INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
REGULAR MEETING OF THE BOARD OF EDUCATION
Administration Building
360 Colborne Street
Saint Paul, Minnesota 55102

April 21, 2026
5:30 PM

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#BoldSubject#

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

DATE: April 21, 2026

TOPIC: Acknowledgement of Good Work Provided by Students

A. PERTINENT FACTS:

1. **2026 High School Athletics State Qualifiers**

Highland Park Senior High

Boys and Girls Nordic Skiing

- Madeleine Klevay
- Alice Rapacz
- Addie Corbett
- Ingrid Haaland
- Noah Waln

Central Senior High

Boys and Girls Nordic Skiing

- Rosemarie Veeder
- Louisa Lindfors
- Anneliese Lindfors
- Katherine Norton-Bower
- Teagan O'Keefe
- Edith Schulz
- Sula Krogstad
- Peter Schulz

Boys Swimming and Diving

- Henry Ames
- Sawyer Bowen

Como Park Senior High

Girls Wrestling

- Mikaya May

Boys Nordic Skiing

- Colin Johnson
- Henry Simmons

Boys Swimming & Diving

- Noah Williamson
- Chester Realbanas
- Joey Schumacher
- Emilio Kennedy
- Arthur Anderson
- Ben Clark
- James Thompson
- Charlie Loth
- Chester Realbanas
- Ethan Embertson

All-State (Top 8 Finish)

- Joey Schumacher (100 freestyle, boys swimming)
- Noah Williamson (100 backstroke, boys swimming)

Harding Senior High

Girls Wrestling

- Charlize Laban

Humboldt High School

Girls Wrestling

- Carla Sisson
- Htoo Moo

Johnson Senior High

Girls Wrestling

- Elizabeth Hiler

Boys Wrestling

- Gabe Park

Washington

Girls Wrestling

- Kwe Law Eh Wah

2. This item is submitted by Jackie Turner, Executive Chief of Operations.

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: April 21, 2026

TOPIC: Acknowledgement of Good Work Provided by Staff

A. PERTINENT FACTS:

1. Multiple SPPS school counseling programs have recently earned Recognized ASCA Model Program (RAMP) a national designation from the American School Counselor Association (ASCA). The RAMP designation recognizes schools that are committed to delivering an exemplary school counseling program. Honorees are awarded for aligning their program with the criteria in the ASCA National Model, a framework for a data-informed school counseling program. Research findings indicate fully implemented school counseling programs are associated with a range of positive student educational and behavioral outcomes.

   SPPS 2026 RAMP recipients are:

   Cherokee Heights Elementary
   Laurel Flores

   Como Park Elementary
   Keela Kuhlers

   Battle Creek Middle School
   Nimol Ou, Kim Rinehart and Kia Yang

   Battle Creek Elementary*
   Kimberly Turitto and Haley Ehleringer

   Bruce Vento Elementary*
   Becky Luetje and Katy Steinbach

   Randolph Heights Elementary*
   Kelly Lynch and Lauren Smith

   Twenty SPPS RAMP Schools
   The newly RAMPed three schools join 17 current school counseling programs in SPPS who currently hold the RAMP Designation.

   - Adams Spanish Immersion
   - Battle Creek Elementary*
   - Battle Creek Middle School
   - Bruce Vento Elementary*
   - Capitol Hill Gifted & Talented Magnet
   - Cherokee Heights Elementary
   - Como Park Elementary
   - Cretin-Derham Hall High School
   - E-STEM Middle School

- EXPO Elementary
- Farnsworth Aerospace PK-4 Lower Campus
- Frost Lake Elementary
- Global Arts Plus - Upper Campus
- Highland Park Middle School
- Horace Mann Elementary
- Nokomis Montessori South
- Maxfield Elementary
- Randolph Heights Elementary*
- Saint Paul Music Academy
- Txuj Ci HMong Language & Culture Lower Campus

*The RAMP designation lasts for five years. These schools maintained their RAMP status by submitting a successful application at the end of their fourth year (Re-RAMP). For more information you can visit the School Counseling website at: spps.org/academics/college-and-career-readiness/school-counseling/asca.

2. This item is submitted by Jackie Turner, Executive Chief of Operations.

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

Saint Paul, Minnesota

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

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

March 17, 2026 5:30
p.m.

MINUTES

1. CALL TO ORDER

The meeting was called to order at 5:32 p.m. by Uriah Ward, Chair.

2. ROLL CALL

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

H. Henderson was absent.

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

3. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Director Ward moved approval of the order of the main. 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	Absent
Director Ward	Yes
Director Allen	Yes

4. RECOGNITIONS

BF 34608 Acknowledgement of Good Work Provided by Students

1. Three seniors from two Saint Paul Public Schools high schools were named candidates for the 2026 U.S. Presidential Scholars Program. Please join us in congratulating these exceptional students:

Will Chatterjea, Central High School

Antimony Compton, Open World Learning
Anson Lind, Open World Learning

The United States Presidential Scholars Program was established in 1964, by Executive Order of the President, to recognize and honor some of our nation's most distinguished graduating high school seniors. In 1979, the program was extended to recognize students who demonstrate exceptional talent in the visual, creative and performing arts. In 2015, the program was again extended to recognize students who demonstrate ability and accomplishment in career and technical education fields. Each year, up to 161 students are named U.S. Presidential Scholars, one of the nation's highest honors for high school students.

2. **Ezra Kusa**, a senior trombonist at Highland Park Senior High School, has been selected to join the National Youth Orchestra of the United States of America (NYO-USA), one of the nation's most prestigious ensembles for young musicians.

   This summer, Ezra and the NYO-USA musicians will travel to New York for an intensive twoweek training residency at the State University of New York at Purchase. The NYOUSA will perform at the orchestra's annual Carnegie Hall concert on July 31, followed by a European tour.

   Ezra started playing the trombone in fifth grade at Horace Mann Elementary. That same year, he played in the Summer Orchestra for the Greater Twin Cities Youth Symphonies (GTCYS). He says his most meaningful musical experience so far was playing at the Palau de la Musica Catalana in Barcelona in 2024, his sophomore year.

   "In my 30 years of teaching in Saint Paul Public Schools, I've never taught a more dedicated or accomplished performer in my bands," said Joel Matuzak, Director of Instrumental Music at Highland Park Senior High. "Beyond Ezra's obvious talent is an unmatched drive and dedication to be great. It's a rare combination that I'm happy is being recognized tonight. I can't express enough how much Ezra has meant to the music department here at Highland and how much of an amazing honor it is for him to be selected again to the 2026 NYO-USA. Ezra, Congratulations and thank you for all that you've given the Highland-Park Music Program."

   Ezra plans to attend a college or conservatory to pursue a bachelor of music degree in trombone performance. He has auditioned for several music programs across the country and expects to hear about admissions decisions in late March. He hopes to make his final decision in April.

   Carnegie Hall recently announced the 97 outstanding young musicians from across the country who have been selected for the NYO-USA. The members of the 2026 orchestra were chosen through a comprehensive and highly selective audition process and have been recognized by Carnegie Hall as among the finest young players in the nation.

BF 34609 Acknowledgment of Good Work Provided by Outstanding District Employees

1. Two Saint Paul Public Schools teachers have been named semifinalists for Minnesota Teacher of the Year: **Como Park Senior High School's Eric Erickson and Battle Creek Middle School's Alli Kildahl,** who join 28 other educators as semifinalists for the award.

   The panel will review the semifinalists' portfolios again, along with semifinalist video submissions, in mid-March. The panel will select about 10 finalists from among the group. The current Minnesota Teacher of the Year, Linda Wallenberg, will announce her successor at the Minnesota Teacher of the Year banquet, scheduled for May 3 at the Saint Paul RiverCentre

2. **Megan Budke** has earned the 2026 Partner in Language Education Award from the Central States: Languages for All organization. Budke is the Immersion, Indigenous, & World Language Coordinator in the SPPS Office of Multilingual Learning. The award is in recognition of an individual who has made significant and sustained contributions to professional development opportunities and/or teacher training for world language and culture educators. Further, the individual is regarded as a leader in the profession in the Central States region.

3. Johnson Senior High School's "The Mirror" art and literary magazine achieved a "First Class" distinction in the annual Recognizing Excellence in Art and Literary Magazines (REALM) Awards. The REALM program publicly recognizes excellent literary magazines produced by students with the support of their teachers. REALM is designed to encourage all schools to develop literary magazines that celebrate the art and craft of writing.

   Johnson is one of only two schools in Minnesota to earn the First Class honor this year, and one of 135 nationwide. Led by English teacher **John Boyt** and edited by seniors **McKayla Thao** and **Zane Zimmerman,** "The Mirror" proudly endeavors to honor the creative members of the Johnson community by exhibiting their poetry, prose, and artwork.

   The REALM program is administered by the National Council of Teachers of English (NCTE). NCTE is devoted to improving the teaching and learning of English and the language arts at all levels of education and supports nearly 20,000 teachers from Pre-K to college level.

5. PUBLIC COMMENT

1.	**Lucia Cook**	Immigration defense
2.	**Caro Solis**	Harassment, bullying
3.	**Erin Steffes**	Immigration defense
4.	**Mara Solis**	Immigration defense

6. AMENDMENT TO THE ORDER OF THE AGENDA

MOTION: Director Ward moved to place the item 13-A: American Indian Parent Advisory Committee 2026 Resolution of NonConcurrence to follow Public Comment. The motion was seconded by Director Franco.

The motion was approved by roll call vote:

Director Carrillo	Yes
Director Franco	Yes.
Director Valliant	Yes
Director Henderson	Absent

Director Ward	Yes
Director Allen	Yes

6. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

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

The motion was approved by roll call vote:

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

7. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of February 17, 2026

B. Minutes of the Special Meeting of the Board of Education of March 10, 2026

C. Minutes of the Special Meeting of the Board of Education of March 12, 2026

MOTION: Director Ward moved approval of the Minutes of the Regular Meeting of the Board of Education of February 17, 2026; Minutes of the Special Meeting of the Board of Education of March 10, 2026; Minutes of the Special Meeting of the Board of Education of March 12, 2026. The motion was seconded by Director Franco.

The motion was approved by roll call vote:

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

8. COMMITTEE REPORTS

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

Topics at the March 3, 2026 Committee of the Board meeting included:

- Resolution Regarding Facilities Portfolio Review and Plan • SPPS 2033 Strategic Plan • Policy Update For:
  - Rescission of Policy 601.01: Achievement
  - Policy 601.00: Educational Programming and Achievement ○ Policy 508.00 - Students with IEPs

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 March 3, 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	Absent		
Director Ward	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 Dr. Stanley celebrated the excellence of St. Paul Public Schools' educators by recognizing eight nominees for the Minnesota Teacher of the Year. Highlighting the deep empathy and commitment of the staff, she gave special mention to semifinalists Eric Erickson and Allie Kildahl, while also recognizing all nominees. Dr. Stanley emphasized that these educators represent the heart of the district, often going far beyond their official duties to support students who are facing personal challenges.

Transitioning to district operations, Dr. Stanley provided an update on the SPPS 2033 strategic plan, a process currently led by Chief Gray Akyea. She reported high levels of community engagement, noting that a dedicated task force and local principals are actively "microtargeting" feedback from students and families to ensure diverse voices shape the district's future. Despite recent community hardships, the Superintendent praised the resilience of the SPPS family and noted that the gathered data will soon be used to form concrete strategic recommendations. She concluded by previewing an upcoming resolution regarding the district's facilities portfolio review.

11. INFORMATIONAL AGENDA ITEMS – PART 1

A. SECOND READING: Benjamin E. Mays Name Change

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

QUESTIONS/DISCUSSION:

- None

12. AGENDA ITEMS THAT REQUIRE BOARD ACTION

A. Consent Agenda

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

The motion was approved by roll call vote:

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

1. Gifts

BF 34610 Acceptance of Gift from Horace Mann PTA

That the Board of Education authorize the Superintendent (designee) to accept the gift from Horace Mann PTA.

BF 34611 Acceptance of Gift from St. Anthony Park School Association for Cafeteria/Stage Sound System Upgrade

That the Board of Education authorize the Superintendent (designee) to accept the gifts from the St. Anthony Park School Association. for the purpose of funding the new permanent audio system in the St. Anthony Park Elementary cafeteria.

BF 34612 Accepting All Donations Under $5,000 from January 1-January 31, 2026

That the Board of Education approve these donations under $5,000 from January 1-January 31, 2026, which shall be used as public purpose and to assist in fulfillment of public education for Saint Paul Public Schools students.

BF 34613 Request for Permission to Accept Scholastic (Books) Donation

That the Board of Education authorize the Superintendent (designee) to accept this gift from Scholastic Book Fair to support students and families as stated above.

BF 34614 Accepting All Donations Under $5,000 from February 1- February 28, 2026

That the Board of Education approve these donations under $5,000 from February 1-February 28, 2026, which shall be used as public purpose and to assist in fulfillment of public education for Saint Paul Public Schools students.

2. Grants

BF 34615 Request for Permission to Accept a Grant from the Minnesota Office of Higher Education's Get Ready/GEAR UP Program

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Minnesota Office of Higher Education's Get Ready/GEAR UP to fund college and career readiness programs at Freedom Schools and to implement the project as specified in the award documents.

BF 34616 Request for Permission to Submit Grants to the Albertine Foundation's Annual Grant Program

That the Board of Education authorize the Superintendent (designee) to submit grants to the Albertine Foundation's annual grant program; to accept funds; and to implement the project as specified in the award documents.

BF 34617 United States Tennis Association (USTA) Grant

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

3. Contracts

BF 34618 Xello Renewal

That the Board of Education approve this contract renewal and authorize the Superintendent (or designee) to execute the contract between Xello and Saint Paul Public Schools.

BF 34619 Construction Manager as Advisor Services for Nokomis North Mechanical Systems

Upgrades (Project # 1180-27-01)

That the Board of Education authorize award of construction manager as advisor services and pass through general conditions to Knutson Construction for the not-to-exceed fee of $728,694.

BF 34620 Student Engagement and Advancement Board (SEAB) Interim Engagement & Relaunch Planning

That the Board of Education authorize the Superintendent or designee to enter into an agreement with Good Trouble to facilitate the Student Engagement and Advancement Board (SEAB) interim engagement and relaunch planning process for the 2026–2027 school year in an amount not to exceed $35,000.

4. Agreements

BF 34621 Amendment to Option and Lease Agreement (Cell Tower) at Global Arts Plus Upper Campus

That the Board of Education authorize the execution of the Amendment to Option and Lease Agreement (Cell Tower) between the District and New Cingular Wireless PCS for the five (5) year term, with annual rent for the first year of Twenty-Nine Thousand Five Hundred Dollars ($29,500), subject to all other terms and conditions of said Amendment.

5. Administrative Items

BF 34622 Monthly Operating Authority

That the Board of Education approve and ratify the following checks and electronic transfers for the period January 1, 2026- January 31, 2026.

Human Resources Transactions

BF 34623 Transactions for February 1 – February 28, 2026

BF 34624 Facilities Department FY26 Purchases over $175,000

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

BF 34625 Proposed Dedication of the Benjamin E. Mays Atrium

In accordance with Board policy 801.01.2, it is recommended that the Board of Education authorize the Superintendent (designee) to approve the dedication of a space by naming the atrium at Benjamin E. Mays the Toni Stone Atrium.

BF 34626 Phase Gate Approval of the Rondo Complex Ceilings, Lighting, HVAC and Fire and Smoke Dampers Project (Project # 3170- 26-01): Gate #2 – Project Charter

That the Board of Education approve the Rondo Complex Ceilings, Lighting, HVAC and Fire and Smoke Dampers project (Project # 3170-26-01) at Phase Gate Check #2 – Project Charter.

BF 34627 Project Budget Modification Request and Finance Plan Update for Como Park Elementary Pool AHU Replacement (Project # 4090-25-01)

That the Board of Education approve the budget modification to Como Park Elementary Pool AHU Replacement (Project # 4090-25-01).

6. Bids

BF 34628 Phase Gate Approval of the Como Park Elementary Pool AHU Replacement (Project # 4090-25-01): Gate #4 - Contract Award

That the Board of Education approve the award of Bid No. A26-6173 for the Como Park Elementary Pool AHU Replacement (Project # 4090-25-01) to Sheehy Construction for a lump sum base bid plus Alternates #1 of $959,300.

BF 34629 Phase Gate Approval of the FY25 Roofing Replacement Program at Harding High School and Education and Operations Services (Project # 0175-25-01): Gate #4 - Contract Award

That the Board of Education approve the award of Bid No. A26-6095 for the FY25 Roofing Replacement Program at Harding High School and Education and Operations Services project (Project # 0175-25-01) to Donlar Construction for a lump sum base bid plus Alternates #1B, 2 & 3 of $11,257,300.

BF 34630 Phase Gate Approval of the FY26 Instructional A/V Replacement Program at Mississippi Elementary and Nokomis Montessori South (Project # 0680-26-01): Gate #4 - Contract Award

That the Board of Education approve the award of the FY26 Instructional A/V Replacement Program at Mississippi Elementary and Nokomis Montessori South (Project # 0680-26-01) to Construction Results Corporation for a lump sum base bid of $866,740.

BF 34631 Phase Gate Approval of the FY26 Multi-Site Flooring Replacement Program at Chelsea Heights Elementary, Central High School, Como Park Elementary and Washington Technology High School (Project # 0225-26-01): Gate #4 - Contract Award

That the Board of Education approve the award of flooring at Washington Technology High School for the FY26 Multi-Site Flooring Replacement Program at Chelsea Heights Elementary, Central High School, Como Park Elementary and Washington Technology High School (Project # 0225-26-01) to Commercial Flooring Services, LLC for a lump sum base bid of $244,575..

BF 34632 Phase Gate Approval of the FY26 Multi-Site Flooring Replacement Program at Chelsea Heights Elementary, Central High School, Como Park Elementary and Washington Technology High School (Project # 0225-26-01): Gate #4 - Contract Award

That the Board of Education approve the award of flooring at Chelsea Heights Elementary for the FY26 Multi-Site Flooring Replacement Program at Chelsea Heights Elementary, Central High School, Como Park Elementary and Washington Technology High School (Project # 0225-26-01) to Commercial Flooring Services, LLC for a lump sum base bid of $236,111.

BF 34633 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 #4 - Contract Award

That the Board of Education approve the award of fire suppression at Harding High School for the FY27 Fire Safety Program at L'Etoile Du Nord French Immersion School and Harding High School (Project # 0652-27-01) to Nasseff Mechanical Contractors for a lump sum base bid of $1,753,590.

BF 34634 Phase Gate Approval of the Hazel Park Fire Alarm, A/V and Ceilings (Project # 1130-2601): Gate #4 - Contract Award

That the Board of Education approve the award of Bid No. A26-6226 for the Hazel Park Fire Alarm, A/V and Ceilings (Project # 1130-26-01) to Rochon Corporation for a lump sum base bid of $1,142,000.

BF 34635 Phase Gate Approval of the Multi-Site Server Room A/C Generator Replacement at 360 Colborne and Education and Operations Services (Project # 0651-26-01): Gate #4 - Contract Award

That the Board of Education approve the award of Bid No. A26-6165 for the Multi-Site Server Room A/C Generator Replacement at 360 Colborne and Education and Operations Services (Project # 0651-26-01) to Derau Construction, LLC for a lump sum base bid of $548,400.

BF 34636 Phase Gate Approval of the Washington Technology Magnet Pool Piping Replacement (Project # 4040-25-01): Gate #4 - Contract Award

That the Board of Education approve the award of Bid No. A26-6189 for the Washington Technology Magnet Pool Piping Replacement (Project # 4040-25-01) to Brickwol Construction for a lump sum base bid plus Alternate #1 of $279,782.

7. Change Orders

BF 34637 Change Order #5 for Meisinger Construction for the Farnsworth Aerospace Upper HVAC Replacement (Project # 1030-23-01)

That the Board of Education authorize the Superintendent or Superintendent's Designee to sign Change Order #5 for Meisinger Construction for the Farnsworth Aerospace Upper HVAC Replacement project (Project #1030-23-01) for the amount of $186,294.

ITEMS PULLED FOR SEPARATE CONSIDERATION – None

FURTHER AGENDA ITEMS THAT REQUIRE BOARD ACTION

A. Sale Summary: Full-Term Certificates of Participation, Series 2026

Tom Sager, Executive Chief of Financial Services, and Steve Pumper from PTMA then provided this report. They presented the final sale summary for the Series 2026A Certificates of Participation, totaling approximately $17.1 million. This bond sale marks the final round of financing for major facility projects at Barack and Michelle Obama Elementary, Hidden River Middle School, Bruce Vento Elementary, and Highland Park Middle School, which have a combined final anticipated cost of $158.6 million. The district successfully secured a favorable true interest cost of 3.84% from the winning bidder, Robert W. Baird.

The successful sale was bolstered by Moody's reaffirming the district's strong AA2 credit rating, reflecting a stable financial outlook. With the sale officially ratified, the district is set to close on the funds on April 8, 2026. These proceeds will be used to pay contractors and vendors as the four construction projects move toward completion. Until the funds are fully disbursed, the district plans to invest the balance to generate additional interest income for the projects while ensuring strict compliance with IRS tax-exempt debt regulations.

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

DISCUSSION/QUESTIONS:

- None

BF 34638 Sale Summary: Full-Term Certificates of Participation, Series 2026

MOTION: Director Ward moved to approve the resolution relating to school district property and improvements and the financing thereof; authorizing the execution and delivery of the leasepurchase agreement and approving and authorizing the execution of related documents and the issuance of $17,080,000 Certificates of Participation, Series 2026A, ratifying the Award of Sale. Director Valliant seconded the motion.

The motion was approved by roll call vote:

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

B. Resolution Regarding Facilities Portfolio Review and Plan

Dr. Stanley noted that in November 2025, a plan was brought to the board with both the strategic plan process, as well as the facilities portfolio analysis, and their alignment. With Administration bringing forward a resolution, it would allow us to move forward with starting the facilities portfolio analysis, and this is the final reading of the resolution. General Counsel Berg noted that from the discussion at the previous Committee of the Board meeting, changes and updates included an addition of the timeline for the entire portfolio review process, language around the wording of "transformation" and deleting phrases that made it seem as if we are presupposing the end result of the portfolio review, and additional opportunities for further changes by the Board.

The full draft resolution can be found in the BoardBook

DISCUSSION/QUESTIONS:

- Director Franco noted that while the current resolution officially marks the beginning of a comprehensive facilities review, it is important to clarify that this process builds upon a foundation of existing, objective data. To maintain transparency and public trust, we must note that the district performs annual assessments—such as enrollment counts, building condition audits, and operational utility tracking—as part of its standard administrative duties. Utilizing these pre-existing data sources is an act of fiscal responsibility rather than a sign of a predetermined outcome; these

metrics were collected long before this formal review was initiated. By synthesizing this ongoing data into one focused portfolio review, the district is not starting from zero, but rather providing a more holistic and organized look at how our facilities serve the community. This is a comprehensive review of those areas. Response: Dr. Stanley noted that building on the need for transparency, the district is initiating an intentional, multi-year facilities review designed to align the physical footprint of the schools with long-term demographic realities, such as projections showing a potential decline to approximately 25,929 students over the next decade. This "elongated process" prioritizes deep community engagement through a specialized task force of parents, students, staff, and board members who will synthesize thousands of existing data points from the current strategic plan with new facility-specific metrics. Rather than rushing toward a conclusion, the district has outlined a deliberate timeline: the task force will begin evaluating various scenarios in early 2027, leading to a formal recommendation in June 2027. This schedule ensures that the board and the public have the entire summer to thoughtfully review the findings before any implementation begins, moving away from reactive decision-making toward a highly vetted, exhaustive analysis of the district's future.

- Chief Turner noted that one of the primary objectives of the task force is to be collaborative and develop the criteria that will be used in the process, and some of the criteria used will be the facility utilization studies, transportation routes and patterns throughout the city, individual student enrollment, and historical school choice.
- Director Carrillo noted a question if the task force be able to steer the objective gathering of data, including amount of information and direction. Response: Yes.
    - He also noted that the focus on ensuring that data does not become a proxy for "foregone conclusions" and that equity remains the primary lens for decision-making. To build genuine public trust, the district must "open the books" on its methodology, allowing the task force to scrutinize everything from transportation routing to school start times so the community understands the "why" behind every metric. Most importantly, the district and Board must acknowledge that large-scale facility shifts in urban education often disproportionately impact the most vulnerable populations. Consequently, the Board is committed to a process that does more than just follow statistical trends; it aims to make conscious, equitable choices that may occasionally "buck the data" to protect and empower historically marginalized communities. By addressing these systemic inequities from the outset, we hope to move beyond simple trust-building toward a smoother, more restorative implementation of future changes.
- Director Valliant noted that we will use the data to make equitable decisions as a means to get to the point that Director Carrillo alluded, to ensure that we are not making inequities worse. Equity is a priority in the district and offer to use the data to make equitable decisions, and gather additional data.

BF 34639 Resolution Regarding Facilities Portfolio Review and Plan

MOTION: Director Ward moved to approve the Resolution Regarding Facilities Portfolio Review and Plan as presented. Director Valliant seconded the motion.

The motion was approved by roll call vote:

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

Director Allen	Yes

C. Evaluation of Superintendent and Goals

Dr. Stanley presented a set of professional goals that, while typically finalized in August, have been delayed to ensure they align perfectly with the Board's newly overhauled, collaborative evaluation process. These goals represent a year-long effort by the Superintendent and her leadership team. By integrating the Superintendent's feedback into the Board-led redesign of the evaluation framework, both parties have reached a mutual agreement that prioritizes transparency and partnership. This synchronization marks a shift toward a more formalized and inclusive review structure, inviting the Board to now review these benchmarks as the district catches up to its new administrative standards.

There was then discussion on the action on the goals and evaluation rubric. The intent of the Evaluation Committee is to use this rubric (Director Valliant, Director Franco, and Director Carrillo comprise the committee.)

Director Franco also provided additional context in that the Board is formalizing the superintendent evaluation process by aligning it with state statutes and established professional standards to ensure longterm consistency and accountability. This transition is a key administrative milestone, marking the first full evaluation cycle for the current superintendent, who has been in the role for ten months. The evaluation tool itself is based on a template co-developed by the Minnesota School Boards Association (MSBA) and the Minnesota Association of School Administrators (MASA), which the Board has specifically adapted to reflect Saint Paul's unique governance model and strategic goals. By adopting this standardized yet customized framework, the Board is fulfilling its statutory duties while establishing a clear, repeatable timeline for leadership oversight moving forward.

Director Ward noted that he is comfortable with the rubric, as is Director Allen.

The goals rubric can be found in the BoardBook.

BF 34640 Evaluation of Superintendent and Goals

MOTION: Director Ward moved to approve the 2025-2026 Superintendent Goals evaluation and rubric as presented. Director Franco seconded the motion.

The motion was approved by roll call vote:

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

D. Policy Update

1. THIRD READING: Policy 701.00 - Investment and Banking

Daniel Moser, Executive Director of Financial Services, then presented the proposed updates of this policy. He noted this was pulled from last month's agenda due to wording, which has been updated within the EFT section, and the wording was changed back to "all" instead of "aggregate".

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

DISCUSSION/QUESTIONS:

- Director Franco requested information on the changes to the current practices including in the board packets. Response: The Monthly Operating Authority will stay, with a detailed list of EFTs now. There are not EFTs a lot of the time, but moreso ACHs, and other forms of vendor payments. We currently have about 10 vendors on EFTs, and we are trying to narrow those down. These are minimal changes in terms of operations as a district.
- Director Valliant requested information on the absence of definitions section, noting that most newer policies have a section for definitions. Director Franco then noted questions about specific definitions that would be hoped to be included, because with the changes requested, the finalization of the policy would then be delayed another month. There was then further discussion on these requested changes by the Board. Administration noted that while this policy is on hold to make these changes, there would not be a delay in any other business. It was also noted that if this policy adoption is delayed, the rescission of the following two policies would also be delayed. Suggestions as to the words that include definitions were also provided.

2. THIRD READING: Rescissions of Policy 703.00 - Annuities & Policy 705.00 - Investments

Mr. Moser noted that there have been no changes to the proposed rescissions of these policies, since both are moving to Policy 701.00.

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

DISCUSSION/QUESTIONS:

- None

MOTION: Director Ward moved to table these readings and move them to the Regular Meeting on April 21, 2026. Director Valliant seconded the motion.

The motion was approved by roll call vote:

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

3. THIRD READING: Policy 215.00 - Federal Law Enforcement Activity on District Controlled Properties

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

The full presentation, and policy language, can be found in the BoardBook

DISCUSSION/QUESTIONS:

- Director Ward thanked Director Franco for his work and in leading in the fruition of this policy.

BF 34641 THIRD READING: Policy 215.00 - Federal Law Enforcement Activity on District Controlled Properties

MOTION: Director Ward moved to approve the proposed new Policy 215.00 - Federal Law Enforcement Activity on District Controlled Properties and that this be considered the third and final reading of the three-reading process. Director Franco seconded the motion.

The motion was approved by roll call vote:

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

B. Project Labor Agreements

4. Projects in Which a PLA is Recommended

i. FY27 Fire Safety Program (0652-27-01)

Jonathan Pettigrew, Manager of Facility Planning, then provided an overview of these items. He noted the proposed Fiscal Year 2027 fire safety program focuses on critical infrastructure upgrades at two locations: ~~Hazel Park Preparatory Academy~~ L'Etoile du Nord and Harding High School. At L'Etoile du Nord, the project involves a comprehensive replacement of the fire alarm system, supplemented by necessary ceiling and lighting fixture updates. Meanwhile, the work at Harding High School centers on extending the existing fire suppression and sprinkler systems. To ensure these projects are completed efficiently, the recommendation is to implement Project Labor Agreements (PLAs). These pre-hire collective bargaining agreements establish standardized terms for employment and are particularly recommended here due to the potential impact on student operations, the involvement of multiple trades, and the need to mitigate work stoppages. Given the technical complexity and the strict scheduling constraints inherent in school safety projects, the PLAs aim to provide the stability and coordination necessary to meet the district's safety mandates.

The full report and recommendation can be found in the BoardBook

DISCUSSION/QUESTIONS:

- Director Franco clarified that Hazel Park was references, but is not listed in the project description.
  Response: That was an error in speaking – it is L'Etoile du Nord and Harding High School.

BF 34642 Projects in Which a PLA is Recommended

MOTION: Director Ward moved to approve that a project labor agreement be used for this project: Fiscal Year 27 Fire Safety Program 0652-27-01. Director Franco seconded the motion.

The motion was approved by roll call vote:

Director Carrillo	Yes

Director Franco	Yes.
Director Valliant	Yes
Director Henderson	Absent
Director Ward	Yes
Director Allen	Yes

5. Projects in Which a PLA is NOT Recommended ii. Wellstone Elementary Playground Replacement (4260-26-01)

Mr. Pettigrew noted that the recommendation from the Facilities Department is that there is not a need for a Project Labor Agreement for a project of this nature.

Director Franco noted questions if a PLA on this project would change the overall cost. Response: The PLA does involve additional steps in the bidding process, and it would somewhat extend the timelines, which is a known effect of a PLA. As to the actual cost of the work, we don't expect it to because the district has a requirement for all projects that they are at a prevailing wage, at a minimum, and the PLA would call for the wages to be those as defined in the union contracts for the different labor groups. Chief Turner added that it is typically seen in community that when we have projects that don't require a Project Labor Agreement, it does provide more equitable opportunities for bidding and other organizations to be able to provide the work.

Director Franco noted that he is excited about this project since it is in front of his work office, and is in rough shape, but didn't realize the cost.

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

BF 34643 Projects in Which a PLA is NOT Recommended

MOTION: Director Ward moved to approve that a project labor agreement NOT be used for this project: Wellstone Elementary playground replacement. 4260-26-01. Director Valliant seconded the motion.

The motion was approved by roll call vote:

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

13. INFORMATIONAL AGENDA ITEMS

A. American Indian Parent Advisory Committee 2026 Resolution of Non-Concurrence

Carita Green, Executive Director of College and Career Pathways and School Supports; Regan Kluver, Director of American Indian Education, and Amy Oliver, parent on the American Indian Parent Advisory Committee, then presented this report.

Minnesota state statute mandates that the school districts with a specific number of enrollment of American Indian students establish an American Indian Parent Advisory Committee. This committee

serves to ensure accountability and direct the district's related initiatives. Annually, our AIPAC determines and votes on whether our school district is in concurrence or non-concurrence as far as how we support our students and families.

Ms. Oliver then shared, and read aloud the 2026 Resolution on Non-Concurrence. The full resolution can be found in the BoardBook.

Ms. Kluver noted that they are not able to take any comments or questions from the Board, but there is an opportunity to hear from the District in the next 60 days. There has been a consistent attendance of principals at AIPAC meetings, improvement in academics and attendance, and they look forward to the Committee of the Board in April for the District's response.

B. Board Initiated Goals Governance (B.I.G.G.) Update - Restorative Practices

Ms. Green then provided this report. The District is scaling its Whole School Restorative Practices (WSRP) model, a community-designed framework established in 2016 through a partnership between Saint Paul Public Schools and the Saint Paul Federation of Educators. The program's ambitious programmatic goal is to expand from just one fully implementing school in 2024 to eight by 2029. Currently, eight sites are actively participating in the program, with three having reached "full implementation"—defined as meeting 85% of the 36 specific criteria across four pillars, such as maintaining a relational learning climate and fostering youth leadership. Success is tracked through leadership surveys, coaching logs, and site visits coordinated by the Office of School Supports.

The impact of this model is clearly reflected in preliminary discipline data for the first half of the 2025-2026 school year. Highlights include:

- Significant Reductions in Suspensions: The eight participating sites saw a 30% decrease in suspensions, while the three schools with full implementation saw a 42% decrease.
- District-Wide Comparison: These figures significantly outpace the overall district suspension decrease of 17% over the same period.
- Success Stories: Practical application of the model has successfully diverted students from exclusionary discipline (like suspensions) toward conflict resolution, turning potentially chronic behavioral issues into positive peer relationships through facilitated circles.

Despite this success, the district acknowledges that staff consistency and leadership stability are critical factors for sustained growth. Moving forward, the district plans to facilitate quarterly implementation sessions, update site-based plans annually, and host the 4th annual Restorative Practices Institute. While the current update focuses on the eight pilot sites using the unique Saint Paul WSRP model, the district remains committed to supporting restorative work already happening in various forms across all school buildings.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Allen noted the importance of accountability in a restorative school culture, and accountability is important for the adults and students, for the purpose of restoration and understanding each other, as well as for students to recognize that adults also make mistakes, and

to help build that culture. She also requested information on the systems of relational accountability as noted in the presentation. Response: Within professional development, staff receive, as well as students, to help them with the language to determine how to resolve conflict, how to repair harm, and it is a process that staff and students engage to actually have the right language to accomplish the goal of being a true restorative school and community.

- Director Allen noted that she is excited for this work, and will be more excited when more schools are working towards this and we can start to build a restorative district so that as students may move within the district from one school to another, they are having the same type of relational experience with adults.
- Director Carrillo requested information about the rationale for not naming the schools with data referenced on the bar graph. Response: It doesn't mean those schools are not working hard to improve, however we don't want to portray them in a negative light to have them believe they are not doing what they need to do. There are also influences such as leadership turnover, new educators, and other factors as well – there are people behind these numbers.
- Director Carrillo also requested information on the supports that schools can receive to get to the place they desire on this scale. Response: To ensure the sustainability of the Whole School Restorative Practices (WSRP) model, each site utilizes a tailored implementation plan that identifies specific areas of need among its 36 required items. Maintaining high-level implementation is a continuous process that can be challenged by staff turnover; when an RP coordinator or school leader departs, the onboarding of new personnel is critical to prevent a loss of momentum. To mitigate these transitions and foster growth, the district facilitates monthly Professional Learning Communities (PLCs) for RP coordinators to troubleshoot and brainstorm strategies. Additionally, the district has established Non-Exclusionary Discipline (NED) spaces, where administrators and intervention specialists receive specialized professional development from the Office of School Supports to further refine their restorative approach and ensure consistency across the building.
- Director Franco agreed with this of where we should be going as a district. He also requested information on the methodology for the implementation. The district utilizes a comprehensive, "braided" methodology to assess the fidelity of restorative practice implementation across its schools. Rather than relying on a single metric, the evaluation process combines self-reported surveys from staff and students with objective observational data collected by district coordinators during site visits. These coordinators compile feedback and score schools against the 12 core items—derived from the 36 total criteria—within the four established pillars to determine if a site has reached the threshold for full implementation. Board members emphasized the importance of this objective, program-level data as the district continues to grow and refine a model that has been in place since 2016, ensuring that community conversations regarding district-wide expansion are rooted in clear, measurable evidence of effectiveness.
- Director Valliant noted a "top-down" philosophy of cultural change, emphasizing that restorative practices must be modeled in adult leadership spaces to effectively permeate the rest of the district. By intentionally practicing these values at the administrative level, the district aims to create a natural "flow" where restorative behavior becomes second nature, moving from leadership to school staff and eventually to students and families. This approach treats restorative work not merely as a student-facing intervention, but as a foundational shift in how all adults within the organization interact. Ultimately, the board envisions a culture where the restorative language and conflict resolution practiced by leadership set the standard for the entire educational community, ensuring the model's authenticity and long-term sustainability. Ms. Green requested information on who will be practicing this from Director Valliant, noting that all adults in the district need to also practice this approach.
- Director Ward noted appreciation for this report. Including the goals around schools implementing restorative practices, progress on this goal, and learning about differences in schools that are

implementing restorative practices, as well as a holistic picture of the district related to restorative practices. He also appreciated the referral data. He noted that in adopting this goal as a Board, we did so in hopes that it would have meaningful impacts for our students and to give them the tools needed to navigate conflicts productively, and to reduce the number of punitive actions against students so they can stay in school, feel welcomes, and contribute to the productive learning experience for them, as well as to see positive educational outcomes.

- He also requested information on the number of Restorative Practice Coordinators in the district. Response: There are 8 school-site coordinators, and 2 district coordinators. The district-wide coordinators are leading the work and professional development, as well as running circles, working with students and adults. They are working with staff to resolve conflicts between adults as well.

C. Fiscal Year 2027 (FY27) Budget Update

Tom Sager, Executive Chief of Financial Services, and Stacey Gray Akyea, Executive Chief of Equity, Strategy and Innovation, provided this update. The guiding principles for FY27 budget decisions were reviewed. The Board of Education FY27 budget parameters and guidelines and policy were also reviewed.

Data and summary information of FY27 budget engagement were shared, including data on community priorities, and general fund categories prioritization from students, staff, and families.

Figures were then reviewed on the FY27 budget anticipated revenue and expenses, as well as the FY27 fund balance outlook. Budget assumptions were also reviewed.

The budget options as requested by the Board were also shared, including based on teacher allocations for splits in elementary and class size in secondary. Proposed budget reductions were also reviewed, including the reduction category, savings, and rationale.

The FY27 budget timeline was also reviewed, with the budget to be approved by the Board by June 30, 2026.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Allen requested information on the conversations with kindergarten teachers or SPFE about the practices related to kindergarten. Response: We have been communicating this publicly, and the assistant superintendents are working with principals, and SPFE has also been included in the process. Chief Turner also provided information on the enrollment lottery and there will be 3 students placed in each section over the class size limit, but in the fall, there will be adjustments, and an additional teacher may be allocated.
- Director Valliant requested information on the interpretation of the rankings by staff and families. Response: While the data shows a clear relative ranking, it also reveals a significant difference in priority intensity between the groups. For students, the narrow range of averages (2.58 to 3.38) suggests a "compressed" preference, indicating that they view all five categories as interconnected and essentially important; they ranked them because they were asked to, but the small mathematical gaps imply they don't see any single category as a low priority. In contrast, the wider spread in responses from families and staff reflects more defined convictions and lived experience, resulting in clearer "winners" and "losers" in their eyes. Ultimately, a lower ranking should not be

mistaken for a lack of importance, but rather as a subtle preference within a suite of services that stakeholders—especially students—believe are all vital to the district's success.

- Director Franco requested information on lobbying efforts at the Capitol. Response: In collaboration with the Minnesota Association of School Administration (MASA) and MSBA, school leaders are spearheading a critical advocacy push at the Capitol to stabilize district budgets and protect essential services. A primary focus is securing a "hold harmless" provision for compensatory education to prevent significant funding losses, such as the $2 million threat recently faced by St. Paul Public Schools due to formula shifts. Furthermore, as a member of the Blue Ribbon Commission on Special Education, Dr. Stanley is advocating for the repeal of a mandated $250 million funding reduction—which the Governor recently proposed increasing to $300 million—warning that such cuts would likely reverse progress on the cross-subsidy and conflict with federal "maintenance of effort" requirements. Beyond special education, there is an urgent call to update safety and security funding, which has remained stagnant at $36 per student since 2012, with a goal of reaching $100 per student. Despite recent referendum support, St. Paul Public Schools still faces a $14.6 million shortfall and a $30 million special education cross-subsidy, making continued community outreach to legislators vital to ensuring students receive the services they deserve.
- Director Franco appreciated the updates and advocacy, and noted that he is available to support where needed, as well as how SPFE in also interested in partnering in these efforts.
- Director Ward noted a question on the schedule for site allocations. Response: This Friday.
- Director Ward also noted questions about approval of the options presented. It was the understanding through the small group meetings with the Board, that 4 below class size average and no splits in K-1, as well as the parameters, were included in the budget planning. Director Ward noted his understanding was that a budget option would be voted upon. There was then further discussion on the process, including timeline, voting, and procedural advice on this based on where the item was placed on the agenda. Members and General Counsel debated whether a formal vote could be taken on a budget item originally listed under the informational section of the agenda. While there was a desire to take official action to meet an upcoming Friday deadline for site allocations, the board expressed concern that moving an item from "informational" to "action" without proper notice might exclude the public and require a difficult procedural amendment under Robert's Rules of Order. Ultimately, after reviewing Policy 720 and consulting with staff, the board determined that a formal motion was unnecessary at this stage. Instead, they opted to provide "consensus direction," allowing the administration to proceed with budget preparations based on the board’s collective guidance, with formal votes scheduled for later in May and June.

