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

November 18, 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. **RECOGNITIONS**
   A. Acknowledgement of Good Work Provided by Students 5
5. **PUBLIC COMMENT**
6. **APPROVAL OF THE ORDER OF THE CONSENT AGENDA**
7. **APPROVAL OF THE MINUTES**
   A. Minutes of the Regular Meeting of October 21, 2025 7
   B. Minutes of the Special Meeting of the Board of Education of November 13, 2025 28
8. **COMMITTEE REPORTS**
   A. Minutes of the Committee of the Board of November 5, 2025 31
9. **FUTURE MEETING SCHEDULE** **42**
   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)
10. **SUPERINTENDENT'S ANNOUNCEMENTS**
11. **ACTION AGENDA ITEMS**
    A. **Consent Agenda**
       1. Gifts
          a. Acceptance of Donation from Burlington Stores Inc. 44
          b. Gift Acceptance from Rev. Dr. Hill 45
          c. Minneapolis Foundation (Twin Cities' Dunkers) Donation to SPPS Athletic Department and SPPS High School Athletic Programs 46
          d. Acceptance of Gift from North Star Marine Veterans 48
       2. Grants
          a. Request for Permission to Accept Funds from the Capitol Region Watershed District Planning Grant Program 49

b. Request for Permission to Accept Funds from the Special Olympics of Minnesota Unified Champion Schools Grant Program 50
c. Request for Permission to Submit a Grant to the Get Movin' Dream Team Grant Program 51
d. Request for Permission to Submit a Grant to the Minnesota Department of Agriculture Early Care Full Tray Grant Program 52
e. Request for Permission to Submit a Grant to the Minnesota Department of Commerce Solar for Schools Grant Program 53
f. Request for Permission to Submit a Grant to the Minnesota Department of Education Cardiac Emergency Response Plan Assistance Grant Program 54
g. Request for Permission to Submit a Grant to the Minnesota Humanities Center Community Identity and Heritage: Museums, Exhibits, and Collections Grant Program 55
h. Request for Permission to Submit a Grant to the Ramsey-Metro Watershed District Stewardship Grant Program 56

3. Contracts
a. Request to Sign the Contract between the City of Saint Paul Parks and Recreation (Right Track) and SPPS pertaining to the 3M STEP Program 57
b. Request to Sign the Contract with City of Saint Paul's Right Track Youth Employment Program pertaining to the Spring Internship Program 58
c. Request to Sign the Contract with Solution Focused Counseling and Coaching LLC 59
d. Research Proposal to Analyze the Cost of Charter Schools for Saint Paul Public Schools with North Star Policy Action 60
e. Design Services for FY26 Instructional A/V Replacement Program at Mississippi Creative Arts, Nokomis North and Nokomis South (Project # 0680-26-01) 61

4. Agreements
a. Memorandum of Understanding between Bethel University and Saint Paul Public Schools (Harding High School) 63
b. Request to Sign the Agreement for the Partnership between SPPS and Gillette Specialty Care/PT Residency Program 64
c. Lease and Service Agreement with Fraser Child and Family Center 66
d. Request Permission to Continue an Agreement with the Minnesota Department of Health to Participate in the Minnesota Immunization Information Connection 67

5. Administrative Items
a. Monthly Operating Authority 68

b. Recommendations for Exclusion of Students Non-Compliant with Minnesota Statute 121A.15 Health Standards: Immunizations 71
c. Human Resource Transactions 72
d. Cooperative Sponsorship for Gymnastics 81
e. Phase Gate Approval of the Multi-Site Server Room A/C Generator Replacement (Project # 0651-26-01): Gate #3 – Project Budget 82
f. MSHSL Girls Team Dual Wrestling Application for Emerging Status 84

6. Bids
a. Equipment Acquisition Award for the Multi-Site Server Room A/C Generator Replacement (Project # 0651-26-01) 85
b. Award of Solar Photovoltaic System Installation at EXPO Elementary 87
c. Phase Gate Approval of the 740 York RTU Replacement and Re-Roof (Project # 1140-25-01): Gate #4 - Contract Award 88
d. Phase Gate Approval of the Education and Operations Services Trades Shop Ventilation (Project # 4000-25-01): Gate #4 - Contract Award 90
e. Phase Gate Approval of the Hamline Elementary Secure Entry, Heating and Plumbing Replacement Project WS 0920 (Project #4160-25-01): Gate #4 - Contract Award 92
f. Phase Gate Approval of The Heights Community School HVAC Replacement and Fire Suppression Project WS 01A (Project # 1120-25-01): Gate #4 - Contract Award 94
g. Phase Gate Approval of The Heights Community School HVAC Replacement and Fire Suppression Project WS 07A (Project # 1120-25-01): Gate #4 - Contract Award 96
h. Phase Gate Approval of The Heights Community School HVAC Replacement and Fire Suppression Project WS 09C (Project # 1120-25-01): Gate #4 - Contract Award 98
i. Phase Gate Approval of The Heights Community School HVAC Replacement and Fire Suppression Project WS 21A (Project # 1120-25-01): Gate #4 - Contract Award 100
j. Phase Gate Approval of The Heights Community School HVAC Replacement and Fire Suppression Project WS 23A (Project # 1120-25-01): Gate #4 - Contract Award 102
k. Phase Gate Approval of The Heights Community School HVAC Replacement and Fire Suppression Project WS 26A (Project # 1120-25-01): Gate #4 - Contract Award 104
l. Contract Amendment #1 for Kraus Anderson for the Highland Park Middle School Entry Addition and Renovation Project (Project #3081-23-01) 106

7. Change Orders

B. **Further Items That Require Board Action**

1. Policy Update

a. THIRD READING: Policy 209.00 - Development, Adoption, Implementation, and Monitoring of Policies 108

b. SPECIAL READING: Policy 420.00 - Staff: Minnesota Paid Leave 130

12. **INFORMATIONAL AGENDA ITEMS**

A. School Year 2025-26 Enrollment Overview 163

B. Policy Update

1. SECOND READING: Policy 507.00 - School Sponsored Activities: Clubs 189

2. SECOND READING: Rescission of Policy 603.01 School Day - Student Arrival And Departure Time 194

3. SECOND READING: Policy 603.00 - Organization of School Calendar and School Day 203

4. FIRST READING: Policy 535.00: Post-Secondary Enrollment Options (PSEO) 205

5. FIRST READING: Policy 618.00: Research 211

6. FIRST READING: Policy 521.00: Student Surveys 217

C. FY27 Budget Assumptions 225

13. **BOARD OF EDUCATION**

A. Information Requests/Responses and Items for Future Agendas

B. Board of Education Reports/Communications

14. **ADJOURNMENT**

#BoldSubject#

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

DATE: November 18, 2025

TOPIC: Acknowledgement of Good Work Provided by Students

A. PERTINENT FACTS:

1. **2025 High School Athletics State Qualifiers**

Central Senior High School

Central Boys Soccer
Tommy Voshell - All State 1st Team
Henry Ogg - All State 1st Team
Central Boys Team - State Qualifier

Central Boys Cross Country
Clyde Berg - State Qualifier

Central Girls Swim & Dive
Cecily Jones - State Qualifier
Lila Teske - State Qualifier
Frankie Hilsendager - State Qualifier
Hannah Johnson - State Qualifier
Sophia Messer - State Qualifier
Imogin Forys - - State Qualifier

Como Park Senior High School

Como Park Boys Soccer Team - State Runner-Up
Stephan N'da - All State 1st Team
Pah (Ywa Glay) Chi - All State 2nd Team
Coaches: Brendan Doyle & Jonah Fields

Como Park Boys XC Team - State Champion (First ever St. Paul Boys XC team to ever win State)
Charlie Loth - State Champion
Ben Clark - All State
Arthur Anderson - All State
Coach: Tim Kersey

Como Park Girls Cross Country
Lilly Coyle - State Qualifier
Lu Beckman - State Qualifier
Coach: Tim Kersey

Como Park Girls Tennis
Ela Cantellano - State Qualifier
Coach: Niltooli Wilkins and Kia Yang

Como Park Girls Swim & Dive
Aleia Lueck - State Champion
Coach: Christina Ward

Highland Park Senior High School

Highland Park Boys and Girls Cross Country
Noah Wain - State Qualifier Boys
Theodore Hennum - State Qualifier Boys
Alice Rapacz - State Qualifier Girls
Ruby Peterson - State Qualifier Girls
Madeleine Klevay - State Qualifier Girls

Highland Park Boys Soccer
Ravel Martin - All State 2nd Team

Humboldt High School

Humboldt Boys Soccer
Xavier Harris- First Team All State

Humboldt Girls Soccer
Hae Tha Paw- Second Team All-State

Humboldt Girls Cross Country
Aria Kulseth - State Qualifier

Johnson Senior High School

Johnson Girls Soccer
Allyson Vue - All State 1st Team

Washington Technology High School

Washington Boys Soccer
Awal Wako - All State 1st Team
Maverick Ward - All State 2nd Team

Washington Boys Cross Country
Nico Vernetti - State Qualifier

2. This item is submitted by Andrew Collins, Executive Chief of Schools.

B. RECOMMENDATION:

The recommendation is that the Board of Education recognizes the students acknowledged above for their contributions and outstanding work.

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota

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

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

October 21, 2025
5:30 p.m.

MINUTES

1. CALL TO ORDER

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

2. ROLL CALL

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

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

3. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

The motion was approved by roll call vote:

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

5. RECOGNITIONS

BF 34431 Acknowledgment of Good Work Provided by Outstanding District Employees

1. **Central Senior High and Washington Technology High** School have been recognized for excellence in education by being named 2025 Schools of Distinction by Cognia, the global nonprofit school improvement organization that helps grow learners, teachers, and leaders.

   Cognia announced its list of Schools and Systems of Distinction among Cognia Accredited schools and districts in September. These 35 Schools and Systems of Distinction earned this recognition

based on the results of Cognia's rigorous Accreditation Engagement Review process. The 2025 Schools and Systems of Distinction are listed on the Cognia website.

During the 2024-2025 school year, Cognia conducted approximately 1,110 accreditation engagement reviews. Of the 35 institutions recognized this year, 23 schools and seven systems are in the U.S. across 14 states, and five are international schools and systems across four countries. The number of institutions reviewed and those that earn this designation vary from year to year.

2. **Rebekah Orensten**, Library Media Specialist at Obama Middle School, received the School Media Innovator of the Year Award from the Minnesota Library Association at their annual conference in October.

   The School Media Innovator of the Year award honors a licensed school librarian, or technology integrationist who has made innovation and the development of new ideas and teaching philosophy using school library, maker or technological practices and ideas. In her previous role at Battle Creek Middle School, Rebekah mentored her school's genius squad and continually pursued grants and donations to provide her students with a makerspace, robotics equipment, art supplies, a Cricut machine and more. She continuously works to close resource gaps and provide students with meaningful access to technology and literacy, and strives to build connections with her students every day.

   As one of the people who nominated her for the award said: "Rebekah exemplifies what it means to be a 21st-century library media specialist: student-centered, tech-savvy, and deeply dedicated to empowering young minds."

3. **Scott Hrouda,** Assistant Director of the SPPS Facilities Department, was recognized posthumously by The Minnesota Educational Facilities Management Professionals Association (MASMS).

   Scott was awarded the 2025 Lifetime Achievement Award at the annual MASMS conference held on October 2, 2025. Tracy Hrouda accepted the award for her late husband. This award is in recognition of Mr. Hrouda's outstanding dedication and commitment to educational facilities.

   The Minnesota Educational Facilities Management Professionals (MASMS) is a professional organization committed to promoting excellence in the operation and care of educational facilities. It is a group of over 900 individuals in the areas of facilities/grounds/health & safety/operations for Minnesota K-12 and Higher Education organizations. It is a member oriented, problem-solving, professional group committed to facilities management.

4. PUBLIC COMMENT

1.	**Louisa Lindfors**	Middle School Sports
2.	**Anneliese Lindfors**	Middle School Sports
3.	**Elsa Lindfors**	Middle School Sports
4.	**Sula Korgstad**	Middle School Sports
5.	**Kieran Schimnich**	Middle School Sports
6.	**Jeanelle Foster**	Online School and ICE
7.	**Sai Thao**	Txuj Ci

8. **Stephanie Anderson** Vote Yes
9. **Christopher Lutz** Building move
10. **Greg Filice** Referendum

6. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Director Henderson moved approval of the Order of the Consent Agenda with items 3a: Amendment #3 to Contract #22-2297 for District Audit Services; 3-g: Request to Sign Partnerships Agreement with Blazerworks Staffing Agency; and 3-h: Request to Sign Partnerships Agreement with Phaxis Staffing Agency pulled for separate consideration. The motion was seconded by Director Valliant.

The motion was approved by roll call vote:

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

7. APPROVAL OF THE MINUTES

A. Minutes of the Special Meeting of the Board of Education of September 23, 2025
B. Minutes of the Regular Meeting of the Board of Education of September 23, 2025
C. Minutes of the Special Meeting of the Board of Education of September 30, 2025

MOTION: Director Henderson moved approval of the Minutes of the Special Meeting of the Board of Education of September 23, 2025; Minutes of the Regular Meeting of the Board of Education of September 23, 2025; Minutes of the Special Meeting of the Board of Education of September 30, 2025. The motion was seconded by Director Valliant.

The motion was approved by roll call vote:

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

8. COMMITTEE REPORTS

A. Minutes of the Committee of the Board Meeting of October 7, 2025

At the Committee of the Board Meeting on October 7, 2025, Superintendent Stanley began the meeting by welcoming everyone to the meeting and providing details on her visits to schools, connecting with staff and principals regarding the READ Act and thanked staff for their work toward our literacy efforts. She also shared her time in community to discuss the referendum to ensure information is out to as many folks as

possible, and thanked the supporters for their endorsement of the referendum. Board members thanked the Superintendent and noted support from community members and the impacts on the short and long-term success of the district.

The first presentation was the READ Act Update. Questions from the board centered on the determination of cohorts, professional development for staff who support EL students, the recommendation for a leadership course by CARIALL, continuation of CARIALL training, reading curriculum for special education reading classes, and strategies for reading supports for EL students, specifically in high school, and overall supports needed for high school students.

The next presentation was an update on the Txuj Ci Facilities. This presentation sparked robust discussion from the Board, including the timeline and rationale for the delay, further details on the budget ranges within the two options provided, which included Prosperity Heights as a standalone program or Hazel Park as a co-location option, timeline for potential remodeling, impacts to the Hazel Park community, including their IB program, as well as an option that combines both Prosperity and Hazel Park. Enrollment and revenue in these options were also discussed, as well as enrollment from Jackson. The Board also shared concerns about disruptions to the special education program at Hazel Park, questions about class size caps and the feelings of overcapacity at the current sites. The Board also revisited the recommendation from the workgroup, and the information they had available at the time. Superintendent Stanley, as well as other board members, also shared concerns about both options, including in special education, costs, space, affects to PreK, school cultures, and available services to students, as well as a need for an entire district facilities portfolio evaluation. Overall, the Board noted that additional community engagement is needed, as well as an updated timeline for this topic, including at an upcoming Committee of the Board and Regular Meeting, with the workgroup to also reconvene. The Board thanked the community for their advocacy and work.

The next presentation was the Policy Update. Within the discussion for the revisions to Policy 507.00 - School Sponsored Activities: Clubs, the Board confirmed that this policy does not preclude students from leading groups, but must be under the guidance and supervision of a staff member. Within the discussion for the revisions to Policy 603.00 - Organization of School Calendar and School Day, the Board clarified the details about the calendar committee and technical aspects of these revisions. Because language from Policy 603.01 - School Day - Student Arrival and Departure Time would be included in the revisions to Policy 603.00, the recommendation is to rescind this policy. Overall, the Board agreed with going-forward to the three reading process for each of the presented policies.

MOTION: Director Ward moved to accept the report on the October 7, 2025 Committee of the Board meeting and approve the recommended motions and minutes of that meeting as published. The motion was seconded by Director Carrillo.

The motion was approved by roll call vote:

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

9. FUTURE MEETING SCHEDULE

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

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

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

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

B. Motion to Schedule a Special Meeting of the Board of Education on November 11, 2025

MOTION: Director Henderson moved to schedule a Special Meeting of the Board of Education on Tuesday, November 11, 2025 beginning at 4:30pm in Conference Room 5A of the District Administration Building located at 360 Colborne. Director Vue seconded the motion.

The motion was approved by roll call vote:

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

C. Motion to Reschedule the April 2026 Committee of the Board Meeting to April 14, 2026

MOTION: Director Henderson moved to reschedule the April 2026 Committee of the Board meeting, previously scheduled for Tuesday, April 7, 2026 to Tuesday, April 14, 2026 beginning at 4:30 pm in Conference Room 5A. Director Franco seconded the motion.

The motion was approved by roll call vote:

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

10. SUPERINTENDENT'S ANNOUNCEMENTS

Superintendent Stanley congratulated the boy's soccer teams from both Como Park and Central on going to State – it is exciting.

She also noted that the day following this meeting is Wear Orange Day, which is related to anti-bullying efforts, as well as National Gun Violence Awareness Day.

Also included in the announcements was a note about the upcoming vote on the referendum, and she thanked the Board and community members to ensure the community is well-informed about the referendum. She provided a recap on the virtual online townhall with about 60 individuals who attended and asked questions, as well as the NAACP forum panel discussion with SPNN. She also noted that she is continuing to talk with many different groups, including the St. Paul Realtor's Association.

Director Vue appreciates her work in the community, and is interested in the engagement that has evolved and the concerns of the community, and how they have changed or evolved in what the community needs, wants, and expects. Dr. Stanley noted that there are concerns about property taxes, especially with elders on a fixed income. She noted that she was also recently able to garner information at recent conferences related to how to apply for property tax refunds, and impacts of that. As she has been speaking with folks, they love the schools, and appreciate our work, or they mention how their child graduated from SPPS or are current students and their experiences. She noted that her role is to provide information.

Director Henderson noted the many signs she has seen throughout the community, and it has been exciting to see information in multiple formats and ways, and to see the superintendent and her team sharing the impacts and positive opportunities and spaces currently supporting in the city, and she thanked Dr. Stanley for her work.

11. AGENDA ITEMS THAT REQUIRE BOARD ACTION

1. Consent Agenda

MOTION: Director Henderson moved approval of all items within the consent agenda withholding items 3a: Amendment # 3 to Contract # 22-2297 for District Audit Services; 3-g: Request to Sign Partnerships Agreement with Blazerworks Staffing Agency; and 3-h: Request to Sign Partnerships Agreement with Phaxis Staffing Agency for separate consideration. Director Franco seconded the motion.

The motion was approved by roll call vote:

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

1. Gifts

BF 34432 Accepting All Donations under $5,000 from September 1-September 30, 2025

That the Board of Education approve these donations under $5,000.00 from September 1 – September 30, 2025, which shall be used for public purpose and to assist in fulfillment of public education for Saint Paul Public Schools students.

2. Grants

BF 34433 Request for Permission to Accept a Grant from the Minnesota Department of Education's Building and Cybersecurity Grant Program

That the Board of Education authorize the Superintendent (designee) to accept funds from the Minnesota Department of Education's Building and Cybersecurity grant program and to implement the project as specified in the award documents.

BF 34434 Request for Permission to Submit a Grant to the Minnesota Department of Education Nonexlusionary Grant Program

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

BF 34435 Request for Permission to Submit a Grant to the Minnesota Indian Affairs Council Dakota and Ojibwe Language Competitive Grant Program

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Indian Affairs Council Dakota and Ojibwe Language grant program; to accept funds; and to implement the project as specified in the award documents.

BF 34436 Request for Permission to Submit a Grant to the Minnesota Department of Natural Resources' 3M PFAS Settlement Priority 2 Grant Program

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

BF 34437 Request for Permission to Accept a Grant from Rooted Philanthropic

That the Board of Education authorize the Superintendent (designee) to accept funds from the Rooted Philanthropic grant program and to implement the project as specified in the award documents

BF 34438 Request for Permission to Submit a Grant to The NEA Foundation's Learning and Leadership Grant Program

That the Board of Education authorize the Superintendent (designee) to submit a grant to The NEA Foundation's Learning and Leadership grant program; to accept funds; and to implement the project as specified in the award documents.

3. Contracts

BF 34439 Active Employee Disability Insurance Rates with MetLife

That the Board of Education approve a contract for active employee disability insurance coverage with MetLife, effective January 1, 2026, at the proposed premium renewal rates.

BF 34440 Active and Retiree Dental Insurance Rates with MetLife

That the Board of Education approve a contract for active employee dental insurance coverage with MetLife, effective January 1, 2026, at the proposed premium renewal rates.

BF 34441 Active and Retiree Medical Insurance Rates with HealthPartners

That the Board of Education approve a contract for active employee and retiree health insurance coverage with HealthPartners, effective January 1, 2026, at the proposed premium rates.

BF 34442 Active Employee and Early Retiree Health Insurance with PEIP

That the Board of Education approve a contract for active employee and early retiree health insurance coverage with PEIP, effective January 1, 2026, at the proposed premium renewal rates.

BF 34443 Post Age-65 Retiree Health Insurance with United Health Care Group (UHC)

That the Board of Education approve a contract for retiree employee health insurance coverage with United Healthcare Group, effective January 1, 2026, at the proposed rates.

BF 34444 Voluntary Benefits Rates with Securian

That the Board of Education approve a contract for voluntary benefits insurance coverage with Securian Financial, effective January 1, 2026, at the proposed premium rates.

BF 34445 Request to Sign Contract with Go4 Healthcare LLC for Athletic Trainer Services at Athletic Events

That the Board of Education authorize the Superintendent (designee) to sign the contract with Go4 Healthcare LLC.

4. Agreements

5. Administrative Items

BF 34446 Monthly Operating Authority

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

BF 34447 Recommendations for Exclusion of Students Non-Compliant with Minnesota Statute 121A.15 Health Standards: Immunizations

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

Human Resources Transactions

BF 34448 Transactions for August 1 – August 31, 2025

BF 34449 Project Budget Modification Request and Finance Plan Update for Bruce Vento Elementary New Construction (Project # 1020- 22-01)

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

6. Bids

BF 34450 Phase Gate Approval of the Hamline Elementary Secure Entry, Heating and Plumbing Replacement Project WS 0610 (Project #4160-25-01): Gate #4 - Contract Award

That the Board of Education approve the award of Bid No. A26-5796 for the Hamline Elementary Secure Entry, Heating and Plumbing Replacement Project (Project # 4160-25-01) to Kellington Construction for a lump sum base bid of $757,600.

BF 34451 Phase Gate Approval of the Hamline Elementary Secure Entry, Heating and Plumbing Replacement Project WS 3100 (Project #4160-25-01): Gate #4 - Contract Award

That the Board of Education approve the award of Bid No. A26-5809 for the Hamline Elementary Secure Entry, Heating and Plumbing Replacement Project (Project # 4160-25-01) to Kamish Excavating for a lump sum base bid of $283,000.

BF 34452 Phase Gate Approval of the Hamline Elementary Secure Entry, Heating and Plumbing Replacement Project WS 2600 (Project #4160-25-01): Gate #4 - Contract Award

That the Board of Education approve the award of Bid No. A26-5808 for the Hamline Elementary Secure Entry, Heating and Plumbing Replacement Project (Project # 4160-25-01) to Phasor Electric for a lump sum base bid of $1,829,000.

BF 34453 Phase Gate Approval of the Hamline Elementary Secure Entry, Heating and Plumbing Replacement Project WS 2100 (Project #4160-25-01): Gate #4 - Contract Award

That the Board of Education approve the award of Bid No. A26-5805 for the Hamline Elementary Secure Entry, Heating and Plumbing Replacement Project (Project # 4160-25-01) to Nasseff Mechanical for a lump sum base bid of $393,000.

BF 34454 Phase Gate Approval of the Hamline Elementary Secure Entry, Heating and Plumbing Replacement Project WS 0965 (Project #4160-25-01): Gate #4 - Contract Award

That the Board of Education approve the award of Bid No. A26-5803 for the Hamline Elementary Secure Entry, Heating and Plumbing Replacement Project (Project # 4160-25-01) to MCI Carpet One for a lump sum base bid of $251,805.

BF 34455 Phase Gate Approval of the Hamline Elementary Secure Entry, Heating and Plumbing Replacement Project WS 2300 (Project #4160-25-01): Gate #4 - Contract Award

That the Board of Education approve the award of Bid No. A26-5807 for the Hamline Elementary Secure Entry, Heating and Plumbing Replacement Project (Project # 4160-25-01) to Muska Electric dba General Sheet Metal for a lump sum base bid of $1,117,474.

BF 34456 Phase Gate Approval of the Hamline Elementary Secure Entry, Heating and Plumbing Replacement Project WS 2200 (Project #4160-25-01): Gate #4 - Contract Award

That the Board of Education approve the award of Bid No. A26-5806 for the Hamline Elementary Secure Entry, Heating and Plumbing Replacement Project (Project # 4160-25-01) to Uhl Company for a lump sum base bid of $1,174,200.

BF 34457 Phase Gate Approval of the Washington Technology Magnet Pool AHU Replacement (Project # 4040-26-01): Gate #4 - Contract Award

That the Board of Education approve the award of the Washington Technology Magnet Pool AHU Replacement (Project # 4040-26-01) to Midwest Mechanical Solutions for a lump sum base bid plus Alternates 1 & 2 of $1,182,474.

7. Change Orders

ITEMS PULLED FOR SEPARATE CONSIDERATION

BF 34458 Amendment # 3 to contract # 22-2297 for District Audit Services

Director Vue noted that he pulled this item for more clarification on the amendment to the Clifton, Allen, Larson contract, and that Chief Sager has provided additional information, which was helpful. Director Vue requested information on the invoicing and the written notice as stated in contract. Chief Sager noted that we are in constant communication with the auditors, and they keep us apprised of additional services or

fees that we may encounter as a result of additional work, including last year's application for Inflationary Reduction Act process.

Director Carrillo noted clarity on the justification for the amendment for the additional services and the costs associated with them. Chief Sager then provided details on the several additional reporting requirements and the GASB requirements, as well as the Inflationary Reduction Act, and additional staffing to move the audits to completion, with previous staffing challenges and additional hours and staffing from CLA for this work. He also clarified that we are not expecting to incur this extra amendment to the contract on an ongoing basis.

Director Ward requested information on the process. Chief Sager noted we believe everything has been completed in the correct order and appropriately, and we meet with the auditors on a weekly basis, as well as detailed meeting notes to ensure all are on the same page in terms of invoicing and to verify the invoiced work.

MOTION: Director Henderson moved that the Board of Education authorize the Superintendent (designee) to approve amendment #3 to contract 22-2297 to allow for an increase in contract amount by $450,000. Director Ward seconded the motion.

The motion was approved by roll call vote:

Director Franco	Yes
Director Valliant	Yes
Director Henderson	Yes
Director Ward	Yes
Director Vue	No
Director Allen	Yes
Director Carrillo	Yes

BF 34459 Request to Sign Partnerships Agreement with Blazerworks Staffing Agency

Director Franco pulled this item for additional information. He requested details about the total number of special education vacancies that we are looking to fill through this contract. Assistant Superintendent Nistler responded that there are 11 special education vacancies; whereas a year ago, there were 50 vacancies. Director Franco also requested information on the projected number of vacancies to fill through this contract, including staffing for long-term leaves. Assistant Superintendent Nistler also noted that the district is invoiced for actual work – we are not cutting a check for the total amount of the contract. This contract is for both long-term openings that are vacant, as well as to cover educators on leave. The position may be continued to be posted and as we work to fill it, notice will be provided to staffing agency and hey may be reassigned to a different position.

Director Carrillo noted the shortage of special education teachers and ways we as an organization are developing our own internal staff, in collaboration with local higher education institutions to create a funnel with special education teachers. Assistant Superintendent Nistler noted the different strategies to increase the pool of special education teachers, including SUTR, partners

MOTION: Director Henderson moved to authorize the Superintendent (designee) to approve this contract for Blazerworks Staffing Agency. Director Franco seconded the motion.

The motion was approved by roll call vote:

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

BF 34460 Request to Sign Partnerships Agreement with Phaxis Staffing Agency

Director Franco requested information on the differences between this contract and those in Blazerworks. Response: They are similar, just different staffing agencies may have different candidates at different times. He also requested further details on the costs by trends from previous data. Response: Last year, we used the estimate for 9-10 positions, and we are not proposing a decrease, but seeing more staff taking leaves for longer periods and different reasons, so we proposed to keep it the same

Director Franco also noted considerations for next year's budget. He encouraged creativity and innovation to employ staff internally to meet the leave vacancies. Superintendent Stanley noted that the ultimate goal is to hire internally, but special education needs are unique and complex, and we need to ensure teachers in those positions are licensed, qualified, and prepared to meet the needs of our students.

