

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

December 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. **PUBLIC COMMENT**
5. **APPROVAL OF THE ORDER OF THE CONSENT AGENDA**
6. **APPROVAL OF THE MINUTES**
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 - C. Motion to Reschedule the February 2026 Committee of the Board Meeting to Wednesday, February 4, 2026
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#BoldSubject#

**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

**November 18, 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: H. Henderson, U. Ward, C. Allen, Y. Carrillo, C. Franco, E. Valliant
Superintendent Stanley

J. Vue was absent.

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 Carrillo.

The motion was approved by roll call vote:

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

5. RECOGNITIONS

BF 34467 Acknowledgement of Good Work Provided by Students

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 Forsys - - 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 Verneti - State Qualifier

4. PUBLIC COMMENT

- | | |
|------------------------|--------------------------------------|
| 1. <u>Michael Wall</u> | Election education |
| 2. <u>Keiko Brand</u> | MCA results in science |
| 3. <u>Alonna Shaw</u> | Impacts of co-programs at Hazel Park |

6. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Director Henderson moved approval of the Order of the Consent Agenda with one amendment – to remove item 1-b: Gift Acceptance from Rev. Dr. Hill from the agenda. Director Ward seconded the motion.

The motion was approved by roll call vote:

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

MOTION: Director Henderson moved to approve the order of the consent agenda with items 3-d: Contract to Analyze the Cost of Charter Schools for Saint Paul Public Schools with North Star Policy Action; 3a: Request to Sign the Contract between the City of Saint Paul Parks and Recreation (Right Track) and SPPS pertaining to the 3M STEP Program; and 3-b: Request to Sign the Contract

with City of Saint Paul’s Right Track Youth Employment Program pertaining to the Spring Internship Program pulled for separate consideration. The motion was seconded by Director Franco.

The motion was approved by roll call vote:

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

7. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of October 21, 2025
- B. Minutes of the Special Meeting of the Board of Education of November 13, 2025

MOTION: Director Henderson moved approval of the Minutes of the Regular Meeting of the Board of Education of October 21, 2025; and the Minutes of the Special Meeting of the Board of Education of November 13, 2025. The motion was seconded by Director Carrillo.

The motion was approved by roll call vote:

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

8. COMMITTEE REPORTS

- A. Minutes of the Committee of the Board Meeting of November 5, 2025

At the Committee of the Board Meeting on November 5, 2025, Superintendent Stanley noted the results of the referendum vote with over 65% in favor. She thanked our community members, individuals who helped to support this including door-knocking with SPFE and other unions. Board members also thanked the community for their investment in our students, as well as the community response of generosity in a time of increased costs.

The first presentation was the System Equity Report. Questions from the board centered on the culturally responsive instruction self-study and the patterns to build this into our work, further details on the beta program with counselors, the need for equity in the classroom and a personal experience that highlighted the need for equitable materials, how Saint Paul Public Schools as a community has been incorporated into the service-oriented model of equity, questions about the organizational alignment and intersectionality and the impacts on the overall work, and appreciation for the metaphor of the iceberg in relation to systemic equity and analysis of the current structures in place.

The next presentation was the Mid-Term Txuj Ci Facilities: Additional Engagement Summary report. Board members acknowledged a profound sense of hurt, distrust, and feeling unsupported within the Hmong community, particularly regarding the Txuj Ci program. This distrust stems from past decisions and a current perceived inability or unwillingness of the district to follow through on commitments. The process of addressing the Txuj Ci program's need for a single site has been reactionary rather than proactive, leading to frustration and the feeling that the "goalpost is continually moving." A detailed timeline was reported to describe how initial plans for the program were altered, workgroup recommendations were delayed, and the anticipated 2031-2033 K-8 building construction timeline - all of which contributed to broken trust. The interim options presented were Prosperity Heights and Hazel Park, but community feedback indicated no excitement for either choice. Families fear their programs being split, while the potential receiving community (Hazel Park) is nervous about changes. There is significant concern that the options constrain enrollment and harm both communities. Board members stressed the urgent need for a clear endpoint, clear next steps, and checkpoints that the community can trust will be followed. Despite the immediate struggles, the Superintendent remains committed to opening a K-8 Txuj Ci school in 2031, 2032, or 2033. Dr. Stanley acknowledged the harm caused by delays and poor communication, especially the abrupt introduction of Hazel Park without fully vetting financial considerations. Directors agreed on the need for Board Members to visit the current school sites (Upper, Lower, and Hazel Park) and for the Executive Committee to discuss a presentation by the Txuj Ci Workgroup to present their complete work at the December Committee of the Board meeting before the final decision vote on December 18th.

The next presentation was the policy update. The first policy revision presented was Policy 535.00: Post-Secondary Enrollment Options (PSEO). Questions from the Board included the enrollment process for students at the university, and options to remain connected to their high school. The Board agreed to move these proposed changes forward to the three-reading process.

The next policy revision included updates to Policy 618.00: Research and Policy 521.00: Student Surveys. With no questions from the Board, they agreed to move the proposed changes to both policies forward to the three-reading process.

The next policy update was Minnesota Paid Leave. Directors asked for clarity on the cadence of status reports required from employees on leave, emergency leave changes, administrative oversight, and the expedited adoption due to the statutory need. Board members agreed that the statutory requirement and the need for employees to understand the new policy before the December 1st effective date provides sufficient standing to treat the adoption as an emergency measure. The Board agreed to move the policy forward using the expedited process at the next Regular Meeting.

The next presentation was an update to the Fleet Vehicle Driver Procedure. 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. The timeline and rollout of the procedure were shared, with meetings with bargaining units the week of November 17th and full implementation the week of November 24th. Questions also centered on driver status monitoring, responsibility for self-reporting, training and support, and concerns about violations and equity, as well as insurance carrier constraints.

The next presentation was a discussion about a contract for the study of charter schools. Discussion from the Board focused on key motivations and scope of the contract, including the need for data from formal data and research, scope of impact of students moving to charter schools and the impact of funding to SPPS, necessary research for due diligence, especially with the recent successful referendum, and pioneering research that has not been conducted in Minnesota, in order to prompt other districts to also

research this topic in their own city. The contract and logistics were also discussed, including the cost and duration, ownership of the data, and the overall informational purpose to SPPS. This item will be placed on the consent agenda at the November 18th Regular Meeting.

MOTION: Director Ward moved to accept the report on the November 5, 2025 Committee of the Board meeting and approve the recommended motions and minutes of that meeting as published. The motion was seconded by Director Allen.

The motion was approved by roll call vote:

Director Henderson	Yes
Director Ward	Yes
Director Vue	Absent
Director Allen	Yes
Director Carrillo	Yes
Director Franco	Yes
Director Valliant	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 18, 2025

- 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

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

- 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

10. SUPERINTENDENT'S ANNOUNCEMENTS

Superintendent Stanley began the meeting by congratulating our student athletes, and is proud of their skills in athletics, but also their academics.

She also noted thanks to the community for their support of and passing of the recent referendum, and that since November 4, she has visited schools and classrooms watching students in elective classes and is grateful for the passing of the referendum, which would put experiences of students in jeopardy. She thanked the community and everyone who played a role in presenting the information on the referendum to ensure community members had the information they needed.

She also acknowledged concerns about ICE in the community, and noted that Administration is working diligently to consider and to create plans to support our students and families and the potential psychological safety issues and traumatic harm this may bring to our community. She will continue to monitor the situation and update the community as needed, and our goal is to ensure our students feel a sense of safety and provide supports as needed.

11. AGENDA ITEMS THAT REQUIRE BOARD ACTION

1. Consent Agenda

MOTION: Director Henderson moved approval of all items within the consent agenda withholding items 3-d: Contract to Analyze the Cost of Charter Schools for Saint Paul Public Schools with North Star Policy Action; 3a: Request to Sign the Contract between the City of Saint Paul Parks and Recreation (Right Track) and SPPS pertaining to the 3M STEP Program; and 3-b: Request to Sign the Contract with City of Saint Paul's Right Track Youth Employment Program pertaining to the Spring Internship Program for separate consideration. Director Franco seconded the motion.

The motion was approved by roll call vote:

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

1. Gifts

BF 34468 Acceptance of Donation from Burlington Stores Inc.

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.

BF 34469 Minneapolis Foundation (Twin Cities' Dunkers) Donation to SPPS Athletic Department and SPPS High School Athletic Programs

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

BF 34470 Acceptance of Gift from North Star Marine Veterans

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.

2. Grants

BF 34471 Request for Permission to Accept Funds from the Capitol Region Watershed District Planning Grant Program

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

BF 34472 Request for Permission to Accept Funds from the Special Olympics of Minnesota Unified Champion Schools Grant Program

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.

BF 34473 Request for Permission to Submit a Grant to the Get Movin' Dream Team Grant Program

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.

BF 34474 Request for Permission to Submit a Grant to the Minnesota Department of Agriculture Early Care Full Tray Grant Program

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.

BF 34475 Request for Permission to Submit a Grant to the Minnesota Department of Commerce Solar for Schools Grant Program

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.

BF 34476 Request for Permission to Submit a Grant to the Minnesota Department of Education Cardiac Emergency Response Plan Assistance Grant Program

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.

BF 34477 Request for Permission to Submit a Grant to the Minnesota Humanities Center Community Identity and Heritage: Museums, Exhibits, and Collections Grant Program

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.

BF 34478 Request for Permission to Submit a Grant to the Ramsey-Metro Watershed District Stewardship Grant Program

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.

3. Contracts

BF 34479 Request to Sign the Contract with Solution Focused Counseling and Coaching LLC

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.

BF 34480 Design Services for FY26 Instructional A/V Replacement Program at Mississippi Creative Arts, Nokomis North and Nokomis South (Project # 0680- 26-01)

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.

4. Agreements

BF 34481 Memorandum of Understanding between Bethel University and Saint Paul Public Schools (Harding High School)

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.

BF 34482 Request to Sign the Agreement for the Partnership between SPPS and Gillette Specialty Care/PT Residency Program

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

BF 34483 Lease and Service Agreement with Fraser Child and Family Center

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

BF 34484 Request Permission to Continue an Agreement with the Minnesota Department of Health to Participate in the Minnesota Immunization Information Connection

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).

5. Administrative Items

BF 34485 Monthly Operating Authority

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

BF 34486 Recommendations for Exclusion of Students Non-Compliant with Minnesota Statute 121A.15 Health Standards: Immunizations

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 Resources Transactions

BF 34487 Transactions for October 1 – October 31, 2025

BF 34488 Cooperative Sponsorship for Gymnastics

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.

BF 34489 Phase Gate Approval of the Multi-Site Server Room A/C Generator Replacement (Project # 0651-26-01): Gate #3 – Project Budget

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.

BF 34490 MSHSL Girls Team Dual Wrestling Application for Emerging Status

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

6. Bids

BF 34491 Equipment Acquisition Award for the Multi-Site Server Room A/C Generator Replacement (Project # 0651-26-01)

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.

BF 34492 Award of Solar Photovoltaic System Installation at EXPO Elementary

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.

BF 34493 Phase Gate Approval of the 740 York RTU Replacement and Re-Roof (Project # 1140-25-01): Gate #4 - Contract Award

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.

BF 34494 Phase Gate Approval of the Education and Operations Services Trades Shop Ventilation (Project # 4000-25-01): Gate #4 - Contract Award

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.

BF 34495 Phase Gate Approval of the Hamline Elementary Secure Entry, Heating and Plumbing Replacement Project WS 0920 (Project #4160-25-01): Gate #4 - Contract Award

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.

BF 34496 Phase Gate Approval of The Heights Community School HVAC Replacement and Fire Suppression Project WS 01A (Project # 1120-25-01): Gate #4 - Contract Award

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.

BF 34497 Phase Gate Approval of The Heights Community School HVAC Replacement and Fire Suppression Project WS 07A (Project # 1120-25-01): Gate #4 - Contract Award

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.

BF 34498 Phase Gate Approval of The Heights Community School HVAC Replacement and Fire Suppression Project WS 09C (Project # 1120-25-01): Gate #4 - Contract Award

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.

BF 34499 Phase Gate Approval of The Heights Community School HVAC Replacement and Fire Suppression Project WS 21A (Project # 1120-25-01): Gate #4 - Contract Award

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.

BF 34500 Phase Gate Approval of The Heights Community School HVAC Replacement and Fire Suppression Project WS 23A (Project # 1120-25-01): Gate #4 - Contract Award

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.

BF 34501 Phase Gate Approval of The Heights Community School HVAC Replacement and Fire Suppression Project WS 26A (Project # 1120-25-01): Gate #4 - Contract Award

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.

BF 34502 Contract Amendment #1 for Kraus Anderson for the Highland Park Middle School Entry Addition and Renovation Project (Project #3081-23-01)

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).

7. Change Orders

ITEMS PULLED FOR SEPARATE CONSIDERATION

BF 34503 Request to Sign the Contract between the City of Saint Paul Parks and Recreation (Right Track) and SPPS pertaining to the 3M STEP Program

Director Franco noted that he will be abstaining from the vote on this item, as the City of Saint Paul Right Track program is his employer.

MOTION: Director Henderson moved 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. Director Carrillo seconded the motion.

The motion was approved by roll call vote:

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

BF 34504 Request to Sign the Contract with City of Saint Paul's Right Track Youth Employment Program pertaining to the Spring Internship Program

Director Franco noted that he will be abstaining from the vote on this item, as the City of Saint Paul Right Track program is his employer.

MOTION: Director Henderson moved 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. Director Valliant seconded the motion.

The motion was approved by roll call vote:

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

BF 34505 Research Proposal to Analyze the Cost of Charter Schools for Saint Paul Public Schools with North Star Policy Action

Director Valliant requested this item to be pulled for separate consideration because the name of the company was not initially included in the agenda item, and there are questions and considerations about the research proposal. She wants to ensure that because we are paying \$20,000 for research, that it is as unbiased as possible, and assuming to use the outcomes-based research to make decisions. She also noted questions about the ways in which the information will be used, what information will be shared, how it will be shared, which information will belong to us or the to the company doing the research, and more questions. Director Henderson noted that the Board does not have the ability to take action related to city property and ordinances, but to ask questions about the impacts pertaining to our schools. Right now, this is an agreement to allow the District to begin the process of developing a contract with the proposal outlines and scope of work.

MOTION: **Director Henderson moved 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. Director Franco seconded the motion.**

The motion was approved by roll call vote:

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

FURTHER AGENDA ITEMS THAT REQUIRE BOARD ACTION

A. Policy Update

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

Chair Henderson then presented this third reading. Changes to the policy include a Policy Purpose statement, a General Statement of Policy, definitions such as a review of “substantive change”, “three readings”, “Policy Work Group”, “Purpose Statement”, “General Statement of Policy”, “definitions”, and “emergency.” Other changes include language within Development of Policy, Adoption of Policy, and Policy Revisions without Three Readings.

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

BF 34506 THIRD READING: Policy 209.00 - Development, Adoption, Implementation, and Monitoring of Policies

QUESTIONS/DISCUSSION: None

MOTION: **Director Henderson moved to approve to approve the proposed revisions to Policy 209.00 - Development, Adoption, Implementation, and Monitoring of Policies. Director Carrillo seconded the motion.**

The motion was approved by roll call vote:

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

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

Pat Pratt-Cook, Executive Chief of Human Resources, then presented this third reading. Included in the presentation were details on the Policy Purpose, General Statement of Policy, definitions, notification requirements, status reports, applying for Minnesota Paid Leave benefits, bonding leave, disability benefits, sick leave and “top off payments”, benefits during Minnesota Paid Leave, return to work, funding during Minnesota Paid Leave, coordination with other leaves, employment restrictions during Minnesota Paid Leave, and prohibition of retaliation.

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

BF 34507 SPECIAL READING: Policy 420.00 - Staff: Minnesota Paid Leave

QUESTIONS/DISCUSSION:

- Director Franco noted appreciation for this policy, and in knowing we have waited for guidance and that staff have been eager to learn more, and he appreciated the compilation of this policy and in time for staff and their families to understand the impacts and to navigate in the new year.
- Director Carrillo noted the impetus of this to ensure the process is expediated, as there would normally be a three-reading process, unless the policy is considered an “emergency”, and to best serve our employees and to clarify this item and alignment with the law, the policy needed to be expediated.

MOTION: **Director Henderson moved to approve the implementation of the proposed new policy, Policy 420.00: Minnesota Paid Leave. Director Valliant seconded the motion.**

The motion was approved by roll call vote:

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

Director Carrillo	Yes
Director Franco	Yes
Director Valliant	Yes

10. INFORMATIONAL AGENDA ITEMS

A. School Year 2025-26 Enrollment Overview

Kara Arzamendia, Director of Research, Evaluation and Assessment, and Erica Wacker, Director of Communications, then presented this report.

Cautions for interpretation were reviewed as a foundation for this information.

The enrollment data of students enrolled in SPPS is:

- Total Enrollment: 33,276 ((PK/VPK-12)
 - K-12 Enrollment: 32,201 (K-12)
 - State Funded Enrollment: 32,735 (VPK-12)
- Projected Enrollment 32,609 (K-12)

Graphs were then shown for Projections Compared to Official Fall Enrollment through the years, Official and Fall K-12 Enrollment and Historical Projections Compared to Future Projected Enrollment.

Information was also provided on the Fall to Fall Comparison for Enrollment, and included graphs for Districtwide State-Funded Enrollment Long-Term Trends, chart of Total Student Enrollment Trends over Time, Total Student Enrollment Increases/Decreases over Time, School Summary Fall to Fall Comparison, One-Year Change in Enrollment by Grade, One-Year Cohort Change in Enrollment by Grade, Fall to Fall Enrollment Increases, and Fall to Fall Enrollment Decreases.

Within the Enrollment Project and Districtwide Marketing Efforts, details were provided on the schools and budget for the Enrollment Project for the SY24-25, District ROI by participating school, Fall to Fall Enrollment for Enrollment Project Schools, Two-Year Change for Enrollment Project Schools, and other enrollment marketing efforts, including budget figures and projects.

Within the Continuation portion, graphs showing information included:

- Continuation Rate for All Grades PK-11 is 87% from 2024 to 2025; the Average Across 8 Years 86%
- Pre-K to Kindergarten Continuation Averages 79% Across 8 Years; 81% from 2024 to 2025
- In 2024 to 2025, Grade 5 to 6 Continuation Rate was 82%; the Average Across 8 Years was 79%
- In 2024 to 2025, Grade 8 to 9 Continuation Rate was 83%, the Highest of the Transition Grades

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Carrillo requested information on the enrollment decrease, and a way to quantify these numbers. The grade 12 cohort is larger. He wanted to ensure the loss of students can't be attributed to one single factor. He also noted the population changes over time, and the comparison and review of our own trends and the 10-year projection that we have from the state demographer. In thinking about the 10-year projection, do we assume the numbers to be correct or assume the

decrease in numbers of students? Response: We do have the data to revisit some of these, but it's beneficial to have an independent source to review the perspective and views, with similar models used to create projections; another benefit is based on the capacity of the REA department. It was also noted that we have a contract to conduct long-term projections and it has been helpful to investigate differences in our projections. Another focus for the decisions is based on programmatic decisions and those impacts on enrollment.

- Director Carrillo also noted questions about decisions for programs and facilities, and if the enrollment trends are from births in the city. Is enrollment only supplemented by new arrivals, and what that means for policy decisions and how to focus and maximize enrollment for students with different needs from families and priorities, and trying to understand the long-term strategy. The loss of enrollment through the birth rate is real, and at the same time, there will be shifts in demographics in the city which are unknown and may shift – our policies need to be nimble enough to address that.
- Board members also noted the work of marketing and understanding what is next and how to maximize the impact of the dollars invested in enrollment, and the conversations about the budget for next year. In thinking about the impacts and where we could interrupt the long-term loss of enrollment trends, such as the work with Highwood Hills and marketing in conjunction with the community efforts in changing the projections of the school. Response: We are continuing the work this year to impact the 26-27 school year with the same budget of \$75,000, and it is a 2-year cycle for SchoolMint with the social media and Google advertising. It does take more than a year to see the impacts, and we try to serve as many of the 69 schools as possible through some combination of SchoolMint and small stipends, with 10 schools receiving support next year, not including the Afrocentric program which has its own marketing budget as a new program. We do the best we can to market in efficient ways – we are not an advertising agency with those resources of funds, but we do know families choose a school, not a district, and we customize the messages for schools, which is our biggest learning in this process.
- Director Ward requested information on the percentage of students served or “market share” and a sense of those figures based on the projected enrollment for this year. Response: We calculate those figures after the official October 1 figures are finalized, and we will be presenting those to the Board after the new year.
- Director Ward also noted the programmatic enrollment changes, and further details on that topic. Response: Superintendent Stanley noted the outgoing 12th grade class figures, and there are varying reasons, but none that align with the majority of students, but smaller groups. We can contribute it to the bulk of the difference being the size of the incoming kindergarten class compared to the outgoing seniors. Director Wars also noted that in looking at the exit survey data, there weren't high consistencies, but bad interactions or experiences. He will continue to be curious about this data as we move forward, and will continue to think about the exit survey data and trends to learn from it.
- Director Henderson requested information on the stabilization point, and shifts from grades. Response: Yes, as students move, there are natural losses every year for various reasons, and it's difficult to pinpoint. Within the last three years, it does seem to have settled around this figure, and it's helpful to focus on it and sustain, as well as grow.
- Director Carrillo requested information on the capture rate, and the comparability to surrounding districts, and opportunities to capture more students to increase the rate. He also noted the comparisons to Minneapolis Public Schools data, as well as at a school level and programmatic level. The continuation and retention piece was also highlighted, as well as the size of incoming kindergarten classes.

- Dr. Stanley noted the new federal immigration policies, and that Saint Paul has always been a city where our community members have been able to partake in the “American dream” – however that may look, and to create a new life in this country. We also need to look into future projections, and comparisons with like-districts in the United States. We also need to look at recruitment of students new to the district or recruiting them back, and how students may move to different schools or programs. She also noted that enrollment does appear to have stabilized and the goal to retain the school district enrollment at 33,000 students to be beneficial to the entire community.

B. Policy Update

a. SECOND READING: Policy 507.00 - School Sponsored Activities: Clubs

Craig Anderson, Executive Director of Teaching and Learning, then presented this update. The policy changes include the addition of a Policy Purpose and General Statement of Policy, and:

- Student clubs and groups that enrich a student's education and development are permitted within the school system.
- 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.

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

QUESTIONS/DISCUSSION: None

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

Craig Anderson, Executive Director of Teaching and Learning, then presented this update. It was noted this this policy is proposed to be rescinded because 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.

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

QUESTIONS/DISCUSSION: None

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

Craig Anderson, Executive Director of Teaching and Learning, then presented this update. Additions include a Policy Purpose and General Statement of Policy, as well as changes to language for the school calendar, the school year will not commence before Labor Day, participation in school calendar considerations, role of the Superintendent or designee to develop the schedule for the school day, student arrival and departure time, and proposed changes to the school day will be subject to review of the school board.

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

QUESTIONS/DISCUSSION: None

- Director Franco noted the Calendar Committee and days off school, and requested that Administration think about the feedback heard about Election Day and to consider that as a no-school day, so students are not in buildings, especially with the emerging political violence and other components.
- Director Allen echoed this concern with folks in and out of buildings and feelings of unsafe environments for staff and protective of students on those dates.

d. **FIRST READING: 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 updates, can be found in the BoardBook

QUESTIONS/DISCUSSION: None

e. **FIRST READING: 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 updates, can be found in the BoardBook

QUESTIONS/DISCUSSION: None

f. **FIRST READING: 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 updates, can be found in the BoardBook

QUESTIONS/DISCUSSION: None

C. **FY27 Budget Assumptions**

Tom Sager, Executive Chief of Financial Services, then presented this report.

Agenda included:

- FY27 Budget Drivers
- Voter-Approved Increase to Operating Levy
- Communications & Engagement Framework
- FY27 Budget Timeline

The key drivers to a school district budget include:

- Enrollment
- State funding formula (Basic allowance and all categories)
- Property taxes, especially voter approved referendums
- Employment contracts
- Other: Inflation, federal funding, transportation, utilities, technology, other special initiatives

FY27 Budget assumptions include:

- 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
- 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
- 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 budget year, a few will be negotiated in spring 2026. These percentages will be applied to address the current and potential contractual increases.

Information on the voter-approved increase to the operating levy also included:

- 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

Details on public participation were also highlighted, and included:

- 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.

The IAP2 Spectrum was also reviewed, including the Involve portion, which is “To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.”

A review of the budget communications and engagement timeline was also shown, as well as the FY27 budget timeline.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Ward appreciated the presentation and is excited about the budget input session, and provided background on these changes, including decision point further up in the process. With the implementation of the policy, this is the first time we are following this process, and how to let the community know about these opportunities, and how we are explaining to folks about what these opportunities mean as we work to prepare the creation of the budget. Response: We will be working closely with Communication team and use all tools to inform our community about these opportunities, and what to expect and the purpose of them. We will also learn what worked with our superintendent search and referendum sessions, and how to integrate those learnings to our upcoming budget cycle.
- Director Ward also noted the April 28th is 8 weeks from the adoption of the budget, and this engagement session needs to happen within the 8 weeks – not longer than 8 weeks.
- Director Franco appreciated the presentation and explanation around the public engagement and the importance of that work. He also noted questions about assumptions related to the federal government and federal funds, and impacts to areas such as food service and other areas. Response: We are keeping a watchful eye on the new developments from Washington D.C., and the impacts of federal funding. If there are changes, we will monitor and adjust. There could be a significant impact to the Minnesota Department of Education staff and work as federal grants move to the states.
- Director Henderson noted the interconnectedness, and ways to show up at the capitol and upcoming sessions, as well as how our budget realities impact the strategy and the impacts on SPPS as decisions are made in Washington.
- Director Carrillo noted an observation and transparency with the community to remind them of these assumptions as of December 2025, but also it may change in January, and that we are interested in their input, that's it's valued, and to be respectful and communicate with those who attend. We need to be clear about the typical, expected, and planned outcomes, and how their voice is meaningful. We also need to plan for scenarios and will have more clarity in early December to understand the impacts.

13. BOARD OF EDUCATION

A. Information Requests/Responses and Items for Future Agendas

- Director Valliant requested the AI discussion and creation of a framework for it.

B. Board of Education Reports/Communications

- Director Franco appreciated the acknowledgement of the Fall athletes, and also noted his attendance at the Como Senior soccer championship game. He also highlighted other events and community meetings that he attended recently, including a community meeting with the West Side Community Organization with Riverview, and thanked Principal Licon-Gervich for uplifting their work. He also visited Cherokee Heights, and noted interactions with students, staff, classrooms, and seeing HVAC work and new ceilings, and to see facilities maintenance investments. He also attended the Harding Hmong New Year celebration led by the Hmong Student Advisory Group. He also attended a small gathering at Humboldt to celebrate and honor Gary Ales, who was a longtime

educator and founder of the Friendship Club, and to honor his legacy and celebrate his work in SPPS.

- Director Valliant noted that she attended the Parent Academy Graduation and gave congratulations on behalf of the Board. She also attended the Afrocentric workgroup meetings, as well as the AMSD conference, and time with her students in their schools, with the request that at the end of the quarter, it should not be the first time families are notified that a student is not passing a class.
- Director Carrillo provided an update from Director Vue, who was unable to attend the meeting, on the HMONG Project, including data from the online survey, upcoming focus groups, analysis of the data, and future items.
- Director Henderson thanked Board Administrator, Kaying Thao, and Assistant Superintendent Vang for their work on the focus groups, and for their time and energy, which is appreciated.

14. ADJOURNMENT

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

The motion was approved by roll call vote:

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

The meeting adjourned at 8:48 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**

**MINUTES OF THE SPECIAL MEETING OF THE BOARD OF EDUCATION
FOR A PUBLIC HEARING ON THE PAY25 LEVY**

December 2, 2025

1. CALL TO ORDER

The meeting was called to order at 6:00 p.m.

2. ROLL CALL

PRESENT: Director Vue, Director Carrillo, Director Franco, Director Valliant, Director Henderson

Director Ward and Director Allen were absent.

Superintendent Stanley

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

3. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Director Henderson moved the Board approve the Order of the Main Agenda as published. The motion was seconded by Director Franco.

The motion passed with the following roll call vote:

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

4. OLD BUSINESS

A. Pay26 Levy: Presentation of Proposal

Superintendent Stanley then welcomed Tom Sager, Executive Chief of Financial Services, to provide the presentation on the Pay26 Levy Information. The basics of school levy authority were reviewed, including:

- School levy authority is established in law
- The proposed school levy funds the 2026-27 school year. The FY27 budget will be adopted in June 2026.
- Most districts certify what Minnesota Department of Education (MDE) authorizes in September
- Levies contribute to approximately 20% to 25% of SPPS budget
- School districts are required to include budget information in the Truth in Taxation meeting

The next slides in the presentation included details on All Funds: Revenue by Source, as well as All Funds: Expenditure by Fund. The 2025-2026 General Fund Revenue Sources of \$731,543,107 were also reviewed, as well as the 2025-2026 General Fund Expenditures of \$767,046,514. Graphs were shown for each depicting the specifics in the overall budget.

Information was also presented on the determination of property tax, including the state legislature, taxing jurisdictions, and the county assessor. Major factors impacting property taxes were also reviewed, as well as major levy categories. Factors impacting school levies were also reviewed.

A levy recap showed the levy category, certified Pay25 levy, SPPS proposed Pay26 levy, and the difference. The percent change is 14.89%.

The key drivers of the Pay26 SPPS levy were also reviewed, and included:

- Slightly higher enrollment count compared to what was used last year
- November Voter Approved Referendum
- Employee Pension (OPEB) Adjustments
- Continued investment in SPPS Builds initiative as outlined and Board approved in July 2025

Information on the Before and After Voter Approved Referendum impacts were also highlighted, and included:

- Preliminary Pay 26 levy certification showed a total levy decrease of 1.98 percent.
- During referendum communication, the property taxes for a median valued home in Saint Paul was estimated to increase by \$309/year.
- The actual increase on a median valued home's taxes will be \$291/year
- Over 65 percent of voters supported this referendum.

The estimated annual property tax impacts to both homes, as well as commercial/industrial, based on increases in market value were also shown. Estimated Pay26 total school taxes for residential homestead were also shown. Details on the SPPS' five-year trend for annual property tax levy were also shared, including that prior to the successful referendum vote, in the past five levy cycles, the SPPS total levy has increased on average 3.5 percent per year and that the Consumer Price Index (Inflation) for this same period has averaged 4.9 percent per year. The total property taxes per student with comparisons to other nearby districts was shown. The property taxes as a percent of total budget with comparisons with other nearby districts was also shown. The property taxes as a percent of the General Fund with a comparison to other nearby districts was also highlighted. The debt service tax revenue per student with comparisons to other nearby districts was presented.

Details on the child tax credit were also presented, as well as the residential property tax refund information.

Finally, the Pay26 Levy Calendar was also reviewed, with the certification of the Pay26 levy by the Board of Education to be voted on at the December 18, 2025 Regular Meeting, followed by the certification of the Pay26 levy to Ramsey County by December 30, 2025.

QUESTIONS/DISCUSSION: None

5. PUBLIC HEARING

- James Keelkoff
- Greg Bleese

6. ADJOURNMENT

MOTION: Director Henderson moved to adjourn the meeting. The motion was seconded by Director Franco.

The motion passed with the following roll call vote:

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

The meeting adjourned at 6:26 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 EMERGENCY MEETING
360 Colborne Street
Saint Paul, MN 55102**

**December 15, 2025
4:30 p.m.**

MINUTES

1. CALL TO ORDER

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

2. ROLL CALL

Board of Education: H. Henderson, E. Valliant, J. Vue, U. Ward
C. Allen arrived at 4:39 p.m.

C. Franco and Y. Carrillo were absent.

Staff: Superintendent Stanley, K. Bergstrom, S. Dahlke, K. Thao, J. Turner

3. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Director Henderson moved approve the other of the main agenda. The motion was seconded by Director Ward. It passed by acclaim.

4. DISCUSSION AND ACTION ON THE CHANGE OF DATE OF DECEMBER 2025 REGULAR MEETING OF THE BOARD OF EDUCATION FROM TUESDAY, DECEMBER 16, 2025 TO THURSDAY, DECEMBER 18, 2025

Director Henderson acknowledged that this change was a short notice, and we are to find a way to continue with the agenda that allows discussion and public comment in a way in which the meeting structure is typically held.

Director Vue requested information on when the information was known and actions that were taken and when we first heard of the risk of violation of current statute. Director Henderson noted the notification that our Regular Board Meeting was scheduled on the same evening as the special primary election, and per statute, the meeting could not be held between 6:00 p.m. and 8:00 p.m. In conversations with board members, the options were to either pause the meeting with a two-hour intermission, which could dramatically impact public comment, or we could move to another date, requiring a three-day notice, which was Thursday.