D. Policy Update

6. SECOND READING: Rescission of Policy 601.01: Achievement

Craig Anderson, Executive Director of Office of Teaching and Learning, noted that language from Policy 601.01 – Achievement will be combined with the proposed revisions to Policy 601.00 – Educational Programming and Achievement, and therefore, this policy would be rescinded.

The full presentation, as well as proposed rescissions, can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- None

7. SECOND READING: Policy 601.00: Educational Programming and Achievement

Mr. Anderson then reviewed the proposed changes to this policy, including the transition to a new policy format, including a Policy Purpose, updated definitions, updated language in Academic Standards, updated language in Educational Program and Graduation Requirements, and Achievement (including the language from Policy 601.01).

The full presentation, as well as proposed policy updates, can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- None

8. SECOND READING: Policy 508.00 - Students with IEPs

Heidi Nistler, Assistant Superintendent of Specialized Services, then reviewed the proposed changes, including the change of language to student-first language, a new General Statement of Policy, updated definitions, update language regarding district responsibilities, new language regarding student rights after turning age 18, and updated cross references to district policies.

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

QUESTIONS/DISCUSSION:

- Director Carrillo noted questions about the change about “no later than the student’s 17th birthday”, and the ways in which we notice that are governed by law or written notice. Response: Under special education law, schools are required to notify students and their parents about the Transfer of Rights no later than the student’s 17th birthday. While this is often handled through an informal conversation during an IEP meeting and documented within the IEP itself, it serves as a formal legal notice that the student will assume decision-making authority upon turning 18. This transition is automatic; the school is legally obligated to treat the student as the sole rights-holder the moment they reach the age of majority, regardless of whether a family has a pending guardianship case in court. In situations where a court process is running in parallel, a "legal gap" can occur because guardianship proceedings are often lengthy and meet a high evidentiary standard. Because schools are not parties to these court cases, they must rely on parents to provide updates and physical copies of legal decrees. Until a formal court order is produced, the school must follow the student's direction. To manage this transition smoothly, districts typically utilize a collaborative approach—acknowledging the student's new legal status while encouraging the continued involvement of the parents until the legal proceedings reach a final resolution.

14. BOARD OF EDUCATION

A. Information Requests/Responses and Items for Future Agendas

- Director Allen requested information to highlight the GPAs and honors of graduates, and encouraged students to present about their peers in the district.
- Director Valliant noted that it would be great to hold a prom or graduation ceremony for the graduates of 2020, especially for those who graduated online and missed their senior party, and would be nice to offer those former students an experience that they missed.

B. Board of Education Reports/Communications

- Director Franco highlighted several significant achievements, beginning with high praise for the district’s three Presidential Scholars, two of whom hail from the West Side. This academic success

has been mirrored by a robust season of engagement, as the district transitions through January, February, and March with a series of highly successful college, career, and opportunity fairs. These events, including a notable fair at Gordon Parks, highlight the strengthening partnerships between the schools and local business and community organizations invested in building a future workforce. As winter sports seasons wrap up, recognition was also given to the dedication of scholar-athletes, including all-conference and honorable mention recipients, with a look forward to future state tournament appearances. He also noted a commitment to long-term advocacy through collaboration with the SPFE Immigration Defense Committee. There is a focused push to ensure the voices of immigrant and refugee neighbors are authentically integrated into the district's sevenyear strategic plan. Recognizing that the impact of immigration policy and community support is a long-term reality, the board expressed a deep appreciation for the external partners and staff who continue to show up for students, ensuring that the district remains a supportive and inclusive environment well into the future.

15. ADJOURNMENT

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

The motion was approved by roll call vote:

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

The meeting adjourned at 9:20 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

April 14, 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, B. Lowe, U. Ward, C. Franco, Y. Carrillo, C. Allen H. Henderson arrived at 4:40 p.m.
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 Allen. It passed by acclaim.

4. SWEARING-IN CEREMONY OF DIRECTOR BRANDON LOWE

5. SUPERINTENDENT'S ANNOUNCEMENTS

Superintendent Dr. Stanley shared highlights from a recent advocacy trip to the State Capitol alongside seven high school students as part of the AMSD/MASA Superintendents Advocacy Day. These students, who are currently serving on the district's strategic plan task force, met with key members of the St. Paul delegation, including Mayor Her and various finance committee chairs, to advocate for special education funding and mental health resources. Dr. Stanley praised the students for their poise and engagement—noting their participation in a Ways and Means hearing and their growing understanding of education finance—while also extending specific gratitude to Jim Grathwol for coordinating the intensive schedule of back-to-back meetings.

6. CELL PHONE IMPLEMENTATION UPDATE

Nancy Páez, Assistant Superintendent, and principals then presented this update.

The purpose and values of the policy were reviewed, including to minimize the impact of cell phones and personal electronic devices on academic performance, mental health, learning environments, and effective teaching.

Community values relating to this policy were also reviewed.

The implementation overview and equity of rollout were shared, including communication with families, students, and staff; visuals for schools, and IEP and health-related exceptions. At elementary, there are consistent expectations of no phones bell to bell, and at secondary, there are variations between schools. Further details on the variability at schools were also discussed.

Principals then shared their implementation and perspectives on this policy at their schools, including at the elementary, middle, and high school levels.

Further information was shared on cellular phones and personal devices violations, as well as next steps.

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

QUESTIONS/DISCUSSION:

- Director Carrillo noted appreciation for the policy and encouraged our school leaders to continue to work with families on the decrease of cell phone usage.
- He also noted questions about new, innovative devices, and privacy issues from these devices, and encouraged staff to think into the future about procedures for these devices.
- He went on to note of hearing anecdotes from students about variability of the policies with substitute teachers, and encouraged leaders to implement consistency in substitute teacher training. Principals noted that if students are not actively using the devices, it is not an issue – similar to the device in a pocket or backpack. It is also connected to the regular communication with students and ways to be responsible with their devices, knowing that technology will continue to progress, and the critical engagement with students.
- Director Henderson requested information on the learnings and challenges of the different approaches. Response: Principals discussed the specific challenges of managing cell phone usage in secondary schools, particularly during unsupervised times. They point out that while phones may be put away during lessons, students often use them when leaving the classroom for the bathroom or the office since the devices are not physically collected. They also noted that schools allowing phone use during passing periods or lunch face a harder transition when class begins ("clear away time"), whereas schools with stricter, all-day restrictions experience fewer issues with students being distracted when it is time to focus.
- Director Henderson also requested information on the varied options for schools, and ways students transition from elementary to middle to high schools, where they may be varied policies across the different school sites. Response: It is currently too early to draw definitive conclusions about the long-term success of the phone policy, as it is only in its first year. They anticipate that much more will be learned during the second year of implementation. To help with the transition, principals proposed that schools improve communication—specifically by having "new" schools explain their unique practices to incoming students. They highlight that current 6th

and 9th-grade orientations or freshman-focused classes are ideal venues for introducing these policies, though they reiterate that the full impact of these efforts remains to be seen.

- Director Henderson also requested clarification on the 571 referrals, and timing of them. Response: There were more at the beginning of the year, and last December and January.
- Director Allen appreciates the bell to bell implementation, and that there is education occurring through onboarding and throughout the process for students' mental health. Embedding these values into the regular lessons will become natural for students, and they will learn the impacts sooner, and be more prepared when they graduate.
- She also requested further information on the referral process. Response: While the formal violation typically requires a specific reminder before a phone is confiscated, some administrators—like those at Central—utilize "blanket warnings" through signage and orientation to justify immediate confiscation. A significant point of friction is the documentation process: many schools avoid entering these incidents as formal behavioral referrals, opting instead for internal spreadsheets to track data. This creates a gap in official reporting, leading to a push for clearer language in the "Rights and Responsibilities" provisions to ensure practice and documentation are consistent across the district. Additionally, administrators emphasized a relational approach to enforcement, framing the process as "receiving" rather than "taking" property to minimize student defiance and maintain positive rapport.
- Director Franco requested information on the coding in Campus. He also noted questions about the consistency in implementation of this policy, and the potential need for a stricter "bell-to-bell" restriction. Leadership acknowledged the difficulty of maintaining uniform staff buy-in, noting that some teachers permit phone use as a reward, which undermines their colleagues and weakens the policy's overall effectiveness. To address this, administration has focused on "candid conversations" with staff, emphasizing that consistency is a matter of professional solidarity and student well-being. Furthermore, to reduce classroom conflict, teachers are encouraged to refer non-compliant students to administration rather than engaging in "battles" themselves. Beyond physical phones, the board also highlighted the challenge of digital distractions on school-issued iPads, as students often bypass security measures to access social media. While acknowledging the complexity of managing these devices, leadership committed to analyzing current technology usage and exploring systemic ways to strengthen oversight.
- Director Carrillo highlighted the ongoing challenge of students circumventing iPad security—a "whack-a-mole" struggle inherent to network security. While acknowledging these technical limitations, they argue for a shift in focus toward the mental and addictive qualities of these devices, comparing their addictive nature to products like e-cigarettes. Beyond just gaming, there is a growing concern regarding the exposure of young adults, particularly males, to digital gambling and predatory platforms. We need to educate our students that while devices are important for communication, we need to help them to understand the power of these devices and how to navigate them in a world that is trying to gain their money and attention. He also supports the initiative to look into the value of iPads in the classroom and effective ways to educate our students. Superintendent Stanley then shared a person story about students on the recent trip to the Capitol and her phone usage versus that of the students. She also thanked the principals for their work.
- Director Valliant also noted her experiences in talking with a student at Gordon Parks and his experience with this policy, and while irritated at first, he realized it is better for him to have his phone away during the school day.

7. 2026-27 SCHOOL CHOICE SEASON

Jayné Williams, Director of Student Placement, then presented this report.

Details included the lottery preparation, admission priorities, lottery facts, kindergarten lottery results, grade 1-12 lottery results, schools with waiting lists, and inspiring updates, as well as information on Pre-Kindergarten, and ongoing recruitment efforts. An update was also provided on the transition to a new enrollment management system.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Board members requested further information on the part-time recruiters to focus on the current programs at Wellstone and the Afrocentric program. Response: This initiative centers on a proactive and high-intensity outreach strategy led by two dedicated individuals tasked with guiding families through the enrollment process. Rather than relying on passive information sharing, the team will focus on building direct relationships, "whetting the appetite" of prospective families, and providing persistent follow-up to ensure applications are completed. By empowering these staff members to engage with local businesses and maintain continuous contact until a student officially enrolls, the organization aims to compete effectively with charter and private schools that often provide more hands-on assistance. This shift signals a move toward an active recruitment model that prioritizes consistent engagement and personalized support over the traditional assumption that families will navigate the process on their own.
- The Board also requested details on other efforts to increase enrollment. They also noted emphasizes that aggressive recruitment and family retention are currently critical for the district. Beyond current efforts, there is a strong interest in seeing historical data to determine if similar outreach roles have successfully increased enrollment in the past. A specific strategy being discussed involves managing waitlists more effectively; for instance, families on a waitlist for a high-demand school like Adams could be redirected to schools like Riverview, which offer similar specialized programs (such as dual language) but have available space. By coordinating between the placement office and schools with open seats, the district aims to provide families with immediate alternatives, ensuring they remain within the district rather than seeking options elsewhere.
- The Board also requested information for families that do not receive their first or second choice. While specific data is currently unavailable, leadership suggest that the risk of families leaving the district increases significantly once they are asked to consider a third-choice school, particularly at the secondary grade level. To mitigate this, the district is focused on proactive communication and identifying viable alternative options to keep families engaged and prevent them from seeking enrollment in schools outside the district.
- The Board also requested information on the PreK waitlist, and if there are surveys or communication being send to determine if families are interested in a pay-based option. The District is exploring ways to leverage pre-K waitlists to generate revenue or bring more families into the district, despite the specific budgetary constraints of those programs. While the District hasn't sent out formal surveys to these families, they are actively using the waitlist of over 290 students to facilitate direct outreach. Specifically, the "nature-based team" is contacting these families to offer alternative programming, ensuring that the district maintains a connection with them even when their initial pre-K placement is unavailable.
- Director Carrillo requested information on the entrance of students at the intersection grades, and how we track those students in 6th and 9th grades who are incoming from charter schools and if

they cannot enroll in their first choice school. While the Research, Evaluation, and Assessment (REA) team monitors general charter enrollment, there is currently no direct data link to the district's specific applicant pool. To improve long-term planning, he suggested that monitoring external factors—such as the opening or closing of competing charter schools—is essential for understanding shifts in the district's "attractability." By analyzing this data more closely, the district could better anticipate enrollment fluctuations and more purposefully recruit students who might otherwise be drawn to outside programs.

- Director Ward noted the potential of implementing fee-based pre-K programs to capture families who do not qualify for income-based spots but are willing to pay for enrollment. While the board has not yet issued a formal directive, there is significant interest among members to explore this as a way to bring more families into the district. It was also noted that an informal survey at a specific site already revealed strong interest from the community, despite previous district-level resistance to the idea. The conversation reflects a growing appetite to consider all available options to increase enrollment and meet the needs of families who want to be part of the district but are currently excluded by existing program parameters. Response: The district is currently exploring the feasibility of fee-based pre-K programs, with ongoing meetings scheduled to discuss specific school-level interest. Drawing from pilot programs at Saint Anthony and JJ Hill, officials noted that these initiatives require significant time and high enrollment to be financially sustainable. Current estimates suggest a monthly cost of $1,322 per student to break even; if a class falls short of its 20-student capacity, the district faces a budget deficit. Despite these financial risks, there is a strong commitment to supporting individual schools that show initiative in recruitment, and the district remains open to evaluating the long-term investment required to make these programs successful.

8. SPPS 2033 STRATEGIC PLAN

Dr. Stacey Gray Akyea then presented this report, including details on SPPS 2033 process and engagement. Information included date on the engagement with community, leadership and leadership-facilitated opportunities. The advisory taskforce was reviewed, including the determination of the challenges for each key topic area, explored vision of success, identification of criteria for reporting, and consultancy with strategy formation action teams on May 7. Further details were then provided on the strategy formation action teams. Student convening was also shared, including the dates, participating high schools, purpose and facilitation.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- The Board noted a commendation of the team's high-level approach and the collaborative spirit of the initiative. There was deep gratitude for the extensive collective effort, noting that over 134 individuals—including co-leads, selection teams, and advisory task force members—have been directly involved in the process. This widespread participation was highlighted as a "huge effort," with the leadership extending thanks to everyone in the room for their dedicated contributions to the project. It was also noted the value that students bring to the conversations at the Advisory Task Force meetings, and they are so smart and impressive, and we are fortunate and glad they are included in this work.

9. FY27 BUDGET UPDATE

Tom Sager, Executive Chief of Financial Services, then presented this report.

The guiding principles for the FY27 budget decisions were reviewed, as well as the FY27 board budget parameters, and additional board guidelines.

The FY27 budget community engagement was also reviewed, as well as the community priorities, engagement of general fund categories, and review of the details of the District's Community Budget meeting on Tuesday April 28, 2026 at Como Park Senior High School, beginning at 5:30pm.

Figures were then shown of the FY27 budget for anticipated revenue and expenses, as well as the FY27 fund balance outlook. Budget assumptions were shared, as well as budget options as requested by the Board. Based on these assumptions, the District's estimated expense could exceed its revenue in FY27 by approximately $14.35 million (1.7% of total budget.) Proposed budget reductions were also presented, including the reduction, savings, and rationale. Other impacts from federal funding were also detailed.

The budget timeline was then reviewed, with the proposed budget to the Board of Education in May, and the budget approval by June 30, 2026.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- None

10. POLICY UPDATE

a. FIRST READING: Policy 416.00 - Drug and Alcohol Testing for All Employees

Dan Wells, Director of Labor Relations, then reviewed the proposed changes for this policy including the format changes, compliance with statutory changes, and definitions.

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

QUESTIONS/DISCUSSION:

- Director Franco requested information on the alignment with the timeline for test results in this policy draft and the statute. Administration will research and ensure they align.
- Director Allen noted a previous situation where a driver was incoherent and the police assumed he was incoherent because he was under the influence, but it was actually a diabetic reaction, and she wondered our protocols in SPPS in these types of situations. Administration noted the testing process, and reasonable suspicion. HIPAA laws were also noted and records of them with the school nurse. General Counsel weighed in with employment investigation information and due process.
- Director Carrillo noted the language referencing the disciplinary consequences for non-CDL employees who refuse drug and alcohol testing under reasonable suspicion or treatment program guidelines. By stating that an employee "may" be subject to action up to and including immediate discharge, the policy builds in managerial discretion rather than a mandatory termination requirement. This flexibility allows the employer to navigate legal due process and union protections, typically reserving the harshest penalty of discharge for at-will employees or repeat

offenders who have demonstrated a pattern of non-compliance. In practice, while the policy legally permits termination for a refusal, a first-time incident would likely lead to treatment or lesser disciplinary measures rather than an immediate firing.

MOTION: Director Valliant moved that the presentation of the proposed updates to the review of Policy 416.00 - Drug and Alcohol Testing for All Employees at the April 14, 2026 Committee of the Board meeting be considered the First Reading; and per Policy 209.00, that approval be through the consent agenda at the Regular Meeting on April 21, 2026, as no substantive changes have been made. 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 Lowe	Yes
Director Allen	Yes

b. FIRST READING: Policy 426.00 – Use of Social Media

Erica Wacker, Director of Communications, and Mario McHenry, Executive Director of Technology Services, then shared the proposed updates to this policy. The changes include the transition to a new policy format, including a Policy Purpose; the addition of “Staff” to the policy name; modernized terminology; details of work-related use of social media; personal use of social media; district actions related to use of social media; and updated cross references.

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

QUESTIONS/DISCUSSION:

- The Board requested information about the use of school district technology for outside business purposes. It was noted that Policy 520.00 – Use of Technology is referenced in this policy, which would cover that topic. This policy only pertains to Social Media usage.
- There was also discussion regarding the district's social media policy that clarifies that the restrictions on using the district or school names apply strictly to official, work-related accounts. The policy is designed to regulate accounts that are publicly identified as representing the institution, such as school-wide profiles or specific athletic team pages, rather than private or critical ones. While officials acknowledged the frustration caused by "parody" or "impersonation" accounts created by students or anonymous users, they noted that these fall under legal protections for critique and satire, meaning the district has no authority to shut them down beyond reporting them to the social media platforms. Therefore, the language is intended to ensure that any account claiming to be an authorized voice of the district has received formal approval from the superintendent.
- This discussion addresses the oversight and liability regarding student-run social media accounts and the use of student images. District officials admitted that while staff are technically responsible for these accounts, it is impossible to actively monitor every post across the many unofficial accounts that exist. Instead, the district relies on a reactive monitoring system, investigating problematic content only when it is reported or tagged. Regarding media releases,

the district places the burden of compliance on staff members, requiring them to verify that students have approved waivers before submitting photos for any public platform. While a disclaimer is included in district communications to reinforce this rule, the process largely depends on staff following established guidelines rather than a centralized tracking system.

MOTION: Director Valliant moved that the presentation of the proposed updates to Policy 426.00: Use of Social Media at the April 14, 2026 Committee of the Board meeting be considered the First Reading of the three reading process, and that the review of the policy at the April 21, 2026 Board of Education meeting will be considered the Second Reading. 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 Lowe	Yes
Director Allen	Yes

b. FIRST READING: Policy 304.00 - Data Records Management

Kiel Walker, Assistant General Counsel, then reviewed the changes to this policy, including the transition to the new policy format, which includes a Policy Purpose and General Statement of Policy, section headers, and updated legal references and cross references.

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

QUESTIONS/DISCUSSION:

- Director Valliant requested information on the use of “Superintendent or designee” within the policy.
- The Board noted updates to the gendered language in the policy draft.
- There was also discussion if definitions should be added to the policy, where it was determined to instead be included in the procedures.

MOTION: Director Valliant moved that the presentation of the proposed updates to Policy 304.00 - Data Records Management at the April 14, 2026 Committee of the Board meeting be considered the First Reading; and per Policy 209.00, that approval be through the consent agenda at the Regular Meeting on April 21, 2026, as no substantive changes have been made. Director Carrillo seconded the motion.

The motion was approved by roll call vote:

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

c. FIRST READING: Policy 707.00 - Transportation Eligibility

Ben Harri, Director of Transportation, then reviewed these policy updates. Proposed changes include the formatting updates to include a Policy Purpose, more inclusive verbiage, definitions, and updated legal references.

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

QUESTIONS/DISCUSSION:

- It was noted to update “homeless student” to “unsheltered.”
- It was also noted to update the gendered language.
- The discussion focuses on the district's process for identifying Extraordinary Hazardous Traffic Conditions to determine student busing needs. There is a team of experienced transportation staff, that evaluates factors such as traffic volume, speed limits exceeding 30 MPH, and the absence of sidewalks using radar and tracking equipment. While the district has already established over 20 hazardous zones—including a recent busing expansion near Horace Mann—the conversation highlights a push for greater transparency and community involvement. Director Franco advocated for a more formal request process and the inclusion of community members on the safety team to better capture neighborhood concerns, specifically citing safety risks and past accidents along the Robert Street corridor. Despite the department's preference for direct outreach, they acknowledged the need to remain responsive to community feedback as local infrastructure evolves.
- Director Carrillo noted questions on the re-evaluation of hazardous traffic zones and busing eligibility are re-evaluated annually, particularly in response to changing traffic patterns caused by major construction projects or "street calming" initiatives. Mr. Harri clarified that the department does **not** typically re-evaluate these zones on a year-to-year basis, noting that once busing is established within a walk zone, there is a tendency to keep it in place. While he acknowledges that city-wide infrastructure projects—such as the MnDOT freeway construction and efforts to narrow streets—impact bus navigation and traffic flow, these changes do not currently trigger automatic annual reviews of the hazardous designations. Although the department is open to considering these factors, they are not part of a standard, recurring planning cycle.
- Director Valliant then provided a personal experience about the walking route to Benjamin E. Mays with her children.

MOTION: Director Valliant moved that the presentation of the proposed updates to Policy 707.00 – Transportation: Eligibility at the April 14th, 2026 Committee of the Board meeting be considered the First Reading; and per Policy 209.00, that approval be through the consent agenda at the Regular Meeting on April 21, 2026, as no substantive changes have been made. Director Carrillo seconded the motion.

The motion was approved by roll call vote:

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

d. FIRST READING: Policy 707.02 - Transportation: Student Conduct

Proposed updates to this policy include the addition of a Policy Purpose, updates for clearer verbiage and terms, and elimination of duplicate information, inclusion of updated information according to state statutes, definitions, and updated legal references.

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

QUESTIONS/DISCUSSION:

- The Board requested that information about the prioritization of meetings for students with Specialized Services and transportation be added to the policy.
- Director Franco encouraged Administration to confirm the legal references.
- The Board also suggested the update of language around restitution in the policy, as some families may not be able to afford the repairs, and suggested restorative circles, or other means to be able to repair any damage caused.
- The Board also recommended including the name of the statute within the legal references.
- There were additional questions about boarding and leaving the bus. The discussion examines the technical definitions of student "boarding" and "leaving" a school bus, specifically focusing on the **10-foot "danger zone"** surrounding the vehicle. Director Carrillo expressed concern that this specific distance might create a legal gray area, potentially absolving the district of liability if an accident occurs just beyond that perimeter or if a driver prematurely retracts safety signals. In response, transportation officials and legal counsel explained that the 10-foot rule is a nationwide industry standard used to train drivers to monitor students until they reach a point of safety. Counsel noted that while the definition establishes a clear operational standard, actual incidents are evaluated through "comparative fault," using video footage and witness statements to determine if negligence occurred. Ultimately, the committee concluded that adhering to this recognized safety benchmark provides necessary structure for driver accountability without strictly limiting the district's broader duty of care.
- Director Valliant proposed expanding the definition of boarding to include the moment a bus driver deploys safety equipment, such as the crossing arm or "stick," rather than waiting for the student to make physical contact with the vehicle. They argued that the boarding process is a shared responsibility between the driver, student, and parent that begins as soon as a child starts approaching the bus in the street. Regarding the definition of leaving, she suggested a more inclusive wording change: rather than defining completion as a student having "both feet on the ground," they recommended language that accounts for students who use wheelchairs or other mobility devices. This feedback aimed to broaden the district's safety and liability standards to better reflect the actual interactions between drivers and students while ensuring the policy is accessible to all learners.
- There was also discussion that this policy follow the three-reading process, as board member felt the changes were substantive.

MOTION: Director Valliant moved that the presentation of the proposed updates to Policy 707.02 - Transportation: Student Conduct at the April 14th, 2026 Committee of the Board meeting be considered the First Reading of the three-reading process; and that the review of the policy at the April 21, 2026 Board of Education meeting will be considered the Second Reading. Director Lowe 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 Lowe	Yes
Director Allen	Yes

e. FIRST READING: Policy 707.04 - Transportation: Student School Bus Safety Training

Proposed changes include the addition of a Policy Purpose, included definitions, and updated legal references.

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

QUESTIONS/DISCUSSION:

- The Board noted the use of gendered language, which will need to be updated, as well as the addition of the legal reference titles.

MOTION: Director Valliant moved that the presentation of the proposed updates to Policy 707.04 - Transportation: Student School Bus Safety Training at the April 14th, 2026 Committee of the Board meeting be considered the First Reading; and per Policy 209.00, that approval be through the consent agenda at the Regular Meeting on April 21, 2026, as no substantive changes have been made. 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 Lowe	Yes
Director Allen	Yes

f. FIRST READING: Policy 707.05 - Transportation: Type III School Buses

Proposed changes include a Policy Purpose, updated General Statements to align with state statutes, included definitions, and updated legal references.

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

QUESTIONS/DISCUSSION:

- Discussion included details on the complex legal and safety challenges school principals face when authorizing the transportation of students in private or non-standard vehicles. A primary concern raised is the lack of formal training and specific criteria for administrators, many of whom feel unprepared to navigate the significant liabilities and power dynamics involved in such decisions. While official policy strictly limits authorized transport to "Type 3" vehicles that are State Patrol-certified and driven by specifically trained staff, the reality often involves "on-the-fly" requests—such as sudden weather changes during athletic events—where principals must make

high-stakes judgments without immediate legal guidance. Members of Administration highlighted these spontaneous decisions carry immense liability, referencing Minnesota case law where school districts were held responsible for accidents occurring during school-sanctioned activities. Because most personal staff vehicles fail to meet state certification standards, the district is currently struggling to bridge the gap between rigid policy and practical necessity. Moving forward, there is a clear push to collaborate with athletic directors and legal teams to develop "guiding principles" that provide principals with a standardized framework for making safe, legally defensible decisions when standard transportation is unavailable.

- Director Valliant also noted a person story about her student when he was younger and concerns about transportation.
- There was also discussion about the broad definition of a vehicle "accident," which technically includes any contact with another vehicle, person, or object regardless of visible damage. While participants initially questioned if this literal definition extended to minor incidents like hitting a pothole or a coffee cup, the focus is primarily on documenting low-impact collisions, such as a bus mirror clipping another mirror. The primary goal of this strict reporting standard is to ensure the district has an official record of any event that a student might report to their parents; by documenting even minor "non-damage" incidents, the administration can provide accurate information and mitigate the risk of a small event being exaggerated or misconstrued later on.

MOTION: Director Valliant moved that the presentation of the proposed updates to Policy 707.05 - Transportation: Type III School Buses at the April 14, 2026 Committee of the Board meeting be considered the First Reading; and per Policy 209.00, that approval be through the consent agenda at the Regular Meeting on April 21, 2026, as no substantive changes have been made. Director Carrillo seconded the motion.

The motion was approved by roll call vote:

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

g. FIRST READING: Policy 710.00 - Transportation: Field, Athletic, Community Education Trips

Proposed changes include the addition of a Policy Purpose, General Statements, included definitions, and updated legal references.

QUESTIONS/DISCUSSION:

- The Board requested an update from “biological child” to “legal parent/guardian” in the policy draft.
- The Board also requested information on groups raising money for transportation, and that it needs to be arranged with Transportation.

MOTION: Director Valliant moved that the presentation of the proposed updates to Policy 710.00 - Transportation: Field, Athletic, Community Education Trips at the April 14, 2026 Committee of the Board meeting be considered the First Reading; and per Policy 209.00, that

approval be through the consent agenda at the Regular Meeting on April 21, 2026, as no substantive changes have been made. Director Lowe 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 Lowe	Yes
Director Allen	Yes

h. FIRST READING: Policy 417.00 - Drug and Alcohol Testing for Drivers

Proposed changes include updates to General Statements and reformatting of section identification, as well as information with the sections of Prescription Drugs/Cannabinoid Products, Testing Requirements, and Testing Procedures.

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

QUESTIONS/DISCUSSION:

- Board members also questioned the specific list of drugs included in a driving policy, wondering if the narrow focus is due to standard boilerplate language or if it should be expanded to include all psychoactive substances. They express concern that certain impairing drugs, such as magic mushrooms, are omitted despite their potential to impact driver safety and licensing. In response, it is noted that the policy adheres to federal guidelines and utilizes official testing facilities. The discussion concludes with the group taking additional time to review the document, acknowledging its complexity and the specific challenges regarding how various substances are categorized and detected.

MOTION: Director Valliant moved that the presentation of the proposed updates to Policy 417.00 - Drug and Alcohol Testing for Drivers at the April 14, 2026 Committee of the Board meeting be considered the First Reading; and per Policy 209.00, that approval be through the consent agenda at the Regular Meeting on April 21, 2026, as no substantive changes have been made. 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 Lowe	Yes
Director Allen	Yes

11. EQUITY COMMITTEE RESOLUTION

Director Valliant then reviewed the process and changes to the current Equity Committee Resolution. The committee tri-chairs, including Superintendent Stanley and Dr. Gray Akyea, presented a revised

resolution aimed at clarifying the Equity Committee's advisory role to the Board of Education. By distinguishing between governance and operational responsibilities, the new framework seeks to fix past issues where community-identified inequities failed to transition into clear, accountable implementation. Board members expressed strong support for the changes, noting that equity work has historically been too siloed and invisible to the board; they emphasized that these efforts must now be deeply embedded within the district's broader strategic plan to ensure lasting impact. Moving forward, the board plans to officially approve the resolution at their next meeting—placing it on the regular agenda rather than the consent agenda to ensure public transparency—before beginning the formal process of rebuilding the committee and launching the implementation phase.

The documents can be found in the BoardBook.

12. ADJOURNMENT

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

The meeting adjourned at 8:59 p.m.

13. WORK SESSION

The Board then conducted a work session to determine a new date for the Board Retreat, which will be June 17, 2026 and June 25, 2026, each from 3-7pm at 360 Colborne.

The Board also reviewed work towards internal goals within 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

TOPIC: 2026 Meeting Schedule

A. 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

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

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

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

DATE: April 21, 2026

TOPIC: Acceptance of Gift from Central High School – Norwood Young America

A. PERTINENT FACTS:

1. The St. Paul Public School athletic department will be receiving 60 hurdles from Central High School in Norwood Young America.

2. St. Paul Public School athletic programs have limited resources to purchase hurdles every year to provide track and field equipment for high school and middle school track practices and meets. This donation will allow high school and middle school track programs to have the appropriate equipment to compete at the next level..

3. This project will meet the District strategic plan focus area(s) of Positive School and District Culture and Program Evaluation and Resource Allocation.

4. This item is submitted by Andrea Schmidt, Districtwide Athletic Director; and Nancy Páez, Assistant Superintendent.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept the gift from Central High School – Norwood Young America.

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

DATE: April 21, 2026

TOPIC: Acceptance of Gifts that are under $5,000 for March 1st - March 31st, 2026

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 to meet the School District's target are of achievement.

4. Donations are allocated by each school and/or project for which they were intended by donor and project managers. See attached list.

5. These donations will help to meet the School District's target area of achievement.

6. These items are submitted by Daniel Moser, Executive Director of Finance and Tom Sager, Executive Chief Financial Officer.

B. RECOMMENDATION:

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

						Gifts under $5,000 for March 2026.					
UND_COD	DEPTID	OGRAM_CO	PRODUCT	ACCOUNT	CLASS_FLD	DESCRIPTION	AMOUNT	JOURNAL_ID	OUCHER_I	NVOICE_ID	DATE
19	210	292	0	5096	A001	AR/ ST PAUL CENTRAL SPORTS BOOSTERS/BOYS BASKETBALL 25-26SY	(470.00)	ARD0115612		10561-2	4-Mar-26
19	210	292	0	5096	A001	AR/ REGION 4AA MN STATE HS LEAGUE/CENTRAL ATHLETICS	(12.11)	ARD0115612		10561-6	4-Mar-26
19	210	292	0	5096	A001	AR/ ST PAUL CENTRAL SPORTS BOOSTERS/CENTRAL ATHLETICS	(230.00)	ARD0115612		10561-3	4-Mar-26
19	210	298	301	5096	S350	AR/ FORCE4GIVING/BLACK STUDENT COUNCIL	(126.99)	ARD0115877		10607-1	20-Mar-26
19	211	291	0	5096	U001	AR/ AMERICAN ONLINE GIVING FOUNDATION INC/EDCUATION PURPOSES	(50.00)	ARD0115613		10562-5	6-Mar-26
19	212	291	0	5096	J001	AR/ ARCADE PHALEN AMER LGN PST 577/MCJROTC	(500.00)	ARD0115737		10580-3	13-Mar-26
19	212	291	0	5096	J001	AR/ NORTH STAR MARINE VETERANS CORP/MCJROTC	(3,800.00)	ARD0115737		10580-2	13-Mar-26
19	225	291	0	5096	B001	AR/ NATHAN FOOTE/HUMBOLDT BAND	(30.00)	ARD0115613		10562-1	6-Mar-26
19	225	298	301	5096	F350	AR/ LAUDEDA ENTERPRISE LLC/RETURNED CHK 9915619245	137.60	ARD0115738		10593-1	17-Mar-26
19	230	291	0	5096	U001	AR/ FRONTSTREAM/GENERAL SCHOOL EXPENSES	(5.00)	ARD0115879		10620-4	24-Mar-26
19	230	960	340	5096	S110	AR/ THERESA SHIMIZU/SCHOLARSHIP FUND #7	(2,500.00)	ARD0115879		10620-3	24-Mar-26
19	310	291	0	5096	B001	AR/ CHARLIE CARROLL/BAND	(150.00)	ARD0115737		10581-4	13-Mar-26
19	310	291	0	5096	B001	AR/ MARICELA CORTEZ ORTIZ/BAND	(30.00)	ARD0115737		10581-3	13-Mar-26
19	342	291	0	5096	D050	AR/ CARTER AVE. FRAME SHOP/DRAMA/THEATER	(25.00)	ARD0115877		10607-6	20-Mar-26
19	342	291	0	5096	D050	AR/ CLAIRE CHRISTIANE STEYAERT DBA CLAIRE ST/DRAMA/THEATER	(100.00)	ARD0115877		10607-5	20-Mar-26
19	342	291	0	5096	T006	AARON LLOYD/E2 SCIENCE CLASS	(50.00)	115572	10500-9		2-Mar-26
19	342	291	0	5096	U001	CAF AMERICA/CLASSROOM SUPPLIES	(20.00)	115572	10500-11		2-Mar-26
19	466	291	0	5096	G501	AR/ SAINT PAUL & MINNESOTA FOUNDATION/SCIENCE SCHOLARS PROGRAM	(3,210.09)	ARD0115983		10597-1	18-Mar-26
19	494	291	0	5096	U001	SHUTTERFLY LLC/SHUTTERFLY COM	(1,146.70)	115972	10530-6		30-Mar-26
19	494	291	0	5096	U001	AWESOME FOUNDATION/DARE TO BE	(1,000.00)	115972	10530-5		30-Mar-26
19	496	291	0	5096	U001	AR/ CAF AMERICA/DONATION ED PURPOSES	(71.54)	ARD0115614		10576-3	11-Mar-26
19	496	291	0	5096	U001	AR/ CAF AMERICA/EDUCATIONAL PURPOSES	(71.54)	ARD0115614		10576-4	11-Mar-26
							(13,461.37)				

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

DATE: April 21, 2026

TOPIC: Acceptance of Gift from The Saint Paul Foundation

A. PERTINENT FACTS:

1. The Saint Paul Foundation makes an annual gift to Saint Paul Public Schools Adult Basic Education program to provide scholarships for students who plan to attend a post-secondary institution.

2. This year the gift amount is $5275.80. The money will be used to fund 3-4 scholarships between $1000 and $1500 each.

3. The scholarships will be awarded to current or recent students of the Hubbs Center, including those who have completed their GED and those who have worked on college readiness skills. Applications must include a recommendation from a current teacher as well as details about the intended program of study.

4. This project will meet the District strategic plan focus area(s) of college and career paths.

5. This item is submitted by Renada Rutmanis, Adult Basic Education Supervisor, Anthony Walker, Community Education Director, and Jackie Turner, Executive Chief of Administration and Operations.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept the gift of $5275.80 from the Saint Paul Foundation to be used for Hubbs Center scholarships.

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

DATE: April 21, 2026

TOPIC: Acceptance of Gift from The Thielen Foundation

A. PERTINENT FACTS:

1. Harding High School's fitness center has been deteriorating for the past couple of decades with minimal maintenance or new equipment for students and athletes. With the new SPPS five-year facility plan, the weight room is not listed for any renovations or updates. Recently, the Thielen Foundation has offered to donate the necessary funds to complete the project. The Thielen Foundation is donating up to $100,000, and possibly more, to reconstruct and renovate the existing weight room with modern fitness training equipment in addition to adding new flooring, vinyl wall wraps, and a new sound system.

   The grant money will be earmarked for Harding Athletics towards the construction/renovations of the weight room set for completion in Fall 2026.

2. Harding High School - up to $75,000; reconstruction and renovation of the fitness center

3. This project will meet the District strategic plan focus area(s) of Positive School and District Culture and Program Evaluation and Resource Allocation.

4. This item is submitted by Otto Kraus, Harding Athletic Director; Andrea Schmidt, Districtwide Athletic Director; and Valora Unowsky, Senior Executive Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to to accept the gift from the Thielen Foundation.

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

DATE: April 21, 2026

TOPIC: Gift Acceptance Form/Request for Permission to Accept a Donation from Global Arts Plus PTA

A. PERTINENT FACTS:

1. A gift of $5,000 was donated to Global Arts Plus – Lower Campus for the 2026-2027 school year. The amount of $5,000 to account 19-510-291-000-5096-U001.

2. Global Arts Plus PTA will use funds to pay guest artists for school residencies throughout the year.

3. This project will meet the district strategic plan focus area of Program Evaluation and Resource Allocation and Effective and Culturally Responsive Instruction.

4. This item is submitted by Dr. LaKisha Franks, Principal; Dr. Kirk Morris, Assistant Superintendent.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept the gifts from Global Arts Plus PTA in the amount of $5,000 and to account 19-510-291-000-5096-U001.

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

DATE: April 21, 2026

TOPIC: Gift Acceptance from the Olga B. Hart Education Foundation

A. PERTINENT FACTS:

1. The Office of College and Career Readiness, School Counseling, would like to accept a monetary gift of $14,000 from the Olga B. Hart Educaiton Foundation.

2. This gift is to be used to fund Olga B. Hart Education Foundation student scholarships.

3. This project will meet the District strategic plan focus area of College and Career Paths.

4. This item is submitted by Beth Coleman, Assistant Director, Office of College and Career Readiness, Carita Green, Executive Director, College and Career Pathways and School Supports, and Dr. Valora Unowsky, Sr Executive Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept the gift from the Olga B. Hart Foundation.

