

## Regular

Tuesday, April 21, 2026 5:30 PM

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

1. **CALL TO ORDER**

2. **ROLL CALL**

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

4. **RECOGNITIONS**

4.A. Acknowledgement of Good Work Provided by Students

4.B. Acknowledgement of Good Work Provided by Staff

5. **PUBLIC COMMENT**

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

7. **APPROVAL OF THE MINUTES**

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

8. **COMMITTEE REPORTS**

8.A. Minutes of the Committee of the Board Meeting of April 14, 2026

9. **FUTURE MEETING SCHEDULE**

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

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

10. **SUPERINTENDENT'S ANNOUNCEMENTS**

11. **ACTION AGENDA ITEMS**

11.A. **Consent Agenda**

11.A.1. Gifts

11.A.1.a. Acceptance of Gift from Central High School - Norwood Young America

11.A.1.b. Acceptance of Gifts that are under \$5,000 for March 1st - March 31st, 2026

11.A.1.c. Acceptance of Gift from The Saint Paul Foundation

11.A.1.d. Acceptance of Gift from The Thielen Foundation

11.A.1.e. Gift Acceptance Form/Request for Permission to Accept a Donation from Global Arts Plus PTA

11.A.1.f. Gift Acceptance from the Olga B. Hart Education Foundation

11.A.1.g. Snap Raise Wrestling Donation

11.A.2. Grants

11.A.2.a. Request for Permission to Accept a Grant from the Ecolab Foundation's Community Impact Grant Program

11.A.2.b. Request for Permission to Accept a Grant from the University of St. Thomas' Lab School Launch Fund Program

11.A.2.c. Request for Permission to Submit a Grant to the Minnesota Department of Education's Fresh Fruit and Vegetable Program

11.A.2.d. 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

11.A.2.e. Request for Permission to Submit a Grant to the Travelers Foundation Academic and Career Success Grant Program

11.A.3. Contracts

11.A.3.a. Furniture Award for Hamline Elementary Secure Entry, Heating and Plumbing Replacement Project (Project #4160-25-01)

11.A.3.b. Rescission of Contract - Bus Garage Slab Replacement (Project # 9020-26-01)

11.A.4. Agreements

11.A.4.a. 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

11.A.4.b. Joint Powers Agreement with Minnesota State (Saint Paul College) pertaining to Contracted Postsecondary Enrollment Options (PSEO)

11.A.5. Administrative Items

11.A.5.a. Monthly Operating Authority

11.A.5.b. Human Resource Transactions

11.A.5.c. Approval of the 2026-2027 Sabbatical Leave Application Request

11.A.5.d. E-STEM Middle School DNR School Forest Designation

11.A.5.e. MSHSL Girls Flag Football Application for Emerging Status

11.A.5.f. Project Budget Modification Request and Finance Plan Update for the FY25 Paving Replacement Program at Hubbs Center (Project # 0800-25-01)

11.A.5.g. PLACEHOLDER: Revisions to Policy 416.00 - Drug and Alcohol Testing for All Employees

11.A.5.h. Revision to Policy 304.00 - Records: Data Management

11.A.5.i. 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

11.A.5.j. Proposed Dedication of the Harding High School Track

11.A.5.k. Proposed Dedication of the Harding High School Fieldhouse

11.A.6. Bids

11.A.6.a. Phase Gate Approval of the Bruce Vento Elementary New Construction - Playground Equipment & Surfacing (Project # 1020-22-01): Gate #4 - Contract Award

11.A.6.b. Phase Gate Approval of the FY25 Paving Replacement Program at Hubbs Center (Project # 0800-25-01): Gate #4 - Contract Award

11.A.7. Change Orders

11.A.7.a. Change Order #1 for Kraft Mechanical, LLC for The Heights Community School HVAC Replacement and Fire Suppression Project (Project # 1120-25-01)

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

11.C. THIRD READING: Benjamin E. Mays Name Change

11.C.1. Proposed Adoption of a New Name for Benjamin E. Mays Elementary School

11.D. Equity Committee Resolution

11.E. Policy Update

11.E.1. FOURTH READING: Policy 701.00 - Investment and Banking

11.E.2. FOURTH READING: Rescissions of Policy 703.00 - Annuities & Policy 705.00 - Investments

11.E.3. THIRD READING: Rescission of Policy 601.01: Achievement

11.E.4. THIRD READING: Policy 601.00: Educational Programming and Achievement

11.E.5. THIRD READING: Policy 508.00 - Students with IEPs

12. **INFORMATIONAL AGENDA ITEMS**

12.A. Board Initiated Goals Governance (B.I.G.G.): Market Share

12.B. FY27 Budget Update

12.C. Budget Engagement Plan

12.D. Policy Update

12.D.1. SECOND READING: 426.00 Use of Social  
Media

12.D.2. SECOND READING: 707.02 Transportation:  
Student Conduct

13. **BOARD OF EDUCATION**

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

13.B. Board of Education Reports/Communications

14. **ADJOURNMENT**

**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 Kuhlert

**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](http://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](http://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.

