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

March 17, 2026
5:30 PM

A G E N D A

1. **CALL TO ORDER**
2. **ROLL CALL**
3. **APPROVAL OF THE ORDER OF THE MAIN AGENDA**
4. **RECOGNITIONS**
   - A. Acknowledgement of Good Work Provided by Students 5
   - B. Acknowledgment of Good Work Provided by Outstanding District Employees 7
5. **PUBLIC COMMENT**
6. **APPROVAL OF THE ORDER OF THE CONSENT AGENDA**
7. **APPROVAL OF THE MINUTES**
   - A. Minutes of the Regular Meeting of the Board of Education of February 17, 2026 8
   - B. Minutes of the Special Meeting of the Board of Education of March 10, 2026 31
   - C. Minutes of the Special Meeting of the Board of Education of March 12, 2026 37
8. **COMMITTEE REPORTS**
   - A. Minutes of the Committee of the Board Meeting of March 3, 2026 39
9. **FUTURE MEETING SCHEDULE** **46**
   - A. Board of Education Meetings (5:30 p.m. unless otherwise noted)
   - B. Committee of the Board Meetings (4:30 p.m. unless otherwise noted)
10. **SUPERINTENDENT'S ANNOUNCEMENTS**
11. **INFORMATIONAL AGENDA ITEMS - PART 1**
    - A. SECOND READING: Benjamin E. Mays Name Change 47
12. **ACTION AGENDA ITEMS**
    - A. **Consent Agenda**
      - 1. Gifts
        - a. Acceptance of Gift from Horace Mann PTA 54

b. Acceptance of Gift from St. Anthony Park School Association for Cafeteria/Stage Sound System Upgrade 55
c. Accepting All Donations Under $5,000 from January 1-January 31, 2026 56
d. Request for Permission to Accept Scholastic (Books) Donation 58
e. Accepting All Donations Under $5,000 from February 1-February 28, 2026 60

2. Grants
a. Request for Permission to Accept a Grant from the Minnesota Office of Higher Education's Get Ready/GEAR UP Program 62
b. Request for Permission to Submit Grants to the Albertine Foundation's Annual Grant Program 63
c. United States Tennis Association (USTA) Grant 64

3. Contracts
a. Xello Renewal 65
b. Construction Manager as Advisor Services for Nokomis North Mechanical Systems Upgrades (Project # 1180-27-01) 66
c. Student Engagement and Advancement Board (SEAB) Interim Engagement & Relaunch Planning 68

4. Agreements
a. Amendment to Option and Lease Agreement (Cell Tower) at Global Arts Plus Upper Campus 70

5. Administrative Items
a. Monthly Operating Authority 71
b. Human Resource Transactions 74
c. Facilities Department FY26 Purchases over $175,000 80
d. Proposed Dedication of the Benjamin E. Mays Atrium 81
e. Phase Gate Approval of the Rondo Complex Ceilings, Lighting, HVAC and Fire and Smoke Dampers Project (Project # 3170-26-01): Gate #2 – Project Charter 83
f. Project Budget Modification Request and Finance Plan Update for Como Park Elementary Pool AHU Replacement (Project # 4090-25-01) 85

6. Bids
a. Phase Gate Approval of the Como Park Elementary Pool AHU Replacement (Project # 4090-25-01): Gate #4 - Contract Award 86
b. Phase Gate Approval of the FY25 Roofing Replacement Program at Harding High School and Education and Operations Services (Project # 0175-25-01): Gate #4 - Contract Award 88
c. Phase Gate Approval of the FY26 Instructional A/V Replacement Program at Mississippi Elementary and Nokomis 90

Montessori South (Project # 0680-26-01): Gate #4 - Contract Award
d. Phase Gate Approval of the FY26 Multi-Site Flooring Replacement Program at Chelsea Heights Elementary, Central High School, Como Park Elementary and Washington Technology High School (Project # 0225-26-01): Gate #4 - Contract Award 92
e. Phase Gate Approval of the FY26 Multi-Site Flooring Replacement Program at Chelsea Heights Elementary, Central High School, Como Park Elementary and Washington Technology High School (Project # 0225-26-01): Gate #4 - Contract Award 94
f. 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 #4 - Contract Award 96
g. Phase Gate Approval of the Hazel Park Fire Alarm, A/V and Ceilings (Project # 1130-26-01): Gate #4 - Contract Award 98
h. Phase Gate Approval of the Multi-Site Server Room A/C Generator Replacement at 360 Colborne and Education and Operations Services (Project # 0651-26-01): Gate #4 - Contract Award 100
i. Phase Gate Approval of the Washington Technology Magnet Pool Piping Replacement (Project # 4040-25-01): Gate #4 - Contract Award 102
7. Change Orders
a. Change Order #5 for Meisinger Construction for the Farnsworth Aerospace Upper HVAC Replacement (Project # 1030-23-01) 104
B. **Further Items That Require Board Action**
1. Sale Summary: Full-Term Certificates of Participation, Series 2026A 106
2. Resolution Regarding Facilities Portfolio Review and Plan 126
3. Evaluation of Superintendent and Goals 128
4. Policy Update
a. THIRD READING: Policy 701.00 - Investment and Banking 132
b. THIRD READING: Rescissions of Policy 703.00 - Annuities & Policy 705.00 - Investments 145
c. THIRD READING: Policy 215.00 - Federal Law Enforcement Activity on District Controlled Properties 148
5. Project Labor Agreements 171
a. Projects in Which a PLA is Recommended
(1) FY27 Fire Safety Program (0652-27-01)
b. Projects in Which a PLA is NOT Recommended
(1) Wellstone Elementary Playground Replacement (4260-26-01)

13. **INFORMATIONAL AGENDA ITEMS**
    A. American Indian Parent Advisory Committee 2026 Resolution of Non-Concurrence 175
    B. Board Initiated Goals Governance (B.I.G.G.) Update - Restorative Practices 178
    C. Fiscal Year 2027 (FY27) Budget Update 187
    D. Policy Update
        1. SECOND READING: Rescission of Policy 601.01: Achievement 206
        2. SECOND READING: Policy 601.00: Educational Programming and Achievement
        3. SECOND READING: Policy 508 - Students with IEPs 234
14. **BOARD OF EDUCATION**
    A. Information Requests/Responses and Items for Future Agendas
    B. Board of Education Reports/Communications
15. **ADJOURNMENT**

#BoldSubject#

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

DATE: March 17, 2026

TOPIC: Acknowledgement of Good Work Provided by Students

A. PERTINENT FACTS:

1. Three seniors from two Saint Paul Public Schools high schools were named candidates for the 2026 U.S. Presidential Scholars Program. Please join us in congratulating these exceptional students:

   - Will Chatterjea, Central High School
   - Antimony Compton, Open World Learning
   - Anson Lind, Open World Learning

   The United States Presidential Scholars Program was established in 1964, by Executive Order of the President, to recognize and honor some of our nation's most distinguished graduating high school seniors. In 1979, the program was extended to recognize students who demonstrate exceptional talent in the visual, creative and performing arts. In 2015, the program was again extended to recognize students who demonstrate ability and accomplishment in career and technical education fields. Each year, up to 161 students are named U.S. Presidential Scholars, one of the nation's highest honors for high school students.

2. Ezra Kusa, a senior trombonist at Highland Park Senior High School, has been selected to join the National Youth Orchestra of the United States of America (NYO-USA), one of the nation’s most prestigious ensembles for young musicians

   This summer, Ezra and the NYO-USA musicians will travel to New York for an intensive two-week training residency at the State University of New York at Purchase. The NYO-USA will perform at the orchestra’s annual Carnegie Hall concert on July 31, followed by a European tour.

   Ezra started playing the trombone in fifth grade at Horace Mann Elementary. That same year, he played in the Summer Orchestra for the Greater Twin Cities Youth Symphonies (GTCYS). He says his most meaningful musical experience so far was playing at the Palau de la Musica Catalana in Barcelona in 2024, his sophomore year.

   “In my 30 years of teaching in Saint Paul Public Schools, I've never taught a more dedicated or accomplished performer in my bands," said Joel Matuzak, Director of Instrumental Music at Highland Park Senior High. “Beyond Ezra's obvious talent is an unmatched drive and dedication to be great. It's a rare combination that I'm happy is being recognized tonight. I can't express enough how much Ezra has meant to the music department here at Highland and how much of an amazing honor it is for him to be selected again to the 2026 NYO-USA. Ezra, Congratulations and thank you for all that you've given the Highland-Park Music Program.”

   Ezra plans to attend a college or conservatory to pursue a bachelor of music degree in trombone performance. He has auditioned for several music programs across the country and expects to hear about admissions decisions in late March. He hopes to make his final decision in April.

Carnegie Hall recently announced the 97 outstanding young musicians from across the country who have been selected for the NYO-USA. The members of the 2026 orchestra were chosen through a comprehensive and highly selective audition process and have been recognized by Carnegie Hall as among the finest young players in the nation.

3. This item is submitted by Jackie Turner, Executive Chief of Operations.

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. Two Saint Paul Public Schools teachers have been named semifinalists for Minnesota Teacher of the Year: Como Park Senior High School's Eric Erickson and Battle Creek Middle School's Alli Kildahl, who join 28 other educators as semifinalists for the award.

   The panel will review the semifinalists' portfolios again, along with semifinalist video submissions, in mid-March. The panel will select about 10 finalists from among the group. The current Minnesota Teacher of the Year, Linda Wallenberg, will announce her successor at the Minnesota Teacher of the Year banquet, scheduled for May 3 at the Saint Paul RiverCentre.

2. Megan Budke has earned the 2026 Partner in Language Education Award from the Central States: Languages for All organization. Budke is the Immersion, Indigenous, & World Language Coordinator in the SPPS Office of Multilingual Learning. The award is in recognition of an individual who has made significant and sustained contributions to professional development opportunities and/or teacher training for world language and culture educators. Further, the individual is regarded as a leader in the profession in the Central States region.

3. Johnson Senior High School's "The Mirror" art and literary magazine achieved a "First Class" distinction in the annual Recognizing Excellence in Art and Literary Magazines (REALM) Awards. The REALM program publicly recognizes excellent literary magazines produced by students with the support of their teachers. REALM is designed to encourage all schools to develop literary magazines that celebrate the art and craft of writing.

   Johnson is one of only two schools in Minnesota to earn the First Class honor this year, and one of 135 nationwide. Led by English teacher John Boyt and edited by seniors McKayla Thao and Zane Zimmerman, "The Mirror" proudly endeavors to honor the creative members of the Johnson community by exhibiting their poetry, prose, and artwork.

   The REALM program is administered by the National Council of Teachers of English (NCTE). NCTE is devoted to improving the teaching and learning of English and the language arts at all levels of education and supports nearly 20,000 teachers from Pre-K to college level.

4. This item is submitted by Jackie Turner, Executive Chief of Operations.

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

February 17, 2026
5:30 p.m.

MINUTES

1. CALL TO ORDER

The meeting was called to order at 5:34 p.m. by Uriah Ward, Chair.

2. ROLL CALL

Board of Education: E. Valliant, H. Henderson, U. Ward, C. Allen, J. Vue, Y. Carrillo, C. Franco
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 with two amendments – to remove the Policy Update - THIRD READING: Policy 701.00 - Investment and Banking and THIRD READING: Rescissions of Policy 703.00 - Annuities & Policy 705.00 – Investments, as well as the addition of a discussion of a revision to Resolution Establishing Process for Filling Board Vacancy, to be added to Further Items that Require Board Action. The motion was seconded by Director Franco.

The motion was approved by roll call vote:

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

Director Ward then provided brief details on the rationale for these two changes, including that the Executive Committee, which has been assigned the responsibility of bringing forward the finalists has a proposed revision to the parameters regarding the finalists. There were also questions raised about the policies that were removed from the agenda, which were made for the second reading, and whether

those changes are compliant with state statute, and General Counsel requested more time to review, and bring back to the Board at next month's meeting.

4. RECOGNITIONS

BF 34573 Acknowledgement of Good Work Provided by Students

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.

BF 34574 Acknowledgment of Good Work Provided by Outstanding District Employees

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.

Director Ward there is an additional recognition as this is Director Vue's last meeting. He recognized Director Vue's tenure as a board member, and presented him with a gift, as well as recognition of his work.

Director Ward noted that he will miss Director Vue on the Board, as he was the chair when Director Ward first started on the Board. He appreciated the ways Director Vue worked to know everyone. Director Vue joined this Board at an incredibly tumultuous time to fill the role of a beloved former board chair, Marny Xiong. Director Vue stepped up when the community was looking for someone to serve and he served during difficult moments in this district. He noted the process to find a way to gain consensus to move the district forward. He noted an interview where Director Vue saw himself as a stabilizing force for the district, and has made his mark on the district in a lasting way. Director Ward noted he was honored to work with Director Vue on developing the governance model, which will continue to shape the work of the Board.

Director Henderson echoed Director Ward, and as a new board member, it was important to have someone she could trust to tell her the truth, but also invest in younger board members, and is grateful for his leadership for the Board to move through difficult conversations and to still trust each other and work together. She is grateful for his leadership and for representing our students and families to ensure their presence was felt and seen, and continues to be represented in the district. She noted his work on the mural for Marny Xiong, and the H.M.O.N.G. Project, and the work to support communities and ensuring their voices are centered in decision making.

Director Carrillo noted his time as an interim board member in 2021, and the connections that Director Vue helped him to form, and to help him to understand the dynamics of the Board. He appreciated the efforts to connect him to the regular workings of the Board, and also the governance aspect of it, including questions to ask to hold Administration accountable. He noted the respect he holds for Director Vue, and the care for him as a person, and friend. He also mentioned the transparency and accountability that he sought, and a district that cares for the community, and want to engage in a true nature, and Director Vue has pushed us to continually do that, and ask questions in order to serve our community.

Director Franco noted the deep gratitude and appreciation for Director Vue. He recalled a discussion in learning that Director Vue was also supported by a late mentor of Director Franco as well – Gilbert de la O, and the comradery he felt in working with Director Vue. He also noted the support of Director Vue as he joined the board as a new member, and the coaching he provided. He also shared about the different events throughout the district and graduations which he served with Director Vue. He also noted the background and advocacy that Director Vue brings, and his connections to the district. He appreciated his service on the board, and hopes that Director Vue will continue to reach out with the needs in his community. He thanked Director Vue for having the courage to step into the Board at the moment he did because there was a lot happening at that time, and for being the rock to keep us focused and centered.

He also thanked him for giving him a deeper love for the city of Saint Paul through their cultural talks and deeper understandings of each other and finding more in common than differences.

Director Valliant noted being introduced to Director Vue by one of her friends, and thanked him for reaching out to her as a new board member, and continued to check in with her and support her. He has been a really good mentor to her, a friend, and community member. She looks forward to continuing this work with him as a community member. She also thanked him for the mini fig and her personal stories of collecting dolls that resemble her.

Dr. Stanley recounted her first time meeting with Director Vue at a space that is so meaningful for him, including the mural that was being completed. She thanked him for the additional perspectives in the community, for meeting his family, and looks forward to the incredible work that he will do for the community.

Director Vue shared that in his time on the Board, he has worked with many other board members, and has always tried to respect them and give them time for their thoughts and discussion. The Board is only a handful of folks in a community of thousands. He encouraged the board members to take care of each other. In all the conferences he has attended, he realized he doesn't need the recognition – he only needed his fellow board members. He then quoted the phrase, 'Do or do not. There is no try."

5. PUBLIC COMMENT

1.	**Dhoua Vue**	H.M.O.N.G. Project
2.	**Rachael Barros-Tallman**	Metro Transit
3.	**Peter Hendricks**	Policy Update
4.	**Jill van Koolwijk**	Immigrant Defense
5.	**Mara Solis**	Immigrant Defense
6.	**Xang Her**	Txuj Ci
7.	**Jessica Kopp**	Dir. Vue's school board service
8.	**Joe Nathan**	Leadership, budget

6. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

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

The motion was approved by roll call vote:

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

7. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of January 20, 2026
B. Minutes of the Special Meeting of the Board of Education of January 20, 2026

C. Minutes of the Special Meeting of the Board of Education of February 7, 2026

MOTION: Director Ward moved approval of the Minutes of the Regular Meeting of the Board of Education of January 20, 2026; Minutes of the Special Meeting of the Board of Education of January 20, 2026; and Minutes of the Special Meeting of the Board of Education of February 7, 2026. The motion was seconded by Director Allen.

The motion was approved by roll call vote:

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

8. COMMITTEE REPORTS

A. Minutes of the Committee of the Board Meeting of February 4, 2026

Topics at the February 4, 2026 Committee of the Board meeting included:

- Full-Term Certificates of Participation, Series 2026A
- H.M.O.N.G. Project Report and Resolution
- Policy Update For:
  - New Emergency Policy - Federal Law Enforcement Activity on District Controlled Properties, which was approved within the emergency reading procedure. This policy will also follow through to the second and third readings
- Work Session regarding the Board Initiated Goals Governance (B.I.G.G.).

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 February 4, 2026 Committee of the Board meeting and approve the recommended motions and minutes of that meeting as published. The motion was seconded by Director Carrillo.

The motion was approved by roll call vote:

Director Valliant	Yes
Director Henderson	Yes
Director Ward	Yes
Director Vue	Yes
Director Allen	Yes
Director Carrillo	Yes
Director Franco	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 last Friday, we lost a dear member of our Johnson community, Mr. Senar, and sent care to his family, both personal and his SPPS family who are hurting with this loss.

She also shared an update on the temporary virtual learning option. Today was the first day that elementary students were able to return to their in-person classes, and our temporary virtual learning numbers were at 7900, and there are currently just over 4700 students that are enrolled. She noted the announcement of a drawdown of ICE agents, and we are waiting to confirm that will happen. The next opportunity for students to return to elementary school will be on March 6th, and we will continue to monitor. She went on to provide further details on the enrollment in the temporary virtual learning, including by school community. She highlighted the language and culture programs, and figures of other school communities. We are working to ensure our students are receiving meals during the day who are enrolled in temporary virtual learning, because the USDA doesn't allow us to provide the meals that we would have during the regular school day, and we are not allowed to serve those off campus. She also thanked volunteers in the community for their work in the community, and thanked them for their work to support the sense of psychological safety for families.

Director Allen noted that she would also like to pay her respects to Mr. Senar, and her experience with the Saint Paul Urban League and helping at Ramsey Action Program, and meeting "uncles" in the community, and Mr. Senar's friendship with her father. She noted working at Hidden River and he was a substitute teacher at the school, and their communication with him about the district, and being in different schools, and his insights. He carried a lot of knowledge about education, including his superintendent's license. She thanked him and his family for sharing him with us, and a job well done for our community.

11. INFORMATIONAL AGENDA ITEMS – PART 1

A. FIRST READING: Benjamin E. Mays Name Change

Superintendent Stanley welcomed Danielle Hughes, Principal, to present this report. Included in the presentation was information on the rationale for the proposed change, the engagement process, tagline options, and voting results. The proposed tagline name change is: Benjamin E. Mays Afrocentric Magnet.

QUESTIONS/DISCUSSION:

- Director Henderson noted questions about the rationale to not include "Elementary" within the new school name. Response: There was back and forth about including "Elementary" in the name, and we decided not to, and everyone still liked the name that was chosen. It may be too long with "Elementary" in the school name as well.

12. AGENDA ITEMS THAT REQUIRE BOARD ACTION

A. Consent Agenda

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

The motion was approved by roll call vote:

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

1. Gifts

BF 34575 Accepting All Donations Under $5,000 from December 1-December 31, 2025

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.

BF 34576 Gift Acceptance from Ecolab to Cherokee Heights

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.

BF 34577 Gift Acceptance from Laurel Dietrick Parks Foundation

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.

BF 34578 Request for Permission to Accept a Gift of Meal Boxes from Second Harvest Heartland

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

2. Grants

BF 34579 Minnesota Vikings High School Girls Flag Football Grants

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

BF 34580 Request for Permission to Submit a Grant to the Minnesota Department of Education Native Language Revitalization Grant Program

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.

BF 34581 Request for Permission to Submit to the Minnesota Department of Education's Grow Your Own Pathway for Adults Grant

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.

3. Contracts

BF 34582 Design Services for Nokomis North Mechanical Systems Upgrades (Project # 1180-27-01)

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

4. Agreements

BF 34583 Agreement between Saint Paul Public Schools and Helen Keller International (HKI)

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.

BF 34584 St. Cloud Professional Preparation Agreement

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

BF 34585 Parking Lot Memorandum of Understanding between Saint Paul Public Schools and Twin Cities Friends Meeting, Inc. at Hidden River

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.

5. Administrative Items

BF 34586 Monthly Operating Authority

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

Human Resources Transactions

BF 34587 Transactions for January 1 – January 31, 2026

BF 34588 Approval of Pay Equity Implementation Report

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.

BF 34589 Naming the ESTEM School Library in Honor of Mrs. Lutricia Vincent

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

BF 34590 Facilities Department FY26 Purchases over $175,000

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

BF 34591 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

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.

BF 34592 Phase Gate Approval of the FY26 Multi-Site Flooring Replacement Program (Project # 0225-26-01): Gate #3 – Project Budget

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.

BF 34593 Phase Gate Approval of the Hazel Park Fire Alarm, A/V and Ceilings (Project # 1130-26-01): Gate #3 – Project Budget

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.

BF 34594 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

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.

BF 34595 Phase Gate Approval of FY23 Fire Safety System Program (Project # 0652-23-01): Gate #5.2 – Project Final Fiscal Close-out

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.

BF 34596 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

That the Board of Education approve the budget modification to Humboldt Senior High School AHU Replacement - Project # 2142-25-01.

BF 34597 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

That the Board of Education approve the budget modification to Humboldt Senior High School AHU Replacement - Project # 2142-25-01.

BF 34598 Phase Gate Approval of Maxfield Elementary Playground Replacement (Project # 4180-24-01): Gate #5.2 – Project Final Fiscal Close-out

That the Board of Education approve the budget modification to Humboldt Senior High School AHU Replacement - Project # 2142-25-01.

BF 34599 Phase Gate Approval of Nokomis Montessori Magnet South Playground Replacement (Project # 1220-26-01): Gate #5.2 – Project Final Fiscal Close-out

That the Board of Education approve the budget modification to Humboldt Senior High School AHU Replacement - Project # 2142-25-01.

6. Bids

BF 34600 Contract Award for Bus Garage Slab Replacement (Project # 9020-26-01)

That the Board of Education approve the budget modification to Humboldt Senior High School AHU Replacement - Project # 2142-25-01.

BF 34601 Phase Gate Approval of the FY26 Roofing Replacement Program at Battle Creek Elementary and Wellstone Elementary (Project # 0175-26-01): Gate #4 - Contract Award

That the Board of Education approve the budget modification to Humboldt Senior High School AHU Replacement - Project # 2142-25-01.

7. Change Orders

ITEMS PULLED FOR SEPARATE CONSIDERATION – None

FURTHER AGENDA ITEMS THAT REQUIRE BOARD ACTION

A. Parameters Resolution Relating to Authorizing the Issuance of Not to Exceed $17,900,000 Full-Term Certificates of Participation, Series 2026A

Chief Sager and partners from PTMA then presented this report.

He reviewed the board agenda item, which stated that in August 2023 SPPS was authorized to issue $167 million in Certificates of Participation to complete funding of four facilities projects as part of the SPPS Builds initiative. The four projects were at Barack and Michelle Obama Elementary, Hidden River Middle School, Bruce Vento Elementary, and Highland Park Middle School. The anticipated final total cost for these four projects is $158,600,000. This $17.9 million Certificates of Participation issuance will be the final sale for these four projects. The parameter resolution established a maximum true interest cost of 5.00 percent. The sale of these Certificates of Participation will commence on Wednesday March 11, 2026. Additional information will be provided at the School Board once the sale is final. The COP's proceeds will be applied to expenses related to projects identified as part of the District's capital plan in accordance with the SPPS Builds program.

A presentation was also shown, in which 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 board resolution allows the submission of the State Credit Enhancement Application, allows for reimbursement of any project expenses, and approval of proceeding with COP sales subject to certain parameters. The bond parameters were also reviewed.

The full presentation and supporting documents can be found in the BoardBook.

DISCUSSION/QUESTIONS:

- None

BF 34602 Parameters Resolution Relating to Authorizing the Issuance of Not to Exceed $17,900,000 Full-Term Certificates of Participation, Series 2026A

MOTION: Director Ward moved to approve the resolution relating to authorizing the issuance of not to exceed $17,900,000 full-term Certificates of Participation, Series 2026A; declaring official intent to comply with reimbursement bond regulations under the internal revenue code of 1986; and authorizing the Superintendent, Executive Chief of financial services or executive chief of administration and operations to award the sale thereof and to take such action and execute all documents necessary to accomplish said award and sale. Director Carrillo 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

B. H.M.O.N.G. Project: A Resolution for Belonging and Academic Excellence

Director Vue and members of the H.M.O.N.G. Project Work Group then presented this report. The rationale, including quotes from students and parents were shared. A shared history of the Hmong community in Minnesota was also shown. The scope of the H.M.O.N.G. Project was reviewed, with a needs assessment and development of short- and long-term goals. The parameters of the goals were reviewed.

Staff goal 1:
Beginning in the 2026-27 school year, the District shall ensure that 25% of all licensed staff complete professional learning focused on the integration of HMong language, history, culture, and perspectives into content-appropriate instruction and services. Following this initial benchmark, participation shall increase by a minimum of 10% annually, as verified by official district attendance records (e.g., PowerSchool Professional Learning or physical sign-in rosters).

Staff goal 2:
Beginning in the 2026-27 school year, the District shall facilitate job-embedded peer support groups for HMong-identifying staff to foster professional community and retention. The District shall allocate job-embedded professional development time for these sessions according to the following schedule: one session in Year 1, increasing by one session annually to a maximum of four sessions per year. Compliance and impact shall be evidenced by district attendance records and annual staff feedback surveys.

Family goal 1:
Beginning in school year 2026-27 and reported annually, the district shall increase a culturally welcoming and affirming environment for HMong parents and guardians through culturally relevant parent engagement as reported in parent engagement surveys and parent participation data.

Family goal 2:
Beginning in school year 2026-27 and reported annually, the district shall increase HMong families' awareness of biliteracy pathways. Once baseline data is established, the district will determine appropriate increases annually thereafter as measured by parent engagement surveys and feedback, student registration, active participation, and the number of Bilingual Seals awarded.

Student goal 1:
Beginning in school year 2026-27 and reported annually, the district shall increase and improve academic access and multilingual development outcomes for HMong identifying students in alignment with and comparable to district initiatives and B.I.G.G. goals.

Student goal 2:
Beginning in school year 2026-27 and reported annually, the district shall sustain and increase HMong students' access to biliteracy pathways in all languages through student registration, active participation, and the number of Bilingual Seals awarded. Once baseline data is established, the district will determine appropriate increases annually thereafter as measured by annual student data reporting.

The monitoring and mutual benefits were reviewed, including that students gain academic pathways; staff gain professional support; and the Board gains a transparent system that aligns resources directly with family needs.

The resolution was reviewed in the areas of:

- Staff proficiency
- Student achievement
- Staff retention
- Family partnership

The workgroup members were also recognized for their work.

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

DISCUSSION/QUESTIONS:

- Director Franco thanked the group for their work, especially in this current climate out in community. He noted the draft resolution, and the feedback received.
- He also noted questions about job-embedded professional development, specifically regarding its flexibility and whether it is currently offered across all schools. Response: The district utilized job-embedded professional development in the past, it is no longer practiced or available in schools.
- He also requested information on the professional development days in the district throughout the year. Response: Dr. Unowsky reviewed the distinct structures of professional development within the district, focusing on the functional differences between scheduled PD days and job-embedded learning. Currently, professional development days occur approximately three times per year, often utilizing a "half-and-half" model where the morning session is dedicated to district-wide initiatives—such as literacy or math training—and the afternoon is directed by individual building leadership. While these days provide a standardized foundation for all staff, they are viewed as discrete calendar events rather than ongoing daily practice. Clarification was also provided that these would be provided during the duty hours.
- Director Franco noted a friendly amendment to clarify this within the resolution.
- He also noted a recommendation for regular surveys for the stakeholder groups, and receiving feedback more regularly.
- He also requested more information on the cadence of surveys, including related to climate. Response: While there is not a regular survey from Office of Family Engagement, there are intermittent surveys that are done related to the topic. Although there is not a consistent cycle across the district, the closest survey to this would be the Minnesota Student Survey, which is administered through the state. We are planning a pilot survey to be delivered to students across the district, which could be a vehicle for this work and relates to climate, culture, and belonging, and is an area of interest for our next strategic plan.
- He also noted the need for disaggregated data and the current constructs in which we work. Chief Gray Akyea also provided additional details on capturing information about ethnicity in our Campus student information system. Families are able to select options within the ethnicity chosen, and it is optional, so the capability to capture that information is available.
    - Director Henderson also noted the importance of the disaggregation of data and that families refer to themselves differently than the boxes that have been created for them. If there are avenues to create additional disaggregation, then we should do so.
    - Administration also noted that there are climate surveys twice a year in grades 3-12, which is school-level data, not district-level, and can be disaggregated by race, with student selecting the category, and it is optional
- She also thanked staff and others who have been crucial in helping our families lift this work, and to take those questions and build them into this resolution, including actionable goals. She appreciated the piece about professional learning integration, and ways to understand each other more, especially our students. She also noted the disaggregation of data, and ways to take these academic outcomes and apply those to students in the classroom.
- She also requested information on the next steps, and the monitoring framework that would be developed prior to June 23rd, and for the Board to determine the ways in which that information would be shared publicly.
- Director Carrillo deeply thanked the group for their sacrifice. He acknowledged that this project wasn't just "work," but a significant emotional and personal investment that took time away from

their families and disrupted their normal routines. He applauds the content of the resolution regarding Hmong culture and history, and believes it is a meaningful step toward doing what is best for the students and the community. He also requested clarification on the practical implementation of professional development for staff and success related to that goal, including breadth and depth of professional development, time commitment, and the learning curve. Response: The timeline is a lifelong commitment, including the highest measure of success as educational equity, and updated standards for educators including equivalency and continuous learning. The work is perpetual, and the commitment to the Hmong community should be the blueprint for how the district supports all marginalized populations. There may never be a finished "end state." Instead, the goal is a permanent, active commitment to truth in history.

    - Director Carrillo appreciated the commitment is not just a number, but an attitude.

- He also noted questions about job-embedded professional development, which was an ARP funded commitment that “sunset-ed” in 2025. Because that funding ended, the district no longer has the formal "structure" in place to support that specific type of training. Is there a way to reframe that for flexibility so that doesn’t stall this work? Response: To avoid stalling the initiative with rigid or outdated language, the participants agreed to reframe the proposal. The final consensus established a clear distinction between two types of engagement: mandatory, district-led professional development conducted during the standard duty day, and affinity groups, which are to remain strictly voluntary. By utilizing existing district training structures, the group hopes to make the cultural education a requirement while respecting the personal choice of staff regarding affinity participation.
- **Director Allen requested information on the fiscal responsibility for this work,** asking administration to clarify if a formal budget is currently attached to the proposal and what the official approval process would entail. Beyond the finances, she also highlighted a significant opportunity for alignment across the district’s equity initiatives. She noted that many of the goals within this Hmong-specific resolution—such as improving academic performance and cultural competency—echo the needs previously identified in reports regarding African American students. Consequently, the speaker questioned how much of this framework should remain specific to the Hmong community versus being adopted as a universal standard for serving all students of color and "undoing" systemic inequities across the entire district. Response: Dr. Stanley noted that she has had conversations with her team and there needs to be foundational training, and that training would be embedded into what is already provided, including Science of Reading and others, and ways to ensure it is an element of any training that is provided in a way that takes into consideration the multiple ethnicities and races within the district. She also noted hearing the need to be reflected in the curriculum – at every school across the district. It is a reframing in providing professional development.
    - Director Allen noted a strong commitment to systemic equity within the district, advocating for a "targeted universalism" approach where supporting specific groups, such as Hmong, Black, Latinx, and East African communities, ultimately benefits the entire student body. They emphasize that professional development and student achievement must remain the top priorities, but argue that these initiatives should not be temporary board projects; rather, they must be deeply embedded into the district’s infrastructure to ensure they last for the next century. While the speaker fully supports the vision, they admit to feeling uneasy regarding the timeline for decision-making and the financial implications. Specifically, they wonder how the costs for affinity spaces and specialized strategies can be integrated into the general operational budget so that equity becomes a natural part of "how we do business" at SPPS, rather than a vulnerable, isolated line item. Response: Dr. Vang noted that the group did not start with a budget in mind, which may need to be a conversation, but it was about how to improve our current work, with current existing practices that can

be changed. There are professional dollars set aside, and to offer options. It is not to make the budget more, but flexibility in the budget for professional development.

