Regular

Tuesday, January 20, 2026 5:30 PM
Administration Building, 360 Colborne Street, Saint Paul, Minnesota 55102

1. **CALL TO ORDER**
2. **ROLL CALL**
3. **APPROVAL OF THE ORDER OF THE MAIN AGENDA**
4. **PUBLIC COMMENT**
5. **APPROVAL OF THE ORDER OF THE CONSENT AGENDA**
6. **APPROVAL OF THE MINUTES**

6.A. Minutes of the Special Meeting of the Board of Education of December 18, 2025
6.B. Minutes of the Special Regular Meeting of the Board of Education of December 18, 2025
6.C. Minutes of the Special Meeting of the Board of Education of December 30, 2025
6.D. Minutes of the Annual Meeting of the Board of Education of January 6, 2026
6.E. Minutes of the Special Emergency Meeting of January 14, 2026

7. **COMMITTEE REPORTS**

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

8. **FUTURE MEETING SCHEDULE**

8.A. Board of Education Meetings (5:30 p.m. unless otherwise noted)
8.B. Committee of the Board Meetings (4:30 p.m. unless otherwise noted)

9. **SUPERINTENDENT'S ANNOUNCEMENTS**
10. **ACTION AGENDA ITEMS**

10.A. **Consent Agenda**

10.A.1. Gifts

10.A.1.a. Highland Park Senior High Gift Acceptance of $15,000.00
10.A.1.b. PTA Donation of China Sprout Graded Reading Books
10.A.1.c. Acceptance of Gift from Ecolab to Riverview Spanish/English Dual Immersion School

10.A.2. Grants

10.A.2.a. Request for Permission to Submit a Grant to the Minnesota Pollution Control Agency Local Climate Action Grant Program

10.A.3. Contracts

10.A.3.a. Transportation Department Yellow School Bus FY 26 Purchases/Contracts over $175,000

10.A.4. Agreements

10.A.4.a. Approval of Employment Agreement Between Independent School District No. 625, Saint Paul Public Schools, and the Association of Supervisory and Administrative Personnel, Exclusive Representative for Supervisory Employees

10.A.4.b. Request to Sign Student Teaching Agreement with Western Governors University

10.A.5. Administrative Items

10.A.5.a. Monthly Operating Authority

10.A.5.b. Human Resource Transactions

10.A.5.c. Phase Gate Approval of the Como Park Elementary Pool AHU Replacement (Project # 4090-25-01): Gate #3 – Project Budget

10.A.5.d. Phase Gate Approval of the Washington Technology Cooling Tower Replacement (Project # 4040-26-02): Gate #3 – Project Budget

10.A.5.e. Phase Gate Approval of the Washington Technology Magnet Pool Piping Replacement (Project # 4040-25-01): Gate #3 – Project Budget

10.A.5.f. Phase Gate Approval of the Wellstone Elementary Playground Replacement (Project # 4260-26-01): Gate #3 – Project Budget

10.A.5.g. Phase Gate Approval of Hidden River Middle School Renovation and Addition (Project # 3140-20-02): Gate #5.1 – Project Close-out

10.A.5.h. Phase Gate Approval of Print Copy Mail Center AHU Replacement (Project # 4000-23-02): Gate #5.2 – Project Final Fiscal Close-out

10.A.5.i. Phase Gate Approval of FY22 Roof Replacement Program at EXPO School for Excellence, Groveland Park Elementary, Wellstone Elementary, and Johnson Senior High School (Project # 0175-22-01): Gate #5.2 – Project Final Fiscal Close-out

10.A.6. Bids

10.A.6.a. Phase Gate Approval of the Johnson High School Athletics Improvements (Project # 1150-24-01): Gate #4 - Contract Award

10.A.6.b. Phase Gate Approval of the Washington Technology Cooling Tower Replacement (Project # 4040-26-02): Gate #4 - Contract Award

10.A.7. Change Orders

10.B. **Further Items That Require Board Action**

10.B.1. Policy Update

10.B.1.a. THIRD READING: Policy 535.00: Post-Secondary Enrollment Options (PSEO)

10.B.1.b. THIRD READING: Policy 521.00: Student Surveys

10.B.1.c. THIRD READING: Policy 618.00: Research

10.B.1.d. THIRD READING: Rescission of Policy 702.01 - Bonded Officers and Employees

10.B.1.e. THIRD READING: Policy 606.50: Selection and Reconsideration of Library Material

10.B.1.f. THIRD READING: Policy 504.00: Drug Free Schools

11. **INFORMATIONAL AGENDA ITEMS**

11.A. Board Initiated Goals Governance (B.I.G.G.): Career Inventory Goal Update

11.B. Policy Update

11.B.1. SECOND READING: Policy 701.00 - Investment and Banking

11.B.2. SECOND READING: Rescissions of Policy 703.00 - Annuities & Policy 705.00 - Investments

11.B.3. SECOND READING: Policy 706.00 - Grants and Gifts

12. **BOARD OF EDUCATION**

12.A. Information Requests/Responses and Items for Future Agendas

12.B. Board of Education Reports/Communications

13. **ADJOURNMENT**

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota

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

December 18, 2025
4:30 p.m.

<u>MINUTES</u>

I. CALL TO ORDER

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

II. ROLL CALL

Board of Education:	H. Henderson, U. Ward, C. Franco, Y. Carrillo, J. Vue, C. Allen E. Valliant was absent.
Administration:	Superintendent Stanley, K. Bergstrom, K. Thao, T. Sager, D. Wells, P. Pratt-Cook, J. Turner, S. Gray Akyea, V. Unowsky, S. Dahlke

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

IV. MOTION TO CLOSE MEETING

MOTION: It was moved by Director Henderson and seconded by Director Franco that the Board of Education close the special meeting and continue the meeting as a closed meeting pursuant to Minn. Stat. section 13D.05, subd. 3(b) to consider strategy for labor negotiations, including negotiation strategies, developments, discussion, and review of labor negotiation proposals for the bargaining units Principals and ASAP, as is provided for by Minnesota Statutes Section 13D.03. The motion passed by acclaim.

V. NEW BUSINESS

The Board of Education and staff discussed the matter of strategy for labor negotiations for these bargaining units - Principals and ASAP, as is provided for by Minnesota Statutes Section 13D.03.

VI. MOTION TO OPEN MEETING

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

VIII. ADJOURNMENT

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

The meeting adjourned at 4:56 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 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

December 18, 2025
5:30 p.m.

MINUTES

1. CALL TO ORDER

The meeting was called to order at 5:30 p.m. by Halla Henderson, Chair.

2. ROLL CALL

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

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

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

3. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

The motion was approved by roll call vote:

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

4. RECOGNITIONS

5. PUBLIC COMMENT

1. **Zhang Her (for MaivCibLis Her)** Txuj Ci
2. **Julia Yang** Txuj Ci
3. **Nkauj Ib Yang** Txuj Ci
4. **Xue Xiong** Txuj Ci

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

6. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

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

The motion was approved by roll call vote:

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

7. APPROVAL OF THE MINUTES

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

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

The motion was approved by roll call vote:

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

8. COMMITTEE REPORTS

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

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

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

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

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

The motion was approved by roll call vote:

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

9. FUTURE MEETING SCHEDULE

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

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

- December 15, 2026

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

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

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

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

The motion was approved by roll call vote:

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

10. SUPERINTENDENT'S ANNOUNCEMENTS

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

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

11. AGENDA ITEMS THAT REQUIRE BOARD ACTION – PART 1

1. **Consent Agenda**

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

The motion was approved by roll call vote:

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

1. Gifts

BF 34508 Acceptance of Gift from Patricia and Kenneth Martino

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

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

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

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

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

2. Grants

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

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Education's Teacher Mentorship and Retention grant program; to accept funds; and to implement the project as specified in the award documents.

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

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Education's Agricultural Education Summer grant program; to accept funds; and to implement the project as specified in the award documents.

3. Contracts

BF 34513 Contract for Enrollment Management System

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

BF 34514 Sale of District Macbook Inventory

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

4. Agreements

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

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

BF 34516 Enter into Lease Agreements with Apple for Macbooks

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

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

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

5. Administrative Items

BF 34518 Monthly Operating Authority

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

BF 34519 Recommendations for Exclusion of Students Non-Compliant with Minnesota Statute 121A.15 Health Standards: Immunizations

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

Human Resources Transactions

BF 34520 Transactions for November 1 – November 30, 2025

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

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

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

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

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

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

BF 34524 Phase Gate Approval of the FY25 Roofing Replacement Program at Harding High School and Education and Operations Services (Project # 0175-25-01): Gate #3 – Project Budget

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

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

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

6. Bids

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

That the Board of Education approve the award of Bid No. A26-5802 for the Hamline Elementary Secure Entry, Heating and Plumbing Replacement Project (Project # 4160-25-01) to Twin City Acoustics for a lump sum base bid of $495,000.

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

That the Board of Education approve the award of Bid No. A26-5797 for the Hamline Elementary Secure Entry, Heating and Plumbing Replacement Project (Project # 4160-25-01) to Central Roofing for a lump sum base bid of $278,000.

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

That the Board of Education approve the award of Bid No. A26-6037 for the Multi-Site Server Room A/C Generator Replacement (Project # 0651-26-01) to Versacon, Inc. for a lump sum base bid of $257,000.

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

That the Board of Education approve the award of Bid No. A26-6038 for the Washington Technology Secure Entry project (Project # 4040-25-02) to Zachary Construction for a lump sum base bid of $207,290.

7. Change Orders

12. INFORMATIONAL AGENDA ITEMS – PART 1

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

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

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

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

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

The next section included information on the focus groups, with a photo showing the facilitators – all SPPS staff who are Hmong. Focus group participation was also reviewed with a total of 18 sessions and 184 participants across students, parents, and staff. The focus group purpose was to explore how HMong students experience school life and identity representation in SPPS, to understand HMong parent's perspectives on culture recognition and their expectations for an ideal learning environment, and to gather insights from HMong staff on representation, barriers, and systemic improvements.

Focus group findings included:

- Importance of representation
- Celebrations and cultural integration

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

Next steps were also reviewed, and include:

- The H.M.O.N.G. Project Workgroup will reconvene in January to design S.M.A.R.T. Goals based on the information provided from the survey and focus groups findings.
- A Mission and Vision that aligns with SPPS's very own will also be created to help guide the work of the 112 goals once they have been defined.
- At the February 3rd, 2026 Committee of the Board, the H.M.O.N.G. Project workgroup will present a draft of the H.M.O.N.G. Project Resolution that contains the mission, vision and goals.
- At the February 17th, 2025 Regular meeting of the Board, the H.M.O.N.G. Project workgroup present the final version of resolution which will be up for the school board to vote in order to adopt.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

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

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

B. FY25 Executive Audit Summary

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

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

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

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

Upcoming accounting standard changes were also reviewed, with Statement No. 103 – Financial Reporting Model on June 30, 2026 which aims to provide more consistency in financial reporting between entities. Major changes are to how enterprise funds are presented, of which, the District has none

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

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

13. AGENDA ITEMS THAT REQUIRE BOARD ACTION – PART 2

a. Txuj Ci Facilities

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

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

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

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

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

Director Henderson noted a suggestion to narrow the conversation – a key takeaway has been that moving forward with Hazel Park is not an option, and remove that from this conversation, and focus on the options recommended by the workgroup. Director Vue noted the abrupt nature of the introduction of Hazel Park, and that it is not a viable option. The financial and spaces aspects make sense, but the social capital is not worth it to him. Director Carrillo noted the option of moving the program into Hazel Park is not feasible, with the space constraints and social capital, and effects on community. The detrimental nature of a decision like this is happening late, with zero input or desire from community. Neither community asked for this option, and there are strong concerns based on the space of the facility. Director Franco noted that this is not an option to move forward at this time, but also noted how this process has transpired, and co-location was an option presented to the workgroup, making it public based on what was presented to the Board and space utilization options, it was the Board that ultimately decided if the school that will be impacted by a possible co-location, that the Board said it should be public and have conversations. He also recognizes that there are emotions from the workgroup and the Hazel Park community about how it was probably not the best option to proceed. He also noted the engagement process with Hazel Park. Director Henderson noted it's important to recognize that every step of the way, the Board has made directives and they did choose to name the schools that would be impacted. Moving forward with the short timeline was also a Board decision. The timeline was ambitious at best, and it could be harmful and impactful at worst, and there are moments that the Board and community experienced that. She reiterated that was a direction the Board gave to Administration.

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

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

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

Director Carrillo noted the debate – practicalities, space, program viability, community engagement and questions about them. When distilling the core issue, it was a moral one, and how to address historical pain and damage from inaction by a district that slow walks every decision to its communities of color, immigrant and refugee communities, and quickly turns around and meets the needs of those with power. There is a power imbalance, and has been, one that needs to be spoken about, addressed, and restored. The own personal decisions, and as an institution, we hear about the actions that happen in other institutions and reflect that – the colonial mentality and decisions made for communities. It represents a narrow viewpoint, and one we are trying to undue, but still imprinted in our brains and bodies. He noted the discomfort of Option B, and for Option A willing to sacrifice the dollar figure, but the irresponsibility has been 50 years of neglect. He echoed Director Henderson that the decisions brought forward to the workgroup were very narrow decisions rooted in the historical path of what was available. He noted questions about information to the workgroup, and how they were able to understand the timelines that ballooned. There were not mistruths or intent to misguide folks, but there is an approach that institutions have that is dismissive of people who have been generationally overlooked. He noted the school visits, and the images of bussing, and the danger of those areas and the problems. There are systemic issues with the site that we cannot address by moving two sections over to another building, as well as numbers of families who are in that section and move to Hmong Dual Language. There would be no way to stop them because they are part of the community, and it invalidates those who want to join. It is the issue of space, and one of the reasons to move. The other is the facility needs work. There is another question about how to make these decisions in 1-2 years as a whole, and leave Txuj Ci as a bubble, or to incorporate into the framework of portfolio management to address those historical issues. Even then, it leaves uncomfortable because the Txuj Ci discussion is about historical duress. He does not feel comfortable voting for Option A, but not comfortable without a decision and actions. We have met with the community and understand what they want and need – the question is what actions the Board is going to take to make a meaningful change for students. The intermediate decision is 8-10 years, and the whole lifetime cycle of a student from 1 through 8, and what to do in the interim period that will be meaningful for those students. Why this approach which will still not address the facility and the issues for this site. This is a great program, yet we don't have the space and facility to do it, and the need for a true portfolio management, where all sites come into play, and it is scary because it may mean change and change management. The choices seemed more destructive, but the workgroup did the best they could with the options they had; dismissing their choice is hurtful, because of their investment and the Board that asked them for the work is going to tell them no. He is sorry – we operated a set of guidelines and rules that we didn't full understand and brought to a place where the two options hamper the programs. He hopes that in 10 years, there is a strong Hmong Dual Language and Hmong Studies programs that can be symbiotic, and a community where families can co-operate in the education of students. He doesn't see that with Option A unfortunately, and the division will lead to enrollment loss, student loss, and learning loss. The concern is that the actions to take need to address the physical needs of the students now at the site, and to direct that to happen.

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

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

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

Director Vue then noted the harm caused by Superintendent Stanley and the Administration, and the validity of Option A. On March 12, 2025, this workgroup finalized these options. On May 12, 2025, Superintendent Stanley started her position in SPPS. Between now and then, Superintendent Stanley noted she had not heard of the options until September 11, 2025 when he brought it up to her. He requested information on the delay, and the Txuj Ci was voted on within the FMP, and if she was notified of these options prior to the agenda item? Superintendent Stanley noted that there were many conversations about this topic, and the first time it was clear in August was about Prosperity Heights, and shared then that she wasn't aware of this option, and she would reconnect with him. In September, at the next check-in meeting, she shared that the understanding is that what was brought forward on July 15th for approval in the FMP was the direction with a conversation. She shared that she needed more information with him, and agreed to connect within a week and communication to the workgroup. There have been questions, and communication from a staff member, and told she was at a meeting in June, which were also held in conjunction with interviews for general counsel. She did not walk away from the meeting with the understanding of the issues of Txuj Ci. She also noted that as a member of a marginalized community who has fought for the rights of children, she never would have ignored this and would have looked deeply into this. She knows what it's like to be ignored and not listen, or make up stories. She has shared that as soon as she had the information needed to go back to the team and look into it, she did that and as swiftly as possible. She wishes she knew and understood that before May 12th, and had she understood that information, this would have been brought to the Board in June and July. She also can't change it, but responded as she believes a strong leader should because there have been many leaders with oversight of this back two to three years, and she understands the frustration, hurt, and disappointment. It takes a strong leader to take a whole systems view for the district, and why as soon as she had the understanding to move forward, she did that. She wishes this would have been brought to the Board in June, but we cannot change it.