General Counsel then provided details on the special primary election and dates in which a resignation of the State Representative seat was announced and the calling of the special election by the Governor, as well as the process for the special primary election. This is a fairly unique situation. Director Vue also requested details about why this was not addressed on December 2, 2025 at the Committee of the Board meeting. There was also further discussion on the change of the date of the special meeting to canvass the election results due to Veteran's Day. The chain of staff who review these meeting dates was also reviewed, as well as the process for these changes. A need for a process was discussed, and to pay special attention to special elections, as well as cross reference conflicts with federal holidays. The history of the noticing process was also reviewed, as well as Board Policy which governs the meeting agendas. Board members and administration also discussed ways in which to ensure this does not happen again, as

well as work with Ramsey County elections to know when special elections occur, if needed. It was also noted that this special primary was not alerted to MSBA because it was a select area of Saint Paul. General Counsel noted her concerns about informal listening sessions then scheduled for Tuesday, December 16, 2025 in place of the Regular meeting, and her recommendation. Further details were provided on the listening session as well as the board statement. Director Vue requested that information on the process be provided in policy for noticing of meetings and to ensure alignment with state statute.

MOTION: Director Henderson moved to cancel the Regular Meeting of the Board of Education scheduled for Tuesday, December 16, 2025, pursuant to Minnesota Statute 204C.03 which prohibits the School Board from conducting business from 6:00 p.m. to 8:00 p.m. on the day of an election, and call for a Special Meeting of the Board of Education of Independent School District No. 625, Saint Paul Public Schools, to be held and convened on Thursday, December 18, 2025 beginning at 5:30 p.m. in Conference Rooms A and B of the Administration Building located at 360 Colborne Street for the purpose of regular business. The special closed meeting regarding labor negotiation will also be moved to Thursday, December 18, 2025 beginning at 4:30 pm in Conference Room 5A. Director Allen seconded the motion.

The motion was approved by roll call vote:

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

5. ADJOURNMENT

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

The motion was approved by roll call vote:

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

The meeting adjourned at 4:58 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**

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

**December 2, 2025
4:30 p.m.**

MINUTES

1. CALL TO ORDER

The meeting was called to order at 4:32 p.m. by Chair Henderson.

2. ROLL CALL

Board of Education: E. Valliant, J. Vue, C. Franco, Y. Carrillo, H. Henderson
U. Ward and C. Allen were absent.

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

3. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Director Henderson moved approve the other of the main agenda. The motion was seconded by Director Vue. It passed by acclaim.

4. SUPERINTENDENT'S ANNOUNCEMENTS

Superintendent Stanley noted her attendance at the Hmong New Year Celebration, as well as the first night of the districtwide hockey team, and wished them the best of lunch in their first formal game as a Saint Paul hockey team.

5. TXUJ CI FACILITIES WORKGROUP REPORT

Members of the Txuj Ci Facilities Workgroup then presented this report. Topics included the purpose, history, timeline of meetings for December 2023-March 2025, and current Txuj Ci facilities interim options.

The purpose of the presentation is for the Board to understand Txuj Ci Facilities Workgroup interim vision to move forward to vote in favor of Option A at the December 18, 2025 BOE.

The history was reviewed, including from Phalen Lake and Jackson in 202, to Envision SPPS in 2021, to the relocation of the PreK programs to the current timeframe.

Next was the timeline of the Txuj Ci Facilities Meetings, from December 2023 through March 2025, and it was a collaboration between board members, district administrators, parents, educators, and building principals from both the Txuj Ci HMong Language and Culture Upper and Lower Campuses. Phase 1 and Phase 2 plans were reviewed. Phase 2 interim options were then discussed, including the goals for the interim solution and the three options. Additional discussion points were also reviewed, with the work group recommendation with general agreement - Relocate Hmong Studies (HS) program to another site - temporarily while the PK-8 is being developed. A-1: Prosperity.

The current Txuj Ci facilities options were also reviewed, and included:

- Option A (recommended by Txuj Ci Facilities Workgroup)
 - Move Hmong Studies to Prosperity Heights

- Return 5th grade to Lower campus
- Option B (never offered of before October 7, 2025 COB)
 - Move Hmong Studies to Hazel Park
 - Return 5th grade to Lower campus

Members of the workgroup also noted parent concerns in no action between these two options.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- It was noted the importance of the differences in Hmong Studies and Hmong Dual Immersion, and that Hmong Studies is about understanding the culture, traditions, history of the Hmong people, and helping studies to learn the culture of the Hmong people and culture for both Hmong students, and those who are not Hmong. Hmong Dual Immersion is, in addition to learning about the culture, it is also learning the Hmong language, both Green and White, and for students to be bilingual by the time they enter middle school. The experience in Hmong Dual Immersion programs was also noted, with PreK-3rd grade reading and speaking the Hmong language, and then in 3rd grade English is incorporated.
- Families also shared their experiences in PreK and the early learning hubs. Families felt isolated at the hub, and requested that their PreK students be moved back to Txuj Ci.
- Director Vue requested an explanation for the rationale for creating a HDL program at the early learning hub. Dr. Stanley noted there was a goal overall to look at enrollment increase, and there were many families on the waiting list for PreK, and we know that students are more likely to stay in the district when they attend PreK in SPPS, so the goal was to ensure as many families are able to attend PreK in the district, which is why the East Hub was created and opened to ensure that families on the waiting list would be able to attend. That was the intent. The impact was that families were frustrated, and families were not engaged. Presenters then shared information about Txuj Ci.
- Director Franco requested information about the infeasibility of the K-12 school. That is information that can be sent.
 - Further information was also provided at the meeting. Chief Turner noted that at that time, SPPS does not support a PreK-12 design for several reasons – including that it is not an academic design in the best academic interest of students. There was one school that was this model called Saint Paul Open, and it closed several years prior, and moved to the current designs of school. From a facilities perspective, there is not currently a building nor land to offer a quality PreK-12 design to fit within our operational and facility design, as well as within our academic.
- Director Franco also asked the workgroup about their initial understanding of the timeline. Response: When we first met, our understanding was that it was a 5-year timeline and we were willing to have the 5th graders at the Upper Campus and for PreK to return to the Lower Campus for 5 years and that it was temporary.
- Director Franco also requested that the workgroup share about the current recommendations and considerations into the move. Parents noted that with the constraints of the building capacity, the 5-year plan included to move the 5th graders to the Upper Campus, and PreK students at the East Hub would then come back and have a true relationship with their peers, and that the 5th graders at Upper would be for 5 years, until they can all be in one school again. That was the main focus because of the 5-year plan, instead of the 10+ year plan. Phase 1 with the 5-year timeline, and the options were reviewed – including A was to keep PreK at the Hub and Lower would have grades 1-5; Option B was to bring back PreK and move 5th grade to the Upper campus; Option C was to split the program.
- Director Franco requested information about the sacrifice of moving the 5th graders at that time. Parents noted that a true language immersion program is PreK-5, and 5th graders at the Upper campus in the HDL program have less resources for HDL as part of the curriculum, and there is not a HDL coach to help with curriculum, and the 5th graders need to be back at the Lower campus. The understanding at the time is that it would be temporary.

- Director Carrillo requested if the workgroup was present or experienced the Envision process, and the closing and merging of two programs, and now looking to split into two schools, and the time into those decisions. He also requested information on the students enrolled at Jackson when it closed? Response: The K-5 enrollment at Jackson when program closed and merged was 319, which was inclusive of all 3 programs at that site. Primarily at Jackson, we heard families say it felt like the “haves and have nots” and because Phalen Lake was larger and had additional programming options and specialists, and afterschool programming, Jackson was closed because of the size and to want to build a strong program with citywide bussing to combine resources to be a stronger, more well-rounded school.
 - He was wondering from the parent's perspective, about the process with Envision, and as a starting point about the programs and our asks now. Was there an ask at the community at that point in terms of facilities, or only focused on merging the programs? Response: We were not involved in that decision, and told that Jackson was closing, and hoped for a plan for growth and a well-rounded education. Another parent noted their experience with Txuj Ci after enrollment in the Early Learning Hub. In 2018, there was a group of families advocating for a K-12 building, and a need from community, and Envision changed that. The District could not have foreseen the programs coming together and to be immersed in that. Another parent also noted their experience in thinking about a K-12 program and building, including the history, and found our community wanted one school and one building for PreK-12 and how the Hmong community lives with children together. Our senior high students will be watching the younger students. We would hope for a PreK-12, but with the limitations on that, there was PreK-8, and hope to move forward with that.
- Director Carrillo also noted questions about current configuration when Txuj Ci was formed, and details if there was a strong pressure and waitlist to enroll – was it happening before or after Envision, and when we knew there were a lot of families interested in this program.
- Director Henderson requested from the families their perspective on the need to bring families together and what that meant to them. Response: It was difficult, especially for parents of three children all in different buildings, including bus schedules, and to become accustomed to three different schools. Another parent shared that with a child at the Early Learning Hub in the HDL program, there was an assumption they were still part of the Lower school, but it became clear they were not, and information was not passed to families, including about the Hmong New Year and different principals. Parents also expressed that although their child was being grounded in a program that supported their culture and identity, that they did not feel part of the larger community.
- Director Vue noted questions about why the presentation about the 5 year timeline, and then change it to 10 years? Response: A 5 year timeline was not presented in details, but there was a slide that references occupying a building to 2030-2031, and used 5 years as a general statement, and to remember that the school will be for the youngest children, not the current students in the building. The 5 years was an approximation, and it was moved to the amount of time it would take, and revised to the 10 year timeline. The 5 year timeline was in direct correlation once a decision is made about the facilities master plan process, and other designs shared including Obama, Frost Lake, and AIMS, and referenced gatepoint checks. It is a 5-year process once a decision is made about the pre-planning, funding, and working with the State, and an average of 2-3 year construction process.
 - Knowing that the 5 year timeline was approximation, it was still used to make a decision? Response: We don't have notes that we presented 5 years, but assumed 5 years there would be a decision, and heard clearly that families heard 5 years, and there were different experiences. A parent noted that other staff also were working on a 5 year plan.
 - Director Henderson appreciated the additional pieces and steps to go into the creation and outcome of the final building, and context to hold – there are multiple steps in the construction of a new building, and additional points and pieces.
- Director Carrillo requested information about the conversations about other potential sites other than Prosperity Heights? Response: There were no other sites mentioned other than the East Hub. It was asked if we could build onto the Lower Campus, but we cannot build onto Prosperity. There was also a feasibility study, as to the criteria to land at Prosperity or if other sites were considered, and cost or prioritization, and how we arrived at Prosperity in the short-term solution,

but that the feasibility study was directed to the long-term vision. Chief Turner added them at the time, Prosperity was the only vacant building.

- Director Franco noted that in the Phase 2 presentation was around Board action, and the first set did not require board action, and the restructuring of the course offerings. He noted the updates from Director Vue and the work happening. He also noted the leadership transition during that time, and the engagement by Dr. Stanley. He appreciated the continuation of the process, and to Administration to ensure the Board was brought along in the decision making.
- In Phase 2 of the workgroup, when the decision was first around the intent and goals of Phase 2, through conversations what were the parent perspectives around all the moves? Response: Parents noted that there were conversations about the selections of options that would be least disruptive and in seeing one option was to move to three buildings, it was disheartening. She also highlighted the conversations to Hmong Studies to enhance its curriculum and programming. They need to be highlighted at the School Choice Fair to allow our community to understand this program and commit to enroll into the program. This is temporary and leading to a PreK-8 building. During that time Txuj Ci Upper was also beginning to develop its curriculum, and how to ensure we prepare our programs to enter into a building that will include everyone and to complement each other. Most of the perspective was on growth and well-rounded programs. There are currently constraints for our students. The decision was made to have the ability to grow both programs and for Hmong Studies to make their program special, and to upgrade their curriculum and wanting to grow both programs. Parents also spoke about the potential cuts to Hmong Studies and that enrollment was not there for Kindergarten. Hmong Studies is sustaining themselves, and there are opportunities for both programs to grow in enrollment and in academics for a well-rounded education
- Director Franco noted the hope for a PreK-8 building, and the hope and distrust on this topic, and understanding how parents and families feel and knowing about how systems have not supported folks, but hopes we can continue to work together to understand how to make it feel within reach, even though the timeline has been extended, but to demonstrate the work to build trust again.
- Director Henderson lifted the responsibilities to demonstrate and the expectations to work together towards the PreK-8 building. She also thanked the parents who presented and to the workgroup for the recommendation, as well as the staff, parents, students, and families.
- Parents also noted the history of the workgroup, and the starting 33 members, and there are now about 12-14. It is about ensuring we arrive at a long-term solution, which is the PreK-8 building. She also noted the learning of the language in this work and around facilities master plans, and the expectation to the district to put it into place. She also noted the hope to promote at the School Choice Fair in December. Parents also noted that these options were from the District and not the workgroup. We need to move forward for the students and for Txuj Ci, and encouraged board members to visit at 2 p.m., which is the last lunch for the younger students, who start their school day at 9 a.m.
- Director Vue requested that parents share their perspective on the action to be taken at the upcoming Board of Education meeting. Response: It will be a major decision – we want our students to have the best education and they are currently stuck in a little jar, and there is not room to grow or for specialists, or for other students to learn the Hmong language and culture, and to share the beauty of the culture and heritage. Whatever is decided will affect families, and will impact the choices of families. Parents encouraged the Board that in whatever they decide, they keep the decision for the long-term, and not another stop gap. They also noted that the actions and inactions have profoundly affected their families. They noted that the word “hope” does not exist in the Hmong language – we know, we think, we want, we need. We have been wanting a school and needing a school. There has been no follow through with actions. When the workgroup came to the Board in February, there were actions, which were completed and recommendations were made. While they do not know the vote, they asked the Board as their elected officials and leaders the questions about what they are going to do, and to ensure the people that are served are given the dignity and respect they need.
- There is work to be done to build and rebuild trust, and to meet the needs of the entire community. The Board thanked the workgroup members for being present and for the conversations, and continuation.

5. BREAK FOR PAY26 LEVY TRUTH IN TAXATION HEARING AT 6:00 P.M.

MOTION: Director Henderson moved to recess the Committee of the Board meeting to move onto the Special Meeting scheduled to begin at 6:00 p.m. The motion was seconded by Director Franco.

The motion was approved by roll call vote:

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

The meeting recessed at 5:48 p.m.

MOTION: Director Henderson moved to reconvene the Committee of the Board meeting. The motion was seconded by Director Vue.

The motion was approved by roll call vote:

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

The meeting reconvened at 6:27 p.m.

5. SPPS 2026 LEGISLATIVE AGENDA DISCUSSION

Jim Grathwol, Legislative Liaison, then provided this report.

Within the presentation were details on the key legislative fiscal gains in 2023-2025, and risks and opportunities in the 2026 session.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Franco requested further information on the PFML and unemployment insurance for hourly workers, and worker protections. What is our plan in addressing, and specific asks around those? Response: We asked that they fund the mandates, and to have impermanent funding source, and recommend the Board adopt a permanent funding source for unemployment insurance. For PFML, we'd like to see the system work and it has been negotiated in contracts, and to ensure the contracts work.
- He wanted to be sure we are not taking a position on removing protections for workers, and to actively seek collaboration on a solution, including the funding solutions.
- Director Henderson noted that she is hearing and to be clear on the messaging, that we believe that workers should have and continue to have access to programs, and it is also the responsibility of the State to adequately fund and support districts. Mr. Grathwol stated affirmatively that we are not recommend to adopt in opposition to PFML, and the reason we have a partially funded

unemployment insurance enactment is because we advocated on the second to last day of the session, and to help fund it. Without funding, it is not sustainable, and those costs then come from the classrooms and schools. No unfunded mandates. It is also the proper object of the state legislature to find new missions to accomplish under the schoolhouse roof, including expended Medicaid billing to extend the roofline.

- Director Franco noted a few requests, including the study and strategy of maintaining when there is a proposed reduction of \$250M in the state education budget, and would also like to see the district discussing enrichment programming, including attainable items. There is a discussion with the Saint Paul Delegation to know our priorities and other hopes, and it should include out of school funding, 21st century learning. The federal government is not helping, but there are some pieces such as activity buses to increase participation in athletics and other components such as reading programs that could be “icing on the cake” or to enhance our ability to deliver core services in the way we need to.
- Director Valliant requested information if there are other areas of change or work from the federal level that we should prepare, including in teacher shortages, and impacts of the recent bill. Response: This administration operates differently than the previous administration, and act outside the boundaries of typical legislative action. Eventually the “chickens will come home to roost” and impacts will be felt including in Medicaid and ACA tax credits. The administration cannot change federal legislative appropriations, that is to Congress, and while executive orders are somewhat performative, removing categories from licensure funding and student loan assistance programs, we not sure they can do that. Further information was also provided on compensatory revenue. The administration is using defenses to confuse the public and to district from other issues, and we need to carry on and continue to advance the educational experiences of our students, while staying informed about the executive orders and announcements.
- Further details were also requested on the cascading impacts due to federal actions around Medicaid billing, including within Medicaid expansion to over school-related health services, and more individuals on medical waivers. The other pieces is that the implementation has taken longer than expected, and impacts to IEP updates.
- It was also noted that in bargaining with SPFE, we committed to shared action to sustainable funding at the state level. Response: We are working together to establish agenda items, and to look at who is lobbying and the best messenger for each topic to work together.
- Director Henderson noted this feels exciting and there is also a healthy amount of apprehension, and work to do before the start of the session, and opportunities for the Board to be in spaces and to leverage personal relationships to deliver impactful messaging.
- Director Henderson also noted ways in which our City and County partners to work together collaboratively on legislative asks through the Joint Property Tax Advisory Committee, to lift the burden off taxpayers in the city, and it will not be solved this session, but to work 307 years out, and a roadmap to share with the community and to hold our elected officials to a goal.
- Director Carrillo noted the equalization work with our state partners and new equalization factor, and the idea is that we are at a disparity due to the number of tax exempt institutions in the city, and to work with our partners collaboratively to bring extra tax dollars that offset our local voted levies.
- Dr. Stanley noted that she appreciates seeing Mr. Grathwol in different spaces including AMSD, and the opportunities to connect about a Legislative Action committee for SPPS, including engagement of students to be at the table to advocate.

6. POLICY UPDATE

a. Policy 507.01 - School Sponsored Activities: Performances

Craig Anderson, Executive Director of Teaching and Learning, the presented this proposed update. Changes include an added Policy Purpose and General Statement of Policy.

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

QUESTIONS/DISCUSSION:

- None

MOTION: Director Henderson moved to place this revision of Policy 507.01 - - School Sponsored Activities: Performances to the consent agenda for the December Regular Meeting because there were not substantive changes made. The motion was seconded by Director Carrillo.

The motion was approved by roll call vote:

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

b. Policy 606.50 - Selection and Reconsideration of Library Material

Craig Anderson, Executive Director of Teaching and Learning, the presented this proposed new policy. The full language was reviewed, and included the purpose, general statement, definitions, responsibility for selection of library materials, individual student access to specific library material, and reconsideration of specific library material.

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

QUESTIONS/DISCUSSION:

- Director Henderson requested information on the context for the convening of the committee.
Response: If someone takes offense to an item in the library, they have the ability to submit a form, and within the procedure, there will be a committee to look at the entirety of the request and the material itself to make a determination.
- What is the role of the media specialist in the committee? Response: The principal shall within 10 days of receiving the complaint request from the district media specialist to bring a committee that includes a building administrator, two classroom teachers, a school support staff, four parent/guardians, and a licensed media specialist not assigned to that school, and a process to determine the request.
- What would happen if rather than someone objecting to a material, there is an objection to the material that is being obstructed by a media specialist? Response: That would be in the human resources realm.
- Much of the decision making around what is allowed or not allowed is within the discretion of a library media specialist, but what is the space if the discretion is counter to the values or needs of the school community.
- Director Carrillo noted questions about the paragraph about principals previously provided, which was included in the procedures, which is not approved by the Board, but discussed with the Policy Work Group.
- The only licenses library media specialist not assigned to the school is not a part of the committee by default? Response: Yes, to ensure there is not a conflict between the person who chose the materials.
- It was noted that MN Statute 134.51 was the basis for the reconsideration? Is that statute to have the reconsideration, or our own interpretation of the statute? Response:
- Director Carrillo wanted to understand the direct relationship and if this is a requirement. He noted concerns about a repeated effort or campaign by a group of people not related to the school to bring complaints to the school about library materials – can the procedure prevent that from happening? Can it state that after the review of a specific material, that there is a moratorium on it being reviewed again within the school year. He can see this being weaponized. There is also a need for discussion at the policy committee level to determine the ramifications of having this avenue which may be used in a good way for folks to have input on the library materials, but wanting to ensure it is not weaponized.

- Director Valliant noted questions about the reconsideration of specific library materials by parents or students, and wondering how much work that may create, and when would a parent specifically choose to have that item not available to their student versus wanting to have it removed from the library. Response: The data is that in the past six years, there has been one request brought through the committee, and the others have been where the parent understands their right to not have their student interface with that material.
 - Director Henderson noted that this is a different time than 6 years ago. This is from the ability to ban books bill, and this is from statute. She noted caution and want to be assured the language protects the district to the fullest extent, but also protects students to access well-rounded and robust materials in the library.
- Director Franco noted the reporting mechanism discussion at Policy Work Group and a way to ensure if there is a book being considered for removal to make that information to the Board to know if books are being removed from the shelves, but also if a book is raised to the level to being removed, and looking at the mechanism for notification across the district, so that folks are not purchasing the book and avenue for more discussion if it is challenged somewhere else.
- Dr. Stanley noted that during the height of this, MSBA met with superintendents to draft this model policy, and it may be beneficial to look at other policies with MSBA-added clarity to ensure it is not weaponized but used to protect access for students.
- General Counsel noted that in looking at the statute, there is a context challenge or reconsideration, there is a duty to submit a report of the challenge to the commissioner of education, and to the Board to report the details of the challenge to the agency and Board.

MOTION: Director Henderson moved that the review of Policy 606.50 at the December 2, 2025 Committee of the Board meeting be considered the First Reading of the three reading process, and that the review of the policy at the December 18th Board of Education meeting will be considered the second reading. The motion was seconded by Director Franco.

The motion was approved by roll call vote:

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

c. Recission of Policy 702.01 - Bonded Officers and Employees

Daniel Moser, Executive Director of Financial Services, then presented this proposed recission. The rationale for the proposed recission was reviewed, including that MN Statute 123B.14 Subd. 6 -Performance Bond; When the duty devolves upon any person employed by a board to receive money and pay it over to the treasurer of the district, the district must require a bond from such person and pay all premiums therefor. The amount of each bond shall be fixed by the board and the bond approved by it. The bond must be not less than \$500 conditioned for the faithful performance of the duty and be filed with the clerk. In lieu of individual bonds, the district may prescribe and keep in effect a schedule or position insurance policy or blanket bond in such aggregate amount as the district determines, insuring the fidelity of such persons in the amount of not less than \$500 for each such person.

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

QUESTIONS/DISCUSSION:

- Director Franco noted the recommendation to continue to make this a practice, and to ensure it is documented to carry insurance on the elected officials. Response: Under MN Statute, the school district has a duty to defend and indemnify all school board members, and under another statute, we

have the right to purchase insurance to cover that indemnify. We need to indemnify and defend school board members either way, it is whether we do it with insurance.

- Do we need to include this in policy in case future board decide not to? Appreciate the assurance that we are all covered.

MOTION: Director Henderson moved that the review of Policy 702.01 at the December 2, 2025 Committee of the Board meeting be considered the First Reading of the three reading process, and that the review of the policy at the December 18th Board of Education meeting will be considered the Second Reading. The motion was seconded by Director Carrillo.

The motion was approved by roll call vote:

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

d. Policy 504.00 - Drug Free Schools

Kathy Kimani, Director, Office of School Support, presented this update.

Within the presentation were details on the review committee, policy purpose, general statement, definitions, exceptions, and enforcement.

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

QUESTIONS/DISCUSSION:

- Director Valliant requested information referring to the General Statement and in describing hemp-derived products, and wondering if that includes garments made from hemp, such as hats and shirts.
- Director Franco noted questions about the locations and general business within the definitions, and jurisdictions and liability for students who may be at partner locations. Response: If a student is participating in a program or work environment where they are under the supervision of the District, they would be on school business, or if under the supervision of a school employee. There is a difference if the student is at a location such as a rec center or after-school care that is near the school, and the jurisdiction of that agency. If the student is at an athletic event that is at another location, it would be considered district business and fall within this policy as well.
- Director Valliant requested information on fresh or dry flower, and pocket flower, because there are differences, as well as further clarification on the leaf and flower, because they are two different parts of the plant, as well as fresh leaf.

MOTION: Director Henderson moved the review of Policy 504.00 at the COB meeting be considered the first reading of the three reading process and that the review of the policy at the December Board of Education meeting will be considered the second reading. The motion was seconded by Director Vue.

The motion was approved by roll call vote:

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

Director Valliant	Yes
Director Henderson	Yes

5. 2027-2033 STRATEGIC PLAN AND FACILITIES PORTFOLIO ANALYSIS

Superintendent Stanley then presented this report. This is grounded in the Entry Plan Phase of Leading.

Two interconnected, community-driven planning processes that will shape our future:

- 2026-27 to 2032-33 Strategic Plan launching our new strategic direction
- Facilities Portfolio Analysis ensuring equitable distribution of fiscally sound and sustainable facilities

Information on the 2026-2033 strategic plan was shared:

- Determine Educational Needs
- Establish Priorities
- Identify & declare Strategic Objectives
- Set Key Indicators of Progress
- Focus Resources

Details were also provided on the 2026-2027 strategic plan community engagement, three priority areas of Excellence in Instruction, Deliberate Inclusion, and Sustainable Infrastructure. Strategic plan phases were reviewed.

Information on the Facilities Portfolio Analysis included the need for:

- Fiscal constraints
- Innovative spaces for student programming
- Ensure every student has access to safe, well-kept, well-resourced learning environments

Any changes to our facilities configuration would be implemented in Fall 2028, providing a full transition year (2027-28) to support students, families and staff through thoughtful planning, staffing decisions, enrollment processes, and facility and program modifications.

Community engagement and phases were also reviewed. Integration and alignment with the strategic plan process was also shared. Board involvement in both processes was also presented, as well as the rationale for this approach.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Vue noted the strategic plan is grounded in dignity and belonging, and that we do not move the goalpost based on the fiscal year, but to suggest that the Board develop guardrails on what it means for those we serve. Director Franco noted that it seems like a value to uphold in this process, and how we will do the work, and those things will be defined through the work of the strategic plans, and guardrails for the process, and this is an opportunity to think about additional guardrails we may want in place. This is equity and belonging to ground the work to get us to a well-rounded strategic plan, that centers those core components. Director Valliant also noted there should be specific goals that are directly related to equity and belonging, and to have them as values, but also to put forth specifics so they don't get lost. Chief Grey Akyea noted there was a need to take conceptual and interpreted in many different ways to have a concrete and shared understanding, and to move to a more aligned place in a more strategic direction. Director Valliant noted the need for the Equity Department to put forth goals for the district, which will be the guardrails to work. Director Carrillo appreciates the desire to center goals around equity and dignity, and to ensure it is not the historical trend of favoring the few at the expense of many who have been disadvantaged in our organization. We need expectations for ourselves, as well as our community to engage in this work and framed in a sense of SPPS the place for everyone and to share resources amongst each other. He also noted the advisory groups and their work in the

strategic plan and transparency will be key and who they represent, and then step into the hard work of the strategic plan.

- Director Vue noted he sees the phase lay out for the strategic plan, and consider the Board having a report at the end of each phase, voting to approve it, and then moving onto the next phase to monitor the design of the strategic plan. Is the purpose of the vote to have a mechanism to say the Board needs more, or to move to the next phase? It would be a mechanism for the Board to assert influence and collaborate with the Superintendent. Director Franco noted there is an intent to provide consistent memos to the Board and regular updates at the Committee of the Board at a minimum. Those are opportunities for check-points. He wondered if there are specific points in time, and what the vote would commit the Board or not, because they will always have the ability to go back to the community for further engagement. Director Henderson noted that if the Board is reacting to the work after it has been done, and not expressed concerns throughout the process, it is outside the governance capability and potential. She believes there are ways to be engaged outside the voting process as a checkpoint in the process, but Board members to be aware of the process is crucial and built into the process. Director Carrillo noted he would not want to vote on any part of the strategic plan until the launch itself, because it is the prerogative of the superintendent to develop the plan, with other ways for the Board to be involved and offer feedback. This is a January-July process, and interacting with the outcome of the strategic plan. If we come to a board adoption in July and not sure about the strategic plan or surprised by it, it may be a failure in communicating, and not a failure in governance, and speaks to the relationship with the superintendent. He would spend more time crafting checkpoints in the facilities portfolio review, where we do owe the community a formal review process. Director Valliant noted that Director Vue asked to vote on the report, not on the plan, and report on the vote could agree on the report and accept it. It is not voting on a process or point in the plan – only the report. Director Vue provided more information on his rationale. It is to demonstrate to the public that the Board is engaged and accountable and do have the community's interest in mind. Director Henderson requested information if the Board were to vote a report down, and what it means for the phase as the Board's votes are directives. Director Valliant noted if the report is voted down, the Board is stating that pieces are missing, but we need to be clear about it. If board members are unhappy with, for example, community engagement, and the expectation is that it is redone, and an understanding that is different about what the vote means and the next step to that report. She is in favor of an accountability checkpoint, but does not want to put the Board or District in a position where we are unsure of what the next steps are in the process. Director Franco agreed with Director Henderson and that when the reports and memos are received, to ensure they have insight on next steps and the structure of the pieces to be embedded into that report, and if there were questions, that it would not be unheard in the process.
- Director Vue noted the decision does not need to be made tonight, but for further discussion.
- About the taskforce, how long will that taskforce be active based on the design and planning for the new strategic plan? Response: From January to the recommendation to the Board for the strategic plan. They will be very active initially, and then there will be a break to analyze the data, and take that information back to them to receive that information, provide feedback, and then make final touches to bring the proposed plan to the Board, and the taskforce would be sunset once the recommendation come before the Board in June 2026. Then the Board would review, offer feedback, and then take action.
- How many meetings will there be for the taskforce? Response: About 7-8 meetings.
- Director Vue noted consideration to compensate members of the taskforce through a stipend. Dr. Stanley noted that those were built into the budget. In terms of amount per member, that information will be provided from a management level.
- Director Valliant noted appreciation for the set-up, and that we should have specific equity goals in order to inform and lead with equity.
- Director Vue noted a point of clarification around the facilities portfolio engagement, and if this is a different task force, and if they will be provided with a stipend? Response: There is not a current budget built for this, but the Board would appreciate that it is.
- There will be no major decisions around the facilities configuration until the 27-28 school year? Response: Yes, the Board would receive the recommendation in Jun 2027, they would examine,

deliberate, deliver feedback, and act on it for August 2027, and use 2027-2028 school year to move to implementation. There may be scenarios where some recommendations start in Fall 2028, but some delayed to 2029. We want to take a year to plan that out and allow for transitions, which is based on feedback from the Board and community members in her 100-day onboarding.

- The strategic plan will be voted on in August 2026 – does that mean the allocations during the spring is based on the current strategic plan? Response: Yes, the allocations in February.

7. ADJOURNMENT

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

The motion was approved by roll call vote:

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

The meeting adjourned at 9:06 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**

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 4, 2026 – Wednesday (Precinct Caucus)
- 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: December 18, 2025

TOPIC: Acceptance of Gift from Patricia and Kenneth Martino

A. PERTINENT FACTS:

1. The Bodin-Dennison Trade Scholarship was established in 2022 from funds donated from Kim Bodin to encourage students to pursue the trades program. The family has a long history of graduates from Johnson Senior High School.
2. The scholarship is available each year for seniors to apply, and 2-4 students are awarded each year in amounts of \$1500.00. The scholarship enables students entering the trades program to lower their college tuition and to pay for class materials/textbooks related to their studies.
3. The scholarship is on-going until funds are exhausted. Funds are currently held in: 29-230-960-340-5096-S110.
4. For 2025-2026 school year, two \$1500.00 scholarships (\$3000.00 total) will be available for student application.
5. This item aligns with the District strategic plan focus areas of College and Career Readiness.
5. This item is submitted by Jamil Payton, Principal, Johnson Senior High; Adam Kunz, Assistant Superintendent; and Andrew Collins, Executive Chief of Schools.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept this gift on behalf of Johnson Senior High School from donors, Patricia and Kenneth Martino.

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

DATE: **December 18, 2025**

TOPIC: **Accepting all Donations under \$5,000 from November 1-November 30, 2025**

A. PERTINENT FACTS:

1. **Saint Paul Public Schools Board of Education approves of all donations that are under \$5,000, as attached herewith.**
2. **The incoming funds are to be used for public purpose and support the need of the enrolled students and community.**
3. **These donations will help meet the District's strategic plan focus area of Program Evaluation and Resource Allocation.**
4. **This item is submitted by Daniel Moser, Executive Director of Finance; and Tom Sager, Executive Chief of Financial Services.**

B. RECOMMENDATION:

That the Board of Education approve these donations under \$5,000 from November 1-November 30, 2025, which shall be used as public purpose and to assist in fulfillment of public education for Saint Paul Public Schools students.

