

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

February 17, 2026
5:30 PM

A G E N D A

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#BoldSubject#

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

DATE: February 17, 2026

TOPIC: Acknowledgement of Good Work Provided by Students

A. PERTINENT FACTS:

1. Fifty-eight *FIRST* LEGO League (FLL) teams competed in the SPPS Regional Tournament on January 24. Six of those teams from the following schools advanced to the State Competition on February 15: Capitol Hill Gifted & Talented Magnet, Highland Park Middle School, Horace Mann School and Open World Learning.

Thank you to 3M for their continued generous support of SPPS students in *FIRST* LEGO League coordinated through the Department of Alternative Education. The *FIRST* LEGO League (FLL) competitions are organized through High Tech Kids, a nonprofit that supports youth STEM programs in Minnesota.

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

B. RECOMMENDATION:

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

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

DATE: February 17, 2026

TOPIC: Acknowledgment of Good Work Provided by Outstanding District Employees

A. PERTINENT FACTS:

1. The Minnesota Interscholastic Activities Administrators Association) named Highland Park Athletic Director Patrick Auran as the Region 4AA Athletic Director of the Year. With this award, Patrick was nominated for the State Athletic Director of the Year.

Pat has spent the majority of his professional life serving Saint Paul Public Schools, and with his upcoming retirement, it feels especially important to recognize the incredible impact he has had on Highland Park Senior High School and our entire SPPS community.

Pat is a Highland Park graduate himself, and he has poured his heart back into the place that helped shape him. Across his career, ten years teaching PE, ten years as an assistant principal, and ten years as an athletic director, Pat has been the definition of steady, student-centered leadership. He goes well beyond the basic expectations of an AD. Truly, he is the embodiment of a community athletic director.

Above all, Pat is simply an exceptional person. He shows up, he works hard, he builds relationships, and he makes every program he touches better.

Said SPPS District-Wide Athletic Director Andrea Schmidt: "I've had the privilege of working in various capacities with Pat Auran for the past 10 years, and his dedication to community engagement is truly exceptional. Pat consistently goes above and beyond, hosting team dinners, preparing traditional Booyas, maintaining the Highland Park garden, and providing unwavering support to his students every day, all while managing the many responsibilities that come with being a high school Athletic Director. His commitment greatly enriches SPPS, and I am honored to call him a colleague."

2. Washington Technology High School's David Quosig was named the National Association for Urban Debate League's Coach of the Year. He is the first ever

MN Urban Debate League coach to win this prestigious national honor in the organization's 20 year history.

David will receive a \$1,000 honorarium and a trip to Chicago next month to receive the award. He was surprised with the honor at a ceremony at Washington earlier today.

David has increased the size of the Washington debate team by 30 percent this year alone, while coaching 20 active debaters across novice, JV, and varsity levels. He provides individualized instruction tailored to each student's experience. His team had perfect attendance at all core tournaments this year. He also coaches the robotics team, and is advisor for the Anime club.

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

B. RECOMMENDATION:

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

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota

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

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

January 20, 2026
5:30 p.m.

MINUTES

1. CALL TO ORDER

The meeting was called to order at 5:37 p.m. by Uriah Ward, Chair.

2. ROLL CALL

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

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

3. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

Director Vue then requested a motion to amend the order of the main agenda, and requested an Immigration and Customs Enforcement (I.C.E.) Update in terms of the school preparedness and readiness, and the plans for the building leads if I.C.E. were to enter school grounds. Director Ward suggested that it be added to the Superintendent's Report. Director Vue noted that this is an important standalone item, and it should be included as a separate item. Director Vue also noted that it could be included as the first item within Informational Agenda Items. Director Ward noted the motion to add a report on I.C.E. and the District's response to I.C.E. enforcement to take place of 11-A, and moving all further items down one place.

MOTION: Director Vue moved approval of the amendment to the order of the agenda – which includes the addition of a report on Immigration and Customs Enforcement and the District's response to be added within Informational Agenda Items, and take the place of 11-A, therefore moving all further items down one place on the agenda. The motion was seconded by Director Carrillo.

Director Franco noted that while it will be added to the agenda, there are items that we may not be able to share. He is supportive of the discussion and update, and as a reminder to the community, there may be some confidential details. Director Ward noted that a presentation is not prepared, but a discussion that has been top of mind for many, and will not look like a typical presentation.

The motion was approved by roll call vote:

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

MOTION: Director Ward moved to approve the agenda as amended. The motion was seconded by Director Vue.

The motion was approved by roll call vote:

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

5. RECOGNITIONS

4. PUBLIC COMMENT

- | | |
|---------------------------|------------------------------------|
| 1. <u>Alli Kildahl</u> | I.C.E. Response |
| 2. <u>Erin Steffes</u> | SPFE Immigration Defense Committee |
| 3. <u>Sandy Velazquez</u> | LCD PAC Immigration Concerns |
| 4. <u>Nallely Castro</u> | LCD PAC Immigration Concerns |

6. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Director Ward moved approval of the Order of the Consent Agenda with no items pulled for separate consideration. The motion was seconded by Director Vue.

The motion was approved by roll call vote:

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

7. APPROVAL OF THE MINUTES

- A. Minutes of the Special Meeting of the Board of Education of December 18, 2025
- B. Minutes of the Special Regular Meeting of the Board of Education of December 18, 2025
- C. Minutes of the Special Meeting of the Board of Education of December 30, 2025

- D. Minutes of the Annual Meeting of the Board of Education of January 6, 2026
- E. Minutes of the Special Emergency Meeting of January 14, 2026

MOTION: Director Ward moved approval of the Minutes of the Special Meeting of the Board of Education of December 18, 2025; Minutes of the Special Regular Meeting of the Board of Education of December 18, 2025; Minutes of the Special Meeting of the Board of Education of December 30, 2025; Minutes of the Annual Meeting of the Board of Education of January 6, 2026; and Minutes of the Special Emergency Meeting of January 14, 2026. The motion was seconded by Director Carrillo.

The motion was approved by roll call vote:

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

8. COMMITTEE REPORTS

- A. Minutes of the Committee of the Board Meeting of January 6, 2026

Topics at the January 6, 2026 Committee of the Board meeting included:

- SPPS Athletics Update
- Fiscal Year 2027 Budget Update
- Policy Update For:
 - Policy 701.00 - Investment and Banking
 - Rescissions of Policy 703.00 - Annuities & Policy 705.00 – Investments
 - Policy 706.00 - Grants and Gift
- Resolution Establishing Process for Filling Board Vacancy

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 Ward moved to accept the report on the January 6, 2026 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 Carrillo	Yes
Director Franco	Yes
Director Valliant	Yes
Director Henderson	Yes
Director Ward	Yes
Director Vue	Yes
Director Allen	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 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

10. SUPERINTENDENT'S ANNOUNCEMENTS

Superintendent Stanley noted that this is a very tough time for our community, and provided updates within a few areas. The first was the Optional Temporary Virtual Learning Plan for families who would prefer to learn from home for a short-period of time. Thousands of students were registered by the Sunday deadline, indicating a significant need in the community for this safety measure. Academic and operations teams worked through the weekend to implement this plan. Teachers and support staff are currently in buildings receiving guidance. Students (both in-person and virtual) are scheduled to return to instruction on Thursday, January 22, 2026. A Memorandum of Agreement was signed with the teachers' union (SPFE) to ensure synchronous learning options are available. She thanked SPFE, as well as our community partners to support our students in technology resources, including hotspots, as well as temporary food assistance. Regarding the timeline, there is currently no set date for the optional virtual program to end. The program will end only when families feel safe dropping their children off and students feel safe

journeying to and from school. The plan will be reviewed weekly. She thanked the community, the Board, the staff, SPFE, and other union representatives for their collaboration in these efforts.

She noted that she will hold her remarks regarding Immigration and Customs Enforcement (I.C.E.) and the District's response until later in the meeting, but acknowledged the pain and suffering within our community.

She also noted that Governor Walz has proclaimed January 19-25 as Paraprofessional Recognition Week. There are over 20,000 paraprofessionals in Minnesota. They are credited with being integral to student achievement and, crucially, the social and emotional well-being of students during these tough times. The support and services provided by paraprofessionals are integral to our student achievement. Their dedication supports safe, effective, and engaging learning, and they provide safe and effective and engaging learning environments each and every day. She encouraged the community to personally thank paraprofessionals for making students feel welcome and safe.

Director Ward noted thanks to the Senior Executive Leadership Team and SPFE in their work together on a M.O.U., and thanked the Superintendent for responding to the community's concerns. He also thanked SPFE for their focus on working through the concerns, and is grateful for their partnership. He also thanked Director Valliant and Director Franco for being present in those meetings.

Director Vue noted questions on at what point the entire school would go to virtual learning, depending on the demographics. Superintendent Stanley noted that currently some schools are at 30%, while other have very few students enrolled. We will continue to watch the enrollment. It would need to be 80-90% before moving to a full online option. SPPS Online school is also an option. We want to be able to keep our students, especially those in immersion programs, to be immersed in the language that they're learning and we know that is important.

Director Allen thanked the community who has continued to show up for our students, and to the paraprofessionals for their work in the buildings.

11. AGENDA ITEMS THAT REQUIRE BOARD ACTION

1. Consent Agenda

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

The motion was approved by roll call vote:

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

1. Gifts

BF 34547 Highland Park Senior High Gift Acceptance of \$15,000.00

That the Board of Education authorize the Superintendent (designee) to accept the donation of \$15,000.00 from Scott Milburn for continued band, woodshop and library needs and that the Superintendent send a letter of appreciation to Scott Milburn.

BF 34548 PTA Donation of China Sprout Graded Reading Books

That the Board of Education authorize the Superintendent (designee) to accept the donation of China Sprout graded reading books from the Jie Ming PTA.

BF 34549 Acceptance of Gift from Ecolab to Riverview Spanish/English Dual Immersion School

That the Board of Education authorize the Superintendent (designee) to accept the donation of \$5,000.00 from Ecolab for the 5th grade retreat, community building, and subsidization of field trip expenses.

2. Grants

BF 34550 Request for Permission to Submit a Grant to the Minnesota Pollution Control Agency Local Climate Action Grant Program

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Pollution Control Agency's Local Climate Action grant program; to accept funds; and to implement the project as specified in the award documents.

3. Contracts

BF 34551 Transportation Department Yellow School Bus FY 26 Purchases/Contracts over \$175,000

That the Board of Education authorize the purchase order/contract listed for the Transportation Department anticipated to be over \$175,000 in total.

4. Agreements

BF 34552 Approval of Employment Agreement Between Independent School District No. 625, Saint Paul Public Schools, and the Association of Supervisory and Administrative Personnel, Exclusive Representative for Supervisory Employees.

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those supervisory employees represented by the Association of Supervisory and Administrative Personnel for the duration of this agreement for the period of July 1, 2025 through June 30, 2027.

BF 34553 Request to Sign Student Teaching Agreement with Western Governors University

That the Board of Education authorize the Superintendent (designee) to sign the Student Teaching Agreement between Saint Paul Public Schools and Western Governors University.

5. Administrative Items

BF 34554 Monthly Operating Authority

That the Board of Education approve and ratify the following checks and electronic transfers for the period November 1, 2025- November 30, 2025.

Human Resources Transactions

BF 34555 Transactions for December 1 – December 31, 2025

BF 34556 Phase Gate Approval of the Como Park Elementary Pool AHU Replacement (Project # 4090-25-01): Gate #3 – Project Budget

That the Board of Education approve the Como Park Elementary Pool AHU Replacement (Project # 4090-25-01) at Phase Gate Check #3 – Project Budget; setting the final project budget at \$835,000 and indicating direction to proceed with construction bidding.

BF 34557 Phase Gate Approval of the Washington Technology Cooling Tower Replacement (Project # 4040-26-02): Gate #3 – Project Budget

That the Board of Education approve the Washington Technology Cooling Tower Replacement (Project # 4040-26-02) at Phase Gate Check #3 – Project Budget; setting the final project budget at \$563,000 and indicating direction to proceed with construction bidding.

BF 34558 Phase Gate Approval of the Washington Technology Magnet Pool Piping Replacement (Project # 4040-25-01): Gate #3 – Project Budget

That the Board of Education approve the Washington Technology Magnet Pool Piping Replacement (Project # 4040-25-01) at Phase Gate Check #3 – Project Budget; setting the final project budget at \$524,000 and indicating direction to proceed with construction bidding.

BF 34559 Phase Gate Approval of the Wellstone Elementary Playground Replacement (Project # 4260-26-01): Gate #3 – Project Budget

That the Board of Education approve the Wellstone Elementary Playground Replacement (Project # 4260-26-01) at Phase Gate Check #3 – Project Budget; setting the final project budget at \$763,000 and indicating direction to proceed with construction bidding.

BF 34560 Phase Gate Approval of Hidden River Middle School Renovation and Addition (Project # 3140-20-02): Gate #5.1 – Project Close-out

That the Board of Education accept this report provided for Hidden River Middle School Renovation and Addition (Project # 3140-20-02) at Phase Gate Check #5.1 – Project Close-out.

BF 34561 Phase Gate Approval of Print Copy Mail Center AHU Replacement (Project # 4000-23-02): Gate #5.2 – Project Final Fiscal Close-out

That the Board of Education accept the report provided for Print Copy Mail Center AHU Replacement (Project # 4000-23-02) at Phase Gate Check #5.2 – Project Final Fiscal Close-out

BF 34562 Phase Gate Approval of FY22 Roof Replacement Program at EXPO School for Excellence, Groveland Park Elementary, Wellstone Elementary, and Johnson Senior High School (Project # 0175-22-01): Gate #5.2 – Project Final Fiscal Close-out

That the Board of Education accept the report provided for FY22 Roof Replacement Program at EXPO School for Excellence, Groveland Park Elementary, Wellstone Elementary, and Johnson Senior High School (Project # 0175-22-01) at Phase Gate Check #5.2 – Project Final Fiscal Close-out.

6. Bids

BF 34563 Phase Gate Approval of the Johnson High School Athletics Improvements (Project # 1150-24-01): Gate #4 - Contract Award

That the Board of Education approve the award of track surfacing and turf at Johnson High School Athletics Improvements project (Project # 1150-24-01) to FieldTurf for a lump sum base bid of \$1,231,124.

BF 34564 Phase Gate Approval of the Washington Technology Cooling Tower Replacement (Project # 4040-26-02): Gate #4 - Contract Award

That the Board of Education approve the award of the Washington Technology Cooling Tower Replacement (Project # 4040-26-02) to Trane Technologies for a lump sum base bid of \$498,432.

7. Change Orders

ITEMS PULLED FOR SEPARATE CONSIDERATION - None

FURTHER AGENDA ITEMS THAT REQUIRE BOARD ACTION

A. **Policy Update**

- a. THIRD 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

BF 34565 THIRD READING: Policy 535.00: Post-Secondary Enrollment Options (PSEO)

MOTION: Director Ward moved to approve the proposed revisions to Policy 535.00: Post-Secondary Enrollment Options (PSEO). The motion was seconded by Director Henderson.

The motion was approved by roll call vote:

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

b. THIRD 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

BF 34566 THIRD READING: Policy 521.00: Student Surveys

MOTION: Director Ward moved to approve the proposed revisions to Policy 521.00: Student Surveys. The motion was seconded by Director Henderson.

The motion was approved by roll call vote:

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

c. THIRD 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

BF 34567 THIRD READING: Policy 618.00: Research

MOTION: Director Ward moved to approve the proposed revisions to Policy 618.00: Research. The motion was seconded by Director Allen.

The motion was approved by roll call vote:

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

d. **THIRD 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

BF 34568 **THIRD READING: Rescission of Policy 702.01 - Bonded Officers and Employees**

MOTION: Director Ward moved to approve the proposed rescission of Policy 702.01 - Bonded Officers and Employees. The motion was seconded by Director Carrillo.

The motion was approved by roll call vote:

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

e. **THIRD 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.

A new addition since the Second Reading was:

The Superintendent or designee is responsible for ensuring this policy is implemented consistently and adhered to across all schools, including oversight of library material selection, maintenance, and reconsideration processes in accordance with applicable law and School Board policy.

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

QUESTIONS/DISCUSSION: None

BF 34569 THIRD READING: Policy 606.50: Selection and Reconsideration of Library Material

MOTION: Director Ward moved to approve the proposed new Policy 606.50: Selection and Reconsideration of Library Material. The motion was seconded by Director Vue.