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

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

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

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

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

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

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

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

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

BF 34530 Txuj Ci Facilities

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

The motion failed by roll call vote:

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

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

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

1) Move forward with the existing plan for a unified Txuj Ci, taking all steps necessary to make certain that this new Pre-K-8 building is operational no later than the beginning of the 2032-2033 school year;

2) Increase the Specialist Allocation to 5-8 programs by no less than 1.0 FTE for the 2026-2027 school year for the purpose of providing a more well-rounded educational experience to 5th grade students; and

3) Work with building administrators and leaders to identify additional ways to maximize current space utilization in Txuj Ci upper and lower campuses.

Director Ward seconded the motion.

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

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

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

The motion was approved by roll call vote:

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

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

B. Policy Update

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

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

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

- All student clubs and organizations must operate under the guidance of *an agreed upon* school staff member. These groups are required to comply with all applicable state laws, school board policies, and administrative regulations.

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

QUESTIONS/DISCUSSION:

- None

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

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

The motion was approved by roll call vote:

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

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

BF 34532 THIRD READING: Rescission of Policy 603.01 School Day - Student Arrival And Departure Time

Craig Anderson, Executive Director of Teaching and Learning, then presented this update. It was noted this this policy is proposed to be rescinded because language from Policy 603.01 - School Day -- Student Arrival And Departure Time would be combined with the proposed revisions to Policy 603.00 - Organization of School Calendar and School Day.

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

QUESTIONS/DISCUSSION:

- None

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

The motion was approved by roll call vote:

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

Director Henderson	Yes
Director Ward	Yes

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

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

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

QUESTIONS/DISCUSSION:

- None

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

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

The motion was approved by roll call vote:

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

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

Chief Sager noted that this is the final part of the final part of the annual tax levy certification process that began in September. At the last board meeting, the district provided detailed information on the tax levy and district budget as part of the Truth in Taxation hearing.

QUESTIONS/DISCUSSION:

- None

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

MOTION: Director Henderson moved to approve that the School Board certify a property tax levy in the amount of $253,732,385.79 as included below for the 2026-2027 school year. Director Franco seconded the motion.

The motion was approved by roll call vote:

Director Vue	Absent

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

14. INFORMATIONAL AGENDA ITEMS – PART 2

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

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

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

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

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

The full presentation can be found in the BoardBook.

<u>QUESTIONS/DISCUSSION:</u>

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

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

B. Policy Update

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

Beth Coleman, Assistant Director, School Counseling & Career Pathways and John Eschenbacher, Lead High School Counselor, then presented this item.

This policy was adopted in 2018, and this is the first revision since the adoption. Proposed updates include a change to the new format, and there were slight adjustment to the wording, two items were added, and a definition of Post Secondary Enrollment Options was included.

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

QUESTIONS/DISCUSSION:

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

b. SECOND READING: Policy 521.00: Student Surveys

Kara Arzamendia, Director of Research, Evaluation and Assessment, then presented this item.

Changes to the proposed updated policy include a transition to the new policy format with a General Statement of Policy, changes to the section where no student is required to participate in a survey that contains certain topics, updates to the list of topics that are considered more sensitive in nature, and updates to the outdated gendered language.

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

QUESTIONS/DISCUSSION:

- None

c. SECOND READING: Policy 618.00: Research

Kara Arzamendia, Director of Research, Evaluation and Assessment, then presented this item.

Proposed updated include a Policy Purpose, definitions, additions of district or programs as a research entity, and addition of a designee to develop procedures by which research projects may be approved.

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

QUESTIONS/DISCUSSION:

- None

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

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

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

QUESTIONS/DISCUSSION:

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

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

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

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

QUESTIONS/DISCUSSION:

- None

f. SECOND READING: Policy 504.00: Drug Free Schools

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

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

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

QUESTIONS/DISCUSSION:

- Director Franco thanked the team for being the last presentation and for their responses to the questions brought forth at the past reading.

15. BOARD OF EDUCATION

A. Information Requests/Responses and Items for Future Agendas

- None

B. Board of Education Reports/Communications

- Director Valliant mentioned school visits, and also attended the School Choice Fair.

16. ADJOURNMENT

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

The motion was approved by roll call vote:

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

The meeting adjourned at 10:38 p.m.

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

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

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota

SPECIAL 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

December 30, 2025
4:30 p.m.

MINUTES

1. CALL TO ORDER

The meeting was called to order at 4:31 p.m. by Halla Henderson, Chair.

2. ROLL CALL

Board of Education:	J. Vue, Y. Carrillo, C. Franco, H. Henderson, U. Ward, E. Valliant Superintendent Stanley
	C. Allen was absent.
	K. Bergstrom, General Counsel; S. Dahlke, Assistant Clerk

3. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Director Henderson moved approval of the order of the main agenda as presented. The motion was seconded by Director Carrillo.

The motion was approved by roll call vote:

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

4. FY25 AUDIT EXECUTIVE SUMMARY

Superintendent Stanley then welcomed Tom Sager, Executive Chief of Financial Services, and Troy Gabler, CPA, Principal at CliftonLarsonAllen, to present this report.

The agenda included information on the required communications, audit results, financial results, and key issues/summary.

Required communications were reviewed, as well as coordination with management.

The audit results for the year ended 6/30/2025 were also shared – and included an unmodified (clean) opinion on the basic financial statement. Within Minnesota legal compliance, there were two items (compared to three for the 2024 audit for legal compliance), including the annual delegation of authority and related policy for electronic fund transfers, and UFARS Turnaround Report Errors. Internal control over financial reporting was also reviewed including a material weakness in census data provided to the actuary did not have supporting documentation retained for employees, with the one weakness in the current year compared to four items in FY24. There were no instances of the District not complying with laws and regulations in accordance with yellow book auditing standards.

Graphs of the financial results were shown.

Upcoming accounting standard changes were also reviewed, including Statement No. 102 – Financial Reporting Model.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- The Board noted the financial statements and supplemental information, and access to those documents will be helpful for the Board. Chief Sager noted that the statements are available for board members, and packets were distributed; electronic versions are also available. Moving forward, it would be helpful for the Board to receive the financial statements prior to the meeting.
- Director Vue requested information on the overview of the audit timeline. Response: The FY24 audit was completed at the end of September, and presented to the Board. After that, the team went to work on the final numbers for the FY25 audit in the first week of October. The final fieldwork and preliminary work in the summer were noted. The process typically begins in July or August with one-third of the work in control testing, compliance testing and changes in the year, and then back in October before December to complete the other two-thirds. This is a massive district to finish the audit in this timeframe, with prework and reconciling by the FY24 audit. Mr. Sager also shared his perspectives and the importance of completing the FY24 audit as quickly as possible, with a clear and detailed plan.
- Mr. Sager also noted that in the FY26 audit, the preliminary work will begin in the summer.
- Director Carrillo requested information on the learnings from this process and systems implemented for audits to be more efficient. Response: It's important to consider the human capital and the time needed to complete the audit. More time for the process will also be beneficial and to begin at a more typical time, which is about five months instead of three.

BF 34535 FY25 Executive Audit Summary

MOTION: Director Henderson moved to accept the FY25 Executive Audit Summary as presented. The motion was seconded by Director Franco.

The motion was approved by roll call vote:

Director Allen	Absent
Director Carrillo	Yes
Director Franco	Yes

Director Valliant	Yes
Director Henderson	Yes
Director Ward	Yes
Director Vue	Yes

16. ADJOURNMENT

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

The motion was approved by roll call vote:

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

The meeting adjourned at 4:52 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

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

January 6, 2026
4:00 p.m.

<u>MINUTES</u>

1. CALL TO ORDER

The meeting was called to order at 4:21 p.m. by Chair Henderson.

2. ROLL CALL

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

3. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

The motion was approved by roll call vote:

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

4. ELECTION OF OFFICERS

1. <u>Chair of the Board of Education</u>
The serving Chair opened nominations for the office of Chair of the Board of Education.

MOTION: Director Chauntyll Allen nominated Director Uriah Ward for the office of the Chair of the Board of Education.

Further nominations were called for, there being none the vote was called.

The motion was approved by roll call vote:

Director Allen	Yes

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

2. **Vice Chair of the Board of Education**

The elected Board Chair opened nominations for the office of the Vice Chair of the Board of Education.

MOTION: Director Yusef Carrillo nominated Director Erica Valliant for the office of the Vice Chair of the Board of Education.

Further nominations were called for, there being none the vote was called.

The motion was approved by roll call vote:

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

3. **Clerk of the Board of Education**

The Board Chair opened nominations for the office of the Clerk of the Board of Education.

MOTION: Director Halla Henderson nominated Director Chauntyll Allen for the office of the Clerk of the Board of Education.

Further nominations were called for, there being none the vote was called.

The motion was approved by roll call vote:

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

4. **Treasurer of the Board of Education**

The Board Chair opened nominations for the office of the Treasurer of the Board of Education.

MOTION: Director Erica Valliant nominated Director Carlo Franco for the office of the Treasurer of the Board of Education.

Further nominations were called for, there being none the vote was called.

The motion was approved by roll call vote:

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

The Board of Education officer positions for 2026 are:

- Chair: Uriah Ward
- Vice Chair: Erica Valliant
- Clerk: Chauntyll Allen
- Treasurer: Carlo Franco

5. RESOLUTIONS

<u>BF 34536</u> Appointment of the Assistant Treasurer

MOTION: Director Ward moved that the Board of Education approve the resolution that states as follows: BE IT RESOLVED, by the Board of Education of Independent School District No. 625, that it herewith appoints Tom Sager, Executive Chief of Financial Services, as the Assistant Treasurer of this school district for 2026. Motion seconded by Director Henderson.

Motion was approved with the roll call vote as follows:

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

<u>BF 34537</u> Appointment of the Assistant Clerk

MOTION: Director Ward moved that the Board of Education approve the resolution that states as follows: BE IT RESOLVED, by the Board of Education of Independent School District No. 625, that it herewith appoints Sarah Dahlke as the Assistant Clerk of this school district for 2026. Motion seconded by Director Carrillo.

Motion was approved with the roll call vote as follows:

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

Director Vue	Yes

BF 34538 **Resolution Naming Depository Accounts**

MOTION: Director Ward moved that the Board of Education approve the resolution naming the banks that are to serve as depositories of school district funds for the year 2026. Motion seconded by Director Henderson.

Motion was approved with the roll call vote as follows:

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

BF 34539 **Resolution Naming Banks as Custodians for Safekeeping of Collateral**

MOTION: Director Ward moved that the Board of Education approve the resolution naming the banks that are to be used as custodians for safekeeping of pledged security for school district deposits. Motion seconded by Director Franco.

Motion was approved with the roll call vote as follows:

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

BF 34540 **Resolution Authorizing Investments of School District Funds**

MOTION: Director Ward moved that the Board of Education approve the resolution that herewith authorizes the Assistant Treasurer to invest surplus funds of the school district from time to time, as provided in Minnesota Statutes and the School Board Investment Policy. Motion seconded by Director Valliant.

Motion was approved with the roll call vote as follows:

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

BF 34541 **Resolution Naming Brokerage Accounts**

MOTION: **Director Ward moved that the Board of Education approve the resolution naming the brokerage firms that are to handle the purchase and sale of securities and other property. Motion seconded by Director Henderson.**

Motion was approved with the roll call vote as follows:

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

<u>BF 34542</u> **Resolution Authorizing Entry into Joint Purchasing Agreements**

MOTION: **Director Ward moved that the Board of Education approve the resolution Authorizing Entry into Joint Purchasing Agreements and approve administration to continue current joint cooperative purchase agreements and to enter into other various Joint Cooperative Purchasing Agreements as deemed necessary. Motion seconded by Director Carrillo.**

Motion was approved with the roll call vote as follows:

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

<u>BF 34543</u> **Resolution Naming the Official Newspaper**

MOTION: **Director Ward moved that the Board of Education approve the resolution naming the SAINT PAUL LEGAL LEDGER MINNESOTA LAWYER as the official newspaper of the School District. Motion seconded by Director Henderson.**

Motion was approved with the roll call vote as follows:

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

<u>BF 34544</u> **Resolution to Adopt and Confirm All Policies Contained in the SPPS Policy Manual**

MOTION: Director Ward moved that the Board of Education approve the resolution confirming and adopting all policies contained in the Board Policy Manual. Motion seconded by Director Carrillo.

Motion was approved with the roll call vote as follows:

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

<u>BF 34545</u> Resolution to Approve the 2026 Board of Education Meeting Schedule

MOTION: Director Ward moved that the Board of Education approve the Resolution to Approve the 2025 Board of Education Meeting Schedule. Motion seconded by Director Valliant.

Motion was approved with the roll call vote as follows:

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

6. ACKNOWLEDGMENT OF REVIEW OF ALL 200-LEVEL BOARD POLICIES

Per Policy 203.00, “At the annual January organizational meeting, Board members will be asked to sign a form that they have reviewed all 200-level Board policies.” Board members were provided a form to sign that they have reviewed all 200-level Board policies, as well as provided with hardcopies of all 200-level Board policies.

7. COMMITTEE/SUBCOMMITTEE/WORK GROUP SELECTION AND SCHOOL AREAS SELECTION

Board members then determined their assignments on committees, subcommittees, and work groups (both internal and external), as well as their selected school focus areas.

8. FUTURE MEETING SCHEDULE

Chair Ward then noted the dates of the upcoming meetings, including the Regular Meeting on Tuesday, January 20, 2026 beginning at 5:30 p.m.

Chair Ward also noted that for any questions regarding the schedule, please contact our board secretary at 651-767-8149. Special meetings may also be scheduled throughout the year, and notices will also be posted on the board website. To be added to the email/phone notification list, please contact our board secretary.

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

- January 6, 2026 (Annual Organizational Meeting at 4:00 pm in Conference Room 5A)
- January 20, 2026
- February 17, 2026
- March 17, 2026
- April 21, 2026
- May 19, 2026
- June 9, 2026 (Special Meeting – Non-Renewals at 4:00 p.m. in Conference Room 5A)
- 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) | 6:00 p.m.
- December 15, 2026

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

- January 6, 2026
- February 4, 2026 – Wednesday (due to precinct caucuses)
- March 3, 2026
- April 14, 2026
- May 5, 2026
- June 9, 2026
- There is not a Committee of the Board Meeting in July.
- August 5, 2026 – Wednesday (due to election primary)
- September 1, 2026
- October 6, 2026
- November 4, 2026 – Wednesday (due to Election Day)
- December 1, 2026

9. ADJOURNMENT

Director Ward then noted that Director Vue had an announcement.

Director Vue then read this resignation letter, which states:

Dear Chair Henderson and my fellow colleagues on the SPPS School Board,

Please accept this letter as my formal notice of resignation from my role as a school board director for Saint Paul Public Schools effective as of the February 17th, 2026 Regular Meeting of the Board.

I will continue to serve in my current role to include attending scheduled Committee of the Board meetings in January and February, Regular Meeting of the Board meetings in January and February as well as any special meetings or closed session meetings between now and February 17th, 2026.

I will also continue my work on the H.M.O.N.G. Project until its conclusion on February 17th. 2026.

I am proud of my service on the board and the bonds that I have built with the Saint Paul Public Schools community. Please reach out to me if there are any questions you have for me on this matter.

Director Vue noted this is the explanation for his abstention from any board officer role votes and committee assignments.

Director Ward thanked Director Vue for his time serving on the Board, and he was the first Chair when Director Ward began and it was important to see how Director Vue led and learned a lot from him. Director Vue has made a mark on the district, and that is something of which to be proud. Director Carrillo also noted his appreciation for Director Vue's work, and there will be more formal remarks at a future meeting.

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

Motion was approved with the roll call vote as follows:

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

The meeting adjourned at 4:53 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, and

January 14, 2026
3:00 p.m.

<u>MINUTES</u>

1. CALL TO ORDER

The meeting was called to order at 3:00 p.m. by Uriah Ward, Chair.

2. ROLL CALL

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

E. Valliant arrived at 3:13 p.m.
C. Allen 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 agenda as presented. The motion was seconded by Director Henderson.

The motion was approved by roll call vote:

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

4. DISCUSSION AND ACTION ON THE CURRENT LEARNING ENVIRONMENT IN LIGHT OF FEDERAL ENFORCMENT ACTIVITY IN THE STATE OF MINNESOTA

Superintendent Stanley then introduced this item. She noted that the current ICE activity has caused many students to miss school. She has received hundreds of emails from the community at the lack of security. She then recommended to change our learning environment and offer a temporary virtual learning option. While there is not an executive order by the Governor, we are not able to use anything other than SPPS

Online, that for safety reasons, we are able to go into a virtual learning model temporarily. These events are impacting every one of our schools other than SPPS Online.

