

**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](http://www.spps.org/boe) and Saint Paul Cable Channel 16**

**March 17, 2026  
5:30 p.m.**

**MINUTES**

**1. CALL TO ORDER**

The meeting was called to order at 5:32 p.m. by Uriah Ward, Chair.

**2. ROLL CALL**

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

H. Henderson was absent.

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. The motion was seconded by Director Carrillo.**

The motion was approved by roll call vote:

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

**4. RECOGNITIONS**

**BF 34608** Acknowledgement of Good Work Provided by Students

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 NYOUSA 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.

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.

## 5. PUBLIC COMMENT

- |                               |                      |
|-------------------------------|----------------------|
| 1. <b><u>Lucia Cook</u></b>   | Immigration defense  |
| 2. <b><u>Caro Solis</u></b>   | Harassment, bullying |
| 3. <b><u>Erin Steffes</u></b> | Immigration defense  |
| 4. <b><u>Mara Solis</u></b>   | Immigration defense  |

## 6. AMENDMENT TO THE ORDER OF THE AGENDA

**MOTION: Director Ward moved to place the item 13-A: American Indian Parent Advisory Committee 2026 Resolution of NonConcurrence to follow Public Comment. 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	Absent

Director Ward	Yes
Director Allen	Yes

**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 Franco.

The motion was approved by roll call vote:

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

**7. APPROVAL OF THE MINUTES**

- A. Minutes of the Regular Meeting of the Board of Education of February 17, 2026
- B. Minutes of the Special Meeting of the Board of Education of March 10, 2026
- C. Minutes of the Special Meeting of the Board of Education of March 12, 2026

**MOTION:** Director Ward moved approval of the Minutes of the Regular Meeting of the Board of Education of February 17, 2026; Minutes of the Special Meeting of the Board of Education of March 10, 2026; Minutes of the Special Meeting of the Board of Education of March 12, 2026. 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	Absent
Director Ward	Yes
Director Allen	Yes

**8. COMMITTEE REPORTS**

- D. Minutes of the Committee of the Board Meeting of February 4, 2026

Topics at the March 3, 2026 Committee of the Board meeting included:

- Resolution Regarding Facilities Portfolio Review and Plan
- SPPS 2033 Strategic Plan
- Policy Update For:
  - Rescission of Policy 601.01: Achievement
  - Policy 601.00: Educational Programming and Achievement
  - Policy 508.00 - Students with IEPs

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 March 3, 2026 Committee of the Board meeting and approve the recommended motions and minutes of that meeting as published. The motion was seconded by Director Allen.**

The motion was approved by roll call vote:

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

## 9. FUTURE MEETING SCHEDULE

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

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

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

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

- December 1, 2026

**10. SUPERINTENDENT'S ANNOUNCEMENTS**

Superintendent Dr. Stanley celebrated the excellence of St. Paul Public Schools' educators by recognizing eight nominees for the Minnesota Teacher of the Year. Highlighting the deep empathy and commitment of the staff, she gave special mention to semifinalists Eric Erickson and Allie Kildahl, while also recognizing all nominees. Dr. Stanley emphasized that these educators represent the heart of the district, often going far beyond their official duties to support students who are facing personal challenges.

Transitioning to district operations, Dr. Stanley provided an update on the SPPS 2033 strategic plan, a process currently led by Chief Gray Akyea. She reported high levels of community engagement, noting that a dedicated task force and local principals are actively "microtargeting" feedback from students and families to ensure diverse voices shape the district's future. Despite recent community hardships, the Superintendent praised the resilience of the SPPS family and noted that the gathered data will soon be used to form concrete strategic recommendations. She concluded by previewing an upcoming resolution regarding the district's facilities portfolio review.

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

A. SECOND 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:**

- None

**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 Carrillo seconded the motion.**

The motion was approved by roll call vote:

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

1. Gifts

**BF 34610** Acceptance of Gift from Horace Mann PTA

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

**BF 34611** Acceptance of Gift from St. Anthony Park School Association for Cafeteria/Stage Sound System Upgrade

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.

**BF 34612** Accepting All Donations Under \$5,000 from January 1-January 31, 2026

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.

**BF 34613** Request for Permission to Accept Scholastic (Books) Donation

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.