- Vice Chair Valliant thanked the group. She noted these are good goals, and it is difficult to make SMART goals, and some of them they may be “aggressive” and if taken as how it is, the challenges to implement them. She noted questions on the feasibility and timeline. She wants to ensure there is alignment to the work of the district. She noted the goals are good, and the hard work that went into the goals. She noted certainty in the feasibility and timeline, and fidelity. The group noted the hope for deliberation and ensuring success of the goals, so if it takes time to deliberate, they are open to that work, with the intention that the goals are going to be set in place.
- Examples were then requested and discussed of what is “general” and what is “specific.” The goal-setting baseline data would need to be aligned with REA for fair baseline data.
- Director Ward noted a couple questions. As a clarification for the goal regarding professional development – when we say a 10% increase, is it an increase by 10% points, or 10% of the current? Response: It would be based on the current level. It would not be compounded, but based on the leftover, with the goal for all staff to reach that goal. The increase would be based on 10% of 25%.
- He thanked the group for their work and their collection of data. It is clear there is love and work put into this. There is so much work to be done for all students, and the thought if we are doing this goal for Hmong language and culture, and also apply it to all subcategory of students served. He envisions a future where all communities ask for this goal, and if this goal would require training Hmong language and culture specific only, or also paired with other cultures? Or would it be a separate training? Response: It would be fair to do any cultural competency training for any marginalized community, including the American Indian and Karen populations, and specific to the students being served in that school, and districtwide, there should be an opportunity for educators to obtain the professional development for the students being served.
    - Would that comply with the reporting structure, or would it be standalone if there were combination trainings? Response: it would be the decision of Administration to report that, and ways to honor the resolution and groups.
- He also noted the primary concern of feasibility, or are there any questions or concerns on the possibility of implementing this resolution from Administration? Response: Dr. Stanley appreciated the integration on this, and the leaning on of experts to integrate that. We have multiple ethnic communities, and we hear similar concerns across communities. She noted the baseline information that we would want every student to know, because that is doable to go in-depth and to know all that some families would want their students and communities to know. If there are baseline aspects to ensure that all communities can know baseline information about all communities, and that could be the way to accomplish this. She noted 745 teachers going through specific training regarding our Hmong students in 2026-27, and the baseline information, if they also need to go through experiences about all communities.
- There was also further discussion on the feasibility and timeline. There was discussion on whether to adopt the proposed resolution immediately or pause to ensure the language aligns with the district's upcoming strategic plan. Dr. Unowsky and the administration emphasize that while they are fully committed to the Hmong project and integrating its goals, they were not involved in the initial drafting of these specific SMART goals. They express a need for additional time to ensure these objectives don't exist in a vacuum but are instead woven into mandatory state requirements—such as the Science of Reading and math training—so students can "see themselves" in their daily lessons. Ultimately, the administration suggests that a brief delay would allow them to collaborate with staff and the board to ensure the goals are "doable" and "measurable," aiming for a finalized integration by the late June or early July strategic plan rollout.

- Director Carrillo framed the proposed resolution as a vital statement of values and a community-driven blueprint for student achievement that should not be delayed by administrative "nitpicking." While acknowledging concerns regarding budget and the "real estate" of teacher time, he noted that the resolution's goals are eminently doable because they align with the district's existing narrative of culturally responsive instruction. Rather than viewing the Hmong-specific focus as exclusionary, the speaker sees it as a model that could eventually be scaled for all cultural groups. While the speaker recognizes the administrative unease regarding overlapping timelines with the upcoming strategic plan, he suggests that moving forward now captures essential momentum. To bridge the gap, the speaker proposes a "modest" middle ground: potentially refining the most rigid metrics or dates to ensure feasibility while still committing to the resolution's core intent, trusting that the future strategic plan will eventually supersede and support these goals.
- Director Henderson noted appreciation of Director Carrillo's points. She noted the work of the work group which was to bring information received from community, and what they believed, based on the data, would have the largest impact to the students, families, and staff. She pushed back against the notion that investing in a specific community—in this case, Hmong students and families—is an isolated or "standalone" effort. Drawing on the principle that supporting one group inherently strengthens the district's overall infrastructure for things like biliteracy and cultural access, she noted that this resolution should naturally align with, rather than conflict with, any future strategic plan. While acknowledging the significant workload this places on an already stretched administration, she emphasized that a resolution is a "charge" to leadership to figure out the logistics, not a finished operational manual. Ultimately, she noted that the district must show the community they are taking this work seriously now, expressing a willingness to stay at the table as long as necessary to bridge the gap between high-level values and district implementation.
- Director Allen noted that passing this resolution cannot be a passive act; it requires a level of intentionality that the district may not currently be equipped to fulfill. While teachers and staff have the best intentions, she warned against the assumption that these goals will be met through existing momentum alone. By advocating for specific, intentional actions—such as a comprehensive Saint Paul history curriculum that spans elementary through high school— Director Allen illustrated how the Hmong community's story is an essential thread in the city's broader tapestry. Ultimately, she argued that while this framework should eventually be available to all cultural groups to identify their specific needs, the work must start with a dedicated, focused effort to ensure the Hmong community is truly seen, understood, and integrated into the district's core identity.
- Director Valliant disagreed with the characterization of the resolution as a mere statement of values, defining it instead as a concrete list of **commitments**. By pointing to the inclusion of specific, time-bound SMART goals, she noted that the intent of the drafting group was not just to express a sentiment, but to mandate specific actions within a clear timeline. The resolution functions as a "call to do something," rather than a symbolic document. By inviting the group members to correct this interpretation, the speaker reinforces that the board is not just endorsing a philosophy, but is voting on a specific, measurable plan of action that carries the weight of a professional obligation.
- Director Vue also noted a statement, which includes that he was very involved in this work and is confident in um being informed from our staff and being informed from among parents, staff and students. He then provided the below statement:
    - *"As you already know, today will be my last day as board director for SPPS and I want to tell you how proud I am of every single one of you, and I'm talking about the H.M.O.N.G. Project work group, home project work group. I also want to say how very proud I am of the Hmong community. This work in the H.M.O.N.G. Project has long been overdue. Our students' needs matter, our parents' needs matter and our staffs' needs matter. And no*

matter what my colleagues vote today I want you all to know that these truths will never change."

- Director Ward noted the options to move forward in an actionable way. Director Vue noted the changing of the job-embedded language, and the intention of the work group to do the work during the duty day. The goals are doable. We need to demonstrate that it's being done. These goals are meant to start small scale and be built out.
- Director Valliant noted she would like to hold on the resolution for clarity. She expressed deep concern regarding the suggestion that Hmong staff could be the primary drivers of this professional development. She argued that relying on minority staff to "teach the system" is a recurring problem that leads to burnout, noting that these individuals already have full-time roles that likely do not include cultural training responsibilities. While the counter-argument was that starting with those who "already know" makes the goal achievable and manageable, Director Valliant insisted that if the district moves forward this way, it must be done with extreme intentionality and formal support.
- Director Carrillo noted he would like the first goal to be delayed by one year for Administration to plan and develop the implementation process, and then allow the strategic plan to catch up to it. He proposed a tiered implementation of the resolution to ensure administrative success and intentionality. Recognizing that Goal 1 (Professional Development) is the most resource-intensive and requires the most significant logistical planning. He views Goal 2 (Peer Support Groups) and Goal 3 (Culturally Welcoming Environments) as more immediately achievable, as they align with existing district values and do not require the same massive commitment of "duty day" resources. This approach treats the resolution as a living commitment: starting immediately where the foundation is ready and allowing for a deliberate "ramp-up" period for the more complex pedagogical shifts.
- Director Carrillo noted he would like the first goal to be delayed by one year for Administration to plan and develop the implementation process, and then allow the strategic plan to catch up to it. He proposed a tiered implementation of the resolution to ensure administrative success and intentionality. Recognizing that Goal 1 (Professional Development) is the most resource-intensive and requires the most significant logistical planning. He views Goal 2 (Peer Support Groups) and Goal 3 (Culturally Welcoming Environments) as more immediately achievable, as they align with existing district values and do not require the same massive commitment of "duty day" resources. This approach treats the resolution as a living commitment: starting immediately where the foundation is ready and allowing for a deliberate "ramp-up" period for the more complex pedagogical shifts. This additional year would allow the Teaching and Learning and Equity departments to collaborate on a sustainable training model for 745 initial staff members, followed by 330 annually, while balancing existing requirements like "Science of Reading" professional development. Beyond mere logistics, the delay facilitates the establishment of a clear instructional baseline, shifting the focus from simple training completion to the meaningful application of equity-based practices within daily classroom lessons.
- Director Henderson then asked the workgroup about their thoughts on delaying the resolution. Response: Representing the staff perspective, Ms. Ly acknowledged that delaying for the sake of a superior implementation plan is standard "best practice," but warns against stalling simply due to a lack of baseline data or integration strategies. In contrast, a parent on the workgroup argues strongly against a year-long delay, noting that many of the proposed goals—such as data tracking and parental communication—utilize systems already in place. She expressed concern that the board is becoming overly fixated on specific percentage targets in the first goal at the expense of the broader plan, emphasizing that further delays would fail the students who have already voiced their needs in focus groups.

- Director Henderson also acknowledged the importance of the work group's initiative, emphasizing that student achievement is directly tied to classrooms that reflect and understand their diverse experiences. While she is open to the Board's potential decision to delay the official launch by a year for better planning, she strongly advocated against a total standstill. Instead, she proposed a "slow phase-in" or a series of pilot programs to be implemented in the interim. By being creative and utilizing existing resources, she believes the district can build momentum and demonstrate progress immediately rather than simply stating that the work cannot be done this year.
- Director Ward then noted the options of bringing a motion. Director Henderson noted that tabling the resolution is not an option in which she is interested.
- Director Franco suggested that the school board should move forward with the resolution as written for the upcoming school year, despite concerns about whether the primary goal is fully attainable. Rather than delaying the entire initiative, he noted treating the goal as an "aspirational" target that provides immediate accountability. If the district fails to meet the specific metrics by next year, the resolution itself would force the board to acknowledge that gap and develop a concrete action plan to get back on track. Ultimately, he believes that setting a high bar now is preferable to waiting, as it creates a built-in mechanism for transparency and progress.
- Director Valliant then requested clarification on points within the resolution, including that the proposed goals for Hmong students and staff are centered on shifting cultural responsibility from individuals to the system, primarily by embedding cultural expertise into the general curriculum and creating district-supported affinity spaces during the duty day. Implementation will focus on enhancing "psychological safety" through visible representation—such as murals and cultural clubs—while improving parent engagement by providing clearer information on the long-term benefits of biliteracy pathways. Furthermore, the district aims to reframe language maintenance as an informed choice by educating families on the Seal of Biliteracy, ensuring that students are supported in achieving bilingual certification in Hmong, Spanish, or any other language through improved registration and tracking processes.
- There was then further discussion on the motion, including the deletion of "job-embedded" within the goals, as well as opportunities available to families and students.

BF 34603 H.M.O.N.G. Project Resolution

MOTION: Director Ward moved to approve the H.M.O.N.G. Project Resolution with two changes:

- **in the second goal, the words "job embedded" be stricken**
- **in the fourth goal, "need" will be replaced by "opportunity".**

Director Vue seconded the motion.

The motion was approved by roll call vote:

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

C. Fiscal Year 2025-26 (FY26) Revised Budget

Chief Sager then introduced this report.

Each year, as part of the budget cycle, the District provides a revised budget for the current fiscal year. The original (adopted) budget was presented the previous June. The revised budget takes into account new information such as the previous year's (FY25) financial performance, actual enrollment, any changes to funding, any Employment contract changes, and any new expenses not previously identified.

For the FY26 Revised Budget, the total General Fund balance is anticipated to decrease by $37.2 million, as compared to the original adopted budget of a $35.5 million deficit spend. This includes all reserved accounts in the General Fund. The FY26 unassigned General Fund balance shows a 5.07 percent fund balance. This represents 19 days of General Fund operation.

The Food Service Fund balance is expected to decrease by $59,150 due to revenue related to USDA reimbursements. Program adjustments will occur in FY27 to continue alignment with anticipated revenues and expenses. The loss of revenue related to Temporary Virtual Learning Option may also impact this fund by year end.

The Community Education Service Fund balance is expected to decrease by $2.4 million million, as compared to the original adopted budget of a $1.5 million deficit spend.

This FY26 Revised budget as presented includes anticipated one-time expense related to delivering the Temporary Virtual Learning Option.

A presentation was also shown with information on Revenue Changes – All Funds, Expenditure Changes – All Funds, and Projected FY2025-26 Ending Fund Balances. Detailed figures were also provided for each.

The full presentation can be found in the BoardBook.

DISCUSSION/QUESTIONS:

- None

BF 34604 Fiscal Year 2025-26 (FY26) Revised Budget

MOTION: Director Ward moved approval of the Fiscal Year 2025-2026 Revised Budget as presented. Director Henderson seconded the motion.

The motion was approved by roll call vote:

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

D. Policy Update

a. THIRD READING: Policy 706.00 - Grants and Gifts

Chief Sager then 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

DISCUSSION/QUESTIONS:

- None

BF 34605 THIRD READING: Policy 706.00 - Grants and Gifts

MOTION: Director Ward moved to approve the proposed revisions to Policy 706.00 – Grants and Gifts, and that this be considered the third and final reading of the three-reading process. Director Henderson seconded the motion.

The motion was approved by roll call vote:

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

The full presentation can be found in the BoardBook.

E. Amendment to Board Vacancy Resolution

Director Franco noted an update from the Executive Committee related to the process to fulfilling the soon-to-be vacancy on the Board. He noted that the process states that the Executive Committee was to bring 2-4 candidates for the Board to consider. However, there were 5 applications received, and the Executive Committee has reviewed the five candidates. Director Franco felt it would be important to have the approval from the full Board to go beyond the current parameter as set forth in the process initially determined.

Director Ward noted that this motion, if passed, would amend the previous process to grant the Executive Committee the authority to bring forward the five applicants, with otherwise the same process.

Director Ward noted that he will be abstaining from the vote, and has recused himself from the process due to an academic relationship and one of the applicants is the chair of his dissertation committee, which feels like a conflict of interest, and felt it would be most appropriate to recuse himself from the process. If that candidate comes forward to the full board for a discussion, he will not be attending that board meeting.

Questions were then directed to the General Counsel because there will be five active board members to vote, and what would be the number of votes for approval. Response: Because there will be six remaining board members, it will require a majority of those present.

BF 34606 Amendment to Board Vacancy Resolution

MOTION: Director Franco moved to bring all five candidates who applied for the board vacancy forward to the interview process, which goes beyond the parameters set forth in the current process. Director Valliant seconded the motion.

The motion was approved by roll call vote:

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

13. INFORMATIONAL AGENDA ITEMS

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

Craig Anderson, Executive Director of Teaching and Learning, then reported on the progress for the following B.I.G.G. goals:

- The percentage of SPPS students who receive a passing grade in Civics and/or U.S. Government will increase from 84% in 2024 to 90% in 2029.
- The percentage of students earning a passing grade in Personal Finance will increase from implementation baseline in September 2025 to 75% by June 2029.

For the Civics goal, information about the data was shared, including the courses included in the metric, as well as the courses included in the Personal Finance goal.

Progress on each goal was then shared. Action steps for SY25-26 were also presented.

QUESTIONS/DISCUSSION:

- Director Ward noted the district's progress toward its academic and civic targets, specifically noting that the baseline performance has already reached 80% rather than the projected 75%. While there is a shared note of caution about adjusting targets based on small sample sizes, he expressed excitement over how close the district is to achieving its specific civic goals. Ultimately, the feedback emphasized that while these goals are designed to be rigorous and "push" the system to make a difference, seeing them become tangibly achievable is a testament to the hard work of the staff and the effectiveness of the current presentation's strategic direction.

B. Policy Update

a. SECOND READING: Policy - Federal Law Enforcement Activity on District Controlled Properties

Director Franco then reviewed this second reading, including the justification for emergency policy consideration, components of the policy, including the purpose, general statement, legal authority and scope, definitions, general policy directives, communications plan, non-retaliation and equal educational access, policy review, and legal and cross references.

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

QUESTIONS/DISCUSSION:

- None

14. BOARD OF EDUCATION

A. Information Requests/Responses and Items for Future Agendas

- None

B. Board of Education Reports/Communications

- None

15. ADJOURNMENT

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

The motion was approved by roll call vote:

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

The meeting adjourned at 10:27 p.m.

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

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

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota

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

March 10, 2026
6:00 p.m.

MINUTES

I. CALL TO ORDER

The meeting was called to order at 6:00 p.m. by Erica Valliant, Vice Chair.

II. ROLL CALL

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

Staff: Superintendent Stanley; Katie Bergstrom, General Counsel; Sarah Dahlke, Secretary to the Board

II. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Director Valliant moved approval of the Order of the Main Agenda. The motion was seconded by Director Franco.

The motion was approved by roll call vote:

Director Carrillo	Yes
Director Franco	Yes
Director Valliant	Yes
Director Henderson	Yes

III. NEW BUSINESS

A. Interview of Candidates to Fill Vacant Board Position

The Board interviewed candidates to fill the interim Board vacancy created by the resignation of Jim Vue effective February 17, 2026. They asked the candidates to address these questions:

1. In a few sentences, please share a little about yourself with us.

2. Do you anticipate running for the school board seat in November?
3. What motivates your interest in serving on the Board through this interim appointment?
4. How do you understand the role and responsibilities of a board member, and in what ways do your experiences and interests align with those responsibilities?
5. What skills or perspectives would you bring to help broaden and strengthen our understanding of what is necessary to support a successful academic experience for all students?
6. How do you view collaborative leadership, and what experience have you had working in collaborative leadership environments?
7. Please share an example of a time when you intentionally applied an equity lens while working with individuals whose perspectives differed from your own. What did you learn from that experience, and how did it influence the outcome?

Candidates interviewed included:

1. Robin Feickert
2. Lesley Lavery
3. Brandon Lowe
4. Beth Mork
5. Carson Starkey

Upon completion of the interviews, the Board took a recess to review their notes and collect their thoughts on the group of candidates.

B. Nomination & Selection of Candidate to Serve Interim Term

The Chair called for nominations from the Board Members for individuals to fill the interim term for the vacant position on the Board and noted the nomination process as outlined in Board Policy 202.02: "In filling the vacancy, the Chair shall call for nominations from the members of the board. No member of the Board may nominate more than one person; no second for the nomination is required. The appointment shall be filled by roll-call vote. Appointment shall require a majority vote of the total membership of the Board. If no nominee receives a majority vote, the Chair shall reopen nominations."

Since only four board members were present, a candidate must receive all four votes in order to be selected.

If a candidate does not receive unanimous support from all four members present, the Board will continue with nominations and voting until a candidate receives the votes required for selection. Once a candidate is selected, the appointment will be announced and confirmed by a roll-call vote.

It was also noted that the selected candidate will be announced at this meeting, and that the candidate/appointee will assume office 30-days later, unless a valid petition to reject the appointee is filed with the school district clerk (Chauntyll Allen). The appointee will serve the remainder of former Director Jim Vue's term (through December 31, 2026).

The Vice Chair then opened for nominations.

Director Henderson nominated Brandon Lowe.
Director Carrillo nominated Beth Mork.

It was then opened for discussion on the nominees.

Director Henderson provided the rationale for her nomination of Brandon Lowe, including that he is Brandon Lowe is grounded in his ability to strike a vital balance between the pragmatic operational needs of the district and the long-term educational goals for its students. A central theme of his candidacy is the value he places on families who intentionally choose the district; by centering and learning from these perspectives, he offers unique insights into what makes the school system a destination for growth. Furthermore, his commitment to serving as a "bridge" provides a sense of stability and continuity, ensuring a smooth transition into the board's next iteration while maintaining a clear focus on the perspectives necessary for the remainder of his interim term.

Director Carrillo then provided the rationale for his nomination of Beth Mork, and the centering on her unique ability to bring a "listening-first" orientation to the board, a skill set deeply rooted in her professional background as a physician. Unlike the self-promotional nature often found in traditional elective politics, Dr. Mork offers a refreshing alternative focused on diagnostic listening and a long-standing, sincere commitment to the West Side community. Her expertise allows her to provide an analytical and empathetic perspective that is typically sought out through external hiring rather than through the electoral process. Ultimately, her career-long dedication to care and community advocacy makes her an exceptionally qualified candidate to serve out the remainder of the current term.

Director Henderson and Director Franco also expressed gratitude to all candidates, and it is exciting to hear from different perspectives. They noted that there were exceptionally qualified candidates, which is what led to the change to bring forth all five candidates who applied for the interim position.

The Chair called for the closure of nominations and asked for a vote of written ballot.

There were two (2) votes for Beth Mork.
There were two (2) votes for Brandon Lowe.

As there was no majority decision (4), nominations were reopened.

Director Henderson nominated Brandon Lowe.
Director Carrillo nominated Beth Mork,
Director Valliant nominated Brandon Lowe.

It was then opened for discussion on the nominees.

Director Carrillo noted a discussion centered on the perspectives of those nominates and could be gained with each in order to understand the differences between the candidates.

Director Henderson noted that her nomination of Brandon Lowe is further supported by his professional ability to interpret data without losing sight of the broader "horizon" of student life and school culture. He offers a practical solution to the common board challenge of becoming so focused on metrics that the human element of education is obscured. His professional background provides him with the evidence-based tools to help the board navigate moments where progress typically stalls, particularly during this critical transition period. Furthermore, his perspective as a parent who explicitly chooses the district for its diversity, inclusivity, and variety of options serves as a vital reminder of the system's core strengths. Centering these values is particularly timely as the board moves into strategic planning, ensuring that the very qualities families love about the district remain at the heart of future conversations.

Director Carrillo noted that the nomination of Brandon Lowe is further strengthened by his extensive professional trajectory, moving from classroom teacher and assistant principal to his current role directing research and evaluation. This background, coupled with his experience in a different state's educational system, provides the board with a diverse perspective on varied instructional practices and implementation strategies. His ability to connect high-level governance and policy directly to the lived experiences of his own children offers a unique "full-circle" view of how board decisions manifest in the classroom. Additionally, his emphasis on fiscal discipline and the responsible stewardship of tax dollars aligns with the board's core fiduciary duties. Combined with his readiness to contribute to the immediate strategic planning process, these attributes make him a highly practical and insightful asset for this interim term.

Director Vallianted noted that the nomination of Brandon Lowe is further highlighted by his approach to data as a primary tool for advancing equity and building shared understanding. By recognizing that objective data can reveal where inequities are showing up, he positions himself as a candidate who can use information to drive meaningful change rather than just observation. His focus on board goals and academic rigor, paired with a proven track record of helping to increase student outcomes, demonstrates a results-oriented mindset that is essential for the board's mission. Furthermore, his appreciation for school diversity and his belief that his experience can serve as a "steady resource" suggest he would provide both the stability and the professional support necessary to maintain the board's momentum during this interim period.

Director Carrillo also noted that while Brandon Lowe's relatively recent arrival to the area might initially seem like a drawback, it actually highlights a significant strength: he is a parent who intentionally chose Saint Paul Public Schools because of the specific programming and excellence the district offers. This "choice" reflects a deep, personal commitment to sustaining and marketing the district's strengths to other families. By moving past traditional "gatekeeping" regarding residency duration, it becomes clear that his professional expertise and his perspective as a motivated newcomer provide a unique, purposeful energy that would help ensure Saint Paul remains a destination district for others.

Director Carrillo then noted that his nomination of Beth Mork is anchored in her unique ability to blend grassroots community leadership with the disciplined, collaborative approach of a healthcare professional. Unlike the typical political candidate, she demonstrates an unassuming dedication to the Humboldt community and a sincere desire to lead through listening rather than self-promotion. Her extensive experience in medical consensus building—where team-based decision-making is vital for care management—offers a highly transferable skill set for a board facing significant, upcoming decisions. By prioritizing the creation of strong bonds over divisive dynamics, she represents a stabilizing force capable of fostering unity. Ultimately, her candidacy is defined by a commitment to collective progress and an empathetic, team-oriented leadership style that ensures the board remains focused on cohesive solutions for all students.

Director Franco noted that Beth Mork is distinguished by her deep understanding of the disparate realities families face within the district, specifically regarding the heavy lifting required to provide equitable student experiences. She brings an essential focus to the "grassroots advocacy" necessary to change both the narrative and the practice of public education, acknowledging the very real struggles—such as the financial hurdles families face when trying to fund basic extracurriculars like senior send-offs. By naming these specific, often overlooked challenges, Dr. Mork demonstrates a different type of lived experience than other candidates, one that is grounded in the "other side" of how the district is experienced by its most resource-constrained communities. This perspective is vital for a board committed to true equity, as it ensures that

the voices of those who must fight for every opportunity remain central to the board's decision-making process.

The Chair called for the closure of nominations and asked for a vote of written ballot.

There was one (1) vote for Beth Mork.
There were three (3) votes for Brandon Lowe.

As there was no majority decision (4), nominations were reopened.

Director Henderson nominated Brandon Lowe.

The Board then provided final reflections. The selection process to fill the vacancy left by Director Jim Vue has served as a profound testament to the strength and dedication of the Saint Paul community. Each candidate who stepped forward brought a unique perspective from a different walk of life, highlighting a shared investment in the success of the district's students and educators. While the role of a board member is often regarded as one of the most challenging positions in governance, the willingness of these individuals to offer their time and capacity is a credit to the character of the city. This process has not only been about finding a specific successor but has also functioned as a celebration of a community that deeply cares for one another and remains committed to the vital work of public education.

The Chair called for the closure of nominations and asked for a vote of written ballot.

There were four (4) votes for Brandon Lowe.

With four votes for Brandon Lowe, he was selected to serve as interim board member, and was congratulated.

The Chair thanked the other candidates for participating and encouraged them to run in the upcoming election.

IV. RESOLUTION FILLING SCHOOL BOARD VACANCY BY APPOINTMENT

BF 34607 Resolution Filling School Board Vacancy By Appointment

WHEREAS, on January 6, 2026, the School Board of Independent School District No. 625 (the "Saint Paul School Board") passed a resolution establishing the process for filling the Board vacancy created upon the resignation of then Director Jim Vue; and

WHEREAS, the Saint Paul School Board has completed the vacancy process set forth by the January 6, 2026 resolution; and

NOW, THEREFORE, BE IT RESOLVED by the School Board of Independent School District No. 625, State of Minnesota, as follows: Pursuant to Minnesota Statutes, Section 123B.09, subd. 5b (2025), Brandon Lowe is hereby appointed to fill the vacancy and to serve until a successor is elected and qualified. The appointment shall be effective April 10, 2026, thirty (30) days after the adoption of this resolution, unless a valid petition to reject the appointee is filed with the school district clerk pursuant to Minnesota Statutes, Section 123B.09, Subd. 5b(b) (2025) within that thirty (30) day time period.

MOTION: Director Valliant moved approval of the Resolution Filling School Board Vacancy By Appointment. The motion was seconded by Director Franco.

The motion was approved by roll call vote:

Director Carrillo	Yes
Director Franco	Yes
Director Valliant	Yes
Director Henderson	Yes

XII. ADJOURNMENT

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

The motion was approved by roll call vote:

Director Carrillo	Yes
Director Franco	Yes
Director Valliant	Yes
Director Henderson	Yes

The meeting adjourned at 8:13 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

March 12, 2026
7:15 p.m.

MINUTES

I. CALL TO ORDER

The meeting was called to order at 7:17 p.m. by Uriah Ward, Chair.

II. ROLL CALL

Board of Education:	H. Henderson, U. Ward, C. Franco, Y. Carrillo E. Valliant arrived at 7:18 p.m. C. Allen was absent.
Administration:	Superintendent Stanley, K. Bergstrom, 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 a Confidential Employment Matter, 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 Henderson. It passed by acclaim.

VIII. ADJOURNMENT

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

The meeting adjourned at 7:52 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

March 3, 2026
4:30 p.m.

MINUTES

1. CALL TO ORDER

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

2. ROLL CALL

Board of Education: E. Valliant, C. Franco, Y. Carrillo, C. Allen

Staff: 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 Allen. It passed by acclaim.

4. MOTION TO SCHEDULE A SPECIAL MEETING ON MARCH 10, 2026 FOR THE PURPOSE OF BOARD VACANCY INTERVIEWS AND ACTION ON RESOLUTION

MOTION: Director Valliant moved to confirm the date of the special meeting for the purpose of board vacancy interviews and action on a resolution for Tuesday, March 10th 2026, beginning at 6:00 p.m. in the conference rooms A and B of the District Office at 360 Colborne. The motion was seconded by Director Carrillo. It passed by acclaim.

There was also discussion around that Director Allen will be absent from this meeting, options for board members to join virtually, and quorum needed for the meeting.

5. RESOLUTION REGARDING FACILITIES PORTFOLIO REVIEW AND PLAN

General Counsel Bergstrom and Chief Turner then reviewed this item. Ms. Bergstrom noted that this resolution follows the presentation from November 2025 where there was information about the facilities portfolio review. There was then another presentation with information on the reductions in our

enrollment population due to birth rates and others. This is the first draft in coordination with the presentation in November 2025, and sets the timeline. She reviewed the recommendations to the Board to act in Summer 2027 for School Year 2028-29. The intent is to vote on this at the next Regular Meeting.

Director Carrillo noted questions about the date for the FPR results to be presented to the Board, and if it was open-ended for a purpose, or if we need to state it. Response: It would be easy to add that because it can be pulled from the previous presentation. Director Carrillo noted that it could bring accountability to the timeline, and the deadline for action by 2028-2029 school year, and 2027-28 is when we are making the decision, and robust discussion and engagement. We should consider some time that the superintendent feels comfortable with the presentation.

Director Franco noted that in the resolution with engagement with the community, and additional context, as the previous presentation represented groups, but it may be helpful for avenues for engagement, in addition to others. Response: There is a statute that governs the involvement of community, and the ideas from the previous presentation were more robust. Dr. Stanley has shared her expectations and the review will mirror the strategic plan process, with an internal working group, task force, and action teams that will support this work.

Director Franco also noted a word that could take on a lot of meaning, and clear understanding of "transformation." That has been clearly communicated, and transformation can be all-encompassing, and some connotation about what it means to transform schools, and a result of that, and to explain and ensure there is no preconceived plan about what will emerge as a transformational opportunity. Some conversations will be difficult, and mixed with bright spots as well.

Director Allen noted the need for data. Response: General Counsel noted the last Whereas statement that that some identified existing schools must be repurposed consolidated, and or closed. If transformation means more than that, there may be other ways to describe that.

Director Franco noted the possibilities, but not something that we're saying needs to happen, but will be based on the data. The plain language is important.

Director Carrillo noted the potential of disposing of assets, and real estate, and if that would be part of the criteria, and will be part of the data and analysis. There was then further discussion if the words "repurposed", "consolidated", "closed", "sold", or "disposed of" would be added. Director Carrillo noted that it's a possibility, and it's right to include that as a possibility. These may be conversations that the working group and task force discuss, and knowing the priorities, and decision matrix that will benefit our students, but some will be traumatic, and how to do that in a way that is transparent. We need to be clear about the possibilities of closing schools or selling the real estate.

Director Valliant noted concerns for the students who will be in the schools when this starts, and other events that they have endured – this could be traumatic for them, on top of all the other traumatic events in the lifespans, and ways to be mindful of that as we move forward in this work. Response: That could be incorporated into the expectations for Administration, work group, task force, and others – not necessarily in the resolution, but incorporated into the expectations from the Board.

6. SPPS 2033 STRATEGIC PLAN

Dr. Stacey Gray Akyea then presented this report.

She provided details about the process, including the engagement, structure, equity, and student voice. She also noted the highlights of the process including details on the Advisory Taskforce, the website, virtual engagements, and S.O.A.R. analysis of nine key topics.

QUESTIONS/DISCUSSION:

- Director Allen noted appreciation for the student voice and equity focus. She noted the need for the voice of the paraprofessionals, who are very close to our students, and while they may be included in the Staff group, with the amount of paraprofessionals in the district, it seems like we should be intentional to gather information from them.
- She also noted questions about the attendance and ways to mitigate that. Response: For the task force, the attendance has been incredible. For the virtual engagement, there were low numbers, which may have been a result of the events in the community, including ICE, which led to the move to virtual engagement. We do have plans to ensure we have that voice, and one of the ways is through leadership facilitated engagement, and reaching out to our networks and community voices. We will also engage our PACs, and work of principals on special assignment, as well as our Office of Family Engagement.

7. POLICY UPDATE

a. FIRST READING: Rescission of Policy 601.01: Achievement

Craig Anderson, Executive Director of Teaching and Learning, then provided the rationale for the proposed rescission of this policy. Language from this current policy will be combined with the proposed revisions to Policy 601.00 – Educational Programming and Achievement.

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

QUESTIONS/DISCUSSION:

- None

MOTION: Director Valliant moved that the presentation of the proposed Rescission of Policy 601.01: Achievement at the March 3, 2026 Committee of the Board meeting be considered the First Reading of the three reading process, and that the review of the policy at the March 17, 2026 Board of Education meeting will be considered the Second Reading. Director Franco seconded the motion.

The motion was approved by roll call vote:

Director Allen	Yes
Director Carrillo	Yes
Director Franco	Yes
Director Valliant	Yes

b. FIRST READING: Policy 601.00: Educational Programming and Achievement

Mr. Anderson also reviewed the proposed changes, including the Policy Purpose, General Statement of Policy, updated definitions, updated language on Academic Standards, Educational Program, Graduation Requirements, and addition of language from the Achievement policy 601.01.

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

QUESTIONS/DISCUSSION:

- Director Allen noted she hears the voice of parents, taxpayers, students, teachers, and questions about achievement and responses to demonstrate our commitment.
- Director Franco noted questions about the graduation requirements, and if there's a chance that a different strategy might be implored to make the policy a little more generalized, or would there be a revision if there is a new best practice adopted? Response: It is more spelled out in procedure, and the 8 classes per quarter, could be removed, and the procedure would be updated.
    - Director Franco noted the call out that if operating in conflict of policy, and wanting to be in compliance, and the policy is written with flexibility, or written in a way that we adhere. Response: We are looking at policies at a feverish pace, and a cycle of refresh that is much quicker, and we should be able to be more nimble, but there may be programs outside this policy. Administration also noted that if they were to shift to a new best practice and make a substantial shift, the policy would be rewritten.
- Director Franco also noted interest in Academic Standards, and those key performance measures from the committee will be helpful. They probably come before us in other ways, and interest in that work and monitoring of the Academic Standards Implementation Committee.
- Director Carrillo noted questions under Subsection 4 in Achievement, he sought clarification on the formatting of Subsection 4 regarding student achievement. They questioned how the remaining text would be structured following the removal of previous items—specifically whether the remaining paragraphs would be relabeled as "A" and "B" to maintain the document's logical flow. Administration confirmed this formatting change would be implemented for the next reading.
- Director Valliant then noted questions about civic readiness, and how to define this. Response: In the proposed new language, it is D under definitions. The reason it is called out as a definition because it is part of the policy purpose, and a place to reference. The purpose of the policy is to have it aligned to creating comprehensive achievement and civic readiness, civic readiness for all students, and then we define that in D, and it's a new concept in the policy, and is defined by the Minnesota School Board Association. Minnesota statute states that the hob of educators is to create comprehensive academic and civic readiness for students, and part of the new statute that replaced World's Best Workforce. We no longer have that language, and changed it to the same language from statute. Director Valliant noted additional discussion on this topic.
- She also noted questions about Educational Programming, and a typo that should say "district" instead of "distinct."
- She also requested further details on language within the Education Program. Response: It means the district first defines the specific skills and knowledge every student must master, then ensures that every lesson plan, textbook, and classroom activity is specifically designed to help students reach those goals. Finally, the district uses grades, report cards, and transcripts to hold students accountable, ensuring that their final marks are a true reflection of whether they have met those established standards. This language will be updated in the next reading.
- She also requested information on "instruction must be provided sometime" language within the proposed changes. Response: There are a lot of different rules in statute, including in high school. In elementary school, there needs to be exposure to arts, and deeper understanding in some of them. This allows for flexibility; for example, a student might get a broad exposure to the arts in elementary school and then choose a "deeper dive" into specific subjects later on. By directing learning toward these results over a student's entire K-12 career rather than demanding

everything every year, the district can satisfy state law while still giving students room for specialized experiences like CTE or advanced math.

