INDEPENDENT SCHOOL DISTRICT NO. 625

Saint Paul, Minnesota

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

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

February 17, 2026
5:30 p.m.

MINUTES

1. CALL TO ORDER

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

2. ROLL CALL

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

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

3. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Director Ward moved approval of the order of the main agenda with two amendments – to remove the Policy Update - THIRD READING: Policy 701.00 - Investment and Banking and THIRD READING: Rescissions of Policy 703.00 - Annuities & Policy 705.00 – Investments, as well as the addition of a discussion of a revision to Resolution Establishing Process for Filling Board Vacancy, to be added to Further Items that Require Board Action. The motion was seconded by Director Franco.

The motion was approved by roll call vote:

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

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

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

4. RECOGNITIONS

BF 34573 Acknowledgement of Good Work Provided by Students

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

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

BF 34574 Acknowledgment of Good Work Provided by Outstanding District Employees

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

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

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

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

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

2. Washington Technology High School's David Quosig was named the National Association for Urban Debate League's Coach of the Year. He is the first ever MN Urban Debate League coach to win this prestigious national honor in the organization's 20 year history.

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

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

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

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

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

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

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

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

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

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

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

5. PUBLIC COMMENT

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

6. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

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

The motion was approved by roll call vote:

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

7. APPROVAL OF THE MINUTES

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

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

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

The motion was approved by roll call vote:

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

8. COMMITTEE REPORTS

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

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

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

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

MOTION: Director Ward moved to accept the report on the February 4, 2026 Committee of the Board meeting and approve the recommended motions and minutes of that meeting as published. The motion was seconded by Director Carrillo.

The motion was approved by roll call vote:

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

9. FUTURE MEETING SCHEDULE

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

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

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

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

10. SUPERINTENDENT'S ANNOUNCEMENTS

Superintendent Stanley noted that last Friday, we lost a dear member of our Johnson community, Mr. Senar, and sent care to his family, both personal and his SPPS family who are hurting with this loss.

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

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

11. INFORMATIONAL AGENDA ITEMS – PART 1

A. FIRST READING: Benjamin E. Mays Name Change

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

QUESTIONS/DISCUSSION:

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

12. AGENDA ITEMS THAT REQUIRE BOARD ACTION

A. Consent Agenda

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

The motion was approved by roll call vote:

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

1. Gifts

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

That the Board of Education approve these donations under $5,000 from December 1-December 31, 2025, which shall be used as public purpose and to assist in fulfillment of public education for Saint Paul Public Schools students.

BF 34576 Gift Acceptance from Ecolab to Cherokee Heights

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

BF 34577 Gift Acceptance from Laurel Dietrick Parks Foundation

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

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

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

2. Grants

BF 34579 Minnesota Vikings High School Girls Flag Football Grants

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

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

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

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

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Education's Grow Your Own Pathway for Adults Grant program; to accept funds; and to implement the project as specified in the award documents.

3. Contracts

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

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

4. Agreements

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

That the Board of Education authorize the Department of Health and Wellness to renew the contract agreement with Helen Keller International (HKI) to provide school-based vision services from July 1, 2026,

and renew annually until either St. Paul Public Schools or Helen Keller International terminate this agreement.

BF 34584 St. Cloud Professional Preparation Agreement

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

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

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

5. Administrative Items

BF 34586 Monthly Operating Authority

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

Human Resources Transactions

BF 34587 Transactions for January 1 – January 31, 2026

BF 34588 Approval of Pay Equity Implementation Report

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

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

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

BF 34590 Facilities Department FY26 Purchases over $175,000

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

BF 34591 Phase Gate Approval of the FY26 Instructional A/V Replacement Program at Mississippi Elementary and Nokomis Montessori South (Project # 0680-26-01): Gate #3 – Project Budget

That the Board of Education approve the FY26 Instructional A/V Replacement Program at Mississippi Elementary and Nokomis Montessori South (Project # 0680-26-01) at Phase Gate Check #3 – Project

Budget; setting the final project budget at $2,230,000 and indicating direction to proceed with construction bidding.

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

That the Board of Education approve the FY26 Multi-Site Flooring Replacement Program (Project # 0225-26-01) at Phase Gate Check #3 – Project Budget; setting the final project budget at $1,987,000 and indicating direction to proceed with construction bidding.

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

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

BF 34594 Phase Gate Approval of the FY27 Fire Safety Program at L'Etoile Du Nord French Immersion School and Harding High School (Project # 0652-27-01): Gate #3 – Project Budget

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

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

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

BF 34596 Phase Gate Approval of FY24 Paving Program at John A. Johnson and Groveland Elementary (Project # 0800-24-01): Gate #5.2 – Project Final Fiscal Close-out

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

BF 34597 Phase Gate Approval of FY25 Fire Safety Program at Hubbs Center, Belvidere Early Learning, E-STEM Middle School, Early Childhood Hub East, and Early Childhood Hub West (Project # 0652-25-01): Gate #5.2 – Project Final Fiscal Close-out

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

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

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

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

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

6. Bids

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

That the Board of Education award the Bus Garage Slab Replacement project (Project # 9020-26- 01) to Versacon for a lump sum base bid of $197,195.

