Studies program to another campus, currently a closed facility, opening up space to return 5th grade to lower campus. This creates a PreK-5th grade lower campus and a 6-8th grade upper campus.
    - Interim Option B: Different SPPS Site - Co-locate the Txuj Ci HMong Studies program to another campus, subsequently identified as Hazel Park Preparatory Academy (PreK-8), opening up space to return 5th grade to lower campus. This creates a PreK-5th grade lower campus and a 6th-8th grade upper campus.
- When asked to share the administration's recommendation, Dr. Stanley stated:
    - She has learned about the values and beliefs that the Board holds. One of them is that the Board seeks to garner community voices to inform their decisions.

- She believed it would be fair to say that the district has garnered the voice of some of our Txuj Ci community stakeholders, yet the voices of others are missing.
- She's had the chance to discuss the district's budget on many occasions. She knows there is value to stabilize our budget to prevent further cuts and reductions and is aware that the district will face a $37 million shortfall for the 2026-27 school year should the referendum not pass in November.
- During her interview and since starting her position in May 2025, she has shared that the district needs to evaluate its facility portfolio to determine next steps given the state demographer's (Hazel Reinhardt) conclusion that SPPS's enrollment is likely to decrease by 10,000 students by 2035.
- Taking all factors into consideration, she cannot recommend either option.

During the discussion portion of this meeting, Board Director Yusef Carrillo asked, "Can we create a 'sprint' within the next few weeks where we can charge ourselves to commit to goals of engagement and thought processes? Then 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." (COB Meeting Minutes). Board directors agreed and it was determined that additional perspectives would be gathered and submitted for discussion at the November 5, 2025, Committee of the Board and that the Board would take action in December at the Regular meeting of the Board.

With approximately two weeks to complete the Board's timeline, planning began. District administration scheduled three meetings:

1. Meeting with the Hazel Park school community to provide information and develop an understanding as to why Hazel Park was selected as a possible space for Hmong Studies co-location.
2. Meeting with the Txuj Ci (Lower and Upper) school community for additional feedback, and in particular from families and staff of the Hmong Studies program who were less represented in the facilities workgroup..
3. Meeting with both school communities together to ensure each community was able to hear from one another and share their collective feedback.

Community Engagement

Hazel Park Preparatory Academy: "I can think of a million things that you guys can spend money on."
The meeting with the Hazel Park school community was held at 5 p.m. on Wednesday, October 22. Approximately 44 members of the Hazel Park community, including family members, school-based staff, and community members, attended. An additional 17 SPPS central office staff and Board directors attended. The purpose of this meeting was to discuss the following:

- Establish a common understanding with the Hazel Park community as to why Hazel Park is being considered as a possible location for the HMong Studies program, and that Hazel Park

site is identified as the potential long-term home for Txuj Ci PreK-8 relocation with a possible opening in 2031, 2032, or 2033.

- Share potential impacts of a co-location with the Hazel Park program
- Hear initial reactions and collect questions from Hazel Park community members

The meeting began with an introduction, meeting purpose and parameters by the external facilitator. Jackie Turner, Executive Chief of Operations and Andrew Collins, Executive Chief of Schools then presented the program history, facility capacity and layout, and impacts to the school community. The space was then opened for questions before concluding with next steps.

Txuj Ci HMong Culture & Language Lower Campus: *"We are looking to the future, not just now; I wish the district would say we need a building now."*

The meeting with the Txuj Ci school community was held at 7 p.m. on Wednesday, October 22. Approximately 61 members of the Txuj Ci community, including family members, school-based staff, and community members, attended. An additional 18 SPPS central office staff and Board directors attended. The purpose of this meeting was to discuss the following:

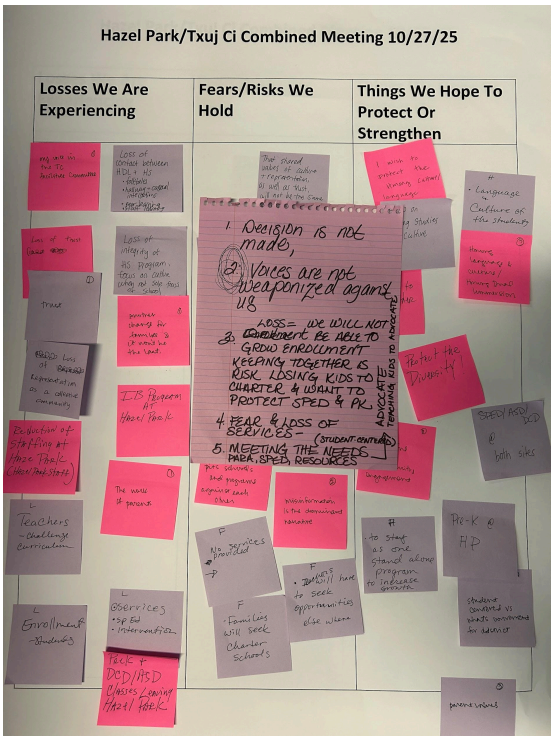
- Establish a common understanding of the overall impact of separating HMong Studies from the HMong Dual Language program.
- Review standalone vs. co-location with Hazel Park options.
- Hear initial reactions and collect questions from families, students and staff (Txuj Ci Information Meeting, slide 2)

The meeting began with an introduction, meeting purpose, and parameters by the external facilitator. Senior Executive Leader Andrew Collins and Senior Executive Leader Jackie Turner then presented the program history, facility capacity, and other data, and impacts to the school community. The space was then opened for questions before concluding with next steps.

October 27, 2025, at Washington Technology High School

The meeting with both school communities was held at 5:30 p.m.- 8:00 p.m. on Monday, October 27. Approximately 110 family members, school-based staff, and community members attended. An additional 28 SPPS central office staff and Board directors attended. The purpose of this meeting was to discuss the following:

- Listen to the community impact and understand lived experiences
- Surface shared values and impacts
- Provide the School Board with grounded input



The meeting was designed to have each table participate in three interactive activities before having a large group question and answer section. The first activity *story circles* asked each table member to respond to the following prompt: "What does your school community mean to you? What makes it feel like home?" The table notetaker summarized each response, and after each person shared the table attendees worked together to reflect on their responses and determine what values they shared. For the second activity, *shared impact mapping*, each table was given a large poster/sheet of paper with three columns on it. The columns were titled losses being experienced, fears/risks we hold, and what we hope to protect/strengthen. Each person reflected and wrote their responses on a post-it and then placed their reflections on the large poster. After the individual reflections, table attendees worked together to combine their individual reflections into groupings as they explored commonalities. The last activity asked each table to identify 5-10 responses (considerations) to the following question: *What else should be explored or does the board need to know before they make a decision on December 16?*

Engagement Summary

When all of the additional feedback is combined and explored,, there are several themes that emerge:

There appear to be related but distinct perspectives across the three impacted communities.

1. The Hazel Park school community has compassion for the Txuj Ci community and would not like HMong Studies to be re-located to Hazel Park; there appears to be no opinion from the Hazel Park school community about whether HMong Studies should be separated from HMong Dual Language.

2. Txuj Ci HMong Dual Language attendees are split; some would like to move HMong Studies to a separate campus. Of those wanting to move HMong Studies, all of them prefer the Prosperity Avenue site. Others would like HMong Studies and HMong Dual Language to remain together.

3. Txuj Ci HMong Studies attendees would like HMong Studies and HMong Dual Language to remain together. It appears that most would accept a temporary separation of HMong Studies and HMong Dual Language at the Prosperity Avenue site.

Phrased differently, there is nearly universal displeasure with Hazel Park Preparatory Academy's involvement in the mid-term solution. If relocation of the HMong Studies program must happen, all feedback indicates the Prosperity site would be preferred.



There are ways in which all impacted communities converge

- Threat of displacement and the resulting emotional, communal, and programmatic

consequences of the proposed co-location is high.

- Feedback is missing voices from the two communities. A middle school counselor stated that Hazel Park families' voices had been "absent in the conversation" and felt they had been "left out" of the planning process." A parent agreed with the idea that the process was "not beneficial to the students that are already here" but rather beneficial to the administration, which was met with clapping. One parent strongly disagreed with the decision, stating the administration was "leaving out the Black and brown students," and said she would relocate her special needs child if the change proceeded.

- Staff and parents felt they had been "left out of" the planning process and that their voices were "absent in the conversation." In particular, members of the Txuj Ci facilities workgroup were highly vocal as they shared the multiple failed attempts to have more participation in the process.

- Staff felt they had not been receiving "transparent communication" and had been informed slowly, making it difficult to focus on their work. Early career teachers expressed concern about the uncertainty in the air and worried about their futures. The communication felt rushed for some and empty to others.

- The perceived lack of transparency generated significant upset across both communities as they continually expressed feeling excluded, and a deep-seated loss of trust in the administration. At the Txuj Ci meeting, a parent questioned if the decision was "inevitable or negotiable," stating that the information presented made the relocation seem "inevitable" despite assurances otherwise. "From the presentation it seems like the decision has already been made. This seems like a formality." Staff felt they had not been receiving "transparent communication" and had been informed slowly, making it difficult to focus on their work. Early career teachers expressed concern about the uncertainty in the air and worried their positions could be cut.

> *Are we entering into this change as inevitable or negotiable? The presentation says it is negotiable but everything we're hearing seems inevitable. There are so many indicators/information that this is inevitable. It's important to name this. We are a split family with one in dual and one in Hmong culture. - Parent*

There are ways in which impacted communities differ

- Although most attendees were not in favor of option B; their rationale differed. For the Hazel Park community, staff commented on the uncertainty of their positions. One staff member remarked, "I don't feel like we can't focus on what we have to because we don't have the answers." Another said, "I don't know how we can support our community when there is so much in the air."

- Another reason for Hazel Park's disagreement was the negative impact on students served in the special education (SPED) program. One attendee cried when asking why the decision was made to impact students in their SPED program, noting that the self-contained students are the "most vulnerable" and need to remain with their peers and siblings in their community. A parent of a child with special needs strongly disagreed with the decision, explaining the administration was "leaving out the Black and brown students."

- The potential loss of the Pre-K program also caused upset, especially given its collaboration with the kindergarten program.

- Hazel Park staff expressed concern that the perspectives of the families and students were not garnered and that the next opportunity for the student and family input would be at a different location away from their home school.

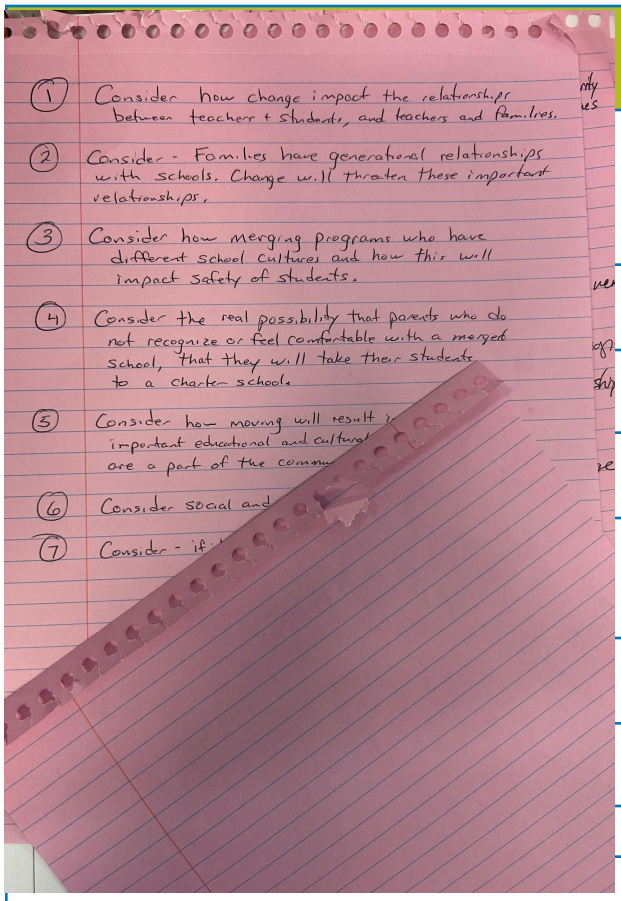
- Overall, Txuj Ci attendees were displeased with a myriad of factors culminating in the displeasure.

- Many attendees remarked that option B suggested an absorption of the HMong Studies program rather than a co-location. Community members noted that if the principal, enrichment programs, SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words), and counselors were all the same, the Hmong culture would lack its own resources and would essentially be "coming in to use what is at Hazel." Further, the HMong Studies program would be at-risk of "losing the essence" of what the school is about.

- A significant amount of feedback centered on a perception that the Hmong community had been deprioritized, disrespected, and ignored. A parent explicitly stated that the administration had "used the Hmong community to move things where you want them to move." They cited the use of the task force as an excuse to close Jackson or the use of enrollment needs to move PreK as examples. Parents noted that the school has gone through more transitions in the last few years than other district schools. They felt the district had "never prioritized this program or school" and asked why Txuj Ci couldn't have the same consistency as other schools. Parents expressed hurt that their voices were not being heard, leading to a recognized "loss of trust."

- A group of Txuj Ci staff indicated they did not want to separate HMong Studies from HMong Dual Language. An attendee cried and stated that the staff felt like there weren't any other options. She clarified that they "didn't want to vote to separate" and "We want to be together; we don't want to be split up." Staff worried about dividing the programs, noting that it "could hurt both" and that they would "lose the essence of what we are about." A parent noted that splitting up the community is "not the solution." Another parent said that the proposal for the move was brought up two years ago, but the decision was made to move 5th grade instead, because they "didn't like the option two years ago," and they need to find a solution where "everyone can stay together." This same parent warned the administration that Hmong parents "will not accept this change" and will move their students to charters. Another parent responded with a counter perspective that received applause. "The option to split up was supposed to be temporary. We are looking to the future, not just now; I wish the district

would say we need a building now." We said we were willing to split up in the interim so the district can find a solution for a building. It was 2013 when my first child was in the HDL program. We don't have everything, there is not a well-rounded education in the building, we are still lacking specialists. I'm looking for opportunities."



What else should be explored or does the board need to know before they make a decision on December 16?
1. A place/A school is needed for our immersion program like the Chinese, Spanish immersion, so we can authentically and teach Hmong language and culture with fidelity and without friction and distractions.
2. All three sites are very concerned about keeping their communities intact.
3. Are we growing other sites to embrace parents who leave or choose not?
4. Both communities have the potential to experience loss by the movement/splitting of programs.
5. Bring Pre-K -5 together and make the lunch room bigger and make sure all students have access to Hmong specialists.
6. Can there be a task force once a decision is made in December?
7. Capacity and numbers, HPPA cannot accommodate Txuj Ci as it is currently
8. Change is hard
9. Communication is critical; no miscommunication; families are heard
10. Concern for staff who will be displaced.
11. Concern of displacement of students if any students leave.
12. Concern that PreK will be moved affecting teachers that are going to be tenured next year.
13. Families have generational relationships with schools. Change will threaten these important relationships.
14. adding on which allows for all students to have the history/continuity of school, community, etc.
15. An option that would keep the Hmong programs together.
16. How does change impact the relationships between teachers and students and teachers and families
17. How merging programs who have different school cultures and how this will impact the safety of students.
18. Moving will result in losses of important educational and cultural artifacts which are a part of the community.
19. If it's not broken, don't "fix" it.
20. Social and emotional impacts on students.
21. The real possibility that parents who do not recognize or feel comfortable with a merged school, that they

will take their students to a charter school.
22. The PreK program at Hazel brings a lot of people from the community and sets the trajectory for them. PreK gives them what they need to be successful in K and or move from SPED to GenEd.
23. Decision is not made
24. Disruption to families
25. Disruptive learning for kids
26. Don't interrupt any community (or move programs) until space is built to support the end vision (many years from now).
27. Embrace the value of identity and work to find a large enough campus that allows all families to stay at one campus by choice.
28. Experience and risk of loss of existing community for both Hmong studies and Hazel Park
29. Families at Hazel Park didn't know
30. Families drive kids to school because of the school it is - that might change if separated.
31. Families may leave SPPS if we split the programs and close IB
32. Families will leave SPPS and future families will be hesitant to enroll if the Hmong programming is moved over the years. Or Hazel Park families will leave SPPS as a result.
33. Family engagement will be difficult for parents
34. Families will feel separated from the program
35. Fear and loss of services
36. Fear of being separated
37. Fear of families going to charter schools
38. Fear of further inequity by combining spaces. Cutting programs.
39. Fear of loss of sense of belonging and support for identity
40. Fearful of the future of Hmong studies (Hmong studies was created to retain and welcome back students).
41. Fearful of the separation of families who are at PK-8 program at Hazel Park, specifically families who are in Fed III/IV programs. The percentage of students who are removed as reported by the district is significantly higher.
42. Feeling like the Hmong studies program is growing and will quickly outgrow Hazel Park
43. Feels like voices don't mean much
44. Further trauma exerted on communities
45. Hard for families with multiple children
46. Hard for working parents
47. Having HS and HDL together is valuable for families and kids learning needs
48. Hmong dial language is city-wide. The move of the Hmong studies to HPPA would limit the city-wide opportunity.
49. Hmong studies is concerned that their program would be diluted or eventually fizzle out.
50. Hmong studies teachers feel unwanted - "kicked out" of Txuj Ci "not wanted" at Hazel

51. Hmong studies would be irrelevant if separated.
52. How are our families going to feel with loss of community
53. How do we ensure all of the families are getting this information?
54. How much buy-in does each school have
55. How will it be possible to have the needs of all SPED students be met
56. How will the board ensure strong leadership to support and continue the growth of all programs impacted? Especially the Hmong studies program. Hazel Park's 1B, Hmong studies, Hmong Dual Language
57. How will the culture of the schools and programs be protected with this change
58. How will the program stand out as far as cultural knowledge?
59. How will we keep the strong cultural connection with both school sites
60. How would these changes affect the feeder schools?
61. HP wants to keep IB/AVID/SPED, Admin/Office, Teachers, Special services, Specialists
62. HPPA is concerned about their program's future longevity.
63. HS families should get priority to stay in HDL
64. Identity is a top concern for all sites-how would one new identity be formed?
65. If all Txuj Ci programs will eventually move to Hazel Park, make that move/change now. As a result, Hazel Park is being relocated to a new space now.
66. If families know the school is eventually switching to HS schoolwide, they might not enroll, especially the Pre-K and K families.
67. If HMong Studies moves before PreK-8 programming can be in the same building, move the HMong Studies program to Prosperity Park. This is our 2nd preference, if we have to move!
68. If it is necessary to move Hmong studies to a new location, preference is for Prosperity so that: Hazel Park is not impacted and Hmong studies continues to share in resources with Txuj Ci HDL
69. If the board is separating the programs- both programs need equitable resources and staffing.
70. Important to help school entry transition through changes
71. Important to involve everyone (staff and families)
72. It is important to keep families together.
73. In the long-term, HMong Studies at HPPA would lessen the focus/strength of the program?
74. Keep families together!
75. Keep kid/teacher/family interests in mind
76. Keeping quality teachers and attract new teachers
77. Kids in Fed 3 are mainstreamed into Hmong studies
78. Lastly, but most importantly, protect our youths' joy and wonder! Not break it!
79. List of things staff need assistance with and curriculum (help admin understand who Txuj Ci Hmong studies is)
80. Listen to the voices of students, families, and staff.

81. Loss = we will not be able to grow enrollment keeping together is risk losing kids to charter and want to protect SPED and PK
82. Loss of SPED classrooms will result in loss of resources related to SPED resources
83. Loss of support for growth of the Hmong program
84. Loss of trust- HP was not truly taken into account in this process.
85. Make it safe
86. Many Txuj Ci staff would like to be at Prosperity.
87. Meeting the student centered needs PARA, SPED resources, advocate teaching kids to advocate
88. Minimize disruption
89. Money should not be the main driver of these decisions. Look at enrollment and staffing stability and potential.
90. Moving or reducing Pre-K and SPED students impacts our most vulnerable and high needs group of students.
91. Navigating school programs and services at new location
92. New building, new staff, new teachers
93. No longer have the name, same admin
94. One group vs. another. HPPA + poor.
95. Our table was concerned about where all of this originated from. The HPPA staff came in thinking the Txuj Ci Lower staff were in favor of moving into HPPA. To the contrary, the Txuj Ci Lower staff do not want to move. The question at hand is around the why of this proposal and where and with whom it originated? This felt like it came out of nowhere.
96. Parents and staff feel blind sided Admin doesn't realize the impact to families and staff
97. Physical space is a concern for the HPPA staff.
98. Potential inequity in resource allocation if created as two programs.
99. Potential loss of program, HP may not exist in 5 years.
100. Pre K and SPED would be lost at HP
101. Preserve programs within each site
102. Protect options - diversity of Hazel, HS and HDL and Txuj Ci
103. Rebuilding community, trust
104. Relationships are important
105. Seems to be put together quickly
106. Separation of families
107. Solid plan for communication
108. SPPS said no school would lose enrollment but it was said recently HPPA would lose up to 4 classrooms and would be cut if that's the case. What happens if enrollment increases? Can it not grow (all programs). This is supposed to flourish/grow.
109. Stable funding to support and grow existing programs.

110.	Staff are concerned about job security due to their strong commitment to their schools.
111.	Student diversity/identity needs to be preserved-both sites are concerned about this.
112.	Support for programs grow and thrive. Stay together.
113.	The consistency of Administration (Principals)
114.	The decision is urgent.
115.	The different programs will have tension Hazel Park isn't big enough to house the 2 different programs such as Ben Mays and Capital Hill
116.	The district has not made it clear and understandable what the changes are and the short and long-term impacts for all families involved.
117.	The engagement meetings feel disingenuous and have resulted in further lack of trust and harm.
118.	The Hmong and black communities each feel that their communities have been repeatedly harmed and displaced by SPPS over the years.
119.	The idea of PreK being not available for Hmong studies is concerning
120.	The loss of resources and services to Hazel Park (PK, SPED) and Hmong studies.
121.	The loss of trust from families with district
122.	The preference of the Hmong studies staff is to remain at Txuj Ci side by side with our HDL counterparts
123.	The proposal of Txuj Ci moving to HPPA is Asian students displacing Black and Brown students. That is not what they want.
124.	The S.E.L. needs are understood by the Team at the school. That is the foundation - consider the emotional/trauma of separating.
125.	The SPED program being cut then not being with the community
126.	There wasn't enough accessibility because of time and language access
127.	The family & staff want transparency. Share decisions and why.
128.	Think about who may not stay in a program if they move across town/separate. *Families at table have kids in both programs - adding another building would be too much.
129.	This is a difficult situation to say to one program you're out and another coming in
130.	Timeliness matters
131.	Transportation costs, multiple transportation schedules, security issues
132.	Uncertainty is the struggle in current dynamics
133.	Voices are not weaponized against us
134.	We fear that SPPS will be losing integral parts of the community from both sides. HPPA is a very diverse community with wide ranges of culture and backgrounds, which includes students and teachers. At Txuj Ci, we work and have worked over 20 years to preserve our language and culture. If the decision is made to break apart communities, SPPS needs to provide resources to support our students with the change.
135.	We fear that the district is more concerned about numbers and enrollment rather than the actual human impacts this has on our families. As school communities, we build strong relationships with our families, especially families that experience homelessness, poverty, and other unfortunate circumstances. And our

schools may be the only stability in some students' lives.
136. We hope that SPPS will hire more Asian-American leaders and BIPOC leaders in general to really get multi-cultural perspectives. SPPS also needs to have more follow through instead of recycling through. We hope that the school board will start to listen to families, parents, students and staff in SPPS. Who holds the school board accountable when they don't listen to us?
137. We want to protect our staff, students, and families.
138. What are the costs of adding on to Txuj vs different building costs, others if a Hazel? Costs of all options?
139. What does having additional conversations look like before the final decision is made?
140. What happens to HPPA if it becomes the future Txuj Ci?
141. What impacts would affect the 1B program?
142. What is the impact for the level 3 program?
143. What will Fed3 programs look like
144. What will happen to Fed3 program
145. What will happens to Fed3 program
146. What will services look like
147. When a portion of the community is moved, it has a negative impact on the staff, morale, and capacity for strong programming, and a negative impact on families who selected the school for more reasons than only the programming.
148. When you say "our" community what does that mean?
149. Will need to educate administration (new leadership)
150. Will the experts from the HDL hold all of the learning at Txuj Ci - will it move with Hmong Studies? Who are the experts teaching?
151. Will there be grandfathering of transportation?
152. Will this actually impact the decision, or is it performative to say feedback was collected?
153. Will this just get pushed through?
154. Would the board consider allowing things to remain as is? or if given the choice, Txuj Ci would rather go to Prosperity and not HPPA.

Timeline

February 2025	**Txuj Ci Mid-term workgroup presents end of phase 2** ● Committee of the Board presentation by Kathy Wallace and workgroup members ● *Director Vue recommended that the workgroup continue to convene, and to answer the questions brought forth by the presentation, cost it out, and determine the impacts of it on the current SPPS Builds plan and how it will integrate with other projects.* ● Facilities/Txuj Ci meetings & planning with district and school administrators
March 2025	**Txuj Ci Facilities Mid-Term Committee meeting** ● Reconsidered mid-term solutions ● Vote for recommendation
July 2025	**Facilities Five-Year Plan and Facilities Master Plan 2.0 approved** ● Presented by Jackie Turner, Kathy Wallace, and Jonathan Pettigrew ● Txuj Ci included as new to the 5-year plan beginning in 2028-29
October 2025	**Txuj Ci COB update** ● Committee of the board presentation **Txuj Ci Meeting** ● Hazel Park Preparatory ● Txuj Ci Lower **Txuj Ci/Hazel Park Community Conversation** ● Washington High School

Mid-Term Txuj Ci Facilities: Additional Engagement Summary

Addendum

Genesis of the "Mid-Term"

Saint Paul Public Schools offered its first Hmong language class in 2002. By 2006, the country's first Hmong Dual Language program started at Jackson Elementary. In 2019, a Hmong parent group requested a standalone Hmong Dual Language program. In response, a Hmong Dual Language workgroup was created as part of Envision SPPS (a process to create a plan that aligns programs with school facilities). The purpose of the workgroup was to "determine what is needed to ensure Hmong Dual Language students have a well-rounded and sustainable education" (HDL Envision SPPS ppt, 2020). The group produced a summary of their work in September 2021. The final section of the summary read:

> The Hmong Dual Language Envision Workgroup strongly supports the consolidation of the district's two PreK-5 HDL programs into one program. This group will continue to meet in the Fall of 2021 so that the district can provide more information on what makes for a strong, viable, and well-rounded middle school program, as a PreK-8 model is the group's preference for HDL. However, the group feels that the consideration of a PreK-8 HDL program should not in any way delay a decision on the start of a consolidated PreK-5 program for the District for the 2021-2022 school year (p.15).

Unfortunately, the work of the group was not completed in fall of 2021. School year 2021-22 was met with a multitude of challenges as the district struggled to reopen schools safely. In addition, the American Rescue Plan (ARP) allocated $207.9 million to SPPS as a three-year funding stream. One of the strategies developed was to establish two PreK hubs; one on each side of the district. PreK at Phalen (now Txuj Ci Lower) was moved into the new Early Childhood Hub East. The rationale for this decision was two-fold; first it would allow students on the waitlist for PreK at Phalen (now Txuj Ci Lower) to enroll and second, Phalen (now Txuj Ci Lower) could establish two self-contained special education classrooms. Although well-intended, the decision was met with dissatisfaction from many families who were not only surprised by the decision but were also impacted by having their children split across multiple buildings.

In response, a facilities workgroup was created with many of the same members as the Envision SPPS Hmong HDL workgroup. This workgroup determined PreK would move back to Txuj Ci and 5th grade would move to the Upper Campus, explored having a PreK-12 campus, and focused on what could be a *mid-term* solution for the school community while the district continued to plan for a PreK-8 school. It appears that by the February 2025 update at the Committee of Board meeting, the relationship between the members of the workgroup and the members of the district administration was strained. The presentation did not include information as to the state of the relationship, however the members of the workgroup were asked to share their experience, and as they shared

they expressed challenges they had experienced. The presentation was to mark the end of the workgroup as the focus of the project would be transferred into the work of the Facilities Master Plan 2.0. At the conclusion of the presentation commentary, Board Director Vue requested that the mid-term workgroup "continue to convene, and to answer the questions brought forth by the presentation, cost it [preferred option] out, and determine the impacts of it [preferred option] on the current SPPS Builds plan and how it will integrate with other projects." (COB Meeting Minutes). The Board of Directors agreed, and the Mid-Term Txuj Ci Facilities Workgroup was extended.

The Mid-Term Txuj Ci Facilities Workgroup

As requested, the Txuj Ci Mid-Term Workgroup reconvened in March 2025. The purpose of the meeting was for committee members to "give input and a recommendation to the District on an interim/mid-term facilities approach for Txuj Ci programs, based on shared goals and on understanding of the duration that the mid-term approach will be in place." (Meeting Minutes).

The original goals were discussed and an additional goal of developing the long-term solution faster than 8 years from fall 2025 was proposed. According to the notes, a discussion regarding the long-term PreK-8 solution occurred in which the 6-8 year timeline was clarified and unhappily received. There was then a discussion regarding the fall 2025 immediate approach before the options for fall 2026 or 2031/2032/2033 was discussed. Options were presented to the workgroup, and then discussion, before committee members voted anonymously for an initial indication of how much agreement there was on the options. Another discussion followed before the final recommendation was made. It should be mentioned that there was a specific request in the notes, "Be very sensitive when talking about the potential impact of Txuj Ci's vision on other schools; it is hurtful to hear a message that implies that others are more important or that dismisses this community" (Meeting Minutes).

General agreement to make the final recommendation from the majority vote resulted in the recommendation for Option A: *Relocate HMong Studies (HS) program to another site - temporarily while the PK-8 is being developed. A-1 is to relocate the program to Prosperity site, where there is space for 2 sections each of K-5.*

Mid-Term Txuj Ci Facilities: Additional Engagement Summary

This report contains the summary of community engagement regarding the mid-term options for Txuj Ci HMong Language and Culture Lower and Upper Campuses. Also provided is background information and links to additional resources.

The Engagement "Sprint"

On October 7, 2025, the Saint Paul Public Schools (SPPS) leadership team provided information to the Board of Education regarding mid-term options from the Txuj Ci Facilities mid-term workgroup. Key details of the presentation:

- In fall 2024, Txuj Ci's Pre-K sections were returned to the Txuj Ci Lower Campus on Cypress Street from the Early Childhood Hub East (Prosperity Avenue). This change occurred after stakeholders expressed frustration with the fall 2023 decision to move the Pre-K sections to the East Hub without engagement with parents/guardians.
- Also in fall 2024, due to the lack of space for all sections, 5th grade was moved to the Txuj Ci Upper Campus, forming a PreK-4th grade lower campus and 5th-8th grade upper campus. This configuration was to be temporary until a permanent PreK-8 campus was identified.
- In July 2025, the Board of Education approved a new facilities plan that will start the planning phase for a K-8 campus in 2029, with a target date for the combined campus to open in 2031, 2032, 2033.
- Two interim options were presented:
    - Interim Option A: 1305 Prosperity Avenue - Move the Txuj Ci HMong Studies program to another campus, currently a closed facility, opening up space to return 5th grade to lower campus. This creates a PreK-5th grade lower campus and a 6-8th grade upper campus.
    - Interim Option B: Different SPPS Site - Co-locate the Txuj Ci HMong Studies program to another campus, subsequently identified as Hazel Park Preparatory Academy (PreK-8), opening up space to return 5th grade to lower campus. This creates a PreK-5th grade lower campus and a 6th-8th grade upper campus.
- When asked to share the administration's recommendation, Dr. Stanley stated:
    - She has learned about the values and beliefs that the Board holds. One of them is that the Board seeks to garner community voices to inform their decisions.

- She believed it would be fair to say that the district has garnered the voice of some of our Txuj Ci community stakeholders, yet the voices of others are missing.
- She's had the chance to discuss the district's budget on many occasions. She knows there is value to stabilize our budget to prevent further cuts and reductions and is aware that the district will face a $37 million shortfall for the 2026-27 school year should the referendum not pass in November.
- During her interview and since starting her position in May 2025, she has shared that the district needs to evaluate its facility portfolio to determine next steps given the state demographer's (Hazel Reinhardt) conclusion that SPPS's enrollment is likely to decrease by 10,000 students by 2035.
- Taking all factors into consideration, she cannot recommend either option.

During the discussion portion of this meeting, Board Director Yusef Carrillo asked, "Can we create a 'sprint' within the next few weeks where we can charge ourselves to commit to goals of engagement and thought processes? Then 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." (COB Meeting Minutes). Board directors agreed and it was determined that additional perspectives would be gathered and submitted for discussion at the November 5, 2025, Committee of the Board and that the Board would take action in December at the Regular meeting of the Board.

With approximately two weeks to complete the Board's timeline, planning began. District administration scheduled three meetings:

1. Meeting with the Hazel Park school community to provide information and develop an understanding as to why Hazel Park was selected as a possible space for Hmong Studies co-location.
2. Meeting with the Txuj Ci (Lower and Upper) school community for additional feedback, and in particular from families and staff of the Hmong Studies program who were less represented in the facilities workgroup..
3. Meeting with both school communities together to ensure each community was able to hear from one another and share their collective feedback.

Community Engagement

Hazel Park Preparatory Academy: "I can think of a million things that you guys can spend money on."
The meeting with the Hazel Park school community was held at 5 p.m. on Wednesday, October 22. Approximately 44 members of the Hazel Park community, including family members, school-based staff, and community members, attended. An additional 17 SPPS central office staff and Board directors attended. The purpose of this meeting was to discuss the following:

- Establish a common understanding with the Hazel Park community as to why Hazel Park is being considered as a possible location for the HMong Studies program, and that Hazel Park

site is identified as the potential long-term home for Txuj Ci PreK-8 relocation with a possible opening in 2031, 2032, or 2033.