- It was noted that other programs, such as community education or GED, are not spelled out in statute.
- Director Valliant requested clarification within the policy because it seems too open and variable. Proposed changes were also suggested.

MOTION: Director Valliant moved that the presentation of the proposed updates to Policy 601.00: Educational Programming and Achievement at the March 3, 2026 Committee of the Board meeting be considered the First Reading of the three reading process, and that the review of the policy at the March 17, 2026 Board of Education meeting will be considered the Second Reading. Director Franco seconded the motion.

The motion was approved by roll call vote:

Director Allen	Yes
Director Carrillo	Yes
Director Franco	Yes
Director Valliant	Yes

c. FIRST READING: Policy 508.00 - Students with IEPs

Heidi Nistler, Assistant Superintendent of Specialized Services, then presented these proposed updates. Proposed changes to student-first language, a new General Statement, updated and new definitions, changes to District Responsibilities, and cross references.

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

QUESTIONS/DISCUSSION:

- Director Franco appreciated the language around not using seclusion rooms and codifying it in policy, and the recent legislation, and this continues to codify the practices here in SPPS and that our practice will continue into the future.
- Director Carrillo requested information on the definitions included. Response: In looking at other district's policies, every other district did have those definitions, and we wonder if it may have been an update to the MSBA model policy. This policy was last revised in 2017, and for some reason those definitions were not included in our policy at the time.
- Is this language pulled from statute or MSBA model policy? Response: It is from the model policy based on statutory language, and was confirmed to be in alignment with statutes.
- Director Carrillo noted that if community asks about the definitions, there is a cross reference. Other district policies also state that this policy is based on law, and that was not included, because a lot of what we have in policy goes beyond the law, including district responsibilities, school responsibilities, and parent/guardian rights and expectations, which go beyond what is included in the law, and was not included in the MSBA policy.
- The Board also noted questions about the details of seclusion space versus a de-escalation space. Response: Seclusion space is a restrictive measure where a student is confined alone in a room (often padded) and physically barred from leaving. In contrast, a de-escalation room is a supportive environment equipped with sensory tools and soft seating; its goal is to help a student

regulate their emotions through active staff engagement, and the student is never prevented from leaving the space.

- Director Valliant requested that the language be changed from “should be structured to encourage the students to make progress in light of the student’s circumstances” to be more student-centered.
- She also noted that it may be helpful to have information about the rights of students when they turn age 18. Response: The proposed addition to the policy, specifically a new "Section 7," outlines the formal transition of educational rights from parents to students upon their 18th birthday. Under this section, the district would be held accountable for ensuring all decision-making authority shifts to the student at the age of majority. Furthermore, the policy would mandate a "one-year notice" period, requiring the school to officially notify students of this transfer at least one year before they turn 18, aligning the district's internal rules with existing state law and placing these obligations clearly under "School Responsibilities."
- Director Allen noted questions about athletes with an IEP, and how to give them a deeper understanding about how this could impact their long-term plans, and how to notify them. Response: Ms. Nistler emphasized that the transition process for students on an IEP should begin as early as 8th or 9th grade, focusing on post-secondary goals and graduation requirements. The speaker acknowledges that while these "Transition IEPs" are meant to be student-centered—prioritizing what the student actually wants for their future—it may not always be clear to the students themselves how the document supports their personal goals. To bridge this gap, the speaker suggests that the IEP team should better highlight core substitutions and the inclusion of extracurricular activities, noting that engagement in school life is a vital component of developing "independent living" skills.

MOTION: Director Valliant moved that the presentation of the proposed updates to Policy 508.00 - Students with IEPs at the March 3, 2026 Committee of the Board meeting be considered the First Reading of the three reading process, and that the review of the policy at the March 17, 2026 Board of Education meeting will be considered the Second Reading. Director Franco seconded the motion.

The motion was approved by roll call vote:

Director Allen	Yes
Director Carrillo	Yes
Director Franco	Yes
Director Valliant	Yes

8. SUPERINTENDENT EVALUATION TIMELINE AND UPDATE

Board members then reviewed this update, including Phase 1 – Development of Tool, Phase II – Goals and Rubric, Phase III – Evaluation, and the ongoing evaluation timeline.

For 2026, there will be a summary presented of the evaluation at the July Regular Meeting. Director Franco recommended board members review the rubric and proposed goals.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Carrillo suggested that if there are changes, feedback should be sent earlier to have conversations about the change requested, or minor updates, as they could be entertained by the committee. Feedback including on the process will also be helpful. The action will be to adopt this evaluation tool at the March Regular Meeting.
- Director Valliant requested a list of artifacts that will be presented, so that board members can check into each for their determination and basing their evaluation on data, and as an accountability measure.

9. ADJOURNMENT

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

The meeting adjourned at 6:07 p.m.

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

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

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

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

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

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

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

SECOND READING:
Benjamin E. Mays Name Change

Saint Paul
PUBLIC SCHOOLS

Principal Danielle Hughes

March 17, 2026

Rationale

Currently, **Benjamin E. Mays IB World Schoo**l 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.

48

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.**

49

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

50

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**

51

Proposed Tagline Name Change:

52

Benjamin E. Mays Afrocentric Magnet

Questions

53

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

DATE: March 17, 2026

TOPIC: Acceptance of Gift from Horace Mann PTA

A. PERTINENT FACTS:

1. Horace Mann School was gifted $9,285 in the 2025-2026 school year to be added to 19-518-291-000-5096-U001.

2. Horace Mann School will use funds to pay a school-wide residency with the Heart of Beast Puppet Theatre.

3. This item will meet the District strategic plan focus area of Effective and Culturally Responsive Instruction.

4. This item is submitted by Jim Litwin, Principal; and Nancy Páez, Assistant Superintendent.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept the gift from Horace Mann PTA.

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

DATE: March 17, 2026

TOPIC: Acceptance of Gift from St. Anthony Park School Association for Cafeteria/Stage Sound System Upgrade

A. PERTINENT FACTS:

1. St. Anthony Park Elementary's cafeteria, which serves as a vital space for plays, assemblies, and daily lunchroom activities, currently lacks a permanent, adequate audio system.

2. The school currently relies on a portable sound system that does not provide the necessary volume or coverage for the large space, limiting the quality of school events and communication. The proposed new, permanent system will significantly enhance the utility of the cafeteria for all school and family functions.

3. A generous one-time gift has been offered by the St. Anthony Park School Association to fund the purchase and installation of a new, permanent audio system.

4. St. Anthony Park Elementary has been working with Facilities and Sean O'Keefe to obtain a bid that meets all of the district facilities standard. The max cost would be 30,605.46.

5. The installation of a new audio system is a critical investment that will provide a long-lasting, tangible benefit to all St. Anthony Park Elementary students and families for years to come.

6. This item is submitted by Phillip Hutcheson, Principal; Adam Kunz, Assistant Superintendent.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept the gifts from the St. Anthony Park School Association. for the purpose of funding the new permanent audio system in the St. Anthony Park Elementary cafeteria.

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

DATE: March 17, 2026

TOPIC: Accepting All Donations Under $5,000 from January 1-January 31, 2026

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 January 1-January 31, 2026, which shall be used as public purpose and to assist in fulfillment of public education for Saint Paul Public Schools students.

FUND_CODE	DEPTID	PROGRAM_CODE	PRODUCT	ACCOUNT	CLASS_FLD	DESCRIPTION	AMOUNT	JOURNAL_ID	INVOICE_II	ACCOUNTING_DATE
19	342	291	000	5096	T006	AR/ AARON LLOYD/SCIENCE CLASS SUPPLIES	(50.00)	ARD0114809	10500-10	20-Jan-26
19	342	291	000	5096	T006	AR/ AARON LLOYD/TOO6- E2 SCIENCE CLASS	(50.00)	ARD0114389	10479-1	8-Jan-26
19	489	291	000	5096	B001	AR/ ANONYMOUS/	(30.00)	ARD0114387	10463-1	6-Jan-26
01	005	850	302	5096	0000	AR/ AT&T/MONROE 10081802 MRT 07IEEU	(608.33)	ARD0114805	10455-1	5-Jan-26
01	005	810	000	5096	0000	AR/ AUGUSTINE GIBSON/DONATION TO FACILITIES	(0.29)	ARD0114807	10489-1	9-Jan-26
19	342	291	000	5096	T102	AR/ BARNES & NOBLE/T102-TEACHER #2	(229.12)	ARD0114389	10479-4	8-Jan-26
19	215	292	000	5096	A001	AR/ BLAZE CREDIT UNION/	(2,500.00)	ARD0114810	10503-7	21-Jan-26
19	330	291	000	5096	U001	AR/ BOX TOPS FOR EDUCATION/GENERAL CLASSROOM MATERIALS	(96.50)	ARD0114809	10500-7	20-Jan-26
19	431	291	000	5096	U001	AR/ BOX TOPS FOR EDUCATION/MONETARY GIFT	(30.90)	ARD0114389	10479-2	8-Jan-26
19	476	291	000	5096	U001	AR/ BOX TOPS FOR EDUCATION/SCHOOL SUPPLIES	(44.40)	ARD0114809	10500-5	20-Jan-26
19	496	291	000	5096	U001	AR/ CAF AMERICA/gift	(71.54)	ARD0114389	10480-2	8-Jan-26
19	496	291	000	5096	U001	AR/ CAF AMERICA/gift	(71.54)	ARD0114389	10480-1	8-Jan-26
19	496	291	000	5096	U001	AR/ CAF AMERICA/Gift	(71.54)	ARD0114389	10480-3	8-Jan-26
19	215	292	000	5096	A950	AR/ DYLAN & SUE VANG/WRESTLING TEAM NEEDS	(200.00)	ARD0114810	10504-1	21-Jan-26
19	215	292	000	5096	A700	AR/ FRIENDS OF OXFORD POOL/BOYS SWIM EQUIPMENT	(1,000.00)	ARD0114810	10503-12	21-Jan-26
19	212	292	000	5096	A700	AR/ FRIENDS OF OXFORD POOL/UNIFORMS	(1,000.00)	ARD0114810	10503-16	21-Jan-26
19	342	291	000	5096	B001	AR/ LAURA HELEN GILBERT/BOO1 - BAND	(500.00)	ARD0114389	10479-3	8-Jan-26
19	250	291	000	5096	U001	AR/ MIGHTY CAUSE/HIGHLAND PARK MIDDLE DONATION	(250.00)	ARD0115120	10513-1	12-Jan-26
19	225	291	000	5096	U001	AR/ MIGHTY CAUSE/HUMBOLDT SR HIGH DONATION	(25.00)	ARD0115120	10513-1	12-Jan-26
19	230	291	000	5096	U001	AR/ MIGHTY CAUSE/JOHNSON SR HIGH DONATION	(25.00)	ARD0115120	10513-1	12-Jan-26
19	252	292	000	5096	A650	AR/ NORTH END BOOSTER CLUB/GIRLS SOCCER PROGRAM NEEDS	(330.00)	ARD0114810	10503-3	21-Jan-26
19	252	292	000	5096	A950	AR/ NORTH END BOOSTER CLUB/WRESTLING PROGRAM NEEDS	(495.00)	ARD0114810	10503-4	21-Jan-26
19	252	292	000	5096	A950	AR/ RICE STREET ATHLETIC CLUB/HEAD GEAR PURCHASE WRESTLING	(600.00)	ARD0114810	10503-2	21-Jan-26
19	230	291	000	5096	C200	AR/ SCHEUERMAN YOUTH FUND/MUSIC/CHOIR EXPENSES	(2,500.00)	ARD0114388	10477-2	7-Jan-26
19	230	291	000	5096	O001	AR/ SCHEUERMAN YOUTH FUND/ORCHESTRA	(2,500.00)	ARD0114504	10495-4	12-Jan-26
19	545	291	000	5096	T126	AR/ SQUARE 1 ART LLC/ART SUPPLIES	(409.90)	ARD0114505	10497-6	13-Jan-26
19	330	291	000	5096	U001	AR/ THE BLACKBAUD GIVING FUND BY YOURCAUSE/GENERAL CLASSROOM MATERIALS	(124.00)	ARD0114386	10457-1	5-Jan-26
19	330	291	000	5096	U001	AR/ THE BLACKBAUD GIVING FUND BY YOURCAUSE/GENERAL CLASSROOM MATERIALS	(74.00)	ARD0114505	10497-5	13-Jan-26
19	330	291	000	5096	U001	AR/ THE BLACKBAUD GIVING FUND BY YOURCAUSE/GENERAL CLASSROOM MATERIALS	(74.00)	ARD0114809	10500-8	20-Jan-26
							(13,961.06)			

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

DATE: March 17, 2026

TOPIC: Request for Permission to Accept Scholastic (Books) Donation

A. PERTINENT FACTS:

1. SPPS is committed to support and encourage reading both inside and outside of school.

2. Nokomis Montessori South participated in a reading program offered through the Vikings in partnership with Scholastic.

3. All students were invited to participate in the reading program (although it was optional).

4. All enrolled students (including those enrolled in the Nokomis Montessori South TVLO) received three free books during a Scholastic Book Fair held on February 26 & 27, 2026 as part of the reading program. In addition, Nokomis Montessori South received 300 free books to add to the school and classroom libraries. The cost of each book varied.

5. This project will meet the District strategic plan focus area(s) of Effective and Culturally Relevant Instruction and Family and Community Engagement.

6. This item is submitted by Abigail Felber-Smith, Nokomis Montessori South Principal; and Dr. Yeu Vang, Assistant Superintendent.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept this gift from Scholastic Book Fair to support students and families as stated above.

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

Board Agenda Item Routing

ITEM: ___Request for Permission to Accept Scholastic (books) Donation____

This form is to be used to submit items for the Board of Education meeting agenda.
Its purpose is to ensure that everyone listed in the "submitted by" entry has reviewed the item.
It is the responsibility of the originator of the item to initiate this form.

Please sign and date in the appropriate place and forward it to the next person.

	NAME	**DATE**
Originated by:	Abigail Felber-Smith, Principal_____	3/9/2026____
Reviewed by:	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
*Assistant Superintendent	Dr. Yeu Vang_____	3/9/26_____
*Deputy/Chief Officer	_____	_____
*Chief of Staff	_____	_____

* Must be approved by **one** of these administrators.

_____

Superintendent _____ _____

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

DATE: March 17, 2026

TOPIC: Accepting All Donations Under $5,000 from February 1-February 28, 2026

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 February 1-February 28, 2026, which shall be used as public purpose and to assist in fulfillment of public education for Saint Paul Public Schools students.

Direct Journals by Customer

Customer	Customer Name	Deposit ID	Payment Sequence	Payment ID	Payment Amount	Acctg Date	Fund	Dept	Program	Product	Account	Class	ChartField Amount	Line Descr
0000000430	ECOLAB FOUNDATION	10508	2	CHK60372902	32.13	2/6/2026	19	211	291	000	5096	U001	(32.13)	EDUCTIONAL PURPOSES
0000000439	STATE OF MINNESOTA	10568	2	1272499903	150.00	2/10/2026	19	225	291	000	5096	U001	(25.00)	Mightycause Online Donation
0000000439	STATE OF MINNESOTA	10568	2	1272499903	150.00	2/10/2026	19	230	291	000	5096	U001	(25.00)	Mightycause Online Donation
0000000439	STATE OF MINNESOTA	10568	2	1272499903	150.00	2/10/2026	19	710	291	000	5096	U001	(100.00)	Mightycause Online Donation
0000000446	INTERFAITH ACTION OF GREATER ST PAUL	10530	10	CHK295885	1,021.26	2/25/2026	19	579	291	000	5096	U001	(1,021.26)	FUND 19
0000001084	FLEET RESERVE ASSOC VIKING BR 136	10508	20	CHK5032	100.00	2/6/2026	19	215	291	000	5096	J001	(100.00)	NJROTC
0000001321	RICE STREET ATHLETIC CLUB	10538	12	CHK2634	500.00	2/26/2026	19	212	291	000	5096	J001	(500.00)	MC JROTC
0000001440	ANONYMOUS	10508	5	CASH	69.00	2/6/2026	19	230	291	000	5096	B001	(69.00)	BAND
0000001440	ANONYMOUS	10508	6	CASH	32.00	2/6/2026	19	230	291	000	5096	O001	(32.00)	ORCHESTRA
0000001638	MSHSL FOUNDATION	10529	3	CHK7326	3,200.00	2/25/2026	19	230	292	000	5096	A001	(3,200.00)	ATHLETICS
0000001638	MSHSL FOUNDATION	10529	7	CHK7327	3,500.00	2/25/2026	19	252	292	000	5096	A001	(3,500.00)	ATHLETICS
0000001638	MSHSL FOUNDATION	10537	19	CHK7157	2,917.00	2/26/2026	19	220	292	000	5096	A001	(2,917.00)	athletics donation
0000001638	MSHSL FOUNDATION	10537	23	CHK7324	3,500.00	2/26/2026	19	220	292	000	5096	A001	(3,500.00)	EDUCATIONAL PURPOSES
0000001638	MSHSL FOUNDATION	10538	9	CHK7322	3,500.00	2/26/2026	19	212	292	000	5096	A001	(3,500.00)	MSHSL GRANTS
0000001638	MSHSL FOUNDATION	10538	21	CHK7323	3,500.00	2/26/2026	19	215	292	000	5096	A001	(3,500.00)	2025 MSHSL FORM B
0000001731	OPEN WORLD LEARNING (OWL) PTO	10505	12	CHK1117	1,098.55	2/3/2026	19	250	291	000	5096	D050	(1,098.55)	THEATRE ITEMS
0000001731	OPEN WORLD LEARNING (OWL) PTO	10537	10	CHK1119	185.81	2/26/2026	19	250	291	000	5096	U001	(185.81)	science classroom items
0000001972	HIGHLAND PARK SENIOR HIGH PTA	10509	3	CHK3162	1,000.00	2/9/2026	19	220	291	000	5096	D050	(1,000.00)	THEATRE
0000002359	SAINT PAUL CENTRAL SPORTS BOOSTERS	10505	9	CHK6554	800.00	2/3/2026	19	210	292	000	5096	A001	(800.00)	ATHLETICS - WRESTLING HEADWEAR
0000002556	DELTA AIR LINES FOUNDATION	10531	1	CHK16324	750.00	2/25/2026	19	510	291	000	5096	U001	(750.00)	EDUCATIONAL PURPOSES
0000002556	DELTA AIR LINES FOUNDATION	10537	7	CHK16490	750.00	2/26/2026	19	510	291	000	5096	U001	(750.00)	DONATION
0000002941	BARRY AND LISA RANDALL	10505	1	CHK7978	1,000.00	2/3/2026	19	252	298	301	5096	R100	(1,000.00)	ROBOTICS TEAM
0000003107	EDWARD JONES TRUST	10505	18	CHK156840459	3,000.00	2/3/2026	19	212	291	000	5096	U001	(3,000.00)	JANET DUBINSKY - TEACHER STUFF
0000003386	AMERICAN ONLINE GIVING FOUNDATION INC	10537	18	CHK0000567547	48.55	2/26/2026	19	518	291	000	5096	U001	(48.55)	instrunctional materials
0000003550	ST PAUL CENTRAL SPORTS BOOSTERS	10505	3	CHK6466	2,600.00	2/3/2026	19	210	292	000	5096	A001	(2,600.00)	ATHLETICS - GIRLS SWIM PARKAS
0000003550	ST PAUL CENTRAL SPORTS BOOSTERS	10505	4	CHK6465	3,276.00	2/3/2026	19	210	292	000	5096	A001	(3,276.00)	ATHLETICS - SOCCER SHORTS
0000003614	S ROBERT STREET BUSINESS	10537	20	CHK24978	500.00	2/26/2026	19	225	292	000	5096	A650	(500.00)	team equipment and uniforms
0000003715	JAMES KIRKLAND	10544	7	CHK2260	300.60	2/27/2026	19	212	291	000	5096	J001	(300.60)	MC JROTC
0000003719	CAF AMERICA	10509	9	CHK0002792308	25.00	2/9/2026	19	210	291	000	5096	U001	(25.00)	EDUCATIONAL PURPOSES
0000003719	CAF AMERICA	10509	10	CHK0002895591	25.00	2/9/2026	19	210	291	000	5096	U001	(25.00)	EDUCATIONAL PURPOSES
0000003719	CAF AMERICA	10509	11	CHK0002844383	25.00	2/9/2026	19	210	291	000	5096	U001	(25.00)	EDUCATIONAL PURPOSES
0000003719	CAF AMERICA	10509	12	CHK0002792309	50.00	2/9/2026	19	210	291	000	5096	U001	(50.00)	EDUCATIONAL PURPOSES
0000003719	CAF AMERICA	10509	13	CHK0002895590	12.50	2/9/2026	19	210	291	000	5096	U001	(12.50)	EDUCATIONAL PURPOSES
0000003719	CAF AMERICA	10509	15	CHK0002844382	12.50	2/9/2026	19	210	291	000	5096	U001	(12.50)	EDUCATIONAL PURPOSES
0000003719	CAF AMERICA	10525	7	CHK0002938188	20.00	2/24/2026	19	342	291	000	5096	U001	(20.00)	SUPPLIES
0000003719	CAF AMERICA	10537	25	CHK0002925595	500.00	2/26/2026	19	230	291	000	5096	U001	(500.00)	GENERAL SCHOOL EXPENSES
0000004221	THE BLACKBAUD GIVING FUND BY YOURCAUSE	10509	2	CHK2200015443	107.00	2/9/2026	19	220	291	000	5096	U001	(107.00)	EDUCATIONAL PURPOSES
0000004221	THE BLACKBAUD GIVING FUND BY YOURCAUSE	10525	9	CHK1590153605	100.00	2/24/2026	19	425	291	000	5096	U001	(100.00)	EDUCATIONAL PURPOSES
0000004221	THE BLACKBAUD GIVING FUND BY YOURCAUSE	10537	4	CHK1001102236	274.00	2/26/2026	19	330	291	000	5096	U001	(274.00)	GENERAL CLASSROOM MATERIALS
0000004221	THE BLACKBAUD GIVING FUND BY YOURCAUSE	10548	3	CHK1001098462	148.00	2/27/2026	19	330	291	000	5096	U001	(148.00)	GENERAL CLASSROOM MATERIALS
0000004271	LINNEA & DIANA TASTAD-DAMER	10509	16	CHK5304	300.00	2/9/2026	19	210	291	000	5096	U001	(300.00)	EDUCATIONAL PURPOSES
0000004602	SHUTTERFLY, LLC	10530	6	CHK286733	1,146.70	2/25/2026	19	494	203	000	5096	0000	(1,146.70)	SHUTTERFLY COMMISION
0000004602	SHUTTERFLY, LLC	10530	11	CHK295885	230.58	2/25/2026	19	579	291	000	5096	U001	(230.58)	FUND 19
0000004830	#FORTHEKIDS-GP	10509	18	CHK5198	500.00	2/9/2026	19	431	291	000	5096	U001	(500.00)	5TH GRADE CAMPING FIELD TRIP
0000004942	TWIN CITY COUNCIL NAVY LEAGUE	10538	14	CHK4226	1,000.00	2/26/2026	19	212	291	000	5096	J001	(1,000.00)	MC JROTC DONATION
0000004978	BRAD & REBECCA KALLHOFF	10508	15	CHK9332	500.00	2/6/2026	19	212	298	301	5096	R100	(500.00)	ROBOTICS TEAM
0000005016	MODERN TRAFFIC SERVICES, INC	10508	17	CHK5126	1,000.00	2/6/2026	19	212	298	301	5096	R100	(1,000.00)	ROBOTICS TEAM
0000005033	BLAZE CREDIT UNION	10505	17	CHK5000005399	2,500.00	2/3/2026	19	212	292	000	5096	A001	(2,500.00)	ATHLETICS - EQUIPMENT
0000005033	BLAZE CREDIT UNION	10508	24	CHK5307	2,500.00	2/6/2026	19	220	292	000	5096	A001	(2,500.00)	ATHLETICS
0000005033	BLAZE CREDIT UNION	10526	1	CHK06026	1,000.00	2/24/2026	19	005	291	000	5096	S500	(1,000.00)	BUSINESS ACCELERATOR PROG
0000005078	SAINT PAUL CENTRAL C CLUB	10505	5	CHK3016	300.00	2/3/2026	19	210	292	000	5096	A001	(300.00)	ATHLETICS - EQUIP & SUPPLIES
0000005090	AWESOME FOUNDATION	10530	5	CHK127	1,000.00	2/25/2026	19	494	211	000	5096	0000	(1,000.00)	DARE TO BE REAL
0000005090	AWESOME FOUNDATION	10537	12	CHK128	1,000.00	2/26/2026	19	357	291	000	5096	G401	(1,000.00)	Beat boxing program
0000005163	PAUL D SCHMITZ	10538	16	CHK8819	400.00	2/26/2026	19	230	291	000	5096	B001	(400.00)	BAND
0000005281	C THOMAS STIEGER	10508	10	CHK14245	375.00	2/6/2026	19	210	291	000	5096	L300	(375.00)	FRENCH CLUB
0000005376	LAUDEDA ENTERPRISE, LLC	10537	21	CHK9915619245	137.60	2/26/2026	19	225	298	301	5096	F350	(137.60)	FFA SUPPLIES AND ACTIVITIES
0000005647	USA TODAY CO.	10508	14	CHK688049	500.00	2/6/2026	19	220	298	301	5096	L150	(500.00)	ONE PAN AFRICAN CLUB
0000005673	IRA FBO MICHAEL L MAU	10505	2	CHK102	200.00	2/3/2026	19	252	298	301	5096	R100	(200.00)	ROBOTICS TEAM
0000005674	MARIA HUERTA-LOPEZ	10505	6	CHK1544	300.00	2/3/2026	19	210	292	000	5096	A001	(300.00)	ATHLETICS - EQUIP & SUPPLIES
0000005675	MARISA & TORLEIV FLATEBO	10505	7	CHK7018	50.00	2/3/2026	19	210	292	000	5096	A001	(50.00)	ATHLETICS - EQUIP & SUPPLIES
0000005676	LINDSEY & ANDREW FARWELL	10505	8	CHK5117	600.00	2/3/2026	19	210	292	000	5096	A001	(600.00)	ATHLETICS - EQUIP & SUPPLIES
0000005677	MINNESOTA WIND CHILL FOUNDATION	10505	10	CHK1027	1,000.00	2/3/2026	19	210	292	000	5096	A001	(1,000.00)	FRISBEE COACH STIPEND 2026
0000005680	KRISTEN & JASON AEIKENS	10505	19	CHK5227	75.00	2/3/2026	19	212	291	000	5096	C200	(75.00)	CHOIR PROGRAMS
0000005681	MELINDA J MAUREY	10505	20	CHK3029	25.00	2/3/2026	19	212	291	000	5096	C200	(25.00)	CHOIR PROGRAMS
0000005682	JULIE BUFFALOHEAD & NATHANIEL FLINK	10505	21	CHK1254	100.00	2/3/2026	19	212	291	000	5096	B001	(100.00)	BAND PROGRAMS
0000005683	JUDITH KIRKEBY	10508	1	CHK1135	500.00	2/6/2026	01	005	000	000	5096	1200	(500.00)	JUDITH KIRKEBY GIFT ONLINE LRN
0000005684	BURCKHARD SEELIG	10508	11	CHK2125	300.00	2/6/2026	19	210	291	000	5096	T155	(300.00)	GERMAN INTERN
0000005685	ADVENTURE RETAIL LIMITED	10508	16	CHK29793	100.00	2/6/2026	19	212	298	301	5096	R100	(100.00)	ROBOTICS TEAM
0000005689	CHRISTOPHER DANIELSON & RACHEL LEVY	10508	25	CHK11437	15.00	2/6/2026	19	220	292	000	5096	A150	(15.00)	GIRLS' BASKETBALL
0000005690	RONALD K JOHNSON TSTEE	10508	26	CHK31839	25.00	2/6/2026	19	220	292	000	5096	A150	(25.00)	GIRLS' BASKETBALL
0000005692	LAURA MANN HILL AND DAREN S. HILL	10525	5	CHK3287	77.00	2/24/2026	19	210	291	000	5096	N010	(77.00)	NEWSPAPER CLUB
0000005693	MITCHELL S FINWALL	10525	6	CHK5124	100.00	2/24/2026	19	210	291	000	5096	W001	(100.00)	SHOP SUPPLIES
0000005694	DEAN SCHWANKE	10525	10	CHK8146	50.00	2/24/2026	19	230	291	000	5096	U001	(50.00)	JHS FOOD SHELF
0000005695	ST PAUL LODGE #2 IOOF	10531	2	CHK5802	2,497.99	2/25/2026	19	225	292	000	5096	A001	(2,497.99)	ADAPTIVE SOCCER
0000005696	ANTHONY G OR MARY M AMON	10531	3	CHK10556	100.00	2/25/2026	19	225	292	000	5096	A100	(100.00)	BOYS BASKETBALL
0000005697	GARY L PHILLIPS AND KATHLEEN M PHILLIPS	10531	4	CHK15364	100.00	2/25/2026	19	225	292	000	5096	A100	(100.00)	BOYS BASKETBALL
0000005698	MICHAEL P QUINN AND CHLOE M QUINN	10531	5	CHK4629	100.00	2/25/2026	19	225	292	000	5096	A100	(100.00)	BOYS BASKETBALL
0000005699	ROBERT M OR PEGGY L APPEL	10531	6	CHK3016	100.00	2/25/2026	19	225	292	000	5096	A100	(100.00)	BOYS BASKETBALL
0000005700	JANET SLESSOR	10531	7	CHK4232	20.00	2/25/2026	19	225	292	000	5096	A100	(20.00)	BOYS BASKETBALL
0000005701	REBA R JOHNSON	10531	8	CHK6705	50.00	2/25/2026	19	225	292	000	5096	A100	(50.00)	BOYS B ASKETBALL
0000005702	LELAND OR VIV WATSON	10531	9	CHK5755	40.00	2/25/2026	19	225	292	000	5096	A100	(40.00)	BOYS BASKETBALL
0000005703	MAGGIE STOTERAU AND LYNN E STOTERAU	10531	10	CHK11031	25.00	2/25/2026	19	225	292	000	5096	A100	(25.00)	BOYS BASKET BALL
0000005704	CYNTHIA J FILIPEK AND JEFFREY T FILIPEK	10531	11	CHK3075	25.00	2/25/2026	19	225	292	000	5096	A100	(25.00)	BOYS BASKETBALL
0000005705	MINNESOTA FFA ASSOCIATION	10531	12	CHK16078	675.00	2/25/2026	19	225	298	301	5096	F350	(675.00)	FFA
0000005706	JUDY J PAITICH AND NEIL PAITICH	10537	3	CHK10950	500.00	2/26/2026	19	431	291	000	5096	U001	(500.00)	DONATION FOR 5TH GRD CAMP TRIP
0000005709	AA TIKO' RUJUX-XICAY	10537	22	CHK10033	500.00	2/26/2026	19	230	291	000	5096	Z002	(500.00)	FAMILIES IN NEED
0000005710	NORTH END AMERICAN LEGION POST 474, INC.	10537	24	CHK6289	1,000.00	2/26/2026	19	212	291	000	5096	J001	(1,000.00)	MCJORTC COLORADO MARCH 26
0000005712	ROSETOWN MEMORIAL POST 542	10538	13	CHK1168	500.00	2/26/2026	19	212	291	000	5096	J001	(500.00)	MC JROTC
0000005713	CHRISTINE MELKO	10538	15	CHK2171	25.00	2/26/2026	19	225	292	000	5096	A001	(25.00)	SOFTBALL
0000005726	JOHN J FOLEY	10544	5	CASH	500.00	2/27/2026	19	212	291	000	5096	J001	(500.00)	MC JROTC
0000005728	NRC MINNEAPOLIS/ CHIEF TROY KRUYER	10544	6	CASH	250.00	2/27/2026	19	252	291	000	5096	J001	(250.00)	NJROTC
0000005730	ROSEVILLE ANDERSON NELSON VFW POST 7555	10544	9	CHK23921	250.00	2/27/2026	19	212	291	000	5096	J001	(250.00)	MC JROTC
0000005731	ARTHUR O HAUKLAND POST 1350	10544	10	CHK30690	250.00	2/27/2026	19	212	291	000	5096	J001	(250.00)	MC JROTC
0000005732	KOWALSKI FINANCIAL INC	10544	11	CHK5242	500.00	2/27/2026	19	212	298	301	5096	R100	(500.00)	ROBOTICS TEAM
0000005733	AMERICAN LEGION POST 54	10544	12	CHK4070	100.00	2/27/2026	19	212	291	000	5096	J001	(100.00)	MC JROTC
													(64,644.77)	

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

DATE: March 17, 2026

TOPIC: Request for Permission to Accept a Grant from the Minnesota Office of Higher Education's Get Ready/GEAR UP Program

A. **PERTINENT FACTS**:

1. The Minnesota Office of Higher Education's Get Ready/GEAR UP Program utilizes a systems-level approach that helps it deliver a high-impact college and career readiness program. Get Ready helps students from low-income backgrounds, Indigenous communities, and communities of color realize their aspirations through education and career advancement. Get Ready operates in middle and high schools across multiple districts in Minnesota. Get Ready is funded primarily by the U.S. Department of Education through a federal GEAR UP grant (Gaining Early Awareness and Readiness for Undergraduate Programs). The Program is administered by the Minnesota Office of Higher Education. The federal GEAR UP program has two objectives: 1) student graduation from high school, and 2) student transition into college (includes all types of postsecondary institutions) upon high school graduation.