The motion was approved by roll call vote:

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

f. THIRD 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 updates, can be found in the BoardBook

QUESTIONS/DISCUSSION: None

BF 34570 THIRD READING: Policy 504.00: Drug Free Schools

MOTION: Director Ward moved to approve the proposed revisions to Policy 504.00: Drug Free Schools. The motion was seconded by Director Valliant.

The motion was approved by roll call vote:

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

10. INFORMATIONAL AGENDA ITEMS

A. Immigration and Customs Enforcement and the District's Response

Superintendent Stanley noted that the planning began in August with the emergency operations protocols where every school has an emergency operations plan. In September, there was a creation of a more comprehensive plan, including Legal and interagency collaboration. There is also a communications plan, operations plan, including Student Placement, nutrition services, and Office of Family Engagement.

We are also working to ensure our communications are sent in a variety of ways to meet the needs of families – including robocalls that are translated, as well as videos.

Our SSLs and SEM staff are out in the community to ensure that are families, students, and parents are safe, and working with the SPPD.

She also noted the optional temporary move to virtual learning for families to bring a greater sense of safety. We also are working with our community partners to ensure there is outreach from community agencies because there are needs from families. She also noted the partnership with SPFE.

She noted that we know and understand the trauma occurring in our community. Our students are seeing officials with weapons on their way to school. It is not an experience that has occurred in Minnesota before. We are working closely with our partners at SPPD and our internal Security and Emergency Management team to minimize the trauma to our students and families. We need to be thoughtful about our community, in our outreach, and to be as culturally responsive as possible.

Director Vue noted questions about a centralized location for information for families. Superintendent Stanley noted the website www.spps.org/immigration, which continues to be updated with new information, and curated with resources. We have transitioned to frequent communications through video or robocalls to ensure families receive the information and in the most culturally-responsive way, which is verbally in their first language. She thanked the Communications team for their work and flexibility in this work.

Director Henderson expressed gratitude for staff showing up despite their own fear and emphasized the district's commitment to remediation and support once students return to classrooms.

Superintendent Stanley noted the menu of options for staff to meet the needs of our students, and working with principals to ensure they have the clarity they need for consistency across all schools. There have been conversations with staff of targeted communities for a better understanding of their needs and supports, which has been helpful in our planning.

Director Franco noted the conversations between board members on this topic since before October 2024. He noted that the superintendent has been instrumental in preparing for this work. This is the largest operation of ICE agents collectively in one space at one time, and what we know is that this is beyond what they claim it to be. We know that this is a targeted political attack on our state. He noted a call to the community to be a caring adult to students. The school district cannot manage this crisis alone and issued a direct call to community members who have privilege and feel safe. He urged neighbors to simply walk children to bus stops or wait with them. He emphasized that community members do not need official permission or a formal program to be a "trusted, caring adult" and help ensure student safety at stops. He also identified three specific systemic policy demands where urgent political action is needed to support the

district's efforts, including separation ordinances in the city of Saint Paul, a push forward on a waiver for the 15-day drop rule, and the flexibility to pivot to e-learning if needed. He argued that the "excuse of process" is delaying urgent protection. He wants an ordinance that ensures local community policing is distinct from federal immigration enforcement to truly protect residents. He called on state leadership to issue a temporary waiver so students are not automatically unenrolled/dropped from the system if they miss 15 consecutive days of school due to fear. He requested immediate flexibility to pivot specific schools to e-learning during "emergent" situations without waiting for slow administrative approvals, noting the state is not currently meeting the "moment of urgency."

Director Allen raised concerns about learning loss, citing the known impacts of fear and the previous shift to online learning in 2020, including questions on what lessons from the 2020 experience are being applied now to prevent similar learning loss and what plans are in place to offset this loss when students eventually return to the classroom? Response: Dr. Stanley identified social isolation as the primary negative lesson from 2020, noting it led to significant mental health struggles for students. Synchronous learning is prioritized to ensure live, simultaneous learning sessions, and engagement with peers and teachers in real-time. School connection and structure was also discussed, including that SPPS is keeping students connected to their specific enrolled schools. This decision honors families' commitment to their specific school communities. The curriculum focus in elementary is on Social-Emotional Learning (SEL) via simultaneous meets, plus explicit instruction in Reading and Math at grade-level standards. At the secondary level, there is "student centered approach" to help students access content and complete the quarter. Union partnership was also shared, including the collaboration with SPFE, noting that the union provided the flexibility needed to make simultaneous meets and school-specific connections possible. The district and SPFE have committed to weekly meetings to troubleshoot issues and retool the plan as the situation evolves, acknowledging they do not know how long this model will be needed.

Director Allen noted that social-emotional support shouldn't just be about curriculum; it needs to be about fun and friendly competition to keep students engaged and break the "cycle of isolation." She argued that competitive activities make students feel connected even when they are physically apart. She called for "out of the box" ideas to recreate the community feel of 2020, suggesting virtual dance parties, interactive games, virtual movie nights, and competitions.

Director Valliant noted that the district has moved seamlessly from one crisis (alluding to the pandemic) into another. However, she made a sharp distinction regarding the current situation with ICE: unlike previous challenges, "this one is intentional." She urged the governance team and staff to hold two seemingly opposite concepts together: maintaining strict accountability for their work while extending grace to one another during this high-stress time. She also reminded all that we are working to care for others in a human-centered focus.

Director Ward expressed deep frustration and horror regarding the current events, describing the situation as "horrible," "unnecessary," and a betrayal. He noted the profound difficulty of seeing neighbors "losing folks" due to actions taken by a government that is "ostensibly supposed to be looking out for our best interests." To cope with the "horrifying" reality, Chair Ward shared that he focuses on sources of pride to "keep himself sane." He expressed deep gratitude for the Board and Administration, noting that he is proud to serve alongside his colleagues, and community solidarity and the community as "amazingly unified" in both their analysis of the injustice occurring and their desire to do as much as possible to stop it. He concluded by affirming that St. Paul is a "really special community," evidenced by how residents, staff, and leadership have rallied together to respond to the crisis.

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

Carita Green, Executive Director of Executive Director, College and Career Pathways and School Supports, then presented this report.

The purpose is to report on the progress of the B.I.G.G. student outcome goal of:

The percentage of SPPS students who complete a career inventory before graduation will increase from 78% of students in 2024 to 99% of students in 2029.

Information about the data was shared.

Results included that 78% of current seniors have taken one or more career inventories; 21 pct. pts. away from 2029 target.

Career Pathways information was also shared, including that each comprehensive high school will offer four Career Fields with at least one stackable Career Pathway for each field. Career Fields allow students to gain foundational career knowledge and skills. Career Pathways must be in high wage and in-demand areas. Students may find out that the career pathway is not for them and switch pathways. Work-based Learning Coordinators are available.

Districtwide programs include:

- Emergency Medical Technician (EMT)
- Certified Nursing Assistant (CNA)
- Automotive Service Technician
- Education Pathway
- Finishing Trades
- Operating Engineers
- Spring Internships
- Industry Certification

Senior Survey response data was also shared.

Action steps for SY25-26 include:

- Implement Districtwide Operating Engineers Course (Sandbox)
- Expand Black Men Teach Partnership
- Add Career Pathway Options to Senior Survey
- Facilitate Parent Advisory Council Presentations

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Carrillo requested information on the strategies to capture the remaining ~20% of students who have not completed their career inventories. He emphasized that while 100% completion is difficult, the goal is for every student to be aware of their future options. He wanted to know what specific steps would be taken between now and 2029 to increase these numbers. Response: There are immediate actions for current seniors including targeted outreach and since the data system tracks exactly who has not finished the inventory, Work-Based Learning Coordinators and counselors will personally reach out to those specific students before the end of the school year to

encourage completion. Long-term systemic fixes include consistent advisory periods across all high schools is a relatively new development. By embedding these inventories into Foundations and Advisory classes (starting as early as 8th grade), they expect participation to increase naturally over time. The Career Pathways team will monitor completion rates centrally and direct school staff to follow up with students who are flagged as incomplete.

- Director Allen reflected on the administrator's tenure, noting that when they first joined the district a few years ago, she had "so much to say and so many questions." She expressed gratitude that those initial concerns have been addressed, stating that she now sees "great work showing up" and that students are finally receiving the exact opportunities she had been advocating for. Ms. Green acknowledged the praise, admitting that when they first arrived, the district's career opportunities were "not clear" and the information didn't even exist on paper. They credited their team for working extensively with principals to identify these pathways and create clear resources (such as the link provided in the presentation) that were previously missing.
- There was also a question about the Operating Engineers program, and that it is excellent to see students receiving both college and apprenticeship credits. This specific pathway allows students to become full-time employees, offering a substantive step toward a well-paying job that supports them as they transition into adulthood. There has been discussion on the need for more trade presence in schools—acknowledging that while college is one path, many students will find success in fields that require different training. Seeing a structured pathway to a career during high school is exactly what we need to set kids up for success.
- Director Valliant noted the presentation on this work at the recent MSBA Conference and booklet. She went on to recognize the practical value of internships in helping students build professional resumes. She also recommended that administration increase outreach to 8th-grade students to ensure they are aware of these career opportunities prior to entering high school.

C. Policy Update

a. SECOND READING: Policy 701.00 - Investment and Banking

Daniel Moser, Executive Director of Financial Services, the presented this proposed update. Changes include merging three policies (701.00, 703.00, and 705.00) into one policy, a transition to the new format, new section of policy purpose, general statement of policy, electronic fund transfers (EFTs), and position title changes. It was noted that, per the discussion at the First Reading, the resolutions to divest in fossil fuels and prevent investment in private prisons were added to both the policy and the cross references.

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

QUESTIONS/DISCUSSION:

- Director Franco requested clarification on the date of the Third Reading, as it was noted as March 2026 Regular Meeting in the presentation.
- Director Valliant requested clarification on the process and cadence are for submitting the list of Electronic Funds Transfer (EFT) transactions to the Board. Response: Transactions exceeding a certain threshold are compiled into a comprehensive list and presented for Board review and approval via the consent agenda at the next regular meeting.
 - Director Valliant noted further questions because the policy states "all EFT" and doesn't state that it's over a certain threshold. Administration noted that edit can be made for the next reading

- o Director Franco elaborated on the discussion regarding financial transparency and EFT reporting. He noted that the current "Monthly Operating Authority" report presents aggregate totals per account, whereas the policy text implies a list of "all transactions." To address this discrepancy, Director Franco sought Board consensus on Vice Chair Valliant's suggestion to explicitly include a monetary threshold in the written policy, ensuring clarity on which transactions require Board review.
- b. SECOND READING: Rescissions of Policy 703.00 - Annuities & Policy 705.00 – Investments

Daniel Moser, Executive Director of Financial Services, the presented the proposed rescissions of these policies because they are moving to the proposed updated to 701.00 – Investments and Banking.

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

QUESTIONS/DISCUSSION:

- None
- c. SECOND READING: Policy 706.00 - Grants and Gifts

Daniel Moser, Executive Director of Financial Services, the presented the proposed updates of this policy, which included a transition to the new policy format including a policy purpose and general statement of policy, and more substance than the previous policy which include “The School Board supports accepting grants, gifts, and bequests that align with the district’s mission and policies. Donations require appropriate approvals, with gifts over \$5,000 needing Board approval, and all accepted contributions becoming district property, documented, and used according to donor intent under the Superintendent’s oversight.” Once a gift/grant is accepted, it becomes district property and ensure it is used for the “public purpose.”

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

QUESTIONS/DISCUSSION:

- None

13. BOARD OF EDUCATION

A. Information Requests/Responses and Items for Future Agendas

- Director Franco requested a deep dive into Rights and Responsibilities handbook and revitalization process.
- Director Vue requested monitoring on Temporary Optional Virtual Learning.
- Director Allen requested data within athletics of students who were ineligible at the end of the semester and separated by school.

B. Board of Education Reports/Communications

- Director Ward noted that with the resignation of Director Vue, the application process for the board seat on an interim basis is open, and encouraged those interested to apply with information on the Board of Education website under “2026 Vacancy.”

14. ADJOURNMENT

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

The motion was approved by roll call vote:

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

The meeting adjourned at 7:36 p.m.

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

Prepared and submitted by:

Sarah Dahlke

Assistant Clerk, St. Paul Public Schools Board of Education

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

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

**January 20, 2026
4:30 p.m.**

MINUTES

I. CALL TO ORDER

The meeting was called to order at 4:32 p.m. by Uriah Ward, Chair.

II. ROLL CALL

Board of Education: H. Henderson, U. Ward, C. Franco, Y. Carrillo, J. Vue, E. Valliant
C. Allen arrived at 4:34 p.m.

Administration: Superintendent Stanley, K. Bergstrom, K. Thao, T. Sager, P. Pratt-Cook,
J. Turner, S. Gray Akyea, E. Wacker, V. Unowsky, K. Walker, J. Wikstrom
Donoghue, A. Collins, S. Dahlke

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: It was moved by Director Ward, and seconded by Director Henderson, to approve the order of the agenda. It passed by acclaim.

IV. MOTION TO CLOSE MEETING

MOTION: It was moved by Director Ward and seconded by Director Valliant that the Board of Education close the special meeting and continue the meeting as a closed meeting to consider and discuss attorney-client privileged matters as is permitted by Minnesota Statutes Section 13D.05, subd. 3(b) regarding State of Minnesota, et. al. vs. Kristi Noem, et. al., U.S. District Court File No. 0:26-CV-00190, as is provided for by Minnesota Statutes Section 13D.05, subd. 3(b). The motion passed by acclaim.

V. NEW BUSINESS

The Board of Education and staff discussed the attorney-client privileged matter.

VI. MOTION TO OPEN MEETING

MOTION: It was moved by Director Ward to conduct the remainder of this meeting as an open meeting. The motion was seconded by Director Franco. It passed by acclaim.

VIII. ADJOURNMENT

MOTION: It was moved by Director Ward, and seconded by Director Valliant, to adjourn the meeting. It passed by acclaim.

The meeting adjourned at 5:30 p.m.

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

Prepared and submitted by:

Sarah Dahlke

Assistant Clerk, St. Paul Public Schools Board of Education

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

**SPECIAL MEETING OF THE BOARD OF EDUCATION – FY27 BUDGET WORKSHOP
360 Colborne Street
Saint Paul, MN 55102, and**

**February 7, 2026
8:30 a.m.**

MINUTES

1. CALL TO ORDER

The meeting was called to order at 8:39 a.m. by Chair Ward.

2. ROLL CALL

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

Staff: Superintendent Stanley, T. Sager, S. Gray Akyea, P. Pratt-Cook, A. Collins, E. Wacker, J. Turner, V. Unowsky, S. Dahlke, K. Bergstrom

3. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

4. FY27 BUDGET WORKSHOP

Board members and staff then conducted a FY27 budget workshop. Topics included:

- Opening
- Inclusion activity
- Purpose: Policy and Outcomes and engagement process for the day
- Detail overview of financial position and Reactions/ Discussion from school board
- Options Part I: Administration's review of options for potential cost savings and joint Board/Administration discussion of pros and cons of each option
- Options Part II: Additional discussion - additional areas Board would like reviewed/focused or analyzed
- Board parameters for FY27 budget
- Communications and community input and outreach plan
- Closing

5. ADJOURNMENT

MOTION: Director Ward moved to adjourn the meeting. The motion was seconded by Director Franco. It passed by acclaim.

The workshop adjourned at 3:00 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**

**February 4, 2026
4:30 p.m.**

MINUTES

1. CALL TO ORDER

The meeting was called to order at 4:31 p.m. by Vice Chair Valliant.

2. ROLL CALL

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

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

3. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

4. SUPERINTENDENT'S ANNOUNCEMENTS

Superintendent Stanley provided an update on the temporary virtual learning program, noting a high enrollment of over 7,600 students. Within support services, Social workers and the student support team are conducting active outreach to families to ensure high attendance and address technical or resource needs. In partnership with Second Harvest, the district is delivering weekly meal boxes to the homes of approximately 500 students (1,500 total weekly meals). Unlike USDA-standard school lunches, these boxes consist of ingredients and recipes for home preparation. Families wishing to return to brick-and-mortar instruction may do so on a three-week cycle. The next re-entry date is scheduled for February 17th.

She also noted that the launch of the strategic plan efforts will begin soon. Following an anonymized screening of 302 started applications, a 35-member task force has been seated. The committee includes 15 students and aligns with district demographics. Vice Chair Valliant, Director Franco, and Director Henderson will also serve on the task force. Chief Stacey Gray-Akyea was also recognized for her role as project manager.