Independent School District 625

Report ID:
 Financial Activity Report
 Intraschool Fund

SDGL018 Page No. 1 of 25
 Run Date 12/8/2025
 Period Nov-25 Thru Nov-25

Vendor Name	Amt	Description	Actual	Journal ID
AR/ ST PAUL CENTRAL SPORTS BOOSTERS/ADTL COACHING STIPEND FOOTBAL	(4,815.60)	ARD0113327	10373-8	11-Nov-25
AR/ ST PAUL CENTRAL SPORTS BOOSTERS/ADTL COACH STIPEND BOY SOCCE	(4,044.60)	ARD0113327	10373-11	11-Nov-25
AR/ SAINT PAUL AREA CHAMBER OF COMMERCE/EMPLOYE WORKPLCE WELLNESS	(3,050.00)	ARD0113402	10388-1	14-Nov-25
AR/ COMO PARK LUTHERAN CHURCH/ART RESIDENCIES	(3,000.00)	ARD0113081	10346-11	4-Nov-25
AR/ ST PAUL CENTRAL SPORTS BOOSTERS/ADTL COACH STIPEND G VOLLEYBA	(2,140.00)	ARD0113327	10373-9	11-Nov-25
AR/ SAINT PAUL CENTRAL SPORTS BOOSTERS/CONCESSION GIRL SOCCER CEN	(2,022.30)	ARD0113327	10373-7	11-Nov-25
AR/ BARBARA SAMPER FOUNDATION/THEATRE	(2,000.00)	ARD0113324	10351-1	5-Nov-25
AR/ ST PAUL CENTRAL SPORTS BOOSTERS/ADTL COACH STIPEND FALL CHEER	(1,797.60)	ARD0113327	10373-10	11-Nov-25
AR/ ST PAUL CENTRAL SPORTS BOOSTERS/ADTL COACH STIPEND GIRL SWIM	(1,605.01)	ARD0113327	10373-12	11-Nov-25
AR/ RICHARD G & KIM J BODIN/SCHOLARSHIPS	(1,500.00)	ARD0113396	10346-6	4-Nov-25
AR/ MIGHTY CAUSE/EDUCATIONAL PURPOSES	(1,280.60)	ARD0113081	10345-10	4-Nov-25
AR/ DARCEL HILL/ART SUPPLIES	(1,000.00)	ARD0113081	10346-1	4-Nov-25
AR/ S ROBERT STREET BUSINESS/EDUCATIONAL PURPOSES	(1,000.00)	ARD0113081	10345-8	4-Nov-25
AR/ CHERYL RESCH/EDUCATIONAL PURPOSES	(650.00)	ARD0113324	10350-1	5-Nov-25
AR/ ST PAUL CENTRAL SPORTS BOOSTERS/REIMBURSE XC SHORTS 25-26SY	(630.00)	ARD0113327	10373-13	11-Nov-25
AR/ KEVIN DUTCHER OR ELIZABETH STARLING/EQUIP & SUPPLIES FOOTBALL	(500.00)	ARD0113327	10373-16	11-Nov-25
AR/ MISSISSIPPI PARK CONNECTION/EDUCATIONAL PURPOSES	(500.00)	ARD0113081	10345-5	4-Nov-25
AR/ SHUTTERFLY, LLC/BELWIN-MEMORY OF CHUCK LEA	(488.24)	ARD0113402	10386-24	14-Nov-25
AR/ SHUTTERFLY, LLC/Monetary gift.	(428.16)	ARD0113400	10381-1	12-Nov-25
AR/ DAVANNI'S/EAGLES BLUFF	(404.05)	ARD0113081	10346-8	4-Nov-25
AR/ DANIEL A JAPUNTICH/GENERAL SCHOOL SUPPLIES	(400.00)	ARD0113327	10373-20	11-Nov-25
AR/ THE SAINT PAUL FOUNDATION/REDBALLOON AUTHOR VISIT/ BOOKS	(347.75)	ARD0113403	10390-6	17-Nov-25
AR/ SHUTTERFLY, LLC/EDUCATIONAL PURPOSES	(325.81)	ARD0113081	10346-5	4-Nov-25
AR/ APEX LEADERSHIP CO/T102-TEACHER #2	(288.84)	ARD0113327	10375-5	11-Nov-25
AR/ DANIEL C. DEETZ AND REBECCA HAACK-DEETZ/BELWIN-MEMORY OF CHUC	(250.00)	ARD0113402	10386-14	14-Nov-25
AR/ CHARLTON DIETZ/BELWIN-MEMORY OF CHUCK LEA	(200.00)	ARD0113402	10386-15	14-Nov-25
AR/ CHARLES DIA MARILYN L PORTER/BELWIN-MEMORY OF CHUCK LEA	(150.00)	ARD0113402	10386-23	14-Nov-25
AR/ GUY BELLAVER AND ELIZABETH BELLAVER/EQUIP & SUPPLIES - FOOTBA	(150.00)	ARD0113327	10373-15	11-Nov-25
AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(107.31)	ARD0113081	10345-11	4-Nov-25
AR/ HARLENE O HAGEN/BELWIN-MEMORY OF CHUCK LEA	(100.00)	ARD0113402	10386-19	14-Nov-25
AR/ MARILYN A & ROGER H APPELDORN/BELWIN-MEMORY OF CHUCK LEA	(100.00)	ARD0113402	10386-12	14-Nov-25
AR/ HAROLD K. NELSON AND SUZANNE M. NELSON/BELWIN-MEMORY OF CHUCK	(100.00)	ARD0113402	10386-4	14-Nov-25
AR/ F STEPHEN WINFIELD/EQUIP & SUPPLIES GIRLS VOLLEYB	(100.00)	ARD0113327	10373-14	11-Nov-25
AR/ PAUL C PROSE JR/EQUIP & SUPPLIES - FOOTBALL	(100.00)	ARD0113327	10373-17	11-Nov-25
AR/ LAURENCE A. OR LINDA A. MEYER/BELWIN-MEMORY OF CHUCK LEA	(75.00)	ARD0113402	10386-3	14-Nov-25
AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(71.54)	ARD0113081	10345-4	4-Nov-25
AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(71.54)	ARD0113081	10345-6	4-Nov-25
AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(71.54)	ARD0113081	10345-12	4-Nov-25
AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(71.54)	ARD0113081	10345-13	4-Nov-25
AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(71.54)	ARD0113081	10346-2	4-Nov-25
AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(71.54)	ARD0113081	10345-9	4-Nov-25
AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(71.54)	ARD0113081	10345-2	4-Nov-25
AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(71.54)	ARD0113081	10346-14	4-Nov-25
AR/ ANN SARGENT/HUBBS CENTER	(50.00)	ARD0113081	10346-9	4-Nov-25
AR/ KATHLEEN P & JAMES G GRINDELAND/BELWIN-MEMORY OF CHUCK LEA	(50.00)	ARD0113402	10386-17	14-Nov-25
AR/ BONITA M & MICHAEL J JELLINEK/BELWIN-MEMORY OF CHUCK LEA	(50.00)	ARD0113402	10386-22	14-Nov-25
AR/ ORIN J. SCORE/BELWIN-MEMORY OF CHUCK LEA	(50.00)	ARD0113402	10386-7	14-Nov-25
AR/ ROBERT B & PENNY L WHEREATT/BELWIN-MEMORY OF CHUCK LEA	(50.00)	ARD0113402	10386-10	14-Nov-25
AR/ LUCY H. GOLISH/BELWIN-MEMORY OF CHUCK LEA	(50.00)	ARD0113402	10386-16	14-Nov-25
AR/ CAROL STRAKA AND WILLIAM STRAKA/BELWIN-MEMORY OF CHUCK LEA	(50.00)	ARD0113402	10386-8	14-Nov-25
AR/ JOHN OR MARILYN PORTER/BELWIN-MEMORY OF CHUCK LEA	(50.00)	ARD0113402	10386-5	14-Nov-25
AR/ CAROLE J. BERTRAM/BELWIN-MEMORY OF CHUCK LEA	(25.00)	ARD0113402	10386-13	14-Nov-25
AR/ CONNIE L. HESS/BELWIN-MEMORY OF CHUCK LEA	(25.00)	ARD0113402	10386-21	14-Nov-25
AR/ BRUCE E. ALBRECHT/BELWIN-MEMORY OF CHUCK LEA	(25.00)	ARD0113402	10386-11	14-Nov-25

AR/ HELEN SWANSON/BELWIN-MEMORY OF CHUCK LEA	(25.00)	ARD0113402		
AR/ DR. NORMAN B & JOAN C. PURRINGTON/BELWIN-MEMORY OF CHUCK LEA	(25.00)	ARD0113402		
AR/ ROSETTA MASON AND BRIAN MASON/BELWIN-MEMORY OF CHUCK LEA	(25.00)	ARD0113402	10386-2	14-Nov-25
AR/ MICHAEL COHEN/EDUCATIONAL PURPOSES	(25.00)	ARD0113081	10345-7	4-Nov-25
AR/ PATRICIA GUENTHER/BELWIN-MEMORY OF CHUCK LEA	(20.00)	ARD0113402	10386-18	14-Nov-25
AR/ LESLIE ERWIN HUTH/BELWIN-MEMORY OF CHUCK LEA	(15.00)	ARD0113402	10386-20	14-Nov-25
AR/ SANDY YANG & PAUL XIONG/EDUCATIONAL PURPOSES	(10.00)	ARD0113081	10345-1	4-Nov-25
AR/ SANDY YANG & PAUL XIONG/EDUCATIONAL PURPOSES	(10.00)	ARD0113081	10345-3 10386-9	4-Nov-25 14-Nov-25
	(36,853.19)		10386-6	14-Nov-25

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

DATE: December 18, 2025

TOPIC: PNC Bank Winter Gear Donation to Pre-K Program

A. PERTINENT FACTS:

1. PNC Bank will donate 200 pairs of snowpants and 500 mittens to the Pre-K Program.
2. The materials will be distributed to Pre-Kindergarten classrooms across the Saint Paul Public Schools.
3. This item aligns with the District strategic plan focus area of Family and Community Engagement.
3. This item is submitted by Dr. Valora Unowsky, Senior Executive Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept the PNC Bank winter gear donation.

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

DATE: December 18, 2025

TOPIC: Request for Permission to Submit a Grant to the Minnesota Department of Education's Teacher Mentorship and Retention Grant Program

A. PERTINENT FACTS:

1. The Minnesota Department of Education makes this funding available to school districts, charter schools, cooperative units, Tribally Controlled Schools, and coalitions of teachers for the purpose of developing, sustaining, and expanding mentorship programs in order to increase retention and effectiveness of teachers in their first three years of teaching, especially teachers from underrepresented racial and ethnic groups.
2. Saint Paul Public Schools' Human Resources Department has identified a particular need for extra financial support for teacher mentors of color, mentoring partnership observation opportunities, racial affinity groups, and induction programs. The primary goals for this grant project are to 1) enhance the existing district-wide Mentor Mentee Program in order to provide more differentiated and targeted 1:1 support for first-year educators; 2) expand racial affinity group support programming and culturally responsive professional development for educators of color and American Indian educators to increase educator retention, navigational and advocacy capacity, and the use of culturally responsive practices; and 3) expand induction support for educators in Year 3 to provide leadership skill development opportunities and social emotional support. The grant will fund supplemental pay for participating teachers and mentors, professional development materials, and substitutes needed for during scheduled observations.
3. Saint Paul Public Schools will serve as fiscal agent for the project. The grant is for approximately \$246,463 until February 28th, 2028.
4. This project will support the strategic focus area of Systemic Equity.
5. This is a new grant-funded project.
1. This item is submitted by Durowaa Agyeman-Mensah, Grants Assistant; Patricia Pratt-Cook; Executive Chief of Human Resources; Charlotte Landreau, Director of the Innovation Office; Stacey Gray Akyea, Executive Chief of Equity, Strategy & Innovation; and Jacqueline Turner, Executive 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's Teacher Mentorship and Retention 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: December 18, 2025

TOPIC: Request for Permission to Submit a Grant to the Minnesota Department of Education's Agricultural Education Summer Grant Program

A. PERTINENT FACTS:

1. The Minnesota Department of Education (MDE) received \$242,500 in state funding under Minnesota Statutes 2025, chapter 10, article 3, section 15, subdivision 2 that is available to school districts, charter schools, Tribally controlled schools, intermediate school districts, and education cooperatives, with current approved agricultural education programs. The grant can be used to pay licensed agricultural education teachers who offer summer programming for high school students. These programs must fall under the extended year guidelines in Minnesota Laws of Minnesota 2017, 1st Spec. Sess. chapter 5, article 2, section 51. Programs will be funded that occur the next two summers (2026 and 2027).
2. Highland Park Senior High and Humboldt High School have prepared applications for funds to provide an agriculture program over the summer for high school students in extended programs. The goal of this project is to have students explore more hands-on activities in a summer credit-bearing course without the constraints of the class period and school day. This grant will fund supplemental pay and benefits for three licensed agricultural education teachers to plan for and teach the summer agricultural course offered at their respective schools.
3. Saint Paul Public Schools will serve as fiscal agent for the project. The grant is for approximately \$30,000 over two years until June 30, 2027. The Office of College and Career Readiness will provide a \$30,000 match over two years as a requirement of this grant.
4. This project will support the strategic focus area of Effective Instruction.
5. This is a continuing grant-funded project.
1. This item is submitted by Durowaa Agyeman-Mensah, Grants Assistant; Carita Green; Executive Director of College and Career Pathway and Student Support; Charlotte Landreau, Director of the Innovation Office; Stacey Gray Akyea, Executive Chief of Equity, Strategy & Innovation; and Jacqueline Turner, Executive 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's Agricultural Education Summer 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: December 18, 2025

TOPIC: Contract for Enrollment Management System

A. PERTINENT FACTS:

1. Saint Paul Public Schools and the Student Placement Center have been using the current enrollment management system since 2012. At that time of implementation the system afforded opportunity for electronic application submission and enhanced review of enrollment capacity. While it has worked very well over the years allowing families to choose schools for their children and apply based on their address and interests, there is a need to enhance and streamline usability for both families and staff.
2. A new enrollment management system will allow families an accessible experience that is responsive to all devices and one where they can research, compare choices, apply, track, and communicate in one place. This new system allows for passwordless login authentication, as well as supports multiple languages. It features streamlined enhancements for application processing, in addition to multiple routes of notification and communication for authorized Student Placement Center, school, and SPPS staff.
3. Approximately 66 months (5.5 years) with this contract.
4. Requesting approval of \$696,083.00 for the entirety of the contract through Avela divided through the fiscal years as follows:

	12/1/2025-6/30/27	7/1/2027-6/30/2028	7/1/2028-6/30/2029	7/1/2029-6/30/2030	7/1/2030-6/30/2031	Total
Avela (5 year)	\$ 236,083.00	\$ 115,000.00	\$ 115,000.00	\$ 115,000.00	\$ 115,000.00	\$ 696,083.00

5. This project will meet the strategic plan focus areas of Program Evaluation/Resource Allocation and Family and Community Engagement
6. This item is submitted by Jayné Williams, Director Student Placement Center; Jackie Turner, Executive Chief Administration and Operations.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to approve the contract proposal with Avela for the implementation, management, and on-going support of the new enrollment management system in the amount of \$696,083.00 (over 5.5 years).

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

DATE: December 18, 2025

TOPIC: Sale of District Macbook Inventory

A. PERTINENT FACTS:

1. Technology Services is requesting approval to sell the district Macbook inventory of approximately 4,200 Macbooks following the end of school year 2025-2026.
2. Devices will be sold to Total Technology for an estimated total of over \$650,000 utilizing an approved cooperative purchasing contract from Community Purchasing Connection, a board approved cooperative purchasing organization.
3. Total Technology purchased both the district iPad and Macbook inventory during previous device refreshes. Substantial market research was conducted to ensure sale price is comparable with other vendors. Proceeds of this sale will be applied to future district level technology purchases.
4. This item aligns with the District strategic plan focus area of Program Evaluation and Resource Allocation.
5. This item is submitted by: Mario McHenry, Executive Director, Technology Services, Tom Sager, Chief Financial Officer, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent to approve the sale of district Macbook inventory following the end of school year 2025-2026 to Total Technology.

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

DATE: December 18, 2025

TOPIC: Approval of Employment Agreement Between Independent School District No. 625, Saint Paul Public Schools and Saint Paul Principals' Association

A. PERTINENT FACTS:

1. New agreement is for a two-year period from July 1, 2025 through June 30, 2027.
2. Contract changes are as follows:

Wages: Effective July 1, 2025, increase salary schedule 2.25% for year 1. Effective July 1, 2026, increase salary schedule 2.25% for year 2.

Benefits: Effective January 1, 2026, the District monthly contribution for single coverage will increase from \$1,000 to \$1,040 per month. The District monthly contribution for family/single+1 coverage will increase from \$1,515 to \$1,575.60 per month. Effective January 1, 2027, the District monthly contribution for single coverage will increase from \$1,040 to \$1,102.40 per month. The District monthly contribution for family/single+1 coverage will increase from \$1,575.60 to \$1,670.14 per month.

Deferred Compensation: Effective January 1, 2026, the District's contribution to a deferred compensation match will increase by \$250 to a maximum of \$4,000 per year for employees hired after January 1, 1996. Effective January 1, 2027 the District's contribution to a deferred compensation match will increase by \$250 to a maximum of \$4,250 per year for employees hired after January 1, 1996.

3. The District currently has 134 regular employees in this bargaining unit.
4. The new total package costs for the agreement are estimated as follows:

<input type="checkbox"/>	in the 2025-26 budget year:	\$1,002,590
<input type="checkbox"/>	in the 2026-27 budget year:	\$1,077,646

5. This item will meet the District target area goal of alignment.
6. This request is submitted by Patricia Pratt-Cook, Chief of Human Resources and Talent Management; Daniel Wells, Assistant Director of Employee and Labor Relations.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve and adopt the agreement concerning the terms and conditions of employment for principals' in this school district for whom the Saint Paul Principals' Association is the exclusive representative; duration of said agreement is for the period of July 1, 2025 through June 30, 2027.

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

DATE: December 18, 2025

TOPIC: Enter into Lease Agreements with Apple for Macbooks

A. PERTINENT FACTS:

1. Permission to enter into lease agreement with Apple, Inc. for Macbooks. The agreements will also include device asset tagging and licensing.
2. This will be a four-year lease agreement for Macbooks; first payment will be due August 2026. The total cost will not exceed \$4,200,000 over the life of the lease.
3. Funding for the lease will come out of Technology Services budgetary dollars.
4. The solution will be bought through our vendor Apple. The purchases will be made utilizing a cooperative contract from the State of Minnesota, a board approved cooperative purchasing organization.
5. This will be the fourth Macbook refresh for academic and school-based staff over the past 12 years and follows standard district refresh cycles and eligibility criteria. Most school-based staff will exchange their current Macbook for a new device in late spring 2026. Exchanged devices will be sold to fund future technology purchases.
6. This item aligns with the District strategic plan focus area of Program Evaluation and Resource Allocation.
7. This item is submitted by: Mario McHenry, Executive Director, Technology Services, Tom Sager, Chief Financial Officer, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent to enter into a Lease Agreement with Apple, Inc for Macbooks, for a total not to exceed \$4,200,000 over the life of the lease.

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

DATE: December 18, 2025

TOPIC: Enterprise Resource Planning System Security and Consumer Grade User Experience

A. PERTINENT FACTS:

1. The District uses Oracle Corporation's PeopleSoft application for its Enterprise Resource Planning system. These applications are utilized for the District's Finance and Human Resource operations, which includes payroll. Associated with these applications are other vendor related products and services for production support, technical support, system enhancements, and solutions engineering.
2. Our current software will soon be unsupported which poses a critical risk including security vulnerabilities and operational instability. Hiring contractor resources is required to mitigate the risk. The upgrade will simultaneously deliver long-term value, including a modern, consumer-grade user experience, the implementation of a new supplier contract application, and allow us to perform necessary day-to-day maintenance to keep the core system running. This one time expense is \$350,000.
3. Funding for the resources is coming from budget adjustments and contingencies within the budget approved by the School Board in June 2025. This will therefore remain within overall budget parameters for district support services.
4. The total annual budgeted expense for this area in FY26 is now \$1,980,982. In comparison, prior year budgets were: FY25 \$2,156,480, FY24 \$2,193,589, and FY23 \$2,129,119.
5. This item is submitted by Tom Sager, Executive Chief of Financial Services.

B. RECOMMENDATION:

That the Board of Education authorizes District administration to amend the service agreements, as presented, for the remaining 7 months in the amount of \$350,000 for FY26, beginning December 1, 2025.

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

DATE: December 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 October 1, 2025- October 31, 2025.

MONTHLY OPERATING AUTHORITY		
October 1, 2025 - October 31, 2025		
Fund	Descriptions	Amount
No	Checks: 790015--791154	
1	General	\$ 4,403,495.56
2	Food Service	\$ 2,743,628.14
3	Transportation Services	\$ 273,038.37
4	Community Service	\$ 40,986.34
6	Building Construction	\$ 13,903,363.23
		\$ 21,364,511.64
	Electronic Payments(WIRES): 0011542--0011590	
1	General	\$ 74,926,866.37
2	Food Service	\$ 1,864,029.32
3	Transportation Services	\$ 641,754.79
4	Community Service	\$ 2,397,180.08
6	Building Construction	\$ 414,165.16
21	Work Compensatory	\$ 8,657.70
		\$ 80,252,653.42
	ACH Payments: 0013874--0014253	
1	General	\$ 5,782,407.24
2	Food Service	\$ 311,768.23
3	Transportation Services	\$ 1,492,351.63
4	Community Service	\$ 580,241.73
6	Building Construction	\$ 7,043,634.56
		\$ 15,210,403.39
	EFT Payments: 7005612--7005614	
1	General	\$ -
2	Food Service	\$ -
3	Transportation Services	\$ -
4	Community Service	\$ 3,439.92
6	Building Construction	\$ -
		\$ 3,439.92
	P- Card	
1	General	\$ 418,780.10
2	Food Service	\$ 3,438.23
3	Transportation Services	\$ 214.33
4	Community Service	\$ 28,665.86
6	Building Construction	\$ 4,001.95
		\$ 455,100.47
	TOTAL DISTRICT	\$ 117,286,108.84

Fund Financial Analysis (July Thru October FY 2026)				
Fund	Actual Expenses	Adopted Budget	Variance	Percentage of Budget Used
Fund 1- General Fund	\$ 232,646,103.52	\$ 767,046,517.00	\$ 534,400,413.48	30%
Fund 2 -Food Service	\$ 8,347,590.09	\$ 33,016,123.00	\$ 24,668,532.91	25%
Fund 4 -Community Service	\$ 8,719,197.52	\$ 31,364,108.00	\$ 22,644,910.48	28%
Fund 6- Building Construction	\$ 74,687,193.53	\$ 118,891,454.00	\$ 44,204,260.47	63%

Fund Financial Analysis (October FY 2026)			
Fund	Actual Expenses	Adopted Budget	Percentage of Budget Used
Fund 1- General Fund	\$ 87,947,566.09	\$ 767,046,517.00	11%
Fund 2 -Food Service	\$ 4,922,863.92	\$ 33,016,123.00	15%
Fund 4 -Community Service	\$ 3,050,513.93	\$ 31,364,108.00	10%
Fund 6- Building Construction	\$ 21,365,164.90	\$ 118,891,454.00	18%

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

DATE: December 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; and Andrew Collins, Executive Chief of Schools.

B. RECOMMENDATION:

That the Board of Education exclude non compliant student(s) from school(s) effective January 6, 2026 should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

HUMAN RESOURCE TRANSACTIONS
November 1, 2025 to November 30, 2025
December 18, 2025

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Glaser, J.	Assistant Principal	10/18/2025	\$69.85	Eastern Heights Elem
Johnson, K.	Central Administrator	12/27/2025	\$55.01	Como Service Center
Flora, J.	Classroom Teacher	10/18/2025	\$44.12	Cherokee Hts Community
Sabrie, S.	Classroom Teacher	11/15/2025	\$37.75	Hazel Park Preparatory Academy
Magaard, K.	Classroom Teacher	11/08/2025	\$43.46	Murray Middle
Malone, J.	Classroom Teacher	11/15/2025	\$59.16	RiverEast Elem/Secondary
Desjarlait, M.	School / Community Professional	11/29/2025	\$34.44	Como Service Center
Carroll, L.	Education Assistant	12/06/2025	\$33.32	Focus Beyond (18-Adult)
Evans-Scott, B.	Education Assistant	11/08/2025	\$27.37	Focus Beyond (18-Adult)
Kummer, Z.	Education Assistant	11/29/2025	\$39.30	Colborne Admin Offices
Baker, T.	Teaching Assistant	11/29/2025	\$26.28	St. Paul Music Academy
Bulale, S.	Teaching Assistant	11/01/2025	\$23.35	Bridge View
Chea, N.	Teaching Assistant	11/29/2025	\$21.63	RiverEast Elem/Secondary
Conrad, O.	Teaching Assistant	11/15/2025	\$26.28	Nokomis Montessori North
Hanson, R.	Teaching Assistant	11/15/2025	\$23.35	Como Park Elem
Harris, A.	Teaching Assistant	11/29/2025	\$21.63	Benjamin Mays/Museum
Harris, H.	Teaching Assistant	11/29/2025	\$20.94	Frost Lake Elem
Lee, D.	Teaching Assistant	11/15/2025	\$20.94	Wellstone Elem
Lovoll, A.	Teaching Assistant	11/08/2025	\$23.35	Como Park Elem
Rivera Del Valle, H.	Teaching Assistant	11/29/2025	\$23.35	St. Paul Music Academy
Rivera, E.	Teaching Assistant	11/15/2025	\$20.94	Como Park Elem
Roscoe, T.	Teaching Assistant	01/03/2026	\$26.28	Early Learning Hub
Soe, E.	Teaching Assistant	11/29/2025	\$26.28	Battle Creek Middle
Suggs-Morgan, K.	Teaching Assistant	11/29/2025	\$26.28	Eastern Heights Elem
Thaw, P.	Teaching Assistant	11/08/2025	\$26.28	Txuj Ci HMong LWR PhalenLk
Trumbo, I.	Teaching Assistant	11/29/2025	\$23.35	Bruce F Vento Elem
Williams, K.	Teaching Assistant	11/08/2025	\$21.59	Global Arts Plus - LWR

HUMAN RESOURCE TRANSACTIONS
November 1, 2025 to November 30, 2025
December 18, 2025

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Williams-Brown, J.	Teaching Assistant	11/08/2025	\$23.35	Harding Senior High
King, J.	Clerical	11/08/2025	\$28.35	Washington Tech Middle
Proell, B.	Clerical	11/15/2025	\$28.35	Central Senior High
Demise, E.	Custodian	10/25/2025	\$19.18	Como Service Center
Gonzalez Martinez, E.	Custodian	11/29/2025	\$19.18	Hazel Park Preparatory Academy
Loveland, M.	Custodian	11/29/2025	\$19.18	Bruce F Vento Elem
Neff, C.	Custodian	11/01/2025	\$19.18	Como Service Center
Newport Watts, T.	Custodian	11/22/2025	\$19.18	Wellstone Elem
Reed, A.	Custodian	11/15/2025	\$29.81	Johnson Senior High
Rincon, J.	Custodian	11/15/2025	\$19.18	Bruce F Vento Elem
Spina, J.	Custodian	11/15/2025	\$19.18	Como Service Center
Walbridge, K.	Custodian	11/22/2025	\$19.18	Como Service Center
Beasley, N.	Nutrition Services	10/25/2025	\$18.15	Riverview Dual Immrsn
Hudy, M.	Nutrition Services	11/29/2025	\$18.15	Central Senior High
Johnson, A.	Nutrition Services	10/25/2025	\$18.15	Murray Middle
Meinecke, P.	Nutrition Services	11/01/2025	\$21.69	East African Elem Magnet
Owens, D.	Nutrition Services	11/22/2025	\$18.15	American Indian Magnet
Vang, T.	Technical	11/15/2025	\$29.03	Como Service Center

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Sifuentes Flores, B.	Education Assistant From: Teaching Assistant	11/29/2025	\$26.55	Highland Park Middle
Thigpen, A.	Education Assistant From: Teaching Assistant	11/15/2025	\$30.52	Eastern Heights Elem
Gray, D.	Nutrition Services Career Progression	11/15/2025	\$21.69	Randolph Heights Elem
Rodriguez, M.	Supervisory Career Progression	11/29/2025	\$40.85	1780 West 7th St

Shimek, S.

**Supervisory
From: Education Assistant**

12/06/2025

\$40.85

Adams Spanish Immrsn Magnet

HUMAN RESOURCE TRANSACTIONS
November 1, 2025 to November 30, 2025
December 18, 2025

TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Beasley, D.	Classroom Teacher	11/08/2025	\$37.75	Washington Tech High
Harris, T.	Classroom Teacher	11/15/2025	\$41.27	Hazel Park Preparatory Academy
Perron, K.	Classroom Teacher	11/08/2025	\$63.84	Washington Tech Middle

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Arnosti, A.	Classroom Teacher	11/20/2025	Capitol Hill Magnet
Cespedes, S.	Classroom Teacher	11/21/2025	Nokomis Montessori North
Heurh, S.	Classroom Teacher	11/11/2025	Frost Lake Elem
Kath, K.	Classroom Teacher	11/06/2025	Horace Mann
Ulsby, T.	Classroom Teacher	10/07/2025	Highland Park Elem
Vadnais, A.	Classroom Teacher	12/17/2025	Eastern Heights Elem
Wilsson, E.	Classroom Teacher	10/18/2025	Humboldt Secondary
Winter, D.	Classroom Teacher	10/29/2025	Hidden River Middle
Zurbey, H.	Classroom Teacher	11/03/2025	Bruce F Vento Elem
Hastings, L.	Classroom Teacher	11/03/2025	St. Paul Music Academy
Thao, M.	School / Community Professional	11/22/2025	Jie Ming Mandarin Immrsn Academy
Mattix-Foster, J.	Education Assistant	11/10/2025	Colborne Admin Offices
Topliff, W.	Education Assistant	10/22/2025	RiverEast Elem/Secondary
Ali, A.	Teaching Assistant	10/18/2025	St Anthony Park Elem
Bobo, K.	Teaching Assistant	10/20/2025	Nokomis Montessori North
Hser, M.	Teaching Assistant	12/18/2025	Crossroads Science
Whiteoak, G.	Teaching Assistant	11/01/2025	RiverEast Elem/Secondary
Ferguson, K.	Clerical	11/04/2025	Bruce F Vento Elem
Matias, R.	Nutrition Services	11/16/2025	St Anthony Park Elem
Sterling, J.	Nutrition Services	08/25/2025	Jie Ming Mandarin Immrsn Academy
Vang, P.	Technical	10/31/2025	Como Service Center

REINSTATEMENT AFTER LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Coker, B.	Supervisory	11/15/2025	\$57.08	Como Service Center

HUMAN RESOURCE TRANSACTIONS
November 1, 2025 to November 30, 2025
December 18, 2025

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Henry, M.	Classroom Teacher	11/22/2025	\$59.96	Early Learning Hub
Weston, T.	School / Community Professional	11/15/2025	\$35.43	Johnson Senior High
Appelhans, R.	Education Assistant	11/29/2025	\$26.05	RiverEast Elem/Secondary
Brown, T.	Teaching Assistant	11/29/2025	\$23.94	Battle Creek Middle
Cervantes, M.	Teaching Assistant	11/01/2025	\$26.28	Bridge View
Cunningham, D.	Teaching Assistant	11/15/2025	\$21.63	Highland Park Elem
Madderom, H.	Teaching Assistant	11/08/2025	\$23.35	Bridge View
McGuire, D.	Teaching Assistant	11/15/2025	\$23.35	Daytons Bluff Achievement Plus
Green, K.	Clerical	11/29/2025	\$27.13	Colborne Admin Offices
Speed, A.	Clerical	11/08/2025	\$28.35	RiverEast Elem/Secondary
Kissinger, J.	Nutrition Services	12/06/2025	\$18.15	Harding Senior High

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Aden, F.	Classroom Teacher	11/12/2025	East African Elem Magnet
Caban, M.	Classroom Teacher	11/11/2025	Cherokee Hts Community
Dugas, A.	Classroom Teacher	11/24/2025	Mississippi Creative Arts Elem
Harvey, D.	Classroom Teacher	11/24/2025	Nokomis Montessori North
Jacobsen, H.	Classroom Teacher	11/12/2025	Horace Mann
Jones Strait, J.	Classroom Teacher	10/31/2025	Washington Tech Middle
Nagle, M.	Classroom Teacher	11/13/2025	Highland Park Senior High
Perez Rios, A.	Classroom Teacher	10/31/2025	Riverview Dual Immrsn
Stromstad, B.	Classroom Teacher	11/24/2025	St. Paul Music Academy
Strong, L.	Classroom Teacher	11/10/2025	Expo for Excellence Elem
Wilsson, E.	Classroom Teacher	11/07/2025	Humboldt Secondary
Zurbey, H.	Classroom Teacher	11/24/2025	Bruce F Vento Elem
Miller-Moburg, K.	Classroom Teacher	11/17/2025	Gordon Parks High - ALC
Her, P.	Classroom Teacher	11/03/2025	Txuj Ci HMong LWR PhalenLk
Pickett, J.	Classroom Teacher	11/17/2025	271 Belvidere Bldg

HUMAN RESOURCE TRANSACTIONS
November 1, 2025 to November 30, 2025
December 18, 2025

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Lay, H.	Education Assistant	11/24/2025	Washington Tech Middle
Topliff, W.	Education Assistant	11/12/2025	RiverEast Elem/Secondary
Yang, N.	Education Assistant	11/17/2025	Highland Park Senior High
Bobo, K.	Teaching Assistant	11/10/2025	Nokomis Montessori North
Eggers, J.	Teaching Assistant	11/03/2025	Bridge View
Getty, C.	Teaching Assistant	11/10/2025	Global Arts Plus - LWR
Daye, W.	Clerical	11/17/2025	Battle Creek Middle
Williams, M.	Custodian	11/24/2025	Colborne Admin Offices
Lee, T.	Nutrition Services	11/10/2025	Washington Tech High
Rousseau, B.	Nutrition Services	11/17/2025	Frost Lake Elem

RECISION OF RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Powers, J.	Clerical	11/09/2025	\$30.74	Colborne Admin Offices

VOLUNTARY REDUCTION IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
White, S.	Teaching Assistant	11/22/2025	\$21.59	American Indian Magnet

CHANGE IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Francisco, L.	School / Community Professional From: Education Assistant	10/25/2025	\$43.06	Frost Lake Elem

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Moua, N.	Education Assistant	11/29/2025	Mississippi Creative Arts Elem

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Abebe, A.	Classroom Teacher	10/31/2025	RiverEast Elem/Secondary
Velardi, K.	Classroom Teacher	12/01/2025	Riverview Dual Immrsn
Sarmiento, B.	Classroom Teacher	12/10/2025	L Etoile du Nord French Immrsn
Thompson, A.	School / Community Professional	10/18/2025	1780 W. 7th Street

Ellis, U.	Education Assistant	11/12/2025	Journeys Secondary
Redeagle, C.	Education Assistant	11/22/2025	Humboldt Secondary
Yang, N.	Education Assistant	12/05/2025	Highland Park Senior High

HUMAN RESOURCE TRANSACTIONS
November 1, 2025 to November 30, 2025
December 18, 2025

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Amah-Clarke, A.	Teaching Assistant	11/05/2025	Battle Creek Middle
Black, I.	Teaching Assistant	10/31/2025	Early Learning Hub
Day, I.	Teaching Assistant	11/08/2025	Global Arts Plus - UPR
Gates, T.	Teaching Assistant	11/05/2025	St Anthony Park Elem
Her, P.	Teaching Assistant	11/11/2025	Como Park Senior High
Hertelendy, J.	Teaching Assistant	11/22/2025	Four Seasons A+
Johnson, B.	Teaching Assistant	11/21/2025	Bridge View
Kendall, W.	Teaching Assistant	12/20/2025	Global Arts Plus - UPR
Mahamed Mahad, A.	Teaching Assistant	11/27/2025	East African Elem Magnet
Messman, C.	Teaching Assistant	11/08/2025	Frost Lake Elem
Seeley, K.	Teaching Assistant	12/05/2025	Johnson Senior High
Vang, K.	Clerical	11/01/2025	Virtual Learning 9-11
Jondahl, S.	Custodian	12/02/2025	Colborne Admin Offices
Kral, K.	Custodian	09/17/2025	Global Arts Plus - LWR
Schultz, P.	Custodian	11/01/2025	Adams Spanish Immrsn Magnet

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
B., A.	Teaching Assistant	10/22/2025
H., S.	Teaching Assistant	11/14/2025
H., A.	Teaching Assistant	11/07/2025
S., R.	Clerical	11/11/2025
N., C.	Custodian	11/26/2025

DISCHARGE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
K., R.	Custodian	09/04/2025

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

DATE: December 18, 2025

TOPIC: Proposed Adoption of a Mascot/Logo for Barack and Michelle Obama Middle School

A. PERTINENT FACTS:

1. Effective immediately, Obama Middle School would like to adopt the blazing star. Minnesota has 5 native species of Blazing Star. The plant's blooms are an important source of nectar for monarchs and native bees. The plant has the nickname "Monarch Magnet." The use of Blazing Star for the Obama Middle School mascot connects students to Minnesota's native species and pollinators, which they will encounter in their experiential learning. The mascot also establishes a tie to the elementary school's mascot, the monarch. Just as Blazing Star is important in the monarch's migration journey, middle school is a vital stage in a student's developmental journey.

