

## Regular

Tuesday, February 17, 2026 5:30 PM

Administration Building, 360 Colborne Street, Saint Paul, Minnesota 55102

1. **CALL TO ORDER**

2. **ROLL CALL**

3. **APPROVAL OF THE ORDER OF THE MAIN AGENDA**

4. **RECOGNITIONS**

4.A. Acknowledgment of Good Work Provided by Students

4.B. Acknowledgment of Good Work Provided by Outstanding District Employees

5. **PUBLIC COMMENT**

6. **APPROVAL OF THE ORDER OF THE CONSENT AGENDA**

7. **APPROVAL OF THE MINUTES**

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

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

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

8. **COMMITTEE REPORTS**

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

9. **FUTURE MEETING SCHEDULE**

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

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

10. **SUPERINTENDENT'S ANNOUNCEMENTS**

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

11.A. FIRST READING: Benjamin E. Mays Name Change

12. **ACTION AGENDA ITEMS**

12.A. **Consent Agenda**

12.A.1. Gifts

12.A.1.a. Accepting All Donations Under \$5,000 from December 1-December 31, 2025

12.A.1.b. Gift Acceptance from Ecolab to Cherokee Heights

12.A.1.c. Gift Acceptance from Laurel Dietrick Parks Foundation

12.A.1.d. Request for Permission to Accept a Gift of Meal Boxes from Second Harvest Heartland

12.A.2. Grants

12.A.2.a. Minnesota Vikings High School Girls Flag Football Grants

12.A.2.b. Request for Permission to Submit a Grant to the Minnesota Department of Education Native Language Revitalization Grant Program

12.A.2.c. Request for Permission to Submit to the Minnesota Department of Education's Grow Your Own Pathway for Adults Grant

12.A.3. Contracts

12.A.3.a. Design Services for Nokomis North Mechanical Systems Upgrades (Project # 1180-27-01)

12.A.4. Agreements

12.A.4.a. Agreement between Saint Paul Public Schools and Helen Keller International (HKI)

12.A.4.b. St. Cloud Professional Preparation Agreement

12.A.4.c. Parking Lot Memorandum of Understanding between Saint Paul Public Schools and Twin Cities Friends Meeting, Inc. at Hidden River

12.A.5. Administrative Items

12.A.5.a. Monthly Operating Authority

12.A.5.b. Human Resource Transactions

12.A.5.c. Approval of Pay Equity Implementation Report

12.A.5.d. Naming the ESTEM School Library in Honor of Mrs. Lutricia Vincent

12.A.5.e. Facilities Department FY26 Purchases over \$175,000

12.A.5.f. Phase Gate Approval of the FY26 Instructional A/V Replacement Program at Mississippi Elementary and Nokomis Montessori South (Project # 0680-26-01): Gate #3 - Project Budget

12.A.5.g. Phase Gate Approval of the FY26 Multi-Site Flooring Replacement Program (Project # 0225-26-01): Gate #3 - Project Budget

12.A.5.h. Phase Gate Approval of the Hazel Park Fire Alarm, A/V and Ceilings (Project # 1130-26-01): Gate #3 - Project Budget

12.A.5.i. Phase Gate Approval of the FY27 Fire Safety Program at L'Etoile Du Nord French Immersion School and Harding High School (Project # 0652-27-01): Gate #3 - Project Budget

12.A.5.j. Phase Gate Approval of FY23 Fire Safety System Program (Project # 0652-23-01): Gate #5.2 - Project Final Fiscal Close-out

12.A.5.k. Phase Gate Approval of FY24 Paving Program at John A. Johnson and Groveland Elementary (Project # 0800-24-01): Gate #5.2 - Project Final Fiscal Close-out

12.A.5.l. Phase Gate Approval of FY25 Fire Safety Program at Hubbs Center, Belvidere Early Learning, E-STEM Middle School, Early Childhood Hub East, and Early Childhood Hub West (Project # 0652-25-01): Gate #5.2 - Project Final Fiscal Close-out

12.A.5.m. Phase Gate Approval of Maxfield Elementary Playground Replacement (Project # 4180-24-01): Gate #5.2 - Project Final Fiscal Close-out

12.A.5.n. Phase Gate Approval of Nokomis Montessori Magnet South Playground Replacement (Project # 1220-26-01): Gate #5.2 - Project Final Fiscal Close-out

12.A.6. Bids

12.A.6.a. Contract Award for Bus Garage Slab Replacement (Project # 9020-26-01)

12.A.6.b. Phase Gate Approval of the FY26 Roofing Replacement Program at Battle Creek Elementary and Wellstone Elementary (Project # 0175-26-01): Gate #4 - Contract Award

12.A.7. Change Orders

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

12.B.1. Parameters Resolution Relating to Authorizing the Issuance of Not to Exceed \$17,900,000 Full-Term Certificates of Participation, Series 2026A

12.B.2. H.M.O.N.G. Project: A Resolution for Belonging and Academic Excellence

12.B.3. Fiscal Year 2025-26 (FY26) Revised Budget

12.B.4. Policy Update

12.B.4.a. THIRD READING: Policy 701.00 - Investment and Banking

12.B.4.b. THIRD READING: Rescissions of Policy 703.00 - Annuities & Policy 705.00 - Investments

12.B.4.c. THIRD READING: Policy 706.00 - Grants and Gifts

**13. INFORMATIONAL AGENDA ITEMS - PART 2**

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

13.B. Policy Update

13.B.1. SECOND READING: Policy - Federal Law Enforcement Activity on District Controlled Properties

**14. BOARD OF EDUCATION**

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

14.B. Board of Education Reports/Communications

15. **ADJOURNMENT**

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

**DATE:** February 17, 2026

**TOPIC:** Acknowledgement of Good Work Provided by Students

**A. PERTINENT FACTS:**

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

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

2. This item is submitted by Andrew Collins, Executive Chief of Schools.

**B. RECOMMENDATION:**

The recommendation is that the Board of Education recognizes the students acknowledged above for their contributions and outstanding work.

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

**DATE:** February 17, 2026

**TOPIC:** Acknowledgment of Good Work Provided by Outstanding District Employees

**A. PERTINENT FACTS:**

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

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

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

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

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

2. Washington Technology High School's David Quosig was named the National Association for Urban Debate League's Coach of the Year. He is the first ever

MN Urban Debate League coach to win this prestigious national honor in the organization's 20 year history.

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

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

3. This item is submitted by Andrew Collins, Executive Chief of Schools.

**B. RECOMMENDATION:**

The recommendation is that the Board of Education recognizes the staff acknowledged above for their contributions and outstanding work.

INDEPENDENT SCHOOL DISTRICT NO. 625  
Saint Paul, Minnesota

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

Available Streaming Online at [www.spps.org/boe](http://www.spps.org/boe) and Saint Paul Cable Channel 16

January 20, 2026  
5:30 p.m.

**MINUTES**

**1. CALL TO ORDER**

The meeting was called to order at 5:37 p.m. by Uriah Ward, Chair.

**2. ROLL CALL**

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

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

**3. APPROVAL OF THE ORDER OF THE MAIN AGENDA**

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

Director Vue then requested a motion to amend the order of the main agenda, and requested an Immigration and Customs Enforcement (I.C.E.) Update in terms of the school preparedness and readiness, and the plans for the building leads if I.C.E. were to enter school grounds. Director Ward suggested that it be added to the Superintendent's Report. Director Vue noted that this is an important standalone item, and it should be included as a separate item. Director Vue also noted that it could be included as the first item within Informational Agenda Items. Director Ward noted the motion to add a report on I.C.E. and the District's response to I.C.E. enforcement to take place of 11-A, and moving all further items down one place.

**MOTION: Director Vue moved approval of the amendment to the order of the agenda – which includes the addition of a report on Immigration and Customs Enforcement and the District's response to be added within Informational Agenda Items, and take the place of 11-A, therefore moving all further items down one place on the agenda. The motion was seconded by Director Carrillo.**

Director Franco noted that while it will be added to the agenda, there are items that we may not be able to share. He is supportive of the discussion and update, and as a reminder to the community, there may be some confidential details. Director Ward noted that a presentation is not prepared, but a discussion that has been top of mind for many, and will not look like a typical presentation.

The motion was approved by roll call vote:

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

**MOTION:** Director Ward moved to approve the agenda as amended. The motion was seconded by Director Vue.

The motion was approved by roll call vote:

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

**5. RECOGNITIONS**

**4. PUBLIC COMMENT**

- |                           |                                    |
|---------------------------|------------------------------------|
| 1. <u>Alli Kildahl</u>    | I.C.E. Response                    |
| 2. <u>Erin Steffes</u>    | SPFE Immigration Defense Committee |
| 3. <u>Sandy Velazquez</u> | LCD PAC Immigration Concerns       |
| 4. <u>Nallely Castro</u>  | LCD PAC Immigration Concerns       |

**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 Vue.

The motion was approved by roll call vote:

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

**7. APPROVAL OF THE MINUTES**

- A. Minutes of the Special Meeting of the Board of Education of December 18, 2025
- B. Minutes of the Special Regular Meeting of the Board of Education of December 18, 2025
- C. Minutes of the Special Meeting of the Board of Education of December 30, 2025

- D. Minutes of the Annual Meeting of the Board of Education of January 6, 2026
- E. Minutes of the Special Emergency Meeting of January 14, 2026

**MOTION: Director Ward moved approval of the Minutes of the Special Meeting of the Board of Education of December 18, 2025; Minutes of the Special Regular Meeting of the Board of Education of December 18, 2025; Minutes of the Special Meeting of the Board of Education of December 30, 2025; Minutes of the Annual Meeting of the Board of Education of January 6, 2026; and Minutes of the Special Emergency Meeting of January 14, 2026. The motion was seconded by Director Carrillo.**

The motion was approved by roll call vote:

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

## 8. COMMITTEE REPORTS

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

Topics at the January 6, 2026 Committee of the Board meeting included:

- SPPS Athletics Update
- Fiscal Year 2027 Budget Update
- Policy Update For:
  - Policy 701.00 - Investment and Banking
  - Rescissions of Policy 703.00 - Annuities & Policy 705.00 – Investments
  - Policy 706.00 - Grants and Gift
- Resolution Establishing Process for Filling Board Vacancy

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 January 6, 2026 Committee of the Board meeting and approve the recommended motions and minutes of that meeting as published. The motion was seconded by Director Allen.**

The motion was approved by roll call vote:

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

## 9. FUTURE MEETING SCHEDULE

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

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

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

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

**10. SUPERINTENDENT'S ANNOUNCEMENTS**

Superintendent Stanley noted that this is a very tough time for our community, and provided updates within a few areas. The first was the Optional Temporary Virtual Learning Plan for families who would prefer to learn from home for a short-period of time. Thousands of students were registered by the Sunday deadline, indicating a significant need in the community for this safety measure. Academic and operations teams worked through the weekend to implement this plan. Teachers and support staff are currently in buildings receiving guidance. Students (both in-person and virtual) are scheduled to return to instruction on Thursday, January 22, 2026. A Memorandum of Agreement was signed with the teachers' union (SPFE) to ensure synchronous learning options are available. She thanked SPFE, as well as our community partners to support our students in technology resources, including hotspots, as well as temporary food assistance. Regarding the timeline, there is currently no set date for the optional virtual program to end. The program will end only when families feel safe dropping their children off and students feel safe

journeying to and from school. The plan will be reviewed weekly. She thanked the community, the Board, the staff, SPFE, and other union representatives for their collaboration in these efforts.

She noted that she will hold her remarks regarding Immigration and Customs Enforcement (I.C.E.) and the District's response until later in the meeting, but acknowledged the pain and suffering within our community.

She also noted that Governor Walz has proclaimed January 19-25 as Paraprofessional Recognition Week. There are over 20,000 paraprofessionals in Minnesota. They are credited with being integral to student achievement and, crucially, the social and emotional well-being of students during these tough times. The support and services provided by paraprofessionals are integral to our student achievement. Their dedication supports safe, effective, and engaging learning, and they provide safe and effective and engaging learning environments each and every day. She encouraged the community to personally thank paraprofessionals for making students feel welcome and safe.

Director Ward noted thanks to the Senior Executive Leadership Team and SPFE in their work together on a M.O.U., and thanked the Superintendent for responding to the community's concerns. He also thanked SPFE for their focus on working through the concerns, and is grateful for their partnership. He also thanked Director Valliant and Director Franco for being present in those meetings.

Director Vue noted questions on at what point the entire school would go to virtual learning, depending on the demographics. Superintendent Stanley noted that currently some schools are at 30%, while other have very few students enrolled. We will continue to watch the enrollment. It would need to be 80-90% before moving to a full online option. SPPS Online school is also an option. We want to be able to keep our students, especially those in immersion programs, to be immersed in the language that they're learning and we know that is important.

Director Allen thanked the community who has continued to show up for our students, and to the paraprofessionals for their work in the buildings.

## **11. AGENDA ITEMS THAT REQUIRE BOARD ACTION**

### **1. Consent Agenda**

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

The motion was approved by roll call vote:

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

### **1. Gifts**

**BF 34547** Highland Park Senior High Gift Acceptance of \$15,000.00

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

**BF 34548** PTA Donation of China Sprout Graded Reading Books

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

**BF 34549** Acceptance of Gift from Ecolab to Riverview Spanish/English Dual Immersion School

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

2. Grants

**BF 34550** Request for Permission to Submit a Grant to the Minnesota Pollution Control Agency Local Climate Action Grant Program

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Pollution Control Agency's Local Climate Action grant program; to accept funds; and to implement the project as specified in the award documents.

3. Contracts

**BF 34551** Transportation Department Yellow School Bus FY 26 Purchases/Contracts over \$175,000

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

4. Agreements

**BF 34552** Approval of Employment Agreement Between Independent School District No. 625, Saint Paul Public Schools, and the Association of Supervisory and Administrative Personnel, Exclusive Representative for Supervisory Employees.

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

**BF 34553** Request to Sign Student Teaching Agreement with Western Governors University

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

5. Administrative Items

**BF 34554** Monthly Operating Authority

That the Board of Education approve and ratify the following checks and electronic transfers for the period November 1, 2025- November 30, 2025.

### **Human Resources Transactions**

**BF 34555** Transactions for December 1 – December 31, 2025

**BF 34556** Phase Gate Approval of the Como Park Elementary Pool AHU Replacement (Project # 4090-25-01): Gate #3 – Project Budget

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

**BF 34557** Phase Gate Approval of the Washington Technology Cooling Tower Replacement (Project # 4040-26-02): Gate #3 – Project Budget

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

**BF 34558** Phase Gate Approval of the Washington Technology Magnet Pool Piping Replacement (Project # 4040-25-01): Gate #3 – Project Budget

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

**BF 34559** Phase Gate Approval of the Wellstone Elementary Playground Replacement (Project # 4260-26-01): Gate #3 – Project Budget

That the Board of Education approve the Wellstone Elementary Playground Replacement (Project # 4260-26-01) at Phase Gate Check #3 – Project Budget; setting the final project budget at \$763,000 and indicating direction to proceed with construction bidding.

**BF 34560** Phase Gate Approval of Hidden River Middle School Renovation and Addition (Project # 3140-20-02): Gate #5.1 – Project Close-out

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

**BF 34561** Phase Gate Approval of Print Copy Mail Center AHU Replacement (Project # 4000-23-02): Gate #5.2 – Project Final Fiscal Close-out

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

**BF 34562** Phase Gate Approval of FY22 Roof Replacement Program at EXPO School for Excellence, Groveland Park Elementary, Wellstone Elementary, and Johnson Senior High School (Project # 0175-22-01): Gate #5.2 – Project Final Fiscal Close-out

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

6. Bids

**BF 34563** Phase Gate Approval of the Johnson High School Athletics Improvements (Project # 1150-24-01): Gate #4 - Contract Award

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

**BF 34564** Phase Gate Approval of the Washington Technology Cooling Tower Replacement (Project # 4040-26-02): Gate #4 - Contract Award

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

7. Change Orders

**ITEMS PULLED FOR SEPARATE CONSIDERATION - None**

**FURTHER AGENDA ITEMS THAT REQUIRE BOARD ACTION**

A. **Policy Update**

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

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

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

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

**QUESTIONS/DISCUSSION:** None

**BF 34565** THIRD READING: Policy 535.00: Post-Secondary Enrollment Options (PSEO)

**MOTION: Director Ward moved to approve the proposed revisions to Policy 535.00: Post-Secondary Enrollment Options (PSEO). The motion was seconded by Director Henderson.**

The motion was approved by roll call vote:

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

b. THIRD READING: Policy 521.00: Student Surveys

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

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

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

**QUESTIONS/DISCUSSION:** None

**BF 34566** THIRD READING: Policy 521.00: Student Surveys

**MOTION:** Director Ward moved to approve the proposed revisions to Policy 521.00: Student Surveys. The motion was seconded by Director Henderson.

The motion was approved by roll call vote:

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

c. THIRD READING: Policy 618.00: Research

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

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

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

**QUESTIONS/DISCUSSION:** None

**BF 34567** THIRD READING: Policy 618.00: Research

**MOTION: Director Ward moved to approve the proposed revisions to Policy 618.00: Research. The motion was seconded by Director Allen.**

The motion was approved by roll call vote:

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

d. **THIRD READING: Rescission of Policy 702.01 - Bonded Officers and Employees**

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

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

**QUESTIONS/DISCUSSION:** None

**BF 34568** **THIRD READING: Rescission of Policy 702.01 - Bonded Officers and Employees**

**MOTION: Director Ward moved to approve the proposed rescission of Policy 702.01 - Bonded Officers and Employees. The motion was seconded by Director Carrillo.**

The motion was approved by roll call vote:

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

e. **THIRD READING: Policy 606.50: Selection and Reconsideration of Library Material**

Craig Anderson, Executive Director of Teaching and Learning, then presented this proposed new policy.

The full language was reviewed, and included the purpose, general statement, definitions, responsibility for selection of library materials, individual student access to specific library material, and reconsideration of specific library material.

A new addition since the Second Reading was:

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

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

**QUESTIONS/DISCUSSION:** None

**BF 34569** THIRD READING: Policy 606.50: Selection and Reconsideration of Library Material

**MOTION:** Director Ward moved to approve the proposed new Policy 606.50: Selection and Reconsideration of Library Material. The motion was seconded by Director Vue.

The motion was approved by roll call vote:

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

f. THIRD READING: Policy 504.00: Drug Free Schools

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

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

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

**QUESTIONS/DISCUSSION:** None

**BF 34570** THIRD READING: Policy 504.00: Drug Free Schools

**MOTION:** Director Ward moved to approve the proposed revisions to Policy 504.00: Drug Free Schools. The motion was seconded by Director Valliant.

The motion was approved by roll call vote:

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

## 10. INFORMATIONAL AGENDA ITEMS

### A. Immigration and Customs Enforcement and the District's Response

Superintendent Stanley noted that the planning began in August with the emergency operations protocols where every school has an emergency operations plan. In September, there was a creation of a more comprehensive plan, including Legal and interagency collaboration. There is also a communications plan, operations plan, including Student Placement, nutrition services, and Office of Family Engagement.

We are also working to ensure our communications are sent in a variety of ways to meet the needs of families – including robocalls that are translated, as well as videos.

Our SSLs and SEM staff are out in the community to ensure that are families, students, and parents are safe, and working with the SPPD.

She also noted the optional temporary move to virtual learning for families to bring a greater sense of safety. We also are working with our community partners to ensure there is outreach from community agencies because there are needs from families. She also noted the partnership with SPFE.

She noted that we know and understand the trauma occurring in our community. Our students are seeing officials with weapons on their way to school. It is not an experience that has occurred in Minnesota before. We are working closely with our partners at SPPD and our internal Security and Emergency Management team to minimize the trauma to our students and families. We need to be thoughtful about our community, in our outreach, and to be as culturally responsive as possible.

Director Vue noted questions about a centralized location for information for families. Superintendent Stanley noted the website [www.spps.org/immigration](http://www.spps.org/immigration), which continues to be updated with new information, and curated with resources. We have transitioned to frequent communications through video or robocalls to ensure families receive the information and in the most culturally-responsive way, which is verbally in their first language. She thanked the Communications team for their work and flexibility in this work.

Director Henderson expressed gratitude for staff showing up despite their own fear and emphasized the district's commitment to remediation and support once students return to classrooms.

Superintendent Stanley noted the menu of options for staff to meet the needs of our students, and working with principals to ensure they have the clarity they need for consistency across all schools. There have been conversations with staff of targeted communities for a better understanding of their needs and supports, which has been helpful in our planning.

Director Franco noted the conversations between board members on this topic since before October 2024. He noted that the superintendent has been instrumental in preparing for this work. This is the largest operation of ICE agents collectively in one space at one time, and what we know is that this is beyond what they claim it to be. We know that this is a targeted political attack on our state. He noted a call to the community to be a caring adult to students. The school district cannot manage this crisis alone and issued a direct call to community members who have privilege and feel safe. He urged neighbors to simply walk children to bus stops or wait with them. He emphasized that community members do not need official permission or a formal program to be a "trusted, caring adult" and help ensure student safety at stops. He also identified three specific systemic policy demands where urgent political action is needed to support the

district's efforts, including separation ordinances in the city of Saint Paul, a push forward on a waiver for the 15-day drop rule, and the flexibility to pivot to e-learning if needed. He argued that the "excuse of process" is delaying urgent protection. He wants an ordinance that ensures local community policing is distinct from federal immigration enforcement to truly protect residents. He called on state leadership to issue a temporary waiver so students are not automatically unenrolled/dropped from the system if they miss 15 consecutive days of school due to fear. He requested immediate flexibility to pivot specific schools to e-learning during "emergent" situations without waiting for slow administrative approvals, noting the state is not currently meeting the "moment of urgency."

Director Allen raised concerns about learning loss, citing the known impacts of fear and the previous shift to online learning in 2020, including questions on what lessons from the 2020 experience are being applied now to prevent similar learning loss and what plans are in place to offset this loss when students eventually return to the classroom? Response: Dr. Stanley identified social isolation as the primary negative lesson from 2020, noting it led to significant mental health struggles for students. Synchronous learning is prioritized to ensure live, simultaneous learning sessions, and engagement with peers and teachers in real-time. School connection and structure was also discussed, including that SPPS is keeping students connected to their specific enrolled schools. This decision honors families' commitment to their specific school communities. The curriculum focus in elementary is on Social-Emotional Learning (SEL) via simultaneous meets, plus explicit instruction in Reading and Math at grade-level standards. At the secondary level, there is "student centered approach" to help students access content and complete the quarter. Union partnership was also shared, including the collaboration with SPFE, noting that the union provided the flexibility needed to make simultaneous meets and school-specific connections possible. The district and SPFE have committed to weekly meetings to troubleshoot issues and retool the plan as the situation evolves, acknowledging they do not know how long this model will be needed.

Director Allen noted that social-emotional support shouldn't just be about curriculum; it needs to be about fun and friendly competition to keep students engaged and break the "cycle of isolation." She argued that competitive activities make students feel connected even when they are physically apart. She called for "out of the box" ideas to recreate the community feel of 2020, suggesting virtual dance parties, interactive games, virtual movie nights, and competitions.

Director Valliant noted that the district has moved seamlessly from one crisis (alluding to the pandemic) into another. However, she made a sharp distinction regarding the current situation with ICE: unlike previous challenges, "this one is intentional." She urged the governance team and staff to hold two seemingly opposite concepts together: maintaining strict accountability for their work while extending grace to one another during this high-stress time. She also reminded all that we are working to care for others in a human-centered focus.

Director Ward expressed deep frustration and horror regarding the current events, describing the situation as "horrible," "unnecessary," and a betrayal. He noted the profound difficulty of seeing neighbors "losing folks" due to actions taken by a government that is "ostensibly supposed to be looking out for our best interests." To cope with the "horrifying" reality, Chair Ward shared that he focuses on sources of pride to "keep himself sane." He expressed deep gratitude for the Board and Administration, noting that he is proud to serve alongside his colleagues, and community solidarity and the community as "amazingly unified" in both their analysis of the injustice occurring and their desire to do as much as possible to stop it. He concluded by affirming that St. Paul is a "really special community," evidenced by how residents, staff, and leadership have rallied together to respond to the crisis.

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

Carita Green, Executive Director of Executive Director, College and Career Pathways and School Supports, then presented this report.

The purpose is to report on the progress of the B.I.G.G. student outcome goal of:

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

Information about the data was shared.

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

Career Pathways information was also shared, including that each comprehensive high school will offer four Career Fields with at least one stackable Career Pathway for each field. Career Fields allow students to gain foundational career knowledge and skills. Career Pathways must be in high wage and in-demand areas. Students may find out that the career pathway is not for them and switch pathways. Work-based Learning Coordinators are available.

Districtwide programs include:

- Emergency Medical Technician (EMT)
- Certified Nursing Assistant (CNA)
- Automotive Service Technician
- Education Pathway
- Finishing Trades
- Operating Engineers
- Spring Internships
- Industry Certification

Senior Survey response data was also shared.

Action steps for SY25-26 include:

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

The full presentation can be found in the BoardBook.

### **QUESTIONS/DISCUSSION:**

- Director Carrillo requested information on the strategies to capture the remaining ~20% of students who have not completed their career inventories. He emphasized that while 100% completion is difficult, the goal is for every student to be aware of their future options. He wanted to know what specific steps would be taken between now and 2029 to increase these numbers. Response: There are immediate actions for current seniors including targeted outreach and since the data system tracks exactly who has not finished the inventory, Work-Based Learning Coordinators and counselors will personally reach out to those specific students before the end of the school year to

encourage completion. Long-term systemic fixes include consistent advisory periods across all high schools is a relatively new development. By embedding these inventories into Foundations and Advisory classes (starting as early as 8th grade), they expect participation to increase naturally over time. The Career Pathways team will monitor completion rates centrally and direct school staff to follow up with students who are flagged as incomplete.

