

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

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

Available Streaming Online at [www.spps.org/boe](http://www.spps.org/boe) and Saint Paul Cable Channel 16

**December 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: J. Vue, C. Allen, Y. Carrillo, C. Franco, H. Henderson, U. Ward,  
Superintendent Stanley

E. Valliant arrived at 5:33 p.m.

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 as presented.  
The motion was seconded by Director Allen.**

The motion was approved by roll call vote:

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

**4. RECOGNITIONS**

**5. PUBLIC COMMENT**

- |  |         |
|--|---------|
| 1. <u>Zhang Her (for MaivCibLis Her)</u> | Txuj Ci |
| 2. <u>Julia Yang</u>                     | Txuj Ci |
| 3. <u>Nkauj Ib Yang</u>                  | Txuj Ci |
| 4. <u>Xue Xiong</u>                      | Txuj Ci |

- |                                   |                           |
|-----------------------------------|---------------------------|
| 5. <u>Nhia Thao</u>               | Txuj Ci                   |
| 6. <u>Long Vaj</u>                | Txuj Ci                   |
| 7. <u>Yee Yak Her</u>             | Txuj Ci                   |
| 8. <u>Foung Hawj</u>              | Txuj Ci                   |
| 9. <u>Ying Yang</u>               | Txuj Ci                   |
| 10. <u>Bee Xiong</u>              | Txuj Ci                   |
| 11. <u>Lis Thao</u>               | Txuj Ci                   |
| 12. <u>Xeem Thoj</u>              | Txuj Ci                   |
| 13. <u>Megan Jaunich</u>          | Technology Use in Schools |
| 14. <u>Claire Julson</u>          | Technology Use in Schools |
| 15. <u>Jonathan Oppenheimer</u>   | Technology Use in Schools |
| 16. <u>Tyrone Terrill</u>         | Equity for Students       |
| 17. <u>Rev. James Thomas</u>      | Equity for Students       |
| 18. <u>Mai Chong Xiong</u>        | Txuj Ci                   |
| 19. <u>Robin Hickman Winfield</u> | Equity for Students       |

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

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

The motion was approved by roll call vote:

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

**7. APPROVAL OF THE MINUTES**

- A. Minutes of the Regular Meeting of the Board of Education of November 18, 2025
- B. Minutes of the Special Meeting of the Board of Education of December 2, 2025
- C. Minutes of the Special Meeting of the Board of Education of December 15, 2025

**MOTION:** Director Henderson moved approval of the Minutes of the Regular Meeting of the Board of Education of November 18, 2025; Minutes of the Special Meeting of the Board of Education of December 2, 2025; and the Minutes of the Special Meeting of the Board of Education of December 15, 2025. The motion was seconded by Director Carrillo.

The motion was approved by roll call vote:

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

## 8. COMMITTEE REPORTS

### A. Minutes of the Committee of the Board Meeting of December 2, 2025

Topics at the December 2, 2025 Committee of the Board meeting included:

- Txuj Ci Facilities Workgroup Report
- SPPS 2026 Legislative Agenda Discussion
- Policy Update For:
  - Policy 507.01 - School Sponsored Activities: Performances
  - Policy 606.50 - Selection and Reconsideration Of Library Material
  - Rescission Of Policy 702.01 - Bonded Officers And Employees
  - Policy 504.00 - Drug Free Schools
  - 2027-2033 Strategic Plan and Facilities Portfolio Analysis

Full minutes of the Committee of the Board meeting can be found in the BoardBook, on the Board of Education website, or the full audio can be found online.

**MOTION:** Director Henderson moved to accept the report on the December 2, 2025 Committee of the Board meeting and approve the recommended motions and minutes of that meeting as published. The motion was seconded by Director Vue.

The motion was approved by roll call vote:

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

## 9. FUTURE MEETING SCHEDULE

### A. Board of Education Meetings (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

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

- January 6, 2026
- February 4, 2026 – Wednesday (Precinct Caucuses)
- 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

C. Motion to Reschedule the February 2026 Committee of the Board Meeting to Wednesday, February 4, 2026

**MOTION: Director Henderson moved to reschedule the February 2026 Committee of the Board Meeting to Wednesday, February 4, 2026 due to precinct caucuses that day. The motion was seconded by Director Ward.**

The motion was approved by roll call vote:

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

**10. SUPERINTENDENT'S ANNOUNCEMENTS**

Superintendent Stanley noted that the Board received a report on December 2nd related to the start of our strategic planning efforts. An email to gather names from interested parent/caregivers and 9-12 students will go out after winter break. Please look for that email, which will include information about stipend and meeting dates, days and times. She went on to noted that as we head into the winter break I want to wish everyone a peaceful time of rest and rejuvenation and to those who celebrate a wonderful holiday season with your family and friends and Happy New Year.

Director Vue noted that while he appreciated the holiday season wishes and updates on the strategic plan, he is disappointed that the reason community is present at this meeting was not addressed. Director Franco noted that there will be an opportunity to discuss Txuj Ci in further detail within that agenda item. Director Henderson noted that also expects robust conversation. Director Vue noted that while he did not agree with all the previous superintendent did, he did apologize to the Hmong community, particularly around moving the PreK sections to the Lower Hub. He again expressed his disappointment.

**11. AGENDA ITEMS THAT REQUIRE BOARD ACTION – PART 1**

## 1. Consent Agenda

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

The motion was approved by roll call vote:

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

### 1. Gifts

**BF 34508** Acceptance of Gift from Patricia and Kenneth Martino

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.

**BF 34509** Accepting all Donations under \$5,000 from November 1-November 30, 2025

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.

**BF 34510** PNC Bank Winter Gear Donation to Pre-K Program

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

### 2. Grants

**BF 34511** Request for Permission to Submit a Grant to the Minnesota Department of Education's Teacher Mentorship and Retention Grant Program

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.