The mascot also references the school's namesake Barack Obama who has two stars that have been named after him. This also references Barack Obama's focus on connecting youth with space through his White House Astronomy Nights.

2. The students & parents were invited to vote on options for a mascot. Teachers chose the top 3 suggestions to move forward to the official ballot. Each student was given a ballot on paper.
3. The votes were collected and tallied. The name with the largest number of votes was The Blazing Star.
4. Once the mascot was selected, students were invited to submit a suggestion for the design of the logo. Again, teachers chose the top 3 suggestions to move forward to the official ballot. Each student voted. Families voted at conferences. The logo with the largest number of votes is attached.
5. This project will meet the District goals of alignment and sustainability as the new name will allow the school to increase its identity and effectively market the program to the broader community.
6. This item is submitted by Amanda Herrera-Gundale, principal at Barack and Michelle Obama Middle School; Dr. Yeu Vang, Assistant Superintendent; and Andrew Collins, Executive Chief of Schools.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to approve the proposed mascot adoption for Obama Middle School.



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

DATE: December 18, 2025

TOPIC: Proposed Adoption of a Mascot/Logo for Benjamin E. Mays Elementary School

A. PERTINENT FACTS:

1. Effective immediately, Benjamin E. Mays Elementary school would like to adopt the attached image as the official mascot and logo. The Sankofa bird represents the importance of learning from the past to build a better future. It is often depicted as a bird with its head turned backward, flying forward while carrying an egg in its mouth, which symbolizes retrieving knowledge and wisdom from the past to move forward productively.
2. The mission of the new program is:
 - a. At Benjamin E. Mays, we nurture and model the brilliance of every child through a learning environment grounded in love, equity, rigor, high expectations, and cultural pride. Rooted in African-centered values and perspectives, we honor each scholar's cultural heritage and affirm their full identity by fostering a community where every learner is seen, valued, and empowered to achieve excellence.
 - b. The school community requested a logo/mascot redesign to align with the mission for the new program.
3. An internal committee at Benjamin E. Mays worked with the Communications department to design a logo and mascot that will align to the new school program. In the fall of 2026, the school will open as an Afrocentric program rather than an IB program. Therefore, it is important that the new logo and mascot represent the new program.
4. The internal team shared the logo and mascot with the Afrocentric workgroup as well as students and staff at a schoolwide assembly.
5. This project will meet the District goals of Positive School and District Culture as the new logo and mascot will allow the school to increase its identity and effectively market the program to the broader community.
6. This item is submitted by Danielle Hughes, principal at Benjamin E. Mays; Nancy Páez, Assistant Superintendent; and Andrew Collins, Executive Chief of Schools.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to approve the proposed mascot adoption for Benjamin E. Mays Elementary School.



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

DATE: December 18, 2025

TOPIC: Update to Policy 507.01 – School Sponsored Activities: Performances

A. PERTINENT FACTS:

1. Per Policy 209.00 – Development, Adoption, Implementation and Monitoring of Policies:
 - “Revisions that are required 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.”
 - “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.”
2. Changes to Policy 507.01 – School Sponsored Activities: Performances include:
 - Addition of a Policy Purpose – “The purpose of this policy is to establish clear guidelines for school-sponsored performing groups participating in external events.”
 - Addition of “General Statement of Policy.”
3. A draft of the proposed policy changes is included under the cover of this consent agenda item.
4. This item aligns with the District strategic plan focus area of Positive School and District Culture.
5. This item is submitted by Craig Anderson, Executive Director of Teaching and Learning; and Dr. Valora Unowsky, Senior Executive Academic Officer.

B. RECOMMENDATION:

That the Board of Education approve the proposed revisions to Policy 507.01 – School Sponsored Activities: Performances.

507.01 SCHOOL SPONSORED ACTIVITIES: PERFORMANCES

I. POLICY PURPOSE:

The purpose of this policy is to establish clear guidelines for school-sponsored performing groups participating in external events.

II. GENERAL STATEMENT OF POLICY:

School choruses, bands, and other performing groups may perform in other than school functions provided participation is voluntary for each group member and the event has the approval of the principal. Performing groups shall not participate in enterprises whose primary purpose is to advertise a commercial product or organization. However, they may receive support from individuals, business firms, institutions, or civic organizations.

LEGAL REFERENCES:

CROSS REFERENCES:

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

DATE : December 18, 2025

TOPIC : Phase Gate Approval of the FY25 Roofing Replacement Program at Harding High School and Education and Operations Services (Project # 0175-25-01): Gate #3 – Project Budget

A. PERTINENT FACTS:

1. This agenda item seeks approval for the FY25 Roofing Replacement Program at Harding High School and Education and Operations Services project 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	December 18, 2025 (current)
#4 – Contract Award	March 2026 (anticipated)
#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:

Proposed Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$14,300,000	\$455,815	\$78,106	0.5%

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

Funding Source	Amount
LTFM FY25-28	\$14,300,000

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 FY25 Roofing Replacement Program at Harding High School and Education and Operations Services project (Project # 0175-25-01) at Phase Gate Check #3 – Project Budget; setting the final project budget at \$14,300,000 and indicating direction to proceed with construction bidding.70

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

DATE: December 18, 2025

TOPIC: Phase Gate Approval of the FY26 Roofing Replacement Program at Battle Creek Elementary and Wellstone Elementary (Project # 0175-26-01): Gate #3 – Project Budget

A. PERTINENT FACTS:

1. This agenda item seeks approval for the FY26 Roofing Replacement Program at Battle Creek Elementary and Wellstone Elementary project 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	December 18, 2025 (current)
#4 – Contract Award	February 2026 (anticipated)
#5.1 – Project Close-Out	September 2026 (anticipated)
#5.2 – Final Project Summary	September 2027 (anticipated)

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

Proposed Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$6,385,000	\$126,800	\$11,571	0.2%

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

Funding Source	Amount
LTFM FY25-28	\$6,385,000

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 FY26 Roofing Replacement Program at Battle Creek Elementary and Wellstone Elementary (Project # 0175-26-01) at Phase Gate Check #3 – Project Budget; setting the final project budget at \$6,385,000 and indicating direction to proceed with construction bidding.

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

DATE: December 18, 2025

TOPIC: Phase Gate Approval of the Hamline Elementary Secure Entry, Heating and Plumbing Replacement Project WS 0950 (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 acoustical & linear ceilings (work scope 0950) 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	December 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	\$1,533,134	\$388,172	2.7%

5. The following bids were received:

	<u>Lump Sum Base Bid</u>
Twin City Acoustics	\$495,000
Acoustics Associates.....	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 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 approve the award of Bid No. A26-5802 for the Hamline Elementary Secure Entry, Heating and Plumbing Replacement Project (Project # 4160-25-01) to Twin City Acoustics for a lump sum base bid of \$495,000.

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

DATE: December 18, 2025

TOPIC: Phase Gate Approval of the Hamline Elementary Secure Entry, Heating and Plumbing Replacement Project WS 0750 (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 roofing (work scope 0750) 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	December 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	\$1,533,134	\$388,172	2.7%

5. The following bids were received:

	<u>Lump Sum Base Bid</u>
Central Roofing.....	\$278,000
Berwald Roofing Company.....	\$323,100
John A. Dalsin and Sons, Inc.	\$499,461

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	\$11,287,02974

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 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. A26-5797 for the Hamline Elementary Secure Entry, Heating and Plumbing Replacement Project (Project # 4160-25-01) to Central Roofing for a lump sum base bid of \$278,000.

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

DATE: December 18, 2025

TOPIC: Phase Gate Approval of the Multi-Site Server Room A/C Generator Replacement (Project # 0651-26-01): Gate #4 - Contract Award

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Multi-Site Server Room A/C Generator Replacement 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 15, 2025
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	November 18, 2025
#4 – Contract Award	December 18, 2025 (current)
#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:

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$2,427,000	\$140,8345	\$68,203	2.8%

4. The following bids were received:

	<u>Lump Sum Base Bid</u>
Versacon, Inc.....	\$257,000
Reiling Construction	\$273,736
Meisinger Construction.....	\$279,000
Davis Mechanical	\$300,000

5. Bids will be reviewed by Purchasing.
6. A summary of current and anticipated funding is as follows:

Funding Source	Amount
LTFM FY25-27	\$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 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 approve the award of Bid No. A26-6037 for the Multi-Site Server Room A/C Generator Replacement (Project # 0651-26-01) to Versacon, Inc. for a lump sum base bid of \$257,000.

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

DATE: December 18, 2025

TOPIC: Phase Gate Approval of the Washington Technology Secure Entry (Project # 4040-25-02): Gate #4 - Contract Award

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Washington Technology Secure Entry 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 15, 2025
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	Not Applicable
#4 – Contract Award	December 18, 2025 (current)
#5.1 – Project Close-Out	August 2026 (anticipated)
#5.2 – Final Project Summary	August 2027 (anticipated)

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

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$365,000	\$57,285	\$21,476	6%

4. The following bids were received:

	<u>Lump Sum Base Bid</u>
Zachary Construction	\$207,290
Brennan Construction.....	\$215,000
RAK Construction.....	\$227,055
Meisinger Construction.....	\$242,100
Derau Construction.....	\$245,400
CM Construction.....	\$257,200
CJC Construction	\$261,000
Market & Johnson.....	\$277,000

5. Bids will be reviewed by Purchasing.
6. A summary of current and anticipated funding is as follows:

Funding Source	Amount
Capital Bonds FY26-28	\$281,28078

LTFM FY26-28	\$83,720
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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 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. A26-6038 for the Washington Technology Secure Entry project (Project # 4040-25-02) to Zachary Construction for a lump sum base bid of \$207,290.



H.M.O.N.G.

PROJECT



HMong Students, Parents and Staff Survey and Focus Group Findings

Board of Education
December 18, 2025
Presented by Joua Yang & Gao Vang

H.M.O.N.G. Project Workgroup Members

Board of Education

- Chair Halla Henderson
- Director Erica Valliant
- Director Jim Vue

District Administration

- Dr. Yeu Vang
- Kaying Thao

SPPS Staff

- Be Vang
- Oulia Yang
- Pang Yang
- Sophie Ly
- SeePha Vang

Parents

- Ber Yang
- Mina Moua
- Shela Her
- Sai Thao
- Gao Vang
- Joua Yang



H.M.O.N.G. Project Purpose

The **HMong Motivated On Going Needs Goals Project (H.M.O.N.G. Project)** is a needs assessment for the HMong community of SPPS. The H.M.O.N.G. Project was born out of many inequitable experiences that HMong students, HMong families, and HMong staff in SPPS were subjected to. The H.M.O.N.G. Project intends to shape and influence the future of education and experience for HMong students, families, and staff.

The H.M.O.N.G. Project Purpose

The H.M.O.N.G. Project seeks to gather information to establish a Mission and Vision in alignment with SPPS's own to serve the HMong community by surveying and engaging with three sectors of the HMong community in SPPS: students, staff and families.

The mission will provide goals for the Board of Education to monitor and for administration to carry out.

The vision will provide guardrails for administration to conduct their work in a way that adheres to the cultural capital of the HMong community in SPPS.



H.M.O.N.G. Project Timeline



Data Collection & Findings

Data Collection



Needs
Assessment
Focus Group

A needs assessment was conducted in June with HMong students, families, and staff to inform the development of the survey and focus group questions.



Survey

Three surveys were administered to HMong students (grades 5-12), parents/families, and staff in October 2025.



Student Focus
Group

13 SPPS middle and high schools

85



Parent Focus
Group

Two sessions (1 in-person, 1-virtual)



Staff Focus
Group

Three sessions (2 in-person, 1-virtual)

*Inspire students to **think critically**, pursue their **dreams** and **change the world**.*

H.M.O.N.G. Project Surveys

Survey Procedures and Response Rates

HMong Students
(Grade 5-12)

24%

Response
Rate

Total Sent: 3,301
Total Responses: 792
Timeline: 10/21/25-10/30/25
Administration: Email

HMong Parents/Guardians
(Grade K-12)

6%

Response
Rate

Total Sent (text): 3,336
Total Responses: 208
Timeline: 10/21/25-10/30/25
Administration: Email, text &
Online Communication

HMong Staff

36%

Response
Rate

Total Sent: 339
Total Responses: 123
Timeline: 10/21/25-10/30/25
Administration: Email, Bridge,
Online communication

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Demographics of Survey Respondents

Demographics of Survey Respondents

HMong Students (N=792) (Grade 5-12)

- 100% Identify as HMong
- 82% Speak and/or understand HMong
- 66% High school students
- 55% Have taken a HMong language/culture course or attended an immersion school

HMong Parents/Guardians (N=208) (Grade K-12)

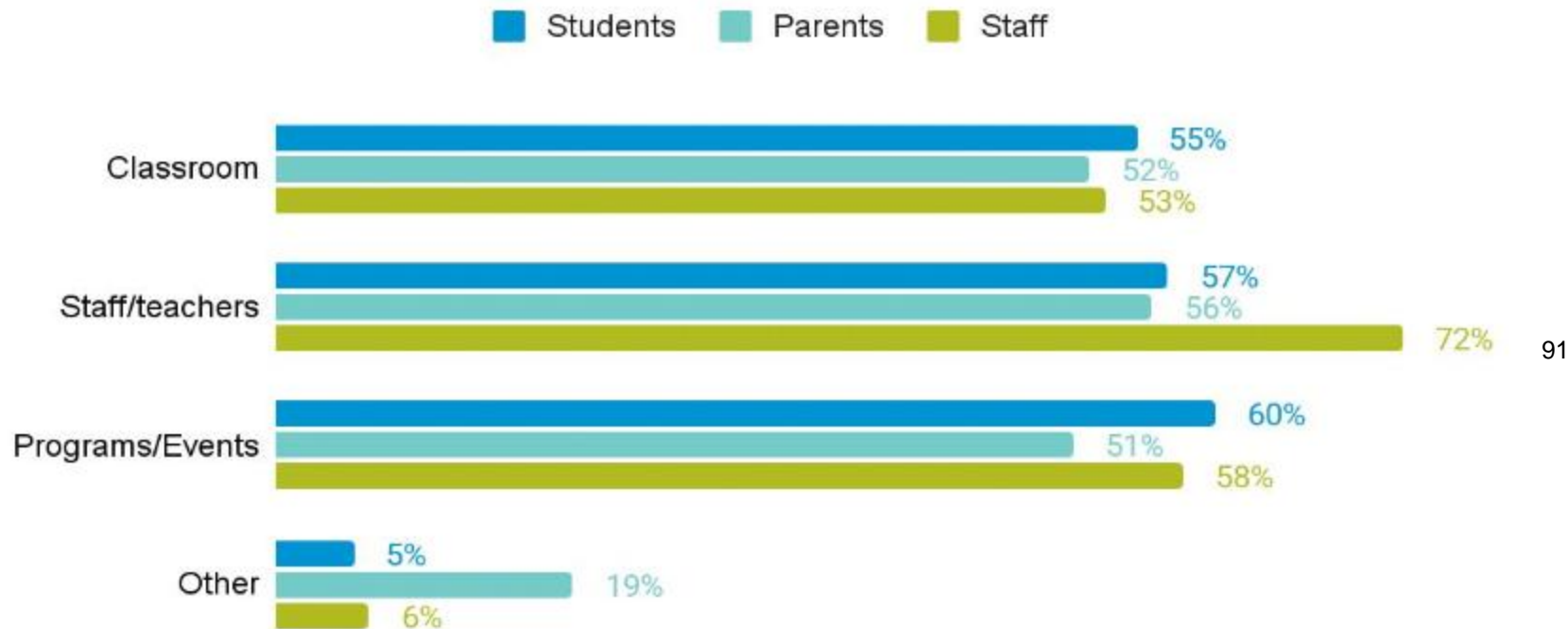
- 100% Identify as HMong
- 100% Speak and/or understand HMong
- 81% Speak English
- 64% Graduated from SPPS
- 47% Have a child in HMong language/culture immersion school or taken a course

HMong Staff (N=123)

- 100% Identify as HMong
- 100% Speak and/or understand HMong
- 100% Speak English 89
- 67% Graduated from SPPS
- 82% School-based staff
- 28% Is a parent of a SPPS student
- 15% Have a child in HMong language/culture immersion school or taken a course

Survey Findings

Presence and Representation of Hmong Language and Culture



Presence of HMong History in Classroom Teaching

■ Never ■ Sometimes ■ Often



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Perceptions of Being Heard and Valued

■ Never ■ Sometimes ■ Often



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HMong Culture and Identity

- 79% of students say HMong culture is important to their identity
- 77% of parents say HMong culture is important to their child's identity
- 77% of staff with children in SPPS say HMong culture is important to their child's identity





Perception of SPPS's commitment to improving and investing in HMong representation

■ Not committed ■ Somewhat committed ■ Fully committed



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Professional Development for Staff

Training and Professional Development

- Need for staff training to better understand and support HMong culture and students.
- Professional development with immersion experiences and cultural speakers.
- Cultural enrichment classes for students and cultural education for staff.

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Curriculum and Classroom Representation

- Incorporating HMong history into lessons.
- Using books, pictures, and stories to represent HMong culture in classrooms.
- Teaching about HMong identity, norms, and migration patterns.

Professional Development for Staff

Community Engagement

- Opportunities for staff to immerse themselves in HMong culture through events.
- Visiting HMong communities to experience daily life and traditions.

Current Events and Awareness

- Educating staff about new HMong families, migration patterns, and cultural contexts.⁹⁷
- Increasing awareness of cultural situations and challenges.

Language and Communication

- Learning basic HMong greetings and phrases.
- Understanding language and cultural norms for better communication with students and families.

Actions and Considerations to better support HMong Students, Families and Staff

Curriculum & Representation – Include HMong language, history, and culture in classes; provide culturally relevant books and materials.

Staff Training – Offer cultural PD, immersion experiences, and communication skills.

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Program Growth – Expand HMong Dual Language programs (PreK–8, K–12).

Community Voice – Engage families in decisions; plan culturally aligned events.

Access & Equity – Improve translation, interpretation, and service navigation.

H.M.O.N.G. Project Focus Group

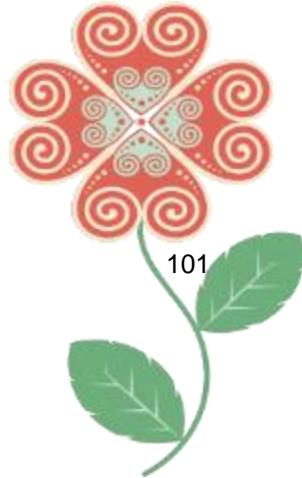
Representation Matters



Focus Group Participation

Focus Group	Number of sessions	Count
Student	13	144
Parent	2	18
Staff	3	22

TOTAL PARTICIPANTS = 184
TOTAL SESSIONS: 18



Focus Group Purpose

- To explore how HMong students experience school life and identity representation in SPPS
- To understand HMong parent's perspectives on culture recognition and their expectations for an ideal learning environment.
- To gather insights from HMong staff on representation, barriers, and systemic improvements.

Focus Group Findings

Importance of Representation

Student Engagement and Comfort

Seeing teachers from their culture helps students feel proud, comfortable, and more engaged in school activities.

Parental Support and Belonging

Parents value educators who share cultural backgrounds, fostering a supportive and inclusive learning environment for children.

Representation in Leadership

Hiring educators from diverse cultures helps students see themselves in leadership roles, reducing feelings of invisibility.

Impact on Equity and Confidence

Representation enhances students' academic confidence, cultural pride, and challenges systemic inequities in education.

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Celebrations and Cultural Integration

Cultural Celebrations Importance

Events like HMong New Year and Asian Culture Night help students feel seen and valued through traditional clothing and arts.

Need for Deeper Integration

Celebrations are infrequent and often lack teaching about history or deeper cultural meaning, reducing impact.

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Cultural Norms in Daily Life

Parents want cultural norms like greetings and respect for elders integrated into daily school practices.

Visible Cultural Representation

Physical spaces like murals, artifacts, and signage should reflect cultural diversity to foster belonging and pride.

Preserving Language and History



Language Fluency Challenges

Students face fluency loss due to limited opportunities to speak HMong in schools, impacting language preservation.

Curriculum and Funding Barriers

Outdated HMong curriculum and lack of funding hinder effective instruction and language program updates.

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Integrating History and Culture

Incorporating HMong history, literature, and culture across subjects is essential to affirm identity and prevent cultural erosion.

Advocacy for Language Programs

Parents and staff advocate for HMong language classes to count as world language credits and for expanded programs.

Belonging & Engagement: Creating Inclusive Spaces

Cultural Acknowledgment

Students feel invisible when their culture is not recognized in school settings, impacting their sense of belonging.

Safe Expression Spaces

Welcoming environments allow children to express their identities safely without fear of judgment or exclusion.

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Staff Inclusion Challenges

Staff often feel unsupported and excluded despite their role in fostering student belonging.

Intentional Belonging Practices

Intentional policies, training, and leadership are essential to create belonging through cultural representation and engagement.

Leadership & Advocacy: Championing Cultural Integration

Leadership Support is Crucial

Successful cultural programs require strong leadership and administrative support to thrive and avoid reliance on individual efforts.

Addressing Systemic Bias

Leadership must recognize and dismantle systemic biases that marginalize diverse groups in policy and practice.

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Accountability and Equity

Leaders should prioritize equity, invest in cultural programs, and create accountability to ensure diverse representation.

Building Trust with Communities

Transparency and responsiveness from leadership build trust with families and staff, fostering cultural inclusion.



Mental Health & Support: Culturally Responsive Services

Unique Student Challenges

HMong students face challenges like grief and family transitions requiring culturally competent mental health support.



Community Partnerships

Organizations like Wilder and Hlub Zoo provide support but require further expansion to meet student needs.

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Culturally Competent Specialists

Hiring counselors knowledgeable in HMong culture and language ensures holistic support for students.

Inclusive Disability Accommodations

Parents seek better accommodations in SPED programs that incorporate HMong cultural understanding.

Systemic Barriers & Equity: Interrupting Inequities

Systemic Inequities in Education

Curriculum, staffing, and resource allocation often overlook HMong students, reinforcing systemic inequities in schools.

Cultural Community Tensions

Equity debates sometimes create divisions among cultural groups, discouraging advocacy and collaboration.

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Need for Disaggregated Data

Disaggregated data is essential to reveal achievement gaps faced by quiet and compliant HMong students.

Commitment to Inclusive Practices

Policy changes and targeted investments can honor HMong identity and promote true inclusivity in schools.

Parent Engagement: Building Authentic Partnership

Need for Stronger Engagement

Parents seek more meaningful communication and involvement beyond superficial inclusion efforts.

Cultural Sensitivity and Outreach

Addressing cultural misunderstandings and improving outreach encourages participation from HMong families.

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Inclusive Family Participation

Recognizing large family structures and inviting extended family members fosters inclusivity at school events.

Building Trust and Community

Authentic engagement builds trust and strengthens community ties supporting educational success.

NEXT STEPS

1. The H.M.O.N.G. Project Workgroup will reconvene in January to design S.M.A.R.T. Goals based on the information provided from the survey and focus groups findings.
2. A Mission and Vision that aligns with SPPS's very own will also be created to help guide the work of the goals once they have been defined.
3. At the February 3rd, 2026 Committee of the Board, the H.M.O.N.G. Project workgroup will present a draft of the H.M.O.N.G. Project Resolution that contains the mission, vision and goals.
4. At the February 17th, 2025 Regular meeting of the Board, the H.M.O.N.G. Project workgroup present the final version of resolution which will be up for the school board to vote in order to adopt.



**UA TSAUG
THANK YOU**

Comments/Questions?



We'll get you there.

CPAs | CONSULTANTS | WEALTH ADVISORS

Executive Audit Summary Presentation for Saint Paul Public Schools

114

Presented by: CLA

- Troy Gabler, CPA, Principal
- Ezra Koetz, CPA, Manager

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Agenda

- **Required Communications**
- **Audit Results**
- **Financial Results**
- **Key Issues/Summary**

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Required Communications

- **Our Responsibility Under Generally Accepted Auditing Standards**
 - Primary responsibility is to provide our opinion on the fairness of presentation of the financial statements
 - Reviewed internal accounting controls
 - Risk based audit approach
 - Based on internal controls, determined scopes, and tests of transactions
- **Planned Scope and Timing of the Audit**
 - Communicated during the audit preliminary work and field work
- **Significant Accounting Policies**
 - Outlined in Note 1 to the financial statements
 - Unusual transactions – none noted

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Required Communications (Continued)

- **Management Judgments and Accounting Estimates – Reasonable/Supported**
 - Useful lives of capital assets
 - Allowance for doubtful accounts
 - Compensated absences
 - Pension Related Items
 - Discount rate for leases and SBITAs
 - Other Post Employment Benefits
- **Corrected and Uncorrected Misstatements**
 - Corrected adjustments – Accounts payable debit balance corrected in Community Service fund
 - Uncorrected adjustments – none noted
- **Other Information in Documents Containing Audited Financial Statements**
 - Required Supplementary Information – no opinion
 - Supplementary Information – in-relation to opinion – inquiries and evaluate content
- **Disagreements with Management**
 - There have been no disagreements with management about matters that could be significant to the financial statements

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Required Communications (Continued)

- **Major Issues Discussed With Management Prior to Engagement**
 - No issues, other than normal planning items, were discussed prior to our retention as auditors
- **Difficulties Encountered in Performing the Audit**
 - Management was most cooperative and helpful
 - Personnel and records were available

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Audit Results Year Ended 6/30/2025

- **Unmodified (Clean) Opinion**
 - On the basic financial statement

- **Minnesota Legal Compliance**
 - Annual delegation of authority and related policy for electronic fund transfers¹²⁰
 - UFARS Turnaround Report Errors.

2 items compared to 3 in for the 2024 audit for legal compliance.