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

DATE: April 21, 2026

TOPIC: Snap Raise Wrestling Donation

A. PERTINENT FACTS:

1. **Success and Outcomes**

Through the generous support of the community fundraised by the Wrestling Team via Snap Raise, the Johnson High School Wrestling program aims to achieve the following:

- **Expanded Student Participation:** By removing financial barriers (such as the cost of personal gear and shoes), we intend to increase our roster size and ensure any student can join the team regardless of their financial situation. We have increased our roster from 10 wrestlers to 90 wrestlers in 4 years. Additionally the addition and growth of our girls wrestling program.
- **Safety and Modernization:** Replacing outdated and worn equipment—specifically headgear, singlets, and competition mat—to align with current safety standards and reduce the risk of injury during high-intensity practices and competitions.
- **Competitive Excellence:** Providing the team with the opportunity to participate in high-level regional invitationals and off-season training clinics that were previously cost-prohibitive. The girls' section locations have historically been in Redwood Falls. Due to the School District's policy of not covering travel expenses, our girls are currently unable to participate in competitions without dedicated funding for these travel costs.
- **Team Identity and Pride:** Outfitting all student-athletes in professional-grade singlets and warm-ups to foster a sense of belonging and "program pride," which directly correlates with improved student retention and academic accountability. Our female wrestlers need female specific singlets. Lack of female-specific singlets distracts wrestlers and puts them at a disadvantage. Specifically, standard "unisex" (men's) singlets have a straight cut, which impedes movement. Vulnerable to "Wardrobe Malfunctions", this is a huge anxiety point and main reason why females do not feel comfortable wrestling.A sense of belonging is essential, as a psychological advantage is diminished when athletes feel mentally excluded. Moreover, mandating the use of male-specific equipment for female athletes can be perceived as demeaning.

2. **Specific Intended Use**

The requested funds are specifically earmarked for a comprehensive modernization of the wrestling program's physical assets, which encompasses both equipment and uniforms. A primary objective of this funding is to adequately accommodate the significant recent growth in team membership, ensuring that all athletes have access to the necessary safety and training gear. Crucially, a significant portion of the budget will be allocated to procuring female-specific gear and uniforms. This includes wrestling singlets and headgear designed for optimal fit and comfort for female athletes, directly addressing the growing participation rate among young women in the program and promoting an inclusive, supportive environment for all wrestlers. This investment is essential not only for athlete safety and compliance with modern standards but also for fostering a sense of professionalism and unity within the expanded team.

3. **Materials and Cost Breakdown**

| Item Description | Estimated Cost | Purpose |

- **Competition Singlets & Fight Shorts** | $3,500.00 | Replace aging uniforms and provide new sets for the Varsity, JV, and Female rosters. |
- **Team Warm-ups (Jackets/Pants)** | $1,500.00 | Professional attire for travel and tournament presentations. |
- **Wrestling Shoes & Headgear Inventory** | $1,500.00 | Loaner gear to ensure 100% participation for students with financial need. |
- **Tournament & Travel** | $1500+ | Girls Section Tournament if located in Redwood Falls, Hotel Room, Transportation, Food. |
- **Wrestling Mat and Tape** | $1,000 mat tape, $10,000 Wrestling Mat | Purchasing a new competition mat and tape to secure mats together. |

| **Total Amount Fundraised** | **$9,085.19** | | Any remaining funds will be allocated for future expenses, such as the purchase of a new competition mat.

4. **District Strategic Plan Focus Areas**

This project aligns with the following strategic plan focus areas:

- **Fostering a Positive School and District Culture:** The expansion of the wrestling program is a strategic investment in developing a robust and positive school culture. By cultivating a "championship culture," the program will emphasize discipline, teamwork, perseverance, and academic accountability, which are values that extend beyond the wrestling mat and permeate the entire student body. This initiative will actively promote an inclusive environment, welcoming students from diverse backgrounds and skill levels, thereby strengthening school unity and pride across the district.
- **Program Evaluation, Fiscal Oversight, and Resource Allocation:** The success of this expanded program will be sustained through rigorous program evaluation and transparent fiscal oversight. Community-raised funds will be meticulously managed to supplement and significantly enhance the existing wrestling budget, ensuring resources are allocated efficiently to areas of greatest need, such as equipment upgrades, and travel support. This layered funding approach guarantees the long-term viability and competitiveness of the wrestling program.
- **Family and Community Engagement: A Cornerstone of Support:** We are deeply committed to honoring and acknowledging the direct, foundational financial support provided by our local community members and the families of our student-athletes. This engagement goes beyond financial contributions; it is a vital partnership that drives program success, encourages volunteerism, and strengthens the bond between the school district and the surrounding community.

6. This item is submitted by Don Bross, Athletic Director; Jamil Payton, Principal; and Dr. Adam Kunz, Assistant Superintendent.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept this gift from Snap Raise on behalf of Johnson Senior High School. Funds will be deposited to Intra-School Fund : 19-230-292-000-5096-A950.

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

DATE: April 21, 2026

TOPIC: Request for Permission to Accept a Grant from the Ecolab Foundation's Community Impact Grant Program

A. PERTINENT FACTS:

1. The Ecolab Foundation Community Impact Grant Program accepts grant applications for projects that promote youth development, particularly youth at-risk, in the St. Paul area.

2. Saint Paul Public Schools Humboldt High School has prepared an application for funds to support its AVID college-readiness program. The goals of this project is to continue expanding the number of students who are served by the AVID elective class and AVID as a school-wide system for all classroom teachers to use to affect all students. Staff at the program researched this grant opportunity.

3. Saint Paul Public Schools will serve as fiscal agent for the project. The grant is for approximately $25,000.

4. This project will support the strategic focus area of College and Career Readiness by funding opportunities for students to visit local higher education institutions and developing college-readiness skills in students school-wide.

5. This is a recurring grant-funded project.

6. This item is submitted by Durowaa Agyeman-Mensah, Grants Assistant; Valerie Littles-Butler, Principal of Humboldt High School; Yeu Vang, Assistant Superintendent; Charlotte Landreau, Director of the Innovation Office; Stacey Gray Akyea, Chief of Equity, Strategy & Innovation; and Valora Unowsky, Senior Executive Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept grant funds from the Ecolab Foundation's Community Impact grant program and to implement the project as specified in the award documents.

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

DATE: April 21, 2026

TOPIC: Request for Permission to Accept a Grant from the University of St. Thomas' Lab School Launch Fund Program

A. PERTINENT FACTS:

1. The University of St. Thomas's Lab School Launch Fund program is designed to financially support the Collaborative Learning School program. As a Collaborative Learning School, Maxfield Elementary partners with St. Thomas to prepare teachers, develop and apply best practices for teaching and learning, and provide professional development opportunities to create incredible student-centered learning environments. This innovative partnership incorporates promising practices for addressing the needs of all learners while preparing and developing effective teachers.

2. Saint Paul Public Schools' Maxfield Elementary has prepared an application to assist with the salary for the Collaborative Coordinator position. The Collaborative Coordinator will provide a full-time presence on-site with one day per week devoted to assisting with Collaborative School initiatives and the other 32 hours as an academic support teacher or other school-directed role.

3. Saint Paul Public Schools will serve as fiscal agent for the project. The grant is for approximately $20,000 through June 30, 2026.

4. This project will support the strategic focus area of Effective & Culturally-Responsive Instruction through engaging current staff and student teachers in professional development.

5. This is a recurring grant-funded project.

6. This item is submitted by Durowaa Agyeman-Mensah, Grants Assistant; Kirk Morris, Assistant Superintendent; Charlotte Landreau, Director of the Innovation Office; Stacey Gray Akyea, Chief of Equity, Strategy & Innovation; and Valora Unowsky, Senior Executive Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept grant funds from the University of St. Thomas' Lab School Launch Fund grant program and to implement the project as specified in the award documents.

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

DATE: April 21, 2026

TOPIC: Request for Permission to Submit a Grant to the Minnesota Department of Education's Fresh Fruit and Vegetable Program

A. PERTINENT FACTS:

1. The Minnesota Department of Education is currently accepting applications for their Fresh Fruit and Vegetable Program (FFVP) grant. The FFVP grant provides all children in participating elementary schools with a variety of free fresh fruit and vegetable snacks within the school day. It is an effective and creative way to introduce fresh fruits and vegetables as healthy snack options. The FFVP also encourages schools to develop partnerships at the state and local levels for support in implementing and operating the program. Schools with the highest enrollment of students eligible for free and reduced-price meals are given priority for participation in the FFVP.

2. Saint Paul Public Schools Nutrition Services has prepared an application for funds to provide fresh fruits and vegetables to SPPS students. The goal of this grant is to provide an extra serving of fresh fruit or vegetables to elementary students during the school day and to help students learn lifelong healthy eating habits.

3. Saint Paul Public Schools will serve as fiscal agent for the project. The grant is for approximately $700,000 throughout the 2026-27 school year.

4. This project will support the strategic focus area of Positive School and District Culture and provides essential operational support which creates a foundation for strategic projects to build upon.

5. This is a recurring grant-funded project.

6. This item is submitted by Durowaa Agyeman-Mensah, Grants Assistant; Stacy Koppen, Director of Nutrition Services; 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 MN Department of Education's Fresh Fruit and Vegetable Program; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

DATE: April 21, 2026

TOPIC: Request for Permission to Submit a Grant to the Minnesota Department of Education's Minnesota Multi-Tiered System Of Supports (MnMTSS) for Infrastructure Development Grant Program

A. PERTINENT FACTS:

1. Minnesota Multi-Tiered System of Supports (MnMTSS) is a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. MnMTSS provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and engages an anti-bias and socially-just approach to examining policies and practices and ensuring equitable distribution of resources and opportunity. The purpose of this grant funding is to support qualified applicants in developing effective and sustainable system infrastructure. This infrastructure provides the structural stability for initiatives to be implemented, sustained, and improved without relying on any one individual in the system.

2. Saint Paul Public Schools' Office of School Support and Office of College & Career Readiness have prepared an application to fund the 0.5 FTE of an MnMTSS Coordinator salary set by ASAP contract. This position will facilitate District Leadership Team (DLT) meetings, schedule and participate in all affiliated grant meetings and trainings, coach principals and school leadership teams to develop action plans, develop MnMTSS communications, develop a MnMTSS professional learning plan, solve implementation challenges with the DLT, and collaborate with district leaders and staff to ensure MnMTSS sustainability. Additionally, the grant will fund supplemental pay and needed substitute contracts for staff at early adopter MTSS schools to discuss and develop infrastructure needs related to the grant.

3. Saint Paul Public Schools will serve as fiscal agent for the project. The grant is for approximately $249,927 over two years through June 30, 2028.

4. This project will support the strategic focus areas of Program Evaluation & Resource Allocation and Effective & Culturally-Responsive Instruction through engaging staff in professional development to build and implement MnMTSS infrastructure.

5. This is a new grant-funded project.

6. This item is submitted by Durowaa Agyeman-Mensah, Grants Assistant; Carita Green, Executive Director of College & Career Pathways and School Supports; Charlotte Landreau, Director of the Innovation Office; Stacey Gray Akyea, Chief of Equity, Strategy & Innovation; and Valora Unowsky, Senior Executive Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Education's MnMTSS for Infrastructure Development grant program; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

DATE: April 21, 2026

TOPIC: Request for Permission to Submit a Grant to the Travelers Foundation Academic and Career Success Grant Program

A. PERTINENT FACTS:

1. The Travelers and Travelers Foundation Academic and Career Success grant is designed to fund nonprofits exclusively in Hartford, Connecticut, and St. Paul, Minnesota, primarily for a project with limited capital opportunities in the following three areas: Academic & Career Success, Thriving Neighborhoods and Culturally Enriched Communities.

2. Saint Paul Public Schools' Office of College and Career Readiness (OCCR) has prepared an application for this year's Travelers Foundation grant cycle. This grant will enhance opportunities for Academy of Finance (AOF) students at Como Park Senior High School, connecting them with finance and insurance careers and the EDGE Scholars program at local post-secondary institutions. The grant will support: 0,20 FTE for a staff member to work with AOF students and coordinate field trips and events, transportation for career visits and college tours, t-shirts and gear to promote the AOF program, supplies and material for AOF classes, snacks for visits and events, stipends for students earning industry recognized certifications, fees for the CTE articulation website for college credits, and room rentals for career and college visits.

3. Saint Paul Public Schools will serve as fiscal agent for the project. The grant is for approximately $60,000 through June 30, 2027.

4. This project will support the strategic focus area of College and Career Readiness by connecting students to finance and insurance careers and programs at local post-secondary institutions.

5. This is a recurring grant-funded project.

6. This item is submitted by Durowaa Agyeman-Mensah, Grants Assistant; Carita Green, Executive Director of College & Career Pathways and School Supports; Charlotte Landreau, Director of the Innovation Office; Stacey Gray Akyea, Chief of Equity, Strategy & Innovation; and Valora Unowsky, Senior Executive Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Travelers Foundation Academic and Career Success program; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

DATE: April 21, 2026

TOPIC: Request for Permission to Accept a Grant from the Minnesota Office of Higher Education's Get Ready/GEAR UP Program

A. PERTINENT FACTS:

1. The Minnesota Office of Higher Education's Get Ready/GEAR UP Program utilizes a systems-level approach that helps it deliver a high-impact college and career readiness program. Get Ready helps students from low-income backgrounds, Indigenous communities, and communities of color realize their aspirations through education and career advancement. Get Ready operates in middle and high schools across multiple districts in Minnesota. Get Ready is funded primarily by the U.S. Department of Education through a federal GEAR UP grant (Gaining Early Awareness and Readiness for Undergraduate Programs). The Program is administered by the Minnesota Office of Higher Education. The federal GEAR UP program has two objectives: 1) student graduation from high school, and 2) student transition into college (includes all types of postsecondary institutions) upon high school graduation.

2. SPPS Freedom Schools staff received a Get Ready/GEAR UP Program grant to provide social/emotional, academic and post-secondary support services during the Summer 2025 term as well as Spring 2026 for Freedom School Express. This current grant will fund student mentor positions and programming for Summer 2026.

3. Saint Paul Public Schools will serve as fiscal agent for the project. The grant is for approximately $58,600 from mid-May through August 31, 2026.

4. This project will support the strategic focus area of College and Career Readiness/Paths.

5. This is a continuing grant-funded project.

6. This item is submitted by Durowaa Agyeman-Mensah, Grants Assistant; Anthony Walker, Director of Community Education; 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 accept a grant from the Minnesota Office of Higher Education's Get Ready/GEAR UP to fund college and career readiness programs at Freedom Schools and to implement the project as specified in the award documents.

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

DATE: April 21, 2026

TOPIC: Furniture Award for Hamline Elementary Secure Entry, Heating and Plumbing Replacement Project (Project #4160-25-01)

A. PERTINENT FACTS:

1. This agenda item seeks approval to award the furniture contract for the Hamline Elementary Secure Entry, Heating and Plumbing Replacement Project (Project #4160-25-01).

2. The following quote was received:

	Lump Sum Base Bid
Acre ...	$211,123

3. This quote was received in accordance with the following contracts:
   Integra - TIPS #200301
   Sit On It - UofM #903969
   Smith System - E&I #EI00140
   SteelCase - E&I #E100140
   Jonti Craft - E&I #CNR01513
   McKesson – Omnia #09-15
   Keilhauer Ltd. - U of M Contract #U42.2023.JST.5.11
   Global Industrial – Omnia Contract #R211402

4. This quote will be reviewed by Purchasing.

5. Funding for this project will be provided by Capital Bonds.

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

7. 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 award furniture for the Hamline Elementary Secure Entry, Heating and Plumbing Replacement Project (Project #4160-25-01) to Acre for a lump sum base bid of $211,123.

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

DATE: April 21, 2026

TOPIC: Rescission of Contract – Bus Garage Slab Replacement (Project # 9020-26-01)

A. PERTINENT FACTS:

1. At the February 17, 2026 regular Board of Education meeting, the board approved the contract award for Bus Garage Slab Replacement to Versacon.

2. During project exploration, it was discovered that the slab is supported by grade beams instead of supported grade. This requires a more targeted demolition and build back of the slab. Thus the basis for Versacon's bid is no longer relevant. The District will seek a structural engineer's expertise and recommendation before proceeding with the project.

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

B. RECOMMENDATION:

That the Board of Education rescind contract award to Versacon for the Bus Garage Slab Replacement project (Project # 9020-26-01).

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

DATE: April 21, 2026

TOPIC: Approval of Memorandum of Agreement with United Association of Steamfitters, Pipefitters, and Service Technicians, Local Union No. 455, to Establish Terms and Conditions of Employment for 2026-2027

A. PERTINENT FACTS:

1. The Memorandum of Agreement is for a one-year period, May 1, 2026, through April 30, 2027.

2. The language provisions of the previous contract remain unchanged, except for necessary changes to Appendix C (Salary) and Appendix D (Benefits). This wage reopener reflects prevailing wage for the industry. The total increase of $5.00 for is to be allocated to the hourly wage and fringe benefits.

3. The District has ten regular FTE in this bargaining unit.

4. Wage and benefits changes reflect prevailing wage.

5. The estimated total of all new costs (including wage adjustment, insurance and pension adjustments) for this agreement has been calculated as follows:

    - in the 2025-2026 budget year (May 1, 2026 – June 30, 2026): $16,162

    - in the 2026-2027 budget year (July 1, 2026 – April 30, 2027): $80,812

6. This item will meet the District's target area goal of alignment.

7. This request is submitted by Patricia Pratt-Cook, Chief of Human Resources and Talent Management; Daniel Wells, Director of Employee and Labor Relations.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve and adopt the Memorandum of Agreement concerning the terms and conditions of employment of those employees in this school district for whom the United Association of Steamfitters, Pipefitters, and Service Technicians, Local Union No. 455, is the exclusive representative; duration of said agreement is for the period of May 1, 2026 through April 30, 2027.

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

DATE: April 21, 2026

TOPIC: Joint Powers Agreement with Minnesota State (Saint Paul College) pertaining to Contracted Postsecondary Enrollment Options (PSEO)

A. PERTINENT FACTS:

1. Saint Paul Public Schools and Saint Paul College have worked together to serve the Saint Paul community for over 100 years. In this time, the college and school district have worked together to offer concurrent enrollment courses, career exploration, professional development opportunities, articulated credit, educator externships, and more. Each year, Saint Paul College is a top matriculation choice for SPPS graduates.

2. This new partnership will create an opportunity for both organizations to retain funding by entering into a direct contracted PSEO relationship. Saint Paul Public Schools will pay Saint Paul College $650,000 directly twice a year for students participating in PSEO thus retaining the Average Daily Membership (ADM) of each PSEO student. This direct payment will result in the district generating hundreds of thousands of dollars in revenue from ADM annually. In a traditional PSEO model, the Minnesota Department of Education would adjust revenue down to Saint Paul Public Schools for students participating in PSEO coursework based on the amount of ADM enrolled in PSEO.

3. Partnerships with additional colleges and universities are being considered. At this time, Saint Paul College is the first college in which this direct pay partnership is mutually beneficial. The Office of College and Career Readiness will revisit additional partnerships annually.

4. This is a one year contract which will be reviewed annually. Decisions to participate in a contracted agreement will be made annually based upon cost and savings projections provided by each partner college or university.

4. Cost to SPPS in payment to Saint Paul College: $1.3 million
Projected increased ADM revenue retained: $1.8 million
Resulting in an additional $500,000 retained by SPPS.

5. This project will meet the District strategic plan focus area of College and Career Paths.

6. This item is submitted by Carita Green, Executive Director of College and Career Pathways and Student Supports; Todd Swanson, Controller; Dr. Valora Unowsky, Senior Executive Academic Officer; and Tom Sager, Executive Chief of Financial Services.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the Joint Powers Agreement with Minnesota State (Saint Paul College).

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

DATE: April 21, 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. RECOMMENDATION:

That the Board of Education approve and ratify the following checks and electronic transfers for the period February 1, 2026- February 28, 2026.

	MONTHLY OPERATING AUTHORITY	
	FEBRUARY 1, 2026 -FEBRUARY 28, 2026	
Fund	**Descriptions**	**Amount**
No	**Checks: 793610--794632**	
1	General	$ 3,562,923.93
2	Food Service	$ 1,040,106.11
3	Transportation Services	$ 386,183.85
4	Community Service	$ 21,721.85
6	Building Construction	$ 3,212,235.61
		$ 8,223,171.35
	Electronic Payments(WIRES): 0011702--0011732	
1	General	$ 53,741,431.41
2	Food Service	$ 1,430,241.48
3	Transportation Services	$ 462,525.98
4	Community Service	$ 1,804,694.04
6	Building Construction	$ 305,931.90
21	Work Compensatory	$ 6,143.56
		$ 57,750,968.37
	ACH Payments: 0015156--0015505	
1	General	$ 6,118,047.04
2	Food Service	$ 231,792.04
3	Transportation Services	$ 5,540,307.61
4	Community Service	$ 527,235.20
6	Building Construction	$ 1,219,808.66
		$ 13,637,190.55
	EFT Payments: 7005616--7005616	
1	General	$ 5,317.90
2	Food Service	$ -
3	Transportation Services	$ -
4	Community Service	$ -
6	Building Construction	$ -
		$ 5,317.90
	P- Card	
1	General	$ 482,148.12
2	Food Service	$ 2,460.97
3	Transportation Services	$ 2,775.48
4	Community Service	$ 21,855.87
6	Building Construction	$ 706.80
		$ 509,947.24
	TOTAL DISTRICT	**$ 80,126,595.41**

HUMAN RESOURCE TRANSACTIONS
March 1, 2026 to March 31, 2026
for Board of Education Meeting of April 21, 2026

NEW APPOINTMENT

Name	Job Category	Effective Date	Pay Rate	Location
Heim, D.	Classroom Teacher	3/14/2026	$56.70	Ronald M Hubbs Center
Hessler, S.	Classroom Teacher	3/14/2026	$49.54	Highland Park Elementary
Stets, T.	Classroom Teacher	3/14/2026	$59.41	Highland Park Middle
Teisberg, J.	Classroom Teacher	3/14/2026	$39.26	Ronald M Hubbs Center
Nielsen, B.	Superintendency	3/7/2026	$71.15	Colborne Admin Offices
Aguilar, J.	School / Community Professional	3/14/2026	$46.09	Global Arts Plus Upper
Eidman, M.	Education Assistant	3/7/2026	$18.00	Bruce F Vento Elementary
Eldridge, J.	Education Assistant	3/7/2026	$31.23	1780 West 7th St
Marques, G.	Education Assistant	2/28/2026	$18.00	Horace Mann
Mccottry, M.	Education Assistant	3/7/2026	$18.00	Randolph Heights Elementary
Sierks, G.	Education Assistant	3/21/2026	$18.00	Horace Mann
Siswi, N.	Education Assistant	3/7/2026	$30.59	RiverEast Elem/Secondary
Washington, A.	Education Assistant	3/7/2026	$24.78	Journeys Secondary
Zeitchick, W.	Education Assistant	2/21/2026	$18.00	1780 West 7th St
Abdool, A.	Teaching Assistant	3/14/2026	$23.35	Bridge View
Barnard, L.	Teaching Assistant	3/14/2026	$21.63	Bruce F Vento Elementary
Crump, A.	Teaching Assistant	3/14/2026	$23.35	St. Paul Music Academy
Deputie, J.	Teaching Assistant	3/7/2026	$21.63	Washington Tech Middle
Lum, O.	Teaching Assistant	3/14/2026	$26.28	Battle Creek Elementary
Maranga, D.	Teaching Assistant	3/7/2026	$26.28	Como Park Senior High
Mendez Osorio, K.	Teaching Assistant	3/7/2026	$26.28	Bruce F Vento Elementary

HUMAN RESOURCE TRANSACTIONS
March 1, 2026 to March 31, 2026
for Board of Education Meeting of April 21, 2026

NEW APPOINTMENT

Name	Job Category	Effective Date	Pay Rate	Location
Mooney, K.	Teaching Assistant	3/7/2026	$23.35	Global Arts Plus Lower
Moore, S.	Teaching Assistant	3/7/2026	$20.94	Global Arts Plus Lower
Nielsen, L.	Teaching Assistant	3/7/2026	$21.63	Farnsworth Aerospace Lower
Ree, E.	Teaching Assistant	3/7/2026	$23.35	Frost Lake Elementary
Sherbanenko, A.	Teaching Assistant	3/7/2026	$21.63	Hamline Elementary
Newby, R.	Custodian	3/21/2026	$19.18	Chelsea Heights Elementary
Owke, F.	Custodian	4/4/2026	$19.18	Como Service Center
Sedoro, M.	Custodian	3/21/2026	$30.84	Rondo Education Center
Ali, S.	Nutrition Services	3/14/2026	$18.15	Central Senior High
Nitti, S.	Nutrition Services	3/14/2026	$18.15	Cherokee Heights Community
Vazquez, M.	Nutrition Services	3/7/2026	$18.15	Txuj Ci HMong Upper Gr 6-8
Williams, T.	Nutrition Services	3/7/2026	$18.15	Mississippi Creative Arts Elementary
Vang, H.	Operations	3/14/2026	$28.94	Como Service Center

PROMOTION

Name	Job Category	Effective Date	Pay Rate	Location
Parisien, A.	Central Administrator From: Classroom Teacher	3/14/2026	$58.89	Como Service Center
Ransom, D.	Superintendency From: Central Administrator	2/7/2026	$74.66	Colborne Admin Offices
Wells, D.	Superintendency Career Progression	2/7/2026	$81.84	Colborne Admin Offices
Adam, E.	School / Community Professional Career Progression	8/9/2025	$34.95	Harding Senior High

HUMAN RESOURCE TRANSACTIONS
March 1, 2026 to March 31, 2026
for Board of Education Meeting of April 21, 2026

PROMOTION

Name	Job Category	Effective Date	Pay Rate	Location
Alexander, J.	School / Community Professional Career Progression	8/9/2025	$35.27	Johnson Senior High
Allen, R.	School / Community Professional Career Progression	8/9/2025	$38.21	1780 W. 7th Street
Anderson-Wright, T.	School / Community Professional Career Progression	8/9/2025	$35.27	Central Senior High
Anglin, R.	School / Community Professional From: Classroom Teacher	8/9/2025	$45.74	Virtual Learning 9-11
Antoncich, L.	School / Community Professional Career Progression	8/9/2025	$44.60	Battle Creek Elementary
Baker, J.	School / Community Professional Career Progression	8/9/2025	$34.01	Cherokee Heights Community
Bellovich, Z.	School / Community Professional Career Progression	8/9/2025	$37.95	Txuj Ci HMong Lower Phalen Lake
Bender, R.	School / Community Professional Career Progression	8/9/2025	$35.92	Four Seasons A+
Binford, L.	School / Community Professional Career Progression	8/9/2025	$37.95	Hidden River Middle
Bishop, M.	School / Community Professional Career Progression	8/9/2025	$32.57	American Indian Magnet
Bixby, R.	School / Community Professional Career Progression	8/9/2025	$44.50	Nokomis Montessori North
Bowie, I.	School / Community Professional Career Progression	8/9/2025	$34.01	Capitol Hill Magnet

HUMAN RESOURCE TRANSACTIONS
March 1, 2026 to March 31, 2026
for Board of Education Meeting of April 21, 2026

PROMOTION

Name	Job Category	Effective Date	Pay Rate	Location
Bowman, J.	School / Community Professional	9/20/2025	$44.50	Bridge View
Brown, E.	School / Community Professional Career Progression	8/9/2025	$43.06	E-STEM Middle
Brown, K.	School / Community Professional Career Progression	8/9/2025	$43.06	Harding Senior High
Burch, J.	School / Community Professional Career Progression	8/9/2025	$43.06	Frost Lake Elementary
Burnside, B.	School / Community Professional Career Progression	8/9/2025	$44.50	East African Elementary Magnet
Burton, T.	School / Community Professional Career Progression	8/9/2025	$43.06	Murray Middle
Bush, J.	School / Community Professional Career Progression	8/9/2025	$43.06	1780 W. 7th Street
Capers, S.	School / Community Professional Career Progression	8/9/2025	$43.06	Txuj Ci HMong Upper Gr 6-8
Cardenas, A.	School / Community Professional Career Progression	8/9/2025	$39.25	Washington Tech Middle
Carter, B.	School / Community Professional From: Education Assistant	8/9/2025	$38.21	RiverEast Elem/Secondary
Clark, J.	School / Community Professional Career Progression	8/9/2025	$35.92	Battle Creek Middle
Cobb, P.	School / Community Professional Career Progression	8/9/2025	$38.21	Harding Senior High

HUMAN RESOURCE TRANSACTIONS
March 1, 2026 to March 31, 2026
for Board of Education Meeting of April 21, 2026

PROMOTION

Name	Job Category	Effective Date	Pay Rate	Location
Cole, E.	School / Community Professional Career Progression	8/9/2025	$43.06	Horace Mann
Coleman, I.	School / Community Professional Career Progression	8/9/2025	$38.21	The Heights Community
Conwell, D.	School / Community Professional Career Progression	8/9/2025	$34.01	Global Arts Plus Upper
Cortez, S.	School / Community Professional Career Progression	8/9/2025	$43.06	Highland Park Senior High
Cropsey, A.	School / Community Professional Career Progression	8/9/2025	$43.48	St Anthony Park Elementary
Darwitz, K.	School / Community Professional From: Temporary Employee	9/27/2025	$36.22	Eastern Heights Elementary
Dillon, B.	School / Community Professional Career Progression	8/9/2025	$43.06	The Heights Community
Dix, A.	School / Community Professional Career Progression	8/9/2025	$44.50	Capitol Hill Magnet
Edwards, R.	School / Community Professional Career Progression	8/9/2025	$34.01	Nokomis Montessori South
Ellington, E.	School / Community Professional Career Progression	8/9/2025	$35.92	Bruce F Vento Elementary
Fleming, B.	School / Community Professional Career Progression	8/9/2025	$32.21	Washington Tech High

HUMAN RESOURCE TRANSACTIONS
March 1, 2026 to March 31, 2026
for Board of Education Meeting of April 21, 2026

PROMOTION

Name	Job Category	Effective Date	Pay Rate	Location
Flowers, A.	School / Community Professional Career Progression	8/9/2025	$43.06	Bruce F Vento Elementary
France, C.	School / Community Professional Career Progression	8/9/2025	$36.22	Virtual Learning 9-11
Garcia, C.	School / Community Professional	8/9/2025	$37.20	Battle Creek Middle
Garcia, L.	School / Community Professional From: Teaching Assistant	2/21/2026	$32.57	Riverview Dual Immersion
Gibson, D.	School / Community Professional Career Progression	8/9/2025	$43.06	Como Park Senior High
Gooch, I.	School / Community Professional Career Progression	8/9/2025	$43.06	Agape High (ALC)
Gubbrud, S.	School / Community Professional Career Progression	8/9/2025	$32.21	Central Senior High
Harnish, L.	School / Community Professional	10/25/2025	$32.57	RiverEast Elem/Secondary
Hausman, R.	School / Community Professional Career Progression	8/9/2025	$43.48	Farnsworth Aerospace Upper
Hayden, J.	School / Community Professional	8/23/2025	$38.31	Expo for Excellence Elementary
Heller, M.	School / Community Professional Career Progression	8/9/2025	$34.01	RiverEast Elem/Secondary
Her, C.	School / Community Professional Career Progression	8/9/2025	$39.25	LEAP Academy

HUMAN RESOURCE TRANSACTIONS
March 1, 2026 to March 31, 2026
for Board of Education Meeting of April 21, 2026

PROMOTION

Name	Job Category	Effective Date	Pay Rate	Location
Holmes, A.	School / Community Professional From: Teaching Assistant	12/6/2025	$35.43	Humboldt Secondary
Horton, T.	School / Community Professional Career Progression	8/9/2025	$43.48	RiverEast Elem/Secondary
House, D.	School / Community Professional Career Progression	8/9/2025	$34.01	RiverEast Elem/Secondary
House, T.	School / Community Professional Career Progression	8/9/2025	$44.50	American Indian Magnet
Hoveland, R.	School / Community Professional Career Progression	8/9/2025	$36.22	Cherokee Heights Community
Hrouda, T.	School / Community Professional Career Progression	8/9/2025	$44.50	Harding Senior High
Hughes, J.	School / Community Professional Career Progression	8/9/2025	$44.50	Highland Park Senior High
Ibrahim, A.	School / Community Professional Career Progression	8/9/2025	$45.74	East African Elementary Magnet
Ingram, D.	School / Community Professional Career Progression	8/9/2025	$43.06	Humboldt Secondary
Johnson, J.	School / Community Professional Career Progression	8/9/2025	$43.06	Washington Tech High
Jones, A.	School / Community Professional From: Temporary Employee	9/13/2025	$43.06	Washington Tech Middle
Jones, I.	School / Community Professional Career Progression	8/9/2025	$35.27	Wellstone Elementary

HUMAN RESOURCE TRANSACTIONS
March 1, 2026 to March 31, 2026
for Board of Education Meeting of April 21, 2026

PROMOTION

Name	Job Category	Effective Date	Pay Rate	Location
Kabatay, S.	School / Community Professional	10/18/2025	$37.95	Como Service Center
Kemp, D.	School / Community Professional Career Progression	8/9/2025	$36.36	Central Senior High
Kern, T.	School / Community Professional Career Progression	8/9/2025	$43.06	Washington Tech Middle
Kilbourne, T.	School / Community Professional Career Progression	8/9/2025	$34.01	RiverEast Elem/Secondary
Knox, A.	School / Community Professional From: Teaching Assistant	9/2/2025	$34.01	JJ Hill Community Ed Hub
Kopas, S.	School / Community Professional Career Progression	8/9/2025	$37.95	1780 W. 7th Street
Kristjanson, M.	School / Community Professional Career Progression	8/9/2025	$44.50	Highland Park Middle
Landers, M.	School / Community Professional From: Athletics	9/6/2025	$45.74	Central Senior High
Leko, J.	School / Community Professional Career Progression	8/9/2025	$44.50	Hamline Elementary
Lewis, K.	School / Community Professional Career Progression	8/9/2025	$43.06	St. Paul Music Academy
Lindstrom, L.	School / Community Professional Career Progression	8/9/2025	$43.06	Humboldt Secondary
Logan, C.	School / Community Professional Career Progression	8/9/2025	$43.06	Highland Park Middle

HUMAN RESOURCE TRANSACTIONS
March 1, 2026 to March 31, 2026
for Board of Education Meeting of April 21, 2026

PROMOTION

Name	Job Category	Effective Date	Pay Rate	Location
Long, J.	School / Community Professional Career Progression	8/9/2025	$43.06	Groveland Park Elementary
Long, M.	School / Community Professional From: Education Assistant	10/25/2025	$43.06	Washington Tech Middle
Lopez, G.	School / Community Professional Career Progression	8/9/2025	$37.20	Hidden River Middle
Lowe-Krause, T.	School / Community Professional Career Progression	8/9/2025	$44.50	Farnsworth Aerospace Lower
Martinez, F.	School / Community Professional Career Progression	8/9/2025	$43.06	RiverEast Elem/Secondary
Mathieu, E.	School / Community Professional Career Progression	8/9/2025	$35.92	Washington Tech Middle
McCoy, M.	School / Community Professional Career Progression	8/9/2025	$43.06	RiverEast Elem/Secondary
Meyer, M.	School / Community Professional Career Progression	8/9/2025	$39.33	Maxfield Elementary
Meza, R.	School / Community Professional Career Progression	8/9/2025	$38.21	Central Senior High
Moldenhauer, B.	School / Community Professional Career Progression	8/9/2025	$43.06	Chelsea Heights Elementary
Moore, L.	School / Community Professional Career Progression	8/9/2025	$34.01	Johnson Senior High
Moore, R.	School / Community Professional Career Progression	8/9/2025	$43.06	Highland Park Elementary

HUMAN RESOURCE TRANSACTIONS
March 1, 2026 to March 31, 2026
for Board of Education Meeting of April 21, 2026

PROMOTION

Name	Job Category	Effective Date	Pay Rate	Location
Murphy, W.	School / Community Professional Career Progression	8/9/2025	$38.21	Capitol Hill Magnet
Olafeso, T.	School / Community Professional Career Progression	8/9/2025	$44.60	Battle Creek Middle
Padamsee, S.	School / Community Professional Career Progression	8/9/2025	$39.33	Virtual Learning - Elementary
Paitich, R.	School / Community Professional Career Progression	8/9/2025	$43.06	Como Park Elementary
Percy, D.	School / Community Professional Career Progression	8/9/2025	$35.92	Global Arts Plus Lower
Pittmon, T.	School / Community Professional Career Progression	8/9/2025	$35.92	Expo for Excellence Elementary
Poe, D.	School / Community Professional Career Progression	8/9/2025	$43.06	Washington Tech High
Porter, A.	School / Community Professional Career Progression	8/9/2025	$34.95	L Etoile du Nord French Immersion
Power, K.	School / Community Professional	10/25/2025	$36.36	Virtual Learning - Elementary
Quaderer, M.	School / Community Professional From: Teaching Assistant	3/14/2026	$35.27	Como Service Center
Raggs, D.	School / Community Professional Career Progression	8/9/2025	$33.45	Mississippi Creative Arts Elementary
Rosebear-Channer, K.	School / Community Professional Career Progression	8/9/2025	$43.06	Como Service Center

HUMAN RESOURCE TRANSACTIONS
March 1, 2026 to March 31, 2026
for Board of Education Meeting of April 21, 2026

PROMOTION

Name	Job Category	Effective Date	Pay Rate	Location
Ross, S.	School / Community Professional Career Progression	8/9/2025	$43.06	Highland Park Senior High
Sager, K.	School / Community Professional Career Progression	8/9/2025	$35.43	Randolph Heights Elementary
Schroeder, M.	School / Community Professional Career Progression	8/9/2025	$36.92	Highland Park Elementary
Sharpe, C.	School / Community Professional Career Progression	8/9/2025	$43.48	Hazel Park Preparatory Academy
Shaw, T.	School / Community Professional Career Progression	8/9/2025	$31.34	Gordon Parks High - ALC
Sherow, R.	School / Community Professional Career Progression	8/9/2025	$43.06	RiverEast Elem/Secondary
Silas, L.	School / Community Professional Career Progression	8/9/2025	$34.01	Highland Park Senior High
Simms, T.	School / Community Professional Career Progression	8/9/2025	$36.92	Hamline Elementary
Smith, D.	School / Community Professional Career Progression	8/9/2025	$34.01	Farnsworth Aerospace Upper
Solaja, S.	School / Community Professional Career Progression	8/9/2025	$43.48	Harding Senior High
Sparling, R.	School / Community Professional Career Progression	8/9/2025	$36.22	Creative Arts Secondary
Steele, B.	School / Community Professional Career Progression	8/9/2025	$34.01	Hazel Park Preparatory Academy

HUMAN RESOURCE TRANSACTIONS
March 1, 2026 to March 31, 2026
for Board of Education Meeting of April 21, 2026

PROMOTION

Name	Job Category	Effective Date	Pay Rate	Location
Thao, M.	School / Community Professional Career Progression	8/9/2025	$44.50	Jie Ming Mandarin Immersion Academy
Thompson, W.	School / Community Professional Career Progression	8/9/2025	$43.06	Crossroads Science
Tolefree, D.	School / Community Professional Career Progression	8/9/2025	$35.92	Johnson Senior High
Tuhy, A.	School / Community Professional Career Progression	8/9/2025	$36.92	Nokomis Montessori North
Vang, E.	School / Community Professional Career Progression	8/9/2025	$35.27	Crossroads Montessori
Vang, T.	School / Community Professional Career Progression	8/9/2025	$34.01	Highwood Hills Elementary
Vasquez, D.	School / Community Professional Career Progression	8/9/2025	$43.06	Adams Spanish Immersion Magnet
Vauters-Barnes, Q.	School / Community Professional Career Progression	8/9/2025	$34.01	Barack & Michelle Obama Middle
Webb, J.	School / Community Professional Career Progression	8/9/2025	$38.21	Benjamin Mays/Museum
Welch, J.	School / Community Professional Career Progression	8/9/2025	$36.92	Benjamin Mays/Museum
West, J.	School / Community Professional Career Progression	8/9/2025	$34.01	RiverEast Elem/Secondary
Wiesenmayer, B.	School / Community Professional Career Progression	8/9/2025	$34.34	RiverEast Elem/Secondary

HUMAN RESOURCE TRANSACTIONS
March 1, 2026 to March 31, 2026
for Board of Education Meeting of April 21, 2026

PROMOTION

Name	Job Category	Effective Date	Pay Rate	Location
Williams, A.	School / Community Professional Career Progression	8/9/2025	$43.06	Open World Learning Community
Williams, M.	School / Community Professional Career Progression	8/9/2025	$43.06	Como Park Senior High
Williams, M.	School / Community Professional Career Progression	8/9/2025	$34.95	Como Park Senior High
Winters, B.	School / Community Professional Career Progression	8/9/2025	$43.06	Humboldt Secondary
Xiong, B.	School / Community Professional Career Progression	8/9/2025	$43.06	Daytons Bluff Achievement Plus
Zielske, M.	School / Community Professional Career Progression	8/9/2025	$38.21	Harding Senior High
Mendez Ventura, S.	Education Assistant Career Progression	3/7/2026	$26.34	Focus Beyond (18-Adult)
Pecina Galvan, J.	Education Assistant Career Progression	3/7/2026	$35.97	Battle Creek Middle
Petillo Della Violla, M.	Education Assistant Career Progression	3/7/2026	$28.46	Humboldt Secondary
Sifuentes Flores, B.	Education Assistant Career Progression	3/7/2026	$30.22	Highland Park Middle
Mason, T.	Clerical Career Progression	3/14/2026	$26.01	American Indian Magnet
Matlock, S.	Clerical Career Progression	3/14/2026	$23.73	Washington Tech Middle
Quenzer, T.	Clerical Career Progression	3/14/2026	$32.59	Como Service Center