**BF 34614** Accepting All Donations Under \$5,000 from February 1- February 28, 2026

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.

## 2. Grants

**BF 34615** Request for Permission to Accept a Grant from the Minnesota Office of Higher Education's Get Ready/GEAR UP Program

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.

**BF 34616** Request for Permission to Submit Grants to the Albertine Foundation's Annual Grant Program

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.

**BF 34617** United States Tennis Association (USTA) Grant

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

3. Contracts

**BF 34618** Xello Renewal

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.

**BF 34619** Construction Manager as Advisor Services for Nokomis North Mechanical Systems Upgrades (Project # 1180-27-01)

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.

**BF 34620** Student Engagement and Advancement Board (SEAB) Interim Engagement & Relaunch Planning

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.

4. Agreements

**BF 34621** Amendment to Option and Lease Agreement (Cell Tower) at Global Arts Plus Upper Campus

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.

5. Administrative Items

**BF 34622** Monthly Operating Authority

That the Board of Education approve and ratify the following checks and electronic transfers for the period January 1, 2026- January 31, 2026.

**Human Resources Transactions**

**BF 34623** Transactions for February 1 – February 28, 2026

**BF 34624** 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 34625** Proposed Dedication of the Benjamin E. Mays Atrium

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.

**BF 34626** Phase Gate Approval of the Rondo Complex Ceilings, Lighting, HVAC and Fire and Smoke Dampers Project (Project # 3170-26-01): Gate #2 – Project Charter

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.

**BF 34627** Project Budget Modification Request and Finance Plan Update for Como Park Elementary Pool AHU Replacement (Project # 4090-25-01)

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

6. Bids

**BF 34628** Phase Gate Approval of the Como Park Elementary Pool AHU Replacement (Project # 4090-25-01): Gate #4 - Contract Award

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.

**BF 34629** 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

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.

**BF 34630** 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

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.

**BF 34631** 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

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..

**BF 34632** 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

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.

**BF 34633** 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

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.

**BF 34634** Phase Gate Approval of the Hazel Park Fire Alarm, A/V and Ceilings (Project # 1130-26-01): Gate #4 - Contract Award

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.

**BF 34635** 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

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.

**BF 34636** Phase Gate Approval of the Washington Technology Magnet Pool Piping Replacement (Project # 4040-25-01): Gate #4 - Contract Award

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.

#### 7. Change Orders

**BF 34637** Change Order #5 for Meisinger Construction for the Farnsworth Aerospace Upper HVAC Replacement (Project # 1030-23-01)

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.

**ITEMS PULLED FOR SEPARATE CONSIDERATION – None**

**FURTHER AGENDA ITEMS THAT REQUIRE BOARD ACTION**

A. Sale Summary: Full-Term Certificates of Participation, Series 2026

Tom Sager, Executive Chief of Financial Services, and Steve Pumper from PTMA then provided this report. They presented the final sale summary for the Series 2026A Certificates of Participation, totaling approximately \$17.1 million. This bond sale marks the final round of financing for major facility projects at Barack and Michelle Obama Elementary, Hidden River Middle School, Bruce Vento Elementary, and Highland Park Middle School, which have a combined final anticipated cost of \$158.6 million. The district successfully secured a favorable true interest cost of 3.84% from the winning bidder, Robert W. Baird.

The successful sale was bolstered by Moody's reaffirming the district's strong AA2 credit rating, reflecting a stable financial outlook. With the sale officially ratified, the district is set to close on the funds on April 8, 2026. These proceeds will be used to pay contractors and vendors as the four construction projects move toward completion. Until the funds are fully disbursed, the district plans to invest the balance to generate additional interest income for the projects while ensuring strict compliance with IRS tax-exempt debt regulations.

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

**DISCUSSION/QUESTIONS:**

- None

**BF 34638** Sale Summary: Full-Term Certificates of Participation, Series 2026

**MOTION: Director Ward moved to 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. Director Valliant seconded the motion.**

The motion was approved by roll call vote:

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

B. Resolution Regarding Facilities Portfolio Review and Plan

Dr. Stanley noted that in November 2025, a plan was brought to the board with both the strategic plan process, as well as the facilities portfolio analysis, and their alignment. With Administration bringing forward a resolution, it would allow us to move forward with starting the facilities portfolio analysis, and this is the final reading of the resolution. General Counsel Berg noted that from the discussion at the previous

Committee of the Board meeting, changes and updates included an addition of the timeline for the entire portfolio review process, language around the wording of “transformation” and deleting phrases that made it seem as if we are presupposing the end result of the portfolio review, and additional opportunities for further changes by the Board.

