

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

August 18, 2026
5:30 p.m.

MINUTES

1. CALL TO ORDER

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

2. ROLL CALL

Board of Education: C. Franco, E. Valliant, H. Henderson, U. Ward, B. Lowe, C. Allen,
Superintendent Stanley

Y. Carrillo was absent.

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

3. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

The motion was approved by roll call vote:

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

4. RECOGNITIONS

5. PUBLIC COMMENT

1. Sarah Barker Make It Fair MN amendment
2. Susan Illg Make It Fair MN amendment

6. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

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

The motion was approved by roll call vote:

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

7. APPROVAL OF THE MINUTES

- A. Minutes of the Special Meeting of the Board of Education of July 14, 2026
- B. Minutes of the Regular Meeting of the Board of Education of July 14, 2026

MOTION: Director Ward moved approval of the Minutes of the Special Meeting of the Board of Education of July 14, 2026 and the Minutes of the Regular Meeting of the Board of Education of July 14, 2026. The motion was seconded by Director Henderson.

The motion was approved by roll call vote:

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

8. COMMITTEE REPORTS

- A. Minutes of the Committee of the Board Meeting of August 5, 2026

Topics at the August 5th, 2026 Committee of the Board meeting included:

- SPPS 2033: Strategic Plan
- Facilities Portfolio Analysis Update
- Approval of GC4 Washington Technology Fire Main Repair
- H.M.O.N.G. Project PD Plan: Year 1
- Career Pathways Update
- Financial Literacy
- Policy Update

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 August 5th, 2026 Committee of the Board meeting and approve the recommended motions and minutes of that meeting as published. The motion was seconded by Director Allen.

The motion was approved by roll call vote:

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

9. FUTURE MEETING SCHEDULE

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

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

- January 5, 2027 (Annual Meeting at 6pm)
- January 19, 2027
- February 16, 2027
- March 16, 2027
- April 20, 2027
- May 18, 2027
- June 15, 2027 (Special re: Non-Renewals at 4:00pm)
- June 22, 2027
- July 13, 2027
- August 17, 2027
- September 21, 2027
- October 19, 2027
- November 16, 2027
- December 7, 2027 (Truth in Taxation Hearing at 6pm)
- December 14, 2027

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
-
- January 5, 2027
 - February 2, 2027
 - March 2, 2027
 - April 13, 2027
 - May 4, 2027
 - June 15, 2027
 - August 4, 2027 – Wednesday (Primary Election)
 - September 14, 2027
 - October 5, 2027
 - November 3, 2027 – Wednesday (Election Day)
 - December 7, 2027

10. SUPERINTENDENT'S ANNOUNCEMENTS

During the superintendent's announcements, Dr. Stanley shared that Jim Ming School received the national Bright Spot Award for beating the odds in literacy education, an achievement Principal Johnson was soon to be notified about. Additionally, the district is actively preparing for the 2026–2027 school year, marked by strong enthusiasm during staff development. Over 100 participants attended daily restorative practices training last week, and more than 200 teachers voluntarily enrolled in upcoming University of Florida Literacy Institute (UFLI) training at Hamline University.

11. 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. The motion was seconded by Director Allen.

The motion was approved by roll call vote:

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

1. Gifts

BF 34781 Acceptance of Gifts that are under \$5,000 for July 1st - July 31st, 2026

That the Board of Education approve these donations under \$5,000 from July 1st – July 31st, 2026 which shall be used as public purpose for which they were intended and to assist in the fulfillment of public education for Saint Paul Public Schools' students.

2. Grants

3. Contracts

BF 34782 Amendment to Contracts for Yellow Bus and Type III Transportation

That the Board of Education authorizes the Amendments to Contracts for Yellow Bus and Type III Transportation to Nine Vendors.

BF 34783 Google Workspace Subscription Services Renewal FY 27 - FY 29

That the Board of Education authorize administration to approve the proposal from CDW Government LLC for the renewal of GWFE Licenses in the amount not to exceed \$700,000 for the 2026-2027 through 2028-2029 school years.

BF 34784 Request to Sign the Contract with Junior Achievement North (JA North)

That the Board of Education authorize the Superintendent (designee) to sign the contract with JA North for the 2026-27 school year.