HUMAN RESOURCE TRANSACTIONS
March 1, 2026 to March 31, 2026
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PROMOTION

Name	Job Category	Effective Date	Pay Rate	Location
Allison, J.	Nutrition Services Career Progression	3/14/2026	$21.69	Eastern Heights Elementary
Hayek, A.	Pipe Fitter Career Progression	3/28/2026	$65.52	Como Service Center
Sivanich, A.	Professional Employee Career Progression	3/21/2026	$55.99	Como Service Center
Stenoien, K.	Professional Employee Career Progression	3/7/2026	$51.20	Colborne Admin Offices

LEAVE OF ABSENCE

Name	Job Category	Effective Date	Location
Parisien, A.	Classroom Teacher	2/19/2026	American Indian Magnet
Steinbach, M.	Classroom Teacher	2/27/2026	Bruce F Vento Elementary
Whitlock, C.	Classroom Teacher	3/6/2026	Early Learning Hub
Sutmar, J.	Teaching Assistant	2/20/2026	Global Arts Plus - Lower
Murray, R.	Professional Employee	2/4/2026	Colborne Admin Offices

REINSTATEMENT FROM LEAVE OF ABSENCE

Name	Job Category	Effective Date	Location
Parisien, A.	Central Administrator	3/16/2026	Como Service Center
Smith, T.	Classroom Teacher	3/2/2026	Highland Park Elementary
Xiong, M.	Principal	3/11/2026	Txuj Ci HMong Lower Phalen Lake
Galindo, J.	Nutrition Services	3/4/2026	Jie Ming Mandarin Immersion Academy
Williams, T.	Nutrition Services	3/12/2026	E-STEM Middle

RECISION OF RESIGNATION

Name	Job Category	Effective Date	Pay Rate	Location
Motz, K.	Professional Employee	3/14/2026	$47.37	Colborne Admin Offices

HUMAN RESOURCE TRANSACTIONS
March 1, 2026 to March 31, 2026
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REHIRE AFTER TERMINATION

Name	Job Category	Effective Date	Pay Rate	Location
Gelle, F.	Nutrition Services	1/21/2026	$19.33	East African Elementary Magnet

CHANGE IN TITLE

Name	Job Category	Effective Date	Pay Rate	Location
Berger, A.	Education Assistant From: Teaching Assistant	3/14/2026	$28.54	RiverEast Elem/Secondary

RETIREMENT

Name	Job Category	Effective Date	Location
Brown, T.	Classroom Teacher	6/13/2026	Daytons Bluff Achievement Plus
Humphrey, M.	Classroom Teacher	4/15/2026	Central Senior High
Opine, J.	Classroom Teacher	6/16/2026	Battle Creek Elementary
Johnson, K.	Classroom Teacher	6/13/2026	Farnsworth Aerospace Lower
Scheid, C.	Classroom Teacher	4/4/2026	Frost Lake Elementary
Brennhofer, J.	Education Assistant	6/13/2026	L Etoile du Nord French Immersion
Miller, C.	Teaching Assistant	6/24/2026	Early Learning Hub
Ontiveros, C.	Clerical	6/27/2026	LEAP Academy
Richie, L.	Clerical	6/27/2026	Maxfield Elementary
Robinson, J.	Clerical	6/13/2026	Colborne Admin Offices
Riley, D.	Custodian	5/31/2026	E-STEM Middle
Madison, C.	Nutrition Services	6/13/2026	Four Seasons A+
Porter, C.	Research and Evaluation	8/1/2026	Colborne Admin Offices

RESIGNATION

Name	Job Category	Effective Date	Location
Boone, E.	Classroom Teacher	6/13/2026	Global Arts Plus Lower
Manning, V.	Classroom Teacher	4/11/2026	Mississippi Creative Arts Elementary

HUMAN RESOURCE TRANSACTIONS
March 1, 2026 to March 31, 2026
for Board of Education Meeting of April 21, 2026

RESIGNATION

Name	Job Category	Effective Date	Location
Meier, K.	Classroom Teacher	3/21/2026	Randolph Heights Elementary
Moorehead, K.	Classroom Teacher	6/13/2026	Global Arts Plus Lower
Offerdahl Joyce, A.	Classroom Teacher	6/13/2026	1780 W. 7th Street
Ulsby, T.	Classroom Teacher	6/20/2026	Highland Park Elementary
Sterzinger, B.	Classroom Teacher	6/13/2026	Highland Park Senior High
Smith, K.	Classroom Teacher	6/13/2026	Mississippi Creative Arts Elementary
Desjarlait, M.	School / Community Professional	4/1/2026	Como Service Center
Harnish, L.	School / Community Professional	3/7/2026	RiverEast Elem/Secondary
Clark, A.	Education Assistant	2/24/2026	Randolph Heights Elementary
Jenkins, N.	Education Assistant	2/28/2026	Horace Mann
Reichert, P.	Education Assistant	5/14/2026	JJ Hill Community Ed Hub
Dulane, N.	Teaching Assistant	3/7/2026	Highwood Hills Elementary
Lewis, C.	Teaching Assistant	3/14/2026	Eastern Heights Elementary
Watson, J.	Teaching Assistant	6/12/2026	Randolph Heights Elementary
Broberg, L.	Nutrition Services	4/11/2026	Como Service Center
Doherty, K.	Pipe Fitter	3/28/2026	Como Service Center
Motz, K.	Professional Employee	3/14/2026	Colborne Admin Offices

TERMINATION

Name	Job Category	Effective Date
H., A.	School / Community Professional	3/11/2026

HUMAN RESOURCE TRANSACTIONS
March 1, 2026 to March 31, 2026
for Board of Education Meeting of April 21, 2026

TERMINATION

Name	Job Category	Effective Date
P., P.	Education Assistant	3/25/2026
A., A.	Teaching Assistant	3/25/2026
B., B.	Teaching Assistant	3/27/2026
G., D.	Teaching Assistant	2/28/2026
M., M.	Teaching Assistant	3/27/2026
S., E.	Teaching Assistant	3/31/2026
K., J.	Clerical	3/3/2026
D., J.	Custodian	3/3/2026
F., M.	Custodian	3/19/2026
H., C.	Custodian	3/21/2026
G., F.	Nutrition Services	1/21/2026
L., T.	Nutrition Services	3/3/2026
V., C.	Nutrition Services	3/11/2026

DISCHARGE

Name	Job Category	Effective Date
Y., G.	Custodian	3/5/2026

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

DATE: April 21, 2026

TOPIC: Approval of the 2026-2027 Sabbatical Leave Application Request

A. PERTINENT FACTS:

1. Sabbatical Leave is a leave of absence for study for those employees covered under the Teacher's contract, for the purpose of professional enrichment, which shall result in benefit to the Saint Paul Public Schools.

2. For the 2026-2027 School Year, the Human Resources Department received three (3) applications for Sabbatical Leave.

3. On March 26, 2026, a committee of three (3) school staff and three (3) District staff reviewed the applications received and determined that one (1) candidate met the criteria necessary for Sabbatical Leave for the 2026-2027 school year.

4. Mr. Thomas Doyle, English Language Arts (ELA) Teacher, at LEAP Academy, was deserving of the proposed Sabbatical Leave for his plan to conduct research into the use of artificial intelligence (AI) in the English Language Learning classroom and then create variety of tools and documents that will validate the optimism many of his peers feel while at the same time allay the shared anxiety of educators about AI.

5. The estimated projected cost for this Sabbatical from August 31, 2026 through February 1, 2027 is $55,810.

6. This item will meet the District target area goals of accelerating the path to excellence.

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

B. RECOMMENDATION:

That the Board of Education authorizes the Sabbatical Leave recommendation for Mr. Thomas Doyle for the 2026-2027 school year.

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

DATE: April 21, 2026

TOPIC: E-STEM Middle School DNR School Forest Designation

A. PERTINENT FACTS:

1. The area that is being submitted for approval has previously been designated a DNR School Forest when the school was operated by the previous district.

2. The "E" in E-STEM stands for "environment". Having a school forest directly supports student access to a vibrant natural outdoor learning environment.

3. Once school forest designation is achieved, the DNR will support E-STEM through access to a DNR Forester, the development of a stewardship plan, educational trainings, and potential funding opportunities.

4. A school forest is an outdoor classroom. Students learn and apply math, art, science, language arts, and social studies concepts while gaining an appreciation and awareness of natural resources.

5. School forests provide space for a multitude of outdoor recreational activities including but not limited to hiking, mountain biking, orienteering, cross-county skiing, and snowshoeing.

6. This will meet the district strategic plan focus area of Positive School and District Culture

7. This item is submitted by Jocelyn Sims, Principal; Nancy Paez, Assistant Superintendent; Kathy Wallace, Interim Director of Facilities; and Jackie Turner, Executive Chief of Operations.

B. RECOMMENDATION:

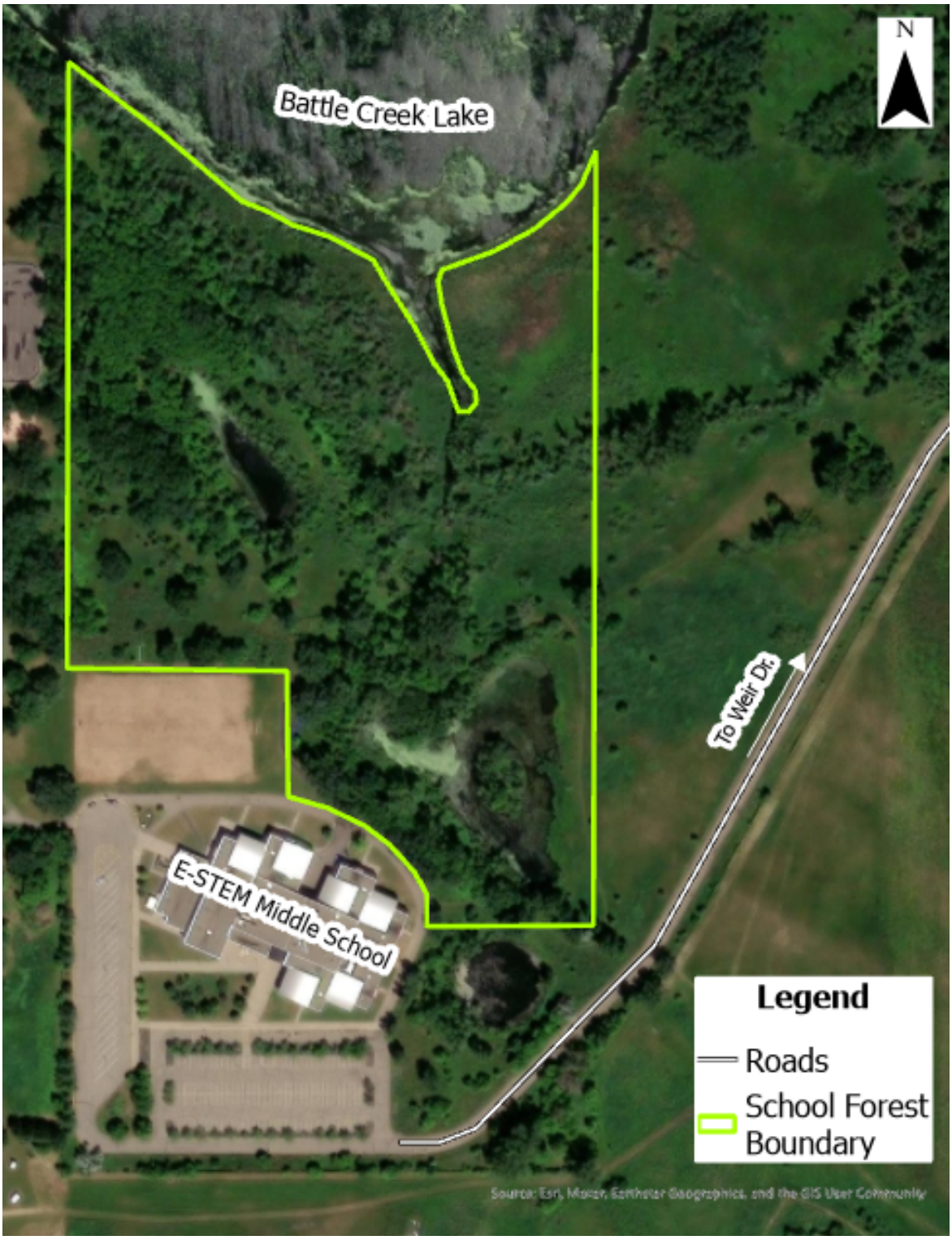
That the Board of Education approves and supports the enrollment of the E-STEM school property described in attachment #1 in the Minnesota DNR School Forest Program for educational and ecological purposes.

ATTACHMENT #1

E-STEM Middle School Forest

Location: 600 Weir Drive, Woodbury, MN 55125

School Forest area: Approximately 20 acres



School Forest Boundary Description:

The school forest is entirely within school-owned Parcel # 0602821420003 and is the reference for the description below. This parcel is located within Section 6 Township 28 Range 21 in Washington County.

Starting at the northwestern corner of the parcel, proceed 905 feet east following the southern shoreline of Battle Creek Lake to the northeastern corner of the parcel. From this northeastern corner proceed due south 1305 feet, then due west 282 feet to the edge of the road encircling the school building. Then 320 feet northwest following the eastern edge of this road. Then due north 213 feet and 370 feet due west to the western edge of the parcel. Finally, proceed 1,021 feet due north to the northwest corner of the parcel to complete the boundary.

Description and map written by Hannah Milos

Reviewed by Laura Duffey

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

DATE: April 21, 2026

TOPIC: MSHSL Girls Flag Football Application for Emerging Status

A. PERTINENT FACTS:

1. The St. Paul Public Schools High School conference has seven girls flag football teams in the Vikings Flag football league. Girls flag football participation numbers have increased significantly. MSHSL is considering having this sport be an emerging status sport. The Emerging status school commitment form needs to be signed by the board to approve; Central, Como Park, Harding, Highland Park, Humboldt, Johnson and Washington to register girls' flag football programs with MSHSL in the 2026-2027 school year.

2. In the future, MSHSL is considering having a girls flag football league.

3. In the future, MSHSL is considering providing a girl's flag football league to be a sanctioned MSHSL varsity sport.

4. This project will meet the District strategic plan focus area(s) of Effective and Culturally Relevant Instruction and Positive School and District Culture.

5. This item is submitted by Andrea Schmidt, Districtwide Athletic Director.

B. RECOMMENDATION:

That the Board of Education authorize the approval of Central, Como Park, Harding, Highland Park, Humboldt, Johnson, and Washington to register their girls flag football programs with Minnesota State High School League in the 2026-2027 school year.

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

DATE: April 21, 2026

TOPIC: Project Budget Modification Request and Finance Plan Update for the FY25 Paving Replacement Program at Hubbs Center (Project # 0800-25-01)

A. PERTINENT FACTS:

1. This agenda item seeks approval to modify the budget of the FY25 Paving Replacement Program at Hubbs Center - Project # 0800-25-01:

    a. Project scope is being reduced due to the deferral of work at a second site. The revised budget now aligns specifically with the paving replacement at Hubbs Center.

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

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
$1,526,000	$100,575	$85,762	5.6%

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

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
$460,000	$100,575	$85,762	19%

4. A summary of current and anticipated funding to accommodate the budget revision is as follows:

Funding Source	Amount
Capital Bonds FY25-27	$54,616
LTFM FY25-27	$405,384

5. Project cash flow schedule has been reviewed and approved by the District Finance Office.

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

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

B. RECOMMENDATION:

That the Board of Education approve the budget modification to the FY25 Paving Replacement Program at Hubbs Center (Project # 0800-25-01).

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

DATE: April 21, 2026

TOPIC: Revisions to Policy 416.00 - Drug and Alcohol Testing for all Employees

A. PERTINENT FACTS:

1. Per SPPS Policy 209.00 - Development, Adoption, Implementation and Monitoring of Policies, and within the section for Policy Revisions without Three Readings:
   - "Revisions that are required due to a change in statute, rule, or other governmental mandate may be made through the consent agenda rather than through the three-reading process."
   - "Minor editorial updates that do not affect the title or substance of the policy (e.g., typographical or formatting corrections) are exempt from the three-reading process and will be submitted to the Committee of the Board and Regular Meeting of the Board of Education for approval via the consent agenda."
   - "An addition of a Purpose Statement, General Statement of Policy, or Definitions that does not alter the scope or intent of the policy is not subject to the three-reading process."

2. Revisions to Policy 416.00 Drug and Alcohol Testing for All Employees is being presented for approval through the consent agenda. The proposed updates do not constitute substantive changes; they reflect changes to align with current MN State Statute.

3. The changes to 416.00 Drug and Alcohol Testing for all Employees include;

   I. General Limitations

   The school district may not request or require an employee or job applicant whose position does not require a commercial driver's license to undergo drug or alcohol testing or cannabis testing, unless the testing is done pursuant to this policy; and either (1) is conducted by a testing laboratory that meets one of the criteria listed in Minnesota Statutes, section 181.953, subdivision 1; or (2) complies with the oral fluid test procedures under section 181.953, subdivision 5a.

   II. Reasonable Suspicion Testing

   Oral fluid testing: When drug and alcohol testing or cannabis testing is otherwise authorized under Minnesota Statutes, section 181.951, the school district may request an employee or job applicant to undergo oral fluid testing according to the procedures under Minnesota Statutes, section 181.953, subdivision 5a as an alternative to using the services of a testing laboratory under Minnesota Statutes, section 181.953, subdivision 1.

   b. The employee must be informed of the test result at the time of the oral fluid test.

Within 48 hours of an oral fluid test that indicates a positive test result or that is inconclusive or invalid, the employee or job applicant may request drug or alcohol testing or cannabis testing at no cost to the employee or job applicant using the services of a testing laboratory under Minnesota Statutes, section 181.953, subdivision 1, and according to the existing laboratory testing standards in subdivisions 1 to 5. The rights, notice, and limitations in Minnesota Statutes, section 181.953, subdivision 6, paragraph (b), and subdivisions 7 to 8 and 10 to 11 apply to an employee or job applicant and a laboratory test conducted pursuant to this paragraph.

c. If the laboratory test under paragraph (b) above indicates a positive result, any subsequent confirmatory retest, if requested by the employee or job applicant, must be conducted following the retest procedures provided in Minnesota Statutes, section 181.953, subdivision 6, paragraph (c), and subdivision 9 at the employee's or job applicant's own expense.

d. Nothing in this subdivision is intended to modify the existing requirements for drug and alcohol testing or cannabis testing in the workplace under Minnesota Statutes, sections 181.950 to 181.957, unless stated otherwise.

III. Definitions

Oral fluid test" means analysis of a saliva sample for the purpose of measuring the presence of the same substances as drug and alcohol testing and cannabis testing that:

a. can detect drugs, alcohol, cannabis, or their metabolites in levels at or above the threshold detection levels contained in the standards of one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1; and

b. does not require the services of a testing laboratory under section 181.953, subdivision 1.

4. This project will meet the District strategic plan focus area(s) of Positive School and District Culture.

5. This item is submitted by Dan Wells, Employee/Labor Relations Director; and Pat Pratt-Cook, Executive Chief of Human Resources.

B. RECOMMENDATION:

That the Board of Education approve the revisions to Policy 416.00 - Drug and Alcohol Testing for all Employees.

416.00 DRUG AND ALCOHOL TESTING FOR ALL EMPLOYEES

I. PURPOSE

A. Saint Paul Public Schools (SPPS) recognizes the significant problems created by drug and alcohol use in society in general, and the public schools in particular. SPPS further recognizes the important contribution that the public schools have in shaping the youth of today into the adults of tomorrow.

B. SPPS believes that a work environment free of drug and alcohol use will be not only safer, healthier, and more productive but also more conducive to effective learning. Therefore, to provide such an environment, the purpose of this policy is to provide authority so that SPPS may require all employees to submit to drug and alcohol testing in accordance with the provisions of this policy and as provided in Minn. Stat. §§ 181.950-181.957.

II. GENERAL STATEMENT OF POLICY

A. The school district may request or require that any SPPS employee, other than an employee or applicant whose position requires a commercial driver's license, submit to drug and alcohol testing in accordance with the provisions of this policy and as provided in Minn. Stat. §§ 181.950-181.957. Employees and applicants whose positions require a commercial driver's license will be tested in accordance with federal law and Board Policy 417.00.

B. The use, possession, sale, purchase, transfer, or dispensing of any drugs not medically prescribed, including medical cannabis, regardless of whether it has been prescribed for the employee, is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of drugs which are not medically prescribed, including medical cannabis, regardless of whether it has been prescribed for the employee, is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of drugs which are not medically prescribed are prohibited

from entering or remaining on school district property.

C. The use, possession, sale, purchase, transfer, or dispensing of alcohol is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of alcohol is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of alcohol are prohibited from entering or remaining on school district property.

D. Any employee who violates this section shall be subject to discipline which includes, but is not limited to, immediate suspension without pay and immediate discharge.

III. DRUG AND ALCOHOL TESTING FOR ALL EMPLOYEES

The school district may request or require drug and alcohol testing for other school district personnel, i.e., employees who are not school bus drivers or other drivers of CMVs who are subject to federally mandated testing. The school district does not have a legal duty to request or require any employee or job applicant to undergo drug and alcohol testing as authorized in Board policy, except for school bus drivers and other drivers of CMVs who are subject to federally mandated testing. (See Board Policy 417.00.) If a driver is requested or required to submit to drug or alcohol testing beyond that mandated by federal law, the provisions of Board Policy 416.00 will be applicable to such testing.

A. Circumstances Under Which Drug or Alcohol Testing May Be Requested or Required:

1. General Limitations

~~a. The school district will not request or require an employee whose position does not require a commercial driver's license to undergo drug or alcohol testing, unless the testing is done pursuant to this drug and alcohol testing policy; and is conducted by a testing laboratory which participates in one of the programs listed in Minn. Stat. § 181.953, Subd. 1.~~

a. The school district may not request or require an employee or job applicant whose position does not require a commercial driver's license to undergo drug or alcohol testing or cannabis testing, unless the testing is done

pursuant to this policy; and either (1) is conducted by a testing laboratory that meets one of the criteria listed in Minnesota Statutes, section 181.953, subdivision 1; or (2) complies with the oral fluid test procedures under section 181.953, subdivision 5a.

b. The school district will not request or require an employee whose position does not require a commercial driver's license to undergo drug and alcohol testing on an arbitrary and capricious basis.

2. Reasonable Suspicion Testing

The school district may request or require any employee to undergo drug and alcohol testing if the school district has a reasonable suspicion that the employee:

a. is under the influence of drugs or alcohol;

b. has violated the school district's written work rules prohibiting the use, possession, sale, or transfer of drugs or alcohol while the employee is working or while the employee is on the school district's premises or operating the school district's vehicles, machinery, or equipment;

b. has sustained a personal injury, as that term is defined in Minn. Stat. § 176.011, Subd. 16, or has caused another employee to sustain a personal injury; or

d. has caused a work-related accident or was operating or helping to operate machinery, equipment, or vehicles involved in a work related accident.

3. Oral fluid testing

a. When drug and alcohol testing or cannabis testing is otherwise authorized under Minnesota Statutes, section 181.951, the school district may request an employee or job applicant to undergo oral fluid testing according to the procedures under Minnesota Statutes, section 181.953, subdivision 5a as an alternative to using the services of a testing laboratory under Minnesota Statutes, section 181.953, subdivision 1.

b. The employee must be informed of the test result at the time of the oral fluid test. Within 48 hours of an oral fluid test that indicates a positive test result or that is inconclusive or invalid, the employee or job applicant may request drug or alcohol testing or cannabis testing at no cost to the employee or job applicant using the services of a testing laboratory under Minnesota Statutes, section 181.953, subdivision 1, and according to the existing laboratory testing standards in subdivisions 1 to 5. The rights, notice, and limitations in Minnesota Statutes, section 181.953, subdivision 6, paragraph (b), and subdivisions 7 to 8 and 10 to 11 apply to an employee or job applicant and a laboratory test conducted pursuant to this paragraph.

c. If the laboratory test under paragraph (b) above indicates a positive result, any subsequent confirmatory retest, if requested by the employee or job applicant, must be conducted following the retest procedures provided in Minnesota Statutes, section 181.953, subdivision 6, paragraph (c), and subdivision 9 at the employee's or job applicant's own expense.

d. Nothing in this subdivision is intended to modify the existing requirements for drug and alcohol testing or cannabis testing in the workplace under Minnesota Statutes, sections 181.950 to 181.957, unless stated otherwise.

4. Treatment Program Testing

Testing may be required as part of an employee's participation in any chemical dependency treatment under an employee benefit plan, or any chemical dependency treatment to which an employee has been referred by the District.

B. No Legal Duty to Test

The school district does not have a legal duty to request or require any employee or job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing.

C. Definitions

1. "Drug" means a controlled substance as defined in Minnesota Statute 152.01, subd. 4.

2. "Drug and alcohol testing," "drug or alcohol testing," and "drug or alcohol test" mean analysis of a body component sample according to the standards established under one of the programs listed in Minn. Stat. § 181.953, Subd. 1, for the purpose of measuring the presence or absence of drugs, alcohol, or their metabolites in the sample tested.

3. "Other Employees" means any persons, independent contractors, or persons working for an independent contractor who perform services for the school district for compensation, either full time or part time, in whatever form, except for persons whose positions require a commercial driver's license, and includes both professional and nonprofessional personnel. Persons whose positions require a commercial driver's license are primarily governed by Board Policy 417.00.). To the extent that the drug and alcohol testing of persons whose positions require a commercial driver's license is not mandated by federal law and regulations, such testing shall be governed by this Policy and the drivers shall fall within this definition of "other employees."

4. Oral fluid test" means analysis of a saliva sample for the purpose of measuring the presence of the same substances as drug and alcohol testing and cannabis testing that:

   a. can detect drugs, alcohol, cannabis, or their metabolites in levels at or above the threshold detection levels contained in the standards of one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1; and

   b. does not require the services of a testing laboratory under section 181.953, subdivision 1.

5. "Positive test result" means a finding of the presence of drugs, alcohol, or their metabolites in the sample tested in levels at or

above the threshold detection levels contained in the standards of one of the programs listed in Minn. Stat. § 181.953, Subd. 1.

6. "Reasonable suspicion" means a basis for forming a belief based on specific facts and rational inferences drawn from those facts.

D. Right of Other Employee to Refuse Drug and Alcohol Testing and Consequences of Such Refusal

1. Right of Other Employee to Refuse Drug and Alcohol Testing

Any employee whose position does not require a commercial driver's license has the right to refuse drug and alcohol testing subject to the provisions contained in Paragraph 2. of this Section D.

2. Consequences of an Employee's Refusal to Undergo Drug and Alcohol Testing

Any employee in a position that does not require a commercial driver's license who refuses to undergo drug and alcohol testing in the circumstances set out in the Reasonable Suspicion Testing and Treatment Program Testing provisions of this policy may be subject to disciplinary action, up to and including immediate discharge.

E. Reliability and Fairness Safeguards

1. Pretest Notice

Before requesting an employee whose position does not require a commercial driver's license to undergo drug or alcohol testing, the school district shall provide the employee with a Pretest Notice in the form of Attachment 1 to this policy on which to acknowledge that the employee has received the school district's drug and alcohol testing policy.

2. Notice of Test Results

Within three (3) working days after receipt of a test result report from the testing laboratory, the school district shall inform in writing an employee who has undergone drug or alcohol testing of a negative test result on an initial screening test or of a negative or positive test result on a confirmatory test.

3. Notice of and Right to Test Result Report

Within three (3) working days after receipt of a test result report from the testing laboratory, the school district shall inform in writing, an employee who has undergone drug or alcohol testing of the employee's right to request and receive from the school district a copy of the test result report on any drug or alcohol test.

4. Notice of and Right to Explain Positive Test Result

a. If an employee has a positive test result on a confirmatory test, the school district shall, within three (3) working days, provide them with notice of the test results and, at the same time, written notice of the right to explain the results and to submit additional information.

b. The school district may request that the employee indicate any over-the-counter or prescription medication that the individual is currently taking or has recently taken and any other information relevant to the reliability of, or explanation for, a positive test result.

c. The employee may present verification of enrollment in the medical cannabis patient registry as part of the employee's explanation.

d. Within three (3) working days after notice of a positive test result on a confirmatory test, an employee may submit information (in addition to any information already submitted) to the school district to explain that result.

5. Notice of and Right to Request Confirmatory Retests

a. If an employee has a positive test result on a confirmatory test, the school district shall, within three (3) working days, provide them with notice of the test results and, at the same time, written notice of the right to request a confirmatory retest of the original sample at their expense.

b. An employee may request a confirmatory retest of the original sample at their own expense after notice of a positive test result on a confirmatory test. Within five (5) working days after notice of the confirmatory test result, the employee shall notify the school district in writing of

their intention to obtain a confirmatory retest. Within three (3) working days after receipt of the notice, the school district shall notify the original testing laboratory that the employee has requested the laboratory to conduct the confirmatory retest or to transfer the sample to another laboratory licensed under Minn. Stat. § 181.953, Subd. 1 to conduct the confirmatory retest. The original testing laboratory shall ensure that appropriate chain of-custody procedures are followed during transfer of the sample to the other laboratory. The confirmatory retest must use the same drug or alcohol threshold detection levels as used in the original confirmatory test. If the confirmatory retest does not confirm the original positive test result, no adverse personnel action based on the original confirmatory test may be taken against the employee.

6. If an employee whose position does not require a commercial driver's license has a positive test result on a confirmatory test, the school district, at the time of providing notice of the test results, shall also provide written notice to inform them of other rights provided under Section F. below.

   Attachments 2 and 3 to this policy provide the Notices described in Paragraphs 2. through 6. of this Section E.

F. Discharge and Discipline of Employees Whose Positions Do Not Require a Commercial Driver's License

1. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of a positive test result from an initial screening test that has not been verified by a confirmatory test.

2. In the case of a positive test result on a confirmatory test, the employee shall be subject to discipline which includes, but is not limited to, immediate suspension without pay and immediate discharge, pursuant to the provisions of this policy.

3. The school district may not discharge an employee for whom a positive test result on a confirmatory test was the first such result for the employee on a drug or alcohol test requested by the school district, unless the following conditions have been met:

   a. The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee

benefit plan, either a drug or alcohol counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with a certified chemical abuse counselor or a physician trained in the diagnosis and treatment of chemical dependency; and

b. The employee has either refused to participate in the counseling or rehabilitation program or has failed to successfully complete the program, as evidenced by withdrawal from the program before its completion or by a positive test result on a confirmatory test after completion of the program.

4. Notwithstanding Paragraph 1., the school district may temporarily suspend the tested employee or transfer that employee to another position at the same rate of pay pending the outcome of the confirmatory test and, if requested, the confirmatory retest, provided the school district believes that it is reasonably necessary to protect the health or safety of the employee, co employees or the public. An employee who has been suspended without pay must be reinstated with back pay if the outcome of the confirmatory test or requested confirmatory retest is negative.

5. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of medical history information or the employee's status as a patient enrolled in the medical cannabis registry program revealed to the school district, unless the employee was under an affirmative duty to provide the information before, upon, or after hire, or failing to do so would violate federal law or regulations or cause the school district to lose money or licensing-related benefit under federal law or regulations.

6. The school district may not discriminate against any employee in termination, discharge, or any term of condition of employment or otherwise penalize an employee based upon an employee registered patient's positive drug test for cannabis components or metabolites, unless the employee used, possessed, or was impaired by medical cannabis on school district property during the hours of employment.

7. An employee must be given access to information in their personnel file relating to positive test result reports and other information acquired in the drug and alcohol testing process and conclusions drawn from and actions taken based on the reports

or other acquired information.

H. Chain-of-Custody Procedures

The school district has established its own reliable chain-of-custody procedures to ensure proper record keeping, handling, labeling, and identification of the samples to be tested. The procedures require the following:

1. Possession of a sample must be traceable to the employee from whom the sample is collected, from the time the sample is collected through the time the sample is delivered to the laboratory;

2. The sample must always be in the possession of, must always be in view of, or must be placed in a secure area by a person authorized to handle the sample;

3. A sample must be accompanied by a written chain of-custody record; and

4. Individuals relinquishing or accepting possession of the sample must record the time the possession of the sample was transferred and must sign and date the chain-of-custody record at the time of transfer.

I. Privacy, Confidentiality and Privilege Safeguards

1. Privacy Limitations

A laboratory may only disclose to the school district test result data regarding the presence or absence of drugs, alcohol or their metabolites in a sample tested.

2. Confidentiality Limitations

With respect to employees, test result reports and other information acquired in the drug or alcohol testing process are private data on individuals as that phrase is defined in Minn. Stat. Ch. 13, and may not be disclosed by the school district or laboratory to another employer or to a third-party individual, governmental agency, or private organization without the written consent of the employee tested.

3. Exceptions to Privacy and Confidentiality Disclosure

Limitations

Notwithstanding Paragraphs 1. and 2., evidence of a positive test result on a confirmatory test may be: (1) used in an arbitration proceeding pursuant to a collective bargaining agreement, an administrative hearing under Minn. Stat. Ch. 43A or other applicable state or local law, or a judicial proceeding, provided that information is relevant to the hearing or proceeding; (2) disclosed to any federal agency or other unit of the United States government as required under federal law, regulation or order, or in accordance with compliance requirements of a federal government contract; and (3) disclosed to a substance abuse treatment facility for the purpose of evaluation or treatment of the employee.

4. Privilege

Positive test results from the school district drug or alcohol testing program may not be used as evidence in a criminal action against the employee tested.

J. Notice of Testing Policy to Affected Employees

The school district shall provide written notice of this drug and alcohol testing policy to all affected employees upon adoption of the policy and to a previously non-affected employee upon transfer to an affected position under the policy.

V. POSTING

The school district shall post notice in an appropriate and conspicuous location on its premises that it has adopted a drug and alcohol testing policy and that copies of the policy are available for inspection during regular business hours by its employees in its personnel office or other suitable locations.

VI. COLLECTIVE BARGAINING AGREEMENTS/ APPEAL PROCEDURES

This Policy shall be interpreted and applied consistent with any applicable labor agreement, and in the event of a conflict, the labor agreement shall supersede this Policy. Employees covered by labor agreements may appeal employment actions taken under this Policy under the applicable labor agreement.

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act) Minn. Stat. Ch. 43A (State Personnel Management)
Minn. Stat. § 152.22 (Medical Cannabis; Definitions)
Minn. Stat. § 152.23 (Medical Cannabis; Limitations)
Minn. Stat. § 152.32 (Protections for Registry Program Participation)
Minn. Stat. §§ 181.950-181.957 (Drug and Alcohol Testing in the Workplace)
Minn. Stat. § 221.031 (Motor Carrier Rules)
49 U.S.C. § 31306 (Omnibus Transportation Employee Testing Act of 1991)
49 U.S.C. § 521(b) (Civil and Criminal Penalties for Violations)
49 C.F.R. Parts 40 and 382 (Department of Transportation Rules Implementing Omnibus Transportation Employee Testing Act of 1991)

Cross-References:

Policy 304.00: Records: Data Management
Policy 413.00: Drug-Free Workplace
Policy 413.01: Chemical Use and Abuse
Policy 414.00: Tobacco-Free Environment
Policy 405.00: Records: Personnel Records

ATTACHMENTS TO DRUG AND ALCOHOL TESTING POLICY

Attachments 1 through 3 are to be used in conjunction with drug and alcohol testing

of non-bus drivers and applicants.

- Attachment 1 is a "Pretest Notice" that must be provided to non-school bus driver employees or job applicants before requesting that the employee or job applicant undergo drug or alcohol testing. It is referred to in Article IV., Section E., Paragraph 1. of the policy.

- Attachment 2 is a "Notice of Test Results and Various Rights" which should be used by the District when notifying non-school bus driver employees or job applicants of test results and other rights. It is referred to in Article IV., Section E., Paragraph 6. of the policy.

- Attachment 3 is an "Explanation of Positive Test Result" form which should be used by the school district to request that the employee or job applicant submit information to the school district relevant to the reliability of, or explanation for, a positive test result. It is referred to in Article IV., Section E., Paragraph 4. of the policy.

ATTACHMENT 1

(D R A F T)

[TO BE PLACED ON SCHOOL DISTRICT LETTERHEAD]

— PRETEST NOTICE —

I the undersigned employee/job applicant of Independent School District No. ____, _____, Minnesota ("School District") do hereby acknowledge that I have been provided a copy of the School District's Drug and Alcohol Testing Policy.

Date: _____

_____

Signature of Employee/Job Applicant

_____

Typed or Printed Name

ATTACHMENT 2

(D R A F T)

[TO BE PLACED ON SCHOOL DISTRICT LETTERHEAD]

[Employee Name]
[Employee Address]

RE: Drug and/or Alcohol Test
[Date of Testing]

NOTICE OF TEST RESULTS AND VARIOUS RIGHTS

Test Results:

Independent School District No. ___, _____, Minnesota has received the test result report from the testing laboratory:

G Your initial screening test result was negative.

G Your confirmatory test result was negative.

G Your confirmatory test result was positive.

Test Result Report:

You have the right to request and receive from the school district a copy of the test result on any drug or alcohol test.

Right to Explain Positive Test Result:

In the case of a positive test result on a confirmatory test, you have the right to explain the results. You may, within three (3) working days after notice of a positive test result on a confirmatory test, submit information to the school district, in addition to any information already submitted, to explain that result. Attached to this Notice is a document entitled "Explanation of Positive Test Result" for this purpose.

Right to Request Confirmatory Retests:

In the case of a positive test result on a confirmatory test, you have the right to request a confirmatory retest of the original sample at your own expense.

Within five (5) working days after notice of the confirmatory test result, you must notify the school district in writing of your intention to obtain a confirmatory retest.

Within three (3) working days after receipt of the notice, the school district shall notify the original testing laboratory that you have requested the laboratory to conduct the confirmatory retest or to transfer the sample to another laboratory licensed under Minn. Stat. § 181.953, Subd. 1 to conduct the confirmatory retest. The original testing laboratory shall ensure that appropriate chain-of-custody procedures are followed during transfer of the sample to the other laboratory. The confirmatory retest must use the same drug or alcohol threshold detection levels as used in the original confirmatory test. If the confirmatory retest does not confirm the original positive test result, no adverse personnel action based on the original confirmatory test may be taken against you.

Other Rights:

In the case of a positive test result on a confirmatory test, you may have other rights provided under the sections detailed below.

A. Employee Discharge and Discipline

1. The school district may not discharge, discipline, discriminate against, request or require rehabilitation of an employee whose position does not require a commercial driver's license on the basis of a positive test result from an initial screening test that has not been verified by a confirmatory test.

In the case of a positive test result on a confirmatory test, the employee shall be subject to discipline which includes, but is not limited to, immediate suspension without pay and immediate discharge, pursuant to the provisions of this policy.

2. The school district may not discharge an employee whose position does not require a commercial driver's license for whom a positive test result on a confirmatory test was the first such result for the employee on a drug or alcohol test requested by the school district, unless the following conditions have been met:

   a. The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug or alcohol counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with a certified chemical use counselor or a physician trained in the diagnosis and treatment of chemical dependency; and

   b. The employee has either refused to participate in the counseling or rehabilitation program or has failed to successfully complete the program, as evidenced by withdrawal from the program before its completion or by a positive test result on a confirmatory test after completion of the program.

3. Notwithstanding Paragraph 1., the school district may temporarily suspend the tested employee or transfer that employee to another position at the same rate of pay pending the outcome of the confirmatory test and, if requested, the confirmatory retest, provided the school district believes that it is reasonably necessary to protect the health or safety of the employee, co employees or the public. An employee who has been suspended without pay must be reinstated with back pay if the outcome of the confirmatory test or requested confirmatory retest is negative.

4. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the

basis of medical history information revealed to the school district, unless the employee was under an affirmative duty to provide the information before, upon, or after hire.

5. An employee must be given access to information in the employee's personnel file relating to positive test result reports and other information acquired in the drug and alcohol testing process and conclusions drawn from and actions taken based on the reports or other acquired information.

B. Withdrawal of Applicant's Job Offer

If a job applicant for a position that does not require a commercial driver's license has received a job offer made contingent on the applicant passing drug and alcohol testing, the school district may not withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the case of a positive test result on a confirmatory test, the school district may withdraw the job offer.

ATTACHMENT 3

(D R A F T)

[TO BE PLACED ON SCHOOL DISTRICT LETTERHEAD]

EXPLANATION OF POSITIVE TEST RESULT

I the undersigned employee/job applicant of Independent School District No. _____, _____, Minnesota acknowledge receipt of a Notice of Test Results and Various Rights. This includes my right to explain the positive test result on a confirmatory test.