2. SPPS Freedom Schools staff received a Get Ready/GEAR UP Program grant to provide social/emotional, academic and post-secondary support services during the Summer 2026 term. This grant will fund student mentor positions and programming, and the grant amendment will increase the project budget to extend programming until from May 1 to May 21, 2026.

3. Saint Paul Public Schools will serve as fiscal agent for the project. The grant amendment increases the budget to approximately $50,401 through May 21, 2026.

4. This project will support the strategic focus area of College and Career Readiness.

5. This is a continuing grant-funded project.

6. This item is submitted by Durowaa Agyeman-Mensah, Grants Assistant; Anthony Walker, Director of Community Education; 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 accept a grant from the Minnesota Office of Higher Education's Get Ready/GEAR UP to fund college and career readiness programs at Freedom Schools and to implement the project as specified in the award documents.

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

DATE: March 17, 2026

TOPIC: Request for Permission to Submit Grants to the Albertine Foundation's Annual Grant Program

A. **PERTINENT FACTS**:

1. The Albertine Foundation, formerly known as the FACE Foundation, awards grants for projects that support and expand the burgeoning nationwide network of French bilingual programs in American public schools.

2. Saint Paul Public Schools has prepared the following applications to this annual grant program:

   - Pedagogical Grants: Central High School ($3,500), Hidden River Middle School ($3,900), and L'Etoile du Nord French Immersion ($3,500). These grants will fund educational materials, activities, and professional development related to strengthening French language education at these schools.
   - French Intern Grant: Central High School ($4,000). This grant will fund the monthly stipend and health insurance for a French intern.

3. Saint Paul Public Schools will serve as fiscal agent for the project. The four grants total $14,900.

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

5. These are continuing grant-funded projects.

6. This item is submitted by Durowaa Agyeman-Mensah, Grants Assistant; Sarah Schmidt de Carranza, Executive Director of Multilingual Learning, Charlotte Landreau, Director of the Innovation Office; Stacey Gray Akyea, Chief of Equity, Strategy & Innovation; and Valora Unowsky, Senior Executive Academic Officer.

B. **RECOMMENDATION**:

That the Board of Education authorize the Superintendent (designee) to submit grants to the Albertine Foundation's annual 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: March 17, 2026

TOPIC: United States Tennis Association (USTA) Grant

A. PERTINENT FACTS:

1. The United States Tennis Association will provide Humboldt High School a team grant of $5000 to use for the boys and girls tennis program. This grant will assist the Humboldt boys and girls tennis program with equipment to empower student athletes to thrive for excellence.

2. The United States Tennis Association invests in communities with sports based learning and development. The United States Tennis Association grant will provide Humboldt financial benefits to the girls and boys tennis programs for equipment needed to allow student athletes a safe and positive experience for tennis players at Humboldt.

3. The United States Tennis Association grant is a yearly grant process.

4. This project will meet the District strategic plan focus area(s) of Positive School and District Culture and Family and Community Engagement.

5. This item is submitted by Andrea Schmidt, Districtwide Athletic Director and Valora Unowsky, Senior Executive Academic Officer.

B. RECOMMENDATION:

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

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

DATE: March 17, 2026

TOPIC: Xello Renewal

A. PERTINENT FACTS:

1. This is a request to enter into a contract with Xello to host SPPS' post-secondary planning platform. In September 2020, SPPS began using Xello to ensure that all students K-12 develop and maintain a personal learning plan that aligns with interests, strengths and career aspirations.

2. K-12 students use Xello to develop their personal learning plans. Teachers and counselors use Xello to deliver lessons related to personal learning plans. In 12th grade, students use Xello to assist with the college application process. SPPS' college scholarship database is also stored in Xello.

3. This is a three-year contract.

4. Anticipated cost for Xello year one is $139,491.75. Anticipated cost for Xello year two is $141,554.70. Anticipated cost for Xello year three is $143,942.70.

5. This item aligns with the strategic plan focus area of: College and Career Readiness.

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

B. RECOMMENDATION:

That the Board of Education approve this contract renewal and authorize the Superintendent (or designee) to execute the contract between Xello and Saint Paul Public Schools.

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

DATE: March 17, 2026

TOPIC: Construction Manager as Advisor Services for Nokomis North Mechanical Systems Upgrades (Project # 1180-27-01)

A. PERTINENT FACTS:

1. This agenda item seeks approval to award Construction Manager as Advisor services and pass through general conditions for the Nokomis North Mechanical Systems Upgrades (Project # 1180-27-01).

2. In alignment with Board and Procurement protocols, a Request for Qualifications (No. A21-1305-A) was issued early 2021 to review the qualifications of existing consultants and expand the slate of Board approved consultants. The selected consultants were approved by the Board on March 23, 2021. The District 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 all professional consultant Construction Manager as Advisor services and pass through general conditions for the Nokomis North Mechanical Systems Upgrades (Project # 1180-27-01) 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	September 2026 (anticipated)
#4 – Contract Award	March 2027 (anticipated)
#5.1 – Project Close-Out	September 2028 (anticipated)
#5.2 - Final Project Summary	September 2029 (anticipated)

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

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
$13,500,000 - $14,192,000	$0	$0	0%

6. The following vendor was selected:

	Not-to-Exceed Fee
Knutson Construction.	$728,694

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 Director of Facilities; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize award of construction manager as advisor services and pass through general conditions to Knutson Construction for the not-to-exceed fee of $728,694.

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

DATE: March 17, 2026

TOPIC: Student Engagement and Advancement Board (SEAB) Interim Engagement & Relaunch Planning

A. PERTINENT FACTS:

1. The Student Engagement and Advancement Board (SEAB) is intended to elevate student voice and leadership within the district by creating a structured platform for students to advise district leadership and the Board of Education. This proposal outlines an interim engagement and planning phase designed to rebuild momentum and prepare for a successful relaunch of SEAB. The work will focus on redefining the purpose, structure, and impact of SEAB through a collaborative process that centers student voice, equity, and community engagement.

2. This project will initiate a listening, learning, and co-design process between district leadership and Good Trouble, a youth-led organization with experience facilitating youth engagement and leadership development. The interim phase will build a shared understanding of SEAB's past impact and future potential, generate trust and participation among students and alumni, and establish foundational systems necessary for a sustainable relaunch. Outcomes will include a summary of student engagement findings, a functioning Youth Task Force to guide the work, and a finalized framework for selecting future SEAB members.

3. The project will take place from June 2026 through May 2027. Activities will include project initiation and planning, school site listening sessions, data synthesis, youth co-design sessions, and the development and validation of a future SEAB selection framework.

4. The project will be facilitated by Good Trouble and will include the following key initiatives:

   - SEAB Listening and Learning Blitz: Up to five school site visits to gather input from students, staff, and stakeholders.
   - Establishment of a Youth Task Force: A diverse group of students serving as strategic advisors and co-creators throughout the planning process.
   - Development of a Selection Framework: Creation of a transparent and equitable process for recruiting and selecting future SEAB members.

The total cost for the proposed scope of work is $35,000, with payments scheduled as follows:

- $10,000 by June 15, 2026
- $15,000 by December 15, 2026
- $10,000 by May 15, 2027, upon completion of the agreed-upon scope of work.

5. This project will meet the District strategic plan focus areas of:

    - Positive School and District Culture
    - Effective and Culturally Relevant Instruction
    - Program Evaluation and Resource Allocation
    - Family and Community Engagement

6. This item is submitted by Kaying Thao, Administrator to the Board.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent or designee to enter into an agreement with Good Trouble to facilitate the Student Engagement and Advancement Board (SEAB) interim engagement and relaunch planning process for the 2026–2027 school year in an amount not to exceed $35,000**.**

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

DATE: March 17, 2026

TOPIC: Amendment to Option and Lease Agreement (Cell Tower) at Global Arts Plus Upper Campus

A. PERTINENT FACTS:

1. New Cingular Wireless PCS and Saint Paul Public Schools desire to revise the Option and Lease Agreement (Cell Tower) from April 28, 2000, at Global Arts Plus Upper Campus located at 810 Palace Avenue, to reflect permission being granted New Cingular Wireless PCS to change or modify the Communication Facility, which the District is willing to approve.

2. Terms and conditions of the Amendment include the following:

    a. The lease term will be five (5) years commencing April 28, 2025 and terminating April 28, 2030, with two (2) additional five (5) year extensions options.
    b. Annual rent for the first year will be Twenty-Nine Thousand Five Hundred Dollars ($29,500) with a 5% increase annually. Revenue will be applied to permit expenses.

3. This Amendment meets the District Strategic Plan goals by aligning resource allocation to District priorities.

4. This item has been reviewed and approved by outside Council and the District's General Counsel.

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

B. RECOMMENDATION:

That the Board of Education authorize the execution of the Amendment to Option and Lease Agreement (Cell Tower) between the District and New Cingular Wireless PCS for the five (5) year term, with annual rent for the first year of Twenty-Nine Thousand Five Hundred Dollars ($29,500), subject to all other terms and conditions of said Amendment.

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

DATE: **March 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 January 1, 2026- January 31, 2026.

	MONTHLY OPERATING AUTHORITY		
	JANUARY 1, 2026 -JANUARY 31,2026		
Fund	**Descriptions**		**Amount**
No	**Checks: 792792--793609**		
1	General	$	3,396,609.24
2	Food Service	$	798,358.49
3	Transportation Services	$	213,019.55
4	Community Service	$	44,933.83
6	Building Construction	$	2,418,685.62
		$	**6,871,606.73**
	Electronic Payments(WIRES): 0011643--0011666		
1	General	$	110,816,303.40
2	Food Service	$	1,360,663.96
3	Transportation Services	$	412,787.51
4	Community Service	$	1,846,913.92
6	Building Construction	$	306,559.50
21	Work Compensatory	$	6,030.23
		$	**114,749,258.52**
	ACH Payments: 0014877--0015155		
1	General	$	5,779,647.64
2	Food Service	$	116,520.23
3	Transportation Services	$	1,672,758.91
4	Community Service	$	353,251.52
6	Building Construction	$	1,094,771.58
		$	**9,016,949.88**
	EFT Payments: 0000000--0000000		
1	General	$	-
2	Food Service	$	-
3	Transportation Services	$	-
4	Community Service	$	-
6	Building Construction	$	-
		$	**-**
	P- Card		
1	General	$	240,738.74
2	Food Service	$	754.81
3	Transportation Services	$	1,041.92
4	Community Service	$	15,976.47
6	Building Construction	$	13.66
		$	**258,525.60**
	TOTAL DISTRICT	**$**	**130,896,340.73**

Fund Financial Analysis (July Thru January FY 2026)				
Fund	**Actual Expenses**	**Adopted Budget**	**Variance**	**Percentage of Budget Used**
Fund 1- General Fund	$ 482,650,770.48	$ 767,046,517.00	$ 284,395,746.52	63%
Fund 2 -Food Service	$ 16,602,818.64	$ 33,016,123.00	$ 16,413,304.36	50%
Fund 4 -Community Service	$ 15,608,708.35	$ 31,364,108.00	$ 15,755,399.65	50%
Fund 6- Building Construction	$ 95,162,257.00	$ 118,891,454.00	$ 23,729,197.00	80%

Fund Financial Analysis (JANUARY FY 2026)			
fund	**Actual Expenses**	**Adopted Budget**	**Percentage of Budget used**
Fund 1- General Fund	$ 122,538,937.14	$ 767,046,517.00	16%
Fund 2 -Food Service	$ 2,276,297.49	$ 33,016,123.00	7%
Fund 4 -Community Service	$ 2,261,075.74	$ 31,364,108.00	7%
Fund 6- Building Construction	$ 3,820,030.36	$ 118,891,454.00	3%

HUMAN RESOURCE TRANSACTIONS
February 1, 2026 to February 28, 2026
For Board of Education Meeting of March 17, 2026

NEW APPOINTMENT

Name	Job Category	Eff Date	Pay Rate	Location
Forrester, D.	Classroom Teacher	02/21/2026	$57.54	Washington Tech High
Lo, C.	Classroom Teacher	02/28/2026	$60.27	Txuj Ci HMong Lower Phalen Lake
Manz, S.	Classroom Teacher	02/21/2026	$41.80	Johnson Senior High
Webb, E.	Classroom Teacher	02/17/2026	$42.92	Colborne Admin Offices
Anderson, M.	Classroom Teacher	02/17/2026	$59.27	271 Belvidere Building
Marino, M.	School / Community Professional	02/17/2026	$39.37	271 Belvidere Building
Moo, K.	School / Community Professional	02/21/2026	$29.15	271 Belvidere Building
Parkinson, C.	School / Community Professional	02/21/2026	$37.80	1780 West 7th Street
Anderson, A.	Education Assistant	02/07/2026	$18.00	Horace Mann
Benson, B.	Education Assistant	02/07/2026	$18.00	Adams Spanish Immersion Magnet
Bevers, D.	Education Assistant	02/07/2026	$18.00	Expo for Excellence Elementary
Bond, R.	Education Assistant	02/07/2026	$18.00	Bruce F. Vento Elementary
Caldwell, A.	Education Assistant	02/07/2026	$18.00	Rondo Education Center
Chang, K.	Education Assistant	02/17/2026	$39.30	Colborne Admin Offices
Clark, A.	Education Assistant	02/07/2026	$18.00	Randolph Heights Elementary
Dampier, M.	Education Assistant	02/07/2026	$18.00	Expo for Excellence Elementary
De La Torre-Leaskas, A.	Education Assistant	02/28/2026	$26.59	1780 West 7th Street
Fritz, Z.	Education Assistant	02/07/2026	$18.00	Expo for Excellence Elementary
Hansen, E.	Education Assistant	02/07/2026	$18.00	Randolph Heights Elementary
Harris, A.	Education Assistant	02/17/2026	$28.83	1780 West 7th Street
Hser, M.	Education Assistant	02/07/2026	$18.00	Highland Park Elementary
Jenkins, N.	Education Assistant	02/07/2026	$18.00	Horace Mann
Lee, A.	Education Assistant	02/07/2026	$18.00	Randolph Heights Elementary
Lo, N.	Education Assistant	02/07/2026	$18.00	Expo for Excellence Elementary
Lunski, L.	Education Assistant	02/17/2026	$18.00	St. Anthony Park Elementary
Mallawaaratchy, M.	Education Assistant	02/07/2026	$18.00	St. Anthony Park Elementary

NEW APPOINTMENT

Name	Job Category	Eff Date	Pay Rate	Location
Mangan, A.	Education Assistant	02/07/2026	$18.00	Horace Mann
Moylan, M.	Education Assistant	02/07/2026	$18.36	St. Anthony Park Elementary
Myatt, A.	Education Assistant	02/07/2026	$18.00	Highland Park Elementary
Nicholas, L.	Education Assistant	02/07/2026	$18.00	Randolph Heights Elementary
Nino, A.	Education Assistant	02/07/2026	$18.36	St. Anthony Park Elementary
Olmstead, G.	Education Assistant	02/07/2026	$18.00	Horace Mann
Osuoha, C.	Education Assistant	02/07/2026	$18.00	St. Anthony Park Elementary
Parnell, P.	Education Assistant	02/07/2026	$18.00	Horace Mann
Paw, E.	Education Assistant	02/07/2026	$18.00	Expo for Excellence Elementary
Paw, M.	Education Assistant	02/07/2026	$23.24	St. Anthony Park Elementary
Peel, M.	Education Assistant	02/07/2026	$18.00	Highland Park Elementary
Simmons, E.	Education Assistant	02/07/2026	$18.00	Rondo Education Center
Thadys, D.	Education Assistant	02/07/2026	$18.00	Randolph Heights Elementary
Thompson, J.	Education Assistant	02/07/2026	$18.00	Horace Mann
Turoski, E.	Education Assistant	02/07/2026	$18.00	Expo for Excellence Elementary
Weber, S.	Education Assistant	02/07/2026	$18.00	Highland Park Elementary
Westlund, B.	Education Assistant	02/07/2026	$18.00	Horace Mann
Woodward, A.	Education Assistant	02/07/2026	$31.01	Central Senior High
Busch, J.	Teaching Assistant	02/17/2026	$23.94	Central Senior High
Chea, N.	Teaching Assistant	02/17/2026	$21.63	Battle Creek Elementary
Fricano, D.	Teaching Assistant	02/07/2026	$23.35	RiverEast Elementary/Secondary
Gonzalez Macias, J.	Teaching Assistant	02/28/2026	$21.63	Riverview Dual Immersion
Herron, T.	Teaching Assistant	02/17/2026	$21.63	Eastern Heights Elementary
Kim, S.	Teaching Assistant	02/28/2026	$23.94	Global Arts Plus Lower
Lin, H.	Teaching Assistant	02/07/2026	$23.94	Humboldt Secondary
Moy, D.	Teaching Assistant	02/17/2026	$20.94	Early Learning Hub
Paw, K.	Teaching Assistant	02/17/2026	$23.35	Focus Beyond (18-Adult)
Pereira, I.	Teaching Assistant	02/21/2026	$23.35	Dayton’s Bluff Achievement Plus
Reeve, A.	Teaching Assistant	02/17/2026	$23.35	Central Senior High
Reyes, L.	Teaching Assistant	02/17/2026	$23.35	American Indian Magnet

NEW APPOINTMENT

Name	Job Category	Eff Date	Pay Rate	Location
Werner, J.	Teaching Assistant	02/21/2026	$23.35	Central Senior High
Chang, P.	Clerical	03/14/2026	$20.55	Virtual Learning 9-11
Davis, S.	Clerical	02/17/2026	$33.61	Colborne Admin Offices
Johnson, L.	Clerical	02/07/2026	$30.90	Colborne Admin Offices
Flaherty, M.	Custodian	02/07/2026	$29.81	Como Service Center
Meloy, D.	Custodian	03/07/2026	$29.81	Farnsworth Aerospace Lower
Wadzink, T.	Maintenance Supervisor	03/07/2026	$48.16	Como Service Center
Beardsley, D.	Nutrition Services	02/28/2026	$18.15	Randolph Heights Elementary
Coello-Jimenez, J.	Nutrition Services	02/07/2026	$18.15	Harding Senior High
Cuevas Rangel, D.	Nutrition Services	03/14/2026	$18.15	East African Elementary Magnet
Dalaoui, H.	Nutrition Services	03/07/2026	$18.15	Highland Park Senior High
Dorsey, T.	Nutrition Services	02/17/2026	$18.15	Como Park Senior High
Garcia-Barros, A.	Nutrition Services	02/21/2026	$18.15	Rondo Education Center
Gilliam, R.	Nutrition Services	03/07/2026	$18.15	Highland Park Senior High
Kitto, B.	Nutrition Services	02/21/2026	$18.15	Highland Park Senior High
Mayaka, L.	Nutrition Services	02/17/2026	$15.84	Barack & Michelle Obama Middle
Muqtaar, H.	Nutrition Services	02/17/2026	$18.15	Highland Park Senior High
Newsum, H.	Nutrition Services	02/21/2026	$18.15	Jie Ming Mandarin Immersion Academy
Sanchez Juarez, A.	Nutrition Services	02/21/2026	$18.15	Humboldt Secondary
Tafa, E.	Nutrition Services	03/14/2026	$18.15	Maxfield Elementary
Telesfor Aleman, D.	Nutrition Services	02/21/2026	$18.15	Adams Spanish Immersion Magnet
Toby, A.	Nutrition Services	02/21/2026	$18.15	Como Service Center
Tun, H.	Nutrition Services	03/14/2026	$18.15	Frost Lake Elementary
Vonitter, C.	Nutrition Services	02/21/2026	$18.15	Central Senior High
Packer-Smith, A.	Professional Employee	03/07/2026	$50.93	Como Service Center
Thao, J.	Professional Employee	02/21/2026	$43.97	Colborne Admin Offices
Vongphachanh, L.	Supervisory	02/28/2026	$60.66	Colborne Admin Offices

PROMOTION

Name	Job Category	Eff Date	Pay Rate	Location
Garcia, L.	School / Community Professional From: Teaching Assistant	02/21/2026	$28.24	Riverview Dual Immersion

PROMOTION

Name	Job Category	Eff Date	Pay Rate	Location
Velasquez, A.	Education Assistant From: Teaching Assistant	02/07/2026	$26.05	St. Paul Music Academy
Peterson, J.	Painter Career Progression	06/28/2025	$44.70	Como Service Center
O'Keefe, S.	Professional Employee Career Progression	02/21/2026	$47.71	Como Service Center

TEMPORARY APPOINTMENT

Name	Job Category	Eff Date	Pay Rate	Location
Burglechner, W.	Classroom Teacher	02/27/2026	$39.96	Dayton's Bluff Achievement Plus

LEAVE OF ABSENCE

Name	Job Category	Eff Date		Location
Retzler, K.	Classroom Teacher	11/04/2025		Washington Tech Middle
Rancone, N.	Classroom Teacher	01/08/2026		Johnson Senior High
Cha, X.	Education Assistant	02/05/2026		Bruce F. Vento Elementary
Vue, K.	Clerical	01/10/2026		Colborne Admin Offices
Galindo, J.	Nutrition Services	01/20/2026		Jie Ming Mandarin Immersion Academy
Collins, A.	Administration	03/13/2026		Colborne Admin Offices

REHIRE

Name	Job Category	Eff Date	Pay Rate	Location
Htay, Z.	Education Assistant	02/17/2026	$36.74	Colborne Admin Offices
Lopez Rodriguez, F.	Education Assistant	02/07/2026	$26.59	Battle Creek Elementary
Mohamed, Y.	Education Assistant	02/21/2026	$33.32	St. Anthony Park Elementary
Redmond, J.	Education Assistant	02/28/2026	$24.58	Journeys Secondary
Smith, G.	Teaching Assistant	02/21/2026	$23.35	Central Senior High
Cannedy, T.	Nutrition Services	01/31/2026	$18.15	Highwood Hills Elementary
Johnson, D.	Nutrition Services	02/28/2026	$18.15	Como Service Center

REINSTATEMENT FROM LEAVE OF ABSENCE

Name	Job Category	Eff Date		Location
Martin, T.	Classroom Teacher	02/12/2026		Harding Senior High
Duffin, M.	Classroom Teacher	12/19/2025		Central Senior High
Dah, T.	Education Assistant	02/03/2026		Murray Middle
Mattix-Foster, J.	Education Assistant	02/02/2026		Colborne Admin Offices
Lou, S.	Nutrition Services	02/09/2026		St. Paul Music Academy

RECISION OF RESIGNATION

Name	Job Category	Eff Date	Pay Rate	Location
Sutmar, J.	Teaching Assistant	02/19/2026	$28.48	Global Arts Plus Lower

REHIRE AFTER TERMINATION

Name	Job Category	Eff Date	Pay Rate	Location
Moore, C.	Classroom Teacher	02/11/2026	$46.17	Colborne Admin Offices

VOLUNTARY REDUCTION IN TITLE

Name	Job Category	Eff Date	Pay Rate	Location
Tovar Churio, I.	Teaching Assistant	02/21/2026	$23.30	Riverview Dual Immersion
Odeen, D.	Custodian	02/21/2026	$31.62	E-STEM Middle

RETIREMENT

Name	Job Category	Eff Date	Location
Sager, D.	Assistant Principal	06/30/2026	Highland Park Senior High
Ryder, D.	Classroom Teacher	06/13/2026	Virtual Learning Middle
Wilke, K.	Classroom Teacher	06/13/2026	271 Belvidere Building
Neustadter, G.	Classroom Teacher	06/17/2026	Txuj Ci HMong Lower Phalen Lake
Zhong, A.	Classroom Teacher	06/13/2026	Washington Tech High
Morrow, D.	Classroom Teacher	11/26/2026	Focus Beyond (18-Adult)
Chang, P.	Education Assistant	09/07/2026	Randolph Heights Elementary
Drake, M.	Teaching Assistant	03/28/2026	Como Park Elementary
Enriquez, C.	Teaching Assistant	09/05/2026	Como Park Senior High
Emerfoll, G.	Nutrition Services	02/25/2026	Frost Lake Elementary
Keil, K.	Nutrition Services	04/24/2026	Humboldt Secondary
Nordman, C.	Supervisory	08/22/2026	Rondo Education Center

RESIGNATION

Name	Job Category	Eff Date	Location
Carlson, K.	Classroom Teacher	03/07/2026	Highland Park Elementary
Mann, J.	Classroom Teacher	02/13/2026	Como Park Senior High
Susag, B.	Classroom Teacher	02/14/2026	Hamline Elementary
Eh Wah, N.	Classroom Teacher	06/13/2026	Harding Senior High
Burglechner, W.	Classroom Teacher	06/13/2026	Dayton’s Bluff Achievement Plus
Norman, A.	Education Assistant	03/14/2026	Horace Mann
Fenner, C.	Teaching Assistant	03/05/2026	Como Park Senior High
Lightfeather, Y.	Teaching Assistant	02/28/2026	Murray Middle
Sevilla-Zamora, A.	Teaching Assistant	02/14/2026	Riverview Dual Immersion
Suddath, K.	Teaching Assistant	02/28/2026	Nokomis Montessori North
Tammi, E.	Teaching Assistant	02/28/2026	Hamline Elementary
Titus, J.	Teaching Assistant	02/21/2026	Washington Tech Middle

RESIGNATION

Name	Job Category	Eff Date	Location
Tungland, H.	Teaching Assistant	12/03/2025	Global Arts Plus Upper
Barrett, C.	Bus Driver	02/14/2026	Transportation Services
Conroy, J.	Custodian	03/11/2026	Washington Tech High
Hammond, R.	Custodian	03/13/2026	Ronald M Hubbs Center
Darsow, J.	Supervisory	02/28/2026	Como Service Center

TERMINATION

Name	Job Category	Eff Date
P., T.	School / Community Professional	02/21/2026
S., E.	Education Assistant	02/03/2026
F., E.	Teaching Assistant	02/04/2026
H., T.	Teaching Assistant	02/11/2026
M., I.	Teaching Assistant	02/19/2026
O., A.	Teaching Assistant	11/29/2025
R., M.	Teaching Assistant	02/10/2026
S., J.	Teaching Assistant	02/03/2026
S., J.	Teaching Assistant	02/19/2026
W., K.	Teaching Assistant	02/17/2026

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

DATE: March 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
CL Benson	Filters and supplies	Current Approved Value: $150,000 Increase: $45,000 **New Value: $195,000**	F-359(5)

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: March 17, 2026

TOPIC: Proposed Dedication of the Benjamin E. Mays Atrium

A. PERTINENT FACTS:

1. Effective immediately, Benjamin E. Mays IB World School seeks approval of the dedication of a name for the Benjamin E. Mays Atrium. The leadership team, in collaboration with community elder, Frank White, request to dedicate the atrium to Ms. Toni Stone.

2. Principal Hughes notified Assistant Superintendent Páez about the proposed dedication on February 18, 2026. Assistant Superintendent Páez then notified Superintendent Stanley.

3. Elder Frank White approached school leadership during the 2023/2024 school year to begin the atrium dedication discussion. Elder White presented the leadership team with information that Ms. Toni Stone's home stood where the atrium at Benjamin E. Mays school now resides. Ms. Toni Stone was the first African American woman to play baseball with men professionally and she has a deep and rich history in the Rondo neighborhood.

4. Attached is a rendering of the plaque that will be displayed in the atrium as well as a map showing where Toni Stone's home once stood.

5. If approved, the school team and community will host an unveiling and community dinner on March 26, 2026.

6. This item is submitted by Danielle Hughes, principal at Benjamin E. Mays; Nancy Páez, Assistant Superintendent; Valora Unowsky, Senior Executive Academic Officer.

B. RECOMMENDATION:

In accordance with Board policy 801.01.2, it is recommended that the Board of Education authorize the Superintendent (designee) to approve the dedication of a space by naming the atrium at Benjamin E. Mays the Toni Stone Atrium.

TONI STONE

Marcenia Lyle Stone (Alberga)
July 17, 1921 – November 2, 1996

Teams, Awards and Acknowledgments

1937	Twin City Colored Giants
1949	San Francisco Sea Lions
1949	New Orleans Creoles
1950	New Orleans Creoles
1953	Indianapolis Clowns
1954	Kansas City Monarchs
1990	City of St. Paul declared March 6th "Toni Stone Day."
1993	Inducted, Women's Sports Foundation International Women's Sports Hall of Fame
1996	Died in Alameda, CA, November 2, 1996
1996	December 6, Dunning Baseball Stadium in St. Paul, renamed "Toni Stone Field."
1997	Great American History Theatre presents "Tomboy Stone," about Toni Stone.
2019	Off-Broadway Play – Toni Stone
2025	May 12, First woman inducted into the Mancini's St. Paul Sports Hall of Fame.

Toni "Tomboy," Stone, as she was known in the Rondo community of St. Paul, MN was born to Willa Maynard and Boyken Stone in Bluefield, W. Virginia, on July 17, 1921. The family moved to St. Paul when Toni was 10 years old.

She began playing sports, she loved them all at Welcome Hall (Ober Boys & Girls Club) and Dunning fields, but baseball was her love and passion. While discouraged by her parents to play baseball, Toni credited Father Charles Keefe at St. Peter Claver Catholic Church, for understanding her determination to play ball by allowing her to play on the church team of boys in the Catholic Midget League.

She would also attend a summer baseball camp run by Gabby Street, (St. Paul Saints manager), he would recognize her skills and provide her with her first pair of baseball cleats.

Toni's skills as a baseball player would have her invited to play with George White's, Twin City Colored Giants a semi-professional team that barnstormed on weekends throughout Minnesota, Wisconsin and Canada, this was a particularly good all-Black men's baseball team. On Sunday, Toni would attend mass at St. Peter Claver, then get in cars with the team and drive to someplace such as Connersville, Wisconsin, for a game. She was sixteen and the only girl on the team. According to John Cotton, "she was a ballplayer and could throw like a man!"

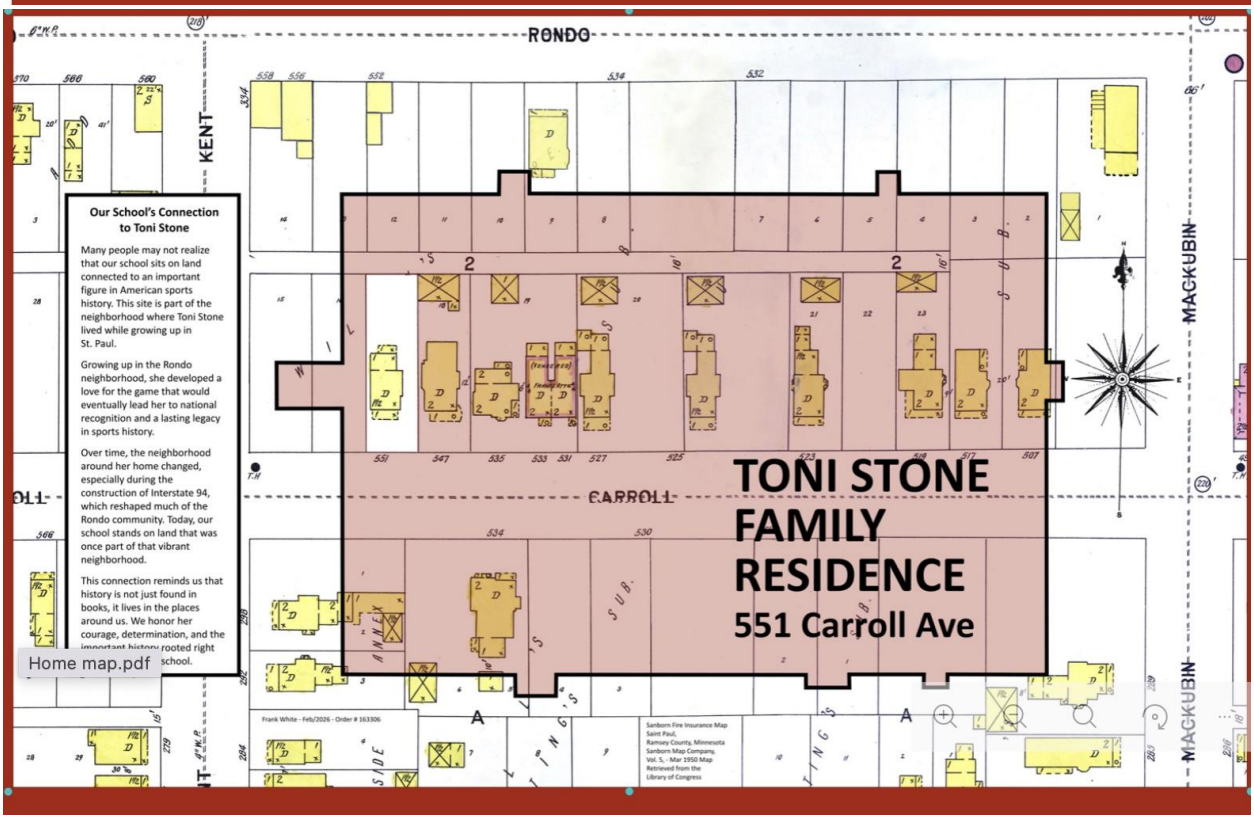
Sometime in late 1943, she would leave to join her younger sister Bernous "Bunny" in San Francisco, California. The family at that time lived at 551 Carroll Avenue, (see map).

After arriving in San Francisco, she would play on a Legion team (she changed her age to be eligible by 10 years younger), and then eventually would play for the semi-professional San Francisco Sea Lions. This would provide her with additional opportunities of playing with other men's baseball teams.

While in San Francisco Toni would meet Aurelious Pescia Alberga (he was a successful retired Army Officer and boxing promoter), and would marry him on December 23, 1950, after her season with the Creoles. They were married for 30 years.