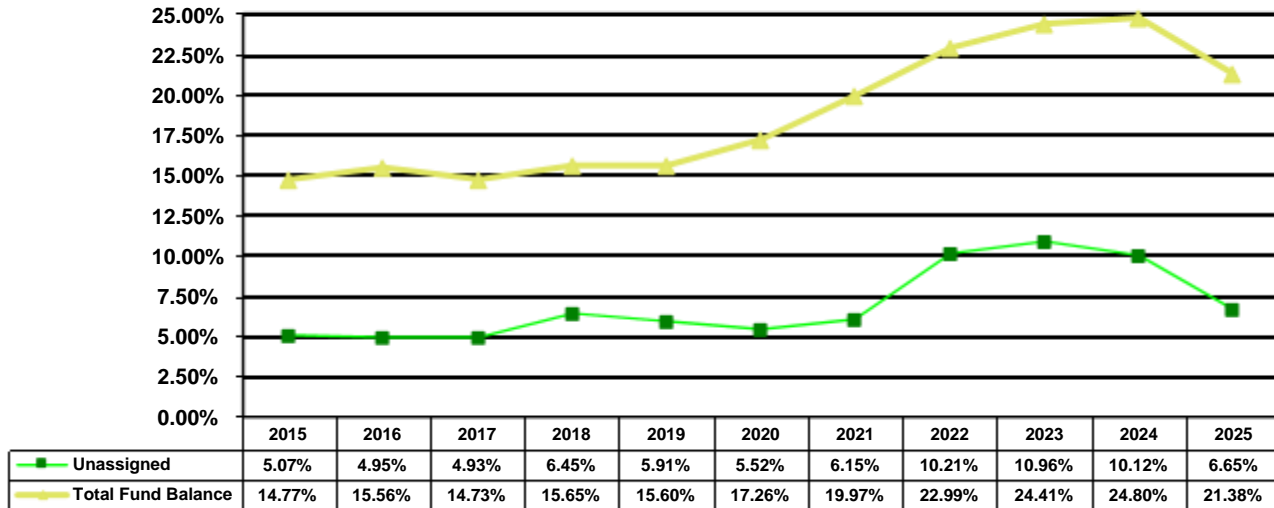
Audit Results Year Ended 6/30/2025 (Continued)

- **Internal Control Over Financial Reporting**
 - **Material Weakness**
 - **Census Data provided to the actuary did not have supporting documentation retained for retirees.**
 - **Significant Deficiencies**
 - **None**
 - **Single Audit Items**
 - **Compliance supplement recently released so audit in process yet.**
- **We didn't note any instances of the District not complying with laws and regulations in accordance with yellow book auditing standards.**



Financial Results

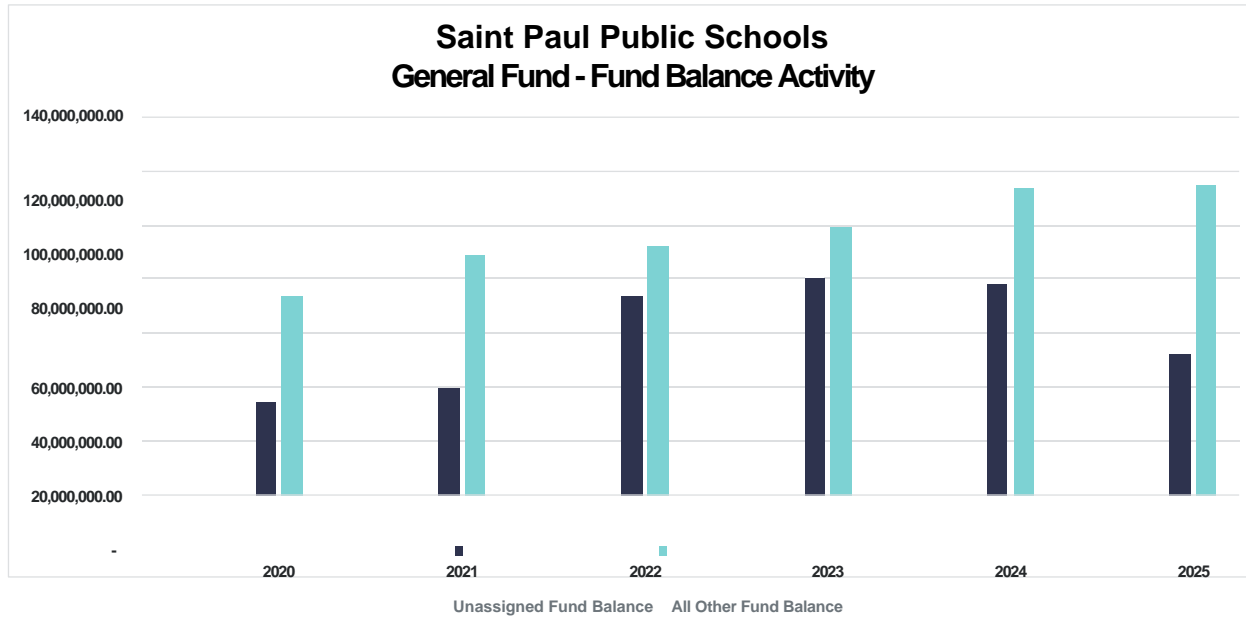
Fund Balance as a Percent of Expenditures
in the General Fund



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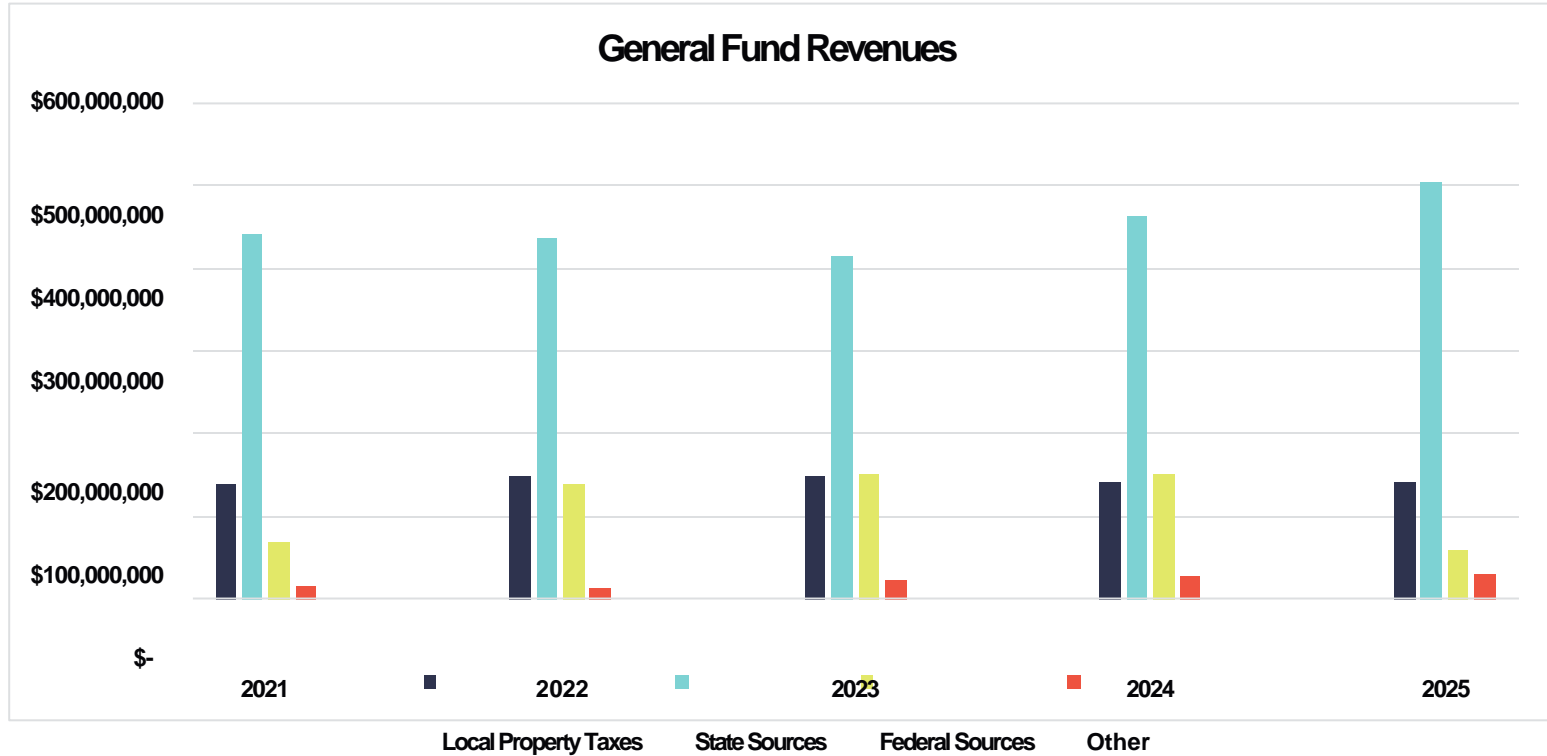


Financial Results (Continued)





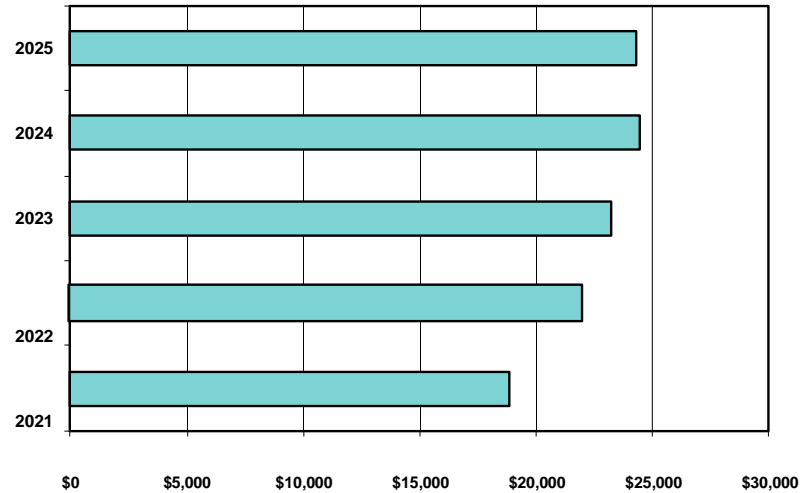
Financial Results (Continued)





Financial Results (Continued)

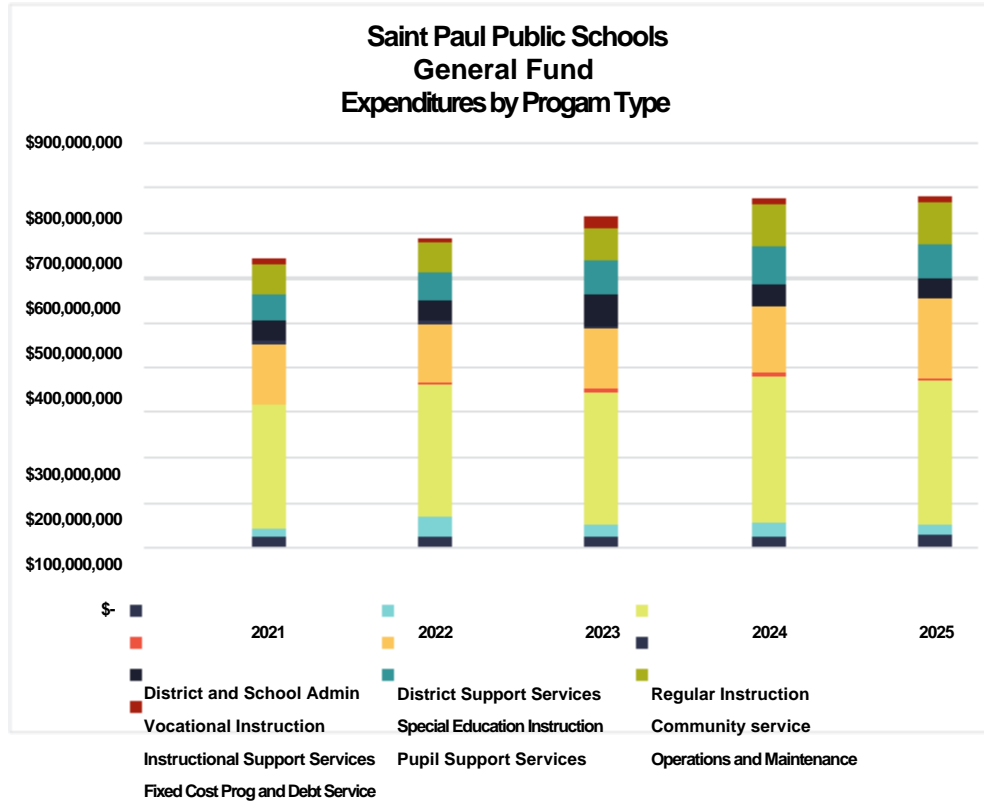
General Fund Expenditures Per Student ADM



	2021	2022	2023	2024	2025
General Fund - All Expenditures	\$18,853	\$21,964	\$23,253	\$24,437	\$24,337

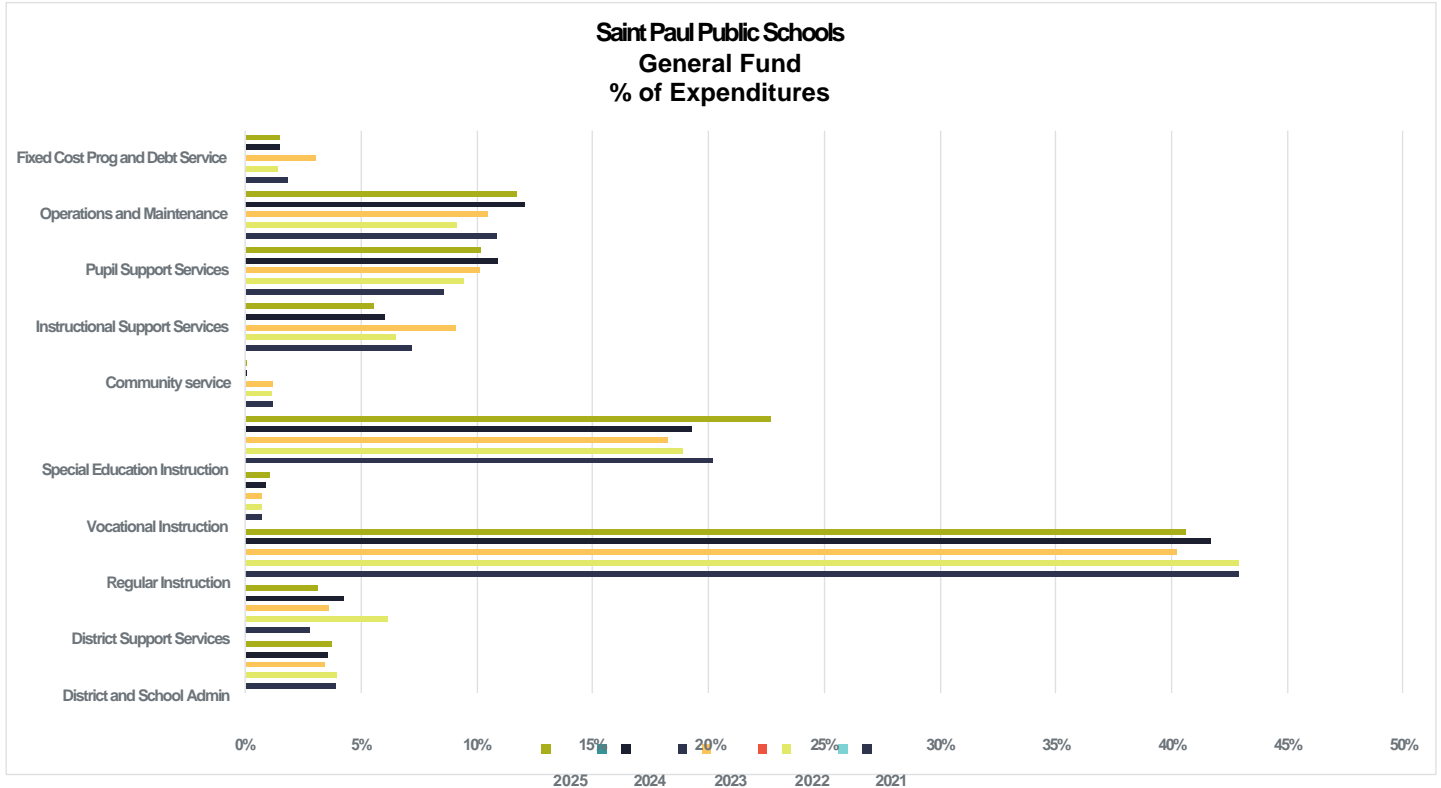


Financial Results (Continued)





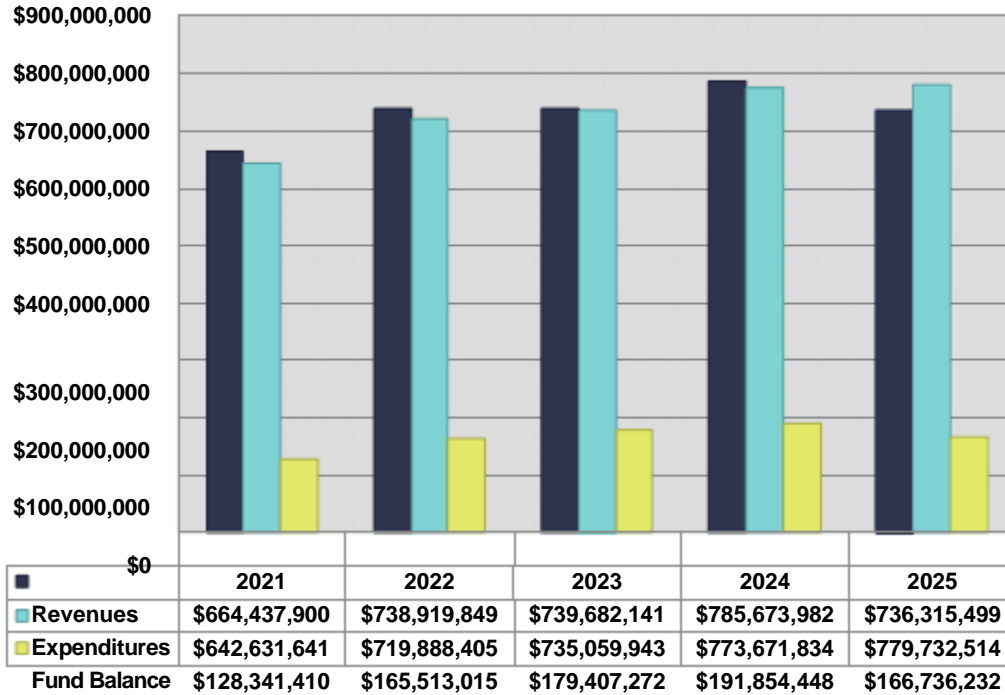
Financial Results (Continued)





Financial Results (Continued)

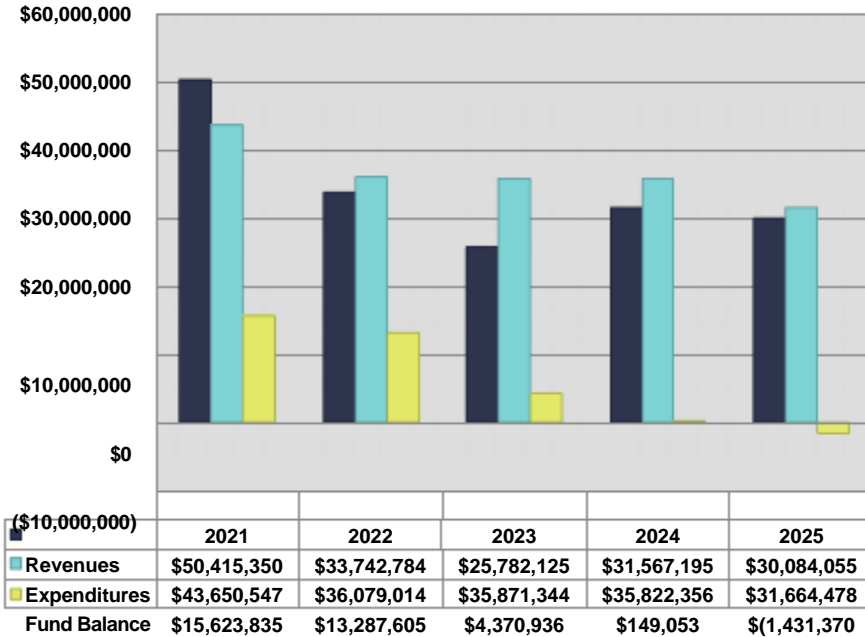
Revenue, Expenditures, and Fund Balance -
General Fund





Financial Results (Continued)

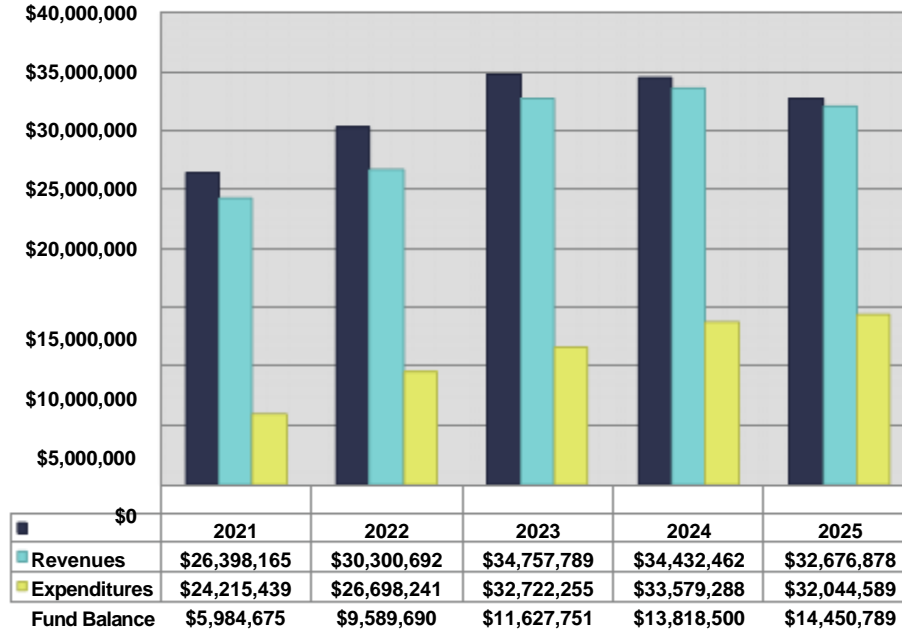
Revenue, Expenditures, and Fund Balance -
Food Service Fund





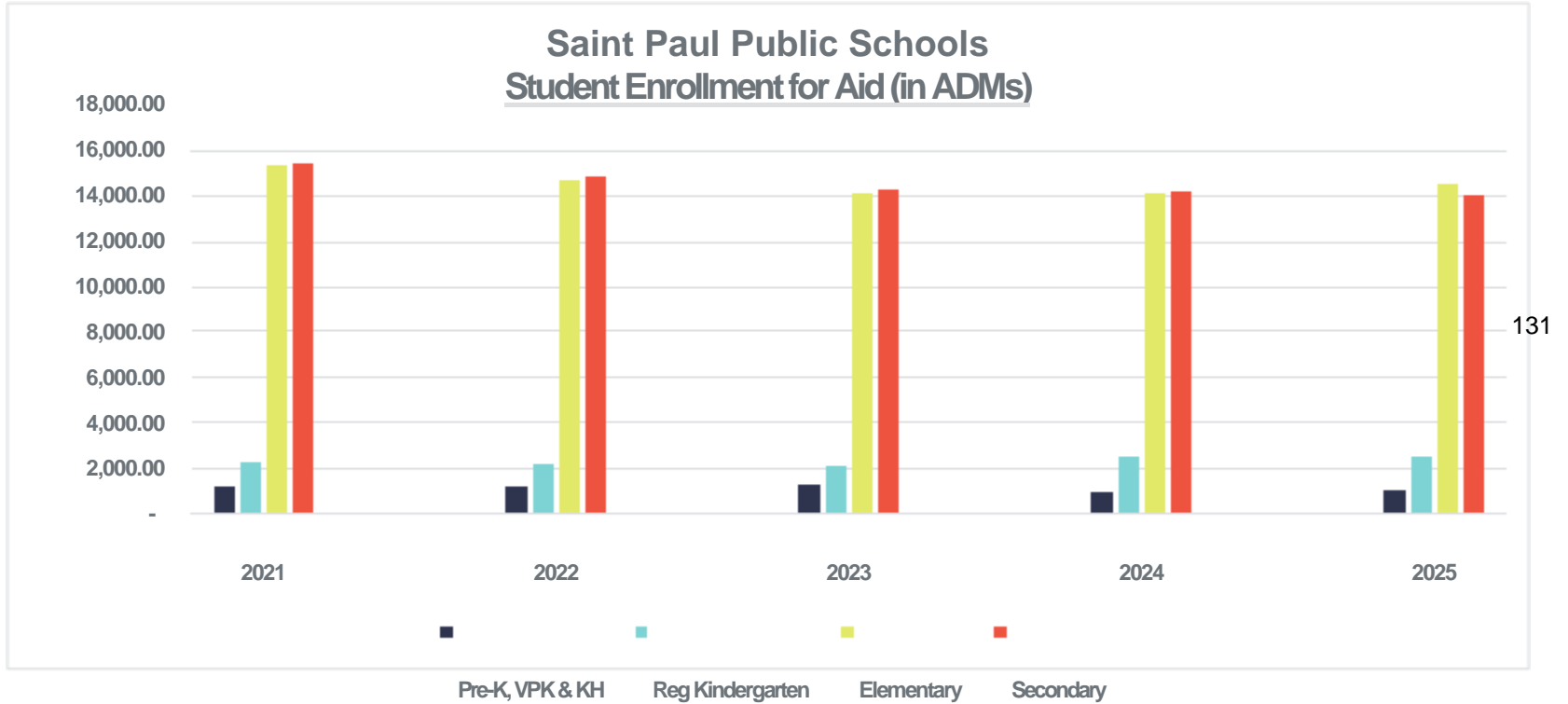
Financial Results (Continued)

Revenue, Expenditures, and Fund Balance -
Community Service Fund





Financial Results (Continued)





Upcoming Accounting Standard Changes

- **Statement No. 103 – Financial Reporting Model**
 - **June 30, 2026**
 - **Aims to provide more consistency in financial reporting between entities. Major changes are to how enterprise funds are presented, of which, the District has none.**
 - **Low Impact: Unusual & Infrequent items**
 - **Moderate Impact: MD&A Policy Driven Explanations**

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Questions and Feedback

- **We welcome any questions pertaining to the audit, Governance Communication Letter, Internal Control Communication or other matters related to the engagement.**
- **We appreciate the opportunity to serve as the auditors for Saint Paul Public Schools and welcome any feedback relative to our performance.**

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Thank you!

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Txuj Ci Facilities: Background Information

[Txuj Ci Program History](#)

[Addressing Capacity Issues at Txuj Ci Lower Campus](#)

[Convening the Txuj Ci Facilities Committee](#)

[Facility Options and Enrollments](#)

[Considerations for Hmong Studies](#)

[Impact to Txuj Ci Students with Siblings](#)

[Downward Demographic Trends](#)

[Cost Comparison](#)

[Other Relevant Data Requested by the Board of Education](#)

[Where Students Attended School in 2024-25 before they Enrolled at Txuj Ci Upper and Lower for SY25-26](#)

[Comparable Elementary School Lunch Room Schedules](#)

[School Hours: 7:30 am-2:00 pm](#)

[School Hours: 8:30 am-3:00 pm](#)

[School Hours: 9:30 am-4:00 pm](#)

Txuj Ci Program History

The district has a long history of engaging Hmong families and staff on how best to serve the language and cultural needs of the Hmong community. In 2002, the district offered its first Hmong Language class which grew into a Hmong Studies program at Phalen Lake. In 2006, Hmong Studies and Hmong Dual Language programs began at Jackson Elementary. To serve more families, both Phalen Lake and Jackson became regional magnets. Based on the programs' high demand and input from a [Hmong Dual Immersion Workgroup](#), in September 2021, a recommendation was made to the district to consolidate both the Hmong Studies and Hmong Dual Language programs. In fall 2022, Txuj Ci Hmong Language and Culture opened as a dual campus serving PreK-8.

Addressing Capacity Issues at Txuj Ci Lower Campus

The high-demand for this new consolidated school with two Hmong program pathways (Hmong Studies and Hmong Dual Language) resulted in the district needing to alleviate crowding at the lower campus by moving the Pre-K program to a nearby but separate building (1305 Prosperity Ave., 1.5 miles from the Lower Campus) in fall 2023.

Based on parent feedback wanting their youngest children to attend the same campus with their older siblings, the Pre-K program rejoined the lower campus in fall 2024. To make room for Pre-K, that same year, 5th grade was moved to the upper campus. However, currently, parents have expressed the desire to also return 5th grade to the elementary campus to join their

younger siblings and have their 5th graders experience a traditional elementary academic education.

The option to alleviate the capacity issues at the lower campus by tightly managing student enrollment was not considered a viable option due to parent concerns that doing so would stifle program growth.

Convening the Txuj Ci Facilities Committee

To guide the district in its decisions on how best to provide suitable solutions to address the capacity issue, the district's Facilities Department convened a committee of more than 20 Txuj Ci parents and staff over the course of nine meetings. The planning took place over two phases with each phase focused on separate objectives and timelines:

- **Phase 1** (December 18, 2023, to January 24, 2024): Determine **short-term decision** by end of January 2024 to inform fall 2024 through SY29-30 campus locations.
- **Phase 2** (May 8, 2024 and March 12, 2025): Determine **mid-term solution and long-term plan** to inform school location(s) for SY30-31 and beyond.

Through engagement with the committee, the following goals were outlined at the last meeting on March 12, 2025:

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

At the March 12 meeting, the district was also tasked with three objectives, with the third objective now being addressed at the December 18, 2025, Board of Education meeting where the Board will take action to determine what the final mid-term facility decision should be:

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

Items number 1 and 2 above address the Txuj Ci community's desire to have a long-term facilities plan to have one building to house all PreK-8 grades at one location for both the Hmong Studies and Hmong Dual Language programs. On July 15, 2025, the Board of Education approved this plan as part of its annual [Facilities Five Year Plan](#) (see pages 124-143).

Preplanning is scheduled to begin in 2029 with an estimated school opening between 2031 and 2033. The vision is to design a facility with the capacity to accommodate approximately 1,250 to 1,500 students for a PreK-8 school; the total current combined enrollment at Txuj Ci Lower and Upper is 1,087 students.

Txuj Ci Facilities Committee purpose:

Find a long-term, feasible facilities solution for accommodating Txuj Ci’s PreK-8 enrollment growth, and the need for a large gathering/performance space for school and community events, focused on community cohesion and identity sought by the Txuj Ci community. While the long-term home is being implemented, this group will provide input on the interim location(s).

<p>PHASE 1 SY23-24 - Winter See combined PPTs; links to individual meeting presentations: December 18, 2023; (see related PTO Parent Survey shared at the meeting by Txuj CI parents) January 8, 2024 January 17, 2024 January 24, 2024 Meeting notes</p>	<p>PHASE 2 SY23-24 - Spring See combined PPTs; links to individual meeting presentations: May 8, 2024 May 22, 2024 Meeting notes</p>	<p>PHASE 2, Stage 2 SY24-25 - Fall-Winter See combined PPTs; links to individual meeting presentations: October 9, 2024 November 13, 2024 March 12, 2025 Meeting notes</p>
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Facility Options and Enrollments

As outlined below, the empty school building on Prosperity Ave. has a maximum capacity of 262 students, which is below the ideal elementary school size needed to provide a high-quality academic program with teacher specialists and other enhanced learning opportunities.

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

Considerations for Hmong Studies

Outlined below is a high-level analysis comparing the impact of moving the Hmong Studies program to an empty, stand-alone building versus co-locating Hmong Studies at another school. A cost comparison of moving the programs is also provided below.

Impact to Academics and Student Supports	
Prosperity Location	Co-Located with Hazel Park
<ul style="list-style-type: none"> Moving Txuj Ci Lower Hmong Studies as a 211-student building to a standalone building reduces the breadth of academic programming Reduction of sections results in reduced number of specialists and specialist offerings (2 allocated for 11 sections if relocated to a standalone building) Reduction of intervention (SIPPS) teachers due to smaller enrollment and student need Fewer students means fewer student support positions (AP, social workers, counselors) Start time would change to 7:30 a.m. from 9:30 a.m. at Txuj Ci Lower Campus, thereby making coordinating schedules more challenging for families 	<ul style="list-style-type: none"> Moving Txuj Ci Lower Hmong Studies into an existing site allows for more staffing options due to the number of students in both programs Increased number of sections allows for more specialists and course offerings Potential increase in intervention (SIPPS) teachers due to higher enrollment and student need More students means more student support positions (AP, social workers, counselors) Start time would change to 8:30 a.m (Hazel Park's current time) from 9:30 a.m. at Txuj Ci Lower

Impact to Txuj Ci Students with Siblings

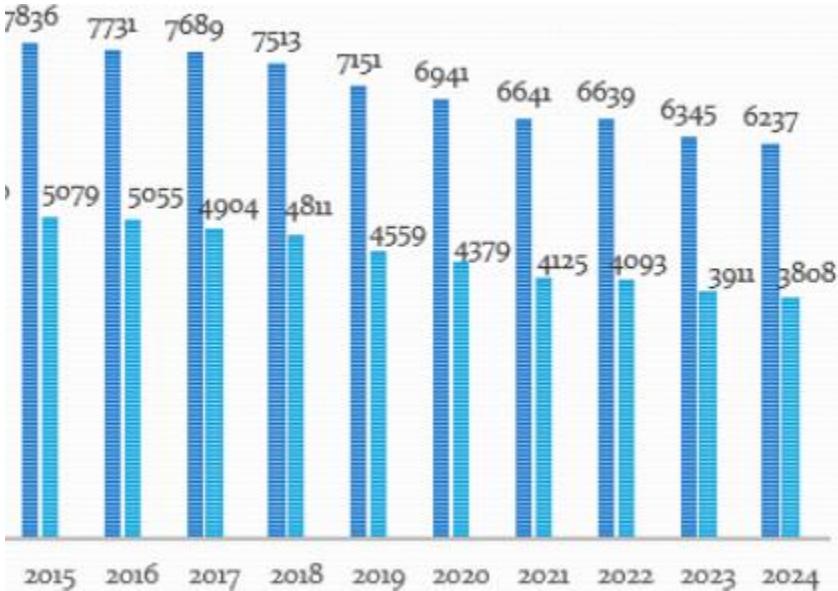
A district analysis of the potential impact of relocating the Hmong Studies program to another site shows that any decision other than leaving the program at Txuj Ci will have a negative impact on siblings as there is a mix of siblings who both attend the Hmong Studies and Hmong Dual Language programs across both the lower and upper campuses:

Hmong Studies / Hmong Language & Culture	
Txuj Ci Lower KG-4 grades	Txuj Ci Upper 5-8 grades
56 students	17 students
↕	↕
Hmong Dual Language	
Txuj Ci Lower PK-4 grades	Txuj Ci Upper 5-8 grades
57 students	10 students

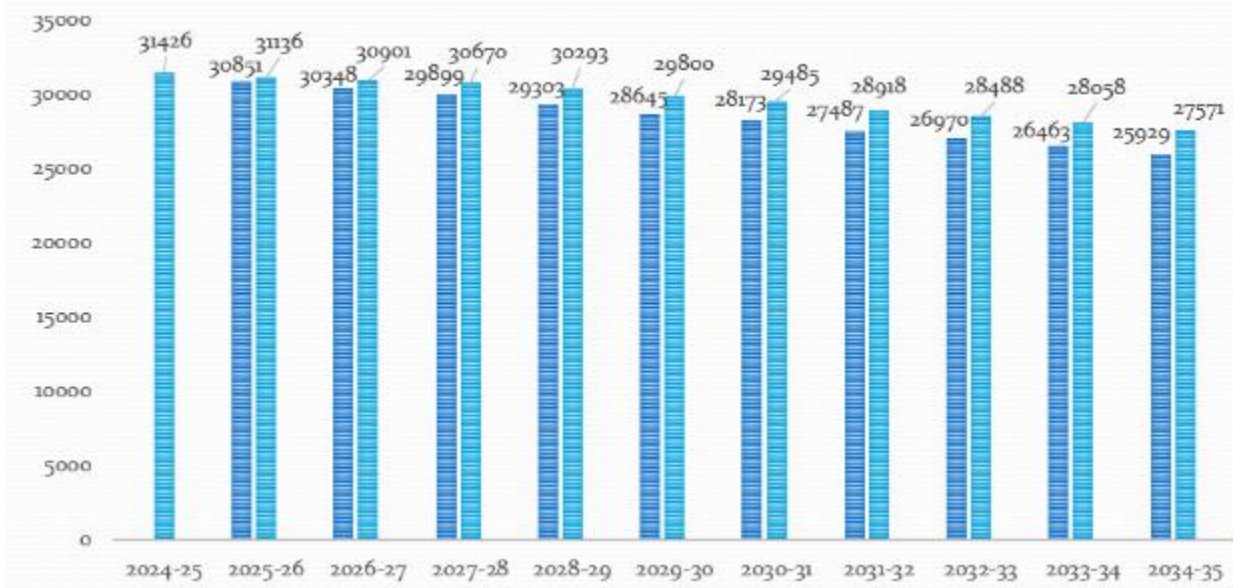
Downward Demographic Trends

As shown below, based on the demography study commissioned by the district and presented to the [Committee of the Board on June 17, 2025](#) (pages 35-83), it is anticipated that the City of Saint Paul and Ramsey County will continue to experience declining birth rates with student enrollment projected to drop by 12-17% (-3,900 to -5,500) over the next 10 years. This means that the current 2024-25 student enrollment of 31,426 will shrink between 25,929 to 27,571 students by 2034-35. Hmong student enrollment at Saint Paul Public Schools has also consistently decreased over the past several years (see table below).