BF 34785 Contract with Ro Health to Assist with Health and Wellness Staffing through Temporary Support

That the Board of Education authorizes the Superintendent to enter into a contract with Ro Health for temporary RN and/or LPN health service support.

BF 34786 Design Services for Rondo Complex Building Systems Replacement and Site Renewal (Project # 3170-26-01)

That the Board of Education authorize award of design and construction administration services to Miller Dunwiddie for the not-to-exceed fee of \$1,891,700.

4. Agreements

BF 34787 Approval of Employment Agreement Between Independent School District No. 625 and Minnesota Teamsters Public and Law Enforcement Employees Local No. 320 Representing Teaching Assistants

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for teaching assistant employees in this school district for whom the Minnesota Teamsters Public and Law Enforcement Employees Local No. 320 is the exclusive representative; duration of said Agreement is for the period of July 1, 2026, through June 30, 2028.

5. Administrative Items

BF 34788 Monthly Operating Authority

That the Board of Education approve and ratify the following checks and electronic transfers for the period June 1, 2026- June 30, 2026.

Human Resources Transactions

BF 34789 Transactions for August 2026

BF 34790 Middle School Athletic Registration Fees

The Saint Paul Public Schools Board of Education approves the following increase in student participation fees: Effective August 1, 2026: Participation fees for middle school athletics will be \$15 if the student qualifies for free/reduced lunch and \$45 otherwise.

BF 34791 Annual Delegation of Authority to Initiate Electronic Fund Transfers (EFTs)

That the Board of Education authorize the Superintendent to designate the Senior Executive Officer of Financial Services, Tom Sager, as an authorized representative to initiate Electronic Fund Transfers (EFTs) on behalf of Independent School District No. 625 in compliance with policy 701.00 and all applicable internal control requirements.

BF 34792 Annual Delegation of Authority to Investment Activities

That the Board of Education authorize the Superintendent to designate the Senior Executive Officer of Financial Services as the Superintendent's designee for all investment activities permitted under School Board 701.00, including the investment of surplus District funds, management of investment portfolios, cash flow planning, and related investment transactions, in compliance with District policy, applicable laws, and established internal controls.

BF 34793 Proposal for the Benjamin E. Mays Afrocentric Magnet Uniform Policy (SPPS Policy 501.04 Alignment)

The Superintendent recommends that the Board of Education approve the following actions: Approve the Uniform Policy Mandate: Formally adopt the tops-only uniform policy for the Benjamin E. Mays Afrocentric Magnet starting in the 2026–2027 school year, in accordance with SPPS Policy 501.03 (Student Dress Code), SPPS Policy 501.04 (Student Dress: Uniforms), and Minn. Stat. § 123B.36, subd. 4 (School Uniforms).

BF 34794 Revision to Policy 611.00: Parent/Guardian Conferences Communication

That the Board of Education approve the revised Saint Paul Public Schools Policy 611.00: Parent/Guardian Conferences and School Communication as presented.

BF 34795 Revisions to Policy 702.02 - Imprest Cash Accounts

That the Board of Education approve the revisions to Policy 702.02 - Imprest Cash Accounts.

BF 34796 Revisions to Policy 816.00 – Environmental Health and Safety

That the Board of Education approve the revisions to Policy 816.00 – Environmental Health and Safety.

BF 34797 Phase Gate Approval of the Student Placement Center Boiler Replacement (Project # 4010-27-01): Gate #3 – Project Budget

That the Board of Education approve the Student Placement Center Boiler Replacement (Project # 4010-27-01) at Phase Gate Check #3 – Project Budget; setting the final project budget at \$748,000 and indicating direction to proceed with construction bidding.

6. Bids

BF 34798 Phase Gate Approval of the Student Placement Center Boiler Replacement (Project # 4010-27-01): Gate #4 - Contract Award

That the Board of Education approve the award of the Student Placement Center Boiler Replacement (Project # 4010-27-01) to Thelen Heating & Roofing, Inc. for a lump sum base bid of \$569,900.

7. Change Orders

BF 34799 Change Order #2 for Reiling Construction Company, Inc. for the FY26 Roofing Replacement Program at Battle Creek Elementary and Wellstone Elementary (Project # 0175-26-01)

That the Board of Education authorize the Superintendent or Superintendent's Designee to sign Change Order #2 for Reiling Construction Company, Inc. for the FY26 Roofing Replacement Program at Battle Creek Elementary and Wellstone Elementary (Project # 0175-26-01) for the amount of \$324,445.