The full draft resolution can be found in the BoardBook

### **DISCUSSION/QUESTIONS:**

- Director Franco noted that while the current resolution officially marks the beginning of a comprehensive facilities review, it is important to clarify that this process builds upon a foundation of existing, objective data. To maintain transparency and public trust, we must note that the district performs annual assessments—such as enrollment counts, building condition audits, and operational utility tracking—as part of its standard administrative duties. Utilizing these pre-existing data sources is an act of fiscal responsibility rather than a sign of a predetermined outcome; these metrics were collected long before this formal review was initiated. By synthesizing this ongoing data into one focused portfolio review, the district is not starting from zero, but rather providing a more holistic and organized look at how our facilities serve the community. This is a comprehensive review of those areas. Response: Dr. Stanley noted that building on the need for transparency, the district is initiating an intentional, multi-year facilities review designed to align the physical footprint of the schools with long-term demographic realities, such as projections showing a potential decline to approximately 25,929 students over the next decade. This "elongated process" prioritizes deep community engagement through a specialized task force of parents, students, staff, and board members who will synthesize thousands of existing data points from the current strategic plan with new facility-specific metrics. Rather than rushing toward a conclusion, the district has outlined a deliberate timeline: the task force will begin evaluating various scenarios in early 2027, leading to a formal recommendation in June 2027. This schedule ensures that the board and the public have the entire summer to thoughtfully review the findings before any implementation begins, moving away from reactive decision-making toward a highly vetted, exhaustive analysis of the district's future.
- Chief Turner noted that one of the primary objectives of the task force is to be collaborative and develop the criteria that will be used in the process, and some of the criteria used will be the facility utilization studies, transportation routes and patterns throughout the city, individual student enrollment, and historical school choice.
- Director Carrillo noted a question if the task force be able to steer the objective gathering of data, including amount of information and direction. Response: Yes.
  - He also noted that the focus on ensuring that data does not become a proxy for "foregone conclusions" and that equity remains the primary lens for decision-making. To build genuine public trust, the district must "open the books" on its methodology, allowing the task force to scrutinize everything from transportation routing to school start times so the community understands the "why" behind every metric. Most importantly, the district and Board must acknowledge that large-scale facility shifts in urban education often disproportionately impact the most vulnerable populations. Consequently, the Board is committed to a process that does more than just follow statistical trends; it aims to make conscious, equitable choices that may occasionally "buck the data" to protect and empower historically marginalized communities. By addressing these systemic inequities from the outset, we hope to move beyond simple trust-building toward a smoother, more restorative implementation of future changes.

- Director Valliant noted that we will use the data to make equitable decisions as a means to get to the point that Director Carrillo alluded, to ensure that we are not making inequities worse. Equity is a priority in the district and offer to use the data to make equitable decisions, and gather additional data.

**BF 34639** Resolution Regarding Facilities Portfolio Review and Plan

**MOTION: Director Ward moved to approve the Resolution Regarding Facilities Portfolio Review and Plan as presented. Director Valliant seconded the motion.**

The motion was approved by roll call vote:

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

**C. Evaluation of Superintendent and Goals**

Dr. Stanley presented a set of professional goals that, while typically finalized in August, have been delayed to ensure they align perfectly with the Board’s newly overhauled, collaborative evaluation process. These goals represent a year-long effort by the Superintendent and her leadership team. By integrating the Superintendent’s feedback into the Board-led redesign of the evaluation framework, both parties have reached a mutual agreement that prioritizes transparency and partnership. This synchronization marks a shift toward a more formalized and inclusive review structure, inviting the Board to now review these benchmarks as the district catches up to its new administrative standards.

There was then discussion on the action on the goals and evaluation rubric. The intent of the Evaluation Committee is to use this rubric (Director Valliant, Director Franco, and Director Carrillo comprise the committee.)

