

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota

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

August 5, 2026
4:30 p.m.

MINUTES

1. CALL TO ORDER

The meeting was called to order at 4:33 p.m. by Vice Chair Valliant.

2. ROLL CALL

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

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

3. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

4. SUPERINTENDENT'S ANNOUNCEMENTS

Superintendent Stanley noted it was National Night Out the previous day, and she and her family attended the celebration at Parque de Castillo, as well as the Transportation Museum on Jackson Street. She noted the partners in the community.

Director Valliant noted her experience at MLK with her children for National Night Out, as well as a basketball tournament at the event.

5. SPPS 2033: STRATEGIC PLAN

Dr. Gray Akyea, Senior Executive Officer of Equity, Strategy, and Innovation, presented an overview of the district's seven-year strategic plan, SPPS 2033, to the Board of Education in preparation for formal approval at the August board meeting. Rooted in Superintendent Dr. Stanley's initial 100-day report, the plan was crafted through extensive cross-functional collaboration and three waves of community engagement involving over 3,000 stakeholders, including parents, district staff, and high school students.

The strategy focuses on three core priority areas—Excellence in Instruction, Deliberate Inclusion, and Sustainable Infrastructure—each broken down into specific topics and actionable benchmarks:

- **Excellence in Instruction:** Focuses on reducing the achievement gap, academic acceleration, continuous improvement, and literacy consistency, with three benchmarks per topic.
- **Deliberate Inclusion:** Addresses discipline and belonging, family communication and language access, special education programming, and staff retention and recruitment.
- **Sustainable Infrastructure:** Targets marketing and enrollment recovery, resource allocation models, and a parallel 18-month facilities portfolio analysis supported by an advisory task force.

Following board approval, the district plans a staggered, three-year implementation rollout managed jointly by the Innovation Office and the Research, Evaluation, and Assessment team. Monitoring will rely on implementation metrics, impact metrics, and long-term student outcomes displayed via internal and public dashboards, alongside oversight from external monitoring committees.

The initial transition period from August through November will center on finalizing technical language, prioritizing benchmarks, mapping community partnerships, and aligning the strategy with future budget cycles (FY 28). Communication will roll out in phases starting internally; 200 district leaders received an initial preview, and staff toolkits will be distributed for opening week, followed by ongoing district-wide and public outreach over the plan's seven-year span.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Carrillo requested information on the specific mechanisms that will be used to monitor implementation and gather feedback on the new methodology. Rather than repeating past mistakes of simply instructing leaders to execute changes without support, the goal is to establish a clear feedback loop involving school leaders, staff, and families—all of whom played a key role in developing the initiative and remain central participants. Ultimately, defining these communication channels and evaluation tools will ensure the methodology is applied faithfully and allow leadership to present a transparent, accountable process to the public. Administration noted this, and will plan to bring back more information.
- Director Franco requested information on the strategy formation action teams, and the tools, and reports that were utilized to form their strategy actions, and ways they informed that strategy. Response: Co-led by topic-area leaders selected and approved alongside Dr. Stanley, the project teams launched their work with a two-day orientation and cultural proficiency training to ensure equity was fully embedded in their design approach. Supported by project managers and regular sessions with Dr. Landrau, the teams met at least twice a week to conduct thorough literature reviews, analyze operational data, and define core strategic challenges. Using a data-driven process, they established objectives, SMART goals, and high-level feasibility and budget plans. Ultimately, the teams synthesized their findings into formal proposals and presentations for consultancies and the advisory task force, continuously refining their strategic action plans through iterative feedback.
- There was also further discussion on the challenges and how they were developed and their use in the development of strategies. Response: Early in the design process, Dr. Landrau and the team focused on structuring the strategic plan to directly address the root causes of organizational issues by defining the problem with high specificity. To ensure the strategy matched the true scale

of these challenges, they conducted a comprehensive review of relevant literature and the broader landscape—such as discipline and belonging—to pinpoint the exact strategic challenge facing SPPS. They then engaged both the strategy formation action teams and the advisory task force to identify a pervasive, long-standing, and complex organizational issue that previous attempts had failed to resolve, ultimately landing on a single, unified strategic challenge to guide their benchmarks and solutions.

- Director Franco noted deep gratitude to the team—specifically highlighting Dr. Landrau and their colleagues—for their intentionality throughout the task force process. They emphasize that beyond reviewing extensive literature, the task force actively conducted field research to align strategies with best practices. Acknowledging that the strategy action teams will manage implementation, he also noted that while the public school district faces long-standing challenges, the thoughtful and crafted nature of these new strategies gives them confidence in the potential to create real change.
- Director Allen noted she can see the positive impacts of this plan into the future at a high governance level, but also requested information about how this information will be relayed to parents and families. Response: Parents generally find it difficult to connect with high-level, district-wide initiatives, caring much more about the direct impact on their child's specific classroom and teachers. For a major strategy to succeed, all district staff must understand and implement it consistently across every school, ensuring families receive clear, regular updates from their own teachers. Effective district communication requires balancing high-level strategy with tangible, ground-level reality. As demonstrated with American Rescue Plan funding, launching a big initiative involves presenting overall spending strategies and data dashboards, but truly engaging the community depends on highlighting real-world results. Creating classroom case studies—such as videos featuring individual teachers and students in action—bridges the gap between broad administrative goals and everyday learning.
- Director Allen highlighted the critical importance of clearly communicating the district's long-term plan through 2033, emphasizing that the messaging must directly address potential and former families to drive enrollment growth. To win back parents who previously left, the presentation needs to showcase relatable, real-time scenarios and tangible examples that illustrate exactly what has changed for the better. She expressed a desire to create a direct, immediate connection with the audience—building on earlier ideas like video content—to ensure the value of these updates is instantly understood. She also suggested leveraging an engaging social media approach, such as a TikTok challenge, as a proven strategy to captivate kids and families alike.