- Director Allen reflected on the administrator's tenure, noting that when they first joined the district a few years ago, she had "so much to say and so many questions." She expressed gratitude that those initial concerns have been addressed, stating that she now sees "great work showing up" and that students are finally receiving the exact opportunities she had been advocating for. Ms. Green acknowledged the praise, admitting that when they first arrived, the district's career opportunities were "not clear" and the information didn't even exist on paper. They credited their team for working extensively with principals to identify these pathways and create clear resources (such as the link provided in the presentation) that were previously missing.
- There was also a question about the Operating Engineers program, and that it is excellent to see students receiving both college and apprenticeship credits. This specific pathway allows students to become full-time employees, offering a substantive step toward a well-paying job that supports them as they transition into adulthood. There has been discussion on the need for more trade presence in schools—acknowledging that while college is one path, many students will find success in fields that require different training. Seeing a structured pathway to a career during high school is exactly what we need to set kids up for success.
- Director Valliant noted the presentation on this work at the recent MSBA Conference and booklet. She went on to recognize the practical value of internships in helping students build professional resumes. She also recommended that administration increase outreach to 8th-grade students to ensure they are aware of these career opportunities prior to entering high school.

### C. Policy Update

#### a. SECOND READING: Policy 701.00 - Investment and Banking

Daniel Moser, Executive Director of Financial Services, the presented this proposed update. Changes include merging three policies (701.00, 703.00, and 705.00) into one policy, a transition to the new format, new section of policy purpose, general statement of policy, electronic fund transfers (EFTs), and position title changes. It was noted that, per the discussion at the First Reading, the resolutions to divest in fossil fuels and prevent investment in private prisons were added to both the policy and the cross references.

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

### **QUESTIONS/DISCUSSION:**

- Director Franco requested clarification on the date of the Third Reading, as it was noted as March 2026 Regular Meeting in the presentation.
- Director Valliant requested clarification on the process and cadence are for submitting the list of Electronic Funds Transfer (EFT) transactions to the Board. Response: Transactions exceeding a certain threshold are compiled into a comprehensive list and presented for Board review and approval via the consent agenda at the next regular meeting.
  - Director Valliant noted further questions because the policy states "all EFT" and doesn't state that it's over a certain threshold. Administration noted that edit can be made for the next reading

- o Director Franco elaborated on the discussion regarding financial transparency and EFT reporting. He noted that the current "Monthly Operating Authority" report presents aggregate totals per account, whereas the policy text implies a list of "all transactions." To address this discrepancy, Director Franco sought Board consensus on Vice Chair Valliant's suggestion to explicitly include a monetary threshold in the written policy, ensuring clarity on which transactions require Board review.
- b. SECOND READING: Rescissions of Policy 703.00 - Annuities & Policy 705.00 – Investments

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

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

**QUESTIONS/DISCUSSION:**

- None
- c. SECOND READING: Policy 706.00 - Grants and Gifts

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

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

**QUESTIONS/DISCUSSION:**

- None

**13. BOARD OF EDUCATION**

A. Information Requests/Responses and Items for Future Agendas

- Director Franco requested a deep dive into Rights and Responsibilities handbook and revitalization process.
- Director Vue requested monitoring on Temporary Optional Virtual Learning.
- Director Allen requested data within athletics of students who were ineligible at the end of the semester and separated by school.

B. Board of Education Reports/Communications

- Director Ward noted that with the resignation of Director Vue, the application process for the board seat on an interim basis is open, and encouraged those interested to apply with information on the Board of Education website under “2026 Vacancy.”

**14. ADJOURNMENT**

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

The motion was approved by roll call vote:

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

The meeting adjourned at 7:36 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

**INDEPENDENT SCHOOL DISTRICT NO. 625  
Saint Paul, Minnesota**

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

**January 20, 2026  
4:30 p.m.**

**MINUTES**

**I. CALL TO ORDER**

The meeting was called to order at 4:32 p.m. by Uriah Ward, Chair.

**II. ROLL CALL**

Board of Education: H. Henderson, U. Ward, C. Franco, Y. Carrillo, J. Vue, E. Valliant  
C. Allen arrived at 4:34 p.m.

Administration: Superintendent Stanley, K. Bergstrom, K. Thao, T. Sager, P. Pratt-Cook,  
J. Turner, S. Gray Akyea, E. Wacker, V. Unowsky, K. Walker, J. Wikstrom  
Donoghue, A. Collins, S. Dahlke

**III. APPROVAL OF THE ORDER OF THE MAIN AGENDA**

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

**IV. MOTION TO CLOSE MEETING**

**MOTION:** It was moved by Director Ward and seconded by Director Valliant that the Board of Education close the special meeting and continue the meeting as a closed meeting to consider and discuss attorney-client privileged matters as is permitted by Minnesota Statutes Section 13D.05, subd. 3(b) regarding State of Minnesota, et. al. vs. Kristi Noem, et. al., U.S. District Court File No. 0:26-CV-00190, as is provided for by Minnesota Statutes Section 13D.05, subd. 3(b). The motion passed by acclaim.

**V. NEW BUSINESS**

The Board of Education and staff discussed the attorney-client privileged matter.

**VI. MOTION TO OPEN MEETING**

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

**VIII. ADJOURNMENT**

**MOTION: It was moved by Director Ward, and seconded by Director Valliant, to adjourn the meeting. It passed by acclaim.**

The meeting adjourned at 5:30 p.m.

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

Prepared and submitted by:

Sarah Dahlke

Assistant Clerk, St. Paul Public Schools Board of Education

**INDEPENDENT SCHOOL DISTRICT NO. 625  
Saint Paul, Minnesota**

**SPECIAL MEETING OF THE BOARD OF EDUCATION – FY27 BUDGET WORKSHOP  
360 Colborne Street  
Saint Paul, MN 55102, and**

**February 7, 2026  
8:30 a.m.**

**MINUTES**

**1. CALL TO ORDER**

The meeting was called to order at 8:39 a.m. by Chair Ward.

**2. ROLL CALL**

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

Staff: Superintendent Stanley, T. Sager, S. Gray Akyea, P. Pratt-Cook, A. Collins, E. Wacker, J. Turner, V. Unowsky, S. Dahlke, K. Bergstrom

**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 Henderson. It passed by acclaim.**

**4. FY27 BUDGET WORKSHOP**

Board members and staff then conducted a FY27 budget workshop. Topics included:

- Opening
- Inclusion activity
- Purpose: Policy and Outcomes and engagement process for the day
- Detail overview of financial position and Reactions/ Discussion from school board
- Options Part I: Administration's review of options for potential cost savings and joint Board/Administration discussion of pros and cons of each option
- Options Part II: Additional discussion - additional areas Board would like reviewed/focused or analyzed
- Board parameters for FY27 budget
- Communications and community input and outreach plan
- Closing

**5. ADJOURNMENT**

**MOTION: Director Ward moved to adjourn the meeting. The motion was seconded by Director Franco. It passed by acclaim.**

The workshop adjourned at 3:00 p.m.

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

Prepared and submitted by:

Sarah Dahlke

Assistant Clerk, St. Paul Public Schools Board of Education

**INDEPENDENT SCHOOL DISTRICT NO. 625  
Saint Paul, Minnesota**

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

**February 4, 2026  
4:30 p.m.**

**MINUTES**

**1. CALL TO ORDER**

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

**2. ROLL CALL**

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

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

**3. APPROVAL OF THE ORDER OF THE MAIN AGENDA**

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

**4. SUPERINTENDENT'S ANNOUNCEMENTS**

Superintendent Stanley provided an update on the temporary virtual learning program, noting a high enrollment of over 7,600 students. Within support services, Social workers and the student support team are conducting active outreach to families to ensure high attendance and address technical or resource needs. In partnership with Second Harvest, the district is delivering weekly meal boxes to the homes of approximately 500 students (1,500 total weekly meals). Unlike USDA-standard school lunches, these boxes consist of ingredients and recipes for home preparation. Families wishing to return to brick-and-mortar instruction may do so on a three-week cycle. The next re-entry date is scheduled for February 17th.

She also noted that the launch of the strategic plan efforts will begin soon. Following an anonymized screening of 302 started applications, a 35-member task force has been seated. The committee includes 15 students and aligns with district demographics. Vice Chair Valliant, Director Franco, and Director Henderson will also serve on the task force. Chief Stacey Gray-Akyea was also recognized for her role as project manager.

**QUESTIONS/DISCUSSION:**

- Director Allen requested details on the details of those students who have moved to the temporary online virtual model. Response: Ms. Unowsky noted that virtual learning is available for Pre-K through 12th grade across all district brick-and-mortar schools. Attendance in Pre-K is currently lower than other levels, attributed to the non-compulsory nature of the grade and the requirement for adult supervision at home. The district is employing different models at the elementary level based on student density, including one model in which, student numbers are high enough to support dedicated virtual-only and in-person-only classrooms; and another model where students participate in a virtual morning meeting with their home-school homeroom before transitioning to instruction supported by a grade-level academic support teacher. Staff noted challenges in managing fluctuating requests from families moving between virtual and in-person options. To ensure instructional consistency and allow staffing "to settle," the district has implemented a three-

week cycle for enrollment transitions. Enrollment varies significantly by location, ranging from as few as 6-7 students at some sites to nearly 40% of the student body at others.

- Director Henderson noted questions about supports for school communities as they make the transition. Response: Superintendent Stanley noted that the district allocated two non-instructional days specifically for staff preparation to mitigate the "large obstacle" of the transition. Dr. Unowsky highlighted ongoing work with principals, emphasizing that leadership is encouraged to prioritize essential tasks while setting aside non-critical projects to maintain an "all hands on deck" approach for student and teacher support. The communication has been critical, with central leadership has prioritized clear, multi-channel communication to maintain stability. Support is provided through "pop-up" meetings with principals, written documentation, and a centralized master guidance document. The Department of Communications is launching weekly updates for both families and staff. These updates will cover the virtual learning option and other community concerns, including safety and immigration-related topics. Administration also noted a strong, collaborative relationship with the St. Paul Federation of Educators (SPFE), including weekly check-ins to troubleshoot and problem-solve emerging issues, an updated MOA to include language regarding "simultaneous teaching" (where teachers engage with in-person and remote students concurrently). Dr. Unowsky noted that the partnership has been helpful in ensuring teachers are supported as they navigate the complexities of the new instructional models.
- Director Henderson also noted questions about support for students and families as they may transition back to in-person learning, regarding academic and emotional stability. Response: Administration acknowledged the concern regarding learning loss and the need for mindful transitions. Support will be localized at the school level, utilizing counselors, social workers, and additional support staff to facilitate the return. The district has maintained connections with virtual students, including those with attendance challenges, to ensure they remain integrated into the school community prior to their physical return. Leadership expressed confidence in the teaching staff's preparation to welcome students back, though it was noted that the transition may not be entirely seamless. The return of students would necessitate further flexibility in school operations, including adaptive learning models as student populations shift back to physical buildings, schools will likely need to adjust their current learning models to accommodate changing classroom sizes and configurations, and future planning as we continue to monitor the number of families choosing to return during each three-week cycle.
- Director Vue noted questions about the food delivery for students enrolled in the temporary virtual learning option, including meal content and delivery methods. Response: Because meals are being provided off-campus, they do not qualify under standard USDA school lunch regulations. Consequently, the food provided differs from the daily hot meals served in school buildings. The district has partnered with Second Harvest to fill this gap. Currently, the program is delivering approximately 1,500 meals per week (serving 500 families). In terms of logistics and nature of the food being provided, unlike prepared cafeteria meals, these are meal kits containing main ingredients and recipes. This allows families to prepare meals such as spaghetti, breakfast, or dinner at home. Food is distributed in a "meal package" or bag containing a full week's worth of food, similar in appearance to the distribution models used during the COVID-19 pandemic. All meal packages are delivered directly to the students' homes to ensure accessibility for virtual learners.
- Director Vue noted that transitioning to virtual learning model creates a "ripple effect" of disruption that impacts all students, not just those choosing to go remote. Disruption isn't limited to virtual students; those remaining in physical classrooms face significant changes as well. When teachers are moved from physical classrooms to cover virtual ones, it forces remaining students to adapt to new teachers and classmates. Even if the curriculum remains the same, the loss of a familiar environment and established expectations can be jarring for a child's learning experience.

## **5. FULL-TERM CERTIFICATES OF PARTICIPATION, SERIES 2026A**

Chief Sager and partners from PTMA than presented this report.

The purpose was reviewed, including that these full-term Certificates of Participation will fund construction at Bruce Vento Elementary, various capital deferred maintenance projects, additions to, and repairs at Barack and Michelle Obama Elementary, Hidden River Middle School and Highland Park Middle School. Minnesota Statutes, Section 126C.40, Subdivision 6, authorizes the District to enter into the Lease to finance real and personal property.

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

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

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

The full presentation can be found in the BoardBook.

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

- Director Vue noted questions about the under-budget reporting, and if that will change the projections going forward. Response: While the team continues to use consistent budgeting practices, they are constantly updating the "future expenditure plan" based on actual costs. Coming in under budget creates extra financial capacity for future use. Original budgets include contingencies to ensure projects reach the finish line. In this case, those contingencies weren't fully needed, resulting in the surplus. The primary benefit of staying under budget is lower property taxes. Borrowing only what is necessary prevents a higher tax burden on homeowners that would have occurred if the full authorized amount were spent. Even though there is leftover "capacity," any new projects must still be individually vetted and authorized through the standard process.
- Director Franco requested information on the true interest cost of 5% threshold and how it aligns with current market performance, noting that recent rates have trended consistently below this cap. While the ceiling is set at 5%, we anticipate that current market rates to fall below 4% under present conditions. The 5% figure serves as a "ceiling" or "stop-gap" rather than an expected rate. It is designed to provide the financing team with the necessary flexibility to manage the bond sale process efficiently. If market volatility causes rates to exceed the 5% threshold, PTMA's authority to execute the contract would cease. In such an event, the matter would be brought back to the Board for re-evaluation, as the financial implications would be considered materially different from the original plan. Mr. Hart reaffirmed their primary objective: to utilize all available strategies to secure the lowest possible interest rate for the organization, regardless of the established ceiling. It was noted that that the 5% true interest cost is a protective limit rather than a target, ensuring that the project remains fiscally viable or is subject to further Board review.
- Director Carrillo requested further details on the anticipated costs budget figures, and the variances presented. Response: Staff explained that numbers fluctuate as they reconcile actual invoices versus previous estimates. The Facilities and Finance teams are now working in a "tight connection," meeting every two weeks to vet project costs and ensure reporting accuracy. The team has moved toward a more conservative contingency plan. They originally held large cushions but have reduced them as they gained a better understanding of the actual costs. This "drawdown" or bond issuance is intended to be the final financing for these four specific projects. Staff asked the facilities team to "sharpen their pencils" to ensure the projects stay within the remaining budget. Staff noted that by waiting to issue the full amount of debt, they avoided a situation where they might have borrowed more money than they actually needed to spend. Staff emphasized that these numbers will continue to fluctuate slightly until every invoice is closed out, but they feel confident in the current estimates as the projects near completion.

- Director Valliant requested information on the overview of the Certificates of Participation process. Response: Mr. Hart noted that the mechanism of Certificate of Participation functions similarly to a standard residential mortgage. The District is entering into an agreement to borrow \$17.9M. The debt is structured to be repaid over a 20-year term. Payments will be funded through future property tax revenues levied by the School District. A trustee (US Bank) holds a legal interest in the school buildings for the duration of the term. Upon final payment, this interest is dissolved, and full title remains with the District. To secure favorable interest rates, the District formally pledges to levy taxes sufficient to meet annual debt service requirements. The legal documents are filed with the County to ensure oversight. The County verifies that the District has levied sufficient funds each year to meet its principal and interest obligations. Mr. Hart also noted that at the end of the 20-year schedule, the District will have fulfilled all financial obligations to investors, and all third-party interests in the physical school property will be terminated.

## **6. H.M.O.N.G. PROJECT REPORT AND RESOLUTION**

Director Vue presented this report and draft resolution. He reviewed the H.M.O.N.G. Project Workgroup members, the project purpose, and project timeline.

Within the Data Collection and Findings portion, he shared details on the needs assessment focus groups, survey results, student focus groups, parent focus groups, and staff focus groups. He also reviewed the survey procedures and response rate data, demographics of survey respondents, and survey findings. The focus groups were also reviewed, noting that representation matters, participation figures, purpose, and findings in these core areas:

- Importance of Representation
- Celebrations and Cultural Integration
- Preserving Language and History
- Belonging & Engagement: Creating Inclusive Spaces
- Leadership & Advocacy: Championing Cultural Integration
- Mental Health & Support: Culturally Responsive Services
- Systemic Barriers & Equity: Interrupting Inequities
- Parent Engagement: Building Authentic Partnership

S.M.A.R.T. goals for the project were also reviewed, and included:

- The percentage of HMong SPPS students who experience language, culture and multilingual development outcomes will increase from BLANK in 2026 to BLANK by 2029 through student-reported sense of belonging and cultural representation on existing district student climate and engagement surveys as measured by growth trends via MCA, ACCESS and four -year graduation rates
- The percentage of culturally responsive instruction, representation and biliteracy pathways will increase from BLANK in 2026 to BLANK by 2029 through increasing early awareness and maximizing impact of biliteracy pathways, increasing attainment of biliteracy for HMong students awarded the Seal of Biliteracy, and ensuring consistent and explicit inclusion of Hmong contributions and perspectives within Tier 1 curricular and extracurricular programs as measured by growth trends via district and state reporting mechanisms and Minnesota Academic Standards.
- The percentage of HMong SPPS parents/guardians who have equitable access to language and culture opportunities will increase from BLANK in 2026 to BLANK by 2029 via increasing early awareness and maximize impact biliteracy pathway for Hmong students, improving reported access, communication and trust, reporting demand and access indicators for Hmong language and culture opportunities such as enrollment interest and waitlist data as measured by trends in existing family engagement and climate survey related to being informed, heard and valued.
- The percentage of HMong SPPS staff who support the academic, social and emotional well-being of HMong students will increase systemwide from BLANK in 2026 to BLANK by 2029 through monitoring HMong staff-reported feedback and readiness to integrate culturally responsive practices that affirm HMong language, culture and history as well as recognizing the cultural and

linguistic expertise of Hmong staff, while ensuring that responsibility for culturally responsiveness is shared across the district and embedded within Tier 1 expectations as well as ensuring that supportive conditions exist for HMong staff to engage in voluntary affinity-based peer collaboration including opportunities for connection, professional dialogue and mutual support as measured by trends in existing HMong staff climate and engagement survey and workforce data.

Details on the H.M.O.N.G. Project Task Force were also reviewed, including the purpose, composition, and process.

The H.M.O.N.G. Project draft resolution was also shared and discussed.

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

### **QUESTIONS/DISCUSSION:**

- Director Ward noted there are a lot of pieces packed into each goal, and the measurements of each.
- Director Carrillo noted a formatting edit, including to use nested bullet points to list measurement metrics under each primary goal for better clarity. He also noted to clearly identify the primary metric among multiple measurements to determine which one best indicates progress toward the target, as well as specificity on the development outcomes and target, and thinking through the measurement and target. Within some of the goals to define exactly what "student experience" or "outcomes" look like—for example, distinguishing between time spent (minutes) versus the quality of the experience (survey results). He also noted it would be helpful to carefully evaluate the dependencies between the target and the chosen measurement to ensure the data actually reflects the goal's intent.
- Director Valliant noted a two-step process for goal setting: the work group should draft the foundational goals, while the board and district should be responsible for finalizing the specific "SMART" details—particularly the time-bound elements. The work group provides the high-level objectives, but the district refines them into actionable SMART goals. The district and board have the logistical knowledge of timelines and capacity. By having the district set the deadlines, the goals remain realistic and achievable, avoiding the need to vote on or change "uninformed" timelines later.
- Director Allen noted that the current goals are too wordy and ambiguous, making it difficult to identify the core mission or the specific actions needed for success. She suggested to consolidate the feedback into one or two clear, concise goals that are easier to monitor, to ensure the work group's input is integrated into the board's existing goal-setting framework, and to move away from "wordy" descriptions toward specific, measurable actions that define exactly how the mission will be accomplished; all while ensuring the voices of parents, students, families and staff are heard in those spaces.
- Director Franco requested clarification on the parent-focused goal, including the goal and intention of the goal. Response: Director Vue highlighted the need to capture parent interest and influence regarding language and culture programs. Parents want clear pathways for getting their children involved in bioliteracy programs. He also noted the suggestion to find ways to quantify how much parent input is actually shaping district offerings. Potential metrics for tracking this demand and involvement include enrollment numbers and waitlist data.
  - Director Franco noted concern over the lack of clarity and feasibility in the current goals, emphasizing that they feel "overloaded" and difficult to act upon. There is a need for better definition regarding who is responsible for specific actions. For parent-focused goals, he would also like to see actions directly involving parents/guardians rather than goals that feel like "physical space" or infrastructure targets. He noted he is hesitant to vote on goals or percentage increases without knowing if they are actually achievable. They are seeking "tentative numbers" and district staff input to ensure the district can achieve them. There is concern about seeing the final data and goals for the first time on the day of the vote without enough context or time to verify their realism.
  - Director Carrillo noted two critical "lenses" for evaluating the achievability of the proposed goals before they are finalized, including labor constraints and operational capacity. Within

the labor constraints discussion, he noted questions around the realism of staff to meet these expectations within their current contractual obligations. Within operational capacity, he noted questions if the district's physical infrastructure and logistics have the resources to meet these goals. He also noted that these goals be vetted by the Superintendent to ensure the district isn't setting "undoable" expectations

- Director Ward expressed urgency and a desire to move the goals toward a "yes" vote at the upcoming board meeting. While they are worried about the tight timeline, they are offering active support to ensure the proposal is ready. He noted that the language must accurately reflect the work done by the H.M.O.N.G. Project group; and it must demonstrate a clear, positive difference for the community and improve the educational experience for Hmong students. He also raised the "operationalization" of the goals to ensure they are measurable, realistic, and able to be implemented. He also encouraged the team to work together not to avoid any roadblocks before the formal vote on the resolution on February 17<sup>th</sup>.
- Director Valliant noted the original understanding of the H.M.O.N.G. Project and expresses caution regarding its current trajectory. She noted that the project was initially conceived as an advisory effort with a clear end date, and results were intended to serve as recommendations to help guide the board and the district. She noted that expectations have shifted, and the project is moving beyond its original advisory scope.
- Director Franco noted a clear, collective consensus from the board on whether they should pivot the project's output with differences in technical SMART goals versus high-level advisory recommendations. The Board will need to explicitly define what "less SMART and more advisory" looks like in practice and to establish a "common understanding" so the work group has a clear, unified direction before moving forward.
- Director Allen suggested to enact the H.M.O.N.G. Project's work as high-level strategic recommendations rather than immediate, separate mandates that could overwhelm the district's existing workload. This project is more substantial than typical community feedback and should be used to inform the district's long-term Strategic Plan. There is a concern that adding "inter-goals" on top of current district goals (like literacy) could lead to the project getting lost in the shuffle or failing to meet expectations. The speaker supports the project developing specific SMART goals, but views them as recommendations for the board to utilize as they shape the "next phase of transformation" for the district. By integrating this voice into future planning rather than forcing it into current operations, the board can better build long-term trust with the Hmong community, and to see the voice of this project continue to move forward and in the next phase of transformation for SPPS.
- Director Henderson expressed gratitude for the work completed so far but suggests a more structured approach to ensure the goals are monitored and that we can "get it right the first time if possible." She noted that a monitoring task force will be helpful to manage the implementation of the H.M.O.N.G. Project's goals, with the responsibilities to use the adopted project goals as a guidance to guide their work and align district, administrative, and community resources; to collectively determine short-term goals and specific tasks that demonstrate progress toward the larger objectives; and to schedule regular meetings and prepare progress reports for both the Board of Education and the community. The group would ideally include board members, district staff, and community representatives to ensure diverse oversight.
- Director Ward noted questions on the necessity of a new task force, expressing concern that adding complexity to the governing apparatus could make the board less "nimble and effective." He noted questions on what a task force would accomplish that wouldn't happen through standard channels. Usually, the board gives goals to the Superintendent to implement and report back on, and he would want to understand why this specific project requires an "extra" layer of community and board oversight.
  - It was also noted that this is a governance-rooted work project, rather than a standard administrative task, implying it requires a different level of collaborative leadership between the board and the community.
    - Director Valliant noted that the proposed task force or implementation phase falls outside the project's original, board-approved scope. The board specifically voted for a needs assessment, which concludes once the final recommendations (the SMART goals) are delivered. the project ends when those results are handed over

for the board to review and determine the next steps. While she understands why a task force might be suggested, she categorized it as a separate entity or "extra work" that was not part of the initial agreement.