The board agenda item will also need to updated due to a typographical error.

Chief Pratt-Cook noted that Minnesota Paid Leave will also be taking effect in January 2026, and there may be an increase in leaves, and we are legally obligated to provide services to students with specialized services, and it's important to ensure there are qualified special education teachers in the classrooms, and that context in relation to this item.

MOTION: Director Henderson moved to authorize the Superintendent (designee) to approve this contract for Phaxis Staffing Agency. Director Ward seconded the motion.

The motion was approved by roll call vote:

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

FURTHER AGENDA ITEMS THAT REQUIRE BOARD ACTION

A. Project Labor Agreements (PLA)

Kathy Wallace, Interim Director of Facilities, then provided context for this item. She reviewed the role of project labor agreements, including a precontract collective bargaining agreement to one or more terms related to wages of workers, assurance of no work stoppages, picketing, and other actions that may interfere with the project moving-forward. Since 2005, SPPS has analyzed the need for a PLA for construction cost estimated that exceed $250,000. We use a number of different criteria to determine if a

PLA is recommended, including size, complexity, potential student or operational impacts if work is stopped due to work action, number of trades involved, and schedule constraints. There are six projects where a PLA is recommended, and 2 where a PLA is not recommended due to low complexity and lower impact on student operations. Ms. Wallace also noted feedback from labor organization.

Director Franco noted typographical errors within each PLA. Further information from Ms. Wallace after the meeting noted that those portions of the report were a direct quote from an organization that was invited to comment. It is not a part of the recommendation from the District, but additional information. Future PLA items will be clearer that the italicized section is the verbatim response of the noted organization.

BF 34461 Projects Where a PLA IS Recommended

a. **Projects Where a PLA IS Recommended**
   i. FY25 Roof Replacement (0175-25-01)
   ii. FY26 Flooring Replacement Program (0225-26-01)
   iii. FY26 Instructional A/V (0680-26-01)
   iv. Hazel Park Fire Alarm, A/V, and Ceilings (1130-26-01)
   v. 740 York RTU Replacement and Roofing (1140-25-01)
   vi. Maxfield Elementary Electrical Panel and Switchgear Replacement (4180-26-01)

MOTION: Director Henderson moved to approve these projects where a project labor agreement IS recommended:

- **FY25 Roof Replacement (0175-25-01)**
- **FY26 Flooring Replacement Program (0225-26-01)**
- **FY26 Instructional A/V (0680-26-01)**
- **Hazel Park Fire Alarm, A/V, and Ceilings (1130-26-01)**
- **740 York RTU Replacement and Roofing (1140-25-01)**
- **Maxfield Elementary Electrical Panel and Switchgear Replacement (4180-26-01)**

Director Ward seconded the motion.

The motion was approved by roll call vote:

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

BF 34462 Projects Where a PLA IS NOT Recommended

b. Projects where a PLA is NOT Recommended
   i. Highwood Hills Elementary Recreation Center Refresh (2120-26-01)
   ii. Murray Middle Administrative Area HVAC/AHU (4200-26-01)

MOTION: Director Henderson moved to approve these projects where a project labor agreement IS NOT recommended:

- **Highwood Hills Elementary Recreation Center Refresh (2120-26-01)**
- **Murray Middle Administrative Area HVAC/AHU (4200-26-01)**

Director Valliant seconded the motion.

The motion was approved by roll call vote:

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

B. **Policy Update**

a. THIRD READING: Policy 502.00 – Attendance Areas: Resident Students

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

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

QUESTIONS/DISCUSSION: None

BF 34463 THIRD READING: Policy 502.00 – Attendance Areas: Resident Students

MOTION: Director Henderson moved to approve the revisions to Policy 502.00 – Attendance Areas: Resident Students. The motion was seconded by Director Carrillo.

The motion was approved by roll call vote:

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

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

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

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

QUESTIONS/DISCUSSION:

- None

BF 34464 THIRD READING: Policy 520.00 – Technology Usage & Safety

MOTION: Director Henderson moved to approve the revisions to Policy 520.00 – Technology Usage & Safety. The motion was seconded by Director Ward.

The motion was approved by roll call vote:

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

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

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

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

QUESTIONS/DISCUSSION:

- Director Henderson recognized the amount of work that has gone into this policy, and that the timeline has been lengthy. It is impactful language and each conversation has led to more discussion and a deeper understanding to get to a place where it feels actionable and respectful.
- Director Carrillo thanked the staff for the continuous critiques provided by the Board and he is encouraged to see this policy through to the third reading. It speaks to the good conversation and ability to listen and understand the core of the policy's intention.

BF 34465 THIRD READING: Policy 419.00 – Professional and Respectful Workplace

MOTION: Director Henderson moved to approve the implementation of new Policy 419.00 – Professional and Respectful Workplace. The motion was seconded by Director Valliant.

The motion was approved by roll call vote:

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

Director Carrillo Yes

10. INFORMATIONAL AGENDA ITEMS

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

The purpose of the presentation was reviewed – to report the progress on the B.I.G.G. goal of: The amount of district funds dedicated to art and music will increase from $243 in FY25 to $284 per student in FY29. Reporting parameters were also reviewed.

Information about the data was also reviewed, including the FY26 SPPS adopted budget programs for Art and Music, SY25-26 estimated enrollment, and SY24-25 arts courses.

The FY26 art and music per pupil funding was also reviewed, with $278 per pupil allocated in the FY26 budget; a $35 increase per pupil from FY25, a 22.5% increase from 2023-2024; and $6 per pupil away from the FY29 target.

A snapshot of the investment in arts and music was also shared, with 6 arts magnet schools, 24 courses in grades 6-8, 97 courses in grades 9-12, academic year summer and extended day, and a districtwide celebration of arts.

Resource links were also shared, including the FY26 adopted budget, the budget archive by year, and the 25-26 SPPS district course catalog.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Vue requested information on the pace to achieve this goal. This is a good exercise in setting goals that are obtainable and demonstrating that work is moving forward. We will need to consider changes to it, or sunset this goal in the future, and this information indicates we are on our way to complete this goal, and secondly, to continue to invest in different goals or sunset.
- Director Henderson appreciates this presentation, and the initial goal setting, and to determine what is achievable, as well as the intention of the goal and to determine the investments in programs that students access, and looking at the right measurement.
- Director Ward noted the progress towards meeting a goal, a moment to reflect, and then decisions to sunset or expand it. In this goal, we heard concerns that parents want their students, and also the students want to experience enriching learning opportunities. As we look towards meeting this goal, he appreciates the work to ensure that those we serve are experiencing these opportunities in their daily lives. He is excited for the progress on this goal, and thanked Administration for the presentation.
- Director Henderson noted that as we start to see these dollars show up in classrooms, and what it looks like for our school communities, and investments in arts and music specialists, and how those per pupil funds are showing in experiences.
- Director Allen noted that the role of setting goals is accountability, and setting the goal to sustain that investment.
- Director Carrillo echoed the sentiment of both sustainability and accountability, as well as encouragement as we move forward to use this as a stepping stone for goal-building, as well as how investments impact students and is measurable and effective. He is encouraged by the ideas around goals and writing them down, as well as conversations in the future, and the direction of funds in

programs, and effects to arts and music from other decisions. He noted ways to set a goal to ensure the criteria is measurable and obtainable, and good for students.

B. 100-Day Entry Plan: Coming Into Focus

Superintendent Stanley presented this report. Included in the review were the SPPS mission and guiding values, and the current SPPS Achieves strategic plan. The Board Initiated Goals Governance (B.I.G.G.) goals were also shared, as a review.

She shared about her entry plan phases, including Listening, Learning, Evaluation and Leading. Within Listening and Learning, she shared details and figures about the numbers of focus groups, events, thought exchanges, group outreach, and media appearances.

Within Evaluation, the current phase, she reviewed the SOAR (strengths, opportunities, aspirations, and results) work, as well as prevalent themes. This is the roadmap for our work ahead - it honors what we do well while honing in with a laser-like focus on what we must improve. Most importantly, it centers the experiences of those we serve and commits us to action that creates meaningful change. Examples of each were provided. Results included key areas for study and goal-setting, and include:

- Facility Equity Assessment & Longitudinal Plan
- Family Communication and Language Access Standards
- Discipline and Belonging Review
- Achievement Gap Reduction & Academic Acceleration Initiative for every student group
- Staff Retention and Recruitment Strategy
- Marketing and Enrollment Recovery Campaign
- Special Education Programming Enhancement
- Analysis of Current Resource Allocation Models
- Continuous Improvement Infrastructure

Next steps will include achieving greater clarity. Our families and students are not asking for perfection. They are asking for consistency, equity, dignity, and follow-through. They are asking us to see them, hear them, and create systems that serve all children with the same excellence we provide to some.

The full presentation, and Superintendent Onboarding Report to the Board as an Executive Summary, can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- The Board appreciated the phrasing of quotes from stakeholders within the presentation.
- Director Ward noted the current strategic plan, and recently instituted B.I.G.G., and where the existing strategic plan fits into the operations. Response: The community is familiar with the current strategic plan, and at minimum, a refresh is needed as the district has been through a lot with reductions, spend-down of the fund balance, and we need to continue to lift up the community, as well as recommendation to start a new strategic plan.
- Director Henderson appreciated that, and believes that in a shift in leadership, it is sometimes assumed that “out with the old, in with the new”, and it’s a careful consideration to look at current investments, and focus from the community and staff and current investments, and places where we haven’t been able to focus sufficient time and energy. This will allow us to focus on areas and recognize places where investments, time, and energy and we are seeing the fruits of our labor. It is impactful to see where we have been, where to engage, and how to shape the strategic plan process. This is a step in

the next direction with a focus on our strengths, because we do hear from families that there are pieces that make our schools so great, and we need our community to understand that, as well as places to grow.

- Director Carrillo noted his experience with Dr. Stanley over the past 100 days has been the emphasis on dignity and that we need to lean into what it means to feel belonging and treated with an intrinsic dignity - one that is not earned, but comes from being a person regardless of background or current experience. He wants to encourage and emphasize the importance of this. He noted ways in which we can ensure all students experience high student outcomes and supports. He also noted the sense of safety, and welcoming, and pride and belonging in the community, as we continue to serve our community better and achieve better.
- He went on to note the question about how we are going to do this, and there will be future reports and check-ins, as well as an understanding and "pulse" of what the community is saying in conversations with the superintendent, which also mirror conversations with the board and others to compare notes. The hope is that as we go through the process of envisioning that we are keeping the ultimate goals in place, and he believes we are doing that.
- Director Allen noted that as a first-generation Rondo resident and fellow Minuteman, she welcomes Dr. Stanley home. She noted the feelings around the decision of district leadership, and feels the Board made the right decision. She thanked Dr. Stanley for her dedication and looks forward to the 200-day report. Director Allen has had 40 years of experience in SPPS, and there is a lot to love about the district, which is why she continues to work in and be on the school board to give her time to the district, because she sees greatness. This report gives hope, and also reluctantly because of experiences in the past. In the past 100 days, it has been learning about the district, and seeing our community, and interactions and difficult situations, but also to hear we are moving forward and getting to be where we want and desire in the district, and continue to build the trust necessary with our community.
- Director Vue thanked the superintendent for the report, and noted questions and information requests in regards to this report. He respects her and her work and looks forward to responses to his questions at their next meeting.
- He noted questions about how to balance aspirations versus reality in working with the Board and community to buy-into the initiatives. Superintendent Stanley noted that her job is to do just that - multiple things at once, but what's important is movement. The passing of the referenda will be important. Then moving forward with a strategic plan for benchmarks and key indicators of progress with areas of focus. We know our culturally effective and relevant instruction and it's benchmarks, and communicating with stakeholders with a consistent accordion-process for going out and getting more information, or in different ways. She has also heard from board members about trust, as well as from families and community members. She has also set goals for herself, and that the community voice is important, and they want us to hear their voice. She has also laid out areas to focus on and engage with the community to define benchmarks and move forward and build trust with staff, students, and board members to see the process and progress in our work. It's clear that in SPPS Achieves, there was a focus on College and Career Readiness, and it's important that there are clear areas of focus and to not dismiss or negate the work that has already been done.
- Director Valliant thanked Superintendent Stanley for the report and it's in-depth details. She also shared a personal experience with a student who told their parent that they were upset because a teacher told them that they believed that student was going to fail their class again this year. The student was very upset. Our teachers need to be motivational in positive ways.

C. <u>Policy Update</u>

a. SECOND READING: Policy 209.00 - Development, Adoption, Implementation, and Monitoring of Policies

This presentation included policy changes, including the addition of the Policy Purpose and General Statement of Policy, definitions, changes within Development of Policy, Adoption of Policy, and Policy Revisions without Three Readings.

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

QUESTIONS/DISCUSSION:

- Director Carrillo noted that this is not a policy to “sneak through” on the consent agenda, but that board members always have the option to pull a policy proposal from the consent agenda if changes were non-substantive and there was no change in the policy itself. The Board does control the making of policies.
- Director Henderson noted that changes are around the best use of time, and substantive changes will continue with the three-reading process, but it’s important to update policies, and this policy will ensure timely changes when they are non-substantive.

b. FIRST READING: Policy 507.00 - School Sponsored Activities: Clubs

Craig Anderson, Executive Director of Teaching and Learning, presented this proposed update. Policy changes include the addition of a Policy Purpose, and General Statement of Policy, as well as that student clubs and groups that enrich a student's education and development are permitted within the school system, and that 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 updates, can be found in the BoardBook

QUESTIONS/DISCUSSION:

- The Board requested information on the assignment of the adult leader, to ensure they are a safe person in a safe space for students. Response: Students do seek out the adult to lead the group, and there may be times that adult does not have the capacity, but looking in a specific adult leader
- Director Vue requested information on the committee who contributed to the changes. Response: It was a small group of staff within the Office of Teaching and Learning to make the language clearer.
- It was noted that this is not a new policy, but will be updated to include the last revised date.

c. FIRST READING: Rescission of Policy 603.01 School Day - Student Arrival And Departure Time

Craig Anderson, Executive Director of Teaching and Learning, also presented this proposed recission and update. The 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. Therefore, current Policy 603.01 would be rescinded.

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

QUESTIONS/DISCUSSION:

d. FIRST READING: Policy 603.00 - Organization of School Calendar and School Day

This presentation included details about the addition of the Policy Purpose, General Statement of Policy, and other clarifying changes.

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

QUESTIONS/DISCUSSION:

- Director Franco noted that part of it seems confusing because everything is in red – but also recognize that the policy received, it is a semblance of a brand new policy. It is all brand new language that has been rewritten, but if there was any consistent language from original 603.00 that didn't change in verbiage or words, or it was rewritten – having it all in red would also make sense. Mr. Anderson noted that the language moved sections, and is the same language in B, but in the original policy, it was only language without the sections. It moved within the policy, with the same language. It was originally adopted in 2008.

13. BOARD OF EDUCATION

A. Information Requests/Responses and Items for Future Agendas

- Director Vue requested details financial information on items and meetings related to the Txuj Ci Facilities Workgroup, and the rationale for these requests, as well as the costs regarding personalized learning plans, and how students are utilizing those in preparation for post-graduate readiness and success.

B. Board of Education Reports/Communications

- Director Vue provided an update on the work of the Hmong Project workgroup, including upcoming focus groups for students, staff, and families; as well as video, surveys, and the timeline of the resolution set for February 2026.
- Director Valliant provided a recap of her experience at Indigenous Peoples Day at AIMS.

14. ADJOURNMENT

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

The motion was approved by roll call vote:

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

The meeting adjourned at 9:15 p.m.

For clarity and to facilitate research, these minutes reflect the order of the original Agenda and not necessarily the time during the meeting the items were discussed.

Prepared and submitted by:
Sarah Dahlke
Assistant Clerk, St. Paul Public Schools Board of Education

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota

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

November 13, 2025

7:00 p.m.

M I N U T E S

I. **CALL TO ORDER**

The meeting was called to order by Uriah Ward, Vice Chair, at 7:01 p.m.

II. **ROLL CALL**

Present: Director Allen (joined remotely via Teams), Director Franco, Director Carrillo, Director Ward, Director Valliant, Superintendent Stanley

Director Henderson and Director Vue were absent.

Katie Bergstrom, General Counsel; Sarah Dahlke, Board Secretary

III. **APPROVAL OF THE AGENDA**

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

The motion was approved by roll call vote:

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

IV. **CANVASS OF ELECTION RESULTS OF TUESDAY, NOVEMBER 4, 2025**

Superintendent Stanley noted that on November 4, 2025 the District held an election for the referendum for an operating levy, and the vote passed in the community with 65.07% in favor, and this meeting is to canvass the election results.

QUESTIONS/DISCUSSION: None

BF 34466 Resolution Canvassing Returns of Votes of Independent School District No. 625 General Election

BE IT RESOLVED by the Board of Education of Independent School District No. 625, as follows:

1. **It is hereby found, determined and declared that the general election of the voters of this District held on November 4, 2025, was in all respects duly and legally called and held.**

2. **As specified in the attached abstract and return of votes cast, a total of 66,353 voters of the District voted at said general election on the question of the board of Independent School District No. 625 (Saint Paul), Minnesota has proposed to increase the School District's general education revenue by $1,073 per pupil, subject to an annual increase at the rate of inflation. The proposed new referendum revenue authorization would be first levied in 2025 for taxes payable in 2026 and applicable for ten (10) years unless otherwise revoked or reduced as provided by law, of which 43,178 voted in favor; 23,175 voted against the same.**

3. **Said proposition, having received the approval of at least a majority of such votes, is hereby declared to have carried.**

4. **The School District Clerk is hereby directed to certify the results of the election to the Ramsey County Auditor and notify the Commissioner of the Department of Education of the results of said general election.**

MOTION: Director Ward moved to approve the Resolution Canvassing Returns of Votes of Independent School District No. 625 General Election. The motion was seconded by Director Franco.

The motion was approved by roll call vote:

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

V. **ADJOURNMENT**

MOTION: It was moved by Director Ward to adjourn the meeting. It was seconded by Director Franco.

The motion was approved by roll call vote:

Director Valliant	Yes
Director Henderson	Absent
Director Ward	Yes
Director Vue	Absent

Director Allen	Yes
Director Carrillo	Yes
Director Franco	Yes

The meeting adjourned at 7:05 p.m.

Prepared and submitted by
Sarah Dahlke, Assistant Clerk

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota

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

November 5, 2025
4:30 p.m.

MINUTES

1. CALL TO ORDER

The meeting was called to order at 4:31 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

Staff: Superintendent Stanley, K. Bergstrom

3. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Director Ward moved to change the order of the main agenda, Contract for Study of Charter Schools to follow Mid-Term Txuj Ci Facilities: Additional Engagement Summary. The motion was seconded by Director Henderson. It passed by acclaim.

4. SUPERINTENDENT'S ANNOUNCEMENTS

Superintendent Stanley noted that it is a good day – our community members supported us by approving the referendum with 65% in favor. She thanked our community members, individuals who helped to support this including door-knocking with SPFE and other unions. It is a happy day, and will make a difference for our students for years to come. Thank you Saint Paul.

Director Henderson noted it was wonderful to see the District, campaign, and our community to show they are ready to invest in our students. She thanked the Superintendent and the responsibility to show the investment to acknowledge and move the futures of our students forward. She is happy to be in this space, instead of one with a massive deficit.

Director Carrillo added that we brought to the community a very pointed request, and the community responded with generosity that goes beyond generous in abundance, but in a time where all costs have increased, and salaries not matched those increases. The community is making an investment in the time of need, and it resonates emotionally with him, which was mentioned as an issue. It makes the response and what we do with this investment in terms of sustaining existing programs, and also focusing on goals to lift up all students. He is happy and very engaged in doing this work together.

5. SYSTEMIC EQUITY

Dr. Stacey Grey Akyea then presented this report.

The purpose was to provide an update on the strategies related to systemic equity since May 2023, and topics included:

- Office of Equity organizational alignment
- Staffing
- Systemic Equity Plan and work

- Next Steps

The current state of Systemic Equity, and desired state were shared, as well as Equity Standards. The Beta program with counselors was also reported, including the key concepts and demonstrations of this work.

A metaphor of an iceberg as a way to see the structures and influences was also shared, including the event, pattern, structure(s), and mental model. Self-study work was also reported. Student equity and leadership development was shared, as well as information about the Equity Summit. Foundational training was also recapped, including the revised introductory training and July 2025 soft launch with 13 participants. Next steps included actions in building capacity, district approach and response, building equity-based relationships, and feedback and monitoring.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Carrillo noted questions about the slide with culturally responsive instruction self-study, and appreciate the concept of self-study and time to invest to look at practices, policies, and actions to help to fulfill the goal, or to harm the objective. Is there a rubric or pattern of building self-study into the work of this topic in the Office of Equity on an ongoing basis, or one-time to help iterate the next step? Response: We are not sure for the first year. By the end of the year, it was not a one-off. The value in self-study is that we were able to take time and impact and instruction in way not based on content – content was the vehicle, but the cultural displays of learning and what they are and hwo to recognize them, and the appropriate response, and what happens in the context of understanding race, gender, intersectionality, and unpacking, as well as students as sense makers, and time focused on that. That was a small part that became clear to move forward, and look at more instruction and have more practices to be more open. It is not a one-off. For the question about the rubric, we are not there yet. When it does become time for a rubric, it may be a different tool.
    - He applauded the opportunity to do that, and is interested in an organization to continually look at practices to be nimble. The worst we can do is think we are doing great - we may be in some areas, but in others, we are losing ground. We need to look at this effort and where it is going, investments, and efforts to implement.
- Director Allen requested information about the program with counselors and the pilot program to determine counselors as the tools. Response: It was a situation where counselors had done work with the Office of Equity, and there were some new lead counselors who were interested in moving forward, as well as Executive Director Green who is grounded in the work.
    - Director Allen noted that we need to address equity in the classroom, since that is where our students are and our priority. It feels like we are passing that responsibility to another department, who also need to do the work. We want them to work together – she is concerned they may not have the tools necessary to move equity into the classroom and another layer to overcome. She also provided a personal experience on a packet distributed on anti-bullying day. The statement was that we should respect everyone – the images given to the first graders was that packet, which was from the counseling office. That is concerning, and the counseling office working with the Office of Equity and then take the lead to show us the way, and that is concerning. How are they embedded in that plan, and what are we going to do to support the counseling office to ensure they are passing out equitable materials. Response: The equity standards are designed to serve as a foundation, and the pilot with counselors was to see the approach to using equity standards is feasible. It is not the intent for the counselors to lead the equity work in the district – that is an important distinction and the Office of Equity is uniquely suited to do equity work where we are. Previous iterations were to do equity work and then go out to change the entire system, which has not been effective. We are living in an extremely complicated world where there have been years of equity work, yet inequities are pervasive and they continue, and have not seen any one thing make a major difference. We need to approach it differently – that situation is not isolated. There are patterns that exist and mental models. It is the desire to do systemic work that creates an environment where it is less likely. Currently our environment support inequities, isolation, and practices and procedures that are not aware, and the desire is to create a different environment –

that does not stop the incidents, but also need ways to repair harm, and partnerships with community. We need to build in supports. At the core of what we do as a teaching and learning environment is classrooms – we will not intervene our way out of a Tier 1 situation and that is systemic work.

  - Director Allen noted her concerns about the worksheets distributed and the inequity that was pictured, and repair work to help students to not continue to perpetuate this harm. We have been working on equity since 2007, and even before that. How does something like that pass from the counselor to the teacher to the student, without someone stating it is not okay. There are concerns that it is moving slow, and every week we are systemically harming groups of students. She hopes that something will show change in equity report, and safely learn the curriculum without being psychologically harmed, and not tagged with other harm. She is waiting for that day, and equity is a work in progress, but moments to see our kids are okay, but not consistently seeing that. Dr. Stanley noted that the work in equity is inside-out process and requires all to love themselves, slow down, and think and question self and one another. In education, the work is about managing the dynamics of difference and conflict. We need to be comfortable in talking and questioning about equity, and challenge that and to be okay with challenging it. It is incredibly complex. The development of the framework and appreciation for "systemic" and move away from pockets of success, and becomes a norm. We have not been there for a while, and it is work we need to do.

- Director Vue appreciates this work and something that is existing, and more service-oriented model of equity, and to figure out what worked and to stay and grow, and what needed to go away. This started in 2023, and has been a long process. He also noted Courageous Conversations, and how SPPS adapted. His concern was what it looks like for SPPS – depending on those in the district. The work that has been done to this point, is it closer to that point for SPPS? Response: One of the very first steps for our organization is to understand who is in our community and this shows up in the CRI area, but not isolated. There is a very core component of this that is being able to manage the dynamics of difference, and part of that is knowing the difference and understanding self and others. It is a very important part to understand our students, and the communities, identities, and intersections they represent. Without having some understanding, it's a loss. Yes, there is an important component to understand who is our community, and to co-create our desired state to represent all of us.
- Director Valliant noted questions about organizational alignment and about race, gender, and inclusion, as two pieces as intersectionality. She wants to know more about that conversation and start to happen, and context, and how it will be a part of the overall work. We are trying to be more focused around the strategic plan, and what it will look like. For the systemic approach, and intersections, she requested clarifications for both internal and external work. She also requested information on equity looks like to leveraging partnerships.
- Director Franco appreciated the iceberg metaphor and examine and navigate an incident. One of the items of note is that the structures that we have in place as a district and the examples of high school in the Rights and Responsibilities Handbook. We have previously discussed at what point are we able to dissect that and the structures in place and to examine the structures from the equity lens and standards lens. Is there some type of report to emerge based on subset of structures or systems. He does believe the equity standards make sense, and appreciation for that we can't intervene out of a Tier 1 problem, and how we navigate those issues at the same time to move the needle, while systemic work continues to emerge.

5. MID-TERM TXUJ CI FACILITIES: ADDITIONAL ENGAGEMENT SUMMARY

Dr. Stanley then presented this report.

First was information about 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."

Community engagement details were shared at opportunities at Hazel Park, Txuj Ci, and Hazel Park/Txuj Ci combined.

The engagement summary detailed:

- 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

The full presentation, including the additional engagement summary and supplemental documentation, can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Henderson noted reflections from the conversations with folks, and there are a couple of big themes – including a deep feeling of hurt, distrust, and the district is unable or unwilling to support. It is not to place blame or shame, but it was clear. The other piece is that the district and responding to the ask to a single site for Txuj Ci has been reactionary. These options are also that, and the conversation is reactionary. We are reacting to decisions that have impacts. She is grappling with the need for a clear end point, and think we have it in some regards with a single site, and the path to get there and steps to be met for community to trust the process be followed, and not continuing to move the goalpost, which is a fear for many. Her current place is not big questions or thoughts about engagement sessions, but looking for clarity and clear next steps and ways in which our community is going to be able to see from now to the future to walk into the school building with the checkpoints in place.
- Director Vue noted the importance for context in which this information was gathered, and provided a synthesis timeline of the Txuj Ci work beginning in the summer of 2023. In August of 2023, there was a welcome email to the East Learning Hub – no where did it say it would be HDL PreK classroom, but at September 1 with a welcome letter from the teacher. Between August 22, 2023 and September, something changed where sections of PreK moved from Txuj Ci to the Learning Hub. In the Fall of 2023, parents began to speak at Public Comment that the school was split into three buildings, and the formation of the workgroup, with the first meeting in December 2023. One of the first tasks was to determine a mid-term decision to remedy why the PreK is in a third building. At the end of January 2024, the workgroup made the decision, with Txuj Ci Upper and Lower, with the presentation indicated that it was only supposed to hold for 5 years from January 2024. The workgroup then had to design the program to be put on the 10-year FMP and how that building will be utilized. Through that work and into the Fall of 2024, there was an updated timeline from Facilities to construct the building, which was longer than originally presented – and more like eight years. At the February 2025, this was the primary concern and being proactive, and the direction was to reconvene the workgroup to address the current configuration. The workgroup did that, and by March 2025, the work was completed with the options presented. One of the challenges of these options, the next steps was to go to Senior Executive Leadership to cost-out, design an implementation plan, and engage with the community. There was a delay, the Superintendent did not know until September 11. That is where the harm that was described – expectations were created that Administration committed this workgroup, and changes down the line. We are now repeating this. The harm is visible and felt at Txuj Ci Upper and Lower communities. He also recommended restorative practices between the Board, Superintendent, Senior Executive Leadership, and the communities.
- Director Ward noted the two options, and heard that the community did not pick Hazel Park. The recommendations from the workgroup were Prosperity Heights and another school on the East Side that has space. Some families have pushed back on the idea that they named Hazel Park, and he felt that others felt offended that the suggestion was from them. Director Vue noted that this was presented in the stakeholder meetings, with a utilization study that determined Hazel Park to be a site, but not a choice by the workgroup.
- Director Ward also noted that there is a pain and distrust, which goes back years, and some is from a feeling as if there was an indication that this PreK-8 building was coming up faster than what has turned out to be the case. As we are discussing interim options, we can say it is in the plan to be available

between 2031 and 2033, and the feeling that even though it was voted on, there is not a trust that it will be delivered upon. There is a perception we have moved it back once, and it may happen again. As we were discussing the two options, the feedback heard from others is that it seems there is not excitement for either option. The Hazel Park community is nervous about that changes, and Txuj Ci families seemed worried about the programs being split, and more space immediately, and room to grow in enrollment before the 2031-2033 date. At the joint listening session at Washington, there was some disagreement about whether or not the location needed to be located on the East Side.