Chair Ward noted that the next part of the conversation will be discussion on this item, followed by a vote on a motion. He also noted there are aspects of negotiation and the creation of the MOU that were shared in a closed session and cannot be discussed in this meeting.

Director Franco noted that it's important to acknowledge that thousands of folks across the city, especially students, protested at the capitol, and our young people are directly impacted. Our immigrant families and students are directly impacted by the continued actions of the federal government, and our students are stepping out of school because they feel so strongly about this issue. He is furious that we need to do this in this moment. He noted he expected to have the MOU to discuss and vote upon, he wanted to be clear that everyone needs to be absolutely be prepared to create the best plan that prioritizes literacy instruction, math instruction and prioritizes our students to make this the highest priority. It's important to say that our students are calling for that, our community is calling for that, and it is more than an online learning environment to be discussed.

Director Henderson requested a restatement of what the Board is able to do today, and the next steps.

Director Ward noted that there is a process to ensure everything is in MOU format to match what has been arrived at through discussion, but voting to give the authority on behalf of the Board to accept the MOU, so the Superintendent can move forward.

Chief Pratt-Cook noted that there were over seven hours in negotiations, we are still finalizing the memorandum of agreement, and cannot be shared until both parties have signed them. The agreement is there, and there are final changes, and expect that to be sent shortly. Until it is finalized, we are not able to discuss and share publicly.

Director Henderson noted questions about communications to families and next steps. Dr. Stanley noted that the process for families is set. We set the standards that students will have active learning experiences, and it was a collaborative, co-created process. The aspects that are not finalized do not change in and of itself, in the service model – and there many be things that enhance it. We are looking to send a communication to the community to let them know this has been agreed upon, and the impacts of that and what to do to ensure our community is prepared for this model, and next steps in how they would sign their children up for a temporary learning model. Communications are set to be sent once it is approved by the Board.

Director Henderson noted that families who have already made the choice to stay home, and the 15-day drop, and information to share to protect students and to remain in their school community, and coming up to the 15-day or close to that date. Dr. Stanley noted that she has been in contact with the Commissioner, and ways to support students, including a waiver. Our goal is for students to have the least disruptive experience, and she believes this would be the least disruptive. We do have families who have chosen to move to SPPS Online as well. For students who have met the mark, she has been in conversation with the Commissioner, and they are working on it, but we are working in ways to support students.

Director Henderson also noted questions about families who made the choice to move to Online School, and there are now options at their home school – are they able to transition back? One of the reasons is the pieces around families here language and culture programs are embedded in their school community, and the transition to Online School and losing those, is an inconvenience. Dr. Stanley noted that we are trying to create flexibility for families, and acknowledged this issue. We will know this information soon, and staff may have moved over already. There are complex pieces to discuss.

Dr. Stanley noted the ultimate goal was to keep students and families in mind, and to not create additional barrier for our students.

Director Vue noted questions on the process, including for the emergency meeting and notices to post the meeting. General Counsel noted she is not at liberty to discuss at a public meeting. He also requested steps to conduct an emergency meeting. There was an emergency topic, and there are many different issues, and noticed an emergency meeting. It is not a closed session and precludes us from discussing certain matters. He noted questions that at what point was it discussed that this MOA needed to be voted upon – it was worked on for seven hours. Dr. Stanley noted that in typical experiences, MOUs and MOAs are not voted on, but because this significantly changes the structure of instruction in our district, it is important to come before the Board. Director Franco noted questions about the voting on this item at a Regular Meeting, but because it dramatically changes the way we do business, that is the rationale for bringing it to the Board? Yes, and they are typically included in the consent agenda. General Counsel also noted in the aspect of good governance, that a shift like this that was not considered other than the rise in recent federal activity, that it precludes us all to be on the same page. Director Franco noted this is not a consistent practice, and there are MOAs with bargaining groups to ensure those are happening and adapting as needed, and they come before the Board in the consent agenda. Director Vue noted questions on the timeline for when this was brought up that the Board needed to vote on this item. Director Ward noted it was brought up by Director Vue the morning of January 14 and it was then asked to General Counsel. He again asked if the MOA needed to be voted upon? Dr. Stanley noted it could go to a Regular Meeting through consent, and bargaining groups are always working on agreements, but it is not typically something that is acted upon. Chief Pratt-Cook noted that typically MOAs do not come before the Board, but contracts are voted on by the Board with modifications to the collective bargaining agreements. General Counsel noted that from a best governance practices, it seems unwise and a disservice to this Board in making this change to not vote on this to serve our families. Director Vue requested to hear more from his colleagues. Director Valliant noted she believes this should come before the Board, because this is far from a typical situation and there are changes to the way in which we are going forward with instruction in service of safety to the community. If it's not illegal to vote, there's no reason to not – to show community in support and important to vote in this change, and for the reasons for the change. Director Carrillo noted the change to distance learning, and assumed a similar situation to those board members at the time in March 2020 when the Governor issued the emergency. The landscape is different, and feels it is important that we vote on this at an emergency meeting because we are changing aspects of educational delivery, and we need to give the superintendent the ability to do that. He also noted this is in relation to the B.I.G.G. goals and a direct response to be involved in the student experience and family experience, through the lens of an emergency.

MOTION: **Director Ward moved to approve that the Superintendent and/or designee has the authority to enter into an agreement for a 2025-2026 school year temporary service learning model. The motion was seconded by Director Carrillo.**

Director Vue noted that he will be voting no because the MOU is not in front of him, and as a principal of his, he does not know the costs, composition of educators in this work, students participating in this, and there is not information to make this decision.

Director Franco noted that three board members were present during negotiations, and asked questions about budget, composition of education, service delivery models, and the complexities of what this may bring. Community is telling us this is what they need, and he wishes the MOU was before the Board, but trusts that besides the few updates in formatting, he trusts that this will enhance the service delivery and the student's needs and instruction is the top priority, with budget as a high consideration.

The motion was approved by roll call vote:

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

5. ADJOURNMENT

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

The motion was approved by roll call vote:

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

The meeting adjourned at 3:30 p.m.

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

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

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota

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

January 6, 2026
4:30 p.m.

<u>MINUTES</u>

1. CALL TO ORDER

The meeting was called to order at 5:01 p.m. by Vice Chair Valliant.

2. ROLL CALL

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

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

3. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

4. SUPERINTENDENT'S ANNOUNCEMENTS

Superintendent Stanley noted that at board member spaces at the meeting, there are two pieces from the Dignity Index, and this is a tool being used at Leadership Advance, where leaders from the district meet every three months, and this is a new tool that was recently introduced at a conference, and felt it was good to bring back to the Board in the efforts to focus on belonging and dignity.

Director Henderson requested information if this has been used in other spaces, and how this will be used in a classroom setting. Dr. Stanley noted that this was a recent conference in October, and eventually, we want every staff member to use this, and it complements the 415 policy. This will bring greater clarity to the work as leaders to cascade that down throughout the organization.

Director Allen noted questions about how this tool will be used in alignment with the Courageous Conversations and tools currently being used. Dr. Stanley noted this is not replacing the Courageous Conversations framework, but another tool of cultural proficiency, and they will compliment one another. She also noted the book study, Belonging Through Dignity, and these tools, coupled with the work of Zaretta Hammond for culturally responsive instruction. These are tools that will allow us to assess the organization, and allow us to declare what we are going to and healthy behaviors inside the organization. We all need the knowledge for this application and tools to apply learning around cultural competency to help transform the organization. Cultural competency is about understanding another person's experience and bring that to the classroom through students and parents. It's important work to move in this district. The Tools of Cultural Proficiency is an inside-out approach to look at ourselves as individuals and as a system. We are the staff with our students most of the day, and this work starts at the personal, local, immediate level, and will them move outwards. Director Carrillo noted the tools available and to think of student experiences, as well as out own as leaders, and to get to a place where we are curious about differences and disagreements and how to perceive the world differently. It will be important to help the Board govern better and to be better listeners of the community. It is a tumultuous time, and we are being asked to process all those things differently in the community, and then turn around and govern effectively. It's difficult because we are also humans and are carrying a lot and each person has a different experience.

5. SPPS ATHLETICS UPDATE

Andrea Schmidt, Districtwide Athletic Director, then presented this report. Included in the presentation was a review of athletic participation trends, examination of fall survey feedback, updated on processes and structure, sharing of what is on the horizon, and short- and long-term priorities.

Data on middle school participation was shown, with program trends, middle school fall survey data insice snapshot data and reported strengths and opportunities for improvement. Data on high school athletics participation was also shown, as well as survey data, such as snapshot information, strengths, and opportunities for improvement. Other updates included athletic training services, cooperative teams, high school coach evaluation process, middle school pathways/continuation.

Within the updated on the Minnesota State High School League (MSHSL), details were provided on girls flag football and girls wrestling, as well as compliance updates.

Short-term goals, as well as long-term goals, were also shown for SPPS athletics.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Carrillo noted ways to collaborate with Parks and Rec in the city to open access to facilities for soccer and basketball, which are the most impacted with applicants to the team.
- Director Henderson noted the capacity conversation and the city development of space, and ways to be partners of the land with the city and the impacts to the neighborhood.
- Director Allen noted partnerships with Community Education to offer camps and opportunities for students to try athletics. Ms. Schmidt noted that there are many supports in community, however, it is usually for PreK-8 grade levels, and it would be helpful to see consistency at the high school level as well. There are many supports, however, they don't often communicate with each other and there are different clinics throughout the city, so we need to be careful to not "spread ourselves too thin" and find gaps that are not addressed. It's a delicate balance to support these entities who are feeding students into our programs in ways that are benefiting them and us, but also not placing too much on our families.
- Director Allen noted the rising popularity of girl's wrestling, and ways to support and encourage younger students. Those investments in Community Education programs to support our students in something they love and can succeed are important. Ms. Schmidt noted that wrestling is one of the lowest-cost sports offered by MSHSL, and St. Paul has one of the best youth programs. A lot of folks in Saint Paul are invested in wrestling. There was recently a large tournament at Como for a middle school wrestling competition.
- Director Franco noted questions about co-ops, and reasons for them, as well as how our schools are encouraging participating in sports not hosted by the home school, with the hopes and intentions of returning to full-strength that offers a standalone sport. He also requested information if there is a two-year commitment required. Response: Ms. Schmidt noted a few examples. Hockey is not a sport that is growing in Saint Paul, but gymnastics is one of the recent larger co-ops where we can tell the youth who are coming into the program. For the two-year expectation, it is from the MSHSL, and a way to protect themselves so that teams are not picking when to be a co-op based on players. There's also language stating that schools involved in the co-op can apply for dissolution, but the amount of time, effort, funding, emotions, parent involvement – it's very impactful to co-op and de-co-op a team. The sport is a culture piece and it's important to not disrupt that and we want to continue to offer opportunities to our students.
- Director Franco also requested information on the academics side of athletics, and supports for those students – especially if they may only be behind a credit or two and not able to participate. We know that for some students participation in sports is a min driver of their attendance at school.

There needs to be a way for students to still be a part of the team, even if they are not playing every week, and to know there are adults who care and support them. We ask a lot of our coaches, and want to also see our students be successful.

- He also noted questions about ways to prioritize the competitiveness of programs and growth in development, ways that we are supporting our coaches, and ways athletic directors are supporting coaches as well.
- He also noted that as a school board member appointed to MSHSL, he appreciates being in that space, and is able to support for progress.
- He went on to note the Athletics Advisory Council, and ways to expand that group to invite more folks involved in youth and community sports in the city to think about the rebuild of middle school sports and strengthened high school sports. Those partnerships are important, and would be happy to be part of that work and help recruit to see the growth and expansions of those programs. He appreciates this group and the guiding direction of the district, with some separate strategic planning of feedback will be important.
- Director Allen noted the need for academic input around athletics and would like to see AVID or similar programs in conjunction with athletics. Response: We want to work with athletes to succeed, and athletics are so important for many students to encourage them to attend school. There are academic interventions plans for each student, and they usually involve attendance. If students are showing up, they will be fairly successful to move forward. There are also small stipends for study halls, and many teams have study halls. There is work being done, but it is inconsistent. We find most coaches value education, but don’t always have the time or resources, but it is a work in progress.
    - Director Allen noted an idea for the athletic director in the building to work with the counseling office. Ms. Schmidt noted that most work is done with a coach, assistant principal or counselor and regular check-ins.
    - It was also noted that Administration is open for suggestions on how to collect data in real-time and consistently, because there are many students who “fly under the radar” and coaches may not know they are struggling. There are a lot of students in athletics and teachers ensure they are connecting with students, and there needs to be a way for coaches to have access to that information as well.
- Dr. Stanley noted a future meeting with Director Allen and Director Franco, as well as Ms. Schmidt to further discuss the direction for this work
- Director Valliant also shared a personal story about profiling at a school and the importance of athletics to the students.

8. MOTION TO AMENDA THE MAIN AGENDA

MOTION: Director Ward to amend the main agenda, and to include discussion on the process for filing a board vacancy and the Resolution Establishing Process for Filling Board Vacancy to follow the Policy Update. The motion was seconded by Director Henderson. The motion passed by acclaim.

6. FISCAL YEAR 2027 (FY27) BUDGET UPDATE

Tom Sager, Executive Chief of Financial Services, then provided this report, including an update on FY26 budget and fund balance, review of the FY27 budget assumptions, budget engagement summary to date, and the review of the FY27 budget timeline and important dates.

Within the FY25 and FY26 budget and fund balance update it was noted that for FY26, the the District has budgeted a decrease in total fund balance by $35.5 million. This will bring the unassigned fund balance to 5.13 percent of general operating expense. For FY 26, lower than expected K-12 enrollment by roughly 500 students will impact revenue.

Within FY27 budget assumptions, the key drivers to a school district budget were reviewed, as well as other assumptions including adherence to the minimum of a 5% unassigned fund balance, preliminary enrollment projection, no other changes to the other parts of the funding formula, and slight increases to special education and English learner revenue formula. There is a decrease of additional 400 students for SY26-27; this is in addition to the 500 fewer-than-projected students in SY25-26. Additional assumptions include the inflationary increases to non-employment expenses, Paid Family Leave expenses, and four critical employment contracts are settled for the FY27 budget year.

Information was also shared on the voter-approved increase to the operating levy, and FY27 anticipated revenue, FY27 anticipated expenses, FY27 fund balance outlook. Based on these assumptions, the District's estimated expense could exceed its revenue in FY27 by approximately $15.1 million, which is 1.88% of the total budget. Factors that could alter this estimated shortfall: Enrollment, state funding formula, employment contracts, operational savings in areas such as substitute teaching and supplemental pay, impact of new federal policies and structure pertaining to education and the economy. The pathway forward was also discussed with an anticipated ending FY26 Fund Balance: $39.38 million, or 5.13%. The FY27 shortfall can be addressed via normal employee attrition and disciplined spending on discretionary choices. No anticipated need to use fund balance.

Budget engagement was also reviewed, including the December 11 budget meetings and themes from those meetings, and data from the 2026-27 budget survey.

The 2026-2027 budget timeline was also shown.

The full presentation can be found in the BoardBook.

<u>QUESTIONS/DISCUSSION:</u>

- Director Ward noted the significant decrease in enrollment and further details. Response: We will be looking more into that. The enrollment report from the previous year was also noted, and there was data that was indicative, and we will be looking more into this data.
- Director Franco noted the change to compensatory funding – and if there can be more information provided in terms of asks to state legislature to change back to make it whole again. Response: There is a Blue Ribbon Commission around compensatory education, and they don't need to report their findings back before budget is finalized for FY27. We will meet with legislators soon. Some groups who note that the hold harmless would expire on June 30th, before the budget would take place and before a decision by the commission. Some advocacy groups have language that would continue the hold harmless through and until a decision is made, or recommendation, and the legislature acts on the recommendation from the commission. We need to consider that we are down $2M, and hope they determine the next steps. We will know more around early- to mid-February with the compensatory aid from MDE, and will have a better estimate.
- Director Ward noted the activity at the federal government level, and to what degree our budget will be affected. Response: It is difficult to determine at this point. We are watching it. So far special education and Title funds seem to be in place, however if those went away, there is a series of strategies to deploy. How it will roll out is to be determined. Title I appears to be solid, but we do receive funding for Title II, III, and IV. If the pattern holds with attempts to restrict other Titles, which are about $2M each, then we could be impacted, and would mean shifts in how we fund and what we fund. It is possible, and we are watching it carefully, and it is possible to any shifts with Title funds, but we don't know how quickly. With the ICE efforts, it's fair to say it is volatile right now, and we don't know the impacts. We are anticipating being down 400 students, and we don't know the impacts of the ICE efforts.
- It's important to provide the clarity as much as possible because it is significant. The $37.2M did help to stabilize us, and reductions in the budget, and we are stabilizing, yet not knowing the true impact on the future and ICE efforts, and realistically, it could be more.
- There are other funds that receive federal resources, including Community Education, that could be impacted, and Nutrition program. It is widespread across the district.