Resident Live Births County/City 2015-2024



Enrollment projections 2024/25 to 2034/35:



Cost Comparison

Costs to operate the Hmong Studies Program under both scenarios	
Option A - Prosperity	Option B - Hazel Park
<p><u>Academics: \$287,375</u></p> <ul style="list-style-type: none"> Library setup and staffing: \$195,765 Instructional materials: \$25,000 Counselor: \$66,610 	<p><u>Academics: \$154,447:</u></p> <ul style="list-style-type: none"> Library setup and staffing: \$20,000 Instructional materials: \$10,000 Language TOSA: \$124,447
<p><u>Schools: \$1,179,266</u></p> <ul style="list-style-type: none"> Administration: \$221,518 Licensed staff: \$816,364 Support staff: \$101,384 Startup materials: \$40,000 	<p><u>Schools: \$373,507</u></p> <ul style="list-style-type: none"> Administration: \$0 Licensed staff: \$245,582 Support staff: \$102,925 Startup materials: \$25,000
<p><u>Operations: \$1,129,904</u></p> <ul style="list-style-type: none"> Transportation: \$215,600 Nutrition Services: \$135,115 Facilities (classroom furniture, AV, moving): \$600,600 Technology: \$8,589 Custodial: \$150,000 Remodeling: \$20,000 	<p><u>Operations: \$1,197,000</u></p> <ul style="list-style-type: none"> Transportation: \$498,400 Nutrition Services: \$63,000 Facilities (classroom furniture, AV, moving): \$225,600 Technology: \$0 Custodial: \$0 Remodeling: \$410,000
<p>TOTAL: \$2,596,545</p>	<p>TOTAL: \$1,724,954</p>
<p><i>One-Time Costs (included in above TOTAL):</i> \$895,000</p>	<p><i>One-Time Costs (included in above TOTAL):</i> \$691,000</p>

Other Relevant Data Requested by the Board of Education

Where Students Attended School in 2024-25 before they Enrolled at Txuj Ci Upper and Lower for SY25-26

This data is based on students enrolled in Txuj Ci on Oct. 1, 2025

Hmong Studies	1	2	3	4	5	6	7	8	Total
Other SPPS School	1			2	2	9	3	1	18
Charter School	1	3	2		2			2	10
Other MN School District			3			2	2		7
Out of State		1							1
Private									0
No Previous School									0
TOTAL	2	4	5	2	4	11	5	3	36

Hmong Studies	K	1	2	3	4	5	6	7	8	Total
Lives in St. Paul	17	47	49	45	48	54	61	50	39	410
Lives outside St. Paul	1		1	1		1	2	3		9
TOTAL	18	47	50	46	48	55	63	53	39	419

Hmong/English Dual	1	2	3	4	5	6	7	8	Total
Other SPPS School	8	2	4	3	3	5	2		27
Charter School	1	2	1	2	4	2	1		13
Other MN School District	1			1	1	1	1	2	7
Out of State	1	1			1	1		1	5
Private						1			1
No Previous School									0
TOTAL	11	5	5	6	9	10	4	3	53

Hmong Dual	K	1	2	3	4	5	6	7	8	Total
Lives in St. Paul	87	75	86	63	56	60	49	41	33	550
Lives outside St. Paul	8	15	13	9	10	7	6	4	2	74
TOTAL	95	90	99	72	66	67	55	45	35	624

Comparable Elementary School Lunch Room Schedules

Concerns have also been raised regarding Txuj Ci's extended lunch room schedule. As shown below, multiple district school sites have comparable extended lunch schedules. Four schools have lunch schedules extending more than three hours (flagged in yellow) with Mississippi having the longest time frame at 3:45 hours and Txuj Ci having the second longest lunch schedule at 3:15 hours.

School Hours: 7:30 am-2:00 pm		
School Name	Lunch Period	Total Length of Lunch Block
Battle Creek Elem	9:50am-12:50pm	3h 0min
Ben Mays	Kindergarten/01-10:25-10:50 Prek-10:45-11:05 Grade 4/5-11:00-11:30 Grade 2/3-11:05-11:35	1h 10min
Bruce Vento	Prek/KG-10:40-11:10 Grade 1-1040-11:10 Grade 2/3-11:25-11:55 Grade 4/5 -12:15-12:45	2h 5min
Chelsea Heights	Kindergarten- 10:30-11:00 Grade 2-10:45-11:15 Grade 5-11:05-11:35 Grade 4-11:15-11:45 Grade 3-11:30-12:00 Grade 1-11:45-12:10	1h 40min
Cherokee Heights	Grade 4: 10:10-10:35 Grade 1: 10:35-11:00 PK/Grade 5: 11:05-11:30 Grade 2: 11:30-11:55 K: 11:50-12:15 Grade 3: 12:20-12:45	2h 35min
Como Park Elem	Kindergarten- 10:00-10:30 Prek-10:30-11:00 Grade 1-10:45-11:15 Grade 2-11:00-11:30 Grade 4-11:30-12:00 Grade 3-11:40-12:10 Grade 5-12:05-12:35	2h 35min
Crossroads	10:10am - 12:35pm	2h 25min
Dayton's Bluff	Prek-10:40-11:10 Kindergarten- 10:45-11:05 Grade 4/5-11:20-11:40 Grade 1-12:35-12:55 Grade 2/3-1:00-1:20	2h 40min

EXPO	Prek-10:10-10:35 Kindergarten- 10:15-10:40 Grade 2-10:45-11:10 Grade 3-10:50-11:15 Grade 1-11:20-11:45 Grade 4-11:55-12:20 Grade 5-12:00-12:25	2h 15min
Four Seasons	Kindergarten- 10:35-11:05 Prek-10:55-11:25 Grade 3-10:30-11:00 Grade 4-10:50-11:20 Grade 2-10:50-11:20 Grade 1-11:10-11:40 Grade 4/5-11:30-12:00	1h 25min
Highwood Hills	K/1: 10:50-11:20 PreK: 11:20-11:50 2/3: 11:55-12:25 4/5: 12:30-1:00	2h 10min
Horace Mann	KG-10:30-11:00 Grade 5-10:40-11:10 Grade 2-11:15-11:45 Grade 1-11:30-12:00 Grade 4-12:10-12:40 Grade 3-12:20-12:50	2h 20min
Maxfield	KG-10:20-10:50 PK-10:55-11:25 Grade 3-11:00-11:30 Grade 11:30-12:00 Grade 2-11:45-12:15 Grade 4/5-12:04-12:35	2h 15min
Randolph Heights	Grade 3-10:30-11:00 Grade 1-10:35-11:05 KG-11:05-11:35 Grade 5-11:10-11:40 Grade 4-12:11:40-12:10 Grade 2-11:45-12:15	1h 45min
SPMA	Grade 2-10:00-10:30 KG-10:30-11:00 Grade 1-10:40-11:10 Pre-K- 10:55-11:05 Grade 4-11:20-11:50 Grade 3-11:45-12:15 Grade 5-12:10-12:40	2h 40min
St Anthony Park	5th and 4/5 split: 10:00-10:30 K: 10:15-10:45 3: 10:40-11:10 4: 11:05-11:35	2h 35min

	2: 11:40-12:10 1: 12:00-12:35	
The Heights	Grade 2-9:40-10:10 Kindergarten- 10:00-10:30 Prek-10:15-10:45 Grade 1-10:35-11:05 Grade 3-11:05-11:35 Grade 4-11:05-11:35 Grade 5-11:45-12:15	2h 35min
Wellstone	PreK/K: 10:00-10:30 Grade K/2/5: 10:30-11:00 Grade 1/4/5: 11:00-11:30 Grade 2/4/5: 11:30-12:00 Grade 3/4: 12:00-12:30	2h 30min
School Hours: 8:30 am-3:00 pm		
School Name	Lunch Period	Total Length of Lunch Block
East African Lang & Culture Elem	11:15am-1:45pm	2h 30min
Hazel Park	Kindergarten-10:30-11:00 Prek-10:35-11:05 Grade 2-11:05-11:35 Grade 1-11:10-11:40 Grade 3-11:14-11:45 Grade 4-11:45-12:15 Grade 5-12:20-12:50	2h 20min
Online Elementary	10:55-11:30	35min
School Hours: 9:30 am-4:00 pm		
School Name	Lunch Period	Total Length of Lunch Block
Adams	Grade 2: 11:15-11:45 Grade 4: 11:50-12:20 PreK: 11:55-12:25 K: 12:35-1:05 Grade 5: 1:10-1:40 Grade 3: 1:15-1:45 Grade 1: 1:50-2:20	3h 5min
AIMS	Prek-11:30-11:55 Grade 1-11:30-11:55 Grade 3-11:30-11:55 Grade 4-11:30-11:55 Kindergarten- 12:50-1:15 Grade 2-12:50-1:15 Grade 5-12:50-1:15	1h 45min
Capitol Hill	Grade 1-11:40-12:05 Grade 2-12:20-12:45	1h 0min

	Grade 3-12:15-12:40 Grade 4-12:10-12:35 Grade 5-12:15-12:40	
Eastern Heights	11:15am-1:40pm	2h 20min
Farnsworth LW	Lunch period - 11:20 am- 1:30 pm 1st : 11:20 am - 11:50 am PreK: 11:35 am-12:05 pm Kindergarten: 11:50 am - 12:20 pm 3rd : 12:15 pm - 12:45 pm 4th : 12:40 pm-1:10 pm 2nd : 1:00 pm - 1:30 pm	2h 10min
Frost Lake	11:30-1:50	2h 20min
Global Arts Plus Lower	Grade 1-11:30-12:00 Grade 2-11:45-12:15 Grade 4-11:50-12:20 Kindergarten-12:20-12:50 Grade 3-12:40-1:10	1h 40min
Groveland Park	Grade 1-10:05-10:35 Grade 2-10:15-10:45 PreK/KG-10:50-11:20 Grade 3-11:00-11:30 Grade 5- 11:15-11:35 Grade 4 11:35-12:05	2h 0min
Hamline	Grade 1-11:36-12:06 PreK-12:12-12:42 KG-12:15-12:45 Grade 3-12:54-1:24 Grade 2-12:58-1:28 Grade 4 1:35-2:05 Grade 5- 1:37-2:07	2h 31min
Jie Ming	12:05pm-1:30pm	1h 25min
L'Etoile du Nord	11:30am-1:30pm	2h 0 min
Mississippi	KG-11:00-11:30 Grade 1-11:35-12:05 Grade 2-12:10-12:40 Grade 3-12:45-1:15 Grade 4-1:50-2:10 Grade 5-2:25-2:45	3h 45min
Nokomis North	11:10am-1:35pm	2h 25min
Nokomis South	12:35pm-1:45pm	1h 10min
Obama Elementary	11:15am-12:50pm	1h 35min
Riverview	11:50am-1:50pm	2h 0min
Txuj Ci Lower	11:15am-2:30pm	3h 15min



Saint Paul
PUBLIC SCHOOLS

Policy Update

THIRD READING: Policy 507.00 - School Sponsored Activities: Clubs

Board of Education Meeting

December 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.
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.

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Policy 507.00 - School Sponsored Activities: Clubs

Current Policy:

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 must¹⁴⁸ 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?

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Recommendation:

To approve the proposed revisions to Policy 507.00: School Sponsored Activities: Clubs

Adopted: 1974
Revised: 6/17/2008; xx/xx/2025

Saint Paul Public Schools Policy

507.00

507.00 SCHOOL SPONSORED ACTIVITIES: CLUBS

I. POLICY 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. Student groups that enrich a student's education and development are permitted within the school system.
2. All student groups 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 applicable student handbook rules such as the Students Rights and Responsibilities handbook.

LEGAL REFERENCES:

CROSS REFERENCES:



Saint Paul
PUBLIC SCHOOLS

POLICY UPDATE

THIRD READING:

Rescission of Policy 603.01: School Day - Student Arrival And Departure Time

Regular Meeting of the Board of Education

December 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.

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Questions?

153

Recommendation:

To approve the proposed Rescission of Policy 603.01: School Day - Student Arrival And Departure Time



Saint Paul
PUBLIC SCHOOLS

POLICY UPDATE

THIRD READING:

Policy 603.00: Organization of School Calendar and School Day

Regular Meeting of the Board of Education

December 18, 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 important¹⁵⁵ to parents, students, employees, and the general public for advance, effective planning of the school year.

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.

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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?

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Recommendation:

To approve the proposed revisions to Policy 603.00: Organization of School Calendar and School Day

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.

Adopted: 1974
Revised: 6/17/2008; xx/xx/2025

Saint Paul Public Schools Policy

603.00

603.00 ORGANIZATION OF SCHOOL CALENDAR AND SCHOOL DAY POLICY

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

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)

CROSS REFERENCES:

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

DATE: December 18, 2025

TOPIC: Certification of the 2026-27 School Year Tax Levy

A. PERTINENT FACTS:

1. This is the final part of the annual tax levy certification process that began in September. At the last board meeting, the district provided detailed information on the tax levy and district budget as part of the Truth in Taxation hearing.
2. This item is submitted by Tom Sager, Executive Chief of Financial Services.

B. RECOMMENDATION:

The administration recommends that the School Board certify a property tax levy in the amount of \$253,732,385.79 as included below for the 2026-2027 school year.

Minnesota Department of Education
Levy Limitation and Certification Report
2025 Payable 2026

District Number-Type: 0625-01
District Name: Saint Paul Public Schools
Home County: Ramsey County

Date Printed: 12/12/25
Limits Updated: 12/12/25
Certified Submitted: 12/12/25

	LIMIT	PROPOSED	CERTIFIED
SUBTOTALS BY LEVY CATEGORY			
GENERAL - RMV VOTER	79,711,685.77	42,450,902.37	79,711,685.77
GENERAL - RMV OTHER	32,850,990.81	32,850,990.81	32,850,990.81
GENERAL - NTC VOTER	0.00	0.00	0.00
GENERAL - NTC OTHER	73,266,747.34	73,266,747.34	73,266,747.34
COMMUNITY SERVICE - NTC OTHER	2,978,696.80	2,978,696.80	2,978,696.80
GENERAL DEBT - NTC VOTER	0.00	0.00	0.00
GENERAL DEBT - NTC OTHER	64,924,265.07	64,924,265.07	64,924,265.07
OPEB DEBT - NTC VOTER	0.00	0.00	0.00
OPEB DEBT - NTC OTHER	0.00	0.00	0.00
SUBTOTALS BY FUND			
GENERAL FUND	185,829,423.92	148,568,640.52	185,829,423.92
COMMUNITY SERVICES FUND	2,978,696.80	2,978,696.80	2,978,696.80
GENERAL DEBT SERVICE FUND	64,924,265.07	64,924,265.07	64,924,265.07
OPEB/PENSION DEBT SERVICE FUND	0.00	0.00	0.00
SUBTOTALS BY TAX BASE			
REFERENDUM MARKET VALUE	112,562,676.58	75,301,893.18	112,562,676.58
NET TAX CAPACITY	141,169,709.21	141,169,709.21	141,169,709.21
SUBTOTALS BY TRUTH IN TAXATION CATEGORY			
VOTER APPROVED	79,711,685.77	42,450,902.37	79,711,685.77
OTHER	174,020,700.02	174,020,700.02	174,020,700.02
TOTAL LEVY			
TOTAL LEVY	253,732,385.79	216,471,602.39	253,732,385.79

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The school district must submit the completed original of this form to the home county auditor by December 28, 2025. A duplicate form must be submitted to Minnesota Department of Education, School Finance Division, 400 NE Stinson Blvd., Minneapolis, MN 55413, by January 7, 2026.

The certified levy listed above is the levy voted by the school board for taxes payable in 2026.

Signature of School Board Clerk _____

Date of Certification _____

District Outcomes: School Year 2024-25

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

Board of Education
December 18, 2025



Saint Paul
PUBLIC SCHOOLS

Agenda

- Plan Alignment
- School Year 2024-25
- School Years 2020-21 to 2024-25

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Plan Alignment

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Plan Alignment

SPPS Achieves Strategic Plan	Comprehensive Achievement and Civic Readiness (CACR) <i>Previously World's Best Workforce (WBWF)</i>	Achievement and Integration (A&I)	Board Initiated Governance Goals (B.I.G.G.)
<ul style="list-style-type: none"> • Five-year • SY21-22 to SY25-26 - reset from pandemic • SY24-25 is year 4 of 5 	<ul style="list-style-type: none"> • Three-year • SY23-24 to SY25-26 • SY24-25 is year 2 of 3 	<ul style="list-style-type: none"> • Three-year • SY23-24 to SY25-26 • SY24-25 is year 2 of 3 	<ul style="list-style-type: none"> • Four-year • SY25-26 to SY29-30 • SY24-25 is baseline
<ul style="list-style-type: none"> • Minnesota Statutes, section 120B.11: School boards are to adopt a long-term, comprehensive strategic plan to support and improve teaching and learning. • Approved by Board of Education, Dec. 2018. • Reflects SPPS long-term student outcomes, priorities and initiatives to accomplish them. 	<ul style="list-style-type: none"> • Minnesota Statutes, section 120B.11: School boards are to adopt a long-term, comprehensive strategic plan to support and improve teaching and learning. • Approved by Board of Education and MDE, Mar. 2023. 	<ul style="list-style-type: none"> • Reflects requirements included in the current achievement and integration statutes and desegregation/ integration rule (Minn. Stat. § 124D.861, Minn. Stat. § 124D.862, Minn. R. 3535.0100-0180). • Approved by the Board of Education and MDE, Mar. 2023. • SPPS is identified as a Racially Isolated District - District enrollment of protected students exceeds the enrollment of protected students of any adjoining district by more than 20 percentage points. • Two schools identified; Txu Ci lower and East African Elementary. 	<ul style="list-style-type: none"> • Emphasizes student outcomes goals, programmatic goals, district • Enables strategic alignment of resources, programs, and initiatives to better serve the educational needs of all students. • Approved by the Board of Education, May 2025.

Timeline

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
SPPS Achieves Rev. ARP Timeline Baseline data collected from SY20-21 (or 2019-20)		Year 1 ARP	Year 2 ARP	Year 3 NO ARP	Year 4 NO ARP	Year 5 NO ARP
CACR/WBWF Baseline data collected from SY22-23				Year 1	Year 2	Year 3 168
A&I Baseline data collected from SY22-23				Year 1	Year 2	Year 3
B.I.G.G Baseline data collected from SY23-24						Year 1

Goals & Outcomes

	SPPS Achieves Strategic Plan	Comprehensive Achievement and Civic Readiness (CACR)	Achievement and Integration (A&I)	Board Initiated Governance Goals (B.I.G.G.)
Kindergarten readiness	X	X		
Academic proficiency in math and reading	X	X	X	X
Decrease disparities, racial achievement gaps	X	X	X	X 169
College & career readiness	X	X		X
Academic achievement for English Language Learners	X			X
Academic achievement of students receiving special education services	X			X
Equitable access to racially/ethnically diverse teachers			X	
Equitable access to magnet school enrollment	X		X	
Programmatic goals				X

School Year 2024-25

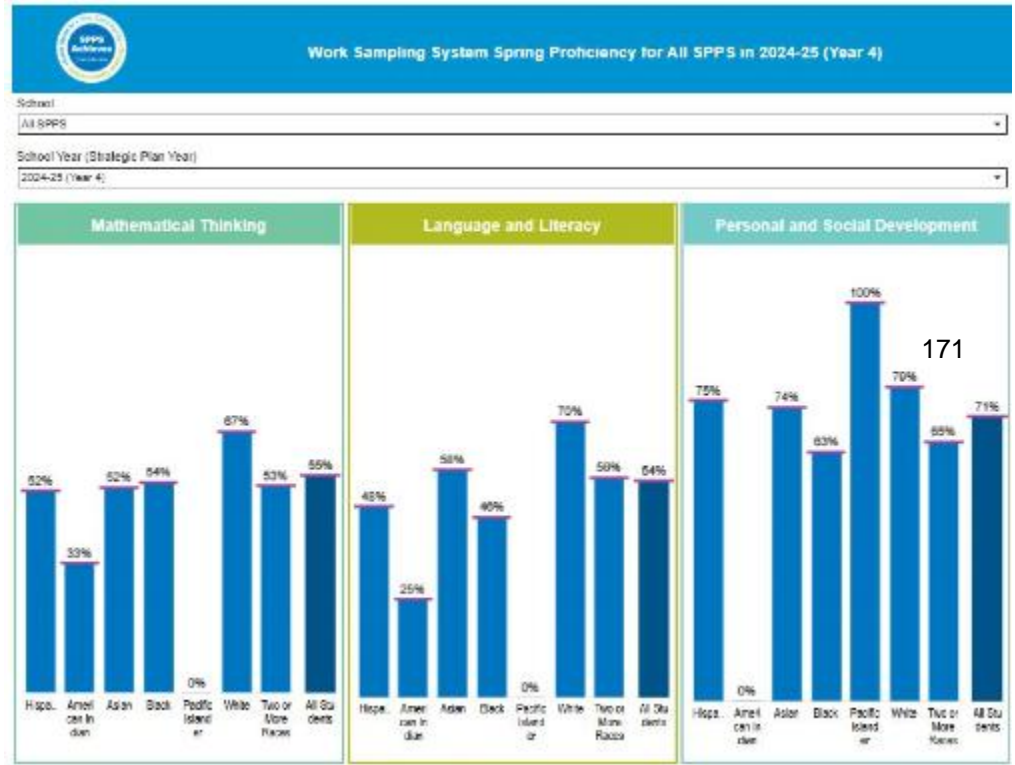
170

2

Kindergarten Readiness

Most students meet targets in core areas of kindergarten readiness:

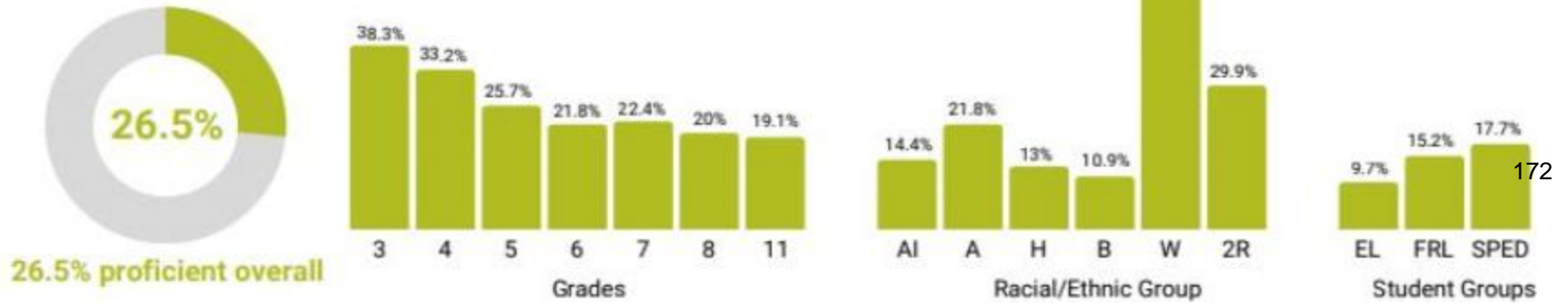
- 55% meet target in math
- 54% meet target in language and literacy
- 71% meet target in personal and social development



Academic Achievement in Mathematics

MCA MATH

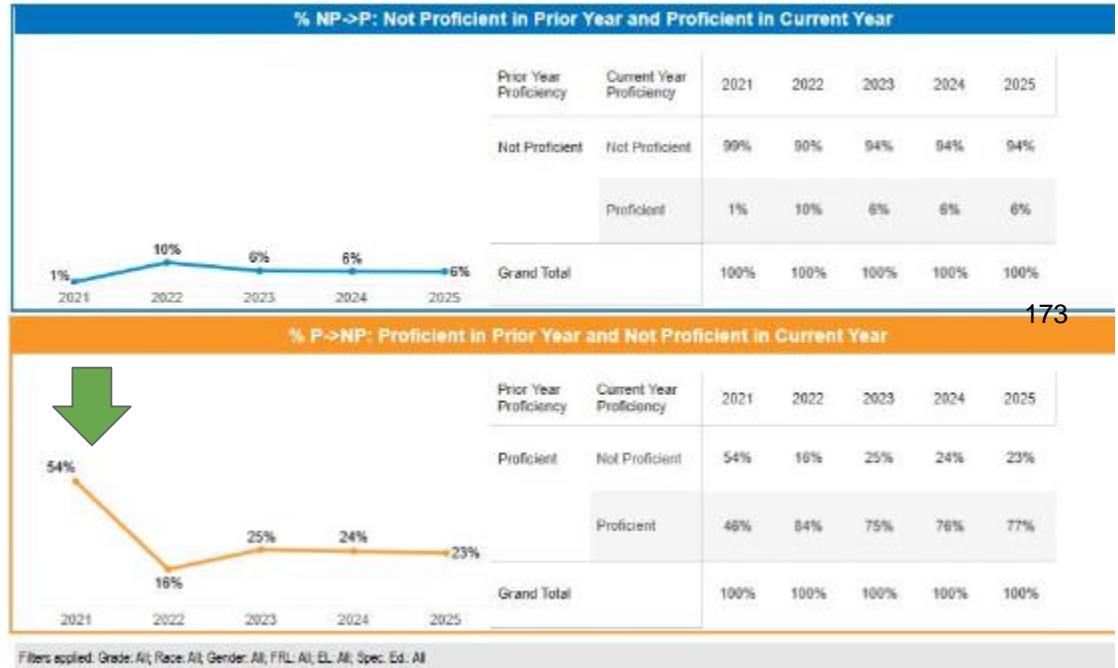
(District-wide grades 3-8 and 11)



- Of the students taking the math MCA/MTAS, 27% are proficient

Academic Progress in Math

- The percentage of students **not proficient in the prior year and proficient in current year** is 6%; third year of no change.
- The percentage of students **proficient in the prior year, now not proficient** decreased by 1% pt.

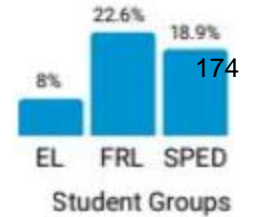
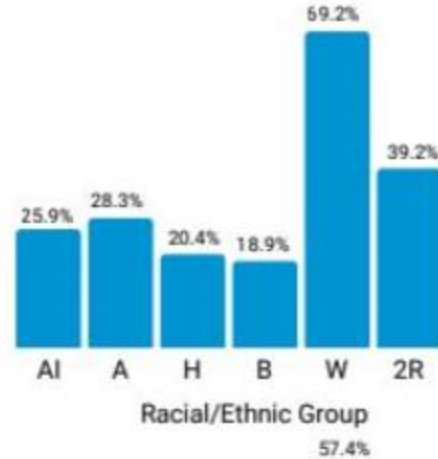
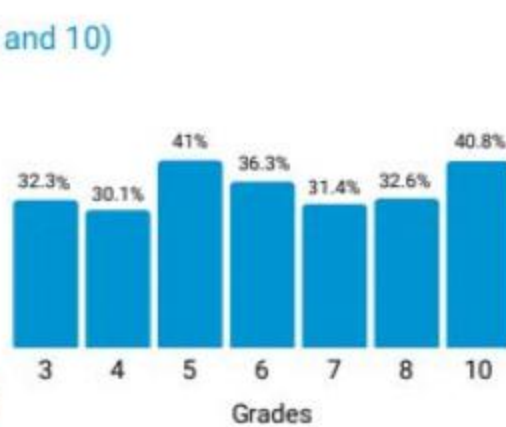




Academic Achievement in Reading

MCA READING

(District-wide grades 3-8 and 10)

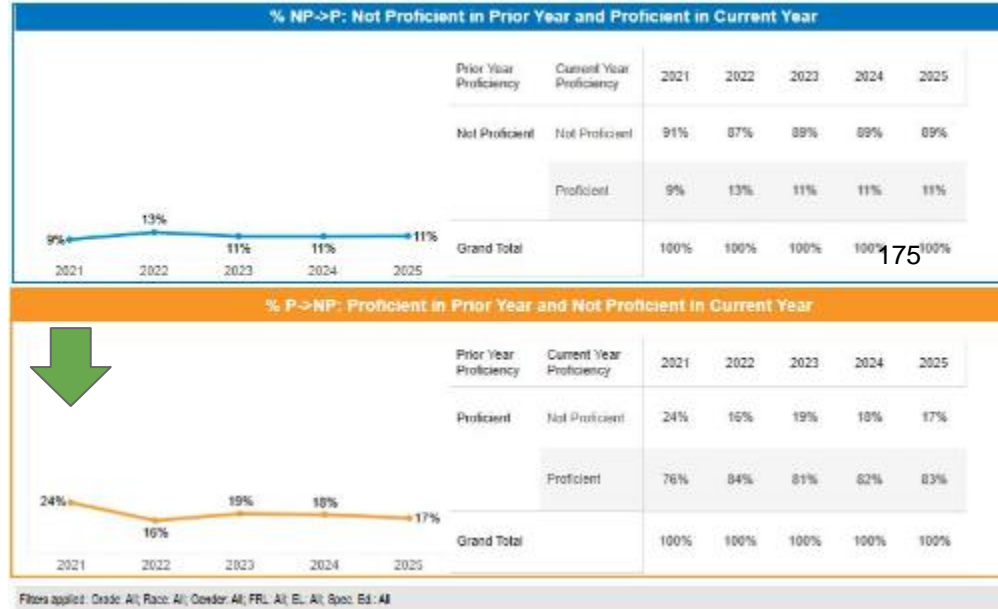


- Of the students taking the reading MCA/MTAS, 35% are proficient

Academic Progress in Reading

Of the students taking the 2025 reading MCA/MTAS, 35% are proficient

- The percentage of students **not proficient in the prior year and proficient in current year** is 11%; third year of no change
- The percentage of students **proficient in the prior year, now not proficient** decreased by 1 % pt
- The percentage of students (aReading grades 2-8) achieving typical/aggressive growth increased from 50% to 56%



Students Receiving Special Education Services




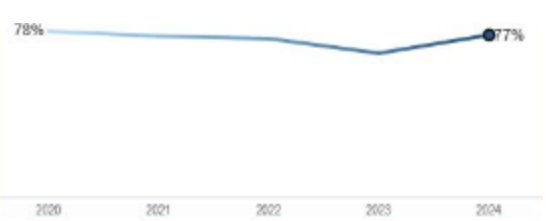
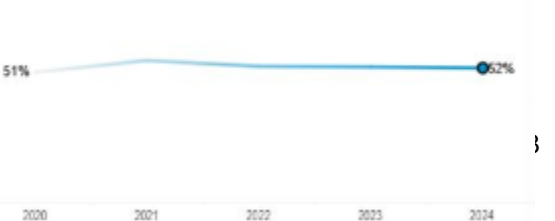
- 18% of students receiving special education services are proficient in math
- 19% of students receiving special education services are proficient in reading

Students Learning English as a Second Language

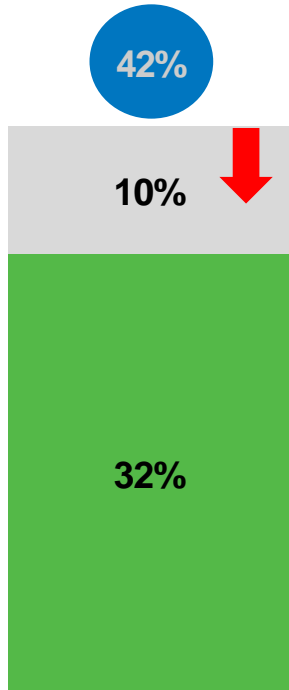
- 34% of former English language learners proficient in math
- 48% of former English language learners proficient in reading
- 8% of English language learners meet English language proficiency



College, Career & Life

Percentage of ACT Scores that Met the College Benchmark	All Student Graduation Rates	High School Graduate Postsecondary Enrollment Status
 <p>The chart displays four data series: Math (21% in 2021, 2023, 2024; 27% in 2022), Reading (27% in 2021, 2022, 2023; 34% in 2024), Science (21% in 2021, 2022, 2023; 27% in 2024), and English (31% in 2021, 2022, 2023; 41% in 2024).</p>	 <p>The graduation rate starts at 78% in 2020, remains at 78% in 2021 and 2022, drops to 77% in 2023, and rises to 77% in 2024.</p>	 <p>The enrollment status starts at 51% in 2020, rises to 52% in 2021, remains at 52% in 2022 and 2023, and reaches 52% in 2024.</p>
<ul style="list-style-type: none"> • 21% of graduates met math ACT college benchmarks • 34% of graduates met reading ACT benchmark • 27% of graduates met science ACT benchmark 	<ul style="list-style-type: none"> • 77% of the class of 2024 graduated in four years; an increase from the previous year 	<ul style="list-style-type: none"> • 52% of graduates enroll in post secondary directly from high school

Decreasing Disparities: Student Outcome Index



Overall Outcome- Achievement outcome, not considering impact of racial/ethnic differences/disparities

Adjustment Amount- The penalty applied to the outcome due to the existing racial disparity

Student Outcome Index (SOI)- The percentage of students achieving an overall outcome adjusted for existing racial disparity

Decreasing Disparities: Student Outcome Index

When examining ...	The overall outcome is...	When the outcome is adjusted for the racial/ethnic differences in achievement
Math proficiency	27% proficient	19%
Reading proficiency	35% proficient	27%
PreK language & literacy	54% on target	51%
PreK mathematical thinking	55% on target	53%
PreK personal & social development	71% on target	68%
Aggressive literacy growth	56%	55%
ACT English	47% met benchmark	36%
ACT math	20% met benchmark	13%
ACT science	29% met benchmark	20%
4 Year graduation	77% graduated	72%
Postsecondary	52% enrolled	49%

Achievement & Integration

Goal 1: The percentage of students meeting the college readiness benchmark in reading after calculating the difference in size of student racial groups will go from 22.3% to 31%.