- Director Carrillo noted that throughout the process and the intent of asking for a "sprint" to reassess, we may need some clarity, and the outcome was less clear, and less clear about what the community as a whole wants, and what we offer to the community. We inherited a lot of harm done (i.e. Envision, and before), which papered over the issues and moving from school to school, and we expect them to be fine. We operate under assumption that moving folks around is a perfect and fine way to handle our enrollment issues. Truth is that there are sometimes no options. It is more about systemically speaking, this goes back to equity, and we operate under a mental framework. We need to start addressing this, and there is a lot of harm done to communities historically, and will continue unless we address them. In listening to multiple different groups, the consensus is that the options are not the best – they constrain enrollment and both harm our communities. We don't celebrate the diversity enough, and we struggle with the need to be a school and a program. It would be wrong to assume diverse educational experiences are bad, but should have the ability for folks to choose, and repair harm done historically in this community. He would support that we as an organization seek to repair and restore these relationships with our community. He struggles with the community engagement, and expected more clarity, but the clarity was more emotional than practical. This organization needs better practices for decisions with a deep impact in the community, and organizationally having a rubric or practice handbook to commit to with our community for changes and process, and bring community into the decision making process. We need to change and change the way our organization approaches restructuring and our portfolio management, and in a human-centric way and treats our community with dignity.
- Director Ward noted a question what appeared to be confusion around PreK-8, and only HDL or HDL and cultural studies. Response: One of the suggestions to bring is to have the Txuj Ci Workgroup present their complete work and that at the December meeting, the workgroup to present their work. It is supposed to be HDL and culture studies.
- Director Franco noted he had the opportunity to attend the Hazel Park, Txuj Ci individual community feedback sessions, and joint feedback session at Washington. He believes the report prepared does give accurate report about the data that was collected, and appreciate the raw data to get a sense of the summary provided. There is a lot of harm that has existed, and has led to mistrust that continues. As we dive deeper into the interim decision or plan, and owning and acknowledging the work posed to do, it's making "negative deposits" into communities about the ultimate decision. Community has been calling on the education system as a whole to do things differently, honor culture, and listen to community and families. Those are possible in our system, and it is a bigger fix than the example ahead of us. He left the engagement sessions feeling like there was no good option in the interim to satisfy the desire and the charge of the workgroup. Each community wants and needs to maintain their sense of community, able to maintain their sense of needs of families, and not live in constant stress put onto them by a possible merge without answers. He is struggling with it because he wants to ensure we honor and move forward a recommendation for an interim plan for Txuj Ci based on the recommendations and feedback from the workgroup and also know that the only way to understand if that is possible and the right move is to actually be including them in each step because it doesn't appear there was a clean hand-off for the workgroup to say it was recommendations to then take in and come up with a plan based on that. Each community has their own set of fears around any and all of the recommendations.
- Director Allen requested clarification that in 2023, was that the year that we started all of the PreK hubs? Response: Yes.
    - There were a lot of schools where parents were notified about the hubs instead of attendance at their community schools. Response: We did combine sections throughout the district, there was the West Hub and the East Hub, and an intentional effort to increase enrollment and one way is through PreK and a high retention rate to kindergarten.

- It was part of Envision to increase enrollment for that program, as well as others. There was also an effort to establish our main priority as an increase to enrollment, and Envision was the foundation to restructure the district to realign around the strategic plan with facilities and efficiency. The plan was Onward SPPS, which was after the difficult work to close schools and hard decisions with students to move. Once the decisions were made, the goal was Onward SPPS, and we added the East Hub, West Hub, and East African, as well as the Karen program.
- Director Allen noted there has been harm through the process, but the initial harm in the work by the workgroup that happened across the district, and purposeful for business reasons. The Board at the time made the decision to close schools, and shift programs, and uncomfortable decisions – in the long-term it would be better for the district, and to highlight that in the process of this work, there has been significant investments that the program is thriving, and other pieces to a magnet school and curriculum. In thinking about a program like this, and like to continue to go deep. She understands the frustration of how these shifts can happen, and here we are now – while not negating the harm in the process, but in a current deficit and investments for a community to have a space that is safe, a curriculum that is what the community had hoped, and hoping to implement understanding and compassion to the process around the work that has been done, and understanding that this district has been making efforts to restore the relationship with all communities, with some challenges and movement differences. If we are going to restore and rebuild, there has to be acknowledgement on both sides – what is being done from a school district side, and work with the community side. We both have to understand each other.
- Director Vue noted that a few board members came away from the stakeholder engagement with more questions than clarity – but there were direct questions asked, and to provide that clarity, he would like Administration to answer those questions. That will provide clarity from this engagement. He also encouraged board members to visit these schools, see them in their space, in their community, and to do that before making a decision on their school community. He also goes back to the workgroup to present their work and in their own words at the December Committee of the Board before voting on this at the December 16th Regular Meeting. Director Henderson noted the plan n at least pairs to go to the three schools to have a conversation and be in a space to gain perspectives and able to be in those spaces.
- Dr. Stanley noted board members will be scheduling visits to Upper and Lower Campuses, and Hazel Park. Director Vue noted the questions and notes gathered from the individual and stakeholder meetings, and recommend that board members received the list of questions and ensure they were answered, and to show respect that the communities were listened to by Administration. Dr. Stanley then provided further information on the information gathered, including timeline for the Karen program, East African magnet program, and Afrocentric program, as well as how to create transparency, and another was what is the long term plan and a Txuj Ci campus in 2031, 2032, or 2033. Director Vue noted that those were some of the questions, but rely on the notetakers who captured those questions.
- Director Valliant then shared her thoughts around difficult situations and making a decision that was difficult, but given the situation and decision it may be the best, but not popular decision. When a person or group advocating on behalf, it may feel like the work done was for nothing in finding out it won't happen or experience, but depending on the reason or motivation, there is a rationale for a sense of loss, but the community will be able to experience it – it may not be an individual benefit, but other community members will have what was fought for and will manifest through the hard work. She also noted her feelings around three moves in the best interest in the program – she still does not like either of the options, but wondering if we choose one option and it goes horribly and the plan afterwards. She is struggling with these items, and thinking about, and working through, as well as budget decisions to keep at a sustainable place and other decisions to make. She noted the ways to reconcile the different opinions on this topic.
- Director Henderson noted that since we moved 5th grade to Upper, and the understanding of if everything stays the same, what it means for the current Lower and Upper to continue to grow, or stay on the path they are on – a real fear heard is that either option, or stayed the same, there will be a loss of sections, and what it looks like for the school and the ability to continue to thrive. That is a piece of information also needed.
- Director Vue reiterated the question about the workgroup to present at the December Committee of the Board. There is an impact if we do nothing too, and the workgroup will be able to answer many

questions for the Board to make a decision on December 16th. Director Ward noted the current proposed agenda for the December Committee of the Board, and the next Executive Committee meeting date, with the conversation to occur at that meeting. Director Vue noted that we need to be mindful of the date and preparation time for the workgroup to present.

- Dr. Stanley acknowledged that Option A and Option B presented in March 2025 should have been more fully vetted for the financial considerations prior to bringing them forward to the work group. In addition a clearer communication process should have been used to engage with the broader community to keep stakeholders well informed. While the oversight in these areas was not intended to be harmful the reality is the impact was detrimental to phycological safety and trust with our Hmong community. The abrupt introduction of Hazel Park created anxiety, frustration and distrust in the community. It is intent versus impact needs to be considered, and it should have occurred differently. She empathizes with our Hmong community, who have been waiting for a K-8 school, and the complexity of identifying has become fully apparent during this process. During the FMP presentation in July 2025, SPPS committed to a K-8 school for Txuj Ci opening in 2031, 2032, or 2033. Regardless of the decision that the Board will make on December 16, 2025, and as we conduct the facilities portfolio analysis, she is committed to sharing openly the factors to allow us to accelerate, barriers that may exist, and how decisions will be made. We can move forward on a K-8 Txuj Ci school with the harnessing of the innovative spirit brought forth by this nationally recognized model of Hmong Dual Language program. These will be shared investments to ensure the students served by Txuj Ci will meet the vision of SPPS for students to think critically, pursue their dreams, and change the world.

6. POLICY UPDATE

a. Policy 535.00: Post-Secondary Enrollment Options (PSEO)

Beth Coleman, Assistant Director, School Counseling & Career Pathways and John Eschenbacher, Lead High School Counselor, then presented this item.

This policy was adopted in 2018, and this is the first revision since the adoption. Proposed updates include a change to the new format, and there were slight adjustment to the wording, two items were added, and a definition of Post Secondary Enrollment Options was included.

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

QUESTIONS/DISCUSSION:

- Director Allen noted questions about when a student is enrolled in PSEO, they are enrolled at that university? Response: Yes.
  - Do they need to apply to that university, or is it a special process? Response: Usually students work closely with their school counselor on the process. Universities do have eligibility requirements, and the student does apply directly to the college.
  - If the student is set to graduate with all high school credits at the end of the 11th grade year, but wants to stay in high school, should they enroll in PSEO, to have access to the school to participate in sports? Response: Yes, that is correct.
- The Board agreed to move these proposed changes forward to the three-reading process.

b. Policy 618.00: Research

Kara Arzamendia, Director of Research, Evaluation and Assessment, then presented this item.

Proposed updated include a Policy Purpose, definitions, additions of district or programs as a research entity, and addition of a designee to develop procedures by which research projects may be approved.

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

QUESTIONS/DISCUSSION:

- The Board agreed to move these proposed changes forward to the three-reading process.

c. Policy 521.00: Student Surveys

Kara Arzamendia, Director of Research, Evaluation and Assessment, then presented this item.

Changes to the proposed updated policy include a transition to the new policy format with a General Statement of Policy, changes to the section where no student is required to participate in a survey that contains certain topics, updates to the list of topics that are considered more sensitive in nature, and updates to the outdated gendered language.

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

QUESTIONS/DISCUSSION:

- The Board agreed to move these proposed changes forward to the three-reading process.

d. Minnesota Paid Leave

Pat Pratt-Cook, Executive Chief of Human Resources, then presented this item.

Included in the presentation was information on Paid Family Medical Leave (PFML), including financial stability during critical times, job protection, broad coverage, and support for life events. The effective date and eligibility data was also shared. Information on the amount of leave available for each year was presented, including if leave has to be taken all at once, intermittent leave, employees who welcome a child in 2025 and bonding time in 2026, and examples of requests received to date.

Sick leave data for 2022 to 2025 was also shared, including teacher leave data and sick leave data by union.

Information on the qualifications as a family member were also shared.

Financial implications were reviewed.

The proposed policy 420.00 – MN Paid Leave Policy was then presented, including the Policy Purpose, General Statement of Policy, definitions, notification requirements, status reports, applying for MPL benefits, bonding leave, disability benefits, sick leave, and "top off payments", benefits during MPL, return to work, funding during PML, coordination with other leaves, employment restrictions during MPL, and prohibited retaliation

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

QUESTIONS/DISCUSSION:

- Director Franco noted appreciation for the thorough conversation and detail on the law. He also appreciated the note that it has been brought before bargaining groups.
- On slide 29, about the status reports, help to understand the cadence for those? With the expected return date, and what is the cadence to expect them to report if it is the plan. Response: We expect to be informed right away, and many times it does not happen. Many times we find out the day before or the day of that the staff member is not coming back.
    - If the leave is changing, we expect them to communicate it with due time. We want to know as soon as possible, depending on the length of the leave and to find a new staff member, and the sooner information, the more we can prepare to provide continuity of instruction to students.
    - He noted the current language and the first part reads as "even if still coming back, report that still coming back" and sending updated leave, those feel like only need to give the update if changing. Response: That is the intent. It may be helpful to state "if leave is changing, we expect this…"
- Director Carrillo asked questions about the current stage of life many educators and elderly parents or family members, that leave may change from intermittent to continuous. In those situations, what is the understanding with situations covered with notification to happen in a timeframe? Some changes can happen quickly. Response: It is covered by the policy. Ideally we'd like to know 30 days in

advance, and within the timeframe practicable and as soon as they know, and also time for documentation. They could notify us in advance and that they are getting the necessary framework. We send the paperwork and start the process. Notification expected within a reasonable time.

- Director Vue appreciated bringing this forward to the Board, and impacts to the organization. This is an administration-laden policy. He asked the Board to think about similar language that the Superintendent or designee shall determine procedures to ensure employees are informed. We need to designate the Superintendent to oversee this policy and this practice. It is not something the Board can do – to designate the Superintendent.
- Director Carrillo noted a clarification in speaking about the policy regarding what constitutes an emergency, and understand this qualifies as an emergency to ensure consistent with organization's employees that we have this policy in prior to December 1. The three-reading process would push it to February, and a 3-month delay from the need. We discussed earlier what constitutes an emergency, and if the Policy Work Group agreed that it is an emergency. Response: Director Franco noted that because of the statutory requirement, it gives the standing to move quickly. For the sake of employees to understand and refer back to with the roll-out, it is important to have it adopted in sync with that.
- The Board agreed to move this forward to the expediated process at the next Regular Meeting.

e. Fleet Vehicle Driver Procedure

Pat Pratt-Cook, Executive Chief of Human Resources, then presented this item. Background included that Administrative Procedures are not typically reviewed by the board; these procedures are being shared for Board awareness of the changes being implemented; and procedural changes are to ensure compliance with district insurance carrier requirements.

Insurance carrier expectations were presented, including the change in insurance carrier expectations, and enforcement of industry standards.

The next part of the presentation was the purpose, authorized drivers, and motor vehicle records. Information was provided on the purpose of the Fleet Vehicle Driver procedure, authorized district drivers, Motor Vehicle Records (MVR) review, and important clarifications on MVR status.

Details were also shared on driving violation definitions and MVR categories, including moving violations, minor violations, major violations, and at-fault accidents, in the categories of clear, acceptable, borderline, and unacceptable. Further information on each was also provided, as well as areas that are not considered a violation.

Consequences were reviewed, including potential consequences for employees, major violations that are borderline status, and major violations that are unacceptable status.

Employee's reporting expectations were also shared, including reporting of driving violation or vehicle damage, and violations while operating personal vehicles.

The disciplinary procedure was also reviewed.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Vue noted it is procedural, and not required for board approval, what is the timeline? Response: We will be rolling this out the week of November 24th to all employees, and meeting with the bargaining units the week of November 17th.
- How often will the insurance carrier report back to the district the status of driver, whether they are unacceptable or borderline? Response: We do it ourselves, and it is done minimally once a year. It could potentially result in follow-up action, but would really have it if something happened and it wasn't reported. The employee has a responsibility to do self-reporting.
- Director Franco noted that if there are employees in an unacceptable or borderline category and meeting with them, or moving from one category to another – is the insurance company, do they

have training materials or others to provide to employees? Refreshers and trainings may be helpful from the employer. Response: If someone moved into the borderline category, they will be required to participate in training, provided by the insurance carrier. We have spoken with the broker about training to develop ourselves in collaboration with the broker and insurance carrier, in the event we change carriers, for a resource. It is available, but also exploring developing it ourselves.
    - It will be helpful as we move to this hard-pivot to this new protocol that is in alignment with industry standards, but new to employees.
- He also noted comment and interested in knowing more about the amount of minor violation, and is it taking to move from one category to another, and minor violations are going to be ones in which they are connected to profiling, especially racial profiling. He fears we may end up perpetuating this cycle of harming folks. Response: It is a complex matrix, but it can be shared, but the level of violations were also considered.
- He also noted it may be worth looking into with a full breadth of understanding of the matrix, and a supplementary policy with a points system to be assigned points to keep a tracker, and reporting in real time, and predictable for folks to understand and provide the matrix possible, with a supplemental documentation. Response: The matrix will be in the procedure, and will be doing training to ensure employees understand it. The City is self-insured, but we are not as a district, and the insurer will insure based on the standard. Borderline will require training, and there is a timeframe. It will be critical for the employee to be rigid in their driving standards. Because we are not self-insured, there is not the flexibility. Proactive efforts to have those who are borderline to ensure they know so they do not lose their jobs.

5. CONTRACT FOR STUDY OF CHARTER SCHOOLS

Director Henderson presented this item, and noted that the Board is not voting on this item, but it is a conversation, it's an impactful conversation. She also noted the that the proposal will be added to the BoardBook, and will be included in the upcoming Regular Meeting. She shared the background around the engagement in this type of contract. It's important that we asked taxpayers for a significant referendum, and the budget deficit, with the impacts to this point. There have also been conversations about alluded to charter school and market share. We have not been able to have a clear and concise information to understand the impacts on market share and on the financial impacts on our district. To be the fiscal stewards, we need to have all the information. This is a study – not the ability to make decisions that would be held purview of city or state – but to understand the impacts, and one step to gain it. The proposal that allows us to go back in time and start to map out how have charter schools as another entity in our city impacts the district financially, collect data from the state with billing of services obligated to provide, and understand and follow funding from students as they shift in and out of district. These are important pieces to understand factors to today, and how does the information lead into and live in collective decision making.

The full draft contract can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Ward noted back to as an undergraduate student studying political science and policy-making process and steps. The very first charters opened in Saint Paul, and an educational experiment in structuring our educational system, and if having multiple systems is beneficial, or caused negative effects on other systems also educating students. There have been conversations about effects of charters on the district, and some is speculative or anecdotal, and it makes sense to have a formal assessment to be more grounded in conversations.
- Director Carrillo echoed the same expectation, and ability to understand some of the questions asking here in this and the request is to delivering a report to detail the methodology and the findings from the research questions, and finding the impacts, including on billing for special education, transportation and counseling, and net effect of student moving to charters and funding that represents in the impact. He also noted caveats and context framework – there are many impacts to enrollment in SPPS, but also a point of conversation to research it. The same that we have done deep dives into demographics and hired a demographer to see potential enrollment in 10-15 years, and is good due diligence of the impacts of charters on the public education system. Another question is this study has been done in other districts in Minnesota or the nation.

Response: It has not been done in the state, but in Los Angeles. Charter laws are created by states, so they vary. Studies in other states are not entirely applicable to our situation.

  - The idea of pioneering this in Minnesota is important, and encourages other districts to do the same. There are political taboos that asking questions about relationship with charters and impacts on educational system and city is valid, and need to understand the impacts and further discussions are going to be grounded in data, and research. Hopefully it spawns other research that elicits more data, and a burgeoning area of research for demographer community. He is in agreement with this.

- Director Vue noted questions on the cost, and if it is negotiable. Response: It is fairly locked-in with the range. It is considering the time and task.
- Upon completion, who owns the data? SPPS or the research team? Response: It is public data.
- He notes that the firm would like to publicize it, and would they need approval by SPPS before that step? Response: If it is a report we own, it is public data, and would be available to the public. General Counsel noted further discussion on the intellectual property and public data.
- Director Vue noted it is informational study, that does not inform us what to do? Response: We do not have the ability to make decisions for zoning. But collecting information for our own ability to understand the impacts, and to be public and all.
- Director Valliant noted questions about a line discussing funding, and the wording of the contract and sounds strangely accusatory. In addition to understanding the information, and points of intentionality around the use of the information, and actions that could be taken with it. Response: There are other organizations interested in this information, including Special Education Bleu Ribbon Commission, and reductions of $250M over the next biennium, and look at all aspects with funding would be beneficial. To have it specific for SPPS instead of the larger districts it could be beneficial, and for public understanding and impacts to SPPS in these areas. If reporting, sharing, community is well-informed, there are many options for how it can be used, and we have no control over charter schools in the city, but to have that knowledge.
- Director Allen thanked the team and this is an issue that our community is not aware of and the impacts to the budget. It will be very eye-opening in recognizing why we fall into deficits and missing parts of educational system that cannot be filled. She is excited to see the information, and hopes to use it to make smarter economic decisions moving forward. Director Henderson noted community education and the different mechanism and impacts to our budgeting, and this is a mechanism where we need information.
- Director Henderson noted the plan to be on the next consent agenda, and if further discussion and questions on the language in the proposal, and board members have the ability to pull it from the consent agenda. It feels like the right moment after asking large ask from taxpayers and to understand each impact.
- Director Franco made a point like all contracting in the district, this would also go before General Counsel for questions to be clarified as common practice.
- What is the duration anticipated - December 1, 2025 to April 30, 2026. It is a short timeline. That start date is determined by the finalization of the contract. Services and work cannot be provided prior to the finalization.

7. ADJOURNMENT

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

The meeting adjourned at 8:23 p.m.

For clarity and to facilitate research, these minutes reflect the order of the original Agenda and not necessarily the time during the meeting the items were discussed.

Prepared and submitted by:
Sarah Dahlke, Assistant Clerk, St. Paul Public Schools Board of Education

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

TOPIC: Future Meeting Schedule

2025 Regular Meeting Schedule

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

2025 Committee of the Board Meeting Schedule

Time: 4:30 p.m.
Location: Conference Room 5A – 360 Colborne Street, Saint Paul, MN 55102

- January 7, 2025 (Annual Organizational Meeting at 4:00pm)
- February 4, 2025
- March 4, 2025
- April 8, 2025
- May 6, 2025
- June 17, 2025
- August 6, 2025 – Wednesday (Primary Election)
- September 9, 2025
- October 7, 2025
- November 5, 2025 – Wednesday (Election Day)
- December 2, 2025

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

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

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

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

- January 6, 2026
- February 3, 2026
- March 3, 2026
- April 14, 2026
- May 5, 2026
- June 9, 2026
- August 5, 2026 – Wednesday (Primary Election)
- September 1, 2026
- October 6, 2026
- November 4, 2026 – Wednesday (Election Day)
- December 1, 2026

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

DATE: November 18, 2025

TOPIC: Acceptance of Donation from Burlington Stores Inc.

A. PERTINENT FACTS:

1. Eastern Heights would like to accept a donation from Burlington Stores Inc.

2. The monetary donation is for $5,000; which will be used for teachers and licensed staff to buy supplies for their classrooms.

3. This item is submitted by Elizabeth Cherek, Principal, Eastern Heights Elementary School; Dr. Adam Kunz, Assistant Superintendent; and Andrew Collins, Executive Chief of Schools.

B. RECOMMENTATION:

That the Board approves the funds from Burlington Stores Inc., in the amount of $5,000 to be used by Eastern Heights Elementary School to purchase classroom supplies and that those funds are to be put to code; 19-452-291-000-5096-G501.

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

DATE: November 18, 2025

TOPIC: Gift Acceptance from Rev. Dr. Hill

A. PERTINENT FACTS:

1. Freedom Schools would like to accept a donation of $20,000 from Rev. Dr. Hill.

2. The money is to fund the Minnesota Chill Foundation Fitness for Kids, in the amount of $19,000 and #1,000 to fund art supplies.

3. This donation will meet the strategic plan focus area of: Program Evaluation and Resource Allocation.

4. This item is submitted by Rev. Dr. Hill, Executive Director/ CDF Freedom Schools Summer Program K-8; Kathryn Mommaerts, Community Programs Supervisor; Tony Walker, Director of Community Education; and Jackie Turner, Executive Chief of Administration and Operations.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept the funds from Rev. Dr. Darcel Hill, in the amount of $20,000 to fund the MN Chill Foundation Fitness for Kids and art supplies.

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

DATE: November 18th, 2025

TOPIC: Minneapolis Foundation (Twin Cities' Dunkers) Donation to SPPS Athletic Department and SPPS High School Athletic Programs

A. PERTINENT FACTS:

1. The Minneapolis Foundation (Dunkers) makes generous financial contributions to St. Paul Public Schools as a district and to the individual high schools with athletic programs. Here is the breakdown of the respective high schools' athletic programs and the St. Paul Public Schools Athletic Department will receive.

Central (192102920005096D400)	$5,000
Como Park (1921229200050960D400)	$5,000
Harding (19215 2920005096D400)	$5,000
Highland Park (192202920005096D400)	$5,000
Humboldt High School (192252920005096D400)	$5,000
Johnson High School (192302920005096D400)	$5,000
Washington High School (192302920005096D400)	$5,000
District Athletic Department (190052920050960000)	$5,000

   The donations provided to the high schools are designed for the 2025 –2026 school year. The district will use the donations to offset the purchase of equipment to support the district's track and field programs and support the basketball programs.

2. This gift is made available through the Minneapolis Foundation/ Twin Cities Dunkers; however, the amount donated fluctuates from year – to – year as a direct result of the Foundation's fundraising efforts in the previous year.

3. This project will meet the district strategic plan focus area(s) of:
   Program Evaluation and Resource Allocation

4. This item is submitted by Andrea Schmidt, Districtwide Athletic Director and Andrew Collins, Executive Chief of Schools.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to receive, and disbursement of the donated funds as listed herein.

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

DATE: November 18, 2025

TOPIC: Acceptance of Gift from North Star Marine Veterans

A. **PERTINENT FACTS**:

1. Como Park Senior High School/MCJROTC would like to accept a monetary gift of $7,877.32 from North Star Marine Veterans Corp.

2. Como Park Senior High School/MCJROTC was designated to receive this donation to help with enhancement of the MCJROTC Raider Team (School Grounds Fence Repair), close order drill team equipment, costs associated with traveling to competitions, costs associated with travel to Leadership Camp, and other day to day MCJROTC functions and events.

3. This donation was awarded to the Como Park Senior High School/MCJROTC in the amount of $7,877.32.

4. This item will meet the District strategic plan focus area goal of College and Career Readiness and Effective and Culturally Relevant Instruction.

5. This item is submitted by Sgt. Major James Kirkland, Acting Marine Instructor at Como Park Senior High School; Dr. Diana Brown, Principal; Dr. Kirk Morris, Assistant Superintendent; and Andrew Collins, Chief of Schools.

B. **RECOMMENDATION**:

That the Board of Education authorize the Superintendent (designee) to allow Como Park Senior High School/MCJROTC to accept a monetary gift from North Star Marine Veterans of $7,877.32. The money will be deposited into the JROTC intra-school account, 19-212-291-000-5096-J001, and will be used for the above projects.

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

DATE: November 18, 2025

TOPIC: Request for Permission to Accept Funds from the Capitol Region Watershed District Planning Grant Program

A. **PERTINENT FACTS**:

1. The Capitol Region Watershed District (CRWD) Planning Grant is a reimbursement grant for projects that directly support water resource protection and education efforts. CRWD provides technical assistance, design services and grants for property owners within its watershed boundaries as defined in the CRWD 2021-2030 Watershed Management Plan.

2. Saint Paul Public Schools' (SPPS) Facilities team submitted a grant to be reimbursed for civil engineering design, surveying services, and geotechnical services work done at EXPO Elementary for stormwater management.

3. Saint Paul Public Schools will serve as fiscal agent for the project. The grant is for $25,440 to reimburse SPPS for the scope of work identified in Exhibit A of the Grant Agreement.

4. This project will support the strategic focus area of Program Evaluation and Resource Allocation.

5. This is a new grant-funded project.

6. This item is submitted by Durowaa Agyeman-Mensah, Grants Assistant; Kathryn Wallace, Director of Facilities; Charlotte Landreau, Director of the Innovation Office; Stacey Gray Akyea, Chief of Equity, Strategy & Innovation; and Jacqueline Turner, Chief of Administration & Operations.