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. <b><u>Lucia Cook</u></b>   | Immigration defense  |
| 2. <b><u>Caro Solis</u></b>   | Harassment, bullying |
| 3. <b><u>Erin Steffes</u></b> | Immigration defense  |
| 4. <b><u>Mara Solis</u></b>   | 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
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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 welcomed, 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 is 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 17<sup>th</sup> 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 seven-year 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  
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 area 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	PROGRAM_CC	PRODUCT	ACCOUNT	CLASS_FLD	DESCRIPTION	AMOUNT	JOURNAL_ID	OUCHER	INVOICE_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/ LAUDED A 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:** 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:

	<u>Lump Sum Base Bid</u>
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.

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

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

**NEW APPOINTMENT**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Effective Date</u></b>	<b><u>Pay Rate</u></b>	<b><u>Location</u></b>
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**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Effective Date</u></b>	<b><u>Pay Rate</u></b>	<b><u>Location</u></b>
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**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Effective Date</u></b>	<b><u>Pay Rate</u></b>	<b><u>Location</u></b>
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**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Effective Date</u></b>	<b><u>Pay Rate</u></b>	<b><u>Location</u></b>
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**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Effective Date</u></b>	<b><u>Pay Rate</u></b>	<b><u>Location</u></b>
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**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Effective Date</u></b>	<b><u>Pay Rate</u></b>	<b><u>Location</u></b>
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**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Effective Date</u></b>	<b><u>Pay Rate</u></b>	<b><u>Location</u></b>
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**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Effective Date</u></b>	<b><u>Pay Rate</u></b>	<b><u>Location</u></b>
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**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Effective Date</u></b>	<b><u>Pay Rate</u></b>	<b><u>Location</u></b>
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**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Effective Date</u></b>	<b><u>Pay Rate</u></b>	<b><u>Location</u></b>
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**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Effective Date</u></b>	<b><u>Pay Rate</u></b>	<b><u>Location</u></b>
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**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Effective Date</u></b>	<b><u>Pay Rate</u></b>	<b><u>Location</u></b>
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**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Effective Date</u></b>	<b><u>Pay Rate</u></b>	<b><u>Location</u></b>
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**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Effective Date</u></b>	<b><u>Pay Rate</u></b>	<b><u>Location</u></b>
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 Viola, 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**  
**for Board of Education Meeting of April 21, 2026**

**PROMOTION**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Effective Date</u></b>	<b><u>Pay Rate</u></b>	<b><u>Location</u></b>
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**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Effective Date</u></b>	<b><u>Location</u></b>
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**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Effective Date</u></b>	<b><u>Location</u></b>
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**

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

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

**REHIRE AFTER TERMINATION**

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

**CHANGE IN TITLE**

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

**RETIREMENT**

<u>Name</u>	<u>Job Category</u>	<u>Effective Date</u>	<u>Location</u>
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**

<u>Name</u>	<u>Job Category</u>	<u>Effective Date</u>	<u>Location</u>
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**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Effective Date</u></b>	<b><u>Location</u></b>
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**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Effective Date</u></b>
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**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Effective Date</u></b>
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**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Effective Date</u></b>
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:**

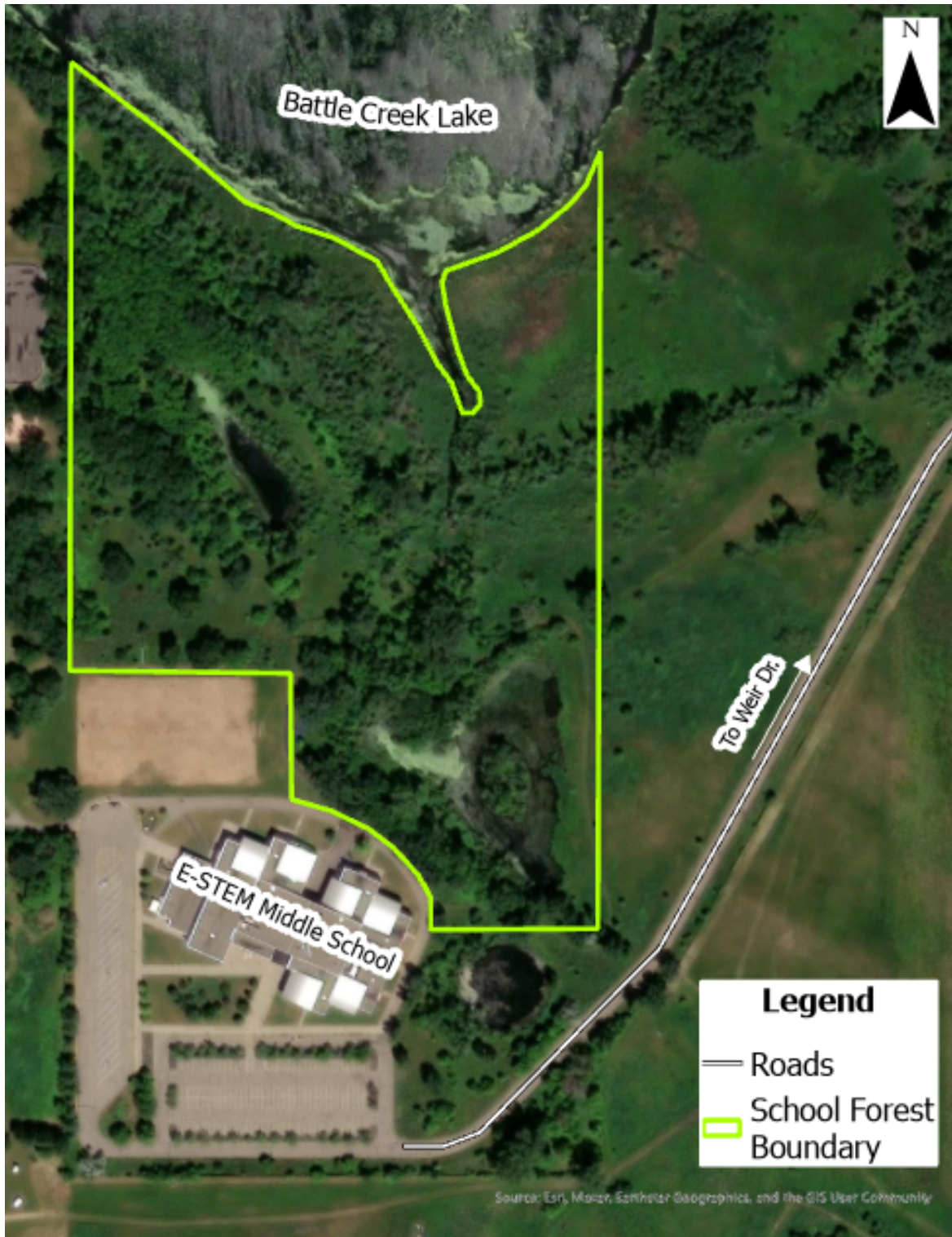
That the Board of Education approves and supports the enrollment of the E-STEM school property described in attachment #1 in the Minnesota DNR School Forest Program for educational and ecological purposes.