QUESTIONS/DISCUSSION:

- Director Allen requested details on the details of those students who have moved to the temporary online virtual model. Response: Ms. Unowsky noted that virtual learning is available for Pre-K through 12th grade across all district brick-and-mortar schools. Attendance in Pre-K is currently lower than other levels, attributed to the non-compulsory nature of the grade and the requirement for adult supervision at home. The district is employing different models at the elementary level based on student density, including one model in which, student numbers are high enough to support dedicated virtual-only and in-person-only classrooms; and another model where students participate in a virtual morning meeting with their home-school homeroom before transitioning to instruction supported by a grade-level academic support teacher. Staff noted challenges in managing fluctuating requests from families moving between virtual and in-person options. To ensure instructional consistency and allow staffing "to settle," the district has implemented a three-

week cycle for enrollment transitions. Enrollment varies significantly by location, ranging from as few as 6-7 students at some sites to nearly 40% of the student body at others.

- Director Henderson noted questions about supports for school communities as they make the transition. Response: Superintendent Stanley noted that the district allocated two non-instructional days specifically for staff preparation to mitigate the "large obstacle" of the transition. Dr. Unowsky highlighted ongoing work with principals, emphasizing that leadership is encouraged to prioritize essential tasks while setting aside non-critical projects to maintain an "all hands on deck" approach for student and teacher support. The communication has been critical, with central leadership has prioritized clear, multi-channel communication to maintain stability. Support is provided through "pop-up" meetings with principals, written documentation, and a centralized master guidance document. The Department of Communications is launching weekly updates for both families and staff. These updates will cover the virtual learning option and other community concerns, including safety and immigration-related topics. Administration also noted a strong, collaborative relationship with the St. Paul Federation of Educators (SPFE), including weekly check-ins to troubleshoot and problem-solve emerging issues, an updated MOA to include language regarding "simultaneous teaching" (where teachers engage with in-person and remote students concurrently). Dr. Unowsky noted that the partnership has been helpful in ensuring teachers are supported as they navigate the complexities of the new instructional models.
- Director Henderson also noted questions about support for students and families as they may transition back to in-person learning, regarding academic and emotional stability. Response: Administration acknowledged the concern regarding learning loss and the need for mindful transitions. Support will be localized at the school level, utilizing counselors, social workers, and additional support staff to facilitate the return. The district has maintained connections with virtual students, including those with attendance challenges, to ensure they remain integrated into the school community prior to their physical return. Leadership expressed confidence in the teaching staff's preparation to welcome students back, though it was noted that the transition may not be entirely seamless. The return of students would necessitate further flexibility in school operations, including adaptive learning models as student populations shift back to physical buildings, schools will likely need to adjust their current learning models to accommodate changing classroom sizes and configurations, and future planning as we continue to monitor the number of families choosing to return during each three-week cycle.
- Director Vue noted questions about the food delivery for students enrolled in the temporary virtual learning option, including meal content and delivery methods. Response: Because meals are being provided off-campus, they do not qualify under standard USDA school lunch regulations. Consequently, the food provided differs from the daily hot meals served in school buildings. The district has partnered with Second Harvest to fill this gap. Currently, the program is delivering approximately 1,500 meals per week (serving 500 families). In terms of logistics and nature of the food being provided, unlike prepared cafeteria meals, these are meal kits containing main ingredients and recipes. This allows families to prepare meals such as spaghetti, breakfast, or dinner at home. Food is distributed in a "meal package" or bag containing a full week's worth of food, similar in appearance to the distribution models used during the COVID-19 pandemic. All meal packages are delivered directly to the students' homes to ensure accessibility for virtual learners.
- Director Vue noted that transitioning to virtual learning model creates a "ripple effect" of disruption that impacts all students, not just those choosing to go remote. Disruption isn't limited to virtual students; those remaining in physical classrooms face significant changes as well. When teachers are moved from physical classrooms to cover virtual ones, it forces remaining students to adapt to new teachers and classmates. Even if the curriculum remains the same, the loss of a familiar environment and established expectations can be jarring for a child's learning experience.

5. FULL-TERM CERTIFICATES OF PARTICIPATION, SERIES 2026A

Chief Sager and partners from PTMA than presented this report.

The purpose was reviewed, including that these full-term Certificates of Participation will fund construction at Bruce Vento Elementary, various capital deferred maintenance projects, additions to, and repairs at Barack and Michelle Obama Elementary, Hidden River Middle School and Highland Park Middle School. Minnesota Statutes, Section 126C.40, Subdivision 6, authorizes the District to enter into the Lease to finance real and personal property.

Further details on the financing were also reviewed, including the original plan in August 2023 was to issue \$167 million Certificates of Participation to complete funding of the four projects. Split financing to sell the right amount at the right time for when funding was needed was also reviewed.

Each project is on target to stay within approved budgets by MDE and the school board. Details of these project budgets were also reviewed. A \$17.9 million COP sale required to complete project expenses after spend down of other available COP funds from prior issues.

A bar graph showing the Debt and LTFM Taxes for Residential Homestead Property for SPPS was also shown. A timeline was also presented with important dates regarding the sale, and information on the board resolution planned for February 17, 2026.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Vue noted questions about the under-budget reporting, and if that will change the projections going forward. Response: While the team continues to use consistent budgeting practices, they are constantly updating the "future expenditure plan" based on actual costs. Coming in under budget creates extra financial capacity for future use. Original budgets include contingencies to ensure projects reach the finish line. In this case, those contingencies weren't fully needed, resulting in the surplus. The primary benefit of staying under budget is lower property taxes. Borrowing only what is necessary prevents a higher tax burden on homeowners that would have occurred if the full authorized amount were spent. Even though there is leftover "capacity," any new projects must still be individually vetted and authorized through the standard process.
- Director Franco requested information on the true interest cost of 5% threshold and how it aligns with current market performance, noting that recent rates have trended consistently below this cap. While the ceiling is set at 5%, we anticipate that current market rates to fall below 4% under present conditions. The 5% figure serves as a "ceiling" or "stop-gap" rather than an expected rate. It is designed to provide the financing team with the necessary flexibility to manage the bond sale process efficiently. If market volatility causes rates to exceed the 5% threshold, PTMA's authority to execute the contract would cease. In such an event, the matter would be brought back to the Board for re-evaluation, as the financial implications would be considered materially different from the original plan. Mr. Hart reaffirmed their primary objective: to utilize all available strategies to secure the lowest possible interest rate for the organization, regardless of the established ceiling. It was noted that that the 5% true interest cost is a protective limit rather than a target, ensuring that the project remains fiscally viable or is subject to further Board review.
- Director Carrillo requested further details on the anticipated costs budget figures, and the variances presented. Response: Staff explained that numbers fluctuate as they reconcile actual invoices versus previous estimates. The Facilities and Finance teams are now working in a "tight connection," meeting every two weeks to vet project costs and ensure reporting accuracy. The team has moved toward a more conservative contingency plan. They originally held large cushions but have reduced them as they gained a better understanding of the actual costs. This "drawdown" or bond issuance is intended to be the final financing for these four specific projects. Staff asked the facilities team to "sharpen their pencils" to ensure the projects stay within the remaining budget. Staff noted that by waiting to issue the full amount of debt, they avoided a situation where they might have borrowed more money than they actually needed to spend. Staff emphasized that these numbers will continue to fluctuate slightly until every invoice is closed out, but they feel confident in the current estimates as the projects near completion.

- Director Valliant requested information on the overview of the Certificates of Participation process. Response: Mr. Hart noted that the mechanism of Certificate of Participation functions similarly to a standard residential mortgage. The District is entering into an agreement to borrow \$17.9M. The debt is structured to be repaid over a 20-year term. Payments will be funded through future property tax revenues levied by the School District. A trustee (US Bank) holds a legal interest in the school buildings for the duration of the term. Upon final payment, this interest is dissolved, and full title remains with the District. To secure favorable interest rates, the District formally pledges to levy taxes sufficient to meet annual debt service requirements. The legal documents are filed with the County to ensure oversight. The County verifies that the District has levied sufficient funds each year to meet its principal and interest obligations. Mr. Hart also noted that at the end of the 20-year schedule, the District will have fulfilled all financial obligations to investors, and all third-party interests in the physical school property will be terminated.

6. H.M.O.N.G. PROJECT REPORT AND RESOLUTION

Director Vue presented this report and draft resolution. He reviewed the H.M.O.N.G. Project Workgroup members, the project purpose, and project timeline.

Within the Data Collection and Findings portion, he shared details on the needs assessment focus groups, survey results, student focus groups, parent focus groups, and staff focus groups. He also reviewed the survey procedures and response rate data, demographics of survey respondents, and survey findings. The focus groups were also reviewed, noting that representation matters, participation figures, purpose, and findings in these core areas:

- Importance of Representation
- Celebrations and Cultural Integration
- Preserving Language and History
- Belonging & Engagement: Creating Inclusive Spaces
- Leadership & Advocacy: Championing Cultural Integration
- Mental Health & Support: Culturally Responsive Services
- Systemic Barriers & Equity: Interrupting Inequities
- Parent Engagement: Building Authentic Partnership

S.M.A.R.T. goals for the project were also reviewed, and included:

- The percentage of HMong SPPS students who experience language, culture and multilingual development outcomes will increase from BLANK in 2026 to BLANK by 2029 through student-reported sense of belonging and cultural representation on existing district student climate and engagement surveys as measured by growth trends via MCA, ACCESS and four -year graduation rates
- The percentage of culturally responsive instruction, representation and biliteracy pathways will increase from BLANK in 2026 to BLANK by 2029 through increasing early awareness and maximizing impact of biliteracy pathways, increasing attainment of biliteracy for HMong students awarded the Seal of Biliteracy, and ensuring consistent and explicit inclusion of Hmong contributions and perspectives within Tier 1 curricular and extracurricular programs as measured by growth trends via district and state reporting mechanisms and Minnesota Academic Standards.
- The percentage of HMong SPPS parents/guardians who have equitable access to language and culture opportunities will increase from BLANK in 2026 to BLANK by 2029 via increasing early awareness and maximize impact biliteracy pathway for Hmong students, improving reported access, communication and trust, reporting demand and access indicators for Hmong language and culture opportunities such as enrollment interest and waitlist data as measured by trends in existing family engagement and climate survey related to being informed, heard and valued.
- The percentage of HMong SPPS staff who support the academic, social and emotional well-being of HMong students will increase systemwide from BLANK in 2026 to BLANK by 2029 through monitoring HMong staff-reported feedback and readiness to integrate culturally responsive practices that affirm HMong language, culture and history as well as recognizing the cultural and

linguistic expertise of Hmong staff, while ensuring that responsibility for culturally responsiveness is shared across the district and embedded within Tier 1 expectations as well as ensuring that supportive conditions exist for HMong staff to engage in voluntary affinity-based peer collaboration including opportunities for connection, professional dialogue and mutual support as measured by trends in existing HMong staff climate and engagement survey and workforce data.

Details on the H.M.O.N.G. Project Task Force were also reviewed, including the purpose, composition, and process.

The H.M.O.N.G. Project draft resolution was also shared and discussed.

The full presentation and draft resolution can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Ward noted there are a lot of pieces packed into each goal, and the measurements of each.
- Director Carrillo noted a formatting edit, including to use nested bullet points to list measurement metrics under each primary goal for better clarity. He also noted to clearly identify the primary metric among multiple measurements to determine which one best indicates progress toward the target, as well as specificity on the development outcomes and target, and thinking through the measurement and target. Within some of the goals to define exactly what "student experience" or "outcomes" look like—for example, distinguishing between time spent (minutes) versus the quality of the experience (survey results). He also noted it would be helpful to carefully evaluate the dependencies between the target and the chosen measurement to ensure the data actually reflects the goal's intent.
- Director Valliant noted a two-step process for goal setting: the work group should draft the foundational goals, while the board and district should be responsible for finalizing the specific "SMART" details—particularly the time-bound elements. The work group provides the high-level objectives, but the district refines them into actionable SMART goals. The district and board have the logistical knowledge of timelines and capacity. By having the district set the deadlines, the goals remain realistic and achievable, avoiding the need to vote on or change "uninformed" timelines later.
- Director Allen noted that the current goals are too wordy and ambiguous, making it difficult to identify the core mission or the specific actions needed for success. She suggested to consolidate the feedback into one or two clear, concise goals that are easier to monitor, to ensure the work group's input is integrated into the board's existing goal-setting framework, and to move away from "wordy" descriptions toward specific, measurable actions that define exactly how the mission will be accomplished; all while ensuring the voices of parents, students, families and staff are heard in those spaces.
- Director Franco requested clarification on the parent-focused goal, including the goal and intention of the goal. Response: Director Vue highlighted the need to capture parent interest and influence regarding language and culture programs. Parents want clear pathways for getting their children involved in bioliteracy programs. He also noted the suggestion to find ways to quantify how much parent input is actually shaping district offerings. Potential metrics for tracking this demand and involvement include enrollment numbers and waitlist data.
 - Director Franco noted concern over the lack of clarity and feasibility in the current goals, emphasizing that they feel "overloaded" and difficult to act upon. There is a need for better definition regarding who is responsible for specific actions. For parent-focused goals, he would also like to see actions directly involving parents/guardians rather than goals that feel like "physical space" or infrastructure targets. He noted he is hesitant to vote on goals or percentage increases without knowing if they are actually achievable. They are seeking "tentative numbers" and district staff input to ensure the district can achieve them. There is concern about seeing the final data and goals for the first time on the day of the vote without enough context or time to verify their realism.
 - Director Carrillo noted two critical "lenses" for evaluating the achievability of the proposed goals before they are finalized, including labor constraints and operational capacity. Within

the labor constraints discussion, he noted questions around the realism of staff to meet these expectations within their current contractual obligations. Within operational capacity, he noted questions if the district's physical infrastructure and logistics have the resources to meet these goals. He also noted that these goals be vetted by the Superintendent to ensure the district isn't setting "undoable" expectations

- Director Ward expressed urgency and a desire to move the goals toward a "yes" vote at the upcoming board meeting. While they are worried about the tight timeline, they are offering active support to ensure the proposal is ready. He noted that the language must accurately reflect the work done by the H.M.O.N.G. Project group; and it must demonstrate a clear, positive difference for the community and improve the educational experience for Hmong students. He also raised the "operationalization" of the goals to ensure they are measurable, realistic, and able to be implemented. He also encouraged the team to work together not to avoid any roadblocks before the formal vote on the resolution on February 17th.
- Director Valliant noted the original understanding of the H.M.O.N.G. Project and expresses caution regarding its current trajectory. She noted that the project was initially conceived as an advisory effort with a clear end date, and results were intended to serve as recommendations to help guide the board and the district. She noted that expectations have shifted, and the project is moving beyond its original advisory scope.
- Director Franco noted a clear, collective consensus from the board on whether they should pivot the project's output with differences in technical SMART goals versus high-level advisory recommendations. The Board will need to explicitly define what "less SMART and more advisory" looks like in practice and to establish a "common understanding" so the work group has a clear, unified direction before moving forward.
- Director Allen suggested to enact the H.M.O.N.G. Project's work as high-level strategic recommendations rather than immediate, separate mandates that could overwhelm the district's existing workload. This project is more substantial than typical community feedback and should be used to inform the district's long-term Strategic Plan. There is a concern that adding "inter-goals" on top of current district goals (like literacy) could lead to the project getting lost in the shuffle or failing to meet expectations. The speaker supports the project developing specific SMART goals, but views them as recommendations for the board to utilize as they shape the "next phase of transformation" for the district. By integrating this voice into future planning rather than forcing it into current operations, the board can better build long-term trust with the Hmong community, and to see the voice of this project continue to move forward and in the next phase of transformation for SPPS.
- Director Henderson expressed gratitude for the work completed so far but suggests a more structured approach to ensure the goals are monitored and that we can "get it right the first time if possible." She noted that a monitoring task force will be helpful to manage the implementation of the H.M.O.N.G. Project's goals, with the responsibilities to use the adopted project goals as a guidance to guide their work and align district, administrative, and community resources; to collectively determine short-term goals and specific tasks that demonstrate progress toward the larger objectives; and to schedule regular meetings and prepare progress reports for both the Board of Education and the community. The group would ideally include board members, district staff, and community representatives to ensure diverse oversight.
- Director Ward noted questions on the necessity of a new task force, expressing concern that adding complexity to the governing apparatus could make the board less "nimble and effective." He noted questions on what a task force would accomplish that wouldn't happen through standard channels. Usually, the board gives goals to the Superintendent to implement and report back on, and he would want to understand why this specific project requires an "extra" layer of community and board oversight.
 - It was also noted that this is a governance-rooted work project, rather than a standard administrative task, implying it requires a different level of collaborative leadership between the board and the community.
 - Director Valliant noted that the proposed task force or implementation phase falls outside the project's original, board-approved scope. The board specifically voted for a needs assessment, which concludes once the final recommendations (the SMART goals) are delivered. the project ends when those results are handed over