Toni's perseverance, passion, and determination would gain her recognized as a Barrier Breaker, a woman who followed her passion and eventually would become the first woman to play professional baseball in the Negro American League with the Indianapolis Clowns in 1953.

"One can only imagine the challenges Toni Stone faced playing baseball in a man's game."



Our School's Connection to Toni Stone

Many people may not realize that our school sits on land connected to an important figure in American sports history. This site is part of the neighborhood where Toni Stone lived while growing up in St. Paul.

Growing up in the Rondo neighborhood, she developed a love for the game that would eventually lead her to national recognition and a lasting legacy in sports history.

Over time, the neighborhood around her home changed, especially during the construction of Interstate 94, which reshaped much of the Rondo community. Today, our school stands on land that was once part of that vibrant neighborhood.

This connection reminds us that history is not just found in books, it lives in the places around us. We honor her courage, determination, and the important history rooted right school.

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

DATE: March 17, 2026

TOPIC: Phase Gate Approval of the Rondo Complex Ceilings, Lighting, HVAC and Fire and Smoke Dampers Project (Project # 3170-26-01): Gate #2 – Project Charter

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Rondo Complex Ceilings, Lighting, HVAC and Fire and Smoke Dampers project at the following phase gate(s):
   a. Gate #2 – Project Charter
2. Phase Gate #2 is the establishment of the scope and intent of the project.
3. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	July 15, 2025
#2 – Project Charter (Predesign)	March 17, 2026 (current)
#3 – Project Budget	October 2026 (anticipated)
#4 – Contract Award	April 2027 (anticipated)
#5.1 – Project Close-Out	August 2028 (anticipated)
#5.2 – Final Project Summary	August 2029 (anticipated)

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

Rough Order of Magnitude Estimate	Current Obligations	Invoiced to Date	Percent Invoiced
$31,200,000 - $34,800,000	$0	$0	0%

5. A summary of funding for preliminary design expense:

Funding Source	Amount
Capital Bonds FY26-30	$4,950,000
LTFM FY26-30	$28,050,000

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

B. RECOMMENDATION:

That the Board of Education approve the Rondo Complex Ceilings, Lighting, HVAC and Fire and Smoke Dampers project (Project # 3170-26-01) at Phase Gate Check #2 – Project Charter.

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

DATE: March 17, 2026

TOPIC: Project Budget Modification Request and Finance Plan Update for Como Park Elementary Pool AHU Replacement (Project # 4090-25-01)

A. PERTINENT FACTS:

1. This agenda item seeks approval to modify the budget of the Como Park Elementary Pool AHU Replacement:

    a. The base bid plus the acceptance of a critical alternate scope exceeded the construction estimate used to set the project budget at Gate Check 3. The bid pricing was determined to be fair and is being recommended for award in a concurrent Board item.

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

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
$835,000	$78,120	$29,452	3.5%

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

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
$1,185,000	$78,120	$29,452	2.5%

4. A summary of current and anticipated funding to accommodate the budget revision is as follows:

Funding Source	Amount
LTFM FY26-28	$1,037,000
CAP FY26-28	$148,000

5. Project cash flow schedule has been reviewed and approved by the District Finance Office.

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

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

B. RECOMMENDATION:

That the Board of Education approve the budget modification to Como Park Elementary Pool AHU Replacement (Project # 4090-25-01).

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

DATE: March 17, 2026

TOPIC: Phase Gate Approval of the Como Park Elementary Pool AHU Replacement (Project # 4090-25-01): Gate #4 - Contract Award

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Como Park Elementary Pool AHU Replacement project at the following phase gate(s):

   a. Gate #4: Contract Award

2. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	July 15, 2025
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	January 20, 2026
#4 – Contract Award	March 17, 2026 (current)
#5.1 – Project Close-Out	February 2027 (anticipated)
#5.2 – Final Project Summary	February 2028 (anticipated)

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

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
$1,185,000*	$78,120	$29,452	2.5%

*Please note the revised budget is under separate, concurrent consideration on the agenda.

4. The following bids were received:

	Lump Sum Base Bid plus Alternates #1
Sheehy Construction	$959,300
KNB Contracting	Ineligible

5. Bids will be reviewed by Purchasing.

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

Funding Source	Amount
LTFM FY26-28	$1,037,000
CAP FY26-28	148,000

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

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

B. RECOMMENDATION:

That the Board of Education approve the award of Bid No. A26-6173 for the Como Park Elementary Pool AHU Replacement (Project # 4090-25-01) to Sheehy Construction for a lump sum base bid plus Alternates #1 of $959,300.

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

DATE: March 17, 2026

TOPIC: Phase Gate Approval of the FY25 Roofing Replacement Program at Harding High School and Education and Operations Services (Project # 0175-25-01): Gate #4 - Contract Award

A. PERTINENT FACTS:

1. This agenda item seeks approval for the FY25 Roofing Replacement Program at Harding High School and Education and Operations Services project at the following phase gate(s):

   a. Gate #4: Contract Award

2. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	July 15, 2025
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	December 16, 2025
#4 – Contract Award	March 17, 2026 (current)
#5.1 – Project Close-Out	October 2026 (anticipated)
#5.2 – Final Project Summary	October 2027 (anticipated)

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

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
$14,300,000	$548,860	$291,934	2%

4. The following bids were received:

	Lump Sum Base Bid plus Alternates #1B, 2 & 3
Donlar Construction	$11,257,300
Versacon Construction	$11,422,471
Berwald Construction	$11,972,377
Morcon Construction	$12,059,500

5. Bids will be reviewed by Purchasing.

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

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

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

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

B. RECOMMENDATION:

That the Board of Education approve the award of Bid No. A26-6095 for the FY25 Roofing Replacement Program at Harding High School and Education and Operations Services project (Project # 0175-25-01) to Donlar Construction for a lump sum base bid plus Alternates #1B, 2 & 3 of $11,257,300.

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

DATE: March 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 #4 - Contract Award

A. PERTINENT FACTS:

1. This agenda item seeks approval for the FY26 Instructional A/V Replacement Program at Mississippi Elementary and Nokomis Montessori South project at the following phase gate(s):

    a. Gate #4: Contract Award

2. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	July 15, 2025
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	February 17, 2026
#4 – Contract Award	March 17, 2026 (current)
#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:

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
$2,230,000	$349,854	$12,191	0.5%

4. The following bid was received per the terms of Ramsey County Contract #RC-000614:

    Lump Sum Base Bid
    Construction Results Corporation.....$866,740

5. Bids will be reviewed by Purchasing.

6. 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

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

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

B. RECOMMENDATION:

That the Board of Education approve the award of the FY26 Instructional A/V Replacement Program at Mississippi Elementary and Nokomis Montessori South (Project # 0680-26-01) to Construction Results Corporation for a lump sum base bid of $866,740.

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

DATE: March 17, 2026

TOPIC: Phase Gate Approval of the FY26 Multi-Site Flooring Replacement Program at Chelsea Heights Elementary, Central High School, Como Park Elementary and Washington Technology High School (Project # 0225-26-01): Gate #4 - Contract Award

A. PERTINENT FACTS:

1. This agenda item seeks approval for the FY26 Multi-Site Flooring Replacement Program at Chelsea Heights Elementary, Central High School, Como Park Elementary and Washington Technology High School at the following phase gate(s):

    a. Gate #4: Contract Award

2. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	July 15, 2025
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	February 17, 2026
#4 – Contract Award	March 17, 2026 (current)
#5.1 – Project Close-Out	August 2026 (anticipated)
#5.2 – Final Project Summary	August 2027 (anticipated)

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

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

4. The following bid was received per the terms of MN State Contract #C-432(5):

    Lump Sum Base Bid
    Commercial Flooring Services, LLC $244,575

5. This bid will be reviewed by Purchasing.

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

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

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

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

B. RECOMMENDATION:

That the Board of Education approve the award of flooring at Washington Technology High School for the FY26 Multi-Site Flooring Replacement Program at Chelsea Heights Elementary, Central High School, Como Park Elementary and Washington Technology High School (Project # 0225-26-01) to Commercial Flooring Services, LLC for a lump sum base bid of $244,575.

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

DATE: March 17, 2026

TOPIC: Phase Gate Approval of the FY26 Multi-Site Flooring Replacement Program at Chelsea Heights Elementary, Central High School, Como Park Elementary and Washington Technology High School (Project # 0225-26-01): Gate #4 - Contract Award

A. PERTINENT FACTS:

1. This agenda item seeks approval for the FY26 Multi-Site Flooring Replacement Program at Chelsea Heights Elementary, Central High School, Como Park Elementary and Washington Technology High School at the following phase gate(s):

    a. Gate #4: Contract Award

2. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	July 15, 2025
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	February 17, 2026
#4 – Contract Award	March 17, 2026 (current)
#5.1 – Project Close-Out	August 2026 (anticipated)
#5.2 – Final Project Summary	August 2027 (anticipated)

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

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

4. The following bid was received per the terms of MN State Contract #C-432(5):

    Lump Sum Base Bid
    Commercial Flooring Services, LLC $236,111

5. This bid will be reviewed by Purchasing.

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

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

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

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

B. RECOMMENDATION:

That the Board of Education approve the award of flooring at Chelsea Heights Elementary for the FY26 Multi-Site Flooring Replacement Program at Chelsea Heights Elementary, Central High School, Como Park Elementary and Washington Technology High School (Project # 0225-26-01) to Commercial Flooring Services, LLC for a lump sum base bid of $236,111.

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

DATE: March 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 #4 - Contract Award

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 #4: Contract Award

2. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	July 15, 2025
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	February 17, 2026
#4 – Contract Award	March 17, 2026 (current)
#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:

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

4. The following bid was received per the terms of MN State Contract #F-556(5):

   Lump Sum Base Bid
   Nasseff Mechanical Contractors.....$1,753,590

5. This bid will be reviewed by Purchasing.

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

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

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

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

B. RECOMMENDATION:

That the Board of Education approve the award of fire suppression at Harding High School for the FY27 Fire Safety Program at L'Etoile Du Nord French Immersion School and Harding High School (Project # 0652-27-01) to Nasseff Mechanical Contractors for a lump sum base bid of $1,753,590.

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

DATE: March 17, 2026

TOPIC: Phase Gate Approval of the Hazel Park Fire Alarm, A/V and Ceilings (Project # 1130-26-01): Gate #4 - Contract Award

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 #4: Contract Award

2. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	July 15, 2025
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	February 17, 2026
#4 – Contract Award	March 17, 2026 (current)
#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:

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
$2,061,000	$248,190	$7,682	0.4%

4. The following bids were received:

	Lump Sum Base Bid
Rochon Corporation	$1,142,000
RAK Construction	$1,188,777
Derau Construction	$1,287,000
Sheehy Construction	$1,370,300
Parkos Construction	$1,486,000

5. Bids will be reviewed by Purchasing.

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

Funding Source	Amount
Capital Bonds FY25-28	$846,252
LTFM FY25-28	$1,214,748

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

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

B. RECOMMENDATION:

That the Board of Education approve the award of Bid No. A26-6226 for the Hazel Park Fire Alarm, A/V and Ceilings (Project # 1130-26-01) to Rochon Corporation for a lump sum base bid of $1,142,000.

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

DATE: March 17, 2026

TOPIC: Phase Gate Approval of the Multi-Site Server Room A/C Generator Replacement at 360 Colborne and Education and Operations Services (Project # 0651-26-01): Gate #4 - Contract Award

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Multi-Site Server Room A/C Generator Replacement at 360 Colborne and Education and Operations Services (EOS) project at the following phase gate(s):

    a. Gate #4: Contract Award

2. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	July 15, 2025
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	November 18, 2025
#4 – Contract Award	December 16, 2025; March 17, 2026 (current)
#5.1 – Project Close-Out	June 2026 (anticipated)
#5.2 – Final Project Summary	June 2027 (anticipated)

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

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
$2,427,000	$141,004	$106,730	4.4%

4. The following bids were received:

	Lump Sum Base Bid
Derau Construction, LLC	$548,400
Reiling Construction, Inc.	$628,917
Meisinger Construction Company	$738,900

5. Bids will be reviewed by Purchasing.

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

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

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

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

B. RECOMMENDATION:

That the Board of Education approve the award of Bid No. A26-6165 for the Multi-Site Server Room A/C Generator Replacement at 360 Colborne and Education and Operations Services (Project # 0651-26-01) to Derau Construction, LLC for a lump sum base bid of $548,400.

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

DATE: March 17, 2026

TOPIC: Phase Gate Approval of the Washington Technology Magnet Pool Piping Replacement (Project # 4040-25-01): Gate #4 - Contract Award

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Washington Technology Magnet Pool Piping Replacement project at the following phase gate(s):

   a. Gate #4: Contract Award

2. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	July 15, 2025
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	January 20, 2026
#4 – Contract Award	March 17, 2026 (current)
#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:

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
$524,000	$61,007	$46,380	8.9%

4. The following bids were received:

	Lump Sum Base Bid plus Alternate #1
Brickwol Construction	$279,782
Sheehy Construction	$337,300
LaFrance Construction	$417,000

5. Bids will be reviewed by Purchasing.

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

Funding Source	Amount
LTFM FY26-28	$524,000

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

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

B. RECOMMENDATION:

That the Board of Education approve the award of Bid No. A26-6189 for the Washington Technology Magnet Pool Piping Replacement (Project # 4040-25-01) to Brickwol Construction for a lump sum base bid plus Alternate #1 of $279,782.

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

DATE: March 17, 2026

TOPIC: Change Order #5 for Meisinger Construction for the Farnsworth Aerospace Upper HVAC Replacement (Project # 1030-23-01)

A. PERTINENT FACTS:

1. This change order provides all labor, material, equipment and services necessary for the following items:

    a. Waterproofing/repairs for exterior building envelope near south parking lot - SPPS has identified concerns of leaking along the building perimeter and pavement over existing basement storage spaces. The existing concrete topping slopes the wrong direction at one portion, potentially pushing water into an existing roof hatch into the basement.

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

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
$14,740,000	$9,480,789	$6,688,141	45%

3. The contract would be changed as follows:

	Amount	% Change
The original contract sum was	$759,100	
Previous Change Orders approved to date	$19,436	2.5%
The contract sum prior to this Change Order was	$778,536	
This Change Order amount	$186,294	24.5%
The new contract sum including this Change Order will be	$964,830	

4. A summary of current and anticipated funding to accommodate the budget revision is as follows:

Funding Source	Amount
LTFM FY23-27	$12,193,969
Capital Bonds FY23-27	$2,546,031

5. Project cash flow schedule has been reviewed and approved by the District Finance Office.

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

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

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent or Superintendent's Designee to sign Change Order #5 for Meisinger Construction for the Farnsworth Aerospace Upper HVAC Replacement project (Project #1030-23-01) for the amount of $186,294.

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

DATE: **March 17, 2026**

TOPIC: **Resolution Relating To School District Property And Improvements And The Financing Thereof; Authorizing The Execution And Delivery Of The Lease-Purchase Agreement And Approving And Authorizing The Execution Of Related Documents And The Issuance Of $17,080,000 Certificates Of Participation, Series 2026a, Ratifying The Award Of Sale**

A. PERTINENT FACTS:

1. In August 2023 SPPS was authorized to issue $167 million in Certificates of Participation to complete funding of four facilities projects as part of the SPPS Builds initiative.

2. The four projects were at Barack and Michelle Obama Elementary, Hidden River Middle School, Bruce Vento Elementary, and Highland Park Middle School. The anticipated final total cost for these four projects is $158,600,000.

3. The Certificates of Participation issuance will be the final sale for these four projects. The parameter resolution was approved at the February 17, 2026 School Board meeting for a maximum true interest cost of 5.00 percent for this issuance.

4. The sale of these Certificates of Participation commenced on Tuesday March 10, 2026 with the most favorable bid coming from Robert W. Baird & Co. at a true interest cost of 3.84%. Additional information will be provided at the School Board. The COP's proceeds will be applied to expenses related to projects identified as part of the District's capital plan in accordance with the SPPS Builds program.

5. The Certificate closing will be April 8, 2026 at which time the District will receive the funds.

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

B. RECOMMENDATION:

The administration recommends that the School Board approve the resolution relating to school district property and improvements and the financing thereof; authorizing the execution and delivery of the lease-purchase agreement and approving and authorizing the execution of related documents and the issuance of $17,080,000 Certificates of Participation, Series 2026A, ratifying the Award of Sale.

PMA Securities part of:

PTMA
FINANCIAL SOLUTIONS

ISD 625
SAINT PAUL PUBLIC SCHOOLS

SALE SUMMARY

FULL-TERM CERTIFICATES OF PARTICIPATION, SERIES 2026A

Michael Hart
Vice President, Managing Director
michael.hart@ptma.com
612-509-2569

Steve Pumper
Senior Vice President
steve.pumper@ptma.com
612-509-2565

Bill Menozzi
Director, Public Finance
bill.menozzi@ptma.com
612-509-2567

March 17, 2026

FULL-TERM CERTIFICATES OF PARTICIPATION, SERIES 2026A

Purpose

- Construction at Bruce Vento Elementary, various capital deferred maintenance projects, additions to, and repairs at Barak and Michelle Obama Elementary, Hidden River Middle School and Highland Park Middle School.

108

Mechanism

- Full-Term Certificates of Participation

Authority

- Minnesota Statutes, Section 126C.40, Subdivision 6, authorizes the District to enter into the Lease to finance real and personal property.

Copyright © 2026 PTMA. All Rights Reserved.

BID SUMMARY

Independent School District No. 625 (St. Paul Public Schools)

$16,845,000

Full-Term Certificates of Participation, Series 2026A

Date of Sale: March 10, 2026

Award: Robert W. Baird & Co., Inc.

Bidder	True Interest Cost (TIC)
Robert W. Baird & Co., Inc.	3.8398%
Raymond James & Associates, Inc.	3.8656%

Copyright © 2026 PTMA. All Rights Reserved.

SALE SUMMARY

	Pre-Sale Finance Plan	Final	Difference 110
Par Amount	$16,850,000	$17,080,000	$230,000
Premium	$1,162,819	$1,063,843	($98,976)
True Interest Cost	3.88%	3.84%	-0.04%
Deposit to Construction	$17,100,000	$17,102,128	$2,128

Copyright © 2026 PTMA. All Rights Reserved.

SOURCES AND USES

Sources Of Funds

Par Amount of Bonds	$17,080,000.00
Reoffering Premium	1,063,842.80
Total Sources	**$18,143,842.80**

Uses Of Funds

Deposit to Project Construction Fund	17,102,127.70
Deposit to Capitalized Interest (CIF) Fund	624,496.94
Total Underwriter's Discount (1.544%)	263,766.44
Municipal Advisor (PMA Securities)	63,751.72
Bond Counsel (Dorsey & Whitney)	40,000.00
Rating Agency Fee (Moody's)	29,700.00
Disclosure Counsel (Dorsey & Whitney)	15,000.00
Paying Agent/Trustee Fee (U.S. Bank)	5,000.00
Total Uses	**$18,143,842.80**

Copyright © 2026 PTMA. All Rights Reserved.

CALENDAR

Date	Action Item
February 9, 2026	Draft of POS sent to Rating agency
Week of February 16, 2026	Rating Call & Due Diligence Call
February 17, 2026	Board Approved Parameters Resolution
February 27, 2026	Rating Received & POS released to Market
March 10, 2026	Sale Date / Award Date (Interest rates locked)
March 17, 2026	Board Considers Ratifying Resolution
April 8, 2026	Certificate Closing (Funds Received)

Copyright © 2026 PTMA. All Rights Reserved.

NEXT STEPS

- Funds received on April 8, 2026
- Funds will be available to draw as project expenditures come due
- Proceeds will be invested so that funds are available based on construction draw schedules
- Investment earnings can be used to enhance the project budget
- PMA will help monitor for compliance with IRS Arbitrage/Rebate regulations

Copyright © 2026 PTMA. All Rights Reserved.

CONTACT US

Steve Pumper
SVP, Financial Consultant
612-509-2565
steve.pumper@ptma.com

Michael Hart
VP, Managing Director
612-509-2569
michael.hart@ptma.com

Bill Menozzi
Director, Public Finance
612-50-2567
bill.menozzi@ptma.com

Website:
www.ptma.com

Copyright © 2026 PTMA. All Rights Reserved.

DISCLOSURE

The information contained herein is solely intended to suggest/discuss potentially applicable financing applications and is not intended to be a specific buy/sell recommendation, nor is it an official confirmation of terms. Any terms discussed herein are preliminary until confirmed in a definitive written agreement.

The analysis or information presented herein is based upon hypothetical projections and/or past performance that have certain limitations. No representation is made that it is accurate or complete or that any results indicated will be achieved. In no way is past performance indicative of future results. Changes to any prices, levels, or assumptions contained herein may have a material impact on results. Any estimates or assumptions contained herein represent our best judgment as of the date indicated and are subject to change without notice. Examples are merely representative and are not meant to be all-inclusive.

The information set forth herein was gathered from sources which we believe, but do not guarantee, to be accurate. Neither the information, nor any options expressed, constitute a solicitation by us for purposes of sale or purchase of any securities or commodities. Investment/financing decisions by market participants should not be based on this information.

You should consider certain economic risks (and other legal, tax, and accounting consequences) prior to entering into any type of transaction with PMA Securities, LLC or PMA Financial Network, LLC. It is imperative that any prospective client perform its own research and due diligence, independent of us or our affiliates, to determine suitability of the proposed transaction with respect to the potential economic risks and legal, tax, and accounting consequences. Our analyses are not and do not purport to be appraisals of the assets, or business of the Issuer or any other entity. PMA makes no representations as to the actual value which may be received in connection with a transaction nor the legal, tax, or accounting effects of consummating a transaction. PMA cannot be relied upon to provide legal, tax, or accounting advice. You should seek out independent and qualified legal, tax, and accounting advice from outside sources. This information has been prepared for informational and educational purposes and does not constitute a solicitation to purchase or sell securities, which may be done only after client suitability is reviewed and determined.

Securities, public finance, institutional brokerage services and municipal advisory services are offered through PMA Securities, LLC. PMA Securities, LLC is a broker-dealer and municipal advisor registered with the SEC and MSRB and is a member of FINRA and SIPC. Public Trust Advisors, LLC, PMA Financial Network, LLC, PMA Securities, LLC and PMA Asset Management, LLC are under common ownership as part of PTMA Financial Solutions, LLC ("PTMA"). Public Trust Advisors, LLC and PMA Asset Management, LLC, are two separate SEC registered investment advisers, both doing business as PTMA Investment Advisors. PTMA Investment Advisors provides investment advisory services to local government investment pools ("Funds") and separate accounts. All other products are provided by PMA Financial Network, LLC.

Securities and public finance services offered through PMA Securities, LLC are available in AZ, CA, CO, CT, FL, GA, IL, IN, IA, MI, MN, MO, NE, NH, NJ, NY, NC, OH, OK, PA, SD, TX and WI. This document is not an offer of services available in any state other than those listed above, has been prepared for informational and educational purposes only and does not constitute a solicitation to purchase or sell securities, which may be done only after client suitability is reviewed and determined. All investments mentioned herein may have varying levels of risk and may not be suitable for every investor. For more information, please visit us at ptma.com.

© 2026 PMA Securities, LLC

v01.14.26

Copyright © 2026 PTMA. All Rights Reserved.

Approved

CERTIFICATION OF MINUTES RELATING TO LEASE-PURCHASE AGREEMENT AND $17,080,000 FULL-TERM CERTIFICATES OF PARTICIPATION, SERIES 2026A

Issuer: Independent School District No. 625 (St. Paul), Minnesota

Governing Body: Board of Education

Kind, date, time and place of meeting: A regular meeting held March 17, 2026, at 5:30 p.m., at the Administration Building, Conference Room A and B, 360 Colborne Street, Saint Paul, Minnesota, Minnesota, or by electronic means, as authorized by law.

Members present:

Members absent:

Documents Attached:

Excerpt of minutes of the above-described meeting relating to the resolution described below.

> RESOLUTION RELATING TO SCHOOL DISTRICT PROPERTY AND IMPROVEMENTS AND THE FINANCING THEREOF; AUTHORIZING THE EXECUTION AND DELIVERY OF A LEASE-PURCHASE AGREEMENT AND APPROVING AND AUTHORIZING THE EXECUTION OF RELATED DOCUMENTS AND THE ISSUANCE OF CERTIFICATES OF PARTICIPATION

I, the undersigned, being the duly qualified and acting recording officer of the public corporation issuing the obligations referred to in the title of this certificate, certify that the documents attached hereto have been carefully compared with the original records of said public corporation in my legal custody, from which they have been transcribed; that said documents are a correct and complete transcript of the portion of the minutes of a meeting of the governing body of said public corporation, and correct and complete copies of all resolutions and other actions taken and of all documents approved by the governing body at said meeting, so far as they relate to said obligations; and that said meeting was duly held by the governing body of the public corporation at the time and place indicated above and attended throughout by the members of the governing body in a number sufficient to legally transact business, pursuant to call and notice of such meeting given as required by law.

WITNESS my hand officially as such recording officer on March ____, 2026.

_____

School District Clerk

EXCERPT OF MINUTES

Member _____ introduced the following resolution and moved its adoption, which motion was seconded by Member _____:

RESOLUTION RELATING TO SCHOOL DISTRICT PROPERTY AND IMPROVEMENTS AND THE FINANCING THEREOF; AUTHORIZING THE EXECUTION AND DELIVERY OF A LEASE-PURCHASE AGREEMENT AND APPROVING AND AUTHORIZING THE EXECUTION OF RELATED DOCUMENTS AND THE ISSUANCE OF CERTIFICATES OF PARTICIPATION

BE IT RESOLVED by the Board of Education (the "Board") of Independent School District No. 625 (St. Paul), Minnesota (the "District"), as follows:

SECTION 1. PRIOR AUTHORIZATION. By resolution duly adopted on February 17, 2026 (the "Parameters Resolution"), this Board found it in the best interest of the District to enter into a Lease-Purchase Agreement (the "Lease") and issue certificates of participation therein (the "Certificates") for the purpose of (i) financing the acquisition, construction, installation and improvements of Highland Park Middle School, Hidden River Middle School, Barak and Michelle Obama Elementary and Bruce Vento Elementary (collectively, the "Project"), and (ii) financing costs of issuing the Lease and Certificates.

By the Parameters Resolution, this Board further authorized the Superintendent, the Executive Chief of Financial Services and the Executive Chief of Administration and Operations, and each acting individually (each an "Authorized Officer"), to approve the award of the Lease and sale of the Certificates in the Lease in an aggregate principal amount not to exceed $17,900,000, provided that the true interest cost of the Lease and Certificates to the District is less than or equal to 5.00% per annum, and to execute an agreement with the purchaser(s) of the Certificates. The Commissioner of the Minnesota Department of Education (the "Commissioner") has authorized the Lease and the making of an additional capital expenditure levy in connection with the Lease. This Board hereby further authorizes the execution of the Lease and the creation of full-term certificates of participation (the "Certificates") therein for the purpose of financing the Equipment and other authorized costs. Pursuant to Minnesota Statutes, Section 126C.40, subdivision 6, this Board now hereby authorizes the execution and delivery of the Lease and the creation of the Certificates therein for the purpose of financing the Project and other authorized costs.

SECTION 2. AWARD AUTHORIZATION. On March 10, 2026, the District received a proposal from Robert W. Baird & Co. Incorporated, in Milwaukee, Wisconsin (the "Purchaser"), to purchase the Certificates, in an aggregate amount of $17,080,000, at a price of $17,880,076.36 plus accrued interest on all the Certificates to the day of delivery and payment, at a true interest cost of 3.8352768%% per annum. Pursuant to the authority granted by the Parameters Resolution, an Authorized Officer, with the assistance of PMA Securities, LLC ("Municipal Advisor"), municipal advisor to the District, approved and executed a Certificate Purchase Agreement (the "Purchase Agreement") with Purchaser for the sale of the Certificates to the Purchaser on March 10, 2026. The terms of the sale and the execution of the Purchase Agreement being in compliance with the parameters set forth in the Parameters Resolution, this Board hereby ratifies such action

in all respects and authorizes the issuance of the Certificates in the principal amount of $17,080,000 on the further terms and conditions set forth herein.

SECTION 3. FINANCING DOCUMENTS. The following documents have been prepared and are on file in the office of the Executive Chief of Financial Services:

(a) the Lease between U.S. Bank Trust Company, National Association, as trustee (the "Trustee"), as lessor, and the District, as lessee; and

(c) the Trust Agreement between the District and the Trustee.

The forms of such documents (collectively, the "Documents") are hereby approved, with such variations, insertions and additions as are deemed appropriate by the parties and approved by counsel to the District, Dorsey & Whitney LLP.

SECTION 4. EXECUTION; OTHER DOCUMENTS. Upon completion of the Documents and the execution thereof by the other parties thereto, the Board Chair and School District Clerk, other designated signatories acting on their behalf, or any of the Authorized Officers individually, are hereby authorized to execute and deliver the Documents on behalf of the District. The Board Chair and the School District Clerk (or other designated signatories acting on their behalf, or any of the Authorized Officers individually) are hereby further authorized to execute, on behalf of the District, such other contracts, certifications, documents or instruments as counsel to the District or the Trustee shall require, and all certifications, recitals, warranties and representations therein and in the Documents shall constitute the certifications, recitals, warranties and representations of the District. Execution of any contract, certification, document or instrument by one or more appropriate officers of the District will constitute and be deemed conclusive evidence of the approval and authorization by the District and this Board of the contract, certification, document or instrument so executed. Without limiting the generality of the foregoing, in the absence or other unavailability of the Chair, any document authorized in this resolution to be executed by the Chair may be executed by the Vice Chair or the Acting Chair and, in the absence or other unavailability of the School District Clerk, any document authorized in this resolution to be executed by the School District Clerk may be executed by the Acting Clerk.

SECTION 5. PAYMENT OF RENTAL PAYMENTS; NO GENERAL OBLIGATION; CAPITAL EXPENDITURE LEVY. The District shall pay to the Trustee promptly when due, all of the Rental Payments (as defined in the Lease) and other amounts required by the Lease. The Lease and the obligations of the District thereunder will be special, limited obligations of the District payable solely from the proceeds of the additional capital expenditures levy hereby authorized and made pursuant to Minnesota Statutes, Section 126C.40, and approved by the Commissioner. Subject to existing law, the District will cause such levy to be spread against all taxable property within the corporate limits of the District for the years and in the amounts sufficient to pay the obligations of the District under the Lease, and the District will utilize the taxes generated by such levy solely to pay such obligations during the term of the Lease, and shall remit such funds to the Trustee pursuant to the terms of the Trust Agreement. The full faith and credit and ability of the District to levy ad valorem taxes without limitation as to rate or amount are not pledged to the payment of the Lease or any obligation of the District thereunder.

SECTION 6. STATE CREDIT ENHANCEMENT PROGRAM. By the Parameters Resolution, the District covenanted and agreed to, among other things, participate in the State of

Minnesota Credit Enhancement Program and comply with provisions of Minnesota Statutes, Section 126C.55 to guarantee payment of the principal and interest on the Certificates when due. The provisions, covenants, obligations and authorizations contained in the Parameters Resolution relating to the Minnesota Credit Enhancement Program are incorporated herein by reference as if fully set forth herein and the same are restated and renewed in all respects by the District in connection with the issuance of the Certificates.

SECTION 7. ISSUANCE OF CERTIFICATES. Upon all acts, conditions and things which are required by the Constitution and laws of the State of Minnesota to be done, to exist, to happen and to be performed precedent to and in the valid issuance of the Lease and the Certificates, the District shall proceed forthwith to cause the Trustee to issue the Certificates in the form and upon the terms set forth in the Trust Agreement. The Chair and School District Clerk (or other designated signatories acting on their behalf, or any of the Authorized Officers individually) are hereby authorized to approve the final terms of the Certificates, which approval shall be conclusively evidenced by the execution of the Trust Agreement by said officer or officers. The Certificates shall be prepared, executed and delivered as prescribed in the Trust Agreement and the officers of the District shall deliver to the Trustee a certified copy of this resolution and other documents required by the Trust Agreement, for delivery to the Purchasers or the registered owners of the Certificates, as necessary. The Trustee is hereby appointed paying agent for the Certificates pursuant to the Trust Agreement.

SECTION 8. OFFICIAL STATEMENT; RATIFICATION OF PRIOR ACTIONS TAKEN. The Preliminary Official Statement dated March 3, 2026, and the final Official Statement dated on or about March 10, 2026, each relating to the Certificates and prepared and distributed by the Municipal Advisor, and the District, together with any necessary amendments or supplements to be prepared hereafter, are hereby approved. The Executive Chief of Financial Services and the Executive Director of Financial Services (or other designated signatories acting on their behalf, or any of the Authorized Officers individually) are authorized and hereby directed to sign such certifications as may be necessary with respect to the completeness and accuracy of the Preliminary Official Statement, the Supplement to Preliminary Official Statement or the final Official Statement. The Municipal Advisor is hereby authorized on behalf of the District to prepare and distribute to the Purchasers, within seven business days from March 10, 2026, a final Official Statement listing the offering price, the interest rates, selling compensation, delivery date, the underwriters and such other information relating to the Lease and Certificates required to be included in the Official Statement by the Rule (as defined herein). All actions heretofore taken by the Executive Chief of Financial Services and the Executive Director of Financial Services (or other designated signatories acting on their behalf, or any of the Authorized Officers individually) or other District officers and staff, or by others acting on behalf of the District, with respect to the acquisition of the Project, the structuring of the financing, the marketing and sale of the Certificates, the preparation of Documents and the consummation of the transaction contemplated by the Documents and this resolution, including but not limited to the engagement of third-party advisors and counsel, are hereby ratified and approved in full.

SECTION 9. TAX COVENANTS AND ARBITRAGE MATTERS.