Director Franco also provided additional context in that the Board is formalizing the superintendent evaluation process by aligning it with state statutes and established professional standards to ensure long-term consistency and accountability. This transition is a key administrative milestone, marking the first full evaluation cycle for the current superintendent, who has been in the role for ten months. The evaluation tool itself is based on a template co-developed by the Minnesota School Boards Association (MSBA) and the Minnesota Association of School Administrators (MASA), which the Board has specifically adapted to reflect Saint Paul’s unique governance model and strategic goals. By adopting this standardized yet customized framework, the Board is fulfilling its statutory duties while establishing a clear, repeatable timeline for leadership oversight moving forward.

Director Ward noted that he is comfortable with the rubric, as is Director Allen.

The goals rubric can be found in the BoardBook.

**BF 34640** Evaluation of Superintendent and Goals

**MOTION: Director Ward moved to approve the 2025-2026 Superintendent Goals evaluation and rubric as presented. Director Franco seconded the motion.**

The motion was approved by roll call vote:

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

**D. Policy Update**

**1. THIRD READING: Policy 701.00 - Investment and Banking**

Daniel Moser, Executive Director of Financial Services, then presented the proposed updates of this policy. He noted this was pulled from last month's agenda due to wording, which has been updated within the EFT section, and the wording was changed back to "all" instead of "aggregate".

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

**DISCUSSION/QUESTIONS:**

- Director Franco requested information on the changes to the current practices including in the board packets. Response: The Monthly Operating Authority will stay, with a detailed list of EFTs now. There are not EFTs a lot of the time, but moreso ACHs, and other forms of vendor payments. We currently have about 10 vendors on EFTs, and we are trying to narrow those down. These are minimal changes in terms of operations as a district.
- Director Valliant requested information on the absence of definitions section, noting that most newer policies have a section for definitions. Director Franco then noted questions about specific definitions that would be hoped to be included, because with the changes requested, the finalization of the policy would then be delayed another month. There was then further discussion on these requested changes by the Board. Administration noted that while this policy is on hold to make these changes, there would not be a delay in any other business. It was also noted that if this policy adoption is delayed, the rescission of the following two policies would also be delayed. Suggestions as to the words that include definitions were also provided.

**2. THIRD READING: Rescissions of Policy 703.00 - Annuities & Policy 705.00 - Investments**

Mr. Moser noted that there have been no changes to the proposed rescissions of these policies, since both are moving to Policy 701.00.

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

**DISCUSSION/QUESTIONS:**

- None

**MOTION: Director Ward moved to table these readings and move them to the Regular Meeting on April 21, 2026. Director Valliant seconded the motion.**

The motion was approved by roll call vote:

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

3. **THIRD READING: Policy 215.00 - Federal Law Enforcement Activity on District Controlled Properties**

Director Franco then provided the third reading of this policy, 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 policy language, can be found in the BoardBook

**DISCUSSION/QUESTIONS:**

- Director Ward thanked Director Franco for his work and in leading in the fruition of this policy.

**BF 34641**      **THIRD READING: Policy 215.00 - Federal Law Enforcement Activity on District Controlled Properties**

**MOTION:      Director Ward moved to approve the proposed new Policy 215.00 - Federal Law Enforcement Activity on District Controlled Properties and that this be considered the third and final reading of the three-reading process. Director Franco seconded the motion.**

The motion was approved by roll call vote:

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

B. **Project Labor Agreements**

4. Projects in Which a PLA is Recommended
  - i. FY27 Fire Safety Program (0652-27-01)

Jonathan Pettigrew, Manager of Facility Planning, then provided an overview of these items. He noted the proposed Fiscal Year 2027 fire safety program focuses on critical infrastructure upgrades at two locations: ~~Hazel Park Preparatory Academy~~ L'Etoile du Nord and Harding High School. At L'Etoile du Nord, the project involves a comprehensive replacement of the fire alarm system, supplemented by necessary ceiling and lighting fixture updates. Meanwhile, the work at Harding High School centers on extending the existing fire suppression and sprinkler systems. To ensure these projects are completed

efficiently, the recommendation is to implement Project Labor Agreements (PLAs). These pre-hire collective bargaining agreements establish standardized terms for employment and are particularly recommended here due to the potential impact on student operations, the involvement of multiple trades, and the need to mitigate work stoppages. Given the technical complexity and the strict scheduling constraints inherent in school safety projects, the PLAs aim to provide the stability and coordination necessary to meet the district's safety mandates.