BF 34800 Change Order #3 for Uhl Company, Inc. for the Hamline Elementary Secure Entry, Heating and Plumbing Replacement Project WS 2200 (Project #4160-25-01)

That the Board of Education authorize the Superintendent or Superintendent's Designee to sign Change Order #3 for Uhl Company, Inc. for the Hamline Elementary Secure Entry, Heating and Plumbing Replacement Project (Project # 4160-25-01) for the amount of \$269,359.

ITEMS PULLED FOR SEPARATE CONSIDERATION

FURTHER AGENDA ITEMS THAT REQUIRE BOARD ACTION

A. SPPS 2033: Strategic Plan

Dr. Stacey Gray Akyea, Senior Executive Officer of Equity, Strategy and Innovation, then presented this report. Developed through an extensive, community-led process that began in November 2025 following Superintendent Stanley's 100-day report, the plan reflects feedback from over 3,000 community members—including students, families, staff, and an advisory task force—collected through an "accordion model" of expanding and compressing engagement. Organized into three core priorities—Excellence in Instruction, Deliberate Inclusion, and Sustainable Infrastructure—the plan outlines 26 actionable benchmarks designed to drive continuous improvement, eliminate achievement gaps, standardize family

communications, strengthen special education, foster a diverse workforce, and ensure fiscal and facility sustainability.

District leadership emphasized that implementation will occur through a staggered roll-out across the 2026–2027 and 2027–2028 school years, supported by robust internal performance metrics, public-facing dashboards, and an external monitoring committee. Because no additional funding is available, execution will rely on repurposing existing district resources during upcoming budget cycles. A phased communications strategy is currently underway to introduce the framework to district leaders, school staff, and families, ensuring widespread alignment and accountability as the plan takes effect.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- In response to concerns about how community members can track benchmark implementation and how those benchmarks are prioritized, Administration explained that progress will be shared transparently through public reporting and regular communications. The leadership team is using senior executive workshops and stakeholder feedback to establish a clear decision-making process based on several criteria, including current benchmark progress, organizational capacity, and leadership bandwidth to sponsor and oversee the work. Crucially, prioritization is aligned directly with the district's overarching long-term goals for 2029; for example, benchmarks tied to major targets in literacy, math, and dignity-based restorative practices will naturally be elevated as top priorities, as well as the goals identified through B.I.G.G.
- Effective strategy relies on layering overlapping benchmarks rather than treating them as isolated issues, a practice that directly informs decision-making models across budgets and organizational strategies. As communications teams share these plans, transparency regarding operational trade-offs—specifically what is being replaced, maintained, or expanded—is essential for setting realistic expectations. Because this initiative represents a long-term, multi-year plan extending past 2033, clear and consistent internal alignment on the underlying reasons and timelines empowers everyone to communicate the vision effectively.
- Director Franco expressed deep gratitude to Dr. Gray Akyea, Dr. Landreau, Dr. Stanley, district staff, committee members, and student participants for their extensive effort in transforming the district's new strategic plan from a concept into reality. They emphasize that executing this high-level, seven-year roadmap requires systemic change, cross-departmental collaboration, and strong relationships to break down organizational silos and address historical inequities facing Black, Brown, and Indigenous students. While acknowledging that the plan focuses on overarching direction rather than every granular detail—leaving room for existing priorities like extracurriculars and college readiness to continue supporting student belonging—Director Franco highlighted the school board's responsibility to monitor progress, allocate resources, and partner with administration. Ultimately expressing full support for the plan, he looks forward to its approval to guide district decisions and set a unified foundation starting in the 2026–2027 school year.
- Director Ward expressed deep appreciation to Dr. Stanley, fellow board members, staff, and community members for their hard work on the new strategic plan. He shared his genuine excitement about approving the plan that evening and looking forward to its implementation.

BF 34801 SPPS 2033: Strategic Plan

MOTION: **Director Ward moved to approve the SPPS 2033: Strategic Plan as presented. Director Valliant seconded the motion.**

The motion was approved by roll call vote:

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

Director Valliant also reminded families to fill out the Back to School forms.