(a) Covenant. The District covenants and agrees with the owners from time to time of the Certificates that it will not take, or permit to be taken by any of its officers, employees or agents, any action which would cause the interest component of the Rental Payments payable under the Lease and received by the registered owners of the Certificates to become subject to taxation under

the Internal Revenue Code of 1986 (the "Code") and any regulations issued thereunder (the "Regulations"), in effect at the time of such action, and that it will take, or it will cause its officers, employees or agents to take, all affirmative actions within their powers which may be necessary to ensure that the interest component of the Rental Payments payable under the Lease and received by the registered owners of the Certificates will not become subject to taxation under the Code and the Regulations, as presently existing or as hereafter amended and made applicable to the Lease and Certificates. So long as the Lease and Certificates are outstanding, the District will not enter into any lease, use agreement or other contract or agreement respecting the Project which would cause the Lease and Certificates to be considered a "private activity bond" or "private loan bond" pursuant to the provisions of Section 141 of the Code.

(b) Tax Certificate. The Chair and School District Clerk (or other designated signatories acting on their behalf, or any of the Authorized Officers individually) being the officers of the District charged with the responsibility for issuing the Lease and Certificates pursuant to this resolution, are authorized and hereby directed to execute and deliver a certificate (the "Tax Certificate") in accordance with the provisions of Section 148 of the Code, and Section 1.148-2(b) of the Regulations, stating, among other things, the facts, estimates and circumstances in existence on the date of issue and delivery of the Lease and Certificates which make it reasonable to expect that the proceeds of the Lease and Certificates will not be used in a manner that would cause the Lease and Certificates to be an arbitrage bond within the meaning of the Code and the Regulations.

(c) Arbitrage Rebate. The District acknowledges that the Lease and Certificates are subject to the rebate requirements of Section 148(f) of the Code. The District covenants and agrees to retain such records, make such determinations, file such reports and documents and pay such amounts at such times as are required under Section 148(f) and applicable Regulations to preserve the exclusion of interest on the Lease and Certificates from gross income for federal income tax purposes, unless the Lease and Certificates qualify for an exception from the rebate requirement pursuant to one of the exceptions set forth in the Code and the Regulations.

(d) Reimbursement. The District certifies that the proceeds of the Lease and Certificates will not be used by the District to reimburse itself for any expenditure with respect to the Project which the District paid or will have paid more than 60 days prior to adoption of the Parameters Resolution (which was adopted in part to comply with the requirements of Section 1.150-2 of the Regulations), except as authorized by the Code and the Regulations.

SECTION 10. CONTINUING DISCLOSURE.

(a) Definitions. The following capitalized terms shall have the following meanings for purposes of this section.

"*Annual Report*" means any annual report provided by the District pursuant to, and as described in, subsection (c) of this section.

"*Beneficial Owner*" means any person which (i) has the power, directly or indirectly, to vote or consent with respect to, or to dispose of ownership of, any Certificates (including persons holding Certificates through nominees, depositories or other intermediaries), or (ii) is treated as the owner of any Certificates for federal income tax purposes.

"*EMMA*" means the MSRB's Electronic Municipal Market Access system available at http://emma.msrb.org.

"*Holders*" means the registered holders of the Certificates, as recorded in the registration books of the Registrar (as defined in the Trust Agreement).

"*Listed Events*" means the events listed in subsection (d) of this section.

"*MSRB*" means the Municipal Securities Rulemaking Board, 1300 I Street NW, Suite 1000, Washington, DC 20005.

"*Participating Underwriter*" means any of the original underwriters of the Certificates required to comply with the Rule in connection with offering of the Certificates.

"*Rule*" means Rule 15c2-12 adopted by the Securities and Exchange Commission under the Securities Exchange Act of 1934, as the same may be amended from time to time.

(b) Purpose and Beneficiaries. The District makes the following covenants for the benefit of the Holders and Beneficial Owners of the Certificates and in order to assist the Participating Underwriters in complying with the Rule.

(c) Provision of Annual Reports.

(i) Not later than 12 months after the end of each fiscal year of the District (the "Submission Deadline") (the first report being due not later than 12 months after June 30, 2026), the District shall, either directly or indirectly through an agent designated by the District, file on EMMA an electronic copy of its Annual Report in a format and accompanied by such identifying information as prescribed by the MSRB. If the District's fiscal year changes, it shall, either directly or indirectly through an agent designated by the District, give notice of such change in the same manner as for a Listed Event under subsection (d), and the Submission Deadline beginning with the subsequent fiscal year will become one year following the end of the new fiscal year. If the District is unable to provide an Annual Report by the Submission Deadline, in a timely manner thereafter, the District shall, either directly or indirectly through an agent designated by the District, file a notice on EMMA stating that there has been a failure to provide an Annual Report on or before the Submission Deadline.

(ii) The Annual Report must contain or include by reference the following:

(1) The audited financial statements of the District for the prior fiscal year, prepared in accordance with generally accepted accounting principles promulgated by the Financial Accounting Standards Board as modified in accordance with the governmental accounting standards promulgated by the Governmental Accounting Standards Board or as otherwise provided under Minnesota state law, as in effect from time to time, or, if and to the extent such audited financial statements have not been prepared in accordance with generally accepted accounting principles, noting the discrepancies therefrom and the effect thereof. If the District's audited financial statements are not available by the Submission Deadline, the Annual Report shall contain unaudited financial information (which may include any annual filing information required by Minnesota state law) accompanied by a notice that the audited financial statements are not yet available, and the audited financial statements shall be filed on EMMA within 10 days of when they become available.

(2) To the extent not included in the financial statements provided as part of the Annual Report, tables, schedules or other information of the type contained in the

Official Statement for the Certificates under the following headings or captions, which information may be unaudited:

(A) The District – Enrollment
(B) The District – District Employment
(C) Socio-Economic Characteristics – Largest Taxpayers
(D) Financial Information
(E) Summary of Debt and Debt Statistics

(iii) The Annual Report may be submitted as a single document or as separate documents comprising a package. The contents of the Annual Report may be included in the Annual Report by specific reference to other documents, including official statements of debt issues of the District or related public entities, which are available on EMMA or are filed with the Securities and Exchange Commission. If the document included by reference is a final official statement, it must be available on EMMA. The Annual Report shall clearly identify each such other document so included by reference. The audited financial statements of the District may be submitted separately from the balance of the Annual Report and later than the Submission Deadline if they are not available by that date.

(d) Reporting of Significant Events.

(i) The District shall, either directly or indirectly through an agent designated by the District, give notice of the occurrence of any of the following events with respect to the Certificates, all pursuant to the provisions of this subsection (d):

(1) Principal and interest payment delinquencies.

(2) Non-payment related defaults, if material.

(3) Unscheduled draws on debt service reserves reflecting financial difficulties.

(4) Unscheduled draws on credit enhancements reflecting financial difficulties.

(5) Substitution of credit or liquidity providers, or their failure to perform.

(6) Adverse tax opinions, the issuance by the Internal Revenue Service of proposed or final determinations of taxability, Notices of Proposed Issue (IRS Form 5701-TEB) or other material notices or determinations with respect to the tax status of the security, or other material events affecting the tax status of the security.

(7) Modifications to rights of security holders, if material.

(8) Bond calls, if material, and tender offers.

(9) Defeasances.

(10) Release, substitution, or sale of property securing repayment of the securities, if material.

(11) Rating changes.

(12) Bankruptcy, insolvency, receivership or similar event of the obligated person.

For the purposes of the event identified in this subparagraph (12), the event is considered to occur when any of the following occur: the appointment of a receiver, fiscal agent or similar officer for an obligated person in a proceeding under the U.S. Bankruptcy Code or in any other proceeding under state or federal law in which a court or governmental authority has assumed jurisdiction over substantially all of the assets or business of the obligated person, or if such jurisdiction has been assumed by leaving the existing governing body and officials or officers in possession but subject to the supervision and orders of a court or governmental authority, or the entry of an order confirming a plan of reorganization, arrangement or liquidation by a court or governmental authority having supervision or jurisdiction over substantially all of the assets or business of the obligated person.

(13) The consummation of a merger, consolidation, or acquisition involving an obligated person or the sale of all or substantially all of the assets of the obligated person, other than in the ordinary course of business, the entry into a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms, if material.

(14) Appointment of a successor or additional trustee or the change of name of a trustee, if material.

(15) Incurrence of a Financial Obligation of the obligated person, if material, or agreement to covenants, events of default, remedies, priority rights, or other similar terms of a Financial Obligation of the obligated person, any of which affect security holders, if material.

(16) Default, event of acceleration, termination event, modification of terms, or other similar events under the terms of a Financial Obligation of the obligated person, any of which reflect financial difficulties.

For purposes of the events identified in subparagraph (15) and (16) above, the term "Financial Obligation" means a (i) debt obligation, (ii) derivative instrument entered into in connection with, or pledged as security or a source of payment for, an existing or planned debt obligation, or (iii) guarantee of either (i) or (ii). The term "Financial Obligation" does not include municipal securities as to which a final official statement has been provided to the MSRB pursuant to the Rule.

(ii) If a Listed Event described in subparagraph (2), (7), (8) (but only with respect to bond calls under (8)), (10), (13), (14) or (15) has occurred <u>and the District has determined that such Listed Event is material under applicable federal securities laws</u>, the District shall, either directly or indirectly through an agent designated by the District, in a timely manner but not later than 10 business days after the occurrence of such Listed Event, promptly file a notice of such occurrence on EMMA, with such notice in a format and accompanied by such identifying information as prescribed by the MSRB.

(iii) If a Listed Event described in subparagraph (1), (3), (4), (5), (6), (8) (but only with respect to tender offers under (8)), (9), (11), (12) or (16) above has occurred the District shall, either directly or indirectly through an agent designated by the District, in a timely manner but not later than 10 business days after the occurrence of such Listed Event, promptly file a notice of such occurrence on EMMA, with such notice in a format and accompanied by such identifying information as prescribed by the MSRB. Notwithstanding the foregoing,

notice of Listed Events described in subparagraphs (8) and (9) need not be given under this subsection (d) any earlier than the notice (if any) of the underlying event is given to Holders of affected Certificates pursuant to the Trust Agreement.

(e) Termination of Reporting Obligation. The District's obligations under this section will terminate upon the legal defeasance, prior redemption or payment in full of all of the Certificates or upon the District's receipt of an opinion of nationally recognized bond counsel to the effect that, because of legislative action or final judicial action or administrative actions or proceedings, the failure of the District to comply with the terms hereof will not cause Participating Underwriters to be in violation of the Rule or other applicable requirements of the Securities Exchange Act of 1934, as amended.

(f) Dissemination Agent. The District may, from time to time, appoint or engage a dissemination agent to assist it in carrying out its obligations under this section, and may discharge any such dissemination agent, with or without appointing a successor dissemination agent. The dissemination agent will not be responsible in any manner for the content of any notice or Annual Report prepared by the District pursuant to this section.

(g) Amendment; Waiver. Notwithstanding any other provision of this section, the District may amend the covenants contained in this section, and any provision of this section may be waived, if

(i) (1) the amendment or waiver is made in connection with a change in circumstances that arises from a change in legal requirements, change in law, or change in the identity, nature or status of an obligated person with respect to the Certificates, or the type of business conducted; (2) the undertaking, as amended or taking into account such waiver, would, in the opinion of nationally recognized bond counsel, have complied with the requirements of the Rule at the time of the original issuance of the Certificates, after taking into account any amendments or interpretations of the Rule, as well as any change in circumstances; and (3) the amendment or waiver either (A) is approved by a majority of the Holders, or (B) does not, in the opinion of nationally recognized bond counsel, materially impair the interests of the Holders or Beneficial Owners; or

(ii) the amendment or waiver is necessary to comply with modifications to or interpretations of the provisions of the Rule as announced by the Securities and Exchange Commission.

In the event of any amendment or waiver of a provision of this section, the District shall describe such amendment in the next Annual Report, and shall include, as applicable, a narrative explanation of the reason for the amendment or waiver and its impact on the type (or in the case of a change of accounting principles, on the presentation) of financial information or operating data being presented by the District. In addition, if the amendment relates to the accounting principles to be followed in preparing audited financial statements, (i) notice of such change shall be given in the same manner as for a Listed Event under subsection (d), and (ii) the Annual Report for the year in which the change is made will present a comparison or other discussion in narrative form (and also, if feasible, in quantitative form) describing or illustrating the material differences between the audited financial statements as prepared on the basis of the new accounting principles and those prepared on the basis of the former accounting principles.

(h) Additional Information. Nothing in this section will be deemed to prevent the District from disseminating any other information, using the means of dissemination set forth in this section or any other means of communication, or including any other information in any Annual Report or notice of occurrence of a Listed Event, in addition to that which is required by this section. If the District chooses to include any information in any Annual Report or notice of occurrence of a Listed Event in addition to that which is specifically required by this section, the District shall have no obligation under this section to update such information or include it in any future Annual Report or notice of occurrence of a Listed Event.

(i) Default. In the event of a failure of the District to comply with any provision of this section, any Holder or Beneficial Owner may take such actions as may be necessary and appropriate, including seeking mandate or specific performance by court order, to cause the District to comply with its obligations under this section. Direct, indirect, consequential and punitive damages will not be recoverable by any person for any default hereunder and are hereby waived to the extent permitted by law. A default under this section will not be deemed an event of default under the Lease, the Trust Agreement or this resolution, and the sole remedy under this section in the event of any failure of the District to comply with this section will be an action to compel performance.

Upon vote being taken thereon, the following voted in favor thereof:

and the following voted against the same:

whereupon the resolution was declared duly passed and adopted.

INDEPENDENT SCHOOL DISTRICT NO. 625

BOARD OF EDUCATION

SAINT PAUL PUBLIC SCHOOLS

RESOLUTION

Board File No. _____

Date_____

RESOLUTION REGARDING FACILITIES PORTFOLIO REVIEW AND PLAN

WHEREAS, Independent School District No. 625 (the "District") must engage in a facilities portfolio review ("FPR") to lead to an evolution of the District's facilities portfolio;

WHEREAS, a June 2025 study of declining enrollment and declining birthrates in the District presented to the Board of Education lead to a ten-year projection that enrollment in the District for the 2034-35 school year could be as low as 25,929 students;

WHEREAS, the FPR is necessary to determine how to plan for declining enrollment projections and prevent further detrimental cuts that compromise equitable outcomes for all students;

WHEREAS, the District must gather information as part of the FPR to ensure there is equitable distribution of fiscally sound and sustainable facilities across the District;

WHEREAS, any facilities evolution must be fiscally and operationally sustainable, with resources invested for the greatest direct benefit of students;

WHEREAS, any facilities evolution must include analysis and planning of physical spaces, finances, programming and community engagement;

WHEREAS, based upon the data gathered, the FPR may conclude that some identified existing schools should be repurposed, consolidated and/or closed;

WHEREAS, based upon the data gathered, the FPR may conclude that the District should dispose of certain real assets;

WHEREAS, the following considerations may be used to develop the criteria on which decisions may be used: facilities, equity, accessibility, population, enrollment, social and emotional impact on students remaining in the District; transportation, market demands, pathway programming, financial funding, sustainability, and legal requirements;

WHEREAS, the Superintendent has advised the Board of Education that the FRP shall proceed on the following timeline, so that the Board of Education can deliberate and make decisions in July and August 2027:

April-September 2026: Community Engagement,

October-December 2026: Scenario Development,

January-April 2027: Community Engagement on Scenarios,

June 2027: Superintendent Recommendation.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education for the District hereby directs the Superintendent to begin the FPR and draft a plan for school and facilities evolution.

1. Directing the Administration to gather comprehensive data on the District's school facilities relating to enrollment, class sizes, excess student spaces, school growth capacity, percentage use of building space for educational space, and building programming.

2. Engaging the community to provide input and feedback on the FPR process.

FURTHER, BE IT RESOLVED, that the Board directs the Superintendent to provide the regular updates on the FPR and ask for School Board action as necessary.

Adopted_____

_____
CHAIR Board of Education

_____
CLERK Board of Education

2025-2026 Superintendent Goals	
Goals: Governance Team	**Evidence of Performance**
Goal 1: Lead efforts to support the effectiveness of board decision making.	**Evidence of Performance 1**:Within her first 100 days, the superintendent works with the SELT team to ensure they are trained on a decision making model that is designed to provide the school board with the ample information needed to make informed decisions.
	Evidence of Performance 2: SELT team members will set individual goals to actively use the IROD model for decision making purposes at the department and school board level.
Goal 2: During the 2025-2026 school year, lead efforts to monitor and implement administrative efforts toward meeting the Board Initiated Governance Goals (BIGG).	**Evidence of Performance 1:** Superintendent ensures that no later than August 2025, the board receives a proposed schedule of BIGG monitoring presentations and that the presentations are executed on schedule.
	Evidence of Performance 2: The superintendent will launch the Superintendent Academic Advisory Team in the fall of 2025.
	Evidence of Performance 3: During the 2025-2026 school year the superintendent will initiate and advance a reorganization of the superintendent executive leadership team to ensure there is an intentional focus on student academic performance. A key intent will lead to strong school improvement monitoring, coherent FAST administration, consistent review of data, and use of UFLI and FIRE lessons to ensure strong literacy performance.
Goal 3: Oversee efforts to develop a new strategic plan.	**Evidence of Performance 1:** By December 2025, the superintendent will bring a proposed community engagement plan for the development of a strategic plan, including a timeline for its recommendation to the school board.

Information for Decision Making	Mastery (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
	Collaborates with school board to review and improve value of information and guidance provided to the board for effective decision-making; ensures meeting materials are delivered on time, comprehensive, with adequate background information and possible action; offers thorough, timely, and	Assists school board in understanding multiple perspectives surrounding issues as well as possible implications of decisions; provides meeting materials and background and historical perspectives; includes recommendations	Shares information with a few school board members for decision-making in a timely manner; provides incomplete meeting materials that do not include adequate background information or historical perspective	Does not provide timely information needed for effective school board decision-making ; meeting materials are not readily available; members do not receive enough information regarding agenda or background information	

	prudent recommendations				
BIGG Goals	**Mastery (4)**	**Effective (3)**	**Developing (2)**	**Ineffective (1)**	**NA**
	Shows progress toward meeting BIGG Goals, and aligns available resources with school district's budget to accomplish goals	Provides updates on BIGG Goals, develops necessary financial strategies to meet goals	No overall plan or alignment of resources to BIGG Goals exists; progress monitoring is irregular	Does not provide updates on BIGG Goal progress; does not align operations with BIGG Goals	
Strategic Plan	**Mastery (4)**	**Effective (3)**	**Developing (2)**	**Ineffective (1)**	**NA**
	Facilitates development of the school district's strategic plan, and aligns available resources with school district's budget to accomplish strategic plan	Facilitates development of the school district's plan, develops necessary financial strategies to meet goals	Strategic plan is developed/developing but no overall plan or alignment of resources exists	Strategic Plan is not developed/developing	

2025-2026 Superintendent Goals	
Goals: Goal Area: School District Finances	**Evidence of Performance**
Goal 4: Lead administrative efforts to successfully pass a bond referendum, submit district audit by state required deadline, finalize an FY 27 budget, and establish a process for analyzing the SPPS facilities portfolio for redundancies.	**Evidence of Performance 1** Provide direction on efforts to establish and implement a multi-prong information plan to ensure St. Paul voters are well informed about the impact of the board referendum.
	Evidence of Performance 2: Direct efforts to ensure that FY 2025 financial audit is completed and submitted to the Minnesota Department of Education on or before the state deadline.

	Evidence of Performance 3: Oversee efforts to ensure FY 2027 budget is developed and approved by the school board in June 2026.
	Evidence of Performance 4: By December 2025, the superintendent will bring a proposed community engagement plan to analyze the SPPS facilities portfolio needs, including a timeline for its recommendation to the school board.

Budget Development and Maintenance	Mastery (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
	Engages in timely budget planning and actions that consider current and long-range information and data; seeks balance to meet students' current and future needs and be fiscally responsible to community; distributes resources to meet immediate and long-range objectives, abides by the school board's budget policy	Engages in proactive budget actions that consider current information and data; seeks balance to meet the students' needs and be fiscally responsible to community; distributes resources in light of school district goals and immediate objectives, partially abides by the school board's budget policy	Budget development, resource allocations, and management is focused on meeting immediate needs and fiscal issues. Decisions are primarily reactive to current needs of the school district	Budget knowledge is limited. Budget is developed and managed without taking into consideration current needs of the school district. Resources are allocated without consideration of school district needs	
Bond and Levy Campaigns	**Mastery (4)**	**Effective (3)**	**Developing (2)**	**Ineffective (1)**	**NA**
	Helps school board assure that levy and bond campaigns meet immediate fiscal needs and advance long-term school district goals and/or priorities	Helps school board develop community engagement strategies that build support for levies and bonds	Helps school board assure that levy and bond campaigns are conducted in legally correct and fiscally responsible manner	Does not provide school board with timely and helpful guidance on conducting levy and bond campaigns	

Financial Controls and Statements	Mastery (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
	Promotes appropriate financial controls, including third-party audits and reconciliation of accounts; implements preventive measures to protect school district finances; Provides constant flow of budgetary and/or financial information	Is current with general and state accounting procedures; maintains internal controls; Regularly reports to the school board concerning budget and financial status	Uses annual audit to reveal discrepancies; internal controls are inconsistent; Reports status of financial accounts as requested by school board	Annual audit reveals areas in need of improvement; financial accounts are not in order; Does not report financial information to school board other than annual audit	

Policy Update

Board of Education Meeting
March 17, 2026

THIRD READING
Policy 701.00 - INVESTMENT AND BANKING

Board of Education Meeting
March 17, 2026

Daniel Moser, Executive Director of Financial Services

Policy 701.00 Investment and Banking

Current Policy:

Policy Changes

1. **Change from Second Reading:** Number eight (8) under the EFT section was changed back to "all" from "aggregate" based on state statute current practice will not change we will still provide a Monthly Operating Authority (MOA); However, moving forward we will attach a detailed list of EFTs.

2. No other changes have been made to this policy after the second reading.

Questions?

135

Action Requested

- Asking that the Board approve Policy 701.00 at the March 17, 2026 Board of Education meeting and that this be considered the Third and Final Reading of the three reading process.

136

THIRD READING
Rescissions of Policy 703.00 - Annuities & Policy 705.00 - Investments

Saint Paul Public Schools

Board of Education Meeting
March 17, 2026

Daniel Moser, Executive Director of Financial Services

Policy 703.00 Annuities & Policy 705.00 Investments

Current Policy:

Policy Changes:

1. No changes since the last reading still asking to rescind these policies, moved both to policy 701.00 now the Investment and Banking policy.

138

Questions?

139

Action Requested

- Asking that the Board approve to rescind Policy 703.00 and 705.00 at the March 17, 2026 Board of Education meeting and that this be considered the third and final reading of the three reading process.

140

701.00 INVESTMENT AND BANKING POLICY

I. POLICY PURPOSE

This policy provides a framework for managing the District's financial assets and banking relationships responsibly. It ensures investments align with strategic goals and risk tolerance, promotes transparency and accountability, and defines measures for selecting and overseeing banking services and investment vehicles.

II. GENERAL STATEMENT OF POLICY

This policy establishes a structured framework for managing the District's financial assets and banking operations. It defines investment objectives, risk management standards, and roles for financial oversight. It also sets criteria for selecting banking partners and outlines requirements for monitoring, reporting, and compliance. The policy ensures financial stewardship, regulatory compliance, and alignment with strategic objectives. By doing so, the policy protects public resources, supports stable cash flow for District operations, and promotes long-term financial sustainability to support the District's educational mission.

III. DEPOSITORIES

The Board shall designate depositories for the School District funds each year at its organizational meeting in January.

IV. ELECTRONIC FUND TRANSFER (EFT)

1. The School Board shall annually delegate the authority to initiate electronic fund transfers to the Superintendent or designee.
2. A copy of the delegation, as recorded in the official Board meeting minutes, shall be provided to the District's disbursing bank and retained on file by the bank.
3. Each individual authorized to initiate an EFT shall be clearly identified in the District records.

4. Documentation shall include the initiator's name, title, and scope of authority, and be maintained by the Financial Services Department.
5. Prior to initiating any EFT, the initiator must:
   - Document the request, include the purpose, amount, and recipient.
   - Obtain written approval from the Superintendent or designee, in accordance with the District's internal control policies.
6. No EFT shall be processed without this documented approval.
7. Written confirmation of each EFT transaction shall be retained by the District within one business day of the transaction.
8. A list of ~~aggregate~~ all EFT transactions shall be included in the Monthly Operating Authority report submitted to the School Board at the next regular Board meeting following the transaction.
9. The Superintendent or designee shall ensure compliance with this policy and recommendation updates as needed to reflect changes in law, technology, regulations, or District operations.

V. NAMING CUSTODIANS

At the annual meeting, the School Board shall designate several banks to act as custodians for safekeeping of the collateral pledged to secure School District deposits.

VI. INVESTMENTS

1. The Board authorizes the ~~Chief Business Officer~~ Superintendent or designee to invest any and all surpluses of School District funds, when, in his/her judgement, the investments are an advantage to the School District.
2. Such investments shall be made in conformity with this policy and shall be for a term no longer than five (5) years.
3. The School District shall align investments with adopted resolutions resulting in divesting in fossil fuel companies and private prison entities (see cross-reference).

VII. INVESTMENT OBJECTIVES (Formerly 705.00)

The investment policy of School District shall include the following five (5) objectives:

1. ***Liquidity*** - The ~~Chief Business Officer~~ Superintendent or designee shall in all transactions consider liquidity as a priority in order to supply cash when needed to support the educational programs of the School District.
2. ***Safety*** - The School District shall do business with those firms that offer the School District protection in regard to safekeeping, delivery and receipt of investments. Firms that do not meet these standards shall not be considered. Local financial institutions shall be given priority over non-local institutions.
3. ***Yield*** - The School District shall maximize its yield on investment of available cash. ~~When funds are available for investing, several firms shall be contacted for quotes.~~
4. ***Pooled Investment Concept*** - Whenever possible, the School District shall combine available cash from various accounts and funds in order to maximize yield. Earnings on pooled investments shall be allocated to accounts and funds based on the cash balances in those accounts.
5. ***Borrowing:***
    a. The School District shall utilize the services of a municipal bond consultant when issuing either short- or long-term obligations or when funding existing obligations.
    b. The investment activities of the District shall include short-term cashflow analysis. The ~~Chief Business Officer~~ Superintendent or designee shall manage the investment of the public monies so that the maturity coincides with expenditure needs.
    c. The monthly and annual activities of the District shall include long-term projections. In November of each year, the ~~Chief Business Officer~~ Superintendent or designee shall make a cash projection that covers the current calendar year plus subsequent calendar years. The long-term projections shall identify monthly cash balances over this two-year period.

The management of the District's funds shall be monitored on a daily basis.

VIII. ANNUITIES (Formerly 703.00)

As permitted by law, the School Board authorizes the purchase of tax-sheltered retirement annuities for employees who wish to acquire such annuities with monies allocated and deducted from their salaries.

LEGAL REFERENCES:

Minn. Stat. § 118A.02
Minn. Stat. § 118A.04
Minn. Stat. § 118A.05
Minn. Stat. § 118A.06
Minn. Stat. § 118A.07
Minn. Stat. § 123.35, Subd. 12
Minn. Stat. § 123B.02, Subd. 15
Minn. Stat. § 471.38, Subd. 3
Minn. Stat. Sec 471.6175, Subd. 5(d)
Minn. Stat. Sec 356A.06, Subd. 7
Federal Internal Revenue Code 403(b)

CROSS REFERENCES:

Board File 33016:	Adopting a Saint Paul Public Schools Resolution Preventing Investment in Private Prisons
Board File 33017:	Adopting a Saint Paul Public Schools Resolution Mandating the Divestment of and Preventing Further Investment in Fossil Fuels

~~Adopted: 8/22/1972 Saint Paul Public Schools Policy 703.00(717.00)~~
~~Revised: 6/17/2008~~

~~703.00 ANNUITIES~~

~~As permitted by law, the Board authorizes the purchase of tax-sheltered retirement annuities for employees who wish to acquire such annuities with monies allocated and deducted from their salaries.~~

~~LEGAL REFERENCES:~~

~~Federal Internal Revenue Code 403(b)~~
~~Minn. Stat. § 123.35, Subds. 12 123B.02 & Subd. 15~~

~~CROSS REFERENCES:~~

~~705.00 INVESTMENTS~~

~~The investment policy of the District shall include the following five objectives:~~

~~**LIQUIDITY**~~
~~The Chief Business Officer shall in all transactions consider liquidity as a priority in order to supply cash when needed to support the educational programs of the District.~~

~~**SAFETY**~~
~~The District shall do business with those firms that offer the District protection in regards to safekeeping, delivery and receipt of investments. Firms that do not meet these standards shall not be considered. Local financial institutions shall be given priority over non-local institutions.~~

~~**YIELD**~~
~~The District shall maximize its yield on investment of available cash. When funds are available for investing, several firms shall be contacted for quotes.~~

~~**POOLED INVESTMENT CONCEPT**~~
~~Whenever possible, the District shall combine available cash from various accounts and funds in order to maximize yield. Earnings on pooled investments shall be allocated to accounts and funds based on the cash balances in those accounts.~~

~~**BORROWING**~~

1. ~~The District shall utilize the services of a municipal-bond consultant when issuing either short- or long-term obligations or when refunding existing obligations.~~
2. ~~The investment activities of the District shall include short-term cashflow analysis. The Chief Business Officer shall manage the investment of public monies so that the maturity coincides with expenditure needs.~~
3. ~~The monthly and annual activities of the District shall include long-term projections. In November of each year, the Chief Business Officer shall make a cash projection that covers the current calendar year plus the subsequent calendar year. The long-term projections shall identify projected monthly cash balances over this two-year period.~~

~~The management of the District's funds shall be monitored on a daily basis.~~

~~**LEGAL REFERENCE:**~~

~~Minn. Stat. § 118A.01~~
~~Minn. Stat. § 118A.05~~
~~Minn. Stat. § 118A.06~~
~~Minn. Stat. § 118A.07~~

~~**CROSS REFERENCES:**~~

~~701.00, Investments and Banking~~

POLICY UPDATE

THIRD READING:

Federal Law Enforcement Activity on District Controlled Properties

Regular Meeting of the Board of Education
March 17, 2026

Justification for Emergency Policy Consideration

Policy 209.00: DEVELOPMENT, ADOPTION, MONITORING OF POLICIES

G. "Emergency" - Emergency is 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.

Justification for Emergency Policy Consideration

Per Policy 209.00:

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

Policy Purpose

I. POLICY PURPOSE

Saint Paul Public Schools ("District" or "SPPS") is committed to ensuring that every student can learn in a safe, welcoming, and inclusive environment free of fear or disruption due to immigration enforcement activities.

General Statement of Policy

II. GENERAL STATEMENT OF POLICY

In accordance with the Board of Education's **resolution reaffirming protections for immigrant students and practices for responding to Immigration and Customs Enforcement (ICE)** and other federal law enforcement presence on district property, this policy establishes clear guidelines regarding access to district property by federal law enforcement, the protection of student and family privacy, and the limitations on District cooperation and staff assistance.

Legal Authority and Scope

III. LEGAL AUTHORITY AND SCOPE

This policy is adopted pursuant to and shall be implemented consistent with:

- **Federal law**, including the U.S. Constitution (Fourth, Fifth, and Fourteenth Amendments) and the Family Educational Rights and Privacy Act (FERPA);
- **Minnesota law**, including the Minnesota Government Data Practices Act (Minn. Stat. ch. 13); Minnesota Constitution
- Applicable guidance from the **Minnesota Attorney General** regarding immigration enforcement and education;
- The **City of Saint Paul Separation Ordinance** limiting cooperation with federal immigration enforcement;
- Saint Paul School Board Resolution 34190, adopted February 2025 shall serve as a supplemental document.

Definitions

IV. DEFINITIONS

A. Federal Immigration Enforcement:
Includes Immigration and Customs Enforcement (ICE), U.S. Customs and Border Protection (CBP), and other federal officers acting for immigration enforcement purposes.

B. Federal Law Enforcement:
Any federal agency or officer with law enforcement authority.

C. School District Property:
All buildings, grounds, facilities, and vehicles owned, leased, contracted or operated under the control of SPPS or serving SPPS Students.

D. Judicial Warrant or Court Order:
A warrant or order issued and signed by a federal or state judge or magistrate based on probable cause that specifically authorizes entry onto District property.

Definitions Cont.

E. Administrative Warrant / Detainer:
A document issued by a federal agency (e.g., ICE detainer) that **does not** alone constitute judicial authorization for entry or enforcement on District property.

F. The Family Educational Rights and Privacy Act (FERPA), which protects the confidentiality of student education records and generally prohibits disclosure of personally identifiable information (PII) without consent, except under limited circumstances expressly authorized by law.

G. The Minnesota Government Data Practices Act (MGDPA), which classifies educational data as private and imposes strict controls on access, use, and dissemination.

General Policy Directives

A. Access Restrictions

1. Federal immigration enforcement officers are prohibited from accessing SPPS property, interviewing students or staff, or conducting enforcement activities on District property except as compelled by a valid judicial warrant or court order or as otherwise required by law.
2. Administrative warrants, detainers, notices of inspection, or similar documents do **not** authorize access for enforcement activities.
3. The District mandates that no employee, contractor, or representative uses District resources to assist in immigration enforcement absent a legal obligation to do so.

B. Non-Cooperation and Staff Assistance Prohibition

While engaged in their duties for the district, district employees, contractors, volunteers, and representatives **shall not**:

1. Provide assistance to ICE or related agencies for enforcement purposes, including interpretation, translation, facilitating communication, directing individuals, or otherwise aiding enforcement activities.
2. Inquire about or collect information regarding a student's or family's immigration or citizenship status.
3. Provide information about students or families to federal immigration enforcement unless legally compelled by a valid judicial warrant or court order.
4. Refer students, families, or staff to federal immigration enforcement agencies for immigration status queries or enforcement-related purposes.