6. FACILITIES PORTFOLIO ANALYSIS UPDATE

The Facilities Portfolio Analysis process, initiated in June under the leadership of Senior Executive Officer Jackie Turner and facilitated by the Wilder Foundation, is a key component of the district's sustainable infrastructure goal. Supported by technical experts and a neutral third party, a 37-member task force—comprising staff, Saint Paul Federation of Educators representatives, school board members, and diverse community volunteers—has met four times to guide this work. The task force is tasked with reviewing district facilities, creating criteria to prioritize capital projects and address space utilization, and developing a long-term plan to allocate resources more efficiently. This efficiency is critical, as demographic projections indicate enrollment will drop to approximately 10,000 students over the next decade, leaving significant excess capacity in a system designed for 50,000.

While the task force does not make final decisions, its members are currently analyzing data on student achievement, demographics, attendance, and facility prioritization models to establish foundational criteria. Utilizing an interactive process similar to the district's strategic plan, the team will develop potential scenarios, gather community feedback, and refine their approach over time. Operating through weekly

preparation sessions between district staff and Wilder facilitators, the task force will ultimately present recommendations to Dr. Stanley regarding school modifications, closures, repurposing, or reconfigurations, which will be delivered to the school board by summer 2027.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Ward noted a question about the declining birth rates and a shrinking pool of school-aged children, the Saint Paul Public Schools (SPPS) facility footprint currently exceeds the size needed for its future student population, necessitating a strategic realignment to better serve current and upcoming demographics. While SPPS currently captures roughly 61% to 62% of the local market share and aims to raise that figure to 63%, future portfolio review recommendations will ultimately propose a set number of school buildings and seats. To understand the operational ceiling for recruitment, it will be critical to determine the maximum possible market share this prospective facility capacity could accommodate based on projected student populations. Response: While the district's current level of excess space is inefficient, maintaining some degree of flexibility remains a strict standard for the facilities team. A site considered "full" is actually kept at around 96% capacity, leaving roughly 4% buffer room to accommodate community partners, adjust for future growth, or house new school programs. Exceeding this threshold would leave the district without critical fallback options, such as a swing school, in the event of a emergency or catastrophic building failure. Consequently, the team will always recommend keeping a small portion of space built into the system, even as they work to improve overall spatial efficiency.
 - Director Ward raised questions regarding Saint Paul Public Schools' (SPPS) enrollment potential and capacity planning, specifically inquiring about total market share and recruitment potential if buildings are set to an 80% full threshold. He emphasized the need to evaluate how proposed seat counts and student projections impact enrollment growth, as well as the district's adaptability if demand shifts from charter or private schools back toward traditional public education.

7. GATE CHECK #4 WASHINGTON TECHNOLOGY FIRE MAIN REPAIR

Kathy Wallace, Director of Facilities, provided a report on this item.. There is an urgent request to replace a failing water main located in the front parking area near Washington Tech, which supplies two fire hydrants on the east side of the building. Following a second pipe failure that caused soil erosion and pavement subsidence, the district determined that a complete replacement is necessary to prevent future leaks during the academic year. To expedite the project before school begins, multiple quotes were obtained from pre-approved public contractors, and board approval was requested for the lowest bidder. The proposed timeline avoids disruption during an upcoming election on August 11th, with construction scheduled to begin on August 12th or 13th and wrap up within approximately 10 days.

Full details can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Franco requested information if there were other projects that have been reprioritized within the FY27 LTFM plan due to the urgency of this project, and the need to complete this work, but the potential impacts to other projects. Response: We currently don't have any specific projects identified that will be affected, but that may change if there are other urgent issues.

BF 34780 Gate Check #4 Washington Technology Fire Main Repair

MOTION: Director Valliant moved that the Board of Education approve the award of the Washington Technology Fire Main Replacement (Project # 4040-27-01) to Versacon, Inc. for a lump sum base bid of \$250,389. The motion was seconded by Director Carrillo.

The motion was approved by roll call vote:

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

8. H.M.O.N.G. PROJECT PROFESSIONAL DEVELOPMENT PLAN: YEAR 1

Senior Executive Officer Dr. Valora Unowsky, and Assistant Director Sophie Ly presented an update on Year One of the Saint Paul Public Schools Hmong Project Professional Development (PD) plan, which stems from a board resolution passed in February to better serve Hmong students and families. For the 2026–27 school year, the initial target was to train 25% of the district's 3,250 licensed staff on Hmong language, culture, history, and instructional application, but the program is now on track to reach roughly 60% (about 2,000 staff members) in its first year alone. Co-created by a collaborative internal task force, the two-part PD model pairs a foundational overview of Hmong heritage with a role-specific application phase where specialized teams (such as counselors or grade-level teachers) learn to directly integrate these insights into their daily practice. Over 200 district leaders have already completed the first session at the recent Leadership Advance, and the district plans to present progress updates on the remaining goals of the Hmong Project resolution in December.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Carrillo requested information on the professional development that has been delivered, and the general sense from staff. Response: The only group that has received it thus far is those at Leadership Advance, and there is a feedback form with a pre-assessment and post-assessment built into the PD. There were no screens at the meeting that day, so reflections were conducted on paper, and the feedback form has been sent. While there isn't an exact answer yet, there will be responses in a few weeks with reflections.
- He also noted it will be helpful to see the reflections, including anecdotal comments in a future board meeting.
- Have the members of the H.M.O.N.G. Project received this or any other updates? Response: They are aware, and the team sends updates of the work to the core group, including parents. There is nothing formal yet, because this is the first update provided to the Board, and the core group is following this as well.
- Director Ward noted that parent advocacy within school systems can often feel futile, but the dedicated efforts of parents in Saint Paul Public Schools are driving real, tangible impact and creating meaningful systemic change. Seeing these results is deeply encouraging, and it is crucial that these parents recognize the true value and effectiveness of their advocacy work. Dr. Unowsky