In **2024-25**, **25%** of students met the college readiness benchmark

Goal 2: The number of student groups enrolling in SPPS magnet schools at the same rate they enroll into the district +/- 2 pct. pts. will increase from 3 to 7 student groups.

In **2024-25**, **6 of 7** race/ethnicity¹⁸¹ student groups in magnets within 2% of district enrollment

Goal 3: Increase students' equitable access to racially and ethnically diverse teachers to 26%.

In **2024-25**, **26%** of teachers are racially and ethnically diverse



Inspire students to think critically, pursue their dreams and change the world.

Trend: School Years 2020-21 to 2024-25

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Measures of Success

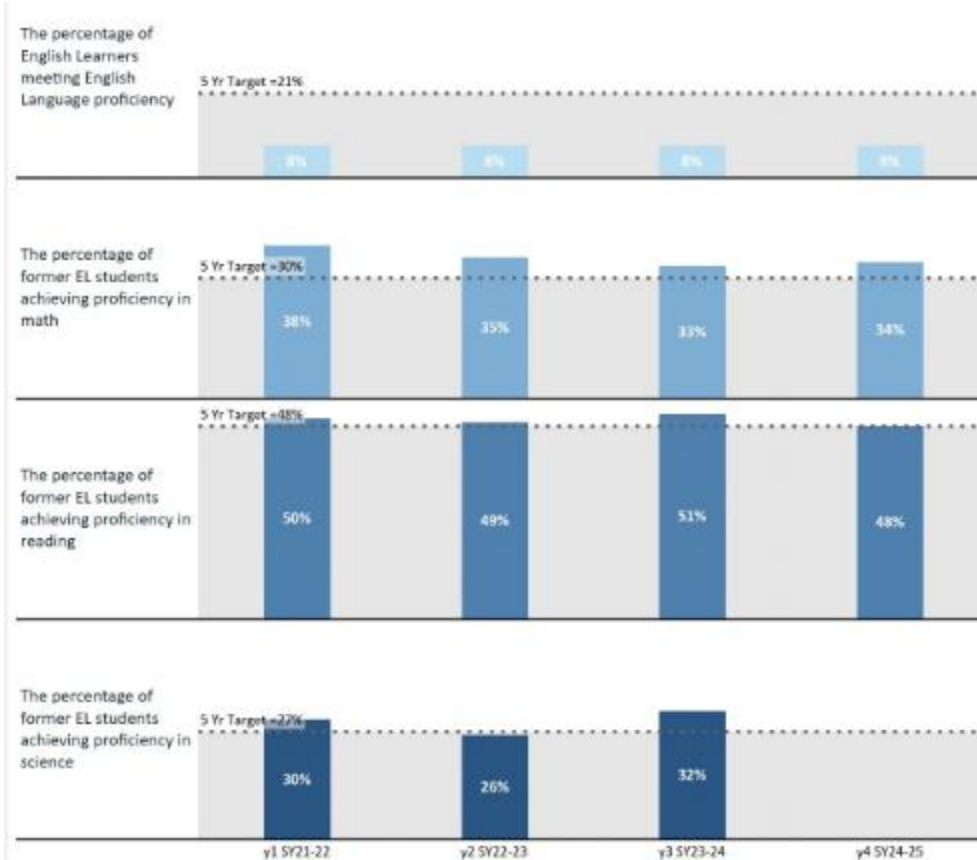
7 long term student outcomes

32 metrics

Increase achievement of English learners						
Metric	Baseline SY 2020-21	SPPS Achieves year 1v2 SY 2021-22	SPPS Achieves year 2v2 SY 2022-23	SPPS Achieves year 3v2 SY 2023-24	SPPS Achieves year 4v2 SY 2024-25	5 Yr Target
The percentage of English Learners meeting English Language proficiency	7%	8%	8%	8%	8%	21%
The percentage of former EL students achieving proficiency in math	19%	38%	35%	33%	34%	30%
The percentage of former EL students achieving proficiency in reading	38%	50%	49%	51%	48%	48%
The percentage of former EL students achieving proficiency in science	17%	30%	26%	32%	NA (test change)	27%
Increase achievement of students receiving special education services						
Metric	Baseline SY 2020-21	SPPS Achieves year 1v2 SY 2021-22	SPPS Achieves year 2v2 SY 2022-23	SPPS Achieves year 3v2 SY 2023-24	SPPS Achieves year 4v2 SY 2024-25	5 Yr Target
The percentage of special education students achieving proficiency in math	12%	14%	16%	16%	18%	26%
The percentage of special education students achieving proficiency in reading	15%	18%	18%	18%	19%	27%
The percentage of special education students achieving proficiency in science	15%	18%	16%	17%	14%	23%
Improve kindergarten readiness						
Metric	Baseline SY 2020-21	SPPS Achieves year 1v2 SY 2021-22	SPPS Achieves year 2v2 SY 2022-23	SPPS Achieves year 3v2 SY 2023-24	SPPS Achieves year 4v2 SY 2024-25	5 Yr Target
The percentage of Pre-K students meeting target in math	50%	53%	54%	53%	55%	60%
The percentage of Pre-K students meeting target in language and literacy	45%	50%	52%	53%	54%	53%
The percentage of Pre-K students meeting target in personal and social development	88%	65%	72%	70%	71%	90%

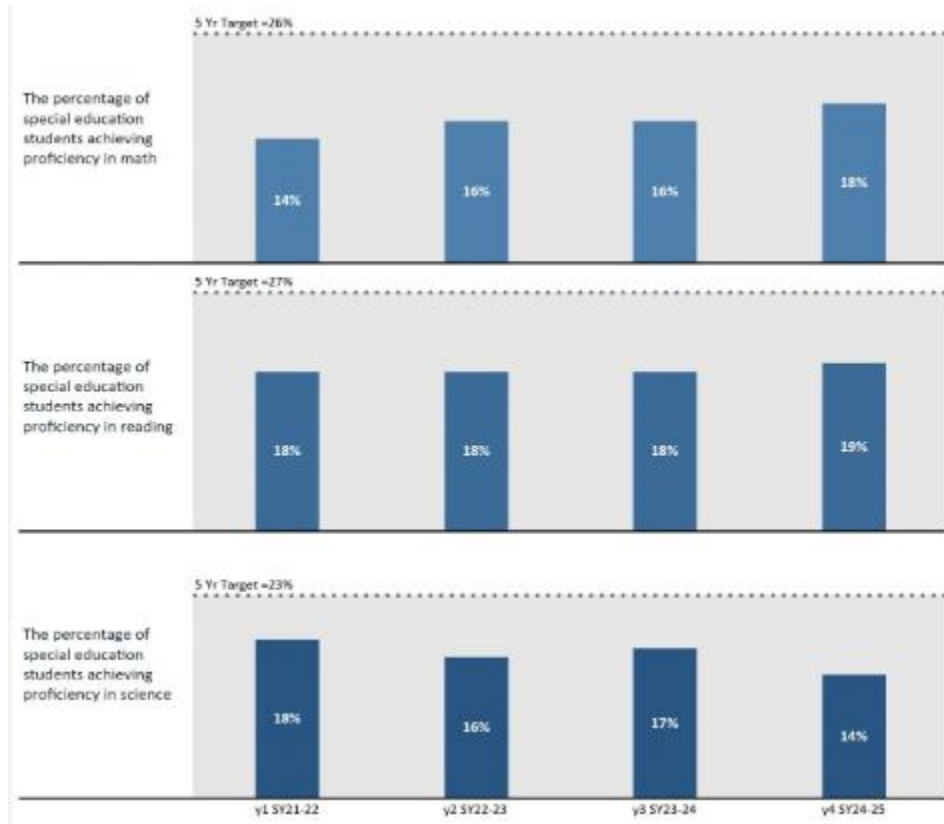
183

Trend: Students Learning English as a Second Language



- No change in English language proficiency; substantially far from 5 year target
- Modest decrease for math¹⁸⁴ proficiency; 5-year target met
- Modest decrease for reading proficiency; 5-year target met

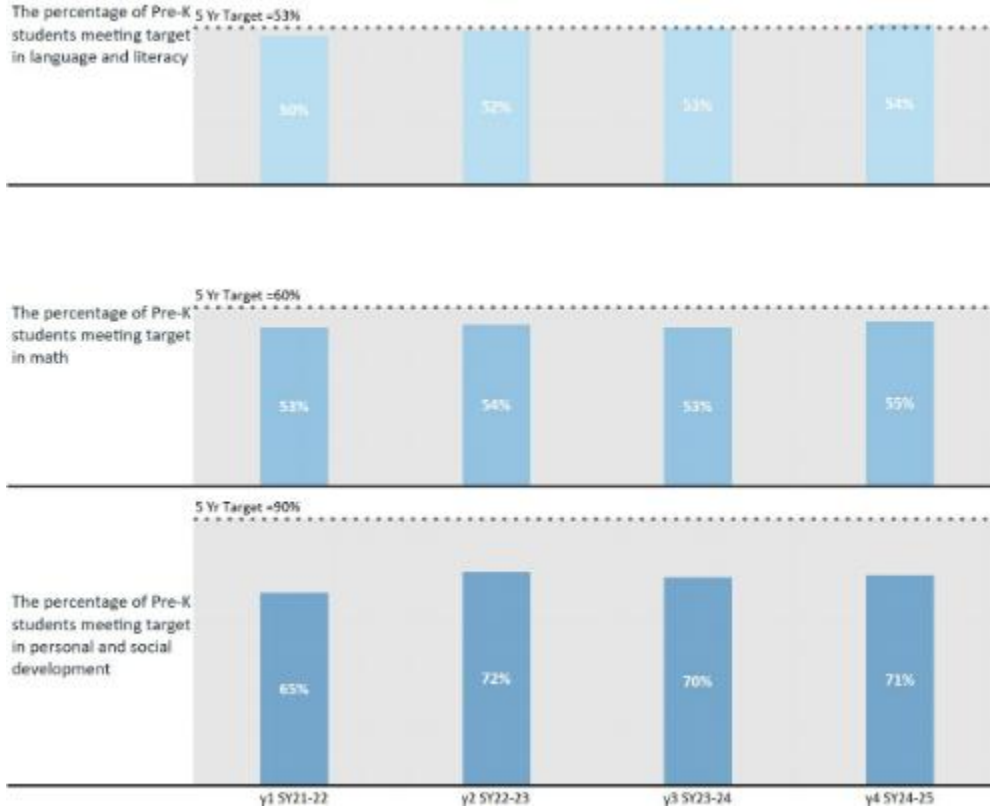
Trend: Students Receiving Special Education Services



- Modest increase in math proficiency; substantially below 5-year target
- Minimal increase in reading; substantially below 5-year target

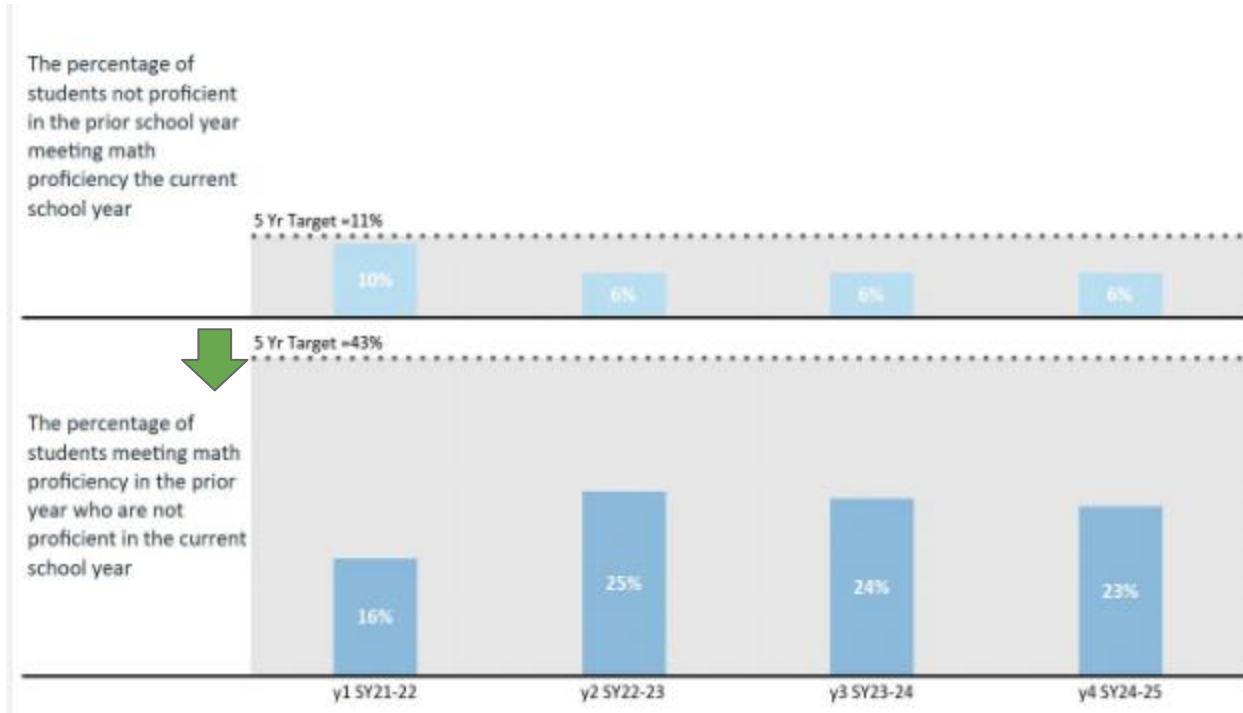
185

Trend: Kindergarten Readiness



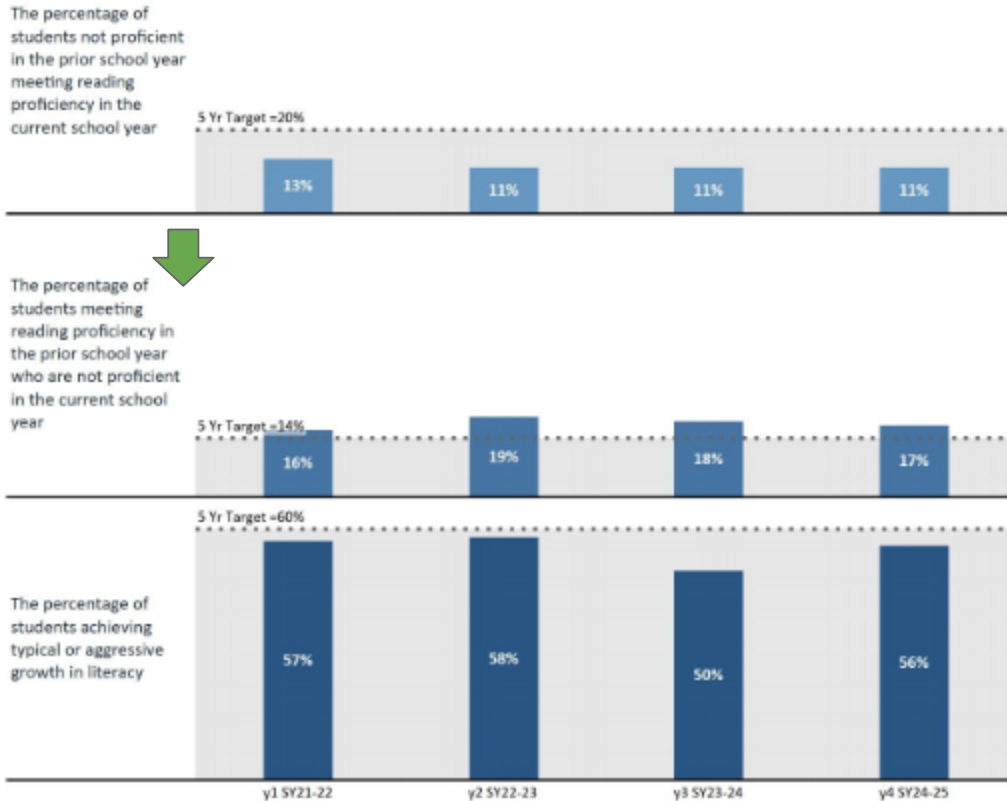
- Modest increase in language and literacy; 5-year target met
- Minimal increase in math; 5-year target almost met ¹⁸⁶
- Increase in personal and social development; substantially below target

Trend: Academic Progress in Math



- Modest decline in getting students not proficient to proficiency; 2025 is further away from 2022
- Minimal progress¹⁸⁷ in maintaining math proficiency; several years of meeting 5-year target

Trend: Academic Progress in Reading



- Modest decline in getting students not proficient to proficient in reading; 2025 is further away from 2022
- No progress in maintaining literacy proficiency; 2025 is further away from 5-year target than year 1
- Little overall change in literacy growth; 5-year target not met

Trend: College, Career & Life



- Minimal decline in meeting math college benchmark; 2025 is further away from target than year 1
- Minimal decline in meeting reading college benchmark; 2025 is further away from target than year 1
- Minimal decline in meeting science college benchmark; 2025 is further away from target than year 1
- Minimal increase in 4-year graduation; class of 2024 substantially far from 5-year target
- Minimal decrease for postsecondary enrollment; 5-year target not met

Trend: Decreasing Disparities

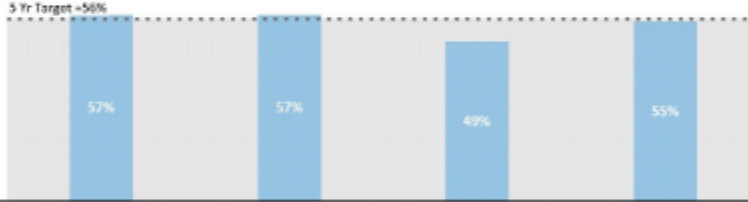
The percentage of all students proficient in math adjusted for existing racial disparity



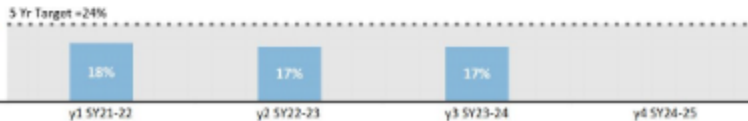
The percentage of all students proficient in reading adjusted for existing racial disparity



The percentage of students achieving typical or aggressive growth in literacy adjusted for existing racial disparity

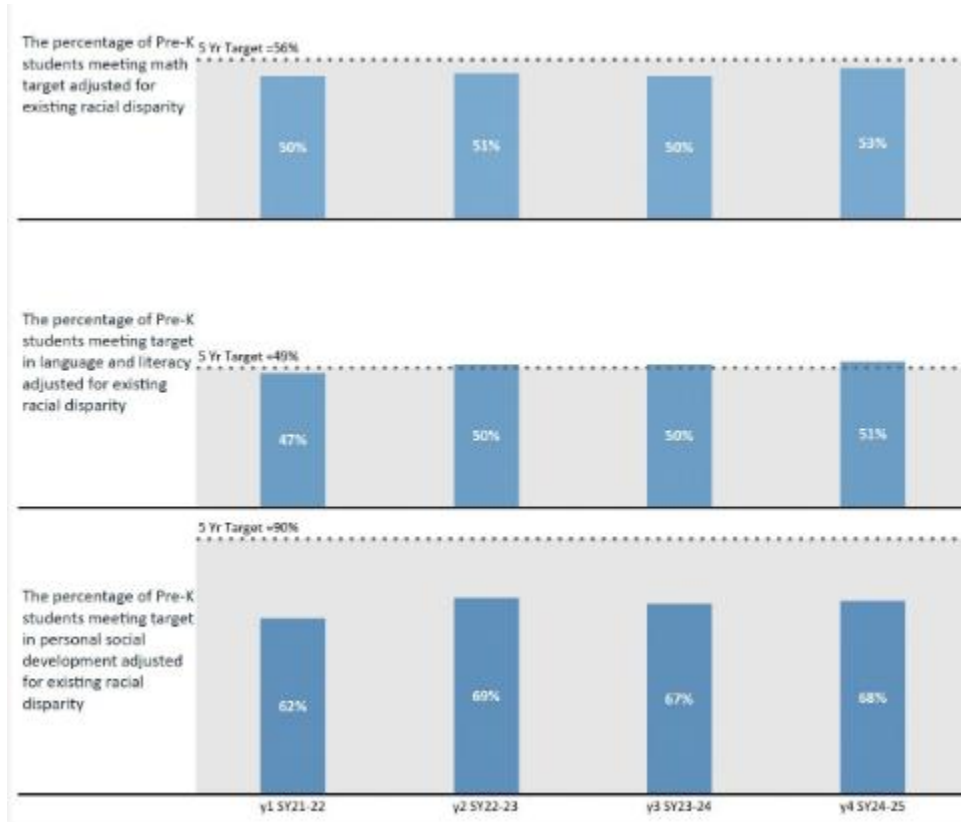


The percentage of all students proficient in science adjusted for existing racial disparity



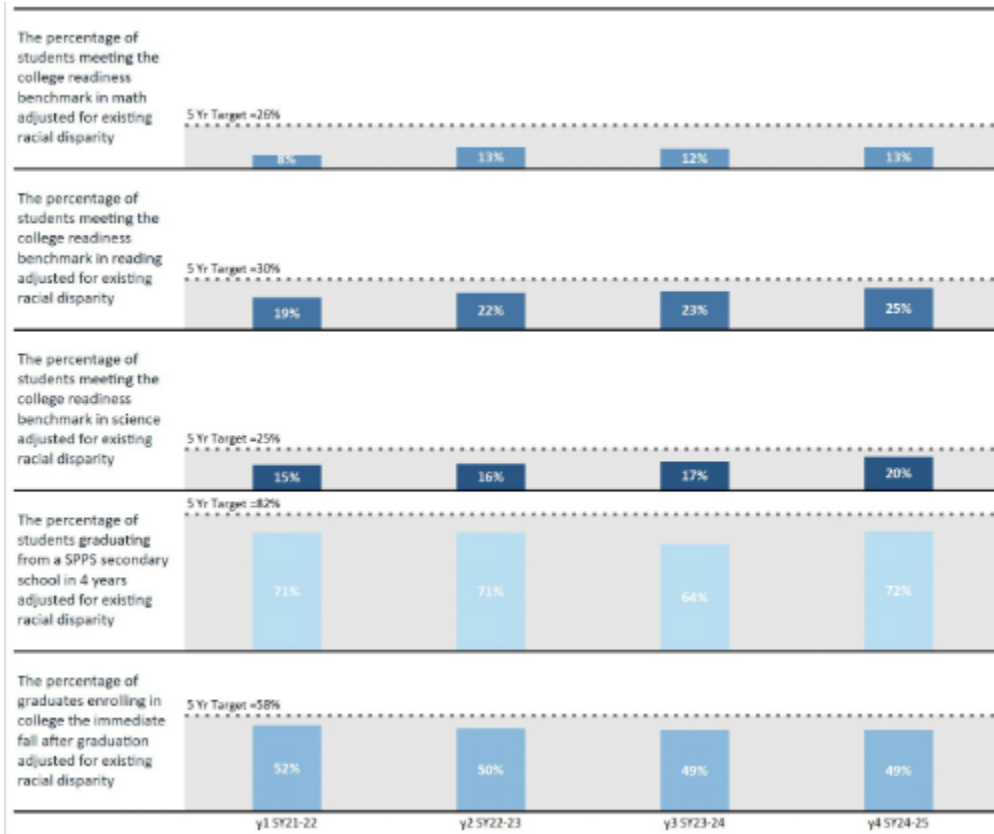
- No change in disparities for math or reading proficiency; 5-year target not met
- Minimal progress in reducing literacy growth disparities; 190 5-year target almost met

Trend: Decreasing Disparities



- Minimal progress in reducing Pre-K math disparities; 5-year target almost met
- Progress in reducing Pre-K language and literacy disparities; 5-year target met 191
- Progress in reducing Pre-K personal social development disparities; 2025 is substantially far from 5-year target

Trend: Decreasing Disparities



- Minimal progress in reducing math college benchmark disparities; 2025 is substantially far from 5-year target
- Considerable progress in reducing reading college benchmark disparities; 5-year target met
- Progress in reducing science college¹⁹² benchmark disparities; 5-year target almost met
- Minimal progress in reducing graduation disparities; 5-year target not met
- No progress in reducing postsecondary enrollment disparities; class of 2024 is lower than class of 2021.

Trend Summary

	Regression & High Risk	Regression	No Change	Progress	Progress & Target
Students learning English as 2nd language		Former EL math proficiency - Former EL reading proficiency			
Students receiving Special Education				Math proficiency - Reading proficiency	
Kindergarten Readiness				Math Reducing math disparities - Reducing personal social development disparities	Language and literacy Reducing language & literacy disparities ¹⁹³
Math	Getting students not proficient to proficient		Reducing disparities		Maintaining proficiency
Literacy	Getting students not proficient to proficient		Reducing disparities - maintaining proficiency aggressive growth	Reducing aggressive growth disparities	
College, Career & Life		Math college benchmark Reading college benchmark Science college benchmark	Reducing post secondary enrollment disparities	4-yr graduation Post secondary enrollment Reducing math college benchmark disparities Reducing 4-yr graduation disparities	Reducing reading college benchmark disparities - Reducing science college benchmark disparities

Questions?

Policy Update



SECOND READING: Policy 535.00 - Post- Secondary Enrollment Options (PSEO)

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Regular Meeting of the Board of Education
December 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

196

*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.

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.

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III. DEFINITIONS

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

LEGAL REFERENCES:

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

CROSS REFERENCES:

506.00 Student Discipline

Questions?

199

Next:
Third Reading at January 20, 2026
Regular Meeting

Adopted: 8/21/2018
Revised: xx/xx/2026

Saint Paul Public Schools Policy

535.00

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

A. 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:

Policy 506.00: Student Discipline



Saint Paul
PUBLIC SCHOOLS

POLICY UPDATE

SECOND READING: Policy 521.00 - Student Surveys

202

Regular Meeting of the Board of Education

December 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.

203

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.

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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).

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.

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Questions?

Next Steps:

Third Reading at the January 20, 2026 Regular Meeting

Inspire students to think critically, pursue their dreams and change the world.



Adopted: 7/26/2016
Revised: xx/xx/2026

Saint Paul Public Schools Policy

521.00

521.00 STUDENT SURVEYS

I. POLICY 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

A. 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 that reveals 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 or 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, 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 U.S.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



Saint Paul
PUBLIC SCHOOLS

POLICY UPDATE

SECOND READING: Policy 618.00.1: Research

211

Regular Meeting of the Board of Education

December 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.

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 schools, 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 schools, district or program.
- The Superintendent or designee shall develop procedures by which these research projects may be ~~cleared~~ approved. 213

Questions?

214

Next Steps:

Third Reading at the January 20, 2026 Regular Meeting

Inspire students to think critically, pursue their dreams and change the world.



Adopted: 1974
Revised: 6/17/2008; xx/xx/2026

Saint Paul Public Schools Policy

618.00

618.00 RESEARCH

I. POLICY 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:

A. 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.

B. 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.

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

IV. CONDUCTING RESEARCH

1. 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, 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 schools, 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 U.S.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



NEW POLICY

SECOND READING: Policy 606.50: Selection and Reconsideration of Library Material

Regular Meeting of the Board of Education

December 18, 2025

Craig Anderson, Executive Director of Teaching and Learning

Policy 606.50 Selection and Reconsideration of Library Material

Policy Highlights:

1. This is a new policy
2. Newly required in state statute
2. Modeled after the Minnesota School Boards Association model policy
3. Our Media Specialist Supervisor engaged all Media Specialists and principals to draft this policy

606.5 LIBRARY MATERIALS

I. PURPOSE

The purpose of this policy is to provide direction and to delegate responsibility for selection and reconsideration of library materials.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that library materials serve as a vital component of a student's education by enriching the breadth of the curriculum as a whole and meeting the needs and interests of individual students. The purpose of library materials is to meet the needs of all students. Therefore, questions regarding selection and reconsideration of library materials should be handled differently than those concerning textbooks and instructional materials.

To ensure that library materials fulfill this role, the school board delegates to the Superintendent or the Superintendent's designee responsibility for administering a process for selection of library materials. Responsibility for selection shall rest with licensed school library media specialists/school librarians. School administrators and library staff shall place principle above personal opinion and reason above prejudice in selection of library materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library materials. In addition, students shall be permitted to read or view library materials in which they have an academic or personal interest.

Parents and guardians have the right and the responsibility to determine their children's access to library materials.

Policy 606.50 Selection and Reconsideration of Library Material

III. DEFINITIONS

Policy Highlights:

- A. "Library" is the school district resource that holds the library collection that serves the information and independent reading needs of students and supports the curriculum needs of teachers and staff. The term "library" includes a school library media center. The term also includes access to electronic materials.

The term "library" refers to the resources within a specific school building.

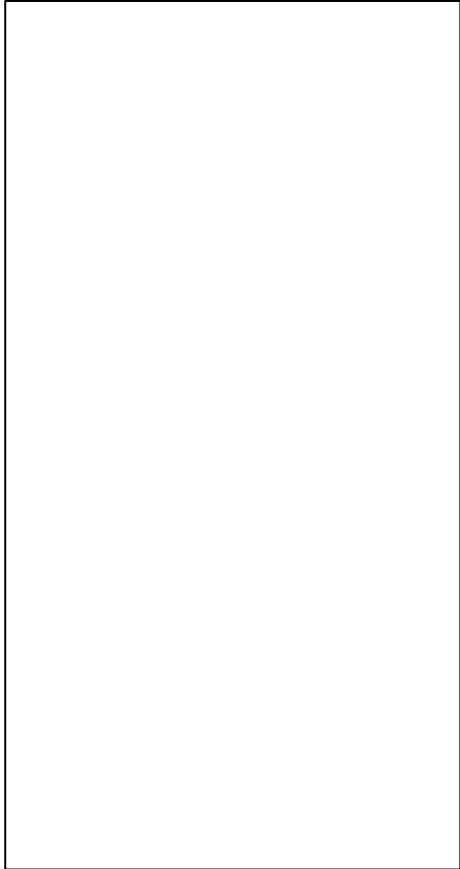
Definitions:

"Library"

Minnesota Statutes, section 124D.991, states that a school district or charter school library or school library media center provides equitable and free access to students, teachers, and administrators and that a school library or school library media center must have the following characteristics:

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1. ensures every student has equitable access to resources and is able to locate, access, and use resources that are organized and cataloged;
2. has a collection development plan that includes but is not limited to materials selection and deselection, a challenged materials procedure, and an intellectual and academic freedom statement;
3. is housed in a central location that provides an environment for expanded learning and supports a variety of student interests;
4. has technology and Internet access; and
5. is served by a licensed school library media specialist or licensed school librarian.