**BF 34512** Request for Permission to Submit a Grant to the Minnesota Department of Education's Agricultural Education Summer Grant Program

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.

3. Contracts

**BF 34513** Contract for Enrollment Management System

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).

**BF 34514** Sale of District Macbook Inventory

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.

4. Agreements

**BF 34515** Approval of Employment Agreement Between Independent School District No. 625, Saint Paul Public Schools and Saint Paul Principals' Association

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.

**BF 34516** Enter into Lease Agreements with Apple for Macbooks

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.

**BF 34517** Enterprise Resource Planning System Security and Consumer Grade User Experience

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.

5. Administrative Items

**BF 34518** Monthly Operating Authority

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

**BF 34519** 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 January 6, 2026 should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

**Human Resources Transactions**

**BF 34520** Transactions for November 1 – November 30, 2025

**BF 34521** Proposed Adoption of a Mascot/Logo for Barack and Michelle Obama Middle School

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

**BF 34522** Proposed Adoption of a Mascot/Logo for Benjamin E. Mays Elementary School

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

**BF 34523** Update to Policy 507.01 – School Sponsored Activities: Performances

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

**BF 34524** 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

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.

**BF 34525** Phase Gate Approval of the FY26 Roofing Replacement Program at Battle Creek Elementary and Wellstone Elementary (Project # 0175-26-01): Gate #3 – Project Budget

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.

6. Bids

**BF 34526** Phase Gate Approval of the Hamline Elementary Secure Entry, Heating and Plumbing Replacement Project WS 0950 (Project #4160-25-01): Gate #4 - Contract Award

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.

**BF 34527** Phase Gate Approval of the Hamline Elementary Secure Entry, Heating and Plumbing Replacement Project WS 0750 (Project #4160-25-01): Gate #4 - Contract Award

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.

**BF 34528** Phase Gate Approval of the Multi-Site Server Room A/C Generator Replacement (Project # 0651-26-01): Gate #4 - Contract Award

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.

**BF 34529** Phase Gate Approval of the Washington Technology Secure Entry (Project # 4040-25-02): Gate #4 - Contract Award

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.

7. Change Orders

**12. INFORMATIONAL AGENDA ITEMS – PART 1**

A. H.M.O. N.G. Project: HMong Students, Parents and Staff Survey and Focus Group Findings

Member of the H.M.O.N.G. Project workgroup then shared these findings. Within the presentation was information on the workgroup members, the project purpose, and project timeline.

Data collection and findings included data on the needs assessment focus group, survey, student focus group, parent focus group, and staff focus group. H.M.O.N.G. Project survey data was also shared, with a 24% response rate from Hmong students, 6% response rate from Hmong parents/guardians, and 36% response rate from Hmong staff. Demographics were also shared of survey respondents. Survey findings included data on the Presence and Representation of Hmong Language and Culture, Presence of Hmong History in Classroom Teaching, Perceptions of Being Heard and Valued, and Hmong Culture and Identity, as well as Perception of SPPS's commitment to improving and investing in Hmong representation.

Information on professional development for staff included feedback on training and professional development, curriculum and classroom representation, community engagement, current events and awareness, and language and communication. Actions and considerations to better support Hmong students, families and staff include:

- Curriculum and representation
- Staff training
- Program growth
- Community voice
- Access and equity

The next section included information on the focus groups, with a photo showing the facilitators – all SPPS staff who are Hmong. Focus group participation was also reviewed with a total of 18 sessions and 184 participants across students, parents, and staff. The focus group purpose was 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, and to gather insights from HMong staff on representation, barriers, and systemic improvements.

Focus group findings included:

- Importance of representation
- Celebrations and cultural integration

- Preserving language and history
- Belonging and engagement: Creating inclusive spaces
- Leadership and advocacy: Championing cultural integration
- Mental health and support: Culturally responsive services
- Systemic barriers and equity: Interrupting inequities
- Parent engagement: Building authentic partnership

Next steps were also reviewed, and include:

- 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.
- A Mission and Vision that aligns with SPPS's very own will also be created to help guide the work of the 112 goals once they have been defined.
- 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.
- 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.

The full presentation can be found in the BoardBook.

#### **QUESTIONS/DISCUSSION:**

- Director Vue noted this is a Board project and featured on the Board website. The is work of which to be proud, and was done by the love of community and staff, who were working their regular duties as well as on this project.
- Director Ward thanked the team for their work, and that this reinforces what we know, and thanked all who participated and lent us their wisdom in this process.
- Director Henderson recalled the first meetings of the group and parents and staff working together with moments of tension to find what it means and how we get there. It has been heartening to see the collaboration and how this process has allowed us to inform the things we already know and voices in school buildings are represented. She appreciates the work from the parents and Director Vue, and staff who continued to work their regular job as well as on the H.M.O.N.G. Project.
- Director Allen thanked the team for their work, and this is valuable information for the entire city as we all need to learn Hmong culture, as it is who we are as Saint Paul. When talking about Hmong history, how far back in history? Response: The majority was from the student focus groups to be given an opportunity to choose a subject or history, and one opportunity may be to speak on the Secret War and to showcase their learnings, and other ways to learn about narratives not in textbook and opportunities to showcase those.
- Director Carrillo requested more information on the barriers to their work, and where to focus more efforts for more data or dig deeper for more questions meaningful to the work. Response: There was a large group of Hmong families that were missed in being invited to participate in the survey. There may have also been a communications gap through email and flyers which feels inauthentic, and families are seeking more relational and personal connections.
- Director Vue also noted that at the onset, the Hmong Cultural Specialist was involved, however that staff member is no longer with the district, and the missing expertise in the group.
- Director Carrillo noted that there are lessons learned on outreach and engagement, and how to raise the number of respondents to general issues to build a better communication channel from the organization and to families; families are ultimately the lifeblood of SPPS and how students are enrolled. It is the true nature of our mission and vision – to make SPPS a better place for everybody.