- Share potential impacts of a co-location with the Hazel Park program
- Hear initial reactions and collect questions from Hazel Park community members

The meeting began with an introduction, meeting purpose and parameters by the external facilitator. Jackie Turner, Executive Chief of Operations and Andrew Collins, Executive Chief of Schools then presented the program history, facility capacity and layout, and impacts to the school community. The space was then opened for questions before concluding with next steps.

Txuj Ci HMong Culture & Language Lower Campus: *"We are looking to the future, not just now; I wish the district would say we need a building now."*

The meeting with the Txuj Ci school community was held at 7 p.m. on Wednesday, October 22. Approximately 61 members of the Txuj Ci community, including family members, school-based staff, and community members, attended. An additional 18 SPPS central office staff and Board directors attended. The purpose of this meeting was to discuss the following:

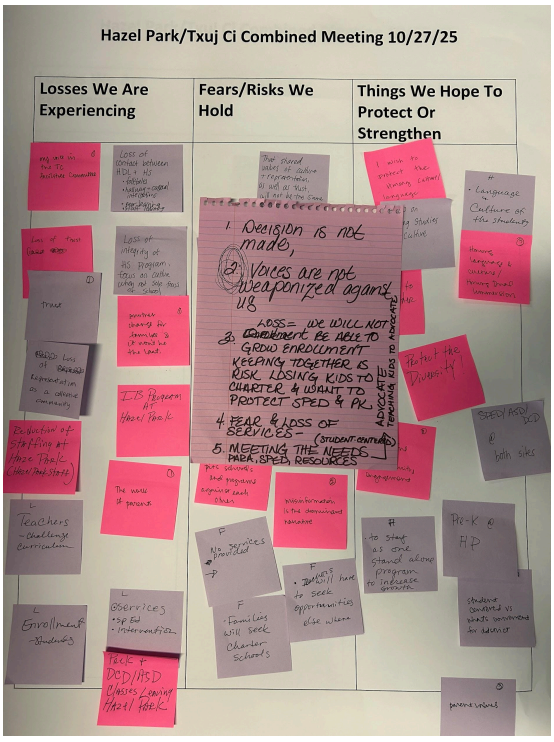
- Establish a common understanding of the overall impact of separating HMong Studies from the HMong Dual Language program.
- Review standalone vs. co-location with Hazel Park options.
- Hear initial reactions and collect questions from families, students and staff (Txuj Ci Information Meeting, slide 2)

The meeting began with an introduction, meeting purpose, and parameters by the external facilitator. Senior Executive Leader Andrew Collins and Senior Executive Leader Jackie Turner then presented the program history, facility capacity, and other data, and impacts to the school community. The space was then opened for questions before concluding with next steps.

October 27, 2025, at Washington Technology High School

The meeting with both school communities was held at 5:30 p.m.- 8:00 p.m. on Monday, October 27. Approximately 110 family members, school-based staff, and community members attended. An additional 28 SPPS central office staff and Board directors attended. The purpose of this meeting was to discuss the following:

- Listen to the community impact and understand lived experiences
- Surface shared values and impacts
- Provide the School Board with grounded input



The meeting was designed to have each table participate in three interactive activities before having a large group question and answer section. The first activity *story circles* asked each table member to respond to the following prompt: "What does your school community mean to you? What makes it feel like home?" The table notetaker summarized each response, and after each person shared the table attendees worked together to reflect on their responses and determine what values they shared. For the second activity, *shared impact mapping*, each table was given a large poster/sheet of paper with three columns on it. The columns were titled losses being experienced, fears/risks we hold, and what we hope to protect/strengthen. Each person reflected and wrote their responses on a post-it and then placed their reflections on the large poster. After the individual reflections, table attendees worked together to combine their individual reflections into groupings as they explored commonalities. The last activity asked each table to identify 5-10 responses (considerations) to the following question: *What else should be explored or does the board need to know before they make a decision on December 16?*

Engagement Summary

When all of the additional feedback is combined and explored,, there are several themes that emerge:

There appear to be related but distinct perspectives across the three impacted communities.

1. The Hazel Park school community has compassion for the Txuj Ci community and would not like HMong Studies to be re-located to Hazel Park; there appears to be no opinion from the Hazel Park school community about whether HMong Studies should be separated from HMong Dual Language.

2. Txuj Ci HMong Dual Language attendees are split; some would like to move HMong Studies to a separate campus. Of those wanting to move HMong Studies, all of them prefer the Prosperity Avenue site. Others would like HMong Studies and HMong Dual Language to remain together.

3. Txuj Ci HMong Studies attendees would like HMong Studies and HMong Dual Language to remain together. It appears that most would accept a temporary separation of HMong Studies and HMong Dual Language at the Prosperity Avenue site.

Phrased differently, there is nearly universal displeasure with Hazel Park Preparatory Academy's involvement in the mid-term solution. If relocation of the HMong Studies program must happen, all feedback indicates the Prosperity site would be preferred.



There are ways in which all impacted communities converge

- Threat of displacement and the resulting emotional, communal, and programmatic

consequences of the proposed co-location is high.

- Feedback is missing voices from the two communities. A middle school counselor stated that Hazel Park families' voices had been "absent in the conversation" and felt they had been "left out" of the planning process.” A parent agreed with the idea that the process was "not beneficial to the students that are already here" but rather beneficial to the administration, which was met with clapping. One parent strongly disagreed with the decision, stating the administration was "leaving out the Black and brown students," and said she would relocate her special needs child if the change proceeded.
- Staff and parents felt they had been “left out of” the planning process and that their voices were "absent in the conversation." In particular, members of the Txuj Ci facilities workgroup were highly vocal as they shared the multiple failed attempts to have more participation in the process.
- Staff felt they had not been receiving "transparent communication" and had been informed slowly, making it difficult to focus on their work. Early career teachers expressed concern about the uncertainty in the air and worried about their futures. The communication felt rushed for some and empty to others.
- The perceived lack of transparency generated significant upset across both communities as they continually expressed feeling excluded, and a deep-seated loss of trust in the administration. At the Txuj Ci meeting, a parent questioned if the decision was "inevitable or negotiable," stating that the information presented made the relocation seem "inevitable" despite assurances otherwise. “From the presentation it seems like the decision has already been made. This seems like a formality.” Staff felt they had not been receiving "transparent communication" and had been informed slowly, making it difficult to focus on their work. Early career teachers expressed concern about the uncertainty in the air and worried their positions could be cut.

> *Are we entering into this change as inevitable or negotiable? The presentation says it is negotiable but everything we’re hearing seems inevitable. There are so many indicators/information that this is inevitable. It’s important to name this. We are a split family with one in dual and one in Hmong culture. - Parent*

There are ways in which impacted communities differ

- Although most attendees were not in favor of option B; their rationale differed. For the Hazel Park community, staff commented on the uncertainty of their positions. One staff member remarked, “I don’t feel like we can’t focus on what we have to because we don’t have the answers.” Another said, “I don’t know how we can support our community when there is so much in the air.”

- Another reason for Hazel Park's disagreement was the negative impact on students served in the special education (SPED) program. One attendee cried when asking why the decision was made to impact students in their SPED program, noting that the self-contained students are the "most vulnerable" and need to remain with their peers and siblings in their community. A parent of a child with special needs strongly disagreed with the decision, explaining the administration was "leaving out the Black and brown students."

- The potential loss of the Pre-K program also caused upset, especially given its collaboration with the kindergarten program.

- Hazel Park staff expressed concern that the perspectives of the families and students were not garnered and that the next opportunity for the student and family input would be at a different location away from their home school.

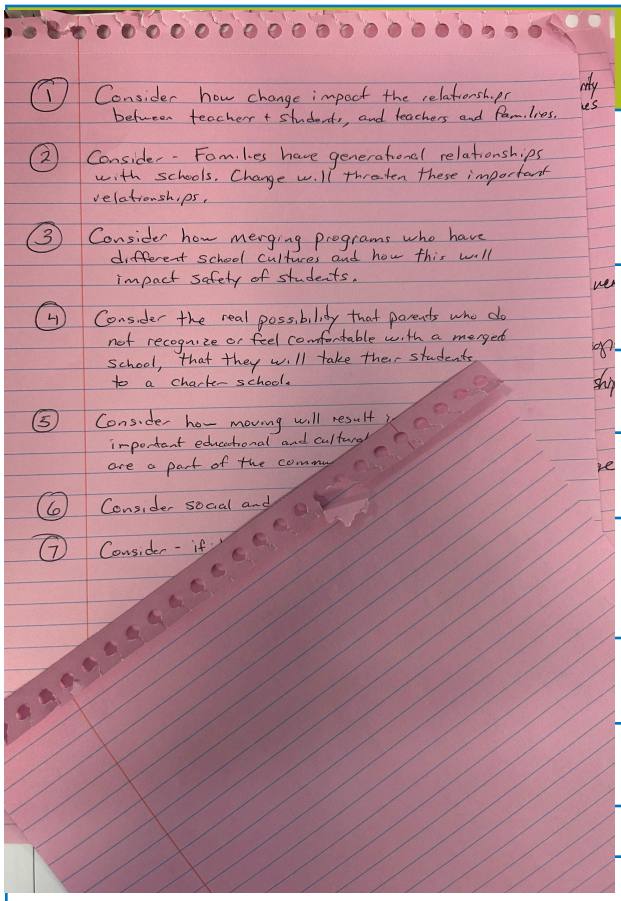
- Overall, Txuj Ci attendees were displeased with a myriad of factors culminating in the displeasure.

- Many attendees remarked that option B suggested an absorption of the HMong Studies program rather than a co-location. Community members noted that if the principal, enrichment programs, SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words), and counselors were all the same, the Hmong culture would lack its own resources and would essentially be "coming in to use what is at Hazel." Further, the HMong Studies program would be at-risk of "losing the essence" of what the school is about.

- A significant amount of feedback centered on a perception that the Hmong community had been deprioritized, disrespected, and ignored. A parent explicitly stated that the administration had "used the Hmong community to move things where you want them to move." They cited the use of the task force as an excuse to close Jackson or the use of enrollment needs to move PreK as examples. Parents noted that the school has gone through more transitions in the last few years than other district schools. They felt the district had "never prioritized this program or school" and asked why Txuj Ci couldn't have the same consistency as other schools. Parents expressed hurt that their voices were not being heard, leading to a recognized "loss of trust."

- A group of Txuj Ci staff indicated they did not want to separate HMong Studies from HMong Dual Language. An attendee cried and stated that the staff felt like there weren't any other options. She clarified that they "didn't want to vote to separate" and "We want to be together; we don't want to be split up." Staff worried about dividing the programs, noting that it "could hurt both" and that they would "lose the essence of what we are about." A parent noted that splitting up the community is "not the solution." Another parent said that the proposal for the move was brought up two years ago, but the decision was made to move 5th grade instead, because they "didn't like the option two years ago," and they need to find a solution where "everyone can stay together." This same parent warned the administration that Hmong parents "will not accept this change" and will move their students to charters. Another parent responded with a counter perspective that received applause. "The option to split up was supposed to be temporary. We are looking to the future, not just now; I wish the district

would say we need a building now." We said we were willing to split up in the interim so the district can find a solution for a building. It was 2013 when my first child was in the HDL program. We don't have everything, there is not a well-rounded education in the building, we are still lacking specialists. I'm looking for opportunities."



What else should be explored or does the board need to know before they make a decision on December 16?
1. A place/A school is needed for our immersion program like the Chinese, Spanish immersion, so we can authentically and teach Hmong language and culture with fidelity and without friction and distractions.
2. All three sites are very concerned about keeping their communities intact.
3. Are we growing other sites to embrace parents who leave or choose not?
4. Both communities have the potential to experience loss by the movement/splitting of programs.
5. Bring Pre-K -5 together and make the lunch room bigger and make sure all students have access to Hmong specialists.
6. Can there be a task force once a decision is made in December?
7. Capacity and numbers, HPPA cannot accommodate Txuj Ci as it is currently
8. Change is hard
9. Communication is critical; no miscommunication; families are heard
10. Concern for staff who will be displaced.
11. Concern of displacement of students if any students leave.
12. Concern that PreK will be moved affecting teachers that are going to be tenured next year.
13. Families have generational relationships with schools. Change will threaten these important relationships.
14. adding on which allows for all students to have the history/continuity of school, community, etc.
15. An option that would keep the Hmong programs together.
16. How does change impact the relationships between teachers and students and teachers and families
17. How merging programs who have different school cultures and how this will impact the safety of students.
18. Moving will result in losses of important educational and cultural artifacts which are a part of the community.
19. If it's not broken, don't "fix" it.
20. Social and emotional impacts on students.
21. The real possibility that parents who do not recognize or feel comfortable with a merged school, that they

will take their students to a charter school.
22. The PreK program at Hazel brings a lot of people from the community and sets the trajectory for them. PreK gives them what they need to be successful in K and or move from SPED to GenEd.
23. Decision is not made
24. Disruption to families
25. Disruptive learning for kids
26. Don't interrupt any community (or move programs) until space is built to support the end vision (many years from now).
27. Embrace the value of identity and work to find a large enough campus that allows all families to stay at one campus by choice.
28. Experience and risk of loss of existing community for both Hmong studies and Hazel Park
29. Families at Hazel Park didn't know
30. Families drive kids to school because of the school it is - that might change if separated.
31. Families may leave SPPS if we split the programs and close IB
32. Families will leave SPPS and future families will be hesitant to enroll if the Hmong programming is moved over the years. Or Hazel Park families will leave SPPS as a result.
33. Family engagement will be difficult for parents
34. Families will feel separated from the program
35. Fear and loss of services
36. Fear of being separated
37. Fear of families going to charter schools
38. Fear of further inequity by combining spaces. Cutting programs.
39. Fear of loss of sense of belonging and support for identity
40. Fearful of the future of Hmong studies (Hmong studies was created to retain and welcome back students).
41. Fearful of the separation of families who are at PK-8 program at Hazel Park, specifically families who are in Fed III/IV programs. The percentage of students who are removed as reported by the district is significantly higher.
42. Feeling like the Hmong studies program is growing and will quickly outgrow Hazel Park
43. Feels like voices don't mean much
44. Further trauma exerted on communities
45. Hard for families with multiple children
46. Hard for working parents
47. Having HS and HDL together is valuable for families and kids learning needs
48. Hmong dial language is city-wide. The move of the Hmong studies to HPPA would limit the city-wide opportunity.
49. Hmong studies is concerned that their program would be diluted or eventually fizzle out.
50. Hmong studies teachers feel unwanted - "kicked out" of Txuj Ci "not wanted" at Hazel

51. Hmong studies would be irrelevant if separated.
52. How are our families going to feel with loss of community
53. How do we ensure all of the families are getting this information?
54. How much buy-in does each school have
55. How will it be possible to have the needs of all SPED students be met
56. How will the board ensure strong leadership to support and continue the growth of all programs impacted? Especially the Hmong studies program. Hazel Park's 1B, Hmong studies, Hmong Dual Language
57. How will the culture of the schools and programs be protected with this change
58. How will the program stand out as far as cultural knowledge?
59. How will we keep the strong cultural connection with both school sites
60. How would these changes affect the feeder schools?
61. HP wants to keep IB/AVID/SPED, Admin/Office, Teachers, Special services, Specialists
62. HPPA is concerned about their program's future longevity.
63. HS families should get priority to stay in HDL
64. Identity is a top concern for all sites-how would one new identity be formed?
65. If all Txuj Ci programs will eventually move to Hazel Park, make that move/change now. As a result, Hazel Park is being relocated to a new space now.
66. If families know the school is eventually switching to HS schoolwide, they might not enroll, especially the Pre-K and K families.
67. If HMong Studies moves before PreK-8 programming can be in the same building, move the HMong Studies program to Prosperity Park. This is our 2nd preference, if we have to move!
68. If it is necessary to move Hmong studies to a new location, preference is for Prosperity so that: Hazel Park is not impacted and Hmong studies continues to share in resources with Txuj Ci HDL
69. If the board is separating the programs- both programs need equitable resources and staffing.
70. Important to help school entry transition through changes
71. Important to involve everyone (staff and families)
72. It is important to keep families together.
73. In the long-term, HMong Studies at HPPA would lessen the focus/strength of the program?
74. Keep families together!
75. Keep kid/teacher/family interests in mind
76. Keeping quality teachers and attract new teachers
77. Kids in Fed 3 are mainstreamed into Hmong studies
78. Lastly, but most importantly, protect our youths' joy and wonder! Not break it!
79. List of things staff need assistance with and curriculum (help admin understand who Txuj Ci Hmong studies is)
80. Listen to the voices of students, families, and staff.

81. Loss = we will not be able to grow enrollment keeping together is risk losing kids to charter and want to protect SPED and PK
82. Loss of SPED classrooms will result in loss of resources related to SPED resources
83. Loss of support for growth of the Hmong program
84. Loss of trust- HP was not truly taken into account in this process.
85. Make it safe
86. Many Txuj Ci staff would like to be at Prosperity.
87. Meeting the student centered needs PARA, SPED resources, advocate teaching kids to advocate
88. Minimize disruption
89. Money should not be the main driver of these decisions. Look at enrollment and staffing stability and potential.
90. Moving or reducing Pre-K and SPED students impacts our most vulnerable and high needs group of students.
91. Navigating school programs and services at new location
92. New building, new staff, new teachers
93. No longer have the name, same admin
94. One group vs. another. HPPA + poor.
95. Our table was concerned about where all of this originated from. The HPPA staff came in thinking the Txuj Ci Lower staff were in favor of moving into HPPA. To the contrary, the Txuj Ci Lower staff do not want to move. The question at hand is around the why of this proposal and where and with whom it originated? This felt like it came out of nowhere.
96. Parents and staff feel blind sided Admin doesn't realize the impact to families and staff
97. Physical space is a concern for the HPPA staff.
98. Potential inequity in resource allocation if created as two programs.
99. Potential loss of program, HP may not exist in 5 years.
100. Pre K and SPED would be lost at HP
101. Preserve programs within each site
102. Protect options - diversity of Hazel, HS and HDL and Txuj Ci
103. Rebuilding community, trust
104. Relationships are important
105. Seems to be put together quickly
106. Separation of families
107. Solid plan for communication
108. SPPS said no school would lose enrollment but it was said recently HPPA would lose up to 4 classrooms and would be cut if that's the case. What happens if enrollment increases? Can it not grow (all programs). This is supposed to flourish/grow.
109. Stable funding to support and grow existing programs.

110.	Staff are concerned about job security due to their strong commitment to their schools.
111.	Student diversity/identity needs to be preserved-both sites are concerned about this.
112.	Support for programs grow and thrive. Stay together.
113.	The consistency of Administration (Principals)
114.	The decision is urgent.
115.	The different programs will have tension Hazel Park isn't big enough to house the 2 different programs such as Ben Mays and Capital Hill
116.	The district has not made it clear and understandable what the changes are and the short and long-term impacts for all families involved.
117.	The engagement meetings feel disingenuous and have resulted in further lack of trust and harm.
118.	The Hmong and black communities each feel that their communities have been repeatedly harmed and displaced by SPPS over the years.
119.	The idea of PreK being not available for Hmong studies is concerning
120.	The loss of resources and services to Hazel Park (PK, SPED) and Hmong studies.
121.	The loss of trust from families with district
122.	The preference of the Hmong studies staff is to remain at Txuj Ci side by side with our HDL counterparts
123.	The proposal of Txuj Ci moving to HPPA is Asian students displacing Black and Brown students. That is not what they want.
124.	The S.E.L. needs are understood by the Team at the school. That is the foundation - consider the emotional/trauma of separating.
125.	The SPED program being cut then not being with the community
126.	There wasn't enough accessibility because of time and language access
127.	The family & staff want transparency. Share decisions and why.
128.	Think about who may not stay in a program if they move across town/separate. *Families at table have kids in both programs - adding another building would be too much.
129.	This is a difficult situation to say to one program you're out and another coming in
130.	Timeliness matters
131.	Transportation costs, multiple transportation schedules, security issues
132.	Uncertainty is the struggle in current dynamics
133.	Voices are not weaponized against us
134.	We fear that SPPS will be losing integral parts of the community from both sides. HPPA is a very diverse community with wide ranges of culture and backgrounds, which includes students and teachers. At Txuj Ci, we work and have worked over 20 years to preserve our language and culture. If the decision is made to break apart communities, SPPS needs to provide resources to support our students with the change.
135.	We fear that the district is more concerned about numbers and enrollment rather than the actual human impacts this has on our families. As school communities, we build strong relationships with our families, especially families that experience homelessness, poverty, and other unfortunate circumstances. And our

schools may be the only stability in some students' lives.
136. We hope that SPPS will hire more Asian-American leaders and BIPOC leaders in general to really get multi-cultural perspectives. SPPS also needs to have more follow through instead of recycling through. We hope that the school board will start to listen to families, parents, students and staff in SPPS. Who holds the school board accountable when they don't listen to us?
137. We want to protect our staff, students, and families.
138. What are the costs of adding on to Txuj vs different building costs, others if a Hazel? Costs of all options?
139. What does having additional conversations look like before the final decision is made?
140. What happens to HPPA if it becomes the future Txuj Ci?
141. What impacts would affect the 1B program?
142. What is the impact for the level 3 program?
143. What will Fed3 programs look like
144. What will happen to Fed3 program
145. What will happens to Fed3 program
146. What will services look like
147. When a portion of the community is moved, it has a negative impact on the staff, morale, and capacity for strong programming, and a negative impact on families who selected the school for more reasons than only the programming.
148. When you say "our" community what does that mean?
149. Will need to educate administration (new leadership)
150. Will the experts from the HDL hold all of the learning at Txuj Ci - will it move with Hmong Studies? Who are the experts teaching?
151. Will there be grandfathering of transportation?
152. Will this actually impact the decision, or is it performative to say feedback was collected?
153. Will this just get pushed through?
154. Would the board consider allowing things to remain as is? or if given the choice, Txuj Ci would rather go to Prosperity and not HPPA.

Timeline

February 2025	**Txuj Ci Mid-term workgroup presents end of phase 2** ● Committee of the Board presentation by Kathy Wallace and workgroup members ● *Director Vue recommended that the workgroup continue to convene, and to answer the questions brought forth by the presentation, cost it out, and determine the impacts of it on the current SPPS Builds plan and how it will integrate with other projects.* ● Facilities/Txuj Ci meetings & planning with district and school administrators
March 2025	**Txuj Ci Facilities Mid-Term Committee meeting** ● Reconsidered mid-term solutions ● Vote for recommendation
July 2025	**Facilities Five-Year Plan and Facilities Master Plan 2.0 approved** ● Presented by Jackie Turner, Kathy Wallace, and Jonathan Pettigrew ● Txuj Ci included as new to the 5-year plan beginning in 2028-29
October 2025	**Txuj Ci COB update** ● Committee of the board presentation **Txuj Ci Meeting** ● Hazel Park Preparatory ● Txuj Ci Lower **Txuj Ci/Hazel Park Community Conversation** ● Washington High School

Mid-Term Txuj Ci Facilities: Additional Engagement Summary

Addendum

Genesis of the "Mid-Term"

Saint Paul Public Schools offered its first Hmong language class in 2002. By 2006, the country's first Hmong Dual Language program started at Jackson Elementary. In 2019, a Hmong parent group requested a standalone Hmong Dual Language program. In response, a Hmong Dual Language workgroup was created as part of Envision SPPS (a process to create a plan that aligns programs with school facilities). The purpose of the workgroup was to "determine what is needed to ensure Hmong Dual Language students have a well-rounded and sustainable education" (HDL Envision SPPS ppt, 2020). The group produced a summary of their work in September 2021. The final section of the summary read:

> The Hmong Dual Language Envision Workgroup strongly supports the consolidation of the district's two PreK-5 HDL programs into one program. This group will continue to meet in the Fall of 2021 so that the district can provide more information on what makes for a strong, viable, and well-rounded middle school program, as a PreK-8 model is the group's preference for HDL. However, the group feels that the consideration of a PreK-8 HDL program should not in any way delay a decision on the start of a consolidated PreK-5 program for the District for the 2021-2022 school year (p.15).

Unfortunately, the work of the group was not completed in fall of 2021. School year 2021-22 was met with a multitude of challenges as the district struggled to reopen schools safely. In addition, the American Rescue Plan (ARP) allocated $207.9 million to SPPS as a three-year funding stream. One of the strategies developed was to establish two PreK hubs; one on each side of the district. PreK at Phalen (now Txuj Ci Lower) was moved into the new Early Childhood Hub East. The rationale for this decision was two-fold; first it would allow students on the waitlist for PreK at Phalen (now Txuj Ci Lower) to enroll and second, Phalen (now Txuj Ci Lower) could establish two self-contained special education classrooms. Although well-intended, the decision was met with dissatisfaction from many families who were not only surprised by the decision but were also impacted by having their children split across multiple buildings.

In response, a facilities workgroup was created with many of the same members as the Envision SPPS Hmong HDL workgroup. This workgroup determined PreK would move back to Txuj Ci and 5th grade would move to the Upper Campus, explored having a PreK-12 campus, and focused on what could be a *mid-term* solution for the school community while the district continued to plan for a PreK-8 school. It appears that by the February 2025 update at the Committee of Board meeting, the relationship between the members of the workgroup and the members of the district administration was strained. The presentation did not include information as to the state of the relationship, however the members of the workgroup were asked to share their experience, and as they shared

they expressed challenges they had experienced. The presentation was to mark the end of the workgroup as the focus of the project would be transferred into the work of the Facilities Master Plan 2.0. At the conclusion of the presentation commentary, Board Director Vue requested that the mid-term workgroup "continue to convene, and to answer the questions brought forth by the presentation, cost it [preferred option] out, and determine the impacts of it [preferred option] on the current SPPS Builds plan and how it will integrate with other projects." (COB Meeting Minutes). The Board of Directors agreed, and the Mid-Term Txuj Ci Facilities Workgroup was extended.

The Mid-Term Txuj Ci Facilities Workgroup

As requested, the Txuj Ci Mid-Term Workgroup reconvened in March 2025. The purpose of the meeting was for committee members to "give input and a recommendation to the District on an interim/mid-term facilities approach for Txuj Ci programs, based on shared goals and on understanding of the duration that the mid-term approach will be in place." (Meeting Minutes).

The original goals were discussed and an additional goal of developing the long-term solution faster than 8 years from fall 2025 was proposed. According to the notes, a discussion regarding the long-term PreK-8 solution occurred in which the 6-8 year timeline was clarified and unhappily received. There was then a discussion regarding the fall 2025 immediate approach before the options for fall 2026 or 2031/2032/2033 was discussed. Options were presented to the workgroup, and then discussion, before committee members voted anonymously for an initial indication of how much agreement there was on the options. Another discussion followed before the final recommendation was made. It should be mentioned that there was a specific request in the notes, "Be very sensitive when talking about the potential impact of Txuj Ci's vision on other schools; it is hurtful to hear a message that implies that others are more important or that dismisses this community" (Meeting Minutes).

General agreement to make the final recommendation from the majority vote resulted in the recommendation for Option A: *Relocate HMong Studies (HS) program to another site - temporarily while the PK-8 is being developed. A-1 is to relocate the program to Prosperity site, where there is space for 2 sections each of K-5.*

Cited/Referenced Materials

Envision SPPS:
Hmong Dual Language

55

DECEMBER 21, 2020

Agenda

1. **Review Envision SPPS**
   - Statement of purpose
   - SPPS Achieves
   - Timeline
   - Decision-making Structure and Planning Process

2. **Envision Planning Workgroups**
   - Purpose
   - Review meeting agendas
   - Develop purpose statement
   - Set future meeting schedules

56

Envision SPPS: Statement of Purpose

A data-driven process to create a plan that aligns programs with school facilities to ensure families have equitable access to viable programs.

57

(Viable: Defined as school programs that are academically well-rounded, equitable, cost effective, in demand by families, and provide skills aligned to post-secondary education and employment opportunities.)

Planning Workgroups: Purpose

- 11 Planning Workgroups analyze key SPPS systems to identify strategies on how best to align District resources, programs and schools to make them more effective and efficient

58

- Ensure final Envision SPPS report is comprehensive and thorough in its analysis and informed by stakeholders

Planning Workgroups

1. **College and Career Paths**
   Co-Led by: Leah Corey and Anna Morawiecki
2. **Early Childhood Education**
   Led by: Lori Erickson
3. **Enrollment**
   Led by: Jayne Williams
4. **Facilities Utilization**
   Led by: Tom Parent
5. **Language Immersion**
   Led by: Dr. Efe Agbamu
6. **Integration**
   Led by: Sherry Carlstrom
7. **Middle School Model**
   Led by: Amanda Herrera-Gundale
8. **Montessori Pathway**
   Co-Led by: Jayne William and Andrew Collins
9. **Special Education** 59
   Led by: Marcy Doud
10. **Talent, Development and Acceleration Service Pathway (TDAS)**
    Led by: Benjamin Lacina
11. **Well-rounded Education**
    Led by: Craig Anderson

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

February 4, 2025
4:30 PM

A G E N D A

1. **CALL TO ORDER**
2. **AGENDA**
   A. Superintendent's Announcements
   B. Txuj Ci Facilities Workgroup: Phase 2 - Finalize Vision
      1. Introduction
      2. Presentation 2
      3. Discussion
      4. Action (TBD)
3. **ADJOURNMENT**
4. **WORK SESSION**
   A. Board of Education Budget Workshop
      - School Staffing Allocations
      - Referendum Discussion
      - Communication Timeline
   B. B.I.G.G.: Board Initiated Goals Governance

#BoldSubject#

Txuj Ci Facilities Work Group

Phase 2 - Finalize Vision Presentation to COB

February 4, 2025

02

Agenda

1. **Introduction** - Work Group, Phases, Purpose
2. **Vision Report**
3. **Enrollment, Size, and Timeline Parameters**
   - Timeline
   - Role of FMP 2.0 Process
   - Administrative Recommendation

63

1. **Next Steps**
   - BOE Direction on long term - Backing for PK-8 of 1250-1550? Prioritization?
   - BOE Direction on interim plan

Introduction

History

- **2002** - First Hmong Language class in SPPS
- **2002-8** - Phalen Lake Hmong class grows into a program (Hmong Studies)
- **2006** - Jackson HDL programs start
- **2011** - Dual language immersion program starts at Phalen Lake Elementary and Hmong Studies program starts at Jackson
- Ongoing district support for curriculum, materials devpt. In 2017 SPPS collaborated with Sacramento to write standards, start e-books
- **Jan 2020 - April 2021** - HDL workgroup as part of Envision SPPS.
    - Conclusion: strong support for consolidation of the two HDL PK-5 programs into one program, for viability and to sustain. Goal to add a strong, viable well rounded middle school program for a PK-8 model.
- **Fall 2022** - HDL and HS consolidate at Txuj Ci as a City-wide magnet. 6th grade starts at Upper campus
- **Fall 2023** - PK, K-5, 6-7 grade structure on 3 campuses, with new name (Txuj Ci)
- **Early 2024 - Medium-term planning**: Keep HDL and HS together; 2-campuses
- **Fall 2024** - PK-4, 5-8 grade structure, based on medium-term decision
- **Winter 2025** - Present **long term planning** vision for single campus PK-8

65

Purpose of the Long-term Work Group

Find a long-term, feasible facilities solution for accommodating Txuj Ci's PreK-8 enrollment growth, and vision for a school that supports Txuj Ci academics, identity and community.

This group will give input at multiple points toward the vision and character of the long-term home.

66

Why are we here, now?

Concerns and Opportunities

- Txuj Ci Lower Campus facility is crowded - challenges since 2022
- Enrollments are/will be constrained
- Challenges sustaining 5th grade immersion quality at separate campus
- Growth of SPED at Txuj Ci (2 self-contained classrooms)
- Potential to accept more students attracted to SPPS
- Vision for a facility that supports the programs





Txuj Ci Vision Report







Vision Report Components

1. Vision Statement
2. Values
3. Characteristics / important standards
4. Organization
5. Location framework
6. Size parameters
7. Proposed timeline
8. Conclusions:
    - Options under this Vision are Move/Remodel and Buy/Build

- Appendix
    - Meeting materials
    - Background data

09

Values

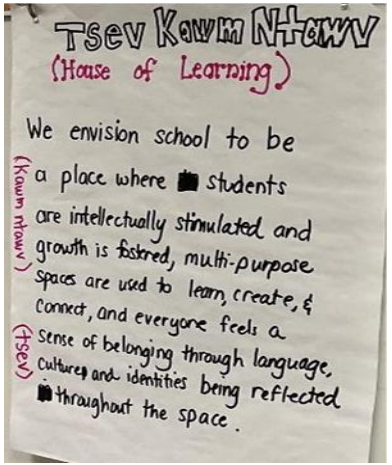
Language and culture retention * Identity * Community * Strong well-rounded academic program

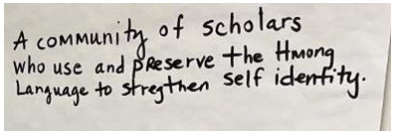
What these meant for medium-term decision:

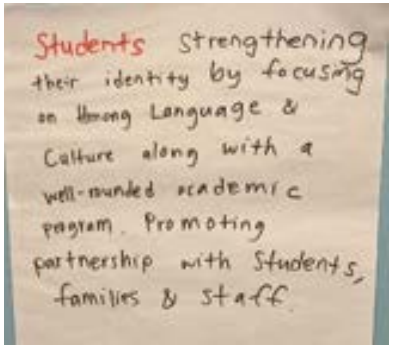
- Maximize number of grades at one site
- Keep Hmong Dual Language and Hmong Studies together
- Accommodate highest number of families who choose the school
- Space for community and partnership activities
- Space for building-wide assemblies

Vision Statement

Txuj Ci will be a ***House of Learning*** *(Tsev Kawm Ntawv)*; a place for *intellectual stimulation and growth,* working to preserve the Hmong language and culture, and *strengthen self-identity* for students, while uplifting and *cultivating family and community*.







We provide multi-purpose facility[71] spaces / programs that promote *well-rounded learning* and dynamic creation, fostering *connection through language, culture and shared values*.