B. **RECOMMENDATION**:

That the Board of Education authorize the Superintendent (designee) to accept funds from the Capitol Region Watershed District Planning Grant program and to implement the project as specified in the award documents.

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

DATE: November 18, 2025

TOPIC: Request for Permission to Accept Funds from the Special Olympics of Minnesota Unified Champion Schools Grant Program

A. **PERTINENT FACTS**:

1. The Special Olympics of Minnesota annually awards Saint Paul Public Schools with the Unified Champion Schools grant. This grant program has three primary goals: 1) the creation of Unified Sports programs which combine students with and without disabilities on teams and encourages them to participate in inclusive sports training and competitions; 2) whole school engagement in bullying prevention and inclusion initiatives; and 3) inclusive student leadership.

2. Saint Paul Public Schools is committed to using these funds to implement Unified Champion School Programs at select schools. Funding may be used to cover substitutes, curriculum writing, and a stipend position for a Unified Champion Coordinator position at designated schools.

3. Saint Paul Public Schools will serve as fiscal agent for the project. The grant is for $20,000 for the Fall Semester 2025. Additionally funding for Spring Semester 2026 will be determined by March 2026 based on Special Olympics resources.

4. This project will support the strategic focus area of Positive School and District Culture.

5. This is a continuing grant-funded project.

6. This item is submitted by Durowaa Agyeman-Mensah, Grants Assistant; Heidi Nistler, Assistant Superintendent of Specialized Services; Charlotte Landreau, Director of the Innovation Office; Stacey Gray Akyea, Chief of Equity, Strategy & Innovation; and Jacqueline Turner, Chief of Administration & Operations.

B. **RECOMMENDATION**:

That the Board of Education authorize the Superintendent (designee) to accept funds from the Special Olympics of Minnesota Unified Champion Schools Grant program and to implement the project as specified in the award documents.

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

DATE: November 18, 2025

TOPIC: Request for Permission to Submit a Grant to the Get Movin' Dream Team Grant Program

A. **PERTINENT FACTS**:

1. Get Movin', a school fundraising expertise company, makes available the Dream Team grant for educators to support their school's biggest needs and dreams. Educators may be awarded up to $3,500 for a school-based project.

2. Saint Paul Public Schools' (SPPS) Office of Teaching and Learning has submitted a grant to fund a district-wide physical education literacy program.

3. Saint Paul Public Schools will serve as fiscal agent for the project. The grant is for $3,500 and funds can be spent upon award through June 30, 2026.

4. This project will support the strategic focus area of Effective and Culturally Responsive Instruction.

5. This is a new grant-funded project.

6. This item is submitted by Durowaa Agyeman-Mensah, Grants Assistant; Tara Brash, Assistant Director of Teaching and Learning; Charlotte Landreau, Director of the Innovation Office; Stacey Gray Akyea, Chief of Equity, Strategy & Innovation; and Jacqueline Turner, Chief of Administration & Operations.

B. **RECOMMENDATION**:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Get Movin' Dream Team grant program; to accept funds; and to implement the project as specified in the award documents.

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

DATE: November 18, 2025

TOPIC: Request for Permission to Submit a Grant to the Minnesota Department of Agriculture Early Care Full Tray Grant Program

A. **PERTINENT FACTS**:

1. The Minnesota Department of Agriculture's Farm to School and Early Care Full Tray Grant is intended for school districts and early childhood education (ECE) centers that have some Farm to School experience and want to grow their Farm to School and Early Care programming and expand local procurement from Minnesota producers.

2. This grant was submitted by the Saint Public Public Schools (SPPS) Nutrition Services team. The goals of this project are to 1) Feature Minnesota grown fruits and vegetables on the hot lunch menu and/or salad bar at least once per month. 2) Promote the use of Minnesota dairy products through purchases and promotion 3) Promote Minnesota grown or produced foods to students. This grant will be matched 1:1 by Nutrition Services for local food purchases that will be highlighted monthly on our MN Thursday menus.

3. Saint Paul Public Schools will serve as fiscal agent for the project. The grant is for $35,000 over the course of the 2025-26 school year.

4. This project will support the strategic focus area of Positive School and District Culture.

5. This is a new grant award for an existing project.

6. This item is submitted by Durowaa Agyeman-Mensah, Grants Assistant; Stacy Koppen, Director of Nutrition Services; Charlotte Landreau, Director of the Innovation Office; Stacey Gray Akyea, Chief of Equity, Strategy & Innovation; and Jacqueline Turner, Chief of Administration & Operations.

B. **RECOMMENDATION**:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Agriculture's Farm to School and Early Care Full Tray Grant program; to accept funds; and to implement the project as specified in the award documents.

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

DATE: November 18, 2025

TOPIC: Request for Permission to Submit a Grant to the Minnesota Department of Commerce Solar for Schools Grant Program

A. **PERTINENT FACTS**:

1. In 2021, the Minnesota State Legislature established the Solar for Schools grant program. Administered by the Minnesota Department of Commerce Division of Energy Resources, the program was designed to promote the installation of solar energy systems on Minnesota schools, while using the opportunity to integrate renewable energy use into school curriculum.

2. SPPS will use these grant funds to support the development of solar energy infrastructure at EXPO Elementary.

3. Saint Paul Public Schools will serve as fiscal agent for the project. The grant will cover half of the project cost, which is a maximum of $512,457.

4. This project will support the strategic focus area of Positive School and District Culture.

5. This is a new grant-funded project.

6. This item is submitted by Durowaa Agyeman-Mensah, Grants Assistant; Kathryn Wallace, Director of Facilities; Charlotte Landreau, Director of the Innovation Office; Stacey Gray Akyea, Chief of Equity, Strategy & Innovation; and Jacqueline Turner, Chief of Administration & Operations.

B. **RECOMMENDATION**:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Commerce's Solar for Schools Grant program; to accept funds; and to implement the project as specified in the award documents.

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

DATE: November 18, 2025

TOPIC: Request for Permission to Submit a Grant to the Minnesota Department of Education Cardiac Emergency Response Plan Assistance Grant Program

A. **PERTINENT FACTS**:

1. This grant opportunity is available through the Minnesota Department of Education (MDE) to increase access to automated external defibrillator (AED) equipment and improve cardiac emergency response in schools throughout all regions of the state. To the extent practicable, the grant funds will be used to support schools with the highest need for AED equipment and preparedness training.

2. Saint Paul Public Schools' (SPPS) Health and Wellness, Security and Management, and Athletics teams have submitted a grant to increase access to CPR/AED training, training equipment, and AEDs themselves. A grant-funded contract will allow 15 SPPS staff to become certified CPR/AED trainers. They will work with schools to train staff so that at least 10% of all school employees, 50% of coaches, and 50% of physical education teachers are certified. They will also help form the school-based Cardiac Emergency Response teams so that training is effective and results in tangible changes in emergency response protocol.

3. Saint Paul Public Schools will serve as fiscal agent for the project. The grant is for $48,550 and funds can be spent upon award through June 30, 2027.

4. This project will support the strategic focus area of Program Evaluation and Resource Allocation.

5. This is a new grant-funded project.

6. This item is submitted by Durowaa Agyeman-Mensah, Grants Assistant; Heidi Nistler, Assistant Superintendent of Specialized Services; Charlotte Landreau, Director of the Innovation Office; Stacey Gray Akyea, Chief of Equity, Strategy & Innovation; and Jacqueline Turner, Chief of Administration & Operations.

B. **RECOMMENDATION**:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Education Cardiac Emergency Response Plan Assistance grant program; to accept funds; and to implement the project as specified in the award documents.

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

DATE: November 18, 2025

TOPIC: Request for Permission to Submit a Grant to the Minnesota Humanities Center Community Identity and Heritage: Museums, Exhibits, and Collections Grant Program

A. **PERTINENT FACTS**:

1. During the Minnesota Legislative session that ended in 2025, $1.5 million was appropriated to the Minnesota Humanities Center Community and Heritage program to support new museums, exhibits, and collections throughout the state. Grantees must work to create, celebrate, and teach the art, culture, and heritage of the many diverse cultural groups that make up Minnesota.

2. Saint Paul Public Schools' (SPPS) Office of Multilinguage Learning submitted an application to create a collection of East African, Hmong, and Karen cultural artifacts. The collection will support heritage language instruction in the district as well as be used for cultural events. The vast majority of requested funds will be to purchase these cultural items and art from local vendors. A portion of the budget is also allocated for staff stipends to support poster printing work, family and community engagement, and collections management.

3. Saint Paul Public Schools will serve as fiscal agent for the project. The grant is for $200,000 each year for two years, for a total of $400,000 through June 30, 2027.

4. This project will support the strategic focus areas of Effective & Culturally Responsive Instruction and Family & Community Engagement.

5. This is a new grant-funded project.

6. This item is submitted by Durowaa Agyeman-Mensah, Grants Assistant; Sarah Schmidt de Carranza, Director of Multilingual Learning; Charlotte Landreau, Director of the Innovation Office; Stacey Gray Akyea, Chief of Equity, Strategy & Innovation; and Jacqueline Turner, Chief of Administration & Operations.

B. **RECOMMENDATION**:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Humanities Center Community Identity and Heritage: Museums, Exhibits, and Collections grant program; to accept funds; and to implement the project as specified in the award documents.

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

DATE: November 18, 2025

TOPIC: Request for Permission to Submit a Grant to the Ramsey-Metro Watershed District Stewardship Grant Program

A. **PERTINENT FACTS**:

1. The Ramsey-Metro Watership District provides stewardship program maintenance grants to be used by landowners for maintenance of rain gardens, shoreline restorations, habitat restorations, porous pavement and other water quality best management practices (BPMs).

2. Saint Paul Public Schools' (SPPS) Facilities team is submitting a grant to help fund a water drain project at Battle Creek Middle School.

3. Saint Paul Public Schools will serve as fiscal agent for the project. The grant is for $1,500 each year for five years, for a total of $7,500 through June 30, 2030.

4. This project will support the strategic focus area of Program Evaluation and Resource Allocation.

5. This is a new grant-funded project.

6. This item is submitted by Durowaa Agyeman-Mensah, Grants Assistant; Kathryn Wallace, Director of Facilities; Charlotte Landreau, Director of the Innovation Office; Stacey Gray Akyea, Chief of Equity, Strategy & Innovation; and Jacqueline Turner, Chief of Administration & Operations.

B. **RECOMMENDATION**:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Ramsey-Metro Watershed District Stewardship grant program; to accept funds; and to implement the project as specified in the award documents.

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

DATE: November 18, 2025

TOPIC: Request to Sign the Contract between the City of Saint Paul Parks and Recreation (Right Track) and SPPS pertaining to the 3M STEP Program

A. PERTINENT FACTS:

1. For over 50 years, SPPS and 3M have worked cooperatively to provide educational opportunities for SPPS students in the areas of science, technology, engineering, and mathematics (STEM). 3M STEP provides an immersive experience in STEM careers to a focus group of SPPS high school juniors.

2. Right Track will serve as the sole employer for students participating in the 3M STEP program. Right Track will assume all hiring and employment responsibilities for up to 20 STEP participants.

3. In collaboration with Right Track, 3M and SPPS will seek to provide SPPS students with training and educational opportunities at 3M in accordance with the goals and educational objectives set forth in the 3M STEP program.

4. SPPS will provide $60,000 to Right Track as a subgrant for administrative costs associated with running the program. The District will pay to Right Track student wages, fringe benefits and program fees, not to exceed the total amount of $167,832 upon submission by Right Track of itemized invoices. Total amount to Right Track will not exceed $227,832. This program is funded through a 3M grant.

5. This agreement is a one-year agreement and will be reviewed annually with Right Track and SPPS to determine if the partnership will continue in future years.

6. This item is submitted by Carita Green, Executive Director of College and Career Pathways and Student Supports; and Dr. Valora Unowsky, Senior Executive Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the contract with the City of Saint Paul Parks and Recreation (Right Track) for FY26.

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

DATE: November 18, 2025

TOPIC: Request to Sign the Contract with City of Saint Paul's Right Track Youth Employment Program pertaining to the Spring Internship Program

A. PERTINENT FACTS:

1. This contract details the renewal of the partnership between Right Track and SPPS pertaining to the spring internship program.

2. The spring internship program will provide paid internship experiences connected to students' goals, interests, and Career Pathways. This work is led by the Office of College and Career Readiness (OCCR) Career Pathways Team and Work Based Learning Coordinators in the high schools.

3. SPPS OCCR and Right Track will work collaboratively to:
   - recruit and support internship partners
   - recruit and support student interns
   - create and facilitate an employer and intern training.

4. The participation cost to SPPS for this programming will not exceed $145,000. Cost includes some student wages and funding support for a part-time Right Track job coach. Right Track will provide an additional $100,000 towards student wages. Right Track will support the HR paperwork and payroll processes for student interns. Right Track will assign a job coach to each student intern and employer.

5. This item is submitted by Carita Green, Executive Director of College and Career Pathways and School Supports; and Dr. Valora Unowsky, Senior Executive Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the contract between Saint Paul Public Schools and Right Track for the 2025-26 school year.

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

DATE: November 18, 2025

TOPIC: Request to Sign the Contract with Solution Focused Counseling and Coaching LLC

A. PERTINENT FACTS:

1. This contract details the agreement between Solution Focused Counseling and Coaching LLC (Dr. Mark Gillen) and the Office of College and Career Readiness pertaining to monthly professional development sessions and coaching with the Lead School Counselors.

2. Description of Monthly Professional Development: Solution-focused coaching utilizes a therapeutic model, widely utilized by school counselors, to guide sessions. The model emphasizes and builds upon strengths and resources to address issues brought to the table by the participants. The model relies upon the client and mental health professional working in collaboration to generate goals and solutions.

3. The monthly meetings will be used to reinforce solution-focused beliefs while purposefully integrating leadership, collaboration and advocacy to reinforce the education and well-being of all students and school counselors.

4. This item is submitted by Carita Green, Executive Director of College and Career Pathways and School Supports; and Dr. Valora Unowsky, Senior Executive Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the contract between Saint Paul Public Schools and Solution Focused Counseling and Coaching LLC for the 2025-26 school year.

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

DATE: November 18, 2025

TOPIC: Research Proposal to Analyze the Cost of Charter Schools for Saint Paul Public Schools with North Star Policy Action

A. **PERTINENT FACTS**:

1. 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. Charter schools have indirect costs on public schools, and this contract will analyze those costs to Saint Paul Public Schools.

2. Research questions will include:

    a. What is the fiscal externality of students leaving SPPS to enroll in charter schools?
    b. How much are charter schools directly billing SPPS for special education services?
    c. 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)?

3. Methods were detailed within the research proposal.

4. Deliverables include a written report with details about the methodology and findings of the research questions listed above, as well as a presentation of results, media coverage, and press briefings of the findings and analysis.

5. The budget for this research proposal is $20,000, and includes:

    a. Data identification, collection, and cleaning
    b. Fiscal externality analysis
    c. Additional research question analysis
    d. Report Write-Up, Editing, Design, Publication, and Presentations

6. The timeline for this research proposal is December 1, 2025 to April 30, 2026.

7. This item will meet the District strategic plan focus area goal of Program Evaluation and Resource Allocation.

8. This item is submitted by Jackie Turner, Executive Chief of Administration and Operations.

B. **RECOMMENDATION**:

That the Board of Education approve this research proposal to analyze the cost of charter schools for Saint Paul Public Schools with North Star Policy Action in the amount not to exceed $20,000, and to be completed by April 30, 2026.

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

DATE: November 18, 2025

TOPIC: Design Services for FY26 Instructional A/V Replacement Program at Mississippi Creative Arts, Nokomis North and Nokomis South (Project # 0680-26-01)

A. PERTINENT FACTS:

1. This agenda item seeks approval to award design and construction administration services for the FY26 Instructional A/V Replacement Program at Mississippi Creative Arts, Nokomis North and Nokomis South (Project # 0680-26-01).

2. In alignment with Board and Procurement protocols, a Request for Qualifications (No. A21-1401-A) was issued Spring of 2021 to establish a slate of Board approved consultants with a standard contract form. The selected consultants were approved by the Board on June 22, 2021. The District will use this slate to issue targeted solicitations with Requests for Proposals (RFP) for specific projects. RFP responses are reviewed using consistent metrics and a consultant is selected for award of contract.

3. This contract provides design and construction administration services for the FY26 Instructional A/V Replacement Program at Mississippi Creative Arts, Nokomis North and Nokomis South project.

4. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	July, 15 2025
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	January 2026 (anticipated)
#4 – Contract Award	February 2026 (anticipated)
#5.1 – Project Close-Out	December 2026 (anticipated)
#5.2 – Final Project Summary	December 2027 (anticipated)

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

Rough Order of Magnitude Estimate	Current Obligations	Invoiced to Date	Percent Invoiced
$2.5M -$2.75M	$0	$0	0%

6. The following vendor was selected:

Not-to-Exceed Fee

LHB Corp.....$187,315

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

Funding Source	Amount
Capital Bonds FY25-28	$2.625M

8. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.

9. This item is submitted by Kathryn Wallace, Interim Facilities Director; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize award of design and construction administration services to LHB Corp. for the not-to-exceed fee of $187,315.

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

DATE: November 18, 2025

TOPIC: Memorandum of Understanding between Bethel University and Saint Paul Public Schools (Harding High School)

A. PERTINENT FACTS:

1. This MOU serves as an agreement detailing the partnership between SPPS (Harding High School) and Bethel University. This agreement allows us to provide the following Bethel courses to eligible students: CHL110 Introduction to Healthcare, PHI110 Introduction to Ethics, and COM209 Healthcare Communication.

2. These courses are rigorous, college level courses that are part of the Medical Careers Pathway at Harding High School. Enrolled students will have the opportunity to earn college credit upon successful completion of the course(s).

3. Bethel will provide a credentialed, Bethel instructor to teach students.

4. The course fees will be jointly paid for by a grant received by Bethel University and funding from SPPS OCCR. The total cost to SPPS will not exceed $10,000.

5. This programming aligns with the District's long-term outcome of preparing all graduates for college, career and life.

6. This item is submitted by Carita Green, Executive Director of College and Career Pathways and Student Supports; and Dr. Valora Unowsky, Senior Executive Academic Officer.

B. RECOMMENDATION:

That the Board of Education approve this MOU and authorize the Superintendent (or designee) to execute the Memorandum of Understanding between Bethel University and Saint Paul Public Schools.

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

DATE: November 18, 2025

TOPIC: Request to Sign the Agreement for the Partnership between SPPS and Gillette Specialty Care/PT Residency Program

A. PERTINENT FACTS:

1. This partnership between Saint Paul Public Schools (SPPS) and Gillette Specialty Care's Physical Therapy (PT) Residency Program focuses on advancing professional training through collaborative practice. The initiative provides PT residents with supervised, real-world experience in school-based settings, allowing them to apply evidence-based practices while serving SPPS students. By combining the expertise of Gillette's residency program with the educational environment of SPPS, this partnership strengthens the connection between healthcare and education, fostering the growth of future clinicians and enhancing the quality of services provided to students.

2. Partnership Outcomes
   - **Enhanced Professional Training:**
     PT residents gain specialized experience in school-based physical therapy, expanding their skills in educational and pediatric settings.
   - **Collaborative Professional Growth:**
     Licensed SPPS physical therapists and Gillette residents engage in shared learning, mentorship, and reflective practice, strengthening both clinical and educational expertise.
   - **Pipeline for Future Professionals:**
     The partnership cultivates interest in school-based practice among physical therapy residents, supporting workforce development and recruitment for SPPS.

3. This will be a multi-year agreement (2025 – 2030).

4. There is no cost to students, families, or SPPS for this partnership.

5. This project will meet the District strategic plan focus area(s) of:

   Effective and Culturally Relevant Instruction – by integrating specialized, individualized support that enables all students to access learning environments.

   College and Career Paths – by modeling a professional learning partnership that develop future healthcare professionals and exposes students to potential career pathways in health sciences.

6. This item is submitted by Michelle Mercado, OSS Program Manager for Related Services; Heidi Nistler, Assistant Superintendent; and Andrew Collins, Chief of Schools.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to approve this partnership with Gillette for collaborative practice.

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

DATE: November 18, 2025

TOPIC: Lease and Service Agreement with Fraser Child and Family Center

A. PERTINENT FACTS:

1. Fraser and Saint Paul Public Schools desire to enter into a Lease and Service Agreement at the Early Childhood Hub, located at 1317 Charles Avenue.

2. The administration is agreeable to lease space to Fraser.

3. Terms and conditions of the Lease and Service Agreement include the following:

    a. The lease term will be twelve (12) months commencing September 1, 2025 and terminating August 31, 2026, with two (2) one (1) year extension options.

    b. The District will lease approximately Eight Hundred Fifty (850) square feet of dedicated space at Early Childhood Hub to Fraser.

    c. Rent for this term shall be One Thousand Four Hundred Thirty-Eight and 63/100 Dollars ($1,438.63) monthly. Revenue will be applied to permit expenses.

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

5. This item is submitted by Kathryn Wallace, Interim Director of Facilities, and Jackie Turner, Executive Chief of Administration and Operations.

B. RECOMMENDATIONS:

That the Board of Education authorize the execution of the Lease and Service Agreement between the District and Fraser Child and Family Center at Early Childhood Hub, located at 1317 Charles Avenue.

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

DATE: November 18, 2025

TOPIC: Request Permission to Continue an Agreement with the Minnesota Department of Health to Participate in the Minnesota Immunization Information Connection

A. PERTINENT FACTS:

1. Every 3 years the Minnesota Department of Health requires an updated Data Use Agreement to participate in the Minnesota Immunization Information Connection (MIIC). This statewide registry allows the District to assure compliance with Minnesota School Immunization law.

2. Health and Wellness depends on information found in MIIC to collect accurate information about vaccinations for students and enters data into MIIC on vaccines administered at Student Placement Center and occasionally in schools. Health and Wellness participates in the Minnesota Vaccines for Children (MnVFC) program. MnVFC program offers free or low-cost vaccines for eligible children age 18 years and younger. MnVFC ensures that children are vaccinated on time by not letting the cost of vaccines prevent a child from receiving recommended vaccines. In our most recent annual report to MDH, vaccines were given to 852 students through MnVFC. Health and Wellness also participates in the Uninsured and Underinsured Adult Vaccine Program (UUAV) via MDH using federal funding to provide vaccines to sites throughout the state for uninsured and underinsured adults (19 years and older).

3. MIIC statewide registry, MnVFC and UUAV help meet the District target area goals by ensuring high academic achievement for all students.

4. Requested by Rebecca Schmidt, Director of Health and Wellness, and Heidi Nistler, Assistant Superintendent of Specialized Services.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent to enter into an agreement with the Minnesota Department of Health for ongoing participation in the Minnesota Immunization Information Connection (MIIC).

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

DATE: November 18, 2025

TOPIC: Monthly Operating Authority

A. PERTINENT FACTS:

1. The Board of Education must authorize and approve all expenditures of the District. Details of these expenditures are included under separate cover, on the following page.

2. Expenditure details are included for:
   a. Checks
   b. Electronic Payments
   c. ACH Payments
   d. EFT Payments
   e. Purchasing Card

3. The Board of Education must ratify any changes in collateral that have been previously approved by the Assistant Treasurer.

4. This item meets the District strategic plan focus area of Program Evaluation and Resource Allocation.

5. This item is submitted by Tom Sager, Executive Chief of Financial Services.

B. RECOMMENDATIONS:

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

	MONTHLY OPERATING AUTHOLITY	
	September 1, 2025 - September 30,2025	
Fund	**Descriptions**	**Amount**
No	**Checks: 789153--790014**	
1	General	$ 3,151,170.00
2	Food Service	$ 468,039.72
3	Transportation Services	$ 173,697.31
4	Community Service	$ 90,745.24
6	Building Construction	$ 6,145,636.26
		$ 10,029,288.53
	Electronic Payments(WIRES): 0011526--0011556	
1	General	$ 39,528,571.59
2	Food Service	$ 786,543.28
3	Transportation Services	$ 378,569.61
4	Community Service	$ 1,468,126.24
6	Building Construction	$ 292,373.40
21	Work Compensatory	$ 5,870.73
		$ 42,460,054.85
	ACH Payments: 0013637--0013873	
1	General	$ 4,514,641.68
2	Food Service	$ 46,342.63
3	Transportation Services	$ 602,741.51
4	Community Service	$ 316,846.96
6	Building Construction	$ 6,753,346.61
		$ 12,233,919.39
	EFT Payments: 7005612--7005614	
1	General	$ 2,720.30
2	Food Service	$ 2,905.72
3	Transportation Services	$ -
4	Community Service	$ -
6	Building Construction	$ 4,820.18
		$ 10,446.20
	P- Card	
1	General	$ 341,801.99
2	Food Service	$ 2,424.79
3	Transportation Services	$ 2,757.88
4	Community Service	$ 36,644.40
6	Building Construction	$ 1,229.56
		$ 384,858.62
	TOTAL DISTRICT	**$ 65,118,567.59**

Fund Financial Analysis (July Thru September FY 2026)

Fund	Actual Expenses	Adapted Budget	Variance
Fund 1- General Fund	$ 136,823,796.72	$ 728,206,999.00	$ 591,383,202.28
Fund 2 -Food Service	$ 3,424,726.17	$ 33,016,123.00	$ 29,591,396.83
Fund 3- Transportation Service	$ 7,854,946.88	$ 38,839,518.00	$ 30,984,571.12
Fund 4 -community Service	$ 5,672,123.51	$ 31,364,108.00	$ 25,691,984.49
Fund 6- Building Construction	$ 53,322,028.63	$ 118,891,454.00	$ 65,569,425.37
Fund 21- Work Compensatory	Per UFARS this fund rolls into fund 1 there is no budget in PS		

Fund Financial Analysis (September FY 2026)

fUnd	Actual Expenses	Adapted Budget	Percentage of Budget used
Fund 1- General Fund	$ 47,544,776.29	$ 728,206,999.00	7%
Fund 2 -Food Service	$ 1,306,256.14	$ 33,016,123.00	4%
Fund 3- Transportation Service	$ 1,157,766.31	$ 38,839,518.00	3%
Fund 4 -community Service	$ 1,912,362.84	$ 31,364,108.00	6%
Fund 6- Building Construction	13197406.01	$ 118,891,454.00	11%
Fund 21- Work Compensatory	Per UFARS this fund rolls into fund 1 there is no budget in PS		

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

DATE: November 18, 2025

TOPIC: Recommendations for Exclusion of Students Non-Compliant with Minnesota Statute 121A.15 Health Standards: Immunizations

A. PERTINENT FACTS:

1. Minnesota immunization law (M.S. 121A. 15 Health Standards for Immunizations) requires that in order for a child to enroll in child care, early education programs, or school a parent must show they have received immunizations or an exemption.

2. Immunizations help protect children against disease or reduce the impact from that disease.

3. There are students in the District who are not in compliance with M.S. 121A.15 Health Standards for Immunizations. Noncompliant lists are reviewed and updated regularly.

4. Parents/guardians with a noncompliant student have been informed of required missing immunizations. They are provided information about immunization law, immunization resources and have been informed about medical or conscientious exemption options. Contacts are made via mail, phone and email and in home languages. Parents/guardians have had a minimum of 30 days to comply with the law after they are informed that their child is non-compliant.

5. Once in compliance (required immunization received or proof of meeting exemption requirement is provided) then students are allowed to return to school and programming.

6. This project will meet the District target area goals by ensuring high academic achievement for all students.

7. Requested by Rebecca Schmidt, Director of Health and Wellness, and Heidi Nistler, Assistant Superintendent of Specialized Services.