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

That the Board of Education approve the award of Bid No. A26-6174 for the FY26 Roofing Replacement Program at Battle Creek Elementary and Wellstone Elementary (Project # 0175-26- 01) to Reiling Construction for a lump sum base bid plus Alternate#1 of $3,568,456.

7. Change Orders

ITEMS PULLED FOR SEPARATE CONSIDERATION – None

FURTHER AGENDA ITEMS THAT REQUIRE BOARD ACTION

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

Chief Sager and partners from PTMA then presented this report.

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

A presentation was also shown, in which the purpose was reviewed, including that these full-term Certificates of Participation will fund construction at Bruce Vento Elementary, various capital deferred maintenance projects, additions to, and repairs at Barack and Michelle Obama Elementary, Hidden River

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

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

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

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

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

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

DISCUSSION/QUESTIONS:

- None

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

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

The motion was approved by roll call vote:

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

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

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

needs assessment and development of short- and long-term goals. The parameters of the goals were reviewed.

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

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

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

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

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

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

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

The resolution was reviewed in the areas of:

- Staff proficiency
- Student achievement
- Staff retention

- Family partnership

The workgroup members were also recognized for their work.

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

DISCUSSION/QUESTIONS:

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

- She also requested information on the next steps, and the monitoring framework that would be developed prior to June 23rd, and for the Board to determine the ways in which that information would be shared publicly.
- Director Carrillo deeply thanked the group for their sacrifice. He acknowledged that this project wasn't just "work," but a significant emotional and personal investment that took time away from their families and disrupted their normal routines. He applauds the content of the resolution regarding Hmong culture and history, and believes it is a meaningful step toward doing what is best for the students and the community. He also requested clarification on the practical implementation of professional development for staff and success related to that goal, including breadth and depth of professional development, time commitment, and the learning curve. Response: The timeline is a lifelong commitment, including the highest measure of success as educational equity, and updated standards for educators including equivalency and continuous learning. The work is perpetual, and the commitment to the Hmong community should be the blueprint for how the district supports all marginalized populations. There may never be a finished "end state." Instead, the goal is a permanent, active commitment to truth in history.
    - Director Carrillo appreciated the commitment is not just a number, but an attitude.
- He also noted questions about job-embedded professional development, which was an ARP funded commitment that "sunset-ed" in 2025. Because that funding ended, the district no longer has the formal "structure" in place to support that specific type of training. Is there a way to reframe that for flexibility so that doesn't stall this work? Response: To avoid stalling the initiative with rigid or outdated language, the participants agreed to reframe the proposal. The final consensus established a clear distinction between two types of engagement: mandatory, district-led professional development conducted during the standard duty day, and affinity groups, which are to remain strictly voluntary. By utilizing existing district training structures, the group hopes to make the cultural education a requirement while respecting the personal choice of staff regarding affinity participation.
- **Director Allen requested information on the fiscal responsibility for this work,** asking administration to clarify if a formal budget is currently attached to the proposal and what the official approval process would entail. Beyond the finances, she also highlighted a significant opportunity for alignment across the district's equity initiatives. She noted that many of the goals within this Hmong-specific resolution—such as improving academic performance and cultural competency—echo the needs previously identified in reports regarding African American students. Consequently, the speaker questioned how much of this framework should remain specific to the Hmong community versus being adopted as a universal standard for serving all students of color and "undoing" systemic inequities across the entire district. Response: Dr. Stanley noted that she has had conversations with her team and there needs to be foundational training, and that training would be embedded into what is already provided, including Science of Reading and others, and ways to ensure it is an element of any training that is provided in a way that takes into consideration the multiple ethnicities and races within the district. She also noted hearing the need to be reflected in the curriculum – at every school across the district. It is a reframing in providing professional development.
    - Director Allen noted a strong commitment to systemic equity within the district, advocating for a "targeted universalism" approach where supporting specific groups, such as Hmong, Black, Latinx, and East African communities, ultimately benefits the entire student body. They emphasize that professional development and student achievement must remain the top priorities, but argue that these initiatives should not be temporary board projects; rather, they must be deeply embedded into the district's infrastructure to ensure they last for the next century. While the speaker fully supports the vision, they admit to feeling uneasy

regarding the timeline for decision-making and the financial implications. Specifically, they wonder how the costs for affinity spaces and specialized strategies can be integrated into the general operational budget so that equity becomes a natural part of "how we do business" at SPPS, rather than a vulnerable, isolated line item. Response: Dr. Vang noted that the group did not start with a budget in mind, which may need to be a conversation, but it was about how to improve our current work, with current existing practices that can be changed. There are professional dollars set aside, and to offer options. It is not to make the budget more, but flexibility in the budget for professional development.

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

these objectives don't exist in a vacuum but are instead woven into mandatory state requirements—such as the Science of Reading and math training—so students can "see themselves" in their daily lessons. Ultimately, the administration suggests that a brief delay would allow them to collaborate with staff and the board to ensure the goals are "doable" and "measurable," aiming for a finalized integration by the late June or early July strategic plan rollout.