**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:

<b>Project Budget</b>	<b>Current Obligations</b>	<b>Invoiced to Date</b>	<b>Percent Invoiced</b>
\$1,526,000	\$100,575	\$85,762	5.6%

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

<b>Project Budget</b>	<b>Current Obligations</b>	<b>Invoiced to Date</b>	<b>Percent Invoiced</b>
\$460,000	\$100,575	\$85,762	19%

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

<b>Funding Source</b>	<b>Amount</b>
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:** 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 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 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.

*Adopted:* 04/18/1978  
*Revised:* 09/07/1982,  
12/04/1984,  
05/28/1996,  
03/21/2006,  
06/17/2008,  
4/21/2026

*Saint Paul Public Schools Policy*

*707.00*

## **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 unhoused under the Federal Regulations.

- 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.

**Students who are Unhoused** - 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)

**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.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*

Adopted: 11/15/1994  
Revised: 6/17/2008,  
4/21/2026

Saint Paul Public Schools Policy

707.04

## 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.

**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*

Adopted: 11/15/1994  
Revised: 6/17/2008,  
4/21/2026

Saint Paul Public Schools Policy

707.05

## **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.

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

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.

### 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*

## 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***

DRAFT

*Adopted:* 04/23/2019  
*Revised:* 12/12/23  
12/15/2025  
4/21/2026

*Saint Paul Public Schools Policy*

*417.00*

## **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

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.

- 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

- 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](mailto: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.

## **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

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.

- 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.

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

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.

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

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;

- 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.

## **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

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.

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*

## 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.

— 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: \_\_\_\_\_

— 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: \_\_\_\_\_

Section I-A

School District Name:

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Address:

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Phone #: \_\_\_\_\_

Fax #: \_\_\_\_\_

Designated Employer Representative:

---

Section I-B

Previous Employer Name:

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Address:

---

---

Phone #: \_\_\_\_\_

Designated Employer Representative (if known):

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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: \_\_\_\_\_

— 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;

ATTACHMENT C

- 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:

**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 including Principal Thiner and Assistant Superintendent Páez, 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.

**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 including Principal Thiner and Assistant Superintendent Páez, 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.

**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:

<b>Gate # and Description</b>	<b>Date</b>
#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:

<b>Project Budget</b>	<b>Current Obligations</b>	<b>Invoiced to Date</b>	<b>Percent Invoiced</b>
\$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:

<b>Funding Source</b>	<b>Amount</b>
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:

<b>Gate # and Description</b>	<b>Date</b>
#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:

<b>Project Budget</b>	<b>Current Obligations</b>	<b>Invoiced to Date</b>	<b>Percent Invoiced</b>
\$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:

<b>Funding Source</b>	<b>Amount</b>
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:

<b>Project Budget</b>	<b>Current Obligations</b>	<b>Invoiced to Date</b>	<b>Percent Invoiced</b>
\$13,526,000	\$3,689,465	\$797,999	6%

3. The contract would be changed as follows:

	<u>Amount</u>	<u>% Change</u>
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:

<b>Funding Source</b>	<b>Amount</b>
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.



**Saint Paul**  
PUBLIC SCHOOLS

## **THIRD READING: Benjamin E. Mays Name Change**

Principal Danielle Hughes  
April 21, 2026

# Rationale

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

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

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

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

# Engagement Process

## November 2025:

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

## December 2025:

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

## January 2026:

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

# Tagline Options



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



**Option Two:**  
Benjamin E. Mays



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

# Voting Results:

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

# Proposed Tagline Name Change:



**Benjamin E. Mays Afrocentric Magnet**

# Questions

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

**DATE:** 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 school **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**.



**Saint Paul**  
PUBLIC SCHOOLS

# **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.

# Questions?

# 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 Third and Final Reading of the three reading process.



**Saint Paul**  
PUBLIC SCHOOLS

# **FOURTH READING**

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

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.