B. RECOMMENDATION:

That the Board of Education exclude non compliant student(s) from school(s) effective November 26, 2025 should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

HUMAN RESOURCE TRANSACTIONS
October 1, 2025 to October 31, 2025
November 18, 2025

NEW APPOINTMENT

Name	Job Category	Eff Date	Pay Rate	Location
Backhaus, M.	Classroom Teacher	11/08/2025	$47.13	Washington Tech Middle
Besom, L.	Classroom Teacher	10/18/2025	$37.75	East African Elem Magnet
Blau, K.	Classroom Teacher	10/18/2025	$39.92	Mississippi Creative Arts Elem
LaCourt, R.	Classroom Teacher	11/01/2025	$38.80	Como Park Senior High
Moua, T.	Classroom Teacher	10/18/2025	$52.54	Txuj Ci HMong UPR
Plemmons, A.	Classroom Teacher	10/18/2025	$44.12	Creative Arts Secondary
Vergara, E.	Classroom Teacher	10/18/2025	$63.39	Bridge View
Kroll, K.	Classroom Teacher	11/08/2025	$63.84	East African Elem Magnet
Kayee, L.	Classroom Teacher	11/01/2025	$44.36	Central Senior High
Torrance, T.	Classroom Teacher	11/01/2025	$44.78	Bridge View
Wise, H.	Classroom Teacher	10/25/2025	$48.81	Maxfield Elem
Altoro, A.	School / Community Professional	10/18/2025	$27.36	271 Belvidere Bldg
Harnish, L.	School / Community Professional	10/25/2025	$28.24	RiverEast Elem/Secondary
Kabatay, S.	School / Community Professional	10/18/2025	$36.01	Como Service Center
Power, K.	School / Community Professional	10/25/2025	$34.52	Virtual Learning - Elem
Yang, N.	School / Community Professional	11/01/2025	$37.20	St. Paul Music Academy
Amdor, C.	Education Assistant	10/25/2025	$32.67	Humboldt Secondary
Chapin, R.	Education Assistant	10/04/2025	$32.79	1780 W. 7th Street
Garcia, E.	Education Assistant	11/01/2025	$30.52	Farnsworth Aerospace LWR
Jacobs, M.	Education Assistant	10/18/2025	$28.83	1780 West 7th St
Mendez Ventura, S.	Education Assistant	10/11/2025	$23.24	Focus Beyond (18-Adult)
Petillo Della Violla, M.	Education Assistant	10/11/2025	$25.17	Humboldt Secondary
Poh, H.	Education Assistant	10/04/2025	$25.66	Bruce F Vento Elem
Quevedo Correa, Y.	Education Assistant	10/25/2025	$23.24	Battle Creek Elem
Too, S.	Education Assistant	10/18/2025	$30.59	1780 West 7th St
Amah-Clarke, A.	Teaching Assistant	10/18/2025	$23.35	Battle Creek Middle

HUMAN RESOURCE TRANSACTIONS
October 1, 2025 to October 31, 2025
November 18, 2025

NEW APPOINTMENT

Name	Job Category	Eff Date	Pay Rate	Location
Burns, G.	Teaching Assistant	10/25/2025	$23.35	Farnsworth Aerospace UPR
Clausen, L.	Teaching Assistant	10/25/2025	$23.35	Early Learning Hub
Coyne, M.	Teaching Assistant	09/27/2025	$26.28	Chelsea Heights Elem
Day, I.	Teaching Assistant	10/25/2025	$26.28	Global Arts Plus - UPR
Dulane, N.	Teaching Assistant	10/11/2025	$21.63	Highwood Hills Elem
Fagerhaug, A.	Teaching Assistant	10/18/2025	$23.35	Mississippi Creative Arts Elem
Garrett, J.	Teaching Assistant	10/11/2025	$21.63	Washington Tech High
Goetz, E.	Teaching Assistant	10/11/2025	$23.35	Johnson Senior High
Hazzard, A.	Teaching Assistant	10/18/2025	$23.35	Highland Park Elem
Heider, K.	Teaching Assistant	10/18/2025	$20.94	East African Elem Magnet
Hirmoge, L.	Teaching Assistant	10/18/2025	$20.19	East African Elem Magnet
James, R.	Teaching Assistant	10/11/2025	$23.35	Bridge View
Jeon, D.	Teaching Assistant	11/01/2025	$23.35	Farnsworth Aerospace UPR
Jiao, C.	Teaching Assistant	10/25/2025	$23.35	Jie Ming Mandarin Immrsn Academy
Johnson, A.	Teaching Assistant	10/18/2025	$20.94	Horace Mann
Johnson, B.	Teaching Assistant	11/01/2025	$23.94	Bridge View
Larsen, K.	Teaching Assistant	11/01/2025	$23.35	Groveland Park Elem
Layrock, C.	Teaching Assistant	10/18/2025	$23.35	Barack & Michelle Obama Middle
McCormick, J.	Teaching Assistant	10/18/2025	$21.63	E-STEM Middle
Mi Ka, H.	Teaching Assistant	09/27/2025	$23.94	Battle Creek Middle
Mohamed, A.	Teaching Assistant	10/11/2025	$21.63	East African Elem Magnet
Mohamed, S.	Teaching Assistant	10/18/2025	$26.28	Battle Creek Middle
Morgan, J.	Teaching Assistant	11/01/2025	$23.35	Hamline Elem
Norwood, D.	Teaching Assistant	10/11/2025	$23.35	JJ Hill Montessori Magnet
Olson, D.	Teaching Assistant	10/11/2025	$26.28	Harding Senior High
Olson-Almond, M.	Teaching Assistant	10/18/2025	$21.63	Highland Park Middle
Paw, K.	Teaching Assistant	11/08/2025	$23.35	American Indian Magnet
Persaud, A.	Teaching Assistant	10/11/2025	$20.94	Farnsworth Aerospace LWR

HUMAN RESOURCE TRANSACTIONS
October 1, 2025 to October 31, 2025
November 18, 2025

NEW APPOINTMENT

Name	Job Category	Eff Date	Pay Rate	Location
Powell, A.	Teaching Assistant	10/18/2025	$23.30	East African Elem Magnet
Queen, R.	Teaching Assistant	10/11/2025	$21.63	Washington Tech High
Roy, R.	Teaching Assistant	10/11/2025	$21.63	Wellstone Elem
Shack, I.	Teaching Assistant	10/18/2025	$20.94	Hazel Park Preparatory Academy
Simon, L.	Teaching Assistant	10/25/2025	$26.28	Early Learning Hub
Tammi, E.	Teaching Assistant	10/18/2025	$23.35	Hamline Elem
Uy, M.	Teaching Assistant	10/11/2025	$21.63	Bridge View
VanderLee, V.	Teaching Assistant	10/18/2025	$21.63	Hazel Park Preparatory Academy
Vang, J.	Teaching Assistant	10/11/2025	$20.19	Nokomis Montessori South
Weichert, J.	Teaching Assistant	10/18/2025	$21.59	East African Elem Magnet
Willis, S.	Teaching Assistant	10/18/2025	$23.94	Humboldt Secondary
Beard-Goss, M.	Clerical	11/01/2025	$25.13	American Indian Magnet
Beeman, N.	Clerical	11/15/2025	$22.21	Harding Senior High
Schloe, T.	Clerical	10/18/2025	$24.06	JJ Hill Montessori Magnet
Wright, C.	Clerical	11/01/2025	$25.13	Como Park Elem
Cope, E.	Custodian	10/11/2025	$19.18	Como Service Center
Mensah, T.	Custodian	09/20/2025	$19.18	Como Service Center
Schlichenmeyer, J.	Custodian	10/25/2025	$29.81	Como Service Center
Lopez Quispe, B.	Nutrition Services	10/04/2025	$18.15	Jie Ming Mandarin Immrsn Academy
Mu, T.	Nutrition Services	10/18/2025	$18.15	Washington Tech High
Stuckey, M.	Nutrition Services	10/11/2025	$18.15	Rondo Education Center
Wah, P.	Nutrition Services	10/11/2025	$18.15	Central Senior High
Pardosi Kembaren, S.	Professional Employee	10/18/2025	$41.58	Colborne Admin Offices
Saechao, S.	Professional Employee	10/25/2025	$47.33	Como Service Center
Ragland, A.	Supervisory	10/11/2025	$52.59	Transportation Services

PROMOTION

Name	Job Category	Eff Date	Pay Rate	Location
Vavra, S.	Classroom Teacher From: Teaching Assistant	10/04/2025	$34.76	Farnsworth Aerospace UPR

HUMAN RESOURCE TRANSACTIONS
October 1, 2025 to October 31, 2025
November 18, 2025

PROMOTION

Name	Job Category	Eff Date	Pay Rate	Location
Ibecheozor, G.	Classroom Teacher From: Teaching Assistant	11/01/2025	$53.53	Bridge View
Wikstrom Donoghue, J.	Superintendency Career Progression	10/04/2025	$64.42	Colborne Admin Offices
Long, M.	School / Community Professional From: Education Assistant	10/25/2025	$39.37	Washington Tech Middle
Mujica Diaz, K.	Education Assistant Career Progression	08/23/2025	$29.73	Washington Tech High
Pujols, G.	Education Assistant From: Teaching Assistant	11/01/2025	$30.52	Como Park Senior High
Hubin, E.	Teaching Assistant Career Progression	11/01/2025	$21.63	Crossroads Science
Vargas Guerrero, A.	Custodian From: Nutrition Services	10/11/2025	$19.18	Como Service Center

TEMPORARY APPOINTMENT

Name	Job Category	Eff Date	Pay Rate	Location
Espinoza-Day, P.	Classroom Teacher	08/23/2025	$46.07	Washington Tech Middle
Oldroyd, J.	Classroom Teacher	11/03/2025	$43.99	Global Arts Plus - LWR
Pine, S.	Classroom Teacher	10/25/2025	$47.13	Mississippi Creative Arts Elem
Vacinek, M.	Occupational Therapist	10/18/2025	$56.76	271 Belvidere Bldg
Boeckmann, M.	Classroom Teacher From: Teaching Assistant	10/11/2025	$41.81	Chelsea Heights Elem
Borgerding, K.	Classroom Teacher	10/04/2025	$45.04	Bridge View
Carter, A.	Classroom Teacher	10/11/2025	$46.07	Hazel Park Preparatory Academy

LEAVE OF ABSENCE

Name	Job Category	Eff Date	Location
Bedoway, J.	Classroom Teacher	09/30/2025	Washington Tech High
Brown, M.	Classroom Teacher	10/10/2025	Virtual Learning - Elem
Caban, M.	Classroom Teacher	09/29/2025	Cherokee Hts Community
Dirks, A.	Classroom Teacher	08/09/2025	Highland Park Senior High
Dugas, A.	Classroom Teacher	10/02/2025	Mississippi Creative Arts Elem
Jones Strait, J.	Classroom Teacher	09/30/2025	Washington Tech Middle
Messenger, S.	Classroom Teacher	10/20/2025	Four Seasons A+

HUMAN RESOURCE TRANSACTIONS
October 1, 2025 to October 31, 2025
November 18, 2025

LEAVE OF ABSENCE

Name	Job Category	Eff Date	Location
Olson, M.	Classroom Teacher	09/17/2025	Gordon Parks High - ALC
Perez Rios, A.	Classroom Teacher	10/01/2025	Riverview Dual Immrsn
Thao, Y.	Classroom Teacher	10/22/2025	Frost Lake Elem
Tschida, K.	Classroom Teacher	09/22/2025	Farnsworth Aerospace LWR
Vu, L.	Classroom Teacher	10/06/2025	Txuj Ci HMong LWR
Wilsson, O.	Classroom Teacher	10/09/2025	Hidden River Middle
Yang, M.	Classroom Teacher	09/19/2025	Colborne Admin Offices
Mariucci, D.	Classroom Teacher	09/30/2025	Wellstone Elem
Verstraete, M.	Classroom Teacher	10/04/2025	Mississippi Creative Arts Elem
Rime, L.	Education Assistant	09/23/2025	Focus Beyond (18-Adult)
Yang, N.	Education Assistant	10/22/2025	Highland Park Senior High
Lang, M.	Teaching Assistant	10/04/2025	Bridge View
Lee, M.	Teaching Assistant	09/02/2025	Early Learning Hub
Suddath, K.	Teaching Assistant	10/18/2025	Nokomis Montessori North
Sutmar, J.	Teaching Assistant	10/14/2025	Global Arts Plus - LWR
Daye, W.	Clerical	10/09/2025	Battle Creek Middle
Svendsen, R.	Clerical	09/30/2025	Como Service Center
Vang, K.	Clerical	09/29/2025	Virtual Learning 9-11
Jensen, T.	Custodian	09/18/2025	Highland Park Elem
Williams, M.	Custodian	09/08/2025	Colborne Admin Offices
Agate, N.	Nutrition Services	09/24/2025	Harding Senior High
Rousseau, B.	Nutrition Services	09/22/2025	Frost Lake Elem

REHIRE

Name	Job Category	Eff Date	Pay Rate	Location
Langlie, S.	Classroom Teacher	10/18/2025	$56.59	Hidden River Middle
Neri-Fuentes, M.	Classroom Teacher	10/18/2025	$53.53	Central Senior High
Roback, L.	Classroom Teacher	10/11/2025	$38.50	Global Arts Plus – UPR
Stroud, J.	Classroom Teacher	10/04/2025	$40.55	Wellstone Elem
Fruechte, L.	Classroom Teacher	10/04/2025	$51.49	Washington Tech Middle

HUMAN RESOURCE TRANSACTIONS
October 1, 2025 to October 31, 2025
November 18, 2025

REHIRE

Name	Job Category	Eff Date	Pay Rate	Location
Laird, V.	Education Assistant	10/11/2025	$27.80	Four Seasons A+
Pecina Galvan, J.	Education Assistant	10/11/2025	$30.52	Battle Creek Middle
Caban, S.	Teaching Assistant	10/11/2025	$21.63	The Heights Community
Fry, C.	Teaching Assistant	10/04/2025	$21.59	Early Learning Hub
Jones, C.	Teaching Assistant	10/18/2025	$23.94	Mississippi Creative Arts Elem
Matos Rodriguez, B.	Teaching Assistant	10/04/2025	$26.28	Bridge View
Raheem, A.	Teaching Assistant	10/11/2025	$23.35	Mississippi Creative Arts Elem
Ramirez Pereira, Y.	Teaching Assistant	10/25/2025	$23.35	Adams Spanish Immrsn Magnet
Saenz, N.	Teaching Assistant	10/11/2025	$20.94	Riverview Dual Immrsn
Safi, G.	Teaching Assistant	10/11/2025	$23.94	Mississippi Creative Arts Elem
Valtierra, J.	Nutrition Services	10/04/2025	$18.15	St Anthony Park Elem
Wirtz, J.	Nutrition Services	11/15/2025	$18.15	Harding Senior High

REINSTATEMENT FROM LEAVE OF ABSENCE

Name	Job Category	Eff Date	Location
Bosacker, J.	Classroom Teacher	10/20/2025	271 Belvidere Bldg
Derby-Sessions, M.	Classroom Teacher	10/27/2025	Capitol Hill Magnet
MacPhail, M.	Classroom Teacher	10/01/2025	271 Belvidere Bldg
Olson, M.	Classroom Teacher	09/29/2025	Gordon Parks High – ALC
Oseguera, A.	Classroom Teacher	10/01/2025	Adams Spanish Immrsn Magnet
Paquette, K.	Classroom Teacher	10/15/2025	Nokomis Montessori North
Pineda Johnson, J.	Classroom Teacher	10/10/2025	Hidden River Middle
Quinn, K.	Classroom Teacher	10/13/2025	Humboldt Secondary
Wight, S.	Classroom Teacher	10/20/2025	Bridge View
Yang, M.	Classroom Teacher	10/27/2025	Colborne Admin Offices
Batres, E.	Classroom Teacher	10/13/2025	Washington Tech High
Mariucci, D.	Classroom Teacher	10/16/2025	Wellstone Elem
Thao, N.	Classroom Teacher	10/14/2025	Eastern Heights Elem
Nakamura, L.	Classroom Teacher	10/08/2025	Como Park Senior High
Fretty, H.	Classroom Teacher	10/06/2025	Battle Creek Middle

HUMAN RESOURCE TRANSACTIONS
October 1, 2025 to October 31, 2025
November 18, 2025

REINSTATEMENT FROM LEAVE OF ABSENCE

Name	Job Category	Eff Date	Location
Gall, N.	Classroom Teacher	10/15/2025	Nokomis Montessori South
Blazinski, C.	Classroom Teacher	10/06/2025	St Anthony Park Elem
Logan, D.	School / Community Professional	10/27/2025	Colborne Admin Offices
Bequette, M.	Education Assistant	10/27/2025	Groveland Park Elem
Jones, C.	Education Assistant	09/18/2025	Expo for Excellence Elem
Kummer, M.	Education Assistant	10/20/2025	Colborne Admin Offices
Rime, L.	Education Assistant	10/27/2025	Focus Beyond (18-Adult)
Romo, D.	Education Assistant	09/29/2025	Bruce F Vento Elem
Casebeer, S.	Teaching Assistant	10/01/2025	Eastern Heights Elem
Jakes, K.	Teaching Assistant	10/06/2025	Highland Park Elem
Sullivan, R.	Clerical	10/15/2025	American Indian Magnet
Jensen, T.	Custodian	10/13/2025	Highland Park Elem
Her, R.	Operations	09/29/2025	Como Service Center
Corniea, C.	Plumber	10/01/2025	Como Service Center
Vang, S.	Professional Employee	10/20/2025	Como Service Center
Noel, K.	Technical	10/16/2025	Colborne Admin Offices

VOLUNTARY REDUCTION IN TITLE

Name	Job Category	Eff Date	Pay Rate	Location
Harrison, S.	Teaching Assistant	10/25/2025	$20.94	Global Arts Plus - LWR

CHANGE IN TITLE

Name	Job Category	Eff Date	Pay Rate	Location
Logan, D.	Technical From: School / Community Professional	10/27/2025	$33.08	Colborne Admin Offices

RETIREMENT

Name	Job Category	Eff Date	Location
Benjamin, L.	Clerical	10/21/2025	Harding Senior High
Svendsen, R.	Clerical	09/30/2025	Como Service Center
Peltier, R.	Nutrition Services	12/01/2025	Chelsea Heights Elem

RESIGNATION

Name	Job Category	Eff Date	Location
Bjoraker, J.	Principal	10/04/2025	Expo for Excellence Elem
DeCleene, C.	Classroom Teacher	10/11/2025	Benjamin Mays/Museum

HUMAN RESOURCE TRANSACTIONS
October 1, 2025 to October 31, 2025
November 18, 2025

RESIGNATION

Name	Job Category	Eff Date	Location
DuLac, T.	Classroom Teacher	11/01/2025	Nokomis Montessori North
Wahab, H.	School / Community Professional	10/05/2025	Randolph Heights Elem
Lee, L.	Education Assistant	10/10/2025	Focus Beyond (18-Adult)
Belonge, S.	Teaching Assistant	10/11/2025	Expo for Excellence Elem
Crosby, J.	Teaching Assistant	10/22/2025	Highland Park Elem
Gadley, A.	Teaching Assistant	10/29/2025	Benjamin Mays/Museum
Gilbert, S.	Teaching Assistant	10/29/2025	American Indian Magnet
Jackson, J.	Teaching Assistant	10/31/2025	Como Park Elem
Moreno, M.	Teaching Assistant	10/29/2025	Hazel Park Preparatory Academy
Myers, J.	Teaching Assistant	10/21/2025	Frost Lake Elem
Roper, M.	Teaching Assistant	10/09/2025	Early Learning Hub
Spence, D.	Teaching Assistant	10/08/2025	Washington Tech Middle
Vang, T.	Teaching Assistant	10/31/2025	Como Park Elem
Williams, A.	Teaching Assistant	11/01/2025	American Indian Magnet
Woods, D.	Teaching Assistant	10/18/2025	Crossroads Science
Powers, J.	Clerical	11/08/2025	Colborne Admin Offices
Rivera, F.	Clerical	11/01/2025	Colborne Admin Offices
Lee, E.	Nutrition Services	11/15/2025	Washington Tech High
Martinez Rangel, A.	Nutrition Services	10/28/2025	Hidden River Middle
Nahl, A.	Nutrition Services	09/26/2025	Central Senior High
Suess, B.	Nutrition Services	10/18/2025	Murray Middle
Fisher, M.	Supervisory	10/22/2025	1780 West 7th St
Loiselle, T.	Supervisory	10/10/2025	Adams Spanish Immrsn Magnet

TERMINATION

Name	Job Category	Eff Date
D., A.	Classroom Teacher	10/23/2025
A., J.	Education Assistant	10/24/2025
B., H.	Education Assistant	10/10/2025
Z., K.	Education Assistant	09/30/2025

HUMAN RESOURCE TRANSACTIONS
October 1, 2025 to October 31, 2025
November 18, 2025

TERMINATION

Name	Job Category	Eff Date
D., C.	Teaching Assistant	11/01/2025
K., M.	Teaching Assistant	10/04/2025
C., E.	Custodian	10/28/2025
G., R.	Custodian	10/11/2025
P., T.	Nutrition Services	10/04/2025

DISHARGE

Name	Job Category	Eff Date
A., A.	Teaching Assistant	10/25/2025

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

DATE: November 18, 2025

TOPIC: Cooperative Sponsorship for Gymnastics

A. PERTINENT FACTS:

1. Johnson, Como Park HS, Harding, Humboldt, Washington and Open World Learning Gymnastics cooperative participation agreement. Como Park, Harding, Humboldt, Washington and Open World Learning don't have a viable program due to decreased participation. Como Park, Harding, Humboldt, Washington and Open World Learning will join a cooperative with Johnson.

2. This Cooperative Sponsorship will meet the District goals for student-athlete participation in athletics.

5. This project will meet the District strategic plan focus area(s) of Positive School and District Culture and Effective and Culturally Relevant Instruction.

6. This item is submitted by Andrea Schmidt, Districtwide Athletic Director; and Andrew Collins, Executive Chief of Schools.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to approve the Cooperative Sponsorship for Girls Gymnastics with Johnson, Como Park, Harding, Humboldt, Washington and Open World Learning.

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

DATE: November 18, 2025

TOPIC: Phase Gate Approval of the Multi-Site Server Room A/C Generator Replacement (Project # 0651-26-01): Gate #3 – Project Budget

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Multi-Site Server Room A/C Generator Replacement (Project # 0651-26-01) at the following phase gate(s):
   a. Gate #3 – Project Budget / Proceed to Bidding
2. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	July 15, 2025
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	November 18, 2025 (current)
#4 – Contract Award	December 2025 (anticipated)
#5.1 – Project Close-Out	June 2026 (anticipated)
#5.2 – Final Project Summary	June 2027 (anticipated)

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

Proposed Budget	Current Obligations	Invoiced to Date	Percent Invoiced
$2,427,000	$140,759	$45,811	2%

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

Funding Source	Amount
LTFM FY25-27	$2,427,000

5. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is submitted by Kathy Wallace, Interim Facilities Director; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the Multi-Site Server Room A/C Generator Replacement (Project # 0651-26-01) at Phase Gate Check #3 – Project Budget; setting the final project budget at $2,427,000 and indicating direction to proceed with construction bidding.

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

DATE: November 18, 2025

TOPIC: MSHSL Girls Team Dual Wrestling Application for Emerging Status

A. PERTINENT FACTS:

1. The athletic department has noticed the significant increase in participation numbers for girls wrestling in the St. Paul Public Schools conference. The Minnesota State High School League is considering providing an individual schedule for girls wrestling separate from the boys wrestling programs in the future. The Emerging status school commitment form needs to be signed by the board to approve Central, Como Park, Harding, Highland Park, Humboldt, Johnson and Washington to register their girls wrestling programs with MSHSL in the 2025 - 2026 school year.

2. In the future, MSHSL is considering having girls wrestling separate from the boys wrestling programs. They will have their own meets wrestling other female athletes.

3. In the future, MSHSL is considering providing girl's wrestling to be a sanctioned varsity sport.

4. This project will meet the District strategic plan focus area(s) of Effective and Culturally Relevant Instruction and Positive School and District Culture .

5. This item is submitted by Andrea Schmidt, Districtwide Athletic Director; and Andrew Collins, Executive Chief of Schools.

B. RECOMMENDATION:

That the Board of Education authorize the approval of Central, Como Park, Harding, Highland Park, Humboldt, Johnson, and Washington to register their girls wrestling programs with Minnesota State High School League in the 2025-2026 school year

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

DATE: November 18, 2025

TOPIC: Equipment Acquisition Award for the Multi-Site Server Room A/C Generator Replacement (Project # 0651-26-01)

A. PERTINENT FACTS:

1. This agenda item seeks approval to award two 300 kW generators for the Multi-Site Server Room A/C Generator Replacement (Project # 0651-26-01).

2. Award of this contract is contingent upon Board approval of a project budget modification being presented to the Board concurrently with this item.

3. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	July 15, 2025
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	November 18, 2025 (current)*
#4 – Contract Award	December 2025 (anticipated)
#5.1 – Project Close-Out	June 2026 (anticipated)
#5.2 – Final Project Summary	June 2027 (anticipated)

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

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

Proposed Budget	Current Obligations	Invoiced to Date	Percent Invoiced
$2,427,000	$140,759	$45,811	2%

5. The following bid was received per the terms of Sourcewell contract #092222-CMM:

Lump Sum Base Bid
Cummins.. .....$600,100

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

Funding Source	Amount
LTFM FY24-FY27	2,427,000

7. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.

8. This item is submitted by Kathy Wallace, Interim Facilities Director; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize award of two 300 kW generators for the Multi-Site Server Room A/C Generator Replacement (Project # 0651-26-01) to Cummins for a lump sum base bid of $600,100.

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

DATE: November 18, 2025

TOPIC: Award of Solar Photovoltaic System Installation at EXPO Elementary

A. PERTINENT FACTS:

1. This agenda item seeks approval to award design, material, installation, and commissioning of a rooftop solar array of approximately 165.3 kW DC.

2. In 2021, the Minnesota State Legislature established the Solar for Schools grant program. Administered by the Minnesota Department of Commerce Division of Energy Resources, the program was designed to promote the installation of solar energy systems on Minnesota schools, while using the opportunity to integrate renewable energy use into school curriculum.

3. The solicitation announcement was advertised per statutory requirements. The State of Minnesota administered procurement, and the District will serve as the fiscal agent for the project.

4. The State of Minnesota in partnership with District staff selected the following vendor:

	Lump Sum Base Bid
Cedar Creek Energy……	$362,833.50

5. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.

6. Funding will be provided through capital bonds with the expectation that the grant will cover half of the project cost.

7. This item is submitted by Kathryn Wallace, Interim Director of Facilities; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the award of the solar contract to Cedar Creek Energy for the lump sum base bid of $362,833.50.

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

DATE: November 18, 2025

TOPIC: Phase Gate Approval of the 740 York RTU Replacement and Re-Roof (Project # 1140-25-01): Gate #4 - Contract Award

A. PERTINENT FACTS:

1. This agenda item seeks approval for the 740 York RTU Replacement and Re-Roof project at the following phase gate(s):

   a. Gate #4: Contract Award

2. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	July 16, 2024
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	July 15, 2025
#4 – Contract Award	November 18, 2025 (current)
#5.1 – Project Close-Out	October 2026 (anticipated)
#5.2 – Final Project Summary	October 2027 (anticipated)

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

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
$5,048,000	$418,450	$185,078	4%

4. The following bids were received:

	Lump Sum Base Bid plus Alternate 4
Huot Construction	$4,130,074.71
Morcon Construction	$4,387,000.00
Versacon Inc.	$4,399,000.00
Central Roofing	$4,630,535.00

5. Bids will be reviewed by Purchasing.

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

Funding Source	Amount
LTFM FY 25-28	$5,048,000

7. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.

8. This item is submitted by Kathy Wallace, Interim Facilities Director; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the award of Bid No. A26-5982 for the 740 York RTU Replacement and Re-Roof (Project # 1140-25-01) to Huot Construction for a lump sum base bid plus alternate 4 of $4,130,074.71.

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

DATE: November 18, 2025

TOPIC: Phase Gate Approval of the Education and Operations Services Trades Shop Ventilation (Project # 4000-25-01): Gate #4 - Contract Award

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Education and Operations Services Trades Shop Ventilation project at the following phase gate(s):

   a. Gate #4: Contract Award

2. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	July 16, 2024
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	Not Applicable
#4 – Contract Award	June 10, 2025; November 18, 2025 (current)
#5.1 – Project Close-Out	September 2025 (anticipated)
#5.2 – Final Project Summary	September 2026 (anticipated)

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

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
$843,000	$487,567	$38,518	5%

4. The following bids were received:

	Lump Sum Base Bid
Cool Air Mechanical, Inc.	$270,000
JPMI Construction Co.	$329,900
Derau Construction	$362,500
Morcon Construction	$369,000
Northland Mechanical	$429,400
Peterson Sheetmetal	$531,000

5. Bids will be reviewed by Purchasing.

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

Funding Source	Amount
LTFM FY25-27	$843,000

7. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.

8. This item is submitted by Kathryn Wallace, Interim Facilities Director; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the award of Bid No. A26-5977 for the Education and Operations Services Trades Shop Ventilation (Project # 4000-25-01) to Cool Air Mechanical, Inc. for a lump sum base bid of $270,000.