7. POLICY UPDATE

a. Policy 701.00 - Investment and Banking

Daniel Moser, Executive Director of Financial Services, the presented this proposed update. Changes include merging three policies (701.00, 703.00, and 705.00) into one policy, a transition to the new format, new section of policy purpose, general statement of policy, electronic fund transfers (EFTs), and position title changes.

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

QUESTIONS/DISCUSSION:

- Director Henderson noted that for policies titles have been typically removed, and they have been changed to the “Superintendent or designee”, so mentions of a specific title should be changed.
- Director Ward noted the passing of the resolution to divest in fossil fuels and the resolution to divest in private prisons, and to raise those in regards to this policy. The Board discussed a possible amendment to this revision, as resolutions are generally for short-term changes. A solution may be within the cross-references in the policy.
- The policy draft will need to be updated to include “The Board shall designate depositories" instead of “approve” as noted in the presentation.
- Director Valliant noted questions about Electronic Fund Transfers, and if it includes payroll. Response: This refers to external transfers.

MOTION: Director Valliant moved to approve that the review of Policy 701.00 at the January 6, 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 January 20, 2026 Board of Education meeting will be considered the Second Reading. The motion was seconded by Director Franco.
The motion passed by acclaim.

b. Rescissions of Policy 703.00 - Annuities & Policy 705.00 – Investments

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

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

QUESTIONS/DISCUSSION:

- None

MOTION: Director Valliant moved to approve the review of the recissions of Policies 703.00 and 705.00 at the January 6, 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 January 20, 2026 Board of Education meeting will be considered the Second Reading. The motion was seconded by Director Allen.
The motion passed by acclaim.

c. Policy 706.00 - Grants and Gifts

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

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

QUESTIONS/DISCUSSION:

- Director Henderson noted the formatting of the policy draft, and identification of new language versus the existing language, and will need to be adjusted.
- Director Vue requested information on the $5,000 threshold, which can be provided at the next reading.

MOTION: Director Valliant moved to approve that the review of Policy 706.00 at the January 6, 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 January 20, 2026 Board of Education meeting will be considered the Second Reading. The motion was seconded by Director Henderson.
The motion passed by acclaim.

9. RESOLUTION ESTABLISHING PROCESS FOR FILLING BOARD VACANCY

Director Ward noted that there is a Board vacancy to fill with the resignation of Director Vue, and the proposed resolution outlines a process to fill that expediently. It is a different process than in previous years. This process is more closely aligned to the search process for the superintendent and general counsel, which feels more open and transparent. It charges the Chair to create and issue an open call for applications, and included information on the qualifications and eligibility of candidates. He noted that the candidate must not intend to run for the seat in the November election, so as not to exert the institutional power to pick someone and influence the election. The Executive Committee will then review applications, and attempt to bring 2-4 finalists to the Board for small group discussions. The rationale for 2-4 finalists was discussed. The goal is to complete the search in March, and it will move quickly.

Director Franco noted there would be no public interview of the finalists? This seems like it is small group interviews, but the deliberation with the full Board would be the only full Board discussion? The last board vacancy, there was a public interview with the full Board. He noted it would be a wise decision to have a public interview. Director Henderson also noted being in favor of a full public interview, to create additional transparency, and that is important to a seat that represents the community, and some availability for community to have a perspective.

Director Ward noted a public interview instead of small groups, or in addition to?

Director Franco noted that there would be the Executive Committee to vet through the preliminary applicants, and some interviews of the Executive Committee to conduct to get to 2-4 finalists, and then present those finalists to the Board with information, and that would align with the superintendent search process. Director Henderson noted that small groups and public interviews may be redundant; Director Carrillo also agreed and shared his experience in the interim board member process a few years ago. He noted an in-person meeting, and the pre-selection process may be necessary if there are many applicants. If there is a large amount of applicants, there could be a preselection process with public deliberations, and process, with questions to leadership about a public way to get to a select group of finalists. There were interviews, and deliberations immediately after all in one meeting.

General Counsel noted the state statute that sets forth the system to do this, as well as Policy 202.02. The Minnesota School Board Association also shares guidance on this process, including questions within the application and interview for transparency. She also noted a special meeting in March for the public forum, and there is a 30-day waiting period for a petition. The candidate would then be able to start in April.

Director Carrillo noted adding eligibility requirements on the application. He also noted accepting applications from those who state they will not run, but they are not legally bound by that, and may run. Director Ward noted background checks of applicants, and also in statute and eligibility, and to include in the notice. Data practices were also noted, and to include in the application and public data.

Director Franco noted questions on the legal process to post process until the position is vacant, or allowed to post as soon as possible? General Counsel noted the signed resolution begins the process.

There was a recommendation to amend the resolution to strike out small group meetings, and only have a public interview.

Director Vue noted making the least barriers as possible to get the best candidates, and to be transparent and follow the process, but also do not make it more difficult than it should be.

There were also questions about the age requirement.

<u>BF 34546</u> Resolution Establishing Process for Filling Board Vacancy

MOTION: Director Ward moved Resolution Establishing Process for Filling Board Vacancy, with the amendment to strike out "small group" under 5 and "small group" under 7. The motion was seconded by Director Franco. It passed by acclaim.

The motion was approved by roll call vote:

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

Director Ward thanked Director Henderson for her work, and in serving as her Vice Chair, he was able to learn from her, and allowed Director Ward to be a better board member and elsewhere.

10. ADJOURNMENT

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

The motion was approved by roll call vote:

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

The meeting adjourned at 7:25 p.m.

11. WORK SESSION

The Board then conducted a work session regarding the 2026 Graduation Ceremony Schedule - Board Member Attendance; and determination of a date for the Board Retreat.

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

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

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

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

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

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

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

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

DATE: January 20, 2026

TOPIC: Highland Park Senior High Gift Acceptance of $15,000.00

A. **PERTINENT FACTS**:

1. Scott Milburn, parent of freshman and senior students, is donating $15,000.00 to Highland Park Senior High School.

2. These funds will be spent from Highland Park Senior High School budgets:

   a. Band: 19-220-291-000-5096-B001

   b. Woodshop: 19-220-291-000-5096-W001

   c. Library: 19-220-291-000-5096-Z005

3. This item meets the strategic plan focus area of Effective and Culturally Relevant Instruction.

4. This item is submitted by Dr. Winston Tucker, Principal; Dr. Kirk Morris, Assistant Superintendent; and Andrew Collins, Executive Chief of Schools.

B. **RECOMMENDATION**:

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

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

DATE: January 20, 2026

TOPIC: PTA Donation of China Sprout Graded Reading Books

A. **PERTINENT FACTS**:

1. Jie Ming PTA gifted the school China Sprout Graded Reader Level Books for classrooms.
2. These books are in Chinese and will help strengthen students reading skills by offering various levels of challenge.
3. These books will help with present and future students at Jie Ming Mandarin.
4. The PTA has informed Jie Ming that the cost was approximately $10,000.00.
5. This item meets the strategic plan focus area of Effective and Culturally Relevant Instruction.
6. This item is submitted by Bobbie Johnson, Principal; Dr. Yeu Vang, Assistant Superintendent; and Andrew Collins, Executive Chief of Schools.

B. **RECOMMENDATION**:

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

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

DATE: January 20, 2026

TOPIC: Acceptance of Gift from Ecolab to Riverview Spanish/English Dual Immersion School

A. **PERTINENT FACTS**:

1. Ecolab is donating $5,000.00 to Riverview Spanish/English Dual Immersion School.
2. These funds will used to support the 5th grade retreat, community building, subsidization of field trip expenses.
3. This item meets the strategic plan focus area of Effective and Culturally Relevant Instruction.
4. This item is submitted by Stivaliss Licona-Gervich, Principal; Nancy Páez, Assistant Superintendent; and Andrew Collins, Executive Chief of Schools.

B. **RECOMMENDATION**:

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

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

DATE: January 20, 2026

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

A. **PERTINENT FACTS**:

1. The Minnesota Pollution Control Agency (MPCA) Local Climate Action grant program aims to fund planning and implementation projects that enable local jurisdictions to adapt to extreme weather events and a changing climate and/or to reduce the local jurisdiction's contributions to the causes of climate change.

2. Saint Paul Public Schools' Facilities Department is submitting a grant to create a climate-resilient outdoor gathering space at Maxfield Elementary centered around a permanent shade structure surrounded by native plantings and trees. This space will provide a safe, cool refuge during extreme heat events, provide outdoor classroom and community gathering space, expand tree canopy in an urban heat island zone, and serve as a year-round community resource for outdoor learning, recreation, and neighborhood gatherings. For over 130 years, Maxfield Elementary (380 Victoria St N) has served generations of the Rondo neighborhood, the heart of St Paul's African American community. Trust for Public Land identified Maxfield as 85th (top 5%) in need in an assessment of all 2,500 Minnesota schools based on equity, health, climate, and park access criteria. Further, St. Paul's BIPOC residents have access to 30% less park space and according to the Metropolitan Council's Growing Shade tool, trees cover only 20 percent of the area around Maxfield compared to the citywide average of 31 percent. In a community where safe quality green spaces are rare, over 8,000 residents, including 2,400 youth, within a 10-minute walk will benefit from this climate-smart shade structure and community gathering space.

3. Saint Paul Public Schools will serve as fiscal agent for the project. The grant is for approximately $50,000 with an additional $25,000 in matched funds sourced from Trust for Public Lands until June 30, 2027.

4. This project will support the strategic focus areas of Resource Allocation and Positive School & District Culture.

5. This is a new grant-funded project.

6. This item is submitted by Durowaa Agyeman-Mensah, Grants Assistant; Margaret Parsons, Facilities Manager of Capital Project Delivery; Charlotte Landreau, Director of the Innovation Office; Stacey Gray Akyea, Executive Chief of Equity, Strategy & Innovation; and Jacqueline Turner, Executive Chief of Administration & Operations.

B. **RECOMMENDATION**:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Pollution Control Agency's Local Climate Action 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: January 20, 2026

TOPIC: Transportation Department Yellow School Bus FY 26 Purchases/Contracts over $175,000

A. PERTINENT FACTS:

1. In the normal course of work, the Transportation Department must establish purchase orders/contracts with vendors which may incur costs in excess of $175,000 through the fiscal year.

2. The following list Indicates a purchase order/contract anticipated to be over $175,000 for the fiscal year with the vendor name, amount and reason.

Vendor	Description	Amount	Notes
Hoglund Bus & Truck	Purchase of ten Specialized School Buses for SPPS Transportation	$1,221,329.18	Minnesota State Bid School Bus Contract # 221375 – B-346(5)

3. The contract has been submitted for approval in eRFP.

4. Funding will be provided from the approved Transportation Department Fiscal Year 26 budget.

5. This project will meet the District strategic goals of aligning resource allocation to District priorities.

6. This Item is submitted by Benjamin Harri, Director of Transportation, and Jackie Turner Executive Chief of Operations

B. RECOMMENDATION:

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

Transportation Department
Saint Paul Public Schools
261 Chester Street
Saint Paul, MN 55107

EXSUM

Transportation Department FY 26 Purchases/Contracts over $175,000

January 20, 2026

BLUF: The SPPS Transportation Department purchases and leases school buses on a yearly basis in order to provide a consistent cycle of replacement. Our buses transport students with special needs and the state of Minnesota reimburses the cost of leasing and Medical Assistances revenue reimburses the cost of purchasing, categorizing it as an operational cost.

Conclusion:

SPPS Transportation supports the leasing and purchasing of school buses.

Benjamin Harri
Director of Transportation
Saint Paul Public Schools

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

DATE: January 20, 2026

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

A. PERTINENT FACTS:

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

   Wages: Effective July 1, 2025, increase salary schedule by 2.25%. Effective July 1, 2026, increase salary schedule by 2.25%. Maintain step and lane progression for both years.

   Benefits: Effective January 1, 2026, the District monthly contribution for single coverage will increase $37 for a total of $963 per month; and the contribution for family/single+1 coverage will increase $52 for a total of $1,352 per month. Effective January 1, 2027, the District monthly contribution for single coverage will increase $58 for a total of $1,021 per month; and the contribution for family/single+1 coverage will increase $81 for a total of $1,433per month.

3. The District has 125 employees in this bargaining unit.
4. The new total package costs for the agreement are estimated as follows:
   - in the 2025-2026 budget year $718,265
   - in the 2026-2027 budget year $763,283
5. This item will meet the District target area goal of alignment.
6. This request is submitted by Patricia Pratt-Cook, Chief of Human Resources and Talent Management; Daniel Wells, Assistant Director of Employee and Labor Relations.

B. RECOMMENDATION:

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

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

DATE: January 20, 2026

TOPIC: Request to Sign Student Teaching Agreement with Western Governors University

A. PERTINENT FACTS:

1. Request to sign Student Teaching Agreement with Western Governors University. This formal agreement will meet the District strategic plan of recruitment and retention.

2. SPPS is one of the largest school districts in the state of Minnesota. SPPS strives to hire teachers who are representative of our SPPS students and larger community, and partnerships with colleges and universities to provide student teaching experience are an important part of this process.

3. There is no cost to SPPS for this partnership. This will be an ongoing partnership with a similar request in future years.

4. This agreement is a multi-year agreement and will end on June 30, 2028.

5. This item is submitted by Patricia Pratt-Cook, Executive Chief of Human Resources.

B. RECOMMENDATION:

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

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

DATE: January 20, 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 November 1, 2025- November 30, 2025.

	MONTHLY OPERATING AUTHORITY		
	November 1, 2025 - November 30,2025		
Fund	**Descriptions**		**Amount**
No	**Checks: 791155--791944**		
1	General	$	3,107,273.06
2	Food Service	$	1,441,158.49
3	Transportation Services	$	133,998.83
4	Community Service	$	109,621.37
6	Building Construction	$	7,707,059.72
		$	**12,499,111.47**
	Electronic Payments(WIRES): 0011591--0011613		
1	General	$	52,821,390.31
2	Food Service	$	1,328,767.13
3	Transportation Services	$	431,304.56
4	Community Service	$	1,717,990.96
6	Building Construction	$	287,169.79
21	Work Compensatory	$	5,409.11
		$	**56,592,031.86**
	ACH Payments: 0014254--0014558		
1	General	$	8,387,764.08
2	Food Service	$	266,757.61
3	Transportation Services	$	6,675,078.54
4	Community Service	$	608,989.24
6	Building Construction	$	2,243,832.68
		$	**18,182,422.15**
	EFT Payments: 0000000--0000000		
1	General	$	-
2	Food Service	$	-
3	Transportation Services	$	-
4	Community Service	$	-
6	Building Construction	$	-
		$	**-**
	P- Card		
1	General	$	442,309.94
2	Food Service	$	1,425.15
3	Transportation Services	$	971.75
4	Community Service	$	30,152.69
6	Building Construction	$	769.50
		$	**475,629.03**
	TOTAL DISTRICT	**$**	**87,749,194.51**

Fund Financial Analysis (July Thru November FY 2026)

Fund	Actual Expenses	Adopted Budget	Variance	Percentage of Budget used
Fund 1- General Fund	$294,360,846.17	$767,046,517.00	$472,685,670.83	38%
Fund 2 -Food Service	$11,385,698.47	$33,016,123.00	$21,630,424.53	34%
Fund 4 -Community Service	$11,185,951.78	$31,364,108.00	$20,178,156.22	36%
Fund 6- Building Construction	$84,926,025.22	$118,891,454.00	$33,965,428.78	71%

Fund Financial Analysis (November FY 2026)

Fund	Actual Expenses	Adopted Budget	Percentage of Budget used
Fund 1- General Fund	$72,005,500.18	$767,046,517.00	9%
Fund 2 -Food Service	$3,038,108.38	$33,016,123.00	9%
Fund 4 -Community Service	$2,466,754.26	$31,364,108.00	8%
Fund 6- Building Construction	$10,238,831.69	$118,891,454.00	9%

HUMAN RESOURCE TRANSACTIONS
December 1, 2025 to December 31, 2025
January 20, 2026