- Director Carrillo suggested utilizing the existing Hmong Parent Advisory Council (HPAC) to monitor the project's goals instead of creating a new, separate task force. Since the district already has parent advisory councils—some mandated by law—creating a new body might undermine the purpose of the existing council. He proposed that the HPAC could take on the role of monitoring the goals annually and reporting back to the board on progress and outcomes. Since board members already participate in these councils, using the HPAC would keep the work within an established framework rather than complicating the governing structure. The HPAC could act as the research role for the community, verifying whether the agreed-upon changes are actually happening on the ground.
  - Director Valliant noted that she is unsure if that's the role of the parent advisory council.
- Director Valliant noted questions about the purpose of the H.M.O.N.G. Project task force. Response: Director Vue clarified that the proposed task force was intended as a high-level body with the flexibility to determine its own specific tasks and parameters for monitoring the project's work. The task force's primary function is oversight and implementation monitoring. The proposal was left broad intentionally so the group could define its own "to-do items" within set parameters. He also noted the group is open to the board's feedback and willing to pivot, including to task an existing group in this work.
  - Director Valliant reiterated that a new task force is unnecessary because it falls outside the original, board-approved scope of the needs assessment. She noted that the current commitment ends with the needs assessment. Once the assessment results in specific goals, those goals should be tracked alongside the district's existing work and objectives. Because these goals will be integrated into standard board monitoring, a separate body is not seen as a priority or necessity at this time.
    - Director Vue then noted questions about the demonstration of the progress to the community, including a possible report to the Board or an existing apparatus to report the progress.
- Director Franco noted exploration on how to integrate specific community goals into the existing district framework without overextending resources. He noted that existing drafts already focus on academic benchmarks like MCA scores, graduation rates, and the Seal of Biliteracy. There is a specific interest in seeing data broken down by community (e.g., Hmong and Latino) to ensure these broad academic goals are actually reaching specific groups. Rather than creating something entirely new, he suggested folding this work into current systems—such as PACs (Parent Advisory Committees) or existing reporting cycles—to stay within "constraints." He went on to note that once the specific "ask" is clarified, the board can determine if this is simply a "new branch" of work they are already monitoring.
- Director Franco also noted that the district already has the tools and data necessary to track progress without building new systems. The speaker highlights the district's Research, Evaluation, and Assessment (REA) team and their data center as a primary resource, noting that much of the required data might already be public. He pointed to existing student surveys as a way to measure "belonging," which aligns with the Superintendent's core values.
- Director Ward noted a revised resolution, and clarification if there should be a resolved statement to create a monitoring process, and questions on language to include.
  - Director Carrillo noted a monitoring process and the avenue for reporting, including a proactive approach to sharing progress, and presenting data through formal channels, such as in board meetings, specific board committees, direct presentations to PACs, and regularly scheduled public presentations. While the "monitoring" (data collection) might already exist, the speaker is calling for a defined reporting process to ensure the information actually reaches the community and the board.
- Dr. Stanly noted the technical challenges of disaggregating data for specific ethnic groups, particularly the Hmong community. Currently, the district identifies Hmong students solely by their "home language." This is problematic because many Hmong students now speak English as their

first language, therefore, they are not included in specific Hmong-centered data. She acknowledged that broad categories (like "Asian," "Black," or "Indigenous") mask the diversity of the diaspora and fail to represent the specific needs of distinct communities. There is a stated desire to break down data more effectively to create meaningful SMART goals, but a warning that the current data collection methods are limited. She supports opening the discussion to all staff to find better ways to navigate these complexities and ensure accurate representation.

- Dr. Gray Akyea noted the technical limitations of data collection and warns against creating redundant administrative burdens. While there are ethnicity variables beyond home language, they are optional and limited. Only about 50% of families use them, making the data inconsistent and potentially unreliable for full representation. She suggested mirroring a previous successful model by distinguishing between student outcomes (academic results) and programmatic goals (the work being done). She recommend embedding these community goals into the existing organizational cycle (e.g., Strategic Plan, Civic Readiness Report, or Achievement and Integration reports). The goal is to "illuminate" specific data within the current framework to ensure the district actually has the capacity to respond to the findings without being overwhelmed by overlapping reports.
- Director Ward noted questions on the mission statement within the resolution, and if it would be required if there isn't a task force. There was then further discussion on this topic. Director Valliant noted that a formal "mission statement" doesn't belong in a legal resolution. Instead, the suggestion is for the Board to "adopt recommendations" from the concluding project to guide future work. There is a growing consensus among the Board to exclude the creation of a specific task force from the resolution.
- Director Allen noted concerns over the word "actively" in the draft. They believe the project's purpose is to "inform" the district about the Hmong community's cultural and linguistic needs, but "actively" implies a specific mechanism (like a task force) that hasn't been decided yet, including how the district will stay informed moving forward—whether through a Parent Advisory Council (PAC), a community group, or another method—reiterating that the "how" remains the missing piece. She also noted the process for gathering data, as well as questions about the budget, because stipends were included in the process.
- Director Valliant further noted the goal of the needs assessment, instead of a continuing group. Director Vue noted differing understandings.
- Director Allen advocated for the continuity of community oversight, emphasizing that the board needs a direct line to the community's perspective. She believes a community-based group should exist to "constantly monitor" and report progress directly to the board; and that if maintaining such a group requires funding, the board must have a frank, collective discussion about the budgetary implications and current financial constraints. The primary purpose of this group would be to ensure the community's understanding of goals aligns with the district's actions and to keep the board informed on whether those goals are being achieved.
- The Board then discussed changes to the proposed resolution. There is a strong desire for a monitoring framework, even if the specific details aren't finalized in this exact resolution. There were also questions about the changes required if the task force language is also removed, as well as new ways of monitoring the progress.
- Director Franco noted questions on the cadence of monitoring and reporting. Director Vue noted a 3x/year reporting structure, including mid-point reporting, and a report to the Board. Director Vue also acknowledged a level of "distrust" or misunderstanding between the community and the district. They believe the H.M.O.N.G. Project work group is actively seeking clear guidance from the board on what "monitoring" actually looks like to ensure their work isn't lost. The workgroup has questions about how the recommendations would be monitored, and the need for a sustainable, high-level reporting structure to the Board.
- Director Ward noted a compromise to ensure the resolution passes within the next two weeks, acknowledging that while there is consensus on the *goal*, there is still disagreement on the *method*. He suggested the resolution state that the board will determine a monitoring framework and reporting cadence at a later date within a specific timeframe. He recommended replacing the specific requirement to "assemble a H.M.O.N.G. Project task force" with broader language: "The board shall determine a monitoring framework... and a cadence of reporting to the board and the

public/community." This strategy allows the board to vote "yes" on the overall mission and the needs assessment immediately, while giving them more time to iron out the technical and budgetary details of the monitoring process.

- Director Vue noted that Hmong students and parents have "done their part" by sharing their voices and needs. The responsibility now lies entirely with the Board to translate that input into a functional system. He also reiterated the core feedback: the Board wants achievable goals and a monitoring process that fits within existing frameworks (like the B.I.G.G reports or current administrative reporting) rather than creating entirely new ones. Instead of a new task force, he suggested that simply disaggregating existing data might be the most efficient way to meet the community's needs.
- Director Valliant noted that it would be nice to present certificates to the workgroup because it has been a lot of work.

## 7. **POLICY UPDATE**

- a. **New Emergency Policy xxx.xx - Federal Law Enforcement Activity on District Controlled Properties**

Director Franco presented this policy. He noted that in accordance with Policy 209.00 – Development, Adoption, Monitoring of Policies, an “emergency is defines as a “sudden, unexpected, serious event or unforeseen change in circumstances that requires urgent intervention.

To date, the current unprecedented Federal Agents actions has resulted in nearly 7,000 students electing to continue school through a Temporary Online Learning Option.

The sudden deployment of 3,000 agents to our state has caused significant disruption and fear in the community over the past several weeks.

This is the largest federal law enforcement operation in the US.

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

### QUESTIONS/DISCUSSION:

- Director Ward noted the justification for the emergency method of this policy in these unprecedented times, and the importance to move with urgency. He also noted per Policy 209.00, that when a policy is adopted within the emergency provision after one reading, it is in effect for one year, but can also move to a second and third reading for adoption; while being simultaneously adopted within the first reading.
- Director Henderson noted she agrees with the emergency need for this policy and thanked the group for bringing it forward.
- Director Vue noted procedural path for adopting a new policy, specifically weighing whether to use a standard process or "emergency provisions." The board is deciding between the standard "three-reading process" (which allows for more deliberation over time) and the "emergency provisions policy" (which fast-tracks adoption). The speaker notes the board seems generally aligned on the fast-track route. He reminded the Board that during the pandemic, the Board passed a resolution granting "emergency powers" to allow leadership to act in real time without waiting for board guidance. The speaker asks if a similar level of autonomy is needed now.
- Director Franco noted that proposed policy isn't entirely new; it is based on existing operations, previously adopted resolutions, and current practices. The policy includes guidance from General Counsel and references existing operational frameworks to ensure it remains within legal and administrative bounds. It does give the ability to be nimble and flexible.
- Director Ward noted the previous emergency policy adoption in November for the Paid Family Medical Leave, and this is the same process.
- Director Henderson noted the importance of the formalization of existing practices into a permanent policy, emphasizing continuity and practicality. The content isn't "new information"—it is largely pulled from a previously passed resolution and reflects processes already established and shared

with staff. She also noted the current wording is effective because it is "able to be applied in real life," ensuring the policy remains a functional tool rather than just a theoretical document.

- Director Carrillo noted a change from "ICE officers" to "ICE or related agencies" as noted in other sections of the policy.
- Director Allen noted questions about conversations with the city and their cooperation in our joint facility spaces. General Counsel noted that There have been instances of ICE officers staging in shared parking lots (jointly owned by the city and the district). While the city (likely St. Paul) doesn't have the exact same proclamation as Minneapolis, the City Attorney's office has a standing letter to ICE that outlines these restrictions. The local police department (SPPD) has actively assisted the district in moving ICE away from school property. There have been "secure" (lockdown-style) protocols during these incidents to ensure student safety. There has been full cooperation between the District, the City, and SPPD.
- There were also questions about the verification to be conducted to confirm the legal sufficiency of any presented warrant with the policy, and who will be verifying that information? Response: It will be the General Counsel/Legal office. There are protocols with buildings to go to their site leadership as well.
- Director Ward noted questions about ICE's refusal to provide a warrant or stating they do not need one, and the practical protocol for handling unauthorized entry by federal agents who may refuse to show a warrant. Response: Using an anecdote about a local business, the speaker emphasizes that agents must be denied entry if they lack a signed warrant. The directive is clear: if agents refuse to leave, the district will call local police to have them escorted out. School buildings are inherently more defensible than homes because they are locked and secured, making it difficult for agents to enter without cooperation. District leadership and SEM will personally intercept agents to verify documents. General Counsel noted they are familiar with local judges and will scrutinize any signature that appears suspicious. There is a candid acknowledgment that while the district has protocols, agents sometimes act outside the law. The district can only prepare for legal scenarios; they cannot fully control agents who choose to ignore legal boundaries.
- Director Ward also noted questions about judicial warrant versus an administrative warrant, and the specific fear that ICE officers might attempt to use "administrative warrants" rather than judicial warrants to gain access to school property. He acknowledged that community members are worried that ICE agents are being trained to believe an administrative warrant (signed by an immigration official) is sufficient to bypass the district's judicial warrant requirement. General Counsel noted that legal scholars generally consider the use of administrative warrants for such entries to be illegal or legally questionable. Even if ICE uses administrative warrants, current interpretations typically limit their use to homes and residences, not places like schools or businesses. In the event that an officer illegally breaks into district property, the speaker confirms that the district's protocol is to call the police and document the incident as it happens.
- Director Vue asked if there is additional guidance that is not currently covered within this policy. Response: This is a transition from a temporary resolution to a formal policy is as much about psychological safety and institutional commitment as it is about legal compliance. Feedback from staff and the union president indicates that workers feel a "greater sense of safety" when protections are codified in an official policy rather than just a temporary resolution. It provides a more permanent sense of security. The document is not just a legal text; it blends legal guidance with practical, real-world instructions, acting as a single, accessible manual for the district's stance. The policy mandates annual training. The speaker notes that training has already been ramping up since last year, but the policy formalizes this as a permanent requirement. By passing this, the board is reaffirming the values of cities like St. Paul and Minneapolis. It serves as a public declaration of the district's "temperature" or intolerance toward aggressive federal enforcement behaviors that other parts of the country might permit. The move is described as a high-priority signal to the community, showing exactly "how strongly" the board feels about protecting its students and staff.
- Dr. Stanley also noted the language in D-2 and communication about this policy, including multilingual communication, but also provided to students, families and staff. There were questions on how policies are sent to students, and want to ensure staff also have access to this policy. Director Allen noted student iPad use and a way to have this policy show on their device. She also

noted concerns about the mental health of students, and the conversations that can help to reassure them of the district's support.

- Director Ward noted further questions on the communication of this policy, including access to this policy. Director Franco noted it will be important for students to have access, as they are talking about this topic. There were further questions on the ways to inform students, and ways to teach this policy that is relevant to the safety of students.
- Director Ward noted questions about the communication, and if there will be one-time communication or if the intent is to continually educate our families and students about this policy. Director Franco noted that this will be a policy in which we can refer back to and in multilingual ways will be important. That will be at the discretion of Administration.
- Director Ward noted this policy is in effect for one year within the emergency adoption process, but the Board can continue to make edits through the second and third readings that will also be presented.
- General Counsel noted a change that it should state “all buildings, grounds, facilities and vehicles owned, leased, contracted, operated, or under the control of...”
- Director Franco noted the importance to bring a sense of security and safety, and the response for families. He feels good about having something in policy for reference to show the support in relation to the current chaos.
- The Board thanked Director Franco for proposing this policy.

**BF 34571**      New Emergency Policy xxx.xx - Federal Law Enforcement Activity on District Controlled Properties

**MOTION:**      **Director Valliant moved to approve New Emergency Policy - Federal Law Enforcement Activity on District Controlled Properties, under the emergency language in Policy 209 as detailed in Section 'Adoption of Policy' subsection 6, which allows policies to be adopted upon first or second readings in emergency scenarios. The emergency provision can be activated due to the unprecedented and ongoing Operation Metro Surge, which has put our students and families in danger and has forced us to dramatically shift operations. If this motion passes, this language will become policy immediately and for one year thereafter. This policy will also continue onto the second reading for eventual consideration for permanent adoption. Director Allen seconded the motion.**

The motion was approved by roll call vote:

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

## **10.      ADJOURNMENT**

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

The meeting adjourned at 7:06 p.m.

## **11.      WORK SESSION**

The Board then conducted a work session regarding the Board Initiated Goals Governance (B.I.G.G.).

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

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

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

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

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

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

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



**Saint Paul**  
PUBLIC SCHOOLS

**FIRST READING:  
Benjamin E. Mays Name Change**

Principal Danielle Hughes  
February 17, 2026

# Rationale

Currently, **Benjamin E. Mays IB World School** develops confident, literate, and responsible students who will be able to think critically, make great decisions, and become internationally minded students who pursue post secondary educational options.

In the fall of 2026, Benjamin E. Mays will no longer be an IB World School. Instead, they will launch a new **Afrocentric program** aligned to a **new mission and vision**.

- At Benjamin E. Mays, we nurture and model the brilliance of every child through a learning environment grounded in love, equity, rigor, high expectations, and cultural pride. **Rooted in African-centered values and perspectives, we honor each scholar's cultural heritage and affirm their full identity** by fostering a community where every learner is seen, valued, and empowered to achieve excellence.
- At Benjamin E. Mays, we envision a community where every child stands rooted in cultural pride, self-awareness and **academic excellence**. Through the lens of African-centered values and perspectives, we aim to nurture changemakers who lead the world with purpose and compassion.

In order to properly recruit students and families to the new program, the community, staff, students, and families would like to change the tagline of the school name.

# Engagement Process

## November 2025:

- The tagline change conversations kicks off.
- The principal and a few members of the leadership team meet to determine a plan.
- The principal informs the Assistant Superintendent and the Chief of Operations of their intention to begin the name change process.
- The principal and leadership team draft a [survey](#).

## December 2025:

- **Families vote** using the survey link in the school newsletter the week of December 8th.
- Community members vote at the School Choice fair on December 13th
- Members of the Afrocentric workgroup vote using the survey link the week of December 15th.
- **Students vote** during an all school assembly on December 19th.

## January 2026:

- **Votes tallied and the final decision** is shared with the students, staff and families.
- Readings before the Board of Education begin February of 2026.

# Tagline Options



**Option One:**  
Benjamin E. Mays  
Afrocentric Magnet



**Option Two:**  
Benjamin E. Mays



**Option Three:** Benjamin  
E. Mays Afrocentric  
Magnet Elementary

# Voting Results:

	<b>Benjamin E. Mays Afrocentric Magnet</b>	<b>Benjamin E. Mays</b>	<b>Benjamin E. Mays Afrocentric Magnet Elementary</b>
Students	65	10	20
Families/Community	35	1	10
Workgroup	1	0	3
<b>Totals:</b>	<b>101</b>	<b>11</b>	<b>33</b>

# Proposed Tagline Name Change:



**Benjamin E. Mays Afrocentric Magnet**

# Questions

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

**DATE:** February 17, 2026

**TOPIC:** Accepting All Donations Under \$5,000 from December 1-December 31, 2025

**A. PERTINENT FACTS:**

1. Saint Paul Public Schools Board of Education approves of all donations that are under \$5,000, as attached herewith.
2. The incoming funds are to be used for public purpose and support the need of the enrolled students and community.
3. These donations will help meet the District's strategic plan focus area of Program Evaluation and Resource Allocation.
4. This item is submitted by Daniel Moser, Executive Director of Finance; and Tom Sager, Executive Chief of Financial Services.

**B. RECOMMENDATION:**

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

FUND	DEPT	PROGRAM	PRODUCT	ACCOUNT	CLASS	DESCRIPTION	AMOUNT	JOURNAL_ID	INVOICE_ID	ACCOUNTING_DATE
19	252	292	000	5096	A001	AR/ MIDWAY MENS CLUB/ATHLETICS PROGRAM NEEDS	(4,050.00)	ARD0109792	10130-22	23-Jun-25
19	220	960	340	5096	S120	AR/ BLAZE CREDIT UNION/FUND AWARDS SCHOLARSHIPS	(4,000.00)	ARD0109544	10084-7	6-Jun-25
19	518	291	000	5096	B001	AR/ HORACE MANN SCHOOL PTA/BAND	(4,000.00)	ARD0109652	10111-4	16-Jun-25
19	488	291	000	5096	U001	AR/ THE HEIGHTS COMMUNITY SCHOOL PTA/NINJA ANYWHERE	(3,800.00)	ARD0109547	10094-3	11-Jun-25
19	250	298	301	5096	R100	AR/ 6/25 250 ROBOTICS DONATION	(3,005.31)	110671		30-Jun-25
19	491	291	733	5096	F050	AR/ HIGHLAND PARK ELEMENTARY PTA/FIELD TRIPS	(2,800.00)	ARD0109792	10130-3	23-Jun-25
19	252	292	000	5096	D400	THE MINNEAPOLIS FOUNDATION/GRA	(2,500.00)	113166		30-Jun-25
19	225	292	000	5096	A001	AR/ WEST SIDE BOOSTER CLUB/SOFTBALL TENNIS GIRLS BASKETBA	(2,000.00)	ARD0109652	10110-7	16-Jun-25
19	345	291	000	5096	U001	AR/ RAMSEY PARENT TEACHER/GUEST AUTHOR	(2,000.00)	ARD0109545	10088-1	9-Jun-25
19	210	291	000	5096	T003	MINNESOTA PRIVATE COLLEGE COUN	(1,500.00)	111393		30-Jun-25
19	449	291	000	5096	G501	AR/ TRUST POINT INC./BOOKS FOR BRUCE VENTO	(1,500.00)	ARD0109650	10101-2	12-Jun-25
19	524	291	000	5096	G501	AR/ TRUST POINT INC./BOOKS FOR MAXFIELD	(1,500.00)	ARD0109650	10101-2	12-Jun-25
19	210	291	000	5096	U001	AR/ CENTRAL HIGH SCHOOL/EDUCATIONAL PURPOSES	(1,250.00)	ARD0109651	10102-5	13-Jun-25
19	220	291	000	5096	W001	AR/ HIGHLAND PARK SENIOR HIGH PTA/WOOD SHOP CLASS	(1,218.16)	ARD0109943	10133-19	24-Jun-25
19	220	292	000	5096	A001	AR/ MIDWAY MENS CLUB/ATHLETICS	(1,156.99)	ARD0109944	10136-8	25-Jun-25
19	230	291	000	5096	J001	AR/ JOHNSON AREA JROTC BOOSTERS/DRILL TEAM WORKSHOP AFJROTC	(1,087.92)	ARD0109543	10078-3	5-Jun-25
19	210	291	000	5096	C200	AR/ ST PAUL CENTRAL MUSIC BOOSTERS CLUB/CHOIR	(1,079.92)	ARD0109651	10106-13	13-Jun-25
19	225	298	301	5096	F350	AR/ MINNESOTA ASSOCIATION OF FFA INC/FFA DONATIONS	(1,000.00)	ARD0109652	10110-2	16-Jun-25
19	250	291	000	5096	U001	AR/ ANONYMOUS/EDUCATIONAL PURPOSES	(1,000.00)	ARD0109790	10118-1	18-Jun-25
19	252	291	000	5096	G110	AR/ WELLS FARGO ADVISORS/SCIENCE FAIR GRANT	(1,000.00)	ARD0109790	10117-14	18-Jun-25
19	400	291	000	5096	U001	AR/ AWESOME FOUNDATION/ICE CREAM TRUCK & OES CELEBRAT	(1,000.00)	ARD0109541	10069-4	3-Jun-25
19	496	291	000	5096	U001	AR/ ALI A FARUQI/SCIENCE	(1,000.00)	ARD0109651	10102-4	13-Jun-25
19	528	291	000	5096	U001	AR/ NICHOLSON FAMILY FOUNDATION/EDUCATIONAL PURPOSES	(1,000.00)	ARD0109792	10130-8	23-Jun-25
19	212	291	000	5096	J001	AR/ AMERICAN LEGION/MCJROTC LEADERSHIP FOR CADETS	(960.00)	ARD0109544	10085-6	6-Jun-25
19	220	292	000	5096	A300	AR/ MIDWAY MENS CLUB/FOOTBALL FUNDRAISER	(943.01)	ARD0109944	10136-8	25-Jun-25
19	579	291	000	5096	U001	BI/ UNIVERSITY OF MINNESOTA	(800.00)	BI00110504	8566	30-Jun-25
19	220	292	000	5096	A875	AR/ CAROLINE & RAJA DAVID/TRACK	(600.00)	ARD0109943	10133-3	24-Jun-25
19	220	298	301	5096	L150	AR/ GANNETT/ONE-PAN AFRICIAN CLUB	(600.00)	ARD0109650	10099-2	12-Jun-25
19	220	298	301	5096	L150	AR/ GANNETT/ONE-PAN AFRICIAN CLUB	(600.00)	ARD0109650	10099-3	12-Jun-25
19	466	291	000	5096	F050	AR/ AWESOME FOUNDATION/DONATION COMO PARK MINI GOLF	(590.00)	ARD0109790	10117-7	18-Jun-25
19	250	291	000	5096	U001	AR/ ANONYMOUS/DONATION	(525.00)	ARD0109792	10124-1	23-Jun-25
19	551	291	000	5096	U001	AR/ 6/25 551 FEE DONATION	(520.00)	110671		30-Jun-25
19	005	610	000	5096	3570	AR/ MU PHI EPSILON/MUSIC EDUCATION	(500.00)	ARD0109650	10099-1	12-Jun-25
19	212	292	000	5096	A875	AR/ RICE STREET ATHLETIC CLUB/TRACK	(500.00)	ARD0109943	10134-4	24-Jun-25
19	225	291	000	5096	J001	AR/ MILITARY ORDER OF THE PURPLE HEART/AJROTC	(500.00)	ARD0109943	10134-13	24-Jun-25
19	225	292	000	5096	A001	AR/ EDWIN HAMMERSTEN/ATHLETIC TRAINING EQUIP/UNIFOR	(500.00)	ARD0109652	10110-5	16-Jun-25
19	230	291	000	5096	N010	AR/ BLAZE CREDIT UNION/THE MIRROR NEWSPAPER DONATION	(500.00)	ARD0109543	10078-4	5-Jun-25
19	252	291	000	5096	J001	AR/ ANONYMOUS/NJROTC - CASH DONATION	(500.00)	ARD0109542	10074-1	4-Jun-25
19	534	291	000	5096	F053	AR/ HA TIEN SUPERMARKET/FIELD TRIP TO EAGLE BLUFF DONA	(500.00)	ARD0109792	10130-17	23-Jun-25
19	345	291	000	5096	D050	AR/ SEAT YOURSELF/DONATIONS DRAMA	(452.51)	ARD0109790	10117-20	18-Jun-25
19	410	291	000	5096	U001	AR/ SHUTTERFLY LLC/EDUCATIONAL PURPOSES	(432.97)	ARD0109792	10130-19	23-Jun-25
19	212	292	000	5096	A800	AR/ PODIUM SPORTS MARKETING/TENNIS EQUIPMENT	(400.00)	ARD0109944	10136-7	25-Jun-25
19	220	298	000	5096	L150	AR/ HIGHLAND PARK SENIOR HIGH PTA/ONE PAN AFRICIAN CLUB	(367.54)	ARD0109544	10084-4	6-Jun-25
19	220	298	301	5096	L150	HIGHLAND PARK SENIOR HIGH PTA/	(367.54)	113237		30-Jun-25
19	220	292	000	5096	A875	AR/ LAURA VANDER WEGEN & POLLY FOSS/TRACK	(300.00)	ARD0109943	10133-6	24-Jun-25
19	310	291	000	5096	G503	SAINT PAUL & MINNESOTA FOUNDAT	(287.80)	109469		10-Jun-25
19	212	291	000	5096	J001	AR/ GANNETT/MCJROTC	(270.00)	ARD0109943	10134-6	24-Jun-25
19	212	291	000	5096	D050	AR/ JONATHAN IMBERTSON & MICHELLE TAYLOR/THEATRE	(250.00)	ARD0109943	10134-7	24-Jun-25
19	220	292	000	5096	A875	AR/ CONCORDIA COLLEGE/TRACK	(250.00)	ARD0109943	10133-14	24-Jun-25
19	220	292	000	5096	A875	AR/ TRACK	(250.00)	ARD0109943		24-Jun-25
19	345	292	000	5096	A001	AR/ ADIB & BERGLIND BIRKLAND/ATHLETICS/SPORTS UNIFORMS/EQUI	(250.00)	ARD0109789	10114-4	17-Jun-25
19	345	291	000	5096	D050	AR/ Cash Donations	(246.00)	110212		30-Jun-25
19	215	292	000	5096	A001	AR/ BLAZE CREDIT UNION/BOYS BASKETBALL STATE TOUR	(230.00)	ARD0109944	10136-6	25-Jun-25
19	220	298	301	5096	F350	AR/ 6/25 220 FFA DONATION	(225.00)	110671		30-Jun-25
19	449	291	000	5096	U001	AR/ SHUTTERFLY LLC/ITEMS FOR STUDENTS	(214.29)	ARD0109946	10154-8	27-Jun-25
19	410	291	000	5096	U001	AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(200.00)	ARD0109792	10130-21	23-Jun-25
19	425	291	000	5096	F050	AR/ CHELSEA HEIGHTS ELEMENTARY SCHOOL/BUS REIMBURSEMENT T2060	(200.00)	ARD0109547	10096-1	11-Jun-25
19	410	291	000	5096	U001	AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(193.38)	ARD0109792	10130-20	23-Jun-25
19	220	291	000	5096	U001	AR/ THE BLACKBAUD GIVING FUND BY YOURCAUSE/GIVING FUND FOR G	(185.00)	ARD0109544	10084-2	6-Jun-25
19	534	291	000	5096	F053	AR/ CHIPOTLE/FIELD TRIP DONATION	(183.83)	ARD0109792	10130-18	23-Jun-25
19	212	291	000	5096	J001	AR/ TWIN CITIES IN MOTION/MCJROTC	(165.00)	ARD0109945	10147-4	26-Jun-25
19	210	291	000	5096	T115	AR/ CASSIDY EDSTROM & ANGELA AUSE/INTERN	(150.00)	ARD0109790	10117-18	18-Jun-25
19	210	291	000	5096	T155	AR/ YUKO & CRAIG KACHINSKY/TEACHERS #55 DONATION	(150.00)	ARD0109789	10114-3	17-Jun-25
19	210	291	000	5096	T155	AR/ JILL & JOERG HUTMACHER/INTERN	(150.00)	ARD0109790	10117-17	18-Jun-25
19	250	291	000	5096	U001	AR/ JENNIFER STEBERG/ITEMS FOR CLASSROOM	(132.00)	ARD0109945	10148-2	26-Jun-25
19	212	292	000	5096	A875	AR/ COMO PARK BOOSTER CLUB/TRACK	(131.46)	ARD0109943	10134-3	24-Jun-25
19	330	298	301	5096	V001	AR/ 6/25 330 VALLEY FAIR	(120.00)	110671		30-Jun-25
19	330	291	000	5096	U001	AR/ THE BLACKBAUD GIVING FUND BY YOURCAUSE/GENERAL CLASSROO	(111.00)	ARD0109547	10094-2	11-Jun-25
19	210	291	000	5096	T155	AR/ DANA SIMONSON/INTERN	(100.00)	ARD0109790	10117-19	18-Jun-25
19	210	291	000	5096	T155	AR/ CRAIG ECKFELDT & MEGHAN ROTHENBERGER/GERMAN INTERN	(100.00)	ARD0109946	10154-3	27-Jun-25
19	210	291	000	5096	T155	AR/ ALEXANDRA KOTZE/GERMAN INTERN	(100.00)	ARD0109947	10160-5	30-Jun-25
19	220	292	000	5096	A875	AR/ ANN MEIER & SETH WERNER/TRACK	(100.00)	ARD0109943	10133-10	24-Jun-25
19	220	292	000	5096	A875	AR/ MATTHEW & ANNE TURNER/TRACK	(100.00)	ARD0109943	10133-7	24-Jun-25
19	220	292	000	5096	A875	AR/ KAARIN LONG & DAVID VELDHOUSE/TRACK	(100.00)	ARD0109943	10133-2	24-Jun-25
19	220	292	000	5096	A875	AR/ CHRISTOPHER & ROSALIND DOUGLAS/TRACK	(100.00)	ARD0109943	10133-1	24-Jun-25
19	252	291	000	5096	J001	AR/ LAURIE INCITTI/NJROTC CASH DONATION	(100.00)	ARD0109542	10075-1	4-Jun-25
19	345	291	000	5096	U001	AR/ ANONYMOUS/DONATION	(100.00)	ARD0109792	10123-1	23-Jun-25
19	212	291	000	5096	J001	AR/ JOHNSON AREA JROTC BOOSTERS/MCJROTC	(80.00)	ARD0109943	10134-5	24-Jun-25
19	220	292	000	5096	A875	AR/ SABRINA LAU & MMARK STABA/TRACK	(75.00)	ARD0109943	10133-4	24-Jun-25
19	54	291	000	5096	U001	Moving Donations to the correc	(72.75)	111195		30-Jun-25