# Questions?

# 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 third and final reading of the three reading process.

Adopted: 1974  
Revised: 5/2/1995;  
6/17/2008;  
2/13/2013;  
4/21/2026

Saint Paul Public Schools Policy 701.00

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

**CROSS REFERENCES:**

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

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

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

~~703.00 ANNUITIES~~

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

~~LEGAL REFERENCES:~~

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

~~CROSS REFERENCES:~~

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

*Saint Paul Public Schools Policy 705.00*

## **705.00 INVESTMENTS**

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

### **LIQUIDITY**

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

### **SAFETY**

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

### **YIELD**

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

### **POOLED INVESTMENT CONCEPT**

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

### **BORROWING**

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

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

**LEGAL REFERENCE:**

~~Minn. Stat. § 118A.01~~

~~Minn. Stat. § 118A.05~~

~~Minn. Stat. § 118A.06~~

~~Minn. Stat. § 118A.07~~

**CROSS REFERENCES:**

~~701.00, Investments and Banking~~



**Saint Paul**  
PUBLIC SCHOOLS

# POLICY UPDATE

## **Third Reading: Rescission of Policy 601.01: Achievement**

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

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:

**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.**



**Saint Paul**  
PUBLIC SCHOOLS

# POLICY UPDATE

## **Third Reading: Policy 601.00: Educational Programming and Achievement**

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.

### 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.

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.

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.

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;
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)

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.
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;

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.**

# 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

# 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 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 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.
- 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.~~

# 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.

# 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~~ **premise belief** that all children can learn and that children have ~~diverse capabilities and~~ **diverse capabilities and individual strengths**, interests, and ~~individual~~ **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~~ **content-area** knowledge of ~~subject areas~~.

# 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. 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.~~

# Questions?

## **Recommendation:**

**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



**Saint Paul**  
PUBLIC SCHOOLS

# **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](#)

# 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

# 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.

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/IFSP 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 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.

# 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.

# 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.**

# 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 24 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.

# 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.

# 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.

# 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.

# 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

# Questions?

# 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  
Revised: 9/17/1996;  
6/17/2008;  
12/19/2017;  
4/21/2026

Saint Paul Public Schools Policy 508.00

## **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/IFSP 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 work places 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



**Saint Paul**  
PUBLIC SCHOOLS

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

Board of Education  
April 21, 2026

# Purpose

Report the progress on the following of B.I.G.G. student outcome goal(s):

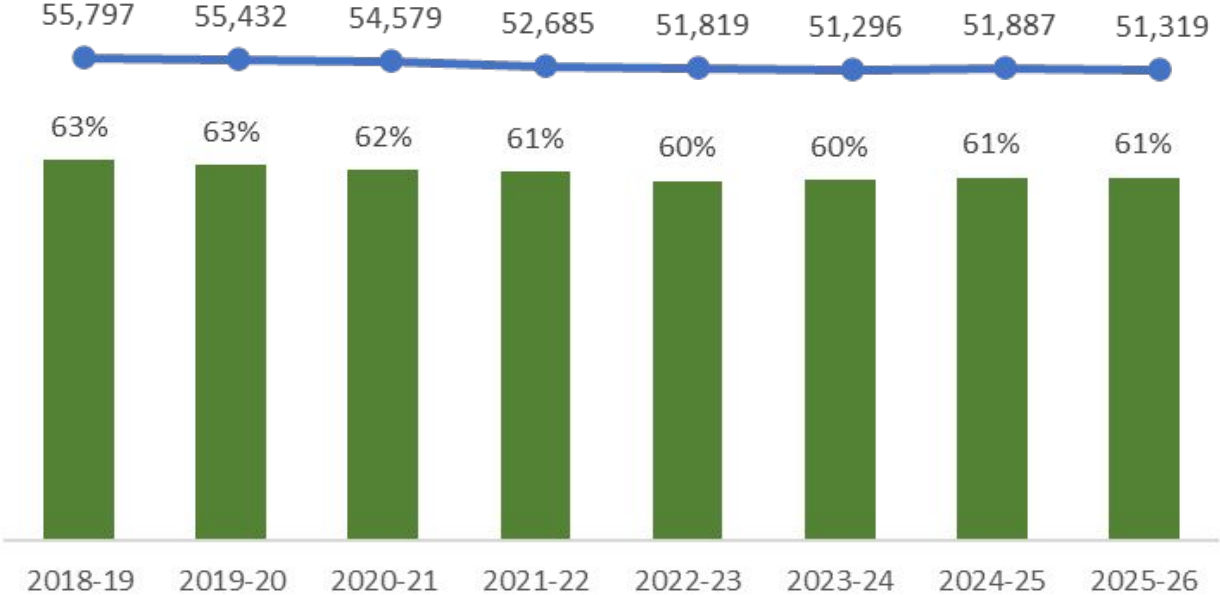
The percentage of school-aged children who live in Saint Paul and attend an SPPS school will increase from **60%** in 2024 to **63%** by 2029. Reporting parameters:

- **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

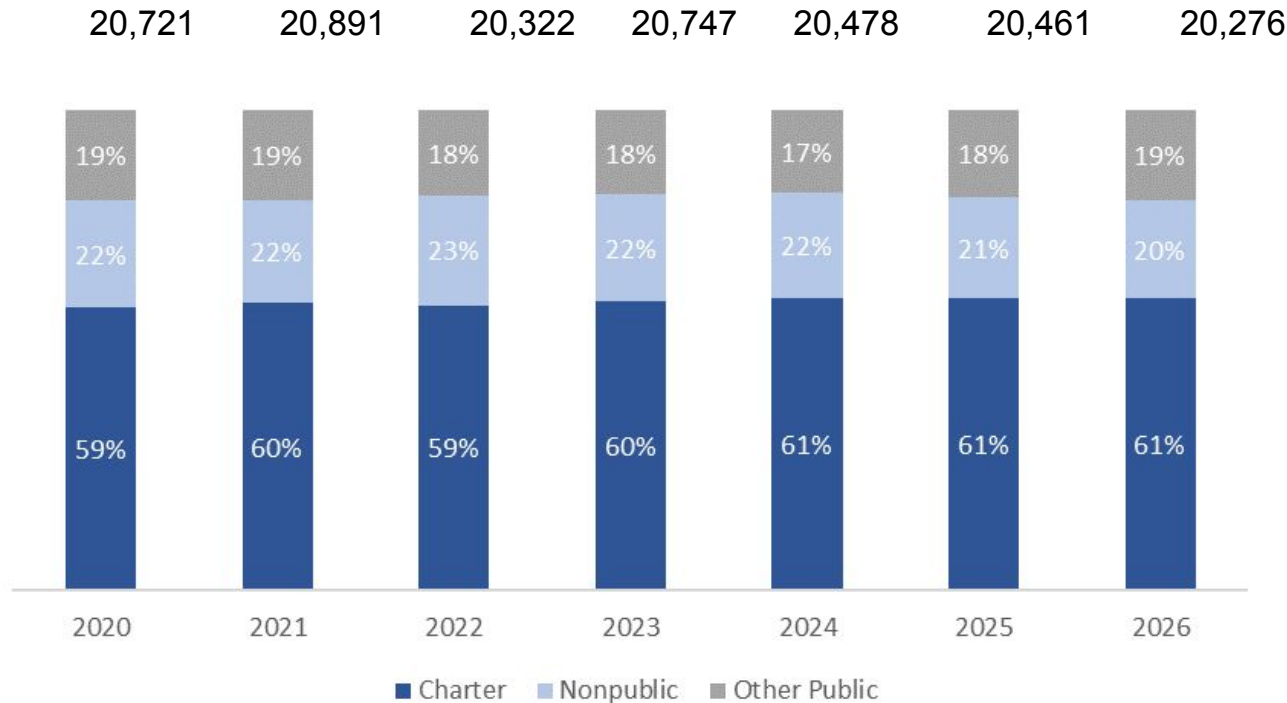
- Saint Paul Public Schools Official October 1 Enrollment file
  - Students who are enrolled in Saint Paul Public Schools on October 1.
- Official October 1 Enrollment file for St. Paul residents
  - Students who live in the city of St. Paul and enroll in a district other than Saint Paul Public Schools. 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.

# Results

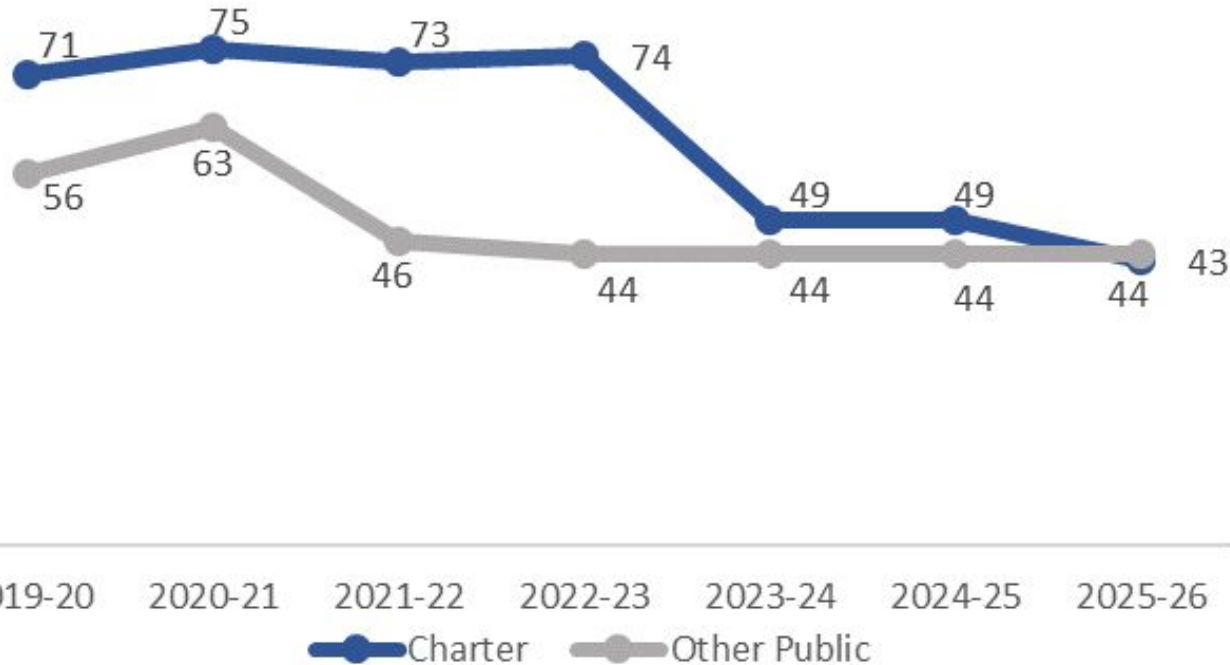


- SPPS enrolls 61% of the 51,319 school-age children living in the city of St. Paul; 2 percentage points away from the goal. (SY25-26)