NEW APPOINTMENT

Name	Job Category	Eff Date	Pay Rate	Location
Brown, S.	Classroom Teacher	12/13/2025	$41.81	East African Elem Magnet
Moua, J.	Classroom Teacher	01/03/2026	$35.86	Txuj Ci HMong LWR PhalenLk
Murray, T.	Classroom Teacher	01/10/2026	$53.44	Virtual Learning - Elem
Aaker, B.	Classroom Teacher	01/03/2026	$62.83	Harding Senior High
Wilson, S.	School / Community Professional	12/13/2025	$42.13	RiverEast Elem/Secondary
Adan, S.	Education Assistant	01/03/2026	$28.97	Four Seasons A+
Htoo, E.	Education Assistant	12/06/2025	$25.66	Frost Lake Elem
Booker, A.	Teaching Assistant	01/03/2026	$21.59	Four Seasons A+
Deloye-Romo, A.	Teaching Assistant	12/06/2025	$21.63	Battle Creek Middle
Evans, N.	Teaching Assistant	12/13/2025	$20.19	American Indian Magnet
Farrow, B.	Teaching Assistant	12/06/2025	$21.63	Four Seasons A+
Houck, L.	Teaching Assistant	01/03/2026	$26.28	Randolph Heights Elem
Johnson-Odegard, L.	Teaching Assistant	12/06/2025	$23.94	Bridge View
Magnuson, E.	Teaching Assistant	12/13/2025	$23.94	Groveland Park Elem
Mazza, D.	Teaching Assistant	12/13/2025	$26.28	Global Arts Plus UPR
Murphy, A.	Teaching Assistant	12/06/2025	$23.35	Frost Lake Elem
Quinn, P.	Teaching Assistant	12/06/2025	$23.94	Global Arts Plus - UPR
Sessi, E.	Teaching Assistant	01/03/2026	$23.35	The Heights Community
Skow, R.	Teaching Assistant	12/06/2025	$23.35	Four Seasons A+
Tierney Ray, D.	Teaching Assistant	12/06/2025	$20.94	Expo for Excellence Elem
Titus, J.	Teaching Assistant	12/05/2025	$21.63	Washington Tech Middle
Virnig, B.	Teaching Assistant	01/03/2026	$21.63	Hamline Elem
Vu, B.	Teaching Assistant	01/03/2026	$23.35	Bridge View
Vue, C.	Teaching Assistant	01/03/2026	$23.35	Humboldt Secondary
Warner, H.	Teaching Assistant	12/06/2025	$21.63	Bridge View
Whitehead, K.	Teaching Assistant	01/03/2026	$21.63	The Heights Community
Williams, D.	Teaching Assistant	12/06/2025	$23.35	Como Park Senior High

HUMAN RESOURCE TRANSACTIONS
December 1, 2025 to December 31, 2025
January 20, 2026

NEW APPOINTMENT

Name	Job Category	Eff Date	Pay Rate	Location
Wollenberg, M.	Teaching Assistant	01/03/2026	$26.28	Chelsea Heights Elem
Zepeda Rubio, L.	Teaching Assistant	12/13/2025	$23.35	Farnsworth Aerospace UPR
Abdel-Karem, S.	Clerical	11/29/2025	$22.99	Colborne Admin Offices
Elate, C.	Clerical	12/13/2025	$26.26	Harding Senior High
Mason, T.	Clerical	01/03/2026	$24.70	American Indian Magnet
Tekle, E.	Clerical	01/10/2026	$29.34	Harding Senior High
Harper, L.	Custodian	12/06/2025	$19.18	Colborne Admin Offices
Jones, D.	Custodian	12/20/2025	$19.18	Journeys Secondary
Lloyd, B.	Custodian	12/13/2025	$19.18	Rondo Education Center
Medina, J.	Custodian	12/20/2025	$19.18	Como Service Center
Mohamed, N.	Custodian	12/20/2025	$19.18	Highwood Hills Elem
Xiong, T.	Custodian	12/06/2025	$19.18	American Indian Magnet
Young, B.	Custodian	01/03/2026	$19.18	Battle Creek Elem
Castaneda Renteria, P.	Nutrition Services	01/03/2026	$18.15	Humboldt Secondary
Gela, D.	Nutrition Services	01/03/2026	$18.15	Daytons Bluff Achievement Plus
Holmes, D.	Nutrition Services	01/03/2026	$18.15	Creative Arts Secondary
Skipon, B.	Nutrition Services	12/06/2025	$21.69	Txuj Ci HMong UPR Gr 6-8
Telefor Aleman, A.	Nutrition Services	01/10/2026	$18.15	Adams Spanish Immrsn Magnet

PROMOTION

Name	Job Category	Eff Date	Pay Rate	Location
Braithwaite, S.	Central Administrator Career Progression	01/03/2026	$68.24	Como Service Center
Zar, E.	Central Administrator From: Classroom Teacher	01/31/2026	$57.60	Como Service Center
Saenz, N.	Classroom Teacher From: Teaching Assistant	01/03/2026	$41.38	Riverview Dual Immrsn
Murray, A.	Education Assistant Career Progression	11/29/2025	$34.24	Four Seasons A+
Lee, D.	Teaching Assistant Career Progression	01/03/2026	$23.35	Wellstone Elem
Bugg, E.	Clerical Career Progression	11/29/2025	$44.97	Colborne Admin Offices

HUMAN RESOURCE TRANSACTIONS
December 1, 2025 to December 31, 2025
January 20, 2026

PROMOTION

Name	Job Category	Eff Date	Pay Rate	Location
Krueger, M.	Custodian Career Progression	12/13/2025	$30.84	L Etoile du Nord French Immrsn
Norwig, P.	Supervisory Career Progression	07/01/2025	$72.94	Colborne Admin Offices

TEMPORARY APPOINTMENT

Name	Job Category	Eff Date	Pay Rate	Location
Hanson, A.	Classroom Teacher	01/03/2026	$44.89	Benjamin Mays/Museum
Willrodt, S.	Classroom Teacher	12/06/2025	$39.85	Nokomis Montessori North
Coskran, H.	Classroom Teacher	12/13/2025	$54.38	271 Belvidere Bldg

LEAVE OF ABSENCE

Name	Job Category	Eff Date	Location
Baheriy, J.	Classroom Teacher	01/03/2026	Highland Park Senior High
Ehleringer, H.	Classroom Teacher	12/04/2025	Battle Creek Elem
Grant, L.	Classroom Teacher	10/21/2025	Riverview Dual Immrsn
Gross Walsh, R.	Classroom Teacher	01/05/2026	Txuj Ci HMong LWR PhalenLk
Hamey-Huberty, A.	Classroom Teacher	11/08/2025	Hazel Park Preparatory Academy
Lor, V.	Classroom Teacher	10/17/2025	Txuj Ci HMong UPR Gr 6-8
Xiong, X.	Classroom Teacher	12/04/2025	Battle Creek Middle
Zan, H.	Classroom Teacher	12/08/2025	Wellstone Elem
Kolegas, K.	Classroom Teacher	01/30/2026	Mississippi Creative Arts Elem
Martin, T.	Classroom Teacher	12/03/2025	Harding Senior High
Zak, M.	Classroom Teacher	11/17/2025	Como Park Elem
Campbell, M.	Classroom Teacher	11/26/2025	271 Belvidere Bldg
Nooh, Z.	School / Community Professional	01/05/2026	Bridge View
Dah, T.	Education Assistant	12/01/2025	Murray Middle
Hassan, I.	Education Assistant	11/24/2025	Central Senior High
Saw, J.	Education Assistant	12/15/2025	Humboldt Secondary
Topliff, W.	Education Assistant	12/08/2025	RiverEast Elem/Secondary
Hirmoge, L.	Teaching Assistant	12/01/2025	East African Elem Magnet
Kumari, P.	Teaching Assistant	01/05/2026	Battle Creek Middle
Rankin, L.	Teaching Assistant	11/29/2025	Highland Park Senior High

HUMAN RESOURCE TRANSACTIONS
December 1, 2025 to December 31, 2025
January 20, 2026

LEAVE OF ABSENCE

Name	Job Category	Eff Date	Location
Thomas, J.	Teaching Assistant	11/24/2025	Daytons Bluff Achievement Plus
Ackerman Eng, K.	Custodian	11/10/2025	Wellstone Elem
Bjerketvedt, S.	Custodian	11/11/2025	St. Paul Music Academy
Abadir, H.	Nutrition Services	01/09/2026	Highland Park Senior High
Emerfoll, G.	Nutrition Services	01/08/2026	Frost Lake Elem
Farah, A.	Nutrition Services	11/14/2025	Como Park Elem
Lou, S.	Nutrition Services	11/18/2025	St. Paul Music Academy
Corniea, C.	Plumber	10/29/2025	Como Service Center

REHIRE

Name	Job Category	Eff Date	Pay Rate	Location
Ketterling, J.	Classroom Teacher	01/03/2026	$66.31	Humboldt Secondary
Larson, K.	Classroom Teacher	01/10/2026	$63.94	RiverEast Elem/Secondary
Cooper, A.	Classroom Teacher	12/06/2025	$61.06	The Heights Community
Holmes, A.	School / Community Professional	12/06/2025	$33.63	Humboldt Secondary
RuKim, K.	School / Community Professional	01/03/2026	$47.38	RiverEast Elem/Secondary
Adams-Virnig, M.	Teaching Assistant	12/13/2025	$21.63	Hamline Elem
Alderson, R.	Custodian	01/03/2026	$19.18	Como Service Center
Karki, Y.	Custodian	12/06/2025	$29.81	St Anthony Park Elem
Niguse, T.	Custodian	01/10/2026	$19.18	Como Service Center
Mcintosh, T.	Nutrition Services	01/10/2026	$18.15	Bruce F Vento Elem

REINSTATEMENT FROM LEAVE OF ABSENCE

Name	Job Category	Eff Date	Location
Brown, M.	Classroom Teacher	12/01/2025	Virtual Learning - Elem
Czepa, D.	Classroom Teacher	12/01/2025	Txuj Ci HMong LWR PhalenLk
Ehleringer, H.	Classroom Teacher	12/19/2025	Battle Creek Elem
Grant, L.	Classroom Teacher	11/11/2025	Riverview Dual Immrsn
Hamey-Huberty, A.	Classroom Teacher	12/15/2025	Hazel Park Preparatory Academy
Jackson, D.	Classroom Teacher	01/05/2026	St. Paul Music Academy
Kath, K.	Classroom Teacher	12/15/2025	Horace Mann

HUMAN RESOURCE TRANSACTIONS
December 1, 2025 to December 31, 2025
January 20, 2026

REINSTATEMENT FROM LEAVE OF ABSENCE

Name	Job Category	Eff Date	Location
Nelson, S.	Classroom Teacher	01/07/2026	Benjamin Mays/Museum
Thao, Y.	Classroom Teacher	12/19/2025	Frost Lake Elem
Wilsson, O.	Classroom Teacher	12/19/2025	Hidden River Middle
Winter, D.	Classroom Teacher	12/18/2025	Hidden River Middle
Hastings, L.	Classroom Teacher	12/15/2025	St. Paul Music Academy
Davis, A.	Classroom Teacher	12/10/2025	Benjamin Mays/Museum
Thao, M.	School / Community Professional	12/01/2025	Jie Ming Mandarin Immrsn Academy
Studer, N.	Teaching Assistant	12/03/2025	Groveland Park Elem
Whiteoak, G.	Teaching Assistant	12/11/2025	RiverEast Elem/Secondary
Bjerketvedt, S.	Custodian	12/22/2025	St. Paul Music Academy
Agate, N.	Nutrition Services	12/02/2025	Harding Senior High
Matias, R.	Nutrition Services	12/01/2025	St Anthony Park Elem
Corniea, C.	Plumber	11/24/2025	Como Service Center
Vang, P.	Technical	12/22/2025	Como Service Center

RECISION OF RESIGNATION

Name	Job Category	Eff Date	Pay Rate	Location
Kendall, W.	Teaching Assistant	12/20/2025	$23.94	Global Arts Plus - UPR

CHANGE IN TITLE

Name	Job Category	Eff Date	Pay Rate	Location
Czepa, D.	School / Community Professional From: Classroom Teacher	12/01/2025	$47.38	Humboldt Secondary

REDUCTION IN TITLE

Name	Job Category	Eff Date	Pay Rate	Location
Powell, V.	Nutrition Services	11/22/2025	$20.47	Como Park Elem

RETIREMENT

Name	Job Category	Eff Date	Location
Chamberlin Reyes, B.	Central Administrator	01/01/2026	Como Service Center
Ailts, B.	Classroom Teacher	01/01/2026	Ronald M Hubbs Center
Anderson, E.	Classroom Teacher	06/13/2026	Washington Tech High
Auran, P.	Classroom Teacher	06/23/2026	Highland Park Senior High
Bergstrom, N.	Classroom Teacher	06/13/2026	Capitol Hill Magnet
Bloom, A.	Classroom Teacher	06/13/2026	Battle Creek Elem

HUMAN RESOURCE TRANSACTIONS
December 1, 2025 to December 31, 2025
January 20, 2026

RETIREMENT

Name	Job Category	Eff Date	Location
Clardy, M.	Classroom Teacher	01/06/2026	The Heights Community
Crowley, M.	Classroom Teacher	06/13/2026	Murray Middle
Dimayuga, M.	Classroom Teacher	12/01/2025	Virtual Learning School - Elem
Dohnalik, D.	Classroom Teacher	06/30/2026	271 Belvidere Bldg
Edwards, J.	Classroom Teacher	06/13/2026	Bridge View
Gholl, M.	Classroom Teacher	06/13/2026	Maxfield Elem
Godfrey, B.	Classroom Teacher	02/17/2026	American Indian Magnet
Hayes, T.	Classroom Teacher	06/13/2026	Highland Park Senior High
Helgason, J.	Classroom Teacher	01/09/2026	Mississippi Creative Arts Elem
Katona, W.	Classroom Teacher	06/13/2026	Harding Senior High
Kearney, S.	Classroom Teacher	06/13/2026	Johnson Senior High
Kreidler, S.	Classroom Teacher	06/13/2026	Mississippi Creative Arts Elem
Lehman, J.	Classroom Teacher	06/13/2026	St. Paul Music Academy
Lein, R.	Classroom Teacher	10/31/2026	Battle Creek Elem
McLaughlin, A.	Classroom Teacher	06/13/2026	Highland Park Middle
Nadeau, M.	Classroom Teacher	06/13/2026	Battle Creek Elem
Paschke, D.	Classroom Teacher	06/13/2026	Txuj Ci HMong LWR PhalenLk
Rivard, R.	Classroom Teacher	06/13/2026	Harding Senior High
Roozen, R.	Classroom Teacher	09/06/2026	Agape High (ALC)
Schmitz, P.	Classroom Teacher	01/31/2026	Johnson Senior High
Silas, L.	Classroom Teacher	06/16/2026	Maxfield Elem
Simmons, M.	Classroom Teacher	06/13/2026	Battle Creek Elem
Spears, G.	Classroom Teacher	06/13/2026	Crossroads Science
Tennyson, M.	Classroom Teacher	07/16/2026	Horace Mann
Trepanier, J.	Classroom Teacher	06/13/2026	Harding Senior High
Vincent, L.	Classroom Teacher	01/03/2026	E-STEM Middle
Waskosky, S.	Classroom Teacher	06/16/2026	Maxfield Elem
Willcox, S.	Classroom Teacher	01/31/2026	Battle Creek Middle

HUMAN RESOURCE TRANSACTIONS
December 1, 2025 to December 31, 2025
January 20, 2026