- for the board to review and determine the next steps. While she understands why a task force might be suggested, she categorized it as a separate entity or "extra work" that was not part of the initial agreement.
- Director Carrillo suggested utilizing the existing Hmong Parent Advisory Council (HPAC) to monitor the project's goals instead of creating a new, separate task force. Since the district already has parent advisory councils—some mandated by law—creating a new body might undermine the purpose of the existing council. He proposed that the HPAC could take on the role of monitoring the goals annually and reporting back to the board on progress and outcomes. Since board members already participate in these councils, using the HPAC would keep the work within an established framework rather than complicating the governing structure. The HPAC could act as the research role for the community, verifying whether the agreed-upon changes are actually happening on the ground.
 - Director Valliant noted that she is unsure if that's the role of the parent advisory council.
 - Director Valliant noted questions about the purpose of the H.M.O.N.G. Project task force. Response: Director Vue clarified that the proposed task force was intended as a high-level body with the flexibility to determine its own specific tasks and parameters for monitoring the project's work. The task force's primary function is oversight and implementation monitoring. The proposal was left broad intentionally so the group could define its own "to-do items" within set parameters. He also noted the group is open to the board's feedback and willing to pivot, including to task an existing group in this work.
 - Director Valliant reiterated that a new task force is unnecessary because it falls outside the original, board-approved scope of the needs assessment. She noted that the current commitment ends with the needs assessment. Once the assessment results in specific goals, those goals should be tracked alongside the district's existing work and objectives. Because these goals will be integrated into standard board monitoring, a separate body is not seen as a priority or necessity at this time.
 - Director Vue then noted questions about the demonstration of the progress to the community, including a possible report to the Board or an existing apparatus to report the progress.
 - Director Franco noted exploration on how to integrate specific community goals into the existing district framework without overextending resources. He noted that existing drafts already focus on academic benchmarks like MCA scores, graduation rates, and the Seal of Biliteracy. There is a specific interest in seeing data broken down by community (e.g., Hmong and Latino) to ensure these broad academic goals are actually reaching specific groups. Rather than creating something entirely new, he suggested folding this work into current systems—such as PACs (Parent Advisory Committees) or existing reporting cycles—to stay within "constraints." He went on to note that once the specific "ask" is clarified, the board can determine if this is simply a "new branch" of work they are already monitoring.
 - Director Franco also noted that the district already has the tools and data necessary to track progress without building new systems. The speaker highlights the district's Research, Evaluation, and Assessment (REA) team and their data center as a primary resource, noting that much of the required data might already be public. He pointed to existing student surveys as a way to measure "belonging," which aligns with the Superintendent's core values.
 - Director Ward noted a revised resolution, and clarification if there should be a resolved statement to create a monitoring process, and questions on language to include.
 - Director Carrillo noted a monitoring process and the avenue for reporting, including a proactive approach to sharing progress, and presenting data through formal channels, such as in board meetings, specific board committees, direct presentations to PACs, and regularly scheduled public presentations. While the "monitoring" (data collection) might already exist, the speaker is calling for a defined reporting process to ensure the information actually reaches the community and the board.
 - Dr. Stanly noted the technical challenges of disaggregating data for specific ethnic groups, particularly the Hmong community. Currently, the district identifies Hmong students solely by their "home language." This is problematic because many Hmong students now speak English as their

first language, therefore, they are not included in specific Hmong-centered data. She acknowledged that broad categories (like "Asian," "Black," or "Indigenous") mask the diversity of the diaspora and fail to represent the specific needs of distinct communities. There is a stated desire to break down data more effectively to create meaningful SMART goals, but a warning that the current data collection methods are limited. She supports opening the discussion to all staff to find better ways to navigate these complexities and ensure accurate representation.

- Dr. Gray Akyea noted the technical limitations of data collection and warns against creating redundant administrative burdens. While there are ethnicity variables beyond home language, they are optional and limited. Only about 50% of families use them, making the data inconsistent and potentially unreliable for full representation. She suggested mirroring a previous successful model by distinguishing between student outcomes (academic results) and programmatic goals (the work being done). She recommend embedding these community goals into the existing organizational cycle (e.g., Strategic Plan, Civic Readiness Report, or Achievement and Integration reports). The goal is to "illuminate" specific data within the current framework to ensure the district actually has the capacity to respond to the findings without being overwhelmed by overlapping reports.
- Director Ward noted questions on the mission statement within the resolution, and if it would be required if there isn't a task force. There was then further discussion on this topic. Director Valliant noted that a formal "mission statement" doesn't belong in a legal resolution. Instead, the suggestion is for the Board to "adopt recommendations" from the concluding project to guide future work. There is a growing consensus among the Board to exclude the creation of a specific task force from the resolution.
- Director Allen noted concerns over the word "actively" in the draft. They believe the project's purpose is to "inform" the district about the Hmong community's cultural and linguistic needs, but "actively" implies a specific mechanism (like a task force) that hasn't been decided yet, including how the district will stay informed moving forward—whether through a Parent Advisory Council (PAC), a community group, or another method—reiterating that the "how" remains the missing piece. She also noted the process for gathering data, as well as questions about the budget, because stipends were included in the process.
- Director Valliant further noted the goal of the needs assessment, instead of a continuing group. Director Vue noted differing understandings.
- Director Allen advocated for the continuity of community oversight, emphasizing that the board needs a direct line to the community's perspective. She believes a community-based group should exist to "constantly monitor" and report progress directly to the board; and that if maintaining such a group requires funding, the board must have a frank, collective discussion about the budgetary implications and current financial constraints. The primary purpose of this group would be to ensure the community's understanding of goals aligns with the district's actions and to keep the board informed on whether those goals are being achieved.
- The Board then discussed changes to the proposed resolution. There is a strong desire for a monitoring framework, even if the specific details aren't finalized in this exact resolution. There were also questions about the changes required if the task force language is also removed, as well as new ways of monitoring the progress.
- Director Franco noted questions on the cadence of monitoring and reporting. Director Vue noted a 3x/year reporting structure, including mid-point reporting, and a report to the Board. Director Vue also acknowledged a level of "distrust" or misunderstanding between the community and the district. They believe the H.M.O.N.G. Project work group is actively seeking clear guidance from the board on what "monitoring" actually looks like to ensure their work isn't lost. The workgroup has questions about how the recommendations would be monitored, and the need for a sustainable, high-level reporting structure to the Board.
- Director Ward noted a compromise to ensure the resolution passes within the next two weeks, acknowledging that while there is consensus on the *goal*, there is still disagreement on the *method*. He suggested the resolution state that the board will determine a monitoring framework and reporting cadence at a later date within a specific timeframe. He recommended replacing the specific requirement to "assemble a H.M.O.N.G. Project task force" with broader language: "The board shall determine a monitoring framework... and a cadence of reporting to the board and the

public/community." This strategy allows the board to vote "yes" on the overall mission and the needs assessment immediately, while giving them more time to iron out the technical and budgetary details of the monitoring process.

- Director Vue noted that Hmong students and parents have "done their part" by sharing their voices and needs. The responsibility now lies entirely with the Board to translate that input into a functional system. He also reiterated the core feedback: the Board wants achievable goals and a monitoring process that fits within existing frameworks (like the B.I.G.G reports or current administrative reporting) rather than creating entirely new ones. Instead of a new task force, he suggested that simply disaggregating existing data might be the most efficient way to meet the community's needs.
- Director Valliant noted that it would be nice to present certificates to the workgroup because it has been a lot of work.

7. **POLICY UPDATE**

- a. New Emergency Policy xxx.xx - Federal Law Enforcement Activity on District Controlled Properties

Director Franco presented this policy. He noted that in accordance with Policy 209.00 – Development, Adoption, Monitoring of Policies, an “emergency is defines as a “sudden, unexpected, serious event or unforeseen change in circumstances that requires urgent intervention.

To date, the current unprecedented Federal Agents actions has resulted in nearly 7,000 students electing to continue school through a Temporary Online Learning Option.

The sudden deployment of 3,000 agents to our state has caused significant disruption and fear in the community over the past several weeks.

This is the largest federal law enforcement operation in the US.

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

QUESTIONS/DISCUSSION:

- Director Ward noted the justification for the emergency method of this policy in these unprecedented times, and the importance to move with urgency. He also noted per Policy 209.00, that when a policy is adopted within the emergency provision after one reading, it is in effect for one year, but can also move to a second and third reading for adoption; while being simultaneously adopted within the first reading.
- Director Henderson noted she agrees with the emergency need for this policy and thanked the group for bringing it forward.
- Director Vue noted procedural path for adopting a new policy, specifically weighing whether to use a standard process or "emergency provisions." The board is deciding between the standard "three-reading process" (which allows for more deliberation over time) and the "emergency provisions policy" (which fast-tracks adoption). The speaker notes the board seems generally aligned on the fast-track route. He reminded the Board that during the pandemic, the Board passed a resolution granting "emergency powers" to allow leadership to act in real time without waiting for board guidance. The speaker asks if a similar level of autonomy is needed now.
- Director Franco noted that proposed policy isn't entirely new; it is based on existing operations, previously adopted resolutions, and current practices. The policy includes guidance from General Counsel and references existing operational frameworks to ensure it remains within legal and administrative bounds. It does give the ability to be nimble and flexible.
- Director Ward noted the previous emergency policy adoption in November for the Paid Family Medical Leave, and this is the same process.
- Director Henderson noted the importance of the formalization of existing practices into a permanent policy, emphasizing continuity and practicality. The content isn't "new information"—it is largely pulled from a previously passed resolution and reflects processes already established and shared

with staff. She also noted the current wording is effective because it is "able to be applied in real life," ensuring the policy remains a functional tool rather than just a theoretical document.

- Director Carrillo noted a change from "ICE officers" to "ICE or related agencies" as noted in other sections of the policy.
- Director Allen noted questions about conversations with the city and their cooperation in our joint facility spaces. General Counsel noted that There have been instances of ICE officers staging in shared parking lots (jointly owned by the city and the district). While the city (likely St. Paul) doesn't have the exact same proclamation as Minneapolis, the City Attorney's office has a standing letter to ICE that outlines these restrictions. The local police department (SPPD) has actively assisted the district in moving ICE away from school property. There have been "secure" (lockdown-style) protocols during these incidents to ensure student safety. There has been full cooperation between the District, the City, and SPPD.
- There were also questions about the verification to be conducted to confirm the legal sufficiency of any presented warrant with the policy, and who will be verifying that information? Response: It will be the General Counsel/Legal office. There are protocols with buildings to go to their site leadership as well.
- Director Ward noted questions about ICE's refusal to provide a warrant or stating they do not need one, and the practical protocol for handling unauthorized entry by federal agents who may refuse to show a warrant. Response: Using an anecdote about a local business, the speaker emphasizes that agents must be denied entry if they lack a signed warrant. The directive is clear: if agents refuse to leave, the district will call local police to have them escorted out. School buildings are inherently more defensible than homes because they are locked and secured, making it difficult for agents to enter without cooperation. District leadership and SEM will personally intercept agents to verify documents. General Counsel noted they are familiar with local judges and will scrutinize any signature that appears suspicious. There is a candid acknowledgment that while the district has protocols, agents sometimes act outside the law. The district can only prepare for legal scenarios; they cannot fully control agents who choose to ignore legal boundaries.
- Director Ward also noted questions about judicial warrant versus an administrative warrant, and the specific fear that ICE officers might attempt to use "administrative warrants" rather than judicial warrants to gain access to school property. He acknowledged that community members are worried that ICE agents are being trained to believe an administrative warrant (signed by an immigration official) is sufficient to bypass the district's judicial warrant requirement. General Counsel noted that legal scholars generally consider the use of administrative warrants for such entries to be illegal or legally questionable. Even if ICE uses administrative warrants, current interpretations typically limit their use to homes and residences, not places like schools or businesses. In the event that an officer illegally breaks into district property, the speaker confirms that the district's protocol is to call the police and document the incident as it happens.
- Director Vue asked if there is additional guidance that is not currently covered within this policy. Response: This is a transition from a temporary resolution to a formal policy is as much about psychological safety and institutional commitment as it is about legal compliance. Feedback from staff and the union president indicates that workers feel a "greater sense of safety" when protections are codified in an official policy rather than just a temporary resolution. It provides a more permanent sense of security. The document is not just a legal text; it blends legal guidance with practical, real-world instructions, acting as a single, accessible manual for the district's stance. The policy mandates annual training. The speaker notes that training has already been ramping up since last year, but the policy formalizes this as a permanent requirement. By passing this, the board is reaffirming the values of cities like St. Paul and Minneapolis. It serves as a public declaration of the district's "temperature" or intolerance toward aggressive federal enforcement behaviors that other parts of the country might permit. The move is described as a high-priority signal to the community, showing exactly "how strongly" the board feels about protecting its students and staff.
- Dr. Stanley also noted the language in D-2 and communication about this policy, including multilingual communication, but also provided to students, families and staff. There were questions on how policies are sent to students, and want to ensure staff also have access to this policy. Director Allen noted student iPad use and a way to have this policy show on their device. She also

noted concerns about the mental health of students, and the conversations that can help to reassure them of the district's support.

- Director Ward noted further questions on the communication of this policy, including access to this policy. Director Franco noted it will be important for students to have access, as they are talking about this topic. There were further questions on the ways to inform students, and ways to teach this policy that is relevant to the safety of students.
- Director Ward noted questions about the communication, and if there will be one-time communication or if the intent is to continually educate our families and students about this policy. Director Franco noted that this will be a policy in which we can refer back to and in multilingual ways will be important. That will be at the discretion of Administration.
- Director Ward noted this policy is in effect for one year within the emergency adoption process, but the Board can continue to make edits through the second and third readings that will also be presented.
- General Counsel noted a change that it should state “all buildings, grounds, facilities and vehicles owned, leased, contracted, operated, or under the control of...”
- Director Franco noted the importance to bring a sense of security and safety, and the response for families. He feels good about having something in policy for reference to show the support in relation to the current chaos.
- The Board thanked Director Franco for proposing this policy.

BF 34571 New Emergency Policy xxx.xx - Federal Law Enforcement Activity on District Controlled Properties

MOTION: **Director Valliant moved to approve New Emergency Policy - Federal Law Enforcement Activity on District Controlled Properties, under the emergency language in Policy 209 as detailed in Section 'Adoption of Policy' subsection 6, which allows policies to be adopted upon first or second readings in emergency scenarios. The emergency provision can be activated due to the unprecedented and ongoing Operation Metro Surge, which has put our students and families in danger and has forced us to dramatically shift operations. If this motion passes, this language will become policy immediately and for one year thereafter. This policy will also continue onto the second reading for eventual consideration for permanent adoption. Director Allen seconded the motion.**

The motion was approved by roll call vote:

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

10. ADJOURNMENT

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

The meeting adjourned at 7:06 p.m.

11. WORK SESSION

The Board then conducted a work session regarding the Board Initiated Goals Governance (B.I.G.G.).

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



Saint Paul
PUBLIC SCHOOLS

**FIRST READING:
Benjamin E. Mays Name Change**

Principal Danielle Hughes
February 17, 2026

Rationale

Currently, **Benjamin E. Mays IB World School** develops confident, literate, and responsible students who will be able to think critically, make great decisions, and become internationally minded students who pursue post secondary educational options.

In the fall of 2026, Benjamin E. Mays will no longer be an IB World School. Instead, they will launch a new **Afrocentric program** aligned to a **new mission and vision**.

- 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.
- At Benjamin E. Mays, we envision a community where every child stands rooted in cultural pride, self-awareness and **academic excellence**. Through the lens of African-centered values and perspectives, we aim to nurture changemakers who lead the world with purpose and compassion.

In order to properly recruit students and families to the new program, the community, staff, students, and families would like to change the tagline of the school name.

Engagement Process

November 2025:

- The tagline change conversations kicks off.
- The principal and a few members of the leadership team meet to determine a plan.
- The principal informs the Assistant Superintendent and the Chief of Operations of their intention to begin the name change process.
- The principal and leadership team draft a [survey](#).

December 2025:

- **Families vote** using the survey link in the school newsletter the week of December 8th.
- Community members vote at the School Choice fair on December 13th
- Members of the Afrocentric workgroup vote using the survey link the week of December 15th.
- **Students vote** during an all school assembly on December 19th.

January 2026:

- **Votes tallied and the final decision** is shared with the students, staff and families.
- Readings before the Board of Education begin February of 2026.