- Director Carrillo framed the proposed resolution as a vital statement of values and a community-driven blueprint for student achievement that should not be delayed by administrative "nitpicking." While acknowledging concerns regarding budget and the "real estate" of teacher time, he noted that the resolution's goals are eminently doable because they align with the district's existing narrative of culturally responsive instruction. Rather than viewing the Hmong-specific focus as exclusionary, the speaker sees it as a model that could eventually be scaled for all cultural groups. While the speaker recognizes the administrative unease regarding overlapping timelines with the upcoming strategic plan, he suggests that moving forward now captures essential momentum. To bridge the gap, the speaker proposes a "modest" middle ground: potentially refining the most rigid metrics or dates to ensure feasibility while still committing to the resolution's core intent, trusting that the future strategic plan will eventually supersede and support these goals.
- Director Henderson noted appreciation of Director Carrillo's points. She noted the work of the work group which was to bring information received from community, and what they believed, based on the data, would have the largest impact to the students, families, and staff. She pushed back against the notion that investing in a specific community—in this case, Hmong students and families—is an isolated or "standalone" effort. Drawing on the principle that supporting one group inherently strengthens the district's overall infrastructure for things like biliteracy and cultural access, she noted that this resolution should naturally align with, rather than conflict with, any future strategic plan. While acknowledging the significant workload this places on an already stretched administration, she emphasized that a resolution is a "charge" to leadership to figure out the logistics, not a finished operational manual. Ultimately, she noted that the district must show the community they are taking this work seriously now, expressing a willingness to stay at the table as long as necessary to bridge the gap between high-level values and district implementation.
- Director Allen noted that passing this resolution cannot be a passive act; it requires a level of intentionality that the district may not currently be equipped to fulfill. While teachers and staff have the best intentions, she warned against the assumption that these goals will be met through existing momentum alone. By advocating for specific, intentional actions—such as a comprehensive Saint Paul history curriculum that spans elementary through high school— Director Allen illustrated how the Hmong community's story is an essential thread in the city's broader tapestry. Ultimately, she argued that while this framework should eventually be available to all cultural groups to identify their specific needs, the work must start with a dedicated, focused effort to ensure the Hmong community is truly seen, understood, and integrated into the district's core identity.
- Director Valliant disagreed with the characterization of the resolution as a mere statement of values, defining it instead as a concrete list of **commitments**. By pointing to the inclusion of specific, time-bound SMART goals, she noted that the intent of the drafting group was not just to express a sentiment, but to mandate specific actions within a clear timeline. The resolution functions as a "call to do something," rather than a symbolic document. By inviting the group members to correct this interpretation, the speaker reinforces that the board is not just endorsing a philosophy, but is voting on a specific, measurable plan of action that carries the weight of a professional obligation.
- Director Vue also noted a statement, which includes that he was very involved in this work and is confident in um being informed from our staff and being informed from among parents, staff and students. He then provided the below statement:

- *"As you already know, today will be my last day as board director for SPPS and I want to tell you how proud I am of every single one of you, and I'm talking about the H.M.O.N.G. Project work group, home project work group. I also want to say how very proud I am of the Hmong community. This work in the H.M.O.N.G. Project has long been overdue. Our students' needs matter, our parents' needs matter and our staffs' needs matter. And no matter what my colleagues vote today I want you all to know that these truths will never change."*

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

tracking and parental communication—utilize systems already in place. She expressed concern that the board is becoming overly fixated on specific percentage targets in the first goal at the expense of the broader plan, emphasizing that further delays would fail the students who have already voiced their needs in focus groups.

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

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

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

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

Director Vue seconded the motion.

The motion was approved by roll call vote:

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

Director Franco Yes

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

Chief Sager then introduced this report.

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

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

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

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

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

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

The full presentation can be found in the BoardBook.

DISCUSSION/QUESTIONS:

- None

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

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

The motion was approved by roll call vote:

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

Director Allen	Yes
Director Carrillo	Yes
Director Franco	Yes

D. Policy Update

a. THIRD READING: Policy 706.00 - Grants and Gifts

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

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

DISCUSSION/QUESTIONS:

- None

BF 34605 THIRD READING: Policy 706.00 - Grants and Gifts

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

The motion was approved by roll call vote:

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

The full presentation can be found in the BoardBook.

E. Amendment to Board Vacancy Resolution

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

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

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

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

BF 34606 Amendment to Board Vacancy Resolution

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

The motion was approved by roll call vote:

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

13. INFORMATIONAL AGENDA ITEMS

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

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

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

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

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

QUESTIONS/DISCUSSION:

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

B. Policy Update

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

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

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

QUESTIONS/DISCUSSION:

- None

14. BOARD OF EDUCATION

A. Information Requests/Responses and Items for Future Agendas

- None

B. Board of Education Reports/Communications

- None

15. ADJOURNMENT

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

The motion was approved by roll call vote:

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

The meeting adjourned at 10:27 p.m.

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

Prepared and submitted by:
Sarah Dahlke

Assistant Clerk, St. Paul Public Schools Board of Education