The full report and recommendation can be found in the BoardBook

**DISCUSSION/QUESTIONS:**

- Director Franco clarified that Hazel Park was references, but is not listed in the project description. Response: That was an error in speaking – it is L'Etoile du Nord and Harding High School.

**BF 34642** Projects in Which a PLA is Recommended

**MOTION:** Director Ward moved to approve that a project labor agreement be used for this project: Fiscal Year 27 Fire Safety Program 0652-27-01. Director Franco seconded the motion.

The motion was approved by roll call vote:

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

5. Projects in Which a PLA is NOT Recommended

- ii. Wellstone Elementary Playground Replacement (4260-26-01)

Mr. Pettigrew noted that the recommendation from the Facilities Department is that there is not a need for a Project Labor Agreement for a project of this nature.

Director Franco noted questions if a PLA on this project would change the overall cost. Response: The PLA does involve additional steps in the bidding process, and it would somewhat extend the timelines, which is a known effect of a PLA. As to the actual cost of the work, we don't expect it to because the district has a requirement for all projects that they are at a prevailing wage, at a minimum, and the PLA would call for the wages to be those as defined in the union contracts for the different labor groups. Chief Turner added that it is typically seen in community that when we have projects that don't require a Project Labor Agreement, it does provide more equitable opportunities for bidding and other organizations to be able to provide the work.

Director Franco noted that he is excited about this project since it is in front of his work office, and is in rough shape, but didn't realize the cost.

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

**BF 34643** Projects in Which a PLA is NOT Recommended

**MOTION: Director Ward moved to approve that a project labor agreement NOT be used for this project: Wellstone Elementary playground replacement. 4260-26-01. Director Valliant seconded the motion.**

The motion was approved by roll call vote:

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

### 13. INFORMATIONAL AGENDA ITEMS

#### A. American Indian Parent Advisory Committee 2026 Resolution of Non-Concurrence

Carita Green, Executive Director of College and Career Pathways and School Supports; Regan Kluver, Director of American Indian Education, and Amy Oliver, parent on the American Indian Parent Advisory Committee, then presented this report.

Minnesota state statute mandates that the school districts with a specific number of enrollment of American Indian students establish an American Indian Parent Advisory Committee. This committee serves to ensure accountability and direct the district's related initiatives. Annually, our AIPAC determines and votes on whether our school district is in concurrence or non-concurrence as far as how we support our students and families.

Ms. Oliver then shared, and read aloud the 2026 Resolution on Non-Concurrence. The full resolution can be found in the BoardBook.

Ms. Kluver noted that they are not able to take any comments or questions from the Board, but there is an opportunity to hear from the District in the next 60 days. There has been a consistent attendance of principals at AIPAC meetings, improvement in academics and attendance, and they look forward to the Committee of the Board in April for the District's response.

#### B. Board Initiated Goals Governance (B.I.G.G.) Update - Restorative Practices

Ms. Green then provided this report. The District is scaling its Whole School Restorative Practices (WSRP) model, a community-designed framework established in 2016 through a partnership between Saint Paul Public Schools and the Saint Paul Federation of Educators. The program's ambitious programmatic goal is to expand from just one fully implementing school in 2024 to eight by 2029. Currently, eight sites are actively participating in the program, with three having reached "full implementation"—defined as meeting 85% of the 36 specific criteria across four pillars, such as maintaining a relational learning climate and fostering youth leadership. Success is tracked through leadership surveys, coaching logs, and site visits coordinated by the Office of School Supports.

The impact of this model is clearly reflected in preliminary discipline data for the first half of the 2025-2026 school year. Highlights include:

- Significant Reductions in Suspensions: The eight participating sites saw a 30% decrease in suspensions, while the three schools with full implementation saw a 42% decrease.
- District-Wide Comparison: These figures significantly outpace the overall district suspension decrease of 17% over the same period.
- Success Stories: Practical application of the model has successfully diverted students from exclusionary discipline (like suspensions) toward conflict resolution, turning potentially chronic behavioral issues into positive peer relationships through facilitated circles.