noted that is a suggestion for the planning team and ways to intentionally make that communication to the group and to circle back with them in terms of communication.

9. CAREER PATHWAYS UPDATE

Executive Director Carita Green then presented this report as a follow-up to a board member request for information, including our plans, future plans, and ways in which we are building out the career pathways program.

She highlighted high-demand, high-wage programs aligned with regional growth that aim to close the wealth gap. Student interest remains highest in medical careers, leading to expanded offerings including Certified Nursing Assistant (CNA), Emergency Medical Technician (EMT), and a new Emergency Medical Responder (EMR) preparatory course. Vocational, technical, and trade pathways continue to experience strong or growing enrollment across auto, finishing trades, operating engineers, and IT certifications—such as generative AI, Java, Python, and cybersecurity—alongside high-performing business programs that placed second at a national competition. District engagement extends into summer through various internships, community events, and fresh food festivals. Additionally, the district continues to integrate restorative practices within its education pathways, student leadership groups, and strategic planning initiatives to foster conflict resolution and improve school climate.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Allen noted that extracting isolated tools from restorative practices to use punitively undermines true restorative justice and can amount to cultural appropriation. To foster authentic systemic change, school districts should implement a comprehensive post-secondary certification pathway—similar to models like the Pathways, Urban Teaching, and Grow Your Own programs—where students are exposed to restorative practices early. By earning formal certifications in upper high school through partnerships with higher education institutions, student-practitioners can lead the cultural shift, mentor younger peers, and embed restorative justice into the permanent fabric of the district's schools.
- Director Allen also noted that building on the school district's facilities portfolio analysis, Saint Paul's abundant green space presents a key opportunity to address emerging food security challenges and support urban gardening as private yards diminish due to increased condominium development. Taking inspiration from existing district models at Humboldt and JJ Hill, the district can partner with community organizations to offer available land for neighborhood garden space. Rather than repurposing active recreational areas like kickball fields, the goal is to assess green spaces to determine where community gardening is feasible, maximizing unused school land for shared civic benefit.
- When do these programs become available? Response: It depends on the course – operating engineers is for seniors only. There are other courses, like certifications, that can start in 8th grade. Ms. Green also shared an experience at a Right Track event where a young student expressed her dream to be a CNA, and she is a junior in SPPS, and Ms. Green mentioned she could enroll.
- How do we ensure our young people are aware of these options? How do we engage with students who are not interested in attending college so they can begin their pathway sooner. Response: By utilizing the career readiness platform Xello, school staff identify students' indicated interests to proactively invite them into relevant or newly offered courses, helping students realize their own preferences shaped these opportunities. At the high school level, work-based learning coordinators

embedded in each comprehensive school build direct relationships with students, preparing them through mock interviews and resume writing before matching them with tailored internships and experiences. While middle school students actively complete career interest inventories to generate valuable preference data, there is a recognized need to better optimize how teams follow up on this information to expand opportunities early on.

- Director Allen also addressed the ongoing issue of gun violence and preventable trauma deaths in urban areas, and she highlighted the critical importance of equipping high school students in Emergency Medical Responder (EMR) or Emergency Medical Technician (EMT) courses with life-saving skills like "Stop the Bleed." Because fatal outcomes often occur before first responders arrive, learning essential techniques—such as wound packing and using improvised materials as tourniquets—can directly keep victims from bleeding out. While community organizations like Innovative Solutions previously delivered this training, and local firefighting partners (notably through Brittney Baker) have recently resumed it, it remains unclear whether Saint Paul Public Schools (SPPS) students are actively receiving this curriculum. Ultimately, she requested an investigation to ensure SPPS is incorporating this hands-on trauma response training into student coursework to help reduce street violence fatalities.
- Director Ward expressed immense enthusiasm for the presentation, noting how far educational opportunities have advanced since their own high school years and praising the work being done to open diverse pathways for students. Alongside this praise, they raised a question regarding a specific certification mentioned on the ethical use of AI. Highlighting the ongoing debate around generative AI's ethics, they questioned who provides that certificate and who ultimately serves as the arbiter defining what constitutes ethical AI use within that program. Response: We can send more information.
- Director Carrillo requested additional information on the CNA program and a possible expansion of that program. Response: Expanding the Certified Nursing Assistant (CNA) program to accommodate high demand is primarily a matter of securing additional funding, as the program is currently fully supported through the organization's existing fund allocation without outside grants. These financial resources are primarily used to cover the costs associated with instruction, supplies, and equipment. Because the courses are taught by staff from St. Catherine University (St. Kate's), expanding capacity would require additional funding to request and hire more teaching staff from the university.
- Director Franco noted that establishing career pathways and employment opportunities for youth plays a vital role in violence prevention and community safety. Earning an income fosters a deep sense of community ownership and accountability, creating a foundational environment where young people are more receptive to restorative practices and repairing harm. Expanding job training programs, work-based learning initiatives, and community partnerships directly equips students with positive, productive outlets while strengthening local neighborhoods. The success of these career initiatives relies heavily on the dedicated staff and coordinators actively engaging youth in the community. Their efforts are especially impactful through industry-recognized certification programs, which require significant course hours, rigorous testing, and immense commitment from both students and staff. Staff members consistently go above and beyond to bridge the gap between classroom learning and real-world opportunities, ensuring students earn credentials that hold genuine weight with future employers.
- Director Valliant advocated for mailing out physical pamphlets so that parents and students can have a tangible, interactive reference at home. Unlike digital content, which can feel overwhelming or get cut short by a dead battery, a physical document sits around the house for easy, repeated browsing at the reader's own pace, remaining accessible unless physically damaged.