12. INFORMATIONAL AGENDA ITEMS

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

During a board governance report led by Superintendent Stanley, Senior Executive Officers Dr. Stacy Gray Akyea and Toya Pryor presented the Saint Paul Public Schools graduation results, reviewing progress toward the district's goal of raising four-year graduation rates from 68% in 2023 to 80% by 2029. Utilizing Minnesota Department of Education ninth-grade cohort data for the Class of 2025, the report highlighted a continued post-pandemic recovery, with four-year graduation rates climbing to 78%—up from 76.5% for the Class of 2024 and leaving the district just 2 percentage points shy of its target.

Gains were reflected across all student demographics, led by a 14-point jump among American Indian students, a 3-point increase for Asian students, and 2-point increases for both Black and White students. English language learners, special education students, and low-income students each saw 1-point gains. Additionally, 11% of students continued their education past four years, while dropout rates remained stable at 6%. Presenters attributed these improvements to equitable grading practices, Ninth Grade Academic Support courses, daily advisory programs focused on student engagement, and flexible credit recovery options. Detailed historical and school-level data remain accessible to the public via the district's online dashboard.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Lowe thanked staff for the presentation, expressing optimism over the significant increase in graduation rates to 78% and hoping to reach their 80% goal with the class of 2026. He emphasized that positive student-staff relationships are the underlying foundation for key improvements—such as fair grading practices, ninth-grade academic support, advisories, and credit recovery programs. Ultimately, he commended the secondary school staff for their hard work and encouraged them to continue investing in these supportive relationships to drive further progress.
- Director Franco noted reviewing the data dashboard after the presentation revealed a notable omission regarding Latino or Hispanic students, which initially led to the assumption that this group had not shown progress. A closer look at the dashboard confirmed a highly concerning 7% decline in graduation rates for state-identified Hispanic students, dropping from 66.4% in 2024 to 59.8% in 2025—the largest regression among the major demographic groups. This decline is further exacerbated by persistent environmental stressors, such as local ICE operations that actively impact and destabilize the Latino community. While other demographic categories are showing positive gains, this significant drop highlights an urgent need to address environmental challenges,

process this data constructively, and develop targeted action plans that ensure all student groups are supported and lifted together.

- Superintendent Stanley then noted that while a sense of belonging is important, increasing Latino graduation rates requires a far more comprehensive approach beyond just this single factor. By utilizing the "belonging through dignity" model learned during late-July training, the district aims to analyze recent successes—such as a 14% increase in graduation rates among indigenous students—by interviewing students, teachers, and administrators. The goal is to uncover the specific strategies driving improvements in smaller student groups, including Asian and Black students, and integrate those effective practices into Continuous School Improvement Plans to benefit the Latino community and all student groups. Additionally, full transparency regarding all student performance data is essential moving forward to ensure the broader community remains fully informed.
- Reflecting on data showing student growth, Director Allen highlights how targeted strategies—such as those implemented for Native American students through past consent decrees—demonstrate that tailored interventions effectively raise achievement, even if broader progress is still needed. While recent general strategies resulted in widespread gains across multiple demographics, broad approaches fail to address deep, group-specific educational disparities. She argued that achieving true equity for African Descendants of Slavery (ADOS) students requires a dedicated, targeted strategy rather than being grouped broadly under state-level "African American" metrics. This necessity stems from generations of systemic and psychological oppression tied directly to literacy—from historic anti-literacy laws to the displacement of Black educators following *Brown v. Board of Education*. Ultimately, because different student groups face distinct structural challenges, she urged the board to move past terminology hesitation and implement targeted interventions that address these specific historical traumas to ensure high achievement for all students.
- Director Franco praised the team maintaining the data dashboard, noting its frequent personal utility and encouraging others to use it regularly. Turning to recent academic trends, he highlighted a significant rise in graduation rates for American Indian students, which jumped from 47% to 61.1% last year after lagging behind the pandemic-era growth observed in other student groups. Director Franco contextualized this achievement alongside other recent improvements, such as a 13% increase for Latino students between the 2023 and 2024 graduating classes and a return to pre-pandemic graduation levels for African American students. Emphasizing the importance of understanding the factors driving these successes, he urged caution against reallocating resources or pivoting strategies too quickly. Ultimately, the focus remains on maintaining this upward trajectory for American Indian students and planning proactively against potential environmental factors to prevent future drops in graduation rates.
- Director Valliant noted a reminder that the board has set a major, targeted goal aimed specifically at improving outcomes for Black and African American students, including descendants of enslaved people. Emphasizing the board's intent to be deliberate and focused, she reassured community members that they are dedicated to taking the necessary actions to support student success, noting that significant time is already being invested in this priority.
- Director Ward expressed excitement over rising local graduation rates and asked whether this upward movement reflects a broader statewide trend or if the district is an outlier. While Administration was unable to provide an immediate comparative analysis but committed to researching the data and following up later. Building on the request, Director Allen asked that the upcoming comparison be expanded beyond statewide data to include other major school districts—such as Chicago, Portland, DC, and Los Angeles—specifically examining whether districts impacted by "Operation Metro Surge" saw different graduation rate trends compared to those that were not.