Despite this success, the district acknowledges that staff consistency and leadership stability are critical factors for sustained growth. Moving forward, the district plans to facilitate quarterly implementation sessions, update site-based plans annually, and host the 4th annual Restorative Practices Institute. While the current update focuses on the eight pilot sites using the unique Saint Paul WSRP model, the district remains committed to supporting restorative work already happening in various forms across all school buildings.

The full presentation can be found in the BoardBook.

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

- Director Allen noted the importance of accountability in a restorative school culture, and accountability is important for the adults and students, for the purpose of restoration and understanding each other, as well as for students to recognize that adults also make mistakes, and to help build that culture. She also requested information on the systems of relational accountability as noted in the presentation. Response: Within professional development, staff receive, as well as students, to help them with the language to determine how to resolve conflict, how to repair harm, and it is a process that staff and students engage to actually have the right language to accomplish the goal of being a true restorative school and community.
- Director Allen noted that she is excited for this work, and will be more excited when more schools are working towards this and we can start to build a restorative district so that as students may move within the district from one school to another, they are having the same type of relational experience with adults.
- Director Carrillo requested information about the rationale for not naming the schools with data referenced on the bar graph. Response: It doesn't mean those schools are not working hard to improve, however we don't want to portray them in a negative light to have them believe they are not doing what they need to do. There are also influences such as leadership turnover, new educators, and other factors as well – there are people behind these numbers.
- Director Carrillo also requested information on the supports that schools can receive to get to the place they desire on this scale. Response: To ensure the sustainability of the Whole School Restorative Practices (WSRP) model, each site utilizes a tailored implementation plan that identifies specific areas of need among its 36 required items. Maintaining high-level implementation is a continuous process that can be challenged by staff turnover; when an RP coordinator or school leader departs, the onboarding of new personnel is critical to prevent a loss of momentum. To mitigate these transitions and foster growth, the district facilitates monthly Professional Learning Communities (PLCs) for RP coordinators to troubleshoot and brainstorm strategies. Additionally, the district has established Non-Exclusionary Discipline (NED) spaces, where administrators and intervention specialists receive specialized professional development from the Office of School Supports to further refine their restorative approach and ensure consistency across the building.
- Director Franco agreed with this of where we should be going as a district. He also requested information on the methodology for the implementation. The district utilizes a comprehensive,

"braided" methodology to assess the fidelity of restorative practice implementation across its schools. Rather than relying on a single metric, the evaluation process combines self-reported surveys from staff and students with objective observational data collected by district coordinators during site visits. These coordinators compile feedback and score schools against the 12 core items—derived from the 36 total criteria—within the four established pillars to determine if a site has reached the threshold for full implementation. Board members emphasized the importance of this objective, program-level data as the district continues to grow and refine a model that has been in place since 2016, ensuring that community conversations regarding district-wide expansion are rooted in clear, measurable evidence of effectiveness.

- Director Valliant noted a "top-down" philosophy of cultural change, emphasizing that restorative practices must be modeled in adult leadership spaces to effectively permeate the rest of the district. By intentionally practicing these values at the administrative level, the district aims to create a natural "flow" where restorative behavior becomes second nature, moving from leadership to school staff and eventually to students and families. This approach treats restorative work not merely as a student-facing intervention, but as a foundational shift in how all adults within the organization interact. Ultimately, the board envisions a culture where the restorative language and conflict resolution practiced by leadership set the standard for the entire educational community, ensuring the model's authenticity and long-term sustainability. Ms. Green requested information on who will be practicing this from Director Valliant, noting that all adults in the district need to also practice this approach.
- Director Ward noted appreciation for this report. Including the goals around schools implementing restorative practices, progress on this goal, and learning about differences in schools that are implementing restorative practices, as well as a holistic picture of the district related to restorative practices. He also appreciated the referral data. He noted that in adopting this goal as a Board, we did so in hopes that it would have meaningful impacts for our students and to give them the tools needed to navigate conflicts productively, and to reduce the number of punitive actions against students so they can stay in school, feel welcomed, and contribute to the productive learning experience for them, as well as to see positive educational outcomes.
- He also requested information on the number of Restorative Practice Coordinators in the district. Response: There are 8 school-site coordinators, and 2 district coordinators. The district-wide coordinators are leading the work and professional development, as well as running circles, working with students and adults. They are working with staff to resolve conflicts between adults as well.