I am currently taking or have recently taken:

G no over-the-counter or prescription medications; or

G the following over-the-counter or prescription medications:

I also offer the following information relevant to the reliability of, or explanation for, a positive test result:

Date: _____

_____

Signature of Employee/Job Applicant

_____

Typed or Printed Name

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

DATE: April 21, 2026

TOPIC: Revision to Policy 304.00 Records: Data Management

A. PERTINENT FACTS:

1. Per SPPS Policy 209.00 - Development, Adoption, Implementation and Monitoring of Policies, and within the section for Policy Revisions without Three Readings:
   - "Revisions that are required due to a change in statute, rule, or other governmental mandate may be made through the consent agenda rather than through the three-reading process."
   - "Minor editorial updates that do not affect the title or substance of the policy (e.g., typographical or formatting corrections) are exempt from the three-reading process and will be submitted to the Committee of the Board and Regular Meeting of the Board of Education for approval via the consent agenda."
   - "An addition of a Purpose Statement, General Statement of Policy, or Definitions that does not alter the scope or intent of the policy is not subject to the three-reading process."

2. Policy 304.00 Records: Data Management will be updated through the consent agenda and not through the three-reading process because the revisions made are both due to a changes in statutes referenced, as well as additions of a Purpose Statement and General Statement of Policy.

3. The change to 304.00 Records: Data Management and Policy 401.00 Equal Employment Opportunity reflects the addition of a Purpose Statement, General Statement of Policy, and updated legal and policy cross references:

   "I. PURPOSE

   The District recognizes its responsibility relative to the collection, maintenance, and dissemination of public data as provided in state statutes.

   II. GENERAL STATEMENT OF POLICY

   The District will comply with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes, chapter 13, and Minnesota Rules, parts 1205.0100-1205.2000 in responding to requests for public data.

   III. POLICY

   The Superintendent is designated to be the "Responsible Authority" under the Minnesota Government Data Practices Act and shall serve as the person responsible for the collection, use and dissemination of data by the District. The Superintendent shall develop and periodically revise, as necessary, procedures

for data practices in the District. The Superintendent may designate one or more District employees to assist in the performance of those duties."

4. This project will meet the District strategic plan focus area(s) of Resource Allocation and Family and Community Engagement

5. This item is submitted by Kiel Walker, Assistant General Counsel; Kathryn Bergstrom, General Counsel; and Pat Pratt-Cook, Executive Chief of Human Resources.

B. RECOMMENDATION:

That the Board of Education approve the revisions to Policy 304.00 - Records: Data Management.

304.00 RECORDS: DATA MANAGEMENT

~~The Superintendent is designated to be the "Responsible Authority" under the Minnesota Government Data Practices Act and shall serve as the person responsible for the collection, use and dissemination of data by the District. The Superintendent shall develop and periodically revise, as necessary, procedures for data practices in the District. The Superintendent may designate one or more District employees to assist in the performance of his or her duties.~~

I. PURPOSE

The District recognizes its responsibility relative to the collection, maintenance, and dissemination of public data as provided in state statutes.

II. GENERAL STATEMENT OF POLICY

The District will comply with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes, chapter 13, and Minnesota Rules, parts 1205.0100-1205.2000 in responding to requests for public data.

III. POLICY

The Superintendent is designated to be the "Responsible Authority" under the Minnesota Government Data Practices Act and shall serve as the person responsible for the collection, use and dissemination of data by the District. The Superintendent shall develop and periodically revise, as necessary, procedures for data practices in the District. The Superintendent may designate one or more District employees to assist in the performance of those duties.

LEGAL REFERENCES:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.01 (Government Data)
Minn. Stat. § 13.02 (Definitions)
Minn. Stat. § 13.025 (Government Entity Obligation)
Minn. Stat. § 13.03 (Access to Government Data)
Minn. Stat. § 13.04 (Rights of Subjects to Data)

Minn. Stat. § 13.05 (Duties of Responsible Authority)
Minn. Stat. § 13.32 (Educational Data)
Minn. Rules Part 1205.0300 (Access to Public Data)
Minn. Rules Part 1205.0400 (Access to Private Data)

CROSS REFERENCES:

304.00.01	PROCEDURE:	Cumulative Record Process
304.00.02	PROCEDURE:	Records: Request to Amend Student Record
304.00.03	PROCEDURE:	Access to Public Data
304.00.04	PROCEDURE:	Access to Data for Individual Data Subjects
304.00.05	PROCEDURE:	Student Enrollment Process and Requested Data
Policy 405.00		Records: Personnel Records

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

DATE: April 21, 2026

TOPIC: Revisions to:
Policy 707.00 - Transportation Eligibility,
Policy 707.04 - Transportation: School Bus Safety Training,
Policy 707.05 - Type III School Buses,
Policy 710.00 - Transportation: Field, Community Education Trips, Athletic,
Policy 417.00 - Drug and Alcohol Testing for Drivers

A. PERTINENT FACTS:

1. Per SPPS Policy 209.00 - Development, Adoption, Implementation and Monitoring of Policies, and within the section for Policy Revisions without Three Readings:
   - "Revisions that are required due to a change in statute, rule, or other governmental mandate may be made through the consent agenda rather than through the three-reading process."
   - "Minor editorial updates that do not affect the title or substance of the policy (e.g., typographical or formatting corrections) are exempt from the threereading process and will be submitted to the Committee of the Board and Regular Meeting of the Board of Education for approval via the consent agenda."
   - "An addition of a Purpose Statement, General Statement of Policy, or Definitions that does not alter the scope or intent of the policy is not subject to the three-reading process."

2. Revisions to Policy 707.00 - Transportation Eligibility, Policy 707.04 - Transportation: School Bus Safety Training, Policy 707.05 - Type III School Buses, and Policy 710.00 - Transportation: Field, Athletic, and Community Education Trips are being presented for approval through the consent agenda.

   The proposed updates do not constitute substantive changes; they reflect formatting adjustments necessary to align the policies with current district standards.

   Policy 417.00 - Drug and Alcohol Testing for Drivers has been updated to incorporate federal statutory changes to drug and alcohol testing requirements for commercial motor vehicle (CMV) drivers.

3. The change to 417.00 Drug and Alcohol Testing for Drivers includes:
   a. All persons subject to commercial driver's license requirements shall be tested for alcohol, marijuana (including medical cannabis), cocaine, amphetamines, opiates (including heroin), and phencyclidine (PCP), pursuant to federal law. Drivers who test positive for alcohol or drugs shall be subject to disciplinary action, which may include termination of employment.
   b. Federal law (DOT) preempts state law for CDL drivers, requiring continued testing for marijuana despite state legalization. "Medical Cannabis" is prohibited

for CMV drivers regardless of their enrollment in the state registry program, as federal safety requirements override state patient protections for these specific roles.

c. A driver shall inform the driver's supervisor if at any time the driver is using a controlled substance pursuant to a physician's prescription. The physician's instructions shall be presented to the school district upon request. Use of a prescription drug shall be allowed if the physician has advised the driver that the prescribed drug will not adversely affect the driver's ability to safely operate a CMV. Use of medical cannabis is prohibited notwithstanding the driver's enrollment in the patient registry. Use of non intoxicating cannabinoids or edible cannabinoid products is not a legitimate medical explanation for a confirmed positive test result for marijuana. MROs will verify a drug test confirmed as positive, even if a driver claims to have only used non intoxicating cannabinoids or edible cannabinoid product.

d. Federal law (DOT) preempts state law for CDL drivers, requiring continued testing for marijuana despite state legalization. While cannabis is legal for recreational use in MN, Commercial Driver's License (CDL) holders remain subject to federal prohibitions.

4. This project will meet the District strategic plan focus area(s) of Positive School and District Culture.

5. This item is submitted by Benjamin Harri, Transportation Director; Pat Pratt-Cook, Executive Chief of Human Resources.

B. RECOMMENDATION:

That the Board of Education approve the revisions to Policy 707.00 - Transportation Eligibility, Policy 707.04 - Transportation: School Bus Safety Training, Policy 707.05 Type III School Buses, 710.00 Transportation: Field, Athletic, and Community Education Trips, and 417.00 Drug and Alcohol Testing for Drivers.

707.00 TRANSPORTATION: ELIGIBILITY

I. POLICY PURPOSE

The primary purpose of this policy is to define the eligibility criteria and boundaries for student transportation services provided by the Saint Paul Public Schools District. It ensures the District meets its legal obligations under Minnesota statutes while outlining specific conditions for discretionary or contract-based busing.

II. GENERAL STATEMENT OF POLICY

1. The District provides transportation to and from school for:
    - Pupils for whom the District is required to provide transportation under the provisions of Minnesota statutes which include pupils who are eligible by reason of distance or students with an IEP/504 plan.
    - Pupils who reside one or more miles from their attendance area school or from a school they are attending under a program approved by the Commissioner of the Minnesota Department of Education.
    - Pupils coming from or going to a licensed day care facility, the residence of a relative, the residence of a person chosen by the pupil's parent or guardian, or from a school based day care facility that is exempt from Minnesota day care licensing requirements, if that facility or residence is within the attendance area or transportation area of the school the pupil attends.
    - Pupils who would otherwise encounter extraordinary hazardous traffic conditions while walking to or from school as determined by using uniform criteria established by the administration.
    - Nonresident pupils attending a pupil school within the District under an approved alternative attendance program for that portion of the trip to and from school which is within the school attendance area.
    - Students defined as McKinney Vento under the Federal Regulations.

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- Resident pupils attending a non-public school in another school district which offers grades or departments which are not available within the District, but only for that portion of the trip to and from school which is within the District boundaries.
- Resident pupils attending the Minnesota State Academies for the Blind and the Deaf.

2. The District shall provide equal transportation for public and non-public school students to the extent required by law and rule.
3. The District may provide transportation for a non-resident student who is attending a non-public school within the District, or an East Metro Integration District school, under contract to the student's district of residence if the student is attending a daycare facility within the District. The daycare for a nonpublic student must be within the attendance areas of the non-public school. The transportation shall be provided on a space available basis and the student's district of residence shall agree to pay the district the average full-time equivalent pupil cost for the type of transportation provided in the year in which the service is rendered.
4. The District may provide transportation to non-resident pupils attending the Minnesota State Academies for the Blind and the Deaf under contract to the pupil's district of residence provided that there is existing capacity available for District buses. The district of residence shall pay the average full-time equivalent pupil cost for the service, including an aide, if provided, in the year in which the service is rendered.

III. DEFINITIONS

Non Resident – A non-resident student for a public school district is a student whose parent or legal guardian does not have their legal permanent, primary residence within the district's boundaries.

McKinney-Vento - students who lack a "fixed, regular, and adequate nighttime residence," such as those "doubled up" with others due to economic hardship, or those living in shelters, motels, or cars.

Attendance Area -The geographic boundary for a specific school building.

Transportation Area - The zone within which the district is willing to provide bus service (which may differ for non-resident or non-public students)

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Child with disability - Students with physical, developmental, or emotional impairments who require specialized transportation as part of their Individualized Education Program (IEP).

Extraordinary Hazardous Traffic Conditions: Per MN Statute 123B.88, Subd. 1, the District formally defines these as specific safety factors, such as:

- Roadways with speed limits exceeding 30 mph.
- Lack of sidewalks or separated walking paths.
- The volume of traffic a student must cross relative to their age.

LEGAL REFERENCES

Minn. Stat. § 123B.88 - *Independent School Districts; Transportation: Distance Requirements*

Minn. Stat. § 123B.88 (Subd. 3 (a-d)) - *Pupil Transportation Safety Committee*

Minn. Stat. § 123B.86 - *Equal Treatment*

Minn. Stat. § 125A - *Special Education and Special Programs*

CROSS REFERENCES:

Policy 707.02 – *Transportation: Student Conduct*

Policy 707.04 – *Transportation: Student School Bus Safety Training*

Policy 707.05 – *Transportation: Type III School Buses*

Policy 710.00 – *Transportation: Field, Athletic, Community Education Trips*

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707.04 TRANSPORTATION: STUDENT SCHOOL BUS SAFETY TRAINING

I. POLICY PURPOSE

The primary purpose of this policy is to ensure that all students—both public and non-public—who utilize District transportation possess the essential safety knowledge required to prevent accidents and injuries. It establishes a formal system of accountability and documentation to meet strict state-mandated training deadlines.

II. GENERAL STATEMENT OF POLICY

1. Each building principal, in cooperation with the Transportation Department, shall ensure that all students receive school-bus safety instruction that complies with the requirements of Minnesota statutes.
2. Each public school principal, principal of a nonpublic school transported at District expense, or classroom teacher, if directed by the building principal, shall certify to the District Transportation Department on the appropriate certification form that all students transported by school bus have satisfactorily demonstrated knowledge and understanding of the school bus competencies required by statute within the time period specified in law. The Transportation Department shall report to the Superintendent, or their designee, any school that is not in compliance.

III. DEFINITIONS

School Bus Safety Instruction - Age appropriate training that includes the state mandated safety competencies including danger zones, safe crossing, emergency evacuations, and behavior expectations.

Satisfactorily Demonstrated Knowledge - Successful completion of a district approved assessment, which may include a written quiz or practical hands on demonstration of boarding and evacuation procedures.

Nonpublic School Transported at District Expense - Any student attending a private, charter, or parochial school located within the District boundaries(or as required by Minn. Stat. § 123B.86) for whom the District provides a daily bus route.

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LEGAL REFERENCES:

Minn. Stat. § 123B.90 – *School Bus Safety Training*

Minn. Stat. § 123B.86 - *Equal Treatment*

CROSS REFERENCES:

Policy 707.04 – *Transportation: Student School Bus Safety Training*

Policy 707.00 – *Transportation: Eligibility*

Policy 707.05 – *Transportation: Type III School Buses*

Policy 710.00 – *Transportation: Field, Athletic, Community Education Trips*

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707.05 TRANSPORTATION: TYPE III SCHOOL BUSES

I. POLICY PURPOSE

The primary purpose of this policy is to establish rigorous safety, maintenance, and operator standards for "Type III" vehicles (small passenger cars, vans, and SUVs) used to transport students. It ensures that any non-bus vehicle used for District business—whether owned by the District or a private volunteer—meets the same legal and safety benchmarks as a full-sized school bus.

II. GENERAL STATEMENT OF POLICY

1. A Type III school bus is restricted to passenger cars, station wagons, vans and buses having a maximum manufacturer's rated seating capacity of ten people, including the driver, and a gross rating of 10,000 pounds or less. Type III vehicles are divided into two categories.
    a. Vehicles owned by the District Transportation Department or by school bus companies under contract to the District, and;
    b. Private vehicles owned by District staff or volunteers.

2. Each Type III school bus, whether owned by the District or one of its school bus contractors, or by a school staff person or volunteer, shall be free from any structural damage which might lead to or cause injury to a child due to jagged or sharp edges. Each Type III vehicle shall be maintained in good mechanical condition, have all operational and safety systems in proper working order, and shall be free from any defects which might lead to student injury.

3. Each Type III vehicle shall be inspected by the Minnesota State Patrol and shall display on the lower left windshield a valid State of Minnesota School Bus Inspection sticker.

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4. The condition of each Type III vehicle, and the safety/emergency equipment in the vehicle, shall be subject to additional inspection by District Transportation Department staff. Inspections shall be made utilizing the inspection criteria contained within the Minnesota State School Bus Inspection Handbook.

5. Type III school buses owned by the District Transportation Department or by District school bus contractors may transport students to or from school, or on school related activities, as assigned by the Transportation Department staff. All Type III school buses owned by the District, or by a bus company under contract to the District, must meet the school bus inspection and equipment requirements of Minnesota statutes.

6. A privately owned vehicle operated by an employee or school volunteer may only be utilized for the transportation of a student(s) if the following criteria are met:
    a. The vehicle carries a current Minnesota State School Bus Inspection sticker.
    b. The vehicle meets the age and equipment requirements contained in Minnesota statutes.
    c. The principal, or their designee, has determined that a good and sufficient reason for transporting the student exists and that no other form of transportation is reasonably available.
    d. The principal or their designee has approved the use of a privately owned vehicle to transport.

7. Each person operating a Type III school bus transporting District students must be registered and approved by the District Transportation Department. Each driver who does not possess a valid commercial driver's license with current school bus endorsement must comply with the criminal background and licensing requirements of Minnesota statutes for drivers of Type III school buses.

8. The Transportation Department shall conduct a check of the driver's license record of each person seeking to transport students in a Type III vehicle in conjunction with the regular drivers license checks run on District and contract school bus drivers. Permission to transport students shall be denied based upon the disqualifying driving offenses for school bus drivers contained

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in Minnesota statutes and the District contract standards for school bus drivers.

9. All drivers transporting students in Type III vehicles must have in their possession a valid Minnesota driver's license, or equivalent out-of-state driver's license, while transporting students.

10. All students who are provided transportation for field trips, athletic trips or other school-sponsored events by the School District, or under arrangements made by the School District, must be transported from the school site to the field trip, game site or event location by vehicles owned by or arranged by the Transportation Department. This policy does not prohibit a parent or guardian from arranging for the transportation of their own child to or from school-sponsored events in a private passenger vehicle.

11. In the event of an accident, either vehicular or personal injury, while transporting a student in a Type III vehicle owned by a staff person or volunteer, the driver shall immediately notify the Transportation Department and the building principal.

12. The driver of the Type III vehicle shall file a written report with the Transportation Department within two (2) working days of the accident. The accident report shall include all information required by the Transportation Department.

13. Training Requirements: Per Minn. Stat. § 171.02, all Type III drivers must now receive annual training on student conduct, passenger loading/unloading, and emergency procedures. Ensure your "registration and approval" process includes a record of this training.

14. Pre-Trip Inspections: Type III drivers need to perform a daily "pre-trip" inspection. The District will provide a standard checklist to be completed before each trip.

15. Every passenger in a Type III vehicle **must** be buckled, as these vehicles do not use the "compartmentalization" safety design of large yellow buses.

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III. DEFINITIONS

Type III Vehicle – A classification for smaller passenger vehicles used for student transportation that do not look like traditional school buses, that include 10 passenger vans, 7 passenger vans, etc.

Accident - Define as any contact with another vehicle, person, or object, regardless of the amount of visible damage

Personal Injury - Any reported pain or visible injury, however minor, sustained by a student, staff member, or third party

Written Report - A specific form required to ensure all statutory data points are collected.

LEGAL REFERENCES:

Minn. Stat. § 169.01 SUBD.6 (5) - *Authorized emergency vehicle*

169.443 SUBD.6 - *Safety of School Children; Bus Drivers Duties: Type III Buses*

123B.01 7 SUBD.1(8) *Definitions: Independent School Districts*

Minn. Stat. § 171.02 - *Licenses; Types, Endorsements, Restrictions*

CROSS REFERENCES:

707.00 – *Transportation: Eligibility*

707.02 – *Transportation: Student Conduct*

707.05 – *Transportation: Type III School Buses*

710.00 – *Transportation: Field, Athletic, Community Education Trips*

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710.00 TRANSPORTATION: FIELD, ATHLETIC, COMMUNITY EDUCATION TRIPS

I. POLICY PURPOSE

The primary purpose of this policy is to standardize and centralize the procurement of transportation for all district-sanctioned activities. By requiring that all vehicles be owned or arranged specifically by the Transportation Department, the district ensures consistent safety standards and oversight for students, staff, and community participants.

II. GENERAL STATEMENT OF POLICY

1. All transportation provided to students for field, athletic and Community-Education trips, and all school bus and motor coach transportation provided to staff, parents, guardians or participants in District programs and activities shall be provided using vehicles owned or arranged by the Transportation Department.
2. This policy does not prohibit a parent or guardian from arranging for the transportation of their own child to or from school-sponsored events in a private passenger vehicle. This exception applies **only** to the parent/guardian's student. Districts are strongly discouraged from allowing parents to transport *other* people's children due to liability risks

III. DEFINITIONS

~~**"Own Child" Exception** - This exception applies **only** to the parent/guardian's biological or legal child. Districts are strongly discouraged from allowing parents to transport *other* people's children due to massive liability risks~~

Arranged by the Transportation Department - Define this to mean that only the Transportation Department has the authority to sign contracts with third-party motor coach companies. This prevents individual coaches or teachers from booking unauthorized (and potentially uninsured) vendors.

LEGAL REFERENCES:

Minn. Stat. § 123B.88, Subd. 1 - *Independent School Districts; Transportation: Providing Transportation*

Minn. Stat. § 123B.52 - *Contracts*

Minn. Stat. § 169.448 Subd. 2 - *Other Buses: School Motor Coach*

CROSS REFERENCES:

Policy 707.05 – *Transportation: Type III School Buses*

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417.00 DRUG AND ALCOHOL TESTING FOR DRIVERS

I. POLICY PURPOSE

Saint Paul Public Schools (SPPS) recognizes the significant problems created by drug and alcohol use in society in general, and the public schools in particular. SPPS further recognizes the important contribution that the public schools have in shaping the youth of today into the adults of tomorrow.

The purpose of this policy is to outline SPPS's implementation of the drug and alcohol testing that is required by federal law for all job applicants and employees whose positions require a commercial driver's license.

II. GENERAL STATEMENT OF POLICY

1. All school district employees and job applicants whose positions require a commercial driver's license will be required to undergo drug and alcohol testing in accordance with federal law and the applicable provisions of this policy. SPPS also may request or require that drivers submit to drug and alcohol testing in accordance with the provisions of Board Policy 416.00 and as provided in Minn. Stat. §§ 181.950-181.957.

2. The use, possession, sale, purchase, transfer, or dispensing of any drugs not medically prescribed, including medical cannabis, regardless of whether it has been prescribed for the employee, is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of drugs which are not medically prescribed, including medical cannabis, regardless of whether it has been prescribed for the employee, is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of drugs which are not medically prescribed are prohibited from entering or remaining on school district property.

3. The use, possession, sale, purchase, transfer, or dispensing of alcohol is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of alcohol is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees

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under the influence of alcohol are prohibited from entering or remaining on school district property.

4. Any employee who violates this section shall be subject to discipline which includes, but is not limited to, immediate suspension without pay and immediate discharge.

5. All persons subject to commercial driver's license requirements shall be tested for alcohol, marijuana (including medical cannabis), cocaine, amphetamines, opiates (including heroin), and phencyclidine (PCP), pursuant to federal law. Drivers who test positive for alcohol or drugs shall be subject to disciplinary action, which may include termination of employment.

6. Federal law (DOT) preempts state law for CDL drivers, requiring continued testing for marijuana despite state legalization. "Medical Cannabis" is prohibited for CMV drivers regardless of their enrollment in the state registry program, as federal safety requirements override state patient protections for these specific roles.

III. DEFINITIONS

- Actual Knowledge means actual knowledge by the school district that a driver has used alcohol or controlled substances based on:
    - direct observation of the employee's use (not observation of behavior sufficient to warrant reasonable suspicion testing);
    - information provided by a previous employer;
    - a traffic citation; or
    - an employee's admission, except when made in connection with a qualified employee self-admission program.
- Alcohol Screening Device (ASD) means a breath or saliva device, other than an Evidential Breath Testing Device (EBT), that is approved by the National Highway Traffic Safety Administration and placed on its Conforming Products List for such devices.
- Breath Alcohol Technician (BAT) means an individual who instructs and assists individuals in the alcohol testing process and who operates the EBT.
- Commercial Motor Vehicle (CMV) includes a vehicle which is designed to transport 16 or more passengers, including the driver.
- Designated Employer Representative (DER) means a designated school district representative authorized to take immediate action to remove employees from safety-sensitive duties, to make required decisions in the testing and evaluation process, and to receive test results and other communications for the school district.
- Department of Transportation (DOT) means United States Department of Transportation.

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- A driver is any person who operates a CMV, including full-time, regularly employed drivers, casual, intermittent or occasional drivers, leased drivers, and independent owner-operator contractors.
- Evidential Breath Testing Device (EBT) means a device approved by the National Highway Traffic Safety Administration for the evidentiary testing of breath for alcohol concentration and placed on its Conforming Products List for such devices.
- Medical Review Officer (MRO) means a licensed physician responsible for receiving and reviewing laboratory results generated by the school district's drug testing program and for evaluating medical explanations for certain drug tests.
- Refusal to Submit (to an alcohol or controlled substances test) means that a driver:
    - fails to appear for any test within a reasonable time, as determined by the school district, consistent with applicable DOT regulations, after being directed to do so;
    - fails to remain at the testing site until the testing process is complete;
    - fails to provide a urine specimen or an adequate amount of saliva or breath for any DOT drug or alcohol test;
    - fails to permit the observation or monitoring of the driver's provision of a specimen in the case of a directly observed or monitored collection in a drug test;
    - fails to provide a sufficient breath specimen or sufficient amount of urine when directed and a determination has been made that no adequate medical explanation for the failure exists;
    - fails or declines to take an additional test as directed;
    - fails to undergo a medical examination or evaluation, as directed by the MRO or the DER;
    - fails to cooperate with any part of the testing process (e.g., refuses to empty pockets when so directed by the collector, behaves in a confrontational way that disrupts the collection process, fails to wash hands after being directed to do so by the collector, fails to sign the certification on the forms);
    - fails to follow the observer's instructions, in an observed collection, to raise the driver's clothing above the waist, lower clothing and underpants, and to turn around to permit the observer to determine if the driver has any type of prosthetic or other device that could be used to interfere with the collection process;
    - possesses or wears a prosthetic or other device that could be used to interfere with the collection process;
    - admits to the collector or MRO that the driver adulterated or substituted the specimen; or

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    - is reported by the MRO as having a verified adulterated or substituted test result. An applicant who fails to appear for a pre-employment test, who leaves the testing site before the pre-employment testing process commences, or who does not provide a urine specimen because they have left before it commences is not deemed to have refused to submit to testing.
- Safety-sensitive functions are on-duty functions from the time the driver begins work or is required to be in readiness to work until relieved from work, and include such functions as driving, loading and unloading vehicles, or supervising or assisting in the loading or unloading of vehicles, servicing, repairing, obtaining assistance to repair, or remaining in attendance during the repair of a disabled vehicle.
- Screening Test Technician (STT) means anyone who instructs and assists individuals in the alcohol testing process and operates an ASD.
- Stand Down means to temporarily remove an employee from performing safety-sensitive functions after a laboratory reports a confirmed positive, an adulterated, or a substituted test result but before the MRO completes the verification process.
- Substance Abuse Professional (SAP) means a qualified person who evaluates employees who have violated a DOT drug and alcohol regulation and makes recommendations concerning education, treatment, follow-up testing, and aftercare.

IV. POLICY AND EDUCATION MATERIALS

1. The school district shall provide a copy of this policy and procedures to each driver prior to the start of its alcohol and drug testing program and to each driver subsequently hired or transferred into a position requiring driving of a CMV.
2. The school district shall provide to each driver information concerning the effects of alcohol and controlled substances use on an individual's health, work, and personal life; signs and symptoms of an alcohol or drug problem; and available methods of intervening when an alcohol or drug problem is suspected, including confrontation, referral to an employee assistance program, and/or referral to management. Any persons having questions regarding this policy or alcohol/drug use and abuse should contact the Director of Human Resources at 651-767-8200 or hr.info@spps.org
3. The school district shall provide written notice to representatives of employee organizations that the information described above is available.
4. The school district shall require each driver to sign a statement certifying that they have received a copy of the policy and materials. This statement should be in the form of Attachment A to this policy. The school district will maintain the original signed certificate and will provide a copy to the driver if the driver so requests.

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V. ALCOHOL AND CONTROLLED SUBSTANCES TESTING PROGRAM MANAGER

1. The program manager will coordinate the implementation, direction, and administration of the alcohol and controlled substances testing policy for bus drivers. The program manager is the principal contact for the collection site, the testing laboratory, the MRO, the BAT, the SAP, and the person submitting to the test. Employee questions concerning this policy shall be directed to the program manager.
2. The school district shall designate a program manager and provide written notice of the designation to each driver along with this policy.

VI. SPECIFIC PROHIBITIONS FOR DRIVERS

1. Alcohol Concentration: No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater. Drivers who test greater than 0.04 will be taken out of service and will be subject to evaluation by a professional and retesting at the driver's expense.
2. Alcohol Possession: No driver shall be on duty or operate a CMV while the driver possesses alcohol.
3. On-Duty Use: No driver shall use alcohol while performing safety-sensitive functions.
4. Pre-Duty Use: No driver shall perform safety-sensitive functions within four (4) hours after using alcohol.
5. Use Following an Accident: No driver required to take a post-accident test shall use alcohol for eight (8) hours following the accident, or until they undergo a post-accident alcohol test, whichever occurs first.
6. Refusal to Submit to a Required Test: No driver shall refuse to submit to an alcohol or controlled substances test required by post-accident, random, reasonable suspicion, return-to-duty, or follow-up testing requirements. A verified adulterated or substituted drug test shall be considered a refusal to test.
7. Use of Controlled Substances: No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any controlled substance, except when the use is pursuant to instructions (which have been presented to the school district) from a licensed physician who has advised the driver that the substance does not adversely affect the driver's ability to safely operate a CMV. Controlled substances include medical cannabis, regardless of whether the driver is enrolled in the state registry program.
8. Positive, Adulterated, or Substituted Test for Controlled Substance: No driver shall report for duty, remain on duty, or perform a safety-sensitive function if the driver tests positive for controlled substances, including medical cannabis, or has adulterated or substituted a test specimen for controlled substances.
9. General Prohibition: Drivers are also subject to the general policies and procedures of the school district which prohibit the possession, transfer, sale, exchange, reporting to

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work under the influence of drugs or alcohol, and consumption of drugs or alcohol while at work or while on school district premises or operating any school district vehicle, machinery, or equipment.

VII. OTHER ALCOHOL-RELATED CONDUCT

No driver found to have an alcohol concentration of 0.02 or greater but less than 0.04 shall perform safety-sensitive functions for at least twenty-four (24) hours following administration of the test. The school district will not take any action under this policy other than removal from safety-sensitive functions based solely on test results showing an alcohol concentration of less than 0.04 but may take action otherwise consistent with law and policy of the school district.

VIII. PRESCRIPTION DRUGS/CANNABINOID PRODUCTS

A driver shall inform the driver's supervisor if at any time the driver is using a controlled substance pursuant to a physician's prescription. The physician's instructions shall be presented to the school district upon request. Use of a prescription drug shall be allowed if the physician has advised the driver that the prescribed drug will not adversely affect the driver's ability to safely operate a CMV. Use of medical cannabis is prohibited notwithstanding the driver's enrollment in the patient registry. Use of non intoxicating cannabinoids or edible cannabinoid products is not a legitimate medical explanation for a confirmed positive test result for marijuana. MROs will verify a drug test confirmed as positive, even if a driver claims to have only used non intoxicating cannabinoids or edible cannabinoid product.

IX. TESTING REQUIREMENTS

Federal law (DOT) preempts state law for CDL drivers, requiring continued testing for marijuana despite state legalization.

While cannabis is legal for recreational use in MN, Commercial Driver's License (CDL) holders remain subject to federal prohibitions.

1. Pre-Employment Testing:
    a. A driver applicant shall undergo testing for alcohol and controlled substances, including medical cannabis, before the first time the driver performs safety-sensitive functions for the school district.
    b. Tests shall be conducted only after the applicant has received a conditional offer of employment.
    c. In order to be hired, the applicant must test negative and must sign an agreement in the form of Attachment B to this policy, authorizing former employers to release to the school district all information on the applicant's

alcohol tests with results of blood alcohol concentration of 0.04 or higher, or verified positive results for controlled substances, including medical cannabis, or refusals to be tested (including verified adulterated or substituted drug test results), or any other violations of DOT agency drug and alcohol testing regulations, or, if the applicant violated the testing regulations, documentation of the applicant's successful completion of DOT return-to-duty requirements (including follow-up tests), within the preceding two (2) years.

d. The applicant also must be asked whether they have tested positive, or refused to test, on any pre-employment drug or alcohol test administered by an employer to which the employee, during the last two (2) years, applied for, but did not obtain, safety-sensitive transportation work covered by DOT testing rules.

2. Post-Accident Testing:
    a. As soon as practicable following an accident involving a CMV, the school district shall test the driver for alcohol and controlled substances, including medical cannabis, if the accident involved the loss of human life or if the driver receives a citation for a moving traffic violation arising from an accident which results in bodily injury or disabling damage to a motor vehicle.
    b. Drivers should be tested for alcohol use within two (2) hours and no later than eight (8) hours after the accident.
    c. Drivers should be tested for controlled substances, including medical cannabis, no later than thirty-two (32) hours after the accident.
    d. A driver subject to post-accident testing must remain available for testing, or shall be considered to have refused to submit to the test.
    e. If a post-accident alcohol test is not administered within two (2) hours following the accident, the school district shall prepare and maintain on file a record stating the reasons the test was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours.
    f. If a post-accident alcohol test is not administered within eight (8) hours following the accident or a post-accident controlled substances test is not administered within thirty-two (32) hours following the accident, the school district shall cease attempts to administer the test, and prepare and maintain on file a record stating the reasons for not administering the test.
    g. The school district shall report drug and alcohol program violations to the Clearinghouse as required under federal law.

3. Random Testing:
    a. The school district shall conduct tests on a random basis at unannounced times throughout the year, as required by the federal regulations.

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b. The school district shall test for alcohol at a minimum annual percentage rate of 10% of the average number of driver positions, and for controlled substances, including medical cannabis, at a minimum annual percentage of 50%.
c. The school district shall adopt a scientifically valid method for selecting drivers for testing, such as a random number table or a computer-based random number generator that is matched with identifying numbers of the drivers. Each driver shall have an equal chance of being tested each time selections are made.
d. Random tests shall be unannounced. Dates for administering random tests shall be spread reasonably throughout the calendar year.
e. Drivers shall proceed immediately to the collection site upon notification of selection; provided, however, that if the driver is performing a safety-sensitive function, other than driving, at the time of notification, the driver shall cease to perform the function and proceed to the collection site as soon as possible.

4. Reasonable Suspicion Testing:
   a. The school district shall require a driver to submit to an alcohol test and/or controlled substances, including medical cannabis, test when a supervisor or school district official, who has been trained in accordance with the regulations, has reasonable suspicion to believe that the driver has used alcohol and/or controlled substances, including medical cannabis, on duty or within four (4) hours before coming on duty. The test shall be done as soon as practicable following the observation of the behavior indicative of the use of controlled substances or alcohol.
   b. The reasonable suspicion determination must be based on specific, contemporaneous, articulable observations concerning the driver's appearance, behavior, speech, or body odors. The required observations for reasonable suspicion of a controlled substances violation may include indications of the chronic and withdrawal effects of controlled substances.
   c. Alcohol testing shall be administered within two (2) hours following a determination of reasonable suspicion. If it is not done within two (2) hours, the school district shall prepare and maintain a record explaining why it was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours. If an alcohol test is not administered within eight (8) hours following the determination or reasonable suspicion, the school district shall cease attempts to administer the test and state in the record the reasons for not administering the test.
   d. The supervisor or school district official who makes observations leading to a controlled substances reasonable suspicion test shall make and sign a written record of the observations within twenty-four (24) hours of the observed behavior or before the results of the drug test are released, whichever is earlier.

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5. Return-To-Duty Testing:

   A driver found to have violated this policy shall not return to work until an SAP has determined the employee has successfully complied with prescribed education and/or treatment and until undergoing return-to-duty tests indicating an alcohol concentration of less than 0.02 and a confirmed negative result for the use of controlled substances.

6. Follow-Up Testing:

   When an SAP has determined that a driver is in need of assistance in resolving problems with alcohol and/or controlled substances, the driver shall be subject to unannounced follow-up testing as directed by the SAP for up to sixty (60) months after completing a treatment program.

7. Refusal to Submit and Attendant Consequences:
   a. A driver or driver applicant may refuse to submit to drug and alcohol testing.
   b. Refusal to submit to a required drug or alcohol test subjects the driver or driver applicant to the consequences specified in federal regulations as well as the civil and/or criminal penalty provisions of 49 U.S.C. § 521(b). In addition, a refusal to submit to testing establishes a presumption that the driver or driver applicant would test positive if a test were conducted and makes the driver or driver applicant subject to discipline or disqualification under this policy.
   c. A driver applicant who refuses to submit to testing shall be disqualified from further consideration for the conditionally offered position.
   d. An employee who refuses to submit to testing shall not be permitted to perform safety-sensitive functions and will be considered insubordinate and subject to disciplinary action, up to and including dismissal. If an employee is offered an opportunity to return to a DOT safety-sensitive duty, the employee will be evaluated by an SAP and must submit to a return-to-duty test prior to being considered for reassignment to safety-sensitive functions.
   e. Drivers or driver applicants who refuse to submit to required testing will be required to sign Attachment C to this policy.

X. TESTING PROCEDURES

1. Drug Testing: Drug testing is conducted by analyzing a donor's urine specimen. Split urine samples will be collected in accordance with federal regulations. The donor will provide a urine sample at a designated collection site. The collection site personnel will then pour the sample into two sample bottles, labeled "primary" and "split," seal the specimen bottles, complete the chain of custody form, and prepare the specimen

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bottles for shipment to the testing laboratory for analysis. The specimen preparation shall be conducted in sight of the donor.

2. If the donor is unable to provide the appropriate quantity of urine, the collection site person shall instruct the individual to drink up to forty (40) ounces of fluid distributed reasonably through a period of up to three (3) hours to attempt to provide a sample. If the individual is still unable to provide a complete sample, the test shall be discontinued and the school district notified. The DER shall refer the donor for a medical evaluation to determine if the donor's inability to provide a specimen is genuine or constitutes a refusal to test. For pre-employment testing, the school district may elect to not have a referral made, and revoke the employment offer.
3. Minn. Stat. § 181.953 allows employers to use oral fluid (saliva) testing as an alternative to lab-based urine testing. If oral fluid testing is used, the donor must be informed of the results at the time of the test. Within 48 hours of a positive or inconclusive oral fluid test, the donor has the right to request a laboratory-based test at the employer's expense.
4. Drug test results are reported directly to the MRO by the testing laboratory. The MRO reports the results to the DER. If the results are negative, the school district is informed and no further action is necessary. If the test result is confirmed positive, adulterated, substituted, or invalid, the MRO shall give the donor an opportunity to discuss the test result. The MRO will contact the donor directly, on a confidential basis, to determine whether the donor wishes to discuss the test result. The MRO shall notify each donor that the donor has seventy-two (72) hours from the time of notification in which to request a test of the split specimen at the donor's expense. No split specimen testing is done for an invalid result.
5. If the donor requests an analysis of the split specimen within seventy-two (72) hours of having been informed of a confirmed positive test, the MRO shall direct, in writing, the laboratory to provide the split specimen to another Department of Health and Human Services – SAMHSA certified laboratory for analysis. If the donor has not contacted the MRO within seventy-two (72) hours, the donor may present the MRO information documenting that serious illness, injury, inability to contact the MRO, lack of actual notice of the confirmed positive test, or other circumstances unavoidably prevented the donor from timely making contact. If the MRO concludes that a legitimate explanation for the donor's failure to contact him/her within seventy-two (72) hours exists, the MRO shall direct the analysis of the split specimen. The MRO will review the confirmed positive test result to determine whether an acceptable medical reason for the positive result exists. The MRO shall confirm and report a positive test result to the DER and the employee when no legitimate medical reason for a positive test result as received from the testing laboratory exists.
6. If, after making reasonable efforts and documenting those efforts, the MRO is unable to reach the donor directly, the MRO must contact the DER who will direct the donor to contact the MRO. If the DER is unable to contact the donor, the donor will be suspended from performing safety-sensitive functions.

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7. The MRO may confirm the test as a positive without having communicated directly with the donor about the test results under the following circumstances:
    a. The donor expressly declines the opportunity to discuss the test results;
    b. The donor has not contacted the MRO within seventy-two (72) hours of being instructed to do so by the DER; or
    c. The MRO and the DER, after making and documenting all reasonable efforts, have not been able to contact the donor within ten (10) days of the date the confirmed test result was received from the laboratory
8. Alcohol Testing:
    a. The federal alcohol testing regulations require testing to be administered by a BAT using an EBT or an STT using an ASD. EBTs and ASDs can be used for screening tests but only EBTs can be used for confirmation tests.
    b. Any test result less than 0.02 alcohol concentration is considered a "negative" test.
    c. If the donor is unable to provide sufficient saliva for an ASD, the DER will immediately arrange to use an EBT. If the donor attempts and fails to provide an adequate amount of breath, the school district will direct the donor to obtain a written evaluation from a licensed physician to determine if the donor's inability to provide a breath sample is genuine or constitutes a refusal to test.
    d. If the screening test results show alcohol concentration of 0.02 or higher, a confirmatory test conducted on an EBT will be required to be performed between fifteen (15) and thirty (30) minutes after the completion of the screening test.
    e. Alcohol tests are reported directly to the DER.

XI. DRIVER/DRIVER APPLICANT RIGHTS

1. All drivers and driver applicants subject to the controlled substances testing provisions of this policy who receive a confirmed positive test result for the use of controlled substances have the right to request, at the driver's or driver applicant's expense, a confirming retest of the split urine sample. If the confirming retest is negative, no adverse action will be taken against the driver, and a driver applicant will be considered for employment.
2. The school district will not discharge a driver who, for the first time, receives a confirmed positive drug or alcohol test UNLESS:
    a. The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug or alcohol counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with the SAP; and
    b. The employee refuses to participate in the recommended program, or fails to successfully complete the program as evidenced by withdrawal before its

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completion or by a positive test result on a confirmatory test after completion of the program.

c. This limitation on employee discharge does not bar discharge of an employee for reasons independent of the first confirmed positive test result.