RETIREMENT

Name	Job Category	Eff Date	Location
Dunlap, J.	Classroom Teacher	06/17/2026	Frost Lake Elem
Grote-Stumpf, J.	Classroom Teacher	06/13/2026	Battle Creek Middle
Hammink, L.	Classroom Teacher	06/13/2026	Battle Creek Elem
Martin, T.	Classroom Teacher	06/13/2026	Harding Senior High
Weimholt, J.	Classroom Teacher	06/13/2026	Hazel Park Preparatory Academy
Kerrigan-Krodel, J.	Classroom Teacher	06/13/2026	Maxfield Elem
Nakamura, L.	Classroom Teacher	06/13/2026	Como Park Senior High
Barkholtz, J.	Classroom Teacher	06/13/2026	Eastern Heights Elem
Glass, T.	Classroom Teacher	06/13/2026	271 Belvidere Bldg
Belew, N.	Classroom Teacher	06/16/2026	Bridge View
Naylor, J.	Classroom Teacher	06/13/2026	Nokomis Montessori North
Neumann-Anderson, M.	Classroom Teacher	06/13/2026	Washington Tech Middle
Walfoort, S.	Classroom Teacher	06/13/2026	Bridge View
Mann, D.	Classroom Teacher	06/13/2026	Rondo Education Center
Mazar, L.	Classroom Teacher	08/30/2026	Nokomis Montessori North
Mills, P.	Classroom Teacher	06/13/2026	Como Park Elem
Hargadine, M.	School / Community Professional	06/13/2026	Farnsworth Aerospace LWR
Quintero, C.	Education Assistant	01/01/2026	Battle Creek Elem
Hayes, R.	Teaching Assistant	01/01/2026	Randolph Heights Elem
Kraushar, C.	Teaching Assistant	06/12/2026	Expo for Excellence Elem
Leurquin, E.	Teaching Assistant	01/31/2026	Chelsea Heights Elem
Ortiz, M.	Teaching Assistant	06/12/2026	Benjamin Mays/Museum
Osborne, S.	Teaching Assistant	06/12/2026	Cherokee Hts Community
Funk, D.	Clerical	07/01/2026	Colborne Admin Offices
Edwards, P.	Custodian	01/01/2026	Como Park Elem
Gonzalez, M.	Custodian	02/28/2026	E-STEM Middle
Stewart, G.	Custodian	01/01/2026	L Etoile du Nord French Immrsn
Visina, R.	Custodian	02/17/2026	Maxfield Elem

HUMAN RESOURCE TRANSACTIONS
December 1, 2025 to December 31, 2025
January 20, 2026

RETIREMENT

Name	Job Category	Eff Date	Location
Taylor, D.	Nutrition Services	02/24/2026	American Indian Magnet
Niblick, L.	Professional Employee	07/04/2026	Colborne Admin Offices
Norwig, P.	Supervisory	03/21/2026	Colborne Admin Offices

RESIGNATION

Name	Job Category	Eff Date	Location
Grant, C.	Classroom Teacher	06/13/2026	Highland Park Senior High
Schlittenhart, S.	Classroom Teacher	01/03/2026	Barack & Michelle Obama Middle
Sabo, K.	School / Community Professional	12/13/2025	Highwood Hills Elem
Case, C.	Education Assistant	12/20/2025	Bridge View
Diaz, A.	Education Assistant	01/30/2026	Riverview Dual Immrsn
Medina, M.	Education Assistant	01/17/2026	Early Learning Hub
Utke, H.	Education Assistant	12/23/2025	Bruce F Vento Elem
Young, A.	Education Assistant	12/27/2025	Expo for Excellence Elem
Caban, R.	Teaching Assistant	12/06/2025	Cherokee Hts Community
Davis, G.	Teaching Assistant	12/20/2025	Horace Mann
Kirkley, L.	Teaching Assistant	12/13/2025	Groveland Park Elem
Nelson, K.	Teaching Assistant	01/03/2026	Groveland Park Elem
Pace, A.	Teaching Assistant	01/03/2026	Hamline Elem
Trumbo, I.	Teaching Assistant	12/11/2025	Bruce F Vento Elem
Weichert, J.	Teaching Assistant	12/06/2025	East African Elem Magnet
White, S.	Teaching Assistant	12/06/2025	American Indian Magnet
Wilmes, A.	Teaching Assistant	12/17/2025	Bridge View
Woods, A.	Teaching Assistant	12/20/2025	Hazel Park Preparatory Academy
Yang, T.	Teaching Assistant	12/20/2025	Battle Creek Elem
Milks, A.	Clerical	01/03/2026	Hazel Park Preparatory Academy
Espinoza Gonzalez, M.	Nutrition Services	11/29/2025	Humboldt Secondary
Hudy, M.	Nutrition Services	12/04/2025	Central Senior High
Carlson, R.	Supervisory	01/10/2026	Colborne Admin Offices

HUMAN RESOURCE TRANSACTIONS
December 1, 2025 to December 31, 2025
January 20, 2026

TERMINATION

Name	Job Category	Eff Date
F., A.	Teaching Assistant	12/02/2025
S., L.	Teaching Assistant	12/09/2025
T., M.	Teaching Assistant	11/27/2025
V., D.	Teaching Assistant	12/13/2025
P., H.	Custodian	12/06/2025
A., D.	Nutrition Services	11/01/2025

TERMINATION OF TEMPORARY EMPLOYMENT

Name	Job Category	Eff Date
A., S.	Classroom Teacher	06/13/2026
B., N.	Classroom Teacher	06/13/2026
B., D.	Classroom Teacher	06/13/2026
E., N.	Classroom Teacher	06/13/2026
E., P.	Classroom Teacher	06/13/2026
G., O.	Classroom Teacher	06/13/2026
H., A.	Classroom Teacher	06/13/2026
H., T.	Classroom Teacher	06/13/2026
J., C.	Classroom Teacher	06/13/2026
K., S.	Classroom Teacher	06/13/2026
L., M.	Classroom Teacher	06/13/2026
L., J.	Classroom Teacher	06/13/2026
M., M.	Classroom Teacher	06/13/2026
M., C.	Classroom Teacher	06/13/2026
O., J.	Classroom Teacher	06/13/2026
O., J.	Classroom Teacher	06/13/2026
P., S.	Classroom Teacher	06/13/2026
S., S.	Classroom Teacher	06/13/2026
S., T.	Classroom Teacher	06/13/2026
S., C.	Classroom Teacher	06/13/2026
S., P.	Classroom Teacher	06/13/2026

HUMAN RESOURCE TRANSACTIONS
December 1, 2025 to December 31, 2025
January 20, 2026

TERMINATION OF TEMPORARY EMPLOYMENT

Name	Job Category	Eff Date
T., J.	Classroom Teacher	06/13/2026
T., W.	Classroom Teacher	06/13/2026
T., E.	Classroom Teacher	06/13/2026
V., S.	Classroom Teacher	06/13/2026
W., M.	Classroom Teacher	06/13/2026
W., S.	Classroom Teacher	06/13/2026
X., X.	Classroom Teacher	06/13/2026
Y., A.	Classroom Teacher	06/13/2026
Y., K.	Classroom Teacher	06/13/2026
K., L.	Classroom Teacher	06/13/2026
A., S.	Classroom Teacher	06/13/2026
V., M.	Classroom Teacher	06/13/2026
P., K.	Classroom Teacher	06/13/2026
B., M.	Classroom Teacher	06/13/2026
B., K.	Classroom Teacher	06/13/2026
B., Z.	Classroom Teacher	06/13/2026
C., A.	Classroom Teacher	06/13/2026
H., K.	Classroom Teacher	06/13/2026
H., M.	Classroom Teacher	06/13/2026
K., D.	Classroom Teacher	06/13/2026
M., E.	Classroom Teacher	06/13/2026
P., E.	Classroom Teacher	06/13/2026
P., C.	Classroom Teacher	06/13/2026
C., H.	Classroom Teacher	06/13/2026

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

DATE: January 20, 2026

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

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 #3 – Project Budget / Proceed to Bidding
2. The Project phase gate schedule is currently:

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

Proposed Budget	Current Obligations	Invoiced to Date	Percent Invoiced
$835,000	$70,520	$12,325	1.48%

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

Funding Source	Amount
LTFM FY26-28	$835,000

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

B. RECOMMENDATION:

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

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

DATE: January 20, 2026

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

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Washington Technology Cooling Tower Replacement project at the following phase gate(s):
   a. Gate #3 – Project Budget / Proceed to Bidding
2. The Project phase gate schedule is currently:

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

Proposed Budget	Current Obligations	Invoiced to Date	Percent Invoiced
$563,000	$0	$0	0%

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

Funding Source	Amount
LTFM FY26-28	$563,000

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

B. RECOMMENDATION:

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

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

DATE: January 20, 2026

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

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Washington Technology Magnet Pool Piping Replacement (Project # 4040-25-01) project at the following phase gate(s):
    a. Gate #3 – Project Budget / Proceed to Bidding
2. The Project phase gate schedule is currently:

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

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

Proposed Budget	Current Obligations	Invoiced to Date	Percent Invoiced
$524,000	$60,939	$19,315	3.69%

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

Funding Source	Amount
LTFM FY26-28	$524,000

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

B. RECOMMENDATION:

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

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

DATE: January 20, 2026

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

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Wellstone Elementary Playground Replacement project at the following phase gate(s):

   a. Gate #3 – Project Budget / Proceed to Bidding

2. The Project phase gate schedule is currently:

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

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

Proposed Budget	Current Obligations	Invoiced to Date	Percent Invoiced
$763,000	$0	$0	0%

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

Funding Source	Amount
Capital Bonds FY26-28	$701,960
LTFM FY26-28	$61,040

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

6. This item is submitted by Kathryn Wallace, Interim 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 Wellstone Elementary Playground Replacement (Project # 4260-26-01) at Phase Gate Check #3 – Project Budget; setting the final project budget at $763,000 and indicating direction to proceed with construction bidding.

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

DATE: January 20, 2026

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

A. PERTINENT FACTS:

1. This agenda item seeks acceptance of this report for the Hidden River Middle School Renovation and Addition at the following gate check(s):

    a. Gate #5.1 – Project Close-out

2. This project has moved into the close-out phase which indicates substantial completion of construction and review of work in place in anticipation of final invoicing and release of retainage.

Project Milestone	Dates
Design Start	November 2021
Bidding / Procurement	June 2023
Construction Start	October 2023
Substantial Completion (Occupancy)	December 2025
Final Close-Out	In Progress

3. At this phase of a project there may be ongoing activity as individual contracts are completed and reviewed. As such, the overall final fiscal health of the project can be assessed at this time and a subsequent report (Gate 5.2) will be provided at final fiscal close-out. That said, at this stage of completion it is expected that this project will finish within the Board approved project budget.

4. The Project gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	March 23, 2021
#2 – Project Charter (Predesign)	March 23, 2021
#3 – Project Budget	August 23, 2022
#4 – Contract Award	July 18, 2023
#5.1 – Project Close-Out	January 20, 2026 (current)
#5.2 – Final Project Summary	December 2026 (anticipated)

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

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
$54,200,000	$48,927,826	$45,482,927	84%

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

Funding Source	Amount
COP FY22-26	$52,698,050
Capital Bonds FY22-26	$1,501,950

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

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

B. RECOMMENDATION:

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

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

DATE: January 20, 2026

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

A. PERTINENT FACTS:

1. This agenda item seeks acceptance of report for the Print Copy Mail Center AHU Replacement project at the following gate check(s):

   a. Gate #5.2 – Project Final Fiscal Close-out

2. This project is complete and all associated contracts have been paid in full.

Project Milestone	Dates
Design Start	January 2022
Bidding / Procurement	December 2022
Construction Start	December 2023
Substantial Completion (Occupancy)	May 2025
Final Close-Out	November 2025

3. As all financial obligations for the project are now met, the final cost of the project is established. To sum, this project was completed approximately 26% below the Board approved project budget.

4. The Project gate schedule is:

Gate # and Description	Date
#1 – Master Planning	March 23, 2021
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	January 17, 2023
#4 – Contract Award	January 17, 2023
#5.1 – Project Close-Out	Not Applicable*
#5.2 – Final Project Summary	January 20, 2026 (current)

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

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

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
$1,139,000	$838,188	$838,188	100%

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

Funding Source	Amount
LTFM FY23-24	$838,188

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

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

B. RECOMMENDATION:

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

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

DATE: January 20, 2026

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

A. PERTINENT FACTS:

1. This agenda item seeks acceptance of report for the FY22 Roof Replacement Program at EXPO School for Excellence, Groveland Park Elementary, Wellstone Elementary, and Johnson Senior High School at the following gate check(s):

   a. Gate #5.2 – Project Final Fiscal Close-out

2. This project is complete and all associated contracts have been paid in full.

Project Milestone	Dates
Design Start	March 2022
Bidding / Procurement	August 2023
Construction Start	June 2023
Substantial Completion (Occupancy)	September 2024
Final Close-Out	September 2025

3. As all financial obligations for the project are now met, the final cost of the project is established. To sum, this project was completed approximately 8% below the Board approved project budget.

4. The Project gate schedule is:

Gate # and Description	Date
#1 – Master Planning	March 23, 2021
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	April 18, 2023
#4 – Contract Award	May 23, 2023
#5.1 – Project Close-Out	Not Applicable
#5.2 – Final Project Summary	January 20, 2026 (current)

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

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

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
$4,400,000	$4,067,098	$4,067,098	100%

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

Funding Source	Amount
LTFM FY23-25	$4,067,098

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

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

B. RECOMMENDATION:

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

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

DATE: January 20, 2026

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

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Johnson High School Athletics Improvements 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	March 23, 2021
#2 – Project Charter (Predesign)	December 19, 2023
#3 – Project Budget	October 22, 2024
#4 – Contract Award	February 18, 2025 & January 20, 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
$3,908,661	$1,707,735	$1,457,059	37%

4. The following bid was received per the terms of Sourcewell Contract #031622-FTU:

Lump Sum Base Bid
FieldTurf $1,231,124

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

Funding Source	Amount
Capital Bonds FY24-FY27	$1,485,291
LTFM FY24-FY27	$2,423,370

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

B. RECOMMENDATION:

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

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

DATE: January 20, 2026

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

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Washington Technology Cooling Tower 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 (current)*
#4 – Contract Award	January 20, 2026 (current)
#5.1 – Project Close-Out	September 2026 (anticipated)
#5.2 – Final Project Summary	September 2027 (anticipated)

   * Please note Gate Check 3 is under separate concurrent consideration on the agenda.

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

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
$563,000	$0	$0	0%

4. The following bid was received per the terms of OMNIA Contract #3341:

	Lump Sum Base Bid
Trane Technologies	$498,432

5. This bid will be reviewed by Purchasing.

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

Funding Source	Amount
LTFM FY26-28	$563,000

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

POLICY UPDATE

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

Saint Paul
PUBLIC SCHOOLS

Regular Meeting of the Board of Education
January 20, 2026

Beth Coleman, Assistant Director, School Counseling & Career Pathways;
John Eschenbacher, Lead High School Counselor

Policy 535.00: Access for Post Secondary Enrollment Options

Policy was adopted in 2018
This is the first revision since it was adopted

It has been changed to the new format

*The current policy had slight adjustments to some of the wording.
*Two items (4 & 5) were added to the policy.
*A definition of Post Secondary Enrollment Options is included.

Policy 535.00: Access for Post Secondary Enrollment Options

Adopted: 8/21/2018 Saint Paul Public Schools Policy 535.00
Revised: 2025

ACCESS FOR POST-SECONDARY ENROLLMENT OPTIONS (PSEO)STUDENTS

I. POLICY PURPOSE

~~Saint Paul Public Schools ("District")~~ The purpose of this policy is to support the academic pursuits of all students, including those enrolled in courses as part of the Post-secondary Enrollment Options (PSEO) program. The purpose of this policy is to ensure PSEO students have reasonable access to school buildings and resources.

II. GENERAL STATEMENT OF POLICY

1. A student enrolled in a PSEO course may remain at their school site during regular school hours.

2. A student enrolled in a PSEO course may be provided with reasonable access, during regular school hours, to a computer and other technology resources that the student needs to complete coursework for a PSEO course.

3. As is the expectation for all students, PSEO students must comply with school rules and district policies, procedures, and regulations, such as the ~~Student Behavior Handbook:~~ Rights and Responsibilities Handbook.

Policy 535.00: Access for Post Secondary Enrollment Options

4. A student enrolled in a PSEO course may also be enrolled in courses at their high school in accordance with PSEO guidelines and can participate in extra-curricular activities associated with their home high school.

5. All PSEO students must be treated equitably regardless of course delivery format (in person or virtual), enrollment status at college (part-time or full-time), or location of instruction.

III. DEFINITIONS

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

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

CROSS REFERENCES:

506.00 Student Discipline

Questions?

Recommendation

That the Board of Education approves the proposed revisions to Policy 535.00: Post-Secondary Enrollment Options (PSEO)

535.00 ACCESS FOR POST-SECONDARY ENROLLMENT OPTIONS (PSEO)

I. POLICY PURPOSE:

The purpose of this policy is to support the academic pursuits of all students, including those enrolled in courses as part of the Post-Secondary Enrollment Options (PSEO) program. The purpose of this policy is to ensure PSEO students have reasonable access to school buildings and resources.

II. GENERAL STATEMENT OF POLICY

1. A student enrolled in a PSEO course may remain at their school site during regular school hours.

2. A student enrolled in a PSEO course may be provided with reasonable access, during regular school hours, to a computer and other technology resources that the student needs to complete coursework for a PSEO course.