- Director Valliant also expressed interest in attending classes to learn new skills, especially in her home.
- She also noted that high school selection typically centers on traditional factors like sports or IB programs, but career pathway options can be a critical deciding factor for students choosing where to enroll. While a resource linking each school to its specific career pathways already exists, it is not currently emphasized during school choice fairs or course selection. To bridge this gap, the goal is to raise awareness among 8th graders prior to high school transition by coordinating with middle school counselors so students can actively factor career pathways into their high school decisions and registration process. Response: There is a high school catalog for middle school students which is useful – students can type in a class and it will show where it is offered. Director Valliant noted it is enjoyable to circle items in a catalog.

10. FINANCIAL LITERACY UPDATE

Saint Paul Public Schools is intentionally expanding K–12 financial literacy education to empower students to build generational wealth and make informed personal finance decisions. Following a 2024 board policy update requiring two personal finance credits for high school graduation, the district developed a standalone personal finance course covering core standards like earning income, credit management, risk management, and investing. This course saw 565 freshmen enroll in its inaugural year with an 81% pass rate, well exceeding initial targets as the district works toward a 100% completion goal. To complement this high school coursework—which will expand to include AP Business with personal finance by the 2026–2027 school year—financial concepts are woven throughout the entire pre-K through 12 curriculum. Foundational exposure begins early through partnerships like CollegeBound savings accounts in pre-K, hands-on experiences like BizTown in fifth grade, and advisory career exploration in middle school, alongside fully aligned mathematics and newly updated state social studies standards that take effect in July 2026.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Valliant requested information to updates as a result of the move towards cards instead of cash and coins. Response: When adapting K-12 financial literacy curricula for a modern economy—where cash and coins like pennies, half-dollars, and dollar coins are fading in favor of digital tap-to-pay, card transactions, and AI-driven banking features like Face ID—educational approaches must evolve starting as early as Pre-K through hands-on activities like classroom "deposit days." Rather than focusing solely on physical currency identification, educators are reassessing learning standards to emphasize core, enduring concepts such as savings, budgeting, and critical decision-making. Regardless of how money is physically or digitally represented, the ultimate goal remains developing foundational financial thinking skills that empower students with the knowledge needed to make informed choices, distinguish between needs and wants, and effectively manage their resources to benefit their future goals.
- Is this a pass/fail class, or is it graded? What is the average grade? Response: We will look into that information.
- Director Allen highlighted her ongoing engagement with youth in the community, noting that through informal conversations, older students frequently express gratitude and enthusiasm for new financial literacy and personal finance programming. Reflecting on how previous generations lacked access to these critical life skills, she also celebrated how students are now being equipped

early on and acknowledged Vice Chair Valliant for her key advocacy in bringing these financial literacy initiatives to fruition.

- The Board also emphasized the importance of integrating financial literacy and career pathways directly into regular classroom instruction rather than isolating those topics within counseling sessions. Expressing excitement about connecting these elements across the entire student experience, they plan to discuss with Executive Director Green how to equip teachers with the information needed to weave college, career, and funding opportunities into standard lesson plans so students encounter these concepts at every learning level.
- Director Franco highlights the vital connection between earning an income and learning how to manage it, drawing from personal experience providing real-time financial empowerment and "wealth justice" training to young people entering the workforce. Expressing appreciation for the curriculum's foundation in financial psychology, he emphasizes the critical need to address "financial trauma"—stemming from historical systemic inequities, fine-print traps, predatory lending, check-cashing services, and localized dollar store proliferation. Unaddressed financial trauma can act as a major deterrent to economic participation, whereas acknowledging these systemic issues and allowing youth to process the emotional and social-emotional components of finance resonates deeply with students. Furthermore, Director Franco critiques the term "financial literacy," arguing it falsely implies individuals from under-resourced backgrounds lack foundational knowledge, when in reality they possess significant innate skills to stretch limited resources. Instead, he advocates for framing the curriculum around "financial empowerment" and wealth building, celebrating the assets students already bring to the table while addressing historical context to create meaningful, localized impact.
- Director Valliant noted there is a critical need to re-examine how we approach career guidance and financial literacy with students, particularly regarding the systemic double standards around work, pay, and effort. While the traditional system often tells low-wage earners to simply "upskill" to earn more, this overlooks the reality that working 40 hours a week at a low-paying job requires just as much effort, time, and exhaustion as a higher-salaried position. Expecting workers who are already drained by full-time "survival work" to magically find the time, energy, and capacity to learn new skills is unrealistic. Furthermore, society relies heavily on these low-wage roles to function, yet devalues the people performing them. To properly equip students for the future, educators and systems must go beyond pushing passion and traditional career advancement; they must provide realistic tools to navigate these systemic economic realities and recognize the inherent value of all work.