Policy 606.50 Selection and Reconsideration of Library Material

Policy Highlights:

Definitions:

“Library Collection”

“Library Materials”

“Library Media Specialist”

- B. “Library collection” consists of the library materials made available to students.
- C. “Library materials” are the books, periodicals, newspapers, manuscripts, films, prints, documents, videotapes, subscription content, electronic and digital materials (including e-books, audiobooks, and databases), and related items made available to students in a school building or through access to electronic materials. This term does not include materials made available to students as part of the curriculum.
- D. “Library media specialist” is a teacher holding a Library Media Specialist teaching license issued by the Professional Educator Licensing and Standards Boards and who is trained to deliver library services to students and staff in a library. A library media specialist is authorized under Minnesota Rules to provide to students in kindergarten through grade 12 instruction that is designed to provide information and technology literacy skills instruction, to lead, collaborate, and consult with other classroom teachers for the purpose of integrating information and technology literacy skills with content teaching, and to administer media center operations, programming, and resources.

Policy 606.50 Selection and Reconsideration of Library Material

Policy Highlights:

Materials Selection

IV. RESPONSIBILITY FOR SELECTION OF LIBRARY MATERIALS

- A. The school board recognizes the expertise of the school district's library media specialists and the vital need of such staff to be responsible for selection of library materials.
- A. While recommendations by administrators, faculty members, students, parents, and other community members may be considered, the final responsibility for selection of library materials shall rest with the library media specialist.

SELECTION OF LIBRARY MATERIALS

- A. Selection Criteria: The library materials selection process should result in a library collection that, when considered as a whole, is consistent with the following criteria:
 - 1. Library materials shall support and be consistent with the general educational goals of the state and the district and the aims and objectives of individual schools and specific courses;
 - 2. Library materials shall be chosen to enrich and support the curriculum as well as to promote reading for pleasure by responding to the personal needs and interests of student users;

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Policy 606.50 Selection and Reconsideration of Library Material

Policy Highlights:

Must present opposing sides of controversial issues

Must be Inclusive and reflective of students and community

Principle above personal opinion

High Standards of Quality

3. Library Materials Present opposing sides of controversial issues so that students may develop with guidance the practice of critical analysis;

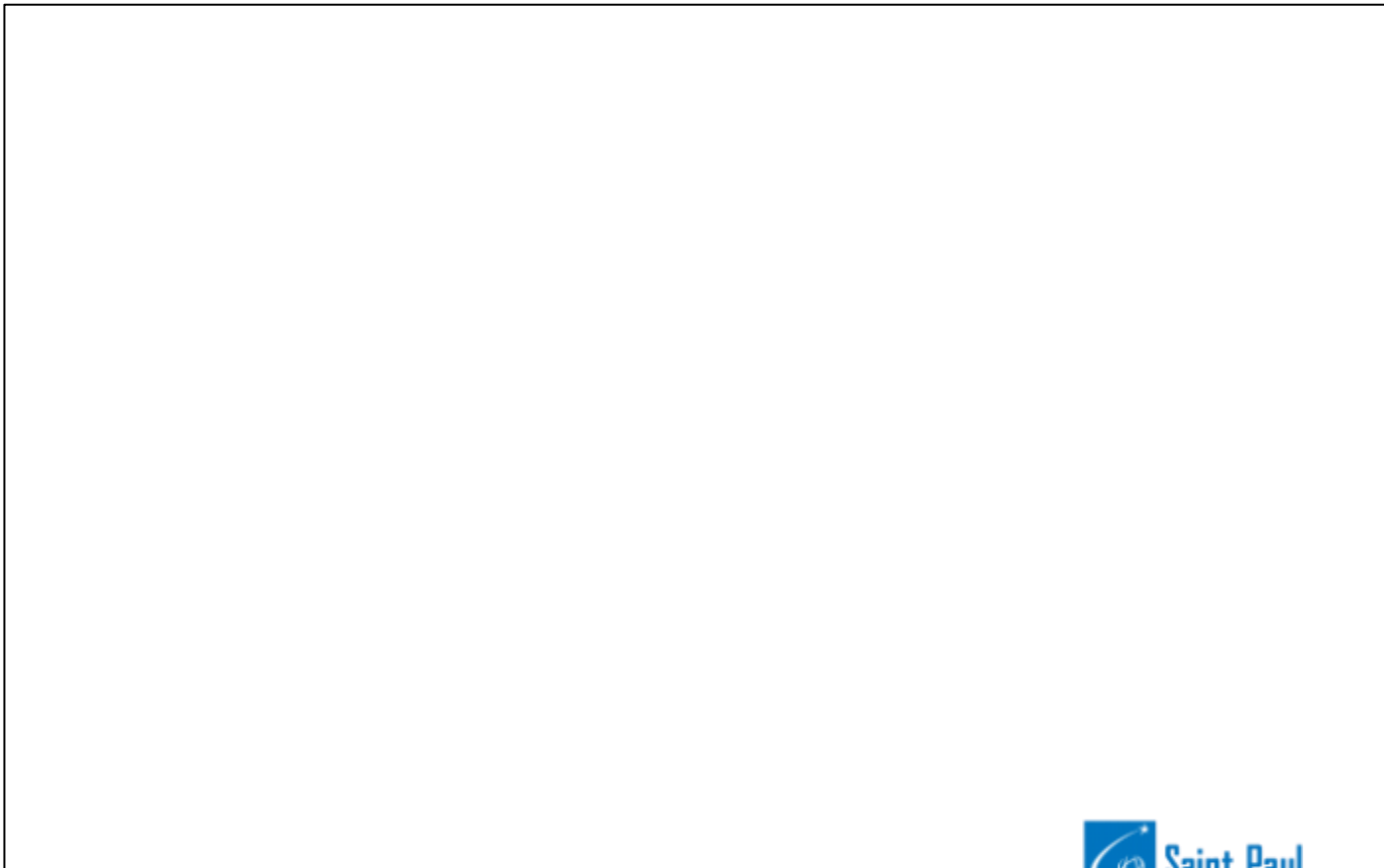
4. Library materials will be representative of contributions by race, creed, sex, marital status, national origin, age, color, religion, ancestry, status with regard to public assistance, sexual or affectional orientation, familial status, or disability.

5. Library staff shall place principle above personal opinion and reason above prejudice in selection of library materials of the highest quality;

6. Library materials shall be appropriate to and reflect the needs, ages, maturity level, emotional development, ability levels, learning styles, social development, background, diversity, and needs and interests of the students for whom the materials were selected;

7. Library materials shall meet high standards of quality in one or more of these categories (presented alphabetically):

- a. Artistic quality and/or literary style;
- b. Authenticity;
- c. Critical thinking;
- d. Educational significance;
- e. Factual content;
- f. High interest for intended audience; and
- g. Readability.



Policy 606.50 Selection and Reconsideration of Library Material

Policy Highlights:

Budget

Consultation

Removal of outdated materials

Gifts and Donations

8. The selection of library materials shall conform to the constraints of the school district budget.

9. The library media specialist shall consult sources and specialists experienced in library materials collections appropriate for the building's students and that are reputable, experienced, unbiased, and professionally trained in school library materials.

10. Library materials that are outdated, inaccurate, no longer useful for curricular support or reading enrichment, or have not been utilized for an extended period of time may be removed. Library materials that are in poor physical condition may be removed or replaced as determined by the library media specialist.

11. ²²³ Gifts and Donations of Library Materials- Materials offered for donation or gifted to a school library may be accepted if they comply with the library collection selection criteria and approved by the library media specialist. The school district's libraries welcome donations of books and other resource materials from individuals and organizations, but also reserve the right to decline to accept library materials that do not meet the criteria for selection. In addition, financial donations to benefit school district's libraries will be accepted with the understanding that funds will be used to purchase materials that are needed for libraries based on the needs of the individual schools.

Policy 606.50 Selection and Reconsideration of Library Material

Policy Highlights:

Parents / guardians can
always request restrictions
for their student

V. INDIVIDUAL STUDENT ACCESS TO SPECIFIC LIBRARY MATERIAL

A parent or guardian may request that access to specific material in the library materials collection be restricted from their student. The school shall take reasonable steps to fulfill this request. This type of request will not result in removal of specific library collection material from the library or restrictions upon any other student accessing specific library materials.

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Policy 606.50 Selection and Reconsideration of Library Material

Policy Highlights:

VI. RECONSIDERATION OF SPECIFIC LIBRARY MATERIAL

The school board seeks to uphold students' access to library materials that meet the educational goals and selection criteria set forth in this policy. In compliance with Minn. Stat. § 134.51, the school district will not ban, remove, or otherwise restrict access to a book or other material based solely on its viewpoint or the messages, ideas, or opinions it conveys.

Students or a parent or guardian of a school district student may request reconsideration of specific library material on the basis of appropriateness.

Access to the material in question shall not be restricted until the procedures listed below have been fully completed and a decision to remove or restrict the materials, based on appropriateness, has been made.

If specific library material is the subject of a Formal Request for Reconsideration and a final decision is made to retain the specific library material, then the specific library material shall not be subject to additional requests for reconsideration for three years following the date of final resolution of the initial Formal Request for Reconsideration.

The School Board delegates the responsibility for developing and managing a process for reevaluation of library materials to the Superintendent and/or their designees.

Policy 606.50 Selection and Reconsideration of Library Material

Policy Highlights:

Statutes and Legal
References

[Draft Procedures](#)

Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09 (School Board Responsibilities)
Minn. Stat. § 124D.991 (Public School Libraries and Media Centers)
Minn. Stat. § 134.51, (Access to Library Materials and Rights Protected).
Minn. Rules Part 8710.4550 (Library Media Specialists)

Bd. of Educ., Island Trees Union Free Sch. Dist. No. 26 v. Pico, 457 U.S. 853 (1982)

226

Questions?

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Next Steps

Third Reading at the January 20, 2026 Regular Meeting

228

NEW POLICY: Policy 606.5 Selection and Reconsideration of Library Material

Adopted:

Revised:

606.5 LIBRARY MATERIALS

I. PURPOSE

The purpose of this policy is to provide direction and to delegate responsibility for selection and reconsideration of library materials.

II. GENERAL STATEMENT OF Policy

The school board recognizes that library materials serve as a vital component of a student's education by enriching the breadth of the curriculum as a whole and meeting the needs and interests of individual students. The purpose of library materials is to meet the needs of all students. Therefore, questions regarding selection and reconsideration of library materials should be handled differently than those concerning textbooks and instructional materials.

To ensure that library materials fulfill this role, the school board delegates to the Superintendent or the Superintendent's designee responsibility for administering a process for selection of library materials. Responsibility for selection shall rest with licensed school library media specialists/school librarians. School administrators and library staff shall place principle above personal opinion and reason above prejudice in selection of library materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library materials. In addition, students shall be permitted to read or view library materials in which they have an academic or personal interest.

Parents and guardians have the right and the responsibility to determine their children's access to library materials.

III. DEFINITIONS

- A. "Library" is the school district resource that holds the library collection that serves the information and independent reading needs of students and supports the curriculum needs of teachers and staff. The term "library" includes a school library media center. The term also includes access to electronic materials.

The term "library" refers to the resources within a specific school building.

Minnesota Statutes, section 124D.991, states that a school district or charter school library or school library media center provides equitable and free access to students, teachers, and administrators and that a school library or school library media center must have the following characteristics:

1. ensures every student has equitable access to resources and is able to locate, access, and use resources that are organized and cataloged;

2. has a collection development plan that includes but is not limited to materials selection and deselection, a challenged materials procedure, and an intellectual and academic freedom statement;
 3. is housed in a central location that provides an environment for expanded learning and supports a variety of student interests;
 4. has technology and Internet access; and
 5. is served by a licensed school library media specialist or licensed school librarian.
- B. "Library collection" consists of the library materials made available to students.
- C. "Library materials" are the books, periodicals, newspapers, manuscripts, films, prints, documents, videotapes, subscription content, electronic and digital materials (including e-books, audiobooks, and databases), and related items made available to students in a school building or through access to electronic materials. This term does not include materials made available to students as part of the curriculum.
- D. "Library media specialist" is a teacher holding a Library Media Specialist teaching license issued by the Professional Educator Licensing and Standards Boards and who is trained to deliver library services to students and staff in a library. A library media specialist is authorized under Minnesota Rules to provide to students in kindergarten through grade 12 instruction that is designed to provide information and technology literacy skills instruction, to lead, collaborate, and consult with other classroom teachers for the purpose of integrating information and technology literacy skills with content teaching, and to administer media center operations, programming, and resources.

IV. RESPONSIBILITY FOR SELECTION OF LIBRARY MATERIALS

- A. The school board recognizes the expertise of the school district's library media specialists and the vital need of such staff to be responsible for selection of library materials.
- B. While recommendations by administrators, faculty members, students, parents, and other community members may be considered, the final responsibility for selection of library materials shall rest with the library media specialist.

SELECTION OF LIBRARY MATERIALS

- A. Selection Criteria: The library materials selection process should result in a library collection that, when considered as a whole, is consistent with the following criteria:
 1. Library materials shall support and be consistent with the general educational goals of the state and the district and the aims and objectives of individual schools and specific courses;
 2. Library materials shall be²³⁰chosen to enrich and support the curriculum

as well as to promote reading for pleasure by responding to the personal needs and interests of student users;

3. Library Materials Present opposing sides of controversial issues so that students may develop with guidance the practice of critical analysis;
4. Library materials will be representative of contributions by race, creed, sex, marital status, national origin, age, color, religion, ancestry, status with regard to public assistance, sexual or affectional orientation, familial status, or disability.
5. Library staff shall place principle above personal opinion and reason above prejudice in selection of library materials of the highest quality;
6. Library materials shall be appropriate to and reflect the needs, ages, maturity level, emotional development, ability levels, learning styles, social development, background, diversity, and needs and interests of the students for whom the materials were selected;
7. Library materials shall meet high standards of quality in one or more of these categories (presented alphabetically):
 - a. Artistic quality and/or literary style;
 - b. Authenticity;
 - c. Critical thinking;
 - d. Educational significance;
 - e. Factual content;
 - f. High interest for intended audience; and
 - g. Readability.
8. The selection of library materials shall conform to the constraints of the school district budget.
9. The library media specialist shall consult sources and specialists experienced in library materials collections appropriate for the building's students and that are reputable, experienced, unbiased, and professionally trained in school library materials.
10. Library materials that are outdated, inaccurate, no longer useful for curricular support or reading enrichment, or have not been utilized for an extended period of time may be removed. Library materials that are in poor physical condition may be removed or replaced as determined by the library media specialist.
11. Gifts and Donations of Library Materials-
Materials offered for donation or gifted to a school library may be accepted if they comply with the library collection selection criteria and approved by the library media specialist. The school district's libraries welcome donations of 231books and other resource materials from

individuals and organizations, but also reserve the right to decline to accept library materials that do not meet the criteria for selection. In addition, financial donations to benefit school district's libraries will be accepted with the understanding that funds will be used to purchase materials that are needed for libraries based on the needs of the individual schools.

V. INDIVIDUAL STUDENT ACCESS TO SPECIFIC LIBRARY MATERIAL

A parent or guardian may request that access to specific material in the library materials collection be restricted from their student. The school shall take reasonable steps to fulfill this request. This type of request will not result in removal of specific library collection material from the library or restrictions upon any other student accessing specific library materials.

VI. RECONSIDERATION OF SPECIFIC LIBRARY MATERIAL

The school board seeks to uphold students' access to library materials that meet the educational goals and selection criteria set forth in this policy. In compliance with Minn. Stat. § 134.51, the school district will not ban, remove, or otherwise restrict access to a book or other material based solely on its viewpoint or the messages, ideas, or opinions it conveys.

Students or a parent or guardian of a school district student may request reconsideration of specific library material on the basis of appropriateness.

Access to the material in question shall not be restricted until the procedures listed below have been fully completed and a decision to remove or restrict the materials, based on appropriateness, has been made.

If specific library material is the subject of a Formal Request for Reconsideration and a final decision is made to retain the specific library material, then the specific library material shall not be subject to additional requests for reconsideration for three years following the date of final resolution of the initial Formal Request for Reconsideration.

The School Board delegates the responsibility for developing and managing a process for reevaluation of library materials to the Superintendent and/or their designees.

Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09 (School Board Responsibilities)
Minn. Stat. § 124D.991 (Public School Libraries and Media Centers)
Minn. Stat. § 134.51, (Access to Library Materials and Rights Protected).
Minn. Rules Part 8710.4550 (Library Media Specialists)
Bd. of Educ., Island Trees Union Free Sch. Dist. No. 26 v. Pico, 457 U.S. 853 (1982)

Procedure

606.5.1 RECONSIDERATION OF LIBRARY MATERIALS

I. Informal Request for Reconsideration of Specific Library Material

- A. Requests for reconsideration of specific library material shall be directed to the library media specialist and/or the building principal. The building principal and/or the library media specialist shall assume responsibility for processing the request on an informal basis.
- B. The building principal and/or the library media specialist shall provide an explanation to the individual who submitted the request. The explanation shall include the particular selection criteria that the material in question met in order to be included in the library as curriculum support or as an independent reading choice for students in the building.
- C. If the request is not resolved informally, the principal shall convene a school-level review committee.

II. School Level Request for Reconsideration of Specific Library Collection Material

- A. A Formal Request for Reconsideration of specific library material is initiated upon submission of a completed *Formal Request for Reconsideration of Specific Library Collection Material* form. The form must be completed in its entirety for each work that is subject to a request for reconsideration. The complainant must acknowledge that they have read the complete work before submitting a request for reconsideration.
- B. The complainant fills out a Request for Library Materials Reconsideration form. This form is available from staff in the school's main office and online.
- C. The completed form is then submitted to the school's main office.
- D. The principal shall, within 10 teaching days after receiving the complaint, bring together a committee that includes a building administrator, 2 classroom teachers, 1 school support staff or parent/guardian volunteer, and a licensed library media specialist (not assigned to that school).
- E. The committee will evaluate the challenged material for appropriateness and determine one of the following courses of action:
 - 1. Retain the item in question for unrestricted use by students.
 - 2. Attempt to accommodate the complainant without denying access to the item in question to all students.
 - 3. Make the item in question no longer available to students.
- F. The Principal shall inform the complainant of the committee's decision.
- G. If the complainant or any staff member involved is not satisfied with the decision reached by the school-level review committee, they may appeal to the District Level Library Materials Review Committee. The appeal must be submitted to the principal within 2337 school days of receiving the decision.

III. District Level Reconsideration Appeal of Specific Library Collection Material

- A. In the event of an appeal to the district review committee, the Superintendent or the Superintendent's designee shall appoint a Library Materials Review Committee (Review Committee). This committee shall include:
 - 1. One member of the school district administration
 - 2. One principal
 - 3. Two teachers
 - 4. One library media specialist or district-level library media specialist
 - 5. Two members of the school district community with no direct connection with the request for reconsideration
 - 6. Two student representatives (for challenges at secondary schools)
- B. The Review Committee shall establish a date within 30 days of receiving the appeal upon which it will discuss the request and whether the specific library collection material conforms to the selection criteria set forth in this policy.
- C. The Review Committee
 - 1. may consult individuals, organizations, and other resources with relevant professional knowledge on school library material;
 - 2. shall examine the specific library material as a whole;
 - 3. shall examine the specific library material as to its conformance with the criteria for selection of library materials; and
 - 4. shall submit a written report to the Superintendent or the Superintendent's designee containing the Review Committee's decision on whether to retain, to remove, or to take other action regarding the specific library material.
- D. The complainant shall have the right to appeal the decision of the District Level Review Committee to the school board.
- E. In compliance with *Minn. Stat. § 134.51* the Superintendent or the Superintendent's designee will report the reconsideration of the specific library material and the results of the reconsideration process to State Library Services via their online form.

REQUEST FOR LIBRARY RECONSIDERATION FORM

The purpose of this form is to submit concerns about library materials, in accordance with Saint Paul Public Schools (SPPS) policy 605.5 – Selection and Reconsideration of Library Materials. Please see the SPPS policy and procedure manual at <https://www.spps.org/about/board-of-education/board-policies-procedures>.

Complainant Information

Name:	Phone Number:	Check one: <input type="checkbox"/> Student <input type="checkbox"/> Parent <input type="checkbox"/> Guardian
Address:		

Material Being Questioned (According to Minn. Stat. § 134.51, A public library must not ban, remove, or otherwise restrict access to a book or other material based solely on its viewpoint or the messages, ideas, or opinions it conveys)

Title:	Author:
Publisher:	
This book is held in the School Library Collection at:	
Why are you questioning this work? (attach additional page if necessary)	

Action Requested

- I am requesting a reconsideration of this work for inclusion in the above listed library collection.
- I am requesting an explanation as to why this work is included in the above listed library collection
- I would like to suggest an alternate or opposing viewpoint title

Title:

Author:

Publisher:

Did you read or review the work you would like reconsidered in its entirety?

- Yes
- No

Signature	Date
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(required to move forward with reconsideration)



Saint Paul
PUBLIC SCHOOLS

SECOND READING: Rescission of Policy 702.01 - Bonded Officers and Employees

**Regular Meeting of the Board of Education
December 18, 2025**

Daniel Moser, Executive Director of Financial Services

Policy 702.01 Bonded Officers and Employees

Current Policy:

1. Last revised 2008.

Policy Changes

1. **Asking to recind this policy.**
2. **Reason: MN Statute 123B.14 Subd. 6 - Performance Bond;** when the duty devolves upon any person employed by a board to receive money and pay it over to the treasurer of the district, the district must require a bond from such person²³⁷and pay all premiums therefor. The amount of each bond shall be fixed by the board and the bond approved by it. The bond must be not less than \$500 conditioned for the faithful performance of the duty and be filed with the clerk. In lieu of individual bonds, the district may prescribe and keep in effect a schedule or position insurance policy or blanket bond in such aggregate amount as the district determines, insuring the fidelity of such persons in the amount of not less than \$500 for each such person.

Questions?

Inspire students to think critically, pursue their dreams and change the world.



Saint Paul
PUBLIC SCHOOLS

Next Steps

- Third Reading at the January 20, 2026 Regular Meeting

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Adopted: 1974
Revised: 12/4/1984; 6/17/2008

Saint Paul Public School Policy 702.01

702.01 BONDED OFFICERS AND EMPLOYEES

~~I. BONDED OFFICERS AND EMPLOYEES~~

- ~~1. Board members and employees who are responsible for transactions involving monies of the District shall be bonded in such amounts as the Board determines.~~
- ~~2. The District Treasurer shall give a corporate bond to the state (Reach out to MDE). The Board shall fix the specific amount of the bond in an amount sufficient to protect the District's interest and shall approve the bond. The District shall pay the bond premium.~~

~~LEGAL REFERENCES:~~

~~CROSS REFERENCES:~~

SECOND READING:



Saint Paul
PUBLIC SCHOOLS

Policy 504.00: Drug Free Schools

Regular Meeting of the Board of Education
December 18, 2025

Reason for Update

Policy 504.00 was last updated in 2008.

- [Current Policy](#)
- [Updated Draft Policy](#)

Review Committee:

- Beth Coleman
- Kathy Kimani
- Laurie Olson
- Becky Schmidt

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Policy Purpose

Does not exist in current policy

POLICY PURPOSE:

The purpose of this policy is to maintain a safe and healthy environment for all by prohibiting the use of alcohol, toxic substances, medical cannabis, non intoxicating cannabinoids, edible cannabinoid products, and controlled substances without a physician's prescription. ²⁴³

General Statement of Policy

1. Use and/or possession of controlled substances, toxic substances, or alcohol at or in any school or work location, by students, is prohibited as general policy. Paraphernalia associated with controlled substances is also prohibited.
2. No student shall use or possess alcohol, toxic substances or controlled substances at or in any school or work location.
3. The school district will act to enforce this policy and to discipline or take appropriate action against any student or other person who violates this policy.

A. Except as otherwise provided in Section IV, of this policy, use and/or possession of alcohol, controlled substances, toxic substances, non-intoxicating cannabinoids *without proper prescription (for seizure management only)*, edible cannabinoid products, or medical cannabis at or in any school or District work location, by students, is prohibited and is a violation of this policy. Paraphernalia associated²⁴⁴ with controlled substances is also prohibited.

B. A student may not use or possess cannabis flower or leaves, cannabis products, lower potency hemp edibles, or hemp-derived consumer products containing cannabinoid extracts, in a public school, as defined by state law, including all facilities, whether owned, rented, or leased, and all vehicles that the District owns, leases, rents, contracts for, or controls.

3. C. The school district will act to enforce this policy and to discipline or take appropriate action against any student or other person who violates this policy.

Definitions

1. “Alcohol” includes any alcoholic beverage, malt beverage, fortified wine or other intoxicating liquor.
2. “Controlled substances” include narcotic drugs, hallucinogenic drugs, prescription drugs, amphetamines, barbiturates, marijuana, anabolic steroids or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 U.S.C. § 812, including analogues and look-alike drugs.
3. “Toxic substances” includes glue, cement, aerosol paint or other substances used or possessed with the intent of inducing intoxication or excitement of the central nervous system.

1. **A.** “Alcohol” includes any alcoholic beverage, malt beverage, fortified wine or other intoxicating liquor **that contains more than one half of one percent of alcohol by volume.**
2. **B.** “Controlled substances” include narcotic drugs, hallucinogenic drugs, prescription drugs, amphetamines, barbiturates, marijuana, anabolic steroids or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 U.S.C. § 812, including 245 analogues and look-alike drugs.
3. **C.** “Toxic substances” includes **1) glue, cement, aerosol paint containing toluene, benzene, xylene, amyl nitrate, nitrous oxide, or containing other aromatic hydrocarbon solvents, but does not include glue, cement, or paint contained in a packaged kit for the construction of a model automobile, airplane, or similar item; 2) butane or a butane lighter; or 3_ any similar substance declared to be toxic to the central nervous system and to have a potential for abuse, by a rule adopted by the Commissioner of the Minnesota Department of Health.**

Definitions

4. “Use” includes to sell, buy, manufacture, distribute, dispense, possess, use or be under the influence of alcohol and/or controlled substances, whether or not for the purpose of receiving remuneration or consideration.

5. “Possess” means to have on one’s person, in one’s effects or in an area subject to one’s control.

6. “School or work location” includes any school district building (whether leased or owned) or on any school district premises; in any district-owned vehicle or in any other district-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time students are under the supervision of the school district.

4. **D.** “Use” includes to sell, buy, manufacture, distribute, dispense, possess, use or be under the influence, **or consume in any manner, including, but not limited to, consumption by injection, ingestion, or by any other means** alcohol and/or controlled substances, whether or not for the purpose of receiving remuneration or consideration.

5. **E.** “Possess” means to have on one’s person, in one’s effects or in an area subject to one’s control. 246

6. **F.** “School or work location” includes any school district building (whether leased or owned) or on any school district premises; in any district-owned vehicle or in any other district-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time students are under the supervision of the school district **or otherwise engaged in district business.**

Exceptions

It shall not be a violation of this policy for a parent/guardian to possess on, at, or in a school or work location, for his or her student's own use, a controlled substance and associated necessary paraphernalia

for which the student has a current physician's prescription. The parent/guardian and student shall comply with the District's student medication policy and relevant procedures established by District administration.

- A. Minors are not permitted to possess controlled substances in a school or work location except with the express permission of the superintendent, or their designee.

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When such express permission is given, the minor shall comply with any other relevant procedures established by District administration.

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Enforcement

1. A student who violates the terms of this policy shall be subject to discipline in accordance with the school district's discipline policy. Such discipline may include suspension or expulsion from school.

2. The student may be referred to a drug or alcohol assistance or rehabilitation program and/or to law enforcement officials when appropriate.

1. **A** student who violates the terms of this policy shall be subject to discipline in accordance with the school district's discipline policy. Such discipline may include suspension or expulsion from school. ²⁴⁸

2. **B**. The student may be referred to a drug or alcohol assistance or rehabilitation program and/or to law enforcement officials when appropriate.

QUESTIONS

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Action Requested

Request that this will move to the Third Reading at the January 20, 2025 Regular Meeting of the Board of Education.

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Adopted: 10/16/1979 Saint Paul Public Schools Policy 504.00
Revised: 6/17/2008
Revised: 2025

504.00 DRUG-FREE SCHOOLS

I. POLICY PURPOSE

The purpose of this policy is to maintain a safe and healthy environment for all by prohibiting the use of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, and controlled substances without a physician's prescription.

II. GENERAL STATEMENT OF POLICY

1. Use and/or possession of controlled substances, toxic substances, or alcohol at or in any school or work location, by students, is prohibited as general policy. Paraphernalia associated with controlled substances is also prohibited.

A. Except as otherwise provided in Section IV, of this policy, use and/or possession of alcohol, controlled substances, toxic substances, non-intoxicating cannabinoids without proper prescription (for seizure management only), edible cannabinoid products, or medical cannabis at or in any school or District work location, by students, is prohibited and is a violation of this policy. Paraphernalia associated with controlled substances is also prohibited.

2. No student shall use or possess alcohol, toxic substances or controlled substances at or in any school or work location.

B. A student may not use or possess cannabis flower or leaves, cannabis products, lower potency hemp edibles, or hemp-derived consumer products containing cannabinoid extracts in a public school, as defined by state law, including all facilities, whether owned, rented, or leased, and all vehicles that the District owns, leases, rents, contracts for, or controls.

3. C. The school district will act to enforce this policy and to discipline or take appropriate action against any student or other person who violates this policy.

III. DEFINITIONS

1. A. "Alcohol" includes any alcoholic beverage, malt beverage, fortified wine or other intoxicating liquor that contains more than one half of one percent of alcohol by volume.

2. B. "Controlled substances" include narcotic drugs, hallucinogenic drugs, prescription drugs, amphetamines, barbiturates, marijuana, anabolic steroids or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 U.S.C. § 812, including analogues and look-alike drugs.

3. C. "Toxic substances" includes 1) glue, cement, aerosol paint containing toluene, benzene, xylene, amyl nitrate, nitrous oxide, or containing other aromatic hydrocarbon solvents, but does not include glue, cement, or paint contained in a packaged kit for the construction of a model automobile, airplane, or similar item; 2) butane or a butane lighter; or 3) any similar substance declared to be toxic to the central nervous system and to have a potential for abuse, by a rule adopted by the Commissioner of the Minnesota Department of Health.

4.D. “Use” includes to sell, buy, manufacture, distribute, dispense, possess, use or be under the influence, **or consume in in any manner, including, but not limited to, consumption by injection, ingestion, or by any other means** alcohol and/or controlled substances, whether or not for the purpose of receiving remuneration or consideration.

5.E. “Possess” means to have on one’s person, in one’s effects or in an area subject to one’s control.

6.F. “School or work location” includes any school district building (whether leased or owned) or on any school district premises; in any district-owned vehicle or in any other district-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time students are under the supervision of the school district **or otherwise engaged in district business.**

IV. EXCEPTIONS

- A. It shall not be a violation of this policy for a parent/guardian to possess on, at or in a school or work location, for his or her student’s own use, a controlled substance and associated necessary paraphernalia for which the student has a current physician’s prescription. The parent/guardian and student shall comply with the District’s student medication policy and relevant procedures established by District administration.
- B. **Minors are not permitted to possess controlled substances in a school or work location except with the express permission of the superintendent, or their designee. When such express permission is given, the minor shall comply with any other relevant procedures established by District administration.**

V. ENFORCEMENT

- 1.A. A student who violates the terms of this policy shall be subject to discipline in accordance with the school district’s discipline policy. Such discipline may include suspension or expulsion from school.
- 2. **B.** The student may be referred to a drug or alcohol assistance or rehabilitation program and/or to law enforcement officials when appropriate.

LEGAL REFERENCES:

Minn. Stat. § 340A.403 (3.2 Percent Malt Liquor Licenses)

Minn. Stat. § 340A.404 (Intoxicating Liquor; On-Sale Licenses)
Minn. Stat. § 609.684 (Sale of Toxic Substances to Children; Abuse of Toxic Substances)
Minn. Stat. § 624.701 (Liquor in Certain [School] Buildings or Grounds)
Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)
Minn. Stat. § 152.22, subd. 6 (Definitions - Medical Cannabis)
Minn. Stat. § 152.23 (Limitations - Medical Cannabis)
Minn. Stat. § 342.09 (Personal Adult Use of Cannabis)
Minn. Stat. § 342.56 (Limitations) 20 U.S.C. §§ 7101-7140, 7161-7165 (Safe
20 U.S.C. §§ 7101-7140, 7161-7165 (Safe and Drug-Free Schools and Communities Act)
21 U.S.C. § 812 (Schedules of Controlled Substances)
41 U.S.C. §§ 702, 703, 706, 707 (Drug-Free Workplace Act)
21 C.F.R. §§ 1308.11-1308.15 (Controlled Substances)
34 C.F.R. Part 84 (Government-wide Requirements for Drug-Free Workplace)

CROSS REFERENCES:

413.01, Chemical Use and Abuse
413.00, Drug-Free Workplace
516.00, Students – Medications/Medical Procedures

Policy 504.00
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