XII. TESTING LABORATORY

The testing laboratory for controlled substances will be Concentra, Inc., 570 Asbury Street, Suite 101, Saint Paul, Minnesota, (651) 888-6540, which is a laboratory certified by the Department of Health and Human Services – SAMHSA (Substance Abuse and Mental Health Services) to perform controlled substances testing pursuant to federal regulations.

XIII. CONFIDENTIALITY OF TEST RESULTS

All alcohol and controlled substances test results and required records of the drug and alcohol testing program are considered confidential information under federal law and private data on individuals as that phrase is defined in Minn. Stat. Ch. 13. Any information concerning the individual's test results and records shall not be released without written permission of the individual, except as provided for by regulation or law.

Consistent with federal regulations, the District must report the following information to the Commercial Driver's License Drug and Alcohol Clearinghouse:

I. a verified positive, adulterated, or substituted drug test result;
II. an alcohol confirmation test with a concentration of 0.04 or higher;
III. a refusal to submit to any test required by 49 CFR § 382, subpart C;
IV. the District's actual knowledge on duty alcohol use, pre-duty alcohol use, alcohol use following an accident, and controlled substance use;
V. a SAP report of the successful completion of the return-to-duty process;
VI. a negative return-to-duty test; and
VII. the District's report of completion of follow-up testing.

XIV. RECORDKEEPING REQUIREMENTS AND RETENTION OF RECORDS

1. The school district shall keep and maintain records in accordance with the federal regulations in a secure location with controlled access.
2. The required records shall be retained for the following minimum periods: Basic records 5 years "Basic records" includes records of:
    a. alcohol test results with concentration of 0.02 or greater;
    b. verified positive drug test results;

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c. refusals to submit to required tests (including substituted or adulterated drug test results);
d. SAP reports;
e. all follow-up tests and schedules for follow-up tests;
f. calibration documentation;
g. administration of the testing programs; and
h. each annual calendar year summary. Information obtained from previous employers (3) years Collection records (2) years Negative and cancelled drug tests (1) year Alcohol tests with less than 0.02 concentration (1) year Education and training records indefinite "Education and training records" must be maintained while the individuals perform the functions which require training and for the two (2) years after ceasing to perform those functions.

3. Personal information about all individuals who undergo any required testing under this policy will be shared with the U.S. DOT Drug & Alcohol Clearinghouse ("Clearinghouse") as required under federal law, including:
    a. The name of the person tested;
    b. Any verified positive, adulterated, or substituted drug test result;
    c. Any alcohol confirmation test with a BAC concentration of 0.04 or higher;
    d. Any refusal to submit to any test required hereunder;
    e. Any report by a supervisor of actual knowledge of use as follows:
        i. Any on-duty alcohol use;
        ii. Any pre-duty alcohol use;
        iii. Any alcohol use following an accident; and
        iv. Any controlled substance use
    f. Any report from a substance abuse professional certifying successful completion of the return-to-work process;
    g. Any negative return-to-duty test; and
    h. Any employer's report of completion of follow-up testing

XV. TRAINING

The school district shall ensure all persons designated to supervise drivers receive training. The designated employees shall receive at least sixty (60) minutes of training on alcohol misuse and at least sixty (60) minutes of training on controlled substances use. The training shall include physical, behavioral, speech, and performance indicators of probable misuse of alcohol and use of controlled substances. The training will be used by the supervisors to make determinations of reasonable suspicion.

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XVI. CONSEQUENCES OF PROHIBITED CONDUCT AND ENFORCEMENT

1. Removal: The school district shall remove a driver who has engaged in prohibited conduct from safety-sensitive functions. A driver shall not be permitted to return to safety-sensitive functions until and unless the return-to-duty requirements of federal DOT regulations have been completed.
2. Referral, Evaluation, and Treatment:
    a. A driver or driver applicant who has engaged in prohibited conduct shall be provided a listing of SAPs readily available to the driver or applicant and acceptable to the school district.
    b. If the school district offers a driver an opportunity to return to a DOT safety-sensitive duty following a violation, the driver must be evaluated by an SAP and the driver is required to successfully comply with the SAP's evaluation recommendations (education, treatment, follow-up evaluation(s), and/or ongoing services). The school district is not required to provide an SAP evaluation or any subsequent recommended education or treatment.
    c. Drivers are responsible for payment for SAP evaluations and services unless a collective bargaining agreement or employee benefit plan provides otherwise.
    d. Drivers who engage in prohibited conduct also are required to comply with follow-up testing requirements.

3. Disciplinary Action

    a. Any driver who refuses to submit to post-accident, random, reasonable suspicion, or follow-up testing not only shall not perform or continue to perform safety-sensitive functions, but also may be subject to disciplinary action, which may include immediate suspension without pay and/or immediate discharge.
    b. Drivers who test positive with verification of a confirmatory test or are otherwise found to be in violation of this policy or the federal regulations shall be subject to disciplinary action, which may include immediate suspension without pay and/or immediate discharge.
    c. Nothing in this policy limits or restricts the right of the school district to discipline or discharge a driver for conduct which not only constitutes prohibited conduct under this policy but also violates the school district's other rules or policies.

XVII. OTHER TESTING

The school district may request or require that drivers submit to drug and alcohol testing other than that required by federal law. For example, drivers may be requested or required to undergo drug and alcohol testing on an annual basis as part of a routine physical examination. Such additional testing of drivers will be conducted

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only in accordance with the provisions of Board policy 416.00 and as provided in Minn. Stat. §§ 181.950-181.957. For purposes of such additional, non-mandatory testing, drivers fall within the definition of "other employees" covered by Board Policy 416.00.

XVIII. REPORT TO CLEARINGHOUSE

The school district shall promptly submit to the Clearinghouse any record generated of an individual who refuses to take an alcohol or controlled substance test required under Title 49, Code of Federal Regulations, tests positive for alcohol or a controlled substance in violation of federal regulations, or violates subpart B of Part 382 of Title 49, Code of Federal Regulations (or any subsequent corresponding regulations).

XIX. ANNUAL CLEARINGHOUSE QUERY

1. The school district must conduct a query of the Clearinghouse record at least once per year for information for all employees subject to controlled substance and alcohol testing related to the CMV operation to determine whether information exists in the Clearinghouse about those employees. In lieu of a full query, the school district may obtain the individual driver's consent to conduct a limited query to satisfy the annual query requirement. The limited query will tell the employer whether there is information about the driver in the Clearinghouse but will not release that information to the employer. If the limited query shows that information exists in the Clearinghouse about the driver, the school district must conduct a full query within twenty-four (24) hours or must not allow the driver to continue to perform any safety-sensitive function until the employee conducts the full query and the results confirm the driver's Clearinghouse record contains no prohibitions showing the driver has a verified positive, adulterated or substitute controlled substance test, no alcohol confirmation test with a concentration of 0.04 or higher, refuses to submit to a test, or was reported to have used alcohol on duty, before duty, following an accident or otherwise used a controlled substance in violation of the regulations except where the driver completed the SAP evaluation, referral and education/treatment process as required by the regulations. The school district shall comply with the query requirements set forth in 49 Code of Federal Regulations 382.701.
2. The school district may not access an individual's Clearinghouse record unless the school district:
    a. obtains the individual's prior written or electronic consent for access to the record; and
    b. submits proof of the individual's consent to the Clearinghouse.

The school district must retain the consent for three (3) years from the date of the last query. The school district shall retain for three (3) years a record of each request for records from the Clearinghouse and the information received pursuant to the request.

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3. The school district shall protect the individual's privacy and confidentiality of each Clearinghouse record it receives. The school district shall ensure that information contained in a Clearinghouse record is not divulged to a person or entity not directly involved in assessing and evaluating whether a prohibition applies with respect to the individual to operate a CMV for the school district.
4. The school district may use an individual's Clearinghouse record only to assess and evaluate whether a prohibition applies with respect to the individual to operate a CMV for the school district

XX. POSTING

The school district shall post notice in an appropriate and conspicuous location on its premises that it has adopted a drug and alcohol testing policy and that copies of the policy are available for inspection during regular business hours by its employees or job applicants in its human resources office or other suitable locations.

LEGAL REFERENCES:

Minn. Stat. Ch. 13 *(Minnesota Government Data Practices Act)*
Minn. Stat. Ch. 43A *(State Personnel Management)*
Minn. Stat. § 152.22 *(Medical Cannabis; Definitions)*
Minn. Stat. § 152.23 *(Medical Cannabis; Limitations)*
Minn. Stat. § 152.32 *(Protections for Registry Program Participation)*
Minn. Stat. §§ 181.950-181.957 *(Drug and Alcohol Testing in the Workplace)*
Minn. Stat. § 221.031 *(Motor Carrier Rules)*
49 U.S.C. § 31306 *(Omnibus Transportation Employee Testing Act of 1991)*
49 U.S.C. § 521(b) *(Civil and Criminal Penalties for Violations)*
49 C.F.R. Parts 40 and 382 *(Department of Transportation Rules Implementing Omnibus Transportation Employee Testing Act of 1991)*

CROSS REFERENCES:

Policy 304.00 - *Records - Data Management*

Policy 413.00 - *Drug-Free Workplace*

Policy 413.01 - *Chemical Use and Abuse*

Policy 414.00 - *Tobacco-Free Environment*

Policy 405.00 - *Records - Personnel Records*

DRAFT

ATTACHMENTS TO DRUG AND ALCOHOL TESTING POLICY

Attachments A through C are to be used in conjunction with the drug and alcohol testing of bus drivers and driver applicants.

- Attachment A is a "Driver Acknowledgment–Drug and Alcohol Testing Policy Materials" form which should be used to document receipt of the policy and other materials by drivers and driver applicants. It is referred to in Article III, Section C, Paragraph 4 of the policy.

- Attachment B is a "Bus Driver or Driver Applicant–Authorization to Release Information" form. It is referred to in Article III, Section H, Paragraph 1 of the policy.

- Attachment C is a "Bus Driver or Driver Applicant–Refusal to Submit to Testing" form. It is referred to in Article III, Section H, Paragraph 7 of the policy.

DRAFT

— DRIVER ACKNOWLEDGMENT —

DRUG AND ALCOHOL TESTING POLICY AND MATERIALS

I have received a copy of the Drug and Alcohol Testing Policy of Independent School District Number _____, Minnesota and have read it in its entirety. I understand that I am subject to the provisions of Article III of the policy, entitled Drug and Alcohol Testing for Bus Drivers, because the position involves operating a commercial motor vehicle and requires a commercial driver's license. The District's policy was provided to me:

- Upon adoption of the policy. (employee).
- Upon my hire. (job applicant/new employee).
- After receipt of my conditional job offer, before any testing if my job offer is contingent upon my passing of drug and alcohol testing. (job applicant).

I also received materials concerning the effects of alcohol and controlled substances use on an individual's health, work, and personal life; signs and symptoms of an alcohol or drug problem; and available methods of intervening when an alcohol or drug problem is suspected. I have been advised that the Alcohol and Controlled Substances Testing Program Manager is _____ and that any questions I may have concerning the Policy should be directed to the Program Manager.

Dated: _____

Signature of Employee/Applicant: _____

Typed or Printed Name: _____

DRAFT

— BUS DRIVER OR DRIVER APPLICANT —

AUTHORIZATION TO RELEASE INFORMATION

Section I. To be completed by the school district, signed by the bus driver, or driver applicant, and transmitted to the previous employer:

Employee Printed or Typed Name:
_____

Employee SS or ID Number:
_____

I hereby authorize release of information from my Department of Transportation regulated drug and alcohol testing records by my previous employer, listed in Section I-B, to the employer listed in Section I-A. This release is in accordance with DOT Regulation 49 CFR Part 40, Section 40.25. I understand that information to be released in Section II-A by my previous employer, is limited to the following DOT-regulated testing items:

1. Alcohol tests with a result of 0.04 or higher;

2. Verified positive drug tests;

3. Refusals to be tested;

4. Other violations of DOT agency drug and alcohol testing regulations;

5. Information obtained from previous employers of a drug and alcohol rule violation;

6. Documentation, if any, of completion of the return-to-duty process following a rule violation.

Employee Signature: _____

Date: _____

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Section I-A

School District Name:
_____

Address:
_____

_____

Phone #: _____

Fax #: _____

Designated Employer Representative:
_____

Section I-B

Previous Employer Name:
_____

Address:
_____

_____

Phone #: _____

Designated Employer Representative (if known):
_____

DRAFT

ATTACHMENT B

Section II. To be completed by the previous employer and transmitted by mail or fax to the new employer:

Section II-A.

In the two years prior to the date of the employee's signature (in Section I), for DOT-regulated testing:

1. Did the employee have alcohol tests with a result of 0.04 or higher? YES ____ NO ____

2. Did the employee have verified positive drug tests? YES ____ NO ____

3. Did the employee refuse to be tested? YES ____ NO ____

4. Did the employee have other violations of DOT agency drug and alcohol testing regulations?
YES ____ NO ____

5. Did a previous employer report a drug and alcohol rule violation to you? YES ____ NO ____

6. If you answered "yes" to any of the above items, did the employee complete the return-to-duty process?
N/A_____ YES ____ NO ____

NOTE: If you answered "yes" to item 5, you must provide the previous employer's report. If you answered "yes" to item 6, you must also transmit the appropriate return-to-duty documentation (e.g., SAP report(s), follow-up testing record).

Section II-B

Name of person providing information in Section II-A:
_____

Title: _____

Phone #: _____

Date: _____

DRAFT

— BUS DRIVER OR DRIVER APPLICANT —

REFUSAL TO SUBMIT TO TESTING

I hereby refuse to submit to drug/alcohol testing by doing the following:

· Failing to appear for any test within a reasonable time, as determined by the school district, consistent with applicable DOT regulations, after being directed to do so;

· Failing to remain at the testing site until the testing process is complete;

· Failing to provide a urine specimen or an adequate amount of saliva or breath for any DOT drug or alcohol test;

· Failing to permit the observation or monitoring of any provision of a specimen in the case of a directly observed or monitored collection in a drug test;

· Failing to provide a sufficient breath specimen or sufficient amount of urine when directed and it has been determined that there was no adequate medical explanation for the failure;

· Failing or declining to take a second test as directed;

· Failing to undergo a medical examination or evaluation, as directed by the Medical Review Officer (MRO) or the Designated Employer Representative (DER);

· Failing to cooperate with any part of the testing process (e.g., refusing to empty pockets when so directed by the collector, behaving in a confrontational way that disrupts the collection process, failing to wash hands after being directed to do so by the collector, failing to sign the certification on the form;

· Failing to follow the observer's instructions, in an observed collection, to raise the driver's clothing above the waist, lower clothing and underpants, and to turn around to permit the observer to determine if the driver has any type of prosthetic or other device that could be used to interfere with the collection process;

DRAFT

- Possessing or wearing a prosthetic or other device that could be used to interfere with the collection process;
- Admitting to the collector or MRO that the driver adulterated or substituted the specimen; or
- Having a verified adulterated or substituted test as reported by the MRO. [An applicant who fails to appear for a preemployment test, who leaves the testing site before the preemployment testing process commences, or who does not provide a urine specimen because they left before it commences, is not deemed to have refused to submit to testing.]

I recognize that my refusal subjects me to the consequences specified in federal law and regulations. It also constitutes a presumption of a positive result. I further recognize that if I am an applicant, I will be disqualified from consideration for the conditionally-offered position. If I am an employee, I will not be permitted to perform safety-sensitive functions, and will be considered insubordinate and subject to disciplinary action, up to and including dismissal. If the school district offers me an opportunity to return to a DOT safety-sensitive function, I understand I will be evaluated by a substance abuse professional, and will be required to submit to a return-to-duty test prior to being considered for reassignment to safety-sensitive functions.

Date:

Time: Signature of Employee/Applicant

Supervisor:

Supervisor's Signature

Comments:

Employee refusal to sign Supervisor's Initials:

DRAFT

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

DATE: April 21, 2026

TOPIC: Proposed Dedication of the Harding High School Track

A. PERTINENT FACTS:

1. Harding High School seeks approval of the dedication of their track in honor of Henry Combs. The leadership team, in collaboration with Harding High School community team, request to dedicate the track to Mr. Henry Combs.

2. Henry Combs' dedication to youth is unparalleled and has earned him widespread recognition as a pillar of the community. Coach Combs created his own Amateur Athletic Union (AAU) track and field program and became a coach at Harding High School 30 plus years ago. Through his AAU track program, he raised money for travel, provided uniforms, and gave countless pairs of running shoes to area youth athletes, helping athletes qualify for the State Trace and Field meet and reach their full potential.

3. Coach Combs' generosity, passion and commitment to Track and Field helped in inspiring countless coaches and earning him widespread recognition and respect as a true leader in his field. He was named St. Paul City Conference Track and Field Coach of the Year numerous times over the past 30 years, a testament to his unwavering dedication and unrelenting passion for the success of our youth athletes. Coach Combs has been a coach, friend, mentor, role model, and shining example for youth at Harding and throughout the city of St. Paul, leaving an indelible mark on the lives of countless individuals and inspiring a new generation of leaders and change-makers, he truly is the best of the best.

4. This item is submitted by Andrea Thiner, Harding High School Principal; Nancy Páez, Assistant Superintendent; and Jackie Turner, Executive Chief of Operations.

B. RECOMMENDATION:

In accordance with Board Procedure 801.01.2 - Dedication of Rooms or Areas, it is recommended the Board of Education approve the dedication of the track at Harding High School in honor of Henry Combs.

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

DATE: April 21, 2026

TOPIC: Proposed Dedication of the Harding High School Fieldhouse

A. PERTINENT FACTS:

1. Harding High School seeks approval of the dedication of their fieldhouse in honor of Bernard 'Bernie' Von Wald. The leadership team, in collaboration with Harding High School community team, request to dedicate the fieldhouse to Mr. Bernie Von Wald.

2. Bernie spent the majority of his career at Harding High School, where he poured his energy, his passion, and his heart into our school community. Along with teaching physical education, over the years he served as the Head Boys' Basketball Coach, Head Badminton Coach, and Assistant Football Coach—roles through which he mentored young athletes not only in sport, but in character, perseverance, and teamwork. In 1975, Bernie took on a new chapter of service when he became Harding's Athletic Director, a position he faithfully held until his retirement in 1995. During those twenty years, he faced new challenges with the same determination and creativity that defined his career.

3. The participation in athletics expanded—especially after the passage of Title IX—the demand for gym space nearly doubled. Winter months were particularly difficult with three boys' basketball teams, two girls' basketball teams, wrestling, and gymnastics teams all needed indoor practice time which practice times rotated but were finishing practice after nine o'clock at night. This concerned Bernie for the safety of student athletes walking home late in the dark and possible bad weather. As Bernie saw the growing strain on space, he made it his mission to create a solution. After tireless hours advocating, planning, and pushing forward to give Harding student athletes space they all deserve, the Harding Fieldhouse was constructed in 1993. The legacy of vision, advocacy and the unwavering devotion to the students, the fieldhouse made it safer and a more equitable place for our young athletes. Bernie's impact continues to be felt to this day.

4. This item is submitted by Andrea Thiner, Harding High School Principal; Nancy Páez, Assistant Superintendent; and Jackie Turner, Executive Chief of Operations.

B. RECOMMENDATION:

In accordance with Board procedure 801.01.2 – Dedication of Rooms or Areas, it is recommended the Board of Education approve the dedication of the fieldhouse at Harding High School in honor of Bernie Von Wald.

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

DATE: April 21, 2026

TOPIC: Phase Gate Approval of the Bruce Vento Elementary New Construction – Playground Equipment & Surfacing (Project # 1020-22-01): Gate #4 - Contract Award

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Bruce Vento Elementary New Construction (Project # 1020-22-01) 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	December 14, 2021 (Revised GC#1)
#2 – Project Charter (Predesign)	August 23, 2022
#3 – Project Budget	February 21, 2023
#4 – Contract Award	October 24, 2023
#5.1 – Project Close-Out	September 2026
#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
$85,000,000	$77,725,234	$74,660,908	87%

4. The following bid was received per the terms of MN State Contract #P-949(5):

    Lump Sum Base Bid

    Flagship Recreation……$434,842

5. This bid will be reviewed by Purchasing.

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

Funding Source	Amount
COP FY22-26	$85,000,000

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

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

B. RECOMMENDATION:

That the Board of Education approve the award of playground equipment and surfacing at Bruce Vento Elementary New Construction (Project # 1020-22-01) to Flagship Recreation for a lump sum base bid of $434,842.

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

DATE: April 21, 2026

TOPIC: Phase Gate Approval of the FY25 Paving Replacement Program at Hubbs Center (Project # 0800-25-01): Gate #4 - Contract Award

A. PERTINENT FACTS:

1. This agenda item seeks approval for the FY25 Paving Replacement Program at Hubbs Center 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 16, 2024
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	December 19, 2024
#4 – Contract Award	April 21, 2026 (current)
#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:

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
$460,000	$100,575	$85,762	19%

*Please note the revised budget is under separate, concurrent consideration on the agenda.

4. The following bid was received per the terms of Sourcewell #MN-R6-PAC-102825-BRI:

Lump Sum Base Bid

Bituminous Roadways……$273,523

5. This bid will be reviewed by Purchasing.

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

Funding Source	Amount
Capital Bonds FY25-27	$54,616
LTFM FY25-27	$405,384

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

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

B. RECOMMENDATION:

That the Board of Education approve the award of paving at Hubbs Center for the FY25 Paving Replacement Program (Project # 0800-25-01) to Bituminous Roadways for a lump sum base bid of $273,523.

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

DATE: April 21, 2026

TOPIC: Change Order #1 for Kraft Mechanical, LLC for The Heights Community School HVAC Replacement and Fire Suppression Project (Project # 1120-25-01)

A. PERTINENT FACTS:

1. This change order provides all labor, material, equipment and services necessary for the following items:

    a. In the entire west two story wing, remove the existing classroom casework & tops and replace with new. Remove existing steam unit-ventilators and associated fans and replace with new hot water fin tube heating and associated controls. Increase the steam to hot water heat exchanger size to accommodate the additional hot water fin tube. Patch and paint the adjacent finish materials to present a finished appearance.

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

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
$13,526,000	$3,689,465	$797,999	6%

3. The contract would be changed as follows:

	Amount	% Change
The original contract sum was	$4,689,000	
Previous Change Orders approved to date	$0	
The contract sum prior to this Change Order was	$4,689,000	
This Change Order amount	$305,956	7%
The new contract sum including this Change Order will be	$4,999,561	

4. A summary of current and anticipated funding to accommodate the budget revision is as follows:

Funding Source	Amount
LTFM FY24-29	$10,132,693
Capital Bonds FY24-29	$3,393,307

5. Project cash flow schedule has been reviewed and approved by the District Finance Office.

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

7. 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 authorize the Superintendent or Superintendent's Designee to sign Change Order #1 for Kraft Mechanical, LLC for The Heights Community School HVAC Replacement and Fire Suppression Project (Project # 1120-25-01) for the amount of $305,956.

THIRD READING:
Benjamin E. Mays Name Change

Saint Paul Public Schools

Principal Danielle Hughes

April 21, 2026

Rationale

Currently, **Benjamin E. Mays IB World Schoo**l 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.

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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.**

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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



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Option Three: Benjamin E. Mays Afrocentric Magnet Elementary

Voting Results:

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

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Proposed Tagline Name Change:



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Benjamin E. Mays Afrocentric Magnet

Questions

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

DATE: April 21, 2026

TOPIC: Proposed Adoption of a New Name for Benjamin E. Mays Elementary School

A. PERTINENT FACTS:

1. Effective immediately, Benjamin E. Mays IB World School seeks approval of the adoption of a new school name. The leadership team, in collaboration with students, families, and the surrounding community, request to name the schoo**l Benjamin E. Mays Afrocentric Magnet.**

2. Principal Hughes notified Assistant Superintendent Paez about the proposed name change in November of 2025. Assistant Superintendent Paez then notified Superintendent Stanley.

3. Principal Hughes, with the support of her leadership team, drafted a survey in November of 2025.

4. In December of 2025, the survey was administered to the following audiences:
   a. Families, by way of the school newsletter, on December 8th,
   b. The Afrocentric workgroup, by way of email, on December 15th,
   c. Community, by way of the School Choice Fair, on December 13th and,
   d. Students, by way of a school assembly, on December 19th.

5. The votes were tallied in January of 2026 by the school leadership team and it was determined that the school will seek approval from the Board of Education for the name Benjamin E. Mays Afrocentric Magnet.

6. This item is submitted by Danielle Hughes, principal at Benjamin E. Mays.

B. RECOMMENDATION:

In accordance with Board policy 801.01.01, it is recommended that the Board of Education authorize the Superintendent (designee) to approve the name change request by naming the school **Benjamin E. Mays Afrocentric Magnet.**

INDEPENDENT SCHOOL DISTRICT NO. 625

BOARD OF EDUCATION

SAINT PAUL PUBLIC SCHOOLS

RESOLUTION

Board File No._____

Date_____

Revised Board of Education Resolution

Revised Establishment of Equity Committee

WHEREAS, the Board of Education values and celebrates diversity and the unique qualities of all students, families and staff; and

WHEREAS, the Board of Education is focused on decreasing disparities in achievement based on race, ethnicity, culture and identity; and

WHEREAS, under Board Policy 211.02, the Board of Education may establish special and standing committees of the School District by resolution; and

WHEREAS, the Board of Education finds the establishment of a standing School District Equity Committee will serve School District students, families, and staff, and the community as a whole;

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of Independent School District No. 625 herewith:

1. Establishes a standing Equity Committee.

2. Appoints and designates, through the Board Chair, the following as permanent Committee Tri-Chairs:
   a. The School District Superintendent;
   b. The School District administrator designated by the Superintendent as responsible for district equity leadership; and
   c. A Director of the Board of Education.

3. Specifies that, in addition to the Tri-Chairs, the Board Chair shall appoint 15-23 members to serve on the Equity Committee based upon recommendations from the Committee Tri-Chairs through an open nomination process. The additional members shall consist of:
   a. Three (3) School District leaders;
   b. Three to five (3-5) staff members from School District schools;
   c. Three to five (3-5) current students;
   d. Three to five (3-5) parents/family members; and
   e. Three to five (3-5) community members.

4. Specifies that the term for each non-Chair member shall be two years from the date of appointment. A non-Chair member may be reappointed for additional terms but may not

serve three consecutive terms.

5. Directs the Equity Committee to meet at least ten (10) times annually, with meeting schedules established in consideration of the academic calendar pursuant to the Procedures for School Board Committees stated in Saint Paul Public Schools Policy 211.02.

6. Authorizes the Equity Committee:
    a. To identify and examine disparities impacting School District students, staff, families, and community;
    b. To bring forth and submit adaptive and actionable recommendations to the Board of Education for consideration of policy, practice, or resource alignment necessary to address identified inequities.
    c. To advise the Board regarding policy and practice alignment necessary to advance equitable access to opportunities and resources consistent with Board-adopted priorities.
    d. To receive information from, and engage in consultation with, district-established advisory bodies or stakeholder groups regarding the implementation of equity-focused initiatives, and to inform the Board on alignment between Board policy, district practice, and student outcomes.

7. Assigns the Equity Committee the following duties:
    a. To annually review guiding principles in support of its Board-established purpose;
    b. To identify, on a biennial basis, three to five priority focus areas aligned to the authority and duties described above;
    c. To annually advise the Board regarding policy and practice alignment necessary to advance equitable access to opportunities and resources consistent with Board-adopted priorities.
    d. To conduct a mid-year review of implementation progress, in consultation with district-established advisory bodies or stakeholder groups, and report findings to the Board of Education on the alignment between Board policy, district practice, and student outcomes.
    e. To develop actionable recommendations aligned to identified priority focus areas for Board consideration and referral to district administration as appropriate.

Adopted_____

_____
CHAIR Board of Education

_____
CLERK Board of Education

INDEPENDENT SCHOOL DISTRICT NO. 625

BOARD OF EDUCATION | SAINT PAUL PUBLIC SCHOOLS

Equity Committee Resolution

Summary of Revisions, Issues Identified, and Governance Framework

April 2026

Equity Committee Names the Problem	**District** Designs the Solution	**Board** Decides What Happens

Purpose of This Document

These revisions are intended to clarify the Equity Committee's advisory role to the Board of Education under Policy 211.02, while preserving a clear pathway for district implementation through Superintendent-directed advisory or working groups. The goal is to maintain meaningful impact and accountability without blurring governance and operational responsibilities.

Background

The SPPS Equity Committee was established in August 2019 as a standing committee of the Board of Education. From its inception through early 2021, the committee engaged in substantive work: collecting over 70 community-identified inequities, developing themed inequity statements across access, discipline, personalized learning, and practices, and advancing toward formal recommendations.

Despite this work, the committee's own records reflect a recurring challenge: how to translate thoughtful equity process into clear, accountable implementation. The original resolution contained structural limitations that contributed to this gap. This revision addresses those limitations directly.

Issues Identified in the Original Resolution

Issue Identified	Impact / Why It Matters
Recommendations directed to administration, not the Board	Bypassed Board oversight; recommendations could be ignored or deprioritized without Board awareness
No feedback or accountability loop	Committee had no mechanism to learn whether recommendations were implemented; work disappeared without follow-through
Governance and operational roles were blurred	Committee was positioned to do implementation work it lacked authority to govern; created confusion about scope and power

Tri-Chair tied to specific title (Asst. Director, Equity)	Title changes or reorganization could destabilize committee leadership structure without a resolution amendment
Monthly meeting requirement was rigid	Did not account for academic calendar, school breaks, or competing district obligations
Fixed membership at exactly 15	Did not reflect actual practice (2019-2021 committee had 22 members) and limited flexibility for representation needs
Authorizations and duties separated into distinct sections	Governance language was imprecise; what the committee was permitted to do vs. obligated to do was unclear

Summary of Key Changes

ORIGINAL RESOLUTION (2019)	REVISED RESOLUTION
Recommendations submitted to district administration	Recommendations submitted to the Board of Education
Monthly meetings required	At least 10 meetings annually, aligned to academic calendar
Assistant Director, Equity named as permanent Tri-Chair	Administrator designated by Superintendent for equity leadership
Exactly 15 members	15-23 members (flexible)
No accountability or feedback loop	Mid-year review + annual report to Board on policy/practice alignment
Committee charges and duties combined in single section	Authorizations (Section 6) and Duties (Section 7) clearly separated
No distinction between governance and operational roles	Clear lane: Committee advises Board; Administration implements

Governance Rationale

Why Recommendations Go to the Board, Not Administration

Under the original resolution, the committee submitted recommendations to district administration. This structure allowed recommendations to enter administration without Board awareness or accountability, effectively bypassing the governance body that created the committee. The revised resolution routes recommendations to the Board, which then refers them to the Superintendent for implementation planning. This preserves the Board's oversight role and ensures recommendations do not disappear without formal consideration.

Why Authorizations and Duties Are Separated

Section 6 (Authorizations) grants the committee standing and permission to act — things the committee has the right to do. Section 7 (Duties) creates mandatory obligations — things the committee must do. Some functions appear in both sections intentionally: the committee needs authorization to receive and consult (Section 6) and a separate obligation to formally review and report (Section 7). This dual placement is deliberate governance architecture, not redundancy.

Why the Accountability Loop Matters

The 2019-2021 committee records show members repeatedly asking what would happen to recommendations after submission. The original resolution had no return path: recommendations went to administration and the committee had no mechanism to learn whether they were implemented. The revised resolution builds a formal accountability loop through:

- Mid-year review of implementation progress (Section 7d)
- Annual report to the Board on policy and practice alignment (Section 7c)
- Obligation to report findings on alignment between Board policy, district practice, and student outcomes

Governance Flow

The following diagram illustrates the accountability loop built into the revised resolution:



Conclusion

This revision does not dismantle the original committee or its intent. It completes what the committee itself identified as unfinished: a clear governance structure, a defined accountability loop, and a lane separation between Board advisory work and district implementation. The strongest throughline across the committee's history is that it was always intended to be a serious mechanism for district transformation. This revision gives it the structural foundation to fulfill that purpose.

Prepared by the Board of Education | Independent School District No. 625 | April 2026

These revisions are intended to clarify the Equity Committee's advisory role to the Board under Policy 211.02, while preserving a clear pathway for district implementation through Superintendent-directed advisory or working groups. The goal is to maintain meaningful impact and accountability without blurring governance and operational responsibilities.

Equity Committee = Names the problem
District = Designs the solution
Board = Decides what happens

INDEPENDENT SCHOOL DISTRICT NO. 625

BOARD OF EDUCATION SAINT PAUL PUBLIC SCHOOLS

RESOLUTION

Board File No. :

Date

Board of Education Resolution

Original	Revised
Establishment of Equity Committee	Establishment of Equity Committee
WHEREAS, the Board of Education values and celebrates diversity and the unique qualities of all students, families and staff; and	WHEREAS, the Board of Education values and celebrates diversity and the unique qualities of all students, families and staff; and
WHEREAS, the Board of Education is focused on decreasing disparities in achievement based on race, ethnicity, culture and identity; and	WHEREAS, the Board of Education is focused on decreasing disparities in achievement based on race, ethnicity, culture and identity; and
WHEREAS, under Board Policy 211.02, the Board of Education may establish special and standing committees of the School District by resolution; and	WHEREAS, under Board Policy 211.02, the Board of Education may establish special and standing committees of the School District by resolution; and
WHEREAS, the Board of Education finds the establishment of a standing School District Equity Committee will serve School District students, families, and staff, and the community as a whole;	WHEREAS, the Board of Education finds the establishment of a standing School District Equity Committee will serve School District students, families, and staff, and the community as a whole;
NOW, THEREFORE, BE IT RESOLVED that the Board of Education of Independent School District No. 625 herewith:	NOW, THEREFORE, BE IT RESOLVED that the Board of Education of Independent School District No. 625 herewith:

1. Establishes a standing Equity Committee.

2. Appoints and designates, through the Board Chair, the following as permanent Committee Tri-Chairs:

a. The School District Superintendent;

b. The School District Assistant Director, Equity; and

C. A Director of the Board of Education.

3. Specifies that, in addition to the Tri-Chairs, the Board Chair shall appoint 15 members to serve on the Equity Committee based upon recommendations from the Committee Tri-Chairs through an open nomination process. The 15 additional members shall consist of:

a. Three (3) School District leaders;

b. Three (3) staff members from School District schools;

c. Three (3) current students;

d. Three (3) current parents/family members; and

e. Three (3) community members.

4. Specifies that the term for each non-Chair member shall be two years. A non-Chair member may be reappointed for additional terms but may not serve three consecutive terms.

5. Charges and authorizes the Equity Committee:

a. To identify and examine disparities impacting School District students, staff, families, and community;

b. To bring forth and submit adaptive and actionable recommendations for addressing School District

1. Establishes a standing Equity Committee.

2. Appoints and designates, through the Board Chair, the following as permanent Committee Tri-Chairs:

a. The School District Superintendent;

b. <u>The School District administrator designated by the Superintendent as responsible for district equity leadership</u>

c. A Director of the Board of Education.

3. Specifies that, in addition to the Tri-Chairs, the Board Chair shall appoint 15-23 members to serve on the Equity Committee based upon recommendations from the Committee Tri-Chairs through an open nomination process. The additional members shall consist of:

a. Three (3) School District leaders;

b. Three to five (3-5) staff members from School District schools;

c. Three to five (3-5) current students;

d. Three to five (3-5) current parents/family members; and

e. Three to five (3-5) community members.

4. Specifies that the term for each non-Chair member shall be <u>two years from the date of appointment.</u> A non-Chair member may be reappointed for additional terms but may not serve three consecutive terms.

5. <u>Directs</u> the Equity Committee <u>to meet at least ten (10) times annually, with meeting schedules established in consideration of the academic calendar pursuant to the Procedures for School Board Committees stated in Saint Paul Public Schools Policy 211.02.</u>

6. <u>Authorizes</u> the Equity Committee:

inequities to School District administration.

6. Assigns the Equity Committee the following duties:

   a. To define and annually review its guiding principles and mission;

   b. To identify, on a biennial basis, three to five goals and objectives aligned to the charges and authority described above to be addressed over the two-year period;

   c. To outline the specific steps to meet the identified goals and objectives.

7. Directs the Equity Committee to meet on a monthly basis pursuant to the Procedures for School Board Committees stated in Saint Paul Public Schools Policy 211.02.

   a. To identify and examine disparities impacting School District students, staff, families, and community;
   b. To bring forth and submit adaptive and actionable recommendations to the Board of Education for consideration of policy, practice, or resource alignment necessary to address identified inequities.
   c. To advise the Board regarding policy and practice alignment necessary to advance equitable access to opportunities and resources consistent with Board-adopted priorities.
   d. To receive information from, and engage in consultation with, district-established advisory bodies or stakeholder groups regarding the implementation of equity-focused initiatives, and to inform the Board on alignment between Board policy, district practice, and student outcomes.

7. Assigns the Equity Committee the following duties:

   a. To annually review guiding principles in support of its Board-established purpose;

   b. To identify, on a biennial basis, three to five priority focus areas aligned to the authority and duties described above;

   c. To annually advise the Board regarding policy and practice alignment necessary to advance equitable access to opportunities and resources consistent with Board-adopted priorities.

   d. To conduct a mid-year review of implementation progress, in consultation with district-established advisory bodies or stakeholder groups, and report findings to the Board of Education on the alignment between Board policy, district practice, and student outcomes.

   e. To develop actionable recommendations aligned to identified priority focus areas

	for Board consideration and referral to district administration as appropriate

FOURTH READING
Policy 701.00 - INVESTMENT AND BANKING

Board of Education Meeting
April 21, 2026

Daniel Moser, Executive Director of Financial Services

Policy 701.00 Investment and Banking

Current Policy:

Policy Changes

1. **Added Section:** Added a definition section per the Board of Education request.

2. **Change from Second Reading:** Number eight (8) under section 4 was changed back to “all” from “aggregate” based on state statute current practice will change slightly we will still provide a Monthly Operating Authority (MOA); However, moving forward we will attach a detailed list of EFTs.

2. No other changes have been made to this policy after the second reading.

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Questions?

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Action Requested

- That the Board approve the proposed revisions to Policy 701.00 - Investment and Banking at the April 21, 2026 Board of Education meeting and that this be considered the fourth and final Reading of the three reading process.

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FOURTH READING
Rescissions of Policy 703.00 - Annuities & Policy 705.00 - Investments

Saint Paul Public Schools

Board of Education Meeting
April 21, 2026

Daniel Moser, Executive Director 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.

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Questions?

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Action Requested

- That the Board approve the proposed rescission of Policy 703.00 and Policy 705.00 at the April 21, 2026 Board of Education meeting and that this be considered the fourth and final reading of the three reading process.

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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. DEFINITIONS

- Depositories - An institution or location where assets, valuables, documents, or funds are held in custody or stored securely.
- Liquidity - is the ease with which something can be turned into cash.
- Safety - in investments refers to the level of protection from loss of principal (the money originally invested).
- Yield - is the income earned from an investment, expressed as a percentage of the amount invested.

- Investment Pool Concept - is a combined fund made up of money from multiple contributors, managed together to achieve shared investment goals.
- Borrowing - is the act of receiving money, goods, or resources from another party with the promise to repay them in the future—usually with interest.

- Annuities - is an investment that pays the investor a steady stream of income over time.

IV. DEPOSITORIES

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

V. ELECTRONIC FUND TRANSFER (EFT)

1. The School Board shall annually delegate the authority to initiate electronic fund transfers to the Superintendent or designee.
2. A copy of the delegation, as recorded in the official Board meeting minutes, shall be provided to the District's disbursing bank and retained on file by the bank.
3. Each individual authorized to initiate an EFT shall be clearly identified in the District records.
4. Documentation shall include the initiator's name, title, and scope of authority, and be maintained by the Financial Services Department.
5. Prior to initiating any EFT, the initiator must:
    - Document the request, include the purpose, amount, and recipient.
    - Obtain written approval from the Superintendent or designee, in accordance with the District's internal control policies.
6. No EFT shall be processed without this documented approval.
7. Written confirmation of each EFT transaction shall be retained by the District within one business day of the transaction.
8. A list of ~~aggregate~~ all 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 Resolution Mandating the Divestment of and Preventing Further Investment in Fossil Fuels, and Resolution Preventing Investment in Private Prisons (see cross-reference).

VII. INVESTMENT OBJECTIVES (Formerly 705.00)

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

1. ***Liquidity*** - The ~~Chief Business Officer~~ Superintendent or designee shall in all transactions consider liquidity as a priority in order to supply cash when needed to support the educational programs of the School District.
2. ***Safety*** - The School District shall do business with those firms that offer the School District protection in regard to safekeeping, delivery and receipt of investments. Firms that do not meet these standards shall not be considered. Local financial institutions shall be given priority over non-local institutions.