11. POLICY UPDATE

a. Policy 518.00 - Do Not Resuscitate / Do Not Intubate

Becky Schmidt, Director of Health and Wellness, presented a proposal for a new district policy regarding Do Not Resuscitate (DNR) and Do Not Intubate (DNI) orders to the Board. Despite having no existing policy, the district received two DNR/DNI requests from families during the past school year, prompting consultation with General Counsel. The proposed policy clarifies that schools are educational institutions rather than medical facilities, meaning the district will neither accept, honor, nor convey DNR/DNI orders to emergency responders. Instead, all staff are expected to provide reasonable emergency care, activate emergency medical services by calling 911 when needed, notify parents as soon as possible, and maintain existing protocols such as individual emergency care plans within IEPs and Section 504 plans. Under this formal policy, any family requesting a DNR/DNI order will be provided a copy of the documentation detailing the district's stance.

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

QUESTIONS/DISCUSSION:

- Director Valliant requested information about the rationale for the wording of the policy. Response: Witnessing an unaddressed end-of-life event can be deeply traumatic for both school staff and students, yet implementing Do Not Resuscitate (DNR) or Do Not Intubate (DNI) orders in an educational setting introduces severe operational and legal complexities. While school nurses often transition from hospital or emergency settings where advanced directives are standard medical practice, a school district's primary business is education rather than healthcare. Accepting DNR orders creates high-risk variables, such as uncommunicated revocations, changing family wishes, or substitute staff who are unaware of a specific student's care plan. To maintain consistent safety protocols across all personnel and avoid the chaos of mismanaged emergency responses, school districts often determine that the safest and most reliable policy is to enforce standard resuscitation measures for every student rather than honoring individual DNR orders.
- Is this the same approach as other school districts? Response: Yes, this is model board policy language, and all the other districts mentioned had the same policy language.
- General Counsel noted that this policy maintains the school's existing emergency response procedures—such as calling 911, taking corrective actions, clearing the room, and immediately notifying parents—without introducing any new practices. However, it explicitly clarifies that school staff will not act as a medical team responsible for executing Do Not Resuscitate (DNR) or Do Not Intubate (DNI) orders. Instead, parents retain the full authority to communicate these wishes directly to emergency medical technicians or to discontinue resuscitative care after arriving at the scene or at the hospital.
- Are there any schools that have honored a DNI? Response: Medical schools may, but not K-12 institutions that we know. There was a district that had a policy to honor it, and they have since revoked that and changed their policy.
- Instances involving overdosing and the use of Narcan was also discussed. Details were also provided on the two cases presented to the district this year.
- Director Valliant strongly agrees with a school policy focused on ensuring student safety and medical intervention while students are on school grounds, emphasizing that staff are responsible for protecting students to the best of their ability during the school day. However, they draw a clear boundary regarding off-campus life and medical decisions, arguing that once students leave the school's care or are transferred to emergency services and parents, those decisions fall solely on the family. Highlighting that school staff are educators and nurses rather than specialized medical doctors, she notes the heavy emotional toll that student medical crises take on both staff and peers, ultimately stressing the importance of being direct with parents about where the school's legal and practical responsibility ends.

MOTION: Director Valliant moved to approve that the proposed new Policy 518.00 - Do Not Resuscitate/Do Not Intubate (DNR-DNI) Orders at the August 5, 2026 Committee of the Board meeting be considered the First Reading of the three-reading process; and that the review of this policy at the August 18, 2026 Board of Education meeting will be considered the Second Reading. The motion was seconded by Director Franco.

The motion was approved by roll call vote:

Director Allen	Yes
Director Carrillo	Yes
Director Franco	Yes

Director Valliant	Yes
Director Henderson	Absent
Director Ward	Yes
Director Lowe	Absent

b. Policy 611.00 - Parent Guardian Conferences

Dr. Kirk Morris, Assistant Superintendent, then presented these proposed changes, which included the transition to a new policy format, an addition of a policy purpose, language added to the general statements, as well as details on implementation.

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

QUESTIONS/DISCUSSION:

- Director Valliant requested information on the format of the conferences. Response: It can be in any of the formats we currently have now – including virtual.
- A board member inquired about the status of a participatory parent-teacher conference pilot program previously initiated by the family engagement department, APTT, hoping it had expanded beyond its original scope in kindergarten. In response, it was confirmed that the current methods of conducting parent-teacher conferences are not changing and will continue as planned.
- The Board raised concerns regarding whether requiring a monthly newsletter is a standard practice across all schools or a new mandate that could strain current resources, emphasizing the need to support schools effectively. Assistant Superintendent Morris clarified that regular communication is already a consistent expectation and that all schools have access to S'more as a standardized platform. To better accommodate varying schedules, they suggested adjusting the policy language from "monthly" to "regular" newsletters, as some schools issue updates weekly or biweekly while monthly remains the recommended minimum. There was also further discussion of the role of the assistant superintendent to ensure those communications are occurring at schools, as well as if this change would constitute a "substantive" change. The consensus was that it is not, because it is already occurring.
- The Board also requested further details on language supports, so that language differences never hinder family engagement. Saint Paul Public Schools is rolling out a newly completed Minnesota Department of Education (MDE) language access plan, which provides free, building-wide access to language supports funded by the Family Engagement budget. Staff members are actively training school clerks, support staff, and counselors on using resources like on-call interpreters and Language Line, a service covering roughly 119 languages that allows teachers to instantly connect with an interpreter via laptop or tablet during parent-teacher conferences. Additionally, the district is collaborating with Title I to distribute language-identification cards to parents so front desk staff can quickly secure the proper interpreter upon arrival. To cover more common languages during conferences, bilingual educational assistants paid through the Office of Multilingual Learning will also be contractually present. Finally, the board suggested officially updating their policy cross-references to incorporate this new language access plan.
- The Board questions whether language about a monthly newsletter belongs in a policy focused on parent-guardian conferences, arguing it might be misplaced unless the newsletter constantly references those events. Administration clarified that the policy's purpose is twofold, encompassing general parent communication alongside conferences, and suggests the user may have been misled by the title. Acknowledging this broader scope, Assistant Superintendent Morris proposes updating the policy title to "Parent and Guardian Conferences and Communication" to avoid