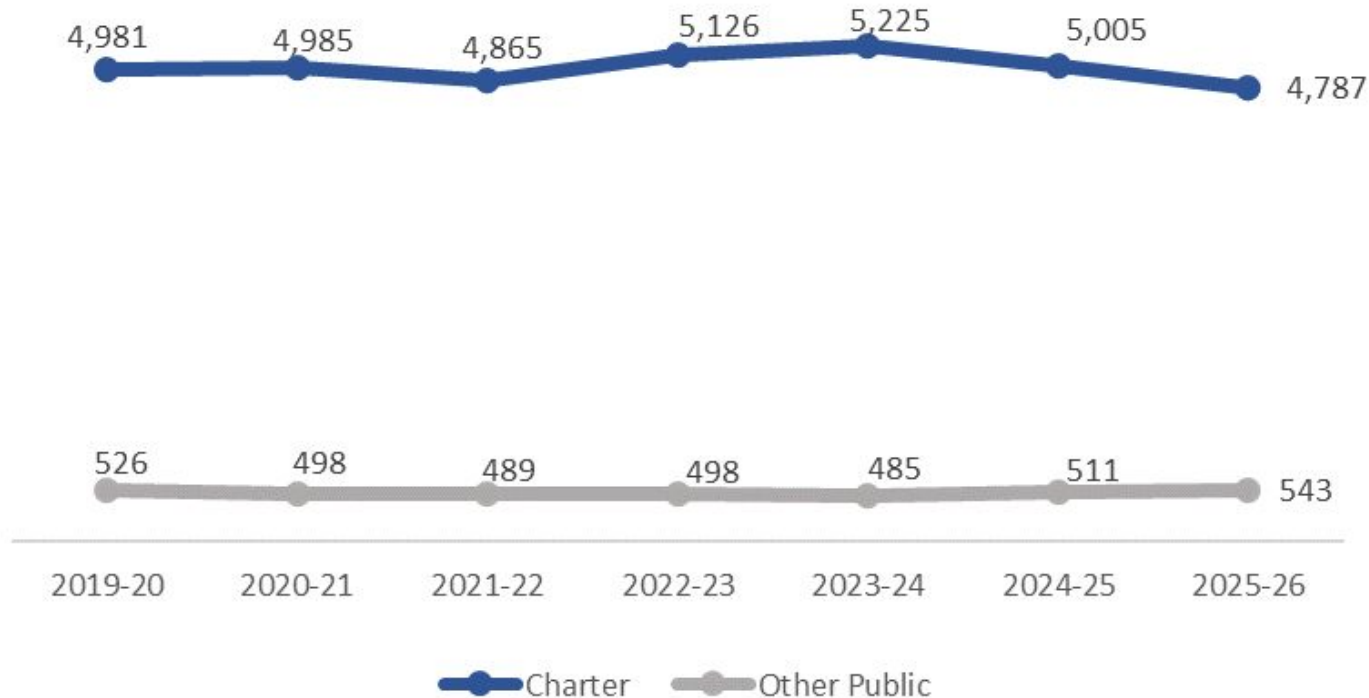
# Most Students Enroll in Charter Schools, followed by Non-Public Schools and Other Non-SPPS Districts



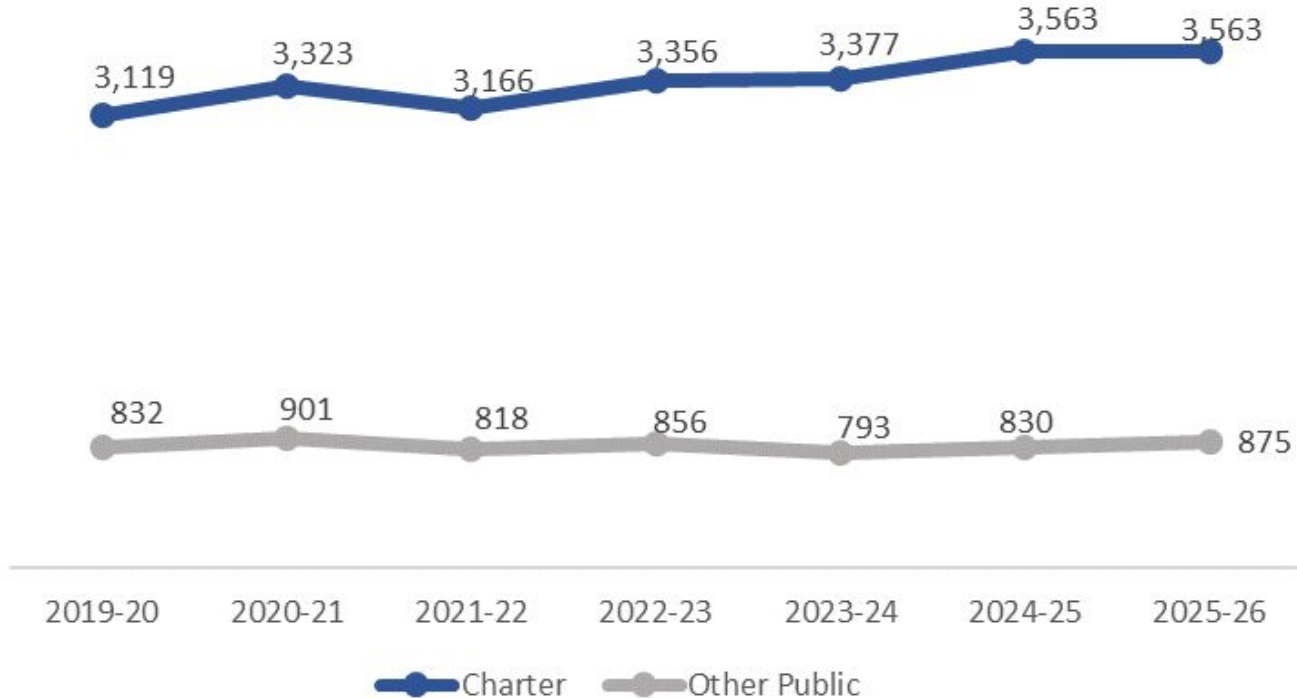
# Almost 100 American Indian Students Enroll in Charter Schools and Non-SPPS Districts