3. ***Yield*** - The School District shall maximize its yield on investment of available cash. ~~When funds are available for investing, several firms shall be contacted for quotes.~~
4. ***Pooled Investment Concept*** - Whenever possible, the School District shall combine available cash from various accounts and funds in order to maximize yield. Earnings on pooled investments shall be allocated to accounts and funds based on the cash balances in those accounts.
5. ***Borrowing:***
    a. The School District shall utilize the services of a municipal bond consultant when issuing either short- or long-term obligations or when funding existing obligations.
    b. The investment activities of the District shall include short-term cashflow analysis. The ~~Chief Business Officer~~ Superintendent or designee shall manage the investment of the public monies so that the maturity coincides with expenditure needs.
    c. The monthly and annual activities of the District shall include long-term projections. In November of each year, the ~~Chief Business Officer~~ Superintendent or designee shall make a cash projection that covers the current calendar year plus subsequent calendar years. The long-term projections shall identify monthly cash balances over this two-year period.

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

VIII. ANNUITIES (Formerly 703.00)

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

LEGAL REFERENCES:

Minn. Stat. § 118A.02	Depositories; Investing: Sales, Proceeds, Immunity.
Minn. Stat. § 118a.04	Investments
Minn. Stat. § 118a.05	Contracts And Agreements
Minn. Stat. § 118a.06	Safekeeping; Acknowledgements
Minn. Stat. § 118A.07	Additional Investment Authority

Minn. Stat. § 123B.02, Subd. 15	General Power of Independent School Districts; Annuity contract; payroll allocation
Minn. Stat. § 471.38, Subd. 3	Claims; Electronic Funds Transfer
Minn. Stat. Sec 471.6175, Subd. 5(d)	Trust for Postemployment Benefits; Investments
Minn. Stat. Sec 356A.06, Subd. 7	Investments; Additional Duties; Expanded list of authorized investment securities
Federal Internal Revenue Code 403(b)	Tax-Sheltered Annuity Plans

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 Saint Paul Public Schools Policy 703.00(717.00)
Revised: 6/17/2008

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:

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~~

POLICY UPDATE

Third Reading:
Rescission of Policy 601.01: Achievement

Saint Paul Public Schools

Board of Education Meeting

April 21, 2026

Craig Anderson, Executive Director of Teaching and Learning

Policy 601.01 - Achievement

Current Policy: 601.01 ACHIEVEMENT
Adopted: 1974 Saint Paul Public Schools Policy 601.01 Revised: 9/7/1982, 6/17/2008

1. Academic achievement is based on the premise that "all children can learn" and that children have diverse capabilities and interests and individual patterns of growth and learning.
2. Therefore, it important that teachers have as much and as accurate knowledge of each student as is possible through tests and other classroom-based ways of assessing student learning and growth, including observations of students' intelligence, achievement, work habits, skills, health, and home environment.
3. It is recognized that many factors which cannot be clinically tested (attitude toward others and work habits, for example) may influence a student's success as much as knowledge of subject areas.
4. In fairness to all students, achievement shall be judged • In relation to a student's learning capacity • In reference to any special education modifications or accommodations mandated by the student's Individual Education Plan (IEP), and • In terms of the degree of the student's mastery of the course work, as judged by the teacher with reference to District Standards in the specific content area.

Policy Changes

Language from Policy 601.01 Achievement will be combined with the proposed revisions to Policy 601.00 - Educational Programming and Achievement

Current Policy 601.01 - Achievement would be rescinded.

~~601.01 ACHIEVEMENT~~ 197
~~Adopted: 1974 Saint Paul Public Schools Policy 601.01 Revised: 9/7/1982, 6/17/2008~~
~~1. Academic achievement is based on the premise that "all children can learn" and that children have diverse capabilities and interests and individual patterns of growth and learning.~~
~~2. Therefore, it important that teachers have as much and as accurate knowledge of each student as is possible through tests and other classroom-based ways of assessing student learning and growth, including observations of students' intelligence, achievement, work habits, skills, health, and home environment.~~
~~3. It is recognized that many factors which cannot be clinically tested (attitude toward others and work habits, for example) may influence a student's success as much as knowledge of subject areas.~~
~~4. In fairness to all students, achievement shall be judged • In relation to a student's learning capacity • In reference to any special education modifications or accommodations mandated by the student's Individual Education Plan (IEP), and • In terms of the degree of the student's mastery of the course work, as judged by the teacher with reference to District Standards in the specific content area.~~

Questions?

Recommendation:

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That the Board of Education approve the proposed rescission of Policy 601.01 - Achievement at the April 21, 2026 Board of Education meeting and that this be considered the Third and Final Reading of the three reading process.

POLICY UPDATE

Third Reading:
Policy 601.00: Educational Programming and Achievement

Saint Paul Public Schools

Board of Education Meeting

April 21, 2026

Craig Anderson, Executive Director of Teaching and Learning

Policy 601.00 - Educational Programming and Achievement

Highlights

1. Policy last revised in 2011
2. Combine current 601 and 601.01
3. Transitioned to new policy format, which includes Policy Purpose

See all updates to Policy 601

Policy Changes

Policy Purpose:
The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Graduation Standards and federal law and are aligned with creating comprehensive achievement and civic readiness for all students.

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1) General Statement of Policy

The policy of the school district is to strive for comprehensive achievement and civic readiness in which all learning in the school district should be directed and for which all school district learners should be held accountable.

Policy 601.00 - Educational Programming and Achievement

Highlights

Updated Definitions

Policy Changes

2) Definitions

a) "Academic standard" means a summary description of student learning in a required content area or elective content area.

b) "Anti Racist" means actively working to identify and eliminate racism in all forms in order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions.

c) "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.

Policy 601.00 - Educational Programming and Achievement

Highlights

Updated Definitions

Policy Changes

d) “Comprehensive Achievement and Civic Readiness” means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; have all students graduate from high school; and prepare students to be lifelong learners.

~~202~~

e) "Culturally sustaining" means integrating content and practices that infuse the culture and language of Black, Indigenous, People of Color and LGBTQ+ communities who have been and continue to be harmed and erased through the education system.

Policy 601.00 - Educational Programming and Achievement

Highlights

Updated Definitions

Policy Changes

f) “Curriculum” means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.

g) “Ethnic studies” as defined in Minnesota Statutes, section 120B.25, has the same meaning for purposes of this section. Ethnic studies curriculum may be integrated in existing curricular opportunities or provided through additional curricular offerings.

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h) “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.

Policy 601.00 - Educational Programming and Achievement

Highlights

Updated Definitions

Policy Changes

i) “Institutional racism” means structures, policies, and practices within and across institutions that produce outcomes that disadvantage those who are Black, Indigenous, and People of Color.

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j) “Instruction” means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.

Policy 601.00 - Educational Programming and Achievement

Highlights

Updated Definitions

Policy Changes

k) “Performance measures” are measures to determine school district and school site progress in striving to create comprehensive achievement and civic readiness for all students and must include at least the following:

1. the size of the academic achievement gap and rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options including concurrent enrollment, other rigorous courses of study or industry certification courses or programs and enrichment experiences by student groups;

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2. student performance on the Minnesota Comprehensive Assessments;

3. high school graduation rates; and

4. career and college readiness under Minnesota Statutes section 120B.30, subdivision 1.

Policy 601.00 - Educational Programming and Achievement

Highlights

Updated language

Policy Changes

~~EDUCATIONAL PROGRAMMING DEFINITIONS~~

~~1. "Academic standards" means content-based outcomes at each grade level, some of which are mandated within state standards.~~

~~2. "Graduation requirements" mean those courses and tests required to earn a diploma.~~

ACADEMIC STANDARDS (1)

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1. The district will ~~adopt academic standards, which shall be the basis for the educational program.~~ follow the Minnesota Academic Standards.

2. The district will implement high school and post-secondary preparatory content standards in all learning areas in accordance with the Minnesota Department of Education rules.

Policy 601.00 - Educational Programming and Achievement

Highlights

Updated language

Policy Changes

3. The academic standards implementation process and educational program decision-making process will include students, parents or guardians, staff, and community representatives. The processes will include individuals who can represent the needs of special education, English language learners, and other unique student populations.
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4. The academic standards implementation committees will determine performance measures as well as, where, when, and in what instructional program all student achievement of standards will be assessed.

Policy 601.00 - Educational Programming and Achievement

Highlights

Policy Changes

THE ~~PRE-K-12~~ EDUCATIONAL PROGRAM (2)

1. The school district will provide an educational program appropriate for all students reflecting varied interests and needs.

2. The district will use education effectiveness practices that

A. integrate high-quality instruction, technology, and curriculum that is rigorous, accurate, anti racist, and culturally sustaining;

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B. end institutional racism by ensuring that learning and work environments validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees;

C. provide a collaborative professional culture that seeks to retain qualified, racially and ethnically diverse staff effective at working with diverse students while developing and supporting teacher quality, performance, and effectiveness;

Policy 601.00 - Educational Programming and Achievement

Highlights

Updated language

Policy Changes

3. The educational program will be coordinated systematically through the district.

4. The school district will ~~establish learner results toward which all learning in the school district should be directed and for which all school district learners will be held accountable.~~ set clear expectations for what every student should know and be able to do and every student will be responsible for meeting these expectations.

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Policy 601.00 - Educational Programming and Achievement

Highlights

Updated language

Policy Changes

5. ~~Instruction must be provided, sometime during the district PreK-12 program, in at least the following subject areas:~~ The District provides instruction in all areas listed below, ensuring full alignment with Minnesota Academic Standards and age-appropriate benchmarks:

- English Language arts
- Mathematics ~~and~~
- Science
- Social studies, including history, geography, ~~and~~ government, and Ethnic Studies
- Health ~~and~~
- Physical education
- ~~The~~ Arts education
- ~~Vocational~~ Career and technical education; and
- World languages

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Policy 601.00 - Educational Programming and Achievement

Highlights

Updated language

Policy Changes

6. The basic instructional program shall minimally include all courses required for each grade level by the State of Minnesota ~~Department of Education~~.
7. The district will provide learning opportunities for all students sufficient to meet state and local graduation requirements.
8. The district will identify and evaluate learners who need special services, accommodations, or programs to meet standards211
9. Innovative and adaptive education programs, including online learning options, Alternative Learning Centers (ALCs), Post Secondary Enrollment Options (PSEO), service-learning, experiential learning, or work-based learning, may be developed and offered to meet the unique and changing needs of student

Policy 601.00 - Educational Programming and Achievement

Highlights

Updated language

Policy Changes

GRADUATION REQUIREMENTS (3)

1. District graduation requirements will minimally include:
   - The state-required graduation tests in accordance with the rules established by the Minnesota Department of Education.
   - The state requirements for graduation as established by Minnesota law. 212
   - Successful completion of:
     - 86 total quarter credits at a regularly-scheduled ~~(eight classes per quarter)~~ high school
       ~~o 86 total quarter credits at a regularly-scheduled (non-block) high school, or~~
       ~~o 56 total quarter credits at a four-period block-scheduled high school.~~

Policy 601.00 - Educational Programming and Achievement

Highlights

No changes to this section

Policy Changes

2. High School credits toward graduation can be obtained prior to ninth grade by taking qualifying courses in junior high or middle school.
3. The school district will establish procedures for determining credit for learning obtained outside of the district which would qualify for graduation including courses taken at institutions of higher education.

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Policy 601.00 - Educational Programming and Achievement

Highlights

Updated language adding the Achievement language from 601.01

Policy Changes

ACHIEVEMENT (4)

1. Academic achievement is based on the ~~premise~~ **belief** that all children can learn and that children have ~~diverse capabilities and~~ **individual strengths,** interests, and ~~individual~~ patterns of growth and learning.
2. Therefore, it is important that teachers have as much and as accurate knowledge of each student as is possible through ~~tests~~ **summative and formative assessments** and other classroom-based ways of assessing student learning and growth, including observations of students' ~~intelligence,~~ achievement, ~~work habits~~ **social emotional skills**, health**-related needs**, and ~~home environment~~ **life outside of school**.
3. It is recognized that many factors which cannot be ~~clinically tested (attitude toward others and work habits, for example)~~ **formally assessed** may influence a student's ~~success~~ **progress and achievement** as much as **content-area** knowledge ~~of subject areas~~.

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Policy 601.00 - Educational Programming and Achievement

Highlights

Updated language adding the Achievement language from 601.01

Fixing the organization of the sections to reflect the changes.

Policy Changes

4. I~~n fairness to all students,~~**To ensure equity and promote success for all students**, **grading, assessment, and achievement** shall be ~~judged~~ **determined based** upon:

~~a. In relation to a student's learning capacity~~

~~b. In reference to any special education modifications or accommodations mandated by the student's Individual Education Plan (IEP),~~ a **Alignment with the accommodations, modifications, and goals outlined in a student's Individualized Education Program (IEP) or Section 504 Plan, ensuring grades reflect the student's progress toward rigorous standards with appropriate supports in place**.and

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~~In terms of the degree of the student's mastery of the course work, as judged by the teacher with reference to District Standards in the specific content area.~~ b.**The degree to which the student has demonstrated understanding of essential course content and District Standards, separate from behavioral factors such as attendance or compliance, and recognizing that learners progress at different rates and may require multiple opportunities to demonstrate proficiency**.

Questions?

Recommendation:

216

That the Board of Education approve the proposed revisions of Policy 601.00 - Educational Programming and Achievement at the April 21, 2026 Board of Education meeting and that this be considered the Third and Final Reading of the three reading process.

Current Policy 601.01 - Achievement would be rescinded.

~~601.01 ACHIEVEMENT~~

~~Adopted: 1974 Saint Paul Public Schools Policy 601.01 Revised: 9/7/1982, 6/17/2008~~

~~1. Academic achievement is based on the premise that "all children can learn" and that children have diverse capabilities and interests and individual patterns of growth and learning.~~

~~2. Therefore, it important that teachers have as much and as accurate knowledge of each student as is possible through tests and other classroom-based ways of assessing student learning and growth, including observations of students' intelligence, achievement, work habits, skills, health, and home environment.~~

~~3. It is recognized that many factors which cannot be clinically tested (attitude toward others and work habits, for example) may influence a student's success as much as knowledge of subject areas.~~

~~4. In fairness to all students, achievement shall be judged • In relation to a student's learning capacity • In reference to any special education modifications or accommodations mandated by the student's Individual Education Plan (IEP), and • In terms of the degree of the student's mastery of the course work, as judged by the teacher with reference to District Standards in the specific content area.~~

601.00 EDUCATIONAL PROGRAMMING AND ACHIEVEMENT

I. POLICY PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Graduation Standards and federal law and are aligned with creating comprehensive achievement and civic readiness for all students.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to strive for comprehensive achievement and civic readiness in which all learning in the school district should be directed and for which all school district learners should be held accountable.

III. DEFINITIONS

A. "Academic standard" means a summary description of student learning in a required content area or elective content area.

B. "Anti Racist" means actively working to identify and eliminate racism in all forms in order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions.

C. "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.

D. "Comprehensive Achievement and Civic Readiness" means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; have all students graduate from high school; and prepare students to be lifelong learners.

E. "Culturally sustaining" means integrating content and practices that infuse the culture and language of Black, Indigenous, People of Color and LGBTQ+

communities who have been and continue to be harmed and erased through the education system.

F. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.

G. "Ethnic studies" as defined in Minnesota Statutes, section 120B.25, has the same meaning for purposes of this section. Ethnic studies curriculum may be integrated in existing curricular opportunities or provided through additional curricular offerings.

H. "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.

I. "Institutional racism" means structures, policies, and practices within and across institutions that produce outcomes that disadvantage those who are Black, Indigenous, and People of Color.

J. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.

K. "Performance measures" are measures to determine school district and school site progress in striving to create comprehensive achievement and civic readiness for all students and must include at least the following:

1. the size of the academic achievement gap and rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options including concurrent enrollment, other rigorous courses of study or industry certification courses or programs and enrichment experiences by student groups;

2. student performance on the Minnesota Comprehensive Assessments;

3. high school graduation rates; and

4. career and college readiness under Minnesota Statutes section 120B.30, subdivision 1.

~~EDUCATIONAL PROGRAMMING DEFINITIONS~~

~~1. "Academic standards" means content-based outcomes at each grade level, some of which are mandated within state standards.~~

~~2. "Graduation requirements" mean those courses and tests required to earn a diploma.~~

IV. ACADEMIC STANDARDS (1)

1. The district will ~~adopt academic standards, which shall be the basis for the educational program~~. follow the Minnesota Academic Standards.

2. The district will implement high school and post-secondary preparatory content standards in all learning areas in accordance with the Minnesota Department of Education rules.

3. The academic standards implementation process and educational program decision-making process will include students, parents or guardians, staff, and community representatives. The processes will include individuals who can represent the needs of special education, English language learners, and other unique student populations.

4. The academic standards implementation committees will determine performance measures as well as, where, when, and in what instructional program all student achievement of standards will be assessed.

V. THE EDUCATIONAL PROGRAM (2)

1. The school district will provide an educational program appropriate for all students reflecting varied interests and needs.

2. The district will use education effectiveness practices that:

   a. integrate high-quality instruction, technology, and curriculum that is rigorous, accurate, anti racist, and culturally sustaining;

   b. end institutional racism by ensuring that learning and work environments validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees;

   c. provide a collaborative professional culture that seeks to retain qualified, racially and ethnically diverse staff effective at working with diverse students while developing and supporting teacher quality, performance, and effectiveness;

3. The educational program will be coordinated systematically through the district.

4. The school district will ~~establish learner results toward which all learning in the school district should be directed and for which all school district learners will be held accountable~~. set clear expectations for what every student should know and be able to do and every student will be responsible for meeting these expectations.

5. ~~Instruction must be provided, sometime during the district PreK-12 program, in at least the following subject areas:~~ The District provides instruction in all areas listed below, ensuring full alignment with Minnesota Academic Standards and age-appropriate benchmarks:
   - English Language arts
   - Mathematics ~~and~~
   - Science
   - Social studies, including history, geography, ~~and~~ government, and Ethnic Studies
   - Health ~~and~~
   - Physical education
   - ~~The~~ Arts education
   - ~~Vocational~~ Career and technical education; and
   - World languages

6. The basic instructional program shall minimally include all courses required for each grade level by the State of Minnesota Department of Education.

7. The district will provide learning opportunities for all students sufficient to meet state and local graduation requirements.

8. The district will identify and evaluate learners who need special services, accommodations, or programs to meet standards.

9. Innovative and adaptive education programs, including online learning options, Alternative Learning Centers (ALCs), Post Secondary Enrollment Options (PSEO), service-learning, experiential learning, or work-based learning, may be developed and offered to meet the unique and changing needs of students.

VI. GRADUATION REQUIREMENTS (3)

1. District graduation requirements will minimally include:

- The state-required graduation tests in accordance with the rules established by the Minnesota Department of Education.
- The state requirements for graduation as established by Minnesota law.
- Successful completion of:
    - 86 total quarter credits at a regularly-scheduled (eight classes per quarter) high school

    - ~~86 total quarter credits at a regularly-scheduled (non-block) high school, or~~

    - ~~56 total quarter credits at a four-period block-scheduled high school~~

2. High School credits toward graduation can be obtained prior to ninth grade by taking qualifying courses in junior high or middle school.

3. The school district will establish procedures for determining credit for learning obtained outside of the district which would qualify for graduation including courses taken at institutions of higher education.

VII. ACHIEVEMENT (4)

1. Academic achievement is based on the ~~premise~~ belief that all children can learn and that children have ~~diverse capabilities and~~ individual strengths, interests, and ~~individual~~ patterns of growth and learning.

2. Therefore, it is important that teachers have as much and as accurate knowledge of each student as is possible through ~~tests~~ summative and formative assessments and other classroom-based ways of assessing student learning and growth, including observations of students' ~~intelligence~~, achievement, ~~work habits~~ social emotional skills, health-related needs, and ~~home environment~~ life outside of school.

3. It is recognized that many factors which cannot be ~~clinically tested (attitude toward others and work habits, for example)~~ formally assessed may influence a student's success progress and achievement as much as content-area knowledge ~~of subject areas~~

4. ~~In fairness to all students~~,To ensure equity and promote success for all students, grading, assessment, and achievement shall be ~~judged~~ determined based upon:

~~a. In relation to a student's learning capacity~~
~~b. In reference to any special education modifications or accommodations mandated by the student's Individual Education Plan (IEP),~~

a. Alignment with the accommodations, modifications, and goals outlined in a student's Individualized Education Program (IEP) or Section 504 Plan, ensuring grades reflect the student's progress toward rigorous standards with appropriate supports in place. and

~~In terms of the degree of the student's mastery of the course work, as judged by the teacher with reference to District Standards in the specific content area.~~

b. The degree to which the student has demonstrated understanding of essential course content and District Standards, separate from behavioral factors such as attendance or compliance, and recognizing that learners progress at different rates and may require multiple opportunities to demonstrate proficiency.

LEGAL REFERENCES:

(1) Minn. Stat. § 120B.02b Educational Expectations for Minnesota's Students
Minn. Stat. § 120B.021 Subd 1 and 1a Required Academic Standards
Minn. Stat. § 120B.11 Subd. 2 Adopting Policies
Minn. Stat. § 120B.22 Elective Standards
Minn. Stat. § 120B.023 Benchmarks
Minn. Rules § 3501.0010-3501.0180 Reading and Mathematics
Minn. Rules § 3501.0200-3501.0290 Written Composition
Minn. Rules § 3501.0505-3501.0550 Academic Standards for Language Arts
Minn. Rules § 3501.0700-3501.0745 Academic Standards for Mathematics
Minn. Rules § 3501.0800-3501.0815 Academic Standards for the Arts Minn. Rules § 3501.0900-3501.0955 Academic Standards in Science

(2) Minn. Stat. § 120A.22 Subd 9 Curriculum
Minn. Stat. § 123A.06 State-Approved Alternative Programs and Services
Minn. Stat. § 124D.09 Post Secondary Enrollment Options
Minn. Stat. § 124D.095 Online Learning Options
Minn. Stat. § 124D.50 Service-Learning and Work-Based Curriculum and Programs
Minn. Rule §3525 Children with a Disability Section 504 of the Rehabilitation Act of 1973, as amended 29 U.S.C. § 794 Title I of the Elementary and Secondary Education Act
(3) Minn. Stat. § 120B.024 Graduation Requirements; Course Credits
Minn. Stat. § 120B.14 Advanced Academic Credit Minn. Stat. § 120B.16 Secondary Credit for Students

Minn. Stat. § 122A.60 Staff Development Program
Minn. Stat. § 120B.024 Personal finance, civics, and ethnic studies

20 U.S.C. § 5801 – Purpose
20 U.S.C. § 6301 – ESSA CROSS

CROSS REFERENCES TO DISTRICT POLICIES:

Policy 421.00 Staff Development
Policy 510.00 Graduation
Policy 510.01 Students: Promotion and Retention

DRAFT

THIRD READING
Policy 508.00 - Students with IEPs

Board of Education
April 21, 2026

Heidi Nistler, Assistant Superintendent of Specialized Services

Policy 508.00 Students with IEPs

Link to draft updated policy

226

Policy 508.00 Students with IEPs

Current Policy:

1. Last reviewed in 2017

2. By successfully meeting the needs of students with special education needs, SPPS will improve the learning environments for all students

Policy Changes

1. **Policy Purpose:** Changed to use student-first language

   - By successfully meeting the needs of students ~~with~~ who receive special education services ~~needs~~, SPPS will improve the learning environments for all students

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Policy 508.00 Students with IEPs

Current Policy:

1. General statement of policy was not included (new policy format)

Policy Changes

II. GENERAL STATEMENT OF POLICY

SPPS recognizes that some students require and benefit from special education and related services. Consistent with federal and state law, SPPS will provide a free and appropriate public education for every student with a disability who is the responsibility of SPPS. 228

SPPS will carry out the requirements of the child's Individual Education Program (IEP)/Individual Family Service Plan (IFSP). Necessary services to meet the needs of the student will be included in the student's IEP/IFSP. The IEP/ISFP should be structured to encourage the student to make progress ~~in light of the student's circumstances~~ based on their individualized strengths and needs.

Policy 508.00 Students with IEPs

Current Policy:

1. Definition not provided for student with disability for ages 3-22,

Policy Changes

1. **Definition:** "Child with a disability" means a child identified under federal and state special education law as deaf or hard-of-hearing, blind or visually impaired, deaf blind, or having a speech or language impairment, a physical impairment, other health disability, developmental cognitive disability, an emotional or behavioral disorder, specific learning disability, autism spectrum disorder, traumatic brain injury, or severe multiple impairments, and who 229 needs special education and related services, as determined by the rules of the Commissioner of the Minnesota Department of Children, Youth, and Families for children from birth through age two and by the rules of the Commissioner of the Minnesota Department of Education for all other children. A licensed physician, an advanced practice registered nurse, a physician assistant, or a licensed psychologist is qualified to make a diagnosis and determination of attention deficit disorder or attention deficit hyperactivity disorder for purposes of identifying a child with a disability.

Policy 508.00 Students with IEPs

Current Policy:

1. Definition not provided for student with disability for ages birth-3 or 3-6

Policy Changes

1. **Definition:** In addition to Paragraph A, every child under age three and, at local district discretion, every child from age three through age six, who needs special instruction and services, as determined by the rules of the Commissioner of the Minnesota Department of Children, Youth, and Families for children under age three and by the rules of the Commissioner of the Minnesota Department of Education for children ages three through six, because the child has a substantial delay or has a diagnosed physical or mental condition or disorder with a high probability of resulting in developmental delay is a child with a disability. 230

Policy 508.00 Students with IEPs

Current Policy:

1. Definition not provided for student without disability;

Policy Changes

1. **Definition:** A child with a short-term or temporary physical or emotional illness or disability, as determined by the rules of the Commissioner of the Minnesota Department of Children, Youth, and Families for children from birth through age two and by the rules of the Commissioner of the Minnesota Department of Education for all other children, is not a child with a disability. 231

Policy 508.00 Students with IEPs

Current Policy:

1. **Definition:** IEP is the acronym for Individualized Education Program. It is a legal document that is collaboratively developed for each student who needs special education services.

Policy Changes

1. **Definition:** IEP is the acronym for Individualized Education Program. It is a legal document that is collaboratively developed for each student who needs special education services from the age of 3 to age 22. 232

Policy 508.00 Students with IEPs

Current Policy:

1. **Definition:** IFSP is an acronym for Individual Family Service Plan. It is a legal document that is collaboratively developed for a child who needs special education services prior to entering Kindergarten.

Policy Changes

1. **Definition:** IFSP is an acronym for Individual Family Service Plan. It is a legal document that is collaboratively developed for a child who needs special education services ~~prior to entering Kindergarten~~ from birth to ~~age~~ 3.

Policy 508.00 Students with IEPs

Current Policy:

1. **District Responsibilities:** SPPS has the responsibility to identify, evaluate, and provide special education and related services for students with disabilities who are the responsibility of SPPS and who are eligible for services as established by state and federal law; this includes eligible individuals from birth through through age 21.

Policy Changes

1. **District Responsibilities:** SPPS has the responsibility to identify, evaluate, and provide special education and related services for students with disabilities who are the responsibility of SPPS and who are eligible for services as established by state and federal law; this includes eligible individuals from birth ~~through~~ to age ~~21~~ 22.

Policy 508.00 Students with IEPs

Current Policy:

1. **District Responsibilities:** When restrictive procedures are used, SPPS will follow federal and state laws. SPPS guidelines and Minnesota law ensure that such procedures are used only in times of emergency for the student's safety or for the safety of others. Restrictive procedures shall be implemented in a manner that is most respectful to the student's dignity, are the least restrictive procedures possible, and consistent with law.

Policy Changes

1. **District Responsibilities:** When restrictive procedures are used, SPPS will follow federal and state laws. SPPS guidelines and Minnesota law ensure that such procedures are used only in times of emergency for the student's safety or for the safety of others. SPPS does not use seclusion as a restrictive procedure. Restrictive procedures shall be implemented in a manner that is most respectful to the student's dignity, are the least restrictive procedures possible, and consistent with law.

Policy 508.00 Students with IEPs

Current Policy:

1. **District Responsibilities:** No mention of postsecondary transition planning

Policy Changes

1. **District Responsibilities:** The district will adhere to all post-secondary transition evaluation and IEP requirements, including ensuring that the IEP is designed to support the student achieving their postsecondary goals.

236

Policy 508.00 Students with IEPs

Current Policy:

1. **District Responsibilities:** No mention of notifying student and parent of the transfer of special education rights at age 18

Policy Changes

1. **District Responsibilities:** No later than a student's 17th birthday, the district will provide notice to the parent and child that the parents' special education rights will transfer to the child when the child reaches the age of majority (age 18) unless a guardian has been appointed by the court. 237

Policy 508.00 Students with IEPs

Current Policy:

1. **District Responsibilities:** No statements about stand-alone developmental adaptive physical education.

Policy Changes

1. **District Responsibilities:** The school district may conduct an assessment for developmental adapted physical education, as defined in Minnesota Rules, part 3525.1352, as a stand-alone evaluation without conducting a comprehensive evaluation of the student in accordance with prior written notice provisions in Minnesota Statutes, section 125A.091, subdivision 3a. A parent or guardian may request that the school district conduct a comprehensive evaluation of the parent's or guardian's student. 238

Policy 508.00 Students with IEPs

Current Policy:

1. No language included for student rights after turning 18

Policy Changes

VII. STUDENT RIGHTS

A. When a student turns 18, all rights related to special education transfer to the student unless a guardian has been appointed by the court.

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Policy 508.00 Students with IEPs

Current Policy:

1. **CROSS REFERENCES TO DISTRICT POLICIES:**
   - Policy 101.00 - Racial Equity
   - Policy 102.00 – Equal Employment/Non-discrimination Policy
   - 602.01 – Multicultural, Intercultural, Non-racist, Non-sex-biased, Gender and Disability Fair Education
   - Policy 707.00 – Transportation Eligibility

Policy Changes

1. **CROSS REFERENCES TO DISTRICT POLICIES:**
   - Policy 101.00 - Racial Equity
   - Policy 102.00 – Equal Employment/Non-discrimination Policy
   - Policy 509.00 - Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds
   - 602.01 – Multicultural, Intercultural, Non-racist, Non-sex-biased, Gender and Disability Fair Education
   - Policy 707.00 – Transportation Eligibility

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Questions?

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Action Requested

- That the Board approve the proposed revisions to Policy 508.00 - Students with IEPs at the April 21, 2026 Board of Education meeting and that this be considered the Third and Final Reading of the three reading process.

Adopted: *11/10/1992* *Saint Paul Public Schools Policy 508.00*
Revised: *9/17/1996;*
6/17/2008;
12/19/2017;
4/21/2026

508.00 STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS (IEP)

I. POLICY PURPOSE

The purpose of this policy is to state the position of Saint Paul Public Schools (SPPS) regarding the need to provide special educational services to eligible students with disabilities in the school district with the goal of equity for all.

As part of its commitment to provide the best possible education to all district students, SPPS strives to ensure students have the opportunity to reach their full potential and are held to high expectations. By successfully meeting the needs of students ~~with~~ who receive special education services ~~needs~~, SPPS will improve the learning environments for all students.

II. GENERAL STATEMENT OF POLICY

SPPS recognizes that some students require and benefit from special education and related services. Consistent with federal and state law, SPPS will provide a free and appropriate public education for every student with a disability who is the responsibility of SPPS.

SPPS will carry out the requirements of the child's Individual Education Program (IEP)/Individual Family Service Plan (IFSP). Necessary services to meet the needs of the student will be included in the student's IEP/IFSP. The IEP/ISFP should be structured to encourage the student to make progress ~~in light of the student's circumstances~~ based on their individualized strengths and needs.

III. DEFINITIONS

A. "Child with a disability" means a child identified under federal and state special education law as deaf or hard-of-hearing, blind or visually impaired, deaf blind, or having a speech or language impairment, a physical impairment, other health disability, developmental cognitive disability, an emotional or behavioral disorder, specific learning disability, autism spectrum disorder, traumatic brain injury, or severe multiple impairments, and who needs special education and related services, as determined by the

rules of the Commissioner of the Minnesota Department of Children, Youth, and Families for children from birth through age two and by the rules of the Commissioner of the Minnesota Department of Education for all other children. A licensed physician, an advanced practice registered nurse, a physician assistant, or a licensed psychologist is qualified to make a diagnosis and determination of attention deficit disorder or attention deficit hyperactivity disorder for purposes of identifying a child with a disability.

B. In addition to Paragraph A, every child under age three and, at local district discretion, every child from age three through age six, who needs special instruction and services, as determined by the rules of the Commissioner of the Minnesota Department of Children, Youth, and Families for children under age three and by the rules of the Commissioner of the Minnesota Department of Education for children ages three through six, because the child has a substantial delay or has a diagnosed physical or mental condition or disorder with a high probability of resulting in developmental delay is a child with a disability.

C. A child with a short-term or temporary physical or emotional illness or disability, as determined by the rules of the Commissioner of the Minnesota Department of Children, Youth, and Families for children from birth through age two and by the rules of the Commissioner of the Minnesota Department of Education for all other children, is not a child with a disability.

D. IEP is the acronym for Individualized Education Program. It is a legal document that is collaboratively developed for each student who needs special education services from the age of 3 to age 22.

E. IFSP is an acronym for Individual Family Service Plan. It is a legal document that is collaboratively developed for a child who needs special education services ~~prior to entering Kindergarten~~ from birth to age 3.

F. LRE is the acronym for Least Restrictive Environment. It means that a student with a disability should have the opportunity to be educated with non-disabled peers to the greatest extent possible.

G. Natural settings are places where a child or young adult would normally live and learn. Examples of natural settings for birth through preschool aged children are in the home and in preschool classrooms. Examples of natural settings for young adults age 18 ~~through 21~~ to age 22 are workplaces ~~programs~~ and post-secondary classrooms.

H. Standards based curriculum refers to systems of instruction and assessment that are based on the student showing understanding of specific skills.

IV. DISTRICT RESPONSIBILITIES

A. SPPS has the responsibility to identify, evaluate, and provide special education and related services for students with disabilities who are the responsibility of SPPS and who are eligible for services as established by state and federal law; this includes eligible individuals from birth ~~through~~ to age ~~21~~ 22.

B. When eligible for special education, SPPS shall ensure that these students are provided special education and related services that meet their educational needs. Some services require or result from interagency cooperation. When the provision of such services requires or results from interagency cooperation, SPPS shall participate in these interagency activities in compliance with federal and state law.

C. Special education services shall be provided in the Least Restrictive Environment, including natural settings.

D. SPPS shall provide professional development opportunities for all staff, who work with students who have IEPs/IFSPs, including special education teachers, support personnel, and general education staff.

E. SPPS shall ensure special education services are provided in tandem with other education services to which the student is entitled, such as English Learner services and gifted and talented services, when appropriate.

F. SPPS will follow due process procedures that guarantee the rights of all students with disabilities, as well as parental or guardian rights of participation in the due process decision-making procedures, including identification, evaluation, program planning, and determination of appropriate level of service.

G. When restrictive procedures are used, SPPS will follow federal and state laws. SPPS guidelines and Minnesota law ensure that such procedures are used only in times of emergency for the student's safety or for the safety of others. SPPS does not use seclusion as a restrictive procedure. Restrictive procedures shall be implemented in a manner that is most respectful to the student's dignity, are the least restrictive procedures

possible, and consistent with law.

H. The district will adhere to all post-secondary transition evaluation and IEP requirements, including ensuring that the IEP is designed to support the student achieving their postsecondary goals.

I. No later than a student's 17th birthday, the district will provide notice to the parent and child that the parents' special education rights will transfer to the child when the child reaches the age of majority (age 18) unless a guardian has been appointed by the court.

J. The school district may conduct an assessment for developmental adapted physical education, as defined in Minnesota Rules, part 3525.1352, as a stand-alone evaluation without conducting a comprehensive evaluation of the student in accordance with prior written notice provisions in Minnesota Statutes, section 125A.091, subdivision 3a. A parent or guardian may request that the school district conduct a comprehensive evaluation of the parent's or guardian's student.

V. SCHOOL RESPONSIBILITIES

A. Schools will ensure students have access to Minnesota standards based curriculum and continual progress monitoring so that they have the opportunity to learn and reach their full potential.

B. Schools will ensure timely communication between the school and the student's parents or guardians regarding issues concerning their student. Schools will also ensure that parents receive special education progress reports whenever general education students receive grade reports as required by law.

C. Schools will ensure that all required IEP team members are invited to participate in IEP meetings and will follow state procedures for when a required member is not able to attend.

D. Schools will work to develop positive relationships with all students to foster a positive and inclusive school environment.

E. Schools will encourage parents and guardians of students with disabilities to participate in school and District committees, and make those committees accessible, to ensure a diverse parent perspective is included in school and District decisions.

VI. PARENT/GUARDIAN RIGHTS AND EXPECTATIONS

A. As valued and respected partners, parents, guardians, and students have the right, and are encouraged and supported, to fully participate in planning to meet the needs of students.

B. SPPS is committed to being responsive to parents and guardians. If parents or guardians object to a proposed action, such as identification, evaluation, placement or program planning of their student with a disability, SPPS will follow federal and state guidelines for conciliation, facilitated IEP, mediation, or due process hearing to resolve concerns.

C. SPPS is committed to ongoing communications with parents and guardians. Parents and guardians of students with disabilities will be informed at least annually of the Special Education Advisory Council (SEAC) that advocates for students with disabilities. Additionally, the District shall employ a variety of methods to communicate opportunities for family involvement and support.

VII. STUDENT RIGHTS

A. When a student turns 18, all rights related to special education transfer to the student unless a guardian has been appointed by the court.

LEGAL REFERENCES:

20 USC 1440, et seq. (Individuals with Disabilities Education Act)
34 CFR Title 34 et seq. (Code of Federal Regulations, Office of Special Education and Rehabilitative Services, Department of Education)
Minn. Stat. Ch. 125A (Special Education and Special Programs)
Minn. Rules Ch. 3525 (Department of Education: Children with a Disability)

CROSS REFERENCES TO DISTRICT POLICIES:

Policy 101.00 - Racial Equity
Policy 102.00 – Equal Employment/Non-discrimination Policy
Policy 509.00 - Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds
602.01 – Multicultural, Intercultural, Non-racist, Non-sex-biased, Gender and Disability Fair Education
Policy 707.00 – Transportation Eligibility

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

Saint Paul Public Schools

Board of Education
April 21, 2026

Purpose

Report the progress on the following of B.I.G.G. student outcome goal(s):

The percentage of school-aged children who live in Saint Paul and attend an SPPS school will increase from **60%** in 2024 to **63%** by 2029. Reporting parameters:

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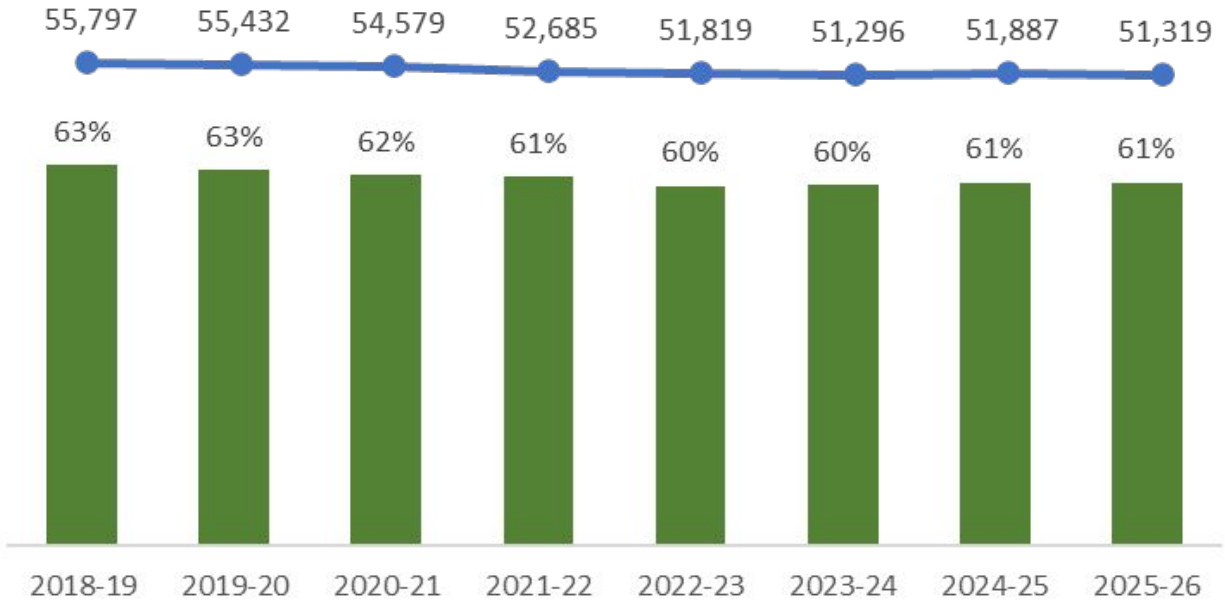
- Measure:
  - Enrolling Outside SPPS: Official October 1 enrollment of students who have a resident district of Saint Paul Public Schools but an enrolling district that is not SPPS.
  - Enrolling in Nonpublic: Nonpublic counts as they are reported in our student information system and recorded through school contacts and internet searches.
  - Enrolling in SPPS: Official October 1 enrollment of students who have a resident district of Saint Paul Public Schools and an enrolling district of St. Paul Public Schools.
- Metric: the percent and count of St. Paul resident students who enroll in other schools/districts outside of Saint Paul Public Schools.