confusion. Furthermore, they note that if the policy truly covers general outreach, it should be expanded beyond basic newsletters and translated documents to include current communication channels like text messaging and social media.

- Parent and guardian communication—specifically regarding excessive automated attendance texts—requires clear, policy-backed rationale so families understand that receiving multiple alerts throughout the day is designed to ensure student safety across every class period. Providing this explicit context in the official documentation gives staff a unified alignment and clear response when parents express frustration over constant messaging. Given the depth of feedback surrounding these communication practices, the policy likely requires substantial revisions and should be sent back to the policy workgroup for further discussion and refinement.
- Board members debated whether the proposed language was robust enough to mandate proactive outreach for academic or behavioral issues rather than relying on basic baselines like biannual conferences and monthly newsletters. One member expressed concern that parents are often left in the dark until the end of a grading term and argued that families should not bear the sole responsibility of requesting meetings when a student is struggling, sharing a personal anecdote where a teacher responded dismissively to an inquiry about a child failing. Other members pointed out that while specific communication channels and specialized policies (such as behavior or absence handbooks) are separate, the newly updated purpose statement and policy sections explicitly require staff to provide ongoing updates on student progress throughout the school year. Upon reviewing section B, which explicitly mandates both fall/spring conferences and continuous updates on student progress throughout the year, the board agreed that the existing draft effectively captured their intent for proactive communication and concluded the language was sufficient.
- While there is general support for moving the current draft forward, concerns remain regarding the scope and completeness of the district's 600-series communications policies. Because academic progress is deeply interconnected with student attendance and behavior, a single communications policy focused primarily on parent-guardian conferences feels insufficient and overly narrow. To address these gaps, the district should consider either expanding existing procedures or drafting an additional policy that explicitly covers general family communication, outlining its purpose alongside the primary channels used, such as email and text messaging. Superintendent Stanley noted that she has requested Administration to check into a greater communication policy.

MOTION: Director Valliant moved that the presentation of the proposed updates to Policy 611.00 - Parent/Guardian Conferences: Communication at the August 5, 2026 Committee of the Board meeting be considered the First Reading; and per Policy 209.00, that approval be through the consent agenda (with the noted changes made) at the Regular Meeting on August 18, 2026, as no substantive changes have been made. 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	Absent
Director Ward	Yes
Director Lowe	Absent

c. Policy 615.00 - Family Engagement

Dr. Vang, Assistant Superintendent, presented updates to Policy 6:15, proposing a title change from "Family Involvement" to "School-Family Engagement" to better reflect modern practices and emphasize the active relationship between schools and households. Last reviewed in 2020, the revised policy incorporates updated formatting, adds a clear policy statement, and expands its scope beyond traditional K-12 classrooms to include all district program sites and community partnerships. Dr. Bang emphasized that these modifications introduce no substantive changes to the core language or underlying expectations—which focus on shared responsibility for student performance, capacity building, and increased access for all families—and recommended moving the policy forward for approval via the consent agenda.

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

QUESTIONS/DISCUSSION:

- Director Carrillo raised a concern regarding the accuracy of the proposed updates to Policy 6:15 compared to its current online version. He pointed out that significant sections—specifically text regarding research-based parent involvement strategies, key engagement elements, and district-wide integration goals—were missing from the presentation document without showing tracked changes. Emphasizing that the board was not being shown the true extent of the revisions, he requested that the proposal be sent back to the policy work group so accurate, transparent changes could be presented to the board. He noted concerns about the process, which includes a policy draft that is not representative of the current policy in place. It fails to accurately reflect the current policy in place, creating a discrepancy that could mislead future readers or community members conducting research. They insist that to maintain transparency and a true 1-to-1 representation, the text must explicitly show the original policy language, strike out the removed sections, and explain the rationale behind those removals. Although Director Carrillo agrees with the underlying sentiment of the proposal, he concluded that the document must be formally revised and aligned with proper policy change procedures before it can move forward.
- Director Carrillo seeks to ensure policy draft accuracy by requesting clear visual formatting, such as crossing out removed sections—specifically bullet point one and section two—and highlighting new text in red, along with incorporating all required Russian language translations. Beyond formatting, it was also questioned whether the board should expand the policy from simple school-family engagement to a "school-family partnership." Noting that former language regarding parental expectations could feel patronizing, they propose framing the policy around culturally responsive collaboration between schools, parents, and students.
- There were also concerns expressed that the proposed policy is incomplete and redundant, noting that while some bullet points stem directly from the Minnesota state statute on parent and family involvement, the document still feels like a preliminary draft that repeats itself without offering real substance. Admitting to potential oversight during the initial review, a member of the policy work group, alongside another commenter, recommends sending the policy back to the work group to address new questions that have surfaced and conduct a brief, further review.
- Director Allen noted questions regarding the practical implementation of the phrase "culturally relevant ways" in supporting diverse households. She emphasized that engaging families effectively requires verifiable knowledge of what works, asking specifically where this understanding is being sourced. Furthermore, she highlighted the distinction between equality and equity, asserting that because different communities have distinct needs, fulfilling the commitment to engage every household requires an approach rooted firmly in equity rather than equal treatment. Response: This work represents a core district commitment already embedded within the strategic plan, focusing on the overarching goal of becoming truly culturally relevant. Cultural