- Director Valliant thanked the group for their work. He also noted that expertise was missing from the cultural liaison, and the possibility that we are perceived as inauthentic, and need to think “outside the box” on ways to connect with families in a more organic way.
- The group noted that they will be back in February to present the resolution.

## B. FY25 Executive Audit Summary

Troy Gabler, CPA, Principal, and Ezra Koetz, CPA, Principal from CliftonLarsonAllen, as well as Tom Sager, Executive Chief of Financial Services, then presented this report.

The agenda included required communications, audit results, financial results, and key issues/summary. Within the required communications, responsibility under Generally Accepted Auditing Standards, planned scope and timing of the audit, signification accounting policies, management judgements and accounting estimates, corrected and uncorrected misstatements, other information in documents containing audited financial statements, disagreements with management, and difficulties encountered in performing the audit were reviewed.

The audit results for the year ended 6/30/2025 show an unmodified (clean) opinion. Within Minnesota Legal Compliance, the annual delegation of authority and related policy for electronic fund transfers and UFARS Turnaround Report Errors were noted. Within Internal Control over Financial Reporting, material weakness of census data provided to the actuary did not have supporting documentation retained for retirees, with no significant deficiencies, and single audit items with the compliance supplement recently released, so the audit is still in process. There were no instances of the District not complying with laws and regulations in accordance with yellow book auditing standards.

Graphs showing the financial results of the district were also shown.

Upcoming accounting standard changes were also reviewed, with Statement No. 103 – Financial Reporting Model on June 30, 2026 which 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

The full presentation can be found in the BoardBook.

### **QUESTIONS/DISCUSSION:**

- Director Franco noted that, as treasurer, he had the opportunity to be a part of the initial conversation and pre-planning, and the Board set an intentional and expectation that the audit would move on time. He is thankful for and appreciative of Dr. Stanley in prioritizing this work.
- Director Carrillo appreciates the timeliness of the audit and the transparency with our budget to our community and reflects that we value the community input in the fiscal transparency. He also requested dollars that reflect the percentages to different funds.
- Director Ward also requested to see comparisons to other school districts.
- Director Franco noted that one of the material deficiencies was regarding EFTs, and to approve a designee, and that is in progress to be adjusted in policy.

## **13. AGENDA ITEMS THAT REQUIRE BOARD ACTION – PART 2**

### a. Txuj Ci Facilities

Superintendent Stanley noted that over the past several weeks, she has appreciated the many members and leaders of the Hmong community about the high level of disappointment and development of the Txuj Ci facilities discussion, and reiterated what was shared in the public statement on November 5<sup>th</sup> that she understands the reality is the impact of what has happened and it is detrimental to the safety and trust of the Hmong community. The abrupt introduction of Hazel Park as an option for Hmong Studies only exacerbated the anxiety and frustration. The impact was culpable, and she offered a heartfelt apology for this.

She went on to note that in the BoardBook, there is an overview of information, including past information, as well as items requested, such as the overview of lunch schedules by elementary school. Since November 5<sup>th</sup>, there have been listening sessions with staff, students, and families from both Txuj Ci and Hazel Park. The district's engagement summary and insights from these listening sessions has also been provided.

Director Henderson then opened it to board members to discuss their reflections on site visits.

- Director Franco appreciated this opportunity, and enjoyed being engaged with the community and learning their perspective, visiting the schools, and had the opportunity to witness the community in all three schools. He noted the ownership of the space and the learning taking place in a safe space that the students perceive as feeling and seeing themselves as safe. Every time he visits a SPPS building he thinks of what we could do to make all facilities top-tier for the students in the district. He appreciated the time spent by families at the listening sessions. He is appreciative of families, students, and educators who show up everyday to be committed to this work.
- Director Allen noted a visit to Txuj Ci and to be able to see the community embrace their culture and language, and to see the young leaders look at their community and to recognize that they are a part of them, and see themselves in the future of the city, which was emotional. That is a reason she joined the school board – to uplift the culture of students and for student success. There was a lot of emotion and she is proud of the cultural programs in Saint Paul. She also noted that it is always great to be in the classrooms at Hazel Park.
- Director Carrillo noted his thoughts on visiting the three school sites, and his personal experiences and learning about and helping to understand the Hmong culture. It's difficult to make a decision when we so deeply touch the roots and fibers of the community not one's own, and it has to be done humbly, with appreciation for the culture and history of other communities. He is still learning and wants to ask the community to be kind in this process. He learned at the sites about what people said they want, and showed they want – they were the same: meaningful space together, facilities that treat others with dignity, quality education for students, and experiences that sustain the Hmong language and culture. There is a cultural synergy that crosses barriers between families, classroom, and lived experiences – they all merge together. It's all there in the school – from families, to food, artifacts, staff, teachers, and students. There's also a tension of wanting to use a space in different ways that are not fully understood, and historically, past administrations have disregarded. The desire for staff and leadership, specifically leadership, that reflect the lifeblood of the community is also very important, and propelling Hmong leaders forward. He also noted the practical aspects, such as bussing, lunchroom facilities, and restrooms that are adequate – there are some issues we cannot ignore. He also spoke about the spaces cannot truly accommodate enrichment opportunities that we want to offer. There are small schools that cannot grow, as well as to offer a well-rounded education. One that is competent and culturally responsive. It has been a humbling experience. He noted needing to learn more and further work personally. He is humbled and in awe of the strong push and desire from the educators to create an amazing set of programs and made them work in the midst of a fairly crowded situation.