Tagline Options



Option One:
Benjamin E. Mays
Afrocentric Magnet



Option Two:
Benjamin E. Mays



Option Three: Benjamin
E. Mays Afrocentric
Magnet Elementary

Voting Results:

	Benjamin E. Mays Afrocentric Magnet	Benjamin E. Mays	Benjamin E. Mays Afrocentric Magnet Elementary
Students	65	10	20
Families/Community	35	1	10
Workgroup	1	0	3
Totals:	101	11	33

Proposed Tagline Name Change:



Benjamin E. Mays Afrocentric Magnet

Questions

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

DATE: February 17, 2026

TOPIC: Accepting All Donations Under \$5,000 from December 1-December 31, 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 December 1-December 31, 2025, which shall be used as public purpose and to assist in fulfillment of public education for Saint Paul Public Schools students.

FUND	DEPT	PROGRAM	PRODUCT	ACCOUNT	CLASS	DESCRIPTION	AMOUNT	JOURNAL_ID	INVOICE_ID	ACCOUNTING_DATE
19	252	292	000	5096	A001	AR/ MIDWAY MENS CLUB/ATHLETICS PROGRAM NEEDS	(4,050.00)	ARD0109792	10130-22	23-Jun-25
19	220	960	340	5096	S120	AR/ BLAZE CREDIT UNION/FUND AWARDS SCHOLARSHIPS	(4,000.00)	ARD0109544	10084-7	6-Jun-25
19	518	291	000	5096	B001	AR/ HORACE MANN SCHOOL PTA/BAND	(4,000.00)	ARD0109652	10111-4	16-Jun-25
19	488	291	000	5096	U001	AR/ THE HEIGHTS COMMUNITY SCHOOL PTA/NINJA ANYWHERE	(3,800.00)	ARD0109547	10094-3	11-Jun-25
19	250	298	301	5096	R100	AR/ 6/25 250 ROBOTICS DONATION	(3,005.31)	110671		30-Jun-25
19	491	291	733	5096	F050	AR/ HIGHLAND PARK ELEMENTARY PTA/FIELD TRIPS	(2,800.00)	ARD0109792	10130-3	23-Jun-25
19	252	292	000	5096	D400	THE MINNEAPOLIS FOUNDATION/GRA	(2,500.00)	113166		30-Jun-25
19	225	292	000	5096	A001	AR/ WEST SIDE BOOSTER CLUB/SOFTBALL TENNIS GIRLS BASKETBA	(2,000.00)	ARD0109652	10110-7	16-Jun-25
19	345	291	000	5096	U001	AR/ RAMSEY PARENT TEACHER/GUEST AUTHOR	(2,000.00)	ARD0109545	10088-1	9-Jun-25
19	210	291	000	5096	T003	MINNESOTA PRIVATE COLLEGE COUN	(1,500.00)	111393		30-Jun-25
19	449	291	000	5096	G501	AR/ TRUST POINT INC./BOOKS FOR BRUCE VENTO	(1,500.00)	ARD0109650	10101-2	12-Jun-25
19	524	291	000	5096	G501	AR/ TRUST POINT INC./BOOKS FOR MAXFIELD	(1,500.00)	ARD0109650	10101-2	12-Jun-25
19	210	291	000	5096	U001	AR/ CENTRAL HIGH SCHOOL/EDUCATIONAL PURPOSES	(1,250.00)	ARD0109651	10102-5	13-Jun-25
19	220	291	000	5096	W001	AR/ HIGHLAND PARK SENIOR HIGH PTA/WOOD SHOP CLASS	(1,218.16)	ARD0109943	10133-19	24-Jun-25
19	220	292	000	5096	A001	AR/ MIDWAY MENS CLUB/ATHLETICS	(1,156.99)	ARD0109944	10136-8	25-Jun-25
19	230	291	000	5096	J001	AR/ JOHNSON AREA JROTC BOOSTERS/DRILL TEAM WORKSHOP AFJROTC	(1,087.92)	ARD0109543	10078-3	5-Jun-25
19	210	291	000	5096	C200	AR/ ST PAUL CENTRAL MUSIC BOOSTERS CLUB/CHOIR	(1,079.92)	ARD0109651	10106-13	13-Jun-25
19	225	298	301	5096	F350	AR/ MINNESOTA ASSOCIATION OF FFA INC/FFA DONATIONS	(1,000.00)	ARD0109652	10110-2	16-Jun-25
19	250	291	000	5096	U001	AR/ ANONYMOUS/EDUCATIONAL PURPOSES	(1,000.00)	ARD0109790	10118-1	18-Jun-25
19	252	291	000	5096	G110	AR/ WELLS FARGO ADVISORS/SCIENCE FAIR GRANT	(1,000.00)	ARD0109790	10117-14	18-Jun-25
19	400	291	000	5096	U001	AR/ AWESOME FOUNDATION/ICE CREAM TRUCK & OES CELEBRAT	(1,000.00)	ARD0109541	10069-4	3-Jun-25
19	496	291	000	5096	U001	AR/ ALI A FARUQI/SCIENCE	(1,000.00)	ARD0109651	10102-4	13-Jun-25
19	528	291	000	5096	U001	AR/ NICHOLSON FAMILY FOUNDATION/EDUCATIONAL PURPOSES	(1,000.00)	ARD0109792	10130-8	23-Jun-25
19	212	291	000	5096	J001	AR/ AMERICAN LEGION/MCJROTC LEADERSHIP FOR CADETS	(960.00)	ARD0109544	10085-6	6-Jun-25
19	220	292	000	5096	A300	AR/ MIDWAY MENS CLUB/FOOTBALL FUNDRAISER	(943.01)	ARD0109944	10136-8	25-Jun-25
19	579	291	000	5096	U001	BI/ UNIVERSITY OF MINNESOTA	(800.00)	BI00110504	8566	30-Jun-25
19	220	292	000	5096	A875	AR/ CAROLINE & RAJA DAVID/TRACK	(600.00)	ARD0109943	10133-3	24-Jun-25
19	220	298	301	5096	L150	AR/ GANNETT/ONE-PAN AFRICIAN CLUB	(600.00)	ARD0109650	10099-2	12-Jun-25
19	220	298	301	5096	L150	AR/ GANNETT/ONE-PAN AFRICIAN CLUB	(600.00)	ARD0109650	10099-3	12-Jun-25
19	466	291	000	5096	F050	AR/ AWESOME FOUNDATION/DONATION COMO PARK MINI GOLF	(590.00)	ARD0109790	10117-7	18-Jun-25
19	250	291	000	5096	U001	AR/ ANONYMOUS/DONATION	(525.00)	ARD0109792	10124-1	23-Jun-25
19	551	291	000	5096	U001	AR/ 6/25 551 FEE DONATION	(520.00)	110671		30-Jun-25
19	005	610	000	5096	3570	AR/ MU PHI EPSILON/MUSIC EDUCATION	(500.00)	ARD0109650	10099-1	12-Jun-25
19	212	292	000	5096	A875	AR/ RICE STREET ATHLETIC CLUB/TRACK	(500.00)	ARD0109943	10134-4	24-Jun-25
19	225	291	000	5096	J001	AR/ MILITARY ORDER OF THE PURPLE HEART/AJROTC	(500.00)	ARD0109943	10134-13	24-Jun-25
19	225	292	000	5096	A001	AR/ EDWIN HAMMERSTEN/ATHLETIC TRAINING EQUIP/UNIFOR	(500.00)	ARD0109652	10110-5	16-Jun-25
19	230	291	000	5096	N010	AR/ BLAZE CREDIT UNION/THE MIRROR NEWSPAPER DONATION	(500.00)	ARD0109543	10078-4	5-Jun-25
19	252	291	000	5096	J001	AR/ ANONYMOUS/NJROTC - CASH DONATION	(500.00)	ARD0109542	10074-1	4-Jun-25
19	534	291	000	5096	F053	AR/ HA TIEN SUPERMARKET/FIELD TRIP TO EAGLE BLUFF DONA	(500.00)	ARD0109792	10130-17	23-Jun-25
19	345	291	000	5096	D050	AR/ SEAT YOURSELF/DONATIONS DRAMA	(452.51)	ARD0109790	10117-20	18-Jun-25
19	410	291	000	5096	U001	AR/ SHUTTERFLY LLC/EDUCATIONAL PURPOSES	(432.97)	ARD0109792	10130-19	23-Jun-25
19	212	292	000	5096	A800	AR/ PODIUM SPORTS MARKETING/TENNIS EQUIPMENT	(400.00)	ARD0109944	10136-7	25-Jun-25
19	220	298	000	5096	L150	AR/ HIGHLAND PARK SENIOR HIGH PTA/ONE PAN AFRICIAN CLUB	(367.54)	ARD0109544	10084-4	6-Jun-25
19	220	298	301	5096	L150	HIGHLAND PARK SENIOR HIGH PTA/	(367.54)	113237		30-Jun-25
19	220	292	000	5096	A875	AR/ LAURA VANDER WEGEN & POLLY FOSS/TRACK	(300.00)	ARD0109943	10133-6	24-Jun-25
19	310	291	000	5096	G503	SAINT PAUL & MINNESOTA FOUNDAT	(287.80)	109469		10-Jun-25
19	212	291	000	5096	J001	AR/ GANNETT/MCJROTC	(270.00)	ARD0109943	10134-6	24-Jun-25
19	212	291	000	5096	D050	AR/ JONATHAN IMBERTSON & MICHELLE TAYLOR/THEATRE	(250.00)	ARD0109943	10134-7	24-Jun-25
19	220	292	000	5096	A875	AR/ CONCORDIA COLLEGE/TRACK	(250.00)	ARD0109943	10133-14	24-Jun-25
19	220	292	000	5096	A875	AR/ TRACK	(250.00)	ARD0109943		24-Jun-25
19	345	292	000	5096	A001	AR/ ADIB & BERGLIND BIRKLAND/ATHLETICS/SPORTS UNIFORMS/EQUI	(250.00)	ARD0109789	10114-4	17-Jun-25
19	345	291	000	5096	D050	AR/ Cash Donations	(246.00)	110212		30-Jun-25
19	215	292	000	5096	A001	AR/ BLAZE CREDIT UNION/BOYS BASKETBALL STATE TOUR	(230.00)	ARD0109944	10136-6	25-Jun-25
19	220	298	301	5096	F350	AR/ 6/25 220 FFA DONATION	(225.00)	110671		30-Jun-25
19	449	291	000	5096	U001	AR/ SHUTTERFLY LLC/ITEMS FOR STUDENTS	(214.29)	ARD0109946	10154-8	27-Jun-25
19	410	291	000	5096	U001	AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(200.00)	ARD0109792	10130-21	23-Jun-25
19	425	291	000	5096	F050	AR/ CHELSEA HEIGHTS ELEMENTARY SCHOOL/BUS REIMBURSEMENT T2060	(200.00)	ARD0109547	10096-1	11-Jun-25
19	410	291	000	5096	U001	AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(193.38)	ARD0109792	10130-20	23-Jun-25
19	220	291	000	5096	U001	AR/ THE BLACKBAUD GIVING FUND BY YOURCAUSE/GIVING FUND FOR G	(185.00)	ARD0109544	10084-2	6-Jun-25
19	534	291	000	5096	F053	AR/ CHIPOTLE/FIELD TRIP DONATION	(183.83)	ARD0109792	10130-18	23-Jun-25
19	212	291	000	5096	J001	AR/ TWIN CITIES IN MOTION/MCJROTC	(165.00)	ARD0109945	10147-4	26-Jun-25
19	210	291	000	5096	T115	AR/ CASSIDY EDSTROM & ANGELA AUSE/INTERN	(150.00)	ARD0109790	10117-18	18-Jun-25
19	210	291	000	5096	T155	AR/ YUKO & CRAIG KACHINSKY/TEACHERS #55 DONATION	(150.00)	ARD0109789	10114-3	17-Jun-25
19	210	291	000	5096	T155	AR/ JILL & JOERG HUTMACHER/INTERN	(150.00)	ARD0109790	10117-17	18-Jun-25
19	250	291	000	5096	U001	AR/ JENNIFER STEBERG/ITEMS FOR CLASSROOM	(132.00)	ARD0109945	10148-2	26-Jun-25
19	212	292	000	5096	A875	AR/ COMO PARK BOOSTER CLUB/TRACK	(131.46)	ARD0109943	10134-3	24-Jun-25
19	330	298	301	5096	V001	AR/ 6/25 330 VALLEY FAIR	(120.00)	110671		30-Jun-25
19	330	291	000	5096	U001	AR/ THE BLACKBAUD GIVING FUND BY YOURCAUSE/GENERAL CLASSROO	(111.00)	ARD0109547	10094-2	11-Jun-25
19	210	291	000	5096	T155	AR/ DANA SIMONSON/INTERN	(100.00)	ARD0109790	10117-19	18-Jun-25
19	210	291	000	5096	T155	AR/ CRAIG ECKFELDT & MEGHAN ROTHENBERGER/GERMAN INTERN	(100.00)	ARD0109946	10154-3	27-Jun-25
19	210	291	000	5096	T155	AR/ ALEXANDRA KOTZE/GERMAN INTERN	(100.00)	ARD0109947	10160-5	30-Jun-25
19	220	292	000	5096	A875	AR/ ANN MEIER & SETH WERNER/TRACK	(100.00)	ARD0109943	10133-10	24-Jun-25
19	220	292	000	5096	A875	AR/ MATTHEW & ANNE TURNER/TRACK	(100.00)	ARD0109943	10133-7	24-Jun-25
19	220	292	000	5096	A875	AR/ KAARIN LONG & DAVID VELDHOUSE/TRACK	(100.00)	ARD0109943	10133-2	24-Jun-25
19	220	292	000	5096	A875	AR/ CHRISTOPHER & ROSALIND DOUGLAS/TRACK	(100.00)	ARD0109943	10133-1	24-Jun-25
19	252	291	000	5096	J001	AR/ LAURIE INCITTI/NJROTC CASH DONATION	(100.00)	ARD0109542	10075-1	4-Jun-25
19	345	291	000	5096	U001	AR/ ANONYMOUS/DONATION	(100.00)	ARD0109792	10123-1	23-Jun-25
19	212	291	000	5096	J001	AR/ JOHNSON AREA JROTC BOOSTERS/MCJROTC	(80.00)	ARD0109943	10134-5	24-Jun-25
19	220	292	000	5096	A875	AR/ SABRINA LAU & MMARK STABA/TRACK	(75.00)	ARD0109943	10133-4	24-Jun-25
19	54	291	000	5096	U001	Moving Donations to the correc	(72.75)	111195		30-Jun-25