relevance inherently acknowledges that different families have vastly unique needs. Rather than clogging the strategic plan with individual, highly specific family requirements, the district purposefully establishes a broad declaration that all practices must be culturally responsive to meet everyone's distinct needs.

- The Board noted concern over replacing policy terms like "meet" and "engage," cautioning that promising to support the "unique needs of every household" sets an extraordinarily high standard that the district may not be equipped to deliver. Using the metaphor of bringing a deck of cards or dominoes to illustrate how needs vary drastically even within the same culture, they warn that overpromising will lead to community accountability and frustration. The discussion centers on whether the board should keep the policy generalized or officially commit to this highly specific, tailored approach. Additionally, the group emphasizes the importance of clear document formatting—specifically using strikethroughs for removed text—to maintain transparency with the public and highlight key shifts, such as removing language that implies teaching parents how to parent. Ultimately, after debating the implications of the ambitious wording, the Board requests that the phrase "unique needs of every household" be formally struck from the draft.

d. Policy 702.02 - Imprest Cash Accounts

Dan Moser, Executive Director of Financial Services, then presented this update, noting this it is basically a policy around petty cash, and that the changes since 2008 include a policy purpose.

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

QUESTIONS/DISCUSSION:

- What is the cap on the account? Response: We will look into that information.

MOTION: Director Valliant moved that I move to that the review of Policy 702.02: Imprest Cash Accounts at the August 5, 2026 Committee of the Board meeting be considered the First Reading of the three-reading process; and Per Policy 209.00, approval be through the consent agenda at the Regular Meeting of the Board on August 18, 2026, as no substantial changes have been made to the policy. The motion was seconded by Director Carrillo.

The motion was approved by roll call vote:

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

e. Policy 719.00 - Food Service

Policy 719.00 reaffirms the organization's commitment to providing student nutrition programs aligned with USDA standards and regulatory requirements. First established in 1974 and updated in 2008, the revised policy now includes a clear purpose statement emphasizing that these inclusive, dignity-focused meal programs are vital to student health, well-being, and academic success. Key revisions to the document include refreshed implementation language, updated legal references for easy access, and refined formatting—such as changing numbered items to letters and adding a new bullet point to emphasize

equitable access and connection to regulatory bodies. Overall operational administration remains under the guidance of the superintendent, with highlighted red text denoting all specific updates.

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

QUESTIONS/DISCUSSION:

- A board member questioned the narrow scope of its non-discrimination clause, which currently protects against discrimination based strictly on "race, color, or national origin." Noting that this sounds like outdated wording from 1974, they proposed changing the clause to prohibit discrimination "for any reason." This broader phrasing would cover any potential form of bias—including personal factors like clothing, hairstyles, or family relationships—without needing to list every specific demographic. General Counsel recommended to evaluate the proposed language. While the Minnesota Human Rights Act already includes an extensive list of protected classes, they can research whether adopting "for any reason" or aligning with the state's official human rights provisions would be the best legal approach.
- Director Ward noted the use of the word "discrimination" in the policy, and the unintended, or unforeseen outcomes of this, including an example of the distribution of meals based on income.
- This language was originally introduced years ago to address historical practices in school nutrition programs, such as using distinct colored lunch cards that overtly identified students receiving free or reduced-price meals or treating students differently in line if they owed money. To address these legacy issues while ensuring all students receive their meals, the board agreed to revise the policy wording ahead of the upcoming second reading later this month. Because the updates are rooted in legal requirements, Ms. Koppen will draft the revisions for the next meeting.
- Director Valliant requested information on equitable access to health and nutritious meals to ensure that students are not hungry when they are learning. She also noted that sometimes schools run out of food, and that those students then do not eat.
- Are "healthy" and "nutritious" different? Response: Thanks to the 2010 regulations championed by Michelle Obama, school meals across the United States are currently aligned with national dietary guidelines and operate under standards stricter than those in healthcare settings. While these stringent regulations apply specifically to the full breakfast and lunch options provided to students—accounting for the majority of their daily nutrition—they do not cover extraneous or non-meal foods.
- Director Valliant then noted a personal experience about her child, as well as others, where a student is at the end of the line, and there is nothing remaining for them to eat. Ms. Koppen noted that these are important comments, and if there are not a specific number of foods offered, then we are not in compliance, and will require looking at the situation and retraining staff, which we do. Director Valliant also noted concerns because when it does occur that a child does not receive food, the school does not call the family to let them know, in case they want to pick them up early, or if they will not be home until later and the family is not aware that the student has not eaten all day.

MOTION: Director Valliant moved that I move to that the review of Policy 719.00: Food Service at the August 5, 2026 Committee of the Board meeting be considered the First Reading of the three-reading process; and that the review of this policy at the August 18, 2026 Board of Education meeting will be considered the Second Reading. The motion was seconded by Director Allen.