3. As is the expectation for all students, PSEO students must comply with school rules and district policies, procedures, and regulations, as stated in the Rights and Responsibilities Handbook.

4. A student enrolled in a PSEO course may also be enrolled in courses at their high school and can participate in extra-curricular activities associated with their home high school.

5. All PSEO students must be treated equitably regardless of course delivery format, enrollment status at college, or location of instruction (in person or virtual).

III. DEFINITIONS

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

IV. EXCEPTIONS

V. ENFORCEMENT

LEGAL REFERENCES:

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

CROSS REFERENCES:

Policy 506.00: Student Discipline

POLICY UPDATE

THIRD READING: Policy 521.00 Student Surveys

Saint Paul Public Schools

Regular Meeting of the Board of Education

January 20, 2026

Kara Arzamendia, Director of Research, Evaluation and Assessment

Policy 521.00 Student Surveys

Current Policy:

1. Does not accurately reflect our current practices
2. Last revised in 2016
3. Transitioned to new policy format which includes a General Statement of Policy

Policy Changes

II. GENERAL STATEMENT OF POLICY

It is the policy of the school board that student surveys may be conducted as determined necessary by the school and/or district administration and subject to the guidelines in this policy. Surveys, analyses and evaluations conducted as part of any program funded through the U.S. Department of Education must comply with 20 U.S.C. 1232h.

Policy 521.00 Student Surveys

Current Policy:

1. States that no student is required to participate in a survey that contains certain topics.

Policy Changes

No student will be ~~required to participate in~~administered a survey that ~~includes questions that reveal~~ reveals any information concerning the topics listed below, without prior ~~written consent~~notification toof the student's parent or guardian. The student may be provided written notification~~consent~~ if they are 18 years old or older or an emancipated minor.

Policy 521.00 Student Surveys

Current Policy:

1. Lists topics that are considered more sensitive in nature.

Policy Changes

1. Political affiliations or beliefs of the student or the student's parent or guardian;
2. Mental and psychological problems of the student or the student's family;
~~3.~~ ~~Sex~~ Sexual behavior, ~~or~~ attitudes or affiliations;
4. Illegal, antisocial, self-incriminating, or demeaning acts of the student or the student's family;
5. Critical appraisals of individuals with whom the student has close family relationships;
6. Legally recognized privileged or similar relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student of the student's parent or guardian;
8. Cultural practices, affiliations, or beliefs of the student of the student's parent or guardian; or
9. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Policy 521.00 Student Surveys

Current Policy:

1. Contains outdated gendered language

Policy Changes

To the extent that personally identifiable information of a student is contained in ~~his or her responses to a~~ the survey responses, the District will take appropriate steps to ensure the data is protected in accordance with state and federal law.

Recommendation

That the Board of Education approves the proposed revisions to Policy 621.00: Student Surveys

Questions?

521.00 STUDENT SURVEYS

I. POLICY PURPOSE:

Occasionally the school district utilizes surveys to obtain student opinions and information about students. The purpose of this policy is to establish the parameters of information that may be sought in
student surveys.

II. GENERAL STATEMENT OF POLICY

It is the policy of the school board that student surveys may be conducted as determined necessary by the school and/or district administration and subject to the guidelines in this policy. Surveys, analyses and evaluations conducted as part of any program funded through the U.S. Department of Education must comply with 20 U.S.C. 1232h.

III. DEFINITIONS

A. Survey - A survey is a method for collecting data, information, and opinions as reported by students about specific topics. Surveys can include, but are not limited to, paper and digital questionnaires, interviews, evaluations, and focus groups. Tools for assessment of a student's academic understanding are not subject to the procedures in this policy.

IV. CONDUCTING STUDENT SURVEYS

A. All instructional materials, including teacher's manuals, multimedia, or other supplementary materials, which will be used in connection with any survey or evaluation, as well as any third-party survey will be available for inspection by a student's parent or guardian.

B. Upon request, a student's parent or guardian may inspect a third-party survey before the survey is administered to the student.

C. The District may choose not to approve any survey that seeks personal and/or sensitive information that could result in identifying the survey participant, or is discriminatory in nature based on age, race, color, sex, socio economic status, sexual orientation, gender identity or expression, disability, religion, or national origin.

D. No student will be administered a survey that reveals any information concerning the topics listed below, without prior notification to the student's parent or guardian. The student may be provided written notification if they are 18 years old or older or an emancipated minor.

1. Political affiliations or beliefs of the student or the student's parent or guardian;
2. Mental and psychological conditions of the student or the student's family;
3. Sexual behavior, attitudes or affiliations;
4. Illegal, antisocial, self-incriminating, or demeaning conduct of the student or the student's family;
5. Critical appraisals of individuals with whom the student has close family relationships;
6. Legally recognized privileged or similar relationships, such as those of lawyers, medical professionals, and ministers;
7. Religious practices, affiliations, or beliefs of the student of the student's parent or guardian;
8. Cultural practices, affiliations, or beliefs of the student or the student's parent or guardian; or
9. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

E. Even for surveys conducted anonymously, potential exists for personally identifiable information to be provided in response to a survey. To the extent that personally identifiable information of a student is contained in the survey responses, the District will take appropriate steps to ensure the data is protected in accordance with state and federal law.

F. The school district shall give parents and students notice of their rights under this policy.

LEGAL REFERENCES:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat § 121A.065 (District Surveys to Collect Student Information: Parent Notice and Opportunity for Opting-Out
20 US.C. § 1232g (Family Educational Rights and Privacy Act)
20 U.S.C.§ 1232h (Protection of Pupil Rights)
34 C.F.R. Part 99 (Family Educational Rights and Privacy Act Regulations)

CROSS REFERENCES:

Policy 618.00 - Research

POLICY UPDATE

THIRD READING: Policy 618.00 Research

Saint Paul Public Schools

Regular Meeting of the Board of Education

January 20, 2026

Kara Arzamendia, Director of Research, Evaluation and Assessment

Policy 618.00.1 Research

Current Policy:

1. Does not accurately reflect our current practices
2. Last revised in 2008
3. Transitioned to new policy format, which includes Policy Purpose and Definitions

Policy Changes

Policy Purpose: The purpose of this policy is to establish the parameters for conducting research in the district.

III. DEFINITIONS

Data Collection – the process of gathering and measuring information to test hypotheses, answer stated research questions and evaluate outcomes. Methods of data collection include, but are not limited to questionnaires or surveys, interviews and focus groups, observations, and document analysis.

Research – A structured and systematic investigation designed to refine or test a hypothesis or assess a theory that uses observational, experimental, and/or data collection methods to provide reliable, valid, replicable, and generalizable findings. Data could include originally collected data or data that have already been collected through primary sources.

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

Policy 618.00.1 Research

Current Policy:

1. Does not mention the district or programs as a research entity
2. Adds a designee to develop procedures by which research projects may be approved

Policy Changes

- The District may permit educational research by staff members of the school system when the conduct of such projects does not conflict with the major functions of the school~~s~~, district or program.
- The District may permit educational research by outside individuals or organizations when the conduct of such projects does not conflict with the major functions of the school~~s~~, district or program.
- The Superintendent or designee shall develop procedures by which these research projects may be ~~cleared~~ approved.

Questions?

Recommendation

That the Board of Education approves the proposed revisions to Policy 618.00 – Research.

618.00 RESEARCH

I. POLICY PURPOSE

The purpose of this policy is to establish the parameters for conducting research in the district.

II. GENERAL STATEMENT OF POLICY

This policy will give reasonable access to individuals, institutions and organizations to conduct approved research projects, while protecting and contributing to the district's primary responsibility of providing a premier education for all. It is the policy of the school board that research may be conducted as determined necessary by the school and/or district administration, subject to the guidelines in this policy.

III. DEFINITIONS

For purposes of this policy, the following definitions apply:

A. Data Collection: The process of gathering and measuring information to test hypotheses, answer stated research questions and evaluate outcomes. Methods of data collection include, but are not limited to questionnaires or surveys, interviews and focus groups, observations, and document analysis.

B. Research: A structured and systematic investigation designed to refine or test a hypothesis or assess a theory that uses observational, experimental, and/or data collection methods to provide reliable, valid, replicable, and generalizable findings. Data could include originally collected data or data that have already been collected through primary sources.

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

IV. CONDUCTING RESEARCH

1. The District may permit educational research by staff members of the school system when the conduct of such projects does not conflict with the major functions of the school, district or program.

2. The District may permit educational research by outside individuals or organizations when the conduct of such projects does not conflict with the major functions of the schools, district or program.

3. The Superintendent or designee shall develop procedures by which these research projects may be approved.

LEGAL REFERENCES:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
20 US.C. § 1232g (Family Educational Rights and Privacy Act)
20 U.S.C.§ 1232h (Protection of Pupil Rights)
34 C.F.R. Part 99 (Family Educational Rights and Privacy Act Regulations)

CROSS REFERENCES:

Policy 521.00: Student Surveys
Policy 304.00: Record

Policy Update

Board of Education Meeting

January 20, 2025

Rescission of Policy 702.01 - Bonded Officers and Employees

Board of Education Meeting
January 20, 2025

Daniel Moser, Executive Director of Financial Services

Policy 702.01 Bonded Officers and Employees

Current Policy:

1. Last revised 2008.

Policy Changes

1. There were no changes since the second reading.
2. The ask to rescind this policy still stands.

Questions?

Action Requested

- Request the review of Policy 702.01 at the January 20, 2025 Board of Education meeting be considered the third and final reading of the three reading process

~~702.01 BONDED OFFICERS AND EMPLOYEES~~

~~I. BONDED OFFICERS AND EMPLOYEES~~

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

~~LEGAL REFERENCES:~~

~~CROSS REFERENCES:~~

NEW POLICY

THIRD READING:
Policy 606.50 Selection and Reconsideration of Library Material

Board of Education Meeting

January 20, 2026

Craig Anderson, Executive Director of Teaching and Learning

Policy 606.50 Selection and Reconsideration of Library Material

Policy Highlights:

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

606.5 LIBRARY MATERIALS

I. PURPOSE

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

Policy 606.50 Selection and Reconsideration of Library Material

Policy Highlights:

1. Language to address a concern about supervision.

II. GENERAL STATEMENT OF POLICY

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

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

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

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

Policy 606.50 Selection and Reconsideration of Library Material

Policy Highlights:

Definitions:

"Library"

III. DEFINITIONS

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

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

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

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

Policy 606.50 Selection and Reconsideration of Library Material

Policy Highlights:

Definitions:

"Library Collection"

"Library Materials"

"Library Media Specialist"

B. "Library collection" consists of the library materials made available to students.

C. "Library materials" are the books, periodicals, newspapers, manuscripts, films, prints, documents, videotapes, subscription content, electronic and digital materials (including e-books, audiobooks, and databases), and related items made available to students in a school building or through access to electronic materials. This term does not include materials made available to students as part of the curriculum.

D. "Library media specialist" is a teacher holding a Library Media Specialist teaching license issued by the Professional Educator Licensing and Standards Boards and who is trained to deliver library services to students and staff in a library. A library media specialist is authorized under Minnesota Rules to provide to students in kindergarten through grade 12 instruction that is designed to provide information and technology literacy skills instruction, to lead, collaborate, and consult with other classroom teachers for the purpose of integrating information and technology literacy skills with content teaching, and to administer media center operations, programming, and resources.

Policy 606.50 Selection and Reconsideration of Library Material

Policy Highlights:

Materials Selection

IV. RESPONSIBILITY FOR SELECTION OF LIBRARY MATERIALS

A. The school board recognizes the expertise of the school district's library media specialists and the vital need of such staff to be responsible for selection of library materials.

A. While recommendations by administrators, faculty members, students, parents, and other community members may be considered, the final responsibility for selection of library materials shall rest with the library media specialist.

SELECTION OF LIBRARY MATERIALS

A. Selection Criteria: The library materials selection process should result in a library collection that, when considered as a whole, is consistent with the following criteria:

1. Library materials shall support and be consistent with the general educational goals of the state and the district and the aims and objectives of individual schools and specific courses;

2. Library materials shall be chosen to enrich and support the curriculum as well as to promote reading for pleasure by responding to the personal needs and interests of student users;

Policy 606.50 Selection and Reconsideration of Library Material

Policy Highlights:

Must present opposing sides of controversial issues

Must be Inclusive and reflective of students and community

Principle above personal opinion

High Standards of Quality

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

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

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

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

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

a. Artistic quality and/or literary style;

b. Authenticity;

c. Critical thinking;

d. Educational significance;

e. Factual content;

f. High interest for intended audience; and

g. Readability.

Policy 606.50 Selection and Reconsideration of Library Material

Policy Highlights:

Budget

Consultation

Removal of outdated materials

Gifts and Donations

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

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

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

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

Policy 606.50 Selection and Reconsideration of Library Material

Policy Highlights:

Parents / guardians can always request restrictions for their student

V. INDIVIDUAL STUDENT ACCESS TO SPECIFIC LIBRARY MATERIAL

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

Policy 606.50 Selection and Reconsideration of Library Material

Policy Highlights:

1. 3 year waiting period

VI. RECONSIDERATION OF SPECIFIC LIBRARY MATERIAL

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

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

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

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

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

Policy 606.50 Selection and Reconsideration of Library Material

Policy Highlights:

Statues and Legal References

[Draft Procedures]

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

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

Questions?

Action Requested

- That the Board vote to approve the New Policy 606.50: Selection and Reconsideration of Library Material

NEW POLICY: Policy 606.5 Selection and Reconsideration of Library Material

*Adopted:*________________
*Revised:*________________

606.5 LIBRARY MATERIALS

I. PURPOSE

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

II. GENERAL STATEMENT OF Policy

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

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

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

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

III. DEFINITIONS

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

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

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

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

B. "Library collection" consists of the library materials made available to students.

C. "Library materials" are the books, periodicals, newspapers, manuscripts, films, prints, documents, videotapes, subscription content, electronic and digital materials (including e-books, audiobooks, and databases), and related items made available to students in a school building or through access to electronic materials. This term does not include materials made available to students as part of the curriculum.

D. "Library media specialist" is a teacher holding a Library Media Specialist teaching license issued by the Professional Educator Licensing and Standards Boards and who is trained to deliver library services to students and staff in a library. A library media specialist is authorized under Minnesota Rules to provide to students in kindergarten through grade 12 instruction that is designed to provide information and technology literacy skills instruction, to lead, collaborate, and consult with other classroom teachers for the purpose of integrating information and technology literacy skills with content teaching, and to administer media center operations, programming, and resources.

IV. RESPONSIBILITY FOR SELECTION OF LIBRARY MATERIALS

A. The school board recognizes the expertise of the school district's library media specialists and the vital need of such staff to be responsible for selection of library materials.

B. While recommendations by administrators, faculty members, students, parents, and other community members may be considered, the final responsibility for selection of library materials shall rest with the library media specialist.

SELECTION OF LIBRARY MATERIALS

A. Selection Criteria: The library materials selection process should result in a library collection that, when considered as a whole, is consistent with the following criteria:

1. Library materials shall support and be consistent with the general

educational goals of the state and the district and the aims and objectives of individual schools and specific courses;

2. Library materials shall be chosen to enrich and support the curriculum as well as to promote reading for pleasure by responding to the personal needs and interests of student users;

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

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

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

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

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

    a. Artistic quality and/or literary style;

    b. Authenticity;

    c. Critical thinking;

    d. Educational significance;

    e. Factual content;

    f. High interest for intended audience; and

    g. Readability.

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

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

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

11. Gifts and Donations of Library Materials-

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

12. Any work performance issues of library media specialists shall be investigated and handled by the principal, following the HR discipline rules and the contractually agreed upon process.

V. INDIVIDUAL STUDENT ACCESS TO SPECIFIC LIBRARY MATERIAL

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

VI. RECONSIDERATION OF SPECIFIC LIBRARY MATERIAL

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

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

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

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

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

Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)

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

Procedure

606.5.1 RECONSIDERATION OF LIBRARY MATERIALS

I. Informal Request for Reconsideration of Specific Library Material

A. Requests for reconsideration of specific library material shall be directed to the library media specialist and/or the building principal. The building principal and/or the library media specialist shall assume responsibility for processing the request on an informal basis.

B. The building principal and/or the library media specialist shall provide an explanation to the individual who submitted the request. The explanation shall include the particular selection criteria that the material in question met in order to be included in the library as curriculum support or as an independent reading choice for students in the building.

C. If the request is not resolved informally, the principal shall convene a school-level review committee.

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

A. A Formal Request for Reconsideration of specific library material is initiated upon submission of a completed *Formal Request for Reconsideration of Specific Library Collection Material* form. The form must be completed in its entirety for each work that is subject to a request for reconsideration. The complainant must acknowledge that they have read the complete work before submitting a request for reconsideration.