Desired School Characteristics

SITE and ENTRY:

- Exterior amenities – Sports Fields, Play Areas, Gardens
- Parking – adequate but will prioritize use of site appropriately.
- Clear and secure entry sequence.
- Adequate space for Administration to be co-located with counseling, staff collaboration.

IDENTITY

- Space for artifact display, in common or highly visible areas.
- Hmong aspects to the design, branding the building. Interior courtyard.

LEARNING SPACES

- Active space for experiential learning and doing
- Space for study groups. Breakout spaces in common areas.
- Support for multiple levels of student needs: Green Room self-regulation area; Spaces for self-contained Special Education programs
- Current and flexible technology access

Desired School Characteristics

COMMUNITY/ACTIVITY SPACES AT CORE

- Adequate Gym space, multiple spaces and dividable.
- Community Center or Recreation Center needs.
- Family Room – Welcoming space that feels made for families near entry, belonging.
- Staff resource space
- Kitchen facilities for staff and community uses

13

BUILDING ESSENTIALS

- Consider large families for all common spaces and collaborative use spaces.
- Natural light, connection to nature. Visual transparency for learning spaces.
- Appropriate HVAC – Air Conditioning?
- Restrooms, per SPPS standards

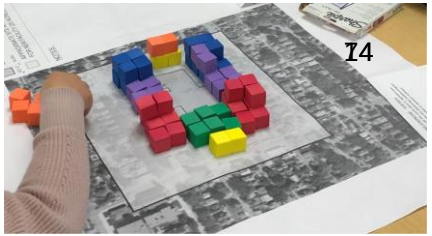
School Organization

Patterns Articulated:

- Shared multifunctional core of gyms, assembly, cafeteria
- Entry and admin offices linked
- Smooth flow; interactions, not cross-traffic
- Separation - PK-5 and 6-8 schools within a school
- Functions both clustered *and* distributed - specials/Sp Ed, support and media center(s)
- Multi-story and daylight to occupied spaces
- Outdoor functions: Playgrounds closer to PK-5, fields to 6-8
- Parking that is neighborhood-friendly

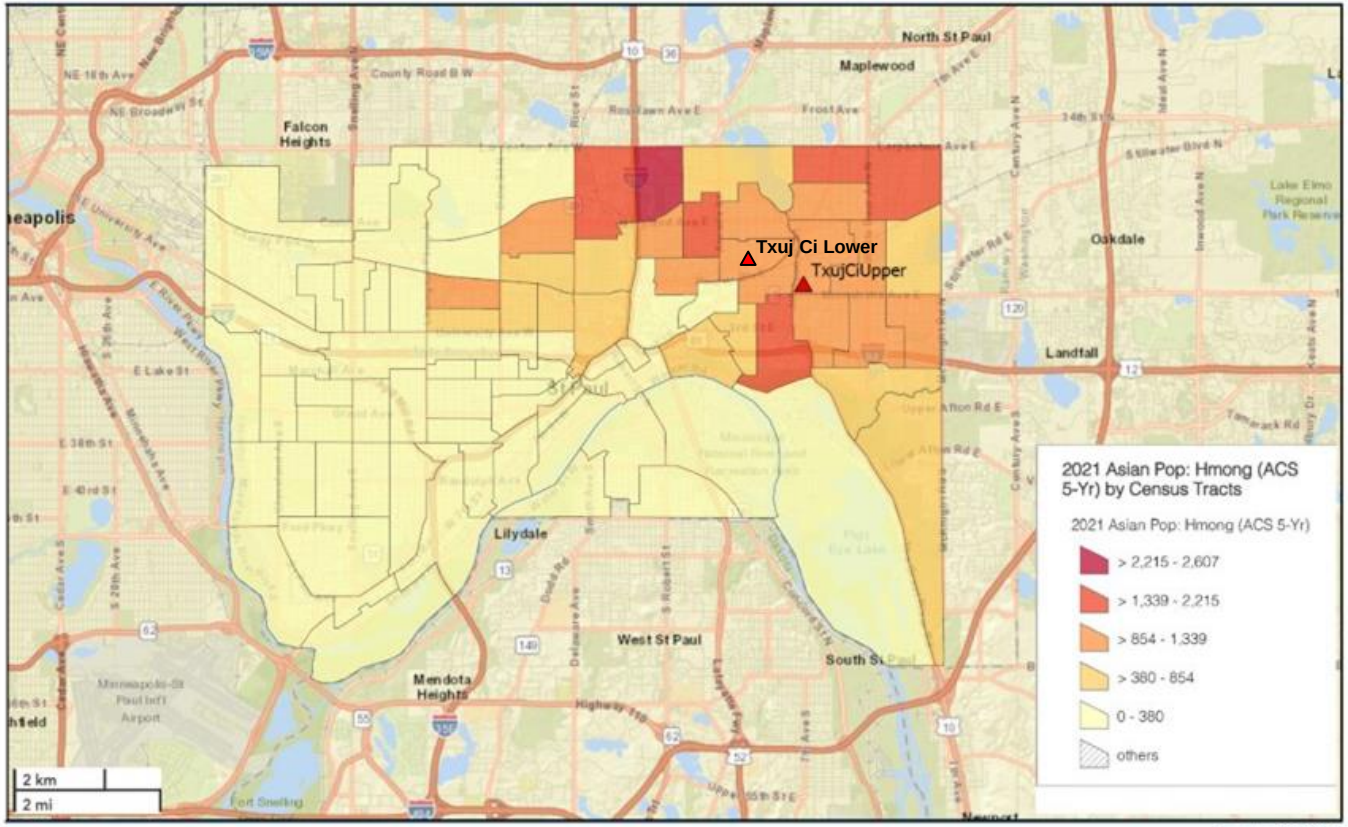
red=core yellow=admin blue, green, purple = classrooms







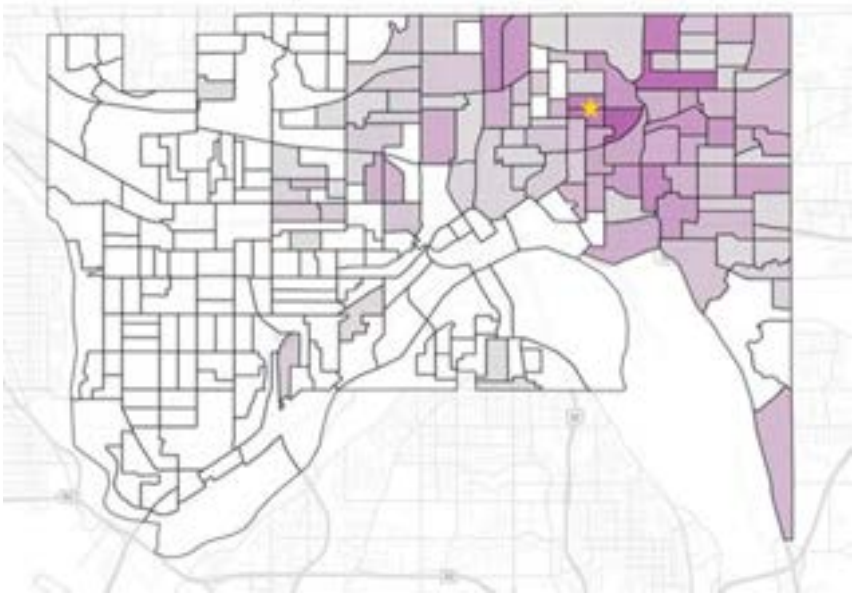
Location - Hmong Population Concentration



I5

Location - Txuj Ci Families 2023-24

Txuj Ci Lower Students



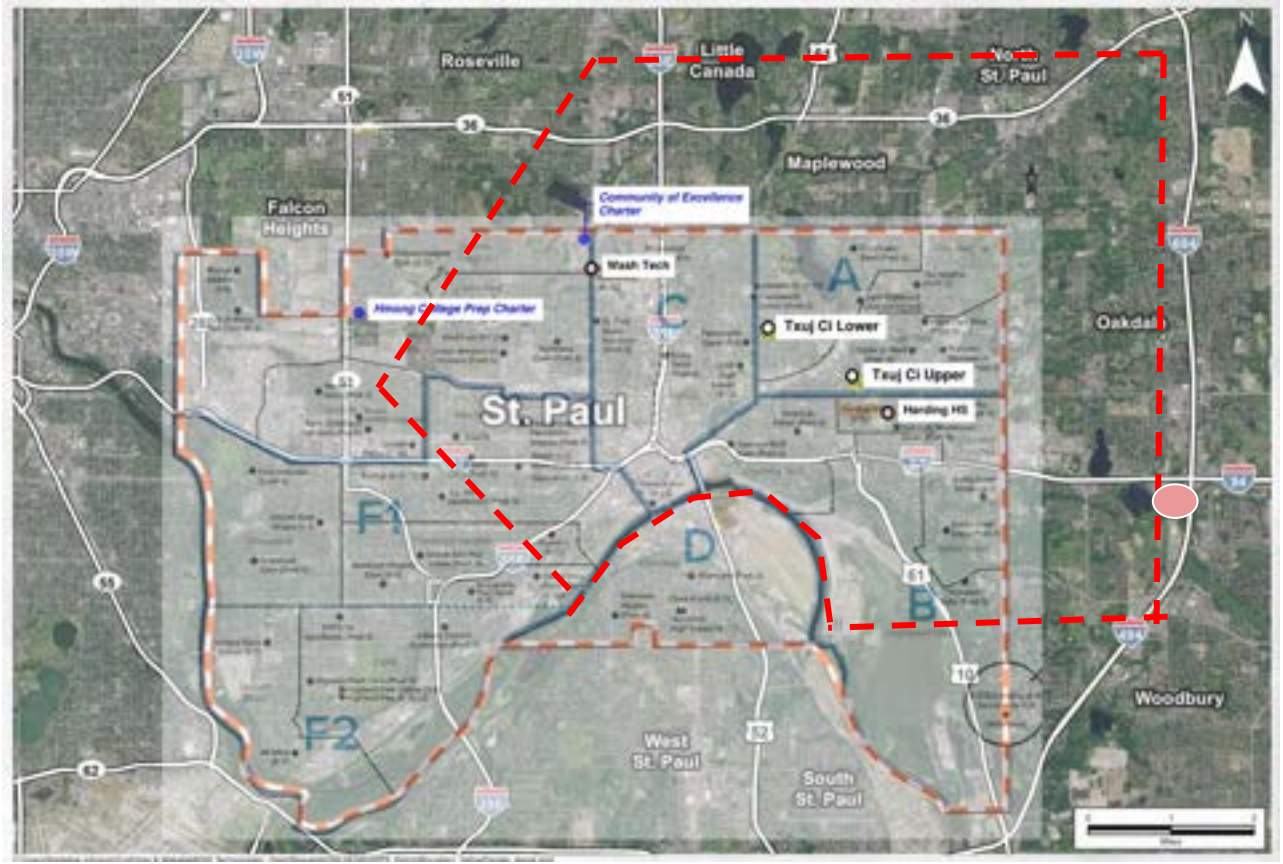
- 1-5 students
- 10-15 students
- 24-27 students

Txuj Ci Upper Students



- 1 student
- 3 students
- 5 students

Location - Desirable Limits

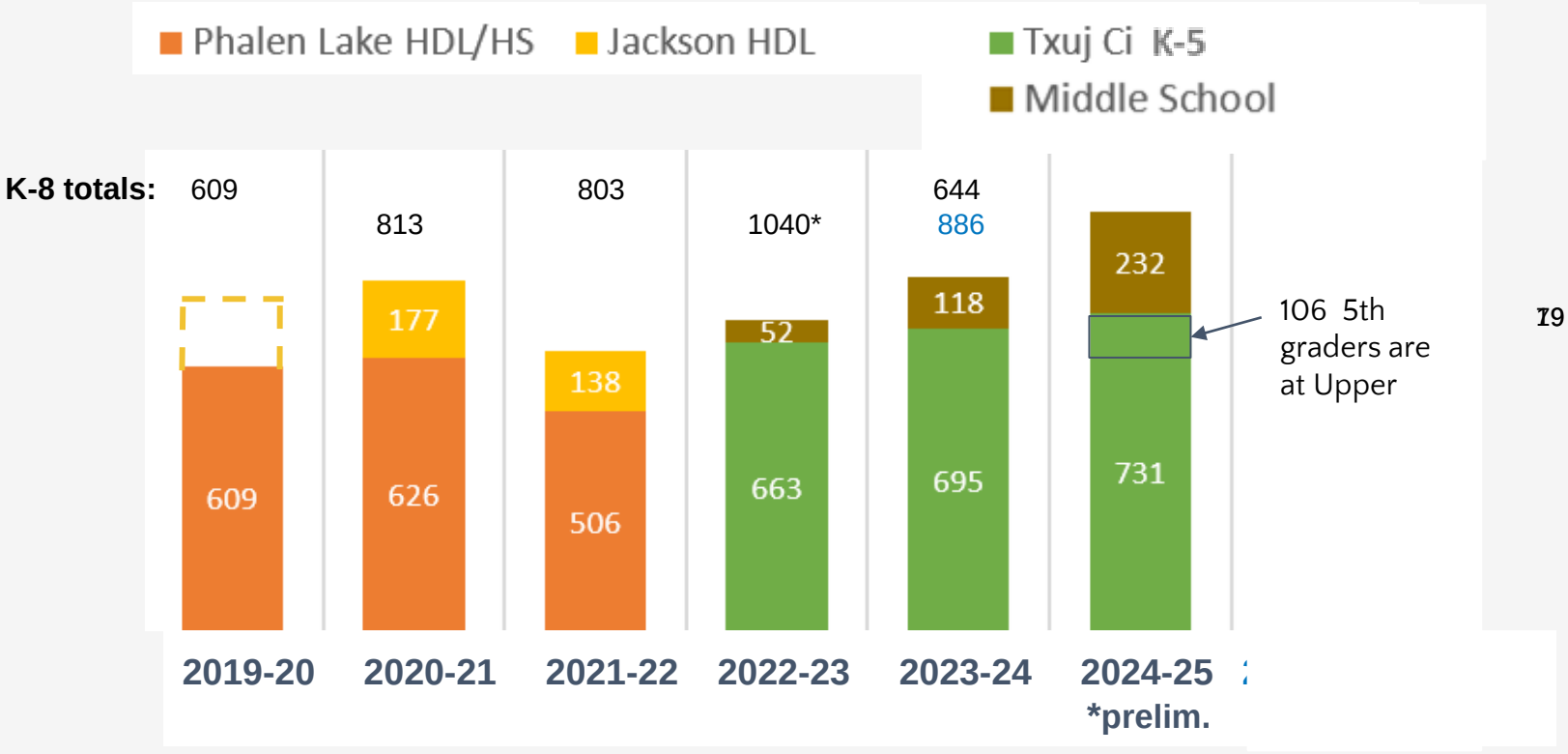


Factors:

- Community ties
- Efficiency for buses
- Proximity to families
- Proximity to staff homes, for retention[17]
- Community Partnerships
- Near pathway high schools

Enrollment, Size, and Site Parameters

Txuj Ci Enrollment History



Grade Level Planning: Minimums

Current Enrollment (1/14/2025; 91 above projection for K-8)

PK	K	1	2	3	4	5	6	7	8	TOTAL
64	134	147	119	112	121	106	96	82	59	**1,040**

80

Modeled Smallest Sustainable PK-8 (330 in Middle Grades 6-8)

PK	K	1	2	3	4	5	6	7	8	TOTAL
120	140	137	134	132	129	127	114	112	109	**1,254**

Grade Level Planning: Well Rounded

Current Enrollment (SY24-25)

PK	K	1	2	3	4	5	6	7	8	TOTAL
64	134	147	119	112	121	106	96	82	59	**1,040**

81

Modeled PK-8 with 440+ in Middle Grades (supports well-rounded education)

PK	K	1	2	3	4	5	6	7	8	TOTAL
140	170	166	163	159	156	153	150	147	144	**1,548**

Planning Parameters - Size and Site PK-8

Smallest Sustainable PK-8	Projected Enrollment: **1,250** PK-8 on One Campus		
	Site Size	Approx. SF	Approximate Cost (2024)
	15 acres	**185,000 SF**	**$100M - $110M**

Well - Rounded PK-8	Projected Enrollment: **1,550** PK-8 on One Campus		
	Site Size	Approx. SF	Approximate Cost (2024)
	20 acres	**230,000 SF**	**$110M - $130M**

Possible Outcomes

Board of Education approval will be required to move forward with either of two possible outcomes for a single PK-8

1. We **move the program** to another SPPS building where (with renovation/additions) all grades can be together. Because of the size, that would require another SPPS school to move or close
2. We **buy or build** a new school where all grades can be together

A third option considered earlier, to remain at multiple campuses and adapt/improve, is not consistent with the vision.

~~83~~

Linked to FMP decisions

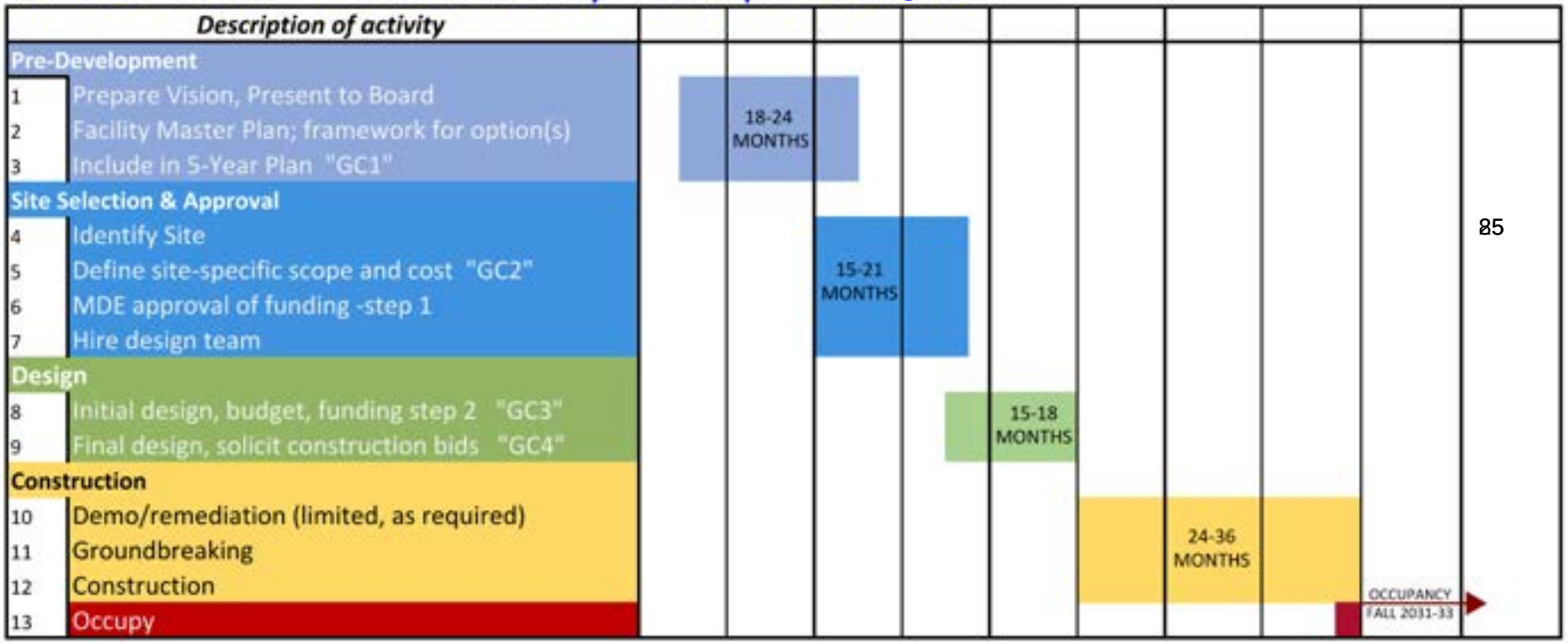
Txuj Ci options are interwoven with other District decisions and thus the Facility Master Plan is important for next steps:

1. Interdependence - Move/remodel option could require another program to close or relocate. We don't make decisions that impact other programs without their involvement
2. Existing commitments - other needed facility improvements
3. Articulation of 8th grade to high school and potential impacts on those school facilities
4. Demographics and Utilization - what is the impact of adding space to a system with overall oversupply?

34

Possible Preliminary Timeline

TXUJ CI - Pre-K - 8 School Facility - Timeline Range



Timeline Examples

Approval, Design and Construction process	American Indian Magnet	Bruce Vento Elementary
	Phased construction on occupied site	New construction on occupied site
Board of Education Prioritizes (GC2)	2017	2017
Start of Design	2018	2019
Start of Construction (GC4)	2020	2023
Completion of Construction	2024	2025

86

Suggested Next Steps:

1. Incorporate this vision and the two options into the FMP process and timeline
2. Re-engage with the stakeholders regarding a mid-term plan for Txuj Ci operations
3. Request BOE direction by March



Ua Tsuag!

Thank You!

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INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota

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

February 4, 2025
4:30 p.m.

MINUTES

1. CALL TO ORDER

The meeting was called to order at 4:56 p.m. by Vice Chair Ward.

2. ROLL CALL

Board of Education:	H. Henderson, U. Ward, C. Allen, J. Vue, C. Franco, Y. Carrillo, E. Valliant
Staff:	Superintendent Thein, S. Dahlke, S. Gray Akyea, T. Sager, K. Thao, L. Olson, A. Collins, E. Wacker, J. Danielson, K. Morris, S. Schmitt de Caranza, H. Nistler, N. Páez, K. Kimani, C. Green, D. Moser, P. Pratt-Cook, D. Payne, J. Williams, Y. Vang, P. Matamoros, A. Kunz, B. Schmidt, C. Anderson, C. Landreau, J. Turner, M. McHenry, A. Kunz, M. Sullivan, K. Wallace, J. Pettigrew, A. Enright
Community:	S. Thao, S. Her, M. Moua

3. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

4. SUPERINTENDENT'S ANNOUNCEMENTS

Superintendent Thein welcomed everyone to the meeting. He noted this week is National School Counseling Week and recognized our school counselors in our district. SPPS has 140 counselors actively engaged in supporting our students to examine their abilities, strengths, and focusing on positive ways for their academic careers, social-emotional learning, and work with teachers and other educators to set healthy aspirations for themselves. He also recognized the award-winning counselors in our District, and thanked our counselors for all they do.

He also noted it is the beginning of Black History Month, which has been celebrated since 1976, and this month is a time to highlight the achievements of our African-American neighbors and their central role in the nation. He also shared that everyone is invited to the NAAPID events on February 10.

He went on to share the recognition of the SPPS educators named as candidates for the 2025 Minnesota Teacher of the Year awards.

5. TXUJ CI FACILITIES WORKGROUP: PHASE 2 – FINALIZE VISION

Superintendent Thein introduced Kathy Wallace, Interim Director of Facilities, to present this update and report. Ms. Wallace also introduced Jonathan Pettigrew and Anthony Enright from the Facilities Team, as well as Sai Thao, Shela Her, and Mee Moua from the workgroup.

Included in the presentation was an introduction, vision report, enrollment, size, and timeline parameters, and next steps.

The history of Hmong Studies and Hmong Dual Language Immersion was shared, beginning with the first Hmong Language class in SPPS in 2002 through the presentation and long-term planning vision for a single campus for PreK-8 in Winter 2025.

The purpose of the long-term work group was shared – to find a long-term, feasible facilities solution for accommodating Txuj Ci's PreK-8 enrollment growth, and vision for a school that supports Txuj Ci academics, identity and community.

Concerns and opportunities were also discussed.

The Vision Report components were also reviewed, and included vision statement, values, characteristics/important standards, organization, location framework, size parameters, proposed timeline, conclusion, and appendix. Values include language and culture retention, identity, community, and strong, well-rounded academic program.

The Vision statement include that Txuj Ci will be a House of Learning (Tsev Kawm Ntawv); a place for intellectual stimulation and growth, working to preserve the Hmong language and culture, and strengthen self-identity for students, while uplifting and cultivating family and community. We provide multi-purpose facility spaces / programs that promote well-rounded learning and dynamic creation, fostering connection through language, culture and shared values.

Desired school characteristics details were shared in the categories of site and entry, identity, learning spaces, community/activity spaces at core, and building essentials. School organization was also reviewed. The location that is desired and alignment with our Hmong population neighborhoods and locations of Txuj Ci families for 2023-24 was also shared, as well as the desirable limits and factors.

Information was also shared about enrollment, size and site parameters.

Possible outcomes include to move the program to another SPPS building where all grades can be together, or buy/build a new school where all grades can be together.

The links to FMP decisions were also shared, including interdependence, existing commitments, articulation of 8th grade students and demographics and utilization.

Timelines were then reviewed, including a possible preliminary timeline and timeline examples of previous sites AIMS and Bruce Vento.

Suggested next steps include:

- Incorporate this vision and the two options into the FMP process and timeline
- Re-engage with the stakeholders regarding a mid-term plan for Txuj Ci operations
- Request BOE direction by March

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- For the timeline, is it possible to support this project without disrupting the other projects that are part of the facilities plan or promised upgrades? Response: Assuming a Gate Check 1 and included in the 5-year plan, it is possible for inclusion without displacing other projects in the plan.
- Director Ward requested information on the Board direction in march, and the details of that action.
- Do we know which buildings meet the physical requirements? Response: We have identified the buildings that meet the site size, but are not sharing at this point without engaging with those school communities first.
- If we try to build a new building, with the understanding that there are not a lot of plots of land available in Saint Paul. Response: We are working with a relator on these preliminary discussions, and we have identified a number of possibilities, some are known on the market, and others are not. None of them are immediately perfect, as some are not close enough to the heart of the East Side, or others have a need for environmental remediation, and there are issues with all of them so far.
- Are there any school sites that meet the criteria that are not currently occupied in the portfolio? Response: No.
- Are there sites within the surrounding suburbs or outside of Saint Paul proper that fit the criteria, or was the search only in Saint Paul? Response: The properties from the realtor that were too far from the core were eliminated, and some remain on the docket.
- For families, is the desire to want a smaller building that may be more feasible, or a larger building to accommodate more programming and students at the cost to potentially work harder to find a site? Response: Right now, we are looking at building a program that can grow, because our current school is full, and families want to go there, and want to come back to the district. If given the space, we are confident we will be able to fill it.
- It was noted that the renewal of the Facilities plan is a three-year cycle and there are always projects. For example, we are remodeling high schools, and while Washington Tech is newer, we would like to complete remaining work in the remaining high schools.
- For the parents and families, what was the experience in working with the Facilities team, and how do you envision Txuj Ci, and to what extent did it accomplish what was set out to do? Response: Parents noted it has been great working with Facilities, who helped to navigate the pros and cons, and to see the challenges. For the outcomes that parents discussed, it is challenging, but everyone wants to be together, and parents want their students to be together. It was challenging to have the East Hub, Txuj Ci Lower, and Txuj Ci Upper, and feedback from families has been for one building for all their children to be together. The goal was to meet with parents and families and plan, and we are still working, but hoping to come with a mid-term to guide us through to meet the challenges that are yet to come. Another parent noted that Facilities has been great, and good at answering questions. This is something we need to continue to work and work through with the Facilities work group. The timeline presented is not the same timeline that parents and community understood. When this work started a couple years ago, we were tasked to have a midterm plan, and to turn it around in a couple months, which meant we were answering difficult questions and what we can do to look at the long term. Parents also noted that with this new timeline of 2031,

their students will no longer be in school. Parents shared that they learned a new language in the process of gate checks and master plans, and the 5-year implementation plan. They shared about their children's struggles for times for lunch and other classes. With the second phase, they are disappointed and want to continue working as a group to determine ways to expediate or continue to grow. There is a need, and an understanding of where the community is at or where they might be in 10 years. If we don't grow, families may not be here in 10 years.

- Director Vue noted that he is a part of the committee, which started at the beginning of the previous year, and the direction at that time was for the first phase to find a midterm decision, and that students from Txuj Ci in PreK and Kindergarten were in the Learning Hub, which also housed students from other schools, and that was not a feasible solution for the school community, and the directive was to consolidate to two schools. By that point we voted to approve the current facilities master plan in July 2024, and the committee presented the midterm information to consolidate schools, and the timeline for Txuj Ci came about after the master plan. He also noted the disappointment and miscommunication.
- The Board requested information on the distrust felt by families and how the process has helped to gain trust again. Response: There has been trust building with the Facilities staff, and they have tried to be transparent and provide information. We both understand each other and work together respectfully. Parents noted this has been ongoing for 20 years, and then charter schools started and the District was not listening to the Hmong community. They noted they are the experts of families, students, and community need. This work is not only the work of the past year, but of the past 20 years. Another parent noted she wished the community was involved and engaged in each point of changes, and there has been no consistency. Trust is difficult to maintain and hold onto. Txuj Ci should have been a part of the previous plans, and is currently not a part of any plan, they want to be part of the plan and for implementation to start as soon as possible. Another parent noted they are students who have graduated from SPPS, and are now parents of the current generation. The community trust and partnership has not been consistent or transparent. They want to see that their community, culture, and language is valued in SPPS. Their school is bursting at the seams, but there are still limited bathrooms, sharing of classrooms, and sharing of coat hangers. We are asking to build that trust to value and work on the plan with us for our students. Our students are the future leaders of this district, and we need to invest in them and in the community to give back continuous growth and to SPPS.
- Director Franco noted that he appreciates the work of the parents and Facilities team and their relationship, and hopes for the work to continue with the workgroup.
- He requested information on the approval of the SPPS Build Plan that occurred in July. Response: It was the five-year plan that covers the next five years, because there is no clear stopping point, but always five-year implementation plans, and we will continue to make changes. There was also flexibility built in for the influence of other projects.
- He also requested information on the recommendations that will be brought to the Board in March. The finances of the current plan were also discussed as well as the work within the Facilities Master Plan, and impacts to the community of a decision on Txuj Ci.
- What are things we can do to strengthen other programs while we wait on the possibilities of Txuj Ci? Response: We are looking at different opportunities and there is the possibility of another site or splitting. Options were then discussed.
- Director Allen noted that more spaces to provide folks the opportunity to learn about their identity is the best way for trust and success. She also noted concerns about inserting this into the plan, knowing there are safety issues to address in bathrooms and concerns about air quality. She understands the frustration and the time is now for our students.

- Chief Turner then provided details on the overall timeline and the data collection evaluation, including the utilization study, work with a demographer, and the sustainability that is emerging from this program. Once the framework is voted on, there will be a standards ranking on the utilization and demographic study, and prioritization of buildings. She also thanked the parents and families in the work group and appreciates their flexibility and adaptability. We know the community feelings and values and it is in our best interest to work together on a path forward.
- Director Vue recommended that the work group continue to convene, and to answer the questions brought forth by the presentation, cost it out, and determine the impacts of it on the current SPPS Builds plan and how it will integrate with other projects.
- Director Carrillo agreed and added the emotional connection that parents shared in that their children will not be in SPPS when this project is complete, and applauded their courage to go through the process, and that we share those feelings. He also encouraged all of us to put the work forward to plant the seeds for grandkids and great-grandkids and the long-future mindset toward what SPPS should be. We ought to construct a better future for our children and grandchildren.
- The Board also noted this experience in finding ways to break down the distrust within other communities as well, as we see it in other spaces.

9. ADJOURNMENT

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

The meeting adjourned at 6:17 p.m.

10. WORK SESSION

The Board then conducted a work session which included the topics of a Board of Education Budget Workshop which included discussion about school staffing allocations, referendum discussion, and communication timeline; and B.I.G.G.: Board Initiated Goals Governance.

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

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Saint Paul Public Schools

Facilities Department
Education & Operations Services
1930 Como Avenue
St. Paul, MN 55108

Custodial Services ● Energy & Waste Management
Environmental Health & Safety ● Furniture & Moves
Grounds ● Maintenance ● Warehouse & Distribution
Facility Planning ● Capital Project Delivery

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Meeting Minutes – Txuj Ci Facilities Committee
Revisit Mid-Term Facilities Decision

DATE: **3/12/2025**
ATTENDEES: **See attached sign-in sheet**

Purpose: The purpose of the meeting was for committee members to give input and a recommendation to the District on an interim/mid-term facilities approach for Txuj Ci programs, based on shared goals and on understanding of the duration that the mid-term approach will be in place.

1. **Context** for revisiting the mid-term decision recommended in May 2024 was shared.

2. **Goals** were discussed, and some added to the list:
    a. Return 5th grade to Cypress to maintain quality HDL
    b. Allow growth: Do not stifle interest from families
    c. Maintain access to both HDL and HS programming (don't close one)
    d. As much as possible keep kids from the same family together
    e. Keep the programs on the east side
    f. Support Well-rounded Education at Lower and Upper (e.g. have enough sections at sites to have specialists beyond PE and Science).
    g. PK-5

    Goal e. was an assumption, when options were created.
    An additional goal was proposed, that is related to the long term solution:
    h. Develop the long-term solution faster than 8 years from Fall 2025.

3. **Timeframe** for development of the long term PK-8 was reviewed.
    While the schedule is preliminary and will certainly change, a realistic optimistic occupancy date is Fall 2031. If site acquisition is more complex, a realistic date is Fall 2033. This means the mid-term solution would be in place for 6-8 years from Fall of 2025.
    Comments and questions:
    a. Can the schedule be accelerated?
    b. Can first phase be shortened, and be completed this year?
        1. Possibly by 2026, with completion of the Facility Master Plan.
        2. It is likely that the 5-year plan proposed to the BOE this July will include the PK-8
    c. Will families be able to be further involved? Yes.

4. **Fall 2025 'immediate' approach**:
    Because school choice guides had gone out and families have already applied, there will not be a structural change in Fall 2025. Enrollment will be managed to make space for current students by reducing from 3 to 2 PK, and by having 1 Hmong Studies (HS) Kindergarten.
    Comments and questions:

a. About # of PK: concern that reduced number will hurt the K enrollment in Fall 2026.
    1. Student Placement and admin leaders reported that enrollment for the Hmong Dual Language program (HDL) has been very strong and is not dependent on a feeder PK. Families who don't get into PK one year have applied to K the following year.
    2. Number of PK is also dependent on funding for PK across the district (most SPPS PK classes are NOT state-funded) as well as space, and demand.
b. About # of Kindergarten for HS program: Applications for Fall 2025 for HS K aligns with a single K section.