- Director Henderson also shared her reflections in the listening sessions, dialogue with families, and the takeaways are that there is work, investment and direction that is needed. One of the takeaways from the listening session is the importance of demonstrating that this will happen, and there is not a concrete way to describe the steps to get to the site that we are committed to supporting, including the date and timeline, and ways to build it – we need to invest in that work. There are next steps in the Facilities plan and strategic plan – the vision for this cannot wait, but needs to be in tandem because it is that important. The other takeaway was that in spite of mistakes made, that cannot diminish our need for community engagement and to continue building together. We cannot do less – we need to continue to do more, and with a level of humility. She also noted a tour of Hazel Park and the tour was led by students, and one student asked “Do you like our school? Do you like it here?” It shared there was a performance – to show how wonderful we are to show we are worthy of investments, and it was also seen in Txuj Ci. No school community should have to prove they are worthy of investments. We owe our community continued work.
- Director Ward also shared his feedback from the listening sessions and site visits – he shared there is hurt, anger and distrust, and it is from a genuine place of love. The folks believe in this program and want what is best for their children, and for Txuj Ci to grow to serve more students. He shared about his visits to Txuj Ci, and the problems identified by the community are real. Many of the spaces are too small for what the school wants to accommodate. There will be a unified Txuj Ci in the facilities plan, and we need to ensure we are moving in that direction and that it happens no later than agreed upon. He acknowledged hearing from a number of folks who care deeply about this. He acknowledged also hearing from families with differing opinions, and wants to ensure all feel seen and heard.
- Director Valliant shared her feedback from site visits and tours led by students at Hazel Park. There is a strong community there with students knowing all the teachers. She also noted her site visits to Txuj Ci, and they were preparing for Hmong New Year. They are a very proud community, and the teachers and students were smiling, and there was art across the building. She also shared her conversations with staff members and there are multiple perspectives.
- Director Vue shared his reflection, beginning with Hazel Park. He noted the issue of the abrupt interruption of the school to be the site of Txuj Ci, and the anxiety of the introduction. There is no doubt it is a loving community – there isn’t a child in the school that doesn’t have a loving adult in the community. The abrupt introduction did cause harm and reiterate feelings of parents and staff across the district – that decisions are made *for* these communities instead of *by* them. He noted the Txuj Ci is his child’s school and his community, which is beautiful and an extension of his home. He sees a family in that school. He sees the other children as our future. When he sees our educators, he sees a history of trials that we have overcome to be in that space. He wishes our loved ones not here today can see it – they don’t, but we do.

Director Henderson noted a suggestion to narrow the conversation – a key takeaway has been that moving forward with Hazel Park is not an option, and remove that from this conversation, and focus on the options recommended by the workgroup. Director Vue noted the abrupt nature of the introduction of Hazel Park, and that it is not a viable option. The financial and spaces aspects make sense, but the social capital is not worth it to him. Director Carrillo noted the option of moving the program into Hazel Park is not feasible, with the space constraints and social capital, and effects on community. The detrimental nature of a decision like this is happening late, with zero input or desire from community. Neither community asked for this option, and there are strong concerns based on the space of the facility. Director Franco noted that this is not an option to move forward at this time, but also noted how this process has transpired, and co-location was an option presented to the workgroup, making it public based on what was presented to the Board and space utilization options, it was the Board that ultimately decided if the school that will be

impacted by a possible co-location, that the Board said it should be public and have conversations. He also recognizes that there are emotions from the workgroup and the Hazel Park community about how it was probably not the best option to proceed. He also noted the engagement process with Hazel Park. Director Henderson noted it's important to recognize that every step of the way, the Board has made directives and they did choose to name the schools that would be impacted. Moving forward with the short timeline was also a Board decision. The timeline was ambitious at best, and it could be harmful and impactful at worst, and there are moments that the Board and community experienced that. She reiterated that was a direction the Board gave to Administration.

Director Henderson then moved the conversation to discussion on Option A, which would move Hmong Studies to Prosperity Heights, and return 5<sup>th</sup> graders to the Lower Campus.

Director Franco noted his statement, which included an acknowledgement of the work, including the workgroup and family involvement. He acknowledged and thanked the community and throughout the district for their continued communication on the action for the mid-term option as we await the opening of the PreK-8 building. He thanked the Txuj Ci Workgroup for their time, effort and energy to ensure the district continues to be a space for Hmong families to continue to feel like they can send their children. Through the emails and communications, he has read and heard them, listened to families at sessions and events. He has heard loud and clear to understand the full grasp from the recommendation of the workgroup and the community members who have reached out following this decision have requested. He also recognized the truth of those who have communicated. He also noted that he represents the city of the city that is underrepresented, and several communities who have been forgotten – the West Side was not represented on the Board for decades, nor the Latino community for over 20 years. He has a lot of empathy for the experience and what it means. He also uplifted that since May 12, when Dr. Stanley started as the superintendent, he has felt a shift in what it means to care about a sense of belonging and restoration of trust, and for what it means for every single student to belong. He has learned that Dr. Stanley is that in her core and how she leads, and our district had been absent of that, and it will take a long time to come back, but our superintendent has the best interests of every community member in mind. Over the past few months with the recommendations and engagement, it has become evident and clear that Txuj Ci remains a strong, popular program supported by a dynamic community and strong leadership, and is in need of a new facility to accommodate the programs desired to meet the goals created in that space. The concerns that are continued to be brought forth are real – we need real solutions to those problems, including less access to fifth graders at the Upper Campus, lunch times concerns, and in order to grow the program we must invest in a PreK-8 building. The continued engagement has created a valuable insight to address and monitor by the Board and Administration. These are systemic issues that continue to perpetuate across the district, because it was not designed by us, by our people, and wasn't designed to thrive, and areas we need to continue to focus our efforts. He wishes we were working in abundance, and his focus is that we have continued to mitigate loss, and continue to mitigate reductions in spending and services to students. He wishes we were talking about what it means to have the "icing on the cake" and the necessary resources to student and buildings in our district. It has also become more clear that the two options that the district presented to the workgroup were not options that meet this moment to yield the desired outcomes that the community has told us they want. As a board member, it is our responsibility to receive recommendations and feedback. We need to make a decision to lead us to the desired outcomes while centering every student in their learning. He doesn't believe that if he voted for Option A today, that it would yield the outcomes desiring, and knowing if he voted for it, it will take resources away from other students and programs across the district. Due to the financial state of the district, it would be against his values to a decision here and now that will create additional reductions for other school communities, and other inequities and barriers and ability to learn for more students in the district. We need to make improvements across the system, and continue to leverage the work of the workgroup to make this more