B. The complainant fills out a Request for Library Materials Reconsideration form. This form is available from staff in the school's main office and online.

C. The completed form is then submitted to the school's main office.

D. The principal shall, within 10 teaching days after receiving the complaint, bring together a committee that includes a building administrator, 2 classroom teachers, 1 school support staff or parent/guardian volunteer, and a licensed library media specialist (not assigned to that school).

E. The committee will evaluate the challenged material for appropriateness and determine one of the following courses of action:

1. Retain the item in question for unrestricted use by students.

2. Attempt to accommodate the complainant without denying access to the item in question to all students.

3. Make the item in question no longer available to students.

F. The Principal shall inform the complainant of the committee's decision.

G. If the complainant or any staff member involved is not satisfied with the decision reached by the school-level review committee, they may appeal to the District Level Library Materials Review Committee. The appeal must be submitted to the principal within 7 school days of receiving the decision.

III. District Level Reconsideration Appeal of Specific Library Collection Material

A. In the event of an appeal to the district review committee, the Superintendent or the Superintendent's designee shall appoint a Library Materials Review Committee (Review Committee). This committee shall include:

1. One member of the school district administration
2. One principal
3. Two teachers
4. One library media specialist or district-level library media specialist
5. Two members of the school district community with no direct connection with the request for reconsideration
6. Two student representatives (for challenges at secondary schools)

B. The Review Committee shall establish a date within 30 days of receiving the appeal upon which it will discuss the request and whether the specific library collection material conforms to the selection criteria set forth in this policy.

C. The Review Committee

1. may consult individuals, organizations, and other resources with relevant professional knowledge on school library material;
2. shall examine the specific library material as a whole;
3. shall examine the specific library material as to its conformance with the criteria for selection of library materials; and
4. shall submit a written report to the Superintendent or the Superintendent's designee containing the Review Committee's decision on whether to retain, to remove, or to take other action regarding the specific library material.

D. The complainant shall have the right to appeal the decision of the District Level Review Committee to the school board.

E. In compliance with *Minn. Stat. § 134.51* the Superintendent or the Superintendent's designee will report the reconsideration of the specific library material and the results of the reconsideration process to State Library Services via their online form.

REQUEST FOR LIBRARY RECONSIDERATION FORM

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

Complainant Information

Name:	Phone Number:	Check one: ☐ Student ☐ Parent ☐ Guardian
Address:		

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

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

Action Requested

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

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

- ☐ Yes
- ☐ No

Signature	Date

(required to move forward with reconsideration)

Policy Update

THIRD READING:
Policy 504.00: Drug Free Schools

Saint Paul
PUBLIC SCHOOLS

Regular Meeting of the Board of Education
January 20, 2026

Reason for Update

Policy 504.00 was last updated in 2008.

- Current Policy
- Updated Draft Policy

Review Committee:

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

Policy Purpose

Does not exist in current policy

POLICY PURPOSE:

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

General Statement of Policy

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

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

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

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

Definitions

1. “Alcohol” includes any alcoholic beverage, malt beverage, fortified wine or other intoxicating liquor.

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

3. “Toxic substances” includes glue, cement, aerosol paint or other substances used or possessed with the intent of inducing intoxication or excitement of the central nervous system.

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

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

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

Definitions

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

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

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

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

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

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

Exceptions

It shall not be a violation of this policy for a parent/guardian to possess on, at, or in a school or work location, for his or her student's own use, a controlled substance and associated necessary paraphernalia for which the student has a current physician's prescription. The parent/guardian and student shall comply with the District's student medication policy and relevant procedures established by District administration.

A. Minors are not permitted to possess controlled substances in a school or work location except with the express permission of the superintendent, or their designee. When such express permission is given, the minor shall comply with any other relevant procedures established by District administration.

Enforcement

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

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

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

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

QUESTIONS

Recommendation

That the Board of Education approved the proposed revisions to Policy 504.00 – Drug Free Schools.

504.00 DRUG-FREE SCHOOLS

I. POLICY PURPOSE:

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

II. GENERAL STATEMENT OF POLICY

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

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

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

III. DEFINITIONS

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

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

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

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

E. "Possess" means to have on one's person, in one's effects or in an area subject to one's control.

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

IV. EXCEPTIONS

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

B. Minors are not permitted to possess controlled substances in a school or work location except with the express permission of the superintendent, or their designee. When such express permission is given, the minor shall comply with any other relevant procedures established by District administration.

V. ENFORCEMENT

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

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

LEGAL REFERENCES:

Minn. Stat. § 340A.403 (3.2 Percent Malt Liquor Licenses)
Minn. Stat. § 340A.404 (Intoxicating Liquor; On-Sale Licenses)
Minn. Stat. § 609.684 (Sale of Toxic Substances to Children; Abuse of Toxic Substances)
Minn. Stat. § 624.701 (Liquor in Certain [School] Buildings or Grounds)
Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)
Minn. Stat. § 152.22, subd. 6 (Definitions - Medical Cannabis)
Minn. Stat. § 152.23 (Limitations - Medical Cannabis)
Minn. Stat. § 342.09 (Personal Adult Use of Cannabis)
Minn. Stat. § 342.56 (Limitations) 20 U.S.C. §§ 7101-7140, 7161-7165
20 U.S.C. §§ 7101-7140, 7161-7165 (Safe and Drug-Free Schools and Communities Act)
21 U.S.C. § 812 (Schedules of Controlled Substances)
41 U.S.C. §§ 702, 703, 706, 707 (Drug-Free Workplace Act)
21 C.F.R. §§ 1308.11-1308.15 (Controlled Substances)
34 C.F.R. Part 84 (Government-wide Requirements for Drug-Free Workplace)

CROSS REFERENCES:

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

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

January 20, 2026

Part I

Saint Paul Public Schools

Purpose

Report the progress on the following of B.I.G.G. student outcome goals:

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

About the Data

- **Interest Inventory** - Source: SPPS Office of College and Career, Xello Platform
    - Matchmaker inventory - Administered in 8th grade via Foundations
    - Personality Style inventory - Administered in 9th grade counseling lesson
    - Skills Lab inventory - Administered in 10th grade via counseling lesson

Results

Completed a Career Inventory by Grade Level Data pulled 1/6/2026				
Grade Level	Y	N	Total	% Complete
12th (class of 2026)	2059	572	2631	78.26%

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

Career Pathways

Each comprehensive high school will offer four **Career Fields** with at least one stackable **Career Pathway** for each field. *Career Fields* allow students to gain foundational career knowledge and skills.

- Career Pathways must be in high wage and in-demand areas
- Students may find out that the career pathway is not for them and switch pathways.
- Work-based Learning Coordinators

[Career Pathways Courses per School]

Districtwide Programs

Emergency Medical Technician (EMT)

- EMT Positions and Pre Med Studies
- 9 college credits and EMT certification
- St Paul Fire and Century College

Certified Nursing Assistant (CNA)

- Direct Patient Care Experience
- College Credit and CNA Certification
- St. Catherine's University

Automotive Service Technician

- Knowledge in automotive industry
- State of the art shop with 14 sub bays
- Automotive Service Excellence Certification (ASE Cert)

Districtwide Programs Continued

Education Pathway

- Culturally Relevant Instruction and intern with SPPS teacher
- College Credit
- Minneapolis College & University of Minnesota

Finishing Trades

- Hands on 80% of course
- Drywall, industrial painting, etc.
- Finishing Trades of the Upper Midwest

Operating Engineers

- *NEW* for seniors heavy machine operation
- College and Apprenticeship Credits
- Local 49 and Houston Public Schools

Districtwide Programs Continued

Spring Internships

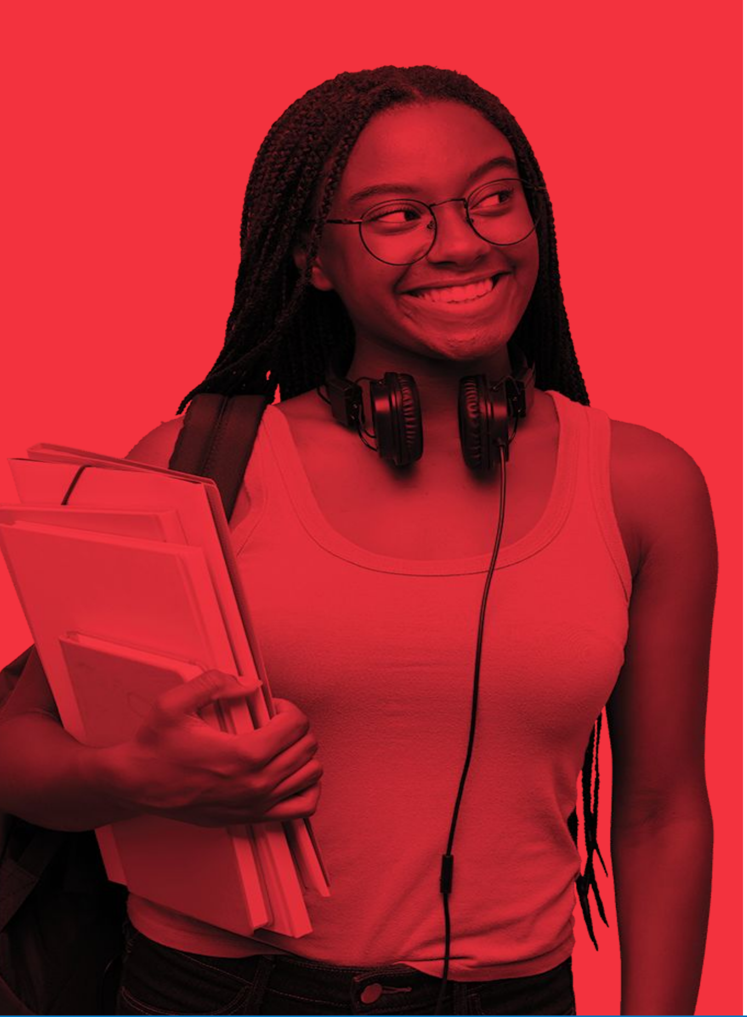
- Explore different careers
- Paid industry, on-the-job learning
- City of St. Paul's Right Track Program

Industry Certification

- Explore career interests
- OSHA, CPR/First Aid, Microsoft Excel and many more
- Complete two certs, earn a stipend

Senior Survey Response

My classes helped me choose a career that I want to explore more. Source: Senior Survey			
	2023	**2024**	**2025**
No, but I learned what I do not want to do.	38%	38%	35%
No, I didn't learn anything about careers.	8%	7%	5%
Yes, I found a career I want to further explore.	54%	56%	59%



Action Steps for SY25-26

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

Thank You

SECOND READING
Policy 701.00 - INVESTMENT AND BANKING

Saint Paul Public Schools

Board of Education Meeting
January 20, 2026

Daniel Moser, Executive Director of Financial Services

Policy 701.00 Investment and Banking

Current Policy:

1. Last revised 2013.

Policy Changes

1. Merging three (3) policies into one (1) - 701.00 (Banking), 703.00 (Annuities), 705.00 (Investments)

2. Transition to the new format

3. **New Sections:** Policy Purpose - Ensure responsible management of district finances - Align investments with goals and risk tolerance, promote transparency/accountability/and long-term financial health.

4. **New Section:** General Statement of Policy - This policy provides a structured framework for managing the District's financial assets and banking operations to ensure regulatory compliance, protect public resources, and promote long-term financial sustainability aligned with its educational mission.

Policy 701.00 Investment and Banking

Current Policy:

Policy Changes

5. **<u>Approve back to Designate</u>** - Changed back per the counsel's office and state statute 118A.02.

6. **<u>New Section:</u>** Electronic Fund Transfer (EFT) - The School Board annually delegates EFT authority to the Superintendent or designee, requiring documented approvals, transaction records, and compliance reporting to ensure secure and controlled fund transfers. This also eliminates an audit finding.

7. **<u>Added Bullet Point 3:</u>** The School District shall divest from all fossil fuel and private prison investments in accordance with the adopted resolutions.

Policy 701.00 Investment and Banking

Current Policy:

Policy Changes

8. **<u>Position Title</u>** - Chief Business Officer to Superintendent or designee

9. **<u>Strike Out</u>** - Every time funds are available going after several firms for quotes. MSDLAF (Minnesota School District Liquid Asset Fund) and PTMA.

10. **<u>Position Title</u>** - Chief Business Officer to Superintendent or designee

11. **<u>Position Title</u>** - Chief Business Officer to Superintendent or designee

Policy 701.00 Investment and Banking

Current Policy:

Policy Changes

13. **Legal Reference** - Added 471.38 Subd. 3 referencing Electronic Fund Transfers (EFT)

14. **Cross-Reference** - Added Board File 33016 and 33017 - Resolutions preventing fossil fuels and private prisons.

Action Requested

- Request the review of Policy 701.00 at the January 20, 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 and final Reading

Questions?

Next:
Third Reading at Regular Meeting on March 17, 2026

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

Saint Paul
PUBLIC SCHOOLS

Board of Education Meeting
January 20, 2026

Daniel Moser, Executive Director of Financial Services

Policy 703.00 Annuities & Policy 705.00 Investments

Current Policy:	Policy Changes:
	1. Asking to rescind these policies, moved both to policy 701.00 now the Investment and Banking policy.

Action Requested

- Request the review of Policies 703.00 and 705.00 at the January 20, 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 and final Reading

Questions?

Next:
Third Reading at Regular Meeting on March 17, 2026

SECOND READING
Policy 706.00 - GRANTS AND GIFTS

Board of Education Meeting
January 20, 2026

Daniel Moser, Executive Director of Financial Services

Policy 706.00 Grants and Gifts

Current Policy:

1. Last reviewed in 2008.

Policy Changes

1. Transitioned to new policy format.

2. **New Section:** Policy Purpose - This policy sets guidelines for managing grants and gifts to ensure they support the district's mission, uphold transparency and accountability, comply with legal standards, and build trust with donors and stakeholders.

3. **New Section:** General Statement of Policy - This policy ensures all fundraising and gift-related activities reflect integrity, accountability, and the highest standards of professionalism and public trust.

Policy 706.00 Grants and Gifts

Current Policy:

Policy Changes

4. **<u>Change</u>** - more substance to the previous policy.

➔ 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.

➔ I would also like to mention that once it become district property it becomes public property and we have to follow and make sure it uses meet what is called "public purpose".

- Public purpose means doing things that benefit the community as a whole—like improving health, safety, education, or the economy—rather than helping private individuals or businesses.

Action Requested

- Request the review of Policy 706.00 at the January 20, 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

Questions?

Next:
Third Reading at Regular Meeting on March 17, 2026

Adopted: *1974* *Saint Paul Public Schools Policy* *701.00*
Revised: *5/2/1995; 6/17/2008; 2/13/2013;* ***XX/XX/2025***

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 all EFT transactions shall be 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

~~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:~~

706.00 GRANTS AND GIFTS

I. POLICY PURPOSE

This policy sets guidelines for managing grants and gifts to ensure they support the District's mission, uphold transparency and accountability, comply with legal standards, and build trust with donors and stakeholders.

II. GENERAL STATEMENT OF POLICY

The District is committed to the ethical and transparent solicitation, acceptance, and management of grants and gifts that support its mission and strategic priorities. All contributions must be consistent with applicable laws, donor intent, and District values, and will be handled with integrity, accountability, and responsible stewardship. This policy applies to all staff and representatives involved in fundraising, grant acquisition, and gift administration, ensuring that all activities reflect the highest standards of professionalism and public trust.

III. GRANTS AND GIFTS

The School Board encourages the acceptance of grants, gifts, and bequests that support the district's mission and educational goals. The Board may accept, on behalf of and for the School District, a bequest or gift of money or property for a purpose it deems suitable, and utilize such resources as designated. All donations must align with district policies, avoid undue obligations, and not promote commercial interests. Staff must seek approval before soliciting or accepting grants and gifts, with larger donations requiring higher levels of authorization, including formal Board approval. Gifts valued at $5,000 or less are for informational purposes only. All gifts exceeding $5,000 must receive approval from the Board. Accepted grants and gifts become district property and must be documented, acknowledged, and used according to donor intent and district priorities. The Superintendent or designee oversees implementation and ensures transparency.

~~The Board may accept, on behalf of and for the School District, a bequest or gift of money or property for a purpose deemed by the Board to be suitable, and to utilize such money or property so designated.~~

LEGAL REFERENCES:

Minn. Stat. § 123.40, Subd. 6
Minn. Stat. § 465.03

CROSS REFERENCES:

None