### C. Fiscal Year 2027 (FY27) Budget Update

Tom Sager, Executive Chief of Financial Services, and Stacey Gray Akyea, Executive Chief of Equity, Strategy and Innovation, provided this update. The guiding principles for FY27 budget decisions were reviewed. The Board of Education FY27 budget parameters and guidelines and policy were also reviewed.

Data and summary information of FY27 budget engagement were shared, including data on community priorities, and general fund categories prioritization from students, staff, and families.

Figures were then reviewed on the FY27 budget anticipated revenue and expenses, as well as the FY27 fund balance outlook. Budget assumptions were also reviewed.

The budget options as requested by the Board were also shared, including based on teacher allocations for splits in elementary and class size in secondary. Proposed budget reductions were also reviewed, including the reduction category, savings, and rationale.

The FY27 budget timeline was also reviewed, with the budget to be approved by the Board by June 30, 2026.

The full presentation can be found in the BoardBook.

### **QUESTIONS/DISCUSSION:**

- Director Allen requested information on the conversations with kindergarten teachers or SPFE about the practices related to kindergarten. Response: We have been communicating this publicly, and the assistant superintendents are working with principals, and SPFE has also been included in the process. Chief Turner also provided information on the enrollment lottery and there will be 3 students placed in each section over the class size limit, but in the fall, there will be adjustments, and an additional teacher may be allocated.
- Director Valliant requested information on the interpretation of the rankings by staff and families. Response: While the data shows a clear relative ranking, it also reveals a significant difference in priority intensity between the groups. For students, the narrow range of averages (2.58 to 3.38) suggests a "compressed" preference, indicating that they view all five categories as interconnected and essentially important; they ranked them because they were asked to, but the small mathematical gaps imply they don't see any single category as a low priority. In contrast, the wider spread in responses from families and staff reflects more defined convictions and lived experience, resulting in clearer "winners" and "losers" in their eyes. Ultimately, a lower ranking should not be mistaken for a lack of importance, but rather as a subtle preference within a suite of services that stakeholders—especially students—believe are all vital to the district's success.
- Director Franco requested information on lobbying efforts at the Capitol. Response: In collaboration with the Minnesota Association of School Administration (MASA) and MSBA, school leaders are spearheading a critical advocacy push at the Capitol to stabilize district budgets and protect essential services. A primary focus is securing a "hold harmless" provision for compensatory education to prevent significant funding losses, such as the \$2 million threat recently faced by St. Paul Public Schools due to formula shifts. Furthermore, as a member of the Blue Ribbon Commission on Special Education, Dr. Stanley is advocating for the repeal of a mandated \$250 million funding reduction—which the Governor recently proposed increasing to \$300 million—warning that such cuts would likely reverse progress on the cross-subsidy and conflict with federal "maintenance of effort" requirements. Beyond special education, there is an urgent call to update safety and security funding, which has remained stagnant at \$36 per student since 2012, with a goal of reaching \$100 per student. Despite recent referendum support, St. Paul Public Schools still faces a \$14.6 million shortfall and a \$30 million special education cross-subsidy, making continued community outreach to legislators vital to ensuring students receive the services they deserve.
- Director Franco appreciated the updates and advocacy, and noted that he is available to support where needed, as well as how SPFE is also interested in partnering in these efforts.
- Director Ward noted a question on the schedule for site allocations. Response: This Friday.
- Director Ward also noted questions about approval of the options presented. It was the understanding through the small group meetings with the Board, that 4 below class size average and no splits in K-1, as well as the parameters, were included in the budget planning. Director Ward noted his understanding was that a budget option would be voted upon. There was then further discussion on the process, including timeline, voting, and procedural advice on this based

on where the item was placed on the agenda. Members and General Counsel debated whether a formal vote could be taken on a budget item originally listed under the informational section of the agenda. While there was a desire to take official action to meet an upcoming Friday deadline for site allocations, the board expressed concern that moving an item from "informational" to "action" without proper notice might exclude the public and require a difficult procedural amendment under Robert's Rules of Order. Ultimately, after reviewing Policy 720 and consulting with staff, the board determined that a formal motion was unnecessary at this stage. Instead, they opted to provide "consensus direction," allowing the administration to proceed with budget preparations based on the board's collective guidance, with formal votes scheduled for later in May and June.