5. **Options for Fall 2026 to 2031 or 2033 - Mid-term Approach**:
All options presented are feasible (except as noted), though some sensitive information cannot be shared.
    a. **Option A**: Relocate Hmong Studies (HS) program to another site - temporarily while the PK-8 is being developed. A-1 is to relocate program to Prosperity site, where there is space for 2 sections each -of K-5. (Noted that there is not another known site available for A-2, so A-2 is not currently feasible).
    Comments and questions:
        1. Concern that Prosperity site does not allow for growth, or a size that provides a Well Rounded Education, for the HS program.
        2. Could Bruce Vento existing building be used? – No, that structure will be demolished summer 2025.
        3. What would the admin structure be? Appreciation for the current principals at Txuj Ci Lower, and desire to maintain that strength for both HDL and HS. Concern that HS might die out without a strong principal.
            1. Acknowledgement that there will be a transition, and change. There will be support and transition planning.
            2. Observation that most free-standing sites have their own principal.
        4. Number of families with kis in both HDL and HS is between 14 and 20.
        5. Option A offers the opportunity for HS to get attention for renewing and strengthening curriculum/program.

    b. **Option B**: Divert enrollment (2 K's initially) from Cypress to start a new program at another SPPS site, likely to be a shared site where HS could be offered to all students. Similar to A, but over time rather than all at once. An example of this approach is the growth of a Karen program at Wellstone Elementary, that started with 2 K this past fall, and that exists side-by-side with the other programs in the building. While there is an east side location in mind to implement Option B, that location won't be named here.
    Comments and questions:
        1. B seems like moving 5th to Upper campus. 5th grade has seemed less supported at Upper campus, because small program. Not preferred.
        2. Can B be accelerated so that roll-out is complete sooner, to support well-rounded education offerings?
    c. **Option C:** Divide up by grade, not by program: split grades PK-K, 1-5, 6-8 at three buildings.

6. **Straw Poll**: Committee members voted anonymously for an initial indication of how much agreement there was on the options. The results were: Option A – 10, Option B – 2, Option C – 1. Discussion followed about the advantages of options that were important to people. During that discussion, one vote was switched, for a tally of: Option A – 9, Option B – 3, Option C – 1.
Discussion:
    a. Other alternatives suggested:
        1. A variant of B that starts both HS and HDL at another site – similar to Phalen + Jackson

2. Hope for 'A-2' where HS can grow to be Well-Rounded size.

b. None of the options presented or suggested will affect the speed to implement the long term solution.
c. Positives for B
    - B gets into a 'new' building sooner, and allows for growth of HS
    - B allows for well-rounded because in a building with others, and room to grow.
d. Positives for C
    - C allows immediate growth of PK, and supports growth at other levels
    - Keeping HS and HDL programs side-by-side enriches both programs
e. Positives for A
    - A brings 5th grade back Fall 2026
    - A aligns with district direction for language and culture schools
f. Concerns
    - Sense that PK population is not being served
    - B is like "tearing a bandaid off slowly"
    - A does not allow HS to grow to be well-rounded
    - B – without knowing what the site is, there's too much uncertainty for families: location and transportation matter.
    - B holds challenges for kids to merge in with another school community
    - Were HS families adequately represented at the meeting?
g. Requests:
    - Be very sensitive when talking about the potential impact of Txuj Ci's vision on other schools; it is hurtful to hear a message that implies that others are more important, or that dismisses this community.
    - Be transparent.

7. **Recommendation:**
Following discussion, there was general agreement to go with the majority vote, which was for Option A. Goals that received particular emphasis were ability to continue growth of both programs, and to have school sizes that allow for well-rounded education.

8. Next Steps:

a. Recommendation will be taken to District Administration - Superintendent's Executive Leadership Team (SELT) - within the next month, with follow-up to the Board.
b. Updates on the plan for Fall 2025 (exact # of sections, etc) will be provided by the school administration; the info shared during the meeting should remain confidential til then.
c. Finalize mid-term plan for Txuj Ci operations early in SY25/26.
d. Contact or reconvene the group if opportunities change by then, and for updates.
e. Incorporate the long-term vision into the 5-year plan being developed, with BOE awareness and/or direction.

End of Minutes
Note Takers – Pettigrew/Wallace

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

July 15, 2025
5:30 PM

A G E N D A

1. **CALL TO ORDER**
2. **ROLL CALL**
3. **APPROVAL OF THE ORDER OF THE MAIN AGENDA**
4. **PUBLIC COMMENT**
5. **APPROVAL OF THE ORDER OF THE CONSENT AGENDA**
6. **APPROVAL OF THE MINUTES**
   - A. Minutes of the Regular Meeting of the Board of Education of June 10, 2025 — 5
   - B. Minutes of the Special Meeting of the Board of Education of June 10, 2025 — 26
7. **COMMITTEE REPORTS**
   - A. Minutes of the Committee of the Board Meeting of June 17, 2025 — 28
8. **FUTURE MEETING SCHEDULE** — **35**
   - A. Board of Education Meetings (5:30 p.m. unless otherwise noted)
   - B. Committee of the Board Meetings (4:30 p.m. unless otherwise noted)
   - C. Motion to Schedule a Special Meeting regarding Labor Negotiations on Tuesday, July 27, 2025 beginning at 5:30 p.m. in Conference Room 5A
9. **SUPERINTENDENT'S ANNOUNCEMENTS**
10. **ACTION AGENDA ITEMS**
    - A. **Consent Agenda**
      1. Gifts
         - a. Acceptance of all Donations under $5,000 from April 25th-June 30th, 2025 — 36
      2. Grants
         - a. Request for Permission to Accept Funds from the Ramsey County Department of Public Health Statewide Health Improvement Partnership (SHIP) Grant Program — 41
         - b. Request for Permission to Accept Funds from the Saint Cloud State University Confucius Institute Program — 42

c. Request for Permission to Submit a Grant to the Minneapolis Foundation 43
3. Contracts
a. COBRA and Retiree Direct Billing Services through Inspira Financial 44
b. ITB #A233680-RP: Prime Vendor Groceries 45
c. Maximum Hourly Rate Increases for Pre-Qualified Professional Engineers, Technology Consultants and Landscape Architects for Small Projects 46
d. Contract Amendment #4 for ATSR for the Highland Park Middle School Entry Addition and Renovation (Project # 3081-23-01) 48
e. Contract Amendment #1 for H+U Construction for the Barack and Michelle Obama School Addition and Renovation (Project # 3210-23-01) 50
f. Contract Amendment #6 for Cuningham Group Architects for the Jie Ming Mandarin Immersion Academy Addition & Renovation (Project # 3090-21-01) 52
g. Contract Amendment #2 for Adkins Association for the FY25 Instructional A/V Program at Battle Creek Middle School, Highland Park High School, and Txuj Ci Upper Campus (Project # 0680-25-01) 54
4. Agreements
a. Approval of an Employment Agreement With Cement Mason, Plasterers and Shophands Local 633 to Establish Terms and Conditions of Employment for 2025-28 56
b. Approval of an Employment Agreement with International Union of Painters and Allied Trades District Council 82/Local 1324 representing Glaziers, to Establish Terms and Conditions of Employment for 2025-2028 57
c. Rescission of Shared Use Agreement for Parking Facilities Between Independent School District 625 and Twin City Friends Meetinghouse 58
d. Land Lease Agreement with The Port Authority of the City of Saint Paul 59
5. Administrative Items
a. Monthly Operating Authority 60
b. Human Resource Transactions 62
c. Saint Paul Public Schools 2024-25 Wellness Policy Annual Report 69
d. Approval of the Employment Agreement for the Senior Executive Academic Officer 70
e. Phase Gate Approval of the 740 York RTU Replacement and Re-Roof (Project # 1140-25-01): Gate #3 – Project Budget 74

f. Project Budget Modification Request and Finance Plan Update for the Barack and Michelle Obama School Addition and Renovation (Project # 3210-23-01) 76
g. Project Budget Modification Request and Finance Plan Update for the Highland Park Middle School Entry Addition and Renovation Project (Project #3081-23-01) 77
6. Bids
a. Phase Gate Approval of the FY26 Fire Safety Program at Highland Park Senior High School, Wilson, and 1780 West 7th (Project # 0652-26-01): Gate #4 - Contract Award 78
b. Phase Gate Approval of the FY26 Fire Safety Program at Highland Park Senior High School, Wilson, and 1780 West 7th (Project # 0652-26-01): Gate #4 - Contract Award 80
7. Change Orders
B. **Further Items That Require Board Action**
1. Resolution Relating To Determining The Necessity Of Approving A New Referendum Revenue Authorization And Calling A Special Election Thereon 82
2. Resolution to approve the District's FY27 Long-Term Facilities Maintenance Plan Documentation for Submission to the Minnesota Department of Education and Stating the Official Intent to Proceed with and Authorizing the Issuance of not to exceed $29,500,000 General Obligation Facilities Maintenance Bonds, and not to exceed $15,000,000 General Obligation School Building Bonds for the Purposes of the Betterment of Facilities within SPPS
a. FY27 Long-Term Facilities Maintenance (LTFM) Revenue Program Submittal To Minnesota Department Of Education (MDE) And Resolution Stating Official Intent To Proceed With And Authorizing The Issuance Of Not To Exceed $25,900,000 General Obligation Facilities Maintenance Bonds, And Not To Exceed $15,000,000 General Obligation School Building Bonds 99
b. FY27 Long Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection 101
c. Long-Term Facility Maintenance Ten-Year Expenditure Application (LTFM) 104
d. Fiscal Year (FY) 2027 Application for Long-Term Facilities Maintenance Revenue Statement of Assurances 105
e. FY 2026 & FY 2027 Financing Plan 106
f. Resolution Stating Official Intent To Proceed With And Authorizing The Issuance Of Not To Exceed $25,900,000 General Obligation Facilities Maintenance Bonds, And Not To Exceed $15,000,000 General Obligation School Building Bonds; Declaring Official Intent To Comply With Reimbursement Bond Regulations Under The Internal 118

Revenue Code Of 1986; And Authorizing The Superintendent, Executive Chief Of Financial Services Or Executive Chief Of Administration And Operations To Award The Sale Thereof And To Take Such Action And Execute All Documents Necessary To Accomplish Said Award And Sale

3. Facilities Five Year Plan and Facilities Master Plan 2.0 124

11. **INFORMATIONAL AGENDA ITEMS**
    A. Executive Audit Summary Presentation for Saint Paul Public Schools 241
    B. Policy Update 262
        1. FIRST READING: Policy 408.00 - Staff Hiring 275
        2. FIRST READING: Policy 413.00 - Drug-Free Workplace 277
        3. FIRST READING: Policy 414.00 - Tobacco-Free Environment 281
12. **BOARD OF EDUCATION**
    A. Information Requests/Responses and Items for Future Agendas
    B. Board of Education Reports/Communications
13. **ADJOURNMENT**
14. **WORK SESSION (in 5A)**
    A. Board Initiated Goals Governance (B.I.G.G.)

#BoldSubject#

Facilities Five Year Plan and Facilities Master Plan 2.0

104

Board of Education

Jackie Turner, Executive Chief Administration and Operations

Kathy Wallace, Interim Director of Facilities

Jonathan Pettigrew, Manager of Facility Planning

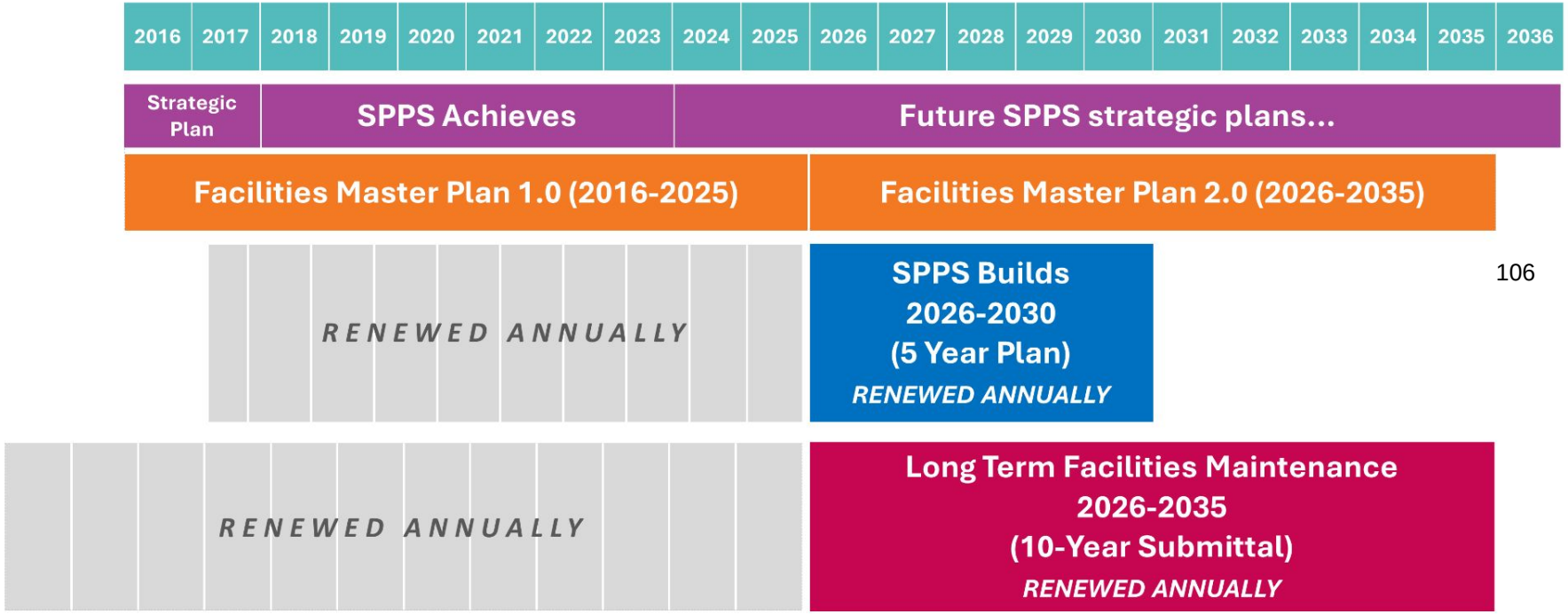
July 15, 2025

Agenda Overview

- SPPS Builds: Five Year Facilities Plan FY2026-30
- Facilities Master Plan renewal 2026-2035 (FMP 2.0)

105

Facilities and Strategic Plan Alignment



106

SPPS Builds:
Facilities 5 Year Implementation Plan

SPPS Builds: Purpose

Summary of **SPPS Builds**, the **FY2026-30 Five-Year Implementation Plan** for improvements to SPPS facilities, for adoption by the Board of Education



HIGHLAND PARK MIDDLE SCHOOL





BRUCE VENTO ELEMENTARY



SPPS Builds: Project Types

- New Construction
- Major Building Addition and Renovation
- Building Systems Renewal
- AV & Furniture
- Playgrounds & Athletics
- Flooring & Finishes
- Roofing & Paving
- Fire Safety & Lighting
- Major Repairs







SPPS Builds: American Indian Magnet School









SPPS Builds: Athletic Improvements

1. Como Park High School tennis and dugouts - completed 2025
2. Highland Park High School Track, Field, ball fields -completed 2025
3. Johnson HS first phase of construction begins this summer



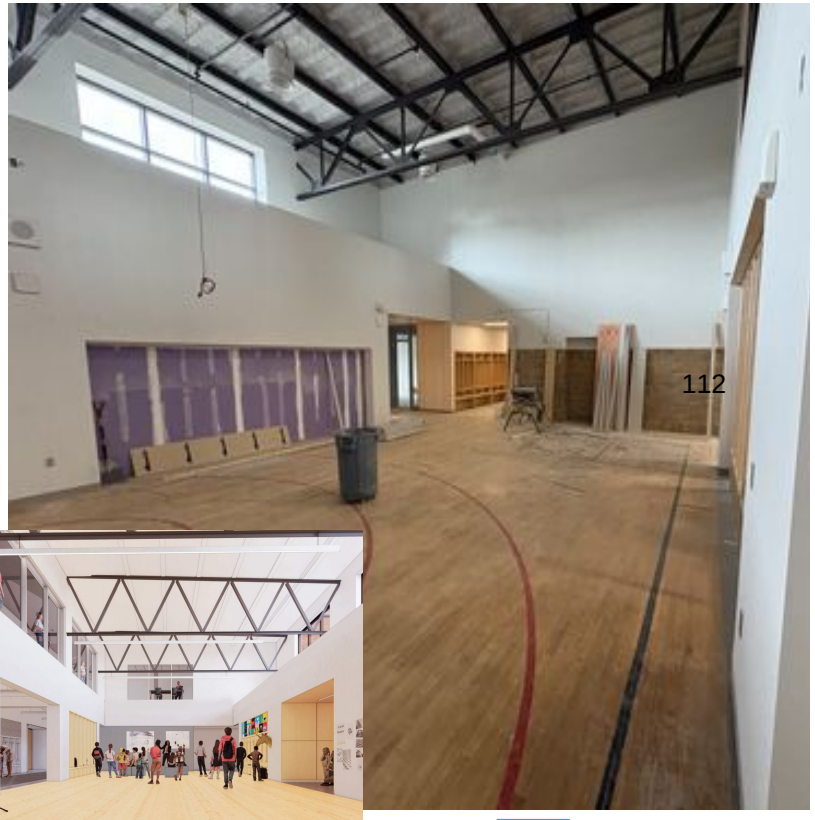






SPPS Builds: Obama Montessori and Middle School

- Major renovation and addition
- Opens fall 2025







SPPS Builds: Bruce Vento

- New construction
- Storm Shelter
- Early Childhood classrooms
- Opens Fall 2025
- Ongoing sitework and existing building demo completed by August 2026
- Grant for solar panels approved









SPPS Builds: Highland Park Middle

- Addition and renovation with link to high school; new MS entry and office (12/24)
- Expanded shared cafeteria/ kitchen
- Opens fall 2025





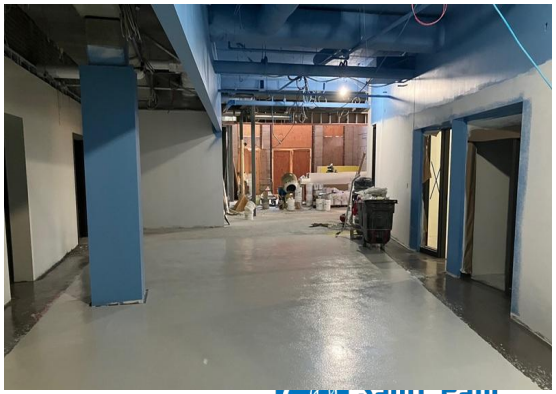
SPPS Builds: Hidden River Middle School

- Small addition and major remodel
- H.R. school moved into Wilson for SY24-25 and Fall of SY25
- Hidden River opens January 2026









SPPS Builds: Other Ongoing Projects

- Hamline Entry & Systems
- Cherokee Heights Building Systems & Remodeling
- Farnsworth Upper HVAC
- The Heights HVAC
- Humboldt AHU replacement
- Maxfield Site & Schoolyard





SPPS Builds: BOE Gate Checks

Gate Check	Gate Name	Format	Board Approval Means:
1	**Master Planning / 5-Year Plan**	Written summary	**Approval of prioritization of work as represented in the Plan**
2	Project Charter (Predesign)	COB presentation	Acceptance of the scope, schedule, and rough order of magnitude cost
3	Schematic Design & Budget	COB presentation	Locking in of final budget and direction to proceed to bidding
4	Contract Award (Bid)	Board agenda item	Award of construction contracts to bidders
5	Close-Out	Written summary	Acceptance of summary report at the end of the project

SPPS Builds: Five-Year Plan FY2026-30

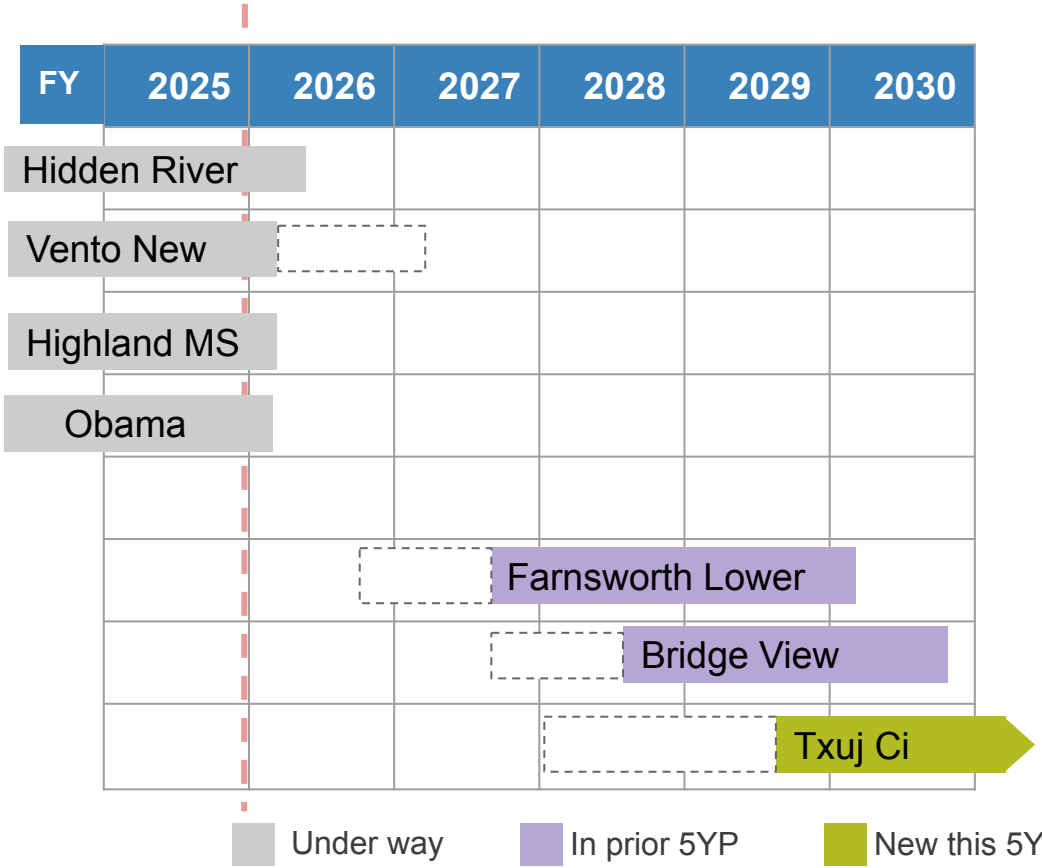
164 projects in FY26-30 plan

Includes:

- Major renovation projects (completing and upcoming)
- Major infrastructure projects (HVAC, Roofs)
- Targeted capital improvements
  - Furniture, A/V, Athletics, Fire Suppression, Sitework
- Asset / infrastructure preservation programs
  - Roofs, HVAC, Plumbing, Electrical, Finishes



Recommendations: Major projects

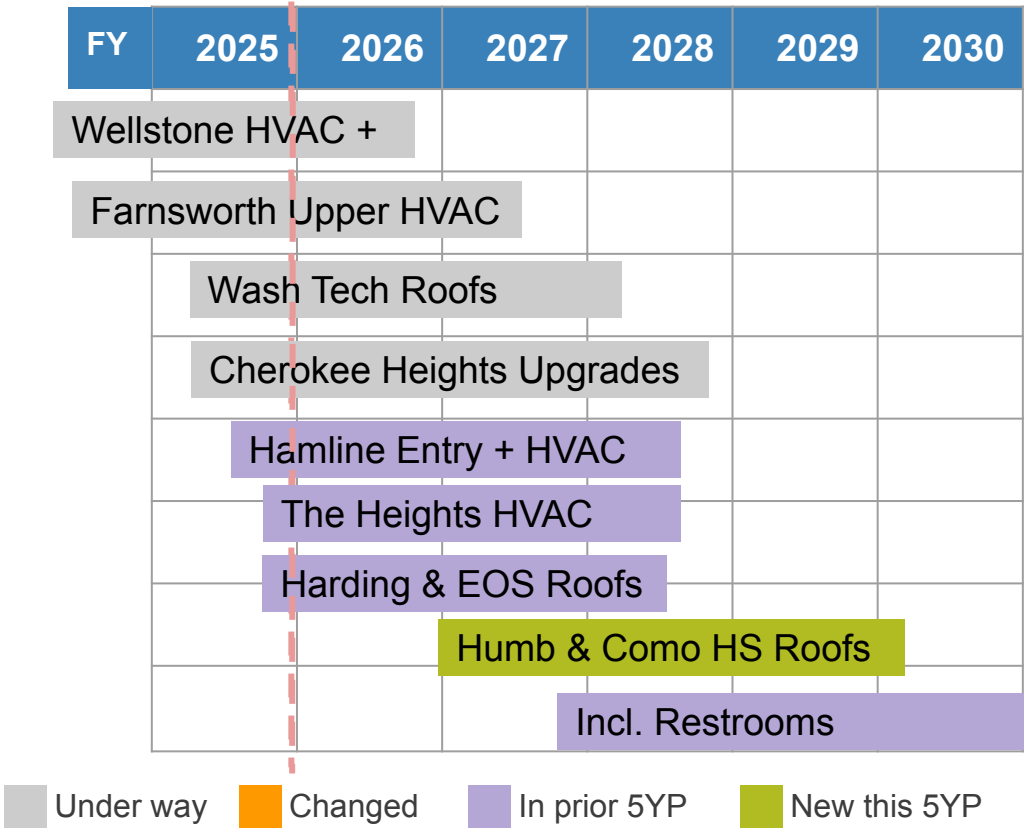


Hidden River, Obama, Vento: Construction to be complete fall 2025 or January 2026. Vento site reconstruction fall 2026

Highland MS/HS: Dining, kitchen, MS main entry/office, limited MS infrastructure

Farnsworth Lower, **Bridge View,** **Txuj Ci:** Major renovations with small additions

Recommendations: Major infrastructure projects



Wellstone, Farnsworth Upper, Hamline, The Heights: Major mechanical and/or plumbing improvements

Washington Tech, Harding, EOS, Humboldt, Como HS: Large roof replacements

Cherokee: Updates and reconfigured classrooms

Inclusive Restrooms: Now allowable via LTFM funding

Green Energy and Sustainability

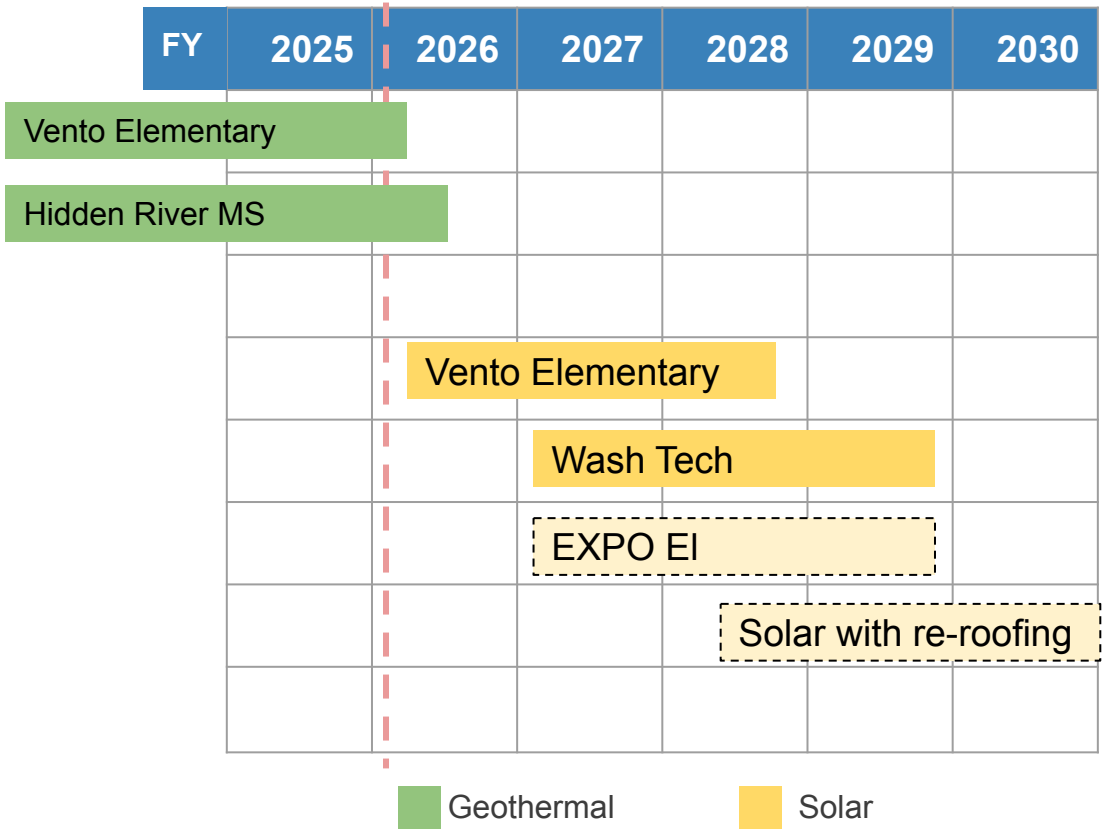
State and federal funding for green energy:

- Solar Program
  - SPPS-owned renewable energy generation on school roofs
  - New sites every year to maximize state and federal funding (up to 90%)
- Geothermal
  - In operation at Johnson HS
  - Under construction at Hidden River and Vento



Future project plans will include input from Board Sustainability Advisory Committee

Recommendations: Major Sustainability projects



Ground Source Heat/Cool:

- Hidden River: Aquifer-based geothermal
- Vento: Aquifer-based geothermal

Solar:

- Vento: solar install starts Fall 2025
- Washington Tech: after large roof replacement
- EXPO: Smaller array

Board Action: Approve Five Year Plan

The following action is requested:

- Adoption of proposed 2026-30 Five Year Plan resolution (plan renewed annually)
  - Gate Check 1 establishes projects, with the Board affirming they meet prioritization criteria and strategically align with District's needs
    - Scope not finalized, so no budgetary guidelines are established



Facilities Master Plan Renewal

FMP 2.0 - Update

FMP 2.0 Planning Purpose Statement

Update the original 10-year Facilities Master Plan and its foundational documents (vision, principles, standards, criteria for prioritization) to align future major capital improvement projects with current and future teaching and learning needs of students while being equitable, fiscally responsible, and good stewards of community resources.

125

FMP 2.0 Guiding Framework

Developed by the FMP Committee to provide the framework for capital improvement projects. Informs the criteria SPPS uses to prioritize facility improvement decisions.

VISION	PRINCIPLES (Aligned to SPPS strategic goals; *select* examples below)	47 STANDARDS (select examples below)
We envision versatile, equitable, healthy environments that balance the factors creating authentic, engaging, and collaborative learning to sustain our academic mission and deepen connections to our communities and world.	Commitments to: ● Creating environments that complement high-quality instructional practices while fostering collaboration and engagement ● Providing facilities that support authentic and experiential learning, and college and career readiness ● Providing facilities that support access and equity for all ● Excellence in the design and construction of facilities and grounds ● Utilizing sustainable principles in the siting, design and operations of facilities	1. General Learning Space 2. Varied Space 3. Student Gathering Space 4. Assembly Space 5. Interdisciplinary Learning 6. Specialized Lab/Studio Space … 17. Safety 18. Clear Main Entry 19. Welcoming and Respectful Main Office 20. Health Services Space …. 26. Building and Energy Codes… 35. Safe and Accessible Site 36. Traffic Control…

126

FMP 2.0: Workgroups

1. **Administrative Facility Optimization** (non-school sites)
   - Jonathan Pettigrew, Facilities
2. **Community Education**
   - Tony Walker
3. **College & Career (Future Ready)** (preparation for what happens after graduation)
   - Carita Green
4. **Early Childhood**
   - Lori Erickson, Craig Anderson
5. **Facility Accessibility and Inclusion** (Restrooms, cultural support)
   - Stacey Gray-Akyea, Office of Equity
6. **Fiscal Responsibility** (new/different funding)
   - Tom Sager
7. **Growing and Emerging Programs/Onward SPPS** (Txuj Ci, East African, Karen, Afrocentric, Gateway to College, Districtwide Career Pathway Center at St.Paul College)
   - Jackie Turner, Executive Chief of Administration & Operations
   - Megan Budke, Multilingual Learning; Dr. Vang, Assistant Superintendent; Dr. Kunz, Assistant Superintendent
8. **Multi-tiered Systems of Support**
   - Sue Braithwaite, Office of Teaching and Learning
   - Kathy Kimani, School Support
9. **Renovate/Replace question** (develop rubric to prioritize which sites would qualify as a renovate v. replace)
   - Jonathan Pettigrew, Facilities
10. **Specialized Services/Special Education** (patterns and projections)
    - Heidi Nistler, Sarah Zelinski
11. **Supporting Academic Choice** (Emerging trends in arts, specialists, partnerships, building, enrollment)
    - Craig Anderson
12. **Sustainability/Climate Change**
    - Sustainability Committees

127

Focus Groups

(augmented by other modes/avenues of engagement)

- Shape priorities from the major topic workgroups; follows synthesis of major topics

Note: Findings of other current pertinent SPPS groups conducting separate analysis will be integrated, as appropriate

Initial Highlights of Workgroup Findings

1. **College and Career:** Need to decentralize and embed C&C within high schools
2. **Community Ed.:** Hub-based programming space not in competition with general ed programming
3. **Growing and Emerging Programs -** African American, East African, Karen,Txuj Ci
4. **Multi-Tiered Systems of Support (MTSS):** Need varied sizes and types of spaces for services and staff
5. **Pre-K:** Hybrid model, with EC Hubs *plus* PreK embedded in elementary schools
6. **Specialized Services/Special Education**: Population continues to grow; will need more specialized spaces
7. **Demographics:** Birth rate in Ramsey/St. Paul continues to decline; projected 4,000+ fewer students over next 10 years, unless we recapture market share from charters

128

FMP 2.0: Planning Process Timeline

PHASE 1
Prepare to Inform
Fall 2024-Winter 2025



Data Collection and Evaluation

- Facility Use and Utilization Assessment
- Facility Conditions Assessment
- Facility Alignment Assessment (FAA)
- Facility optimization study
- Renovate/replace analyses
- Demographics and projections

PHASE 2
Consult > Involve
Winter 2024-Summer 2025



Update District-wide Priorities, Baseline and Criteria

- Determine key focus/topic areas
- Align to strategic direction
  - Equity is fundamental
- Synthesize findings/outcomes/ scenarios

PHASE 3
Involve > Collaborate
Fall 2025-Winter 2026



Develop Site-based Priorities and Plans

- Engagement: Community workshops, surveys, focus groups, etc.
- Results: Conceptual workscopes and diagrams

PHASE 4
Inform
Winter-Summer 2026



Finalize Plan and Share Results

- Financial impacts summary
- Develop funding plan
- BOE presentations
- BOE FMP 2.0 adoption

QUESTIONS?