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

DATE: November 18, 2025

TOPIC: Phase Gate Approval of the Hamline Elementary Secure Entry, Heating and Plumbing Replacement Project WS 0920 (Project #4160-25-01): Gate #4 - Contract Award

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Hamline Elementary Secure Entry, Heating and Plumbing Replacement project at the following phase gate(s):

    a. Gate #4: Contract Award

2. This contract provides drywall (work scope 0920) for the Hamline Elementary Secure Entry, Heating and Plumbing Replacement project.

3. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	July 18, 2023
#2 – Project Charter (Predesign)	June 18, 2024
#3 – Project Budget	March 18, 2025
#4 – Contract Award	October 21, 2025; November 18, 2025 (current)
#5.1 – Project Close-Out	September 2027 (anticipated)
#5.2 – Final Project Summary	September 2028 (anticipated)

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

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
$14,474,000	$1,451,646	$388,097	2.7%

5. The following bids were received:

	Lump Sum Base Bid
RTL Construction	$240,586
Commercial Drywall	$267,800
Sota Construction	Ineligible
Pinnacle Wall Systems	Ineligible

6. Bids will be reviewed by Purchasing.

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

Funding Source	Amount
Capital Bonds FY25-28	$3,186,971

LTFM FY25-28	$11,287,029

8. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.

9. This item is submitted by Kathy Wallace, Interim Director of Facilities; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the award of Bid No. A26-5800 for the Hamline Elementary Secure Entry, Heating and Plumbing Replacement Project (Project # 4160-25-01) to RTL Construction for a lump sum base bid of $240,586.

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

DATE: November 18, 2025

TOPIC: Phase Gate Approval of The Heights Community School HVAC Replacement and Fire Suppression Project WS 01A (Project # 1120-25-01): Gate #4 - Contract Award

A. PERTINENT FACTS:

1. This agenda item seeks approval for The Heights Community School HVAC Replacement and Fire Suppression Project (Project # 1120-25-01) at the following phase gate(s):

    a. Gate #4: Contract Award

2. This contract provides general trades (work scope 01A) for The Heights Community School HVAC Replacement and Fire Suppression project.

3. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	July 16, 2024
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	August 19, 2025
#4 – Contract Award	November 18, 2025 (current)
#5.1 – Project Close-Out	August 2027 (anticipated)
#5.2 – Final Project Summary	August 2028 (anticipated)

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

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
$13,526,000	$1,505,882	$200,287	1%

5. The following bids were received:

	Lump Sum Base Bid Plus Alternate #1
Maertens-Brenny Construction Company	$921,000

6. Bids will be reviewed by Purchasing.

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

Funding Source	Amount
LTFM FY24-29	$10,132,693
Capital Bonds FY24-29	$3,393,307

8. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.

9. This item is submitted by Kathryn Wallace, Interim Facilities Director; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the award of Bid No. A26-5925 for The Heights Community School HVAC Replacement and Fire Suppression Project (Project # 1120-25-01) to Maertens-Brenny Construction Company for a lump sum base bid plus Alternate #1 of $921,000.

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

DATE: November 18, 2025

TOPIC: Phase Gate Approval of The Heights Community School HVAC Replacement and Fire Suppression Project WS 07A (Project # 1120-25-01): Gate #4 - Contract Award

A. PERTINENT FACTS:

1. This agenda item seeks approval for The Heights Community School HVAC Replacement and Fire Suppression Project (Project # 1120-25-01) at the following phase gate(s):

    a. Gate #4: Contract Award

2. This contract provides roofing (work scope 07A) for The Heights Community School HVAC Replacement and Fire Suppression project.

3. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	July 16, 2024
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	August 19, 2025
#4 – Contract Award	November 18, 2025 (current)
#5.1 – Project Close-Out	August 2027 (anticipated)
#5.2 – Final Project Summary	August 2028 (anticipated)

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

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
$13,526,000	$1,505,882	$200,287	1%

5. The following bids were received:

	Lump Sum Base Bid
Berwald Roofing Company, Inc.	$816,200

6. Bids will be reviewed by Purchasing.

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

Funding Source	Amount
LTFM FY24-29	$10,132,693
Capital Bonds FY24-29	$3,393,307

8. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.

9. This item is submitted by Kathryn Wallace, Interim Facilities Director; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the award of Bid No. A26-5926 for The Heights Community School HVAC Replacement and Fire Suppression Project (Project # 1120-25-01) to Berwald Roofing Company, Inc. for a lump sum base bid of $816,200.

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

DATE: November 18, 2025

TOPIC: Phase Gate Approval of The Heights Community School HVAC Replacement and Fire Suppression Project WS 09C (Project # 1120-25-01): Gate #4 - Contract Award

A. PERTINENT FACTS:

1. This agenda item seeks approval for The Heights Community School HVAC Replacement and Fire Suppression Project (Project # 1120-25-01) at the following phase gate(s):

    a. Gate #4: Contract Award

2. This contract provides acoustical ceiling tile and wall panels (work scope 09C) for The Heights Community School HVAC Replacement and Fire Suppression project.

3. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	July 16, 2024
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	August 19, 2025
#4 – Contract Award	November 18, 2025 (current)
#5.1 – Project Close-Out	August 2027 (anticipated)
#5.2 – Final Project Summary	August 2028 (anticipated)

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

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
$13,526,000	$1,505,882	$200,287	1%

5. The following bids were received:

	Lump Sum Base Bid
Acoustics Associates, Inc.	$252,720
Twin City Acoustics, Inc.	$279,000

6. Bids will be reviewed by Purchasing.

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

Funding Source	Amount
LTFM FY24-29	$10,132,693
Capital Bonds FY24-29	$3,393,307

8. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.

9. This item is submitted by Kathryn Wallace, Interim Facilities Director; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the award of Bid No. A26-5928 for The Heights Community School HVAC Replacement and Fire Suppression Project (Project # 1120-25-01) to Acoustics Associates, Inc. for a lump sum base bid of $252,720.

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

DATE: November 18, 2025

TOPIC: Phase Gate Approval of The Heights Community School HVAC Replacement and Fire Suppression Project WS 21A (Project # 1120-25-01): Gate #4 - Contract Award

A. PERTINENT FACTS:

1. This agenda item seeks approval for The Heights Community School HVAC Replacement and Fire Suppression Project (Project # 1120-25-01) at the following phase gate(s):

    a. Gate #4: Contract Award

2. This contract provides fire protection (work scope 21A) for The Heights Community School HVAC Replacement and Fire Suppression project.

3. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	July 16, 2024
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	August 19, 2025
#4 – Contract Award	November 18, 2025 (current)
#5.1 – Project Close-Out	August 2027 (anticipated)
#5.2 – Final Project Summary	August 2028 (anticipated)

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

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
$13,526,000	$1,505,882	$200,287	1%

5. The following bids were received:

	Lump Sum Base Bid
Lifesaver Fire Protection	$208,745
Summit Fire Protection	$273,000
NOVA Fire Protection	$290,500
Nasseff Mechanical	$349,000
Viking Sprinkler	$512,700

6. Bids will be reviewed by Purchasing.

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

Funding Source	Amount
LTFM FY24-29	$10,132,693

Capital Bonds FY24-29	$3,393,307

8. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.

9. This item is submitted by Kathryn Wallace, Interim Facilities Director; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the award of Bid No. A26-5930 for The Heights Community School HVAC Replacement and Fire Suppression Project (Project # 1120-25-01) to Lifesaver Fire Protection for a lump sum base bid of $208,745.

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

DATE: November 18, 2025

TOPIC: Phase Gate Approval of The Heights Community School HVAC Replacement and Fire Suppression Project WS 23A (Project # 1120-25-01): Gate #4 - Contract Award

A. PERTINENT FACTS:

1. This agenda item seeks approval for The Heights Community School HVAC Replacement and Fire Suppression Project (Project # 1120-25-01) at the following phase gate(s):

    a. Gate #4: Contract Award

2. This contract provides HVAC sheetmetal and building automation (work scope 23A) for The Heights Community School HVAC Replacement and Fire Suppression project.

3. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	July 16, 2024
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	August 19, 2025
#4 – Contract Award	November 18, 2025 (current)
#5.1 – Project Close-Out	August 2027 (anticipated)
#5.2 – Final Project Summary	August 2028 (anticipated)

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

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
$13,526,000	$1,505,882	$200,287	1%

5. The following bids were received:

	Lump Sum Base Bid
Kraft Mechanical, LLC	$4,689,000
Corval Constructions, Inc.	$4,886,400
Peterson Sheet Metal, Inc.	$5,123,500
Pioneer Power, Inc.	Ineligible

6. Bids will be reviewed by Purchasing.

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

Funding Source	Amount
LTFM FY24-29	$10,132,693

Capital Bonds FY24-29	$3,393,307

8. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.

9. This item is submitted by Kathryn Wallace, Interim Facilities Director; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the award of Bid No. A26-5931 for The Heights Community School HVAC Replacement and Fire Suppression Project (Project # 1120-25-01) to Kraft Mechanical, LLC for a lump sum base bid of $4,689,000.

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

DATE: November 18, 2025

TOPIC: Phase Gate Approval of The Heights Community School HVAC Replacement and Fire Suppression Project WS 26A (Project # 1120-25-01): Gate #4 - Contract Award

A. PERTINENT FACTS:

1. This agenda item seeks approval for The Heights Community School HVAC Replacement and Fire Suppression Project (Project # 1120-25-01) at the following phase gate(s):

   a. Gate #4: Contract Award

2. This contract provides electrical & low voltage (work scope 26A) for The Heights Community School HVAC Replacement and Fire Suppression project.

3. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	July 16, 2024
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	August 19, 2025
#4 – Contract Award	November 18, 2025 (current)
#5.1 – Project Close-Out	August 2027 (anticipated)
#5.2 – Final Project Summary	August 2028 (anticipated)

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

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
$13,526,000	$1,505,882	$200,287	1%

5. The following bids were received:

	Lump Sum Base Bid
Preferred Electric	$820,900
MSP Electric	$1,099,988
Pulse Electric	$1,149,200
Medina Electric	$1,245,159
Choice Electric	$1,268,000
Bloomington Electric	$1,294,000

6. Bids will be reviewed by Purchasing.

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

Funding Source	Amount

LTFM FY24-29	$10,132,693
Capital Bonds FY24-29	$3,393,307

8. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.

9. This item is submitted by Kathryn Wallace, Interim Facilities Director; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the award of Bid No. A26-5933 for The Heights Community School HVAC Replacement and Fire Suppression Project (Project # 1120-25-01) to Preferred Electric for a lump sum base bid of $820,900.

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

DATE: November 18, 2025

TOPIC: Contract Amendment #1 for Kraus Anderson for the Highland Park Middle School Entry Addition and Renovation Project (Project #3081-23-01)

A. PERTINENT FACTS:

1. This agenda item seeks approval for additional services on the Highland Park Middle School Entry Addition and Renovation project. Additional services include the following:

    a. Additional construction administration and general conditions for the extended schedule and the loading dock reconstruction.

2. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	March 23, 2021
#2 – Project Charter	September 20, 2022
#3 – Project Budget	July 18, 2023
#4 – Contract Award	February 20, 2024
#5.1 – Project Close-Out	September 23, 2025
#5.2 – Final Project Summary	September 2026 (anticipated)

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

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
$36,943,000	$33,909,321	$29,756,848	81%

4. The contract would be changed as follows:

	Amount	% Change
Original contract sum	$1,701,797	-
Previous Amendments approved to date	$0	0%
The contract sum prior to this Amendment was	$1,701,797	
Contract Amendment amount	$166,090	10%
New contract sum including this Amendment	$1,867,887	-

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

Funding Source	Amount
LTFM FY23-27	$12,925,000
COP FY23-27	$24,018,000

6. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.

7. This item is submitted by Kathryn Wallace, Interim Director of Facilities; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize award of Amendment #1 for Kraus Anderson in the amount of $166,090 for the Highland Park Middle School Entry Addition and Renovation Project (Project #3081-23-01).

Policy Update

November 18, 2025
Regular Meeting of the Board of Education

THIRD READING:
Policy 209.00 - Development, Adoption, Implementation, and Monitoring of Policies

Saint Paul Public Schools

November 18, 2025
Regular Meeting of the Board of Education

Halla Henderson, Chair

Policy 209.00 Development, Adoption, Implementation, and Monitoring of Policies

Current Policy:

1. Last revised in 2015

1. Transitioned to new policy format, which includes:

   - **Policy Purpose**
   - General Statement of Policy
   - Definitions

Policy Changes

Policy Purpose: The School Board is committed to maintaining a clear, transparent, and consistent process for the development, adoption, revision, and implementation of district policies. This policy is intended to underscore the critical role of the school board in policy development and to establish a framework that supports continuous and consistent policy-making efforts.

110

Policy 209.00 Development, Adoption, Implementation, and Monitoring of Policies

Current Policy:

Transitioned to new policy format, which includes:

- Policy Purpose
- **General Statement of Policy**
- Definitions

Policy Changes

GENERAL STATEMENT OF POLICY:
Formal guidelines are necessary to ensure the school community that the school system responds to its mission and operates in an effective, efficient, and consistent manner. A set of written policies shall be maintained and modified as needed. Policies should define the desire and intent of the school board and should be in a form that is sufficiently explicit to guide administrative action. All policies are subject to regular review to ensure alignment with best practices, legal requirements, and the evolving needs of the District.

111

Policy 209.00 Development, Adoption, Implementation, and Monitoring of Policies

Current Policy:

Transitioned to new policy format, which includes:

- Policy Purpose
- General Statement of Policy
- **Definitions**

Policy Changes

"**Definitions**" - provides clear, unambiguous meanings for specific terms used within the document, important for terms that are technical, have a specific legal meaning, or could be easily misunderstood. By explicitly defining these words, the policy creates a shared vocabulary.

Policy 209.00 Development, Adoption, Implementation, and Monitoring of Policies

Current Policy:

Does not include definitions.

Policy Changes

"Substantive Change" – A substantive change occurs when a policy is modified in a way that meaningfully alters its purpose, scope, or effect. Substantive changes include:

- Purpose or intent: The overall goal or intent of the policy is revised.
- Scope of applicability: The group of people, situations, or areas the policy applies to is expanded or reduced.
- Requirements: The obligations, conditions, or standards individuals or groups must meet are added, removed, or altered.
- Processes or procedures: The steps, methods, or workflows required under the policy are changed.
- Rights or protections: The rights, benefits, or safeguards provided by the policy are increased, reduced, or removed.
- Legislative or regulatory updates: Changes are made to align with new or amended local, state, or federal laws or regulations.

113

Policy 209.00 Development, Adoption, Implementation, and Monitoring of Policies

Current Policy:

Does not include definitions.

Policy Changes

"**Three readings**" - the formal process of placing a proposed policy on the board agenda for three separate meetings before a final vote can be taken.

"**Policy Work Group**" (PWG) - A workgroup with the role and authority to exercise executive decision-making authority in approving updates, determining if a policy change is considered substantive, and advancing policies to the Committee of the Board or REgular Meeting of the Board of Education.

114

Policy 209.00 Development, Adoption, Implementation, and Monitoring of Policies

Current Policy:

Does not include definitions.

Policy Changes

"**Purpose Statement**" - a concise, high-level description of what the policy is intended to accomplish, and explains the "why" behind the policy, outlining its main objective, scope, and gives context to the policy.

115

"**General Statement of Policy**" - a broad declaration that outlines the core principles and values guiding the policy, expanding on the Purpose Statement by providing a more detailed overview of the policy's intent.

Policy 209.00 Development, Adoption, Implementation, and Monitoring of Policies

Current Policy:

Does not include definitions.

Policy Changes

"**Definitions**" - provides clear, unambiguous meanings for specific terms used within the document, important for terms that are technical, have a specific legal meaning, or could be easily misunderstood. By explicitly defining these words, the policy creates a shared vocabulary.

"**Emergency**" - Emergency is a sudden, unexpected, serious event or unforeseen change in circumstances that requires urgent intervention.

116

Policy 209.00 Development, Adoption, Implementation, and Monitoring of Policies

Current Policy:

Lists only the Superintendent or Board Chair.

Policy Changes

DEVELOPMENT OF POLICY

Proposed policies or ideas shall be submitted to the superintendent or designee, or Board Chair or designee for consideration for placement on the agenda. ~~The superintendent shall prepare the text for the first reading.~~ [117]

Policy 209.00 Development, Adoption, Implementation, and Monitoring of Policies

Current Policy:

Does not have language to align with recent updates on other policies, to include "designee."

Policy Changes

Adoption of Policy

3. The Superintendent or designee shall establish procedures to inform the public of proposed policies or substantive policy revisions. This procedure shall provide for the broad dissemination of pending policy issues and shall further provide for a system that will allow for and encourage public comment regarding these issues.

118

Policy 209.00 Development, Adoption, Implementation, and Monitoring of Policies

Current Policy:

Three-readings were all done at the Regular Meetings of the Board of Education.

This change would make the Committee of the Board (COB) may serve as the first stop for a policy's first reading in the three-reading process.

Policy Changes

Adoption of Policy

7. Policy introduction and review at the Committee of the Board meeting may constitute the first reading. The second and third readings shall occur at Regular Meetings of the Board of Education. 119

Policy 209.00 Development, Adoption, Implementation, and Monitoring of Policies

Current Policy:

Does not have this safeguard measure.

Added to ensure the Board retains final decision to require further development of a policy if, after the three-reading process, the policy does not adequately reflect Board intent or district needs.

Policy Changes

Adoption of Policy

8. If, after the third reading, the Board is unsatisfied with the proposed policy, it may, by majority vote, refer the policy back to the Policy Work Group (PWG) for reconsideration. The PWG shall address the Board's concerns and resubmit the policy for a new first reading or, if revisions are non-substantive, advance the policy through the consent agenda process.

120

Policy 209.00 Development, Adoption, Implementation, and Monitoring of Policies

Current Policy:

Policy Changes

POLICY REVISIONS WITHOUT THREE READINGS

1. Revisions that are required ~~owing~~ due to a change in statute, rule, or other governmental mandate may be made through the consent agenda rather than through the three-reading process.

121

Policy 209.00 Development, Adoption, Implementation, and Monitoring of Policies

Current Policy:

1. Requires a lengthy three-reading process for each and every policy update, whether minor (no substantive change) or more complex alike.

1. This process is in addition to the policy's initial review with the Policy Workgroup, and an introduction to the Board at the Committee of the Board meeting.

Policy Changes

POLICY REVISIONS WITHOUT THREE READINGS

3. Minor editorial updates that do not affect the title or substance of the policy (e.g., typographical or formatting corrections) are exempt from the three-reading process and will be submitted to the Committee of the Board and Regular Meeting of the Board of Education for approval via the consent agenda.~~Minor editorial updates that do not affect the title or substance of the policy (purpose, scope, policy statement) do not need to go through the formal three-reading process. These include correction of typographical errors or formatting changes. to.~~

122

- ~~Stakeholders~~
- ~~Policy Owner~~
- ~~Contact person~~

Policy 209.00 Development, Adoption, Implementation, and Monitoring of Policies

Current Policy:

1. Does not explicitly define or categorize the types of changes that would allow policy updates to be exempt from the three-reading process.

1. Does not include who/what the Policy Workgroup is or their role.

Policy Changes

POLICY REVISIONS WITHOUT THREE READINGS

4. An addition of a Purpose Statement, General Statement of Policy, or Definitions that does not alter the scope or intent of the policy is not subject to the three-reading process. 123

5. The Policy Work Group is authorized to approve updates or advance policies to the Committee of the Board or to the Regular Meeting of the Board of Education for adoption. ~~The Policy Work Group is authorized to approve updates or advance policies to the Board of Education Meeting for adoption.~~

Questions?

124

Recommendation:

To approve the proposed revisions to Policy 209.00 - Development, Adoption, Implementation, and Monitoring of Policies

Adopted 6/17/2008, 12/xx/2025
Saint Paul Public Schools Policy 209.00 Revised: 6/21/2011; 8/18/2015
Reviewed: 2/23/2023

209.00 DEVELOPMENT, ADOPTION, IMPLEMENTATION AND MONITORING OF POLICIES

POLICY PURPOSE:
The School Board is committed to maintaining a clear, transparent, and consistent process for the development, adoption, revision, and implementation of district policies. This policy is intended to underscore the critical role of the school board in policy development and to establish a framework that supports continuous and consistent policy-making efforts.

GENERAL STATEMENT OF POLICY:
Formal guidelines are necessary to ensure the school community that the school system responds to its mission and operates in an effective, efficient, and consistent manner. A set of written policies shall be maintained and modified as needed. Policies should define the desire and intent of the school board and should be in a form that is sufficiently explicit to guide administrative action. All policies are subject to regular review to ensure alignment with best practices, legal requirements, and the evolving needs of the District.

DEFINITIONS:
~~"Substantive change" - A substantive change occurs when one of the following takes place: a) the purpose or intent of the policy changes; b) the change expands or reduces who or what the policy applies to;; d) when there is a change in process or procedures; e) there is a change in rights or protections or f) legislative change - changes in local, state, or federal policy and legislation.. Clarifying language for clarity and readability would not be considered a substantive change.~~

"Substantive Change" – A substantive change occurs when a policy is modified in a way that meaningfully alters its purpose, scope, or effect. Substantive changes include:

- Purpose or intent: The overall goal or intent of the policy is revised.
- Scope of applicability: The group of people, situations, or areas the policy applies to is expanded or reduced.
- Requirements: The obligations, conditions, or standards individuals or groups must meet are added, removed, or altered.
- Processes or procedures: The steps, methods, or workflows required under the policy are changed.
- Rights or protections: The rights, benefits, or safeguards provided by the policy are increased, reduced, or removed.
- ~~Legislative or regulatory updates: Changes are made to align with new or amended local, state, or federal laws or regulations.~~

“Three readings” - the formal process of placing a proposed policy on the board agenda for three separate meetings before a final vote can be taken. Review by the Committee of the Board can constitute a first reading.

“Policy Work Group” (PWG) - A workgroup with the role and authority to exercise executive decision-making authority in approving updates, determining if a policy change is considered substantive, and advancing policies to the Committee of the Board/Regular Meeting of the Board of Education.

“Purpose Statement” - a concise, high-level description of what the policy is intended to accomplish, and explains the "why" behind the policy, outlining its main objective, scope, and gives context to the policy.

“General Statement of Policy” - a broad declaration that outlines the core principles and values guiding the policy, expanding on the Purpose Statement by providing a more detailed overview of the policy's intent.

“Definitions” - provides clear, unambiguous meanings for specific terms used within the document, important for terms that are technical, have a specific legal meaning, or could be easily misunderstood. By explicitly defining these words, the policy creates a shared vocabulary.

“Emergency” - Emergency is a sudden, unexpected, serious event or unforeseen change in circumstances that requires urgent intervention.

DEVELOPMENT OF POLICY

Proposed policies or ideas shall be submitted to the superintendent or designee, or Board Chair or designee for consideration for placement on the agenda. ~~The superintendent shall prepare the text for the first reading.~~

ADOPTION OF POLICY

1. The Board shall give notice of a proposed amendment, rescission, or adoption of policy by placing the amendment, rescission, or adoption resolution on the Board agenda for three successive readings.

2. The amendment, rescission, or adoption resolution shall be read at the first reading. Amendments may be offered anytime at the first, second, and third reading. The vote on the amendment, rescission, or adoption shall take place at the third reading.

3. The Superintendent or designee shall establish procedures to inform the public of proposed policies or substantive policy revisions. This procedure shall provide for the broad dissemination of pending policy issues and shall further provide for a system that will allow for and encourage public comment regarding these issues.

4. The proposals shall be distributed and public comment shall be allowed, according to Board guidelines, prior to final school board action.

5. A majority vote of the total membership of the school board shall be required to amend, rescind, or adopt a policy. A policy shall take effect as of the date of its Board action, unless otherwise specified in the text of the resolution or the wording of the motion.

6. In the event of an emergency, a new or amended policy may be adopted by a majority vote of a quorum of the school board at the first or second reading. A statement regarding the emergency and the need for immediate adoption of the policy shall be read and included in the minutes. The emergency policy shall expire within one year of the emergency action. Before the expiration date, the Board may adopt the emergency policy permanently by means of the procedure detailed above.

7. Policy introduction and review at the Committee of the Board meeting may constitute the first reading, and will include a roll call vote to formally advance the policy from the Committee of the Board. The second and third readings shall occur at Regular Meetings of the Board of Education.

8. If, after the third reading, the Board is unsatisfied with the proposed policy, it may, by majority vote, refer the policy back to the Policy Work Group (PWG) for reconsideration. The PWG shall address the Board's concerns and resubmit the policy for a new first reading or, if revisions are non-substantive, advance the policy through the consent agenda process

POLICY REVISIONS WITHOUT THREE READINGS

1. Revisions that are required ~~owing~~ due to a change in statute, rule, or other governmental mandate may be made through the consent agenda rather than through the three-reading process.

2. A Board director may request to remove such policy revision from the consent agenda and require that it be considered in three successive readings, as prescribed above. No second or vote shall be required to effect the removal of a policy revision from the consent agenda.

3. Minor editorial updates that do not affect the title or substance of the policy (e.g., typographical or formatting corrections) are exempt from the three-reading process and will be submitted to the Committee of the Board and Regular Meeting of the Board of

Education for approval via the consent agenda.

4. An addition of a Purpose Statement, General Statement of Policy, or Definitions that does not alter the scope or intent of the policy is not subject to the three-reading process.

5. The Policy Work Group is authorized to approve updates or advance policies to the Committee of the Board or to the Regular Meeting of the Board of Education for adoption.

IMPLEMENTATION OF POLICY

1. The superintendent shall implement Board policies and develop administrative procedures, guidelines, and directives to provide greater specificity and consistency in the process of implementation. These procedures, guidelines, and directives, including employee and student handbooks, shall be subject to periodic review by the Board.

2. Each Board member shall have access to the policy manual and a copy shall be placed in the office of each school. Manuals shall be available in the central office and online and made available for reference purposes to other interested persons.

3. It shall be the responsibility of the Superintendent, employees designated by the Superintendent, and individual Board members to keep policy manuals current.

REVIEW OF EXISTING POLICIES

1. Policies must be reviewed on a periodic basis. The objective of the review is to determine whether the policy is still consistent with:
    - Best practice
    - The strategic direction of the District and
    - Changes in local, state or federal policy and legislation; and
    - Whether the policy meets the needs of students, families and staff.

2. The review cycle may vary depending on the policy type and its scope, but three (3) years would be typical and there must be no more than five (5) years between policy reviews.

LEGAL REFERENCES:

Minn. Stat. § 123B.02, subd. 1
Minn. Stat. § 123B.09, subds. 1 & 7

CROSS REFERENCES:

Policy Update

SPECIAL READING:
Policy 420.00 – Staff: Minnesota Paid Leave

130

Saint Paul
PUBLIC SCHOOLS

Pat Pratt-Cook, Executive Chief of Human Resources
November 18, 2025
Regular Meeting of the Board of Education

420.00 - MN PAID LEAVE POLICY

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. [132]

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. 133

- 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.

134

- 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.

135

DEFINITIONS

- MPL Year
- Bonding
- Child
- A covered Family Member
- Grandchild
- Grandparent
- Health Care Provider
- Incapacity
- Inpatient Care
- Medical Care Related to Pregnancy
- Military Member 136
- Qualifying Exigency
- Safety Leave
- Seasonal Employee
- Serious Health Condition

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[137] 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 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.[138]
- 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 (in the event that the leave is being extended or if circumstances have changed), a return to work statement completed by a physician, and following all applicable guidelines from the SPPS Leave of Absence webpage.[139]

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.
- 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.[141]

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[142] 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. 143
- 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[144] 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 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.

145

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.

146

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. 147
- 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[148] 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. [149]

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.
- 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.

150

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.

151

QUESTIONS?

152

Recommendation

To approve Policy 420.00: Minnesota Paid Leave

153

420.00 STAFF: MINNESOTA PAID LEAVE

I. POLICY PURPOSE:

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

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

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

II. GENERAL STATEMENT OF POLICY:

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

The Board designates to the superintendent and their designees the authority to implement this and other leave policies to ensure compliance with state and federal law and all district procedures governing the approval and denial of leaves of absences.

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

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

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

- 90% of wages that do not exceed 50% of the state average weekly wage; plus

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

- 55% of wages that exceed 100% of the state average weekly wage.