evident and clear that it cannot continue to wait to do. He also knows that in his decision, it is going to come across as hurtful, or additional space of mistrust or mis-care. He acknowledges that, and as a Board there is a responsibility to hold the decades of trust and harm – it is our work to reverse that. This Board and superintendent's commitment to every scholar to thrive is unwavering. He practices and lives restoratively every day, he will accept an invite to listen, repair, grow, and continue to work together.

Director Henderson echoes those sentiments, and believes the workgroup has done to the best of their ability within the confines of the district, as well as the problems brought up by the workgroup, including lunches at a decent time, it is a districtwide issue and needs to be addressed and find ways to address systemic impacts at a school level and districtwide. She believes the workgroup is concerned and motivated to ensure Txuj Ci is invested in, and in ways that the program can function to the best of its ability. When holding the option, she sees attempts, and continued repercussions as well. Moving Hmong Studies to a single site on its own, with the potential for two sections, there is space, but also heard that the beauty of Txuj Ci Lower is being together and in one space where students are able to learn and grow with one another. Families have made it clear one program is the best for their family, but the choice of the school and program, they will do all possible to go to that school community. She made it clear that whatever decision made cannot be made where this conversation ends – there are multiple pieces that the district can and should address. It is her expectation that they must be addressed. She noted the systemic conditions of food service facilities, and how that looks districtwide and opportunities to address those issues. She noted concerns raised by parents and students in the 5-8 building, and if 5<sup>th</sup> grade students are on a schedule that aligns with their academics from an elementary view, or a middle school schedule and access to specialists for a well-rounded education. It seems they do not. We have a responsibility to amend that. We have a responsibility to show in real-time the steps in this process and to include them of what we will do to get that final site. She noted her personal experience in decisions made for her community. We have an opportunity to show our work and we need to. No matter the path that we choose, there is restoration and repair that needs to happen. We can't continue to move forward with a solution unless we have done the work to regain the trust that a solution will come.

Director Carrillo noted the debate – practicalities, space, program viability, community engagement and questions about them. When distilling the core issue, it was a moral one, and how to address historical pain and damage from inaction by a district that slow walks every decision to its communities of color, immigrant and refugee communities, and quickly turns around and meets the needs of those with power. There is a power imbalance, and has been, one that needs to be spoken about, addressed, and restored. The own personal decisions, and as an institution, we hear about the actions that happen in other institutions and reflect that – the colonial mentality and decisions made for communities. It represents a narrow viewpoint, and one we are trying to undue, but still imprinted in our brains and bodies. He noted the discomfort of Option B, and for Option A willing to sacrifice the dollar figure, but the irresponsibility has been 50 years of neglect. He echoed Director Henderson that the decisions brought forward to the workgroup were very narrow decisions rooted in the historical path of what was available. He noted questions about information to the workgroup, and how they were able to understand the timelines that ballooned. There were not mistruths or intent to misguide folks, but there is an approach that institutions have that is dismissive of people who have been generationally overlooked. He noted the school visits, and the images of bussing, and the danger of those areas and the problems. There are systemic issues with the site that we cannot address by moving two sections over to another building, as well as numbers of families who are in that section and move to Hmong Dual Language. There would be no way to stop them because they are part of the community, and it invalidates those who want to join. It is the issue of space, and one of the reasons to move. The other is the facility needs work. There is another question about how to make these decisions in 1-2 years as a whole, and leave Txuj Ci as a bubble, or to incorporate into the framework of portfolio management to address those historical issues. Even then, it leaves

uncomfortable because the Txuj Ci discussion is about historical duress. He does not feel comfortable voting for Option A, but not comfortable without a decision and actions. We have met with the community and understand what they want and need – the question is what actions the Board is going to take to make a meaningful change for students. The intermediate decision is 8-10 years, and the whole lifetime cycle of a student from 1 through 8, and what to do in the interim period that will be meaningful for those students. Why this approach which will still not address the facility and the issues for this site. This is a great program, yet we don't have the space and facility to do it, and the need for a true portfolio management, where all sites come into play, and it is scary because it may mean change and change management. The choices seemed more destructive, but the workgroup did the best they could with the options they had; dismissing their choice is hurtful, because of their investment and the Board that asked them for the work is going to tell them no. He is sorry – we operated a set of guidelines and rules that we didn't full understand and brought to a place where the two options hamper the programs. He hopes that in 10 years, there is a strong Hmong Dual Language and Hmong Studies programs that can be symbiotic, and a community where families can co-operate in the education of students. He doesn't see that with Option A unfortunately, and the division will lead to enrollment loss, student loss, and learning loss. The concern is that the actions to take need to address the physical needs of the students now at the site, and to direct that to happen.

Director Ward highlighted the existing facilities plan approved sets the beginning of a unified PreK-8 Txuj Ci being operational between 2031 to 2033. This process has reinforced the urgency and commitment to get there, and ensuring it is not delayed. He is making sure he is doing everything possible to get to that point to ensure it is not pushed out beyond the plan in place. He agrees with his board members, and that it is important to listen to the community, grassroots government and welcoming the community in to make decisions and utilizing feedback for substantive change. When this workgroup brought forth the options, he was trying to get to the point of saying yes. There was feedback on voting, and to figure out how to cast his vote, he tried to center the choice that we can make to most likely yield the best possible educational experience and outcomes for our students. He has come to a similar conclusion that it does not feel like Option A gets us to a point where we are better serving our students. He also reiterated other board members in that our Txuj Ci community that there are problems to be addressed with urgency and cannot wait, and hope to do something with urgency today – we need to do something and hope to continue a path forward together.