#### D. Policy Update

##### 6. SECOND READING: Rescission of Policy 601.01: Achievement

Craig Anderson, Executive Director of Office of Teaching and Learning, noted that language from Policy 601.01 – Achievement will be combined with the proposed revisions to Policy 601.00 – Educational Programming and Achievement, and therefore, this policy would be rescinded.

The full presentation, as well as proposed rescissions, can be found in the BoardBook.

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

- None

##### 7. SECOND READING: Policy 601.00: Educational Programming and Achievement

Mr. Anderson then reviewed the proposed changes to this policy, including the transition to a new policy format, including a Policy Purpose, updated definitions, updated language in Academic Standards, updated language in Educational Program and Graduation Requirements, and Achievement (including the language from Policy 601.01).

The full presentation, as well as proposed policy updates, can be found in the BoardBook.

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

- None

##### 8. SECOND READING: Policy 508.00 - Students with IEPs

Heidi Nistler, Assistant Superintendent of Specialized Services, then reviewed the proposed changes, including the change of language to student-first language, a new General Statement of Policy, updated definitions, update language regarding district responsibilities, new language regarding student rights after turning age 18, and updated cross references to district policies.

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

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

- Director Carrillo noted questions about the change about "no later than the student's 17<sup>th</sup> birthday", and the ways in which we notice that are governed by law or written notice. Response: Under special education law, schools are required to notify students and their parents about the Transfer of Rights no later than the student's 17th birthday. While this is often handled through an informal

conversation during an IEP meeting and documented within the IEP itself, it serves as a formal legal notice that the student will assume decision-making authority upon turning 18. This transition is automatic; the school is legally obligated to treat the student as the sole rights-holder the moment they reach the age of majority, regardless of whether a family has a pending guardianship case in court. In situations where a court process is running in parallel, a "legal gap" can occur because guardianship proceedings are often lengthy and meet a high evidentiary standard. Because schools are not parties to these court cases, they must rely on parents to provide updates and physical copies of legal decrees. Until a formal court order is produced, the school must follow the student's direction. To manage this transition smoothly, districts typically utilize a collaborative approach—acknowledging the student's new legal status while encouraging the continued involvement of the parents until the legal proceedings reach a final resolution.

**14. BOARD OF EDUCATION**

A. Information Requests/Responses and Items for Future Agendas

- Director Allen requested information to highlight the GPAs and honors of graduates, and encouraged students to present about their peers in the district.
- Director Valliant noted that it would be great to hold a prom or graduation ceremony for the graduates of 2020, especially for those who graduated online and missed their senior party, and would be nice to offer those former students an experience that they missed.

B. Board of Education Reports/Communications

- Director Franco highlighted several significant achievements, beginning with high praise for the district's three Presidential Scholars, two of whom hail from the West Side. This academic success has been mirrored by a robust season of engagement, as the district transitions through January, February, and March with a series of highly successful college, career, and opportunity fairs. These events, including a notable fair at Gordon Parks, highlight the strengthening partnerships between the schools and local business and community organizations invested in building a future workforce. As winter sports seasons wrap up, recognition was also given to the dedication of scholar-athletes, including all-conference and honorable mention recipients, with a look forward to future state tournament appearances. He also noted a commitment to long-term advocacy through collaboration with the SPFE Immigration Defense Committee. There is a focused push to ensure the voices of immigrant and refugee neighbors are authentically integrated into the district's seven-year strategic plan. Recognizing that the impact of immigration policy and community support is a long-term reality, the board expressed a deep appreciation for the external partners and staff who continue to show up for students, ensuring that the district remains a supportive and inclusive environment well into the future.

**15. ADJOURNMENT**

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

The motion was approved by roll call vote:

Director Carrillo	Yes
Director Franco	Yes.
Director Valliant	Yes
Director Henderson	Absent
Director Ward	Yes

Director Allen

Yes

The meeting adjourned at 9:20 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