General Policy Directives

C. Verification and Response Protocol

1. The office of General Counsel representing the District, in partnership with the Superintendent or designee, shall maintain and distribute detailed response protocols and supplementary documentation to all district controlled properties and programs.
2. All requests by federal law enforcement for access to SPPS property, students, or records shall be immediately referred to the principal or designee, detailed by response protocols provided by District Legal Counsel and Superintendent or designee.
3. Individual staff members should not attempt to interpret documentation or manage interactions with ICE or related agencies and should follow all most recent response protocols.
4. Verification shall be conducted to confirm the legal sufficiency of any presented warrant or order.
5. District representatives shall **not** interpret legal documents or provide interpretation or translation services to law enforcement, provide legal determinations, or act as intermediaries for law enforcement;
6. All legal review, interpretation, and communication regarding the validity or scope of any request shall be conducted by authorized District legal staff or their designee.
7. All encounters with law enforcement shall be documented, including the name of the officer(s), agency, badge number (if provided), date and time, location, nature of the request, and the District's response.
8. Parents/guardians shall be notified as set forth in FERPA or MGDPA, following a verified legal request involving a student, consistent with applicable law and District policy
9. Any immigration-related information that is inadvertently collected or arises in the course of educational operations shall be treated consistent with the MGDPA and FERPA and shall be handled in compliance with applicable law.

General Policy Directives

C. Verification and Response Protocol

1. The office of General Counsel representing the District, in partnership with the Superintendent or designee, shall maintain and distribute detailed response protocols and supplementary documentation to all district controlled properties and programs.
2. All requests by federal law enforcement for access to SPPS property, students, or records shall be immediately referred to the principal or designee, detailed by response protocols provided by District Legal Counsel and Superintendent or designee.
3. Individual staff members should not attempt to interpret documentation or manage interactions with ICE officers and should follow all most recent response protocols.
4. Verification shall be conducted to confirm the legal sufficiency of any presented warrant or order.
5. District representatives shall **not** interpret legal documents or provide interpretation or translation services to law enforcement, provide legal determinations, or act as intermediaries for law enforcement;
6. All legal review, interpretation, and communication regarding the validity or scope of any request shall be conducted by authorized District legal staff or their designee.
7. All encounters with law enforcement shall be documented, including the name of the officer(s), agency, badge number (if provided), date and time, location, nature of the request, and the District's response.
8. Parents/guardians shall be notified as set forth in FERPA or MGDPA, following a verified legal request involving a student, consistent with applicable law and District policy
9. Any immigration-related information that is inadvertently collected or arises in the course of educational operations shall be treated consistent with the MGDPA and FERPA and shall be handled in compliance with applicable law.

General Policy Directives

D. Training and Communication

1. The Superintendent or designee shall ensure annual training for all staff on their responsibilities under this policy and proper response protocols.
2. Clear, multilingual communication of this policy shall be provided to students, families, and staff.
3. Public-facing materials and community outreach shall be used to explain rights, protections, district practices, and response protocols.

Non-Retaliation and Equal Educational Access

VI. NON-RETALIATION AND EQUAL EDUCATIONAL ACCESS

1. No student, family member, or employee shall be discriminated against, disciplined, or retaliated against based on immigration status, national origin, or for asserting rights under this policy.
2. All students shall continue to have equal access to educational services, extracurricular activities, and support services regardless of immigration status.

Policy Review

VII. POLICY REVIEW

This policy shall be reviewed if required by changes in State, Federal or local law.

Legal & Cross References

Legal References

20 U.S.C § 1232g	The Family Educational Rights and Privacy Act (FERPA)
Minn. Stat. § 13	Minnesota Government Data Practices Act (MGDPA)

Cross References

Policy 304.00	Records: Data Management
Policy 506.05	Law Enforcement Interrogations & Investigations
Policy 814.00	Visitors to Schools
Board Resolution 34190	Resolution for District Practices Relating to U.S. Immigration and Customs Enforcement

Communications

- Policy shared with all SPPS families and staff via email the week of Feb. 8-13. Specifically:
  - Posted on Board of Education website
  - Included in The Bridge (all staff newsletter): Feb. 8
  - Included in the weekly immigration update (to all families and district staff): Feb. 12
  - Included in the Principals Playbook (to all district leaders): Feb. 13
  - Added to staff immigration resources folder for easy access; ability for staff to share with students as appropriate

Discussion

Board Action

- Request the review of this policy at the February 17, 2026 Board of Education meeting be considered the Second Reading of the three reading process

- That the review of the policy at the March 17, 2026 Board of Education meeting will be considered the Third Reading

215.00 FEDERAL LAW ENFORCEMENT ACTIVITY ON DISTRICT CONTROLLED PROPERTIES

I. POLICY PURPOSE

Saint Paul Public Schools ("District" or "SPPS") is committed to ensuring that every student can learn in a safe, welcoming, and inclusive environment free of fear or disruption due to immigration enforcement activities.

II. GENERAL STATEMENT OF POLICY

In accordance with the Board of Education's **resolution reaffirming protections for immigrant students and practices for responding to Immigration and Customs Enforcement (ICE)** and other federal law enforcement presence on district property, this policy establishes clear guidelines regarding access to district property by federal law enforcement, the protection of student and family privacy, and the limitations on District cooperation and staff assistance.

III. LEGAL AUTHORITY AND SCOPE

This policy is adopted pursuant to and shall be implemented consistent with:

- **Federal law**, including the U.S. Constitution (Fourth, Fifth, and Fourteenth Amendments) and the Family Educational Rights and Privacy Act (FERPA);
- **Minnesota law**, including the Minnesota Government Data Practices Act (Minn. Stat. ch. 13); Minnesota Constitution
- Applicable guidance from the **Minnesota Attorney General** regarding immigration enforcement and education;
- The **City of Saint Paul Separation Ordinance** limiting cooperation with federal immigration enforcement;
- Saint Paul School Board Resolution 34190 - Resolution for District Practices Relating to U.S. Immigration and Customs Enforcement, adopted February 2025 shall serve as a supplemental document.

IV. DEFINITIONS

A. Federal Immigration Enforcement:
Includes Immigration and Customs Enforcement (ICE), U.S. Customs and Border Protection (CBP), and other federal officers acting for immigration enforcement purposes.

B. Federal Law Enforcement:
Any federal agency or officer with law enforcement authority.

C. School District Property:
All buildings, grounds, facilities, and vehicles that are owned, leased, contracted or operated under the control of SPPS or serving SPPS Students.

D. Judicial Warrant or Court Order:
A warrant or order issued and signed by a federal or state judge or magistrate based on probable cause that specifically authorizes entry onto District property.

E. Administrative Warrant / Detainer:
A document issued by a federal agency (e.g., ICE detainer) that **does not** alone constitute judicial authorization for entry or enforcement on District property.

F. The Family Educational Rights and Privacy Act (FERPA), which protects the confidentiality of student education records and generally prohibits disclosure of personally identifiable information (PII) without consent, except under limited circumstances expressly authorized by law.

G. The Minnesota Government Data Practices Act (MGDPA), which classifies educational data as private and imposes strict controls on access, use, and dissemination.

V. GENERAL POLICY DIRECTIVES

A. Access Restrictions

1. Federal immigration enforcement officers are prohibited from accessing SPPS property, interviewing students or staff, or conducting enforcement activities on District property except as compelled by a valid judicial warrant or court order or as otherwise required by law.

2. Administrative warrants, detainers, notices of inspection, or similar documents do **not** authorize access for enforcement activities.
3. The District mandates that no employee, contractor, or representative uses District resources to assist in immigration enforcement absent a legal obligation to do so.

B. Non-Cooperation and Staff Assistance Prohibition

While engaged in their duties for the district, district employees, contractors, volunteers, and representatives **shall not**:

1. Provide assistance to ICE or related agencies for enforcement purposes, including interpretation, translation, facilitating communication, directing individuals, or otherwise aiding enforcement activities.
2. Inquire about or collect information regarding a student's or family's immigration or citizenship status.
3. Provide information about students or families to federal immigration enforcement unless legally compelled by a valid judicial warrant or court order.
4. Refer students, families, or staff to federal immigration enforcement agencies for immigration status queries or enforcement-related purposes.

C. Verification and Response Protocol

1. The office of General Counsel representing the District, in partnership with the Superintendent or designee, shall maintain and distribute detailed response protocols and supplementary documentation to all district controlled properties and programs.
2. All requests by federal law enforcement for access to SPPS property, students, or records shall be immediately referred to the principal or designee, detailed by response protocols provided by District Legal Counsel and Superintendent or designee.
3. Individual staff members should not attempt to interpret documentation or manage interactions with ICE or related agencies and should follow all most recent response protocols.
4. Verification shall be conducted to confirm the legal sufficiency of any presented warrant or order.

5. District representatives shall **not** interpret legal documents or provide interpretation or translation services to law enforcement, provide legal determinations, or act as intermediaries for law enforcement;
6. All legal review, interpretation, and communication regarding the validity or scope of any request shall be conducted by authorized District legal staff or their designee.
7. All encounters with law enforcement shall be documented, including the name of the officer(s), agency, badge number (if provided), date and time, location, nature of the request, and the District's response.
8. Parents/guardians shall be notified as set forth in FERPA or MGDPA, following a verified legal request involving a student, consistent with applicable law and District policy
9. Any immigration-related information that is inadvertently collected or arises in the course of educational operations shall be treated consistent with the MGDPA and FERPA and shall be handled in compliance with applicable law.

D. Training and Communication

1. The Superintendent or designee shall ensure annual training for all staff on their responsibilities under this policy and proper response protocols.
2. Clear, multilingual communication of this policy shall be provided to students, families, and staff.
3. Public-facing materials and community outreach shall be used to explain rights, protections, district practices, and response protocols.

VI. NON-RETALIATION AND EQUAL EDUCATIONAL ACCESS

1. No student, family member, or employee shall be discriminated against, disciplined, or retaliated against based on immigration status, national origin, or for asserting rights under this policy.
2. All students shall continue to have equal access to educational services, extracurricular activities, and support services regardless of immigration status.

VII. POLICY REVIEW

This policy shall be reviewed if required by changes in State, Federal or local law.

Legal References

20 U.S.C § 1232g	The Family Educational Rights and Privacy Act (FERPA)
Minn. Stat. § 13	Minnesota Government Data Practices Act (MGDPA)

Cross References

Policy 304.00	Records: Data Management
Policy 506.05	Law Enforcement Interrogations & Investigations
Policy 814.00	Visitors to Schools
Board Resolution 34190	Resolution for District Practices Relating to U.S. Immigration and Customs Enforcement

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: FY27 Fire Safety Program (0652-27-01)

Project Description: Replace fire alarm at L'Etoile Du Nord Upper; provide fire suppression at Harding Senior.

Estimated Cost: $2,269,000

Estimated Start Date: 7/1/2026

Estimated Project Length: 13 months

Executive Summary

Per Board of Education (BOE) direction dated February 25, 2005, the BOE will evaluate all construction projects whose cost estimates exceed $250,000 for the appropriateness of a Project Labor Agreement (PLA). Notice of this action was published in the Saint Paul Legal Ledger at least 30 days prior to any BOE action.

Assessment of Criteria for PLA Recommendation:

Criteria	Low	Medium	High	Notes
Potential impact on students/operations		X		
Number of trades on the project	X			
Potential for work stoppage				Not known
Complexity of project		X		
Construction schedule constraints		X		

Notices requesting input on the use of a PLA on this project were sent to the following interested parties.

Summary of Responses:

Organization	Yes	No	No Response	Comments
Associated Builders and Contractors			x	
Associated General Contractors of Minnesota		x		Unions often times prevent contractors of color from participating on public projects
National Association of Minority Contractors			x	
Saint Paul Building and Construction Trades Council	x			Dollar amount, length of project

Staff Recommendation

☒ The Facilities Department recommends that a PLA be used for this project

☐ The Facilities Department does not recommend that a PLA be used for this project

The reasons for the recommendation are as follows:

- Cost
- Potential impact on operations
- Moderate number of trades and complexity

Final Action

The BOE directs that a PLA

☐ be used for this project

☐ not be used for this project

If the BOE directs that a PLA be used on this project, it hereby authorizes the Director of Facilities to instruct the execution of this agreement and further directs that the agreement be included in the final construction documents.

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: Wellstone Elementary Playground Replacement (4260-26-01)

Project Description: Playground replacement.

Estimated Cost: $612,000

Estimated Start Date: 6/15/2026

Estimated Project Length: 1 month

Executive Summary

Per Board of Education (BOE) direction dated February 25, 2005, the BOE will evaluate all construction projects whose cost estimates exceed $250,000 for the appropriateness of a Project Labor Agreement (PLA). Notice of this action was published in the Saint Paul Legal Ledger at least 30 days prior to any BOE action.

Assessment of Criteria for PLA Recommendation:

Criteria	Low	Medium	High	Notes
Potential impact on students/operations	X			
Number of trades on the project	X			
Potential for work stoppage				
Complexity of project	X			
Construction schedule constraints	X			

Notices requesting input on the use of a PLA on this project were sent to the following interested parties.

Summary of Responses:

Organization	Yes	No	No Response	Comments
Associated Builders and Contractors			x	
Associated General Contractors of Minnesota		x		Unions often times prevent contractors of color from participating on public projects
National Association of Minority Contractors			x	
Saint Paul Building and Construction Trades Council	x			Dollar amount, length of project

Staff Recommendation

☐ The Facilities Department **recommends** that a PLA be used for this project

☒ The Facilities Department **does not recommend** that a PLA be used for this project

The reasons for the recommendation are as follows:

- Exterior standalone project with low complexity
- Lower schedule sensitivity than most projects.

Final Action

The BOE directs that a PLA

☐ be used for this project

☐ not be used for this project

If the BOE directs that a PLA be used on this project, it hereby authorizes the Director of Facilities to instruct the execution of this agreement and further directs that the agreement be included in the final construction documents.

American Indian Parent Advisory Committee

2026 Resolution of Non-Concurrence

March 17, 2025

American Indian students consistently underperform other demographic groups across the country, in the state of Minnesota, and St. Paul Public Schools. This includes academic achievement, daily attendance, and graduation rates. They are also overrepresented in office disciplinary referrals, suspensions, and referrals in special education. Despite having the Indian Education Program, American Indian Magnet School, and Indian Studies/Braided Journeys at Harding, Johnson, and Como High Schools, American Indian students are not showing continuous academic improvement in St. Paul Public Schools.

There have been several initiatives implemented since last year's Resolution of Non-Concurrence is beginning to 'move the dial' in the right direction. SPPS has shown a continued commitment to American Indian students and continues to value their cultural needs. **This effort must be sustained for 5 years. This marks the fourth year of a five-year initiative.**

The clear achievement gap between American Indian students and all other student groups in Saint Paul Public Schools continues to be of concern. Whereas American Indian students no longer rank at the bottom of all desegregated racial groups when reviewing data on student performance, the parent committee strongly recommends a continued, aggressive improvement approach in the following areas to ensure the momentum over the last 4 years does not decrease.

The American Indian Parent Advisory Committee recognizes several systemic barriers to academic achievement.

1. Attendance: American Indian students spend less time in class due to having the highest absentee rate of any other demographic group. It is imperative to decrease the absentee rate of American Indian students by 10% at every school site each year for 5 years.

During the current school year, the American Indian Attendance Intervention Specialist has already demonstrated a positive change of attendance outcome for American Indian students. Continued funding of this position will have a direct impact and decrease the high absentee rate. Ensure that the Intervention Specialist has access to district resources so that they can do the assignment to the best of their ability as she is the only person in her office that supports this role. Make sure building principals track attendance data on their

American Indian students and prioritize most need for secondary principals. We also want to make sure that building social workers attend SAM meetings for their American Indian students.

2. Behavior: American Indian students have higher numbers of dismissals, suspensions, and office disciplinary referrals than other demographic groups. It is imperative to decrease disciplinary referrals by 10% at every school site each year for 5 years.

Early indications do show a decrease in disciplinary referrals for American Indian students. This committee requests the district to continue this effort and continue to provide yearly updates to the AIPAC. We also ask for staff support for American Indian students who have an IEP/504 plan and to support these students in IEP meetings. Also, let the building staff know to ask for support from the Indian Education or Attendance specialist when needed and when American Indian students return to school after a suspension.

3. Instruction: American Indian students have not made typical or aggressive growth as measured from fall 2023 to winter 2024 FAST reading and math assessments at the same rate of other demographic groups. This screener measures student learning and growth in SPPS classrooms from fall to winter. American Indian students must make measurable growth in reading and math by 10% at every school site each year for 5 years.

During the last year, the American Indian Curriculum TOSA created a repository and developed several Indigenous lessons in collaboration with content area leads that meet MN state standards. Continued funding for this position will continue to directly support Instruction support that moves the dial in reading and math. The AIPAC also recommends the district fiscally supports district-wide Ojibwe and Dakota language learning at schools outside of AIMs and Harding. Language text books and resources are available, and it sould be the responsibility of the district to provide these resources, as you would for other world language classes across SPPS.

4. Staffing: American Indian students need to have American Indian staff present in all levels of staffing in SPPS. It is critical to increase the number of American Indian professionals by 25%.

Data presented to the parent committee this year does show an increase of American Indian staff within SPPS, however, this committee would like to see an increased effort to hire more American Indian professionals. Specifically requesting an additional Assistant Principal at American Indian Magnet School. The AIM school serves a third of all American Indian

students in SPPS, and this addition will create a more equitable service for the students and their families that are attending AIMS.

An additional assistant principal at AIMS would also allow the continuation of the family engagement programming currently going on (for example, Wednesday community nights, Dakota/Ojibwe storytelling, Powwows, and language tables) and ensure these programs and services continue.

We also ask for more retention for current American Indian staff and mental health support. Also more support for American Indian staff at non-American Indian Studies schools. We also ask the district to continue its plan in recruiting AI staff across the district and not just AIS schools.

The status quo could be perceived as shifting for American Indian students. If attendance increases, suspensions decrease, and American Indian students are provided with high-quality instruction that meets their academic needs, the scores would theoretically show growth. Many American Indian students are invisible in their schools due to lower numbers. However, having low numbers can mean that targeted interventions at the school building level would make a large impact on instruction for American Indian students. For American Indian students to receive an education equitable to their peers, there need to be interventions to address the discrepancies that exist and meet the unique cultural and linguistic needs of American Indian students. Attendance, suspensions, instruction, and staffing need to continue to be examined and monitored for improvement to meet the needs of students and families.

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

Saint Paul Public Schools

Board of Education Regular Meeting
March 17, 2026

Purpose

Report the progress on the following of B.I.G.G. programmatic goal:

- The number of schools fully implementing the Whole School Restorative Practices (WSRP) model will increase from **1** in 2024 to **8** by 2029.

Reporting parameters:

- **Measure**: The specific practices of the WSRP model
- **Metric**: Number of schools fully implementing WSRP

179

About the Data

- Leadership Survey
- Coaching Logs from Site Visits
- Professional Development
- Site Based Restorative Practices (RP) Coordinator Reports

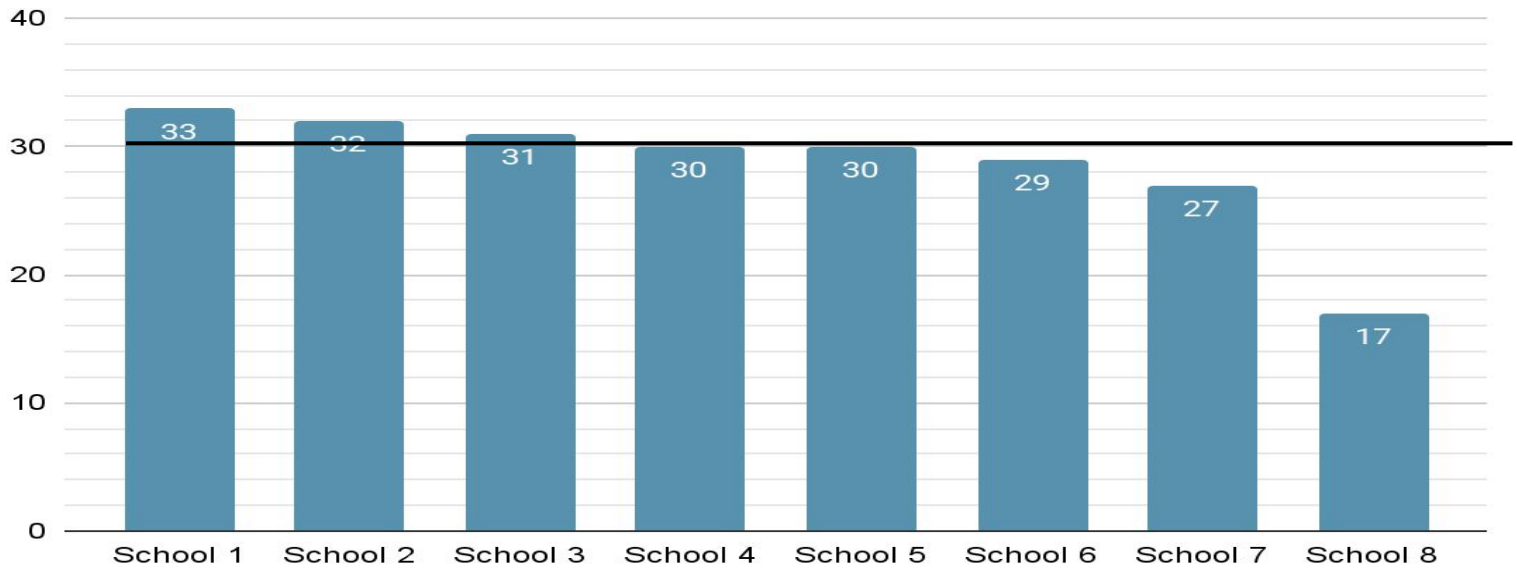
Data Source: SPPS Office of School Support

Whole School Restorative Practices Model

Four Pillars of Restorative Practices

181

Results



182

- **3** School are fully implementing the Whole School Restorative Practices (WSRP) model; 5 schools short of the goal.

Implementation Status

4 Pillars of Restorative Practices	# of Schools Implementing	% of Schools Implementing
Provide structural supports for RP implementation	3 of 8 schools	38%
Create restorative school culture	5 of 8 schools	63% [183]
Establish a relational learning climate	4 of 8 schools	50%
Establish systems of relational accountability	3 of 8 schools	38%

Factors That Influence Full Implementation

- Staff consistency
  - Leadership
  - RP Coordinator
  - Educators

- Commitment to RP
  - Mindset
  - Beliefs and values
  - Open to transformational change

184

Action Steps

- Facilitate District RP Implementation Sessions, quarterly
- Update site-based implementation plan at each school, annually 185
- Increase student voice in future updates
- Monitor essential components of WSRP
- Host fourth annual SPPS RP Institute August 2026

"Restorative Practices are essential for a community to care for each other and grow together."
- Kara Pranikoff

Thank you

186

Fiscal Year 2027 (FY27) Budget Update

Board of Education Regular Meeting
March 17, 2026

Guiding Principles for FY27 Budget Decisions

- The November 2025 operating levy reduced the anticipated FY27 budget shortfall by approximately $37.2 million
- State funding formulas for general education, special education, compensatory aid and English learner revenue have improved slightly; no increases to other funding sources; many unfunded mandates remain
- Student enrollment is projected to decrease by 400 students in 2026-27; this is in addition to the 500 fewer-than-projected students in 2025-26
- Staffing levels will be adjusted to align with and account for declining enrollment while still meeting class size and student-to-staff ratio agreements
- The district cannot draw down the fund balance further to balance the budget

188

Board of Education FY27 Budget Parameters and Guidelines

1. Maintain district commitment to full-day pre-kindergarten
2. Retain at least 95% of instructional support services staff
3. Demonstrate continued commitment to language and culture programs

Additional Board guidelines from Policy 720.00: Establishment and Adoption of School District Budget

- Publicly submit budget options to the Board no later than the April Committee of the Board meeting each year
- Host two public meetings each school year to gather community input; one before winter break and one within 8 weeks of budget adoption in June
- Reserve at least 5% of daily operating revenue in the unassigned fund balance

FY27 Budget Community Engagement

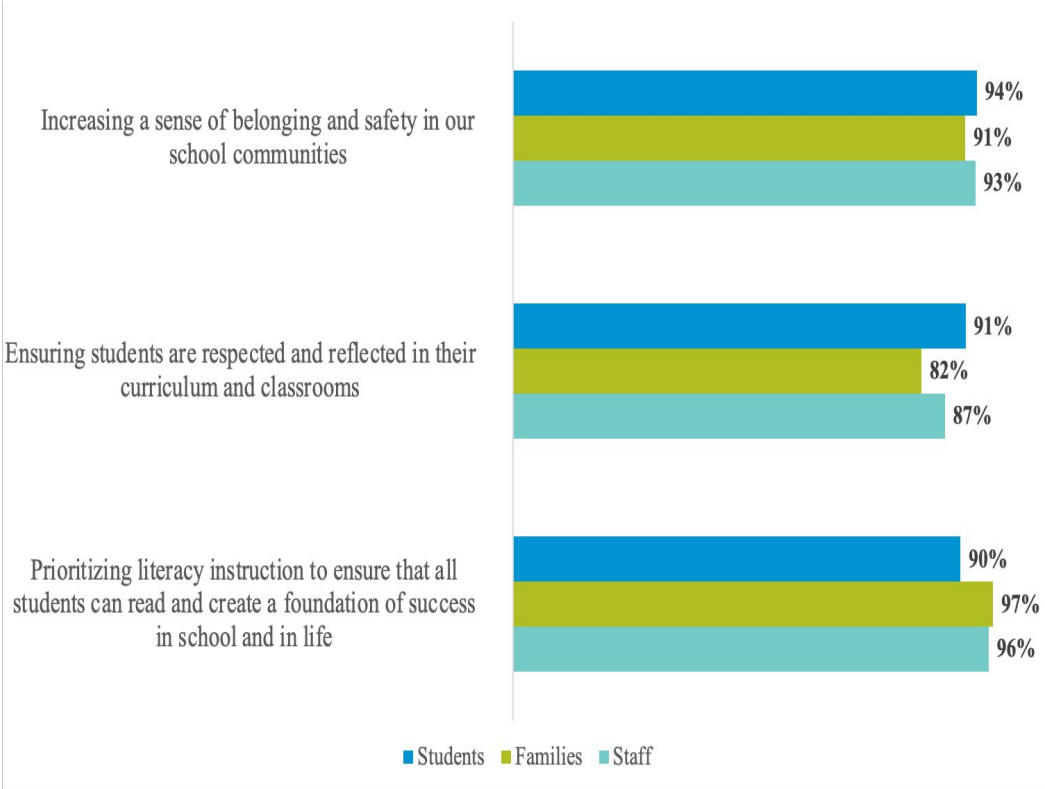
190

FY27 Budget Engagement Summary

Parents/guardians, staff, and students in grades 6-12 completed online surveys about their budget priorities in December 2025/January 2026. A community budget meeting was held on December 11, 2025, with a presentation on the budget process followed by small-group discussions.

Activity	Participants	Date
Parent/Guardian Budget Surveys	1,059 parents/guardians	Dec. 11, 2025-Jan. 16, 2026
Staff Budget Surveys	1,401 staff	Dec. 11, 2025-Jan. 16, 2026
Student Budget Surveys	3,467 students in grades 6-12	Jan. 5-16, 2026
Community Budget Meeting	86 parents, community members and staff	Dec. 11, 2025
TOTAL	**6,013 participants**	

FY27 Budget Engagement: Community Priorities



SPPS identified three community priorities in 2023-24 that have guided budget decisions for the past two fiscal years.

Overall, there is strong support for continuing with all three values as top priorities for SPPS.

192

FY27 Budget Engagement: General Fund Categories

Survey respondents were asked which General Fund categories they believed SPPS should prioritize when making budget decisions, after all required and essential expenses are funded.

	Students	Families	Staff
1st	School Support Services (2.58)	School & Classroom Instruction (1.42)	School & Classroom Instruction (1.51)
2nd	School & Classroom Instruction (2.90)	School Support Services (2.19)	School Support Services (2.09)
3rd	District Support Services (2.93)	Operations & Maintenance (3.30)	Operations & Maintenance (3.33)
4th	Administration (3.22)	District Support Services (3.94)	District Support Services (3.92)
5th	Operations & Maintenance (3.38)	Administration (4.16)	Administration (4.16)

Note: number in parentheses indicates the average ranking for that group

The General Fund categories are based on the Minnesota Department of Education's Uniform Financial Accounting and Reporting Standards (UFARS).

FY27 Budget Anticipated Revenue and Expense

194

Fiscal Year 2027 (FY27) Anticipated Revenue

General education revenue based on projected enrollment	$518,221,857
Property taxes, including new school district referendum	$185,829,424
Additional special education and English learner aid	$40,674,213
Federal funding sources	$46,026,063
Interest earned and all other revenue	$22,360,000
New PSEO Contract	$500,000
Compensatory aid adjustment	**$857,499**
Total FY27 Revenue	**$814,469,056**

195

Fiscal Year 2027 (FY27) Anticipated Expense

Estimated FY26 revised budget	$791,608,561
Assumption of an overall average of 4% inflation	$31,664,186
Continued expansion of new programs (Obama, Vento, Afrocentric, etc.)	$821,000
Strategic plan development and facilities portfolio analysis	$150,000
Adding 3.0 specialist FTEs for grade 5-8 schools (1.0 per school)	$360,000
General fund transfer to food service fund	$2,300,000
Additional transportation costs beyond the 4% assumption	$600,000
Paid family leave	$1,400,000
Total FY27 Expense	**$828,903,903**

196

Fiscal Year 2027 (FY27) Fund Balance Outlook

Description	(in Millions)	Percent Fund Balance
FY26 Estimated Unassigned Ending Fund Balance	$40.13	5.07%
FY27 Budget Shortfall	**$14.43**	3.10%
Ending fund balance in FY27 with $14.43M in cost containment and use of $3.5M from restricted OPEB fund	$43.63	5.26%

197

Fiscal Year 2027 (FY27) Budget Assumptions

- Based on these assumptions, the District's estimated expense could exceed its revenue in FY27 by approximately **$14.43 million** (1.7% of total budget)

  Revenue = **$814.5M** Expense = **$828.9M**

- Factors that could alter this estimated shortfall: enrollment, state funding formulas, employment contracts, health insurance, impact of new federal policies and structure pertaining to education and the economy

****All revenue and expense figures are subject to change between now and the budget adoption in June.****

Budget Options - As Requested by the Board

SECONDARY

ELEMENTARY

Teacher allocations	3 below class size average	3.5 below class size average	4 below class size average	5 below class size average
No Split Classrooms	$2,700,000	$1,600,000	$700,000	**-$1,000,000**
No Splits K-3	$4,600,000	$3,500,000	$2,600,000	$900,000
No Splits K-1	$7,050,000	$5,950,000	**$5,050,000**	$3,350,000
Splits K-5	**$9,000,000**	$7,900,000	$7,000,000	$5,300,000

199

Proposed Budget Reductions (as of March 12, 2026)

Reduction	Savings	Rationale
School-based FTEs	$9.51M	Align school staffing with enrollment. No splits PreK-1, specialists round to 0.5; middle/high school remain staffed at 4 below class size
District staff FTEs and central office expenses	$3.06M	Reductions across all central office departments
Reduce carryover to schools by 50%	$750,000	Schools will have some carryover funds for discretionary expenditures
Staff attrition	$510,000	Each year, roughly 850 employees leave SPPS. Conservatively estimating reduction of 6 FTEs through attrition 200
Allocation practice for kindergarten	$300,000	Continue to maximize kindergarten enrollment by accepting up to 3 students over cap; adjustments in fall 2026 as needed
Fall staffing adjustments	$400,000	The district will set aside $600K for this purpose, which results in a $400K savings
2% increase to supply budgets instead of 4%	$240,000	Reduce standard inflationary increase by 50% for supplies
Maintain partnerships where grants are being reduced	-$300,000	Use general fund dollars to replace lost grant revenue
Total FY27 Reductions	**$14.47M**	

FY27 Budget Timeline

201

2026-27 Budget Timeline

Oct
Preliminary enrollment determined

Nov
Referendum vote / internal budget discussions

Dec
Initial budget assumptions / public input

Jan
FY27 budget estimate / budget planning

Feb
Board work session / enrollment projections

202

March
Schools and departments receive budgets

March/ April
School budget meetings

April
Public input / budgets returned to finance

May
Proposed budget to Board of Education

June
Budget approved by Board of Education

FY27 Budget Timeline Detail

- **March 16:** Budget update and process for principals
- **March 17:** Budget update at Board of Education regular meeting
- **March 18:** Assistant Superintendents review school allocations
- **March 20:** Principals receive budget toolkits
- **March 26-April 23:** Schools hold community budget meetings
- **March 31:** Department leaders receive budget toolkits
- **March 30-April 17:** School budget meetings with administration
- **April 6-17:** Department budget meetings with finance department

203

FY27 Budget Timeline Detail (Continued)

- **April 20-21:** School and department toolkits returned to finance
- **April 28 or after:** Budget public input session
- **May 19:** FY27 Proposed budget to BOE
- **June 9:** Budget update at Committee of the Board (If needed)
- **June 23:** FY27 Adopted budget for recommendation

204

Questions?

205

POLICY UPDATE

Second Reading: Rescission of Policy 601.01: Achievement

Saint Paul Public Schools

Board of Education Meeting

March 17, 2026

Craig Anderson, Executive Director of Teaching and Learning

Policy 601.01 - Achievement

Current Policy: 601.01 ACHIEVEMENT
Adopted: 1974 Saint Paul Public Schools Policy 601.01 Revised: 9/7/1982, 6/17/2008

1. Academic achievement is based on the premise that "all children can learn" and that children have diverse capabilities and interests and individual patterns of growth and learning.
2. Therefore, it important that teachers have as much and as accurate knowledge of each student as is possible through tests and other classroom-based ways of assessing student learning and growth, including observations of students' intelligence, achievement, work habits, skills, health, and home environment.
3. It is recognized that many factors which cannot be clinically tested (attitude toward others and work habits, for example) may influence a student's success as much as knowledge of subject areas.
4. In fairness to all students, achievement shall be judged • In relation to a student's learning capacity • In reference to any special education modifications or accommodations mandated by the student's Individual Education Plan (IEP), and • In terms of the degree of the student's mastery of the course work, as judged by the teacher with reference to District Standards in the specific content area.