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

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

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

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

- their own qualifying serious health condition;

- bonding with their child during the first 12 months after the child's birth, adoption or placement;

- providing care for a covered family member with a qualifying serious health condition;

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- safety leave because of domestic abuse, sexual assault, or stalking of the employee or employee's covered family member; or

- any qualifying exigency arising from the active-duty service (or notice of an impending call or order to active duty) in the U.S. armed forces of an employee's covered family member.

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

DEFINITIONS:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

N. "**Seasonal employee**" means an individual who is employed for not more than 150 days during any consecutive 52-week period in hospitality by an

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employer whose average receipts during any six months of the preceding calendar year were not more than 33% percent of its average receipts for the other six months of such year.

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

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

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

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

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

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

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

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

III. NOTIFICATION REQUIREMENTS:

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

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

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

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

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

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

IV. STATUS REPORTS:

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

V. APPLYING FOR MPL BENEFITS:

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

VI. BONDING LEAVE:

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

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

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

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

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

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

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

VIII. 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.

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

IX. RETURN TO WORK

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

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

X. FUNDING OF FAMILY MEDICAL LEAVE BENEFITS

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

XI. COORDINATION WITH OTHER LEAVES

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

XII. EMPLOYMENT RESTRICTIONS DURING MPL

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

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

XIII. RETALIATION PROHIBITED

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

XIV. ADDITIONAL INFORMATION

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

LEGAL REFERENCES:

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

CROSS REFERENCES:

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School Year 2025-26 Enrollment Overview

163

Kara Arzamendia, Director of Research, Evaluation and Assessment
Erica Wacker, Director of Communications

November 18, 2025
Board of Education

Caution for Interpretation

- School year 2025-26 enrollment data used in this presentation is taken from the third Friday in September and is considered preliminary October 1 enrollment. These counts are based on verified enrollment.
- As counts continue to be verified and edited, the enrollment data will update and change until the October 1 enrollment count is finalized by the SPPS MARSS Office.
- School year 2025-26 enrollment data is preliminary until submitted to the Minnesota Department of Education (MDE) in December.
- Once finalized and submitted to MDE, October 1 data for school year 2025-26 will not change.

How Many Students are Enrolled?

School Year 2025-26*

Total Enrollment

33,276
(PK/VPK-12)

K-12 Enrollment

32,201
(K-12)**

Projected Enrollment

32,609
(K-12)**

State Funded Enrollment

165

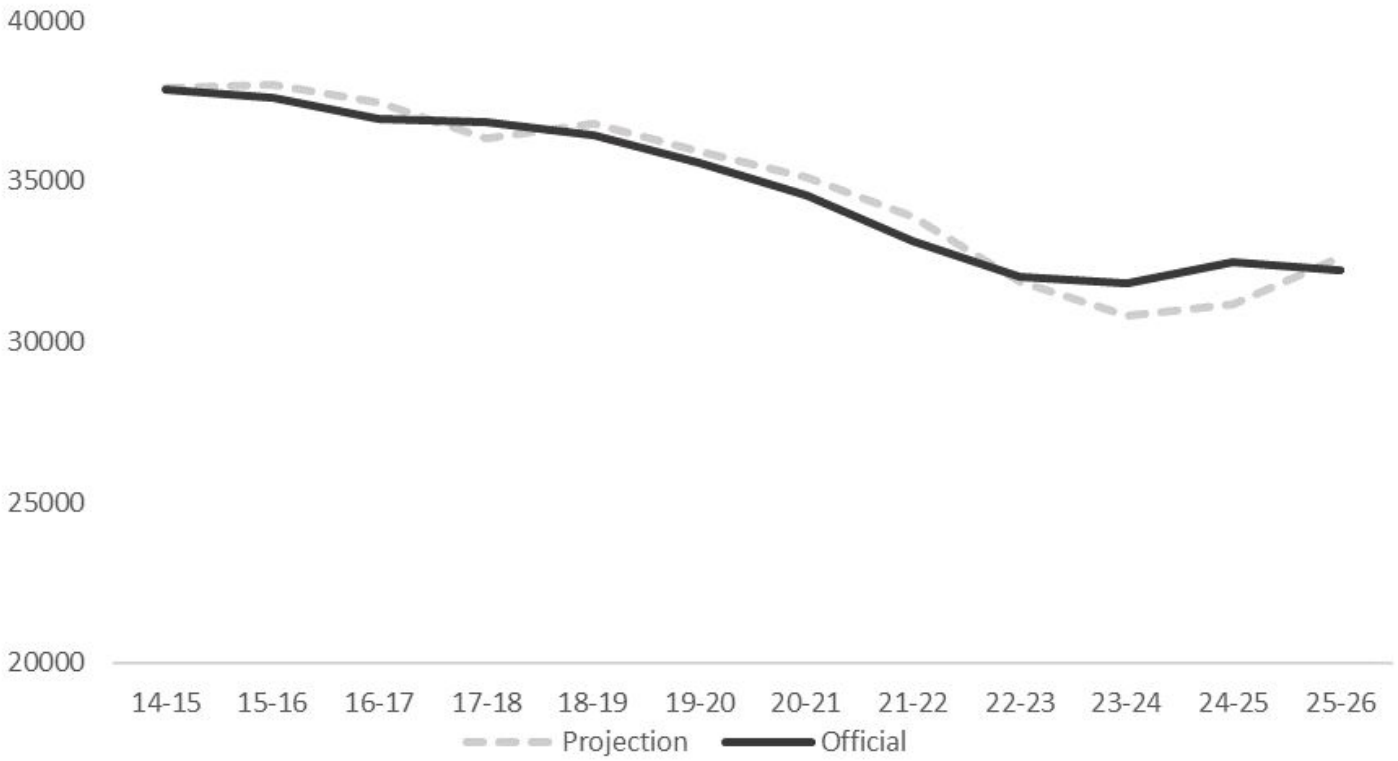
32,735
(VPK-12)

**School Year 2025-26 enrollment data is preliminary until submitted to the Minnesota Department of Education.*
State-funded enrollment is enrollments for which SPPS receives funding from the Minnesota Department of Education.

***Early Childhood is included in districtwide totals*

Projections Compared to Official Fall Enrollment

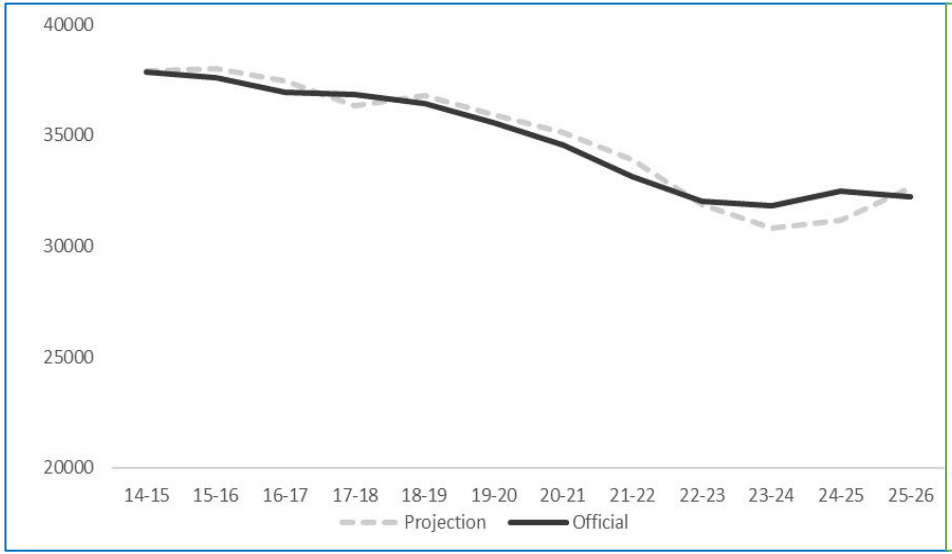
Year-over-year change ranged from -2% to +4%



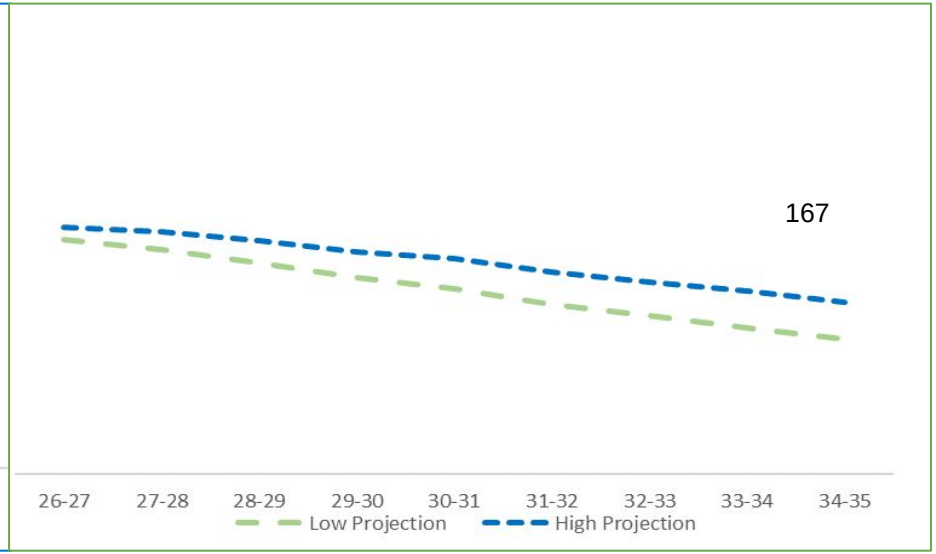
166

Official Fall K-12 Enrollment and Historical Projections Compared to Future Projected Enrollment

Official K-12. Source SPPS, REA



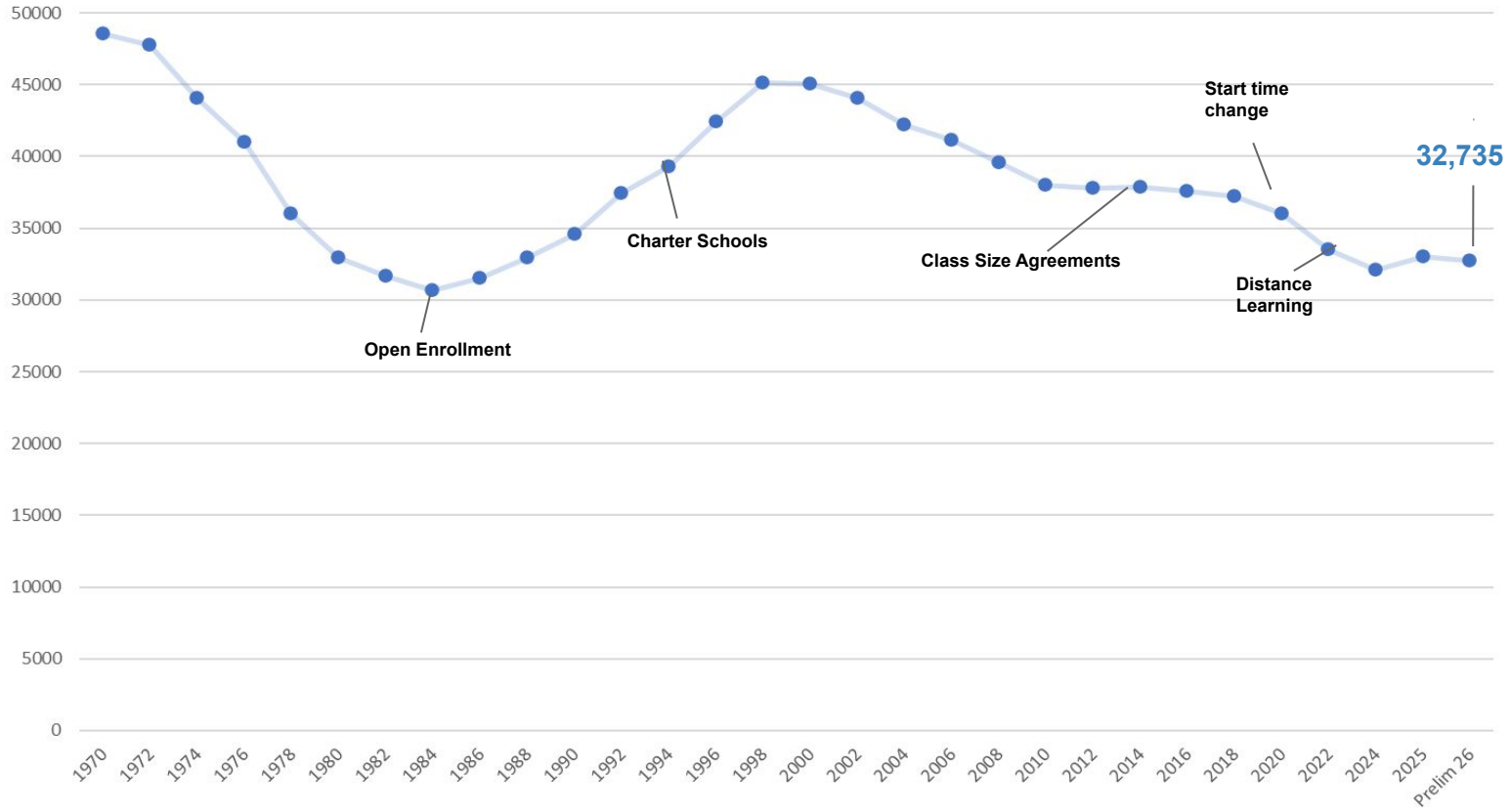
Future Projected Enrollment Source H. Reinhardt, 2025



Enrollment:
Fall to Fall Comparison

Districtwide State-Funded Enrollment Long-Term Trend

(SY69-70 to SY25-26)



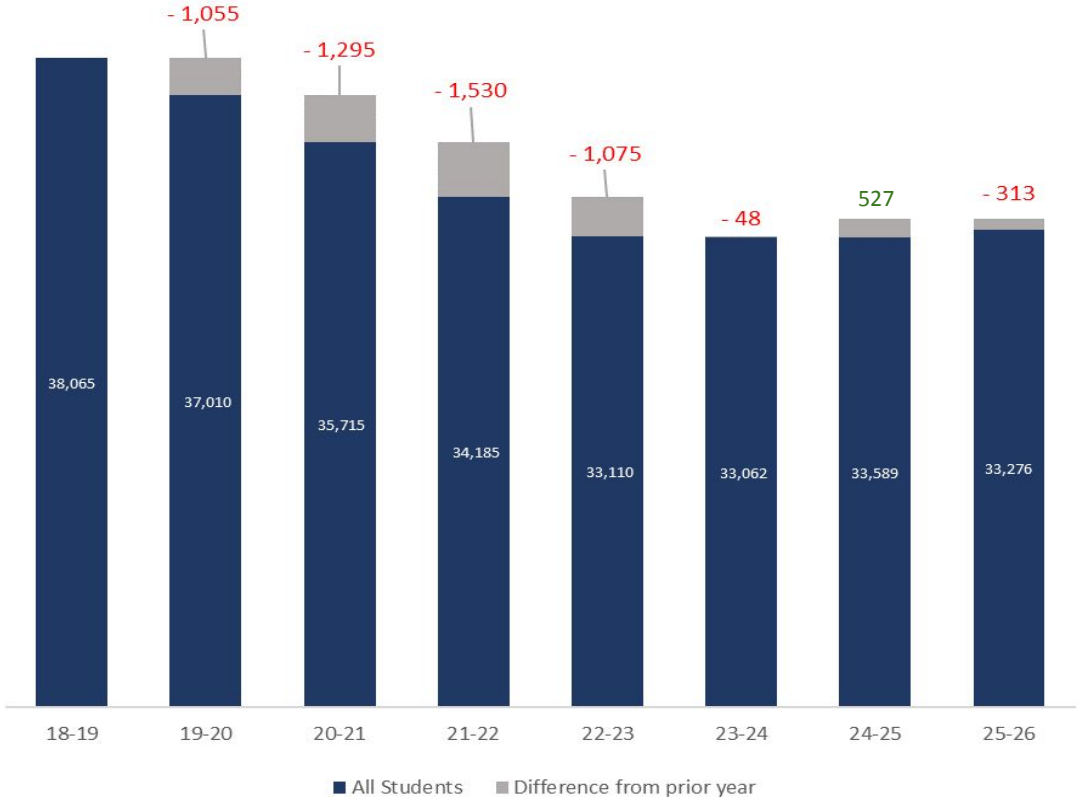
169

Total Student Enrollment Trends Over Time

School Year	Oct. 1 Enrollment (PreK-12)	Enrollment Change
2018-19	38,065	--
2019-20	37,010	-1,055
2020-21	35,715	-1,295
2021-22	34,185	-1,530
2022-23	33,110	-1,075
2023-24	33,062	-48
2024-25	33,589	527
2025-26	33,276	-313

170

Total Student Enrollment Increases/Decreases Over Time



171

School Summary Fall to Fall Comparison

- K-12 preliminary 2025 fall enrollment is 296 students below fall 2024 enrollment
- 25 (42%) schools have higher preliminary 2025 fall enrollment than October 1, 2024 enrollment
- 32 (53%) schools have lower preliminary 2025 fall enrollment than October 1, 2024 enrollment
- Three (5%) schools have the same enrollment totals

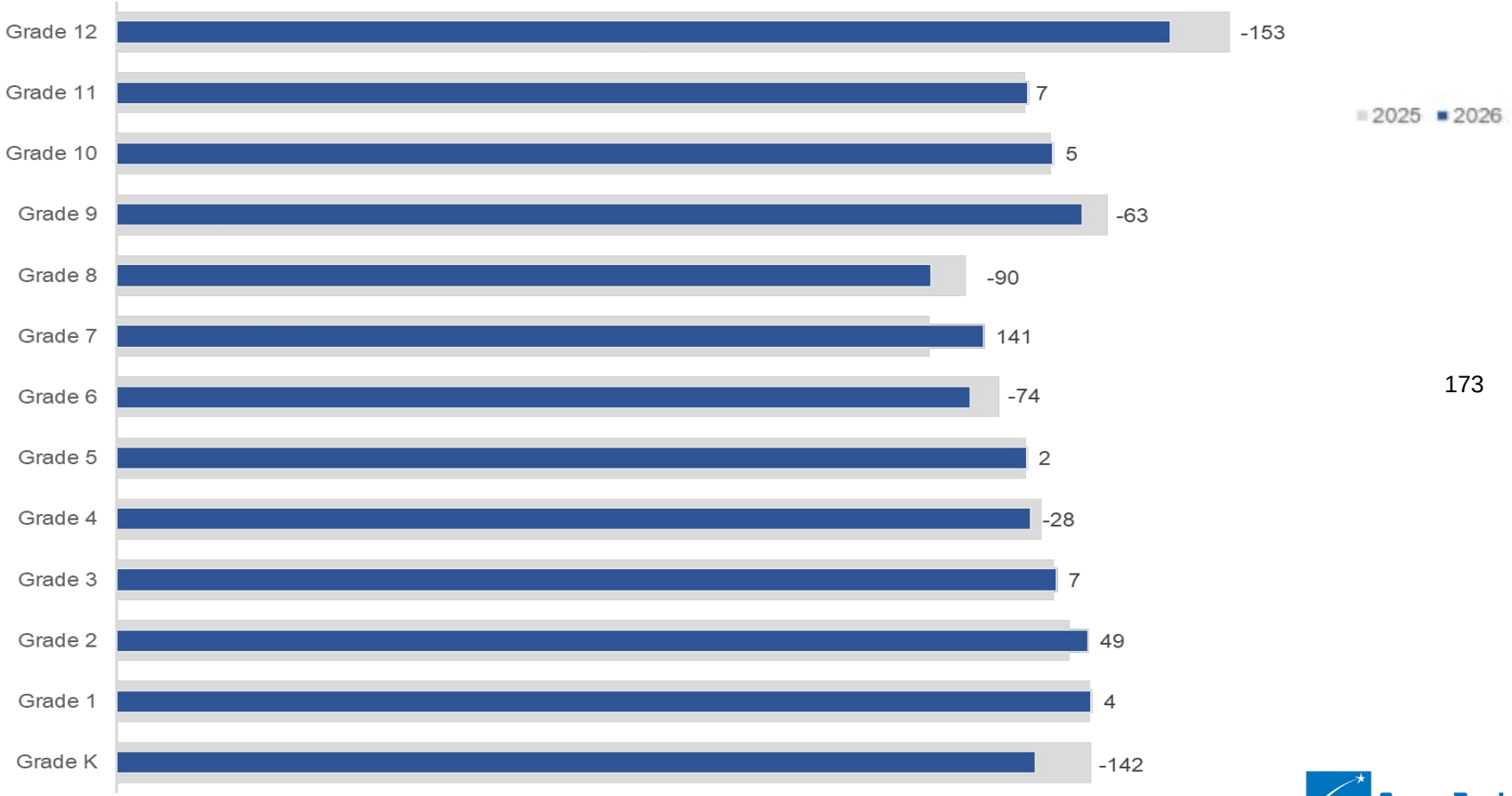
K-12 Preliminary Fall Enrollment 2025
32,201 (K-12)*

K-12 Fall Enrollment 2024
32,497 (K-12)*

172

*Early Childhood is included in districtwide totals

One-Year Change in Enrollment by Grade



173

One-Year Cohort Change in Enrollment by Grade

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11		
2025	2,517	2,515	2,462	2,421	2,390	2,350	2,280	2,099	2,195	2,559	2,414	2,347	174	
2026		2,519	2,511	2,428	2,362	2,352	2,206	2,240	2,105	2,496	2,419	2,354	2,724	
CHANGE			2	-4	-34	-59	-38	-144	-40	6	301	-140	-60	377

Fall to Fall Enrollment Increases

Schools with the largest increase in enrollment compared to last fall

School (K-12)	Preliminary 2025 Fall Enrollment	Oct 1, 2024 Enrollment	Difference	Percent Change
Txuj Ci HMong Upper	411	337	74	22%
Groveland Park	444	406	38	9%
Horace Mann	472	445	27	6%
The Heights	315	289	26	9%
Central High School	1706	1682	24	1%
Adams Spanish Immersion	626	603	23	4%
Highland Park Middle	830	811	19	2%
Randolph Heights	466	448	18	4%
East African Magnet	258	242	16	7%
Farnsworth Upper	469	453	16	4%

175

** To compare consistently from last year to this year, East African Magnet includes grades K-6*

Fall to Fall Enrollment Decreases

Schools with the largest decrease in enrollment compared to last fall

School (K-12)	Preliminary 2025 Fall Enrollment	Oct 1, 2024 Enrollment	Difference	Percent Change
Highland Park Sr. High	1318	1392	-74	-5%
Battle Creek Middle	555	619	-64	-10%
Global Arts Plus Upper	388	437	-49	-11%
Washington Technology Middle	644	693	-49	-7%
Humboldt Secondary	906	955	-49	-5%
Battle Creek Elementary	397	437	-40	-9%
Creative Arts Secondary	344	382	-38	-10%
EXPO Elementary	350	382	-32	-8%
Mississippi Creative Arts	504	534	-30	-6%
Farnsworth Lower	417	446	-29	-7%

176

Enrollment Project & Districtwide Marketing Efforts

Enrollment Project SY24-25

Participating Schools:

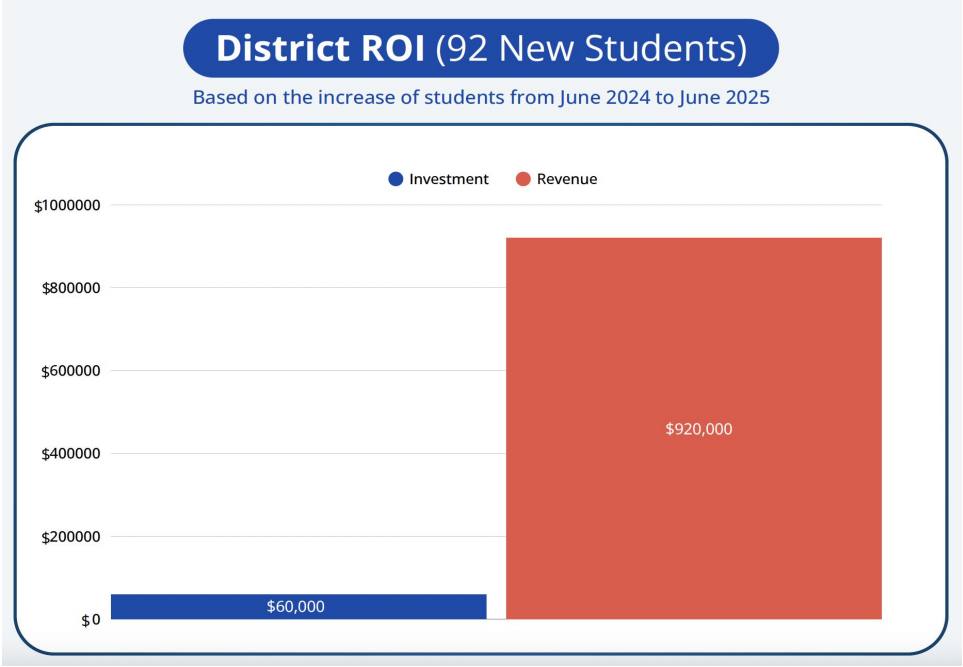
1. Chelsea Heights
2. Cherokee Heights
3. Crossroads Science and Montessori
4. Dayton's Bluff
5. Highwood Hills
6. Riverview Spanish/English Dual Immersion

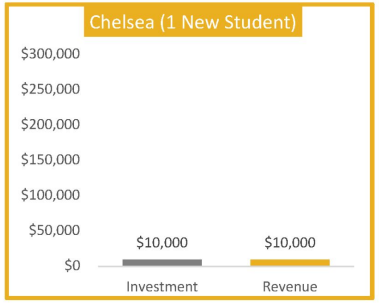
Total Budget: $75,000

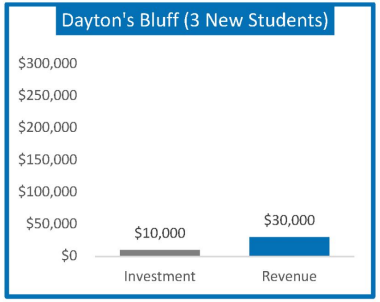
- Custom social media (Facebook/Instagram) and Google ads for each school
- Lead generation tracking and analytics
- Promotional materials, radio and other local media advertising ($2,500 budget per school)

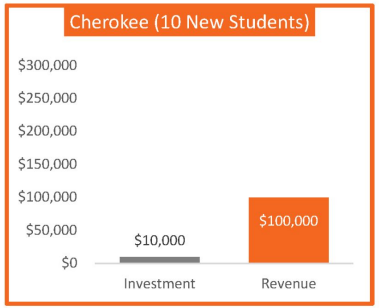
178

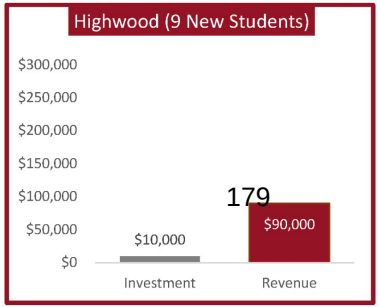
Enrollment Project SY24-25



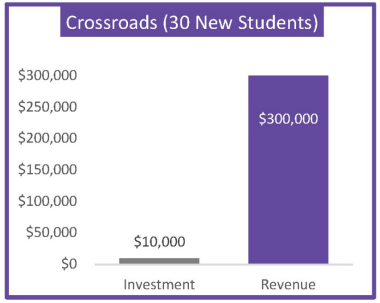


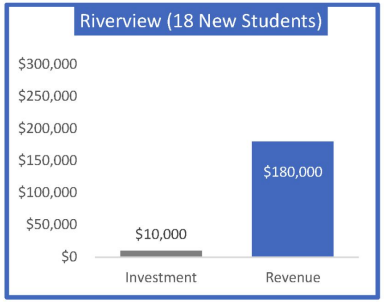






179





Data reflects School Mint campaign results; ROI = $10,000 in revenue per new student enrolled after seeing the ads (as of June 2025)

Fall to Fall Enrollment for Enrollment Project Schools

School (K-12)	Preliminary 2025 Fall Enrollment	Oct 1, 2024 Enrollment	Difference	Percent Change
Crossroads Science	189	175	14	8%
Crossroads Montessori	173	172	1	1%
Highwood Hills	264	255	9	4%
Cherokee Heights	233	225	8	4%
Chelsea Heights	312	305	7	2%
Riverview	294	288	6	2%
Dayton's Bluff	247	257	-10	-4%