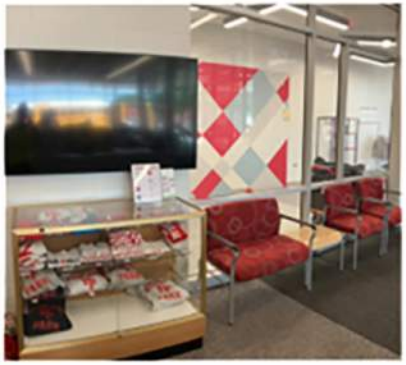
SPPS BUILDS
FY26-30

FIVE-YEAR FACILITIES MAINTENANCE AND CAPITAL IMPLEMENTATION PLAN

Saint Paul Public Schools

131











151

Facilities Department, 1930 Como Ave., St. Paul, MN 55108 651-744-1800 facilities@spps.org spps.org/builds

TABLE OF CONTENTS

CONTENT	PAGE
Introduction	2
Background	6
School Work Scopes: Table of Contents	8
School Work Scopes - FY2026-30	10-84
Appendix:	
Glossary of Terms	
District Map	
Facility by Type (school, administrative)	

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SAINT PAUL BOARD OF EDUCATION

Halla Henderson, Chair
Yusef Carrillo
Uriah Ward
Jim Vue
Chauntyll Allen
Carlo Franco
Erica Valliant

SUPERINTENDENT

Dr. Stacie Stanley

Facilities Master Plan - Vision

We envision versatile, equitable, healthy environments that balance the factors creating authentic, engaging, and personalized learning experiences to sustain our academic mission and deepen connections to our communities and world.

INTRODUCTION

PROJECT HIGHLIGHTS: 5YP – FY2026-30

The Five-Year Facilities Maintenance and Capital Plan (5YP) provides an overview of Saint Paul Public Schools' capital improvement projects scheduled to take place in fiscal years 2026 to 2030 (FY2026-30). These projects reflect a collaborative process undertaken with building administrators, staff, Facilities Trades, and students and families to plan and design learning spaces that meet the Facilities Master Plan's (FMP) Vision, Principles and Standards (see below under BACKGROUND for more information).

Project highlights include:

- **Learning environment upgrades** responding to changing needs and impacting classrooms, varied learning areas, and core facility rightsizing.
- **Inclusion of dedicated Specialized Services facilities** will be prioritized in major remodeling and addition projects in response to increasing demand for special education services.
- **Health and wellness** considerations continue, particularly regarding indoor air quality even beyond the end of federal relief funds which had supported efforts in previous 5YPs.
- **Broad-range improvements** to systems and finishes (in addition to major remodeling and addition projects) from flooring to roofs, and boilers to fire alarms and security systems.
- **Athletic improvements** to increase the usability of existing fields and tracks.
- **Technology upgrades**: providing instructional audio-visual systems at high school and middle school sites continues, with rollout to elementaries beginning in FY27. Many projects will involve replacing obsolete data cabling as well.
- **Pre-Kindergarten (Pre-K)** will continue to receive attention in the future as we work to accommodate potential growth in Early Learning programs.
- **Sustainability initiatives** are becoming more deeply embedded into our work even as new Federal funding for green energy (solar and geo-thermal) in projects is in question. State incentives are expected to continue.
- **Onward SPPS:** In SY23-24 the District shifted focus from consolidation of programs in Envision SPPS to a forward-looking initiative called "Onward SPPS." The transition involves partnering with communities to provide growing and emerging cultural groups with new school programs, and changes to better serve the interests of students and families.

In FY30, at the end of this 5YP period, we are reserving significant funds ($30M-40M) for a major project that is not yet defined. A number of potential projects for FY30 and beyond will be shaped by future strategic decisions including the renewed FMP and emerging academic and programmatic priorities.

In addition to construction projects, the 5YP includes a number of planning efforts, including the next set of priorities for athletics, inclusive restrooms, and facility alignment with the variety of education programs.

SPPS BUILDS and ONWARD SPPS

The 5YP is also broadly known as SPPS Builds which signals its alignment with the District's overarching strategic plan, SPPS Achieves, specifically under:

> Objective 5: Allocate resources based on program effectiveness and organizational priorities.
>
> Strategic Initiatives - 5.3: Align school facilities with well-rounded programs.

In fulfillment of this objective, the District launched Envision SPPS and its succeeding initiative, **Onward SPPS. Onward SPPS** responds to growing and emerging programs and shapes planning for SPPS facilities and the 5YP in these areas:

1. **East African Magnet School** at **Jackson Elementary** opened in fall 2023 and continues growing for fall 2025. Planning is underway for the facilities and location options to accommodate further growth.

2. **Txuj Ci HMong Language and Culture** was the focus of meetings of SPPS Facilities and Schools teams with an engaged community committee to explore options for the potential growth of that program. Continuing from fall 2024, the program is configured as Pre-K to 4th Grade at Txuj Ci Lower and 5th to 8th Grades to Txuj Ci Upper. Discussion of interim options for SY26 while a long-term solution is developed is on-going. Exploration of longer-term options to meet the needs of the Hmong students and families will continue throughout this 5YP.

3. **Early Childhood Hubs –** Moving forward, the new Bruce Vento becomes the east location for an Early Childhood hub. The FY26-30 plans include further age-appropriate site modifications at the Districtwide Hub, located at the former Galtier Elementary site.

4. **Karen Program** continues at **Wellstone Elementary** in fall 2025 and grows with the addition of 1st Grade to the Kindergarten classrooms that began in SY24-25.

5. **African American Program** will begin at **Benjamin E. Mays Elementary** in fall of 2026 when the IB World program ceases at that school.

6. **Barack and Michelle Obama Montessori and Middle School** (completing construction this summer) will accommodate a PreK-5 Montessori program and a regular middle school program beginning with 6th Grade in fall 2025.

7. **J.J. Hill Montessori** relocates to the Barack and Michelle Obama site in summer 2025. For fall of 2025, J. J. Hill will become a Community Education Hub.

UPDATING CONCEPTUAL VISIONS and FMP 2.0

The 5YP in this document is guided by the 2016 Facilities Master Plan (FMP). Subsequent to the effort in 2016, the District has accomplished a great deal of work and implemented wide-ranging changes. In July 2024, the District began planning and engagement to create a renewed strategic vision and FMP (or FMP 2.0) that will guide future 5YPs.

Strategic changes at schools will warrant updating of the conceptual visions for them in accordance with our updated master planning vision, principles, and standards.

EARLY CHILDHOOD FOCUS AND GROWTH

This 5YP continues efforts to accommodate expected long term growth in early childhood education programs. At national, state, and city (SPARK) levels, we see halting movements to

develop and expand Pre-K and other education programs for 3- and 4-year-olds. Within the SPPS area, there exist significant waiting lists for the Pre-K spaces that are available – these waiting lists reflect a lack of funding and teacher resources to add PK classes. An on-going partnership with Head Start provides some Pre-K sections to help address the demand.

Current Pre-K programming in SPPS offers space for 1,490 4-year-olds in 84 classrooms within 34 schools. There are an additional 40 seats for half-day nature-based Pre-K through Community Ed.

The opening of the new Bruce Vento building in fall 2025 will add more Pre-K capacity. Given the uncertainty around growth in early childhood funding, and to manage capital funding and cash flow, additional large-scale capital investment for expanded early learning is not planned within this 5-year plan. The Facilities Department will continue to locate appropriate classrooms; looking at those that could be used by relocating current uses/classes and those that would require more intensive changes such as the addition of restrooms and sinks or other ancillary construction.

SPECIAL EDUCATION ALIGNMENT

Planning within the FY2026-30 5YP will continue to support the evolving understanding of learners with specialized needs, including greater intentionality around spaces dedicated to their use, and other recommendations included in the Envision Special Education Workgroup. For the 2025-26 school year, SPPS is providing space within existing buildings for 15 additional Federal Setting III Special Education classes. We expect further growth in Federal Setting III classrooms as children progress through elementary and middle school. This growth will require some Facilities investments in subsequent years, possibly beyond the buildings included for major remodeling projects. Planning continues to collaborate with the Office of Specialized Services to monitor data for trends.

INCLUSIVE RESTROOMS

SPPS has been a national leader in the implementation of a model for single-user restrooms that provide respectful access to sanitary facilities for individuals. The rollout of this model has occurred within major remodeling projects, limited in part by the type of funding available. State law changed in June 2023 to allow use of LTFM revenue to fund construction of gender-neutral restrooms. The 2026-30 5YP incorporates an annual program, starting in FY2027, to use a portion of the LTFM revenue to gradually provide the inclusive restroom model at sites not impacted by a major renovation.

SUSTAINABILITY AND GREEN ENERGY

Long-term planning for the efficient use of our physical and economic resources has underlain SPPS Facilities' visions for the District for many years. Increasingly in recent 5YPs, the emphasis on sustainability is more pronounced, particularly with the Board's adoption of the District Energy Action Plan (EAP) targeting a 45% reduction in greenhouse gas emissions by 2030. Also notable is the Board's creation of a Sustainability Advisory Committee to advise the Board on policies and actions, promoting environmental stewardship, that lead to healthier, more sustainable schools and world.

The current 5YP includes programs to install geothermal and solar systems as part of our projects. Through these programs, which will maximize State and (remaining) Federal funding, SPPS will create efficient heating and cooling systems and District-owned energy generation facilities, with the impact of simultaneously reducing greenhouse gas emissions.

BACKGROUND

FACILITIES MASTER PLAN (FMP) / SPPS BUILDS

In 2015, Saint Paul Public Schools developed a 10-year Facilities Master Plan (FMP) called **SPPS Builds** to address needed improvements for its 73 facilities, 7.8 million square feet of space, and 519 acres of land. The Five-Year Plan (5YP) is the implementation plan for the FMP, and ensures that resources are aligned to provide schools with equitable access to facility funding and that projects are coordinated to increase efficiency and decrease costs. In a district where 60 percent of schools are 65 years or older, SPPS recognizes that it is critical to update old buildings to provide flexible, adaptable physical environments that support a variety of teaching and learning styles for students' academic success.

Since autumn of 2024, SPPS has initiated and is preparing a renewal of the FMP – FMP 2.0 – for the next ten years.

The FMP (and its successor) provides the District with guiding documents (see below) to determine how to prioritize projects for improvements over the next five years as outlined in this 5YP. Annual adjustments are made to the 5YP based on unforeseen and emerging factors that impact the initial assessments made to the scheduling and prioritizing of particular facility improvement projects. See the summary of adjustments from the FY25-29 5YP at the end of the school work scopes.

GUIDING DOCUMENTS - FMP and SPPS BUILDS

The 5YP is informed by guiding documents developed during the FMP planning process through extensive stakeholder engagement with more than one thousand people. FMP guiding documents are the qualitative data used to assess facilities and include a **Vision** statement (see box on page 1) along with facility **Principles** and **Standards** that inform the District's **Criteria** for prioritizing facility improvement projects. Although this 5YP will be the last within the original FMP framework, updated versions of these guiding documents will serve the renewed FMP 2.0 as well, providing meaningful continuity over the span of the two 10-year FMPs while reflecting changing priorities and circumstances. And initial findings of the FMP 2.0 stakeholders and workgroups are incorporated into this 5YP, though they will be more fully synthesized when FMP 2.0 is finalized.

CRITERIA FOR PRIORITIZING FACILITY IMPROVEMENTS

We developed a model of weighted criteria to evaluate the impact of each project on teaching and learning: **The greater the impact to student learning, the greater the need to complete the project.** SPPS uses the criteria listed below to identify and prioritize major capital-improvements to ensure projects are student-centered, efficient and impactful. To generate each project's impact score and initial priority ranking, each criterion has a different weight of importance (impact). Note that we expect changes to these criteria in next year's 5YP and FMP 2.0.

1. **Growth and Alignment:** Alignment to projected and strategic programmatic and enrollment needs.
2. **Quality Learning Spaces:** Overall improvement in the quality of instructional space that supports student learning.
3. **Identifiable Main Entries:** Safe, identifiable and respectful main building entries that welcome students and community into our buildings.
4. **Building Condition:** The condition of building systems, as determined by the Facility Condition Assessment, as they support healthy student and staff environments.

5. **Core space:** The adequacy and quality of core functional spaces such as gyms and cafeterias to support student learning and wellness.
6. **Overall Alignment:** Overall improvements to the building and site should align with functional and programmatic needs as determined by the Facility Condition Assessment and the Facility Master Plan process.

Note: *The identification of* ***'Permanent Construction'*** *as the first criterion in 2015 successfully led to fully phasing out temporary structures for learning environments as of 2020. Therefore, it has been removed from the list of criteria in this document.*

Additional criteria may be considered to address the following:

a. **Enrollment enhancement opportunity:** A new or fully modernized school may act as an opportunity to attract students.
b. **Geographic Distribution:** School renovation work should be distributed across the district to ensure there is equity in school improvements.
c. **Large Impact:** A renovation of or addition to a facility that is anticipated to have a large impact on another school, an entire community, or a major part of the city, may be a determining factor in giving the work scope priority.
d. **Program Requirements:** New school district program imperatives might require a major facility renovation in order to offer that academic program in a quality way. Equity of access to programs and support for programs will be a key consideration.
e. **Partnership Opportunities:** Partnerships can be financial, technical, joint-use and/or joint development and may take some time to mature. Equity of access for SPPS students to quality partnerships will be a key consideration.

QUANTITATIVE DATA - FMP and SPPS BUILDS

The quantitative data that inform the FMP are many and include both attention to the condition of buildings and grounds and the extent to which these facilities support or hinder teaching and learning. Several of these assessments have been updated to inform the 5YP:

- Educational Adequacy Assessment (2009)
- Facility Condition Assessment (2020, rev. 2023)
- Facility Alignment Assessment (2015, individual schools updated as major remodelings are carried out)
- Dynamic Programs: Site Capacity and Growth Parameters
- Athletic Facilities Considerations
- Use and Utilization Survey and Report (2025)

FINANCING

In 2015, As part of the FMP, the Board of Education passed the resolution on Long-Term Facilities Maintenance and Improvement Investments that fortifies the District's commitment to the continued funding of capital investments for the betterment of students and communities.

SPPS monitors construction industry data for trends in cost inflation including potential impacts of tariffs, and we adjust our project cost estimating accordingly.

The District's budget for *SPPS Builds* is funded from the sale of bonds, capital loans, and the Long-Term Facilities Maintenance Program (including levies). SPPS has issued bonds every year since 1994 to fund facility projects. A tax levy allows school

districts to raise money through public taxation to fund construction projects to ensure school buildings are maintained and meet the learning needs of students. The Board of Education determines the levy amount each year based on specific facility needs for the upcoming year.

By law, Building Construction Funds cannot be used for other funding categories, such as the General Fund which pays for teacher salaries, other teaching and learning needs, and transportation. Increases to the Building Construction Funds do not decrease the General Fund. In other words, expenditures on building construction do not come at the expense of the educational activities funded by the General Fund.

FACTORS AFFECTING PROJECT COSTS

As noted above, Planning tracks the impacts of changing inflation levels on project costs. One illustration of the effect of inflation: In the past decade of FMP 1.0, we completed roughly $1.0 billion of work; to do the same value of projects in the upcoming decade would require $1.6 billion.

Beyond the general effect of inflation, other factors drive increasing costs of projects. Some of those are the result of changing Codes such as the requirement for creating tornado-proof storm shelters with most additions, and increasing the thickness of insulation to meet Energy Code when we re-roof buildings. Some factors are programmatic such as increasing needs for Special Ed rooms within our buildings.

What this means is that there will be fewer large projects in the 5 year period. We will increase our focus on annual programs and targeted remodels combined with replacement of aging infrastructure.

TRANSFORMATIVE PROJECTS UNDERTAKEN OR COMPLETED IN THE FY2025-29 5YP

New Construction:

- Bruce Vento Elementary - opens Fall 2025

Major Renovations with Additions:

- American Indian Magnet School - completed 2024
- Barack and Michelle Obama School – opens Fall 2025
- Frost Lake Elementary School - completed 2022
- Hidden River Middle School – completing January 2026
- Highland Park Middle School – completing Fall 2025
- Jie Ming Mandarin Immersion Academy – completed 2024

Remodel

- Cherokee Heights – completing Fall 2026

NOTES ON SCHOOL WORK SCOPES

The table of contents lists the individual pages that show large and small proposed scopes of work by school site. At the end, work scopes that run across the District are shown in a page called **District Wide Projects.** Some of that work is performed by SPPS Trades and some is by outside contractors.

As part of this plan, an array of **annual programs** is set up to deliver smaller-scale, similar scope work across multiple sites for targeted average annual costs. These programs address needs related to mechanical systems, instructional A/V, and flooring, among others, and allow for administrative, cost and scheduling efficiencies. Work scopes that are part of an annual program are noted as ‘Program’ in the “Estimated Project Cost” column.

In addition to the annual programs, a number of work scopes are combined into larger **bundled projects** for efficiency of delivery. The estimated project cost column reflects these as "Bundled."

Rough order of magnitude estimates of cost are included for those projects that have been through a chartering process (Gate Check 2). Typically, projects to be carried out within a year go through additional development and have estimates based on schematic design documents (Gate Check 3). The estimates include hard and soft costs, appropriate contingencies and anticipated inflation to the midpoint of construction.

Dates are by fiscal year (FY2026 runs July 1, 2025 - June 30, 2026). Dates shown represent the first fiscal year for anticipated spending including design, and may not be the year that actual construction begins or is completed.

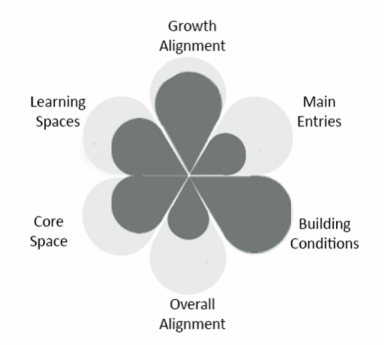
KEY

The Work Scopes pages include two graphic indications of prioritization.

Petals = Criteria for Prioritization: The first looks like a flower, in which each petal represents one of the six criteria for prioritization. The degree to which a building **meets or exceeds each criterion** is indicated by how much gray is filled out in the petal.



The more each individual petal is filled with dark gray, the more that particular building feature meets or exceeds the criterion. We expect that a recently building remodeled would have each petal filled with dark gray (little or no light gray showing).



Green Circle = Impact score based on need: Based on the petal/criteria category, green circles visually indicate the degree to which a facility meets the District's **Facilities Standards**. The larger the green circle, the more that facility has been determined to need improvements based on the overall impact on the school community.



School Work Scopes: Table of Contents

SCHOOL	PAGE	SCHOOL	PAGE
740 York Ave (formerly John A. Johnson School)	11	Como Park Senior High School	28
1305 Prosperity Ave (formerly Early Childhood Hub East)	12	Creative Arts Secondary School	29
Adams Spanish Immersion School	13	Crossroads Elementary Science + Montessori	30
Administration Building	14	Dayton's Bluff Achievement Plus Elementary	31
AGAPE - Adolescent Girls and Parenting Education	15	Early Childhood Hub – East (at Prosperity)	32
American Indian Magnet School	16	Early Childhood Hub – West (at Galtier)	33
Barack & Michelle Obama Montessori and Middle School	17	East African Magnet (at Jackson)	34
Battle Creek Elementary School	18	Eastern Heights Elementary School	35
Battle Creek Middle School	19	Education Operation Services Building (1930 Como)	36
Belvidere Early Education	20	E-STEM Middle School	37
Bridge View School	21	EXPO for Excellence Elementary	38
Bruce Vento Elementary School	22	Farnsworth Aerospace - Lower	39
Central High School	23	Farnsworth Aerospace - Upper	40
Central High School - Griffin Stadium	24	Focus Beyond Transition Services	41
Central High School - Automotive Garage	25	Four Seasons A+ Elementary School	42
Chelsea Heights Elementary School	26	Frost Lake Elementary School	43
Cherokee Heights Elementary School	27	Global Arts Plus – Lower	44
Community Education Service Center (1780 W. 7th Street)	28	Global Arts Plus – Upper	45
Como Park Elementary School	29	Gordon Parks High School	46

SCHOOL	PAGE	SCHOOL	PAGE
Groveland Park Elementary School	47	Nokomis Montessori Magnet School - North	67
Hamline Elementary School	48	Nokomis Montessori Magnet School – South	68
Harding Senior High School	49	Open World Learning	69
Hazel Park Preparatory Academy	50	Randolph Heights Elementary	70
Hidden River Middle School	51	RiverEast Elementary and Secondary School	71
Highland Park Elementary School	52	Riverview West Side School	72
Highland Park Middle School	53	Rondo Building: • Benjamin E. Mays IB World Magnet • Capitol Hill Magnet	73
Highland Park Senior High School	54		
Highwood Hills Elementary School	55		
Horace Mann Elementary School	56	Saint Paul Music Academy	74
Hubbs Center	57	St. Anthony Park Elementary School	75
Humboldt High School	58	Student Placement Center	76
Jie Ming Mandarin Immersion Academy	59	The Heights Community School	77
J.J. Hill Montessori Magnet School	60	Txuj Ci HMong Language and Culture Program – Lower	78
Johnson Senior High School	61	Txuj Ci HMong Language and Culture Program – Upper	79
Journeys Secondary School	62	Washington Technology Magnet School	80
L'Etoile du Nord French Immersion School	63	Paul & Sheila Wellstone Elementary	81
Maxfield Elementary School	64	Wheelock Early Learning Center	82
Mississippi Creative Arts School	65	Wilson (temp. location of Hidden River MS until Jan. 2026)	83
Murray Middle School	66	District-Wide Deferred Maintenance and Programs	84

Adjustments from prior 5YP with reason for adjustment

REPRIORITIZATION	
Site	**Project Description**
Belvidere	Site: Retaining walls, Dumpster Enclosure, Fence
Central Auto Garage	Fire Suppression
	Window Replacement
Four Seasons	Major Project
Humboldt	AHU Replacement
Maxfield Elementary	Fire Alarm System

STAFF CAPACITY	
Site	**Project Description**
Wash Tech	Cooling Tower Replacement

LEAD TIMES	
Site	**Project Description**

CONDITION CHANGE	
Site	**Project Description**
Battle Creek El	Roof Replacement
Central HS	Selective Window Replacement
Chelsea Heights	Gym Roof Replacement
Dayton's Bluff	Repiping and Plumbing Fixture Replacement

Definitions of categories:

Reprioritization Due to changes in the context of the school, project, building system, or funding, the schedule for the project is shifted. In some cases individual scopes of work are regrouped for efficiency and economics.

Staff Capacity Staff scheduling could not accommodate these projects on the original timeline.

Lead Times Availablity of equipment and materials restricted these projects from going forward in the year they were orginially scheduled.

Condition Change Physical condition of component worsened or changed in a way that necessitated a change in the repair schedule.

APPENDIX

GLOSSARY OF TERMS

Addition: Adding to or expanding an existing building.

Asset Preservation: Committing necessary resources to preserving, repairing, or the adaptive re-use of current assets to keep facilities healthy.

Building: A roofed structure for permanent or temporary shelter for people, plants, or equipment.

Construction: The phase of a project where the construction trades build the new facility and/or renovate or repair the existing facility.

Design: The phase of the project that creates the architectural and engineering specifications and drawings that a construction contractor will bid on and use to perform the work.

Enrollment:

- **Official Enrollment:** A school's official enrollment number is defined by the Minnesota Department of Education by the number of students enrolled at a school on October 1 of each year; this number is used for determining state and federal aid given to schools for each school year.
- **Target Student Enrollment:** The current ideal student enrollment at a particular school based on its programming.
- **Design Enrollment:** The student enrollment planned for a school in the future as part of a comprehensive analysis of the District.

Project Highlights: Identifies the main or core portions of the project as opposed to the full scope of work.

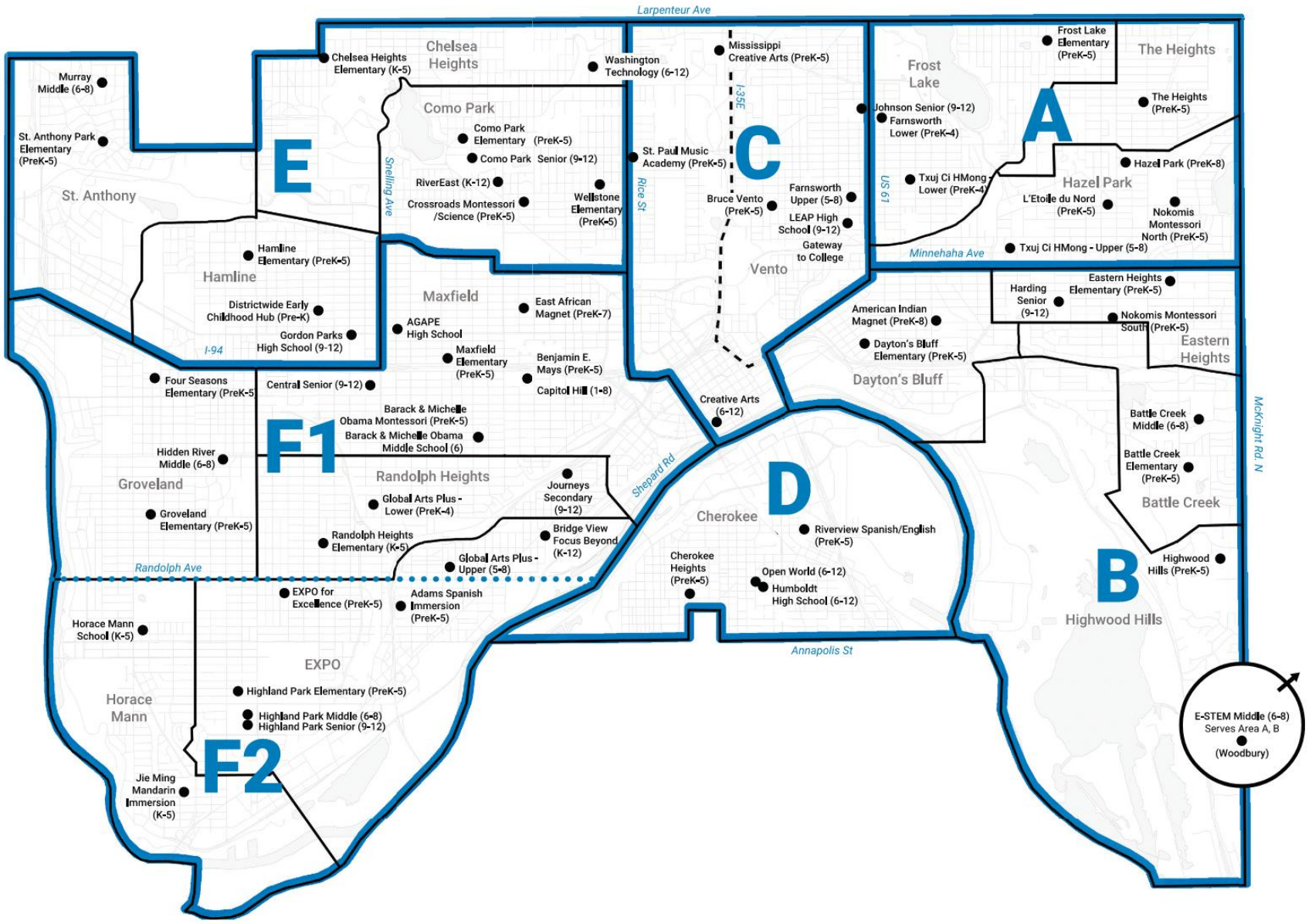
Renovation: Improving broken, damaged, or outdated buildings to update and restore them to a good state of repair or return to a new condition.

143

SPPS Builds Five-year plan: An on-going long-range plan that annually considers facility improvements and adjustments based on current context. The five-year plan consists of building expansions, renovations, and asset preservation types of projects.

238

SAINT PAUL PUBLIC SCHOOLS: DISTRICT MAP (for SY2025-26)



144

239

ELEMENTARY SCHOOLS

Adams Spanish Immersion School
American Indian Magnet School
Barack & Michelle Obama Montessori
Battle Creek Elementary School
Benjamin E. Mays IB World School
Bridge View School (Special Education)
Bruce Vento Elementary School
Capitol Hill Magnet School
Chelsea Heights Elementary School
Cherokee Heights Elementary School
Como Park Elementary School
Crossroads Elementary Science + Montessori
Dayton's Bluff Achievement Plus Elementary
East African Magnet School (at Jackson)
Eastern Heights Elementary School
EXPO for Excellence Elementary
Farnsworth Aerospace - Lower
Four Seasons A+ Elementary School
Frost Lake Elementary School
Global Arts Plus - Lower
Groveland Park Elementary School
Hamline Elementary School
Hazel Park Preparatory Academy
Highland Park Elementary School
Highwood Hills Elementary School
Horace Mann School
Jie Ming Mandarin Immersion Academy
J.J. Hill Montessori Magnet School
L'Etoile du Nord French Immersion School
Maxfield Elementary
Mississippi Creative Arts School
Nokomis Montessori Magnet School - North
Nokomis Montessori Magnet School - South
Paul & Sheila Wellstone Elementary
Randolph Heights Elementary
RiverEast Elementary and Secondary (Special Education)
Riverview Westside School of Excellence
Saint Paul Music Academy
St. Anthony Park Elementary School
The Heights Community School
Txuj Ci Hmong Language and Culture - Lower

MIDDLE SCHOOLS

American Indian Magnet School
Barack & Michelle Obama Middle School
Battle Creek Middle School
Creative Arts Secondary School
E-STEM Middle School
Farnsworth Aerospace - Upper
Global Arts Plus - Upper
Hidden River Middle School
Highland Park Middle School
Humboldt High School
Murray Middle School
Open World Learning
Txuj Ci Hmong Language and Culture - Upper
Washington Technology Magnet School

HIGH SCHOOLS

AGAPE - Adolescent Girls and Parenting Education (Alternative Learning Center)
Central High School
Central High School - Griffin Stadium
Central High School - Automotive Garage
Como Park Senior High School
Creative Arts Secondary School
Focus Beyond Transition Services (Special Education)
Gordon Parks High School (Alternative Learning Center)
Harding Senior High School
Highland Park Senior High School
Johnson Senior High School
Journeys Secondary School (Alternative Learning Center)
LEAP High School (at 740 York) (Alternative Learning Center)
Open World Learning
Washington Technology Magnet School

145

ADMINISTRATIVE/OTHERS

Administration Building
271 Belvidere Early Education
Early Childhood Hub – East (at Prosperity)
Early Childhood Hub – West (at Galtier)
Education and Operations Services
Hubbs Center
Student Placement Center
1780 West 7th Street
Wheelock Early Learning Center

240

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

October 7, 2025
4:30 PM

A G E N D A

1. **CALL TO ORDER**
2. **AGENDA**
   - A. Superintendent's Announcements
   - B. READ Act Update
     1. Introduction
     2. Presentation 2
     3. Discussion
   - C. Txuj Ci Facilities Mid-Term Decision
     1. Introduction
     2. Presentation 12
     3. Discussion
   - D. Policy Update
     1. Introduction
     2. Presentation
        a. Policy 507.00 - School Sponsored Activities: Clubs 28
        b. Policy 603.00 - Organization of School Calendar and School Day 33
        c. Policy 603.01 - School Day - Student Arrival And Departure Time 43
     3. Discussion
     4. Action (TBD)
3. **ADJOURNMENT**

#BoldSubject#

Txuj Ci Facilities Mid-Term Decision

Committee of the Board
Dr. Stacie Stanley, Superintendent
October 7, 2025

Agenda

1. Review Txuj Ci Facilities Committee input on recommendations
2. Review relevant data
3. Discussion
   - Receive reactions from Board of Education
   - Address outstanding questions
   - Determine next steps

Txuj Ci Facilities Committee: Mid-Term Plan Input

Next Steps: As outlined in last Txuj Ci Facilities Committee Meeting (March 12, 2025)

1. **Finalize mid-term plan for Txuj Ci operations early in SY25/26 for Fall 2026**
2. **DONE**: Incorporate the vision and options into the Facilities Master Plan process
3. **DONE**: Incorporate the vision into the 5-year plan and timeline with BOE awareness and/or direction



Goals: As outlined in last Txuj Ci Facilities Committee Meeting (March 12, 2025)

1. Return 5th grade to Lower Campus to maintain quality Hmong Dual Language program
2. Allow growth: Do not stifle enrollment interest from families 162
3. Maintain access to both Hmong Dual Language *and* Hmong Studies programming (don't close one)
4. As much as possible, keep kids from the same family together

Interim Option A: 1305 Prosperity Ave.