- Director Lowe noted that he anticipates that upcoming graduation rates—a lagging indicator—will reflect positive momentum, highlighting that their growth rate for this specific graduating class is outstripping the state average, which itself only saw a one percentage point increase.
- Director Ward requested information on the calculation of the graduation rate, and how the impacts of Metro Surge may show if a student leaves before graduating from SPPS. Response: High school graduation rates are calculated by tracking a fall ninth-grade cohort over four years, adjusting the cohort count if students officially transfer and enroll in another district or state. However, if a student—such as a senior—leaves the district without enrolling elsewhere, declaring a dropout status, or providing updated records, their enrollment status is marked as "unknown," directly penalizing and lowering the district's final four-year or five-year graduation rate. Because this metric is only impacted if the affected students are high schoolers rather than middle or elementary students, the true effect on the district's current 78% rate remains uncertain until late fall or early winter, when full data becomes available for deeper analysis.
 - For students that were in 9th grade during Metro Surge and then left the district and didn't enroll in another district, that would be counted against our graduation rates several years out. We must remain clear-eyed about the possibility that student progress may not immediately reflect in higher graduation rates, as the core priority is evaluating how effectively students are being served. Finding the right answers will require an ongoing dialogue and continuous re-evaluation of this goal over the next several years.

B. 2026-27 School Readiness Report

Leaders from Saint Paul Public Schools presented an update to Dr. Stanley and the board regarding preparations for the 2026–2027 school year. The updates spanned academic preparation, expanded programming, technology policies, human resources, and English Learner (EL) staffing.

Academic preparations began three weeks prior with leadership events that aligned staff with the district's strategic plan and continuous improvement efforts. Professional development during opening week offers 71 distinct learning opportunities for teachers. Additionally, the district is introducing and expanding several site-specific programs, including the 3DE program, new grade levels at various middle and elementary schools, and a new Pre-K–5 Afrocentric program at Benjamin E. Mays.

In response to concerns regarding screen time and socio-emotional health, the district implemented new technology restrictions. YouTube access is now blocked on elementary iPads, self-service apps were audited for curricular alignment, and popular AI tools remain blocked. Google Gemini is restricted for Pre-K–8 students, while high schoolers are being taught how to use AI responsibly. District email has been disabled for Pre-K–3 students and capped at 35 recipients per message for older grades. Furthermore, tech teams are working to disable automatic Google Search AI summaries, and families are receiving tools like the Securly app to monitor home iPad usage.

Human Resources reported strong recruitment progress, beginning the hiring season with 111 licensed educator vacancies and successfully filling 83, leaving just 28 remaining—a notable improvement compared to 81 vacancies at the same time last year. Support positions also saw hiring gains, including filling 23 of 39 educational assistant vacancies and reducing teaching assistant openings to 34 (down from 118 the previous year). To onboard incoming staff, the district is hosting New Educator Week for approximately 150 licensed teachers, conducting specialized training for educational and teaching assistants, and launching both its Urban Teacher Residency programs and district-wide mentor matching.

The presentation concluded with a detailed breakdown of English Learner (EL) enrollment and staffing. Presenters highlighted a multi-year decline in EL enrollment—driven in part by federal halts on US refugee admissions that drastically reduced newly arrived English learners from 452 in 2023–2024 to just 13 in 2025–2026. Because EL staffing is calculated using a weighted ratio (giving higher weight to students with lower English proficiency) and relies on average daily membership trends, reduced numbers have led to 26 split-position EL teaching roles across schools this year. To support staff and ensure contract compliance, administrators conducted multi-party scheduling meetings with split-position teachers and principals, with final fall adjustments planned following the official October 1 student count.