180

Two-Year Change for Enrollment Project Schools

School (K-12)	Preliminary 2025 Fall Enrollment	Oct 1, 2024 Enrollment	Oct 1, 2023 Enrollment	Two-Year Change
Highwood Hills	264	255	223	41
Cherokee Heights	233	225	203	30
Riverview	294	288	247	47
Dayton's Bluff	247	257	235	12

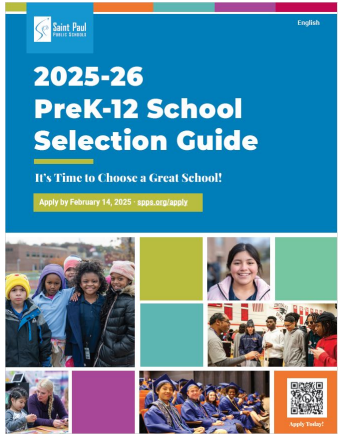
181

Other Enrollment Marketing Efforts

Total Budget: $193,000*

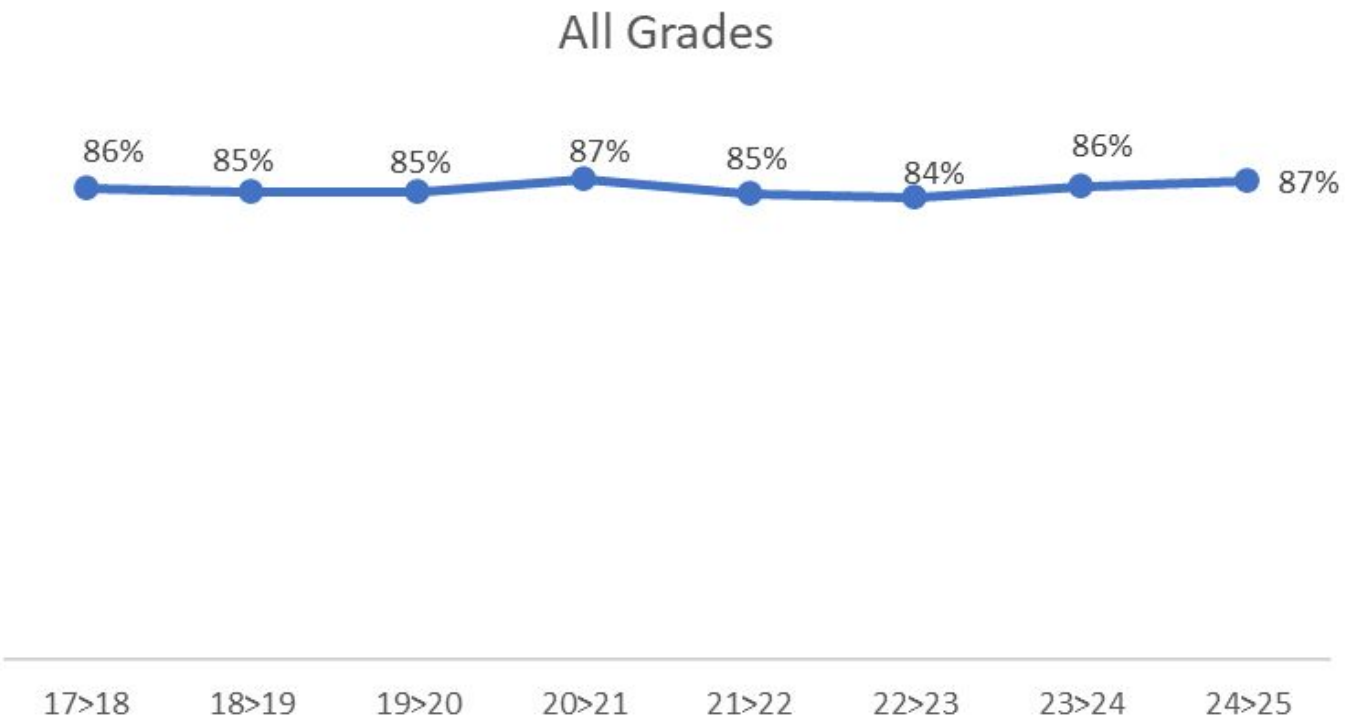
- School Choice Fair - Dec. 14, 2024 at Saint Paul RiverCentre
- School Selection Guide - 26,000 copies printed in five languages
- School videos
- Social media, print and digital advertising for select schools
- Checkout TV ads at Cub Foods

**Does not include schools' discretionary funds*



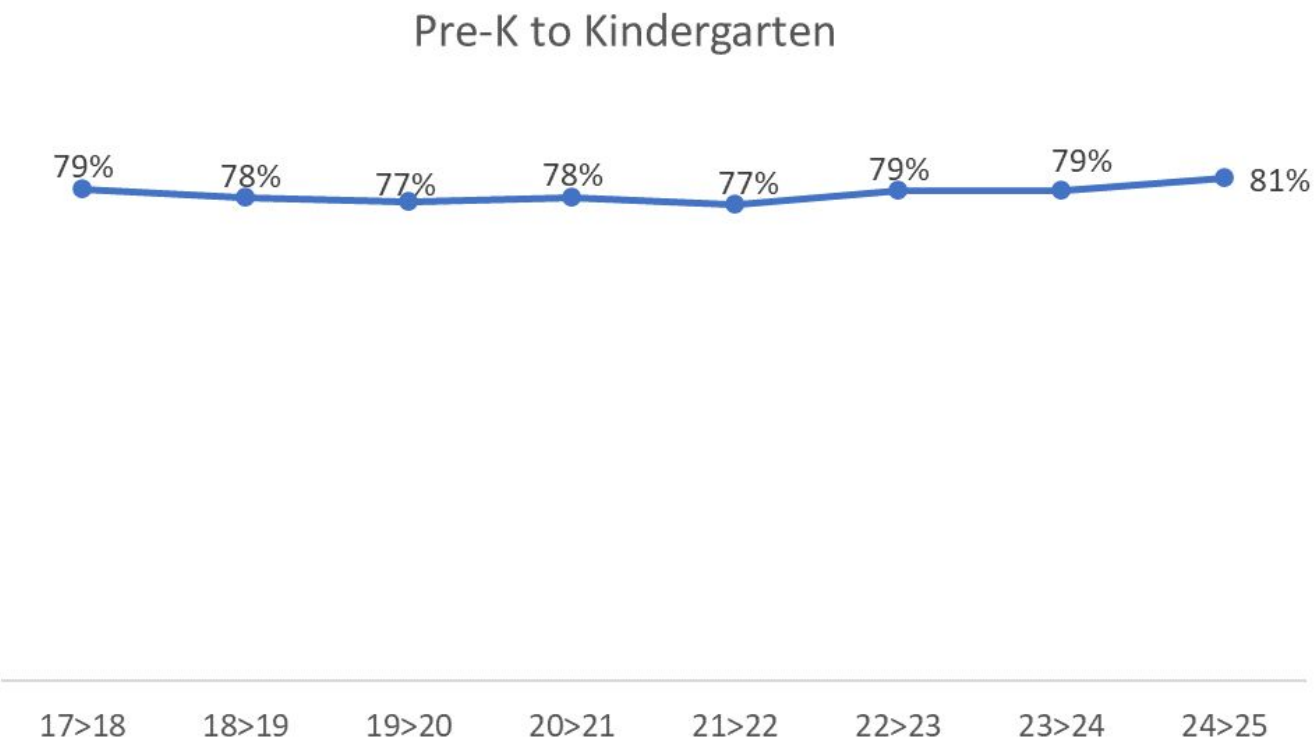
Continuation

Continuation Rate for All Grades PK-11 is 87% from 2024 to 2025; the Average Across 8 Years 86%



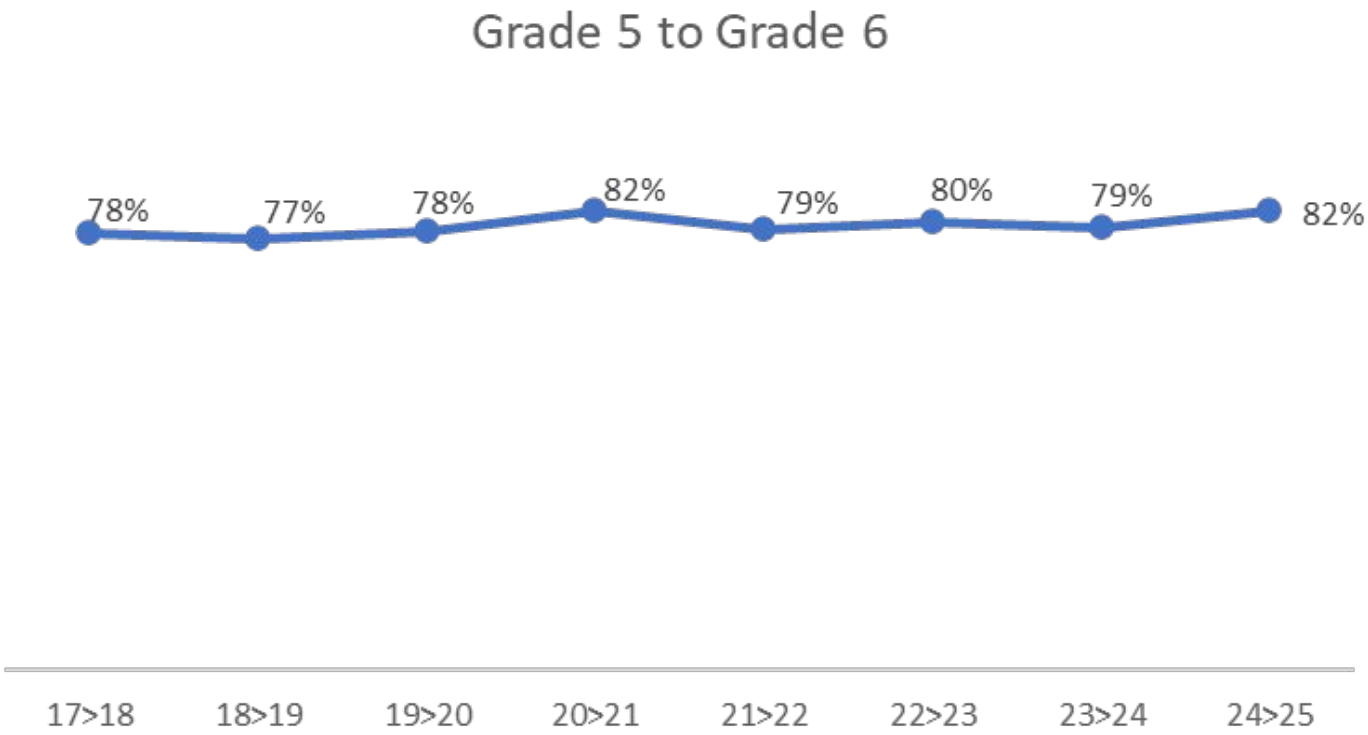
184

Pre-K to Kindergarten Continuation Averages 79% Across 8 Years; 81% from 2024 to 2025



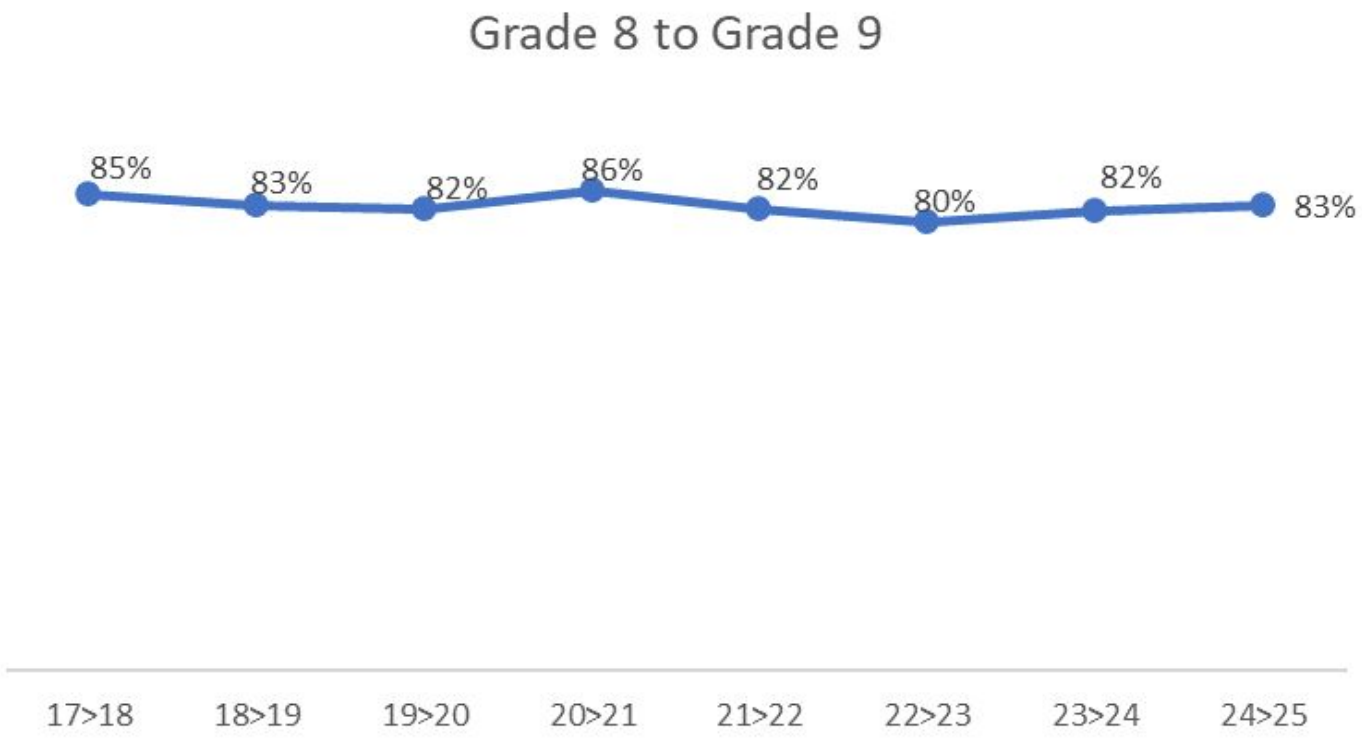
185

In 2024 to 2025, Grade 5 to 6 Continuation Rate was 82%; the Average Across 8 Years was 79%



186

In 2024 to 2025, Grade 8 to 9 Continuation Rate was 83%, the Highest of the Transition Grades



187

Questions?

Policy Update

Policy 507.00 - School Sponsored Activities: Clubs

Second Reading

Board of Education Meeting

November 18, 2025

Craig Anderson, Executive Director of Teaching and Learning

Policy 507.00 - School Sponsored Activities: Clubs

Current Policy:

1. Last revised in 2008
2. Transitioned to new policy format, which includes Policy Purpose
3. Update language to be clear

Policy Changes

1. Policy Purpose: The purpose is to provide students with supervised group activities that support their development and align with the school's educational objectives.

190

2. GENERAL STATEMENT OF POLICY
   School-sponsored activities are an important part of the school experience. Student clubs that support student development and education will be allowed and will follow all laws, policies, and applicable rights and responsibilities in a school handbook.

Policy 507.00 - School Sponsored Activities: Clubs

Current Policy:

1. 1. Organizations of students to provide group activities which are in conformance with the educational objectives of the school system shall be permitted to the extent that they contribute to the training and development of the student.
2. Such organizations or clubs shall be under the direction and supervision of regular school personnel and shall conduct their activities in accordance with the laws of the state, the policies of the Board and administrative regulations.

Policy Changes

1. Student clubs and groups that enrich a student's education and development are permitted within the school system.

1. All student clubs and organizations must operate under the guidance of an agreed upon school staff member. These groups are required to comply with all applicable state laws, school board policies, and administrative regulations.

Questions?

192

507.00 SCHOOL SPONSORED ACTIVITIES Current Policy

I. PURPOSE

The purpose is to provide students with supervised group activities that support their development and align with the school's educational objectives.

II. GENERAL STATEMENT OF POLICY

School-sponsored activities are an important part of the school experience. Student groups that support student development and education will be allowed and will follow all laws, policies, and administrative regulations.

~~1. Organizations of students to provide group activities which are in conformance with the educational objectives of the school system shall be permitted to the extent that they contribute to the training and development of the student.~~

1. Student groups that enrich a student's education and development are permitted within the school system.

~~2. Such organizations or clubs shall be under the direction and supervision of regular school personnel and shall conduct their activities in accordance with the laws of the state, the policies of the Board and administrative regulations.~~

2. All student groups 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 applicable student handbook rules such as the Students Rights and Responsibilities handbook.

LEGAL REFERENCES:

CROSS REFERENCES:

POLICY UPDATE

FIRST READING:
Rescission of Policy 603.01: School Day - Student Arrival And Departure Time

Second Reading

Regular Meeting of the Board of Education

November 18, 2025

Craig Anderson, Executive Director of Teaching and Learning

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

Current Policy: 603.01

STUDENT ARRIVAL AND DEPARTURE TIME 1. Students shall arrive on the school grounds no earlier than (1) the starting time of the school breakfast program, if they are eating breakfast; or (2) the arrival time of the school bus on which they are regularly transported; or (3) fifteen minutes prior to the start of the school program in which they are enrolled. 2. At the conclusion of the school day, all students shall leave the building promptly unless they are engaged in a school-approved and supervised activity.

Policy Changes

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.

195

Questions?

196

Next:
Third Reading at December 16, 2025 Regular Meeting

POLICY UPDATE

FIRST READING:
Policy 603.00: Organization of School Calendar and School Day

Saint Paul
PUBLIC SCHOOLS

Regular Meeting of the Board of Education

October 21, 2025

Craig Anderson, Executive Director of Teaching and Learning

Policy 603.00 - Organization of School Calendar and School Day

Current Policy:

1. Policy last revised in 2008
2. Combine current 603 and 603.01 School year and school day
3. Transitioned to new policy format, which includes Policy Purpose

See all updates to Policy 603
Organization of School Calendar and School Day

Policy Changes

1. Policy Purpose: The purpose of this policy is to provide for a timely determination of the school calendar and school day.
2. **GENERAL STATEMENT OF POLICY:** The school calendar and schedule of the school day are important to parents, students, employees, and the general public for advance, effective planning of the school year.

198

Policy 603.00 - Organization of School Calendar and School Day

Current Policy:

1. Only includes the calendar provisions.
2. Does not include language about Labor Day.
3. Does not include that a meet and confer process be used with bargaining units.

Policy Changes

A. The school calendar shall be adopted annually on or before February 1st by the school board. It shall meet all provisions of Minnesota statutes pertaining to minimum number of school days and other provisions of law. The school calendar shall establish student days, workshop days for staff, provide for emergency closings and other information related to students, staff, and parents.

199

B. Except for learning programs during summer and flexible learning year programs, the school district will not commence an elementary or secondary school year before Labor Day. Days devoted to teacher's workshops may be held before Labor Day.

C. Employee and advisory groups shall be provided an opportunity to participate in school calendar considerations through a meet and confer process.

Policy 603.00 - Organization of School Calendar and School Day

Current Policy: 603.01

STUDENT ARRIVAL AND DEPARTURE TIME 1. Students shall arrive on the school grounds no earlier than (1) the starting time of the school breakfast program, if they are eating breakfast; or (2) the arrival time of the school bus on which they are regularly transported; or (3) fifteen minutes prior to the start of the school program in which they are enrolled. 2. At the conclusion of the school day, all students shall leave the building promptly unless they are engaged in a school-approved and supervised activity.

Policy Changes

A. The superintendent or designee shall be responsible for developing a schedule for the student day, subject to review by the school board. All requirements and provisions of Minnesota Statutes and Minnesota Department of Education Rules shall be met.

B. Students shall arrive on the school grounds no earlier than (1) the starting time of the school breakfast program, if they are eating breakfast; or (2) the arrival time of the school bus on which they are regularly transported; or (3) fifteen minutes prior to the start of the school program in which they are enrolled. 2. At the conclusion of the school day, all students shall leave the building promptly unless they are engaged in a school-approved and supervised activity.

C. Proposed changes in the school day shall be subject to review and approval by the school board.

Questions?

201

Next:
Third Reading at December 16, 2025 Regular Meeting

~~**Adopted: 8/23/1977 Saint Paul Public Schools Policy**~~

~~**603.01 Revised: 6/17/2008 603.01 SCHOOL DAY -- STUDENT ARRIVAL AND DEPARTURE TIME 1. Students shall arrive on the school grounds no earlier than (1) the starting time of the school breakfast program, if they are eating breakfast; or (2) the arrival time of the school bus on which they are regularly transported; or (3) fifteen minutes prior to the start of the school program in which they are enrolled. 2. At the conclusion of the school day, all students shall leave the building promptly unless they are engaged in a school-approved and supervised activity.**~~

Below is a draft of a new policy 603 that would replace 603 and 603.01
603 Organization of School Calendar and School Day.

I. PURPOSE

The purpose of this policy is to provide for a timely determination of the school calendar and school day.

II. GENERAL STATEMENT OF POLICY

The school calendar and schedule of the school day are important to parents, students, employees, and the general public for advance, effective planning of the school year.

III. CALENDAR RESPONSIBILITY

~~**Adopted: 1974 Saint Paul Public Schools Policy**~~
~~**603.00 Revised: 6/17/2008 603.00 SCHOOL CALENDAR, SCHOOL YEAR, EMPLOYMENT YEAR The Board of Education shall approve the school calendar for each academic year on or before April 1 of the calendar year in which such academic year commences. The Board, upon the recommendation of the Superintendent, shall establish the employment year for employees of the Saint Paul Public Schools in accordance with the provisions of collective bargaining agreements.**~~

A. The school calendar shall be adopted annually on or before February 1st by the school board. It shall meet all provisions of Minnesota statutes pertaining to minimum number of school days and other provisions of law. The school calendar shall establish student days, workshop days for staff, provide for emergency closings and other information related to students, staff, and parents.

B. Except for learning programs during summer and flexible learning year programs, the school district will not commence an elementary or secondary school year before Labor Day. Days devoted to teacher's workshops may be held before Labor Day.

C. Employee and advisory groups shall be provided an opportunity to participate in school calendar considerations through a meet and confer process.

IV. SCHOOL DAY RESPONSIBILITY

A. The superintendent or designee shall be responsible for developing a schedule for the student day, subject to review by the school board. All requirements and provisions of Minnesota Statutes and Minnesota Department of Education Rules shall be met.

B. Students not enrolled in before school programs, shall arrive on the school grounds no earlier than (1) the starting time of the school breakfast program, if they are eating breakfast; or (2) the arrival time of the school bus on which they are regularly transported; or (3) fifteen minutes prior to the start of the school program in which they are enrolled. 2. At the conclusion of the school day, all students shall leave the

building promptly unless they are engaged in a school-approved and supervised activity.

C. Proposed changes in the school day shall be subject to review and approval by the school board.

Legal References: Minn. Stat. § 10.55 (Juneteenth)
Minn. Stat. § 120A.40 (School Calendar)
Minn. Stat. § 120A.41 (Length of School Year; Hours of Instruction)
Minn. Stat. § 120A.415 (Extended School Calendar)
Minn. Stat. § 120A.42 (Conduct of School on Certain Holidays)
Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123A.30 (Agreements for Secondary Education)
Minn. Stat. § 123A.32 (Interdistrict Cooperation)
Minn. Stat. § 123A.35 (Cooperation and Combination)
Minn. Stat. § 124D.126 (Powers and Duties of Commissioner; Flexible Learning Year Programs)
Minn. Stat. § 124D.151 (Voluntary Prekindergarten Program)
Minn. Stat. § 127A.41, Subd. 7 (Distribution of School Aids; Appropriation)
Minn. Stat. § 645.44 (Words and Phrases Defined)

Policy Update

FIRST READING: Policy 535.00 - Post-Secondary Enrollment Options (PSEO)

Regular Meeting of the Board of Education
November 18, 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 support 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.

Saint Paul Public Schools

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.

208

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

Saint Paul Public Schools

Questions?

Next:
Second Reading at December 16, 2025
Regular Meeting

535.00 Access for Post-Secondary Enrollment Options (PSEO)

I. POLICY PURPOSE

The purpose of this policy is to support 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, 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

Policy Update

FIRST READING:
Policy 618.00 - Research

Saint Paul
PUBLIC SCHOOLS

November 18, 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.

212

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.

213

Questions?

214

Next:
Second Reading at Regular Meeting on December 16, 2025

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

Policy Update

FIRST READING:
Policy 521.00 - Student Surveys

Saint Paul
PUBLIC SCHOOLS

Regular Meeting of the Board of Education

November 18, 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.

218

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.

219

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 affiliations;
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).

220

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.

221

Questions?

222

Next:
Second Reading at December 16, 2025
Regular Meeting

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

FY27 Budget Assumptions

Saint Paul Public Schools

Tom Sager, Executive Chief of Financial Services
November 18, 2025

Agenda

- FY27 Budget Drivers
- Voter-Approved Increase to Operating Levy
- Communications & Engagement Framework
- FY27 Budget Timeline

226

Key Drivers to a School District Budget

1. Enrollment
2. State funding formula (Basic allowance and all categories)
3. Property taxes, especially voter approved referendums
4. Employment contracts
5. Other: Inflation, federal funding, transportation, utilities, technology, other special initiatives

227

FY27 Budget Assumptions

- Budget must adhere to School Board policy 701.01 by maintaining a minimum of a 5% unassigned fund balance
- Enrollment is not expected to increase from current levels
- Base funding formula and current voter approved operating levy will increase by 2.37% and $1,073 per pupil, respectively[228]
- No other changes to other parts of the funding formula: Extended time, local option revenue, operating capital, LTFM, etc.
- Slight increases to special education and English learner revenue formula will also be applied

Assumptions (Continued…)

- Inflationary increases to non-employment expense, such as transportation, utilities, technology, etc.: 4.0%
- Paid Family Leave is new starting in January 2026, and will add $2.8 million in expense in FY27.
- While 4 critical employment contracts are settled for the FY27[229] budget year, a few will be negotiated in spring 2026. These percentages will be applied to address the current and potential contractual increases.

Voter-Approved Increase to Operating Levy

- The approved 2025 School District Referendum will provide greater financial stability for FY27
- The current operating levy will increase by $1,073 per student, per year–generating approximately $37.2 million per year in new revenue
- This levy will extend for 10 years with annual inflation adjustments
- Due to enrollment, state funding formula, and employment contract settlements, budget adjustments will be made

230

Public Participation

231

Board Policy Public Input Requirements

The district shall host public meetings to gather feedback from community members for the purpose of informing budgetary decisions.

- At least one of these public input sessions will take place prior to winter break: **December 11, 5:30-7:00 p.m**
- At least one will take place within the eight weeks prior to the adoption of the budget: **Prior to April 28, 2026.**

232

Spectrum

Increasing Impact on the Decision

PUBLIC PARTICIPATION SPECTRUM	INFORM	CONSULT	**INVOLVE**	COLLABORATE	EMPOWER
ENGAGEMENT GOAL	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	To obtain public feedback on analysis, alternatives and/or decisions.	**To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.**	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision making in the hands of the public. 233

Budget Communications & Engagement Timeline

	INVOLVE		
December	-Public budget process presentation -FY25 Audit Results -Truth in Taxation meeting for FY27 **-Public input opportunity*** -District Financial Advisory Council (DFAC) - Dec 8, 2025	**April**	-BOE or COB -Monthly budget update -School budget information meetings -Budget feedback form -Public comment **-Public input opportunity*** -DFAC - April 13, 2026
January	-Budget Work Session -Budget update following public input	**May**	-BOE or COB -Monthly budget update -Budget feedback form -Public comment 234
February	-BOE or COB -Budget update (email/web) -Budget feedback form -Public comment -DFAC - Feb 9, 2026	**June**	-Monthly budget update -Budget Book -Budget feedback form -Public comment -DFAC - June 22, 2026
March	-BOE or COB -Monthly budget update -Budget feedback form -Public comment		

FY27 Budget Timeline

Oct
Preliminary enrollment determined

Nov
Referendum vote / Internal budget discussions

Dec
Initial budget assumptions / Public input

Jan
FY27 budget estimate / Board work session

Feb
Budget planning / enrollment projections

235

March
Allocations to schools and departments

April
Public input / Budgets returned to Finance

April/ May
School budget meetings

May
Proposed budget to BOE

June
Budget approved by BOE

Thank You

236