19	496	291	000	5096	T025	AR/ CAF AMERICA/NICOLE SCHILLING	(71.54)	ARD0109544	10085-4	6-Jun-25
19	496	291	000	5096	T025	AR/ CAF AMERICA/NICOLE SCHILLING	(71.54)	ARD0109544	10085-3	6-Jun-25
19	496	291	000	5096	T025	AR/ CAF AMERICA/NICOLE SCHILLING	(71.54)	ARD0109544	10085-5	6-Jun-25
19	496	291	000	5096	T025	AR/ CAF AMERICA/NICOLE SCHILLING CLASS	(71.54)	ARD0109544	10085-2	6-Jun-25
19	212	291	000	5096	U001	AR/ MINNEAPOLIS INSTITUTE OF ART/MIA FIELD TRIP DONATION	(50.00)	ARD0109943	10134-11	24-Jun-25
19	220	291	000	5096	B001	AR/ MARY & ALBERT TURENNE/BAND DONATION	(50.00)	ARD0109943	10133-18	24-Jun-25
19	220	292	000	5096	A875	AR/ CHARLES & CARRIE PETERSON/TRACK	(50.00)	ARD0109943	10133-5	24-Jun-25
19	220	292	000	5096	A875	AR/ ETHEL GILES/TRACK	(50.00)	ARD0109943	10133-11	24-Jun-25
19	220	292	000	5096	A875	AR/ ROBERT WARREN/TRACK	(50.00)	ARD0109943	10133-8	24-Jun-25
19	220	292	000	5096	A875	AR/ EVAN OWENS & ELISABETH CLEVELAND/TRACK	(50.00)	ARD0109943	10133-15	24-Jun-25
19	220	292	000	5096	A875	AR/ GLEN & JENNIFER SAUNDERS/TRACK	(50.00)	ARD0109943	10133-9	24-Jun-25
19	345	292	000	5096	A001	AR/ BRYCE & MICHELLE MILLER/ATHLETICS/SPORTS UNIFORMS/EQUI	(50.00)	ARD0109789	10115-1	17-Jun-25
19	345	292	000	5096	A001	AR/ ANONYMOUS/ATHLETICS PURPOSES	(50.00)	ARD0109790	10118-2	18-Jun-25
19	410	291	000	5096	U001	AR/ MIGHTY CAUSE/ADAMS MAGNET ELEMENTARY	(50.00)	ARD0110025	10174-5	30-Jun-25
19	225	298	301	5096	F350	AR/ 6/25 225 DONATION	(40.00)	110671		30-Jun-25
19	220	291	000	5096	U001	AR/ THE BLACKBAUD GIVING FUND BY YOURCAUSE/GIVING FUND FOR G	(37.00)	ARD0109544	10084-3	6-Jun-25
19	489	291	000	5096	B001	AR/ ANONYMOUS/BAND CASH DONATIONS	(36.50)	ARD0109542	10076-1	4-Jun-25
19	210	291	000	5096	T155	AR/ KIRSTEN ANDERSON & BRIAN NYGORD/INTERN	(30.00)	ARD0109790	10117-16	18-Jun-25
19	315	291	000	5096	B001	AR/ JENNIFER SCHWARTZ/DONATION & INSTRUMENT MAINT	(30.00)	ARD0109792	10130-10	23-Jun-25
19	210	291	000	5096	U001	AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(25.00)	ARD0109290	10063-1	2-Jun-25
19	210	291	000	5096	U001	AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(25.00)	ARD0109651	10106-11	13-Jun-25
19	210	291	000	5096	U001	AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(25.00)	ARD0109651	10106-18	13-Jun-25
19	210	291	000	5096	U001	AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(25.00)	ARD0109651	10106-8	13-Jun-25
19	225	291	000	5096	U001	AR/ MIGHTY CAUSE/HUMBOLDT HIGH SCHOOL	(25.00)	ARD0109546	10097-2	10-Jun-25
19	225	291	000	5096	U001	BI/ MIGHTY CAUSE	(25.00)	BI00110207	8536	30-Jun-25
19	230	291	000	5096	U001	AR/ MIGHTY CAUSE/JOHNSON HIGH SCHOOL	(25.00)	ARD0109546	10097-2	10-Jun-25
19	230	291	000	5096	U001	BI/ MIGHTY CAUSE	(25.00)	BI00110207	8535	30-Jun-25
19	710	291	000	5096	U001	AR/ MIGHTY CAUSE/GORDON PARKS HIGH SCHOOL	(25.00)	ARD0109546	10097-2	10-Jun-25
19	710	291	000	5096	U001	BI/ MIGHTY CAUSE	(25.00)	BI00110375	8552	30-Jun-25
19	493	291	000	5096	F050	AR/ 6/25 493 DONATION	(24.50)	110671		30-Jun-25
19	212	292	000	5096	A080	AR/ VERTICAL RAISE TRUST ACT/BASEBALL DONATIONS	(20.32)	ARD0109945	10147-3	26-Jun-25
19	225	291	000	5096	J001	AR/ JOHNSON AREA JROTC BOOSTERS/AJROTC	(20.00)	ARD0109943	10134-14	24-Jun-25
19	462	291	000	5096	F050	AR/ 6/25 462 DONATION	(20.00)	110671		30-Jun-25
19	466	291	000	5096	F050	AR/ BOX TOPS FOR EDUCATION/BOX TOP APRIL 2025 PAYOUT	(15.50)	ARD0109790	10117-8	18-Jun-25
19	210	291	000	5096	U001	AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(12.50)	ARD0109290	10063-3	2-Jun-25
19	210	291	000	5096	U001	AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(12.50)	ARD0109651	10106-12	13-Jun-25
19	210	291	000	5096	U001	AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(12.50)	ARD0109651	10106-6	13-Jun-25
19	210	291	000	5096	U001	AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(12.50)	ARD0109651	10106-17	13-Jun-25
19	250	291	000	5096	U001	AR/ JENNIFER STEBERG/ITEMS FOR CLASSROOM	(10.00)	ARD0109946	10154-7	27-Jun-25
19	210	291	000	5096	U001	AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(7.76)	ARD0109290	10063-4	2-Jun-25
19	210	291	000	5096	U001	AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(7.76)	ARD0109290	10063-2	2-Jun-25
19	210	291	000	5096	U001	AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(7.76)	ARD0109651	10106-16	13-Jun-25
19	210	291	000	5096	U001	AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(7.76)	ARD0109651	10106-15	13-Jun-25
19	210	291	000	5096	U001	AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(7.76)	ARD0109651	10106-9	13-Jun-25
19	210	291	000	5096	U001	AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(7.76)	ARD0109651	10106-7	13-Jun-25
19	210	291	000	5096	U001	AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(7.76)	ARD0109651	10106-10	13-Jun-25
19	210	291	000	5096	U001	AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(7.76)	ARD0109651	10106-14	13-Jun-25
19	210	291	000	5096	U001	AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(7.76)	ARD0109944	10136-9	25-Jun-25
19	210	291	000	5096	U001	AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(7.76)	ARD0109946	10154-4	27-Jun-25
19	210	291	000	5096	U001	AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(7.76)	ARD0109946	10154-5	27-Jun-25
19	545	291	000	5096	U001	AR/ RANDOLPH HEIGHTS PTA/EDUCATIONAL PURPOSES	(7.00)	ARD0109651	10102-2	13-Jun-25

(63,541.72)

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

**DATE:** February 17, 2026

**TOPIC:** Gift Acceptance from Ecolab to Cherokee Heights

**A. PERTINENT FACTS:**

1. Cherokee Heights would like to accept a gift of \$5,000.00 from Ecolab.
2. The donation will be used for purchasing PBIS School Store items, staff spirit wear, school photo, artist-in-residence and family engagement activities.
3. This item is submitted by Gina Hass, Principal; Dr. Adam Kunz, Assistant Superintendent; and Andrew Collins, Executive Chief of Schools.

**B. RECOMMENDATION:**

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

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

**DATE:** February 17, 2026

**TOPIC:** Gift Acceptance from Laurel Dietrick Parks Foundation

**A. PERTINENT FACTS:**

1. Central Senior High School would like to accept a monetary gift of \$23,500 from the Laurel Dietrick Parks Foundation.
2. These funds will be used to enhance our educational offerings by supporting the Amity and Gizmo partnerships, strengthening the IB and AP curricula, and providing students with the necessary instructional software to succeed.
3. This project aligns with the District target goals by promoting equitable participation for all students. We aim to achieve this by enhancing instructional programs and fostering deeper classroom relationships with our diverse student body.
4. This item is submitted by Cherise Ayers, Principal; Nancy Páez, Assistant Superintendent; and Andrew Collins, Executive Chief of Schools.

**B. RECOMMENDATION:**

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

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

**DATE:** February 17, 2026

**TOPIC:** Request for Permission to Accept a Gift of Meal Boxes from Second Harvest Heartland

**A. PERTINENT FACTS:**

1. SPPS is committed to supporting students and families by offering a Temporary Virtual Learning (TVL) opportunity.
2. Second Harvest Heartland will support families enrolled in the TVL option by providing weekly meal boxes to participating families.
3. Families have the opportunity to opt in to receive the meal boxes when registering for TVL.
4. Second Harvest will source food and pack meal boxes, which will be distributed through SPPS systems.
5. This gift will support the strategic focus area of Family and Community Engagement, as well as Positive School and District Culture.
6. This is a gift and has no reporting requirements.
7. This item is submitted by Stacy Koppen, Director of Nutrition Services; Dana Abrams, Director of Family Engagement and Community Partnerships and Jacqueline Turner, Executive Chief of Administration & Operations.

**B. RECOMMENDATION:**

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

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

**DATE:** February 17, 2026

**TOPIC:** Minnesota Vikings High School Girls Flag Football Grants

**A. PERTINENT FACTS:**

1. The Minnesota Vikings are making a generous financial contribution to individual St. Paul Public High Schools to assist in growing the Girls Flag Football program across Minnesota. Here is the breakdown of the school and amount they will receive.

Como Park (1921229200050960D400)	\$10,000
Harding (192152920005096D400)	\$10,000
Highland Park (192202920005096D400)	\$10,000
Humboldt High School (192252920005096D400)	\$10,000
Johnson High School (192302920005096D400)	\$10,000
Washington High School (192522920005096D400)	\$10,000

2. The Minnesota Vikings Girls Flag Football program empowers and expands opportunities for young female student athletes to compete, connect, and thrive in sports.
3. The Minnesota Vikings Girls Flag Football program grant will be a one year commitment of \$10,000 per school.
4. This project will meet the District strategic plan focus area(s) of Positive School and District Culture, Effective and Culturally Relevant Instruction and Family and Community Engagement.
5. This item is submitted by Andrea Schmidt, Districtwide Athletic Director and Andrew Collins, Executive Chief of Schools.

**B. RECOMMENDATION:**

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

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

**DATE:** February 17, 2026

**TOPIC:** Request for Permission to Submit a Grant to the Minnesota Department of Education Native Language Revitalization Grant Program

**A. PERTINENT FACTS:**

1. The Minnesota Department of Education (MDE) makes funding available to school districts, charter schools, and Tribal contract schools in Minnesota to provide language instruction in Dakota and Anishinaabe languages or another language indigenous to the United States or Canada, pursuant to Laws of Minnesota 2025, 1st Special Sess. chapter 10, article 6, section 6, subdivision 5.
2. Saint Paul Public Schools' (SPPS) Office of Indian Education submitted a grant application to promote Ojibwe and L/Dakota revitalization within the district. This grant will fund the 1.0 FTE and benefits of a Dakota Cultural Specialist. Additionally, grant-funded activities include costs for professional development and curriculum development sessions resulting in a PreK-12 vertically aligned Dakota and Ojibwe curriculum scope and sequence with unit guides, lesson plans, and assessments. Lastly, students, staff, families, and community members will be engaged in multiple cultural enrichment activities with a focus on Native language instruction.
3. Saint Paul Public Schools will serve as fiscal agent for the project. The grant is for approximately \$165,190 through June 30, 2027.
4. This project will support the strategic focus areas of Effective & Culturally Responsive Instruction and Family & Community Engagement.
5. This is a new grant-funded project.
6. This item is submitted by Durowaa Agyeman-Mensah, Grants Assistant; Beth Coleman, Assistant Director of School Counseling & Career Pathways; Charlotte Landreau, Director of the Innovation Office; Stacey Gray Akyea, Executive Chief of Equity, Strategy & Innovation; and Jacqueline Turner, Executive Chief of Administration & Operations.

**B. RECOMMENDATION:**

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

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

**DATE:** February 17, 2026

**TOPIC:** Request for Permission to Submit to the Minnesota Department of Education's Grow Your Own Pathway for Adults Grant

**A. PERTINENT FACTS:**

1. The Minnesota Department of Education makes these funds available to eligible applicants for a grant to create a GYO program to assist people of color and American Indian people to obtain their first professional teaching license. The grant recipient must use at least 80 percent of grant funds to provide tuition scholarships or stipends to enable district employees or community members affiliated with a district, who are of color or American Indian, and who seek a teaching license, to participate in a teacher preparation program.
2. These Grow Your Own grant funds will provide stipends and accompanying benefits for 16 graduate and 14 undergraduate residents over the life of the grant. Of the 30 residents that will be supported over the life of this grant, 28 will be residents of color or Indigenous residents. This grant funding will allow SPPS to launch the pilot cohort of undergraduate teacher residents in June 2026 and strategically recruit graduate residents far in advance. The grant will also fund stipends for mentor teachers, substitute paraprofessionals that allow residents to be released to complete some of their coursework, textbook scholarships, and program supplies. During the school year, participants attend UST classes and co-teach with the support, guidance, and supervision of experienced and well-trained SPPS mentor teachers. The co-teaching experience spans the entire school year, allowing residents to take ownership of the classroom as they increase theoretical knowledge and practical skills. In addition to support from SPPS mentor teachers and university faculty and staff, residents receive support from dedicated SPPS district-level staff. The graduate residency program has a full-time district-level staff position funded by the district and the undergraduate residency program will have a 0.5 FTE district-level staff position funded by both SPPS and this GYO grant. These staff will coordinate each program for seamless collaboration between the district, university, and residents. These district-level staff positions (1.5 FTE total) support residents in all phases of their program - from recruitment to completion of the GYO program and into retention in SPPS.
3. Saint Paul Public Schools will serve as fiscal agent for the project. The grant is for approximately \$1,449,219 over 5 years.
4. This project will support the strategic focus area of Systemic Equity.
5. This is a continuing grant-funded project.
6. This item is submitted by Durowaa Agyeman-Mensah, Grants Assistant; Patricia Pratt-Cook, Executive Chief of Human Resources; Charlotte Landreau, Director of the Innovation Office; Stacey Gray Akyea, Chief of Equity, Strategy & Innovation; and Jacqueline Turner, Chief of Administration & Operations.

**B. RECOMMENDATION:**

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

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

**DATE:** February 17, 2026

**TOPIC:** Design Services for Nokomis North Mechanical Systems Upgrades (Project # 1180-27-01)

**A. PERTINENT FACTS:**

1. This agenda item seeks approval to award design and construction administration services for the Nokomis North Mechanical Systems Upgrades (Project # 1180-27-01).
2. In alignment with Board and Procurement protocols, a Request for Qualifications (No. A21-1401-A) was issued Spring of 2021 to establish a slate of Board approved consultants with a standard contract form. The selected consultants were approved by the Board on June 22, 2021. The District will use this slate to issue targeted solicitations with Requests for Proposals (RFP) for specific projects. RFP responses are reviewed using consistent metrics and a consultant is selected for award of contract.
3. This contract provides design and construction administration services for the Nokomis North Mechanical Systems Upgrades project.
4. The Project phase gate schedule is currently:

<b>Gate # and Description</b>	<b>Date</b>
#1 – Master Planning	July 15, 2025
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	March 2027 (anticipated)
#4 – Contract Award	April 2027 (anticipated)
#5.1 – Project Close-Out	September 2029 (anticipated)
#5.2 – Final Project Summary	September 2030 (anticipated)

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

<b>Rough Order of Magnitude Estimate</b>	<b>Current Obligations</b>	<b>Invoiced to Date</b>	<b>Percent Invoiced</b>
\$13,500,000 - \$14,192,000	\$0	\$0	0%

6. The following vendor was selected:

	<u>Not-to-Exceed Fee</u>
Cunningham Group .....	\$703,219

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

<b>Funding Source</b>	<b>Amount</b>
Capital Bonds FY25-31	\$1,419,200
LTFM FY25-31	\$12,772,800

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

**B. RECOMMENDATION:**

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

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

**DATE:** February 17, 2026

**TOPIC:** Agreement between Saint Paul Public Schools and Helen Keller International (HKI)

**A. PERTINENT FACTS:**

1. The Saint Paul Public Schools Department of Health and Wellness requests to renew its agreement with community partner, Helen Keller International (HKI), for school-based vision services throughout Saint Paul Public Schools.
2. There will be no monetary exchange between Helen Keller International (HKI) and the District.
3. Helen Keller International (HKI) will provide vision screening and eye examinations at identified schools and grade levels with passive parent/guardian consent. Students who fail screening will be offered eye examinations without dilating the student's pupils. Glasses can be prescribed that day and delivered within 2 weeks.
4. This agreement supports the district strategic plan goal of Achievement.
5. The agreement period is from July 1, 2026, and renews annually until either St. Paul Public Schools or Helen Keller International terminate this Agreement.
6. Requested by Rebecca Schmidt, Director, Health and Wellness; Heidi Nistler, Assistant Superintendent; and Andrew Collins, Executive Chief of Schools.

**B. RECOMMENDATION:**

That the Board of Education authorize the Department of Health and Wellness to renew the contract agreement with Helen Keller International (HKI) to provide school-based vision services from July 1, 2026, and renew annually until either St. Paul Public Schools or Helen Keller International terminate this agreement.

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

**DATE:** February 17, 2026

**TOPIC:** St. Cloud Professional Preparation Agreement

**A. PERTINENT FACTS:**

1. Request to sign Professional Preparation Agreement with St. Cloud University for student internship experiences for multiple related services programs
2. We hope to provide educational opportunities for graduate students in the field of occupational therapy, social work, and other related services programs.
3. The proposed agreement would have an end date of June 30, 2030.
4. There is no cost to SPPS for this partnership.
5. This project will meet the District strategic plan focus area of Positive School and District Culture.
6. This item is submitted by Natalie Kemp, OSS Project Coordinator, on behalf of Marisa Pries, Social Work Program Manager; Heidi Nistler, Assistant Superintendent of Specialized services, and Andrew Collins, Executive Chief of Schools and Learning.

**B. RECOMMENDATION:**

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

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

**DATE:** February 17, 2026

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

**A. PERTINENT FACTS:**

1. The purpose of this Memorandum is to formalize the parking agreement between SPPS and Twin Cities Friends Meeting, Inc. at Hidden River, located at 1700 Summit Avenue.
2. Twin Cities Friends Meeting has requested use of the Northwest parking lot at Hidden River in order to provide more parking spaces for the attendees of their services.
3. This parking lot will be available for parking for Twin Cities Friends Meeting attendees Sundays from 9:00 a.m. to 1:00 pm.
4. SPPS will charge Twin Cities Friends Meeting \$750 per year for the use of Hidden River's parking lot.
5. This Term of this Memorandum will be for a period of five (5) years beginning March 1, 2026.
6. This item meets the District Strategic Plan goals by aligning Program Evaluation and Resource Allocation to District priorities.
7. This item is presented by Kathryn Wallace, Interim Director of Facilities, and Jackie Turner, Executive Chief of Administration and Operations Officer.

**B. RECOMMENDATION:**

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

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

**DATE:** February 17, 2026

**TOPIC:** Monthly Operating Authority

**A. PERTINENT FACTS:**

1. The Board of Education must authorize and approve all expenditures of the District. Details of these expenditures are included under separate cover, on the following page.
2. Expenditure details are included for:
  - a. Checks
  - b. Electronic Payments
  - c. ACH Payments
  - d. EFT Payments
  - e. Purchasing Card
3. The Board of Education must ratify any changes in collateral that have been previously approved by the Assistant Treasurer.
4. This item meets the District strategic plan focus area of Program Evaluation and Resource Allocation.
5. This item is submitted by Tom Sager, Executive Chief of Financial Services.