To prepare for the upcoming 2026–27 school year, district departments are rolling out a wide range of new programs, facilities updates, and family resources. The Community Education Department is launching its first-ever 21st Century Learning Grant program at Johnston High School and Farnsworth Upper and Lower, while also expanding capacity for its Nature Pre-K program and seeing an uptick in Discovery Club after-school childcare enrollment. To keep families informed, back-to-school communications are underway alongside staff trainings on a new board-approved Language Access Plan and upcoming spring digital accessibility standards; notably, over 13,500 students have already submitted back-to-school forms, supported by in-person help sessions that drew nearly 1,500 attendees. Operationally, the district is launching a daily "School Readiness Tracker" to monitor facility, custodial, and staffing needs, supported by the near-completion of over 50 summer capital projects and a new custodial team-cleaning model to restore schools following high summer school attendance. Meanwhile, Nutrition Services is introducing student-selected menu items—such as noodle bowls, pad Thai, and potato breakfast bowls—alongside elementary gourmet "code line" sandwiches, house-made "Any Time of Meals," and expanded middle school a la carte options. The enrollment office is transitioning to a user-friendly, real-time digital system to streamline applications, while IT is completing a MacBook rollout for staff, cutting new employee device delivery down to three days or less, and installing fiber networks to live-stream high school sporting events. Finally, transportation teams are leveraging submitted forms and continuing the live bus tracker app to ensure smooth routing for the first day of school.

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

QUESTIONS/DISCUSSION:

- Director Valliant noted her experience with the absence request in the Parent Portal, for both reporting absences or pick-up for appointments.
- Director Lowe noted the amazing amount of work into this presentation. He also encouraged all families to submit their Back to School paperwork, as it helps in planning.
- Director Lowe requested that the board receive more detailed data evaluating the quality and educational value of classroom device usage, rather than just raw screen time totals. Emphasizing that parents want to ensure device use adds clear instructional value, Lowe asked for a report detailing how students are spending time on their devices during class and at home. In response, leadership confirmed that the district is navigating relevant statutory limitations to bring a comprehensive report on user data and device usage to the board this October.
- Director Valliant expressed genuine excitement for the upcoming school menu, and she looks forward to trying the new lunch offerings firsthand while visiting schools and eating with her kids, while highlighting specific items like the noodle bowl, gyros, plantains, hot honey pepperoni, and lemon pepper wings, they plan to personally taste and review the food.
- Director Allen requested more information on the Securly app for families. Response: It is an optional tool that allows parents to manage and set limits on their children's school-provided iPads at home, including setting bedtime restrictions and blocking specific content like YouTube. Parents

automatically have an account tied to their Infinite Campus email address and simply need to activate it to use the service. In response to concerns regarding privacy and the need for clear oversight of home-monitored data, district officials confirmed that Technology Services, the Office of Teaching and Learning, and Communications are launching a targeted outreach campaign. To ensure all families understand the app's features and opt-in process, the district is distributing a detailed digital and physical guide—translated into five languages with direct QR code access—to parents, principals, and school staff ahead of the new school year.

- Director Allen noted family members who are students in SPPS and suggestions for the menus.
- Director Franco commended the administration and HR teams for significantly reducing licensed educator vacancies from 81 last year down to 28, emphasizing how crucial this stability is to avoid the classroom disruption of revolving daily guest teachers.
- He also sought clarification regarding English Learner (EL) staffing—specifically asking how a single 1.0 Full-Time Equivalent (FTE) position was split three ways without violating the policy that restricts teachers from being split between more than two schools. Response: The single 1.0 opening at one site was divided into three portions (a 0.6 FTE, a 0.2 FTE, and another 0.2 FTE) to accommodate existing teachers from other sites who needed partial FTE increments to maintain their full-time status. Addressing concerns about potential instructional disruption and grading confusion for students, Ms. Schmidt de Carranza reassured the board that the 0.6 FTE teacher would regularly co-teach for their part of the day. Meanwhile, the two 0.2 FTE roles would deliver "additional scoops" of targeted support—such as small-group instruction or co-teaching during science or social studies—to supplement the students' primary readers and writers EL blocks.
- Director Valliant requested details about parents or guardians joining their students for lunch. Response: When parents join their children for school lunch, adult meals are not covered by USDA student funding or linked to a student's lunch account. Instead, adults must pay out of pocket at the point of sale, operating similarly to a standard retail transaction where parents hand \$5 directly to the nutrition services staff to receive their meal. School policy strictly prohibits serving adults without direct payment, meaning if a parent lacks funds on a given day, they cannot be served unless someone lends them the cash. Furthermore, adult lunch accounts typically do not carry balances over from previous school years, as those accounts are cleared out annually.
- Director Ward noted appreciation for the service of students in this district, especially in Nutrition Services and food served to students.