Move Hmong Studies program to Prosperity as a 2-section school

Txuj Ci Facilities Committee Goals :

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

153

Interim Option B: Different SPPS Site

Move Hmong Studies program to a different SPPS site on the East Side, if one becomes available

Txuj Ci Facilities Committee Goals :

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

184

Data and Relevant Information

Facility Capacity and Enrollments

SCHOOL/ BUILDING	GRADES SERVED	STUDENT ENROLLMENT	DESIGN ENROLLMENT CAPACITY	% CAPACITY
Hazel Park Preparatory	PreK-8	**472**	677	70%
1305 Prosperity Ave.	K-5	**0**	262	Vacant
Txuj Ci HMong Lower	PreK-4	**672**	737	91%
Txuj Ci HMong Upper	5-8	**412**	580	71%

Current* (unofficial) Fall Enrollment: Hazel Park and Hmong Studies

Hazel Park Preparatory			
GR	Sections/ Projections	Capacity	Current enrollment 9/26/25
PK	2	40	37
KG	2	48	48
1	2	50	48
2	2	50	45
3	2	50	42
4	2	56	48
5	2	56	49
6	56	56	52
7	54	54	52
8	49	49	51
			472

*Official district enrollment is provided in December

Txuj Ci Lower-Hmong Studies			
GR	Sections/ Projections	Capacity	Current enrollment 9/26/25
PK			
KG	1	24	20
1	2	50	47
2	2	50	49
3	2	50	47
4	2	56	48
			211

25 57

Txuj Ci - Upper - Hmong Studies			
GR	Sections/ Projections	Capacity	Current enrollment 9/26/25
5	2	56	55
6	39	39	62
7	55	55	54
8	41	41	39
			210

Hazel Park Design - Enrollment Capacity

Grade Level	# of Sections	Contractual Ratio	# of Students
PK	2	20	40
K	4	24	96
1	3	25	75
2	3	25	75
3	3	25	75
4	2	28	56
5	2	28	56
6	2	34	68
7	2	34	68
8	2	34	68
TOTAL	**25**		**677**

128

Hazel Park: Center-based Classrooms

STUDENTS	TOTAL
K-4 students in center-based classrooms (Federal Setting 3)	23
Siblings of center-based students	*

259

**The number is suppressed as it is small enough that individual student(s) may be identified.*

A Special Education center-based program is a specialized classroom designed for students who typically spend 60% or more of their school day in this setting, which is often reflected as a Setting 3 level of service on their IEP (Individualized Education Program).

Txuc Ci Students with Siblings

Hmong Studies / Hmong Language & Culture	
Txuj Ci Lower KG-4 grades	**Txuj Ci Upper 5-8 grades**
56 students	17 students

Hmong Dual Language	
Txuj Ci Lower PK-4 grades	**Txuj Ci Upper 5-8 grades**
57 students	10 students

Cost: Prosperity and Hazel Park

BUDGET CATEGORIES	Option A: Prosperity (Txuj Ci start times: Lower 9:30am; Upper 9:40 am)	Option B: Hazel Park (Start time: 8:30 am)
Academics	$287,000	$154,000
Schools (staffing)	$1,179,000	$374,000
Operations	$1,110,000 - $2,049,000	$499,000 - $1,444,000
Remodeling (estimate)	$20,000	$410,000
TOTAL	**$2,596,000 - $3,535,000**	**$1,437,000 - $2,382,000**
One-Time Costs - included in above TOTAL	*$895,000*	*$691,000*

261

Academic Considerations

Standalone	Co-Location
• 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	• 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

262

THANK YOU!

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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 shirt 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 out 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 he 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 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 brough 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 the 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 he 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 straight-forward 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

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Hazel Park Information Meeting

October 22, 2025

178

5-6:30 p.m.

Agenda - Hazel Park

1. Meeting Purpose and Parameters
2. Hazel Park program history, data, facility capacity and layout
3. School community impact
4. Questions & Answers
5. Next steps

179

Meeting Purpose and Parameters: Hazel Park

Purpose:

- Establish a common understanding with the Hazel Park community as to why Hazel Park is being considered as possible location for the Hmong Studies program
- Share potential impacts of a co-location with the Hazel Park program
- Hear initial reactions and collect questions from Hazel Park families, students and staff

180

Parameters:

- This is not a decision-making meeting, but an initial conversation with the Hazel Park community
- The Board of Education will consider the feedback from Hazel Park and Txuj Ci as part of their decision in December 2025

We all experience the same experience **DIFFERENTLY!**

Commonality cannot be assumed: discovered, created, negotiated!



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Conversation Agreements to Build Community & Connection:

Use "I" statements

I am...

I feel...

I observe...

Practice Deep Listening

"How is someone impacted, what values are they sharing?"

Listen to understand, not to defend or speak

Be aware & acknowledge **Power Dynamics**

182

Honor people's experiences...

There may not be a right and wrong

Be aware of **Intent and Impact**

Use discomfort as curiosity

Maintain Confidentiality – *hold other people's stories and details when sharing your learning.* (unless you gain permission)

BE PRESENT

Hazel Park
Program History, Data and Facility Capacity

History - Hazel Park Program

- **Prior to 2012:**
  - Hazel Park Junior High (7-8) closed as a junior high/middle school; consolidated at another school
  - Ames was a PreK-5/6 (located at 1760 Ames Place)
  - Sheridan was a PreK-6 (located at 525 White Bear Ave.)
- **2012-13:** Ames/Sheridan Elementary (PreK-8) co-located at Hazel Park at its 184 current location (Maryland/White Bear Ave.) serving Area A; Hazel Park became Hazel Park Preparatory after the two programs merged
- **2016:** Hazel Park becomes authorized as an IB school
- **2022-2025:** Hazel Park welcomed additional special education center-based classrooms, growing from 2 ASD/DCD classrooms in SY21-22 to 5 classrooms in SY25-26 (4 elementary, 1 middle school)

Facility Capacity and Enrollments

SCHOOL/ BUILDING	GRADES SERVED	STUDENT ENROLLMENT	CAPACITY	% CAPACITY
Hazel Park Preparatory	PreK-8	**468**	677	**69%**
1305 Prosperity Ave.	K-5	**0**	262	**Vacant** 185
Txuj Ci HMong Lower	PreK-4	**677**	737	**92%**
Txuj Ci HMong Upper	5-8	**410**	580	**71%**

Demographics SY25-26

SITE	Hispanic/ Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or other Pacific Islander	White	Two or more races	TOTAL
Hazel Park	12%	*	40%	33%	0%	5%	9%	**468**
Txuj Ci Lower	*	0%	93%	*	0%	*	*	**677**
Txuj Ci Upper	*	0%	95%	*	0%	0%	*	**410**

186

Data based on current (Sept. 2025) enrollment, not official enrollment which is reported in December

* = less than 5% of student population

Enrollment: Hazel Park

SY18-19	SY20-21	SY22-23	SY23-24	SY24-25	SY25-26 (unofficial)
618	492	401	430	489	468

187

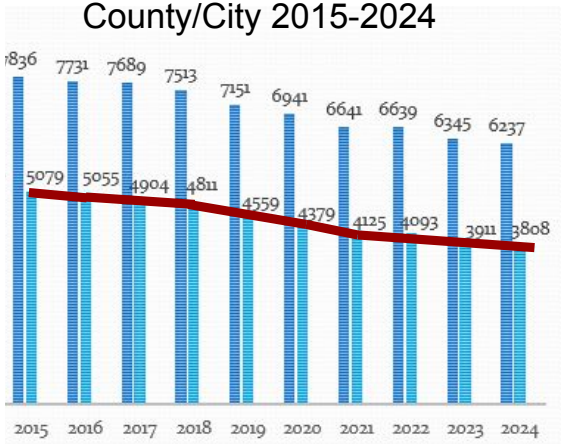
Building Capacity: 677

Demographic Trends

Districtwide Demography Study presented to Board June 17, 2025:

- Continuation of decreasing birth rates in Ramsey County and St. Paul
- Decrease in number of women of prime childbearing age (25-34 yrs)
- Slower growth from immigration
- **Enrollments projected to drop** by 12-17%, or by -3,900 to -5,500 over next 10 years

Resident Live Births
County/City 2015-2024

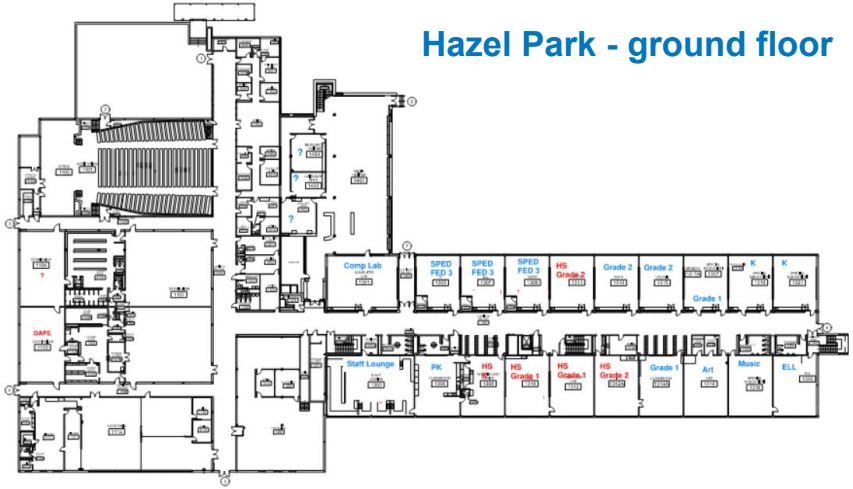


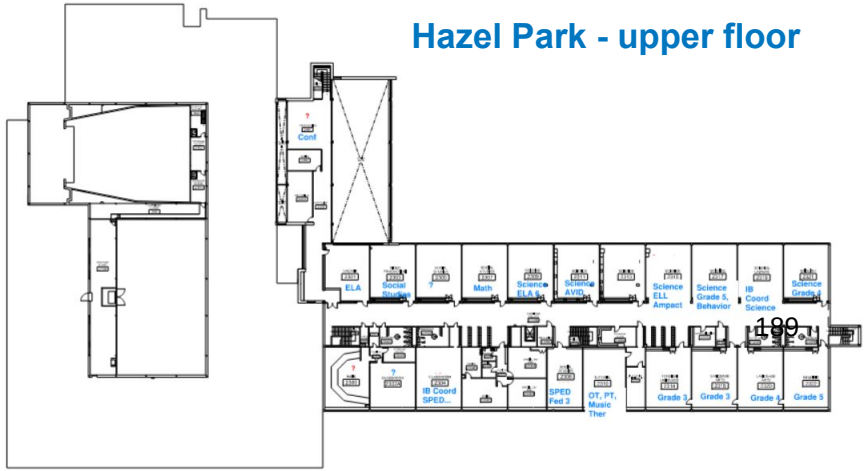
188

Enrollment projections 2024-25 to 2034-35



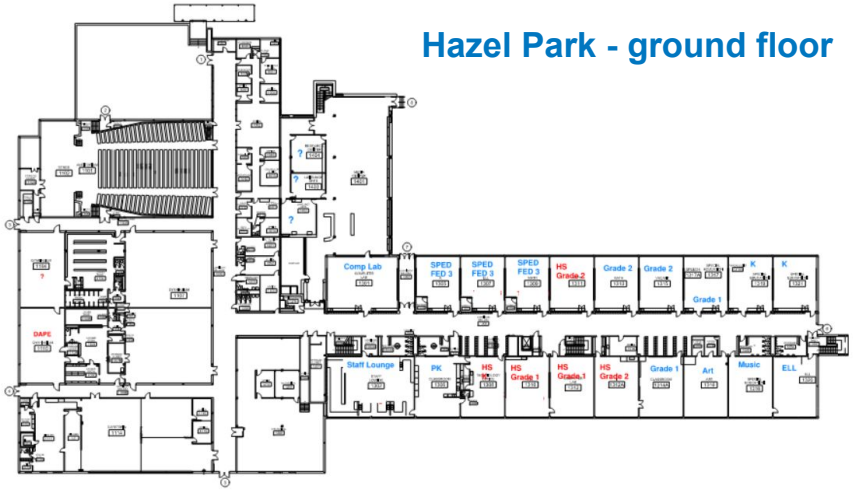
Hazel Park: Facility Information

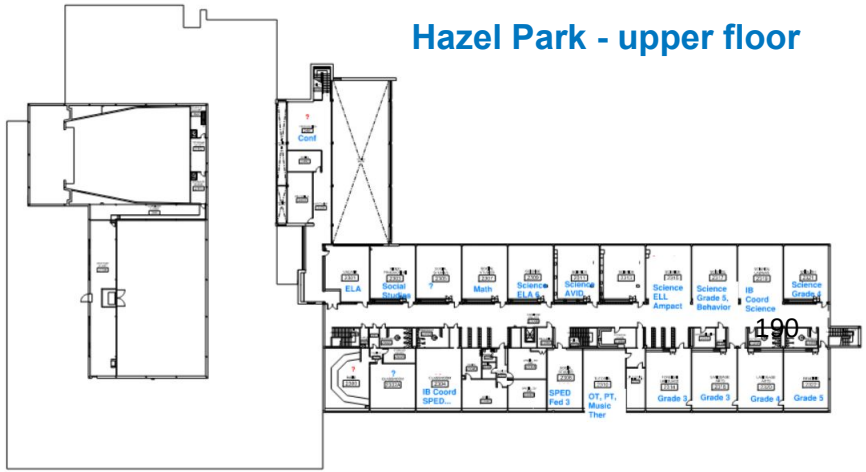




- 2022-25 Hazel Park facility systems and infrastructure improvements; $890K invested
- 2026 Project: Fire alarm, light fixture, ceiling and instructional A/V replacement; $2.5M
- 2025 Districtwide Condition update indicates building is generally in good condition
- Districtwide Facilities Use/Utilization Study completed summer 2025
- Hazel Park facility assessment of building capacity completed

Hazel Park: Student Spaces

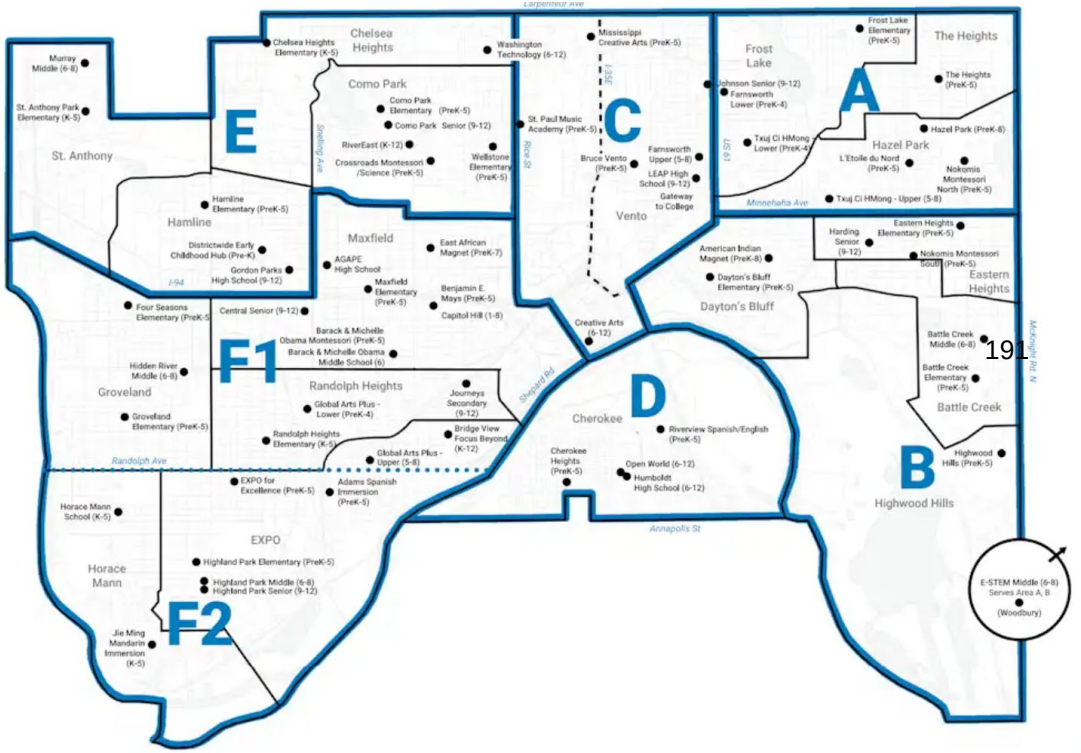




- Current number of classrooms: 38
- Additional spaces to be converted: 4
- Cafeteria size could accommodate added Hmong Studies students in 4 lunch periods
- 2 gyms, full-size auditorium, large updated media center, nice outdoor play area

Looking Ahead

- Dependent on multiple variables, e.g.: district's new strategic direction, long-term expenses, whether viable property becomes available for purchase on East Side
- Current Hazel Park site identified as potential long-term home for Txuj Ci PreK-8 relocation (possibly opening in 2031, 2032 or 2033)



School Community Impact

Hazel Park: Potential Impacts

STUDENTS	TOTAL
Pre-Kindergarten	2 classrooms
K-4 students in center-based classrooms (Federal Setting 3)	23 (2 classrooms)
Siblings of center-based students	*

193

**The number is suppressed as it is small enough that individual student(s) may be identified.*

A Special Education center-based program is a specialized classroom designed for students who typically spend 60% or more of their school day in this setting, which is often reflected as a Setting 3 level of service on their IEP (Individualized Education Program).

Next Steps

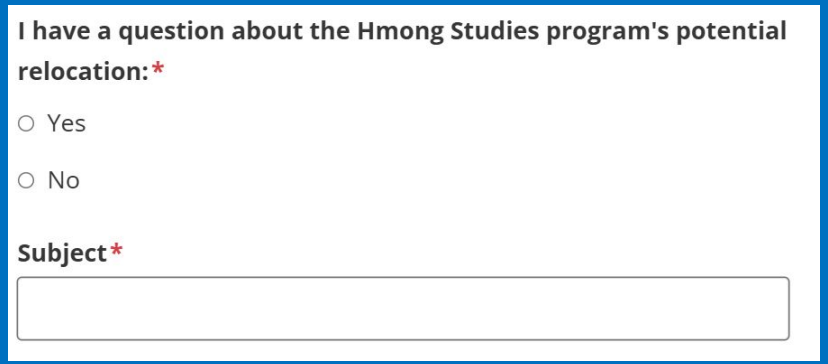
1. Attend: **Monday, October 27, 5:30-8 p.m.** (Dinner and childcare provided)
   - Who: Hazel Park and Txuj Ci families and staff
   - What: Additional information and opportunity for feedback
   - Where: Washington Technology High School Great Hall (1495 Rice St.)
2. Attend or listen to livestream (audio recordings posted next day): **Nov. 5,** **Committee of the Board**; no public comment
3. Follow-up communications with Hazel Park and Txuj Ci communities
4. Attend or watch livestream (video recordings posted next day): **Dec. 16,** **Board of Education** regular meeting on administration's recommendation; public comment is open

194

Questions and Answers

Send follow-up questions to:

hazelpark.spps.org/contact-us



THANK YOU!

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Txuj Ci Information Meeting

October 22, 2025

7-8:30 p.m.

198

Agenda - Txuj Ci

1. Meeting Purpose and Parameters
2. Txuj Ci program history, facility capacity, data
3. School community impact
4. Questions & Answers
5. Next steps

199

Meeting Purpose and Parameters: Txuj Ci

Purpose:

- Establish a common understanding of the overall impact of separating Hmong Studies from the Hmong Dual Language program
- Review stand-alone v. co-location with Hazel Park options
- Hear initial reactions and collect questions from families, students and staff

200

Parameters:

- This is not a decision-making meeting, but an initial conversation with the Hazel Park community
- The Board of Education will consider the feedback from Txuj Ci and Hazel Park as part of their decision in December 2025

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There may not be a right and wrong

Be aware of **Intent and Impact**

Use discomfort as curiosity

Maintain Confidentiality – *hold other people's stories and details when sharing your learning.* (unless you gain permission)

BE PRESENT

Txuj Ci Facilities Committee: Mid-Term Plan Input

Next Steps: As outlined in last Txuj Ci Facilities Committee Meeting (March 12, 2025)

1. **Finalize mid-term plan for Txuj Ci operations early in SY25/26 for Fall 2026**
2. **DONE**: Incorporate the vision and options into the Facilities Master Plan process
3. **DONE**: Incorporate the vision into the 5-year plan and timeline with BOE awareness and/or direction



Goals: As outlined in last Txuj Ci Facilities Committee Meeting (March 12, 2025)

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

205

Interim Option A: 1305 Prosperity Ave. Move Hmong Studies program to Prosperity as a 2-section school	Interim Option B: Different SPPS Site Move Hmong Studies program to a different SPPS site on the East Side, if one becomes available [co-located with another program]
Txuj Ci Facilities Committee Goals : 1. **Return 5th grade to Lower Campus to maintain quality Hmong Dual Language program** 2. **Allow growth: Do not stifle enrollment interest from families** 3. **Maintain access to both Hmong Dual Language *and* Hmong Studies programming (don't close one)** 4. **As much as possible, keep kids from the same family together**	**Txuj Ci Facilities Committee Goals:** 1. **Return 5th grade to Lower Campus to maintain quality Hmong Dual Language program** 2. **Allow growth: Do not stifle enrollment interest from families** 3. **Maintain access to both Hmong Dual Language *and* Hmong Studies programming (don't close one)** 4. **As much as possible, keep kids from the same family together**

206

Txuj Ci Program History, Facility Capacity and Data

History: Txuj Ci Program

2002: First Hmong Language class in SPPS

2002-08: Phalen Lake Hmong class grows into a Hmong Studies program

2006: Jackson Hmong Studies and Hmong Dual Language programs begin

2011: Dual language Hmong immersion program starts at Phalen Lake Elementary

2013-14: Provide equitable geographic program access:

- Phalen Lake regional magnet: Phalen Lake Hmong Studies (PreK-5) & two-way Hmong English Immersion (K-2)
- Jackson regional magnet: Hmong Studies (PreK-5) & two-way Hmong English Immersion (PreK-5) + Jackson Preparatory (PreK-5)

Dec. 1, 2021: Envision SPPS, BOE votes to consolidate and move HS and HDL programs to Phalen Lake

Fall 2022: HDL and HS consolidate at Txuj Ci as a citywide magnet. 6th grade starts at Upper campus

Fall 2023: PreK, K-5, 6-7 grade structure on 3 campuses, with new name (Txuj Ci);

- Due to goal of increased early learning opportunities, Pre-K relocated to Early Childhood Hub East (Prosperity Ave.) which resulted in 60 more Pre-K applications accepted 208

Early 2024: Medium-term planning: Keep HDL and HS together; 2 campuses

Fall 2024: PreK-4, 5-8 grade structure, based on medium-term decision

Winter 2025-26: Present long-term planning vision for single campus PreK-8

Board of Education/Committee of the Board: Hmong Programs Presentations

1. **March 24, 2020 - BOE:** Phalen Lake Hmong Studies Magnet HVAC & Controls Replacement Project; Board approves:
   - New HVAC and controls project to improve comfort and indoor air quality
2. **December 1, 2021 - BOE:** Envision SPPS: Align School Facilities With Well-Rounded Programs, Special Board of Education Meeting; Board approves:
   - Parkway reopens as Hmong Language Immersion and Culture program upper campus (to Phalen Lake lower campus)
   - Jackson community merges at Maxfield and Jackson Hmong Language merges at Phalen Lake
3. **June 20, 2023 - BOE:** Phalen Lake Hmong Studies Magnet & Hmong Language and Culture Middle School Name Change: Third Reading; Board approves:
   - Phalen Lake renamed Txuj Ci HMong Language & Culture
4. **February 4, 2025 - COB:** Txuj Ci Facilities Work Group: Phase 2 - Finalize Vision Presentation to COB; Board progress status update:
   - Purpose of the Txuj Ci Long-term Work Group: Find a long-term, feasible facilities solution for accommodating Txuj Ci's PreK-8 enrollment growth, and vision for a school that supports Txuj Ci academics, identity and community. This group will give input at multiple points toward the vision and character of the long-term home.
5. **July 15, 2025 - BOE:** Facilities Five Year Plan and Facilities Master Plan 2.0 ; Board approves:
   - Txuj Ci: Scale and scope of project to be developed starting mid-2029
6. **October 7, 2025 - COB:** Txuj Ci Facilities Mid-Term Decision; Board presented with Hmong Studies relocation options:
   - Review Txuj Ci Facilities Committee input on recommendations

Facility Capacity and Enrollments

SCHOOL/ BUILDING	GRADES SERVED	STUDENT ENROLLMENT	CAPACITY	% CAPACITY
Hazel Park Preparatory	PreK-8	**468**	677	**69%**
1305 Prosperity Ave.	K-5	**0**	262	**Vacant** [210]
Txuj Ci HMong Lower	PreK-4	**677**	737	**92%**
Txuj Ci HMong Upper	5-8	**410**	580	**71%**

Demographics SY25-26

SITE	Hispanic/ Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or other Pacific Islander	White	Two or more races	TOTAL
Hazel Park	12%	*	40%	33%	0%	5%	9%	**468**
Txuj Ci Lower	*	0%	93%	*	0%	*	*	**677**
Txuj Ci Upper	*	0%	95%	*	0%	0%	*	**410**

211

Data based on current (Sept. 2025) enrollment, not official enrollment which is reported in December

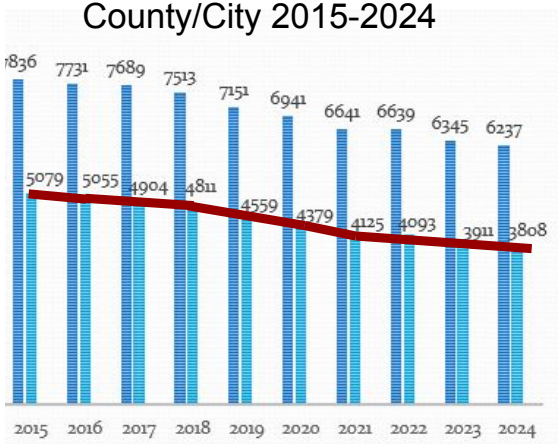
* = less than 5% of student population

Demographic Trends

Districtwide Demography Study presented to Board June 17, 2025:

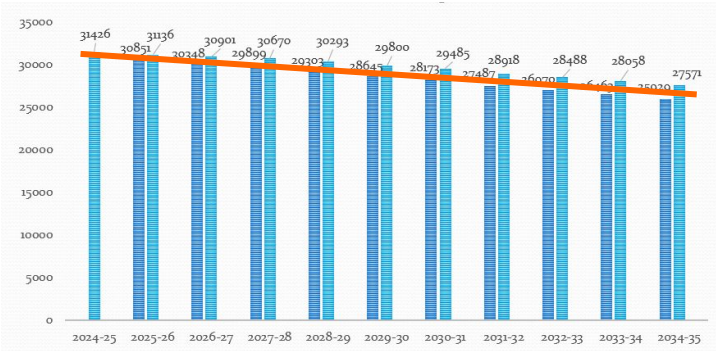
- Continuation of decreasing birth rates in Ramsey County and St. Paul
- Decrease in number of women of prime childbearing age (25-34 yrs)
- Slower growth from immigration
- **Enrollment projected to drop** by 12-17%, or by -3,900 to -5,500 over next 10 years

Resident Live Births
County/City 2015-2024



212

Enrollment projections 2024/5 to 2034/5



School Community Impact

Txuj Ci Students with Siblings

Hmong Studies / Hmong Language & Culture	
Txuj Ci Lower KG-4 grades	**Txuj Ci Upper 5-8 grades**
56 students	17 students





214

Hmong Dual Language	
Txuj Ci Lower PK-4 grades	**Txuj Ci Upper 5-8 grades**
57 students	10 students

Academic & Other Considerations: Txuj Ci

Prosperity Location	Co-Located with Hazel Park
• 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) • Start time change to 7:30 a.m.	• 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) • Start time change to 8:30 a.m.

215

Hazel Park: Potential Impacts

STUDENTS	TOTAL
Pre-Kindergarten	2 classrooms
K-4 students in center-based classrooms (Federal Setting 3)	23 (2 classrooms)
Siblings of center-based students	*

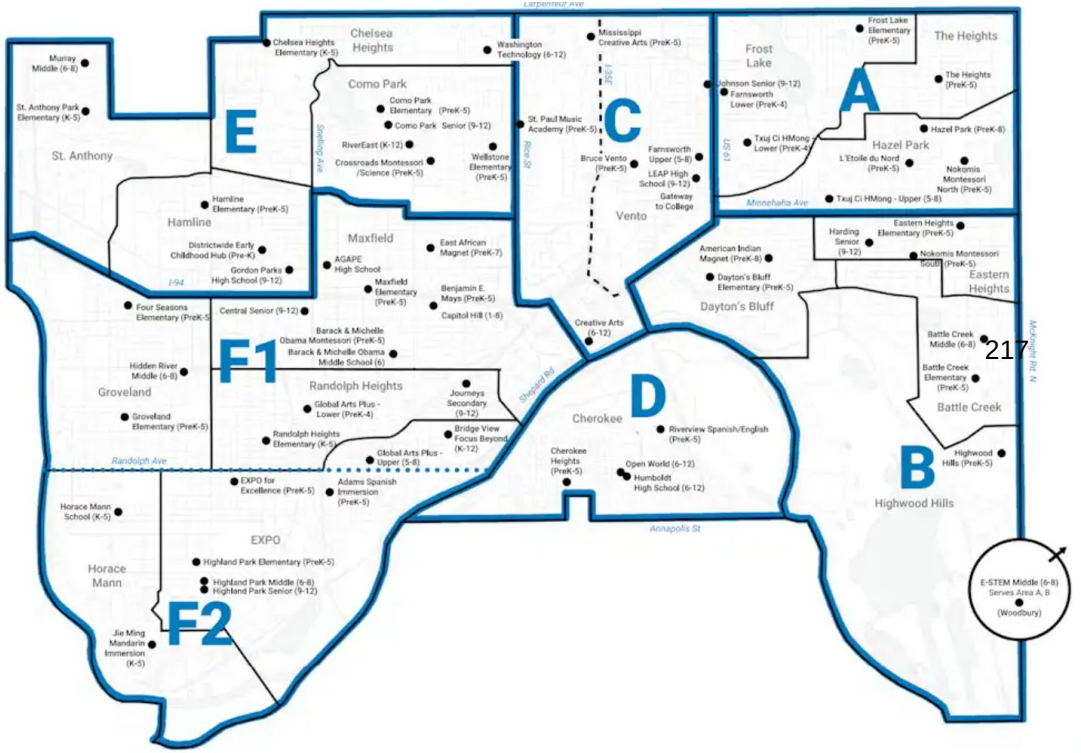
216

**The number is suppressed as it is small enough that individual student(s) may be identified.*

A Special Education center-based program is a specialized classroom designed for students who typically spend 60% or more of their school day in this setting, which is often reflected as a Setting 3 level of service on their IEP (Individualized Education Program).

Looking Ahead

- Dependent on multiple variables, e.g.: district's new strategic direction, long-term expenses, whether viable property becomes available for purchase on East Side
- 1140 White Bear Ave N site identified as potential long-term home for Txuj Ci PreK-8 relocation (possibly opening in 2031, 2032 or 2033)



Next Steps

1. Attend: **Monday, October 27, 5:30-8 p.m.** (dinner and childcare provided)
   - Who: Txuj Ci and Hazel Park families and staff
   - What: Additional information and opportunity for feedback
   - Where: Washington Technology High School Great Hall (1495 Rice St.)

218

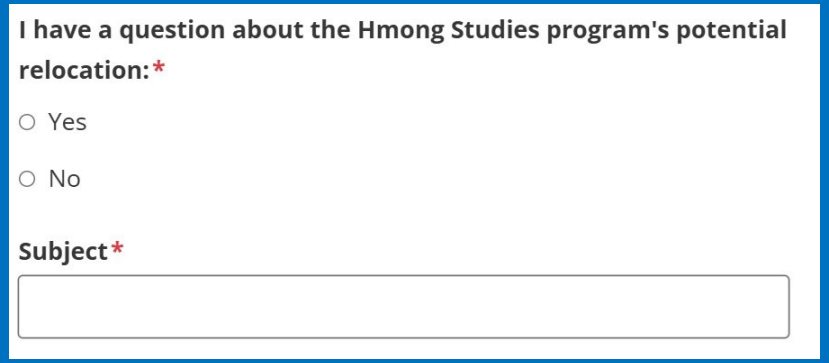
2. Attend or listen to livestream (audio recordings posted next day): **Nov. 5,** **Committee of the Board**; no public comment
3. Follow-up communications with Txuj Ci and Hazel Park communities
4. Attend or watch livestream (video recordings posted next day): **Dec. 16,** **Board of Education** regular meeting on administration's recommendation; public comment is open

Questions and Answers

Send follow-up questions to:

txujcilower.spps.org/contact-us

txujciupper.spps.org/contact-us



THANK YOU!

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Honoring Community to Gain Shared Perspectives to Move Forward

Txuj Ci & Hazel Park Community Conversation

Tonight’s Purpose

- Listen to the community impact and understand lived experiences
- Surface shared values and impacts
- Provide the School Board with grounded input

Desired Outcomes

- Acknowledge history & harm
- Move away from positional conflict
- Build empathy & shared understanding
- Map and understand impact of proposed changes
- Gather considerations for the Board

Acknowledging Complexity

- These decisions are deeply personal
- They impact identity, belonging, and children's daily experiences
- People are entering with different information & emotional stakes

Conversation Agreements to Build Community & Connection:

Speak your Truth

I am…

I feel…

I observe…

Practice Deep Listening

"How is someone impacted, what values are they sharing?"