**B. RECOMMENDATIONS:**

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

<b>MONTHLY OPERATING AUTHORITY</b>		
December 1, 2025 - December 31, 2025		
<b>Fund</b>	<b>Descriptions</b>	<b>Amount</b>
<b>No</b>	<b>Checks: 791945--792791</b>	
<b>1</b>	General	\$ 3,459,787.37
<b>2</b>	Food Service	\$ 1,368,086.91
<b>3</b>	Transportation Services	\$ 243,172.70
<b>4</b>	Community Service	\$ 74,166.02
<b>6</b>	Building Construction	\$ 4,387,266.02
		<b>\$ 9,532,479.02</b>
	<b>Electronic Payments(WIRES): 0011620--0011642</b>	
<b>1</b>	General	\$ 52,079,977.93
<b>2</b>	Food Service	\$ 1,329,719.93
<b>3</b>	Transportation Services	\$ 431,538.63
<b>4</b>	Community Service	\$ 1,677,549.54
<b>6</b>	Building Construction	\$ 283,832.81
<b>21</b>	Work Compensatory	\$ 6,665.58
		<b>\$ 55,809,284.42</b>
	<b>ACH Payments: 0014254--0014558</b>	
<b>1</b>	General	\$ 7,271,291.48
<b>2</b>	Food Service	\$ 240,979.44
<b>3</b>	Transportation Services	\$ 1,939,249.20
<b>4</b>	Community Service	\$ 389,714.30
<b>6</b>	Building Construction	\$ 1,745,102.59
		<b>\$ 11,586,337.01</b>
	<b>EFT Payments: 0000000--0000000</b>	
<b>1</b>	General	\$ -
<b>2</b>	Food Service	\$ -
<b>3</b>	Transportation Services	\$ -
<b>4</b>	Community Service	\$ -
<b>6</b>	Building Construction	\$ -
		<b>\$ -</b>
	<b>P- Card</b>	
<b>1</b>	General	\$ 319,263.82
<b>2</b>	Food Service	\$ 2,036.40
<b>3</b>	Transportation Services	\$ 40.46
<b>4</b>	Community Service	\$ 20,250.97
<b>6</b>	Building Construction	\$ -
		<b>\$ 341,591.65</b>
	<b>TOTAL DISTRICT</b>	<b>\$ 77,269,692.10</b>

<b>Fund Financial Analysis (July Thru December FY 2026)</b>				
<b>Fund</b>	<b>Actual Expenses</b>	<b>Adopted Budget</b>	<b>Variance</b>	<b>Percentage of Budget Used</b>
Fund 1- General Fund	\$ 360,111,833.34	\$ 767,046,517.00	\$ 406,934,683.66	47%
Fund 2 -Food Service	\$ 14,326,521.15	\$ 33,016,123.00	\$ 18,689,601.85	43%
Fund 4 -Community Service	\$ 13,347,632.61	\$ 31,364,108.00	\$ 18,016,475.39	43%
Fund 6- Building Construction	\$ 91,342,226.64	\$ 118,891,454.00	\$ 27,549,227.36	77%
<b>Fund Financial Analysis ( December FY 2026)</b>				
<b>Fund</b>	<b>Actual Expenses</b>	<b>Adopted Budget</b>	<b>Percentage of Budget Used</b>	
Fund 1- General Fund	\$ 65,750,987.17	\$ 767,046,517.00	9%	
Fund 2 -Food Service	\$ 2,940,822.68	\$ 33,016,123.00	9%	
Fund 4 -Community Service	\$ 2,161,680.83	\$ 31,364,108.00	7%	
Fund 6- Building Construction	\$ 6,416,201.42	\$ 118,891,454.00	5%	

**HUMAN RESOURCE TRANSACTIONS**  
**January 1, 2026 to January 31, 2026**  
**February 17, 2026**

**NEW APPOINTMENT**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Pay Rate</u></b>	<b><u>Location</u></b>
Halvorson, H.	Classroom Teacher	01/24/2026	\$42.92	Hazel Park Preparatory Academy
Ismail, A.	Classroom Teacher	01/31/2026	\$34.87	Mississippi Creative Arts Elem
Richardson, N.	Classroom Teacher	01/20/2026	\$46.17	Barack & Michelle Obama Middle
Rosbacka, D.	Classroom Teacher	01/31/2026	\$42.92	Johnson Senior High
Blitzer, A.	Classroom Teacher	01/31/2026	\$66.31	Colborne Admin Offices
Maloney, B.	Classroom Teacher	01/22/2026	\$52.65	L Etoile du Nord French Immrsn
Said, S.	School / Community Professional	02/07/2026	\$32.93	Highwood Hills Elem
Vang, M.	School / Community Professional	01/24/2026	\$37.70	Colborne Admin Offices
Callahan, J.	Education Assistant	01/31/2026	\$30.59	1780 West 7th St
Hailea, B.	Education Assistant	01/10/2026	\$25.17	Highland Park Senior High
Le, T.	Education Assistant	01/20/2026	\$28.46	Hazel Park Preparatory Academy
Schroeder, E.	Education Assistant	01/31/2026	\$26.21	Journeys Secondary
Ahmed, Z.	Teaching Assistant	01/20/2026	\$20.19	East African Elem Magnet
Ali, K.	Teaching Assistant	01/31/2026	\$20.94	East African Elem Magnet
Anthony, D.	Teaching Assistant	01/03/2026	\$26.28	Highland Park Elem
Ball, A.	Teaching Assistant	01/20/2026	\$23.35	Global Arts Plus UPR
Bracey, T.	Teaching Assistant	01/03/2026	\$23.35	Farnsworth Aerospace UPR
Buss Murray, C.	Teaching Assistant	02/07/2026	\$23.30	Expo for Excellence Elem
Cardenas Borsani, A.	Teaching Assistant	01/10/2026	\$20.94	Daytons Bluff Achievement Plus
Damm, T.	Teaching Assistant	01/10/2026	\$23.35	Humboldt Secondary
Erickson, A.	Teaching Assistant	01/31/2026	\$21.63	1780 W. 7th Street
Foreman Kirjava, H.	Teaching Assistant	01/20/2026	\$26.28	American Indian Magnet
Foster, B.	Teaching Assistant	01/24/2026	\$21.63	Chelsea Heights Elem
Jensen, S.	Teaching Assistant	01/10/2026	\$26.28	Horace Mann
Langdon, H.	Teaching Assistant	01/24/2026	\$21.63	Battle Creek Elem
Ly, K.	Teaching Assistant	01/20/2026	\$21.63	Cherokee Hts Community
Manderfeld, E.	Teaching Assistant	02/03/2026	\$23.30	Frost Lake Elem

**HUMAN RESOURCE TRANSACTIONS**  
**January 1, 2026 to January 31, 2026**  
**February 17, 2026**

**NEW APPOINTMENT**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Pay Rate</u></b>	<b><u>Location</u></b>
Meisenheimer, S.	Teaching Assistant	01/31/2026	\$23.94	Capitol Hill Magnet
Orta Ramirez, Y.	Teaching Assistant	01/31/2026	\$20.19	Riverview Dual Immrsn
Shi, M.	Teaching Assistant	01/31/2026	\$20.19	Daytons Bluff Achievement Plus
Smith, S.	Teaching Assistant	01/10/2026	\$26.28	Mississippi Creative Arts Elem
Snider, I.	Teaching Assistant	01/10/2026	\$23.35	Groveland Park Elem
Soe, H.	Teaching Assistant	01/24/2026	\$21.63	Hazel Park Preparatory Academy
Thao, H.	Teaching Assistant	01/10/2026	\$23.30	Groveland Park Elem
Thomas, S.	Teaching Assistant	01/10/2026	\$23.35	Global Arts Plus UPR
Thompson, C.	Teaching Assistant	01/31/2026	\$20.94	Crossroads Science
Weyee, P.	Teaching Assistant	01/17/2026	\$21.63	Battle Creek Elem
Wiberg, C.	Teaching Assistant	01/31/2026	\$23.94	Eastern Heights Elem
Yang, S.	Teaching Assistant	01/24/2026	\$20.94	American Indian Magnet
Anderson, P.	Custodian	01/10/2026	\$19.18	Como Service Center
Hussen, M.	Custodian	12/27/2025	\$19.18	Como Service Center
Wolkerstorfer, R.	Electrician	01/10/2026	\$64.18	Como Service Center
Abdou Kone, Y.	Nutrition Services	01/10/2026	\$18.15	Jie Ming Mandarin Immrsn Academy
Becht, P.	Nutrition Services	01/31/2026	\$26.04	Hazel Park Preparatory Academy
Lake, T.	Nutrition Services	01/03/2026	\$18.15	Txuj Ci HMong LWR PhalenLk
Mack, R.	Nutrition Services	01/24/2026	\$18.15	Harding Senior High
Tufto, G.	Professional Employee	02/07/2026	\$46.14	Colborne Admin Offices

**PROMOTION**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Pay Rate</u></b>	<b><u>Location</u></b>
Morris, S.	Classroom Teacher From: Teaching Assistant	01/20/2026	\$41.92	The Heights Community
Roettger, J.	Classroom Teacher From: Education Assistant	01/10/2026	\$36.38	Journeys Secondary
Dopson, T.	School / Community Professional Career Progression	01/24/2026	\$43.06	271 Belvidere Bldg
Gardner, D.	Teaching Assistant Career Progression	01/24/2026	\$26.28	Daytons Bluff Achievement Plus

**HUMAN RESOURCE TRANSACTIONS**  
**January 1, 2026 to January 31, 2026**  
**February 17, 2026**

**PROMOTION**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Pay Rate</u></b>	<b><u>Location</u></b>
Torres, C.	Nutrition Services Career Progression	01/31/2026	\$29.77	Como Park Senior High
Cihlar, P.	Technical Career Progression	01/10/2026	\$39.69	Colborne Admin Offices
Noel, K.	Technical Career Progression	01/10/2026	\$36.85	Colborne Admin Offices
Perez, D.	Technical Career Progression	01/10/2026	\$39.69	Colborne Admin Offices
Yang, C.	Technical Career Progression	01/10/2026	\$29.58	Colborne Admin Offices

**LEAVE OF ABSENCE**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Location</u></b>
Duffin, M.	Classroom Teacher	12/13/2025	Central Senior High
Neira, S.	Education Assistant	01/06/2026	271 Belvidere Bldg
Wheaton, R.	Education Assistant	01/26/2026	Highland Park Middle
Hirmoge, L.	Teaching Assistant	12/31/2025	East African Elem Magnet
Pineda-Ruiz, J.	Teaching Assistant	12/10/2025	Expo for Excellence Elem
Kenneally, P.	Clerical	12/24/2025	Central Senior High
Kuczaboski, M.	Custodian	12/15/2026	Como Service Center
Amaya Andrade, S.	Nutrition Services	12/15/2025	Rondo Education Center
Williams, T.	Nutrition Services	01/06/2026	E-STEM Middle
Lam, H.	Supervisory	12/13/2025	Highland Park Elem

**REHIRE**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Pay Rate</u></b>	<b><u>Location</u></b>
Fraki, K.	Classroom Teacher	01/24/2026	\$48.78	Battle Creek Middle
Lerpwel, M.	Education Assistant	01/17/2026	\$28.54	1780 West 7th St
Coffey, H.	Teaching Assistant	01/10/2026	\$26.28	Groveland Park Elem
Martin, A.	Teaching Assistant	01/31/2026	\$26.28	Global Arts Plus UPR
Yang, M.	Bus Driver	01/10/2026	\$29.25	Transportation Services
Johnson, A.	Custodian	01/10/2026	\$19.18	Como Service Center
Wingate, J.	Custodian	01/20/2026	\$30.84	Global Arts Plus LWR

**HUMAN RESOURCE TRANSACTIONS**  
**January 1, 2026 to January 31, 2026**  
**February 17, 2026**

**REINSTATEMENT FROM LEAVE OF ABSENCE**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Xiong, X.	Classroom Teacher	01/05/2026	Battle Creek Middle
Verstraete, M.	Classroom Teacher	01/05/2026	Mississippi Creative Arts Elem
Duffin, M.	Classroom Teacher	01/05/2026	Central Senior High
Cantu, A.	Education Assistant	12/15/2025	Randolph Heights Elem
Saw, J.	Education Assistant	01/20/2026	Humboldt Secondary
Topliff, W.	Education Assistant	01/05/2026	RiverEast Elem/Secondary
Hser, M.	Teaching Assistant	01/21/2026	Crossroads Science
Kumari, P.	Teaching Assistant	01/20/2026	Battle Creek Middle
Morris, S.	Teaching Assistant	01/05/2026	Capitol Hill Magnet
Pineda-Ruiz, J.	Teaching Assistant	01/13/2026	Expo for Excellence Elem
Rankin, L.	Teaching Assistant	01/05/2026	Highland Park Senior High
Thomas, J.	Teaching Assistant	01/12/2026	Daytons Bluff Achievement Plus
Ferguson, K.	Clerical	01/05/2026	Bruce F Vento Elem
Yashu, G.	Custodian	11/24/2025	Como Park Senior High
Amaya Andrade, S.	Nutrition Services	01/12/2026	Rondo Education Center

**REHIRE AFTER TERMINATION**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Diaz, A.	Education Assistant	01/10/2026	\$37.81	Riverview Dual Immrsn

**RETIREMENT**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Brooks, P.	Classroom Teacher	01/17/2026	Farnsworth Aerospace UPR
Mann, J.	Classroom Teacher	05/09/2026	Como Park Senior High
Carlson, S.	Classroom Teacher	01/20/2026	Global Arts Plus LWR
Xiong, S.	Education Assistant	05/02/2026	Wellstone Elem
Davis, G.	Teaching Assistant	12/20/2025	Horace Mann
Cropsey, B.	Clerical	06/19/2026	Battle Creek Middle
Bollmann, A.	Nutrition Services	05/09/2026	Highwood Hills Elem
Boukaoui, M.	Nutrition Services	06/13/2026	Maxfield Elem
Porter, C.	Research and Evaluation	08/04/2026	Colborne Admin Offices

**HUMAN RESOURCE TRANSACTIONS**  
**January 1, 2026 to January 31, 2026**  
**February 17, 2026**

**RESIGNATION**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Location</u></b>
Coleman, B.	Classroom Teacher	01/31/2026	Washington Tech High
Helene, M.	Classroom Teacher	01/31/2026	LEAP Academy
Ryksig, N.	Classroom Teacher	01/10/2026	Txuj Ci HMong UPR Gr 6-8
Wetzel, N.	Classroom Teacher	01/17/2026	Crossroads Montessori
Wisniewski, T.	Classroom Teacher	06/13/2026	Four Seasons A+
Moore, C.	Classroom Teacher	02/11/2026	Colborne Admin Offices
Roettger, J.	Classroom Teacher	06/13/2026	Journeys Secondary
Diaz, A.	Education Assistant	01/31/2026	Riverview Dual Immrsn
Moore, S.	Education Assistant	01/10/2026	Central Senior High
Topliff, W.	Education Assistant	02/07/2026	RiverEast Elem/Secondary
Burr, M.	Teaching Assistant	01/01/2026	Bruce F Vento Elem
Estyle, W.	Teaching Assistant	01/17/2026	Eastern Heights Elem
Fendig, A.	Teaching Assistant	02/07/2026	Central Senior High
Flood, D.	Teaching Assistant	01/10/2026	Hamline Elem
Fry, C.	Teaching Assistant	01/30/2026	Early Learning Hub
Mazza, D.	Teaching Assistant	01/10/2026	Global Arts Plus UPR
Mi Ka, H.	Teaching Assistant	02/07/2026	Battle Creek Middle
Thao, H.	Teaching Assistant	01/24/2026	Groveland Park Elem
Gustafson, A.	Clerical	02/05/2026	Colborne Admin Offices
Schloe, T.	Clerical	02/07/2026	JJ Hill Community Ed Hub
Her, R.	Operations	02/07/2026	Como Service Center
Corniea, C.	Plumber	12/24/2025	Como Service Center
Handlos-Swanson, D.	Professional Employee	01/24/2026	Colborne Admin Offices

**TERMINATION**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>
C., N.	Teaching Assistant	01/30/2026
W., P.	Teaching Assistant	01/18/2026
B., M.	Clerical	01/23/2026
A., R.	Custodian	01/07/2026

**HUMAN RESOURCE TRANSACTIONS**  
**January 1, 2026 to January 31, 2026**  
**February 17, 2026**

C., A.                      Professionals, Admin.              03/13/2026

**DISCHARGE**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>
F., T.	Teaching Assistant	01/06/2026

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

**DATE:** February 17, 2026

**TOPIC:** Approval of Pay Equity Implementation Report

**A. PERTINENT FACTS:**

1. The Local Government Pay Equity Act, M.S. 471.991 - 471.999 and Minnesota Rules, Chapter 3920 require school districts to provide a Pay Equity Implementation Report every three years to demonstrate compliance with these rules. The report is public data under Minnesota Government Data Practices Act, Minnesota Statutes, Chapter 13. The report is available to anyone requesting this information.
2. The Salary Range Test is a comparison of the average number of years required for both male and female classes to reach maximum salary and are contractual per each union's bargaining agreement. Compliance is achieved at a ratio of 80.0% or higher.
3. The District received a notice of non-compliance in July, 2023 with a ratio of 75.70%. A Reconsideration for Pay Equity Non-Compliance was submitted and granted while the District continued to work on ratios.
4. In May, 2024, the District submitted a pay equity report reflective of the full year of 2023 to the State of Minnesota Office of Management and Budget. The Salary Range Test improved to 78.27% based on results from adjustments to salary schedules discussed during bargaining unit negotiations. A second Reconsideration of Pay Equity Non-Compliance was submitted and granted to continue working on the ratios until January 1, 2026.
5. In January, 2026, the District submitted a pay equity report reflective of the full year of 2025 to the State of Minnesota Office of Management and Budget. The Salary Range Test improved and the District is now in compliance with a ratio of 86.67%.
6. There is no cost associated with the submission of this report.
7. This report will meet the District strategic plan goal of alignment.
8. This Item is submitted by Patricia Pratt-Cook, Executive Chief, Human Resources.

**B. RECOMMENDATION:**

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

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

**DATE:** February 17, 2026

**TOPIC:** Naming the ESTEM School Library in Honor of Mrs. Lutricia Vincent

**A. PERTINENT FACTS:**

1. Mrs. Lutricia Vincent devoted an extraordinary 50 years to the field of education, including 30 years of dedicated service to Saint Paul Public Schools. Over the course of her career, she served as an elementary school teacher, librarian, AVID elective teacher, and media specialist from 1975 to 1996, bringing passion, precision, and heart to every role she held.
2. Known for her strong work ethic and exceptional attention to detail, Lutricia approached her work with care and professionalism. She brought bountiful energy into every building she served and was the colleague everyone could count on — always ready to support others in any endeavor, big or small. Her positive spirit and willingness to help made a lasting impact not only on students, but on staff communities across multiple schools.
3. Lutricia's career took her to Dayton's Bluff Elementary, Battle Creek Middle School, Franklin Music Magnet (now St. Paul Music Academy), Hazel Park Academy, Parkway Middle School and E-STEM Middle School. At E-STEM, she accomplished one of her most remarkable contributions — building the school library from the ground up, creating a vibrant learning hub that provided students with diverse opportunities to grow, explore, and discover for years to come.
4. Lutricia Vincent's career reflects a lifetime of commitment to students, colleagues, and the power of education. Her influence will continue to be felt through the countless lives she supported, the programs she strengthened, and the learning spaces she helped build. Her legacy will live on through the dedication of E-STEM's school library in her honor.
5. This will meet the district strategic plan focus area of Positive School and District Culture.
6. This item is submitted by Jocelyn Sims, Principal; Nancy Páez, Assistant Superintendent; and Andrew Collins, Executive Chief of Schools.

**B. RECOMMENDATION:**

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



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

**DATE:** February 17, 2026

**TOPIC:** Facilities Department FY26 Purchases over \$175,000

**A. PERTINENT FACTS:**

1. In the normal course of work, the Facilities Department must establish purchases with vendors that may incur costs in excess of \$175,000 throughout the fiscal year.
2. The following list indicates said purchases:

Vendor	Description	Amount	State Contract ID Or Bid Number
Mavo	General services for environmental abatement and remediation	Current Approved Value: \$1,000,000 Increase: \$250,000 <b>New Value: \$1,250,000</b>	#CM00000524

3. Purchases will be reviewed by Purchasing.
4. Funding will be provided from the approved Facilities Department Fiscal Year 2026 budget.
5. The purchases meet the District Strategic Plan goals by aligning Program Evaluation and Resource Allocation to District priorities.
6. This item is submitted by Kathryn Wallace, Interim Facilities Director, Tom Sager, Executive Chief of Financial Services, and Jackie Turner, Chief Administration and Operations Officer.

**B. RECOMMENDATION:**

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

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

**DATE:** February 17, 2026

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

**A. PERTINENT FACTS:**

1. This agenda item seeks approval for the FY26 Instructional A/V Replacement Program at Mississippi Elementary and Nokomis Montessori South at the following phase gate(s):
  - a. Gate #3 – Project Budget / Proceed to Bidding
2. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	July 15, 2025
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	February 17, 2026 (current)
#4 – Contract Award	March 2026 (anticipated)
#5.1 – Project Close-Out	December 2026 (anticipated)
#5.2 – Final Project Summary	December 2027 (anticipated)

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

Proposed Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$2,230,000	\$187,315	\$0	0%

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

Funding Source	Amount
Capital Bonds FY25-28	\$1,630,000
LTFM Bonds FY25-28	\$600,000

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

**B. RECOMMENDATION:**

That the Board of Education approve the FY26 Instructional A/V Replacement Program at Mississippi Elementary and Nokomis Montessori South (Project # 0680-26-01) at Phase Gate Check #3 – Project Budget; setting the final project budget at \$2,230,000 and indicating direction to proceed with construction bidding.

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

**DATE:** February 17, 2026

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

**A. PERTINENT FACTS:**

1. This agenda item seeks approval for the FY26 Multi-Site Flooring Replacement Program at the following phase gate(s):
  - a. Gate #3 – Project Budget / Proceed to Bidding
2. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	July 15, 2025
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	February 17, 2026 (current)
#4 – Contract Award	March 2026 (anticipated)
#5.1 – Project Close-Out	August 2026 (anticipated)
#5.2 – Final Project Summary	August 2027 (anticipated)

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

Proposed Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$1,987,000	\$0	\$0	0%

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

Funding Source	Amount
LTFM FY25-28	\$1,987,000

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

**B. RECOMMENDATION:**

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

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

**DATE:** February 17, 2026

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

**A. PERTINENT FACTS:**

1. This agenda item seeks approval for the Hazel Park Fire Alarm, A/V and Ceilings project at the following phase gate(s):
  - a. Gate #3 – Project Budget / Proceed to Bidding
2. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	July 15, 2025
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	February 17, 2026 (current)
#4 – Contract Award	April 21, 2026 (anticipated)
#5.1 – Project Close-Out	September 2026 (anticipated)
#5.2 – Final Project Summary	September 2027 (anticipated)

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

Proposed Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$2,061,000	\$137,998	\$0	0%

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

Funding Source	Amount
Capital Bonds FY25-28	\$319,742
LTFM FY25-28	\$1,741,258

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

**B. RECOMMENDATION:**

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

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

**DATE:** February 17, 2026

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

**A. PERTINENT FACTS:**

1. This agenda item seeks approval for the FY27 Fire Safety Program at L'Etoile Du Nord French Immersion School and Harding High School project at the following phase gate(s):
  - a. Gate #3 – Project Budget / Proceed to Bidding
2. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	July 15, 2025
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	February 17, 2026 (current)
#4 – Contract Award	March 2026 (anticipated)
#5.1 – Project Close-Out	August 2027 (anticipated)
#5.2 – Final Project Summary	August 2028 (anticipated)

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

Proposed Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$2,686,000	\$0	\$0	0%

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

Funding Source	Amount
LTFM FY26-29	2,686,000

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

**B. RECOMMENDATION:**

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

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

**DATE:** February 17, 2026

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

**A. PERTINENT FACTS:**

1. This agenda item seeks acceptance of report for the FY23 Fire Safety Systems Program (Battle Creek Elementary, Groveland Elementary, Mississippi Elementary, Washington Technology Magnet, Wheelock Elementary, and Harding High School) at the following gate check(s):
  - a. Gate #5.2 – Project Final Fiscal Close-out
2. This project is complete and all associated contracts have been paid in full.

Project Milestone	Dates
Design Start	October 2021
Bidding / Procurement	March 2022
Construction Start	July 2022
Substantial Completion (Occupancy)	August 2024
Final Close-Out	August 2025

3. As all financial obligations for the project are now met, the final cost of the project is established. To sum, this project was completed approximately 41% below the Board approved project budget.
4. The Project gate schedule is:

Gate # and Description	Date
#1 – Master Planning	March 23, 2021
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	March 23, 2021
#4 – Contract Award	March 22, 2022
#5.1 – Project Close-Out	Not Applicable
#5.2 – Final Project Summary	February 17, 2026 (current)

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

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

<b>Project Budget</b>	<b>Current Obligations</b>	<b>Invoiced to Date</b>	<b>Percent Invoiced</b>
\$4,490,000	\$0	\$2,670,181	100%

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

<b>Funding Source</b>	<b>Amount</b>
LTFM FY21-26	\$2,670,181

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

**B. RECOMMENDATION:**

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

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

**DATE:** February 17, 2026

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

**A. PERTINENT FACTS:**

1. This agenda item seeks acceptance of report for the FY24 Paving Program at John A. Johnson and Groveland Elementary at the following gate check(s):
  - a. Gate #5.2 – Project Final Fiscal Close-out
2. This project is complete and all associated contracts have been paid in full.

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

3. As all financial obligations for the project are now met, the final cost of the project is established. To sum, this project was completed approximately 24% below the Board approved project budget.
4. The Project gate schedule is:

Gate # and Description	Date
#1 – Master Planning	March 23, 2021
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	December 19, 2023
#4 – Contract Award	March 19, 2024 & January 21, 2025
#5.1 – Project Close-Out	Not Applicable
#5.2 – Final Project Summary	February 17, 2027 (current)

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

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

<b>Project Budget</b>	<b>Current Obligations</b>	<b>Invoiced to Date</b>	<b>Percent Invoiced</b>
\$1,511,000	\$0	\$1,151,693	100%

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

<b>Funding Source</b>	<b>Amount</b>
LTFM FY23-25	\$1,151,693

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

**B. RECOMMENDATION:**

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

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

**DATE:** February 17, 2026

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

**A. PERTINENT FACTS:**

1. This agenda item seeks acceptance of report for the FY25 Fire Safety Program at Hubbs Center, Belvidere Early Learning, E-STEM Middle School, Early Childhood Hub East, and Early Childhood Hub West at the following gate check(s):
  - a. Gate #5.2 – Project Final Fiscal Close-out
2. This project is complete and all associated contracts have been paid in full.