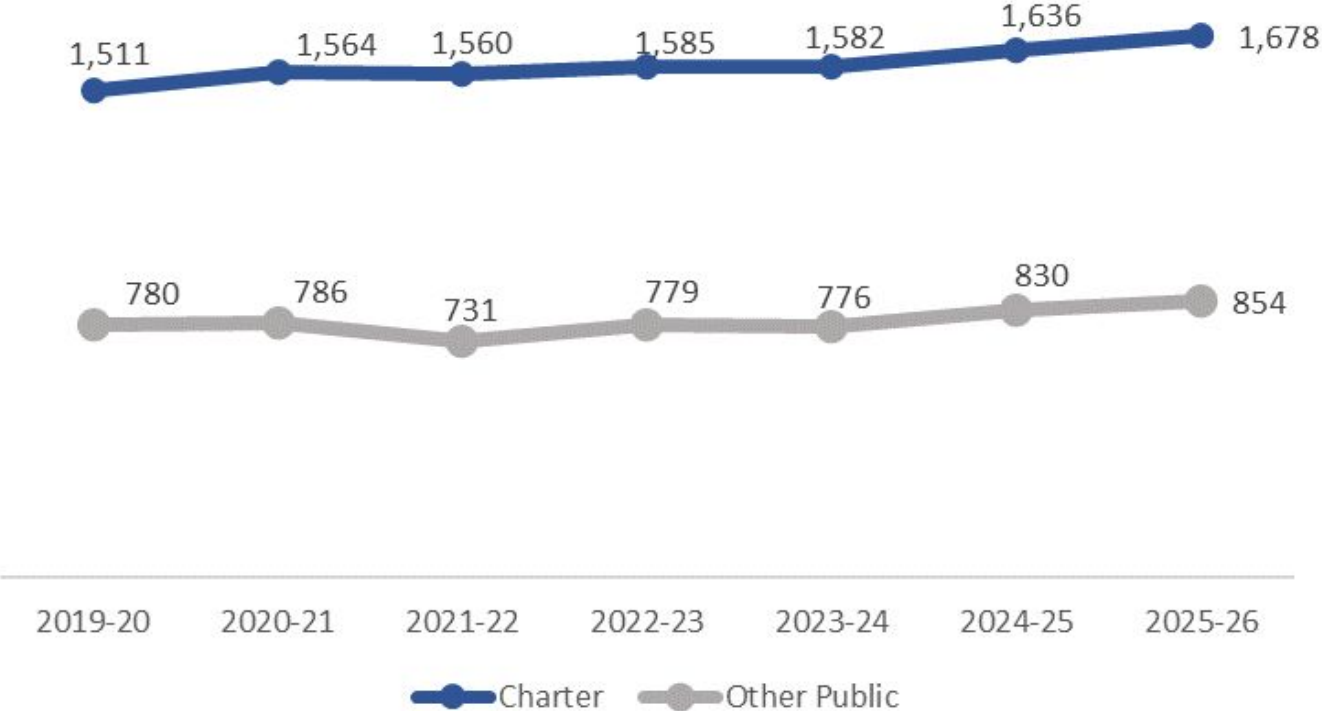
# Asian Students Enrolling in Charter Schools Has Decreased Over the Last 3 Years, While Other Enrollment Has Increased