Listen to understand, not to defend or speak

Be aware & acknowledge **Power Dynamics**

Honor people's experiences…

There may not be a right and wrong

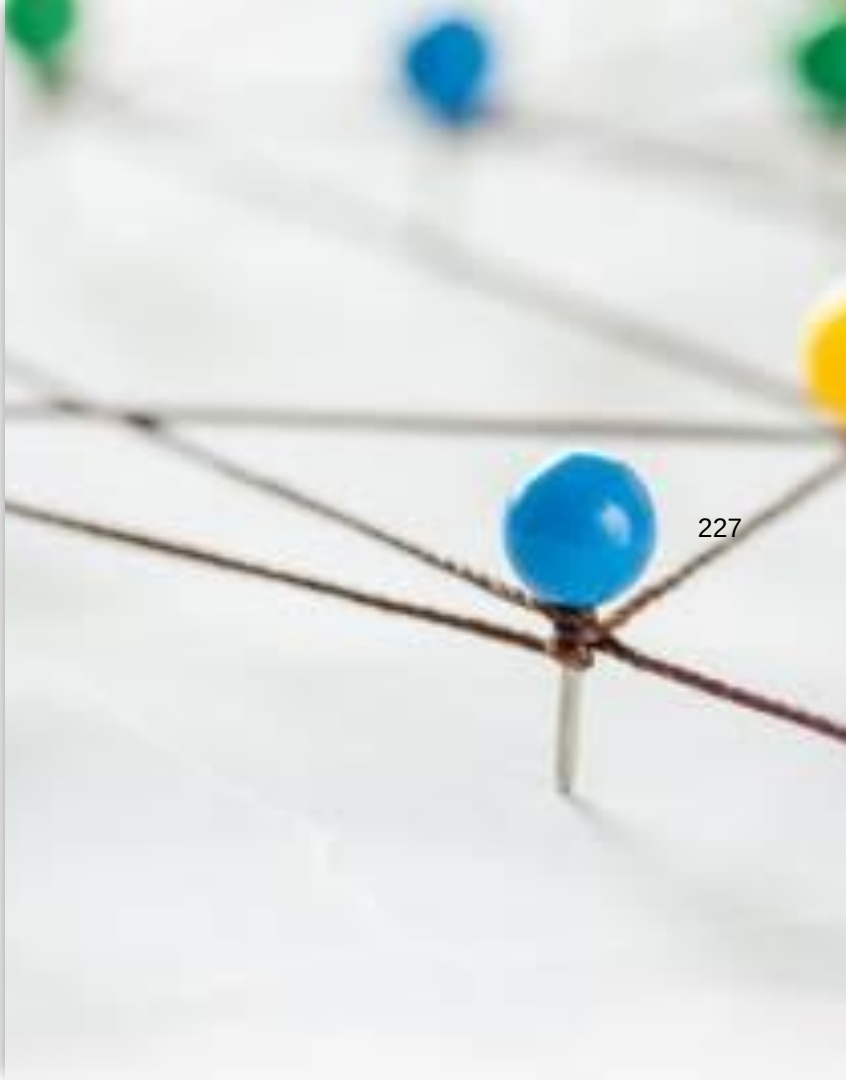
Be aware of **Intent and Impact**

Use **discomfort** as **curiosity**

BE PRESENT

Tonight’s Flow

1. Story Circles
2. Shared Impact Mapping
3. Board Considerations
4. Closing Reflection



Step 1 — Story Circles

Prompt:

What does your school community mean to you? What makes it feel like home?

Parameters:

- 2-3 minutes per speaker
- No interruptions
- Reflect values back as a group
- Notetaker records values



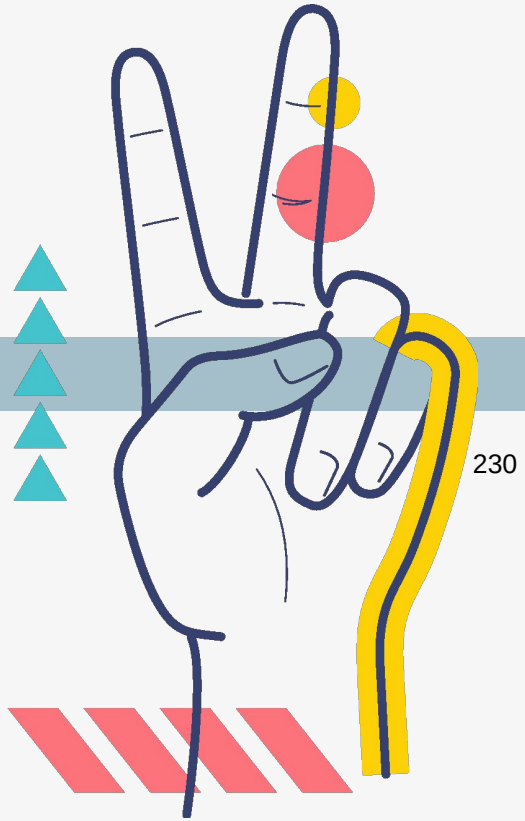
Key Takeaways – Learnings from the Story Circles

Step 2 — Shared Impact Mapping

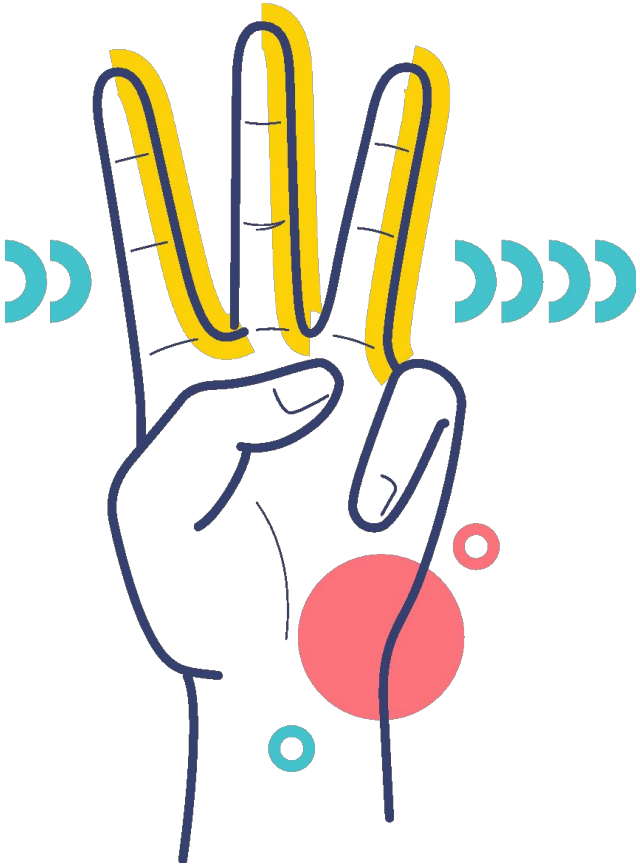
Silent reflection → clustering → discussion

Three columns:

1. Losses Being Experienced
2. Fears/Risks We Hold
3. What We Hope to Protect/Strengthen



Key Takeaways – Shared Impact



Step 3 — Board Considerations

Prompt:

What else should be explored or does the board need to know before they make a decision on Decebmer 16?

Activity:

Work together as a table to create a list of 5–10 considerations in simple language.

Key Takeaways – what does the board need to know?

Closing Reflection & Questions

As we leave:

- What matters most to us together?
- Where did shared values emerge?
- One commitment to ensure both communities remain valued.

Thank You

- Your perspectives will be shared with the Board before the Dec 16 decision.
- Thank you for your care, voice, and presence.

Policy 535.00
Post-Secondary Enrollment Options (PSEO)

Saint Paul Public Schools

Committee of the Board
November 5, 2025

Beth Coleman, Assistant Director, School Counseling & Career Pathways;
John Eschenbacher, Lead High School Counselor

Policy 535.00: Access for Post Secondary Enrollment Options

Policy was adopted in 2018

This is the first revision since it was adopted

It has been changed to the new format

*The current policy had slight adjustments to some of the wording.

*Two items (4 & 5) were added to the policy.

*A definition of Post Secondary Enrollment Options is included.

Policy 535.00: Access for Post Secondary Enrollment Options

Adopted: 8/21/2018 Saint Paul Public Schools Policy 535.00
Revised: 2025

ACCESS FOR POST-SECONDARY ENROLLMENT OPTIONS (PSEO)STUDENTS

I. POLICY PURPOSE

~~Saint Paul Public Schools ("District")~~ The purpose of this policy is to supports the academic pursuits of all students, including those enrolled in courses as part of the Post-secondary Enrollment Options (PSEO) program. The purpose of this policy is to ensure PSEO students have reasonable access to school buildings and resources.

II. GENERAL STATEMENT OF POLICY

1. A student enrolled in a PSEO course may remain at their school site during regular school hours.

2. A student enrolled in a PSEO course may be provided with reasonable access, during regular school hours, to a computer and other technology resources that the student needs to complete coursework for a PSEO course.

3. As is the expectation for all students, PSEO students must comply with school rules and district policies, procedures, and regulations, such as the ~~Student Behavior Handbook:~~ Rights and Responsibilities Handbook.

Policy 535.00: Access for Post Secondary Enrollment Options

4. A student enrolled in a PSEO course may also be enrolled in courses at their high school in accordance with PSEO guidelines and can participate in extra-curricular activities associated with their home high school.

5. All PSEO students must be treated equitably regardless of course delivery format (in person or virtual), enrollment status at college (part-time or full-time), or location of instruction.

III. DEFINITIONS

Post-Secondary Enrollment Options (PSEO): A program that allows high school students to enroll in college courses at Minnesota colleges and universities and earn both college and high school credit. Courses may be on campus or online. All courses are taught and graded by college faculty.

LEGAL REFERENCES:
Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Program)

CROSS REFERENCES:
506.00 Student Discipline

Questions?

535.00 Access for Post-Secondary Enrollment Options (PSEO)

I. POLICY PURPOSE

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3. As is the expectation for all students, PSEO students must comply with school rules and district policies, procedures, and regulations, as stated in the Rights and Responsibilities Handbook.

4. A student enrolled in a PSEO course may also be enrolled in courses at their high school and can participate in extra-curricular activities associated with their home high school.

5. All PSEO students must be treated equitably regardless of course delivery format, enrollment status at college, or location of instruction (in person or virtual).

III. DEFINITIONS

1. Post-Secondary Enrollment Options (PSEO): This program allows high school students to enroll in college courses at Minnesota colleges and universities and earn both college and high school credit. Courses may be on campus or online. All courses are taught and graded by college faculty.

IV. EXCEPTIONS

V. ENFORCEMENT

LEGAL REFERENCES:

Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Program)

CROSS REFERENCES:

506.00 Student Discipline

Adopted: 8/21/2018 Saint Paul Public Schools Policy 535.00
Revised: 2025

ACCESS FOR POST-SECONDARY ENROLLMENT OPTIONS STUDENTS

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Adopted: 08/21//201 Saint Paul Public Schools Policy 535.00
Revised: 2025

535.00 Access for Post-Secondary Enrollment Options (PSEO)

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LEGAL REFERENCES:

Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Program)

CROSS REFERENCES:

506.00 Student Discipline

Committee of the Board Meeting

Policy 618.00.1
Research

Saint Paul Public Schools

November 5, 2025

Kara Arzamendia, Director of Research, Evaluation and Assessment

Policy 618.00.1 Research

Current Policy:

1. Does not accurately reflect our current practices
2. Last revised in 2008
3. Transitioned to new policy format, which includes Policy Purpose and Definitions

Policy Changes

Policy Purpose: The purpose of this policy is to establish the parameters for conducting research in the district.

III. DEFINITIONS

Data Collection – the process of gathering and measuring information to test hypotheses, answer stated research questions and evaluate outcomes. Methods of data collection include, but are not limited to questionnaires or surveys, interviews and focus groups, observations, and document analysis.

Research – A structured and systematic investigation designed to refine or test a hypothesis or assess a theory that uses observational, experimental, and/or data collection methods to provide reliable, valid, replicable, and generalizable findings. Data could include originally collected data or data that have already been collected through primary sources.

Student data - includes (1) personally-identifiable student level information, (2) de-identified student level information, and (3) aggregate level student information.

Policy 618.00.1 Research

Current Policy:

1. Does not mention the district or programs as a research entity
2. Adds a designee to develop procedures by which research projects may be approved

Policy Changes

- The District may permit educational research by staff members of the school system when the conduct of such projects does not conflict with the major functions of the school~~s~~, district or program.
- The District may permit educational research by outside individuals or organizations when the conduct of such projects does not conflict with the major functions of the school~~s~~, district or program.
- The Superintendent or designee shall develop procedures by which these research projects may be ~~cleared~~ approved.

246

Questions?

247

618.00 RESEARCH

I. PURPOSE

The purpose of this policy is to establish the parameters for conducting research in the district.

II. GENERAL STATEMENT OF POLICY

This policy will give reasonable access to individuals, institutions and organizations to conduct approved research projects, while protecting and contributing to the district's primary responsibility of providing a premier education for all. It is the policy of the school board that research may be conducted as determined necessary by the school and/or district administration, subject to the guidelines in this policy.

III. DEFINITIONS

For purposes of this policy, the following definitions apply:

Data Collection – the process of gathering and measuring information to test hypotheses, answer stated research questions and evaluate outcomes. Methods of data collection include, but are not limited to questionnaires or surveys, interviews and focus groups, observations, and document analysis.

Research – A structured and systematic investigation designed to refine or test a hypothesis or assess a theory that uses observational, experimental, and/or data collection methods to provide reliable, valid, replicable, and generalizable findings. Data could include originally collected data or data that have already been collected through primary sources.

Student data - includes (1) personally-identifiable student level information, (2) de-identified student level information, and (3) aggregate level student information.

1. **IV. CONDUCTING RESEARCH** The District may permit educational research by staff members of the school system when the conduct of such projects does not conflict with the major functions of the school~~s~~, district or program.
2. The District may permit educational research by outside individuals or organizations when the conduct of such projects does not conflict with the major functions of the school~~s~~, district or program.
3. The Superintendent or designee shall develop procedures by which these research projects may be approved.

LEGAL REFERENCES:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
20 US.C. § 1232g (Family Educational Rights and Privacy Act)
20 U.S.C.§ 1232h (Protection of Pupil Rights)

34 C.F.R. Part 99 (Family Educational Rights and Privacy Act Regulations)

CROSS REFERENCES:

Policy 521.00 – Student Surveys

Policy 304.00 - Record

Committee of the Board Meeting

Policy 521.00
Student Surveys

Saint Paul Public Schools

November 5, 2025

Kara Arzamendia, Director of Research, Evaluation and Assessment

Policy 521.00 Student Surveys

Current Policy:

1. Does not accurately reflect our current practices
2. Last revised in 2016
3. Transitioned to new policy format which includes a General Statement of Policy

Policy Changes

II. GENERAL STATEMENT OF POLICY

It is the policy of the school board that student surveys may be conducted as determined necessary by the school and/or district administration and subject to the guidelines in this policy. Surveys, analyses and evaluations conducted as part of any program funded through the U.S. Department of Education must comply with 20 U.S.C. 1232h.

251

Policy 521.00 Student Surveys

Current Policy:

1. States that no student is required to participate in a survey that contains certain topics.

Policy Changes

No student will be ~~required to participate in~~administered a survey that ~~includes questions that reveal~~ reveals any information concerning the topics listed below, without prior ~~written consent~~notification to~~of~~ the student's parent or guardian. The student may be provided written notification~~consent~~ if they are 18 years old or older or an emancipated minor.

252

Policy 521.00 Student Surveys

Current Policy:

1. Lists topics that are considered more sensitive in nature.

Policy Changes

1. Political affiliations or beliefs of the student or the student's parent or guardian;
2. Mental and psychological problems of the student or the student's family;
3. ~~Sex~~ Sexual behavior, ~~or~~ attitudes or affliations;
4. Illegal, antisocial, self-incriminating, or demeaning acts of the student or the student's family;
5. Critical appraisals of individuals with whom the student has close family relationships;
6. Legally recognized privileged or similar relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student of the student's parent or guardian;
8. Cultural practices, affiliations, or beliefs of the student of the student's parent or guardian; or
9. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

253

Policy 521.00 Student Surveys

Current Policy:

1. Contains outdated gendered language

Policy Changes

To the extent that personally identifiable information of a student is contained in ~~his or her responses to a~~ the survey responses, the District will take appropriate steps to ensure the data is protected in accordance with state and federal law.

254

255

Questions?

521.00 STUDENT SURVEYS

I. PURPOSE

Occasionally the school district utilizes surveys to obtain student opinions and information about students. The purpose of this policy is to establish the parameters of information that may be sought in student surveys.

II. GENERAL STATEMENT OF POLICY

It is the policy of the school board that student surveys may be conducted as determined necessary by the school and/or district administration and subject to the guidelines in this policy. Surveys, analyses and evaluations conducted as part of any program funded through the U.S. Department of Education must comply with 20 U.S.C. 1232h.

III. DEFINITIONS

Survey - A survey is a method for collecting data, information, and opinions as reported by students about specific topics. Surveys can include, but are not limited to, paper and digital questionnaires, interviews, evaluations, and focus groups. Tools for assessment of a student's academic understanding are not subject to the procedures in this policy.

IV. CONDUCTING STUDENT SURVEYS

A. All instructional materials, including teacher's manuals, multimedia, or other supplementary materials, which will be used in connection with any survey or evaluation, as well as any third-party survey will be available for inspection by a student's parent or guardian.
B. Upon request, a student's parent or guardian may inspect a third-party survey before the survey is administered to the student.
C. The District may choose not to approve any survey that seeks personal and/or sensitive information that could result in identifying the survey participant, or is discriminatory in nature based on age, race, color, sex, socio economic status, sexual orientation, gender identity or expression, disability, religion, or national origin.
D. No student will be administered a survey thatreveals any information concerning the topics listed below, without prior notification to the student's parent or guardian. The student may be provided written notification if they are 18 years old or older or an emancipated minor.

    1. Political affiliations or beliefs of the student or the student's parent or guardian;
    2. Mental and psychological conditions of the student or the student's family;
    3. Sexual behavior,attitudes or affiliations;
    4. Illegal, antisocial, self-incriminating, or demeaning conduct of the student or the student's family;
    5. Critical appraisals of individuals with whom the student has close family relationships;
    6. Legally recognized privileged or similar relationships, such as those of lawyers, medical professionals, and ministers;

7. Religious practices, affiliations, or beliefs of the student of the student's parent or guardian;
8. Cultural practices, affiliations, or beliefs of the student or the student's parent or guardian; or
9. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

E. Even for surveys conducted anonymously, potential exists for personally identifiable information to be provided in response to a survey. To the extent that personally identifiable information of a student is contained in the survey responses, ~~to a survey,~~ the District will take appropriate steps to ensure the data is protected in accordance with state and federal law.

F. The school district shall give parents and students notice of their rights under this policy.

LEGAL REFERENCES:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat § 121A.065 (District Surveys to Collect Student Information: Parent Notice and Opportunity for Opting-Out
20 US.C. § 1232g (Family Educational Rights and Privacy Act)
20 U.S.C.§ 1232h (Protection of Pupil Rights)
34 C.F.R. Part 99 (Family Educational Rights and Privacy Act Regulations)

CROSS REFERENCES:

Policy 618.00 - Research

Policy Update

MN Paid Leave (MPL)

258

November 5, 2025
Committee of the Board

Pat Pratt-Cook, Executive Chief of Human Resources

WHAT IS PFML?

The core intent and purpose include:

- **Financial Stability During Critical Times:** To provide partial wage replacement for employees who need time off for their own serious health condition or to care for a family member, helping them remain financially stable.
- **Job Protection:** To guarantee that an employee's job is protected while they are on approved leave, ensuring they can return to a virtually identical position.
- **Broad Coverage:** To make this benefit available to almost all workers in the state, regardless of the size of their employer.

259

WHAT IS PFML?

The core intent and purpose include:

- **Support for Life Events:** To grant job-protected leave and income for important moments such as:
  - **Welcoming a new child** (through birth, adoption, or foster placement)
  - **Recovering from a serious illness** or addressing one's own serious health condition (including pregnancy and recovery from childbirth)
  - **Caring for a loved one** with a serious health condition
  - Addressing certain issues related to **military deployment** or **personal safety concerns** (like domestic violence, sexual assault, or stalking)

260

PFML – Effective Date and Eligibility

- Effective January 1, 2026
- Employee is eligible for PFML from first day of employment
- Most employers, regardless of size and number of employees
- Employees will have job protection after 90 days – eligible for PFML immediately upon employment 261
- Need policy to indicate if eligible for PFML and short-term disability (STD) concurrently – if no policy – employees will be able to use 6 weeks of STD then claim PFML

How Much Leave is Available Each Year?

262

How Much Leave Can Be Taken Each Year?

- In a single benefit year, you can take:
  - Up to 12 weeks of **medical leave** for your own serious health condition; or
  - Up to 12 weeks of **family leave**
    - to care for a loved one;
    - bond with a new child;
    - your own safety; or
    - for military family leave

263

- If you need both family and medical leave during a benefit year, you can take up to **20 weeks of total combined leave.**

- A benefit year is a 52-week period that starts on the first day you are absent from work for a qualified reason.

Does Leave Have To Be Taken All At Once?

- Employees are able to take leave in a single block of time (continuous leave) or a in smaller blocks of time (intermittent leave).
- Employers must allow up to 480 hours to be taken intermittently.

264

- If employees need additional leave up to maximum of 20 weeks, employers can decide if they will allow additional intermittent leave beyond 480 hours or if additional leave must be taken as a continuous leave.

Intermittent Leave

- Employers have very little control over when intermittent leave can be taken - *this will result in sporadic and difficult to fill sub positions and will lead to an increase in untrained teachers providing services that disrupts consistent quality instruction for students. This will significantly impact some of our most vulnerable students who are served in programming that requires consistent and highly trained teachers for students to succeed.*

265

- Employers must offer intermittent leave in the smallest increment allowed in their payroll system (15mins), unless they have a policy specifying that it cannot be taken in less than one day increments.

Intermittent Leave

- Employers may have a policy that addresses what happens after the 480 allowable intermittent leave hours have been taken
- Without clear guidelines on intermittent leave in a policy, there will be a significant negative impact to core instructional time and lack of consistency in staffing for students, as well as the filling these leaves with subs – *this will result in decreased academic outcomes for students and only serve to exacerbate the learning disparities that currently exist in SPPS.*
- This will have a *significant* impact on all positions – *especially student facing positions.*

266

Intermittent Leave

The amount of intermittent leave allowed by the law has the potential for the following:

- A *shortage of substitutes for teachers* and *hard to fill SPED paraprofessional* positions 267
- The need to hire more temps via a temp agency to fill in for positions like clerks, nutrition and custodians - *this would result in increased costs to schools/departments*
- An *increased worker shortage* to fill positions that *we already have difficulty in filling.*

If Employee Welcomes Child in 2025 Can They Take Bonding Leave in 2026?

Yes, employees can take bonding leave in 2026, as long as the leave is completed within 12 months of the child's birth, adoption, or foster placement. This means that parents who welcome a child in 2025 may each take up to 12 weeks of bonding leave in 2026.[268]

There is the potential for a significant spike in absences starting in January through the end of the school year.

Examples of Some of the Requests Received to Date

- Employee (teacher) takes leave at beginning of SY, comes back before winter break to ensure they are paid for winter break, returns after winter break and takes intermittent leave 3 of 5 days per week for the remainder of the school year
- Employee (teacher) is due with baby in December. Plans to start leave (FMLA) before winter break, then extend in January to take the remaining PFML (20 weeks additional medical and bonding leave). Spouse is also an EE (teacher), plans to take 2 weeks in January under PFML, and then 1-2 days per week until the end of the school year, and 2-3 days per week in the fall until the entire 12 weeks of bonding are exhausted.
- Employee had a child in June of 2025. Plans to take 12 weeks of bonding in 2026 - is debating to take it starting 1/1, or beginning approximately 3/26 until end of the school year.
- Non-birthing EE plans to use intermittent leave for bonding for 2 days a week (but hasn't decided which days)
- Employee is currently on an unpaid leave under FMLA which ends in December. Has stated that in January they will be extending their leave via PFML and will take medical leave for the maximum time period in order to be paid and retain their current position.

Sick Leave Data
2022 to 2025

270

Teacher Leave Data 2022-2025

	2022-23	2023-24	2024-25	2025-2026 YTD
Absence/Vacancy Reason	**Sub need in days**	**Sub need in days**	**Sub need in days**	**Sub need in days**
Adoption Leave	11	28	30	0
Leave of Absence	5,517	5,856	5,439	1,061
Military Leave	202	28	7	29
Paternity Leave	1,421	494	416	40
Total	**7,151**	**6,406**	**5,892**	**1,130**
Total Sub Need	*45,213*	*48,115*	*47,333*	*12,307*

271

Sick Leave Data By Union

Union Code	2022	2023	2024	2025
01 AFSCME	2831	3132	3337	2854
05 Machinists	49	53.5	56	60
06 PEA	1032	1021	1053	885
08 CCEA	145.5	137.5	227	124
09 SPSO	746	650	770	563
10 MMSA	172	155	410	113
11 Nutrition Services	1392	1412	1585	1132
12 Custodians	2375	2948	2631	2196
21 Carpenters	0	0	59	75
22 Painters	0	0	75	65
23 Plumbers	0	0	68	49
24 Sheet metal Workers	0	0	43	34
25 Pipefitters	0	0	60	56
51 Teachers	32,071	27,797.5	26,260	21,372
52 Principals	1344	1373	1408	998
53 TAs	3510	3421	4080	3916
54 EAs	3896	3999	4143	3304
55 Unrepresented	248	206	245	158
56 ASAP	1413	1173	1216	888
59 SCSPs	2278	2640	2825	2245
64 Bus Drivers	385	413	396	316
Total	**53,887.5**	**50,531.5**	**50,947**	**41,403**

272

Who Qualifies As A Family Member?

273

Who Qualifies As A Family Member

- Spouse or partner
- Child (including biological, adopted, step, or foster children, or a child you raise even if you are not legally related)
- Parent or person who raised you
- Sibling
- Grandchild or grandparent
- In-laws (including son, daughter, father, or mother)
- Anyone close to you who depends on you like family, even if not related by blood

274

Financial Implications

275

Financial Implications

- All employer contributions for benefits are required to be paid for the duration of MN PFML (up to 20 weeks) – currently we only pay during FMLA (12 weeks) – there will be additional costs incurred 276
- This may ultimately impact medical premiums if there is increased time being taken for medical procedures
- EE deductions cannot result in the EE being paid below minimum wage – we need to pay 0.44% higher than minimum wage for hourly EES – this will affect temps

420.00 - MN PAID LEAVE POLICY

277

420.00 MN PAID LEAVE

Policy Purpose

This policy informs Saint Paul Public Schools employees about their rights and responsibilities under the Minnesota Paid Leave (MPL) law, effective January 1, 2026. It explains the availability of partial wage replacement for qualifying leaves, outlines how MPL coordinates with existing district leave programs, and provides guidance on eligibility, notice, and employee obligations. The policy aims to ensure legal compliance, support employees' balancing work and family responsibilities, and maintain smooth operations within the District.

278

GENERAL STATEMENT OF POLICY

- Employees can apply for leave from the St. Paul School District (the "District") and paid benefits from the state, as discussed below, and, if approved, the state will pay employees a portion of their usual wages during their leave as MPL benefits. The state, not the District, determines employees' eligibility to receive paid benefits and the amount of paid benefits that employees receive. 279

- An eligible employee may take up to 12 weeks of MPL per MPL leave and benefit year (the "MPL year") for their own serious health condition and up to 12 weeks of MPL per MPL year for bonding, safety leave, family care, and qualifying exigency, except that the total amount of MPL cannot exceed more than 20 weeks in a single MPL year.

GENERAL STATEMENT OF POLICY

- Employees may take MPL in blocks or intermittently.
- For leave covered by both the federal Family and Medical Leave Act ("FMLA") and the MPL law, except for bonding leave, intermittent leave may be taken in increments of no less than one hour.

280

- For bonding leave, and for MPL family and medical leave that is not covered by the FMLA, intermittent leave may be taken in increments of no less than one calendar day.
- Leave based on a serious health condition of the employee or a covered family member may be taken intermittently only if such leave is reasonable and appropriate to the needs of the individual with the serious health condition.

GENERAL STATEMENT OF POLICY

- Employees may take no more than 480 hours of intermittent leave in the applicable MPL year.
- Except for bonding leave, the period for which an employee is seeking MPL leave must be based on a seven-day qualifying event.

281

DEFINITIONS

DEFINITIONS:

- MPL Year
- Bonding
- Child
- A covered Family Member
- Grandchild
- Grandparent
- Health Care Provider
- Incapacity

282

DEFINITIONS

DEFINITIONS (continued):

- Inpatient Care
- Medical Care Related to Pregnancy
- Military Member
- Qualifying Exigency
- Safety Leave
- Seasonal Employee
- Serious Health Condition

283

NOTIFICATION REQUIREMENTS

- Eligible employees must notify the District in advance of the anticipated timing and duration of MPL leave and the type of MPL to be taken by making a leave request to the Benefits Team through PeopleSoft.
- If the need for leave is foreseeable, employees must provide the District with at least 30 days' advance notice before the leave is to begin. Foreseeable qualifying events include, for example, an expected birth, placement for adoption or foster care; planned medical treatment for the employee's or covered family member's serious health condition; or other known military exigency. 284
- If 30 days advance notice is not practicable for reasons such as a lack of knowledge of approximately when leave will be required to begin, a change in circumstances, or a medical emergency, notice must be given as soon as practicable.

NOTIFICATION REQUIREMENTS

- The employee must inform the District as soon as practicable if dates of scheduled leave change or are extended or were initially unknown.
- When an employee takes intermittent MPL, the employee must provide the District with a schedule of needed work days off as soon as practicable and must make a reasonable effort to schedule the intermittent leave so as not to unduly disrupt the operations of the District.[285]
- The District may request certification of the reason for leave from the employee consistent with the MPL law, which the employee must provide as soon as practicable.

STATUS REPORTS

The employee must periodically update the Benefits Team about the employee's status and intent to return to work. This includes sending updated leave paperwork, a return to work statement completed by a physician, and following all applicable guidelines from the SPPS Leave of Absence webpage.

286

APPLYING FOR MPL BENEFITS

- Employees who wish to submit an application for MPL benefits must first request leave from the District through Peoplesoft and then complete any portion of the MPL paid benefits application form that is designated to be completed by the employee and submit the application for MPL benefits along with any necessary certifications (medical or otherwise) to the state.[387]
- The District will respond to requests for information about an employee's application for MPL benefits within seven calendar days of the request.

BONDING LEAVE

- Eligibility for bonding leave ends 12 months after birth, adoption or foster placement, except that in cases where the child must remain in the hospital longer than the mother, the leave must end within 12 months after the child leaves the hospital.
- Employees also may use bonding leave before the actual placement or adoption of a child. For example, employees may be required to attend counseling sessions, appear in court, consult with their attorney or the doctor(s) representing the birth parent, submit to a physical examination, or travel to another country to complete an adoption.

288

DISABILITY BENEFITS, SICK LEAVE, AND "TOP OFF PAYMENTS"

- An employee who is eligible for both disability benefits and MPL may receive disability insurance payments in addition to MPL benefits. Disability insurance benefits may be offset by MPL benefits paid to employees under the terms of the disability insurance plan.
- An employee who has accrued sick or vacation time and applies for MPL[289] may receive payments using their accrued time to supplement or "top off" their benefits paid by the state. For PML that occurs outside of the employee's regular contract year (such as summer break), the employee will not be allowed to "top off" or supplement their PML. Winter, spring break, or other workshop days are eligible for supplement using accrued time.

DISABILITY BENEFITS, SICK LEAVE, AND "TOP OFF PAYMENTS"

- For Unions Groups with a "Sick Bank" of donated hours by fellow employees, any sick leave bank hours may only be credited if the applicant falls under the provisions within the contract (i.e. FMLA). Sick bank hours shall not be used to extend any leave of absence outside of the PML or FMLA entitlement. 290
- The total amount of MPL benefits and vacation and/or sick time will not exceed an employee's usual salary. The use of vacation and/or sick time to supplement MPL benefits does not extend the length of MPL.

BENEFITS DURING MPL

- During MPL, an employee's eligibility status for any group insurance policy or health care plan will not change and the employee may continue their participation in such policy or plan.
- All employee contributions (if any) must be paid on a timely basis to the District's third-party provider ("Benefit Resource, Inc." or "BRI") in order[291] to maintain the continuous coverage of benefits.
- Contributions will be at the same level as if the employee was working.
- Coverage will cease if payments are not made within a thirty-calendar day grace period of the due date.

BENEFITS DURING MPL

- Employees will continue to accrue vacation, and/or sick time only for hours paid by the district. Employees will not accrue vacation and/or sick time for any hours paid by the state.
- Holidays may only be "topped off" if the employee has elected to "top off" the rest of their PML leave.
- During PML, if the employee chooses to supplement or "top off" the PML[292] payments with accrued sick or vacation time, pension payments and any union dues will be deducted, along with any applicable taxes.
- Should the employee supplement with short-term disability payments or choose not to supplement, no pension payments or union dues will be collected, and the employee is responsible for contacting SPTRFA or PERA to purchase any pension credits.

BENEFITS DURING MPL

- During PML, any wage garnishments (i.e. child support, tax levies, etc) or other required deductions will be taken from the employee paychecks as to the extent of the law.
- If earnings are below the legal threshold, and deductions cannot be made, it is the responsibility of the employee to contact the appropriate party to make any required payments.

RETURN TO WORK

- Reinstatement – At the conclusion of the leave of absence, an employee who has been employed by the district for ninety (90) or more days is entitled to be returned to the position the employee held when the leave began, or an equivalent position with equivalent benefits, pay and working conditions, provided that the employee returns to work immediately following such leave. 294
- For employees who have not completed 90 days of employment, MPL leave is not job-protected, and the District will determine reinstatement based on the circumstances of the employee's leave, the district's needs and other relevant factors.
- Those employees in a probationary period during the use of MPL shall have their probationary period extended for the equivalent length of their leave.

FUNDING DURING PML

- In accordance with Minnesota state law, MPL benefits are funded through premiums split between employers and employees.
- An employee's portion of the premiums will be paid through payroll deductions at a prescribed amount from each eligible[295] employee.
- The district shall pay 50% of the premium costs, as required by law; employees shall pay the remaining 50%.