Project Milestone	Dates
Design Start	Not Applicable
Bidding / Procurement	February 2024
Construction Start	July 2024
Substantial Completion (Occupancy)	June 2025
Final Close-Out	January 2026

3. As all financial obligations for the project are now met, the final cost of the project is established. To sum, this project was completed approximately 15% below the Board approved project budget.
4. The Project gate schedule is:

Gate # and Description	Date
#1 – Master Planning	March 23, 2021
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	March 19, 2024
#4 – Contract Award	March 19, 2024; July 16, 2026; October 22, 2024
#5.1 – Project Close-Out	Not Applicable
#5.2 – Final Project Summary*	February 17, 2026 (current)

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

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

<b>Project Budget</b>	<b>Current Obligations</b>	<b>Invoiced to Date</b>	<b>Percent Invoiced</b>
\$1,386,000	\$0	\$1,176,830	100%

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

<b>Funding Source</b>	<b>Amount</b>
LTFM FY24-26	\$1,176,830

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

**B. RECOMMENDATION:**

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

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

**DATE:** February 17, 2026

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

**A. PERTINENT FACTS:**

1. This agenda item seeks acceptance of report for the Maxfield Elementary Playground Replacement project at the following gate check(s):
  - a. Gate #5.2 – Project Final Fiscal Close-out
2. This project is complete and all associated contracts have been paid in full.

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

3. As all financial obligations for the project are now met, the final cost of the project is established. To sum, this project was completed approximately 33% below the Board approved project budget.
4. The Project gate schedule is:

Gate # and Description	Date
#1 – Master Planning	March 23, 2021
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	November 14, 2023
#4 – Contract Award	January 23, 2024
#5.1 – Project Close-Out	Not Applicable
#5.2 – Final Project Summary	February 17, 2026 (current)

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

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

<b>Project Budget</b>	<b>Current Obligations</b>	<b>Invoiced to Date</b>	<b>Percent Invoiced</b>
\$699,000	\$0	\$468,114	100%

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

<b>Funding Source</b>	<b>Amount</b>
LTFM FY23-25	\$30,000
Capital Bonds FY23-25	\$438,114

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

**B. RECOMMENDATION:**

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

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

**DATE:** February 17, 2026

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

**A. PERTINENT FACTS:**

1. This agenda item seeks acceptance of report for the Nokomis Montessori Magnet South Playground Replacement project at the following gate check(s):
  - a. Gate #5.2 – Project Final Fiscal Close-out
2. This project is complete and all associated contracts have been paid in full.

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

3. As all financial obligations for the project are now met, the final cost of the project is established. To sum, this project was completed approximately 21% below the Board approved project budget.
4. The Project gate schedule is:

Gate # and Description	Date
#1 – Master Planning	July 16, 2024
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	September 17, 2024
#4 – Contract Award	November 19, 2024
#5.1 – Project Close-Out	Not Applicable
#5.2 – Final Project Summary	February 17, 2026 (current)

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

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

<b>Project Budget</b>	<b>Current Obligations</b>	<b>Invoiced to Date</b>	<b>Percent Invoiced</b>
\$618,000	\$0	\$489,229	100%

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

<b>Funding Source</b>	<b>Amount</b>
LTFM FY24-27	\$27,250
Capital Bonds FY24-27	\$461,979

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

**B. RECOMMENDATION:**

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

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

**DATE:** February 17, 2026

**TOPIC:** Contract Award for Bus Garage Slab Replacement (Project # 9020-26-01)

**A. PERTINENT FACTS:**

1. This agenda item seeks approval to award the construction contract for the Bus Garage Slab Replacement (Project # 9020-26-01).
2. The following bids were received per the terms of Sourcewell Contract #MN-R6-GC-102825-VERS:

	<u>Lump Sum Base Bid</u>
Versacon .....	\$197,195

3. This bid will be reviewed by Purchasing.
4. Funding for this project will be provided by Long-Term Facilities Maintenance.
5. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is submitted by Kathy Wallace, Interim Director of Facilities; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

**B. RECOMMENDATION:**

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

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

**DATE:** February 17, 2026

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

**A. PERTINENT FACTS:**

1. This agenda item seeks approval for the FY26 Roofing Replacement Program at Battle Creek Elementary and Wellstone Elementary (Project # 0175-26-01) project at the following phase gate(s):
  - a. Gate #4: Contract Award
2. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	July 15, 2025
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	December 16, 2025
#4 – Contract Award	February 17, 2026 (current)
#5.1 – Project Close-Out	September 2026 (anticipated)
#5.2 – Final Project Summary	September 2027 (anticipated)

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

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$6,385,000	\$126,872	\$28,824	0.5%

4. The following bids were received:

<u>Lump Sum Base Bid plus Alternate #1</u>	
Reiling Construction .....	\$3,568,456
Berwald Roofing .....	\$3,570,000

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

Funding Source	Amount
LTFM FY25-28	\$6,385,000

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

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

**B. RECOMMENDATION:**

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

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

**DATE:** February 17, 2026

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

**A. PERTINENT FACTS:**

1. In August 2023 SPPS was authorized to issue \$167 million in Certificates of Participation to complete funding of four facilities projects as part of the SPPS Builds initiative.
2. The four projects were at Barack and Michelle Obama Elementary, Hidden River Middle School, Bruce Vento Elementary, and Highland Park Middle School. The anticipated final total cost for these four projects is \$158,600,000.
3. This \$17.9 million Certificates of Participation issuance will be the final sale for these four projects. The parameter resolution established a maximum true interest cost of 5.00 percent.
4. The sale of these Certificates of Participation will commence on Wednesday March 11, 2026. Additional information will be provided at the School Board once the sale is final. The COP's proceeds will be applied to expenses related to projects identified as part of the District's capital plan in accordance with the SPPS Builds program.
5. The Certificate closing will be on April 8, 2026 at which time the District will receive the funds.
6. This item is submitted by Tom Sager, Executive Chief of Financial Services.

**B. RECOMMENDATION:**

The administration recommends that the School Board approve the resolution relating to authorizing the issuance of not to exceed \$17,900,000 full-term Certificates of Participation, Series 2026A; declaring official intent to comply with reimbursement bond regulations under the internal revenue code of 1986; and authorizing the superintendent, executive chief of financial services or executive chief of administration and operations to award the sale thereof and to take such action and execute all documents necessary to accomplish said award and sale.



PMA Securities part of:

**PTMA**  
FINANCIAL SOLUTIONS

# ISD 625 SAINT PAUL PUBLIC SCHOOLS

## FULL-TERM CERTIFICATES OF PARTICIPATION, SERIES 2026A

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February 17, 2026

---

**Michael Hart**

Vice President, Managing Director  
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612-509-2569

**Steve Pumper**

Senior Vice President  
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612-509-2565



# FULL-TERM CERTIFICATES OF PARTICIPATION, SERIES 2026A

## Purpose

- Construction at Bruce Vento Elementary, various capital deferred maintenance projects, additions to, and repairs at Barack and Michelle Obama Elementary, Hidden River Middle School and Highland Park Middle School.

## Mechanism

- Full-Term Certificates of Participation

## Authority

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



## Certificates of Participation Financing

- Original Plan in August 2023 was to issue \$167 million Certificates of Participation to complete funding of the four projects
- Split financing to sell right amount at the right time for when funding is needed

2024A COP	\$ 113,700,000
2025A COP	\$ 27,000,000
2026A COP Proposed	\$ 17,900,000
<b>Total</b>	<b>\$ 158,600,000</b>



## Project Summaries

- Each Project is on target to stay within approved budgets by MDE and school board

Project	Invoiced	Paid	Drawn	MDE Authority	Anticipated Total COP Project Cost	Anticipated Remaining Draw
Obama*	28,039,955.78	28,356,373.00	28,164,914.65	36,365,000.00	29,923,499.97	1,758,585.32
HPMS*	21,968,078.67	22,260,572.96	21,641,079.83	34,492,004.00	23,974,709.00	2,333,629.17
Vento	73,989,672.00	71,923,097.72	70,468,746.30	89,900,000.00	81,724,362.00	11,255,615.70
Hidden River	45,914,061.23	42,830,482.90	40,741,182.47	52,698,050.00	50,902,129.00	10,160,946.53

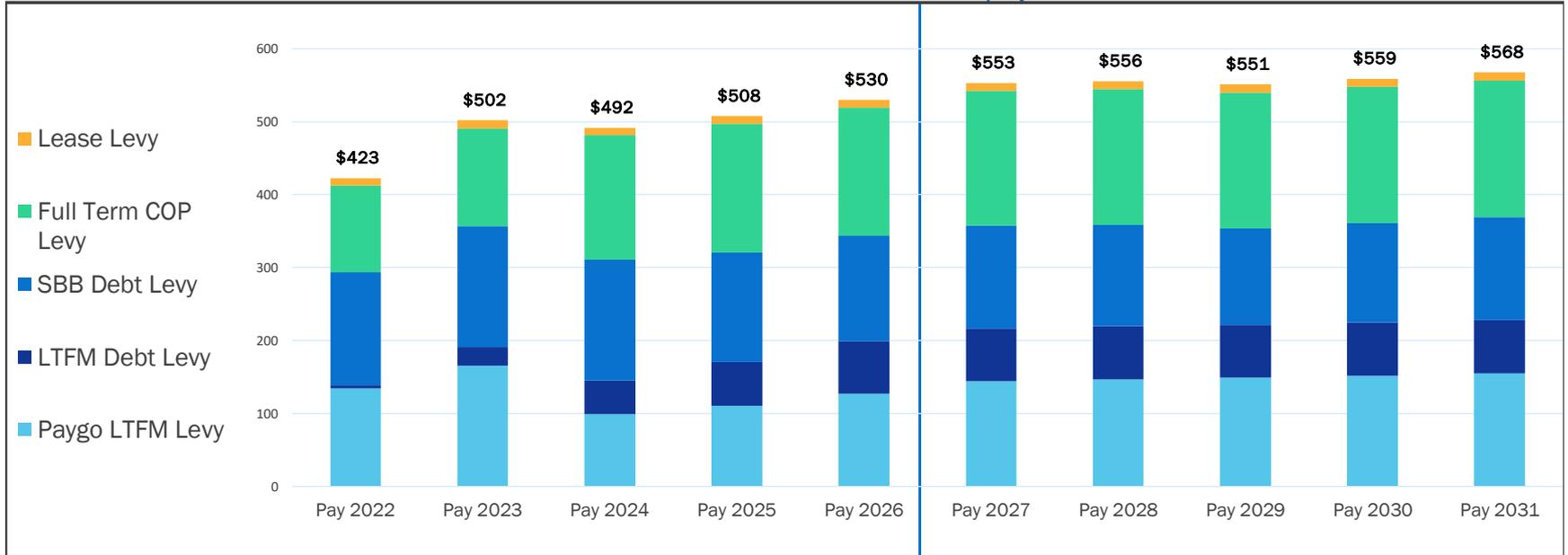
\* Paid exceeds Invoiced due to expenses not yet captured in Procore.

- \$17.9 million COP sale required to complete project expenses after spend down of other available COP funds from prior issues



## St. Paul Public School District

### Debt and LTFM Taxes for Residential Homestead Property



	Pay 2022	Pay 2023	Pay 2024	Pay 2025	Pay 2026	<i>Projected</i>				
	Pay 2022	Pay 2023	Pay 2024	Pay 2025	Pay 2026	Pay 2027	Pay 2028	Pay 2029	Pay 2030	Pay 2031
Home Value	228,700	266,300	267,300	275,300	289,200	294,984	300,884	306,901	313,039	319,300
Home Value % Growth	5.98%	16.44%	0.38%	2.99%	5.05%	2.00%	2.00%	2.00%	2.00%	2.00%
Districtwide NTC % Growth	1.94%	11.68%	6.38%	-2.58%	1.76%	2.00%	2.00%	2.00%	2.00%	2.00%

- Includes current outstanding debt and debt already authorized by the school board in July 2025 as well as \$15,000,000 annual capital bonds. This graph does not include future LTFM bonds or COPs to fund other projects.



# Timeline

## Independent School District No. 625 (Saint Paul) Full-Term Certificates of Participation, Series 2026A

February 2026						
S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026						
S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026						
S	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026						
S	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Board Action Dates

Est. Bond Pricing Date

Bond Closing

Date	Action Item
February 9, 2026	Draft of POS sent to Rating agency
Week of February 16, 2026	Rating Call & Due Diligence Call
February 17, 2026	Board Approved Parameters Resolution
February 27, 2026	Rating Received & POS released to Market
March 11, 2026	Sale Date / Award Date (Interest rates locked)
March 17, 2026	Board Considers Ratifying Resolution
April 8, 2026	Certificate Closing (Funds Received)



# Board Resolution – February 17, 2026

- Allows the submission of the State Credit Enhancement Application
- Allows for reimbursement of any project expenses
- Approval of proceeding with COP sales subject to certain parameters

## **Bond Parameters:**

- Authority given to the Superintendent, the Executive Chief of Financial Services or the Executive Chief of Administration and Operations to execute the documents to complete the COP sale if:
  - Establishes a maximum true interest cost of 5.00%
  - Establishes a maximum par amount of \$17,900,000
  - Expiration of Authority December 31, 2026
- Full Board ratifies the sale at its Board Meeting following the sale in 2026



# CONTACT US



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# DISCLOSURE

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v01.14.26

CERTIFICATION OF MINUTES RELATING TO  
NOT TO EXCEED \$17,900,000 FULL-TERM CERTIFICATES OF PARTICIPATION, SERIES  
2026A

*Issuer:* Independent School District No. 625 (Saint Paul), Minnesota

*Governing Body:* Board of Education

*Kind, date, time and place of meeting:* A regular meeting held on February 17, 2026, at 5:30 p.m. at the Administration Building, Conference Room A and B, 360 Colborne Street, Saint Paul, Minnesota, or by electronic means, as authorized by law.

*Members present:*

*Members absent:*

*Documents attached:*

Excerpt of minutes of the above-described meeting relating to the resolution described below:

RESOLUTION AUTHORIZING THE ISSUANCE OF NOT TO EXCEED \$17,900,000 FULL-TERM CERTIFICATES OF PARTICIPATION, SERIES 2026A; DECLARING OFFICIAL INTENT TO COMPLY WITH REIMBURSEMENT BOND REGULATIONS UNDER THE INTERNAL REVENUE CODE OF 1986; AND AUTHORIZING THE SUPERINTENDENT, EXECUTIVE CHIEF OF FINANCIAL SERVICES OR EXECUTIVE CHIEF OF ADMINISTRATION AND OPERATIONS TO AWARD THE SALE THEREOF AND TO TAKE SUCH ACTION AND EXECUTE ALL DOCUMENTS NECESSARY TO ACCOMPLISH SAID AWARD AND SALE

I, the undersigned, being the duly qualified and acting recording officer of the public corporation issuing the obligations referred to in the title of this certificate, certify that the documents attached hereto, as described above, have been carefully compared with the original records of said corporation in my legal custody, from which they have been transcribed; that said documents are a correct and complete transcript of the minutes of a meeting of the governing body of said public corporation, and correct and complete copies of all resolutions and other actions taken and of all documents approved by the governing body at said meeting, so far as they relate to said obligations; and that said meeting was duly held by the governing body at the time and place and was attended throughout by the members indicated above in a number sufficient to legally transact business, pursuant to call and notice of such meeting given as required by law.

WITNESS my hand officially as such recording officer on February \_\_\_\_, 2026.

---

School District Clerk

Member \_\_\_\_\_ introduced the following resolution and moved its adoption, which motion was seconded by Member \_\_\_\_\_:

RESOLUTION AUTHORIZING THE ISSUANCE OF NOT TO EXCEED \$17,900,000 FULL-TERM CERTIFICATES OF PARTICIPATION, SERIES 2026A; DECLARING OFFICIAL INTENT TO COMPLY WITH REIMBURSEMENT BOND REGULATIONS UNDER THE INTERNAL REVENUE CODE OF 1986; AND AUTHORIZING THE SUPERINTENDENT, EXECUTIVE CHIEF OF FINANCIAL SERVICES OR EXECUTIVE CHIEF OF ADMINISTRATION AND OPERATIONS TO AWARD THE SALE THEREOF AND TO TAKE SUCH ACTION AND EXECUTE ALL DOCUMENTS NECESSARY TO ACCOMPLISH SAID AWARD AND SALE

BE IT RESOLVED by the Board of Education (the Board) of Independent School District No. 625 (Saint Paul), Minnesota (the District), as follows:

SECTION 1. AUTHORIZATION. The District is authorized by Minnesota Statutes, Section 126C.40, subdivision 6, to execute a lease-purchase agreement for the purpose of financing real and personal property. This Board hereby finds it in the best interest of the District to enter into a Lease-Purchase Agreement (the Lease) and issue certificates of participation therein (the Certificates) for the purpose of financing the acquisition, construction, installation and improvements of Highland Park Middle School, Hidden River Middle School, Barak and Michelle Obama Elementary and Bruce Vento Elementary (the COP Projects) and financing costs of issuing the Lease and Certificates. The Commissioner of the Minnesota Department of Education (the Commissioner) has authorized or will authorize the Lease and the making of an additional capital expenditure levy in connection with the Lease and the COP Projects. COP Projects without approval of the Commissioner will not be financed with proceeds of the Certificates, and such changes will not invalidate any actions authorized by this resolution or require further action of the Board apart from the approving resolutions contemplated by Section 3 herein.

SECTION 2. SOLICITATION AND AWARD AUTHORIZATION; AWARD PARAMETERS.

A. In order to accomplish the purposes set forth above, the District has retained PMA Securities, LLC, in Albertville, Minnesota (PMA), as its independent municipal advisor with respect to the sale of the Certificates. PMA is hereby authorized to proceed with the marketing and sale of the Certificates in the Lease by negotiated public offering or competitive public offering. The Authorized Officers, and each acting individually, in consultation with and upon the advice of representatives of PMA, are hereby authorized to approve the award of the Lease and sale of the Certificates in the Lease in an aggregate principal amount not to exceed \$17,900,000, provided that the true interest cost of the Lease and Certificates to the District is less than or equal to 5.00% per annum. Any Authorized Officer is hereby authorized to execute an agreement with the purchaser(s) of the Certificates for the sale of Certificates provided the foregoing parameters are satisfied.

B. Notwithstanding the foregoing provisions of this Section 2, the adoption of this resolution alone shall not be deemed to establish any obligation on the part of the District to approve the award of the Lease or the sale of the Certificates or to enter into the Lease or to cause the Certificates to be issued.

SECTION 3. SERIES DESIGNATION OF CERTIFICATES. The Certificates shall be designated as the “Full-Term Certificates of Participation, Series 2026A,” or such other series designation as may be deemed appropriate.

SECTION 4. BOARD RATIFICATION. Upon approval of the award and sale of the Certificates by an Authorized Officer and execution of one or more purchase agreements, the Board will take action at a regularly scheduled or special meeting thereafter to adopt one or more approving resolutions prepared by Dorsey & Whitney LLP, counsel the District (Dorsey), among other things, ratifying award and sale of the Certificates, providing for the terms and conditions with respect thereto, and authorizing the execution of additional documents, instruments and certificates. Notwithstanding the expectation that the Board will ratify the award and sale of the Certificates at a subsequent meeting, execution of any purchase agreement with respect to the Certificates prior to such meeting shall be binding upon the District as of the date of execution and ratification of such action shall not be required.

SECTION 5. OFFICIAL STATEMENTS; LEGAL DOCUMENTS. ADDITIONAL AUTHORITY. PMA, on behalf of the District, and employees and officers of the District, are hereby authorized to prepare and distribute one or more preliminary official statements (whether one or more, the Preliminary Official Statement) related to the COP Projects, the Lease and the sale of the Certificates in the Lease. Any Authorized Officer, or any duly authorized delegate thereof, shall deem the Preliminary Official Statement substantially final in accordance with applicable federal securities laws. The Authorized Officers, and each individually, are hereby further authorized to review and approve the distribution of any addenda or supplements to the Preliminary Official Statement which are useful or necessary in connection with the marketing and sale of the Certificates. Dorsey is hereby authorized to prepare forms of the Lease and the Certificates and other related legal agreements, documents, instruments and certificates as may be necessary or appropriate. PMA, Dorsey, the Authorized Officers and employees and officers of the District are hereby authorized to take any additional actions, including but not limited to the negotiation and execution of documents or the engagement of other third-parties (including a trustee), as may be useful or necessary in connection with the COP Projects, the Lease, or the Certificates.

SECTION 6. STATE CREDIT ENHANCEMENT PROGRAM.

A. The District hereby covenants and obligates itself to notify the Commissioner of any potential default in the payment of the principal of or interest on the Certificates and to use the provisions of Minnesota Statutes, Section 126C.55 (the State Payment Law), to guarantee (to the extent provided therein) payment of the principal of and interest on the Certificates when due. The District further covenants to deposit with the Registrar selected for each particular series of Certificates, or any successor paying agent, not less than three days prior to each interest and principal payment date for the Certificates an amount sufficient to make that payment or to notify the Commissioner as provided in the State Payment Law that it will be unable to make all or a portion of that payment. The Registrar for the Certificates, as the case may be, is authorized and directed to notify the Commissioner if it becomes aware of a potential default in the payment of principal of or interest on the Certificates, or if, on the date two business days prior to the date a payment is due on the Certificates, there are insufficient funds on deposit with the applicable Registrar to make that payment. The Registrar for the Certificates shall be required to cooperate with the District, the Commissioner and the Commissioner of Management and Budget in implementing the provisions of the State Payment Law. In the event that amounts sufficient to make any such interest or principal payment are held by an escrow or paying agent and invested as authorized by Minnesota Statutes, Chapter 475, and such escrow or paying agent is required to use proceeds from such investment to pay to the Registrar the amount necessary to pay such interest

or principal on such payment date, then the requirements of the State Payment Law relating to the deposit of such amounts with the Registrar prior to the payment date of such interest or principal shall be deemed satisfied and neither the District nor the Registrar shall be required to notify the Commissioner that insufficient funds are available to pay such interest or principal on such payment date. The District shall do all other things which may be necessary to perform the obligations hereby undertaken under the State Payment Law with respect to the Certificates, including any requirements hereafter adopted by the Commissioner or the Commissioner of Management and Budget. The District understands that as a result of its covenant to be bound by the provisions of the State Payment Law, the provisions of the State Payment Law shall be binding as long as any Certificates remain outstanding.

B. The Authorized Officers, each acting individually, are hereby authorized to prepare or cause to be prepared, and to execute, any applicable Minnesota Department of Education forms related to the State Payment Law in connection with the issuance of the Certificates.

#### SECTION 7. REIMBURSEMENT.

##### A. Recitals

- i. The Internal Revenue Service has issued Section 1.150-2 of the Income Tax Regulations (the Reimbursement Regulations) dealing with the issuance of tax-exempt obligations all or a portion of the proceeds of which are to be used to reimburse the District for project expenditures made by the District prior to the date of issuance of such obligations.
- ii. The Reimbursement Regulations generally require that the District make a declaration of its official intent to reimburse itself for such prior expenditures out of the proceeds of a subsequently issued series of tax-exempt obligations within 60 days after payment of the expenditures, that such obligations be issued and the reimbursement allocation be made from the proceeds of such obligations within the reimbursement period (as defined in the Reimbursement Regulations) and that the expenditures reimbursed be capital expenditures or costs of issuance of the obligations.
- iii. The District desires to comply with requirements of the Reimbursement Regulations with respect to the COP Projects, the Lease, and the Certificates issued therein.

##### B. Official Intent Declaration

- i. The District proposes to undertake the COP Projects, to make original expenditures with respect thereto prior to the issuance of the Lease and the Certificates therein, and reasonably expects to issue the Lease and the Certificates therein to finance such COP Projects in the maximum principal amount of \$17,900,000.
- ii. Other than (i) de minimis amounts permitted to be reimbursed pursuant to Section 1.150-2(f)(1) of the Reimbursement Regulations or (ii) expenditures constituting preliminary expenditures as defined in Section 1.150-2(f)(2) of the Reimbursement Regulations, the District will not seek reimbursement for any

original expenditures with respect to the COP Projects paid more than 60 days prior to the date of adoption of this resolution.

- iii. All original expenditures for which reimbursement is sought will be capital expenditures or costs of issuance of the Lease and the Certificates therein issued to finance the COP Projects.
- iv. The Certificates will reimburse the District for such original expenditures from the proceeds of such obligations as permitted by law.

C. As of the date hereof, there are no District funds reserved, pledged, allocated on a long term basis or otherwise set aside (or reasonably expected to be reserved, pledged, allocated on a long term basis or otherwise set aside) to provide permanent financing for the original expenditures to be financed by the issuance of the Lease and the Certificates therein. Consequently, it is not expected that the issuance of the Lease and the Certificates therein will result in the creation of any replacement proceeds.

D. The District's Executive Chief of Financial Services or his or her designee shall be responsible for making the "reimbursement allocations" described in the Reimbursement Regulations, being generally the transfer of the appropriate amount of proceeds of the Lease and the Certificates therein to reimburse the source of temporary financing used by the District to make payment of the original expenditures relating to the applicable COP Projects. Each reimbursement allocation shall be made not later than (i) 18 months after the date of the original expenditure or (ii) 18 months after the date the applicable project is placed in service or abandoned (but in no event later than three years after the original expenditure is paid) and shall be evidenced by an entry on the official books and records of the District maintained for the Lease and the Certificates therein issued to finance the project and shall specifically identify the original expenditures being reimbursed.

SECTION 8. EXPIRATION OF AUTHORITY. If the Authorized Officers have not approved the sales of the Certificates and executed the related purchase agreements by December 31, 2026, this resolution shall expire.