C. Policy Update

a. SECOND READING: Policy 518.00 - Do Not Resuscitate / Do Not Intubate

Becky Schmidt, Director of Health and Wellness, then provided this Second Reading. During the second reading of proposed Policy 518 regarding "Do Not Resuscitate / Do Not Intubate" (DNR/DNI) orders, board members were briefed on a new guideline addressing family requests for end-of-life care directives. Because Saint Paul Public Schools operates as an educational rather than a medical institution, the policy establishes that staff cannot honor DNR/DNI orders. In the event of a life-threatening medical emergency during the school day or at school activities, staff will always deliver emergency care and immediately activate 911/EMS while notifying parents as soon as possible. The district will continue to follow all individual health plans, IEPs, and 504 plans in accordance with state and federal law, and any families submitting a DNR/DNI request will be formally advised of this district-wide emergency response protocol.

QUESTIONS/DISCUSSION:

- None

b. SECOND READING: Policy 719.00 - Food Service

During the second reading of the district's food service policy—which had not been revised since 2008—Stacy Koppen, Director of Nutrition Services, outlined minor adjustments made following the Committee of the Board (COB) discussion to align with new formatting standards and updated regulations. The policy explicitly emphasizes providing healthy, accessible, and inclusive meals that foster student well-being and academic success while adhering to federal guidelines and alcohol laws. Furthermore, the district commits to utilizing the most advantageous federal nutrition programs available and directing the superintendent or a designee to implement administrative procedures for full regulatory compliance. A key revision expanded the final statement to prioritize equity, privacy, and dignity, ensuring protection against discrimination and incorporating legal references to the Minnesota Human Rights Act.

QUESTIONS/DISCUSSION:

- Director Valiant clarified the procedures required if a school runs out of food during a meal service. Response: When a shortfall occurs, the district is obligated to investigate and resolve the issue, particularly because specific meal component and quantity requirements must be met for reimbursement, meaning such shortages cannot become a persistent problem. Addressing concerns about immediate student hunger, Ms. Koppen noted that cafeterias are stocked with ample reserve food across coolers, freezers, and dry storage to ensure every student receives a meal, even if a running short on the hot line prevents them from getting their first choice. To prevent ongoing production or forecasting errors, the district relies on established procedures, staff training, and on-site support to help kitchen personnel correct mistakes and keep every student fed.

c. SECOND READING: Policy 802.02 – Petitions for Consent for Rezoning

Jonathan Pettigrew, Manager of Facility Planning, then provided a second reading for this policy. He introduced a thoroughly rewritten version of Policy 802.02 regarding petitions for consent to rezoning. This policy governs how Saint Paul Public Schools (SPPS) reviews city zoning changes near district schools, outlining the district's responsibilities, evaluation criteria, and formal response procedures. While formatted and rewritten for clarity, the policy remains unchanged from the version previously shown at the Committee of the Board (COB) meeting. Key updates highlighted in the accompanying slides include defined purpose and impact areas, a detailed impact assessment process, and a new requirement for SPPS to provide a written explanation if declining consent to a rezoning petition, replacing the previous practice of giving verbal notice via phone calls. Additionally, the revised policy outlines potential district actions outside the consent process—such as providing oral or written testimony—and concludes with updated legal references, titles, and added definitions.

QUESTIONS/DISCUSSION:

- None

13. BOARD OF EDUCATION

A. Information Requests/Responses and Items for Future Agendas

- None

B. Board of Education Committee/Work Group Reports

- Director Ward noted that a written report of work in committees and work groups has been included in the BoardBook. He also noted this is a relatively new procedure that was adopted as part of B.I.G.G., in order for more reporting to the Board and community.

C. Board of Education Reports/Communications

- None

14. ADJOURNMENT

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

The motion was approved by roll call vote:

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

The meeting adjourned at 8:41 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