Director Valliant agreed with her colleagues, and noted personally, she was not excited about either option because they didn't seem like good options. She thought about Option A, which feels good, but wasn't sure it would do more than that, and would have separated the school community. She noted that as a parent and person who has advocated for many things, she is one of the first to say “nothing about us without us” and the community knows what's best for their students. As a board member, she knows that Option A feels like a feel-good option, but would not be a good option. For that reason, she is not going to be in support of Option A.

Director Allen agrees with her colleagues, and these two options were not to be creative to address the needs of the community. She hopes the Board can have robust conversations to address these needs, and what can be done immediately to ensure our families have the experience they are asking for.

Director Vue then noted the harm caused by Superintendent Stanley and the Administration, and the validity of Option A. On March 12, 2025, this workgroup finalized these options. On May 12, 2025, Superintendent Stanley started her position in SPPS. Between now and then, Superintendent Stanley noted she had not heard of the options until September 11, 2025 when he brought it up to her. He requested information on the delay, and the Txuj Ci was voted on within the FMP, and if she was notified of these options prior to the agenda item? Superintendent Stanley noted that there were many conversations about this topic, and the

first time it was clear in August was about Prosperity Heights, and shared then that she wasn't aware of this option, and she would reconnect with him. In September, at the next check-in meeting, she shared that the understanding is that what was brought forward on July 15<sup>th</sup> for approval in the FMP was the direction with a conversation. She shared that she needed more information with him, and agreed to connect within a week and communication to the workgroup. There have been questions, and communication from a staff member, and told she was at a meeting in June, which were also held in conjunction with interviews for general counsel. She did not walk away from the meeting with the understanding of the issues of Txuj Ci. She also noted that as a member of a marginalized community who has fought for the rights of children, she never would have ignored this and would have looked deeply into this. She knows what it's like to be ignored and not listen, or make up stories. She has shared that as soon as she had the information needed to go back to the team and look into it, she did that and as swiftly as possible. She wishes she knew and understood that before May 12<sup>th</sup>, and had she understood that information, this would have been brought to the Board in June and July. She also can't change it, but responded as she believes a strong leader should because there have been many leaders with oversight of this back two to three years, and she understands the frustration, hurt, and disappointment. It takes a strong leader to take a whole systems view for the district, and why as soon as she had the understanding to move forward, she did that. She wishes this would have been brought to the Board in June, but we cannot change it.

Director Vue acknowledged her apology and built a bridge with him. In looking at the communication about the staff member, the message was that there was no direction to the team. He noted senior executive leadership meetings, and directions from the superintendent. Provided there were no directions, it was a result of the delay. This was not intentional.

Director Valliant noted that there are questions for the superintendent that have been asked multiple times, and she has given the same response, and at some point it starts to feel like something else. Director Vue noted that the superintendent's responses have changed, which prompts him to ask them again, including details on when she knew about the options. Dr. Stanley noted that she stated when she knew about the options when Director Vue told her. She noted that she has no reason to lie, and feels integrity is very important, and she has provided the same answer. Further questions were also asked about the general counsel interviews. Director Henderson noted that this is not an interrogation, but to discuss an option, and the context is important, and the timeline of the information to determine the vote. Director Vue noted the impacts to the community based on the timeline.

He noted that because the agenda was delayed, it caused harm and showed disrespect to the community. When it was made a priority, the superintendent took less than a month to make a no recommendation. That was not the intention to harm the community, but the perception was that if she didn't learn about the recommendations until later, and the date she made her recommendation. That caused harm.

Director Henderson noted the harm, and the superintendent did apologize for information in the timeline was presented. There are aspects that have splintered into different narratives, and holding harm and hurt, but also that we cannot go back. What is helpful in regards to the question of the timeline? Director Vue noted Option A that on July 15 the Board voted to approve the 10-year FMP that included the PreK-8 Txuj Ci building and to accommodate 1250-1500 students; currently enrollment is at 1078. When the Board voted to approve the PreK-8 school, it also approved this design. This is the phase gate approval process, and are in Phase 1 – which is included in the plan, and need to go to Phase Gate 2, and should be there in 2027. If we delay, it pushes the phase gates, and pushes the construction. He provided clarification on Phase Gate 2, including MDE funding, hiring of a design team, and then move to Phase Gate 3.

Director Henderson noted in how that aligns with the delay. Director Vue noted that the process of the phase gates to move it along. Director Ward questioned if there was a concern that a delay is likely? Director Vue noted that next year is already the 26-27 school year, and one more year. That alone gives him pause, loses confidence to meet this construction timeline.

Director Henderson posed the question if there was a directive or piece related to Board action to give confidence and the phase gate process?