19	496	291	000	5096	T025	AR/ CAF AMERICA/NICOLE SCHILLING	(71.54)	ARD0109544	10085-4	6-Jun-25
19	496	291	000	5096	T025	AR/ CAF AMERICA/NICOLE SCHILLING	(71.54)	ARD0109544	10085-3	6-Jun-25
19	496	291	000	5096	T025	AR/ CAF AMERICA/NICOLE SCHILLING	(71.54)	ARD0109544	10085-5	6-Jun-25
19	496	291	000	5096	T025	AR/ CAF AMERICA/NICOLE SCHILLING CLASS	(71.54)	ARD0109544	10085-2	6-Jun-25
19	212	291	000	5096	U001	AR/ MINNEAPOLIS INSTITUTE OF ART/MIA FIELD TRIP DONATION	(50.00)	ARD0109943	10134-11	24-Jun-25
19	220	291	000	5096	B001	AR/ MARY & ALBERT TURENNE/BAND DONATION	(50.00)	ARD0109943	10133-18	24-Jun-25
19	220	292	000	5096	A875	AR/ CHARLES & CARRIE PETERSON/TRACK	(50.00)	ARD0109943	10133-5	24-Jun-25
19	220	292	000	5096	A875	AR/ ETHEL GILES/TRACK	(50.00)	ARD0109943	10133-11	24-Jun-25
19	220	292	000	5096	A875	AR/ ROBERT WARREN/TRACK	(50.00)	ARD0109943	10133-8	24-Jun-25
19	220	292	000	5096	A875	AR/ EVAN OWENS & ELISABETH CLEVELAND/TRACK	(50.00)	ARD0109943	10133-15	24-Jun-25
19	220	292	000	5096	A875	AR/ GLEN & JENNIFER SAUNDERS/TRACK	(50.00)	ARD0109943	10133-9	24-Jun-25
19	345	292	000	5096	A001	AR/ BRYCE & MICHELLE MILLER/ATHLETICS/SPORTS UNIFORMS/EQUI	(50.00)	ARD0109789	10115-1	17-Jun-25
19	345	292	000	5096	A001	AR/ ANONYMOUS/ATHLETICS PURPOSES	(50.00)	ARD0109790	10118-2	18-Jun-25
19	410	291	000	5096	U001	AR/ MIGHTY CAUSE/ADAMS MAGNET ELEMENTARY	(50.00)	ARD0110025	10174-5	30-Jun-25
19	225	298	301	5096	F350	AR/ 6/25 225 DONATION	(40.00)	110671		30-Jun-25
19	220	291	000	5096	U001	AR/ THE BLACKBAUD GIVING FUND BY YOURCAUSE/GIVING FUND FOR G	(37.00)	ARD0109544	10084-3	6-Jun-25
19	489	291	000	5096	B001	AR/ ANONYMOUS/BAND CASH DONATIONS	(36.50)	ARD0109542	10076-1	4-Jun-25
19	210	291	000	5096	T155	AR/ KIRSTEN ANDERSON & BRIAN NYGORD/INTERN	(30.00)	ARD0109790	10117-16	18-Jun-25
19	315	291	000	5096	B001	AR/ JENNIFER SCHWARTZ/DONATION & INSTRUMENT MAINT	(30.00)	ARD0109792	10130-10	23-Jun-25
19	210	291	000	5096	U001	AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(25.00)	ARD0109290	10063-1	2-Jun-25
19	210	291	000	5096	U001	AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(25.00)	ARD0109651	10106-11	13-Jun-25
19	210	291	000	5096	U001	AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(25.00)	ARD0109651	10106-18	13-Jun-25
19	210	291	000	5096	U001	AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(25.00)	ARD0109651	10106-8	13-Jun-25
19	225	291	000	5096	U001	AR/ MIGHTY CAUSE/HUMBOLDT HIGH SCHOOL	(25.00)	ARD0109546	10097-2	10-Jun-25
19	225	291	000	5096	U001	BI/ MIGHTY CAUSE	(25.00)	BI00110207	8536	30-Jun-25
19	230	291	000	5096	U001	AR/ MIGHTY CAUSE/JOHNSON HIGH SCHOOL	(25.00)	ARD0109546	10097-2	10-Jun-25
19	230	291	000	5096	U001	BI/ MIGHTY CAUSE	(25.00)	BI00110207	8535	30-Jun-25
19	710	291	000	5096	U001	AR/ MIGHTY CAUSE/GORDON PARKS HIGH SCHOOL	(25.00)	ARD0109546	10097-2	10-Jun-25
19	710	291	000	5096	U001	BI/ MIGHTY CAUSE	(25.00)	BI00110375	8552	30-Jun-25
19	493	291	000	5096	F050	AR/ 6/25 493 DONATION	(24.50)	110671		30-Jun-25
19	212	292	000	5096	A080	AR/ VERTICAL RAISE TRUST ACT/BASEBALL DONATIONS	(20.32)	ARD0109945	10147-3	26-Jun-25
19	225	291	000	5096	J001	AR/ JOHNSON AREA JROTC BOOSTERS/AJROTC	(20.00)	ARD0109943	10134-14	24-Jun-25
19	462	291	000	5096	F050	AR/ 6/25 462 DONATION	(20.00)	110671		30-Jun-25
19	466	291	000	5096	F050	AR/ BOX TOPS FOR EDUCATION/BOX TOP APRIL 2025 PAYOUT	(15.50)	ARD0109790	10117-8	18-Jun-25
19	210	291	000	5096	U001	AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(12.50)	ARD0109290	10063-3	2-Jun-25
19	210	291	000	5096	U001	AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(12.50)	ARD0109651	10106-12	13-Jun-25
19	210	291	000	5096	U001	AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(12.50)	ARD0109651	10106-6	13-Jun-25
19	210	291	000	5096	U001	AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(12.50)	ARD0109651	10106-17	13-Jun-25
19	250	291	000	5096	U001	AR/ JENNIFER STEBERG/ITEMS FOR CLASSROOM	(10.00)	ARD0109946	10154-7	27-Jun-25
19	210	291	000	5096	U001	AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(7.76)	ARD0109290	10063-4	2-Jun-25
19	210	291	000	5096	U001	AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(7.76)	ARD0109290	10063-2	2-Jun-25
19	210	291	000	5096	U001	AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(7.76)	ARD0109651	10106-16	13-Jun-25
19	210	291	000	5096	U001	AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(7.76)	ARD0109651	10106-15	13-Jun-25
19	210	291	000	5096	U001	AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(7.76)	ARD0109651	10106-9	13-Jun-25
19	210	291	000	5096	U001	AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(7.76)	ARD0109651	10106-7	13-Jun-25
19	210	291	000	5096	U001	AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(7.76)	ARD0109651	10106-10	13-Jun-25
19	210	291	000	5096	U001	AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(7.76)	ARD0109651	10106-14	13-Jun-25
19	210	291	000	5096	U001	AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(7.76)	ARD0109944	10136-9	25-Jun-25
19	210	291	000	5096	U001	AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(7.76)	ARD0109946	10154-4	27-Jun-25
19	210	291	000	5096	U001	AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(7.76)	ARD0109946	10154-5	27-Jun-25
19	545	291	000	5096	U001	AR/ RANDOLPH HEIGHTS PTA/EDUCATIONAL PURPOSES	(7.00)	ARD0109651	10102-2	13-Jun-25

(63,541.72)

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

DATE: February 17, 2026

TOPIC: Gift Acceptance from Ecolab to Cherokee Heights

A. PERTINENT FACTS:

1. Cherokee Heights would like to accept a gift of \$5,000.00 from Ecolab.
2. The donation will be used for purchasing PBIS School Store items, staff spirit wear, school photo, artist-in-residence and family engagement activities.
3. This item is submitted by Gina Hass, Principal; Dr. Adam Kunz, Assistant Superintendent; and Andrew Collins, Executive Chief of Schools.

B. RECOMMENDATION:

That the Board of Education approve the funds from Ecolab, in the amount of \$5,000.00, which are to be used by Cherokee Heights Elementary school to purchase PBIS School Store items, staff spirit wear, school photo, artist-in-residence and family engagement materials; and that those funds are to be put into budget code: 19-428-291-000-5096-G501.

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

DATE: February 17, 2026

TOPIC: Gift Acceptance from Laurel Dietrick Parks Foundation

A. PERTINENT FACTS:

1. Central Senior High School would like to accept a monetary gift of \$23,500 from the Laurel Dietrick Parks Foundation.
2. These funds will be used to enhance our educational offerings by supporting the Amity and Gizmo partnerships, strengthening the IB and AP curricula, and providing students with the necessary instructional software to succeed.
3. This project aligns with the District target goals by promoting equitable participation for all students. We aim to achieve this by enhancing instructional programs and fostering deeper classroom relationships with our diverse student body.
4. This item is submitted by Cherise Ayers, Principal; Nancy Páez, Assistant Superintendent; and Andrew Collins, Executive Chief of Schools.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent to allow Central Senior High School to accept a monetary gift of \$23,500 from the Laurel Dietrick Parks Foundation. The total amount will be deposited in intraschool fund 19-210-291-000-5096-U001.

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

DATE: February 17, 2026

TOPIC: Request for Permission to Accept a Gift of Meal Boxes from Second Harvest Heartland

A. PERTINENT FACTS:

1. SPPS is committed to supporting students and families by offering a Temporary Virtual Learning (TVL) opportunity.
2. Second Harvest Heartland will support families enrolled in the TVL option by providing weekly meal boxes to participating families.
3. Families have the opportunity to opt in to receive the meal boxes when registering for TVL.
4. Second Harvest will source food and pack meal boxes, which will be distributed through SPPS systems.
5. This gift will support the strategic focus area of Family and Community Engagement, as well as Positive School and District Culture.
6. This is a gift and has no reporting requirements.
7. This item is submitted by Stacy Koppen, Director of Nutrition Services; Dana Abrams, Director of Family Engagement and Community Partnerships and Jacqueline Turner, Executive Chief of Administration & Operations.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept this gift from Second Harvest Heartland to support families as stated above.

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

DATE: February 17, 2026

TOPIC: Minnesota Vikings High School Girls Flag Football Grants

A. PERTINENT FACTS:

1. The Minnesota Vikings are making a generous financial contribution to individual St. Paul Public High Schools to assist in growing the Girls Flag Football program across Minnesota. Here is the breakdown of the school and amount they will receive.

Como Park (1921229200050960D400)	\$10,000
Harding (192152920005096D400)	\$10,000
Highland Park (192202920005096D400)	\$10,000
Humboldt High School (192252920005096D400)	\$10,000
Johnson High School (192302920005096D400)	\$10,000
Washington High School (192522920005096D400)	\$10,000

2. The Minnesota Vikings Girls Flag Football program empowers and expands opportunities for young female student athletes to compete, connect, and thrive in sports.
3. The Minnesota Vikings Girls Flag Football program grant will be a one year commitment of \$10,000 per school.
4. This project will meet the District strategic plan focus area(s) of Positive School and District Culture, Effective and Culturally Relevant Instruction and Family and Community Engagement.
5. This item is submitted by Andrea Schmidt, Districtwide Athletic Director and Andrew Collins, Executive Chief of Schools.

B. RECOMMENDATION:

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

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

DATE: February 17, 2026

TOPIC: Request for Permission to Submit a Grant to the Minnesota Department of Education Native Language Revitalization Grant Program

A. PERTINENT FACTS:

1. The Minnesota Department of Education (MDE) makes funding available to school districts, charter schools, and Tribal contract schools in Minnesota to provide language instruction in Dakota and Anishinaabe languages or another language indigenous to the United States or Canada, pursuant to Laws of Minnesota 2025, 1st Special Sess. chapter 10, article 6, section 6, subdivision 5.
2. Saint Paul Public Schools' (SPPS) Office of Indian Education submitted a grant application to promote Ojibwe and L/Dakota revitalization within the district. This grant will fund the 1.0 FTE and benefits of a Dakota Cultural Specialist. Additionally, grant-funded activities include costs for professional development and curriculum development sessions resulting in a PreK-12 vertically aligned Dakota and Ojibwe curriculum scope and sequence with unit guides, lesson plans, and assessments. Lastly, students, staff, families, and community members will be engaged in multiple cultural enrichment activities with a focus on Native language instruction.
3. Saint Paul Public Schools will serve as fiscal agent for the project. The grant is for approximately \$165,190 through June 30, 2027.
4. This project will support the strategic focus areas of Effective & Culturally Responsive Instruction and Family & Community Engagement.
5. This is a new grant-funded project.
6. This item is submitted by Durowaa Agyeman-Mensah, Grants Assistant; Beth Coleman, Assistant Director of School Counseling & Career Pathways; 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 Native Language Revitalization 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: February 17, 2026

TOPIC: Request for Permission to Submit to the Minnesota Department of Education's Grow Your Own Pathway for Adults Grant

A. PERTINENT FACTS:

1. The Minnesota Department of Education makes these funds available to eligible applicants for a grant to create a GYO program to assist people of color and American Indian people to obtain their first professional teaching license. The grant recipient must use at least 80 percent of grant funds to provide tuition scholarships or stipends to enable district employees or community members affiliated with a district, who are of color or American Indian, and who seek a teaching license, to participate in a teacher preparation program.
2. These Grow Your Own grant funds will provide stipends and accompanying benefits for 16 graduate and 14 undergraduate residents over the life of the grant. Of the 30 residents that will be supported over the life of this grant, 28 will be residents of color or Indigenous residents. This grant funding will allow SPPS to launch the pilot cohort of undergraduate teacher residents in June 2026 and strategically recruit graduate residents far in advance. The grant will also fund stipends for mentor teachers, substitute paraprofessionals that allow residents to be released to complete some of their coursework, textbook scholarships, and program supplies. During the school year, participants attend UST classes and co-teach with the support, guidance, and supervision of experienced and well-trained SPPS mentor teachers. The co-teaching experience spans the entire school year, allowing residents to take ownership of the classroom as they increase theoretical knowledge and practical skills. In addition to support from SPPS mentor teachers and university faculty and staff, residents receive support from dedicated SPPS district-level staff. The graduate residency program has a full-time district-level staff position funded by the district and the undergraduate residency program will have a 0.5 FTE district-level staff position funded by both SPPS and this GYO grant. These staff will coordinate each program for seamless collaboration between the district, university, and residents. These district-level staff positions (1.5 FTE total) support residents in all phases of their program - from recruitment to completion of the GYO program and into retention in SPPS.
3. Saint Paul Public Schools will serve as fiscal agent for the project. The grant is for approximately \$1,449,219 over 5 years.
4. This project will support the strategic focus area of Systemic Equity.
5. This is a continuing grant-funded project.
6. 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, Chief of Equity, Strategy & Innovation; and Jacqueline Turner, Chief of Administration & Operations.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Education's Grow Your Own Pathway for Adults 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: February 17, 2026

TOPIC: Design Services for Nokomis North Mechanical Systems Upgrades (Project # 1180-27-01)

A. PERTINENT FACTS:

1. This agenda item seeks approval to award design and construction administration services for the Nokomis North Mechanical Systems Upgrades (Project # 1180-27-01).
2. In alignment with Board and Procurement protocols, a Request for Qualifications (No. A21-1401-A) was issued Spring of 2021 to establish a slate of Board approved consultants with a standard contract form. The selected consultants were approved by the Board on June 22, 2021. The District will use this slate to issue targeted solicitations with Requests for Proposals (RFP) for specific projects. RFP responses are reviewed using consistent metrics and a consultant is selected for award of contract.
3. This contract provides design and construction administration services for the Nokomis North Mechanical Systems Upgrades project.
4. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	July 15, 2025
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	March 2027 (anticipated)
#4 – Contract Award	April 2027 (anticipated)
#5.1 – Project Close-Out	September 2029 (anticipated)
#5.2 – Final Project Summary	September 2030 (anticipated)

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

Rough Order of Magnitude Estimate	Current Obligations	Invoiced to Date	Percent Invoiced
\$13,500,000 - \$14,192,000	\$0	\$0	0%

6. The following vendor was selected:

	<u>Not-to-Exceed Fee</u>
Cunningham Group	\$703,219

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

Funding Source	Amount
Capital Bonds FY25-31	\$1,419,200
LTFM FY25-31	\$12,772,800

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

B. RECOMMENDATION:

That the Board of Education authorize award of design and construction administration services to Cuningham Group for the not-to-exceed fee of \$703,219.

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

DATE: February 17, 2026

TOPIC: Agreement between Saint Paul Public Schools and Helen Keller International (HKI)

A. PERTINENT FACTS:

1. The Saint Paul Public Schools Department of Health and Wellness requests to renew its agreement with community partner, Helen Keller International (HKI), for school-based vision services throughout Saint Paul Public Schools.
2. There will be no monetary exchange between Helen Keller International (HKI) and the District.
3. Helen Keller International (HKI) will provide vision screening and eye examinations at identified schools and grade levels with passive parent/guardian consent. Students who fail screening will be offered eye examinations without dilating the student's pupils. Glasses can be prescribed that day and delivered within 2 weeks.
4. This agreement supports the district strategic plan goal of Achievement.
5. The agreement period is from July 1, 2026, and renews annually until either St. Paul Public Schools or Helen Keller International terminate this Agreement.
6. Requested by Rebecca Schmidt, Director, Health and Wellness; Heidi Nistler, Assistant Superintendent; and Andrew Collins, Executive Chief of Schools.

B. RECOMMENDATION:

That the Board of Education authorize the Department of Health and Wellness to renew the contract agreement with Helen Keller International (HKI) to provide school-based vision services from July 1, 2026, and renew annually until either St. Paul Public Schools or Helen Keller International terminate this agreement.

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

DATE: February 17, 2026

TOPIC: St. Cloud Professional Preparation Agreement

A. PERTINENT FACTS:

1. Request to sign Professional Preparation Agreement with St. Cloud University for student internship experiences for multiple related services programs
2. We hope to provide educational opportunities for graduate students in the field of occupational therapy, social work, and other related services programs.
3. The proposed agreement would have an end date of June 30, 2030.
4. There is no cost to SPPS for this partnership.
5. This project will meet the District strategic plan focus area of Positive School and District Culture.
6. This item is submitted by Natalie Kemp, OSS Project Coordinator, on behalf of Marisa Pries, Social Work Program Manager; Heidi Nistler, Assistant Superintendent of Specialized services, and Andrew Collins, Executive Chief of Schools and Learning.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to approve this partnership with the St. Cloud University for student internship experiences.