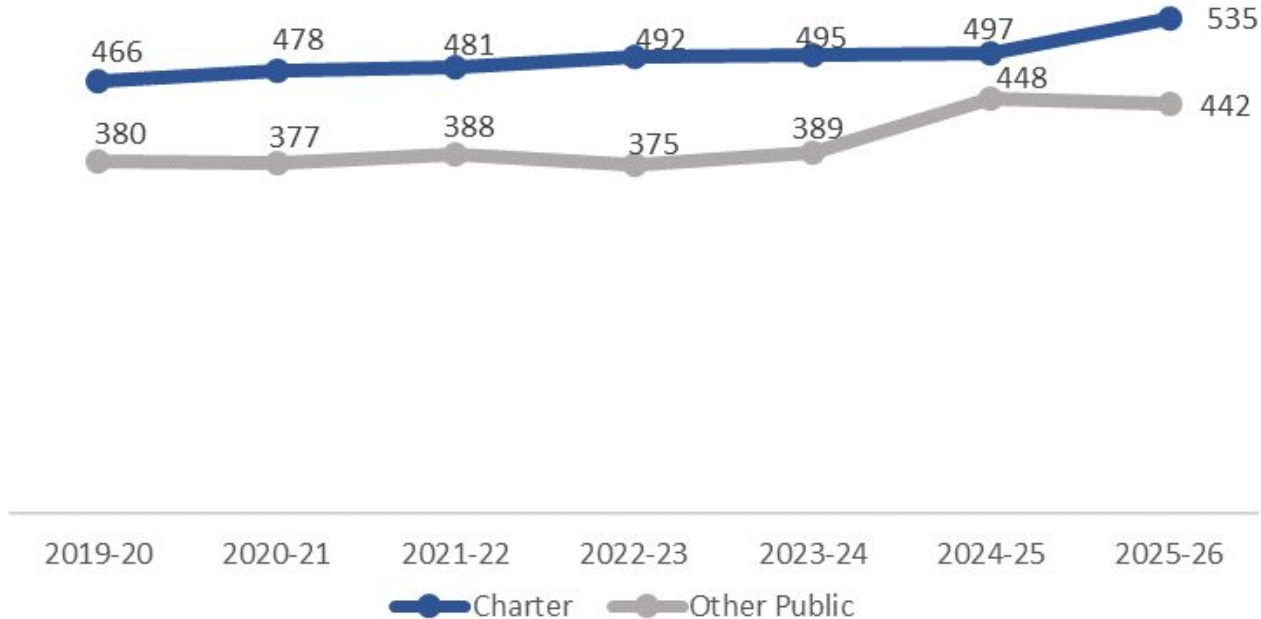
# Black Student Enrollment in Charter Schools Is Increasing, While Other Non-SPPS Enrollment Remains Steady



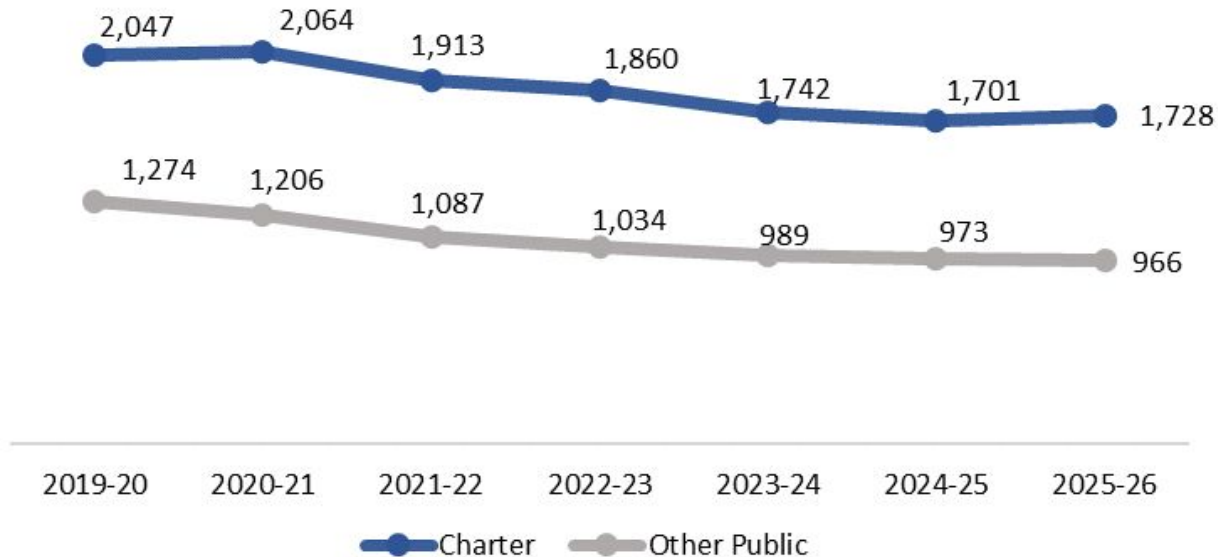
# Hispanic Student Enrollment in Charter Schools and Other Public Non-SPPS Districts Is Increasing







# Over 500 Students of Two or More Races Enroll in Charter Schools, While Another 442 Enroll in Other Public Districts Outside of SPPS



# White Students Enrolling in Charter Schools and Other Public Districts Outside of SPPS Has Been Declining



# Action Steps

 <p>Inclusion Instruction Infrastructure SPPS ★ 2033</p>		 <p>BENJAMIN E. MAYS Building Identity, Community and Excellence</p>	
<p>Marketing and enrollment recovery part of SPPS 2033 strategic plan</p>	<p>Enrollment campaign with digital marketing support for five elementary schools</p>	<p>Ongoing recruitment efforts for new programs (Afrocentric, Karen at Wellstone, Obama Middle, etc.)</p>	<p>Exploring re-engagement campaign for families who have left SPPS</p>

# Thank You