Director Vue noted that a part of the issue as the last project on the FMP is a long runway to make it happen, and it prompted the need for interim options. Option B is out, but for Option A. The main benefit of this option is there is not a need to co-locate with another school, and provides the clear path to maintain and grow HDL and Hmong Studies and allow room to grow the middle school. This was the best available option to meet the timeline for the school. It sounds like that option will not happen. The risks of waiting too long is that the Txuj Ci Upper setting, fifth grade does not belong in middle school, and examples of electives not available to fifth graders were provided, which leads to middle school and fifth grade isolating communities. It is challenging to look at growing the upper grades in order to add sections of fifth grade. The longer Hmong Studies fifth grade and fifth grade HDL are split apart, the more likely they are to diverge from the instructional standards they were designed. We know Txuj Ci Lower is reducing sections of Hmong Studies to accommodate the choice of families to attend the HDL, but also the need for Federal Setting III special education classroom and accommodation spaces. He noted the reductions in kindergarten classes to one, and one section of first graders. If we linger and do nothing, there will likely be no Hmong Studies left. In having programs together, families move their children from one program to another. It was not the intended program delivery of HDL and Hmong Studies – these families experience the diminished version of each program. If we do nothing and problems persist, there is risk and liability to the district, such as building capacity codes and safety risks, especially community events or emergencies. Inadequate accommodations for special education which makes it difficult to follow IEPs, and less meeting spaces for staff and community. Because of the lack of space, there are barriers to operation. A school whose enrollment pushes the walls of its building no longer has the space to deliver a well-rounded education experience that it was designed to deliver. He also addressed myths in this process. The Txuj Ci Workgroup consisted of staff and parents, as well as board members. He also noted that there was Hmong Studies and Hmong Dual Language representatives, and if there was an issue of representation of Hmong Studies, that falls onto Administration because they composed the workgroup. He also noted the workgroup did not introduce the Hazel Park option – it was the utilization study by Facilities. He also noted the myth that the school communities of Txuj Ci are making it work and adapting and do not need a decision – the workgroup has been assembled and working on these issues for two years that have been present since schools have reconvened from virtual learning. The ability to adapt from this school community is not a virtue for which SPPS can boast and be a reason for delay – the ability to adapt is symptomatic of the inequities created by the decisions by the Board and Administration without members of the school community to inform them. He also noted the myth that both options are “bad options” – the idea of a bad option would insinuate there is a good option, and the workgroup didn’t find a good option. This ill-gotten notion of good and bad options is the cause and effect that creates the issues we find ourselves trying to solve again and again. He noted the closure of Jackson and merging with Phalen Lake, and parents advising they wanted a PreK-12 school, and the recommendation was bad, and Administration merged Jackson and Phalen Lake and closed Parkway to make the Hmong middle school option. The effect was an overcrowded school, and had to cut sections to serve the existing students. Those sections of PreK were moved to another building without input from the school community – the community was outraged and a workgroup was comprised with families and administration. Both options are then considered “bad.” At what point was any of this good? If we cannot answer that, we need to dispense the myth that there are good and bad options. He noted he will be voting for Option A. Director Vue also noted a relatable episode

of Star Trek: Next Generation and the crew was stuck in a time loop – they needed to determine how to break the loop and send a message to a subsequent crew to break the loop and make a different choice. We as a Board are in that same loop, and our predecessors have sent us a message in the form of messengers. Many of the parents that were at the meeting are second and third generation parents, and earliest SPPS students who have come to speak their truth; our Hmong teachers and staff are also second and third generation employees. He is the sixth Hmong school board members, and like all who have come before him, they have crossed bridges, oceans and different lands alike to be here. To the Board, he noted the Hmong communities are the messengers, and we say we know what the school community best and what it needs; through the Txuj Ci workgroup process, we have made the difficult decisions, and ask to vote in favor of the recommendation, which is Option A.

He noted wanted his board colleagues to know that the outcome of the Txuj Ci Facilities is not a measure of the workgroup’s worth nor the measure of the SPPS Hmong community’s work, but a measure of the Board’s work to the school community and the ability to represent what they need.

He then noted incoming mayor Kaohly Her’s message from the late Melissa Hortman – “If this Board does represent your needs, then these seats do not belong to us and you have the right to earn the ability to represent the people.”

**BF 34530** Txuj Ci Facilities

**MOTION: Director Henderson moved that the Board vote on Option A as recommended by the Txuj Ci Facilities Workgroup which would move Hmong Studies to Prosperity Heights and return 5<sup>th</sup> Grade to the Lower Campus. Director Vue seconded the motion.**

The motion failed by roll call vote:

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

Director Franco then introduced a motion to ensure there was action at the dais.

**MOTION: Director Franco moved that the Board of Education directs Superintendent Stanley to do the following.**

- 1) Move forward with the existing plan for a unified Txuj Ci, taking all steps necessary to make certain that this new Pre-K-8 building is operational no later than the beginning of the 2032-2033 school year;**
- 2) Increase the Specialist Allocation to 5-8 programs by no less than 1.0 FTE for the 2026-2027 school year for the purpose of providing a more well-rounded educational experience to 5th grade students; and**
- 3) Work with building administrators and leaders to identify additional ways to maximize current space utilization in Txuj Ci upper and lower campuses.**

**Director Ward seconded the motion.**

Director Carrillo noted questions on the direction to the Facilities team on the utilization, and if there could be specificity and note the areas of need identified, with some areas easier to fix than others – an amendment that includes lunch facility capacity, and bussing capabilities at the site. Director Allen noted that it will also be important to look at community spaces for events. Director Henderson and Director Ward also noted technical changes in the amended.

**MOTION:** Director Carrillo moved an amendment to the motion which states, “...and 3) Work with building administrators and district leaders to identify additional ways to maximize current space utilization in Txuj Ci upper and lower campuses including cafeteria capacity, bussing capacity and assembly/community spaces. and 3) Work with building administrators and district leaders to identify additional ways to maximize current space utilization in Txuj Ci upper and lower campuses including cafeteria capacity, bussing capacity and assembly/community spaces.

Director Franco seconded the motion.

**MOTION:** Director Franco moved that the Board of Education directs Superintendent Stanley to do the following.

- 1) Move forward with the existing plan for a unified Txuj Ci, taking all steps necessary to make certain that this new Pre-K-8 building is operational no later than the beginning of the 2032-2033 school year;
- 2) Increase the Specialist Allocation to 5-8 programs by no less than 1.0 FTE for the 2026-2027 school year for the purpose of providing a more well-rounded educational experience to 5th grade students; and
- 3) Work with building administrators and district leaders to identify additional ways to maximize current space utilization in Txuj Ci upper and lower campuses including cafeteria capacity, bussing capacity and assembly/community spaces.