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

DATE: February 17, 2026

TOPIC: Parking Lot Memorandum of Understanding between Saint Paul Public Schools and Twin Cities Friends Meeting, Inc. at Hidden River

A. PERTINENT FACTS:

1. The purpose of this Memorandum is to formalize the parking agreement between SPPS and Twin Cities Friends Meeting, Inc. at Hidden River, located at 1700 Summit Avenue.
2. Twin Cities Friends Meeting has requested use of the Northwest parking lot at Hidden River in order to provide more parking spaces for the attendees of their services.
3. This parking lot will be available for parking for Twin Cities Friends Meeting attendees Sundays from 9:00 a.m. to 1:00 pm.
4. SPPS will charge Twin Cities Friends Meeting \$750 per year for the use of Hidden River's parking lot.
5. This Term of this Memorandum will be for a period of five (5) years beginning March 1, 2026.
6. This item meets the District Strategic Plan goals by aligning Program Evaluation and Resource Allocation to District priorities.
7. This item is presented by Kathryn Wallace, Interim Director of Facilities, and Jackie Turner, Executive Chief of Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education execute the parking lot Memorandum of Understanding between Twin Cities Friends Meeting and Saint Paul Public Schools in order to formalize the parking agreement at Hidden River, located at 1700 Summit Avenue.

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

DATE: February 17, 2026

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 December 1, 2025- December 31, 2025.

MONTHLY OPERATING AUTHORITY		
December 1, 2025 - December 31, 2025		
Fund	Descriptions	Amount
No	Checks: 791945--792791	
1	General	\$ 3,459,787.37
2	Food Service	\$ 1,368,086.91
3	Transportation Services	\$ 243,172.70
4	Community Service	\$ 74,166.02
6	Building Construction	\$ 4,387,266.02
		\$ 9,532,479.02
	Electronic Payments(WIRES): 0011620--0011642	
1	General	\$ 52,079,977.93
2	Food Service	\$ 1,329,719.93
3	Transportation Services	\$ 431,538.63
4	Community Service	\$ 1,677,549.54
6	Building Construction	\$ 283,832.81
21	Work Compensatory	\$ 6,665.58
		\$ 55,809,284.42
	ACH Payments: 0014254--0014558	
1	General	\$ 7,271,291.48
2	Food Service	\$ 240,979.44
3	Transportation Services	\$ 1,939,249.20
4	Community Service	\$ 389,714.30
6	Building Construction	\$ 1,745,102.59
		\$ 11,586,337.01
	EFT Payments: 0000000--0000000	
1	General	\$ -
2	Food Service	\$ -
3	Transportation Services	\$ -
4	Community Service	\$ -
6	Building Construction	\$ -
		\$ -
	P- Card	
1	General	\$ 319,263.82
2	Food Service	\$ 2,036.40
3	Transportation Services	\$ 40.46
4	Community Service	\$ 20,250.97
6	Building Construction	\$ -
		\$ 341,591.65
	TOTAL DISTRICT	\$ 77,269,692.10

Fund Financial Analysis (July Thru December FY 2026)				
Fund	Actual Expenses	Adopted Budget	Variance	Percentage of Budget Used
Fund 1- General Fund	\$ 360,111,833.34	\$ 767,046,517.00	\$ 406,934,683.66	47%
Fund 2 -Food Service	\$ 14,326,521.15	\$ 33,016,123.00	\$ 18,689,601.85	43%
Fund 4 -Community Service	\$ 13,347,632.61	\$ 31,364,108.00	\$ 18,016,475.39	43%
Fund 6- Building Construction	\$ 91,342,226.64	\$ 118,891,454.00	\$ 27,549,227.36	77%
Fund Financial Analysis (December FY 2026)				
Fund	Actual Expenses	Adopted Budget	Percentage of Budget Used	
Fund 1- General Fund	\$ 65,750,987.17	\$ 767,046,517.00	9%	
Fund 2 -Food Service	\$ 2,940,822.68	\$ 33,016,123.00	9%	
Fund 4 -Community Service	\$ 2,161,680.83	\$ 31,364,108.00	7%	
Fund 6- Building Construction	\$ 6,416,201.42	\$ 118,891,454.00	5%	

HUMAN RESOURCE TRANSACTIONS
January 1, 2026 to January 31, 2026
February 17, 2026

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Halvorson, H.	Classroom Teacher	01/24/2026	\$42.92	Hazel Park Preparatory Academy
Ismail, A.	Classroom Teacher	01/31/2026	\$34.87	Mississippi Creative Arts Elem
Richardson, N.	Classroom Teacher	01/20/2026	\$46.17	Barack & Michelle Obama Middle
Rosbacka, D.	Classroom Teacher	01/31/2026	\$42.92	Johnson Senior High
Blitzer, A.	Classroom Teacher	01/31/2026	\$66.31	Colborne Admin Offices
Maloney, B.	Classroom Teacher	01/22/2026	\$52.65	L Etoile du Nord French Immrsn
Said, S.	School / Community Professional	02/07/2026	\$32.93	Highwood Hills Elem
Vang, M.	School / Community Professional	01/24/2026	\$37.70	Colborne Admin Offices
Callahan, J.	Education Assistant	01/31/2026	\$30.59	1780 West 7th St
Hailea, B.	Education Assistant	01/10/2026	\$25.17	Highland Park Senior High
Le, T.	Education Assistant	01/20/2026	\$28.46	Hazel Park Preparatory Academy
Schroeder, E.	Education Assistant	01/31/2026	\$26.21	Journeys Secondary
Ahmed, Z.	Teaching Assistant	01/20/2026	\$20.19	East African Elem Magnet
Ali, K.	Teaching Assistant	01/31/2026	\$20.94	East African Elem Magnet
Anthony, D.	Teaching Assistant	01/03/2026	\$26.28	Highland Park Elem
Ball, A.	Teaching Assistant	01/20/2026	\$23.35	Global Arts Plus UPR
Bracey, T.	Teaching Assistant	01/03/2026	\$23.35	Farnsworth Aerospace UPR
Buss Murray, C.	Teaching Assistant	02/07/2026	\$23.30	Expo for Excellence Elem
Cardenas Borsani, A.	Teaching Assistant	01/10/2026	\$20.94	Daytons Bluff Achievement Plus
Damm, T.	Teaching Assistant	01/10/2026	\$23.35	Humboldt Secondary
Erickson, A.	Teaching Assistant	01/31/2026	\$21.63	1780 W. 7th Street
Foreman Kirjava, H.	Teaching Assistant	01/20/2026	\$26.28	American Indian Magnet
Foster, B.	Teaching Assistant	01/24/2026	\$21.63	Chelsea Heights Elem
Jensen, S.	Teaching Assistant	01/10/2026	\$26.28	Horace Mann
Langdon, H.	Teaching Assistant	01/24/2026	\$21.63	Battle Creek Elem
Ly, K.	Teaching Assistant	01/20/2026	\$21.63	Cherokee Hts Community
Manderfeld, E.	Teaching Assistant	02/03/2026	\$23.30	Frost Lake Elem

HUMAN RESOURCE TRANSACTIONS
January 1, 2026 to January 31, 2026
February 17, 2026

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Meisenheimer, S.	Teaching Assistant	01/31/2026	\$23.94	Capitol Hill Magnet
Orta Ramirez, Y.	Teaching Assistant	01/31/2026	\$20.19	Riverview Dual Immrsn
Shi, M.	Teaching Assistant	01/31/2026	\$20.19	Daytons Bluff Achievement Plus
Smith, S.	Teaching Assistant	01/10/2026	\$26.28	Mississippi Creative Arts Elem
Snider, I.	Teaching Assistant	01/10/2026	\$23.35	Groveland Park Elem
Soe, H.	Teaching Assistant	01/24/2026	\$21.63	Hazel Park Preparatory Academy
Thao, H.	Teaching Assistant	01/10/2026	\$23.30	Groveland Park Elem
Thomas, S.	Teaching Assistant	01/10/2026	\$23.35	Global Arts Plus UPR
Thompson, C.	Teaching Assistant	01/31/2026	\$20.94	Crossroads Science
Weyee, P.	Teaching Assistant	01/17/2026	\$21.63	Battle Creek Elem
Wiberg, C.	Teaching Assistant	01/31/2026	\$23.94	Eastern Heights Elem
Yang, S.	Teaching Assistant	01/24/2026	\$20.94	American Indian Magnet
Anderson, P.	Custodian	01/10/2026	\$19.18	Como Service Center
Hussen, M.	Custodian	12/27/2025	\$19.18	Como Service Center
Wolkerstorfer, R.	Electrician	01/10/2026	\$64.18	Como Service Center
Abdou Kone, Y.	Nutrition Services	01/10/2026	\$18.15	Jie Ming Mandarin Immrsn Academy
Becht, P.	Nutrition Services	01/31/2026	\$26.04	Hazel Park Preparatory Academy
Lake, T.	Nutrition Services	01/03/2026	\$18.15	Txuj Ci HMong LWR PhalenLk
Mack, R.	Nutrition Services	01/24/2026	\$18.15	Harding Senior High
Tufto, G.	Professional Employee	02/07/2026	\$46.14	Colborne Admin Offices

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Morris, S.	Classroom Teacher From: Teaching Assistant	01/20/2026	\$41.92	The Heights Community
Roettger, J.	Classroom Teacher From: Education Assistant	01/10/2026	\$36.38	Journeys Secondary
Dopson, T.	School / Community Professional Career Progression	01/24/2026	\$43.06	271 Belvidere Bldg
Gardner, D.	Teaching Assistant Career Progression	01/24/2026	\$26.28	Daytons Bluff Achievement Plus

HUMAN RESOURCE TRANSACTIONS
January 1, 2026 to January 31, 2026
February 17, 2026

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Torres, C.	Nutrition Services Career Progression	01/31/2026	\$29.77	Como Park Senior High
Cihlar, P.	Technical Career Progression	01/10/2026	\$39.69	Colborne Admin Offices
Noel, K.	Technical Career Progression	01/10/2026	\$36.85	Colborne Admin Offices
Perez, D.	Technical Career Progression	01/10/2026	\$39.69	Colborne Admin Offices
Yang, C.	Technical Career Progression	01/10/2026	\$29.58	Colborne Admin Offices

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Duffin, M.	Classroom Teacher	12/13/2025	Central Senior High
Neira, S.	Education Assistant	01/06/2026	271 Belvidere Bldg
Wheaton, R.	Education Assistant	01/26/2026	Highland Park Middle
Hirmoge, L.	Teaching Assistant	12/31/2025	East African Elem Magnet
Pineda-Ruiz, J.	Teaching Assistant	12/10/2025	Expo for Excellence Elem
Kenneally, P.	Clerical	12/24/2025	Central Senior High
Kuczaboski, M.	Custodian	12/15/2026	Como Service Center
Amaya Andrade, S.	Nutrition Services	12/15/2025	Rondo Education Center
Williams, T.	Nutrition Services	01/06/2026	E-STEM Middle
Lam, H.	Supervisory	12/13/2025	Highland Park Elem

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Fraki, K.	Classroom Teacher	01/24/2026	\$48.78	Battle Creek Middle
Lerpwel, M.	Education Assistant	01/17/2026	\$28.54	1780 West 7th St
Coffey, H.	Teaching Assistant	01/10/2026	\$26.28	Groveland Park Elem
Martin, A.	Teaching Assistant	01/31/2026	\$26.28	Global Arts Plus UPR
Yang, M.	Bus Driver	01/10/2026	\$29.25	Transportation Services
Johnson, A.	Custodian	01/10/2026	\$19.18	Como Service Center
Wingate, J.	Custodian	01/20/2026	\$30.84	Global Arts Plus LWR

HUMAN RESOURCE TRANSACTIONS
January 1, 2026 to January 31, 2026
February 17, 2026

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Xiong, X.	Classroom Teacher	01/05/2026	Battle Creek Middle
Verstraete, M.	Classroom Teacher	01/05/2026	Mississippi Creative Arts Elem
Duffin, M.	Classroom Teacher	01/05/2026	Central Senior High
Cantu, A.	Education Assistant	12/15/2025	Randolph Heights Elem
Saw, J.	Education Assistant	01/20/2026	Humboldt Secondary
Topliff, W.	Education Assistant	01/05/2026	RiverEast Elem/Secondary
Hser, M.	Teaching Assistant	01/21/2026	Crossroads Science
Kumari, P.	Teaching Assistant	01/20/2026	Battle Creek Middle
Morris, S.	Teaching Assistant	01/05/2026	Capitol Hill Magnet
Pineda-Ruiz, J.	Teaching Assistant	01/13/2026	Expo for Excellence Elem
Rankin, L.	Teaching Assistant	01/05/2026	Highland Park Senior High
Thomas, J.	Teaching Assistant	01/12/2026	Daytons Bluff Achievement Plus
Ferguson, K.	Clerical	01/05/2026	Bruce F Vento Elem
Yashu, G.	Custodian	11/24/2025	Como Park Senior High
Amaya Andrade, S.	Nutrition Services	01/12/2026	Rondo Education Center

REHIRE AFTER TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Diaz, A.	Education Assistant	01/10/2026	\$37.81	Riverview Dual Immrsn

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Brooks, P.	Classroom Teacher	01/17/2026	Farnsworth Aerospace UPR
Mann, J.	Classroom Teacher	05/09/2026	Como Park Senior High
Carlson, S.	Classroom Teacher	01/20/2026	Global Arts Plus LWR
Xiong, S.	Education Assistant	05/02/2026	Wellstone Elem
Davis, G.	Teaching Assistant	12/20/2025	Horace Mann
Cropsey, B.	Clerical	06/19/2026	Battle Creek Middle
Bollmann, A.	Nutrition Services	05/09/2026	Highwood Hills Elem
Boukaoui, M.	Nutrition Services	06/13/2026	Maxfield Elem
Porter, C.	Research and Evaluation	08/04/2026	Colborne Admin Offices

HUMAN RESOURCE TRANSACTIONS
January 1, 2026 to January 31, 2026
February 17, 2026

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Coleman, B.	Classroom Teacher	01/31/2026	Washington Tech High
Helene, M.	Classroom Teacher	01/31/2026	LEAP Academy
Ryksig, N.	Classroom Teacher	01/10/2026	Txuj Ci HMong UPR Gr 6-8
Wetzel, N.	Classroom Teacher	01/17/2026	Crossroads Montessori
Wisniewski, T.	Classroom Teacher	06/13/2026	Four Seasons A+
Moore, C.	Classroom Teacher	02/11/2026	Colborne Admin Offices
Roettger, J.	Classroom Teacher	06/13/2026	Journeys Secondary
Diaz, A.	Education Assistant	01/31/2026	Riverview Dual Immrsn
Moore, S.	Education Assistant	01/10/2026	Central Senior High
Topliff, W.	Education Assistant	02/07/2026	RiverEast Elem/Secondary
Burr, M.	Teaching Assistant	01/01/2026	Bruce F Vento Elem
Estyle, W.	Teaching Assistant	01/17/2026	Eastern Heights Elem
Fendig, A.	Teaching Assistant	02/07/2026	Central Senior High
Flood, D.	Teaching Assistant	01/10/2026	Hamline Elem
Fry, C.	Teaching Assistant	01/30/2026	Early Learning Hub
Mazza, D.	Teaching Assistant	01/10/2026	Global Arts Plus UPR
Mi Ka, H.	Teaching Assistant	02/07/2026	Battle Creek Middle
Thao, H.	Teaching Assistant	01/24/2026	Groveland Park Elem
Gustafson, A.	Clerical	02/05/2026	Colborne Admin Offices
Schloe, T.	Clerical	02/07/2026	JJ Hill Community Ed Hub
Her, R.	Operations	02/07/2026	Como Service Center
Corniea, C.	Plumber	12/24/2025	Como Service Center
Handlos-Swanson, D.	Professional Employee	01/24/2026	Colborne Admin Offices

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
C., N.	Teaching Assistant	01/30/2026
W., P.	Teaching Assistant	01/18/2026
B., M.	Clerical	01/23/2026
A., R.	Custodian	01/07/2026

HUMAN RESOURCE TRANSACTIONS
January 1, 2026 to January 31, 2026
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C., A. Professionals, Admin. 03/13/2026

DISCHARGE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
F., T.	Teaching Assistant	01/06/2026

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

DATE: February 17, 2026

TOPIC: Approval of Pay Equity Implementation Report

A. PERTINENT FACTS:

1. The Local Government Pay Equity Act, M.S. 471.991 - 471.999 and Minnesota Rules, Chapter 3920 require school districts to provide a Pay Equity Implementation Report every three years to demonstrate compliance with these rules. The report is public data under Minnesota Government Data Practices Act, Minnesota Statutes, Chapter 13. The report is available to anyone requesting this information.
2. The Salary Range Test is a comparison of the average number of years required for both male and female classes to reach maximum salary and are contractual per each union's bargaining agreement. Compliance is achieved at a ratio of 80.0% or higher.
3. The District received a notice of non-compliance in July, 2023 with a ratio of 75.70%. A Reconsideration for Pay Equity Non-Compliance was submitted and granted while the District continued to work on ratios.
4. In May, 2024, the District submitted a pay equity report reflective of the full year of 2023 to the State of Minnesota Office of Management and Budget. The Salary Range Test improved to 78.27% based on results from adjustments to salary schedules discussed during bargaining unit negotiations. A second Reconsideration of Pay Equity Non-Compliance was submitted and granted to continue working on the ratios until January 1, 2026.
5. In January, 2026, the District submitted a pay equity report reflective of the full year of 2025 to the State of Minnesota Office of Management and Budget. The Salary Range Test improved and the District is now in compliance with a ratio of 86.67%.
6. There is no cost associated with the submission of this report.
7. This report will meet the District strategic plan goal of alignment.
8. This item is submitted by Patricia Pratt-Cook, Executive Chief, Human Resources.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve the Pay Equity Implementation Report and Request for Reconsideration of Pay Equity Non-Compliance submitted to the State of Minnesota Office of Management and Budget.