About the data

- Saint Paul Public Schools Official October 1 Enrollment file
  - Students who are enrolled in Saint Paul Public Schools on October 1.
- Official October 1 Enrollment file for St. Paul residents
  - Students who live in the city of St. Paul and enroll in a district other than Saint Paul Public Schools. This file is requested from the Minnesota Department of Education.
- Nonpublic Enrollment file
  - Students who live in the city of St. Paul and are enrolled in a non-public school.

250

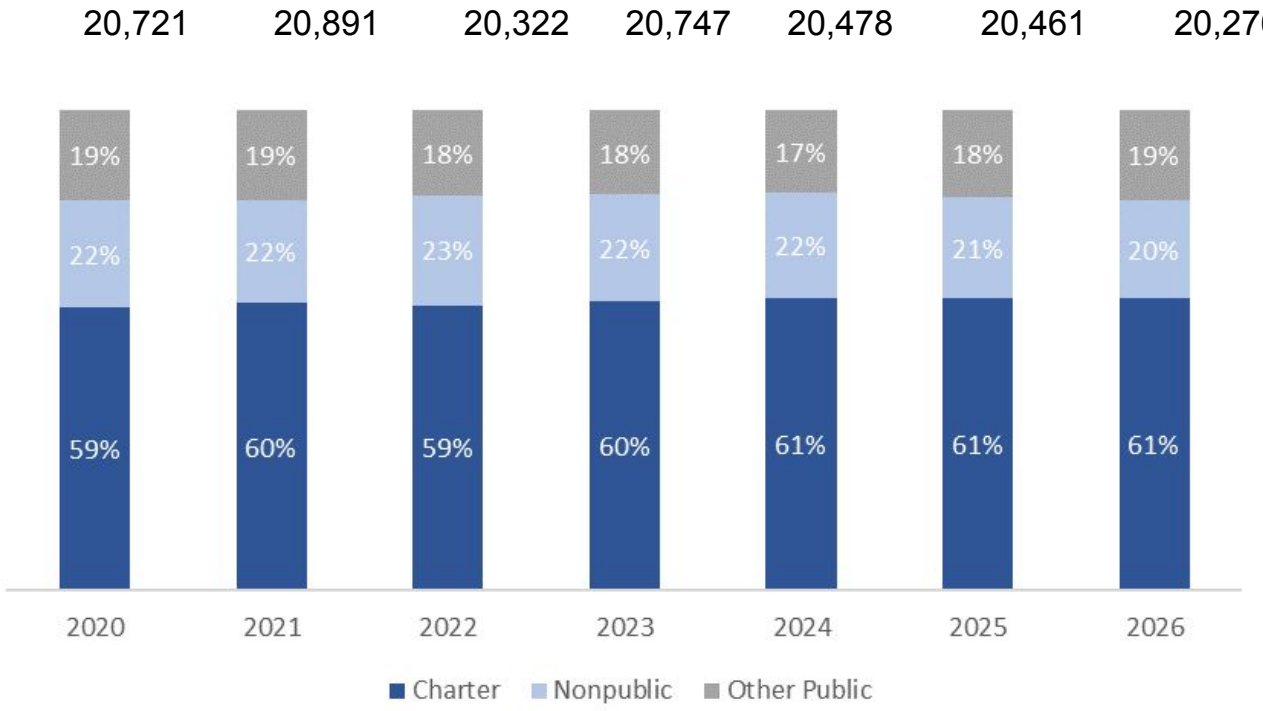
Results



251

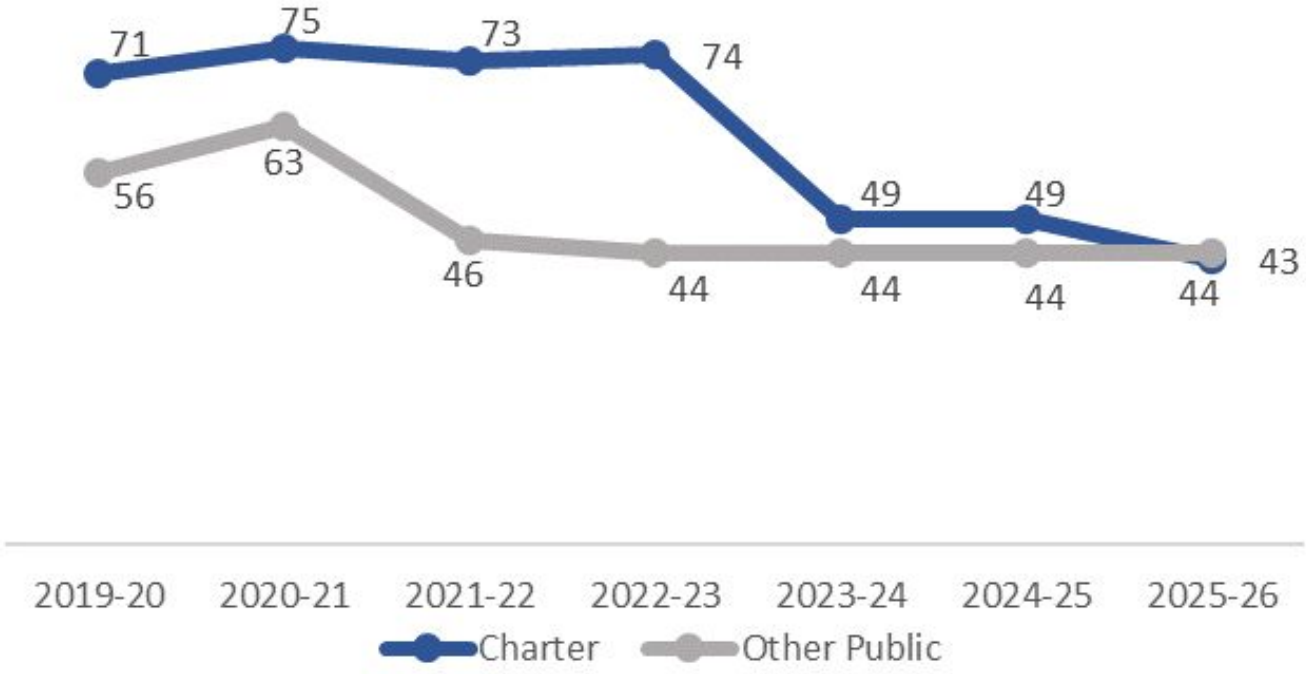
- SPPS enrolls 61% of the 51,319 school-age children living in the city of St. Paul; 2 percentage points away from the goal. (SY25-26)

Most Students Enroll in Charter Schools, followed by Non-Public Schools and Other Non-SPPS Districts



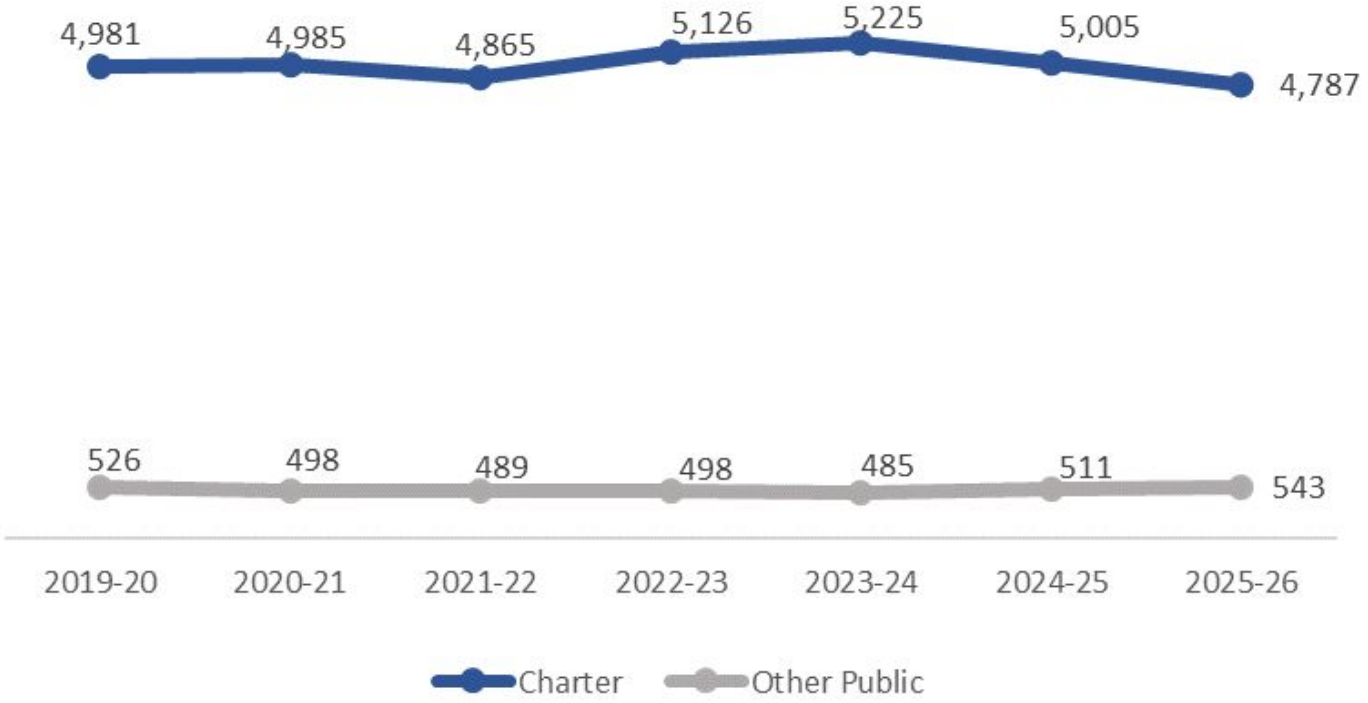
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Almost 100 American Indian Students Enroll in Charter Schools and Non-SPPS Districts



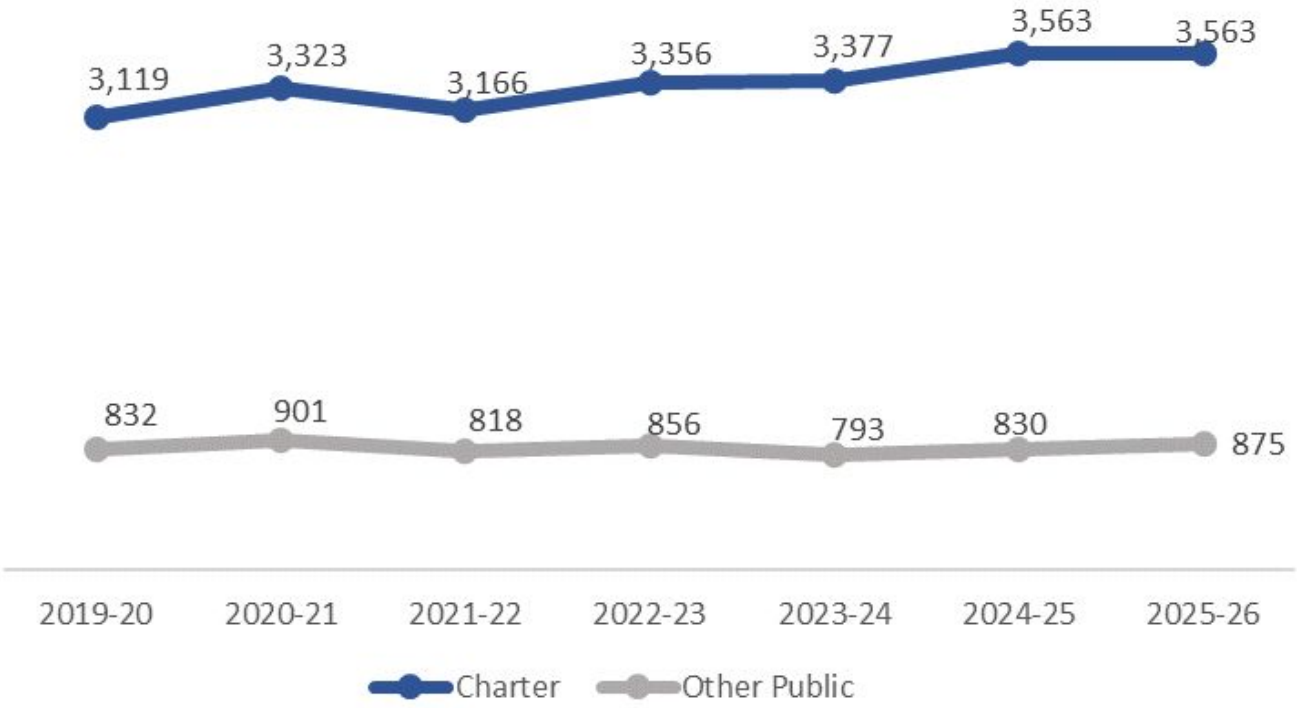
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Asian Students Enrolling in Charter Schools Has Decreased Over the Last 3 Years, While Other Enrollment Has Increased



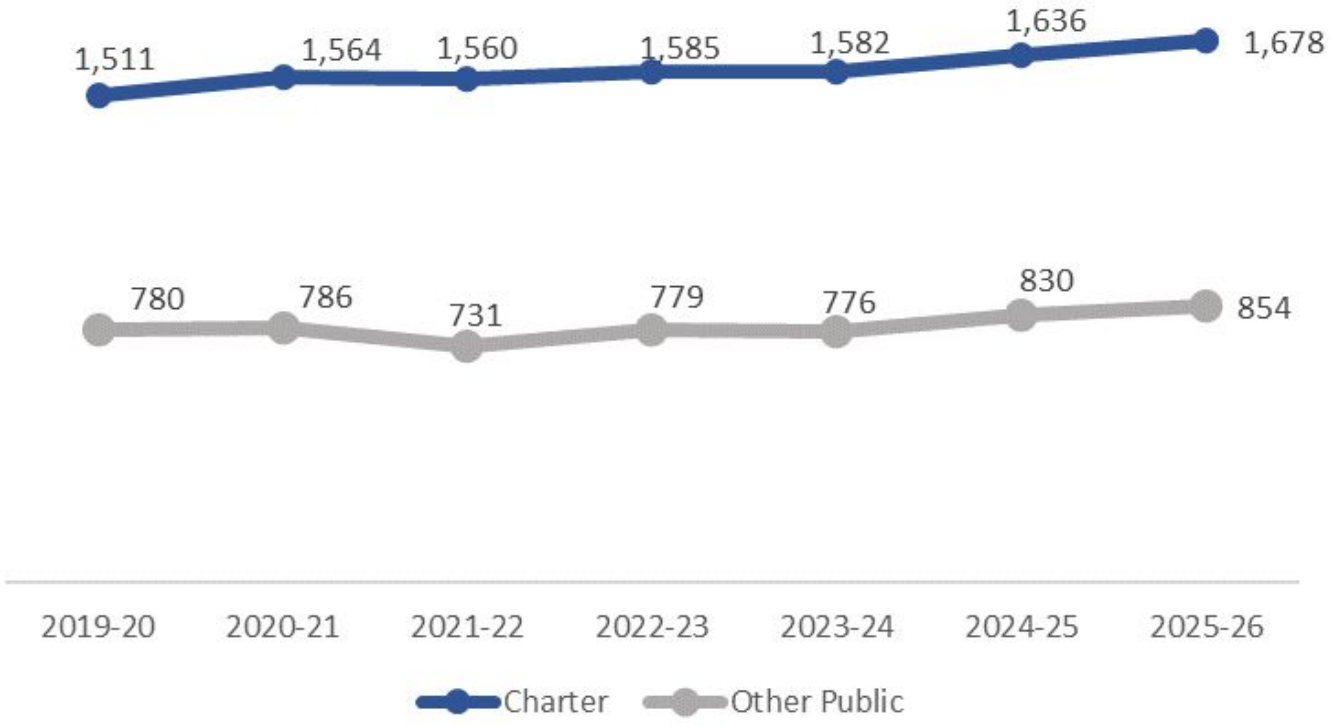
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Black Student Enrollment in Charter Schools Is Increasing, While Other Non-SPPS Enrollment Remains Steady



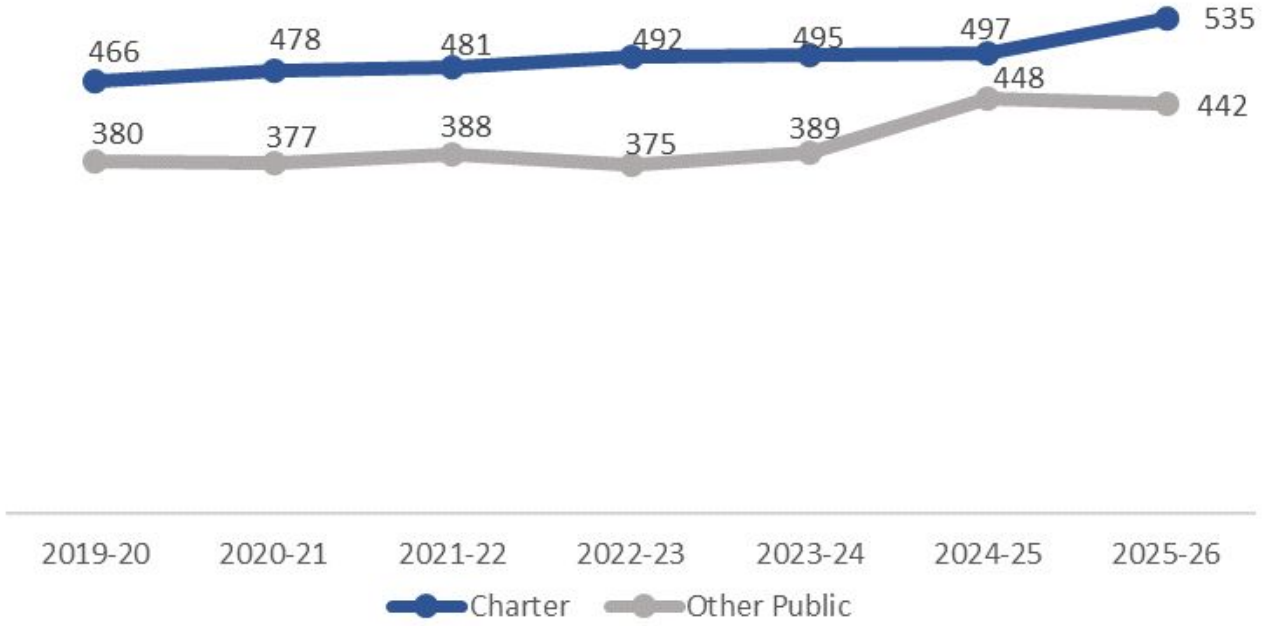
255

Hispanic Student Enrollment in Charter Schools and Other Public Non-SPPS Districts Is Increasing



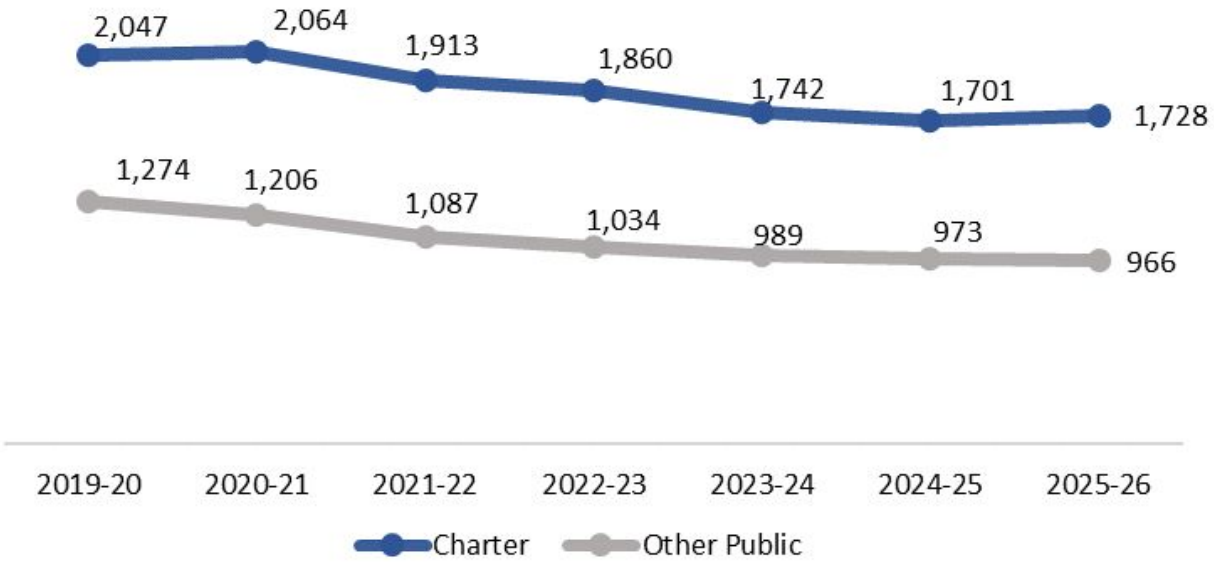
256

Over 500 Students of Two or More Races Enroll in Charter Schools, While Another 442 Enroll in Other Public Districts Outside of SPPS



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White Students Enrolling in Charter Schools and Other Public Districts Outside of SPPS Has Been Declining



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Action Steps

Marketing and enrollment recovery part of SPPS 2033 strategic plan	Enrollment campaign with digital marketing support for five elementary schools	Ongoing recruitment efforts for new programs (Afrocentric, Karen at Wellstone, Obama Middle, etc.)	Exploring re-engagement campaign for families who have left SPPS

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Thank You

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Policy Update

Regular Meeting of the Board of Education
April 21, 2026

SECOND READING

Policy 426.00
Use of Social Media

Saint Paul Public Schools

April 21, 2026

Erica Wacker, Director of Communications

Mario McHenry, Executive Director of Technology Services

Policy 426.00 Use of Social Media

Current Policy:

1. Policy last revised in 2016
2. Transitioned to new policy format, which includes Policy Purpose
3. Added Staff to policy name
4. Added the word Policy to Purpose

See all updates to Policy 426.00

Policy Changes

Policy 426.00 Staff Use of Media
Policy Purpose

Saint Paul Public Schools (District) recognizes that social media can be a powerful tool for enhancing learning and communication. The purpose of this policy is to address professional and personal use of social media by District employees. The District recognizes that its employees have certain constitutional, statutory, and/or contractual rights regarding speech and neither this policy nor the accompanying guidelines are designed to violate those rights.

Policy 426.00 Use of Social Media

Highlights

Modernized terminology by replacing text.

Policy Changes

E. Social media: Includes, but is not limited to, online media such as: websites, blogs/vlogs, ~~web logs,~~ ~~wikis~~, online forums, podcasts, and social networks. 264

Policy 426.00 Use of Social Media

Highlights

Work related use of social media.

Policy Changes

B. District staff are ultimately responsible for any student-run accounts. The district reserves the right to report accounts that have not been authorized or are found to be in violation of content standards.

D. If a staff member has permission to manage an official district social media account, student names and images can only be published if a staff member has verified the student(s) have an approved media release.

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Policy 426.00 Use of Social Media

Highlights

Personal use of social media.

Policy Changes

a. Employees may not use social media for personal use during work time or on district devices.

b. To ensure the safety and privacy of the school community, employees must adhere to the following standards:

   i. Confidentiality: Employees must maintain strict confidentiality and shall not disclose private student data protected by law, such as FERPA or the Minnesota Government Data Practices Act, on personal platforms. This includes images, names and other identifying information about students or district employees.

Policy 426.00 Use of Social Media

Highlights

Personal use of social media.

Policy Changes

ii. Harassment Prevention: Personal content must not include language or images that are threatening, harassing, libelous, or defamatory, or that encourage bullying or inappropriate behavior toward students or staff. 267

iii. Distinction Between Content: Employees are advised to maintain a clear distinction between personal and professional content to ensure that personal activity does not impede their professional duties or the District's mission.

Policy 426.00 Use of Social Media

Highlights

District may take appropriate action

Policy Changes

C. The District may take appropriate action when it becomes aware of, or reasonably suspects, conduct or communication on social media that adversely affects the workplace, impedes their ability to do their job, or violates professional codes of ethics or other laws.

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Policy 426.00 Use of Social Media

Highlights

Cross References

Policy Changes

Cross References

304.00 Records Data Management

418.00 Gender Inclusion - Staff

419.00 Professional and Respectful Workplace

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Questions?

270

Recommendation

- Request the review of Policy 426.00: Use of Social Media at the April 21, 2026 Regular Meeting meeting be considered the Second Reading of the three reading process

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SECOND READING

Policy 707.02: Transportation: Student Conduct

April 21, 2026

Benjamin Harri, Director of Transportation

Policy 707.02 Transportation: Student Conduct

Current Policy:

- Last revised 06/17/2008.
- Changes to include the following:
  - Policy Purpose
  - Updates to General Policy numbers 1, 3, and 7 to include more clear verbiage and terms and eliminate duplicate information and include updated information according to state statutes.
  - Include Definitions
  - Updated legal references cited

Policy Changes

I. POLICY PURPOSE

The purpose of this policy is to establish clear boundaries of responsibility and safety standards for the transportation of students within the district. The district is committed to providing a safe, orderly, and efficient transition for students between their designated bus stops and school facilities.

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The district is also committed to the protections afforded under the Individuals with Disabilities Education Act (IDEA). For students with an IEP or 504 Plan where transportation is a "related service," this policy ensures that disciplinary actions do not infringe upon the student's right to a Free Appropriate Public Education (FAPE).

This policy provides a framework for consistent and fair disciplinary investigations led by building principals, ensuring that when a student is found responsible for vandalizing a school bus, the damage is appropriately repaired, the school's restorative practices are used, and riding privileges are managed to protect the well-being of the entire school community.

Policy 707.02 Transportation: Student Conduct

Current Policy:

- Last revised 06/17/2008.
- Changes to include the following:
  - Policy Purpose
  - Updates to General Policy numbers 1, 3, and 7 to include more clear verbiage and terms and eliminate duplicate information and include updated information according to state statutes.
  - Include Definitions
  - Updated legal references cited

Policy Changes

II. GENERAL STATEMENT OF POLICY

~~1. Transportation service is a privilege that is granted to the student contingent upon the exhibition of proper behavior according to set guidelines.~~

1. The District's legal responsibility for student safety begins only when a student boards the bus and ends when they are delivered to their regular school bus stop. Supervision of children until boarding in the morning and after leaving the bus in the afternoon remains the responsibility of the parent or guardian.

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Policy 707.02 Transportation: Student Conduct

Current Policy:

- Last revised 06/17/2008.
- Changes to include the following:
  - Policy Purpose
  - Updates to General Policy numbers 1, 3, and 7 to include more clear verbiage and terms and eliminate duplicate information and include updated information according to state statutes.
  - Include Definitions
  - Updated legal references cited

Policy Changes

II. GENERAL STATEMENT OF POLICY

3 Protections for Students with Disabilities (IEP/504) -If a student with a disability—who has transportation identified as a "related service" in their IEP or 504 Plan—faces a suspension or revocation of bus privileges, the following protections apply:

a. **Manifestation Determination:** If a bus suspension would result in a change of placement (typically more than 10 cumulative days in a school year), the District must conduct a **Manifestation Determination Review** to determine if the behavior was caused by the student's disability. The manifestation determination meeting must take place as soon as possible to ensure compliance with special education law.

b. **Alternative Transportation:** If the behavior *is* a manifestation of the disability, the District may not simply revoke service; it must provide an alternative safe method of transport to ensure the student receives a **Free Appropriate Public Education (FAPE)**.

Policy 707.02 Transportation: Student Conduct

Current Policy:

- Last revised 06/17/2008.
- Changes to include the following:
  - Policy Purpose
  - Updates to General Policy numbers 1, 3, and 7 to include more clear verbiage and terms and eliminate duplicate information and include updated information according to state statutes.
  - Include Definitions
  - Updated legal references cited

Policy Changes

II. GENERAL STATEMENT OF POLICY Continued…

3 **IEP Team Consultation:** The IEP team shall meet to consider a Functional Behavioral Assessment (FBA) or a Behavior Intervention Plan (BIP) to address the bus-related conduct.

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Policy 707.02 Transportation: Student Conduct

Current Policy:

- Last revised 06/17/2008.
- Changes to include the following:
  - Policy Purpose
  - Updates to General Policy numbers 1, 3, and 7 to include more clear verbiage and terms and eliminate duplicate information and include updated information according to state statutes.
  - Include Definitions
  - Updated legal references cited

Policy Changes

II. GENERAL STATEMENT OF POLICY

7 If it is determined that a student is responsible for vandalism to a school bus, either owned by the District or under contract to the District, the parent or guardian shall be responsible for making 277 ~~restitution to the District for the cost of the repairs to the school bus~~ sure the damage is appropriately repaired through the school's restorative practices, and riding privileges are managed to protect the well-being of the entire school community.

Policy 707.02 Transportation: Student Conduct

Current Policy:

- Last revised 06/17/2008.
- Changes to include the following:
  - Policy Purpose
  - Updates to General Policy numbers 1, 3, and 7 to include more clear verbiage and terms and eliminate duplicate information and include updated information according to state statutes.
  - Include Definitions
  - Updated legal references cited

Policy Changes

III. DEFINITIONS

Regular School Bus Stop - The District's responsibility ends at the stop location, not the student's front door. This clarifies that the "last mile" of the walk home is the parent/guardian's responsibility.

Boarding - begins when the student makes physical contact with the bus handrail or steps.

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Leaving - is complete when the student has cleared the immediate "Danger Zone" (the 10-foot area surrounding the bus).

Serious - A single incident that jeopardizes the immediate safety of the driver or passengers (e.g., physical assault, lighting a fire, or opening emergency exits).

Policy 707.02 Transportation: Student Conduct

Current Policy:

- Last revised 06/17/2008.
- Changes to include the following:
  - Policy Purpose
  - Updates to General Policy numbers 1, 3, and 7 to include more clear verbiage and terms and eliminate duplicate information and include updated information according to state statutes.
  - Include Definitions
  - Updated legal references cited

Policy Changes

III. DEFINITIONS Continued…

Repeated - A specific numerical threshold (e.g., three "Minor" Incident Reports within a single semester).

Suspension - A temporary loss of bus privileges (e.g., 1 to 10 days).

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Revocation - A permanent or long-term loss of bus privileges (e.g., for the remainder of the school year).

IEP (Individualized Education Program) - is a legally binding document developed for every public school child who is eligible for special education.

Policy 707.02 Transportation: Student Conduct

Current Policy:

- Last revised 06/17/2008.
- Changes to include the following:
  - Policy Purpose
  - Updates to General Policy numbers 1, 3, and 7 to include more clear verbiage and terms and eliminate duplicate information and include updated information according to state statutes.
  - Include Definitions
  - Updated legal references cited

Policy Changes

LEGAL REFERENCES:

Minn. Stat. § 125A - *Special Education and Special Programs*

Minn. Stat. § 123B.91- *School District Bus Safety Responsibilities*

Minn. Stat. § 617.27 - *Search Warrant; Destruction of Property*

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Questions?

281

Recommendation

- Request the review of Policy 707.02: Transportation: Student Conduct at the 21, 2026 Regular Meeting be considered the Second Reading.

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426.00 STAFF USE OF SOCIAL MEDIA

POLICY PURPOSE

Saint Paul Public Schools (District) recognizes that social media can be a powerful tool for enhancing learning and communication. The purpose of this policy is to address professional and personal use of social media by District employees. The District recognizes that its employees have certain constitutional, statutory, and/or contractual rights regarding speech and neither this policy nor the accompanying guidelines are designed to violate those rights.

GENERAL STATEMENT OF POLICY

A. When engaging with social media, whether for professional or personal use, District employees are advised to be respectful and maintain the highest standards of professionalism and ethical conduct.

B. When referring to the District, its schools, students, employees, communities, programs, and activities on any social media networks, employees shall not use obscene or profane language or images in communications or conduct that is threatening, harassing, libelous, or defamatory, or that discusses or encourages any illegal activity or inappropriate use of illegal drugs, sexual behavior, harassment, or bullying. Employees must adhere to District *Guidelines for Social Media Use*.

C. An employee is responsible for any content communicated by them on social media.

D. When employees engage in social media sites that represent students, families, or groups within the District, they do so as employees of the district. Employees are advised to maintain appropriate boundaries at all times and must follow the requirements for mandated reporting.

DEFINITIONS

For the purpose of this policy the following terms are defined as follows:

A. Social media: Includes, but is not limited to, online media such as: websites, blogs/vlogs, ~~web logs,~~ ~~wikis,~~ online forums, podcasts, and social networks.

B. Employees: Any staff person of the District, as well as any agent, independent contractor, or other person engaging in work for the District

C. Work time: Includes any time for which the employee is being compensated by the District, excluding vacations, sick days, personal leave, and paid holidays.

WORK-RELATED USE OF SOCIAL MEDIA

A. The Superintendent or designee is authorized to establish public online social media accounts on behalf of the District, its departments, schools, official activities or programs for the purposes of informing the public generally and specifically regarding District messages.

B. Only those public online social media accounts approved by the Superintendent or Superintendent's designee may use the District name, or name of any of its schools or departments, its mascots or team names, or otherwise present an image in words or visual images that purports to identify the social media account with Saint Paul Public Schools, its schools, departments, activities, or programs. District staff are ultimately responsible for any student-run accounts. The district reserves the right to report accounts that have not been authorized or are found to be in violation of content standards.

C. The Superintendent, or Superintendent's designee, may authorize establishment and use of public online social media accounts by teachers for educational uses for their classes.

D. If a staff member has permission to manage an official district social media account, student names and images can only be published if a staff member has verified the student(s) have an approved media release.

PERSONAL USE OF SOCIAL MEDIA

A. Employees may not use social media for personal use during work time or on district devices.

B. The decision of whether or not to use social media for personal use, outside of work hours, is left to the discretion of the individual District employee.

a. Employees should not post images, names or other identifying information about students on personal social media accounts. To ensure the safety and privacy of the school community, employees must adhere to the following standards:

i. Confidentiality: Employees must maintain strict confidentiality and shall not disclose private student data protected by law, such as FERPA or the Minnesota Government Data Practices Act, on personal platforms. This includes images, names and other identifying information about students or district employees.

ii. Harassment Prevention: Personal content must not include language or images that are threatening, harassing, libelous, or defamatory, or that encourage bullying or inappropriate behavior toward students or staff.

iii. Distinction Between Content: Employees are advised

to maintain a clear distinction between personal and professional content to ensure that personal activity does not impede their professional duties or the District's mission.

C. The District may take appropriate action when it becomes aware of, or reasonably suspects, conduct or communication on social media that adversely affects the workplace, impedes their ability to do their job, or violates professional codes of ethics or other laws.

~~**PERSONAL USE OF SOCIAL MEDIA**~~

~~D. Employees may not use social media for personal use during work time.~~

~~E. The decision of whether or not to use social media for personal use, outside of work hours, is left to the discretion of the individual District employee.~~

~~F. The District may take appropriate action when it becomes aware of, or reasonably suspects, conduct or communication on social media that adversely affects the workplace, impedes their ability to do their job, or violates professional codes of ethics or other laws.~~

~~G. Employees should not post images, names or other identifying information about students on personal social media accounts.~~

ACCOUNTABILITY

A. While the District does not affirmatively monitor employee use of social media, it may view and monitor an employee's social media activity at any time and without prior consent.

B. Employees who violate provisions of this policy are subject to consequences, including termination.

Legal References:

47 U.S.C. §254 (Children's Internet Protection Act of 2000 (CIPA)) 47 C.F.R. § 54.520 (FCC rules implementing CIPA)
20 U.S.C. 1232g (FERPA)
Minn. Stat. Chapter 13 (Minnesota Government Data Practices Act) Minn. Rule 8710.2100 (Code of Ethics for Minnesota Teachers) Garcetti v. Ceballos, 547 U.S.410(2006)
Connick v. Myers, 461 U. S. 138 (1983)
Pickering v. Board of Ed. of Township High School Dist. 205, 391 U. S. 563 (1968)

Cross References:

102.00, Equal Opportunity/Non-Discrimination
304.00 Records Data Management

415.00, Harassment, Violence and Other Offensive Behavior

418.00 Gender Inclusion - Staff

419.00 Professional and Respectful Workplace

500.00, Gender Inclusion

501.00, Hazing Prohibition
505.00, Bullying Prohibition
520.00, Technology Usage and Safety

707.02 TRANSPORTATION: STUDENT CONDUCT

I. POLICY PURPOSE

The purpose of this policy is to establish clear boundaries of responsibility and safety standards for the transportation of students within the district. The district is committed to providing a safe, orderly, and efficient transition for students between their designated bus stops and school facilities.

The district is also committed to the protections afforded under the Individuals with Disabilities Education Act (IDEA). For students with an IEP or 504 Plan where transportation is a "related service," this policy ensures that disciplinary actions do not infringe upon the student's right to a Free Appropriate Public Education (FAPE).

This policy provides a framework for consistent and fair disciplinary investigations led by building principals, ensuring that when a student is found responsible for vandalizing a school bus, the damage is appropriately repaired, the school's restorative practices are used, and riding privileges are managed to protect the well-being of the entire school community.

II. GENERAL STATEMENT OF POLICY

1. The District's legal responsibility for student safety begins only when a student boards the bus and ends when they are delivered to their regular school bus stop. Supervision of children until boarding in the morning and after leaving the bus in the afternoon remains the responsibility of the parent or guardian.
2. Minnesota statutes provide that transportation is a privilege and not a right for an eligible student. Students shall be required to conduct themselves in a manner which is consistent with established standards for classroom behavior as listed in the Rights and Responsibilities Handbook and in the publications of the District Transportation Department while riding on the school bus and while at the school bus stop. Parents or guardians are

responsible for ensuring that their children know and understand these standards of conduct.

3. Protections for Students with Disabilities (IEP/504) - If a student with a disability—who has transportation identified as a "related service" in their IEP or 504 Plan—faces a suspension or revocation of bus privileges, the following protections apply:
    a. **Manifestation Determination:** If a bus suspension would result in a change of placement (more than 5 consecutive days or 10 cumulative days in a school year), the District must conduct a **Manifestation Determination Meeting** to determine if the behavior was a manifestation of the student's disability. The manifestation determination meeting must take place as soon as possible to ensure compliance with special education law.
    b. **Alternative Transportation:** If the behavior *is* a manifestation of the disability, the District may not simply revoke service; it must provide an alternative safe method of transport to ensure the student receives a **Free Appropriate Public Education (FAPE)**.
    c. **IEP Team Consultation:** In the case of serious or repeated bus-related conduct, the IEP or 504 team shall meet to consider a **Functional Behavioral Assessment (FBA)** or a **Behavior Intervention Plan (BIP)** to address the bus-related conduct.
4. In cases where transported students do not conduct themselves properly on a school bus, the bus driver shall report the unacceptable student conduct to the school principal on the District Incident Report Form.
5. Conduct on the school bus and the penalties assessed for misconduct, are primarily the responsibility of the building principal, however the Chief Academic Officer and the Transportation Administrator may become involved in student discipline matters as necessary. Incidents of unacceptable student conduct shall be dealt with promptly, following an investigation by building principal (or designee), and that discipline will be applied uniformly and fairly throughout the District.
6. Students who cause serious or repeated disciplinary problems on the school bus shall have their riding privileges suspended or revoked. The parent or guardian shall be responsible for ensuring that the student travels safely to and from school.
7. If it is determined that a student is responsible for vandalism to a school bus, either owned by the District or under contract to the District, the parent or guardian shall be responsible for making ~~restitution to the District for the cost of the repairs to the school bus~~ sure the damage is appropriately

repaired through the school's restorative practices, and riding privileges are managed to protect the well-being of the entire school community.

III. DEFINITIONS

Regular School Bus Stop - The District's responsibility ends at the stop location, not the student's front door. This clarifies that the "last mile" of the walk home is the parent's responsibility.

Boarding - begins when the student makes physical contact with the bus handrail or steps.

Leaving - is complete when the student has cleared the immediate "Danger Zone" (the 10-foot area surrounding the bus).

Serious - A single incident that jeopardizes the immediate safety of the driver or passengers (e.g., physical assault, lighting a fire, or opening emergency exits).

Repeated - A specific numerical threshold (e.g., three "Minor" Incident Reports within a single semester).

DRAFT

Suspension - A temporary loss of bus privileges (e.g., 1 to 10 days).

Revocation - A permanent or long-term loss of bus privileges (e.g., for the remainder of the school year).

IEP (Individualized Education Program) - is a legally binding document developed for every public school child who is eligible for special education.

504 Plan - a legally binding document designed to provide students with qualifying disabilities the specific accommodations and modifications necessary to ensure they have equitable access to their learning environment and school activities under Section 504 of the Rehabilitation Act.

LEGAL REFERENCES:

Minn. Stat. § 125A - *Special Education and Special Programs*

Minn. Stat. § 123B.91- *School District Bus Safety Responsibilities*

Minn. Stat. § 617.27 - *Search Warrant; Destruction of Property*

CROSS REFERENCES:

Policy 508.00 - *Pupils with Individualized Education Programs (IEP)*

Policy 707.00 – *Transportation: Eligibility*

Policy 707.04 – *Transportation: Student School Bus Safety Training*

Policy 707.05 – *Transportation: Type III School Buses*

Policy 710.00 – *Transportation: Field, Athletic, Community Education Trips*

DRAFT