COORDINATION WITH OTHER LEAVES

- If any employee is eligible for MPL and leave under any other District policy or applicable law, including the federal Family and Medical Leave Act and the Minnesota Pregnancy and Parenting Leave law, the leaves run concurrently unless prohibited by law and employees will be required to follow notice and documentation obligations under such policies or applicable laws in addition to the steps required for MPL. [296]

EMPLOYMENT RESTRICTIONS DURING MPL

- While on MPL, the employee may not be employed by another employer during the same hours that the employee was normally scheduled to work for the district.
- While on MPL for an individuals' own serious health condition, working at other positions (such as summer school, curriculum writing, extended day, extended school year, etc.) is not allowed.[297]
- While on MPL for care of a family member or bonding leave, working of other positions must be approved, in writing, by the employee's supervisor and Human Resources, prior to the start of any such position.

RETALIATION PROHIBITED

- The District will not discharge, discipline, penalize, interfere with, threaten, restrain, coerce, or otherwise retaliate or discriminate against any employee for requesting or obtaining benefits or leave, or for exercising any other right under the MPL law.

298

QUESTIONS?

299

420.00 STAFF: MINNESOTA PAID LEAVE

I. POLICY PURPOSE:

The purpose of this policy is to inform employees of the Saint Paul Public Schools ("District") about their rights and responsibilities under the Minnesota Paid Leave ("MPL") law, effective January 1, 2026. The policy is designed to ensure consistent understanding and administration of MPL benefits, which provide partial wage replacement to eligible employees who take leave for qualifying reasons such as their own serious health condition, family care, bonding, safety leave, or military exigency.

This policy also outlines how MPL interacts with the District's existing leave programs, benefits, and employment practices. It provides guidance on eligibility, notification requirements, coordination with other leave laws, and employee responsibilities before, during, and after leave.

Through this policy, the District seeks to promote compliance with state law, support employees in balancing work and family responsibilities, and maintain operational continuity while fostering a healthy and equitable workplace.

II. GENERAL STATEMENT OF POLICY:

The Minnesota Paid Leave ("MPL") law establishes a state-run insurance program that provides partial wage replacement to eligible employees when they take leave for a qualifying reason. MPL is funded through premiums that are split between employers and employees. Employees can apply for leave from the St. Paul School District (the "District") and paid benefits from the state, as discussed below, and, if approved, the state will pay employees a portion of their usual wages during their leave as MPL benefits. The state, not the District, determines employees' eligibility to receive paid benefits and the amount of paid benefits that employees receive. This Policy provides additional information to employees about MPL, including notification requirements and how MPL interacts with the District's other leave policies and procedures.

Eligibility: To be eligible for leave under the MPL law, an employee must (a) have earned at least 5.3% of the statewide average annual wage in the past year, and (b) have worked 50% or more of the prior year in Minnesota, or, for employees who did not work 50% or more of the year in any one state, live in Minnesota.

Seasonal employees, as defined below, are not eligible for MPL.

Length of MPL: The benefits that an eligible employee will receive during a leave covered under the MPL law are calculated as follows, up to the maximum weekly benefit amount:

- 90% of wages that do not exceed 50% of the state average weekly wage; plus
- 66% of wages that exceed 50% of the state's average weekly wage but not 100%; plus
- 55% of wages that exceed 100% of the state average weekly wage.

Employees may calculate their estimated MPL benefits using this online calculator, which has been established by the Minnesota Department of Employment and Economic Development's ("DEED") Paid Leave Division.

An eligible employee may take up to 12 weeks of MPL per MPL leave and benefit year (the "MPL year") for their own serious health condition and up to 12 weeks of MPL per MPL year for bonding, safety leave, family care, and qualifying exigency, except that the total amount of MPL cannot exceed more than 20 weeks in a single MPL year.

Employees may take MPL in blocks or intermittently. For leave covered by both the federal Family Medical Leave Act (FMLA) and MPL law, except for bonding leave, intermittent leave may be taken in increments of no less than one hour. For bonding leave, and for MPL family and medical leave not covered by FMLA, intermittent leave may be taken in increments of no less than one calendar day. Leave based on a serious health condition of the employee or a covered family member may be taken intermittently only if such leave is reasonable and appropriate to the needs of the individual with the serious health condition. Employees may take up to no more than 480 hours of intermittent leave in the applicable MPL year.

Qualifying Reasons for MPL Leave: An eligible employee may take MPL leave for the following reasons:

- their own qualifying serious health condition;
- bonding with their child during the first 12 months after the child's birth, adoption or placement;
- providing care for a covered family member with a qualifying serious health condition;
- safety leave because of domestic abuse, sexual assault, or stalking of the employee or employee's covered family member; or
- any qualifying exigency arising from the active-duty service (or notice of an impending call or order to active duty) in the U.S. armed forces of an employee's covered family member.

Except for bonding leave, the period for which an employee is seeking MPL leave must be based on a seven-day qualifying event.

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III. DEFINITIONS:

The following terms are fully defined in either the MPL law (Minn. Stat. ch. 268B) or the Minnesota Department of Employment and Economic Development Administrative Rules Regulating Paid Leave (Minn. R. ch. 3317). For employees' convenience, these definitions are summarized below but the full legal definitions apply to the District's administration of MPL:

A. "**MPL year**" means the period of 52 calendar weeks beginning the effective date of leave under the MPL law. For an effective date of leave that is January 1, April 1, July 1, or October 1, the benefit year is a period of 53 calendar weeks.

B. "**Bonding**" means time spent by an employee who is the biological, adoptive, or foster parent with a biological, adopted, or foster child in connection with the child's birth, adoption, or placement.

C. "**Child**" includes a biological child, adopted child, foster child, stepchild, child of a domestic partner, or child to whom the employee stands in loco parentis, is a legal guardian, or is a de facto custodian.

D. A "**covered family member**" means a spouse or domestic partner, child, parent or legal guardian, sibling, grandchild, grandparent or spouse's grandparent, a son-in-law or daughter-in law, and an individual with whom the employee has a personal relationship that creates an expectation and reliance that the employee care for the individual without compensation, whether or not the employee and individual reside together.

E. "**Grandchild**" means a child of the employee's child.

F. "**Grandparent**" means a parent of the employee's parent.

G. "**Health care provider**" includes an individual who is licensed, certified, or otherwise authorized under law to practice in the individual's scope of practice as a physician, physician assistant, podiatrist, osteopath, surgeon, advanced practice registered nurse, an alcohol and drug counselor, or a mental health professional.

H. "**Incapacity**" means inability to perform regular work, attend school, or perform regular daily activities due to a serious health condition or treatment or recovery from such condition.

I. "**Inpatient care**" means an overnight stay in a hospital, hospice, or residential medical care facility, including any period of incapacity, or any subsequent treatment in connection with such inpatient care.

J. "**Medical care related to pregnancy**" includes prenatal care or incapacity due to pregnancy or recovery from childbirth, stillbirth, miscarriage, or related health conditions.

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K. "**Military member**" means a current or former member of the U.S. armed forces, including a member of the National Guard or reserves, who, except for a deceased military member, is a resident of the state and is a covered family member of the employee.

L. "**Qualifying exigency**" means a need arising out of a military member's active duty service or notice of an impending call or order to active duty in the U.S. armed forces, including providing for the care or other needs of the covered family member's child or other dependent, making financial or legal arrangements for the covered family member, attending counseling, attending military events or ceremonies, spending time with the covered family member during a rest and recuperation leave or following return from deployment, or making arrangements following the death of a military member.

M. "**Safety leave**" means leave from work because of domestic abuse, sexual assault, or stalking of the employee or the employee's covered family member, provided the leave is to:

- seek medical attention related to the physical or psychological injury or disability caused by domestic abuse, sexual assault, or stalking;
- obtain services from a victim services organization;
- obtain psychological or other counseling;
- seek relocation due to the domestic abuse, sexual assault, or stalking; or
- seek legal advice or take legal action, including preparing for or participating in any civil or criminal legal proceeding related, or resulting from, the domestic abuse, sexual assault, or stalking.

N. "**Seasonal employee**" means an individual who is employed for not more than 150 days during any consecutive 52-week period in hospitality by an employer whose average receipts during any six months of the preceding calendar year were not more than 33% percent of its average receipts for the other six months of such year.

O. "**Serious health condition**" means a physical or mental illness, injury, impairment, condition, or substance use disorder that involves:

i. inpatient care in a hospital, hospice, or residential medical care facility, including any period of incapacity; or

ii. continuing treatment or supervision by a health care provider, which includes any one or more of the following:

- a period of incapacity of seven or more days, and any subsequent treatment or period of incapacity relating to the same condition, that also involves treatment by a health care provider;

- a period of incapacity due to medical care related to pregnancy;

- a period of incapacity or treatment for a chronic health condition that (1) requires periodic visits (at least twice a year) for treatment by a health care provider or under orders of or referral by a health care provider; (2) continues over an extended period of time; and (3) may cause episodic rather than continuing periods of incapacity;

- a period of permanent or long-term incapacity due to a condition for which treatment may not be effective and for which the individual is under continuing supervision of a health care provider (though may not be receiving active treatment);

- a period of absence to receive multiple treatments by a health care provider for (1) restorative surgery after an accident or other injury, or (2) a condition that would likely result in a period of incapacity of more than seven calendar days in the absence of medical intervention or treatment.

IV. NOTIFICATION REQUIREMENTS:

A. Eligible employees must notify the District in advance of the anticipated timing and duration of MPL leave and the type of MPL to be taken by making a leave request to the Benefits Team through PeopleSoft.

B. If the need for leave is foreseeable, employees must provide the District with at least 30 days' advance notice before the leave is to begin. Foreseeable qualifying events include, for example, an expected birth, placement for adoption or foster care; planned medical treatment for the employee's or covered family member's serious health condition; or other known military exigency. If an employee does not provide at least 30 days advance notice of foreseeable leave, the District may request that the employee explain the reasons why notice was not practicable.

C. If 30 days advance notice is not practicable for reasons such as a lack of knowledge of approximately when leave will be required to begin, a change in circumstances, or a medical emergency, notice must be given as soon as practicable. As soon as practicable means as soon as both possible and practical, taking into account all of the facts and circumstances in the individual case. When an employee becomes aware of a qualifying event less than 30 days in advance, it should be practicable for the employee to provide notice of the need for leave

either the same day or the next business day that the employee recognizes the need for leave, unless the need for leave is based on a medical emergency.

D. The employee must inform the District as soon as practicable if dates of scheduled leave change or are extended or were initially unknown.

E. When an employee takes intermittent MPL, the employee must provide the District with a schedule of needed workdays off as soon as practicable and must make a reasonable effort to schedule the intermittent leave so as not to unduly disrupt the operations of the District.

F. The District may request certification of the reason for leave from the employee consistent with the MPL law, which the employee must provide as soon as practicable.

V. STATUS REPORTS:

The employee must periodically update the Benefits Team about the employee's status and intent to return to work. This includes sending updated leave paperwork, a return to work statement completed by a physician, and following all applicable guidelines from the Leave of Absence page here: https://www.spps.org/about/departments/human-resources/benefits/leaves-of-absence . Employees should send these communications to benefits@spps.org or call 651-767-8200 with questions.

VI. APPLYING FOR MPL BENEFITS:

Employees who wish to submit an application for MPL benefits must first request leave from the District through People Soft and then complete any portion of the MPL paid benefits application form that is designated to be completed by the employee and submit the application for MPL benefits along with any necessary certifications (medical or otherwise) to the state. The District will respond to requests for information about an employee's application for MPL benefits within seven calendar days of the request.

VII. BONDING LEAVE:

A. Eligibility for bonding leave ends 12 months after birth, adoption or foster placement, except that in cases where the child must remain in the hospital longer than the mother, the leave must end within 12 months after the child leaves the hospital.

B. Employees also may use bonding leave before the actual placement or adoption of a child. For example, employees may be required to attend counseling sessions, appear in court, consult with their attorney or the doctor(s) representing the birth parent, submit to a physical examination, or travel to another country to complete an adoption.

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

A. An employee who is eligible for both disability benefits and MPL may receive disability insurance payments in addition to MPL benefits. Disability insurance benefits may be offset by MPL benefits paid to employees under the terms of the disability insurance plan.

B. An employee who has accrued sick or vacation time and applies for MPL may receive payments using their accrued time to supplement or "top off" their benefits paid by the state. For PML that occurs outside of the employee's regular contract year (such as summer break), the employee will not be allowed to "top off" or supplement their PML. Winter, spring break, or other workshop days are eligible for supplement using accrued time.

C. For Unions Groups with a "Sick Bank" of donated hours by fellow employees, any sick leave bank hours may only be credited if the applicant falls under the provisions within the contract (i.e. FMLA). Sick bank hours shall not be used to extend any leave of absence outside of the PML or FMLA entitlement.

D. The total amount of MPL benefits and vacation and/or sick time will not exceed an employee's usual salary. The use of vacation and/or sick time to supplement MPL benefits does not extend the length of MPL.

IX. BENEFITS DURING MPL

A. During MPL, an employee's eligibility status for any group insurance policy or health care plan will not change and the employee may continue their participation in such policy or plan. All employee contributions (if any) must be paid on a timely basis to the District's third-party provider ("Benefit Resource, Inc." or "BRI") in order to maintain the continuous coverage of benefits. Contributions will be at the same level as if the employee was working. Coverage will cease if payments are not made within a thirty-calendar day grace period of the due date. Premium payments or policy coverage are subject to change.

B. Employees will continue to accrue vacation, and/or sick time only for hours paid by the district. Employees will not accrue vacation and/or sick time for any hours paid by the state. Holidays may only be "topped off" if the employee has elected to "top off" the rest of their PML leave.

C. During PML, if the employee chooses to supplement or "top off" the PML payments with accrued sick or vacation time, pension payments and any union dues will be deducted, along with any applicable taxes. Should the employee supplement with short-term disability payments or choose not to supplement, no pension payments or union dues will be collected, and the employee is responsible for contacting SPTRFA or PERA to purchase any pension credits.

DRAFT

D. During PML, any wage garnishments (i.e. child support, tax levies, etc.) or other required deductions will be taken from the employee paychecks as to the extent of the law. If earnings are below the legal threshold, and deductions cannot be made, it is the responsibility of the employee to contact the appropriate party to make any required payments.

X. RETURN TO WORK

A. Reinstatement – At the conclusion of the leave of absence, an employee who has been employed by the district for ninety (90) or more days is entitled to be returned to the position the employee held when the leave began, or an equivalent position with equivalent benefits, pay and working conditions, provided that the employee returns to work immediately following such leave. For employees who have not completed 90 days of employment, MPL leave is not job-protected, and the District will determine reinstatement based on the circumstances of the employee's leave, the district's needs and other relevant factors.

B. Early Return – When it is foreseeable, an employee who intends to return to work earlier than anticipated must notify the Benefits Team at least one week prior to the date the employee is able to return. The Benefits Team shall in turn notify the employee's immediate supervisor.

XI. FUNDING OF FAMILY MEDICAL LEAVE BENEFITS

In accordance with Minnesota state law, MPL benefits are funded through premiums split between employers and employees. An employee's portion of the premiums will be paid through payroll deductions at a prescribed amount from each eligible employee. The district shall pay 50% of the premium costs, as required by law; employees shall pay the remaining 50%.

XII. COORDINATION WITH OTHER LEAVES

If any employee is eligible for MPL and leave under any other District policy or applicable law, including the federal Family and Medical Leave Act and the Minnesota Pregnancy and Parenting Leave law, the leaves run concurrently unless prohibited by law and employees will be required to follow notice and documentation obligations under such policies or applicable laws in addition to the steps required for MPL.

XIII. EMPLOYMENT RESTRICTIONS DURING MPL

A. While on MPL, the employee may not be employed by another employer during the same hours that the employee was normally scheduled to work for the district.

B. While on MPL for an individuals' own serious health condition, working at other positions (such as summer school, curriculum writing, extended day, extended school year, etc.) is not allowed. While on MPL for care of a family member or bonding leave, working of other positions must be approved, in writing, by the employee's supervisor and Human Resources, prior to the start of any such position.

XIV. RETALIATION PROHIBITED

The District will not discharge, discipline, penalize, interfere with, threaten, restrain, coerce, or otherwise retaliate or discriminate against any employee for requesting or obtaining benefits or leave, or for exercising any other right under the MPL law.

XV. ADDITIONAL INFORMATION

If you have any questions about MPL or how to apply, please contact the Benefit Team or the MPL Contact Center at (651) 556-9999 or 844-556-0444 (toll-free) or by visiting https://mn.gov/deed/paidleave/about/contact-us/.

LEGAL REFERENCES:

Minn. Stat. § 268B (Paid Family and Medical Leave)
Minn. Stat. § 181.941 (Pregnancy and Parenting Leave)
Minn. Stat. § 181.9412 (School Conference and Activities Leave)
Minn. Stat. § 181.9413 (Sick Leave Benefits; Care of Relatives)
Minn. Statutes § 181.9414 (Bone Marrow and Organ Donation Leave)
Federal Family and Medical Leave Act (FMLA), 29 U.S.C. § 2601 et seq.

CROSS REFERENCES:

DRAFT

Policy Update

Fleet Vehicle Driver Procedure

310

Committee of the Board
November 5, 2025

Pat Pratt-Cook, Executive Chief of Human Resources

Background

- Administrative Procedures are not typically reviewed by the board
- These procedures are being shared for Board awareness of the changes being implemented
- Procedural changes are to ensure compliance with district insurance carrier requirements

311

Insurance Carrier Expectations

Change in Insurance Carrier Expectations

- It is a normal practice to shop liability insurance companies every few years to ensure the district receives competitive rates
- The district recently transitioned back to Wright Specialty, and upon returning to Wright, the expectation was that SPPS would adhere to what has been the industry norm for the past 15 to 20 years
- The district will require employees who drive fleet vehicles periodically and employees who are required to drive fleet vehicles as part of their job to have an acceptable driving record and the district will regularly check the driving record of these employees

Enforcement of Industry Standards

- Insurance carriers throughout the industry over the past several years have taken a firm stance regarding the expectation that employers will have clear guidelines in place regarding driving procedures
- This stance has been taken due to the performance of the commercial auto line of business
- Since 2021, the insurance carriers have become more strict in requiring school districts to have more stringent procedures in place as a condition of being insured
- The new expectations are procedures the district should have had in place all along

Purpose, Authorized Drivers and Motor Vehicle Records

Purpose: Fleet Vehicle Driver Procedure

1. Maintaining good driving record is important for safety, reducing accidents, and lowering insurance costs, which benefit both employees and the District
2. District's insurance provider mandates authorized employees who drive District vehicles to adhere to state driving laws and maintain a driving record "in good standing" 316

Authorized District Drivers

- Procedure applies to **employees who are authorized to drive a district vehicle as part of their assigned duties**, but not those employees who simply drive their personal vehicle for work
- Employees who drive a District vehicle include drivers of: 317

a. Driver Education Vehicles
b. Maintenance Vans
c. Type A-I School Buses
d. Type III School Buses and Vehicles
e. Other Vehicles: include but are not limited to dock trucks, delivery trucks, dump trucks, tool cats, plow trucks, and
f. Other vehicles where Class D (standard) Driver's License is required to operate

Motor Vehicle Records (MVRs) review

- **Prospective employee** who must drive for their District job, or may occasionally drive a Type III vehicle to transport students, must have a **driving record "in good standing"** as defined in this procedure and job description
  - MVRs reviewed as condition of employment
  - Prospective employees grant District access to MVR via **Attachment A** form (MN Dpt. of Public Safety Driver and Vehicle Services)
- **Current employees**' MVRs will be reviewed on an annual basis, at minimum
- MVR review applies to most recent **60-month period** (5 years) from date of record review

318

Important Clarifications: MVR Status

- MVR status is impacted whether or not driving infraction is committed in personal vehicle or district vehicle
- Employees who drive District vehicle must maintain a driving record “in good standing” even when they are driving their personal vehicle whether during or outside working hours

319

Driving Violation Definitions and MVR Categories

Driving Violations and MVR Categories

Driving records assessed on number of:	MVR categories:
1. Moving violations 2. Minor violations 3. Major violations 4. At-fault accidents	1. Clear 2. Acceptable 3. Borderline 4. Unacceptable

321

"Driving record in good standing" means employees must maintain at least an **Acceptable** MVR

Moving Violations

A traffic law violation by a vehicle in motion that may include, but is not limited to speeding, texting and driving, improper lane change, failure to stop or yield, traffic control violations, etc.

322

Minor Violations

- Any minor violation, **other than a parking violation,** listed on driver's MVR file, **including but not limited to** driving offenses such as:
  - Speeding
  - Failure to properly stop or yield
  - Driving without a license or insurance

323

Major Violation

Major Violations include, but are not limited to reckless driving, racing on highways, leaving the scene of an accident, open bottle, DWI, DUI, and more, such as:

a. A violation in connection with a fatal accident
b. Any felony involving the use of an automobile
c. Driving under a suspended, revoked, or expired license
d. Driving under the influence of drugs or alcohol and/or the refusal to take a blood/breath test
e. Fleeing or attempting to elude the police
f. Failure to stop and report an accident in which the driver was involved
g. Negligent vehicular homicide
h. Operating a motor vehicle without the owner's permission
i. Permitting an unlicensed person to drive [324]
j. Reckless, negligent, careless driving or racing
k. Speeding in excess of 20 MPH over the speed limit

At-fault Accidents

Driver is legally responsible for causing an accident through their actions or negligence that leads to a collision, damages to another person's vehicle, or injuries to others involved.

325

When a driver is legally responsible for causing an accident through their actions or negligence that leads to a collision, damages to another person's vehicle, or injuries to others involved.

What is NOT Considered a Violation

1. Defective equipment (lights, brakes, etc.)
2. Oversize or overweight
3. Seat Belt citation

326

Consequences

Potential Consequences for Employees

- Failure to **maintain** an **Acceptable** or **Borderline** driving record may result in the District taking action up to, and including, suspension or revocation of District driving privileges and/or termination of employment
- Failure to **report** a violation to their supervisor may result in progressive discipline and possible termination
- By law, Commercial Driver's License holders are required to notify their employers in writing of violations of any state or local law related to motor vehicle traffic control (excluding parking violations)

328

Major Violations: Borderline

1. Department and Human Resources determines if driver continues driving District vehicle while MVR is Borderline status
   - If driving privileges are retained, **status remains Borderline**
   - Driver informed in writing of driving reinstatement conditions
2. Borderline MVR drivers must complete defensive driving instruction – *this will not change their status*
3. While in Borderline status, MVR reviewed every 90 days for additional moving violations
4. **Failure to maintain an Acceptable or Borderline driving record may result in suspension or revocation of District driving privileges and/or termination of employment**

329

Major Violations: Unacceptable

1. **No employee with an Unacceptable driving record may drive a District vehicle**
2. Department notifies Human Resources of driver's Unacceptable status
3. Driver informed in writing they will be **immediately prohibited from driving** any District vehicle until driving status returns to Borderline or Acceptable
    - Driver will need written authorization from Human Resources to return to driving a District vehicle
4. Department and Human Resources determine if suitable work is available within restriction of prohibited driving: 330
    - If work is available, driver will be informed in writing of temporary assignment
5. Driver's current MVR review must be either in Borderline or Acceptable status before consideration of reinstatement of driving privileges
6. Failure to maintain an Acceptable or Borderline driving record may result in:
    - Suspension or revocation of District driving privileges
    - And/or termination of employment

Employee’s Reporting Expectations

Reporting Driving Violation or Vehicle Damage

- **School bus driver,** with the exception of a driver operating a type A-I school bus or Type III vehicle, with a commercial driver's license and who is **convicted of violating,** in any type of motor vehicle, a Minnesota state or local law relating to motor vehicle traffic control (other than a parking violation) must notify their supervisor of the conviction **within 30 days of conviction** 332.1
- Notification must be in writing via the:*Notification to Employer of Moving Violation Form*

Reporting Driving Violation or Vehicle Damage

- **School bus driver,** with the exception of a driver operating a type A-I school bus or Type III vehicle, who has a Minnesota commercial driver's license **suspended, revoked, or canceled** and who loses the right to operate a commercial vehicle for any period or who is disqualified from operating a commercial motor vehicle for any period must notify their supervisor of the suspension, revocation, cancellation, lost privilege, or disqualification [333]
- Notification must be made in writing **before the end of the business day following the day** the driver received notice of the suspension, revocation, cancellation, lost privilege, or disqualification via the: *Notice to Employer of the Suspension, Revocation, Cancellation or Disqualification Form*

Reporting Driving Violation or Vehicle Damage

- A person who operates **any other District-owned or District-leased vehicle** as part of their job duties, who has their **driver's license suspended, revoked, or canceled** by the state of Minnesota or any other state or jurisdiction and who loses the right to operate a motor vehicle for any period or who is disqualified from operating a motor vehicle for any period shall notify their supervisor of the suspension, revocation, cancellation, lost privilege, or disqualification. 334,
- Notification must be made in writing **before the end of the business day following the day** the driver received notice of the suspension, revocation, cancellation, lost privilege, or disqualification via the: *Notice to Employer of the Suspension, Revocation, Cancellation or Disqualification Form*

Reporting Driving Violation or Vehicle Damage

- **Type III vehicle drivers** who sustain a **conviction as defined in the procedure** under sections C.i, C.ii. and C.iii. **must report conviction in writing to supervisor**
- **Notification must be in writing and within 10 days** of the[335] date of the conviction via the: *Type III School Bus Driver Notification to Employer of Violation Form*

Reporting Driving Violation or Vehicle Damage

- **Drivers of a District maintenance vehicle, or any other district-owned or leased vehicle** besides a type A-I school bus or Type III vehicle who **sustains a conviction** in any type of motor vehicle of a Minnesota state or local law relating to motor vehicle traffic control (other than a parking violation) **must notify their supervisor**[336]
- Notification must be **in writing within 30 days of conviction** via the: *Notification to Employer of Moving Violation Form*

Reporting Driving Violation or Vehicle Damage

- **Drivers** who operate any type of District-owned or leased vehicle who sustains **any vehicle damage** (even a small scratch) **must notify their supervisor**
- Notification must be **in writing within 7 days of the incident**[337] via the: *Motor Vehicle Property Damage and Liability Report*

Violations While Operating Personal Vehicles

- Any motor vehicle violation (moving, minor, major) or incident resulting in an insurance claim incurred by **employees operating their personal vehicle during work hours** is the sole responsibility or liability of the employee.
  - The district **will not compensate** employees under these circumstances.
- If employee **sustains injury** in vehicle while performing regular work duties: File SPPS First Report of Injury (FROI) form via PeopleSoft
  - District will determine liability and if compensation is due
  - “Regular work duties” does not include injuries sustained during non-work duty functions, e.g., lunch break or running personal errands

Disciplinary Procedure

Disciplinary Procedure

- Employees who **fail to report a driving violation** to supervisor **and/or attain an Unacceptable driving record** are subject to disciplinary action including, but not limited to, non-renewal, suspension, termination or discharge

340

- Employees who **sustain damage to District-owned or leased vehicle** while operating vehicle may lose District driving privileges as determined by supervisor and Director of Transportation

QUESTIONS?

Research Proposal:
Analyzing the Cost of Charter Schools for St. Paul Public Schools

Aaron Rosenthal (Research Director, North Star Policy Action)
Hilary Wething (Economist, Economic Policy Institute)
Josh Bivens (Chief Economist, Economic Policy Institute)

Background

Minnesota has witnessed an expansion of charter schools. Starting as the birthplace of US charter schools in 1992, roughly 70,000 K-12 students now attend more than 170 charter schools throughout Minnesota.[1] In general, charter schools are understood as offering greater choice in education options to students all while having no financial impact on public schools. According to this logic, funding follows students. If a public school receives $10,000 to educate a student who then chooses to attend a charter school, that $10,000 simply goes with the student to the charter school. The public school now has $10,000 fewer dollars, but also one fewer student to educate. Notably, this logic potentially masks the financial burden that charter schools place on public schools in several key ways:

1. **Charter schools have indirect costs on public schools.** When public school students leave to attend a charter school, the students remaining in public school experience additional costs to their education. For example, schools still need to provide heating even if that school has 99 students instead of 100. Similarly, schools cannot necessarily shorten a bus route just because they are transporting 29 students instead of 30. These "fixed costs" that schools must continue to pay in the wake of declines in enrollment mean that schools have less to spend on costs that can be reduced in the short term, such as instruction or school supplies. The cost of what remaining public school students miss out on due to students transferring to charter schools are commonly referred to as the fiscal externality that charter schools place onto public schools. Note that this description of the fiscal externalities assumes more students are leaving public schools to attend charter schools. To the extent that the reverse is happening (i.e., more charter school students are leaving to attend public schools), this fiscal externality would be reversed, creating an indirect cost for charter schools.
2. **[DATA DEPENDENT] Charter schools bill public schools for services they cannot provide**. When charter schools lack the capacity to provide special education services to their students, public school districts are required to pick up the tab. As a result, public schools pay for services going to charter school students.
    a. **Data needed from Minnesota Department of Education to analyze this cost**-money provided by St. Paul Public Schools (SPPS) to charter schools to cover special education.
3. **[DATA DEPENDENT] The movement of students shapes where funding goes.** Funding to Minnesota schools is based on a count of students done on October 1 (or

[1] "Charter Schools," *Minnesota Department of Education,* https://education.mn.gov/mde/dse/chart/.

December 1 for special education students). If students transition schools after those dates, they move without bringing any associated funding with them. To the extent that more students leave charter schools to attend public schools after October 1, the charter schools reduce the number of students they are educating while keeping the money to educate them. Alternatively, if more students leave public schools to attend charter schools after October 1, the public schools retain funding for students that charter schools must now educate. An analysis of the balance in transferring students after these cutoff dates will reveal any financial burdens placed onto charter schools or public schools due to student movement.

   a. **Data needed from Saint Paul Public Schools to analyze this cost-** The number of students who return to SPPS mid-year and the approximate dates that they return, as well as the number of students who leave SPPS mid-year to attend charter schools and the dates of those transfers.

This research proposal spells out a process for estimating the hidden costs outlined above. In addition to these financial burdens, it has been argued that charter schools in St. Paul increase racial segregation in the district's school system at a time when the state is facing legal challenges over its inability to properly integrate students.[2] The analysis will also consider this possibility.

Research Questions

We propose to investigate how much charter schools cost SPPS by asking the following research questions:

1. What is the fiscal externality of students leaving SPPS to enroll in charter schools?
2. [DATA PERMITTING] How much are charter schools directly billing SPPS for special education services?
3. [DATA PERMITTING] What is the balance of students moving between charter schools and SPPS after they have already been counted as a student at their original school (and thus had their funding secured by their original school)?

We also propose to compare the racial composition of charter school students with SPPS students to identify whether there are a disproportionate number of white students in charter schools, relative to SPPS. Finally, we propose to examine the geographic spread of charter schools in St. Paul to see how their locations map onto poverty and racial demographics of residents in the city.

Methods

[2] "Cruz-Guzman v. State of Minnesota," *ACLU of Minnesota*, https://www.aclu-mn.org/en/cases/cruz-guzman-v-state-minnesota.

To estimate the fiscal externality of charter schools to SPPS, we rely on the Economic Policy Institute's fiscal externality calculator, a tool that allows us to calculate the indirect costs of students leaving for charter schools.[3]

This tool calculates the per-pupil cost and the total cost of the fiscal externality for students that remain in SPPS but now have fewer resources available because a larger share of the total budget must be spent on fixed costs. We will calculate the fiscal externality for a range of assumptions regarding how public schools manage enrollment changes due to charter schools.

[DATA DEPENDENT] To estimate the cost of the services SPPS must pay directly to charter schools, we propose getting line items on money sent from SPPS to charter schools for special education services. These are services that public schools must pay for if the charter school cannot provide them. We believe the Minnesota Department of Education (MDE) can provide data on these costs.

[DATA DEPENDENT] To estimate the additional costs that SPPS may have to undertake to educate students who return to public schools after the October/December cutoff date for funding, we propose requesting the number of charter school students who return to SPPS mid-year and the month they return to public schools, as well as the number of SPPS students who leave to attend charter schools mid-year and the month they transferred. We believe that SPPS can provide data on when students transfer schools in the middle of the year.

To compare the racial composition of charter school students with SPPS students, we will utilize data from MDE that gives a breakdown of the racial composition of students enrolled in SPPS and charter schools in St. Paul. We will also provide a map of charter schools in St. Paul and a map of tract level racial demographics and poverty of residents in the district to show the context in which these charter schools are located.

Deliverables

At the conclusion of our research, we will provide a written report that details our methodology and findings from the research questions above. In addition to the written report, we will also be available to provide presentations of our results, speak to reporters about our findings, and write up our analysis for press outlets, if desired.

Budget

The budget below specifies the various actions required to complete the project proposed above, the cost of each of those actions, and who within the research team will be primarily responsible for completing that action. We have not included an hourly breakdown or hourly rate within this budget, but we can make that information available upon request, if desirable.

[3] Hilary Wething, "How Vouchers Harm Public Schools," *Economic Policy Institute*, December 19, 2024, https://www.epi.org/publication/vouchers-harm-public-schools/.

Action	Cost	Primary Responsibility
Data identification, collection, and cleaning	$8,000	Aaron Rosenthal
Fiscal externality analysis	$4,000	Hilary Wething/Josh Bivens
Additional research question analysis	$2,000	Aaron Rosenthal
Report Write-Up, Editing, Design, Publication, and Presentations	$6,000	Aaron Rosenthal
Total Budget: $20,000		

Timeline

Sept 30, 2025: Research proposal submitted, with indication of data still pending.

December 1, 2025 to April 30, 2026: Conditional on funding granted, Hilary Wething and/or Josh Bivens will coordinate the methods to produce the fiscal externality calculations and write up the methods and results. Aaron Rosenthal will undertake the rest of the research components and draft the majority of the report, including the findings from the analysis conducted by Hilary Wething and/or Josh Bivens.