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

DATE: February 17, 2026

TOPIC: Naming the ESTEM School Library in Honor of Mrs. Lutricia Vincent

A. PERTINENT FACTS:

1. Mrs. Lutricia Vincent devoted an extraordinary 50 years to the field of education, including 30 years of dedicated service to Saint Paul Public Schools. Over the course of her career, she served as an elementary school teacher, librarian, AVID elective teacher, and media specialist from 1975 to 1996, bringing passion, precision, and heart to every role she held.
2. Known for her strong work ethic and exceptional attention to detail, Lutricia approached her work with care and professionalism. She brought bountiful energy into every building she served and was the colleague everyone could count on — always ready to support others in any endeavor, big or small. Her positive spirit and willingness to help made a lasting impact not only on students, but on staff communities across multiple schools.
3. Lutricia's career took her to Dayton's Bluff Elementary, Battle Creek Middle School, Franklin Music Magnet (now St. Paul Music Academy), Hazel Park Academy, Parkway Middle School and E-STEM Middle School. At E-STEM, she accomplished one of her most remarkable contributions — building the school library from the ground up, creating a vibrant learning hub that provided students with diverse opportunities to grow, explore, and discover for years to come.
4. Lutricia Vincent's career reflects a lifetime of commitment to students, colleagues, and the power of education. Her influence will continue to be felt through the countless lives she supported, the programs she strengthened, and the learning spaces she helped build. Her legacy will live on through the dedication of E-STEM's school library in her honor.
5. This will meet the district strategic plan focus area of Positive School and District Culture.
6. This item is submitted by Jocelyn Sims, Principal; Nancy Páez, Assistant Superintendent; and Andrew Collins, Executive Chief of Schools.

B. RECOMMENDATION:

That the Board of Education approves the request to name the ESTEM school library in honor of Mrs. Lutricia Vincent.

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

DATE: February 17, 2026

TOPIC: Facilities Department FY26 Purchases over \$175,000

A. PERTINENT FACTS:

1. In the normal course of work, the Facilities Department must establish purchases with vendors that may incur costs in excess of \$175,000 throughout the fiscal year.
2. The following list indicates said purchases:

Vendor	Description	Amount	State Contract ID Or Bid Number
Mavo	General services for environmental abatement and remediation	Current Approved Value: \$1,000,000 Increase: \$250,000 New Value: \$1,250,000	#CM00000524

3. Purchases will be reviewed by Purchasing.
4. Funding will be provided from the approved Facilities Department Fiscal Year 2026 budget.
5. The purchases meet the District Strategic Plan goals by aligning Program Evaluation and Resource Allocation to District priorities.
6. This item is submitted by Kathryn Wallace, Interim Facilities Director, Tom Sager, Executive Chief of Financial Services, and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the purchases listed for the Facilities Department anticipated to be over the \$175,000.

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

DATE: February 17, 2026

TOPIC: Phase Gate Approval of the FY26 Instructional A/V Replacement Program at Mississippi Elementary and Nokomis Montessori South (Project # 0680-26-01): Gate #3 – Project Budget

A. PERTINENT FACTS:

1. This agenda item seeks approval for the FY26 Instructional A/V Replacement Program at Mississippi Elementary and Nokomis Montessori South 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	February 17, 2026 (current)
#4 – Contract Award	March 2026 (anticipated)
#5.1 – Project Close-Out	December 2026 (anticipated)
#5.2 – Final Project Summary	December 2027 (anticipated)

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

Proposed Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$2,230,000	\$187,315	\$0	0%

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

Funding Source	Amount
Capital Bonds FY25-28	\$1,630,000
LTFM Bonds FY25-28	\$600,000

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 Instructional A/V Replacement Program at Mississippi Elementary and Nokomis Montessori South (Project # 0680-26-01) at Phase Gate Check #3 – Project Budget; setting the final project budget at \$2,230,000 and indicating direction to proceed with construction bidding.

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

DATE: February 17, 2026

TOPIC: Phase Gate Approval of the FY26 Multi-Site Flooring Replacement Program (Project # 0225-26-01): Gate #3 – Project Budget

A. PERTINENT FACTS:

1. This agenda item seeks approval for the FY26 Multi-Site Flooring Replacement Program 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	February 17, 2026 (current)
#4 – Contract Award	March 2026 (anticipated)
#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:

Proposed Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$1,987,000	\$0	\$0	0%

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

Funding Source	Amount
LTFM FY25-28	\$1,987,000

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 Multi-Site Flooring Replacement Program (Project # 0225-26-01) at Phase Gate Check #3 – Project Budget; setting the final project budget at \$1,987,000 and indicating direction to proceed with construction bidding.

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

DATE: February 17, 2026

TOPIC: Phase Gate Approval of the Hazel Park Fire Alarm, A/V and Ceilings (Project # 1130-26-01): Gate #3 – Project Budget

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Hazel Park Fire Alarm, A/V and Ceilings 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	February 17, 2026 (current)
#4 – Contract Award	April 21, 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
\$2,061,000	\$137,998	\$0	0%

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

Funding Source	Amount
Capital Bonds FY25-28	\$319,742
LTFM FY25-28	\$1,741,258

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 Hazel Park Fire Alarm, A/V and Ceilings (Project # 1130-26-01) at Phase Gate Check #3 – Project Budget; setting the final project budget at \$2,061,000 and indicating direction to proceed with construction bidding.

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

DATE: February 17, 2026

TOPIC: Phase Gate Approval of the FY27 Fire Safety Program at L'Etoile Du Nord French Immersion School and Harding High School (Project # 0652-27-01): Gate #3 – Project Budget

A. PERTINENT FACTS:

1. This agenda item seeks approval for the FY27 Fire Safety Program at L'Etoile Du Nord French Immersion School and Harding High School 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	February 17, 2026 (current)
#4 – Contract Award	March 2026 (anticipated)
#5.1 – Project Close-Out	August 2027 (anticipated)
#5.2 – Final Project Summary	August 2028 (anticipated)

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

Proposed Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$2,686,000	\$0	\$0	0%

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

Funding Source	Amount
LTFM FY26-29	2,686,000

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

B. RECOMMENDATION:

That the Board of Education approve the FY27 Fire Safety Program at L'Etoile Du Nord French Immersion School and Harding High School (Project # 0652-27-01) at Phase Gate Check #3 – Project Budget; setting the final project budget at \$2,686,000 and indicating direction to proceed with construction bidding.

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

DATE: February 17, 2026

TOPIC: Phase Gate Approval of FY23 Fire Safety System Program (Project # 0652-23-01): Gate #5.2 – Project Final Fiscal Close-out

A. PERTINENT FACTS:

1. This agenda item seeks acceptance of report for the FY23 Fire Safety Systems Program (Battle Creek Elementary, Groveland Elementary, Mississippi Elementary, Washington Technology Magnet, Wheelock Elementary, and Harding High School) at the following gate check(s):
 - a. Gate #5.2 – Project Final Fiscal Close-out
2. This project is complete and all associated contracts have been paid in full.

Project Milestone	Dates
Design Start	October 2021
Bidding / Procurement	March 2022
Construction Start	July 2022
Substantial Completion (Occupancy)	August 2024
Final Close-Out	August 2025

3. As all financial obligations for the project are now met, the final cost of the project is established. To sum, this project was completed approximately 41% below the Board approved project budget.
4. The Project gate schedule is:

Gate # and Description	Date
#1 – Master Planning	March 23, 2021
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	March 23, 2021
#4 – Contract Award	March 22, 2022
#5.1 – Project Close-Out	Not Applicable
#5.2 – Final Project Summary	February 17, 2026 (current)

* The close-out period for smaller, less complex projects is typically relatively brief and, therefore, does not necessitate the interim Gate # 5.1 report.

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

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$4,490,000	\$0	\$2,670,181	100%

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

Funding Source	Amount
LTFM FY21-26	\$2,670,181

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 accept the report provided for FY23 Fire Safety System Program (Project # 0652-23-01) at Phase Gate Check #5.2 – Project Final Fiscal Close-out.

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

DATE: February 17, 2026

TOPIC: Phase Gate Approval of FY24 Paving Program at John A. Johnson and Groveland Elementary (Project # 0800-24-01): Gate #5.2 – Project Final Fiscal Close-out

A. PERTINENT FACTS:

1. This agenda item seeks acceptance of report for the FY24 Paving Program at John A. Johnson and Groveland Elementary at the following gate check(s):
 - a. Gate #5.2 – Project Final Fiscal Close-out
2. This project is complete and all associated contracts have been paid in full.

Project Milestone	Dates
Design Start	July 2023
Bidding / Procurement	March 2024
Construction Start	June 2025
Substantial Completion (Occupancy)	June 2025
Final Close-Out	November 2025

3. As all financial obligations for the project are now met, the final cost of the project is established. To sum, this project was completed approximately 24% below the Board approved project budget.
4. The Project gate schedule is:

Gate # and Description	Date
#1 – Master Planning	March 23, 2021
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	December 19, 2023
#4 – Contract Award	March 19, 2024 & January 21, 2025
#5.1 – Project Close-Out	Not Applicable
#5.2 – Final Project Summary	February 17, 2027 (current)

* The close-out period for smaller, less complex projects is typically relatively brief and, therefore, does not necessitate the interim Gate # 5.1 report.

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

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$1,511,000	\$0	\$1,151,693	100%

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

Funding Source	Amount
LTFM FY23-25	\$1,151,693

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 accept the report provided for FY24 Paving Program at John A. Johnson and Groveland Elementary at Phase Gate Check #5.2 – Project Final Fiscal Close-out.

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

DATE: February 17, 2026

TOPIC: Phase Gate Approval of FY25 Fire Safety Program at Hubbs Center, Belvidere Early Learning, E-STEM Middle School, Early Childhood Hub East, and Early Childhood Hub West (Project # 0652-25-01): Gate #5.2 – Project Final Fiscal Close-out

A. PERTINENT FACTS:

1. This agenda item seeks acceptance of report for the FY25 Fire Safety Program at Hubbs Center, Belvidere Early Learning, E-STEM Middle School, Early Childhood Hub East, and Early Childhood Hub West at the following gate check(s):
 - a. Gate #5.2 – Project Final Fiscal Close-out
2. This project is complete and all associated contracts have been paid in full.

Project Milestone	Dates
Design Start	Not Applicable
Bidding / Procurement	February 2024
Construction Start	July 2024
Substantial Completion (Occupancy)	June 2025
Final Close-Out	January 2026

3. As all financial obligations for the project are now met, the final cost of the project is established. To sum, this project was completed approximately 15% below the Board approved project budget.
4. The Project gate schedule is:

Gate # and Description	Date
#1 – Master Planning	March 23, 2021
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	March 19, 2024
#4 – Contract Award	March 19, 2024; July 16, 2026; October 22, 2024
#5.1 – Project Close-Out	Not Applicable
#5.2 – Final Project Summary*	February 17, 2026 (current)

* The close-out period for smaller, less complex projects is typically relatively brief and, therefore, does not necessitate the interim Gate # 5.1 report.

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

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$1,386,000	\$0	\$1,176,830	100%

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

Funding Source	Amount
LTFM FY24-26	\$1,176,830

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 accept the report provided for FY25 Fire Safety Program at Hubbs Center, Belvidere Early Learning, E-STEM Middle School, Early Childhood Hub East, and Early Childhood Hub West (Project # 0652-25-01) at Phase Gate Check #5.2 – Project Final Fiscal Close-out.

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

DATE: February 17, 2026

TOPIC: Phase Gate Approval of Maxfield Elementary Playground Replacement (Project # 4180-24-01): Gate #5.2 – Project Final Fiscal Close-out

A. PERTINENT FACTS:

1. This agenda item seeks acceptance of report for the Maxfield Elementary Playground Replacement project at the following gate check(s):
 - a. Gate #5.2 – Project Final Fiscal Close-out
2. This project is complete and all associated contracts have been paid in full.

Project Milestone	Dates
Design Start	September 2023
Bidding / Procurement	January 2024
Construction Start	June 2024
Substantial Completion (Occupancy)	August 2024
Final Close-Out	July 2025

3. As all financial obligations for the project are now met, the final cost of the project is established. To sum, this project was completed approximately 33% below the Board approved project budget.
4. The Project gate schedule is:

Gate # and Description	Date
#1 – Master Planning	March 23, 2021
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	November 14, 2023
#4 – Contract Award	January 23, 2024
#5.1 – Project Close-Out	Not Applicable
#5.2 – Final Project Summary	February 17, 2026 (current)

* The close-out period for smaller, less complex projects is typically relatively brief and, therefore, does not necessitate the interim Gate # 5.1 report.

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

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$699,000	\$0	\$468,114	100%

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

Funding Source	Amount
LTFM FY23-25	\$30,000
Capital Bonds FY23-25	\$438,114

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 accept the report provided for Maxfield Elementary Playground Replacement project (Project # 4180-24-01) at Phase Gate Check #5.2 – Project Final Fiscal Close-out.

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

DATE: February 17, 2026

TOPIC: Phase Gate Approval of Nokomis Montessori Magnet South Playground Replacement (Project # 1220-26-01): Gate #5.2 – Project Final Fiscal Close-out

A. PERTINENT FACTS:

1. This agenda item seeks acceptance of report for the Nokomis Montessori Magnet South Playground Replacement project at the following gate check(s):
 - a. Gate #5.2 – Project Final Fiscal Close-out
2. This project is complete and all associated contracts have been paid in full.

Project Milestone	Dates
Design Start	March 2024
Bidding / Procurement	November 2024
Construction Start	June 2025
Substantial Completion (Occupancy)	August 2025
Final Close-Out	September 2025

3. As all financial obligations for the project are now met, the final cost of the project is established. To sum, this project was completed approximately 21% below the Board approved project budget.
4. The Project gate schedule is:

Gate # and Description	Date
#1 – Master Planning	July 16, 2024
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	September 17, 2024
#4 – Contract Award	November 19, 2024
#5.1 – Project Close-Out	Not Applicable
#5.2 – Final Project Summary	February 17, 2026 (current)

* The close-out period for smaller, less complex projects is typically relatively brief and, therefore, does not necessitate the interim Gate # 5.1 report.

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

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$618,000	\$0	\$489,229	100%

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

Funding Source	Amount
LTFM FY24-27	\$27,250
Capital Bonds FY24-27	\$461,979

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 accept the report provided for Nokomis Montessori Magnet South Playground Replacement project (Project # 1220-26-01) at Phase Gate Check #5.2 – Project Final Fiscal Close-out.

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

DATE: February 17, 2026

TOPIC: Contract Award for Bus Garage Slab Replacement (Project # 9020-26-01)

A. PERTINENT FACTS:

1. This agenda item seeks approval to award the construction contract for the Bus Garage Slab Replacement (Project # 9020-26-01).
2. The following bids were received per the terms of Sourcewell Contract #MN-R6-GC-102825-VERS:

	<u>Lump Sum Base Bid</u>
Versacon	\$197,195

3. This bid will be reviewed by Purchasing.
4. Funding for this project will be provided by Long-Term Facilities Maintenance.
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 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 award the Bus Garage Slab Replacement project (Project # 9020-26-01) to Versacon for a lump sum base bid of \$197,195.