Upon vote being taken on the foregoing resolution, the following voted in favor thereof:

and the following voted against the same:

whereupon the resolution was declared duly passed and adopted.



**Saint Paul**  
PUBLIC SCHOOLS



# H.M.O.N.G Project

A Resolution for Belonging and Academic Excellence  
Board of Education

February 17, 2026

Presented by: H.M.O.N.G Project Work Group Members

# The Rationale

***“We don’t hear about HMong culture, just American history.”***

- SPPS HMong Student



***“[HMong identity is] not talked about and people don’t even know what HMong is or say that I’m lying and that I’m Chinese.”***

- SPPS HMong Student



***“Teachers should be more aware of history and know how to reflect that or similarities to other cultures, so that it would be very similar. I’m coming [as] a parent who is not part of the HMong Dual Language program, and I would love to be able to see more.”***

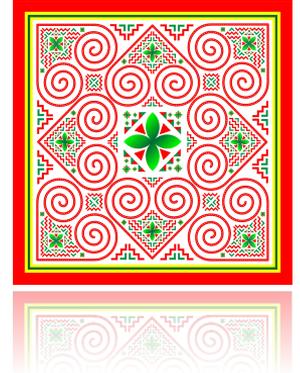
- SPPS HMong Parent





# Scope of H.M.O.N.G. Project

- Needs Assessment
- Development of Short and Long-Term Goals



## “ RECOMMENDATION TO THE BOARD

*Adopt H.M.O.N.G. Project to articulate the needs of the HMong community SPPS serves today. Effectively, the needs will identify goals that develop both short and long term equitable access moving forward. ”*

Saint Paul Public Schools. (2025, February 4). H.M.O.N.G. Project [PowerPoint PDF].

<https://www.spps.org/fs/resource-manager/view/e63a1df0-38a6-40e4-aeef-12c3a15a8258>

# Parameters of Goals

- Based on Needs Assessment (survey, focus groups)
- Culturally Responsive & Celebratory
- SMART Goal Framework
- Systemic Sustainability
- Financial Responsibility



# Staff Goal 1

## Staff Capacity, Representation, and Cultural Expertise



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

This commitment includes:

- Monitoring staff-reported feedback, preparedness, and support to integrate culturally responsive practices that affirm HMong language, culture, and history, using staff climate and engagement survey instruments,
- Recognizing and valuing the cultural and linguistic expertise of HMong staff, while ensuring that responsibility for culturally responsiveness is shared across the system and embedded within Tier 1 expectations.

# Staff Goal 2



## Staff Capacity, Representation, and Cultural Expertise

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

This commitment includes:

- Providing HMong-identifying staff with voluntary, district-supported spaces for professional dialogue and peer connection.
- Monitoring HMong workforce trends, specifically focusing on roles, licensure, years of service, and salary equity.

# Family Goal 1

## Family Partnership, Access and Trust



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

This commitment includes:

- Display artifacts in the school or district environment that reflect the HMong language and culture.
- Increase supplemental services that reflect family cultures to ensure they feel seen and supported.
- A commitment to support a culturally welcoming and affirming environment
- A commitment to culturally relevant parent engagement

# Family Goal 2



## Family Partnership, Access and Trust

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

This commitment includes:

- Increase PreK–12 HMong family awareness of the biliteracy opportunities and benefits of an awarded Bilingual Seal
- Improve the accuracy of district data by providing HMong parents and guardians with clear, accessible methods to self-identify their ethnicity in the district's student information system (i.e. Infinite Campus)
- Regularly (annually) monitor the demand and the access to HMong language and culture programs and pathways e.g. tracking enrollment applications and waitlists, electives courses, recruitment of staffing to teach language classes.

# Student Goal 1



## Student Outcomes

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

This commitment includes:

- Increase MCA achievement and/or growth trends,
- Increase ACCESS proficiency and growth trends,
- Increasing four-year graduation rates with demonstrable multi-year positive trends,
- Increase supplemental services that reflect our students' cultures to ensure they feel seen and supported. Our goal is to see this impact reflected in improved student-reported data on belonging and school climate
- Ensuring consistent and explicit inclusion of HMong contributions and perspectives within Tier 1 curricular and extracurricular programs aligned to:
  - Saint Paul Public Schools activities, materials, content,
  - Minnesota Academic Standards

# Student Goal 2

## Culturally Responsive Instruction & Representation



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

This commitment includes:

- Increase PreK–12 HMong students' awareness of the biliteracy opportunities and benefits of an awarded Bilingual Seal
- Increase HMong students' access and support in language programs and pathways towards earning a Bilingual Seal

# Monitoring/Mutual Benefits

- Students gain academic pathways
- Staff gain professional support
- Board gains a transparent system that aligns resources directly with family needs



# Resolution



## Staff Proficiency

- Licensed Staff Training
- Annual Growth in HMong-integrated pedagogy
- Tier 1 Shared Responsibility



## Student Achievement

- Academic Access & Outcomes
- Improvement in MCA, ACCESS, and Grad Rates
- Improvement in Biliteracy and Bilingual Seal Achievement



## Staff Retention

- Job-Embedded Support
- Mentorship and peer groups for HMong staff.
- Focus on salary equity and workforce trends.



## Family Partnership

- Culturally responsive environments.
- Access to culture/language pathways.
- Monitoring demand through waitlists and parent surveys.

Governance & Oversight Framework: Establishment of public monitoring framework by June 23, 2026. Annual reports to BOE on goals, trust, and student data.

# Ua Tsaug - Thank You



# H.M.O.N.G. Project Workgroup Members

## Board of Education

- ✿ Director Halla Henderson
- ✿ Vice Chair Erica Valliant
- ✿ Director Jim Vue

## SPPS Staff

- ✿ Be Vang
- ✿ Oulia Yang
- ✿ Pang Yang
- ✿ Sophie Ly
- ✿ SeePha Vang

## District Administration

- ✿ Dr. Yeu Vang
- ✿ Kaying Thao

## Parents

- ✿ Ber Yang
- ✿ Mina Moua
- ✿ Shela Her
- ✿ Sai Thao
- ✿ Gao Vang
- ✿ Joua Yang

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



Board File No. \_\_\_\_\_

Date \_\_\_\_\_

---

**H.M.O.N.G. PROJECT RESOLUTION**

**WHEREAS**; the Saint Paul Public Schools Board of Education is entrusted with the governance of the Saint Paul School District and the responsibility to ensure high-quality education for all students; and

**WHEREAS**: to ensure that Saint Paul Public Schools fulfills its mission to inspire students to think critically, pursue their dreams and change the world; and

**WHEREAS**; effective governance requires clear goal-setting to provide direction and accountability for the district and the Board; and

**WHEREAS**; the Board of Education has adopted the H.M.O.N.G. Project, which emphasizes HMong centered student outcomes goals and programmatic goals relative to board priorities; and

**WHEREAS**; establishing formal Board goals enables strategic alignment of resources, programs, and initiatives to better serve the educational needs of the HMong community in Saint Paul Public Schools; and

**WHEREAS**; the Board is committed to transparency, continuous improvement, and meaningful community engagement in the educational process; and

**WHEREAS**; the Board, in collaboration with the HMong community in Saint Paul Public Schools conducted extensive community engagement sessions to gather meaningful/actionable input from HMong students, families, and staff to develop and amend these goals; and

**WHEREAS**; the goals developed through this collaborative process reflect the shared urgency and priorities of the Board and the HMong community of Saint Paul Public Schools; and

**WHEREAS;** regular assessment of progress toward these goals will inform the Board's oversight and decision-making; now therefore be it

**RESOLVED;** the Saint Paul Public Schools Board of Education formally adopts the following H.M.O.N.G. Project Goals:

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

This commitment includes:

- Monitoring staff-reported feedback, preparedness, and support to integrate culturally responsive practices that affirm HMong language, culture, and history, using staff climate and engagement survey instruments,
  - Recognizing and valuing the cultural and linguistic expertise of HMong staff, while ensuring that responsibility for cultural responsiveness is shared across the system and embedded within Tier 1 expectations.
- Beginning in the 2026-27 school year, the District shall facilitate job-embedded peer support groups for HMong-identifying staff to foster professional community and retention. The District shall allocate job-embedded professional development time for these sessions according to the following schedule: one session in Year 1, increasing by one session annually to a maximum of four sessions per year. Compliance and impact shall be evidenced by district attendance records and annual staff feedback surveys.

This commitment includes:

- Providing HMong-identifying staff with voluntary, district-supported spaces for professional dialogue and peer connection.
  - Monitoring HMong workforce trends, specifically focusing on roles, licensure, years of service, and salary equity.
- Beginning in school year 2026-27 and reported annually, the district shall increase a culturally welcoming and affirming environment for HMong parents and guardians through culturally relevant parent engagement as reported in parent engagement surveys and parent participation data.

This commitment includes:

- Displayed artifacts in the school or district environment that reflect the HMong language and culture.
  - Increase supplemental services that reflect family cultures to ensure they feel seen and supported.
  - Culturally welcoming and affirming environment
  - Culturally relevant parent engagement
- Beginning school year 2026-27 and reported annually, the district shall improve equitable access for HMong students and families to a variety of language, cultural, and learning opportunities districtwide by:
    - Increasing early PreK-12 awareness and be informed early on about the need to maintain their native language and literacy which can lead to greater access to the biliteracy pathway for HMong families in the district
    - Improving a safe and welcoming environment for HMong parents and guardian as reported in parent engagement surveys focused on access, communication, and trust; and
    - Regularly (annually) monitor the demand and the access to HMong language and culture programs and pathways e.g. tracking enrollment applications and waitlists, electives courses, recruitment of staffing to teach language classes.
- Beginning school year 2026-27 and reported annually, the district shall increase and improve academic access and multilingual development outcomes for HMong identifying students in alignment with and comparable to district initiatives and B.I.G.G. goals.

This commitment includes:

- Increase MCA achievement and/or growth trends,
- Increase ACCESS proficiency and growth trends,
- Increasing four-year graduation rates with demonstrable multi-year positive trends,
- Increase supplemental services that reflect our students' cultures to ensure they feel seen and supported. Our goal is to see this impact reflected in improved student-reported data on belonging and school climate
- Ensuring consistent and explicit inclusion of HMong contributions and perspectives within Tier 1 curricular and extracurricular programs aligned to:
  - Saint Paul Public Schools activities, materials, content,
  - Minnesota Academic Standards

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

This commitment includes:

- Increase PreK–12 HMong students' awareness of the biliteracy opportunities and benefits of an awarded Bilingual Seal
- Increase HMong students' access and support in language programs and pathways towards earning a Bilingual Seal

**RESOLVED;** the Board shall determine the monitoring framework and cadence of reporting to the Board and Community in a public meeting prior to the Regular Meeting of the Board on June 23, 2026, and communicate an update on the framework to the H.M.O.N.G. Project members once determined.

Adopted \_\_\_\_\_

\_\_\_\_\_  
CHAIR Board of Education

\_\_\_\_\_  
CLERK Board of Education

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

**DATE:** February 17, 2026

**TOPIC:** Fiscal Year 2025-2026 Revised Budget

**A. PERTINENT FACTS:**

1. Each year, as part of the budget cycle, the District provides a revised budget for the current fiscal year. The original (adopted) budget was presented the previous June.
2. The revised budget takes into account new information such as the previous year's (FY25) financial performance, actual enrollment, any changes to funding, any Employment contract changes, and any new expenses not previously identified.
3. For the FY26 Revised Budget, the total General Fund balance is anticipated to decrease by \$37.2 million, as compared to the original adopted budget of a \$35.5 million deficit spend. This includes all reserved accounts in the General Fund. The FY26 unassigned General Fund balance shows a 5.07 percent fund balance. This represents 19 days of General Fund operation.
4. The Food Service Fund balance is expected to decrease by \$59,150 due to revenue related to USDA reimbursements. Program adjustments will occur in FY27 to continue alignment with anticipated revenues and expenses. The loss of revenue related to Temporary Virtual Learning Option may also impact this fund by year end.
5. The Community Education Service Fund balance is expected to decrease by \$2.4 million million, as compared to the original adopted budget of a \$1.5 million deficit spend.
6. This FY26 Revised budget as presented includes anticipated one-time expense related to delivering the Temporary Virtual Learning Option.
7. This item is submitted by Tom Sager, Executive Chief of Financial Services, and the accompanying presentation will provide more detail.

**B. RECOMMENDATION:**

District Administration recommends School Board approval of the Fiscal Year 2025-2026 Revised Budget as presented.



**Saint Paul**  
PUBLIC SCHOOLS

# **Fiscal Year 2025-26 (FY26) Revised Budget**

**Board of Education**

Tom Sager, Executive Chief Financial Officer

February 17, 2026

# Presentation Objectives

To present the Revised Budget for Fiscal Year 2025-26

## Topics:

- Revenue Changes – All Funds
- Expenditure Changes – All Funds
- Projected FY 2025-26 Ending Fund Balances
- Recommendation and Approval

# All Funds - Revenue Changes

Funds	Adopted Budget	Revision	Revised Budget
General Fund	\$731,543,107	\$45,419,678	\$776,962,785
Food Service	\$33,016,123	\$848,825	\$33,864,948
Community Service	\$29,920,109	\$1,220,161	\$31,140,270
Building Construction	\$85,000,000	(\$984,524)	\$84,015,476
Debt Service	\$68,881,067	\$0	\$68,881,067
<b>Total Revenue</b>	<b>\$948,360,406</b>	<b>\$46,504,140</b>	<b>\$994,864,546</b>

# Revenue Changes

		Amount
General Fund	Adjustment to project General Education, Sped revenue, and Others	\$32,530,277
	Adjustment for general programs (included fully finance fund and grants)	\$12,889,401
	<b>Total</b>	<b>\$45,419,678</b>

# Revenue Changes (Continued)

		Amount
Food Service Adjustments	Adjustment for calculated meals served through FY26	\$848,825
	<b>Total</b>	<b>\$848,825</b>

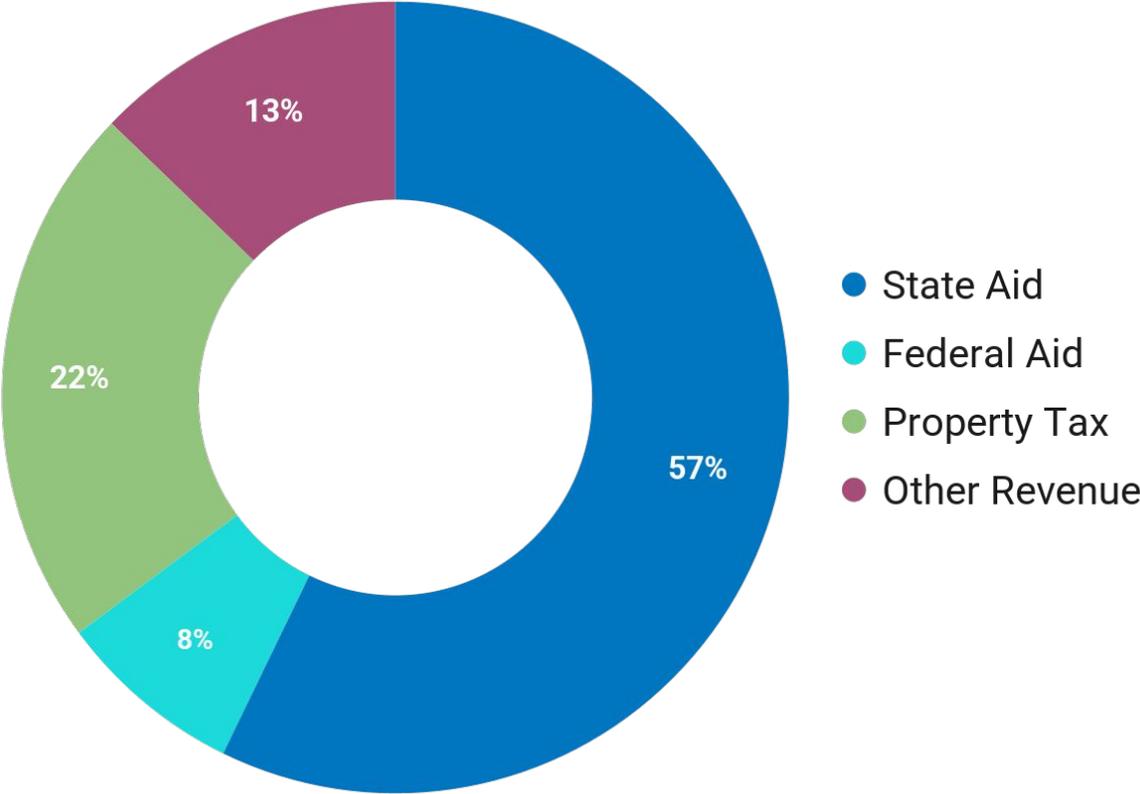
# Revenue Changes (Continued)

		Amount
Community Service Adjustments	Adjustment to Community Services grant with less funding	\$262,543
	Adjustment for fund transfer to Community Services	\$543,000
	Adjustment for Community Education programs, discovery club and other	\$414,618
	<b>Total</b>	<b>\$1,220,161</b>

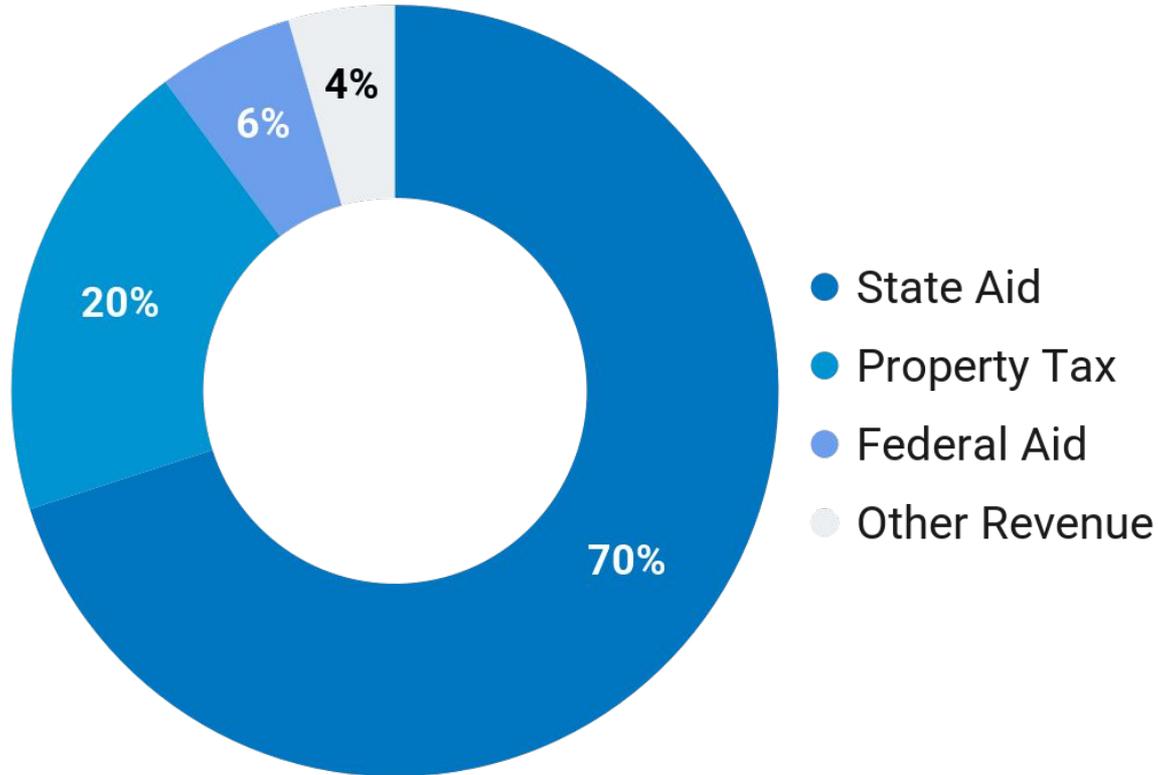
# Revenue Changes (Continued)

		Amount
Building Construction	Adjustment for anticipated sale of long term debt	(\$984,524)
	<b>Total</b>	(\$984,524)
		Amount
Debt Service	Adjustment for LTFM aid and interest	\$0
	<b>Total</b>	\$0

# Revised Revenue by Source - All Funds



# Revised General Fund Revenue Sources



# All Funds - Expenditure Changes

Funds	Adopted Budget	Revision	Revised Budget
General Fund	\$767,046,514	\$47,162,855	\$814,209,369
Food Service	\$33,016,123	\$907,975	\$33,924,098
Community Service	\$31,364,108	\$2,106,858	\$33,470,966
Building Construction	\$118,891,454	\$3,599,206	\$122,490,660
Debt Service	\$79,133,310	\$7,152,022	\$86,285,332
<b>Total Expenditures</b>	<b>\$1,029,451,509</b>	<b>\$60,928,916</b>	<b>\$1,090,380,425</b>

# Expenditure Changes

		Amount
General Fund Adjustments	Adjustment for MN Paid Leave	\$1,220,000
	Adjustment for Special Services, transportation and others	\$35,636,790
	Adjustment for general programs (including fully financed fund/grants)	\$10,306,065
<b>Total</b>		<b>\$47,162,855</b>

# Other Fund Expenditure Changes

	Amount
<b>Food Service Adjustments</b>	
Adjustment for calculated meals served through FY 2025	\$907,975
<b>Total</b>	<b>\$907,975</b>

# Other Fund Expenditure Changes

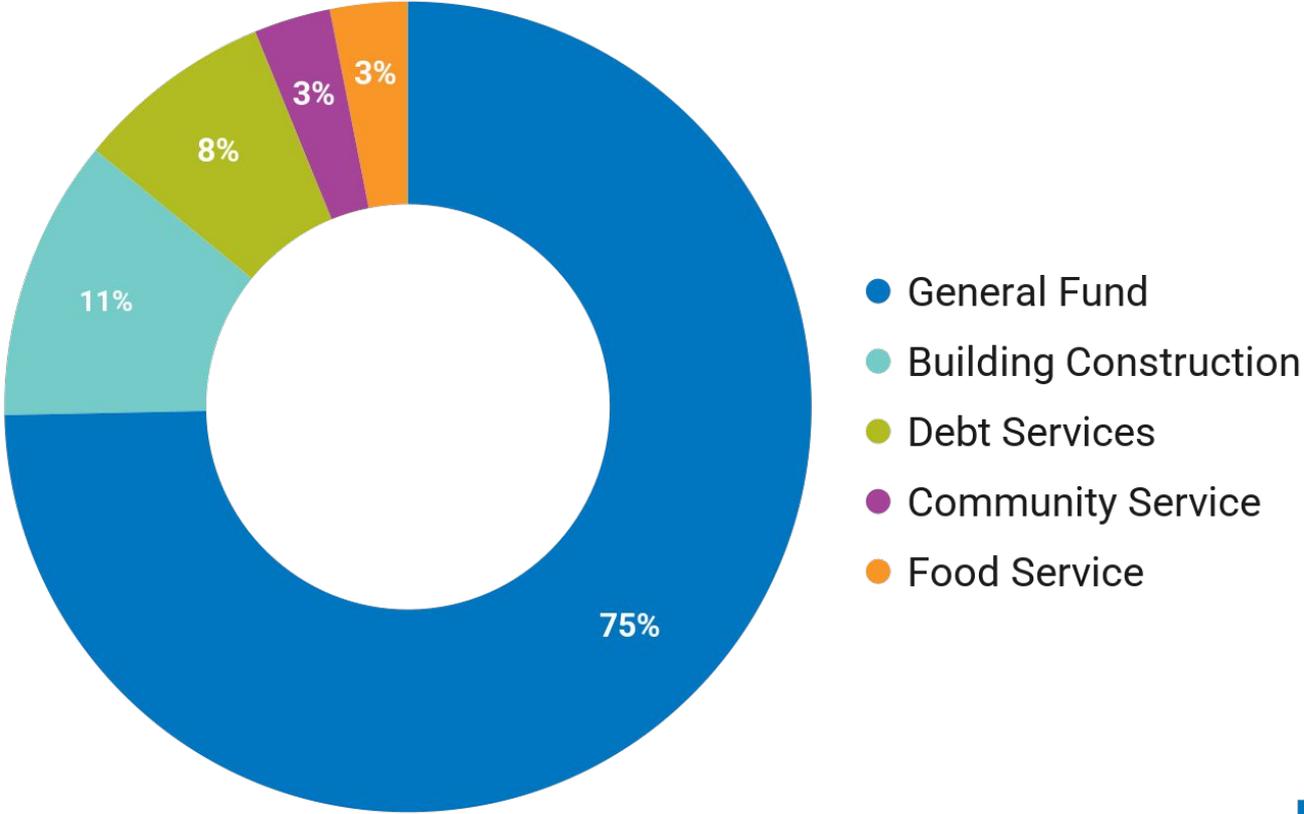
	Amount
<b>Community Service Adjustments</b>	
Adjustment for Community Services' Programs	\$1,475,353
Adjustment for Community Services' programs with Less Funding	\$631,505
<b>Total</b>	<b>\$2,106,858</b>

# Other Expenditure Changes

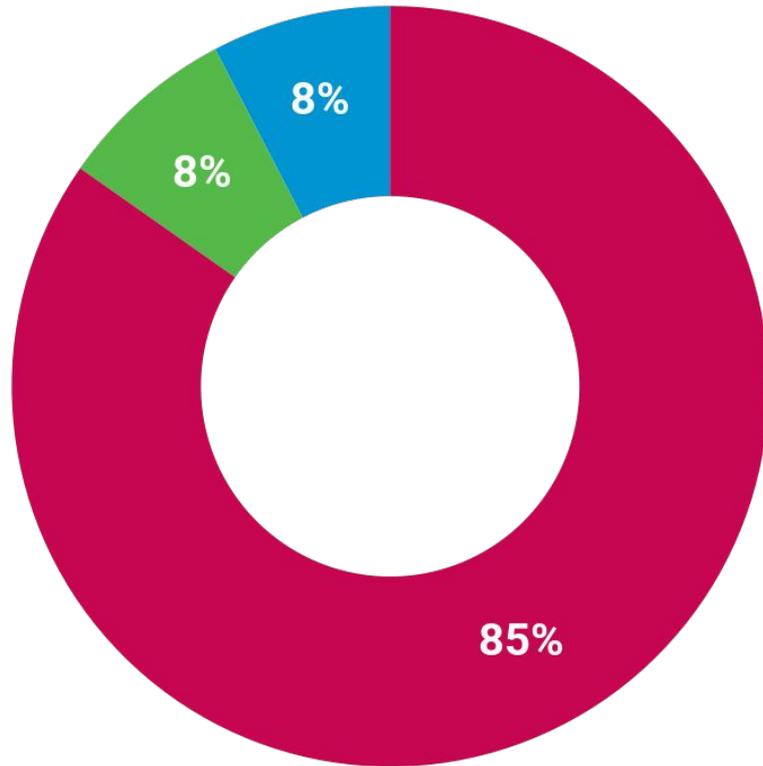
		Amount
Building Construction	Adjustment for construction project estimates	\$3,599,206
	<b>Total</b>	<b>\$3,599,206</b>

		Amount
Debt Service	Adjustment to debt principal and interest	\$7,152,022
	<b>Total</b>	<b>\$7,152,022</b>

# Revised Expenditures by Fund



# Revised General Fund Expenditures



- Student Programs & Services
- Administration Support Services
- Maintenance and Operations

# Summary All Funds - Fund Balance Budget

	Beginning Fund Balance	Revised Revenue Budget	Revised Expenditure Budget	Estimated Ending Fund Balance
General Fund	\$166,736,232	\$776,962,785	\$814,209,369	\$129,489,648
Food Service Fund	(\$1,431,370)	\$33,864,948	\$33,924,098	(\$1,490,520)
Community Service Fund	\$14,450,789	\$31,140,270	\$33,470,966	\$12,120,092
Building Construction	\$82,279,945	\$84,015,476	\$122,490,660	\$43,804,761
Debt Service Fund	\$37,638,902	\$68,881,067	\$86,285,332	\$20,234,637
<b>Total – All Funds</b>	<b>\$299,674,498</b>	<b>\$994,864,546</b>	<b>\$1,090,380,425</b>	<b>\$204,158,619</b>

# Recommendation

District administration recommends Board of Education approval of the Fiscal Year 2025-26 budget revision as presented.