Policy Changes

Language from Policy 601.01 Achievement will be combined with the proposed revisions to Policy 601.00 - Educational Programming and Achievement

Current Policy 601.01 - Achievement would be rescinded.

207

~~601.01 ACHIEVEMENT~~
~~Adopted: 1974 Saint Paul Public Schools Policy 601.01 Revised: 9/7/1982, 6/17/2008~~
~~1. Academic achievement is based on the premise that "all children can learn" and that children have diverse capabilities and interests and individual patterns of growth and learning.~~
~~2. Therefore, it important that teachers have as much and as accurate knowledge of each student as is possible through tests and other classroom-based ways of assessing student learning and growth, including observations of students' intelligence, achievement, work habits, skills, health, and home environment.~~
~~3. It is recognized that many factors which cannot be clinically tested (attitude toward others and work habits, for example) may influence a student's success as much as knowledge of subject areas.~~
~~4. In fairness to all students, achievement shall be judged • In relation to a student's learning capacity • In reference to any special education modifications or accommodations mandated by the student's Individual Education Plan (IEP), and • In terms of the degree of the student's mastery of the course work, as judged by the teacher with reference to District Standards in the specific content area.~~

Questions?

208

POLICY UPDATE

Second Reading:
Policy 601.00: Educational Programming and Achievement

Saint Paul
PUBLIC SCHOOLS

Board of Education Meeting

March 17, 2026

Craig Anderson, Executive Director of Teaching and Learning

Policy 601.00 - Educational Programming and Achievement

Highlights

1. Policy last revised in 2011
2. Combine current 601 and 601.01
3. Transitioned to new policy format, which includes Policy Purpose

See all updates to Policy 601

Policy Changes

Policy Purpose:
The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Graduation Standards and federal law and are aligned with creating comprehensive achievement and civic readiness for all students.

210

1) General Statement of Policy

The policy of the school district is to strive for comprehensive achievement and civic readiness in which all learning in the school district should be directed and for which all school district learners should be held accountable.

Policy 601.00 - Educational Programming and Achievement

Highlights

Updated Definitions

Policy Changes

2) Definitions

a) "Academic standard" means a summary description of student learning in a required content area or elective content area.

b) "Anti Racist" means actively working to identify and eliminate racism in all forms in order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions.

c) "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.

211

Policy 601.00 - Educational Programming and Achievement

Highlights

Updated Definitions

Policy Changes

d) "Comprehensive Achievement and Civic Readiness" means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; have all students graduate from high school; and prepare students to be lifelong learners.

212

e) "Culturally sustaining" means integrating content and practices that infuse the culture and language of Black, Indigenous, People of Color and LGBTQ+ communities who have been and continue to be harmed and erased through the education system.

Policy 601.00 - Educational Programming and Achievement

Highlights

Updated Definitions

Policy Changes

f) "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.

g) "Ethnic studies" as defined in Minnesota Statutes, section 120B.25, has the same meaning for purposes of this section. Ethnic studies curriculum may be integrated in existing curricular opportunities or provided through additional curricular offerings.

213

h) "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.

Policy 601.00 - Educational Programming and Achievement

Highlights

Updated Definitions

Policy Changes

i) “Institutional racism” means structures, policies, and practices within and across institutions that produce outcomes that disadvantage those who are Black, Indigenous, and People of Color.

214

j) “Instruction” means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.

Policy 601.00 - Educational Programming and Achievement

Highlights

Updated Definitions

Policy Changes

k) “Performance measures” are measures to determine school district and school site progress in striving to create comprehensive achievement and civic readiness for all students and must include at least the following:

1. the size of the academic achievement gap and rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options including concurrent enrollment, other rigorous courses of study or industry certification courses or programs and enrichment experiences by student groups;

2. student performance on the Minnesota Comprehensive Assessments;

3. high school graduation rates; and

4. career and college readiness under Minnesota Statutes section 120B.30, subdivision 1.

215

Policy 601.00 - Educational Programming and Achievement

Highlights

Updated language

Policy Changes

~~EDUCATIONAL PROGRAMMING DEFINITIONS~~

~~1. "Academic standards" means content-based outcomes at each grade level, some of which are mandated within state standards.~~

~~2. "Graduation requirements" mean those courses and tests required to earn a diploma.~~

ACADEMIC STANDARDS (1)

216

1. The district will ~~adopt academic standards, which shall be the basis for the educational program.~~ follow the Minnesota Academic Standards.

2. The district will implement high school and post-secondary preparatory content standards in all learning areas in accordance with the Minnesota Department of Education rules.

Policy 601.00 - Educational Programming and Achievement

Highlights

Updated language

Policy Changes

3. The academic standards implementation process and educational program decision-making process will include students, parents or guardians, staff, and community representatives. The processes will include individuals who can represent the needs of special education, English language learners, and other unique student populations.
4. The academic standards implementation committees will determine performance measures as well as, where, when, and in what instructional program all student achievement of standards will be assessed.

217

Policy 601.00 - Educational Programming and Achievement

Highlights

Updated language

Spelling Error: Distinct to District

Policy Changes

THE ~~PRE K-12~~ EDUCATIONAL PROGRAM (2)

1. The school district will provide an educational program appropriate for all students reflecting varied interests and needs.

2. The district will use education effectiveness practices that

A. integrate high-quality instruction, technology, and curriculum that is rigorous, accurate, anti racist, and culturally sustaining;

218

B. end institutional racism by ensuring that learning and work environments validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees;

C. provide a collaborative professional culture that seeks to retain qualified, racially and ethnically diverse staff effective at working with diverse students while developing and supporting teacher quality, performance, and effectiveness;

Policy 601.00 - Educational Programming and Achievement

Highlights

Updated language in #4

Policy Changes

3. The educational program will be coordinated systematically through the district.

4. The school district will ~~establish learner results toward which all learning in the school district should be directed and for which all school district learners will be held accountable.~~ set clear expectations for what every student should know and be able to do and every student will be responsible for meeting these expectations.

219

Policy 601.00 - Educational Programming and Achievement

Highlights

Updated language in #5

Policy Changes

5. ~~Instruction must be provided, sometime during the district PreK-12 program, in at least the following subject areas:~~ The District provides instruction in all areas listed below, ensuring full alignment with Minnesota Academic Standards and age-appropriate benchmarks:

- English Language arts
- Mathematics ~~and~~
- Science
- Social studies, including history, geography, ~~and~~ government, and Ethnic Studies
- Health ~~and~~
- Physical education
- ~~The~~ Arts education
- ~~Vocational~~ Career and technical education; and
- World languages

220

Policy 601.00 - Educational Programming and Achievement

Highlights

Updated language

Policy Changes

6. The basic instructional program shall minimally include all courses required for each grade level by the State of Minnesota ~~Department of Education~~.
7. The district will provide learning opportunities for all students sufficient to meet state and local graduation requirements.
8. The district will identify and evaluate learners who need special services, accommodations, or programs to meet standards. 221
9. Innovative and adaptive education programs, including online learning options, Alternative Learning Centers (ALCs), Post Secondary Enrollment Options (PSEO), service-learning, experiential learning, or work-based learning, may be developed and offered to meet the unique and changing needs of student

Policy 601.00 - Educational Programming and Achievement

Highlights

Updated language

- 86 total quarter credits at a regularly-scheduled (eight classes per quarter) high school

Policy Changes

GRADUATION REQUIREMENTS (3)

1. District graduation requirements will minimally include:
   - The state-required graduation tests in accordance with the rules established by the Minnesota Department of Education.
   - The state requirements for graduation as established by Minnesota law. 222
   - Successful completion of:
     - 86 total quarter credits at a regularly-scheduled ~~(eight classes per quarter)~~ high school
       ~~o 86 total quarter credits at a regularly-scheduled (non-block) high school, or~~
       ~~o 56 total quarter credits at a four-period block-scheduled high school.~~

Policy 601.00 - Educational Programming and Achievement

Highlights

No changes to this section

Policy Changes

2. High School credits toward graduation can be obtained prior to ninth grade by taking qualifying courses in junior high or middle school.
3. The school district will establish procedures for determining credit for learning obtained outside of the district which would qualify for graduation including courses taken at institutions of higher education.

223

Policy 601.00 - Educational Programming and Achievement

Highlights

Updated language adding the Achievement language from 601.01

Policy Changes

ACHIEVEMENT (4)

1. Academic achievement is based on the ~~premise~~ **belief** that all children can learn and that children have ~~diverse capabilities and~~ **individual strengths,** interests, and ~~individual~~ patterns of growth and learning.
2. Therefore, it is important that teachers have as much and as accurate knowledge of each student as is possible through ~~tests~~ **summative and formative assessments** and other classroom-based ways of assessing student learning and growth, including observations of students' ~~intelligence,~~ achievement, ~~work habits~~ **social emotional skills**, health**-related needs**, and ~~home environment~~ **life outside of school**.
3. It is recognized that many factors which cannot be ~~clinically tested (attitude toward others and work habits, for example)~~ **formally assessed** may influence a student's ~~success~~ **progress and achievement** as much as **content-area** knowledge ~~of subject areas~~.

224

Policy 601.00 - Educational Programming and Achievement

Highlights

Updated language adding the Achievement language from 601.01

Fixing the organization of the sections to reflect the changes.

Policy Changes

4. I~~n fairness to all students,~~**To ensure equity and promote success for all students**, **grading, assessment, and achievement** shall be ~~judged~~ **determined based** upon:

~~a. In relation to a student's learning capacity~~

~~b. In reference to any special education modifications or accommodations mandated by the student's Individual Education Plan (IEP),~~ a **Alignment with the accommodations, modifications, and goals outlined in a student's Individualized Education Program (IEP) or Section 504 Plan, ensuring grades reflect the student's progress toward rigorous standards with appropriate supports in place**.and

225

~~In terms of the degree of the student's mastery of the course work, as judged by the teacher with reference to District Standards in the specific content area.~~ b.**The degree to which the student has demonstrated understanding of essential course content and District Standards, separate from behavioral factors such as attendance or compliance, and recognizing that learners progress at different rates and may require multiple opportunities to demonstrate proficiency**.

Questions?

226

601.00 EDUCATIONAL PROGRAMMING AND ACHIEVEMENT

I. POLICY PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Graduation Standards and federal law and are aligned with creating comprehensive achievement and civic readiness for all students.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to strive for comprehensive achievement and civic readiness in which all learning in the school district should be directed and for which all school district learners should be held accountable.

III. DEFINITIONS

A. "Academic standard" means a summary description of student learning in a required content area or elective content area.

B. "Anti Racist" means actively working to identify and eliminate racism in all forms in order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions.

C. "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.

D. "Comprehensive Achievement and Civic Readiness" means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; have all students graduate from high school; and prepare students to be lifelong learners.

DRAFT

E. "Culturally sustaining" means integrating content and practices that infuse the culture and language of Black, Indigenous, People of Color and LGBTQ+ communities who have been and continue to be harmed and erased through the education system.

F. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.

G. "Ethnic studies" as defined in Minnesota Statutes, section 120B.25, has the same meaning for purposes of this section. Ethnic studies curriculum may be integrated in existing curricular opportunities or provided through additional curricular offerings.

H. "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.

I. "Institutional racism" means structures, policies, and practices within and across institutions that produce outcomes that disadvantage those who are Black, Indigenous, and People of Color.

J. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.

K. "Performance measures" are measures to determine school district and school site progress in striving to create comprehensive achievement and civic readiness for all students and must include at least the following:

1. the size of the academic achievement gap and rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options including concurrent enrollment, other rigorous courses of study or industry certification courses or programs and enrichment experiences by student groups;

2. student performance on the Minnesota Comprehensive Assessments;

3. high school graduation rates; and

DRAFT

4. career and college readiness under Minnesota Statutes section 120B.30, subdivision 1.

~~EDUCATIONAL PROGRAMMING DEFINITIONS~~

~~1. "Academic standards" means content-based outcomes at each grade level, some of which are mandated within state standards.~~

~~2. "Graduation requirements" mean those courses and tests required to earn a diploma.~~

IV. ACADEMIC STANDARDS (1)

1. The district will ~~adopt academic standards, which shall be the basis for the educational program~~. follow the Minnesota Academic Standards.

2. The district will implement high school and post-secondary preparatory content standards in all learning areas in accordance with the Minnesota Department of Education rules.

3. The academic standards implementation process and educational program decision-making process will include students, parents or guardians, staff, and community representatives. The processes will include individuals who can represent the needs of special education, English language learners, and other unique student populations.

4. The academic standards implementation committees will determine performance measures as well as, where, when, and in what instructional program all student achievement of standards will be assessed.

V. THE EDUCATIONAL PROGRAM (2)

1. The school district will provide an educational program appropriate for all students reflecting varied interests and needs.

2. The district will use education effectiveness practices that:

   a. integrate high-quality instruction, technology, and curriculum that is rigorous, accurate, anti racist, and culturally sustaining;

   b. end institutional racism by ensuring that learning and work environments validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees;

DRAFT

c. provide a collaborative professional culture that seeks to retain qualified, racially and ethnically diverse staff effective at working with diverse students while developing and supporting teacher quality, performance, and effectiveness;

3. The educational program will be coordinated systematically through the district.

4. The school district will ~~establish learner results toward which all learning in the school district should be directed and for which all school district learners will be held accountable~~. set clear expectations for what every student should know and be able to do and every student will be responsible for meeting these expectations.

5. ~~Instruction must be provided, sometime during the district PreK-12 program, in at least the following subject areas:~~ The District provides instruction in all areas listed below, ensuring full alignment with Minnesota Academic Standards and age-appropriate benchmarks:
   - English Language arts
   - Mathematics ~~and~~
   - Science
   - Social studies, including history, geography, ~~and~~ government, and Ethnic Studies
   - Health ~~and~~
   - Physical education
   - ~~The~~ Arts education
   - ~~Vocational~~ Career and technical education; and
   - World languages

6. The basic instructional program shall minimally include all courses required for each grade level by the State of Minnesota Department of Education.

7. The district will provide learning opportunities for all students sufficient to meet state and local graduation requirements.

8. The district will identify and evaluate learners who need special services, accommodations, or programs to meet standards.

9. Innovative and adaptive education programs, including online learning options, Alternative Learning Centers (ALCs), Post Secondary Enrollment Options (PSEO), service-learning, experiential learning, or work-based learning, may be developed and offered to meet the unique and changing needs of students.

DRAFT

VI. GRADUATION REQUIREMENTS (3)

1. District graduation requirements will minimally include:
   - The state-required graduation tests in accordance with the rules established by the Minnesota Department of Education.
   - The state requirements for graduation as established by Minnesota law.
   - Successful completion of:
     - 86 total quarter credits at a regularly-scheduled (eight classes per quarter) high school

     - ~~86 total quarter credits at a regularly-scheduled (non-block) high school, or~~

     - ~~56 total quarter credits at a four-period block-scheduled high school~~

2. High School credits toward graduation can be obtained prior to ninth grade by taking qualifying courses in junior high or middle school.

3. The school district will establish procedures for determining credit for learning obtained outside of the district which would qualify for graduation including courses taken at institutions of higher education.

VII. ACHIEVEMENT (4)

1. Academic achievement is based on the ~~premise~~ belief that all children can learn and that children have ~~diverse capabilities and~~ individual strengths, interests, and ~~individual~~ patterns of growth and learning.

2. Therefore, it is important that teachers have as much and as accurate knowledge of each student as is possible through ~~tests~~ summative and formative assessments and other classroom-based ways of assessing student learning and growth, including observations of students' ~~intelligence~~, achievement, ~~work habits~~ social emotional skills, health-related needs, and ~~home environment~~ life outside of school.

3. It is recognized that many factors which cannot be ~~clinically tested (attitude toward others and work habits, for example)~~ formally assessed may influence a student's success progress and achievement as much as content-area knowledge ~~of subject areas~~

DRAFT

4. ~~In fairness to all students~~,To ensure equity and promote success for all students, grading, assessment, and achievement shall be ~~judged~~ determined based upon:

   a. ~~In relation to a student's learning capacity~~
   b. ~~In reference to any special education modifications or accommodations mandated by the student's Individual Education Plan (IEP),~~

   a. Alignment with the accommodations, modifications, and goals outlined in a student's Individualized Education Program (IEP) or Section 504 Plan, ensuring grades reflect the student's progress toward rigorous standards with appropriate supports in place. and

~~In terms of the degree of the student's mastery of the course work, as judged by the teacher with reference to District Standards in the specific content area.~~

   b. The degree to which the student has demonstrated understanding of essential course content and District Standards, separate from behavioral factors such as attendance or compliance, and recognizing that learners progress at different rates and may require multiple opportunities to demonstrate proficiency.

LEGAL REFERENCES:

(1) Minn. Stat. § 120B.02b Educational Expectations for Minnesota's Students
Minn. Stat. § 120B.021 Subd 1 and 1a Required Academic Standards
Minn. Stat. § 120B.11 Subd. 2 Adopting Policies
Minn. Stat. § 120B.22 Elective Standards
Minn. Stat. § 120B.023 Benchmarks
Minn. Rules § 3501.0010-3501.0180 Reading and Mathematics
Minn. Rules § 3501.0200-3501.0290 Written Composition
Minn. Rules § 3501.0505-3501.0550 Academic Standards for Language Arts
Minn. Rules § 3501.0700-3501.0745 Academic Standards for Mathematics
Minn. Rules § 3501.0800-3501.0815 Academic Standards for the Arts Minn. Rules § 3501.0900-3501.0955 Academic Standards in Science

(2) Minn. Stat. § 120A.22 Subd 9 Curriculum
Minn. Stat. § 123A.06 State-Approved Alternative Programs and Services
Minn. Stat. § 124D.09 Post Secondary Enrollment Options
Minn. Stat. § 124D.095 Online Learning Options
Minn. Stat. § 124D.50 Service-Learning and Work-Based Curriculum and Programs

DRAFT

Minn. Rule §3525 Children with a Disability Section 504 of the Rehabilitation Act of 1973, as amended 29 U.S.C. § 794 Title I of the Elementary and Secondary Education Act
(3) Minn. Stat. § 120B.024 Graduation Requirements; Course Credits
Minn. Stat. § 120B.14 Advanced Academic Credit Minn. Stat. § 120B.16 Secondary Credit for Students
Minn. Stat. § 122A.60 Staff Development Program
Minn. Stat. § 120B.024 Personal finance, civics, and ethnic studies

20 U.S.C. § 5801 – Purpose
20 U.S.C. § 6301 – ESSA CROSS

CROSS REFERENCES TO DISTRICT POLICIES:

Policy 421.00 Staff Development
Policy 510.00 Graduation
Policy 510.01 Students: Promotion and Retention

DRAFT

SECOND READING
Policy 508 - Students with IEPs

Board of Education
March 17, 2026

Heidi Nistler, Assistant Superintendent of Specialized Services

Policy 508.00 Students with IEPs

Link to draft updated policy

235

Policy 508.00 Students with IEPs

Current Policy:

1. Last reviewed in 2017
2. By successfully meeting the needs of students with special education needs, SPPS will improve the learning environments for all students

Policy Changes

1. **Policy Purpose:** Changed to use student-first language
   - By successfully meeting the needs of students ~~with~~ who receive special education services ~~needs~~, SPPS will improve the learning environments for all students

236

Policy 508.00 Students with IEPs

Current Policy:

1. General statement of policy was not included (new policy format)

Policy Changes

II. GENERAL STATEMENT OF POLICY

SPPS recognizes that some students require and benefit from special education and related services. Consistent with federal and state law, SPPS will provide a free and appropriate public education for every student with a disability who is the responsibility of SPPS. 237

SPPS will carry out the requirements of the child's Individual Education Program (IEP)/Individual Family Service Plan (IFSP). Necessary services to meet the needs of the student will be included in the student's IEP/IFSP. The IEP/ISFP should be structured to encourage the student to make progress ~~in light of the student's circumstances~~ based on their individualized strengths and needs.

Policy 508.00 Students with IEPs

Current Policy:

1. Definition not provided for student with disability for ages 3-22,

Policy Changes

1. **Definition:** "Child with a disability" means a child identified under federal and state special education law as deaf or hard-of-hearing, blind or visually impaired, deaf blind, or having a speech or language impairment, a physical impairment, other health disability, developmental cognitive disability, an emotional or behavioral disorder, specific learning disability, autism spectrum disorder, traumatic brain injury, or severe multiple impairments, and who[238] needs special education and related services, as determined by the rules of the Commissioner of the Minnesota Department of Children, Youth, and Families for children from birth through age two and by the rules of the Commissioner of the Minnesota Department of Education for all other children. A licensed physician, an advanced practice registered nurse, a physician assistant, or a licensed psychologist is qualified to make a diagnosis and determination of attention deficit disorder or attention deficit hyperactivity disorder for purposes of identifying a child with a disability.

Policy 508.00 Students with IEPs

Current Policy:

1. Definition not provided for student with disability for ages birth-3 or 3-6

Policy Changes

1. **Definition:** In addition to Paragraph A, every child under age three and, at local district discretion, every child from age three through age six, who needs special instruction and services, as determined by the rules of the Commissioner of the Minnesota Department of Children, Youth, and Families for children under age three and by the rules of the Commissioner of the Minnesota Department of Education for children ages three through six, because the child has a substantial delay or has a diagnosed physical or mental condition or disorder with a high probability of resulting in developmental delay is a child with a disability. 239

Policy 508.00 Students with IEPs

Current Policy:

1. Definition not provided for student without disability;

Policy Changes

1. **Definition:** A child with a short-term or temporary physical or emotional illness or disability, as determined by the rules of the Commissioner of the Minnesota Department of Children, Youth, and Families for children from birth through age two and by the rules of the Commissioner of the Minnesota Department of Education for all other children, is not a child with a disability.

240

Policy 508.00 Students with IEPs

Current Policy:

1. **Definition:** IEP is the acronym for Individualized Education Program. It is a legal document that is collaboratively developed for each student who needs special education services.

Policy Changes

1. **Definition:** IEP is the acronym for Individualized Education Program. It is a legal document that is collaboratively developed for each student who needs special education services from the age of 3 to age 22. 241

Policy 508.00 Students with IEPs

Current Policy:

1. **Definition:** IFSP is an acronym for Individual Family Service Plan. It is a legal document that is collaboratively developed for a child who needs special education services prior to entering Kindergarten.

Policy Changes

1. **Definition:** IFSP is an acronym for Individual Family Service Plan. It is a legal document that is collaboratively developed for a child who needs special education services ~~prior to entering Kindergarten~~ from birth to age 3.

242

Policy 508.00 Students with IEPs

Current Policy:

1. **District Responsibilities:** SPPS has the responsibility to identify, evaluate, and provide special education and related services for students with disabilities who are the responsibility of SPPS and who are eligible for services as established by state and federal law; this includes eligible individuals from birth through through age 21.

Policy Changes

1. **District Responsibilities:** SPPS has the responsibility to identify, evaluate, and provide special education and related services for students with disabilities who are the responsibility of SPPS and who are eligible for service~~s~~ as established by state and federal law; this includes eligible individuals from birth ~~through~~ to age ~~21~~ 22.

Policy 508.00 Students with IEPs

Current Policy:

1. **District Responsibilities:** When restrictive procedures are used, SPPS will follow federal and state laws. SPPS guidelines and Minnesota law ensure that such procedures are used only in times of emergency for the student's safety or for the safety of others. Restrictive procedures shall be implemented in a manner that is most respectful to the student's dignity, are the least restrictive procedures possible, and consistent with law.

Policy Changes

1. **District Responsibilities:** When restrictive procedures are used, SPPS will follow federal and state laws. SPPS guidelines and Minnesota law ensure that such procedures are used only in times of emergency for the student's safety or for the safety of others. SPPS does not use seclusion as a restrictive procedure. Restrictive procedures shall be implemented in a manner that is most respectful to the student's dignity, are the least restrictive procedures possible, and consistent with law.

Policy 508.00 Students with IEPs

Current Policy:

1. **District Responsibilities:** No mention of postsecondary transition planning

Policy Changes

1. **District Responsibilities:** The district will adhere to all post-secondary transition evaluation and IEP requirements, including ensuring that the IEP is designed to support the student achieving their postsecondary goals.

245

Policy 508.00 Students with IEPs

Current Policy:

1. **District Responsibilities:** No mention of notifying student and parent of the transfer of special education rights at age 18

Policy Changes

1. **District Responsibilities:** No later than a student's 17th birthday, the district will provide notice to the parent and child that the parents' special education rights will transfer to the child when the child reaches the age of majority (age 18) unless a guardian has been appointed by the court.

246

Policy 508.00 Students with IEPs

Current Policy:

1. **District Responsibilities:** No statements about stand-alone developmental adaptive physical education.

Policy Changes

1. **District Responsibilities:** The school district may conduct an assessment for developmental adapted physical education, as defined in Minnesota Rules, part 3525.1352, as a stand-alone evaluation without conducting a comprehensive evaluation of the student in accordance with prior written notice provisions in Minnesota Statutes, section 125A.091, subdivision 3a. A parent or guardian may request that the school district conduct a comprehensive evaluation of the parent's or guardian's student.

247

Policy 508.00 Students with IEPs

Current Policy:

1. No language included for student rights after turning 18

Policy Changes

VII. STUDENT RIGHTS

A. When a student turns 18, all rights related to special education transfer to the student unless a guardian has been appointed by the court.

248

Policy 508.00 Students with IEPs

Current Policy:

1. **CROSS REFERENCES TO DISTRICT POLICIES:**
   - Policy 101.00 - Racial Equity
   - Policy 102.00 – Equal Employment/Non-discrimination Policy
   - 602.01 – Multicultural, Intercultural, Non-racist, Non-sex-biased, Gender and Disability Fair Education
   - Policy 707.00 – Transportation Eligibility

Policy Changes

1. **CROSS REFERENCES TO DISTRICT POLICIES:**
   - Policy 101.00 - Racial Equity
   - Policy 102.00 – Equal Employment/Non-discrimination Policy
   - Policy 509.00 - Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds
   - 602.01 – Multicultural, Intercultural, Non-racist, Non-sex-biased, Gender and Disability Fair Education
   - Policy 707.00 – Transportation Eligibility

249

Questions?

250

508.00 STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS (IEP)

I. POLICY PURPOSE

The purpose of this policy is to state the position of Saint Paul Public Schools (SPPS) regarding the need to provide special educational services to eligible students with disabilities in the school district with the goal of equity for all.

As part of its commitment to provide the best possible education to all district students, SPPS strives to ensure students have the opportunity to reach their full potential and are held to high expectations. By successfully meeting the needs of students with who receive special education services needs, SPPS will improve the learning environments for all students.

II. GENERAL STATEMENT OF POLICY

1. SPPS recognizes that some students require and benefit from special education and related services. Consistent with federal and state law, SPPS will provide a free and appropriate public education for every student with a disability who is the responsibility of SPPS.

2. SPPS will carry out the requirements of the child's Individual Education Program (IEP)/Individual Family Service Plan (IFSP). Necessary services to meet the needs of the student will be included in the student's IEP/IFSP. The IEP/ISFP should be structured to encourage the student to make progress ~~in light of the student's circumstances~~ based on their individualized strengths and needs.

III. DEFINITIONS

A. "Child with a disability" means a child identified under federal and state special education law as deaf or hard-of-hearing, blind or visually impaired, deaf blind, or having a speech or language impairment, a physical impairment, other health disability, developmental cognitive disability, an emotional or behavioral disorder, specific learning disability, autism spectrum disorder, traumatic brain injury, or severe multiple impairments, and who needs special education and related services, as determined by the

DRAFT

rules of the Commissioner of the Minnesota Department of Children, Youth, and Families for children from birth through age two and by the rules of the Commissioner of the Minnesota Department of Education for all other children. A licensed physician, an advanced practice registered nurse, a physician assistant, or a licensed psychologist is qualified to make a diagnosis and determination of attention deficit disorder or attention deficit hyperactivity disorder for purposes of identifying a child with a disability.

B. In addition to Paragraph A, every child under age three and, at local district discretion, every child from age three through age six, who needs special instruction and services, as determined by the rules of the Commissioner of the Minnesota Department of Children, Youth, and Families for children under age three and by the rules of the Commissioner of the Minnesota Department of Education for children ages three through six, because the child has a substantial delay or has a diagnosed physical or mental condition or disorder with a high probability of resulting in developmental delay is a child with a disability.

C. A child with a short-term or temporary physical or emotional illness or disability, as determined by the rules of the Commissioner of the Minnesota Department of Children, Youth, and Families for children from birth through age two and by the rules of the Commissioner of the Minnesota Department of Education for all other children, is not a child with a disability.

D. IEP is the acronym for Individualized Education Program. It is a legal document that is collaboratively developed for each student who needs special education services from the age of 3 to age 22.

E. IFSP is an acronym for Individual Family Service Plan. It is a legal document that is collaboratively developed for a child who needs special education services ~~prior to entering Kindergarten~~ from birth to age 3.

F. LRE is the acronym for Least Restrictive Environment. It means that a student with a disability should have the opportunity to be educated with non-disabled peers to the greatest extent possible.

G. Natural settings are places where a child or young adult would normally live and learn. Examples of natural settings for birth through preschool aged children are in the home and in preschool classrooms. Examples of natural settings for young adults age 18 ~~through 21~~ to age 22 are workplaces ~~programs~~ and post-secondary classrooms.

H. Standards based curriculum refers to systems of instruction and assessment that are based on the student showing understanding of specific skills.

IV. DISTRICT RESPONSIBILITIES

A. SPPS has the responsibility to identify, evaluate, and provide special education and related services for students with disabilities who are the responsibility of SPPS and who are eligible for services as established by state and federal law; this includes eligible individuals from birth ~~through~~ to age ~~21~~ 22.

B. When eligible for special education, SPPS shall ensure that these students are provided special education and related services that meet their educational needs. Some services require or result from interagency cooperation. When the provision of such services requires or results from interagency cooperation, SPPS shall participate in these interagency activities in compliance with federal and state law.

C. Special education services shall be provided in the Least Restrictive Environment, including natural settings.

D. SPPS shall provide professional development opportunities for all staff, who work with students who have IEPs/IFSPs, including special education teachers, support personnel, and general education staff.

E. SPPS shall ensure special education services are provided in tandem with other education services to which the student is entitled, such as English Learner services and gifted and talented services, when appropriate.

F. SPPS will follow due process procedures that guarantee the rights of all students with disabilities, as well as parental or guardian rights of participation in the due process decision-making procedures, including identification, evaluation, program planning, and determination of appropriate level of service.

G. When restrictive procedures are used, SPPS will follow federal and state laws. SPPS guidelines and Minnesota law ensure that such procedures are used only in times of emergency for the student's safety or for the safety of others. SPPS does not use seclusion as a restrictive procedure. Restrictive procedures shall be implemented in a manner that is most respectful to the student's dignity, are the least restrictive procedures possible, and consistent with law.

H. The district will adhere to all post-secondary transition evaluation and IEP requirements, including ensuring that the IEP is designed to support the student achieving their postsecondary goals.

I. No later than a student's 17th birthday, the district will provide notice to the parent and child that the parents' special education rights will transfer to the child when the child reaches the age of majority (age 18) unless a guardian has been appointed by the court.

J. The school district may conduct an assessment for developmental adapted physical education, as defined in Minnesota Rules, part 3525.1352, as a stand-alone evaluation without conducting a comprehensive evaluation of the student in accordance with prior written notice provisions in Minnesota Statutes, section 125A.091, subdivision 3a. A parent or guardian may request that the school district conduct a comprehensive evaluation of the parent's or guardian's student.

V. SCHOOL RESPONSIBILITIES

A. Schools will ensure students have access to Minnesota standards based curriculum and continual progress monitoring so that they have the opportunity to learn and reach their full potential.

B. Schools will ensure timely communication between the school and the student's parents or guardians regarding issues concerning their student. Schools will also ensure that parents receive special education progress reports whenever general education students receive grade reports as required by law.

C. Schools will ensure that all required IEP team members are invited to participate in IEP meetings and will follow state procedures for when a required member is not able to attend.

D. Schools will work to develop positive relationships with all students to foster a positive and inclusive school environment.

E. Schools will encourage parents and guardians of students with disabilities to participate in school and District committees, and make those committees accessible, to ensure a diverse parent perspective is included in school and District decisions.

DRAFT

VI. PARENT/GUARDIAN RIGHTS AND EXPECTATIONS

A. As valued and respected partners, parents, guardians, and students have the right, and are encouraged and supported, to fully participate in planning to meet the needs of students.

B. SPPS is committed to being responsive to parents and guardians. If parents or guardians object to a proposed action, such as identification, evaluation, placement or program planning of their student with a disability, SPPS will follow federal and state guidelines for conciliation, facilitated IEP, mediation, or due process hearing to resolve concerns.

C. SPPS is committed to ongoing communications with parents and guardians. Parents and guardians of students with disabilities will be informed at least annually of the Special Education Advisory Council (SEAC) that advocates for students with disabilities. Additionally, the District shall employ a variety of methods to communicate opportunities for family involvement and support.

VII. STUDENT RIGHTS

A. When a student turns 18, all rights related to special education transfer to the student unless a guardian has been appointed by the court.

DRAFT

LEGAL REFERENCES:

20 USC 1440, et seq. (Individuals with Disabilities Education Act)
34 CFR Title 34 et seq. (Code of Federal Regulations, Office of Special Education and Rehabilitative Services, Department of Education)
Minn. Stat. Ch. 125A (Special Education and Special Programs)
Minn. Rules Ch. 3525 (Department of Education: Children with a Disability)

CROSS REFERENCES TO DISTRICT POLICIES:

Policy 101.00 - Racial Equity
Policy 102.00 – Equal Employment/Non-discrimination Policy
Policy 509.00 - Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds
602.01 – Multicultural, Intercultural, Non-racist, Non-sex-biased, Gender and Disability Fair Education
Policy 707.00 – Transportation Eligibility