The motion was approved by roll call vote:
Director Allen Yes

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

f. Policy 719.01 - Cafeteria Responsibilities Policy

Policy 719.01, originally drafted in 2008 and recently updated, has been revised to better reflect current school operations and legal standards. The updated policy includes a newly defined purpose focused on guaranteeing safe, healthy meal periods with adequate eating time for all students. Key revisions clarify compliance with applicable federal and state school nutrition requirements (Section 12A) and refine operational language (Section B) to affirm that while principals oversee cafeteria supervision, school staff, support services, and facility personnel share in this responsibility. Finally, the document updates cross-references and incorporates relevant legal citations to ensure full alignment with active regulations.

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

QUESTIONS/DISCUSSION:

- Is there a maximum amount of time that can pass between breakfast and lunch for students?
Response: There is not a maximum amount of time, but generally, the lunch period cannot go past 2:00 p.m., and it cannot start before 10:00 a.m. The other guidance is best practice, and not an actual requirement or regulation.

MOTION: Director Valliant moved that presentation of the proposed updates to Policy 719.01 – Cafeteria Responsibilities at the August 5, 2026 Committee of the Board meeting be considered the First Reading; and per Policy 209.00, that approval be through the consent agenda at the Regular Meeting on August 18, 2026, as no substantive changes have been made. The motion was seconded by Director Allen.

The motion was approved by roll call vote:

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

g. Policy 802.00 – Buildings and Grounds Management

Originally established in 1977 and updated in 2008, the district's facility policy was expanded beyond its initial two-sentence framework to establish clear accountability, align facility activities with district priorities, and provide enforceable operational standards. A primary focus of the revised policy is requiring that all planning, maintenance, and physical improvements be executed by qualified personnel and receive prior written approval from the Chief Executive of Operations. This mandatory approval process ensures that

major structural changes are vetted by experts to safeguard the district's significant physical investments and maintain proper operational standards.

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

QUESTIONS/DISCUSSION:

- It was noted that under "Authorization and Execution," the title should be changed to Senior Executive Officer of Operations.
- During the discussion regarding proper terminology and authority, it was suggested to change the term "oversight" to "responsibility" and updating the relevant heading accordingly. They clarify that ultimate responsibility should rest with the superintendent or their designee—who could be the facilities department—noting that an existing policy likely already defines the superintendent's responsibility across all departments.

MOTION: Director Valliant I move the presentation of the proposed updates to Policy 802.00 – Building and Grounds Management at the August 5, 2026 Committee of the Board meeting be considered the First Reading; and per Policy 209.00, that approval be through the consent agenda at the Regular Meeting on August 18, 2026, as no substantive changes have been made. The motion was seconded by Director Allen.

The motion was approved by roll call vote:

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

h. Policy 802.02 – Petitions for Consent for Rezoning

Policy 802.02, which covers petitions for consent for rezoning, has undergone its first major revisions since 2008 to establish a clear evaluation framework and update communication protocols. Originally written in 1931, the updated policy introduces a new focus, purpose, and general statement centered on reviewing proposed land-use changes based on student safety, environmental health, and operational integrity. Rather than making public statements, the district's standard practice remains handling rezoning requests through direct contact—such as a phone call from a board designee to the City of Saint Paul—to grant, decline, or explain their consent. Additionally, the policy introduces a "proactive participation" clause that reserves the board's right to provide written or oral testimony at city council meetings if a proposed change significantly impacts the educational environment, while also clarifying legal references regarding debt insurance.

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

QUESTIONS/DISCUSSION:

- None

MOTION: Director Valliant moved that the review of Policy 802.02– Petitions for Consent for

Rezoning at the August 5, 2026 Committee of the Board meeting be considered the First Reading; and that the review of this policy at the August 18, 2026 Board of Education meeting will be considered the Second Reading. The motion was seconded by Director Carrillo.

The motion was approved by roll call vote:

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

i. Policy 816.00 – Environmental Health and Safety

The revised Environmental Health and Safety policy represents a comprehensive reorganization and rewrite led by the facilities department's environmental safety group, driven by strong internal demand. While the core substance remains largely unchanged, the update significantly enhances overall clarity and introduces an explicit purpose statement focused on identifying, managing, and minimizing workplace hazards. The document details primary oversight areas—including physical, chemical, and environmental hazards, personal protection, and strict compliance with federal, state, and State Fire Marshal regulations—alongside key support resources like proactive monitoring, training, funding, and continuous improvement. Additionally, it outlines enforcement guidelines holding district employees and contractors accountable for adhering to protocols, reporting incidents, attending drills, and suggesting improvements, all while maintaining existing references to MSBA policy 807.

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

QUESTIONS/DISCUSSION:

- Director Franco thanked Ms. Wallace for being prepared to present these three policies at the June Committee of the Board Meeting, which were then moved to this meeting, and for staying at the meeting until the end, since these policies were the last on the agenda.

MOTION: Director Valliant moved that the presentation of the proposed updates to Policy 816.00 – Environmental Health and Safety at the August 5, 2026 Committee of the Board meeting be considered the First Reading; and per Policy 209.00, that approval be through the consent agenda at the Regular Meeting on August 18, 2026, as no substantive. The motion was seconded by Director Allen.

The motion was approved by roll call vote:

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

12. ADJOURNMENT

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

The meeting adjourned at 8:36 p.m.

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

Prepared and submitted by:

Sarah Dahlke, Assistant Clerk, St. Paul Public Schools Board of Education