**Saint Paul**  
PUBLIC SCHOOLS

# Policy Update

Board of Education Meeting  
February 17, 2026



**Saint Paul**  
PUBLIC SCHOOLS

# **THIRD READING**

## **Policy 701.00 - INVESTMENT AND BANKING**

Board of Education Meeting  
February 17, 2026

Tom Sager, Executive Chief of Financial Services

# Policy 701.00 Investment and Banking

## Current Policy:

## Policy Changes

1. **Change from Second Reading:** Number eight (8) under the EFT section was changed from “all” to “aggregate” to match current practice of submitting the Monthly Operating Authority (MOA) to the Board of Education for approval. No, threshold needed all EFT are covered in the MOA.
2. No other changes have been made to this policy after the second reading.

# Questions?

# Action Requested

- Asking that the Board approve Policy 701.00 at the February 17, 2026 Board of Education meeting and that this be considered the Third and Final Reading of the three reading process.



**Saint Paul**  
PUBLIC SCHOOLS

## **THIRD READING**

# **Rescissions of Policy 703.00 - Annuities & Policy 705.00 - Investments**

Board of Education Meeting  
February 17, 2026

Tom Sager, Executive Chief of Financial Services

# Policy 703.00 Annuities & Policy 705.00 Investments

## Current Policy:

## Policy Changes:

1. No changes since the last reading still asking to rescind these policies, moved both to policy 701.00 now the Investment and Banking policy.

# Questions?

# Action Requested

- Asking that the Board approve to rescind Policy 703.00 and 705.00 at the February 17, 2026 Board of Education meeting and that this be considered the third and final reading of the three reading process.



**Saint Paul**  
PUBLIC SCHOOLS

# **THIRD READING**

## **Policy 706.00 - GRANTS AND GIFTS**

Board of Education Meeting  
February 17, 2026

Tom Sager, Executive Chief of Financial Services

# Policy 706.00 Grants and Gifts

Current Policy:

Policy Changes

1. There have been no changes since the last reading.

# Questions?

# Action Requested

- Asking that the Board approve Policy 706.00 at the February 17, 2026 Board of Education meeting and that this be considered the Third and Final Reading of the three reading process.

Adopted: 1974

Saint Paul Public Schools Policy 701.00

Revised: 5/2/1995; 6/17/2008; 2/13/2013; XX/XX/2026

## **701.00 INVESTMENT AND BANKING POLICY**

### **I. POLICY PURPOSE**

This policy provides a framework for managing the District's financial assets and banking relationships responsibly. It ensures investments align with strategic goals and risk tolerance, promotes transparency and accountability, and defines measures for selecting and overseeing banking services and investment vehicles.

### **II. GENERAL STATEMENT OF POLICY**

This policy establishes a structured framework for managing the District's financial assets and banking operations. It defines investment objectives, risk management standards, and roles for financial oversight. It also sets criteria for selecting banking partners and outlines requirements for monitoring, reporting, and compliance. The policy ensures financial stewardship, regulatory compliance, and alignment with strategic objectives. By doing so, the policy protects public resources, supports stable cash flow for District operations, and promotes long-term financial sustainability to support the District's educational mission.

### **III. DEPOSITORIES**

The Board shall designate depositories for the School District funds each year at its organizational meeting in January.

### **IV. ELECTRONIC FUND TRANSFER**

1. The School Board shall annually delegate the authority to initiate electronic fund transfers to the Superintendent or designee.
2. A copy of the delegation, as recorded in the official Board meeting minutes, shall be provided to the District's disbursing bank and retained on file by the bank.
3. Each individual authorized to initiate an EFT shall be clearly identified in the District records.

4. Documentation shall include the initiator's name, title, and scope of authority, and be maintained by the Financial Services Department.
5. Prior to initiating any EFT, the initiator must:
  - Document the request, include the purpose, amount, and recipient.
  - Obtain written approval from the **Superintendent** or designee, in accordance with the District's internal control policies.
6. No EFT shall be processed without this documented approval.
7. Written confirmation of each EFT transaction shall be retained by the District within one business day of the transaction.
8. **A list of aggregate EFT transactions shall be included in the Monthly Operating Authority report submitted to the School Board at the next regular Board meeting following the transaction.**
9. The **Superintendent** or designee shall ensure compliance with this policy and recommendation updates as needed to reflect changes in law, technology, regulations, or District operations.

## V. NAMING CUSTODIANS

At the annual meeting, the School Board shall designate several banks to act as custodians for safekeeping of the collateral pledged to secure School District deposits.

## VI. INVESTMENTS

1. The Board authorizes the ~~Chief Business Officer~~ **Superintendent or designee** to invest any and all surpluses of School District funds, when, in his/her judgement, the investments are an advantage to the School District.
2. Such investments shall be made in conformity with this policy and shall be for a term no longer than five (5) years.
3. **The School District shall align investments with adopted resolutions resulting in divesting in fossil fuel companies and private prison entities (see cross-reference).**

## VII. INVESTMENT OBJECTIVES (Formerly 705.00)

The investment policy of School District shall include the following five (5) objectives:

1. **Liquidity** - The Superintendent or designee shall in all transactions consider liquidity as a priority in order to supply cash when needed to support the educational programs of the School District.
2. **Safety** - The School District shall do business with those firms that offer the School District protection in regard to safekeeping, delivery and receipt of investments. Firms that do not meet these standards shall not be considered. Local financial institutions shall be given priority over non-local institutions.
3. **Yield** - The School District shall maximize its yield on investment of available cash. ~~When funds are available for investing, several firms shall be contacted for quotes.~~
4. **Pooled Investment Concept** - Whenever possible, the School District shall combine available cash from various accounts and funds in order to maximize yield. Earnings on pooled investments shall be allocated to accounts and funds based on the cash balances in those accounts.
5. **Borrowing:**
  - a. The School District shall utilize the services of a municipal bond consultant when issuing either short- or long-term obligations or when funding existing obligations.
  - b. The investment activities of the District shall include short-term cashflow analysis. The ~~Chief Business Officer~~ Superintendent or designee shall manage the investment of the public monies so that the maturity coincides with expenditure needs.
  - c. The monthly and annual activities of the District shall include long-term projections. In November of each year, the ~~Chief Business Officer~~ Superintendent or designee shall make a cash projection that covers the current calendar year plus subsequent calendar years. The long-term projections shall identify monthly cash balances over this two-year period.

The management of the District's funds shall be monitored on a daily basis.

## VIII. ANNUITIES (Formerly 703.00)

As permitted by law, the School Board authorizes the purchase of tax-sheltered retirement annuities for employees who wish to acquire such annuities with monies allocated and deducted from their salaries.

**LEGAL REFERENCES:**

Minn. Stat. § 118A.02  
Minn. Stat. § 118A.04  
Minn. Stat. § 118A.05  
Minn. Stat. § 118A.06  
Minn. Stat. § 118A.07  
Minn. Stat. § 123.35, Subd. 12  
Minn. Stat. § 123B.02, Subd. 15  
**Minn. Stat. § 471.38, Subd. 3**  
Minn. Stat. Sec 471.6175, Subd. 5(d)  
Minn. Stat. Sec 356A.06, Subd. 7  
Federal Internal Revenue Code 403(b)

**CROSS REFERENCES:**

Board File 33016: Adopting a Saint Paul Public Schools Resolution Preventing Investment in Private Prisons  
Board File 33017: Adopting a Saint Paul Public Schools Resolution Mandating the Divestment of and Preventing Further Investment in Fossil Fuels

Adopted: 8/22/1972  
Revised: 6/17/2008

~~-Saint Paul Public Schools Policy 703.00(717.00)~~

~~703.00 ANNUITIES~~

~~As permitted by law, the Board authorizes the purchase of tax-sheltered retirement annuities for employees who wish to acquire such annuities with monies allocated and deducted from their salaries.~~

~~LEGAL REFERENCES:~~

~~Federal Internal Revenue Code 403(b)  
Minn. Stat. § 123.35, Subds. 12-123B.02 & Subd. 15~~

~~CROSS REFERENCES:~~

*Adopted: 5/2/1995*  
*Revised: 6/17/2008*

*Saint Paul Public Schools Policy 705.00*

## **705.00 INVESTMENTS**

~~The investment policy of the District shall include the following five objectives:~~

### **LIQUIDITY**

~~The Chief Business Officer shall in all transactions consider liquidity as a priority in order to supply cash when needed to support the educational programs of the District.~~

### **SAFETY**

~~The District shall do business with those firms that offer the District protection in regards to safekeeping, delivery and receipt of investments. Firms that do not meet these standards shall not be considered. Local financial institutions shall be given priority over non-local institutions.~~

### **YIELD**

~~The District shall maximize its yield on investment of available cash. When funds are available for investing, several firms shall be contacted for quotes.~~

### **POOLED INVESTMENT CONCEPT**

~~Whenever possible, the District shall combine available cash from various accounts and funds in order to maximize yield. Earnings on pooled investments shall be allocated to accounts and funds based on the cash balances in those accounts.~~

### **BORROWING**

- ~~1. The District shall utilize the services of a municipal-bond consultant when issuing either short or long-term obligations or when refunding existing obligations.~~
- ~~2. The investment activities of the District shall include short-term cashflow analysis. The Chief Business Officer shall manage the investment of public monies so that the maturity coincides with expenditure needs.~~
- ~~3. The monthly and annual activities of the District shall include long-term projections. In November of each year, the Chief Business Officer shall make a cash projection that covers the current calendar year plus the subsequent calendar year. The long-term projections shall identify projected monthly cash balances over this two-year period.~~

~~The management of the District's funds shall be monitored on a daily basis.~~

**LEGAL REFERENCE:**

~~Minn. Stat. § 118A.01~~

~~Minn. Stat. § 118A.05~~

~~Minn. Stat. § 118A.06~~

~~Minn. Stat. § 118A.07~~

**CROSS REFERENCES:**

~~701.00, Investments and Banking~~

Adopted: 7/22/1975  
Revised: 6/17/2008; XX/XX/2025

Saint Paul Public Schools Policy 706.00

## **706.00 GRANTS AND GIFTS**

### **I. POLICY PURPOSE**

This policy sets guidelines for managing grants and gifts to ensure they support the District's mission, uphold transparency and accountability, comply with legal standards, and build trust with donors and stakeholders.

### **II. GENERAL STATEMENT OF POLICY**

The District is committed to the ethical and transparent solicitation, acceptance, and management of grants and gifts that support its mission and strategic priorities. All contributions must be consistent with applicable laws, donor intent, and District values, and will be handled with integrity, accountability, and responsible stewardship. This policy applies to all staff and representatives involved in fundraising, grant acquisition, and gift administration, ensuring that all activities reflect the highest standards of professionalism and public trust.

### **III. GRANTS AND GIFTS**

The School Board encourages the acceptance of grants, gifts, and bequests that support the district's mission and educational goals. The Board may accept, on behalf of and for the School District, a bequest or gift of money or property for a purpose it deems suitable, and utilize such resources as designated. All donations must align with district policies, avoid undue obligations, and not promote commercial interests. Staff must seek approval before soliciting or accepting grants and gifts, with larger donations requiring higher levels of authorization, including formal Board approval. Gifts valued at \$5,000 or less are for informational purposes only. All gifts exceeding \$5,000 must receive approval from the Board. Accepted grants and gifts become district property and must be documented, acknowledged, and used according to donor intent and district priorities. The Superintendent or designee oversees implementation and ensures transparency.

~~The Board may accept, on behalf of and for the School District, a bequest or gift of money or property for a purpose deemed by the Board to be suitable, and to utilize such money or property so designated.~~

**LEGAL REFERENCES:**

Minn. Stat. § 123.40, Subd. 6

Minn. Stat. § 465.03

**CROSS REFERENCES:**

None



**Saint Paul**  
PUBLIC SCHOOLS

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

February 17, 2026

# Purpose

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

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

Reporting parameters:

- ❑ **Measure:** Measures are derived by examining the grades of students who have taken the courses associated with the BIGG goals.
- ❑ **Metric:** Distinct articulation of the information from the measure that aligns most closely with the outcome. Metrics are designed to be easily understood, relevant to the outcome and able to represent the desired change or improvement over time (i.e. movement toward our target).

# Civics - About the Data

The following courses are included in this metric because they meet the U.S. Government/Civics graduation requirement:

- ❑ U.S. Government
- ❑ Advanced Placement (AP) U.S. Government & Politics
- ❑ College In School (CIS) Government
- ❑ CIS Challenge of Democracy
- ❑ International Baccalaureate (IB) Diploma Program (DP) History of the 20th Century

# Personal Finance - About the Data

The following courses are included in this metric because they meet the Personal Finance graduation requirement:

- ❑ Personal Finance 10-12 (offered in multiple content areas per MDE: Math, Social Studies, Agriculture, Business, and FACS)
- ❑ AP Business with Personal Finance (starting in 2026-2027)

Per MDE, the personal finance graduation requirement can only be completed in 10th-12th grade. The graduation requirement started for class of 2028 (current 10th graders).

- ❑ 2026-27: will include grades 10 and 11
- ❑ 2027-28 and beyond: will include grades 10,11,12

# Civics - B.I.G.G. Student Outcome Goal

The percentage of SPPS students who receive a passing grade in Civics and/or U.S. Government will increase from 84% in 2024 to 90% in 2029.

	2023/2024	2024/2025	2025/2026 (Q1 only)
Passing Rate	84%	87%	88%

- The percentage of students receiving a passing grade in Civics and/or U.S. Government at quarter 1 is **88%**; **2%** points away from the goal.

# Personal Finance - B.I.G.G. Student Outcome Goal

**Goal:** The percentage of students earning a passing grade in Personal Finance will increase from implementation baseline in September 2025 to 75% by June 2029.

	2023/2024	2024/2025	2025/2026 (Q1 only)
Passing Rate	N/A	N/A	80%

- The percentage of students receiving a passing grade in Personal Finance at quarter 1 is **80%**; **2%** points over the goal.

# Action Steps for SY25-26

## Civics and/or U.S. Government Courses

- ❑ Continued professional learning on secondary professional development days
- ❑ Continued investment in our academic programming and instructional models

For example: IB, AVID, 3DE, Fair & Equitable Grading

# Action Steps for SY25-26

## Personal Finance Course

- ❑ Update and refine Personal Finance curriculum & resources
- ❑ Additional professional learning opportunities during school year and summer for Personal Finance
- ❑ Continued professional learning on secondary professional development days
- ❑ Continued investment in our academic programming and instructional models

For example: IB, AVID, 3DE, Fair & Equitable Grading

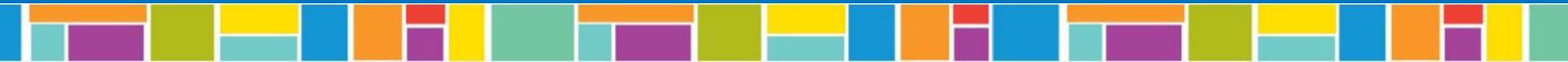
# Thank You

**POLICY UPDATE**

**SECOND READING:**

**Federal Law Enforcement Activity on District  
Controlled Properties**

Regular Meeting of the Board of Education  
February 17, 2026



# Justification for Emergency Policy Consideration

Policy 209.00: DEVELOPMENT, ADOPTION, MONITORING OF POLICIES

G. “Emergency” - Emergency is a sudden, unexpected, serious event or unforeseen change in circumstances that requires urgent intervention.

To date, the current unprecedented Federal Agents actions has resulted in nearly 7,000 students electing to continue school through a Temporary Online Learning Option.

The sudden deployment of 3,000 agents to our state has caused significant disruption and fear in the community over the past several weeks.

This is the largest federal law enforcement operation in the US.



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Per Policy 209.00:

In the event of an emergency, a new or amended policy may be adopted by a majority vote of a quorum of the school board at the first or second reading. A statement regarding the emergency and the need for immediate adoption of the policy shall be read and included in the minutes. The emergency policy shall expire within one year of the emergency action. Before the expiration date, the Board may adopt the emergency policy permanently by means of the procedure detailed above (three successive readings).



# Policy Purpose

## I. POLICY PURPOSE

Saint Paul Public Schools (“District” or “SPPS”) is committed to ensuring that every student can learn in a safe, welcoming, and inclusive environment free of fear or disruption due to immigration enforcement activities.



# General Statement of Policy

## II. GENERAL STATEMENT OF POLICY

In accordance with the Board of Education's **resolution reaffirming protections for immigrant students and practices for responding to Immigration and Customs Enforcement (ICE)** and other federal law enforcement presence on district property, this policy establishes clear guidelines regarding access to district property by federal law enforcement, the protection of student and family privacy, and the limitations on District cooperation and staff assistance.



# Legal Authority and Scope

## III. LEGAL AUTHORITY AND SCOPE

This policy is adopted pursuant to and shall be implemented consistent with:

- **Federal law**, including the U.S. Constitution (Fourth, Fifth, and Fourteenth Amendments) and the Family Educational Rights and Privacy Act (FERPA);
- **Minnesota law**, including the Minnesota Government Data Practices Act (Minn. Stat. ch. 13); Minnesota Constitution
- Applicable guidance from the **Minnesota Attorney General** regarding immigration enforcement and education;
- The **City of Saint Paul Separation Ordinance** limiting cooperation with federal immigration enforcement;
- Saint Paul School Board Resolution 34190, adopted February 2025 shall serve as a supplemental document.



# Definitions

## IV. DEFINITIONS

**A. Federal Immigration Enforcement:**

Includes Immigration and Customs Enforcement (ICE), U.S. Customs and Border Protection (CBP), and other federal officers acting for immigration enforcement purposes.

**B. Federal Law Enforcement:**

Any federal agency or officer with law enforcement authority.

**C. School District Property:**

All buildings, grounds, facilities, and vehicles owned, leased, contracted or operated **under the control of** SPPS or serving SPPS Students.

**D. Judicial Warrant or Court Order:**

A warrant or order issued and signed by a federal or state judge or magistrate based on probable cause that specifically authorizes entry onto District property.



# Definitions Cont.

**E. Administrative Warrant / Detainer:**

A document issued by a federal agency (e.g., ICE detainer) that **does not** alone constitute judicial authorization for entry or enforcement on District property.

**F. The Family Educational Rights and Privacy Act (FERPA)**, which protects the confidentiality of student education records and generally prohibits disclosure of personally identifiable information (PII) without consent, except under limited circumstances expressly authorized by law.

**G. The Minnesota Government Data Practices Act (MGDPA)**, which classifies educational data as private and imposes strict controls on access, use, and dissemination.



# General Policy Directives

## A. Access Restrictions

1. Federal immigration enforcement officers are prohibited from accessing SPPS property, interviewing students or staff, or conducting enforcement activities on District property except as compelled by a valid judicial warrant or court order or as otherwise required by law.
2. Administrative warrants, detainers, notices of inspection, or similar documents do **not** authorize access for enforcement activities.
3. The District mandates that no employee, contractor, or representative uses District resources to assist in immigration enforcement absent a legal obligation to do so.

## B. Non-Cooperation and Staff Assistance Prohibition

While engaged in their duties for the district, district employees, contractors, volunteers, and representatives **shall not**:

1. Provide assistance to ICE or related agencies for enforcement purposes, including interpretation, translation, facilitating communication, directing individuals, or otherwise aiding enforcement activities.
2. Inquire about or collect information regarding a student's or family's immigration or citizenship status.
3. Provide information about students or families to federal immigration enforcement unless legally compelled by a valid judicial warrant or court order.
4. Refer students, families, or staff to federal immigration enforcement agencies for immigration status queries or enforcement-related purposes.



# General Policy Directives

## C. Verification and Response Protocol

1. The office of General Counsel representing the District, in partnership with the Superintendent or designee, shall maintain and distribute detailed response protocols and supplementary documentation to all district controlled properties and programs.
2. All requests by federal law enforcement for access to SPPS property, students, or records shall be immediately referred to the principal or designee, detailed by response protocols provided by District Legal Counsel and Superintendent or designee.
3. Individual staff members should not attempt to interpret documentation or manage interactions with **ICE or related agencies** and should follow all most recent response protocols.
4. Verification shall be conducted to confirm the legal sufficiency of any presented warrant or order.
5. District representatives shall **not** interpret legal documents or provide interpretation or translation services to law enforcement, provide legal determinations, or act as intermediaries for law enforcement;
6. All legal review, interpretation, and communication regarding the validity or scope of any request shall be conducted by authorized District legal staff or their designee.
7. All encounters with law enforcement shall be documented, including the name of the officer(s), agency, badge number (if provided), date and time, location, nature of the request, and the District's response.
8. Parents/guardians shall be notified as set forth in FERPA or MGDPA, following a verified legal request involving a student, consistent with applicable law and District policy
9. Any immigration-related information that is inadvertently collected or arises in the course of educational operations shall be treated consistent with the MGDPA and FERPA and shall be handled in compliance with applicable law.



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# General Policy Directives

## **D. Training and Communication**

1. The Superintendent or designee shall ensure annual training for all staff on their responsibilities under this policy and proper response protocols.
2. Clear, multilingual communication of this policy shall be provided to students, families, and staff.
3. Public-facing materials and community outreach shall be used to explain rights, protections, district practices, and response protocols.



# Communications

- Policy shared with all SPPS families and staff via email the week of Feb. 8-13. Specifically:
  - Posted on Board of Education website
  - Included in The Bridge (all staff newsletter): Feb. 8
  - Included in the weekly immigration update (to all families and district staff): Feb. 12
  - Included in the Principals Playbook (to all district leaders): Feb. 13
  - Added to staff immigration resources folder for easy access; ability for staff to share with students as appropriate



# Non-Retaliation and Equal Educational Access

## VI. NON-RETALIATION AND EQUAL EDUCATIONAL ACCESS

1. No student, family member, or employee shall be discriminated against, disciplined, or retaliated against based on immigration status, national origin, or for asserting rights under this policy.
2. All students shall continue to have equal access to educational services, extracurricular activities, and support services regardless of immigration status.



# Policy Review

## VII. POLICY REVIEW

This policy shall be reviewed if required by changes in State, Federal or local law.



# Legal & Cross References

## Legal References

20 U.S.C § 1232g  
Minn. Stat. § 13

The Family Educational Rights and Privacy Act (FERPA)  
Minnesota Government Data Practices Act (MGDPA)

## Cross References

Policy 304.00  
Policy 506.05  
Policy 814.00  
Board Resolution 34190

Records: Data Management  
Law Enforcement Interrogations & Investigations  
Visitors to Schools  
Resolution for District Practices Relating to U.S. Immigration and Customs Enforcement



# Discussion



# Board Action

- Request the review of this policy at the February 17, 2026 Board of Education meeting be considered the Second Reading of the three reading process
- That the review of the policy at the March 17, 2026 Board of Education meeting will be considered the Third Reading



**xxx.xx FEDERAL LAW ENFORCEMENT ACTIVITY ON DISTRICT CONTROLLED PROPERTIES**

**I. POLICY PURPOSE**

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**II. GENERAL STATEMENT OF POLICY**

In accordance with the Board of Education’s **resolution reaffirming protections for immigrant students and practices for responding to Immigration and Customs Enforcement (ICE)** and other federal law enforcement presence on district property, this policy establishes clear guidelines regarding access to district property by federal law enforcement, the protection of student and family privacy, and the limitations on District cooperation and staff assistance.

**III. LEGAL AUTHORITY AND SCOPE**

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