Director Carrillo seconded the motion.

The motion was approved by roll call vote:

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

Director Henderson noted this has been a difficult conversation, and this motion does not change the anger, frustration, and feelings about it. She hopes it is received as a very clear directive and is a step into the next phase.

**B. Policy Update**

**a. THIRD 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

**BF 34531** THIRD READING: Policy 507.00 - School Sponsored Activities: Clubs

**MOTION:** Director Henderson moved to approve the proposed revisions to Policy 507.00: School Sponsored Activities: Clubs. Director Ward seconded the motion.

The motion was approved by roll call vote:

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

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

**BF 34532** THIRD 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

**MOTION:** Director Henderson moved to approve the proposed Rescission of Policy 603.01: School Day - Student Arrival and Departure Time. Director Valliant seconded the motion.

The motion was approved by roll call vote:

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

Director Henderson	Yes
Director Ward	Yes

c. **THIRD 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

**BF 34533** THIRD READING: Policy 603.00 - Organization of School Calendar and School Day

**MOTION: Director Henderson moved to approve the proposed revisions to Policy 603.00: Organization of School Calendar and School Day. Director Ward seconded the motion.**

The motion was approved by roll call vote:

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

C. **Certification of the 2026-27 School Year Tax Levy**

Chief Sager noted that this is the final part of 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.

**QUESTIONS/DISCUSSION:**

- None

**BF 34534** Certification of the 2026-27 School Year Tax Levy

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

The motion was approved by roll call vote:

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

**14. INFORMATIONAL AGENDA ITEMS – PART 2**

A. Board Initiated Goals Governance (B.I.G.G.): District Outcomes: School Year 2024-25

Superintendent Stanley then welcomed Dr. Stacey Gray Akyea, Executive Chief of Equity, Strategy, and Innovation, to present this report. Included in the presentation was information on the plan alignments, results for school year 2024-25, and data from school years 2020-21 through 2024-25.

The plan alignment information included areas throughout the SPPS Achieves strategic plan, Comprehensive Achievement and Civic Readiness (CACR – previously World’s Best Workforce), Achievement and Integration, and Board Initiated Goals Governance (B.I.G.G.) The time of each plan was also reviewed, as well as goals and outcomes within each.

Results within SY2024-25, included data about kindergarten readiness, academic achievement in mathematics, academic achievement in reading, students receiving special education services, and students learning English as a second language. Data for College, Career, and Life was shown, as well as Decreasing Disparities: Student Outcome Index, and Achievement and Integration.

Trends in SY 2020-21 to 2024-25 were also reviewed, including measures of success, trends within students learning English as a second language, trends in students receiving special education services, kindergarten readiness, academic progress in math and reading, as well as in College, Career, and Life, decreasing disparities, and a trend summary.

The full presentation can be found in the BoardBook.

**QUESTIONS/DISCUSSION:**

- Director Allen noted questions about ways this information will be used for decisions in the upcoming year. Response: Dr. Unowksy noted the revamp of the SCIP process, with intentionality in reading, math and SEL. In the focusing in elementary grades in UFLY and Project READ, with high percentages of schools participating in these programs; with 76% of teachers having engaged with the platform. We’re also focusing on the skills block for 4<sup>th</sup>-5<sup>th</sup> grade and phonics. The team has also been participating in literacy walk-throughs at schools, and is very impressed with the UFLY implementation and the different level of work happening in engagement with reading from a student skill perspective. She also noted small groups in classrooms. Within high schools, including Freshman Focus, students focus on studying skills, time management and organization. There are SIPPS happening with FAST, and 1300 more students taking the FAST assessment this fall than last spring. That is more data to use and leverage to assist teachers in helping to meet the needs of students. There are math areas such as SuccessMaker. Washington Tech also started a 11<sup>th</sup>/12<sup>th</sup> grade reading intervention, as well as Como. Having the additional data will help us as we move into next year.
- Director Allen noted excitement for data in the next year.

- Director Carrillo noted the 1:1 approach, and ways to measure the possibility that districts may be rolling back and the effects of that, and how to study that with other districts to address the distraction provided by screens. He was curious if the math gains have materialized, and curious about the data from other districts. Response: Superintendent Stanley noted the technology-focused curriculum, and districts typically follow vendors, and districts hear from one another, and often go with the curriculum resource. We can look into that. We did also hear the stakeholders to look at the level to which students expected to be on their devices, especially at the younger ages.
- Director Henderson noted she will pull her thoughts and questions and bring them back.

B. Policy Update

- a. SECOND 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:**

- Director Valliant noted questions if the numbers 4 and 5 are needed in the policy draft, since there is nothing noted next to them. Response: They can be removed, as there was more information in those sections in previous drafts.

- b. SECOND 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. SECOND 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

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

Craig Anderson, Executive Director of Teaching and Learning, then 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:**

- What happens if a library media specialist is restricting books based on their values? That power currently lives with them. What are the checks and balances within that? Response: That is an HR discipline question and the media specialist is supervised by a licensed school principal. If there are allegations or investigations to be found problematic, those would be addressed in HR discipline contractual ways.
- Is there a reason not to include that language in the policy? Response: We can investigate before the Third Reading.

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

Daniel Moser, Executive Director of Financial Services, then presented this proposed rescission. The rationale for the proposed rescission 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 rescission can be found in the BoardBook.

**QUESTIONS/DISCUSSION:**

- None

f. SECOND READING: 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 Franco thanked the team for being the last presentation and for their responses to the questions brought forth at the past reading.

**15. BOARD OF EDUCATION**

- A. Information Requests/Responses and Items for Future Agendas
  - None
- B. Board of Education Reports/Communications
  - Director Valliant mentioned school visits, and also attended the School Choice Fair.

**16. ADJOURNMENT**

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

The motion was approved by roll call vote:

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

The meeting adjourned at 10:38 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